



AGRICULTURAL EXTENSION SERVICE

COOPERATIVE EXTENSION WORK IN AGRICULTURE & HOME ECONOMICS
NORTH CAROLINA STATE COLLEGE · RALEIGH, NORTH CAROLINA

January 8, 1965

TO: All Home Economics Agents doing 4-H Club work

FROM: N. C. Extension Nutrition Department -
S. Virginia Wilson, In Charge *SVW*

READ and HEED ---

A good New Year's resolution for you --- KEEP the enclosed material in a notebook for quick reference on WHO is ELIGIBLE, CHANGES in AWARDS and WHAT is EXPECTED of club members in the different 4-H Foods and Nutrition Programs:

BREADS and CEREALS

There has been a wedding! The Enriched Corn Meal Activity united with the Breads and Cereals Program to become one on January 1, 1965. Details are explained in the following enclosed materials:

1. *Information for Agents and Leaders
2. *Manual for 4-H Club Members (What to do)
3. *Record for 4-H Club Members (Accomplishments)
4. *Agents' report of county total accomplishments in this program. DUE in Foods and Nutrition office SEPTEMBER 15. Late reports will not be eligible for awards.

*Additional copies available upon request.

DAIRY FOODS

No change in program - still in 2 parts - (1) Records and (2) Demonstration.

Enclosed materials include:

1. *National Dairy Foods Awards announcement of eligibility and awards.
2. *Dairy Foods Demonstration announcement of eligibility and awards. Please note the age of club member on January 1 is important.
3. Exploring Dairy Food Science - subject matter information which you order from National 4-H Service Committee Inc., 59 E. Van Buren St., Chicago, Ill. 60605. DO NOT WRITE US FOR ADDITIONAL COPIES.
4. Revised Recommended Daily Dietary Allowances.
5. *New chart showing Youths' per cent of day's needs met by 1 quart of milk. Please destroy previous percentage charts.

TO: All Home Economics Agents doing 4-H Club work January 8, 1965

6. *New chart showing Adults' per cent of day's needs met by 1 pint of milk. Please destroy previous percentage charts.
7. Dairy Foods Demonstration report form to be presented on District 4-H Day.
8. County Total Dairy Foods Program report form - DUE in Foods and Nutrition office SEPTEMBER 15.

*FOOD PRESERVATION announcement of eligibility and awards - NO CHANGES this year.

*FRUIT and VEGETABLE USE DEMONSTRATION announcement of eligibility and awards - NO CHANGES this year.

*PERCENT OF DAY'S NEEDS FURNISHED BY SELECTED FRUITS and VEGETABLES - A new table on per cent of day's needs met by individual fruits and vegetables. Destroy the copy sent in 1961.

*Additional copies available

Fill out and return the enclosed form giving the number of copies of the above materials you will need this year. Please give each item your most careful thought and not just tell your secretary to "order 500 of everything".

We are hopelessly confused as to who has what 4-H Foods-Nutrition project material -- old or new. If you do not have enough project material of any kind to meet your urgent needs, please LET FRED WAGONER know immediately. ALSO if you HAVE any EXTRA Foods-Nutrition project material - old or new - on hand, please let him know immediately.

SVW/mgc
Encls.

*Home Economics
Foods and Nutrition*
RICKS HALL



AGRICULTURAL EXTENSION SERVICE

COOPERATIVE EXTENSION WORK IN AGRICULTURE & HOME ECONOMICS
NORTH CAROLINA STATE COLLEGE · RALEIGH, NORTH CAROLINA

To be returned to -
Miss S. Virginia Wilson, In Charge
Extension Foods and Nutrition Department
P.O. Box 5097
N. C. State of UNC
Raleigh, North Carolina,

Please send me the following number of copies of the materials listed:

BREADS and CEREALS PROGRAM

_____ Information for Agents and Leaders

_____ Manual for 4-H Club Members

_____ Record for 4-H Club Members

DAIRY FOODS PROGRAM

_____ National Dairy Foods Awards announcements

_____ Dairy Foods Demonstration Program announcements

_____ Charts - Youths Per Cent of Day's Needs Met by 1 Quart of Milk

_____ Charts - Adults Per Cent of Day's Needs Met by 1 Pint of Milk

_____ FOOD PRESERVATION - Program announcements of eligibility and awards

_____ FRUIT and VEGETABLE USE DEMONSTRATION program announcements of eligibility and awards

_____ PERCENT OF DAY'S NEEDS FURNISHED BY SELECTED FRUITS and VEGETABLES.

Signed _____
Home Economics Agent

County

NORTH CAROLINA 4-H BREADS AND CEREALS PROGRAM

Information for Agents and 4-H Foods-Nutrition Leaders

Introduction

This program is a combination of the 4-H Bread and Cereal Program and The North Carolina 4-H Enriched Corn Meal Activity.

Purpose:

1. To teach the value of whole grain, enriched or restored breads and cereals as one of the basic food groups needed for good health.
2. To teach skills in selecting, preparing and serving breads and cereals as a part of family meals.
3. To develop an appreciation for good quality products and the scientific principles relating to their preparation.
4. To improve personal and family health through development of better food habits.
5. To develop 4-H Club members and help them share information and skills.

Eligibility:

1. Any 4-H Club boy or girl enrolled in a Foods-Nutrition Project in which breads and cereals are included may participate in the Bread and Cereal Program.
2. As of January 1 in the year participating the
Pre-teens must have reached their 9th but not have passed their 12th birthday
Early-teens must have reached their 12th but not passed their 14th birthday
Senior-teens must have passed their 14th but not their 19th birthday.
3. To be eligible for a National Award, 4-H members must have passed their 14th birthday and must not have passed their 19th birthday on January 1 of the year in which participating. The boys or girls must have completed at least 3 years of 4-H work (including the current year) and should have a 3-year record showing interest and accomplishments in the 4-H Enriched Corn Meal or the Bread and Cereal Program.

Awards - Donors - Gold-filled pins for County awards and
State and National awards - Standard Brands Inc., New York,
N. Y.
County award - cookbooks - North Carolina Corn Millers
Association.

1. County - Four gold-filled medals for blue award group.
Cookbooks for pre-teen, early-teen and senior-teens in each county having 5 or more participating in each age group. These cookbooks will be suited to the different age levels.
Only the senior-teen 1st place winner in the county will be eligible to submit a long-time record to the State 4-H Club office for State competition.
2. State - An expense-paid trip to National 4-H Club Congress in Chicago for senior-teen State winner.
Donors and State winner will be recognized at 4-H Recognition Banquet.

3. National - Six college scholarships \$500.00 each to blue ribbon award group selected from the records of State trip winners.

Agents' Responsibilities:

1. Become familiar with the awards, regulations and what is expected of leaders and club members participating in this program.
2. Train leaders to include:
 - . Inspiration (the importance of the job)
 - . Purpose and procedures for conducting this activity
 - . How leaders can help
 - . How to hold workshops on making and judging muffins, biscuits and yeast breads.
3. Make recommended visuals available. Some sources are:
 - Slides on making muffins from Extension Nutrition Department, N. C. State of UNC, Raleigh, N. C.
 - Teaching kits on Yeast Breads and Quick Breads from General Mills Inc., Box 5000, Minneapolis 60, Minn.
 - 3 Filmstrips - (1) Biscuits, (2) Muffins, (3) Variety Round-Up from Wheat Flour Institute, 309 W. Jackson Blvd., Chicago 6, Ill.
 - Manuals, leader outlines, charts and demonstration supply of yeast from Standard Brands Incorporated, 625 Madison Ave., New York 22, N. Y.
 - Recipes and information from:
 - Self-Rising Flour & Corn Meal Program Inc., Jackson-Franklin Bldg., Chicago, Ill. 60606
 - Cereal Institute, Inc., 135 South La Salle Street, Chicago 3, Ill.
4. Invite local corn millers (the donors of county awards) to Achievement Day.
5. Arrange for judging records on county-wide basis.
6. Send winning senior-teen record to 4-H Club office in Raleigh by September 15. Records received after that date will not be eligible for awards.

Send county summary of work done to Extension Nutrition Department. This should be a summary of all 4-H Club members' record books plus leader's reports.

Leaders' Responsibilities:

1. Become familiar with the awards, regulations and what club members are to do in this program (see 4-H Club members' record book).
2. Inform 4-H boys and girls of the opportunities available in the Breads and Cereals Program and give them the necessary assistance.
3. Guide club members to authentic sources of information.
4. Hold workshops and let club members participate in making and judging muffins, biscuits and yeast breads.
5. Conduct tours to grocery stores to see the variety and forms of breads and cereals products available for sale, and to mills and bakeries.
6. Collect completed records from club members.
7. Read record books to see that they are complete and correct. Turn in the winning record of each age level to the agent before September 15th.
8. Report to agent what you and all of your boys and girls have accomplished in this program.

North Carolina State of the University of North Carolina at Raleigh and the U. S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

THE NORTH CAROLINA 4-H BREADS AND CEREALS PROGRAM MANUAL

WHAT IS IT?

The 4-H Breads and Cereals Program and the former North Carolina 4-H Enriched Corn Meal Activity have been combined into one program.

WHY THIS PROGRAM?

- The purpose of this activity is to encourage 4-H Club boys and girls to:
- Learn the value of breads and cereals as one of the basic food groups needed for good health.
 - Learn to use basic recipes for preparing breads and cereals as a part of family meals.
 - Know what good quality products are and reasons why we follow recommended steps in preparing them.
 - Improve personal and family health through the development of better food habits.
 - Inform others of the value of using whole grain, enriched or restored breads and cereals.

WHO MAY PARTICIPATE?

Any 4-H Club boy or girl between the ages of 9 and 19, who are enrolled in a Foods-Nutrition Project, may also enroll in the North Carolina Breads and Cereals program.

AWARDS -

Donors - State and National Awards - Standard Brands Inc.
County Awards - North Carolina Corn Millers Association.

To be eligible for awards there must be 5 or more participants in an age group.

Records will be judged with others in the same age group.

County - Four gold-filled medals for blue award group. A cookbook of varying educational levels for first place winner in pre-teen, early-teen and senior-teen groups.

State - An expense-paid trip to National 4-H Club Congress in Chicago. State winner and donors will be recognized at 4-H Recognition Banquet.

National - Six college scholarships of \$500.00 each to blue ribbon award group selected from the records of State trip winners.

THINGS TO DO:

1. Collect information about corn meal, wheat flour and other grains people use for food from authentic sources, such as:

Your County Extension Agents

Your school textbooks in Home Economics, Agriculture, Science & Health Encyclopedias

Your school and public library

Pamphlets from North Carolina Corn Millers Association, P.O. Box 2281, Raleigh, N. C., or your local corn miller

American Institute of Baking, Consumer Service Dept., 400 E. Ontario St., Chicago, Ill.

Wheat Flour Institute, 309 W. Jackson Blvd., Chicago 6, Ill.

Standard Brands Incorporated, 625 Madison Ave., New York 22, N. Y.

Self-Rising Flour and Corn Meal Programs Inc., Jackson-Franklin Building, Chicago, Ill. 60606

General Mills Inc., Box 5000, Minneapolis 60, Minn.

Any good standard cookbook - a standard cookbook contains tested recipes with scientifically accepted measurements for ingredients, methods of preparation and cooking temperatures.

2. Write in your own words a story on the health value of eating whole grain products or those that have been enriched or restored.
3. List books or pamphlets and page numbers from which information was obtained.
4. Prepare, judge and serve the following breads and cereals listed for your age group:

Pre-teen

Make and judge each of the following breads 3 or more times. Use standard recipes. Score cards will be found in your record book:

Corn meal muffins
Flour muffins
Biscuits

Prepare and serve 3 or more times each:

Hot cereals
Cold cereals
Different kinds of sandwiches
Additional dishes using grain or cereal products

Early-teen

Make each of the following breads 3 or more times:

Corn bread or muffins
Variation of flour muffin recipe - as blueberry muffins
Variation of biscuit recipe - as cheese biscuits
Pancakes or waffles
Loaf nut bread
Yeast rolls

Score 3 times each the muffins, biscuits and rolls you have made

Prepare and serve 4 or more times each of the following:

Hot cereals
Cold cereals
Different kinds of sandwiches and plan a meal using each
Additional dishes using grain or cereal products

Senior-teen

Make each of the following breads 6 or more times:

Corn muffins or corn bread
Hush puppies
2 kinds of flour muffins
2 variations of biscuit recipe

Waffles or pancakes
2 kinds of quick loaf breads - such as banana or nut bread
Fancy shaped yeast rolls
Loaf yeast bread
Sweet rolls or coffee cake

Score 3 times each the muffins, biscuits and yeast breads made

Prepare and serve 6 or more times each of the following:

Hot cereals
Cold cereals
Different kinds of sandwiches. Plan a meal using each.
Additional dishes using grain or cereal products

Plan breakfast, lunch and dinner for one week using a different bread or cereal in each meal

5. Collect recipes of breads and cereals in a notebook or recipe file box.
6. Keep a record of all breads and cereals dishes you prepare and number of servings.
7. Share information with others than your leaders and immediate family on the health value of eating whole grain products or those that have been enriched or restored. Here are some suggested ways; you may think of other ways:

Giving demonstrations	Helping with community meals
Making and displaying posters	Giving radio and TV programs
Presenting illustrated talks	Writing newspaper story
Preparing and displaying exhibits	Taking tours to flour mills, corn mills, bakeries, and grocery stores
Distribute leaflets on health values and recipes of breads and cereals	Entering food shows.

8. Submit your record to your 4-H leader when requested.

RECIPES

Here are some good standard recipes for muffins, biscuits and yeast rolls. There are many others you may use with good results.

Judge the breads you make by the score cards you will find in this record book for muffins, biscuits and yeast breads.

BASIC CORN MEAL MUFFIN RECIPE (Makes 12 medium-size muffins)

1½ cups enriched corn meal	2 teaspoons baking powder
1/2 cup enriched flour	1 egg
1 teaspoon salt	1½ to 2 cups sweet milk*
1 to 2 tablespoons sugar (may omit)	3 tablespoons melted fat

*Buttermilk can be used--If so, use only 1 teaspoon baking powder plus 1 teaspoon soda to 2 cups of buttermilk.

1. Set oven control to 450° F.
2. Sift dry ingredients together to mix.
3. Return the bran coats that didn't sift through.
4. Mix together beaten egg, milk and fat.
5. Add all at once to the dry ingredients, and mix quickly and only until all ingredients are moist and blended. Over mixing may cause large holes or tunnels.
6. Fill greased muffin pans 2/3 full.
7. Bake at 450° F. for 20 minutes or until done.

PLAIN MUFFINS - Use all flour (2 cups) and no corn meal in the above recipe.

BAKING POWDER BISCUITS (Makes 18 medium-size biscuits)

2 cups sifted flour	3/4 teaspoon salt
2 teaspoons baking powder	2 to 4 tablespoons fat
	2/3 to 3/4 cup sweet milk

1. Sift the flour, salt, and baking powder together in a bowl.
2. Cut in the fat until mixture looks like coarse meal.
3. Add milk. Mix to a soft dough and until all of the flour is dampened.
4. Turn out on a floured board; knead lightly for a few seconds.
5. Pat or roll to about 1/2 inch thick. Cut with a floured biscuit cutter.
6. Bake on ungreased baking sheet in a hot oven 450 degrees F.

YEAST BREAD or ROLLS

(Makes 1 loaf or about 30 medium-size rolls)

3/4 cup milk, scalded	1 package or cake of yeast
4 tablespoons sugar	1/4 cup lukewarm water
3 tablespoons shortening	1 egg, slightly beaten (may omit)
1 teaspoon salt	3 1/2 to 4 cups enriched flour

1. Pour the hot milk over the sugar, shortening and salt in a large mixing bowl.
2. Dissolve the yeast in the 1/4 cup lukewarm water; add the beaten egg and mix well; add to the cooled milk mixture.
3. Add about half the flour (or enough to make a drop batter). Beat until the mixture is smooth and bubbles appear on surface. Add more flour to form a soft dough.
4. Turn dough onto a floured board and knead until smooth and will not stick to your hands.
5. Place in a greased bowl, grease the top of dough, cover and let rise in a warm place until double in bulk. Put on a lightly floured bread board or cloth and knead.
6. Shape into rolls or a loaf. Here are some of the roll shapes most often used. You will find others in magazines and cookbooks.

Clover Leaf Rolls - Shape 3 small balls for each roll. Drop into greased muffin pan. Brush with melted fat. Cover and let rise until double in bulk. Bake at 400° F. for about 20 minutes.

Parker House Rolls - Place dough on a bread board and roll 1/3 inch thick. Cut with biscuit cutter. Make a deep crease slightly off center of each biscuit with the back of a knife blade. Brush over half with melted fat, fold and press edges together lightly. Place on greased pan, cover and let rise until double in bulk. Bake about 20 minutes in a hot oven. (400° F.)

Cinnamon Rolls - Roll dough 1/4 inch thick. Brush with melted butter. Sprinkle with a mixture of sugar and cinnamon (4 tablespoons of brown or white sugar to 1 teaspoon of cinnamon). Currants or raisins may also be sprinkled over if desired. Roll like a jelly roll and cut in 1 inch slices. Place with cut side down in a greased pan. Allow to rise until double in bulk. Bake in a hot oven (400° F.).

Whole Wheat Rolls - Use part or all whole wheat in the above recipe for rolls.

Loaf Bread - Place dough in greased 9x5x3 inch loaf pan. Let rise in a warm place until dough is slightly higher than edge of pan (about 1 hour). Bake in 350° F. oven for about 1 hour or until golden brown. The loaf should have a hollow sound when removed from pan and tapped on bottom.

NORTH CAROLINA 4-H BREADS AND CEREALS PROGRAM

CLUB MEMBERS RECORD

(For club members enrolled in a Foods-Nutrition Project)

Year _____

County _____

Name of member

Age

Birth date

Club member's address

Name of Parents

Name of Community 4-H Club

No. of years in club work Name of 4-H Foods-Nutrition project you are taking

Name of school you attend

Grade on January 1 of current year

Name of Adult 4-H Leader

Leader's address

YOUR RECORD
(Summary of Work)

1. Use notebook or tablet paper for collecting information about corn meal, wheat flour and other grains. Be sure your information tells these things:
 - . Food value of, and why it is important to use whole grain products or those that have been enriched or restored.
 - . Types of quick breads
 - . Kinds of leavening agents and how to use each.
2. Use notebook paper for listing the books or pamphlets used to get your information in No. 1 above. It will help you to find it again if you will put the page number beside the information.
3. Use notebook or tablet paper for writing your story on the health value of eating whole grain products or those that have been enriched or restored. Use the information you collected in No. 1 above and put it into your own words. You may wish to add something you have learned from your own experiences or ways you have helped others with this program.
4. Use the score cards in this record book for judging the breads you have made.
5. Total number of times you made corn meal muffins _____ No. servings _____

Flour muffins _____ No. servings _____

6. Total number of times you made biscuits _____ No. servings _____;
biscuit variations _____ No servings _____
7. Total number of times you made yeast rolls _____ No. servings _____
yeast loaf bread _____ yeast risen coffee cakes _____
other yeast breads _____
8. Total number of times you prepared hot cereals _____ No. servings _____
Kind of hot cereals prepared _____
Cold cereals prepared _____ No. servings _____
Kind of cold cereals served _____
9. Total number of sandwiches you made _____ No. servings _____
Kinds prepared _____

10. Number of bread and cereal recipes you have collected _____ Where did
you get them? _____

11. Total number of other dishes you prepared using corn meal _____
flour _____ cereal _____
Name some of these dishes you prepared _____

12. Give the methods you used to share information with others, where and the
approximate number reached by each method.

Method used	Number	Where	Approx. number reached
Demonstrations			
Posters made			
Illustrated talks			
Exhibits			
Leaflets distributed			
Community meals served			
TV programs			

BISCUITS

	1	2	3
Date Baked	Date Baked	Date Baked	
APPEARANCE - Perfect 25 points Uniform shape and size, free from bulges; even, golden, brown color free from brown spots. Score: Excellent 20-25, Good 15-20, Fair 10-15, Poor 5-10			
TEXTURE - Perfect 25 points Fine, even cells; flaky layers that peel off in thin strips; moist but not doughy. Score: Excellent 20-25, Good 15-20, Fair 10-15, Poor 5-10			
TENDERNESS - Perfect 25 points Light to lift; elastic but not pully; breaks easily without crumbling. Score: Excellent 20-25, Good 15-20, Fair 10-15, Poor 5-10			
FLAVOR - Perfect 25 points Well-blended flavor. No "off taste" for any of the products used. Score: Excellent 20-25, Good 15-20, Fair 10-15, Poor 5-10			
Now add up your score - Perfect 100 points			

YEAST BREADS

	1	2	3	1	2	3
	YEAST ROLLS			YEAST BREAD		
Date Baked	Date Baked	Date Baked	Date Baked	Date Baked	Date Baked	Date Baked
APPEARANCE - Perfect 25 points Looks tender and good, with even, golden, brown color; good shape, well proportioned, even rounded top. Score: Excellent 20-25, Good 15-20, Fair 10-15, Poor 5-10						
TEXTURE - Perfect 25 points Fine, even grain, no tunnels; small thin cell walls; light for size; crisp crust about 1/8" thick. Score: Excellent 20-25, Good 15-20, Fair 10-15, Poor 5-10						
CRUMB - Perfect 25 points Creamy color, no dark streaks; slightly moist and not crumbly; elastic yet tender. Score: Excellent 20-25, Good 15-20, Fair 10-15, Poor 5-10						
FLAVOR - Perfect 25 points Good, well-blended, sweet, nutty flavor; no sour fermented taste. Score: Excellent 20-25, Good 15-20, Fair 10-15, Poor 5-10						
Now add up your score - Perfect 100 points						

THE 4-H ENRICHED BREAD AND CEREAL PROGRAM
COUNTY REPORT FORM

(Agents send this report to the Extension Foods and Nutrition Department in Raleigh by September 15. Your answers should be the total of all reports turned in by 4-H Community Foods-Nutrition leaders.)

1. Total number of 4-H Community Foods and Nutrition Leaders helping. _____
2. Total number of group training sessions held for these leaders. _____
3. Number of individual conferences held to train leaders in this program. _____
4. Total number of 4-H Club members who turned in a record for the 4-H Bread and Cereal Activity: _____

Pre-teens _____

Early-teens _____

Senior-teens _____

5. Total times muffins were made by all club members: _____

_____ corn meal No. servings _____

_____ flour No. servings _____

6. Total number of other bread and cereal dishes prepared. _____
7. Methods used by all club members to share information and skills on Breads and Cereals:

No. demonstrations given _____ Estimated audience _____

No. posters made _____ Where displayed _____

No. illustrated talks presented _____ Estimated different people in audiences _____

No. exhibits made _____ Where displayed _____

No. leaflets distributed giving information and recipes on breads and cereals _____

No. community meals helped with _____ No. served _____

No. radio programs given _____ What station? _____

No. TV programs given _____ What station? _____

No. newspaper stories written _____ Name of paper _____

No. tours taken _____ Where to? _____

8. County Winners:

Pre-Teens

1st place winner's name, address & birthday _____

Parent's full name _____

Early-Teens

1st place winner's name, address & birthday _____

Parent's full name _____

Senior-Teens

1st place winner's name, address & birthday _____

Parent's full name _____

Signed _____
Home Economics Extension Agent

County _____

District _____

4-H DAIRY FOODS NATIONAL AWARDS PROGRAM (Records)

This part of the North Carolina 4-H Dairy Foods Program is based on long time records for 3 or more years of work done in this activity. Demonstrations are recommended but not required. Special emphasis is placed on all methods used for reaching people with information on the importance of dairy foods. (See Objective #7 below.)

OBJECTIVES are To Help Club Members:

1. To develop leadership talents and to work toward achieving the broad objectives of character and effective citizenship.
2. To improve personal and family health through the development of good food habits.
3. To develop an appreciation of the nutritional values of dairy products as a part of the four groups of the Daily Food Guide.
4. To learn how dairy foods help meet the nutritional needs of each member of the family.
5. To learn how science applies in the preparation and safe handling of dairy products.
6. To acquire skills in selecting, preparing and serving dairy foods in balanced meals and nutritious snacks.
7. To help others realize the importance of dairy foods by demonstrations, illustrated talks, exhibits, community service meals, radio, television, newspapers, tours, favorite food shows, and science fairs.

WHO IS ELIGIBLE:

1. 4-H Club girls and boys enrolled in a foods-nutrition project, who have passed their 14th birthday and not have reached their 19th birthday on January 1 of the year participating.
2. They must have completed three or more years of 4-H work and should have a three-year record showing growth, interest and accomplishments in the 4-H Dairy Foods Program.
3. Any one who has ever received an all-expense trip to National 4-H Club Congress is not eligible for the awards below.

AWARDS - DONOR - CARNATION COMPANY, LOS ANGELES, CALIFORNIA

County Awards - Four gold-filled medals for a blue awards group to be given as follows:

Pre-teens - 1st place (Not eligible for State awards)

Early-teens - 1st place (Not eligible for State awards)

Senior-teens - 1st and 2nd place (1st place winner eligible to submit records to State 4-H Club Office at the designated time in the fall)

District Awards - None

State Award - The State Senior-teen winner will receive a 19-jewel wrist watch and be eligible for Sectional and National awards.

Sectional Awards - Eighteen all-expense trips to National 4-H Club Congress in Chicago will be selected from the records of State winners. They will be eligible for a National award.

National Awards - Six college scholarships of \$500.00 each will be presented to a blue award group selected from the eighteen Sectional winners.

NORTH CAROLINA
4-H DAIRY FOODS DEMONSTRATIONS PROGRAM

County, district and State winners of Dairy Foods Demonstrations will be selected on the basis of demonstrations only. No records will be required.

Any eligible club member may enter long time records in the 4-H Dairy Foods National Awards Program whether or not they have participated in the Dairy Foods Demonstration Program. See requirements of that program for eligibility.

WHO IS ELIGIBLE:

1. 4-H Club members (girls or boys) between the ages of 9 to 19 who are enrolled in a foods-nutrition project.
2. INDIVIDUAL DEMONSTRATIONS ONLY by EARLY-TEENS or SENIOR-TEENS will be eligible to participate in DISTRICT or STATE Dairy Foods Demonstration Contests.
Pre-teens are encouraged to give individual or team demonstrations on the county level. They will not be eligible for district or State participation.
3. Each age level will compete against others of their own age group and not those of other age levels.
4. Three or more club members of the same age level must compete in a county elimination contest to be eligible for the district or State awards.
5. A club member can be a state winner only once as a Senior-teen winner.

AWARDS - DONOR - AMERICAN DAIRY ASSOCIATION OF NORTH CAROLINA, GREENSBORO, N. C.

PRE-TEENS - must have reached their 9th but not have passed their 12th birthday as of January 1 of year participating.

Individual or team demonstrations may be given at county level only.

*County Award - County Championship Pre-teen Certificate.
Not eligible for District and State Awards.

EARLY-TEENS - must have reached their 12th but must not have passed their 14th birthday as of January 1 of year participating.

INDIVIDUAL demonstrations ONLY.

*County Awards - County Championship Early-teen Certificate.
Eligible to enter District contests for Early-teens.

District Awards - Scholarship to State 4-H Club Week to participate in the State Demonstration Contest for Early-teens.

State Award - \$25.00 U. S. Savings Bond.

SENIOR-TEENS - must have reached their 14th but not have passed their 19th birthday as of January 1 of year participating.

INDIVIDUAL demonstrations ONLY.

*County Awards - County Championship Senior-teens Certificate.
Eligible to enter District contest for Senior-teens.

District Awards - Scholarship to State 4-H Club Week to participate in the State Demonstration Contest for Senior-teens.

State Award - \$50.00 U. S. Savings Bond.

The State winner, if eligible, may enter long time records in the 4-H Dairy Foods National Awards Program. See requirements of that program for eligibility.

*It is suggested that a local dairy be requested to award a gift certificate for 1/2 gallon of ice cream to the County winner of each age group.

RECOMMENDATIONS OF THE 4-H FOODS-NUTRITION ADVISORY COMMITTEE*:

1. Agents train leaders to carry the bulk of the Dairy Foods program. Leaders, in turn, should train club members. This is not a contest between agents or leaders. Therefore, they should help but not do the work for club members.
2. Club members should write their own demonstrations in their own words. The leader and/or home economics agents should correct the script for incomplete, incorrect or misleading statements.
3. Posters and illustrative material should be kept SIMPLE. Having them made by a commercial artist is not recommended.
4. A club member entering the Dairy Foods Demonstration Contest for more than one year should develop a new demonstration each year. This means a new theme, reorganization of subject matter and a new recipe.
5. The recipe selected should contain enough milk or cheese to contribute a significant amount of calcium toward meeting the day's needs. It should also illustrate good principles of food preparation.

*The 4-H Foods Nutrition Advisory Committee in North Carolina consisted of:

Home Economics Agents: Mrs. Sarah Ann Sasser - Johnston County; Mrs. Elizabeth Meldau - Durham County; Mrs. Jane Hill - Orange County; Miss Maude Middleton - Guilford County; Mrs. Natalie P. Wimberley - Wake County and Mrs. Bonnie Davis - Orange County.

Extension Staff from A. and T. College: Mrs. Bessie Ramseur - Home Economics Specialist; Mrs. Helen Branford - District Home Economics Agent and Mr. W. C. Cooper - District 4-H Club Leader.

N. C. State Extension Staff: Miss Margaret Clark and Miss Mary Sue Moser - District 4-H Club Agents; Miss Anamerle Arant - District Home Economics Agent; Mrs. Rachel Ferguson and S. Virginia Wilson - Foods and Nutrition Specialists.

FEBRUARY 1964

NEW RECOMMENDED ALLOWANCES

Recommended Dietary Allowances, Revised 1963* -- Food and Nutrition Board, National Academy of Sciences --
National Research Council

Designed for the maintenance of good nutrition of practically all healthy persons in the United States
(Allowances are intended for persons normally active in a temperate climate.)

AGE++ AND SEX	WEIGHT	HEIGHT	CALORIES+	PROTEIN	CALCIUM	IRON	VITAMIN A	THIA- MINE	RIBO- FLAVIN	NIACIN EQUIVA- LENTS#	ASCOR- BIC ACID	VITA- MIN D
	kg. (lb.)	cm. (in.)		gm.	gm.	mg.	I.U.	mg.	mg.	mg.	mg.	I.U.
Men												
18-35 years	70(154)	175(69)	2900	70	0.8	10	5000	1.2	1.7	19	70	
35-55 years	70(154)	175(69)	2600	70	0.8	10	5000	1.0	1.6	17	70	
55-75 years	70(154)	175(69)	2200	70	0.8	10	5000	0.9	1.3	15	70	
Women												
18-35 years	58(128)	163(64)	2100	58	0.8	15	5000	0.8	1.3	14	70	
35-55 years	58(128)	163(64)	1900	58	0.8	15	5000	0.8	1.2	13	70	
55-75 years	58(128)	163(64)	1600	58	0.8	10	5000	0.8	1.2	13	70	
Pregnant (2nd and 3rd trimester			+ 200	+20	+0.5	+ 5	+1000	+0.2	+0.3	+ 3	+30	400
Lactating			+1000	+40	+0.5	+ 5	+3000	+0.4	+0.6	+ 7	+30	400
Infants, up to 1 year**												
	8 (18)		kg.X 115 ±15	kg.X 2.5 ±0.5	0.7	kg.X 1.0	1500	0.4	0.6	6	30	400
Children												
1-3 years	13 (29)	87(34)	1300	32	0.8	8	2000	0.5	0.8	9	40	400
3-6 years	18 (40)	107(42)	1600	40	0.8	10	2500	0.6	1.0	11	50	400
6-9 years	24 (53)	124(49)	2100	52	0.8	12	3500	0.8	1.3	14	60	400

- More -

AGE++ AND SEX	WEIGHT	HEIGHT	CALORIES*	PROTEIN	CALCIUM	IRON	VITAMIN A	THIA- MINE	RIBO- FLAVIN	NIACIN EQUIVA- LENTS#	ASCOR- BIC ACID	VITA- MIN D
	kg. (lb.)	cm. (in.)		gm.	gm.	mg.	I.U.	mg.	mg.	mg.	mg.	I.U.
Boys												
9-12 years	33(72)	140(55)	2400	60	1.1	15	4500	1.0	1.4	16	70	400
12-15 years	45(98)	156(61)	3000	75	1.4	15	5000	1.2	1.8	20	80	400
15-18 years	61(134)	172(68)	3400	85	1.4	15	5000	1.4	2.0	22	80	400
Girls												
9-12 years	33(72)	140(55)	2200	55	1.1	15	4500	0.9	1.3	15	80	400
12-15 years	47(103)	158(62)	2500	62	1.3	15	5000	1.0	1.5	17	80	400
15-18 years	53(117)	163(64)	2300	58	1.3	15	5000	0.9	1.3	15	70	400

*The allowance levels are intended to cover individual variations among most normal persons as they live in the United States under usual environmental stresses. The recommended allowances can be attained with a variety of common foods, providing other nutrients for which human requirements have been less well defined. See forthcoming text for more detailed discussion of allowances and of nutrients not tabulated.

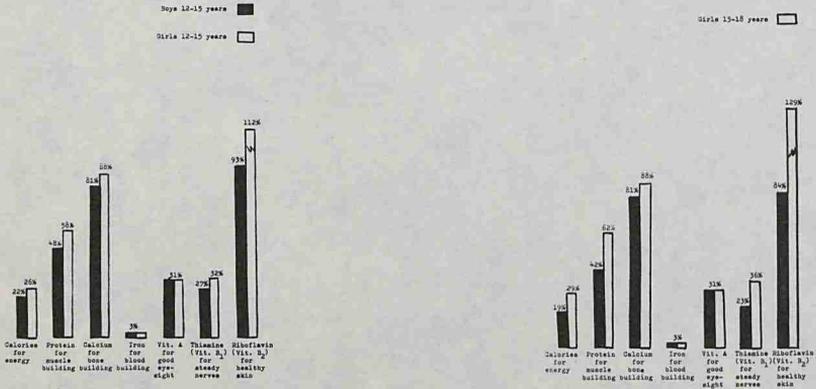
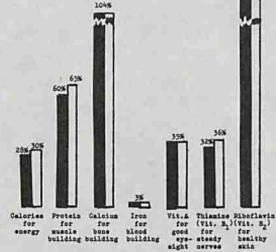
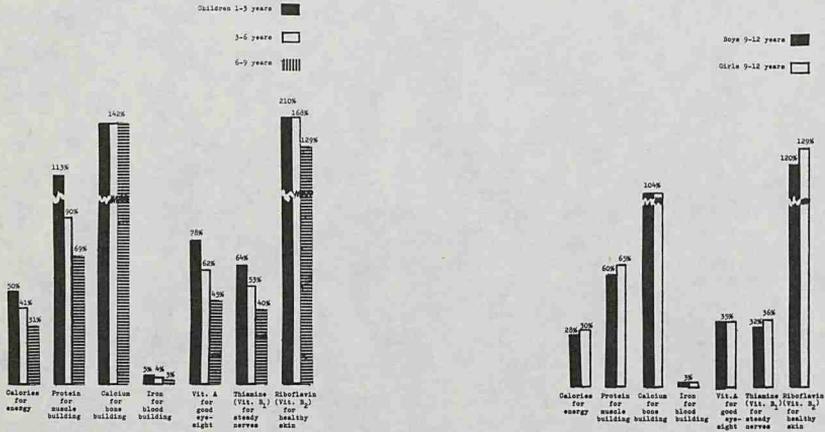
++Entries on lines for age range 18-35 years represent the 25-year age. All other entries represent allowances for the mid-point of the specified age periods, i.e., children 1-3 years is for age 2 years (24 months); 3-6 years is for age 4-1/2 years (54 months); and so on.

+Tables 1 and 2 and Figures 1 and 2 in the forthcoming text will show caloric adjustments for weight and age.

#Niacin equivalents include dietary sources of the preformed vitamin and the precursor, tryptophan (60 mg. tryptophan represent 1 mg. niacin).

**The caloric and protein allowances per kilogram for infants are considered to decrease progressively from birth. Allowances for calcium, thiamine, riboflavin, and niacin increase proportionately with calories to the maximum values shown.

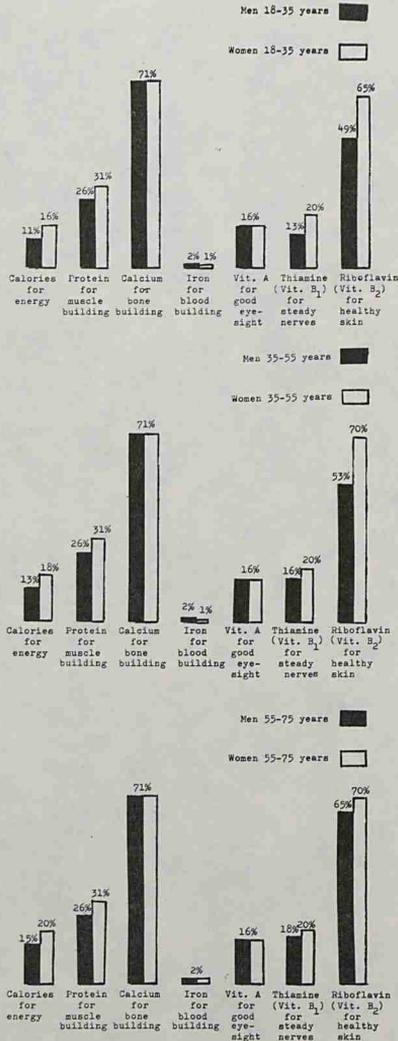
YOUTHS
PERCENTAGE OF DAY'S NEEDS MET BY
1 QUART OF MILK*



*Source of Information - Nutritive Value of Foods USDA Home and Garden Bulletin #72 - Revised 1964

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

ADULTS
PERCENTAGE OF DAY'S NEEDS MET BY
1 PINT OF MILK*



*Source of Information - Nutritive Value of Foods USDA Home and Garden Bulletin #72 - Revised 1964.

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

County Report Form
National 4-H Dairy Foods Demonstration Contest

To be completed by County Extension Agent in every county participating in this contest. Have county winners bring completed copy to District Demonstration contest. No standard report form is required.

Participants - means not only those who compete in the county finals but those who attend dairy foods training schools, give demonstrations, make surveys, posters, exhibits, etc. on dairy foods.

Early-teen Division

County _____ Agent's name _____ Date _____

1. No. of participants in Early-teen contest: _____
2. Name of county winner: _____ Address: _____
Date of birth: _____
 Month Day Year
3. Subject of Demonstration: _____
4. Name and title of coach _____
5. No. of times club member has given this demonstration: _____
Total no. of different people reached with this demonstration: _____
6. State some evidence that this demonstration has helped the club member and/or influenced others to consume more dairy products (use back side if necessary). _____

Detach here. Have county winner turn in report to Extension Nutritionist in charge of the particular division in which she is participating.

Senior Teen Division

County _____ Agent's name _____ Date _____

1. No. of participants in Senior-teen contest: _____
2. Name of county winner: _____ Address _____
Date of birth: _____
 Month Day Year
3. Subject of demonstration: _____
4. Name and title of coach: _____
5. No. of times club member has given this demonstration: _____
Total no. of different people reached with this demonstration: _____
6. State some evidence that this demonstration has helped the club member and/or influenced others to consume more dairy products (use back side if necessary). _____

Extension Nutrition Department
N. C. State of the University of N. C.
Raleigh, N. C.
January 1, 1965

NORTH CAROLINA

4-H FOOD PRESERVATION PROGRAM

(Canning and Freezing)

For PRE-TEENS, EARLY-TEENS AND SENIOR-TEENS

4-H Boys and Girls

Senior-Teens

Food-Preservation 4-H Awards Program - sponsored by Kerr Glass Manufacturing Company since 1929 (36 years).

The Senior-Teens Canning 4-H Awards Program was broadened in 1964 to Food Preservation and includes freezing as well as canning. These are the purposes of the program as sponsored by Kerr:

To develop leadership talents and to work toward achieving the broad objectives of character and effective citizenship.

To acquire the knowledge and develop the skills essential to the successful preservation of fruits, vegetables, and meats.

To increase the home food supply by taking an active part in canning and freezing for the family.

To recognize the importance of fruits and vegetables in the diet and to increase their use during the winter months.

To utilize products raised on the farm.

To promote a more varied, well-balanced diet and reduce cash expenditures for food by use of a family food preservation plan.

Please inform your subject matter leader and/or 4-H members that this is a Food Preservation project. Club members will need to keep accurate records on all food preservation activities. They should, however, be specific in their records of what work was done in each area (i.e., canning, freezing, etc.).

Who is eligible?

4-H club boys and girls who have passed their 14th birthday and not their 21st on January 1, 1965, and have completed three years of 4-H work.

Awards (based on records only)

County - Four gold-filled medals

State - All expense trip to 43rd National 4-H Club Congress

National - Six college scholarships of \$500.00 each selected from State winners.

Early-Teens Canning Contest (canning only)

Who is eligible?

Bona-fide 4-H Club member who has not passed 14th birthday
January 1, 1965.

*Awards (based on records only)

County - 1st, 2nd, 3rd place winners - Paring knife.

District - 1st place - Pressure Canner (no knife)
2nd & 3rd place - Boiling Water Bath
Canners (no knife)

Pre-Teens Canning Contest (canning only)

Who is eligible?

Bona-fide 4-H Club member who has not passed 12th birthday
January 1, 1965.

*Awards (based on records only)

County - 1st, 2nd, 3rd place

District - 1st, 2nd, 3rd place - Boiling Water Bath
Canners (no knife).

*The contract has not been signed with Savannah Sugar Refining
Company, but we anticipate that they will in early 1965.

NORTH CAROLINA
4-H FRUIT AND VEGETABLE USE DEMONSTRATION PROGRAM
FOR SENIOR TEENS - BOYS AND GIRLS

OBJECTIVES:

1. To emphasize the nutritional importance of fruits and vegetables in the diet and to demonstrate ways of serving them.
2. To develop leadership in 4-H club members through applied demonstration techniques.
3. To teach others the value of fruits and vegetables in the diet through demonstrations at 4-H meetings, home demonstration meetings, civic groups and others.

REQUIREMENTS:

1. Club members for District and State competition, must have passed their 14th birthday but not have passed their 19th birthday on January 1 of the year participating.
2. The club members must be actively enrolled in one of the following 4-H projects - canning, freezing, or food preparation.
3. The demonstration should use fruits or vegetables for table use (cooked or raw), or for canning or freezing.
4. Only demonstrations given by an individual are eligible.
5. A previous state winner may not enter the fruit and vegetable use demonstration program a second time.

AWARDS:

- District: 1. Ribbon to each contestant.
2. \$19.00 scholarship to State 4-H Club week, Raleigh.
- State: No award. State winner is eligible to attend National meeting, but there is no state sponsor for the trip.

DONOR: F. C. X. FOOD PRODUCTS, LUMBERTON, N. C.

NOTE: 1. The standard 4-H demonstration score card will be used in judging the fruit and vegetable use demonstration at District elimination.

2. All 4-H members winning district and state honors (and their agents) should write letters of appreciation to the sponsor.

All correspondence should be directed to:

Mr. C. H. Kirkman, Jr.
Director of Membership Relations
Farmers Cooperative Exchange
Raleigh, North Carolina

PERCENT OF DAY'S NEEDS FURNISHED BY SELECTED FRUITS AND VEGETABLES
FOR GIRLS AGE 12-15*

FRUITS	Measure	Food Energy Calories	Iron	Vitamin A	Thiamine (Vitamin B ₁)	Riboflavin (Vitamin B ₂)	Niacin	Ascorbic Acid (Vitamin C)
Apple	1 medium	70	3	1	4	3	1	4
Canned apricots	1/2 cup	100	3	41	3	3	3	8
Banana	1 medium	85	5	3	5	4	4	13
Blackberries	1/2 cup	40	4	3	3	2	1	19
Blueberries	1/2 cup	43	4	4	2	1	1	15
Cantaloupe	1/2 medium	40	5	132	9	5	6	79
Raw cherries	1/2 cup	33	1	7	3	2	1	6
Canned cherries	1/2 cup	60	3	18	4	1	1	9
White grapefruit	1/2 medium	50	3	trace	5	1	1	63
Pink grapefruit	1/2 medium	55	3	12	5	1	1	60
Lemon juice	1/2 cup	30	2	trace	4	1	1	81
Orange	1 large	70	2	5	11	2	2	100
Orange juice	1/2 cup	45	2	5	10	2	2	80
Peach	1 medium	35	3	26	2	3	6	9
Canned peaches	1 cup	93	3	25	1	2	8	10
Pear	1 medium	100	3	1	2	5	1	9
Crushed pineapple	1/2 cup	103	5	2	1	1	1	15
Sliced pineapple	2 small or 1 large	95	5	2	9	1	1	15
Raw strawberries	1/2 cup	28	4	1	2	3	1	56
Watermelon	4"x8" wedge	120	6	51	20	15	4	33

PERCENT OF DAY'S NEEDS FURNISHED BY SELECTED FRUITS AND VEGETABLES
FOR GIRLS AGE 12-15*

VEGETABLES	Measure	Food Energy Calories	Iron	Vitamin A	Thiamine (Vitamin B ₁)	Riboflavin (Vitamin B ₂)	Niacin	Ascorbic Acid (Vitamin C)
Asparagus	1/2 cup	18	6	18	12	10	7	25
Snap green beans	1/2 cup	13	3	8	5	4	2	11
Broccoli	1/2 cup	23	7	50	5	7	4	69
Raw cabbage	1/2 cup	13	2	1	3	2	1	31
Cooked cabbage	1/2 cup	20	3	2	4	3	2	33
Raw carrot	1 medium	20	3	120	3	2	2	4
Collards	1/2 cup	38	10	145	8	15	10	53
Green peas	1/2 cup	55	10	12	20	7	12	15
Baked potato	1 medium	90	5	trace	10	3	10	25
Baked sweet potato	1 medium	155	7	179	10	5	4	30
Raw tomato	1 medium	30	6	33	8	4	5	44
Canned tomato juice	1/2 cup	25	3	25	6	3	6	24
Cooked turnip greens	1/2 cup	23	12	154	5	20	3	54

*Source of Information - Revised 1964 Recommended Dietary Allowances and Nutritive Value of Foods,
USDA Home and Garden Bulletin #72 - Revised 1964

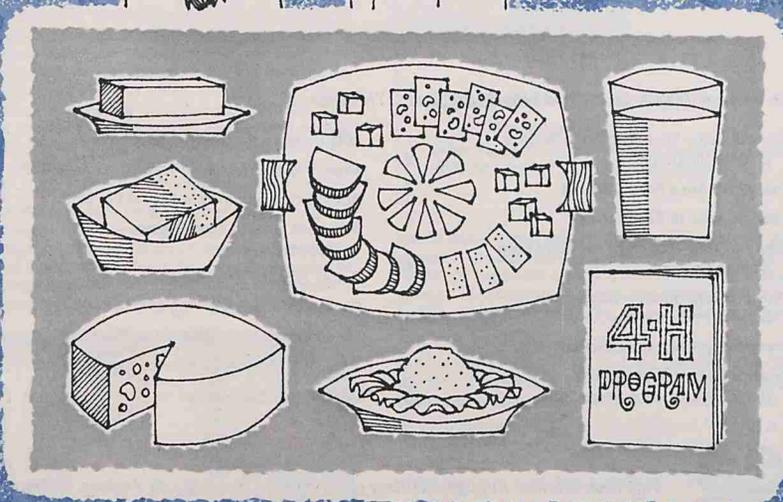
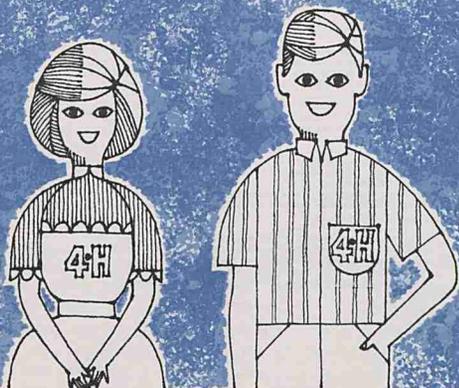
THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State of the University of North Carolina at Raleigh and the U. S. Department of Agriculture,
Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance
of the Acts of Congress of May 8 and June 30, 1914.

EXPLORING DAIRY FOOD SCIENCE



...for Education and Service



You will enjoy your part in the Science of Good Nutrition

CARNATION COMPANY



GENERAL OFFICES
CARNATION BUILDING, LOS ANGELES, CALIFORNIA 90036 Telephone: (213) 911-1911

Dear 4-H Club Member:

Carnation's sponsorship of the National 4-H Dairy Foods Awards Program is inspired by two basic ideas. First, that America's future depends upon the character and self reliance of today's youth; and second, that it is in the public interest to educate young and old alike to the importance of better nutrition. As you explore dairy food science, you will find that in promoting a greater use of milk and milk products you will be making an important contribution to better nutrition for everybody in your community.

In addition to the pleasure we have had in rewarding the successful contestants, we ourselves have gained inspiration from the many fine letters received from the Dairy Foods winners. They have, through their sincerity and enthusiasm expressed for 4-H, convinced us that our part in this great program has been well worth while.

While it is not possible for each of you to receive a medal, watch, trip to the 4-H Congress, or a scholarship, every Club member who participates in the Dairy Foods Program is really a winner. The reward is a priceless store of valuable knowledge, experience, judgment and skill which will serve you always.

Sincerely yours,

H. E. Olson,
President
Carnation Company

To help you in your Dairy Food Science Program ... This book contains:

You Will Enjoy Your Part in the Science of Good Nutrition	2	Milk Pointers for Growth and Vitality	9
Today YOU Are a Food Scientist	3	Explore Other Wonderful Ways To Enjoy Milk	10
Food Science Is Fascinating	4	Adventuring with Instant Nonfat Dry Milk	11
Here Are Your Tools for Your Dairy Food Science Program	5	Marvel of Modern Food Science— Evaporated Milk	12
Your Big Opportunity—Dairy Food Science Presentations	6	Butter Science Discoveries	12
Dramatizing Your Presentation	7	Cheese Chat for Your Program	13
Opportunities Unlimited for Your Dairy Food Science Presentation	8	Ice Cream...A Scientific Fun-Food	14
		Try These Dairy Food Science Experiments	15
		Consult Reliable Sources	16



This book provided through Courtesy of Carnation Company, Los Angeles, California, in the interest of 4-H Education and Service



Today...YOU are a Food Scientist

The Wonders of Science! How fascinating they are today! Jet airplanes spanning continents! Astronauts exploring outer space! Scientists discovering new foods, ways to promote healthier, happier living through improved nutrition!

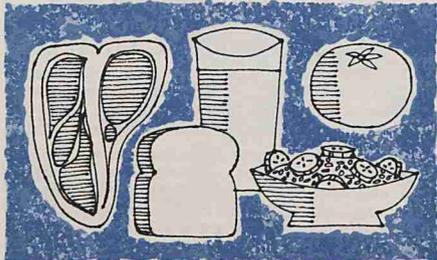
The purpose of this book is to give you an introduction to Science in the Dairy Food field, and to show you how you can pursue this subject as your 4-H Program. In developing Dairy Food Science Activities you will be gaining an understanding of one of the most important food and business areas and the career opportunities it offers to young men and women.

FOOD SCIENCE IS VITAL. The science of Nutrition points the way to Growth and Vitality—yes, even to be popular because of your clear skin, bright eyes, glossy hair, the vim and vitality to attract people, to be a leader.

WHEN YOU FORM GOOD EATING HABITS and choose a variety of foods with nutritional values you need, then you, yourself, are putting Science into practice.

GOOD COOKERY IS A SCIENCE based on the science of chemistry and the science of digestion. When you practice planning meals today you undoubtedly try to plan "balanced" meals including vegetables, fruits and dairy foods, along with meat and bread or other cereal products. Thus you are putting into use the discoveries of nutrition, that good meals are made up of a correct combination of four basic groups of foods. Meals planned this way are more nutritious, more easily digested, look and taste better... and they get more approval from your family and friends.

YOUR DAILY FOOD GUIDE. Here are Four Basic Groups of Food we all need every day and the approximate amounts we need. These have been determined through food science research and meet the requirements of the Recommended Dietary Allowances of the National Academy of Sciences—National Research Council, Washington, D. C.



MILK GROUP:

Children	3 to 4 cups daily
Teen-Agers	4 cups daily
Adults	2 cups daily

Milk can include fluid whole milk or fluid nonfat milk, buttermilk, evaporated milk, or nonfat dry milk. Cheese and ice cream may be served in place of part of the other milk products.

VEGETABLE AND FRUIT GROUP:

4 servings daily

Include—A citrus fruit or other fruit or vegetable important for Vitamin C.

—A dark green or deep-yellow vegetable for Vitamin A—at least every other day.

MEAT GROUP:

2 servings daily.

BREAD AND CEREAL GROUP:

4 servings daily

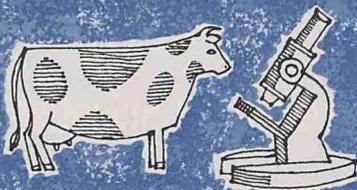
Other Foods are added to round out meals, satisfy appetite, provide additional food energy.

THESE FOUR FOOD GROUPS form a team to give you the utmost in growth, vigor, and strength from your food. Dairy Foods are important members of this team, and they offer exciting opportunities for your 4-H Program, in nutrition, in dairy science, in hospitality, even in a future career.

It is literally impossible to be a really good cook without making liberal use of milk and the products of milk. You will find it interesting to look over some up-to-date cook books and note how frequently dairy foods are used.

In good nutrition, milk supplies Calcium, Vitamin A, Riboflavin, and other necessary nutrients in economical, readily available form. For example, it is difficult to get the amount of Calcium you need daily without the use of milk.

YOU WILL ENJOY YOUR STUDY of Dairy Food Science facts and figures, information and ideas, to help you present good nutrition, good eating and scientific knowledge to your family, your classmates and your community.



Food Science Is FASCINATING

BOYS AS WELL AS GIRLS find Dairy Food Science interesting and exciting. It has to do with real life. You can visit dairy farms and food processing plants. You can work and make friends with other 4-H members, participate in events such as fairs, rally days, food shows. You can travel to state university campuses, learn things important in life, get career ideas. You can learn things which will help you with home and family, learn how Science is connected with every day activity in foods and nutrition, growth, health, energy and vigor.

FUN? OF COURSE, IT'S FUN!... and educational, too, for the production of dairy foods is one of the most scientific. Today dairy cows have scientifically balanced diets to enable them to produce more milk of superior quality. An ever-increasing percentage of cows are milked by machines in sanitary milking "parlors." In the most modern milking parlor, milk flows through overhead pipes of glass or stainless steel which are connected with the milking machines. From these pipes it flows into covered, stainless steel tanks where it is cooled. Milk comes from the cow at 100°F. and is scientifically and promptly cooled to under fifty degrees and often to forty degrees, depending on whether it is cooled with cold water or is mechanically cooled. Milk is usually transported to the dairies in sanitary tank trucks, steel or glass lined, some holding more than 4,000 gallons.

WHEN YOU BUY FOODS...remember the Four Basic Food Groups (Vegetables and Fruits, Meat, Bread and Cereals, Dairy Foods) and buy foods in each group. Dairy Foods are an important member of this nutrition team.



MILK TODAY is a triumph of scientific production and sanitation. Whether you live on a farm or in town or city, you will find visits to modern dairy farms and to present-day dairies interesting and instructive.

CONVENIENCE FOODS MADE POSSIBLE BY SCIENCE... You and the others of your generation like foods which are ready to use... in fact, practically ready to put on the table. The rapid pace at which you live, and your busy-ness with school and friends, make "Convenience Foods," as they are called, your popular choice.

BOTTLED MILK IS ALL READY to drink. Just open the modern sanitary package and pour it out. Butter and Ice Cream are ready for instant service. Cottage Cheese requires no preparation. Cheese of all kinds is ready to enjoy. Evaporated Milk comes in a scientific, sanitary can. Just puncture the top and there's the concentrated, creamy milk ready to use for a bowl of hot soup or a good cup of hot cocoa. Instant Nonfat Dry Milk needs only the addition of water to provide uniform, economical milk supply. Learning how these foods save time and work is a study in Food Science.

BE MODERN... GO MODERN... In your Dairy Food Science study you will find when you compare nutritive value and food costs that milk and milk products are thrifty in the food value they deliver. Milk and milk products are among the most modern of foods because of their combination of fine flavor, essential nutrients, convenience and economy. You will find an interesting project in checking food costs against the nutrients delivered by various products.

Here are your Tools for your DAIRY FOOD SCIENCE PROGRAM

The **Daily Food Guide** on Page Three includes the food nutrients needed for correct nutrition every day. These are: Proteins, Minerals, Vitamins, Carbohydrates and Fat.

No matter what form your Dairy Food Science Program takes, be it demonstration, broadcast, family meal planning, weight-watching or any other one of a variety of interesting methods, you will necessarily be working with these food nutrients. They are your basic tools in good nutrition.

GROWTH AND VITALITY WITH MILK: Milk provides most of the basic food nutrients that build and repair our bodies, provide energy and help us grow strong and healthy. In the following list*, note how important Calcium is. Milk is your most readily available source of Calcium.

NOTE also why you need Protein. Milk is an important source of Protein.

BECAUSE you are growing, you will be especially interested in Milk as a source of Riboflavin, one of the vitamins important to growth.

As PART of your Dairy Food Science study, review this list* carefully:

PROTEIN:

For Growth and Energy

To build and repair all tissues
To help form antibodies to fight infection
To supply food energy

MINERALS:

Calcium

For strong Bones and Teeth
To help build bones and teeth
To help blood to clot
To help muscles and nerves to react normally

In the United States, 70 to 75 percent of the calcium in our diet comes from milk and other dairy products.

Iron

Milk contains very little iron but its proteins combine with iron in other foods to make hemoglobin, the red substance in the blood that carries oxygen to the cells.

VITAMINS:

These are the chemicals the body needs to make use of foods:

Vitamin A

Helps to keep skin and mucous membranes healthy and resistant to infection.
Helps to protect against night blindness.



Thiamine

For normal appetite and digestion.
For healthy nervous systems.
To help change substances in food into energy for work and heat.

Riboflavin

Helps the cells use oxygen needed for growth.
Helps to keep vision clear.
Needed also for smooth skin without scaling around mouth or nose or cracking at corners of mouth.

Vitamin D

To help the body absorb calcium.
To help to build strong bones.
Vitamin D—the "sunshine" Vitamin, is contained in small amounts in normal milk but most milk is now fortified with additional amounts of Vitamin D, enough in one quart to provide ALL one's daily requirements.

CARBOHYDRATE:

To supply food energy
To help the body use other nutrients

FAT:

To supply large amounts of food energy in small amount of food
To supply essential fatty acids

*1959 Yearbook of Agriculture — USDA

CALORIES IN MILK: A calorie is simply a "unit used to measure food energy." But when we take in more calories than we need, they are converted by the body into fat, and are stored in fat deposits on the body.

To be at your best, you need just enough calories to supply your requirements. To have a shapely figure and be a vivacious girl, or to be in top physical condition as a boy, enough calories to maintain energy are essential. But it is well to avoid those extra calories that cause excess fat.

YOUR COUNTY EXTENSION AGENT can supply you with a list of calorie counts of common foods, or can tell you where to secure one.

IDEA

Find out how many calories per day you need for your age, height and activities. Then make out a Basic Daily Food Plan to include the food nutrients you need—with just enough calories. Put it into practice. Keep a record of your weight.

IDEA

Snack Test! Keep a record for a month of the snacks you and your friends eat. Analyze their food value. You will find that dairy food snacks give you vital food value as well as pleasure in eating. Your snacks should be considered part of your daily food pattern, and the calories counted in your total for each day.



Your Big Achievement DAIRY FOOD PRESENTATIONS

On the following pages of this book you will find ideas, information and experiments to help you in preparing your Dairy Food Science Presentation. Whether you make this presentation in person or on TV, and whether you make it to a few of your classmates or to a large assembly, there are certain methods and techniques for telling your story which will help you to interest your audience and put over your points effectively. These methods and techniques are known as "Giving A Presentation." No matter how excellent the message you wish to impart, you cannot do it successfully without understanding how to impress your points through both sight and sound...how to "Show and Tell." So before we go ahead with the idea and information section of this Manual, let's be sure we know how to give an effective verbal and visual presentation.

WHAT MAKES A GOOD PRESENTATION? An interesting subject... a catchy introduction... a clear outline of what you are going to do... a good summary.

KNOW YOUR AUDIENCE... You must understand your audience and its needs... Your presentation to a business club will differ from the same material as presented to a teenage group.

GET THE ATTENTION IMMEDIATELY... The first part of your presentation must attract attention and acquaint the audi-

SERVE AND EDUCATE by speaking on and demonstrating good nutrition at club meetings, county fairs, achievement days, food shows, science fairs and other local gatherings. And be sure to hold at least one meeting in your school with your own classmates.



ence with your subject... Introduce yourself... State your own name and your 4-H Club clearly.

GATHER ABUNDANT INFORMATION... Know your subject thoroughly... To give a convincing presentation you must know a great deal more about your subject than you actually use in the presentation... Study and be sure you are "full" of your subject before you try to give a presentation — then when people ask unexpected questions, you will not be "stumped."

MAKE AN OUTLINE... Make a step-by-step outline of exactly what you are going to do and say.

REHEARSE YOUR PRESENTATION... know it thoroughly. Write it out. Then practice it... Practicing will help you remember your material... Use your own words... Do not memorize... Use notes openly... Especially if you are presenting recipes, do not try to memorize the ingredients... use notes.

PLAN EVERY MOVE... Make the explanation fit the action... Tell WHAT is being done, HOW it is being done and WHY the method is being used... Plan your presentation so that the various steps come in logical order.

"SHOW AND TELL" IS THE RULE IN A PRESENTATION... This applies both to written presentations and to those given in person... Be sure to show each step clearly. Tell why it is taken.

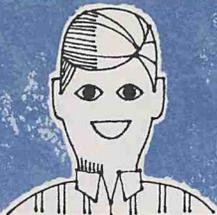
DO NOT MAKE YOUR PRESENTATION TOO LONG... A good five-minute showing or talk is better than a weak 15-minute attempt.

USE CHARTS... POSTERS... Put the title of your presentation on a poster... Display it at the beginning of your talk.

- * Use interesting charts and posters to help put your points across.
- * Your audience will remember much more if they both HEAR what you say and also SEE posters or pictures or actual experiments, or food ready to taste... This is the secret of TV—the combination of seeing and hearing... It is the secret of any effective presentation.

MAKE POSTERS LARGE ENOUGH TO BE SEEN... Be sure your charts or posters are large enough to be seen at a distance.

- * Use big, plain, clear letters.
- * Keep your posters simple.
- * Display them one by one on an easel, if possible.
- * Display each just long enough to make your point.



DRAMATIZING YOUR PRESENTATION

Here are personal pointers to help you dramatize your presentation. After all, YOU are the star. In any public appearance, the way you handle yourself is all-important. You want to interest, convince and amuse your audience, and, of course, you want to reflect credit on your 4-H Club—so note well these pointers:

LOOK YOUR BEST... Be neat, clean, and well groomed.

BE SURE OF YOURSELF... Confidence comes from being so well groomed you can forget your appearance...It comes also from practice beforehand so that you know exactly what you are going to do and how.

TALK AND WORK AT THE SAME TIME... Have your material organized on trays so that you can work quickly... Have all materials placed so that you can use them without fumbling... The audience loses interest when there is a delay.

SPEAK CLEARLY AND NATURALLY... Be sure everyone can both see and hear you... Speak directly, in a conversational tone of voice... Talk TO your audience... Relax and your audience will feel comfortable.

SHOW DELIBERATELY the steps you wish to emphasize... Take time to make your points clearly.

BE PERSONAL... Put yourself into it... Be friendly... Smile... Tell personal stories but be sure they are related to your subject... Audiences love to hear about YOU and your family and friends.

ENJOY YOUR OWN PRESENTATION... If you enjoy what you are doing, the audience will enjoy watching you.

MAKE YOUR PRESENTATION SEEM EASY... Whether you are staging a Dairy Food Science experiment, or preparing a recipe, make it look easy so the audience will want to try it.

IF YOU ARE PRESENTING A RECIPE... be sure to test it and taste it beforehand. Also, be sure to measure ingredients ahead of time and display them in the measuring spoon or cup.



HAVE AN ORDERLY MIND AND AN ORDERLY PRESENTATION

...Organization is the secret of good presentation... Organize your equipment and supplies... Organize your mind.

SUMMARIZE... Conclude your presentation with a good, clear summary...

Thank the audience for their interest.

THIS DAIRY FOOD SCIENCE MANUAL SUGGESTS UNLIMITED OPPORTUNITIES TO "SHOW AND TELL" THROUGH MANY DIFFERENT CHANNELS. YOUR 4-H LEADER WILL BE GLAD TO CO-OPERATE WITH YOU IN PREPARING YOUR PROGRAM.

In the work you do for your presentation you may be taking the first step toward a career in the Dairy Industry. The industry needs college trained men and women. Careers in this field include:

Management and Executive Positions

Dairy Engineering (Research, Design, Plant Layout, Production Planning)

Scientific technical and research work (laboratory and research work on dairy products)

Teaching, research and extension work in universities and colleges

Procurement and Field Services

Writing, editing, publicity, speaking

Quality Control

Dairy Equipment and Supplies (design), manufacturing (sales)

Public health and sanitation work in universities and colleges

Industry associations and public relations

Merchandising and selling

Home economics, dietetics, nutrition

Are you interested? More than sixty billion quarts of milk are produced annually on almost three million farms. Over 35,000 plants requiring the services of thousands of trained men and women process this milk into many different types of dairy foods. Occupations are many in this vast industry and opportunity is excellent.



OPPORTUNITIES UNLIMITED for your Dairy Food Science Presentation

Your presentation may feature Nutrition, Food Preparation, Meal Planning, Food Buying, Science on the Dairy Farm and in Dairies... the opportunities are unlimited. Here are ideas to help you "spark" your own thinking:

- * **ILLUSTRATED TALKS**... using posters and exhibit materials... Talk to business clubs, women's clubs, Parent-Teacher Meetings, and your class at school.
- * **DAILY FOOD GUIDE PRESENTATION** to 4-H Clubs... Exhibit the foods called for... make posters showing their nutrients and functions.
- * **NUTRITION BROADCASTS** for radio or TV... Arrange an educational broadcast on Good Nutrition prepared by your 4-H Group.
- * **NUTRITION NEWS STORIES** for local newspaper... Write with a particular season in mind... such as "Why Milk is Needed in Winter Meals"... "Keeping Cool with the Right Foods in Summer."
- * **BETTER BREAKFASTS**... Explain why people should eat breakfast... why milk and cereals make such a good nutrition team.
- * **PARTIES**... Organize a group of 4-H'ers for a teen-age party with dairy refreshments... Plan refreshments that are interesting and with moderate calorie count.
- * **PROTECTING AND SERVING DAIRY FOODS**... Demonstrate how to protect and serve dairy foods properly.
- * **EXPLORE DAIRY FOODS**... Try new kinds of cheese, dairy sour cream, nonfat dry milk... everything that's new to you.
- * **VISIT THE STATE UNIVERSITY**... its School of Agriculture and its Dairy Department... its School of Nutrition and Home Economics.
- * **EXPERIMENT WITH RATS**... Study the effect of a diet low in milk and other needed nutrients. Compare with rats fed a diet with basic food requirements including milk.
- * **PREPARE A DAILY FOOD GUIDE FOR YOURSELF**... Compare your own meals and snacks with this.
- * **ORGANIZE TEEN-TIME FOOD FARE**... Both boys and girls work together... serve nutritious foods... demonstrate good nutrition in an interesting way... Necessarily, this will be a series of discussions and demonstrations.
- * **SURVEY YOUR CLASS**... Find out what your schoolmates are eating... Hold meetings with them on good nutrition.
- * **DRAMATIC SKIT** about Nutrition... Have fun writing, rehearsing and presenting it.
- * **QUICK SNACKS**... Moderate in calories... high in nutrition... plan and serve them.
- * **SCIENCE FAIR**... An exhibit showing Dairy Science Experiments.
- * **VISIT DAIRY FARMS AND PROCESSING PLANTS**... Take notes... Prepare talk on Dairy Science.
- * **COLLECT DAIRY RECIPES**... try them. Acquire skill in making puddings, custards, sauces, soufflés, casseroles, soups, gravies, sandwiches, snacks and other tempting foods.
- * **STUDY ONE DAIRY FOOD**... how it is made... its nutritional value... ways to serve.
- * **PLAN BUDGET MEALS**... keep track of costs and nutritive value... yet make meals delicious. Show in demonstrations.
- * **OUTDOOR COOKING**... New clever ideas for quick, easy outdoor cookery combined with good nutrition in popular foods.
- * **GIVE A CHEESE-TASTING PARTY**... Serve a number of kinds of cheese... Explain the difference... Demonstrate best ways to enjoy each.
- * **WEIGHT-WATCHERS MENUS** including Dairy Foods. Plan menus with good nutrition and moderate calorie count. Be sure to include Snacks as well.
- * **REFORM BREAKFAST-SKIPPERS** with Quick, Nourishing Breakfast Plans.
- * **TOURS TO MARKETS** and Restaurants... Visit supermarkets, farm markets and restaurants to see how foods are marketed and served.
- * **MAKE POSTERS AND EXHIBITS** for use in appropriate places—such as school lunch, grocery stores, hardware store windows, library, classrooms, bulletin boards.



MILK POINTERS for Growth and Vitality

Whole Fluid Milk offers exciting opportunities for your Dairy Food Science Program. The cow herself is an efficient milk factory, converting rough feed (roughage and concentrates) into highly nutritious food. Most whole milk today is cow's fresh milk, pasteurized by quick heating to high temperatures, then rapidly cooled. This quick heat destroys bacteria without loss of natural vitamins and flavor.

Here is a table showing: WHAT A QUART OF MILK PER DAY SUPPLIES IN PERCENTAGES OF DAILY NUTRITIVE REQUIREMENTS FOR AN AVERAGE MAN

CALCIUM	100% plus
RIBOFLAVIN (Vitamin B ₂)	93%
PHOSPHORUS	61%
PROTEIN	49%
VITAMIN A	31%
THIAMINE (Vitamin B ₁)	23%
CALORIES	22%
ASCORBIC ACID (Vitamin C)	17%
NIACIN	7%
IRON	5%

This may be useful in presenting your Dairy Food Science Program. Stress the nutrients in milk. Calcium and Riboflavin are needed by adults as well as by those who are still growing.

Since earliest history, cows have been kept for producing milk. Farm animals were first domesticated in Southwest Asia and the custom of using milk and milk products for food spread from there.

Today the production of milk is a science. The average cow gives about ten quarts a day but champions have averaged more than 55 quarts daily. Your Dairy Science Program might include information on scientific milk production. Most dairy herds with ten or more cows are now milked by machine. In some scientific milking parlors as many as six or more cows are milked simultaneously.

HOMOGENIZED MILK... This is by far the larger portion of the whole milk on the market and it is sometimes called "the milk which has no cream line." In milk as it comes from the cow the milk fat and all the other elements are in one mixture which is called "Whole Milk." If this mixture is allowed to stand, the milk fat (or cream) will in course of time float to the top and can be skimmed off. The fat rises to the top because the fat particles are lower in specific gravity than the rest of the milk.

There are many purposes for which "whole milk" is needed—so to prevent the milk fat from rising, or separating, from the rest of the milk, dairy science has perfected a mechanical process called "homogenizing." Through this process the milk fat is divided into such tiny particles that specific gravity no longer causes separation. The fat particles no

longer have the power to rise but remain permanently mixed with the rest of the milk. The result is the creamy whole milk which tastes so good.

A large amount of consumer-packaged milk now has Vitamin D added—400 International Units per quart. This fulfills the amount recommended by the National Research Council.

HOW TO CARE FOR MILK... In the home, scientific care of milk is important. Milk should never "stand out" either where it becomes warm, or where it freezes. It should never be exposed to sunlight or other strong light as this harms the flavor and the riboflavin. Keep milk tightly covered to protect it from odors and foreign flavors. It should be stored at a temperature of not more than 40° F. In dairy plants, milk is stored at 35 to 36 degrees.

HOW TO SERVE MILK... Here is another Dairy Food Science Idea. Research has proved that people drink more milk when it is served chilled and bubbly. Do not pour milk ahead of time. Pour just when it is to be enjoyed. Serve milk in interesting glasses or mugs... sometimes use straws. Just for fun, add variety to milk with other flavors such as cinnamon, or vanilla or banana. And remember... a milk shake is a quick, nourishing snack. **TRY THIS: Chocolate Mint Milk Shake:** Beat together 2 scoops of softened vanilla ice cream, 3 tablespoons chocolate syrup, ½ teaspoon peppermint extract, 2 cups milk. Serve in tall, chilled glasses. If you have mint in the garden add a sprig for garnish.

COOKING WITH MILK is an excellent Dairy Food Science activity. You can EAT your milk as well as drink it. Here you can have fun... be creative in making good foods. Just remember that because of its protein content, milk heated for cookery at home requires low temperature and should be heated slowly... gently. High temperature will cause the protein to separate from the milk, coagulate and toughen. (Note: This does not happen in dairies when in pasteurizing milk it is subjected to 160° F. for 15 seconds only, but it does happen when milk is subjected to high heat for a longer period in home cookery.)

Casseroles, soups, sauces for vegetables, meat and fish, custards, puddings... what a variety of wonderfully good dishes you can make with milk and milk products! You'll enjoy yourself while you are doing this. There's nothing more satisfying than being a creative cook!

MAKE MILK SNACKS "THE THING"... What's better tasting for a snack than a milk float, a malt, or a soda? You can make milk drinks "the thing" in your school crowd by your leadership in ordering delicious, nourishing milk beverages.

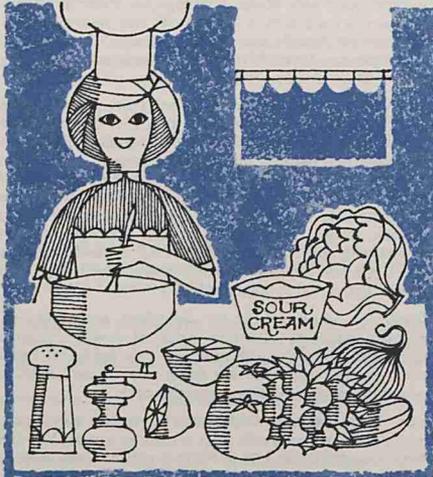


EXPLORE other Wonderful Ways to ENJOY MILK

NONFAT FLUID (SKIM MILK)...for Weight Watchers. This is milk from which the cream has been removed. It contains an average of only 1.26 percent fat, whereas whole milk may contain up to 4% fat. Since nearly all the fat is removed from Nonfat Fluid Milk (Skim Milk), its quick energy value is reduced greatly. The fat soluble vitamins A, D, E and K are also removed. A pint of Homogenized (whole) milk provides almost one-sixth of the entire daily allowance of Vitamin A for an adult but a pint of Nonfat Fluid Milk (Skim Milk) contains so little Vitamin A it does not count.

Of course, you want to be shapely, or, if you are a boy, lean and well set up. If you, by chance, weigh more than you should, you may find an interesting Dairy Food Science Program in planning meals and snacks to include Nonfat Fluid Milk. A cup or glass (8 oz.) of this milk contains only about half the calories of a glass of whole milk, yet it provides the B-Vitamins, Riboflavin, Calcium, and Protein present in the original whole milk.

YOU WILL FEEL LIKE A CHEF when you adventure with Sour Cream in its many delightful uses...for Salad Dressings, Vegetable Sauces, Desserts, Toppings, and for ingredients in preparing Meats, Fish and Chicken.



LOW FAT FLUID MILK...This new type of milk is lower in fat and fat soluble vitamins than whole milk but is not as low as Nonfat Fluid Milk. It may contain various amounts of milk fat from 2% up. It is usually marketed with special names indicating its suitability for weight reduction and other dietary purposes. It has good flavor and is palatable even though low in fat content.

BUTTERMILK...for Drinking and Cooking. This is a skim milk product coagulated with lactic acid to give body and tangy flavor. Except for the fact that it contains more lactic acid, cultured buttermilk has practically the same composition as skim milk. Modern buttermilk is scientifically made by adding a bacteria "culture" to skim milk and allowing the milk to "ripen" under controlled conditions until the desired flavor and consistency are attained.

Buttermilk is most widely known as a refreshing beverage...especially in warm weather. Men, in particular, like Buttermilk. And, of course, buttermilk pancakes, biscuits and donuts have long been popular with the entire family. You'll find a good Dairy Food Science Program in how Buttermilk is made, what it offers in nutrition, why it is such a cooling beverage, why it makes delicate waffles, pancakes, biscuits...and especially how YOU serve Buttermilk and use it in your cookery.

HALF AND HALF is the form of cream which contains 10 to 12% milk fat. It is approximately half milk and half cream. It is enjoyed by many who do not want the entire fat content of cream.

CREAM in modern diets is largely used for dessert toppings and as a dessert ingredient. If properly whipped, cream will double in volume. The secret is to be sure the cream is thoroughly chilled. Always whip cream before adding any sugar or flavoring.

SOUR CREAM... Since the seventeenth century, sour cream has been used in European gourmet recipes. Our forebears in Scandinavia, Germany, Austria, Russia, France, and other countries enjoyed sour cream in recipes famous for their distinctive flavor.

Commercial Sour Cream, as we purchase it today, is pasteurized cream which contains 18% or more milk fat and which is processed by adding special lactic acid cultures. By pasteurizing the cream, bacteria which might produce a "sour" flavor are destroyed. The lactic acid culture which is added to the cream produces a rich, clean, medium sharp flavor quite different from the old time sour cream. Note: Do not try to sour cream at home as you cannot control its flavor or content. For uniformity and fine flavor use commercial sour cream. Today modern sour cream adds

glamour to any meal where it is used. You will enjoy experimenting with this delightful product. You will find it helpful if you need to *gain* weight.

IDEA

SERVE hot baked potatoes topped with sour cream. For color, top with paprika also. Slit the hot potatoes end to end and across the middle. Squeeze gently so the center pops up. Top with plenty of sour cream and serve at once.

IDEA

DO TRY making salad dressing with sour cream... just add a little lemon juice to sour cream for the most simple dressing. Then for a different salad dressing, try 1 cup dairy sour cream, 1 cup chopped chives or minced onion plus 1 tablespoon vinegar, pepper and salt to suit your taste.

YOU WILL ENJOY YOUR Dairy Food Science Program when you center it on Sour Cream. Just wait until you serve Beef Stroganoff...or for a "surprise" dessert combine the tangy lightness of sour cream with fresh fruits. And when it comes to snacks, remember Sour Cream makes marvelous dips! Here's a project just packed with pleasure!

Adventuring with INSTANT NONFAT DRY MILK

More Help for Weight-Watchers! Here is the powdered or crystallized form of Nonfat Milk (Skim Milk). Although in this form the dry product contains less than 1% milk fat, when it is mixed with water according to directions the resulting beverage or liquid contains less than 1/10 of 1% milk fat. No wonder there is great interest in this product for weight control! All the natural milk calcium, the important B-Vitamins and the essential protein are in it, yet it has less than half the calories! Here is a truly scientific food development. As a beverage or in cooking, it cuts down on calories, assists in weight control and is, incidentally, a money-saver.

Many other food products, such as buttermilk, chocolate drink, bakery products and meats (sausage, meat loaves, etc.), have nonfat dry milk added to their ingredients. Thus a higher protein content is given to these products and a better quality protein.

One-third cup of Instant Nonfat Dry Milk added to three-fourths cup of water gives a full 8-oz. glass of nonfat milk. It mixes instantly with light stirring and does not lump even in ice-cold water. It is used in cooking and baking as well as for drinking.

NEW, INTERESTING PROJECTS await the adventurer in this field. For example:

THE USE OF INSTANT NONFAT DRY MILK in a reducing course for teen-agers while still maintaining energy and good spirits. Nobody wants to drag around feeling "low" and dispirited while peeling off the pounds. Many reducing diets include a glass of re-constituted Instant Nonfat Dry Milk between meals to satisfy that craving and maintain "pep." It is also included as the beverage WITH meals.

Here's another Project idea: **THE SCIENTIFIC STORY OF THE DEVELOPMENT OF NONFAT DRY MILK**... how it is

processed, how the Armed Forces used it, how it has been developed so that it is now "instant" in re-constituting... the whole story of the scientific research... here's an absorbing program. There's an economy story, too, for this modern product is thrifty.

WEIGHT WATCHERS' DESSERTS... Life becomes pretty sober if you can't enjoy something "specially good" with your meals. So why not make your Dairy Food Science Program a study of "How to Make and Enjoy Low Calorie Desserts"? Instant Nonfat Dry Milk makes this possible.

TRY THIS WHIPPED DESSERT TOPPING. It's delicious served with fruits or berries.

Whip 1/2 cup Instant Nonfat Dry Milk with 1/2 cup ice water until soft peaks form (3 to 4 minutes). Add 2 tablespoons lemon juice and whip until stiff—3 to 4 minutes. Fold in 1/4 cup confectioners' sugar. If desired, ice cold fruit juice may be used instead of ice water. As this makes 2 1/2 to 3 cups, the calorie count per individual service is very low.

CHILLED APRICOT FLUFF: Here's a chiffon type pudding, low in calories, satisfying as dessert:

Dissolve 1 package lemon-flavored gelatin dessert powder in 1 cup of apricot juice (canned or frozen) which has been heated to boiling.

When dissolved, add 1/2 cup chilled apricot juice and 1/4 cup orange juice. Chill mixture until jelly-like in consistency. In chilled bowl put 1/2 cup ice water and sprinkle on top of it 1/2 cup Instant Nonfat Dry Milk. Whip. When partially whipped, add 1 tablespoon lemon juice and whip until stiff. Fold into gelatin mixture. Then fold in 1 cup canned drained chopped apricots (chilled, of course). Spoon into mold or individual serving dishes. Chill until firm. Serve with whipped topping, if desired.

There are endless possibilities in your "slim-down" program with Instant Nonfat Dry Milk.

Marvel of Modern Food Science ...EVAPORATED MILK

EVAPORATED MILK is a concentrate of fresh whole cow's milk that has been sterilized by the application of heat, about one-half the water removed by evaporation under vacuum, and then homogenized. It must contain at least 7.9% fat and 25.9% total milk solids. As it comes to you in the can it contains double the nutrients of fresh fluid milk.

For many purposes, such as cooking, drinking, etc., Evaporated Milk is diluted with an equal amount of water. When this is done, it contains slightly more than the same nutrients as fresh fluid milk.

FOOD VALUE OF EVAPORATED MILK: It is an excellent source of Vitamin A, Protein, Calcium, B-Vitamins. Also, it is fortified with Vitamin D in purest crystalline form—400 U.S.P. Units per pint.

WHY EVAPORATED MILK "KEEPS" IN THE CAN: The empty cans are already complete when they arrive at the processing plant. Each can is filled with Evaporated Milk through a small vent-hole in the top. The cans are sealed and the

Evaporated Milk is sterilized in the can. Thus it remains PURE and SAFE and does not require refrigeration until the can is opened.

INFANT FEEDING: Millions of infants receive a safe start with Evaporated Milk formulas prepared under the direction of a doctor. An interesting Dairy Food Science Program is the study of infant feeding formulas prepared with Evaporated Milk.

CREATIVE COOKING IS FUN WITH EVAPORATED MILK: When you dilute Evaporated Milk with an equal amount of water, it can be used in any recipe calling for milk. Its creaminess makes many foods, such as puddings, gravies and soups, smoother and more nourishing...more economical, too! Undiluted, Evaporated Milk has real cooking advantages. Burgers made with it stay moist, juicy, tender, whether you bake them, broil them or use outdoor cooking methods.

EVAPORATED MILK adds smoothness, extra body and added nutritional benefits to sauces, gravies, ice cream and many other foods. To demonstrate this extra smoothness, make a cream sauce. This type of sauce may be made in thin, medium or heavy consistency. Usually the thin or medium is the basis for casseroles, and new ways to serve vegetables. Thick cream sauce is ideal as a base for croquettes... or that old favorite, cheese soufflé.

FOOD SCIENCE EXPERIMENT... PROVE THE BLENDING PROPERTIES OF EVAPORATED MILK

Because the Protein in Evaporated Milk is in fluid state, the milk serves as a blender for certain products. Example: It produces a smooth blending with salad oil in a simple "shake it" salad dressing. Try this:

Measure into a jar $\frac{1}{4}$ cup salad oil, $\frac{1}{4}$ cup Evaporated Milk, $\frac{1}{4}$ teaspoon salt, dash of pepper, $\frac{1}{8}$ teaspoon dry mustard, 2 tablespoons vinegar. Fasten lid tightly. Shake vigorously until smooth and creamy. Let stand for 10 minutes. Then notice that the blending is stable. There is no separation.

DAIRY SCIENCE DISCOVERIES

Butter through the Ages: Ancient Sanskrit manuscripts and the earliest books of the Bible mention Butter. The making of Butter dates back to pre-historic commencement of animal husbandry. What an interesting Dairy Food Science search to trace the development and use of Butter throughout history!

Approximately one-fourth of U.S. milk production is now used in butter. Butter is made from pasteurized cream which is agitated by churning at carefully controlled temperatures until butter granules form and the buttermilk can be drained. The butter is then washed with cold water. Salt is usually added, largely for flavor. The butter is then worked until uniform in texture. Large quantities of unsalted butter are also made and marketed. Butter when

completed has been worked into a homogeneous mass. Federal Standards require that butter must contain not less than 80% milk fat. Today approximately 60% of all U.S. butter is Grade-Labelled.

IDEA

Trace the making of butter from the establishment of the first creamery in the United States in 1856 to the invention of the cream separator in 1878, to the use of present-day scientific continuous churns which make 1000 to 2000 pounds of butter per hour.

SOURCE OF VITAMIN A: In the American diet, milk products are one of the main sources of Vitamin A. Because it is fat soluble, Vitamin A stays in Butter. Butter also contains some Vitamin D.

DO YOU KNOW HOW TO SAUTÉ FOODS IN BUTTER? The word "sauté" means to brown or cook foods in a small amount of fat. Butter is especially suitable for this as its fine flavor blends with the food during sautéing. Low temperature is, of course, used. Butter is melted in the skillet or pan, then the food is added and allowed to sauté slowly. It is turned or tossed frequently.

DO TRY SAUTÉING COOKED VEGETABLES in butter. Use the humble green beans, for example. Sautéed in butter AFTER they are cooked, they acquire glamorous flavor. Do the same with cooked carrots, also with mixed vegetables. Vegetables saturated with butter by this method are wonderful.

Is there someone in your family who doesn't like vegetables? You know we all need them as part of our Daily Food Allowance. An interesting study in creative cookery would be to make vegetables more appealing to your family and friends. One way to do this is to prepare them with Butter. Sautéing cooked vegetables in butter increases the calories but remember these are part of your Daily Calorie Allowance which may come from a fat source.

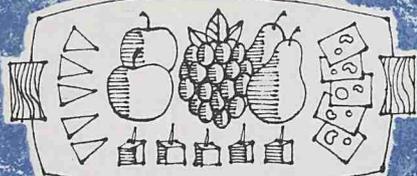
IDEA

BUTTER COOKIES...all year 'round. Happy is the home with a full cooky jar. Cookies made with butter have unusually fine flavor...you KNOW how good they taste...and, of course, they keep fresh for a long time.

TRY THIS SCIENCE EXPERIMENT...SEPARATING FAT FROM WHOLE MILK

Fat is removed from whole milk by agitating the cream after adding lactic acid. This is the unique organic acid which occurs in milk when it sours. The acid when added to whole milk curdles the milk slightly and causes the fat to separate.

Put about $\frac{1}{4}$ cup of whole milk in a glass jar. Add 10 drops of lactic acid to it. (Get the lactic acid at the drug store.) Screw cover on jar tightly and shake jar until you can see the fat particles in the fluid. Strain the fluid (buttermilk) through a cheese cloth placed over a funnel. The fat remaining on the cheese cloth is butterfat.



CHEESE CHAT for Your Program

HOW MANY VARIETIES OF CHEESE HAVE YOU TASTED? How many you served or used in recipes? There are approximately 18 different *kinds* of cheese and there are at least 400 varieties of these. Through Dairy Science, cheese makers in the United States now make virtually all types. What a rich field for exploration!

The making and curing of cheese is a carefully controlled science. It offers unlimited possibilities for your Dairy Food Science program. Have you ever visited a cheese factory?

In pre-historic times, a trader from Arabia crossed rough, mountainous country in Asia. When he stopped to drink goat's milk from his canteen, a thin, watery liquid trickled out instead of milk. Opening the canteen made from the partially dried stomach of a sheep, he found a soft mass of milk curd which he ate and enjoyed. The rennet from the sheep's stomach had curdled the milk. (Rennet is a coagulating enzyme from the lining of the stomach.) The result was the earliest form of cheese... so goes the legend.

Today, using scientific methods, cheese is made basically the same way by the addition to milk of the coagulating enzyme, rennet, from the lining of a calf's stomach.

CHEESE is the most highly concentrated of all protein foods. Also, it is easy to digest. Research has proved that from 90% to 99% of cheese is digested. Ten pounds of fluid milk, approximately, are required to make one pound of cheese. This means that cheese contains many of the nutrients of milk in highly concentrated form. Milk proteins, fat, the fat-soluble vitamins and milk minerals are nutrients which make cheese important in the diet.

CHEDDAR CHEESE: (sometimes called "American") was made originally in the town of Cheddar, England. The flavor ranges from mild to sharp and the color ranges from light creamy yellow to orange. Cheddar Cheese is ripened or cured for a period of a few months to five years or more. As Cheddar ages, it gets a sharper, tangy flavor and waxy texture. One (1 oz.) slice of Cheddar Cheese contains the same amount of calcium as two-thirds of an 8 oz. glass of milk.

SWISS: "The Cheese with the holes in it" was originally made in Switzerland. Swiss Cheese is made from cows' milk set with the enzyme, rennet. A special type of culture is added, known as "Lacto Bacillus Bulgaricus," which forms the holes within the cheese. It also develops the sweet, nut-like flavor in Swiss Cheese.

BRICK: Brick Cheese originated in the United States. It is pressed into a bricklike shape. Brick Cheese has a slightly

higher moisture content than Cheddar and after "curing" (storing for a period to ripen or age) it has a softer texture and different flavor than Cheddar. Its flavor ranges from extremely mild to sharp.

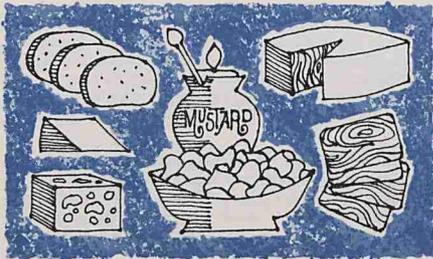
BLUE: This cheese is named for the blue veining which is caused by the mold throughout the cheese. This mold is beneficial. It is known as "Penicillium Roqueforti" and is a first cousin of Penicillium Notatum which produces Penicillin. The sharp, gourmet flavor of this cheese will intrigue you.

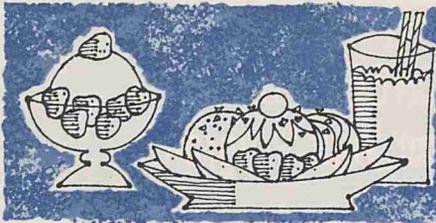
PROCESS CHEESE: This is a modified form of cheese in which several different lots are heated and blended with an emulsifier. (An emulsifier is a chemical agent which makes mixing more thorough and stable.) There is a Dairy Food Science story here, for this variation of cheese was perfected in the United States in 1895.

COTTAGE CHEESE: This is soft, uncured cheese prepared from a high-moisture curd that is not allowed to ripen. It is made from skim milk but is usually sold to consumers as "Creamed" Cottage Cheese. Real cream is added to the cottage cheese curd. When marketed it must contain not less than 4% milk fat. It is a good source of Calcium, Vitamin A and Riboflavin plus quality Protein. Salads, sandwiches and appetizers, gain substance yet are low in calories when made with cottage cheese.

YOUR SOCIAL LIFE will benefit as you explore cheese. New sandwiches and snacks, cheese sauces, appetizers, casseroles and cheeseburgers tempt your crowd to come back for more.

PLEASE THE BOYS (and hungry girls, too) with this informal cheese tray where they can help themselves. Here are rye bread slices, a wedge of Cheddar Cheese, a wheel of Blue and a block of Swiss with slices of ham, potato chips and mustard. The party's on! And so easy!





ICE CREAM— A Scientific Fun-Food

We all love Ice Cream...and in your Dairy Food Science Program you will be fully aware of its appeal as a "Fun Food."

But do not make a mistake! Ice Cream is much more than this. It is a concentration of milk nutrients in highly digestible form, and plays a valuable role in nutrition for the healthy and in some convalescent diets.

No program dealing with Ice Cream is complete without full exploration of its scientific value in Nutrition. There are only 200 calories in each serving ($\frac{3}{8}$ cup) of vanilla ice cream, yet it contains approximately 500 International Units of Vitamin A and a worthwhile amount of Riboflavin and Thiamine, plus a liberal amount of Calcium.

Ice cream in primitive form has been made in China for 5000 years. Marco Polo brought recipes back with him. The evolution of ice cream covers a period of almost five centuries. It is said by some to have had its start in the custom of icing beverages with snow from mountains.

It is known that water ices were served as long ago as 1550. Eventually milk and cream were added to these ices and by 1774 ice cream was made in Paris.

The exact date when ice cream was first manufactured for sale in America is a question. Some authorities quote 1789—others refer to the manufacture of ice cream in Louisiana in 1808. But the making of ice cream in quantity so that everyone could enjoy it really dates from certain scientific inventions: the invention of the cream separator in 1878 (a machine for separating cream from milk), the introduction of mechanical refrigeration in 1878 and the invention in 1890 of the Babcock test for determining the fat content of whole milk. There is a wonderful dairy science story in these scientific inventions and their application to the production of ice cream.

ICE CREAM AS A CONVALESCENT FOOD: Patients with throat problems are often nourished with ice cream. In cases of throat inflammation, such as tonsillectomies, and similar conditions, ice cream is often prescribed. Its smooth, cool texture is non-irritating and its content is highly nutritious. Here is another worth-while aspect of ice cream to explore.

DID YOU KNOW THAT ice cream is easily digestible? The fat in ice cream is homogenized before the ice cream is made...that is, the fat is dispersed into a finely divided emulsion and this assists in easier digestion. When you tour an ice cream plant, ask the laboratory director to tell you the ingredients used in ice cream.

One-half cup ($\frac{1}{4}$ pint) of ice cream contains the same amount of Calcium as one-fourth of a glass of milk. Here is another reason why it makes a good snack or dessert. You can help to make ice cream popular with your crowd as an energy-producing, delicious snack-food.

Try These

FUN-WAYS OF ENJOYING ICE CREAM

Serve with fresh fruit—Ice cream on chilled cantaloupe... Ice cream topped with crushed or sliced strawberries... Ice cream with raspberries or blueberries.

Serve Banana Splits—Ice cream with bananas, strawberries, pineapple and chocolate sauce with a garnish of whipped cream. This is a meal in itself, especially good for those who are trying to *increase* their calorie count.

Milk Floats—A glass of milk with ice cream whipped into it or floated on top. Milk may be flavored, if desired. Ice cream may be any flavor.

YOU CAN MAKE ICE CREAM...You will learn a great deal about ice cream by making it yourself. Home freezers, either hand-operated or electric, can now be readily purchased. You will find it interesting to make a number of different kinds of ice cream. Here is one of many basic recipes for:

HOME-MADE VANILLA ICE CREAM

(Makes $\frac{1}{2}$ Gallon)

1 cup sugar	1 cup water
$\frac{1}{4}$ teaspoon salt	2 eggs
2 tablespoons flour	1 tablespoon vanilla
$3\frac{1}{2}$ cups (2 large cans)	
undiluted Evaporated Milk	

Combine sugar, salt and flour in top of double boiler. Add 1 cup Evaporated Milk and water. Cook over hot water until mixture is hot and very slightly thickened, stirring occasionally. Beat eggs. Stir a small portion of the sugar-milk mixture into the eggs. Return to rest of mixture in double boiler and cook for 2-3 minutes longer, stirring constantly. Remove from heat. Add vanilla and remaining $2\frac{1}{2}$ cups of Evaporated Milk. Chill thoroughly. Pour into freezer. Cover. Freeze using ice-salt mixture in proportion recommended for freezer. See directions with your freezer. When ice cream is frozen, pour off brine. Remove dasher and pack with ice and salt. Allow to stand $1\frac{1}{2}$ to 2 hours to ripen.

Try These DAIRY FOOD SCIENCE EXPERIMENTS

EXPERIMENT: HOW MILK CURD FOR CHEESE IS OBTAINED

Warm one cup of skim milk. It is warm enough when a drop on the inside of your wrist feels neither hot nor cold. Next, crush one-half of a rennet tablet and dissolve in 1 teaspoon of water. (Rennet is a coagulating enzyme. Get it from dairy laboratories or from your own nearest milk plant where they make cottage cheese.) Add rennet mixture to warm milk. Let stand in warm place without stirring for a half hour. The milk will have clotted and will not pour. Now cut the thickened milk cross-wise with a knife. Note the yellowish-green liquid between the squares. This is whey. The thick squares or clots are curds. CHEESE IS MADE FROM THESE CURDS. Heat the curds and whey by placing pan in another pan of hot water for a few minutes. This separates curds and whey more completely. Pour off the whey by pouring through cheese cloth over a funnel into a jar. The clots or curds remaining form the basis for cheese.

On a larger scale this is essentially the technique used in making Cheddar (American) Cheese in cheese factories. When the rennet curdles the milk, the proteins, most of the butterfat, the fat soluble vitamins and the milk minerals remain in the curd.

EXPERIMENT: WHICH FOODS CONTAIN FAT?

Here is a simple experiment. Place a mashed, hard-cooked egg yolk on a piece of plain paper (not waxed paper). Put it in the sunshine or heat over an electric light. In a few minutes remove the egg yolk and hold the paper to the light. You will see a grease spot.

Place a piece of butter on the same type of paper. Remove it in a few minutes. You will see a spot.

Do the same with whipped cream or with WHOLE milk—by placing a little on the paper and allowing it to dry. Note the spot.

Any food which contains fat will leave a grease spot.

EXPERIMENT: CHEESE COOKERY... TEMPERATURE AND TIME

Cheese on broiled sandwiches or cheese toppings on caseroles are sometimes tough and rubbery. Why? Try this:

Take two slices of bread. Top each with a slice of Cheddar Cheese. Place one slice on wire shelf in oven just two inches below broiler heat. Place the other slice on wire shelf four inches below broiler heat. Broil until first one is just light brown and cheese is melted. Remove this one from oven. Remove the second slice as soon as it is light brown and cheese is melted.

COMPARE THE TWO. Note that the one broiled TWO inches below the heat is tougher and more rubbery than the one broiled FOUR inches below the heat. WHY? Because the first slice was broiled at too high a temperature by being placed too close to the heat. Cheese contains a large amount of protein. High temperatures cause protein in cheese to become stringy and tough. Remember this one rule in scientific cheese cookery: *Cook slowly at low heat.*

PROBLEM—EFFECT OF ACID ON MILK

When combining milk and acid foods such as tomato or tomato juice, add the *tomato to the milk*—NOT the milk to the tomato.

EXPLANATION: Certain precautions need to be taken in combining tomato or tomato juice with milk because of the effect of acid on milk. To prevent curdling, the tomato mixture should be added slowly *to the milk* so that the amount of acid in contact with the milk will be small. If the milk is added *to the tomato*, a small amount of milk would be present in a large amount of acid and would be more likely to curdle.

EXPERIMENT: TO AVOID SCUM ON COCOA

Mix 1 tablespoon cocoa with 1 tablespoon sugar, 1 pinch salt, $\frac{1}{4}$ cup water in saucepan. Stir until smooth. Cook over very low heat, stirring constantly. Let come to boil and boil gently two minutes. Add $\frac{3}{4}$ cup milk and heat but DO NOT BOIL. If desired, add drop or two of vanilla just before serving. If you like it foamy (and wish to avoid scum) beat with egg beater JUST BEFORE SERVING.

Scum forms because heat causes part of the protein in milk to thicken or coagulate. This thickened protein rises to the top of the cocoa and takes with it some of the minerals and fat particles. To prevent its forming into scum beat the cocoa and serve immediately.

As evidence of their interest in the accomplishments of young people, Carnation Company sponsors the National 4-H Dairy Foods Awards Program, and is providing the following awards:

COUNTY:	Maximum of 4 gold-filled Medals
STATE:	19-Jewel Wrist Watch
SECTIONAL:	18 All-Expense Trips to National 4-H Club Congress
NATIONAL:	6 College Scholarships of \$500 each to a National Group selected from Sectional Trip Winners

SEE YOUR COUNTY EXTENSION AGENT OR LOCAL LEADER FOR FURTHER INFORMATION

RELIABLE SOURCES FOR YOU TO CONSULT

To carry out your Dairy Food Science Program, you must have reliable information to work with. Numerous business organizations, associations, state and national government divisions can supply the information you need. Be sure to get it. Don't struggle along "in the dark." To gather correct information is a vital part of your Program.

Describe your Program clearly. Let those you consult know what you are planning to do. This will help them to understand what you need.

HERE ARE SOME SUGGESTED SOURCES OF INFORMATION:

YOUR COUNTY EXTENSION AGENTS

U. S. DEPARTMENT OF AGRICULTURE—Washington, D. C. 20250

NATIONAL DAIRY COUNCIL—111 N. Canal Street, Chicago, Illinois 60606

AMERICAN DAIRY ASSN.—20 N. Wacker Drive, Chicago, Illinois 60606

EVAPORATED MILK ASSN. Home Economics Dept.—228 N. La Salle Street, Chicago, Illinois 60601

AMERICAN DRY MILK INSTITUTE Home Economics Dept.—221 N. La Salle Street, Chicago, Illinois 60601

HOME SERVICE DEPT., CARNATION COMPANY—Los Angeles, California 90036

STATE EXTENSION NUTRITION SPECIALIST at your STATE UNIVERSITY

YOUR PUBLIC LIBRARY



ACKNOWLEDGMENT *This book prepared jointly by the National 4-H Service Committee, Inc., the Home Economics and 4-H and Youth Development Divisions of the Federal Extension Service, USDA, and Carnation Company.*

New Material For Youth Program

FOODS-NUTRITION PROJECT MANUAL RECORD BOOKS FOR FIELD TEST (*being printed*)

Pre-teens (9-12 years)

Adventures In Foods-Nutrition

- Project No. 1 - Fun With Food You Like
- Project No. 2 - Food for Meals and Snacks
- Project No. 3 - Wonders of Food

Early-teens (12-14 years)

Youth Together For Fitness

- Project No. 4 - Food For Fitness
- Project No. 5 - Food Outdoors

Senior-teens (14 and up)

Teen Ways With Food

- Project No. 6 - Meals For Everyday
- Project No. 7 - Meals For Special Events
- Project No. 8 - Meals in Our World

Leader's Guide (*being printed*)

4-H IDEA GUIDES FOR FOODS-NUTRITION LEADERS

Pre-teens

1. Food Makes a Difference (Guide to Good Eating)
2. Science Reasons in Cooking
3. Planning Meals and Parties
4. Eat a Good Breakfast
5. Show and Tell
6. It's Always Breakfast Time Somewhere
7. The N. C. Jr. Enriched Corn Meal Muffin Activity

Early-teens

1. Project Planning (4 & 5)
2. Good Food Habits
3. Making a Buddy Burner Workshop
4. Do We Outgrow Our Need For Milk?
5. Vitamin C
6. Cooking Why's
7. Three Meals That Measure Up
8. Table Manners Drill
9. The Demonstration Program
 - A. Demonstrations on Milk and Milk Products
 - B. Demonstrations on Fruit and Vegetables

Senior-teens

1. Project Planning (6, 7 & 8)
2. Fad Diets
3. Vitamin A
4. Food Fun at Home and Away
5. Foods-Nutrition Careers
6. Demonstrations (6, 7 & 8)
 - A. Bread and Cereal
 - B. Eggs in Meal Planning
 - C. Meats
 - D. Sandwiches That Satisfy
 - E. Yeast Breads and Rolls
 - F. Cakes
 - G. Pies

5. Foreign Foods

7. Seventeen Supermarket Tour

7. Let's make a Recipe File.

Food Makes A Difference

1. Purpose:

To teach club members how to build a healthier body by practicing good nutrition.

2. Material and Equipment Needed to Teach Topics:

If a local filmstrip projector is available a good filmstrip to order is "Judy's Family Food Notebook." Ask for the narration guide to use with pupils in elementary grades. Order from:

Wheat Flour Institute
309 West Jackson Blvd.
Chicago 6, Illinois
Order a copy of the

bulletin Food To Grow On - (It's good experience for club members to order their own copies). This is a book about food for boys and girls. It tells about the kinds of food needed daily.

The booklet has a record called "My Daily Food Record" which can be filled out by the club member and then recorded in their 4-H record. You can order these publications from:

Mr. W. B. Austin, Jr.
Executive Secretary
N. C. Cattleman's Assoc.
Box 2954
201 New Bern Avenue
Raleigh, N. C.

3. Discuss and Show With Pictures:

A. Results of good nutrition

- (1) Nice Personality
- (2) Beauty
 - a-soft glossy hair
 - b-sparkling eyes
 - c-radiant skin
 - d-nice teeth
 - e-good posture
 - f-correct
 - g-nice smile

- (3) Strong vigorous body
- (4) Alert Mind
- (5) Enjoyment of Work and Play
- (6) Prevention of Disease

B. What is a Guide to Good Eating? (See Food To Grow On and explain contents.)

4. Suggested ways to Teach This Lesson:

Leader or older club member can use illustrated talk "Daisies Tell" and pluck petals from cardboard daisy to expose the results of good nutrition. "Gifts of Good Nutrition" is an idea to use for another show and tell. Use gift boxes and pictures to show what good nutrition accomplishes. A flannelboard presentation "Rocket Your Way To a Better You" could be used. Let the rocket be "you", stars are beauty, personality, etc. Use pictures on the stars to illustrate. Other talks could include "What Is An Adequate Diet for 4-H Members" or Hand Guide to Good Eating". Use a glove letting fingers represent the different food groups.

"Good Nutrition is Fashionable" could be used letting the foods act out their part in a health fashion show.

Filmstrips such as "Judy's Family Food Notebook" are useful if you don't use too many in the same year.

5. Reference for Additional Information:

Ventures, Voyages,
Vitamins - 32 pages with a two
page teacher's supplement. The
dramatic discovery of vitamins,
enlivened by anecdotes of
historical background. Booklet
points out that proper foods
in adequate amounts furnish
vitamins needed by the body
under all ordinary conditions.
Order from the dairy council

How Your Body Uses Food :

The National Dairy Council
111 North Canal Street
Chicago 6, Ill. (20¢)

Science Reasons in Cooking

1. Purpose:

To help club members gain some understanding of the "science whys" in cooking and develop some skill.

2. Material Needed to Teach Topic:

Copy of club members manual record book.

3. Discuss and Show What Club Member Does to Complete Project (See Section 2 In Manual Record)

In Fun With Food You Like, you are attempting to develop an enjoyment of food and nutrition. In Food For Meals and Snacks and Wonders of Food be sure that the club member understands what is expected for the completion of section 2 of their project. (Refer to manual record)

Explain that the club member can get help from their school textbooks, their mother, sister or older 4-H club member.

The members need to know that they can enroll in the first project "Fun With Food You Like" and when they have completed it the next year, they enroll in "Foods for Meals and Snacks." Club members take only one foods-nutrition project each year. There is no limit to what the club member can get done. Encourage them to record everything done over and above requirements, but limit the number of records to one per year.

You will need to guide the members in the selection of a good cookbook to supplement their project manual. There are several on the market that could be used for this age group. They are:

- A - Betty Crocker's Cookbook For Boys and Girls
- B - Better Homes and Gardens Junior Cookbook
- C - Cookbook for Girls and Boys by Irma S. Rambauer

You might like to investigate a group rate and get a discount for your group.

4. Suggested Ways to Teach:

A workshop is the best method for teaching how to complete the food experiments and dishes.

A demonstration by a club member, whom you have trained ahead of time, is effective to Show-how. This could be followed by everyone "learning by doing." There is not time to show how to do everything, so it's a good idea to tie your lessons, demonstrations and workshops around basic problems.

This can tie right in with their Show and Tell. (Refer to section 4 in members manual record)

An exhibit is the best method for helping club members select a good cookbook. You might be able to borrow available ones from local stores or libraries. A good club project would be to have a bake sale and raise enough money to secure cookbooks for each member.

5. References for Additional Information:

- These school textbooks:
- 4th Grade - Science Discoveries
 - 5th Grade - Science Experiments
 - 6th Grade - Science Problems Encyclopedia

Planning Meals & Parties

1. Purpose:

To inspire club members to become a better planner and hostess.

2. Material needed to Teach Topic:

Refer to No. 5 and order the needed references.

3. In the beginning project "Fun With Food You Like" help the club member understand that after she has prepared the required recipes she can put them together and have a snack. You may need to remind members about serving a small napkin. Help them learn early the importance of clean-up. Club members will seek your advice about what to serve when the club meets with them. Encourage them to use milk and fruit or vegetable snacks as much as possible. This will contribute to their dairy foods and fruit-veg. use demonstrations.

(Refer to section on Show and Tell)

You will be asked many questions. Your group might like to plan a group cook-out for the club. 4-H Camp is a good time to use a cookout. In project 2 "Food For Meals and Snacks" club members need instructions on meal planning.

You will want to show how party foods add to the nutritive value of your total day's food intake. You might like to show how to plan for one type of party.

In project 3 "Wonders of Food" club members need instructions on planning

and serving breakfast. Club members will need dish washing pointers. (Refer to Home-Management Projects) You can get help with making center-pieces from the Home Furnishing Projects.

4. Suggested Ways to Teach This Segment of the Project:

In "Fun With Food You Like" you could use either making a nutritious snack or serving club refreshments as the basis for a lesson or demonstration. Show how to plan and write a menu. Use food models, pictures or real food to show well-balanced meals. Call on club members to suggest how to change the menu from light to heavy. Use flip charts with cartoon drawings.

The 2nd year members can plan their meals and time schedules in a group workshop. Workshops can be used effectively for planning meals and snacks. For the beginners use the discussion method. Ask them what they like for refreshments. Help them see that serving food is a vital part of their project. Let them have responsibility for group parties. You could have a lesson on:

- A - Planning Lunch or Supper
- B - Setting the Table Correctly
- C - Table Manners Drill
- D - How to Buy Food For Lunch
- E - Comparing the Cost of The Different Forms of Milk

The 3rd year members can plan their breakfast menus and time schedules in a group workshop. They should begin learning to serve food

efficiently and graciously. It is important to keep insisting that they clean up and store food correctly after every workshop. Meal or event. Lessons that would be helpful for the segment of this project include:

- A - Eat A Good Breakfast
- B - Setting the Table for a Company Meal
- C - Making the Table Centerpieces
- D - Table Manners Drill
- E - How to Buy Food For Breakfast
- F - Comparing the Cost of Vitamin C Rich Foods
- G - How to Plan and Serve a Company Meal

Members should be given a part in planning and in carrying out at least one social function. Parties aid in the development of the individual along social and recreational lines.

Members can:

- A - Make, plan, prepare and serve simple refreshments to family or friends
- B - Make a party suggestion book
- C - Help plan, prepare and serve a birthday meal or a holiday meal to family
- D - Assist with the club or community party.
- E - Make an exhibit or fair booth on this subject.
- F - Plan and prepare a bulletin board
- G - Write news articles for the school or local paper
- H - Plan parties for children under nine
- I - Plan and give radio and T.V. program on party ideas

5. Reference for Additional Information: - Order from Meal Planning
General Foods Kitchen Corp.
250 North Street
White Plains, N. Y.

Meal Planning Guide
Pet Milk Company
Home Ec. Department
St. Louis 1, Mo.

Party Recipes Starring Corn
American Can Company
100 Park Avenue
New York 1, N. Y.

Party Recipes Made With Starlac
Party Recipes Call For Market List
Borden Company
350 Madison Avenue
New York 17, N. Y.

Betty Crocker's Party Calendar and Party Sandwiches
General Mills
Betty Crocker Department
400 2nd Avenue
South Minneapolis 1, Minn.

Eat A Good Breakfast

1. Purpose:

To teach club members to plan delicious, nutritious and attractive breakfasts for family and friends.

2. Material Need To

Teach Topic:

Refer to No. 5 and order needed publications.

3. Discuss breakfast in the daily food pattern:

- A. Why breakfast is so important?
- B. Why are breakfasts often skipped or skimped?
 - 1. Lack of time-hurrying
 - 2. Fear of becoming fat
 - 3. Lack of sleep
 - 4. Lack of activity before breakfast
 - 5. Dislike of breakfast foods
 - 6. Poor example set by other family members

C. What is a good breakfast?

- 1. Attractive
 - (a) colorful
 - (b) nicely arranged
- 2. Good tasting
- 3. Good texture combination
- 4. Easy to prepare
- 5. Nutritionally adequate

D. What is a good breakfast?

- 1. Vitamin C rich food
- 2. Protein rich food
- 3. Milk
- 4. Extra energy food

4. Suggested Ways to Teach This Lesson:

Consider having a panel to discuss "Why don't all girls our age eat a good breakfast?" or "What can we do to improve our breakfast habits."

Members can take a survey to check breakfast habits of club members early in the year and later in the year to follow up to see if habits have improved.

Illustrated talks are effective given by leaders or club members on "A Good Breakfast." Use magazine pictures to illustrate the points of a good breakfast.

"A Good Breakfast Pattern" is another topic. Use flannel-board and paper plate cut in fourths to point out each food in a good breakfast.

Show how breakfast can be prepared in 10 min. from pre-cooked or raw foods or how to prepare cooked cereal, hot chocolate, eggs or other breakfast food. Plan a breakfast around dish prepared which will meet requirements of a good breakfast. Include how to serve breakfast and fill in the 4-H record sheet.

5. References for Additional Information:

Adventures in Food-Nutrition - project manual record

Breakfast - Hints for your campaign

Ext. Nutrition Dept.
N. C. State College
Raleigh, N. C.

A Basic Breakfast Pattern
Cereal Institute Inc.
135 S. La Salle Street
Chicago 3, Illinois

Score Your Breakfast
American Institute of Baking
Consumer Service Dept.
400 E. Ontario St.
Chicago 11, Illinois

Meat Builds Better Breakfast
National Live Stock and Meat Board
406 S. Dearborn St.
Chicago 5, Illinois

Milk In Our Breakfast
Evaporated Milk Assoc.
228 North La Salle Street
Chicago, Illinois

How To Cook Eggs
Poultry & Egg National Board
185 N. Wabash Avenue
Chicago 1, Illinois

It's Always Breakfast Somewhere
National Dairy Council
111 N. Canal Street
Chicago 6, Illinois

4- H Idea Guide
For Foods-Nutrition Leaders'
Use in Teaching Pre-Teen
Club Members

Show and Tell How

1. Purpose:

To help pre-teen club members learn to accept some responsibility for participation in meetings and to develop their skill.

2. Material Needed to Teach Topic:

Refer to No. 5 and order material needed.

3. Club members who learn to do a good job with their "Show and Tell" the first year will add knowledge and skill each year. By the time they are in early teens they will have no trouble expressing themselves effectively. You will want to encourage each club member to do some of the project requirements at the club meetings. Their demonstrations can be "worked in" as an important part of the program.

4. Suggested Ways to Teach This Section:

For demonstrations you might like to have a meeting and show the members how to plan and give a demonstration. An effective way to do this is to train one or two girls ahead of time and let them show the others how easy it is to do. When you don't expect too much from their first one, you will be surprised how well they can do. This

age group enjoys contest so use them to add interest. Girls who become real interested in giving demonstrations can continue giving them on many topics in club work.

Talks or reports are also good to help club members learn when they read something and understand it enough to tell others it becomes more meaningful to them.

Posters - All club members are not alike in their ability to be artistic but encourage them to be creative and express their thought in posters. These can be made in connection with their demonstration, talk or an exhibit.

Exhibits - can be made by individuals or your total group. You might ask each club member to bring something which they have made to the next club meeting. This would count in their record as an exhibit. Your group can do educational teaching exhibits for school, county fair, store windows or in county office.

Radio and T.V. Participation
Encourage your club members to appear on radio and T.V. programs. They enjoy taking part in skits, plays, and puppet shows. Use available scripts and encourage club members to develop their own.

Local Surveys - Facts are near the same for the nation as a whole but it becomes more meaningful to the club member if the survey is made in his own community. They can reach groups in the class room, club meetings, community, or lunch room. Get help on setting up your survey from your community Home Ec. teacher or Home Ec. agent.

Animal or Plant Experiments -
These can be used as a part of regular meetings or workshops so the club members can take care of the result demonstration.

5. References for Additional Information:

How To Give A Food Dem.
Kellogg Company
Dept. of Home Ec.
Battle Creek, Mich.
This publication has 17 pages illustrated. Gives the fundamentals of giving a demonstration in simple form. Useful in planning the first demonstration.

Animal Feeding Dem. For The Classroom
16 pages (20¢) tested animal feeding studies help students realize need for well-chosen diet. CB 50.
Order from:
The National Dairy Council
111 N. Canal Street
Chicago 6, Ill.

It's Always Breakfast Time Somewhere

1. Purpose:

To help club members become aware of the "big worldness" of food as the international aspects become increasingly important.

2. Material Needed To Teach Topic:

This suggestion is based on the unit prepared by the National Dairy Council with the same title. Write to a local unit or the national office for a copy.

3. This segment of the project is introduced the 2nd year in Food for Meals and Snacks. The idea is to develop an awareness at an early age of the vastness of the food industry. Some clubs will be more interested than others. This may be due to the location available foreign visitors etc. This can be left out completely or used to add a store of knowledge in the young minds. It can be worked right in with other segments of this project - for example - under meal planning you could use this unit "It's Always Breakfast Time Somewhere."

This can be used in club meetings with boys and girls as well as in project meetings with just those enrolled in Foods-Nutrition.

Be sure when suggesting fruits to be included in the breakfast to emphasize those rich in Vitamin C such as orange or tomato juice. Breakfast is an ideal time to get this vitamin since it is not stored in the body and must be furnished each day. For this reason Vitamin C rich - fruit holds a first place in the breakfast menu.

Show the foods included in the light, medium and heavy breakfast menus. This may be done with actual foods, food models or with pictures of foods from magazines.

Using discussion let club members see that breakfast follow a four-point pattern, which includes fruit, bread made with whole grain or enriched flour and cereal; or eggs, meat or fish; and milk, used as a beverage, on cereal or in a cooked dish. A breakfast built around these foods gives a good share of the vitamins, minerals, protein and calories needed daily.

Breakfast should supply one-fourth to one-third of the day's food. You could compare the nutritive value of a breakfast of doughnuts and coffee with a good light or medium breakfast to see just what each contributes to the day's needs. (Food value charts are available from your Home Ec. agent)

Breakfast can be considered a friend, nourisher, comforter and stabilizer of our body and spirit.

4. Suggested Ways To Teach This Lesson:

Before the meeting train 6 or more girls and boys to assist with the meeting. Each club member could role-play and be from Australia, Brazil, China, Egypt, Norway and the United States. The idea is for them to tell the kind of breakfast used in the country they represent and show the picture of food commonly eaten. The boy or girl from the United States could change the hands of the clock to indicate the breakfast time in the foreign country.

The club members will observe likeness between their breakfast and those in other countries.

After the skit, you will want to discuss what makes a good breakfast.

5. References for Additional Information:

Round The World Food Ideas With Wish-Bone

Gives 8 pages of zesty appetizing recipes gleaned from the four corners of the earth. It gives menus and decorating ideas for Oriental, Italian and French luncheons. Order a copy from:

Wish-Bone
P. O. Box M-110
Hoboken, New Jersey

Evaporated Milk Around The World can be ordered from:

The Evaporated Milk Assoc.
228 North La Salle St.
Chicago 1, Illinois

LET'S MAKE A RECIPE FILE

1. PURPOSE:

1. To teach club members an effective way to care for their recipe collection.
2. To show club members how to write a recipe that is easy to use.

2. SUPPLIES NEEDED FOR WORKSHOP ON
LET'S MAKE A RECIPE FILE

A. A box for each club member (you could ask each girl to bring a box). One of the following kinds can be used: (You could have a few of each and let the club member choose).

Best -- A cigar box 6-1/4" long
4" wide, 3-3/4" deep or
high.

2nd best -- A cigar box 6" long
6" wide, 2-3/4" deep or
high.

Third best -- A cigar box 8 1/2"
long 5-1/4" wide, 2 1/2"
deep or high.

Fourth best -- A shoe box or
another cardboard box at
least 5 to 6 inches wide.

B. Paint can be used for painting the boxes, if so you will need:

- a. A small can of green (4-H green), quick drying enamel for each 5 girls.
- b. A small can of white - quick drying enamel for each 5 girls.
- c. Small brushes - 1 for every 5 can be used - 1 for every 2 speeds up the workshop.
- d. Green and white spray on enamel - no brushes needed.

C. Contact paper can be used in place of the paint. This works better, but is more expensive. You can get this in the dime store by the yard (1/2 yard wide). One color can be used by all or you could have a few and let the girls select the one they like. Black (solid) or green is easy for juniors to work with. Old wall paper books can be used if available - with this you need rubber glue.

It takes 11 1/2 inches to cover a
box 6x6x2-3/4

10 1/2 inches to cover a
box 6 1/4x4x3-3/4

13 1/2 inches to cover a box

8 1/2 x 5 1/4 x 2 1/2

19 inches to cover a shoe box. This allows for the outside only. If the inside is solid or needs covering, it will take additional paper or better still, the inside can be painted a contrasting color.

Each girl will need some wrapping paper or old newsprint to draw her pattern. Allow 1/2 yard square for each girl - additional newspaper is needed if you plan to use paint. Old file folders are good to use for dividers; if none are available, get a package of colored paper.

D. Collect all of the yard sticks, rulers, scissors and pencils around the office.

E. At least 1 package of large and small index cards - 4 x 6 and 3 x 5.

F. Large or small note books can be used in lieu of the boxes. In this case, omit above and have on hand notebook paper and colored paper to make dividers.

G. Turpentine, soap, file labels, jar for soaking brushes, cloth, and glue.

3. DISCUSS THE FOLLOWING:

1. The place of a recipe collection in the Foods-Nutrition Project.
2. Why a recipe collection is important.
3. How to keep your collection up-to-date.

DEMONSTRATION

1. Show types of recipe collections:

Note book
File box
Books.

2. Show how to make one or more types.

3. Divide the members in groups and assist them to start their collection.

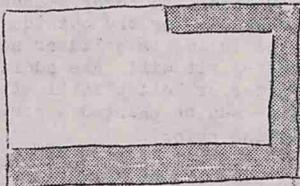
For Dividers: Index cards for box

6 1/4x4x3-3/4

4x6 cards - cut off
1/4 inch on side

Cut off 3 lines at bottom
($\frac{3}{4}$ inch)

On top cut down $\frac{1}{2}$ inch and over
 $\frac{3}{2}$ inches. Make 2 just alike -
glue lined sides together.



Make 4 like this and 4 with the
tab on the other end. Make 2
with the tab in the center.

Write the following on the
tabs:

1. Bread
2. Cake-pastry
3. Desserts
4. Drinks
5. Eggs-Cheese
6. Fish - meat
7. Preserves
8. Salads
9. Soups
10. Vegetables

Recipe - Card 4 x 6 card - cut off $\frac{1}{4}$
inch on side

Cut off 4 lines at bottom
(1 inch)

Index cards for box $5\frac{1}{2}$ x $3\frac{1}{2}$
x $7\frac{1}{2}$

Divider - 4 x 6 card - cut 1 inch off
of side

Cut 3 lines off bottom
($\frac{3}{4}$ inch)

On top, cut down $\frac{1}{2}$ inch
and over $\frac{3}{2}$ inches

Make 2 just alike - glue
lined sides together -
make end - Make 2 with the
tab in the center. Write
the labels same as above.

Card - Use 3 x 5 cards

Index cards for box 6x6x3 for
dividers - cut off 3 lines from
bottom of 3x5 cards ($\frac{3}{4}$ inch).
On top, cut down to first line
($\frac{1}{2}$ inch) and over 3 inches -
leaving a 2 inch tab. Continue
same as above; for card, cut 3
lines off bottom $\frac{3}{4}$ inches.

The N. C. Jr. Enriched Corn Muffin Program

1. Purpose:

- A. To teach the place of enriched corn meal as a good low cost food in the diet
- B. To teach skills in food preparation
- C. To develop an appreciation for good quality products
- D. To improve personal and family health through development of better food habits
- E. To develop 4-H club members

2. Material and Equipment Needed to Teach Topic:

See your Home Ec. agent for copies of N. C. Jr. 4-H Enriched Corn Meal Activity.

Pans for baking, bowls, sifter, rubber scraper, mixing spoons - basket and napkins for display - Slides are available on making muffins to use with your demonstration or before hand to check your technique.

3. Discussion:

- A. Place of bread making in meeting requirements for completing 4-H project (See record manual)
- B. Food value of, and why it is important to use enriched corn meal. (See N. C. Jr. 4-H Enriched Corn Meal Activity)
- C. Types of quick bread
- D. Types of corn meal - enriched, refined, home ground, yellow and white

- E. Leavening agents-types and how to use.
- F. Shortening-types and how to use
- G. Why learn to make good bread?

4. Demonstrate:

- A. Measuring-show correct measuring equipment and how to use
- B. Pans for baking-show kinds, size, how to prepare
- C. Other equipment-show bowls, sifter, rubber scraper, and mixing spoons.
- D. Mixing muffins-point out assembling equipment and supplies before beginning to mix
- E. Baking muffins-setting oven
- F. Score your muffins-point out the good (or bad) results
- G. Serve muffins-attractively showing how to use a napkin or bread cover to help keep them warm and soft.

Other Activities:

Conduct a workshop. Let each club member make muffins or corn bread and score them in a group.

Plan a Tour (field trip) to visit a mill where corn meal is ground.

5. References for Additional Information:

- A. Facts on the Jr. Enriched Corn Muffin Contest
- B. Record manual for club members
- C. Program report questions

Project Planning 4 & 5

1. Purpose:

To guide club members in developing a better understanding of themselves and how the foods-nutrition project can help them become the person they want to be.

2. Material and Equipment

Needed to Teach Topic:

An illustration of a

Who Am I folder - Refer to No. 5 and order needed references.

3. Discuss these Points:

A. Who am I?

- (1) What are my hobbies?
- (2) What are my activities with family and friends?
- (3) What are my favorite colors?
- (4) What types of dishes, flatware glassware and linens do I like?
- (5) How do I appear to myself?
- (6) How do I appear to others?
- (7) What kind of a person do I want to be?
 - (a) attractive
 - (b) friendly
 - (c) popular
 - (d) peppy
 - (e) independent
- (8) How can I become the type of person I want to be?
 - (a) take stock
 - (b) set goals

(c) plan how I am going to reach goals

(d) carry through

(e) check up on myself

(9) How can the foods-nutrition project help me become the person I'd like to be?

(10) What do I need to know more about in foods-nutrition?

B. What is the Foods-Nutrition Project?

(1) It is more than "cooking"

(2) The foods-nutrition project involves:

(a) science

(b) beauty and art

(c) health

(d) safety and sanitation

(e) courtesy and etiquette

(f) money & buying

(g) entertaining friends

(h) planning and serving meals

(i) learning skills

(j) managing

(k) understanding other nationalities

(l) future careers

4. Suggested Ways to Teach Topic:

Leader leads discussion of "Who Am I." Prepare an illustration of a Who Am I folder. Prepare an illustrated talk with pictures and bulletins which point up the different areas of the foods-nutrition project. You could invite a young mother or home economist to visit the meeting and tell how the project involves more than cooking. Members begin to set goals for themselves.

5. References for Additional Information:

Order the 6 page teachers' supplement for My Reflection - CB 146 (10¢) for girls or Who Me? CB 224 (14¢) for boys From:

National Dairy Council
111 North Canal Street
Chicago 6 Illinois

Also Physical Fitness posters - CA 13 are in color 12 x 18 inches for (12¢). Animated cartoon characters show the importance of good food and health. Lively jingles accompany each picture.

Other posters and charts are:

CA 68 - For Form and Figure
Eat Well (25¢ each)
17 x 22 in full
color

CA 29 - Your Food Posters

- (A) Balance
 - (B) Structure
 - (C) Carrier
 - (D) Supply
- 12 x 18 inches
(5¢) - humorous approach to food and health.

Chapter 7. Intelligence and Thinking in the 7th grade school health book called Improving Your Health.

Chapter 1. Your Personality in 8th grade health book called Today's Health.

Good Food Habits

1. Purpose:

To teach club members how to build a healthier body by practicing good nutrition.

2. Material Needed to Teach

Topic:

Order one of these publications:

4-H Guide in Health Improvement - from your county ext. office.

Food and You
American Institute of Baking
400 East Ontario Street
Chicago 11, Illinois

Right Eating Keeps You Swinging

Carnation Company
Dept. T. N. 360
Los Angeles 19, Calif.

Facts about Food

H. J. Heinz Co.
P. O. Box 57
Pittsburg, Penn.

An Inside Story of You and Your Food

National Dairy Council
111 North Canal St.
Chicago 6, Illinois

Slides Available:

Food For Fitness
Series of 23 slides

Youth Together For Fitness

Contact the Ext. Nut.
Dept. - State College
Station, Raleigh. Also
a publication for leaders
called Breakfast - hints
for a breakfast campaign

3. Discuss:

- A. Why is it important to establish good food habits now?
- B. Why do I eat what I Do?
- (1) Basic taste of food
a-sweet c-salty
b-sour d-bitter
 - (2) aroma
 - (3) color
 - (4) texture
a-crisp
b-soft
c-mushy
 - (5) habit
 - (6) familiarity of the food
 - (7) past experience
 - (8) friends and parents' food habits

4. Suggested Ways to Teach

Topic:

Illustrated talk - "What is the Situation" - use flannel board and paper dolls, pipe cleaner dolls or clothes pins to illustrate.

Talk by club member on "Eating Right."

Illustrate the importance of a balance of nutrients by a bucket brigade.

A panel - "Why Teen-Agers Eat What They Do."

A workshop is one way that all members can have an adventure in eating. They enjoy tasting a new food and analyzing it. Conduct a taste test to see how keen sense of taste is. Use orange juice with different amounts of sugar or lemon juice added or use whole milk with different amounts of dry skim milk added to it.

Another lesson breakfast would fit in here.

5. References for Additional Information:

Taking Milk Apart - set of food experiments based on taking milk apart to find its parts and their uses. Information for teacher given - CB 311 (20¢) order from the National Dairy Council, 111 North Canal Street, Chicago 6, Illinois

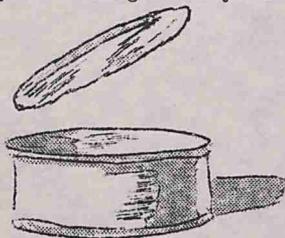
(refer to section 2 also)
Food For Fitness - L424 from office of Information USDA, Washington 25, D. C.

Chapter 9 - Food and Health in 7th grade health book called Improving Your Health.

Unit 10 "What are The Needs Of The Human Body?" in the 8th grade science textbook called "Experiments and Discovery."

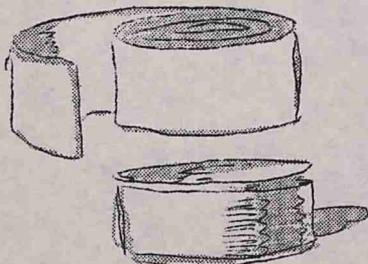
Making a Buddy Burner

1. Purpose:
To teach 4-H Club members enrolled in the Foods-Nutrition Project to make a Buddy Burner.
2. Material and Equipment Needed to Teach Topic:
An empty tuna fish can for each club member
One large corrugated box
Old candle ends or paraffin
A #10 can for each club member
Tin shears
Pliers and hammer
Wooden block or rolled up magazines
Hot plate
Pot holders.
3. Steps in Making a Buddy Burner.

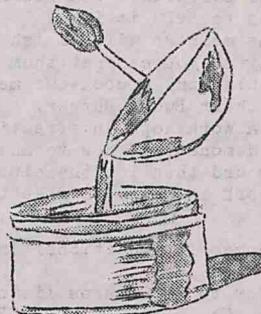


Buddy Burner

Take an empty tuna fish can (or can similar in size and shape).



Cut corrugated paper in a long strip $\frac{1}{4}$ inch wider than the depth of can. (You can get this paper by cutting strip from an old paper box.) Roll and insert in can. Place a few small twigs between layers of the paper, if needed, to keep it from becoming too compact.

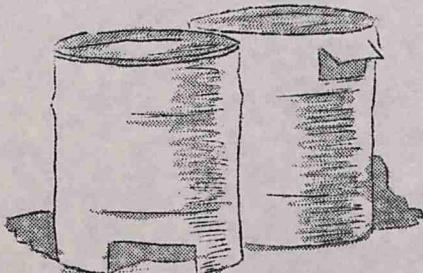


Fill can completely with melted candle ends or paraffin. Set aside to cool and set.

Stove

Use a #10 tin can from which one end has been completely removed. With tin shears cut a section from the open end about $\frac{1}{2} \times 3$ inches. Hem cut edge with pliers and hammer. Cut a flue from upper end of can on opposite side from lower opening. Cut a hole about $1\frac{1}{2} \times 1$ inch, leaving the piece attached to top of can so that it can be used for adjusting flame. Hem if desired.

With wooden block or rolled up magazine, hammer the end of can in to make more room for cooking.



STOVE MADE FROM #10 CAN.

4. Suggested Ways to Teach this Lesson:

The club members can collect the tuna fish cans and the #10 cans for the stoves. They can also bring old candle ends or paraffin. The best plan to work is outdoors or in a community building. You will

need a hot plate to melt the candle ends or parrafin. You could use an old can to melt it in.

Some members will finish very quickly so you can get them to start planning a cook-out meal for using their Buddy Burner.

In a workshop an effective way is to demonstrate how to make the burner and then let the club members work in pairs to make their own.

5. References for Additional Information:

Refer to references listed in Project No. 5 - FOOD OUTDOORS in club member's manual-record.

Do We Outgrow Our Need For Milk?

(See also Dem. on milk and milk products)

1. Purpose:

- A. To help boys and girls have a better understanding of the importance of milk in the diet.
- B. To encourage the 4-H club members to use the recommended amounts of milk each day. To show the kinds of milk available.

Protein - Milk furnishes complete protein. We need protein around the clock.

Riboflavin - promotes growth and general health. When you get plenty of this vitamin you will have healthy skin and eyes. You will be able to see better in bright light. An abundance of riboflavin helps provide vitality and pep, gives everyone a sense of well-being, retain the characteristics of youth and is essential to health of nerve tissue.

Calcium - is needed in practically every part of the body. It is needed for hardness of bones and teeth, for the clotting of blood, to help keep the nerves stable, and to regulate the heart beat.

2. Material and Equipment Needed to Teach Topic:

Do You Get Enough Milk - USDA (ask your agent for these)

Drink and Eat Milk For Your Health - MILK Makes The Difference - posters order from the National Dairy Council, 111 North Canal Street, Chicago 6, Illinois or a local unit.

Picture of walls a clock, Snow White and 7 Dwarfs, visual pictures of different aged people and glasses of milk - an exhibit.

3. Discuss:

- A. Why we need milk - be sure to stress protein, calcium and Vitamin B₂ or riboflavin. These three outstanding nutrients can be stressed and just mention the other nutrients the milk contains.

4. Suggested Ways To Teach This Topic:

Use posters such as Milk Makes The Difference. Use pictures of a wall with all stones complete to represent complete or animal protein and a wall with stones missing to represent incomplete or vegetable protein. When you discuss how we need protein around the clock, a real clock or a picture of a clock with moveable hands on a flannel board can be used to indicate the need for this nutrient as you move the hands from 7 a.m. breakfast to 12:00 noon lunch and 6 p.m. dinner or supper

As you discuss the girls' or boys' need for protein use charts 1 and 2. These charts indicate other nutrients provided by milk.

See Drink and Eat Milk For Your Health for other chart ideas to use for teaching the lesson on milk.

One idea is to use Snow White and the Seven Dwarfs. Let each nutrient supplied by milk be represented by a dwarf and all needed by the princess for good health.

To teach the amount of milk needed you could use pictures of people and glasses of milk. For example, a baby needs 4 glasses of milk, father needs 2 -- continue for each family member.

It will be meaningful to the members to see an exhibit of the following foods that may be substituted for 1 glass (8 oz.) of milk:

1/2 cup evaporated milk
3/4 cup cottage cheese
4 tbsp. dry skim milk plus
1 tbsp. butter
1 1/2 oz. american cheese

As you explain this exhibit the group could discuss how these foods might be used in their daily needs.

5. References for Additional Information:

Refer to No. 2 and order material.

Vitamin C
(See also Dem. on Fruits & Veg.)

1. Purpose:

To help 4-H club members to realize the importance of Vitamin C and its function in their body. To teach some of the common foods rich in Vitamin C.

2. Material and Equipment Needed to Teach Topic:

Club members' project manual Tomatoes on Your Table USDA.

Ventures, Voyages, Vitamins, National Dairy Council, Chicago 6, Illinois.

Visuals for story - picture of ship, large orange and limes, sailors, a doctor and the letter C.

Picture of a large tooth Exhibit of Veg.

Charts - food value

3. Give a brief history of Vitamin C - (refer to the section "We Learn From The Limes" in Ventures, Voyages, Vitamins.

Vitamin C rich foods are in one of the basic 4 groups.

This vitamin is known by another name which is ascorbic acid. Club members will see this name on many food labels so they should be familiar with it. You need Vit. C every day as you do water. Just as sugar dissolves and disappears in water so does this vitamin.

Vitamin C is used for building the dentin section of the tooth. Among other functions this vitamin assists in doing is the healing of cuts or wounds and helps build resistance to infections of nose and throat such as the common cold.

Foods rich in Vitamin C are:

Tomatoes	Oranges
Raw Turnips	Grapefruit
<u>Seasonal Foods:</u>	
Fresh strawberries	Watermelon
Fresh blackberries	Cantaloupe

Heat and air both destroy Vit. C so most foods should be kept cool, stored covered, cooked as short a time as possible and in a small amount of water.

4. Suggested Ways to Teach Topic:

As you tell the story of Vit. C history you may want to use such cut-out pictures as a ship, large oranges and limes, sailors, a doctor and the letter C to make the story more interesting for the club members.

A picture of a large tooth could be used to illustrate that Vit. C is used for building the dentin section of the tooth.

An exhibit of these foods can supplement your teaching of facts:

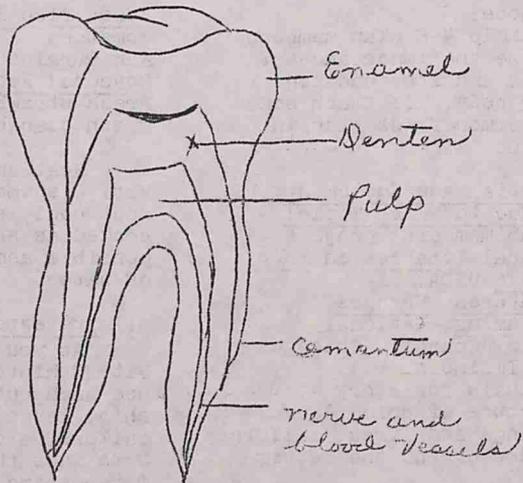
Turnip greens	Collards
Kale	Cabbage
Mustard greens	Sweet Potatoes

A chart comparing the food value you get from orange juice and a soft drink tells a story. You may want to discuss and compare the cost.

5. References:

Order publications listed under No. 2.

Refer to lesson called Demonstrations on Fruits and Vegetables.



A Normal Tooth

Cooking Whys'

1. Purpose:

To develop in club members some understanding of the "Science Whys" in food preparation and to develop some skill.

2. Material Needed:

An exhibit of good cook books - you may be able to borrow these from a local store or library.

3. Discuss:

I How to choose a recipe book or file.

- (A) Are the recipes tested?
- (B) Is it complete?
- (C) Does it offer special helps?
 - 1. meal planning
 - 2. nutrition
 - 3. vocabulary
- (D) Are recipes easy to understand?
- (E) Are the measurements accurately written?
- (F) Is the recipe book easy to use?

II How to make cooking fun and simple.

- (A) Read over recipe and directions
- (B) Determine ingredients and equipment needed
- (C) Assemble ingredients and equipment
- (D) Learn terms used in cooking
- (E) Follow directions accurately
- (F) Be neat and orderly as you work
- (G) Clean up as you work

III It's 4th Meat Time

- (A) Foods from each group in snacks
- (B) Snacks count toward days needs.

4. Suggested Ways to Teach Topic:

Prepare a display of recipe books. All members analyze them. Discuss what to look for in selecting a good cookbook.

A demonstration on how to fold, beat and stir could be used. You might like to have a workshop and let members prepare something required in their project manual. The experiments also make good lessons to try together in workshops.

Conduct a contest of cooking terms. Divide group into teams.

An older club girl can lead discussion on functions of ingredients in cooking and on factors which affect quality of baked products. All members can judge products for quality.

5. References for Additional Information:

Home Ec. Textbooks
Magazines
Commercial leaflets

Ask your agents about contest such as:

The 1962 Pyrofax
Gas Teen-Age Baking
Contest

Some of your members could bake their way toward a B.A. degree.

Three Meals that Measure Up

1. Purpose:

To inspire club members to become a better planner and hostess.

2. Material Needed:

Flannel Board - to make cover heavy poster board with cotton flannel. Paste flannel to the back of basic food groups and colored pictures of foods.

Posters - showing menu patterns for breakfast, dinner, supper or lunch. Paste small pieces of flannel under each item so the pictures will stick to the poster. Be sure menu pattern is written in correct form. Printing will need to be spaced properly so pictures of food will fit on poster without crowding. Regular size poster board (approximately 22 x 28 inches) will allow printing to be large enough to read in average size room. Use food models or colored pictures clipped from magazines.

3. Discuss:

- (A) The importance of eating 3 meals each day. (see project manual record book)
- (B) Using a recommended daily food plan is one way of being sure to include all foods needed. These are the foods you need daily whether you call it the basic 7, basic 4 or some other food plan.
- (1) Milk 3 - 4 cups

- (2) Meat, fish, poultry and eggs - 2 servings daily
- (3) Fruits and vegetables 5 or more servings to include 1 green or yellow vegetable, 1 vitamin C and 3 others
- (4) Bread and cereal - 4 or more servings
- (C) Discuss the rules for writing menus - point out the form the pattern menu follows
- (D) Go over the requirements for the project giving suggestions that would be helpful for completing.

4. Suggested Ways to Teach Topic:

Place pictures of the food groups on a flannel board one section at a time giving examples of foods that belong to each group. Arrange around each section pictures of foods in that group that will later be used in planning meals.

Menu patterns are used as a guide to fit these foods into the three meals eaten every day. Show posters with the "medium" menu patterns for breakfast, dinner, and supper or lunch. Explain that if lighter meals are eaten some of the foods can be omitted so long as the minimum number of servings of the basic guide are included. Show how these medium meal patterns can be made "heavy" for those needing more food by adding courses or giving additional servings.

Show how meals can be planned from the menu patterns by using foods from each of

the basic four groups.
Take pictures of food from
the flannel board and put in
their proper place on each
poster.

Suggested Menus

Breakfast

Tomato Juice - (Group III)
Scrambled Eggs - (Group II)
Bacon-Toast - (Group IV)
Butter - Cocoa - (Group I)

Lunch or Supper

Vegetable Soup - (Group III)
Cheese Sandwich - (Groups IV & I)
Apple Pie - (Groups IV & III)
Milk - (Group I)

Dinner

Hamburger Steak - (Group II)
French Fried Potatoes - (Group
III)
Green Beans - (Group III)
Rolls - (Group IV)
Butter - (Group I)
Peach Shortcake - (Groups III
and IV)
Milk - (Group I)

5. References for Additional
Information:

Order from source given:

Meal Planning

General Foods Kitchen Corp.
250 N. Street
White Plains, N. Y.

Meal Planning Guide

Pet Milk Company
Home Ec. Department
St. Louis 1, Missouri

Family Fare - G-1 from
office of information,
USDA, Washington 25,
D. C.

CB 43T - Comparison Charts
for teen-agers

42 cards 8 1/2 x 11 inches
multicolor on white 4
page teachers' supplement
(\$1.75 per set). Colorful
bar graphs show major
food values contributed
by 44 foods to daily
meals. Help to visualize
reasons for "A Guide to
Good Eating" and compare
choices within the 4 food
groups in snacks and
desserts. For counseling,
display and T.V. - from
The National Dairy Council
111 North Canal Street
Chicago, Illinois

CB 12 - Food Models -
171 photographic life size
food models. Full color -
die cut - 4 page leaders"
supplement (\$3.00 per set).

Table Manners Drill

1. Purpose:

To inspire club members to become a better planner and hostess.

2. Material and Equipment Needed to Teach Topic:

A small table and chairs
Supplies for at least one simple cover
Flannel board cut-outs of table pieces

3. I Seating at Table

(Demonstrate each step)

- (A) In seating oneself or rising from the table, do so from the left of your chair. Pull chair out with right hand, step forward, seat self and pull chair in place.
- (B) Boys seat girls - boy draws out chair to his right, girl steps forward and in front of chair, boy pushes chair slightly forward and as girl is seated she adjusts chair to proper position. Boy then seats self. (have 2 club members show this)
- (C) Sit erect at table with feet flat or comfortably crossed on the floor. Keep arms and elbows off the table. (demonstrate)

II Napkins

- (A) Remove napkin from table
- (B) Unfold and place in lap to protect clothes and to wipe hands.

III Arrangement of Cover

- (A) Plate directly in front, one inch from edge of table, and turned inside up.
- (B) Silver arranged in the order it is to be used, the knife and spoons on the right side of the plate and the forks on the left.
- (C) Napkin is placed to left of the forks.
- (D) Water glass is placed above plate and at end of the knife.
- (E) A place at the right of the spoons is reserved for the cup and saucer or the glass of milk.

IV Knife and Fork

- (A) The knife is used for cutting food too firm to be cut with a fork. The knife is held in the right hand with the end of the handle in the center of the palm and with the fore finger resting lightly on the lower side of the knife handle.
- (B) The fork is used for holding food firmly while being cut and for carrying food to the mouth. To hold the food firmly for cutting, the end of the handle of the fork is placed in the center of the palm of the left hand with the fore finger resting lightly on the back side of the handle. The points of

the tines are turned downward. When conveying food to the mouth, the fork is held in the right hand with handle held between first finger and with the tines turned up to keep the food on the fork more easily.

- (C) When cutting, keep the elbows as close to the body as possible. Cut only one bite at a time, then transfer fork from left hand to right hand for conveying food to mouth and not mouth to food.
- (D) After using knife and fork, place across the upper right hand part of plate. When passing for a second helping, or when through eating, place the knife and fork parallel with the tines of the fork turned up and the cutting edge of the knife turned toward the fork.

V Spoons

- (A) Spoons are used for all soft foods which cannot be eaten with a fork. The spoon is held as a fork when conveying food to the mouth; that is, the handle is held between first finger and thumb of the right hand.
- (B) The soup spoon is filled by dipping away from you and the soup is taken from the side of the spoon and not the tip. When through eating soup, the spoon is left in the plate. If a

deep soup bowl or cup is used, the spoon is put beside the bowl on the service plate.

- (C) The teaspoon is used to stir sugar into a beverage or to sip the beverage to taste the flavor and temperature. After testing, the spoon is placed on the saucer and the beverage is drunk from the cup. The cup should be lifted by the handle to the mouth and the beverage sipped quietly.

VI Points to Observe

- (A) Follow the hostess in being seated and in rising from the table.
- (B) Begin to eat when all have been served.
- (C) When not eating, the hands should rest in the lap. Do not play with food or silver or arrange clothing or hand.
- (D) A small piece of bread should be broken off and buttered as eaten. It is not good taste to bite from a large piece of bread or crumble bread or crackers in soup.
- (E) Keep the mouth closed when chewing.
- (F) Refrain from talking when the mouth is filled with food.

VII Rising From The Table

- (A) Rise from the left of chair and push it slightly into place.
- (B) Girls precede boys from dining room. Boys step aside to let them pass.

4. Suggested Ways to Teach Topic:

The subject of good manners is so big that it is suggested that this program be devoted to table manners only. No matter how much one knows or how many times previously a demonstration has been given on the subject, there is always great interest in a lesson on table manners.

Different approaches are suggest here. You will have others. By all means, demonstrate, don't just talk!

Demonstration

- (A) Table manners drill (above)
- (B) Setting a cover and the correct use of each piece of equipment
- (C) Table setting and service
- (D) How to order food in a restaurant

A committee may be appointed several days before to prepare leading questions to use for open discussion or have committee responsible for placing a box a week before the lesson in an accessible place for club members to drop in questions on table manners.

Talks by club members on:

- (A) Good manners in the school lunch room
- (B) When we dine in a restaurant
- (C) When you have a dinner date
- (D) Party manners

Quiz on etiquette:

Use table manners drill

Filmstrip:

- (A) Table Talk - ask your agent about ordering it from the Ext. Nut. Dept., N. C. State College, Raleigh

- (B) Table Modes and Manners - order from The Melamine Council, 75 West Street, New York 6, N. Y. (\$1.50) - 55 color slides for a 35 mm slide projector which can be used with or without the accompanying sound platter. Steps in the manufacture of dinnerware, various types of table service and a practical, common sense approach to correct table manners are portrayed in the series of slides. This filmstrip runs for approximately 20 min.

5. References for Additional Information:

Etiquette - Emily Post
order from:
Funk & Wagnalls Co.
N. Y. (\$4.00) or N. C.
Ed. Assoc. (\$3.30)

Vogues Book of Etiquette
Millicent Fenwick Simon
and Schuster
New York, N. Y.

Table Setting Technique
Fostoria Glass Company
Moundsville, W. Va.

Right This Way!

Ann Adams - Service Dept.
Holmes and Edwards Silver
Plate
169 Colony Street
Meriden, Conn.

Hidden Values - (what to look for when buying table appointments)
Sears Roebuck and Co.
925 S. Roman Avenue
Chicago, Illinois

The Demonstration Program

1. Purpose:

To help early teen club members accept responsibility in their clubs and to introduce them to their power to reach others.

2. Material Needed to Teach Topic:

3. Think of ways to include club members participation in every meeting. The demonstration program can be very effective if it develops as an important part of project work.

Contest add interest, because this age group likes to have their work judged. If you have contests with the early teen members they can learn many things which will be helpful to them when they enter district and State contest. Encourage their interest in dairy foods and fruit veg. use. You have noticed that each club member is required to give a demonstration every year. Plan ways that these can be done in groups. They learn from each other and can improve their own demonstration if you encourage

them to use the Standard 4-H Score Card. The basic information is the same for all foods demonstrations, but the club members ideas for ways to tell their story makes interesting listening.

4. Suggested Ways to Teach Topic:

You can inspire the members to want to give a demonstration in a group meeting. You can train the girls to give a demonstration in a group.

Individual conferences are almost a must. Many girls will enjoy their experience in pre-teen projects and will need only a few ideas from you and a lot of encouragement. Be sure that every member knows that you believe that they can and will give a good dem. to the group. The group will help them judge their results. Your role is to be sure that you comment about something good in each demonstration. They want your honest appraisal, but it's easier to accept help when they feel that you notice and appreciate their efforts. Some members will be good at demonstrating. Others will do a better job of their posters or exhibits. Help them realize that it is natural for them to perform each task in their own way. Their varied experiences, background, interest and abilities will influence the way standards are met. The demonstration program gives rich opportunity to try

new things and to a
adventure beyond the
ordinary.

You will guide members
in:

- (A) Selection of a
subject that is:
 - (1) simple
 - (2) practical
 - (3) timely
 - (4) within their
club experience
or possibilities
 - (5) clever title
- (B) Reading and studying
all available material
on the subject -
talking to others
and comparing
experiences.
- (C) Drawing up a step-by-
step outline -
limiting it to one
main practice
- (D) Stressing use of
home grown products
or wise use of
money when buying.

5. References for Additional
Information:

How to Give A Food
Demonstration
Home Economics Department
Kellogg Company
Battle Creek, Michigan

When You Give A
Demonstration (guide for
breads of many lands)
National 4-H Service
Committee, Inc.
59 East Van Buren St.
Chicago 5, Illinois

Demonstrations on Milk and Milk Products
(see also Do We Outgrow Our Need for Milk)

1. Purpose:

- (A) To stimulate interest in milk and milk products.
- (B) To encourage 4-H club members to use dairy products and use their influence to get others to consume more milk.
- (C) To acquaint the group with the forms of milk available and how to use them.
- (D) To learn how to prepare recipes using milk and complete experiments.

See chart in "Milk - Its Food Value" and "Cottage Cheese" both of which can be ordered from The National Dairy Council, Chicago 6, Illinois.

3. Discussion Points:

(Select from these the ones which you wish to stress)

- (A) State evidence of need for drinking milk for all ages. (refer to local, state and other survey figures)
- (B) Place of dairy food in the diet (kinds and amounts needed daily)
- (C) Food values furnished by the dairy product used in the dem.
- (D) Discuss in detail why the body needs the specific food value furnished by the dairy product used in the dem. (why we need calcium and riboflavin in terms of personal satisfaction, such as clear skin, good eyesight, and sparkling eyes, etc.)
- (E) Stretching the milk dollar - compare milk with cost of other foods needed to furnish equal amounts of calcium or riboflavin.
- (F) How to produce a safe, well-flavored milk supply. (may include number of cows needed to provide an adequate supply of milk and butter for home use)

2. Material and Equipment Needed to Teach Topic:

A bar chart - use cardboard 22 x 28 for a small group. Use a margin. The length of the bars should be in scale as the percentage of the day's needs that is being shown. The chart should give the age group for which it is planned. It is not necessary to show all the nutrients, but list the ones which are found in largest amounts. For a bar chart, small pictures of milk bottles could be used in place of straight lines and color adds to the showmanship of the chart, but be certain that the correct color is used for each nutrient as follows:

- Calories - black
- Protein - yellow
- Calcium - blue
- Iron - red
- Vitamin A - green
- Vitamin B - light brown
- Vitamin B₂ - purple
- Niacin - lavender
- Vitamin C - orange

- (G) Place of dairy products in menu, appetizer, accompanying main dish, salad or dessert.
- (H) Principles to use for cooking milk or dairy product to save food value and flavor.
- (I) Care of milk and milk products in the home.
- (J) The demonstration should show the preparation of one unusual dish or a commonly used one in a new or unusual way. The necessary step in its preparation should be told.

Using Evaporated Milk In
A 4-H Dairy Food Dem.
 Carnation Company
 Home Service Department
 5045 Wilshire Blvd.
 Los Angeles, Calif.

Report to Your Community Leader:
 Training meetings held in dairy foods. No. _____

Junior leaders who assisted. No. _____

Individual demonstrations given by club members. No. _____

Team demonstrations given by club members. No. _____

Demonstrations given for groups other than 4-H. No. _____

T.V. Programs No. _____

Radio Programs No. _____

What evidence have you had of changes in practices (drinking or using more milk in diet, increase in production) as a result of the program, such as statement from members, parents and members records.

4. Suggested Ways to Teach Lesson:

A short demonstration given by the leader or members can be used to show members how to give a demonstration.

Workshops on how to plan are helpful.

5. References for Additional Information:

Drink and Eat Milk For Your Health - Ext. Nutrition Department

Getting Enough Milk - USDA

Right Eating and Your Dairy Foods Demonstration
 National 4-H Service Committee, Inc.
 59 East Van Buren St.
 Chicago 5, Illinois

_____ Community

_____ County

_____ Signed

_____ Date

Demonstrations on Fruit and Vegetables
(see also lesson on Vitamin C)

1. Purpose:

- (A) To stimulate interest in fruits and vegetables.
- (B) To encourage 4-H club members to eat fruit and vegetables.
- (C) To acquaint the group with fruits and vegetables.
- (D) To learn how to prepare simple fruit and vegetable dishes and complete experiments.

An exhibit - tray of foods which furnish a day's supply of Vitamin A or C can be used to draw contrast of large and small amounts of foods needed to furnish a supply of Vitamin A or C value.

Vitamin A:

Carrot - 1/4 cup
Turnip greens - 1/3 cup
Canned yellow squash - 3 1/2 cups
Tomato juice - 2 cups
Tomatoes - 2 small
Snapbeans - 4 cups
Peach halves - 6 large halves

2. Material and Equipment Needed to Teach Topic:

A bar chart - make a bar chart - use cardboard 22 x 28 for a small group. Use a margin. The length of the bars should be in scale as the percentage of the day's needs that is being shown. The chart should give the age group for which it is planned. It is not necessary to show all the nutrients, but list the ones which are found in largest amounts. For a bar chart small pictures of fruits or vegetables could be used in place of straight lines and color adds to the showmanship of the chart, but be certain that the correct color is used for each nutrient.

Calories - black
Protein - yellow
Calcium - blue
Iron - red
Vitamin A - green
Vitamin B - light brown
Vitamin B₂ - purple
Niacin - lavender
Vitamin C - orange

Vitamin C:

Canned tomatoes - 1 1/2 cup
Tomatoes - 3 small
Grapefruit Juice - 1 cup
Orange juice - 5 oz.
(10 tbsps.)
Fresh strawberries - 3/4 cup
Raw cabbage - 1 1/8 cup
Sweet potatoes - 9 - 12 oz.
Green pepper - 2 oz.
Cantaloupe - 1/2

3. Discussion Points:

- (A) State evidence of need for eating more fruits and vegetables for all ages (local, State and other survey figures)
- (B) Place of vegetables and fruits in the diet. (kinds and amounts needed daily) This also applies to 5 servings daily - 1 green or yellow - 1 rich in Vitamin C.
- (C) To what food group does the veg. or fruit used in the dem. belong? (Vit. A rich, Vit. C rich, or potatoes and other fruit and veg. group)

- (D) Food values furnished by the particular vegetable or fruit being used in the demonstration.
- (E) Discuss in detail why the body needs the specific food value furnished by the vegetable or fruit used in the dem. (why we need Vit. A or Vit. C in terms of personal satisfaction, such as clear skin, good eyesight and sparkling eyes, etc.)
- (F) Place of vegetable or fruit in menu. (appetizer, accompanying main dish, salads or desserts)
- (G) Principles to use for cooking vegetables and fruits to save food value, preserve color and flavor.
- (H) The demonstration should show the preparation of one unusual fruit or vegetable or a commonly used one in a new or unusual way. The necessary steps in its preparation should be told.

4. Suggested Ways to Teach Topic:

This same outline can be used for a lesson on any fruit or vegetable. The content is the same for a lesson no matter who give the demonstration.

Use recipes from cook-books, magazines or other publications.

Keep demonstration short - 15 minutes is long enough.

Final Display - remember that most foods that look good are good. Clear dem. table of all material except finished product. Make this glamorous and "pretty as a picture" so that others will want to try it at home right away.

Encourage club members to use their ideas when they prepare demonstrations.

A quiz could be given to see results. Example of questions to ask include:

- (a) The brighter the green or the deeper the yellow in veg. is a good sign of good quality Vit. A.
Yes ___ No ___
- (b) Vitamin A is lost in water.
Yes ___ No ___

5. References for Additional Information:

Club members project manual record. See your Home Ec. agent for a copy of leaders outline and lesson sheet for:
Veg. adds variety to Meals
ABC's of Canning Bulletin
No. 2/1
4-H Garden Project
Good Vegetable Dinners
Green Beans Dressed Up
Green Veg. For Good Eating
Vit. A and C - The Salad Way
Sweet Potatoes - How to Use Them
Strawberry Delights
Tomatoes on Your Table
Apples in Appealing Ways
Dry Beans, Peas - Modern Cookery
Fruits to Top Your Meals
Peachy Dishes
Vegetable Casseroles
White Potatoes Help Bridge
The Gap

Project Planning (6, 7, and 8)
(Nutrition and Health)

1. Purpose:

To guide club members in developing a better understanding of themselves and how the foods-nutrition project ties in with their health activity.

2. Material Needed To Teach

Topic:

Mobile kit available from the American Institute of Baking, Chicago, Illinois

3. Discussion Points:

- I What guides can I use to keep my body healthy?
- (A) Exercise adequately
 - (B) Get enough sleep and rest
 - (C) Keep body clean
 - (D) Establish good posture habits
 - (E) Follow good safety practices
 - (F) Receive regular medical and dental care
 - (G) Establish good food habits
 - (1) Follow a Guide to Good Eating to get a balance of nutrients
 - (2) Eat a wide variety of foods
 - (3) Eat meals regularly
 - (4) Choose snacks wisely
 - (5) Eat a good breakfast

II Do teen-agers in North Carolina have good food habits?

- (A) Food intake
- (B) Weight control
- (C) Dental health
- (D) Breakfast habits
- (E) Snack habits

4. Suggested Ways to Teach Topic:

When the roll is called get every member to answer with a rule of good health.

Use slides Youth Together For Fitness from Ext. Nut. Dept., N. C. State College, Raleigh.

Talks - Club members could give talks on "Eating Right for Good Health" or "Three Cheers For The Big Smile."

Make a mobile of pictures of food to illustrate a balance of nutrients.

Discuss youthpower and Youth Fitness programs.

Plan ways to tie your health activity in with the Food Nutrition project.

5. References for Additional Information:

Order The Best of Health to You (10¢) and Step, Lively and Lose Weight from Dept. TA - The American Dietetic Assoc., 620 N. Michigan Ave., Chicago, Illinois

Food 'N' Fun Project
National Food Conference
Merchandise Mart Plaza
Chicago 54, Illinois
Youth Physical Fitness
(parts I and II)

Presidents' Council on Youth Fitness, Supt. of Documents
U. S. Gov. Printing Office
Washington 25, D. C.

Fad-Diets

1. Purpose:
To guide club members in building a healthier body through practicing good nutrition.

2. Material Needed to Teach

Topic:

Refer to section 5 and order the items you need.

3. Discussion Points:

I Why do I Weigh What I Do?

- (A) Body weight is partly determined by:
- (1) food intake
 - (2) Body build
 - (a) bone structure
 - (b) muscle tone
 - (3) Emotions
 - (4) Activity

II How Can I Control My Weight?

- (A) Check height and weight regularly
- (B) Consult doctor
- (C) Learn to identify high calorie foods
- (D) Check food habits and establish better eating habits

III What are Fad Diets?

- (A) Fads of today
- (1) Usually claim rapid weight change
 - (2) Usually contains an unusual combination of foods

IV What is wrong with Fad Diets?

- (A) Lack variety
- (B) Often lack a good balance of nutrients
- (C) Do not encourage the formation of good food habits

4. Suggested Ways to Teach

Topic:

Ask each member to bring a show or tell of an example of a fad diet.

You might like to invite a home economist to your meeting to give a talk on "A Girl and Her Figure." Follow this with a discussion on the importance of weight control. The members can calculate their calorie needs based on their activity. They can check their physical growth and plan nutritious low calories refreshments for club meetings.

Find articles about diets in newspapers or magazines. Analyze these diets. Check against a guide to good eating.

Have questions written out concerning food and fad diets. Insert answers in balloons - members pop balloons to find answers to questions.

5. References for Additional Information:

Food Facts and False Claims - (leader outline and lesson sheet)
Ext. Nut. Department
N. C. State College
Raleigh, N. C.

A Girl and Her Figure
National Dairy Council
111 N. Canal Street
Chicago 6, Illinois
By Ruth M. Leverton -
This book has the integrity one expects from the pen of a scientist. It is not only scientifically sound and reliable, it is interesting and entertaining and easy to read. Also has a record book and guide called "A Girl and Her Figure and You."

Your Guide To Good Eating and How To Use It - (with supplement for teacher or leader)
National Dairy Council
111 N. Canal Street
Chicago 6, Illinois
This includes a Guide To Good Eating, ideas about family meals, snacks, menu plans and market list, money well spent, flavor and food values as well as storage for food.

The Wonder of You
American Institute of Baking
400 E. Ontario Street
Chicago, Illinois
This is a nutrition handbook and laboratory manual which includes the story of digestion and the changes foods undergo before their energy is released. Nutrition science is personalized to help young men and women tailor the food they eat to their special requirements. Guides to research and information sources are given.

Animal Feeding Demonstrations for The Classroom
National Dairy Council
111 N. Canal Street
Chicago 6, Illinois
Gives tested procedures for carrying out rat feeding demonstration with pupils in fifth grade through high school. The demonstrations are designed to help boys and girls realize the need for a well-chosen diet. Your club would enjoy doing one of these demonstrations.

Food Facts and Fallacies
Available from:
The American Dietetic Assoc.
620 N. Michigan Avenue
Chicago, Illinois

Vitamin A

(See demonstration on Fruit and Veg.)

1. Purpose:

To help club members gain some understanding of science whys in food preparation and to develop some skill.

2. Material Needed:

Exhibit of Vit. A foods
Flash cards showing percent of day's needs met by food
Food models

3. Discussion Points:

- (A) Need for Vit. A
(1) Help you see better in a dim light
(2) Ward off infections in the body such as colds

(3) Help children to grow

(B) Sources of Vit. A vegetables that are deep green or yellow in color are high in Vit. A

(C) Store properly to be sure of having sufficient supply during winter months

(1) Cure sweet potatoes for two weeks at about 85 degrees

(2) Store in cooler place (about 50-55 degrees) but keep from freezing

(3) Handle carefully to prevent bruising

(D) Rules for preparing and cooking to save food value and flavor

(E) Use Vit. A rich foods in main dishes, as a vegetable or dessert

4. Suggested Ways to Teach Topic:

Draw contrast of large and small amounts of food needed to furnish day's supply of Vit. A value. Use an exhibit tray of foods which furnish day's supply:

- 1/2 raw carrot (1 1/2 oz.)
- 1/4 cup cooked carrots
- 1/3 cup collards or turnip greens
- 3 1/2 cup canned yellow squash
- 2 cup tomato juice
- 2 small tomatoes
- 4 cup snap beans
- 6 large halves of yellow peaches

Demonstrate the preparation of one or more dishes using a Vit. A rich food such as sweet potatoes.

Use colored pictures showing meals for one day which include one of the dishes prepared. Be sure all of the essential food groups are included in the day's meals.

5. References for Additional Information:

Chapter 2, What To Eat and Why pp. 32 in the Home Ec. Textbook called Mealtime Essentials of An Adequate Diet
Agricultural Research Service
ARS-62-4
USDA
Washington, D. C.

Food Fun At Home And Away

1. Purpose:

To help club members to learn to plan delicious nutritious and attractive meals and snacks for family and friends.

2. Material Needed:

Refer to No. 5 and order needed information:

3. Discussion Points:

I Fun With My Friends

- A. Parties usually involve snacks.
- B. What are good snacks?
1. Nutritious
 2. Tasty
 3. Have variety in flavor, texture and color.
- C. Points to consider when planning for snacks:
1. Time you have to spend
 2. Cost you can afford
 3. Difficulty to prepare
 4. The amount needed
 - (a) number to be served
 - (b) size of servings
 - (c) seconds

5. How food is to be prepared?

- (a) who will do it?
- (b) when it can be done
- (c) methods to be used

6. How food is to be served?

- (a) buffet
- (b) do-it-yourself
- (c) tray
- (d) family

7. Who will serve the food?

- (a) you
- (b) you and your mother
- (c) you and friends

8. The clean-up

- (a) Who will do it?
- (b) How can it be done efficiently?

4. Suggested Ways to Teach Topic:

Let club members discuss a party snack that is good for them. This is a good time for a talk on "How to Plan a Party For My Friends" or "Nutritious Snacks for Parties." You could divide the group into committees and let them plan a party for friends or family. Plan with your group on how to be a guest. Suggest a few traveling tips for meal time.

5. References for Additional Information:

Read chapter 8 called "Special Occasions" pp. 487 in the school Home Ec. textbook called Mealtime.

Order "Party Recipes Starring Corn" from: American Can Company
100 Park Avenue
New York 1, N. Y.

Party Recipes Made With Starlac and Party Recipes Call For Market List from: Borden Company
350 Madison Avenue
New York 17, N. Y.

Betty Crockers' Party Calendar and Party Sandwiches from: General Mills
Betty Crocker Department
400 2nd Avenue
South Minneapolis, Minn.

Foreign Foods

(Refer also to Yeast Breads and Rolls)

1. Purpose:

To help club members become aware of the "Big Worldness" of food as the international aspects become increasingly important.

2. Material Needed to Teach

Topic:

3. There is no section of North Carolina that remains uninfluenced by those who have come here from other lands. Americans are working throughout the world trying to help people who have lagged behind us in satisfying nutritional needs. At the same time, favorite dishes from abroad add much to our lives.

4. Suggested Ways to Teach
Topic:

In the foods-nutrition projects we are attempting to interest club members in foods from other countries as well as learning about their customs. In this lesson you will ask club members to make project reports on what they have learned about the country they selected to work on. The group might like to prepare foods from several countries for a taste experience. Your group might enjoy a field trip to an Italian restaurant.

5. References for Additional
Information:

Chapter 11, pp. 571- World Cruise of Specialties in the school Home Ec. textbook called Mealtime.

Hello U. S. A. - CB 223 (15¢)

Hello From Alaska - CB 132
(15¢)

Hello South America - CB 46
(15¢)

All three from:
The National Dairy Council
111 North Canal Street
Chicago 6, Illinois

Foods-Nutrition Careers

1. Purpose:

To help club members become aware of the growing need for trained home economist in the business world.

2. Material Needed to Teach

Topic:

Folders on different careers.

3. Each member will want to think about and plan for the future. You will want to help increase their knowledge of the available opportunities. Invite nutritionist to visit your club and outline their activities. You will find them employed in:

Agri. Ext. Service
Public Health Dept.
School Lunch Program
Industries
Utility Companies
Research Laboratories
Colleges & Universities

Much can be done by individual counseling.

Let the members tell you what their interest are. By observing their project work you will see their strengths and weaknesses. Encourage them to schedule a conference with and to observe someone working in the field of their greatest interest.

Your group may collect college bulletins to study. If possible, make arrangements to visit a college or university to understand the type of home ec. college training that is available.

5. References for Additional Information:

Chapter 12, pp. 599 Planning For The Future in the home ec. textbook called Mealttime.

Order the following from:
The American Home Ec. Assoc.
1600 Twentieth St. N. W.
Washington 9, D. C.
A Better Beginning
A Career Dedicated to Better Living (20¢)
Career Packet (\$2.50)
For You - A Career in Home Ec. (25¢)
Home Economics Career Wheel (single copies free)
Home Economics in Business (35¢)
Teach Home Economics
A Career With A Future (20¢)
Your Career in Home Ec. Research (35¢)

For your "Food Career" folder giving information on the National Youthpower program - order single copies from:
National Food Conference
Merchandise Mart Plaza
Chicago 54, Illinois

Choose Your Career, As A Nutritionist - obtain from members of the N. C. Dietetic Association.

SEVENTEEN SUPERMARKET TOUR

1. Purpose:

To lead the teen-agers through the various departments of a modern supermarket so that they can make INFORMED CHOICES.

2. Material needed to teach topic:

SEVENTEEN Supermarket Tour Guide and a set of Teen Meal Planning posters. Order from Saul Schur, Educational Consultant, SEVENTEEN Magazine, 320 Park Avenue, New York 22, N. Y.

3. A tour is one of the best ways to help club members learn while having fun. Boys and girls like "to go places and see things". Adult leaders can take advantage of these desires by planning and conducting a local 4-H tour for the club members you are serving. A lively 4-H spirit can be maintained by visiting together something of common interest and recognizing its superior quality.

2. Encourage each person to make notes of things they see and hear.
3. Ask the manager of the supermarket to act as host when the tour group reaches his place.
4. When you arrive at the supermarket
 - a. The adult leader should:
 - (1) Call the group together.
 - (2) Give the purpose of the visit.
 - (3) Introduce the manager.
 - b. The host or hostess should:
 - (1) Guide the group to the area to be observed.
 - (2) Point up certain observations.
 - (3) Explain briefly.
 - (4) Answer questions.
5. Try to keep in a group when traveling and making stops.
6. Suggest that those who have cameras take pictures of things of interest to them.
7. Encourage safety at all times.
8. Conduct the tour to avoid delays. Stay on schedule.

Planning for your tour:

You may work with a committee of 4-H Club members

1. Choose the time of year to visit the supermarket when the most can be seen and learned.
2. Decide which supermarket to visit.
3. Decide date tour will be made.
4. Work out a definite time schedule to include starting time, time of arrival and departure at each place.
5. Secure necessary permission from manager of supermarket.
6. Explain to manager how to prepare for and what to do when the tour is made.
7. Secure parents' permission.
8. Plan transportation.
9. Send time schedule of tour to each club family.
10. Make provisions for refreshments or lunch (if necessary).

Evaluating your tour:

When the tour is completed, you should provide an opportunity with those making the tour to answer such questions as:

1. Did you like the tour?
2. What did you learn on this tour?
3. What were the strong points of the tour?
4. What would be your suggestions for improving it?

During the tour:

You should:

1. Acquaint the group with what will be visited and give traveling instructions.

Demonstrations (6, 7 and 8)

1. Purpose:

To help senior-teen club members accept responsibility in their clubs and use their power to reach others.

2. Material Needed to Teach Topic:

See outline for Bread and Cereal or Eggs In Meal Planning.

3. With the senior-teen group the club members will be giving the demonstrations. They will collect their own information, plan their talks and demonstrations and will rely on you for suggestions and encouragement. Let them be as individual and as "different" as they wish to be. It takes only ideas and they can let their creativity go to work.

You could suggest demonstrations on meat and bread and/or cereals in addition to more advanced work on milk and fruits and vegetables. These outlines are suggestions for demonstrations for senior-teen club members to give:

1. Bread and cereals
2. Eggs in Meal Planning
3. Meats
4. Sandwiches that satisfy
5. Yeast breads and rolls
6. Cakes
7. Pies

Bread and Cereal

1. Purpose:

To show that the bread-cereal group is a very important food group.

To teach that bread and cereal fit into all meal patterns.

To teach the value of enrichment.

To teach skills used to make cereal or bread.

2. Discussion Points:

I Quick Bread

A. Nutritional contribution of quick breads

B. What are quick breads?

C. What is the purpose of each ingredient?

D. How are quick breads mixed?

1. muffin method
2. pastry method
3. conventional cake method

E. What happens when quick breads are overmixed?

F. What is a good quick bread like?

1. muffin
2. biscuit
3. quick bread loaf

3. Suggested Ways to Teach

Topic:

Every member could answer to roll call with a quick bread which they like for breakfast.

Demonstrations or workshops on:

Muffins by the muffin method
Muffins by the pastry method
Quickbread variations

Illustrated talks:

Do's and don'ts in making bread.

Why we need baking powder or baking soda in most quick breads.

Slides - Making Enriched Corn Meal Muffins

Activity - Each member brings one of three products - muffins, biscuits or quick loaf to be scored. All girls score their product with judging from leader.

Contest - Divide group into teams. See which team can form the most words from letters B-R-E-A-D in 3 minutes.

4. References for Additional Information:

General Mills, Inc.
Educational Section Dept.
c/o Public Relations
400 Second Avenue
Minneapolis, Minnesota

Bread Package:

Bread Chart - in full color for bulletin board
Score Card
Filmstrip (free showing)
(\$.50 a print)

Muffin Package:

Chart - Muffin making and judging
Booklet - Quick breads
Score Card
Filmstrip (free showing)
(\$.50 a print)

II Cereals

- A. What is the nutritional value of cereals?
 1. cooked
 2. ready-to-eat
 3. ready-to-eat concentrates
- B. How are cereals used in other ways besides breakfast foods?
- C. What happens when cereal is cooked?
 1. starchy portion thickens
 2. bran is softened
- D. What are some guides to follow when cooking cereal?
 1. Do not overstir
 2. Stir to prevent lumping
 3. Use enough water for starch to swell and thicken
- E. How to store cereals

3. Suggested Ways to Teach Topic:

Talk - Why we should include cereals in our breakfast.

Demonstration - How we can use cereals in our meals throughout the day.

How to prepare and serve cereal.

Using real foods, pictures or names explain the place of cereal in the guide to good eating.

4. References for Additional Information:

Eggs in Meal Planning

1. Purpose:

To show that eggs are an economical food and are important in the meat food group.

To show a variety of ways to prepare them.

2. Discussion Points:

Eggs rank next to milk in the number of essential food nutrients they contain. They are an excellent source of high quality protein and some of the essential vitamins and minerals.

A new-laid egg of high quality is heavy for its size and has a clean shell with a chalky or velvety bloom. When broken out of the shell, the white of a high quality fresh egg is thick and firm. The yolk is held in the center and does not flatten out.

Eggs need to be stored covered, in a cool, clean place away from strong smelling foods.

Probably no other single article of food can be used in a greater number of dishes. Use eggs to:

- a. Improve texture, color and flavor; as in muffins and cake.
- b. Serve as an agent for thickening, binding, coating, emulsification and clearing broths and sometimes coffee.
- c. Leaven a sponge cake and meringue.
- d. Garnish a salad or vegetables.

The secret of egg cookery whether you are cooking them in water, frying pan, or oven is to cook them with low moderate, even heat.

To beat egg whites, let them stand for a while at room temperature, then break one at a time into a small dish. Be sure none of the yolk gets into the bowl with the white, and beat just before they are to be used.

3. Suggested Ways to Teach Topic:

Demonstrate - one or more ways of cooking and using eggs (an electric skillet or small portable stove using canned heat may be used when no other range is available). French toast is an example. Show an egg which has been cooked in the shell in boiling water 15 minutes and one which has been cooked in the shell 15 minutes below the boiling temperature.

Use food models to demonstrate planning meals around eggs.

Display a collection of colored pictures of egg dishes.

Display a chart showing how the care of eggs affect quality.

4. References for Additional Information:

Lets Talk About Eggs
Consumer Information Service
Poultry & Egg Natl. Board
185 N. Wabash Avenue
Chicago 1, Illinois

Filmstrip - How To Cook Eggs
Loan copy from:
Ext. Nut. Department
N. C. State College
Raleigh, N. C.

Meat

1. Purpose:

To gain some understanding of the science whys in food preparation and to develop some skill in preparing meat.

2. Discussion Points:

- A. Meats' contribution in meals.
- B. What a well-prepared piece of meat is like.
- C. Ways of cooking meat.
 - 1. Moist
 - 2. Dry
- D. How to determine which method to use.
- E. How to buy meat.
 - 1. What shall I buy?
 - 2. How much?
 - 3. What will it cost?
 - 4. How will I cook it?
 - 5. How can I determine quality?
 - 6. How can I identify meat cuts?
- F. How to store meat.

3. Suggested Ways to Teach

Topic:

- Talk - "Why Eat Meat"
"How To Store Meat"

Demonstration - "How to Broil Ground Beef Patties"
"How to Roast Pork"
"How to Make Stew"

4. References for Additional

Information:

Read chapter 4, pp. 175 -
The Smart Young Shopper -
Meat in the Home Ec. textbook
called Mealtime. Also
chapter 7, pp. 353 under
Food Preparation - Meat
Dishes.

4-H Idea Guide
For Foods-Nutrition Leaders'
Use in Teaching Senior-Teen
Club Members

Sandwiches That Satisfy

1. Purpose:

To teach how sandwiches fit in meal patterns.

To show that sandwiches are a nutritious part of lunches and snacks.

To teach skills in preparing nutritious sandwiches.

2. Demonstration:

A. Show the preparation, wrapping, serving and storing of one or more types of sandwiches.

B. Use food models or pictures on a flannel-graph to show well-balanced meals including sandwiches.

C. Divide the club members into small groups for "busy sessions" and have each one report back to the whole group their favorite sandwich and a menu built around it.

D. Show the use of various types of sandwiches (those for parties and teas compared to those for lunch or picnics).

E. Encourage all members to keep a record of all foods prepared.

3. Follow-Up Work:

A. Club members prepare sandwiches for council meetings or club parties using recipes demonstrated.

B. Club members make sandwiches for sale at community or county-wide functions to make money for club activities. To give these girls help or training you might like to use the above mentioned filmstrip.

C. Older girls give demonstrations to younger club members on Sandwich Making.

D. Give the club members a report sheet to keep and turn in at the next meeting. Here are two ideas you might use:

SCORE SHEET FOR SANDWICHESPICTURE

DATE

KIND OF BREAD

SANDWICH FILLING

YOUR SANDWICH SCORE SHEETYesNo

1. Is the bread spread to the edges with butter or fortified margarine?
2. Is there a generous amount of filling in the sandwich?
3. Does the filling come to the edge of the bread?
4. Is the sandwich easy to eat (filling stays in the sandwich; bread not too thick?)
5. Is the sandwich fresh - neither soggy or dry?
6. Is the size, shape and filling appropriate for the use?
7. Does it taste good?

4. References for Additional Information:

The American Institute of Baking
400 E. Ontario St.
Chicago 11, Illinois
Turn to Sandwiches
Sandwiches Around The Clock

Short Cuts in Sandwich Making

Refrigerated and Frozen Sandwiches

Proven Recipes - sent from The Institute monthly - has good sandwich suggestions.

Notes from Betty Crocker Kitchen - Party sandwiches -
a 4 page bulletin of party sandwich ideas for large groups. It tells what ingredients to buy, the amounts to use, as well as how to make attractive sandwiches.

General Mills Inc.
Home Service Dept.
Minneapolis 1, Minn.

Sandwich Manual (25¢)
Big Sandwich Cookbook (25¢)
Good Housekeeping Bulletin Service
57th Street at 8th Ave.
New York 19, N. Y.

Skill Counts At The Sandwich Counter - Full color - 69 frames - A demonstration of the steps in making sandwiches for restaurants, school lunches and institutional eating establishments. An efficient quantity sandwich making method is demonstrated. Complete with 12 pages, two colors, fully illustrated sandwich making manual and illustrated recipe cards. Filmstrip, narration guide, 10 manuals and 10 sets of recipe cards (\$9.75)
Wheat Flour Institute
309 W. Jackson Blvd.
Chicago 6, Illinois

4-H Idea Guide
For Foods-Nutrition Leaders'
Use in Teaching Senior-Teen
Club Members

Yeast Bread and Rolls

1. Purpose:

To gain some understanding of the science whys in food preparation and develop some skill in preparing yeast breads and rolls.

2. Discussion Points:

- A. Forms of bread on the market.
- B. Factors which determine whether we make or buy bread.
- C. How bread is made.
 - 1. Function of ingredients
 - 2. Reasons for steps in the procedure.
- D. What is a good loaf of bread like?
- E. How to store bread.

3. Suggested Ways to Teach Topic:

Visit a bakery and observe how bread is made and varieties available.

Demonstrate - "How to Make Yeast Bread"
"Yeast Rolls"

Workshop - Make different kinds of bread from foreign countries. Evaluate them. Discuss the countries from which these originated.

4. References for Additional Information:

When you Give A Demonstration - (Guide for Breads of Many Lands)
National 4-H Service Committee, Inc.
59 East Van Buren Street
Chicago 5, Illinois

How to Master The Art Of Making Bread With Yeast Breads You Bake With Yeast Score Cards and Filmstrip
From:

General Mills, Inc.
Betty Crocker Dept.
400 2nd Avenue
South Minneapolis 1, Minn.

Cakes

1. Purpose:

To gain some understanding of the science why's in food preparation and develop some skill in preparing cakes.

2. Discussion Points:

A. Types of cake.

1. Sponge
2. Cakes with shortening
3. Combination

B. Methods of mixing sponge type cakes.

C. Methods of mixing cakes with shortening.

D. Functions of ingredients.

1. Flour
2. Eggs
3. Shortening
4. Sugar
5. Liquid
6. Leavening agent

E. Will I use a mix or start from basic ingredients? May be determined by:

1. Time
2. Cost
3. Skill required
4. Storage space
5. Satisfaction
6. Family preferences
7. Quality

F. How to judge cakes.

3. Suggested Ways to Teach Topic:

Demonstration - Prepare cakes from basic ingredients and from a mix. Compute cost and time. Let group sample for individual preference.

The group can make cakes in workshops or bring cakes from home and judge at meeting.

4. References for Additional Information:

Perfect Cakes and Cookies Everytime

Helen Taylor, Director
Home Economics Dept.
Pet Milk Co.
St. Louis, Missouri

Cherry Coffee Cake Easier Baking From Our Mixing Bowl To Yours
Self-Rising Flour Institute
322 Nashville Trust Bldg.
Nashville 3, Tenn.

Magic Fruit Cake
Rachel Reed, Director
The Borden Company
350 Madison Avenue
New York 17, N. Y.

16 Favorite Gold Medal Cakes
Gold Medal Chiffon Cakes
Softasilk Chiffon Cakes
Softasilk Prize Cakes
Cakes-Old Favorites and New
General Mills Inc.
Betty Crocker Dept.
400 Second Avenue South
Minneapolis 1, Minn.

Cake Cook Book
Birthday Cake Cook Book
Holiday Cakes and Cookies
(25¢ each)
Good Housekeeping Bulletin Service
57th Street at 8th Ave.
New York 19, N. Y.

Pies

1. Purpose:

To gain some understanding of the science whys in food preparation and develop some skill in preparing pies.

2. Discussion Points:

- A. Methods of mixing pastry.
1. Pastry method
 2. Water whip method
 3. Stir and roll method
 4. Use of hot water
- B. Double Crust pies
1. Guides to prevent crust soakage
 2. Guide to prevent juice from boiling out.
- C. Meringue topped pies.
1. Guide to prevent leaking of meringues
 - a. moderate baking temperature
 - b. Place meringue on warm filling
- D. How to judge pies.

3. Suggested Ways to Teach

Topic:

Demonstration on "How to Make a Fruit Pie" or "How To Make Meringue." Members can bring pies from home and evaluate them for quality.

4. References for Additional Information:

Pies and Pastries
(Adult lesson sheet)
Ext. Nutrition Dept.
N. C. State College
Raleigh, N. C.

Pastry Package

Wall chart - booklet
All About Pie
Pastry Score Cards
General Mills Inc.
Betty Crocker Dept.
400 Second Avenue South
Minneapolis 1, Minn.

Stir-N-Roll Pastry Manual
(For Teachers of Home Ec.)

The Wesson Oil Company
210 Baronne Street
New Orleans 12, La.

Study Guide for Pie Making

Picture of "What's New in Home Economics" - January, 1958, pp. 9-12 - March, 1958, pp. 42

You Can Make A Cherry Pie The 4-H Way

Aubry Scott
Assoc. 4-H Club Specialist
Box 1071
Knoxville 7, Tenn.

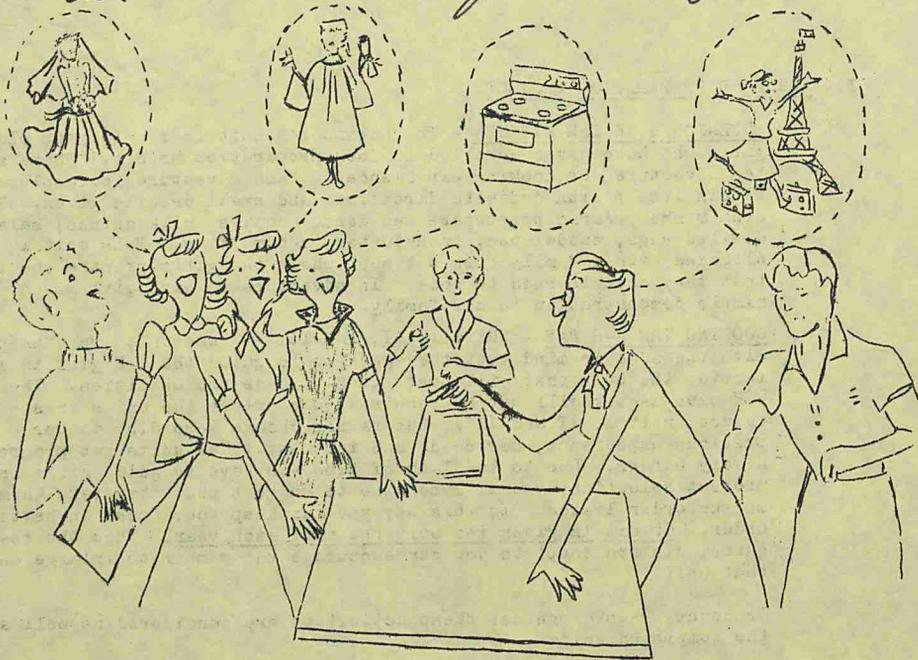
Party Pie Cook Book
Pie Manual

Good Housekeeping Bulletin Service
57th Street at 8th Avenue
New York 19, N. Y.

Pies Made With Pet

Evaporated Milk
Helen Taylor, Director
Home Ec. Department
Pet Milk Company
St. Louis 1, Missouri

Old Material For Youth Program



Suggestions For Youth Foods AND Nutrition Program PLANNING

LET'S REACH BEYOND THE 4-H AND Y.M.W. CLUBS - Our problem in Extension is how we can improve teenage nutrition. We need to involve both teenage boys and girls in organized programs, such as 4-H, but we need to expand our audience to all teenagers.

Even though the teenage girl is the poorest fed member of the family, teenage boys also need to improve their diets. Since teenage boys and girls are interested in each other and doing things together, the best approach is to carry on nutrition programs with a joint effort.

Refer to your kit on TEEN-AGE NUTRITION given to the Home Economics Agent during the Program Planning Workshop. Read carefully the yellow bulletin IMPROVING TEEN-AGE NUTRITION - refer to page 7 - GUIDELINES FOR IMPROVING TEENAGE NUTRITION WITH TYPICAL EXAMPLES; page 8 - WAYS TO EMPHASIZE TEENAGE NUTRITION THROUGH EXTENSION WORK; page 9 - TOOLS FOR IMPROVING DIETS OF TEEN-AGERS OUTSIDE 4-H; page 11 - EXAMPLES OF TEENAGE NUTRITION WORK NOW IN USE. These are excellent suggestions which would be most helpful in your county. The Commercial material included in the kit will give helpful ideas and suggestions.

I. 4-H FOOD PREPARATION PROJECT:

- A. ADVENTURES IN THE KITCHEN - The beginner's unit is for 10 year old girls who have never enrolled in food preparation before. There are ten adventures or cooking experiences. Each adventure is complete within itself with definite directions and small details given. The club member learns to prepare and serve cookies, milk drinks, salads, deviled eggs, sandwiches, frankfurters and muffins. This unit is climaxed with a family cook out meal where the girls prepare the foods that they have learned to cook. In adventure 10 each girl gives a simple demonstration to her family.
- B. COOKING THE 4-H WAY - UNITS I, II, AND III - These units were prepared with the idea in mind that the agent would guide the 4-H girl in selecting the unit that will best fit her needs and abilities. The 4-H club member will not be required to complete the units in sequence (unit I, II and III), but rather choose according to her previous experience, her needs and interest. The units get progressively harder. Due to the lack of time you have to guide girls in project selection, you will be wise to suggest that they take them in the order listed. In this way you can keep your books in better order. Credit is given for only one unit each year. When the requirements are complete you can encourage the member to enlarge on that unit.

In county record contest these activities are considered as well as the completed unit:

1. Other dishes and/or meals planned and prepared.
 2. Food demonstrations given.
 3. Fair exhibits made.
 4. Collections of pictures and magazine articles on foods and table manners which have been mounted in loose leaf notebooks or file boxes.
 5. Learning to eat new foods.
- C. UNIT I - COOKING THE 4-H WAY - In this unit the club member is expecting to prepare an entire meal - lunch or supper. She will be preparing these foods: enriched cornbread, simple desserts, salads, sandwiches and soups. The unit includes: 1. meal planning and preparation for lunch or supper; 2. why we need food; 3. correct table setting, dish washing and table manners.
- D. UNIT II - COOKING THE 4-H WAY - This unit has to do with complicated dishes added to lunches and breakfast. The club member will be preparing and serving these foods: vegetables, fruit, biscuit mix, cereals, beverages, meat alternate dishes and eggs. The unit includes: 1. Meal planning and preparation for lunch and breakfast; 2. health reasons for eating food; 3. correct table setting, dishwashing and table manners.
- E. UNIT III - COOKING THE 4-H WAY - This unit includes planning menus, shopping for groceries, preparing and serving all meals for the family for a week. These more complicated dishes are added: meat cookery, casserole dishes, yeast breads, cakes, pies, and vegetables.

(Over)

- F. OUTDOOR COOKERY - The Outdoor Cookery Project is for boys and girls who are interested in the fun of cooking under the open sky. This unit takes up how to plan meals, build fires, and how to cook outdoors. The project is planned for junior and senior club members.
- G. FOODS FOR SPECIAL OCCASIONS - In this unit the club members learn how to plan and prepare special meals for her family and friends. These include parties, outdoor meals, company dinner and special family meals.
- H. THE BAKING UNIT - This unit gives opportunity for practice and for fun with baking. The girls will make biscuit, cornbread, griddle cakes, waffles, yeastbreads, cakes and frostings, pies, pastries and cookies.

There are some choices of what a girl does within each unit (see unit requirements in record books). The actual teaching of skills and even of appreciation is very difficult within the limits of the time spent in school club meetings. The most that can be hoped for is to create interest and to stimulate girls to follow instructions and practice at home. Leaders and parents are depended upon for more complete training.

II. 4-H FOOD PREPARATION ACTIVITIES

Adult and junior leaders enjoy assisting with activities. Activities are not projects, but are supplements to them. Girls participating in the following activities must be enrolled in the Food Preparation Project:

- a. 4-H Dairy Foods Demonstration Program
- b. Junior 4-H Enriched Corn Meal Program
- c. Vegetable-Fruit Use Demonstration Program

III. MATERIAL AVAILABLE

- A. All 4-H Food Preparation Record Books (order from State 4-H Office).
- B. 4-H Food Preparation Manuals (order from Jo Earp, Extension Nutritionist, N. C. State College, Raleigh, N. C.)
 - (a) Cooking The 4-H Way (for girls enrolled in Unit I).
 - (b) The 4-H Baking Unit (for girls enrolled in this unit).
 - (c) Foods for Special Occasions (for girls enrolled in this unit).
 - (d) Outdoor Cookery (for members enrolled in this unit).
- C. Lesson outlines, including methods, sources for films, visual aids, etc., will be sent to you by the 15th of the month prior to your demonstration for the 4-H Food and Nutrition lessons listed on your plan of work.
- D. Educational material to assist with activities.
 - (a) 4-H Dairy Foods Demonstration Program - (see kit of material).
 - (b) Junior 4-H Enriched Cornmeal Program - (see kit of material).
 - (c) Vegetable-Fruit Use Demonstration Program - (see kits and letters from Henry Covington, Horticulture Specialist, N. C. State College, and Food Conservation and Marketing Dept., N.C. State College).
- E. Slides - "How to Give a Dairy Foods Demonstration" - (sent upon request from Extension Nutrition Department. Also slides on "Steps in Making Enriched Corn Muffins" may be obtained upon request from the Extension Nutrition Department.

IV. SUGGESTIONS FOR PLANNING THE 4-H FOODS AND NUTRITION PROGRAM

- A. Include 4-H Club members in the planning (see page 17 in the National 4-H News, May, 1957).
- B. Train adult leaders to help you with the program. Older club members make good leaders, too.
- C. Develop a yearly program so that all topics and demonstrations are based on the requirements for the completion of a specific unit. Relate the demonstration to every unit.
- D. Relate demonstrations to county nutritional needs and to the member's interest.
- E. The unit requirements for food preparation project should be explained by agents and/or leaders early in the club year.
- F. Letters are helpful when sent to the girls parents, explaining briefly the project requirements and asking for their cooperation.
- G. It is important that every girl has an opportunity to see a good demonstration in food preparation sometime during the year. The agent, leader, and/or 4-H club girl may give a demonstration at school, community building, in the home or in the agent's office. Special interest workshops add interest.
- H. Teach well the important things. Avoid crowding too many things into the program. This is a common failing. Too often we try to teach everything in one easy lesson.
- I. Relate units to community service. For example, consider the following:
 - (a) A cake sale to raise funds for a worthy cause.
 - (b) Foods prepared as gifts for the ill, for Christmas baskets, etc.
 - (c) An appreciation dinner for leaders, parents, donors, etc.
 - (d) Refreshments for a group meeting.
- J. Develop an educational program which will appeal to each age group and not as the basis for a contest.
- K. Use many methods to get information to people, such as:
 - (a) Demonstrations:
 1. How to give a demonstration.
 2. Demonstrations given by club members.
 - (b) Work meetings (members all participate).
 - (c) Judging - device to teach good standards (or quality) to raise standards for tablesetting, cakes, bread and other foods.
 - (d) Group discussion.
 - (e) Illustrated talks, movies, filmstrips, flannelboards, posters, etc.
 - (f) Exhibits.
 - (g) Tours.

V. SUGGESTED TOPICS FOR AGENTS OR 4-H ADULT LEADERS RESPONSIBLE FOR COMMUNITY 4-H CLUBS

Outlines are available on the following subjects for agents and/or leaders. These will be sent to you if the subject is listed on your plan of work.

- A. TOPICS RELATED TO ADVENTURES IN THE KITCHEN - (More members are enrolled in this unit than any of the others, therefore, something should be done each year to inspire the first year members to complete their work.
 1. Adventures in The Kitchen - suggested letters to parents of girls enrolled - suggested letters to girls.

B. TOPICS RELATED TO COOKING THE 4-H WAY - UNIT I

1. The Junior 4-H Enriched Cornmeal Program. (related to any unit).
2. Desserts that Fit Any Meal (related to all units.)
3. What Makes A Salad Good (related to all units)
4. Sandwiches That Satisfy.
5. Let's Make and Serve Soup.
6. Quick and Easy Meals (related to all units).
7. Good Nutrition is Fashionable (related to all units). Scripts - visuals).
8. Table Setting and Service (related to all units).
9. Table Manners Drill (related to all units).

C. TOPICS RELATED TO COOKING THE 4-H WAY - UNIT II

1. Let's Explore Vegetables and Fruit (related to Veg.-Fruit Use Demonstration).
2. Vegetables Add Variety to Meals (related to Units II and III).
3. Fruits to Top Your Meals.
4. Quick Tricks with Biscuit Mix (all units)
5. Cereal Pointers.
6. The Milky Way to Health (all units)
7. Meat Alternate Dishes
8. Eggs, Their Place in Meal Planning
9. Eat a Good Breakfast
10. It's Nice to Know How (all units) Skit for club members.

D. TOPICS RELATED TO COOKING THE 4-H WAY - UNIT III

1. Meat Cookery
2. Casserole Dishes
3. Yeastbreads
4. Cakes and Frostings
5. Pies and Pastries
6. Three Meals that Measure Up
7. Menu Planning
8. Field Trip to the Super Market

E. TOPICS RELATED TO OUTDOOR MEALS

1. A Breakfast Cook Out
2. A Buddy Burner Workshop
3. A Meal in a Can

F. TOPICS RELATED TO FOODS FOR SPECIAL OCCASIONS

1. Party Foods
2. Outdoor Meals
3. Special Family Meals

G. TOPICS RELATED TO ACTIVITIES

1. Let's Give a Dairy Foods Demonstration
2. Let's Explore Vegetables and Fruits
3. The North Carolina Junior Enriched Cornmeal Program
4. Let's Make a Recipe File (workshop)
5. How to exhibit Food

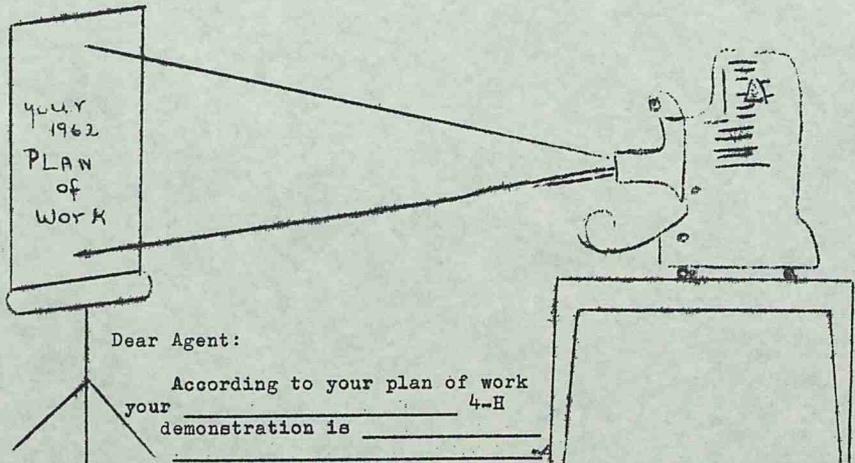
VI. PLAN FOR REPORTING!!

In planning the 4-H Foods and Nutrition Program help club members and leaders realize the importance of good records and clear reports. Everything important enough to spend time doing is important enough to record!



AGRICULTURAL EXTENSION SERVICE

COOPERATIVE EXTENSION WORK IN AGRICULTURE & HOME ECONOMICS
NORTH CAROLINA STATE COLLEGE - RALEIGH, NORTH CAROLINA



Dear Agent:

According to your plan of work
your _____ 4-H
demonstration is _____

We hope that the enclosed suggestions and material will be of help to you in planning your leader training program.

Refer to the Section on _____ in:

1. Adventures in The Kitchen
2. Foods for Special Occasions
3. Cooking the 4-H Way
4. Outdoor Meals
5. The Baking Unit

You will want to refer the leaders to this section. This makes a good lesson sheet if you want to mimeograph it for distribution to those who do not have copies. Recipes from USDA leaflets, etc., could be added. We cannot furnish lesson sheets for distribution at 4-H Club meetings. Above all, relate this demonstration to all food preparation units.

Encourage the leaders to get one or two of the 4-H club members to help with or give the demonstration. It helps develop them and also adds interest. They learn by doing.

Let me know if you need additional help. I would like to hear about your program in food preparation and nutrition. Please keep me up-to-date on how you present the information and the results.

Sincerely,

Jo E. Gilmore
(Mrs.) Jo E. Gilmore
Extension Nutrition

CONTENT OF DEMONSTRATION

- I. Nutritional information used in demonstration given by Agents, Leaders, and 4-H Club girls must be correct and up-to-date! It has been said that "milk still plays a starring role in the drama of good nutrition, but sharing the stage, there must always be those other four good actors, meat, cereals, vegetables and fruits." In everything we teach we want to stress a balanced diet.

2. Good management can be taught as a part of every foods demonstration:
 - a. Planning or pre-thinking
 - (1) Reduces times and energy wasting decisions during crowded hours of the day.
 - (2) Controls the use of time and energy.
 - (3) Reduces change of having inadequate and expensive meals.
 - (4) Results in a wider selection of food.
 - b. There are three kinds of planning:
 - (1) Custom (blind)
 - (2) Trial and error (no goals, haphazard).
 - (3) Rational choice (based on knowledge of nutrition, reason and judgement).
 - c. In Meal Planning consider:
 - (1) Nutritional needs of family members.
 - (2) Thinking ahead for several meals.
 - (3) Include some foods which are easy to prepare and serve.
 - (4) Use different methods of preparation.
 - (5) Variety in color, texture and flavor.

3. Guides which will help us to become more efficient:
 - a. In shopping:
 - (1) Get the best dollar value.
 - (2) Buy at the best time in relation to home and the market.
 - (3) Buy in the optimum quantity.
 - (4) Use economical method of payment.
 - (5) Get best quality for money spent.
 - (6) Choose the right quality for use intended.
 - (7) Evaluate purchase as to cost per serving.
 - (8) Other buying practices:
 - a. Keep well stocked cupboard of carefully chosen staple foods.
 - b. Check supply frequently so that you don't run out.
 - c. Keep shopping list.
 - d. Make a few trips to market as necessary.
 - e. Know best shopping days for staples and fresh foods.
 - f. Make use of ready mixes and prepared foods where it is to your advantage.
 - b. Demonstration Preparation:
 - (1) Even in simplest preparation it is necessary to:
 - a. Assemble supplies
 - b. Dovetail operations
 - c. Judge progress of cooking foods
 - d. Make frequent inspections
 - e. Set table or make arrangements for service
 - f. Have all foods ready to serve at the desired time
 - (2) For Quick Meals:
 - a. Choose foods requiring short cooking time
 - b. Use mixes
 - c. Use pressure saucepan
 - d. Use equipment to save time and energy (mixer, electric saucepan).
 - e. Use time saving techniques

(Over)

Do you have these items in your Foods Laboratory?

Suggested List of Equipment for Foods Demonstration

1. Double boiler, pyrex steel or aluminum.
2. Nest of mixing bowls, clear glass, may be plastic.
3. Sifter, 5 cup.
4. Strainer.
5. Muffin tin, one piece, aluminum.
6. Custard cups, 6 or more.
7. Cake pan, 2 rounds or 2 squares (8 or 9 inches x 2 inches).
8. Standard loaf pan for bread.
9. Piepans, tin, aluminum or pyrex.
10. 1 glass measuring cup, 1 metal measuring cup.
11. 1 quart measuring cup.
12. 1 set aluminum measuring cups, nested.
13. 2 sets measuring spoons.
14. 2 cookie sheets or 2 biscuit tins.
15. 3 cake coolers.
16. Egg beater, rotary.
17. Wooden spoon with shallow bowl (2 or 3 hard wood).
18. Plate scraper.
19. Spatula - 2 sizes or more.
20. Can opener, screw type.
21. Bottle opener.
22. Tablespoons.
23. Teaspoons.
24. Forks - assorted.
25. Knives, paring, utility and French or Chef's, butcher.
26. Vegetable peeler (floating blade).
27. Board - cutting and pastry.
28. Pastry blender.
29. Saucepans - 1 to 2 quart sizes.
30. Trays of metal or other lightweight material.
31. Oven thermometer.
32. Timer.
33. Rolling Pin - pastry cloth - stockinet.
34. Shredder.
35. Skillet with tight-fitting lid.
36. Plastic containers with heavy plastic.
37. Cover for table - heavy plastic.
38. Kitchen shears.
39. Biscuit and cookie cutters.
40. Dishcloths and plastic sponges.
41. Dish towels.
42. Scouring pad.
43. Soap.

A Supply List is needed for each demonstration. If you know you will be repeating the same demonstration 20 times, you will save money, time and effort to purchase all supplies in quantity.

An Equipment List is helpful to save time when setting up your trays and to check before you go to make certain you have everything needed for the demonstration. You will also want to check your inventory after the demonstration when you pack your equipment to make certain you get back everything.

Examples of short demonstrations which can be done with little or no equipment:

I. Dairy Foods:

1. Milk for Health
2. Making Instant Pudding
3. Milk Drinks
4. Milk Candy (Uncooked)
5. Cheese Identification
6. Experiments using sweeteners other than sugar
7. Making baked foods double rich by adding extra dry milk

II. Fruit-Vegetable Use

1. How cooking effects color change of vegetables (Red cabbage is a good example).
2. Fruit snacks
3. Vegetable relishes
4. Add Sparkle to Breakfast with Fruit
5. What Makes a Salad Good
6. Get More Color In Meals with Vegetables
7. Vegetables Add Variety

III. Enriched Bread and Cereals

1. Standards for judging baked products
2. How to Mix Enriched Corn Bread
3. Breads from Other Lands
4. Breakfast Quick Breads
5. Cereal Pointers
6. Sandwiches that Satisfy
7. Quick Tricks with Biscuit Mix

IV. Meats, Poultry, Fish and Eggs

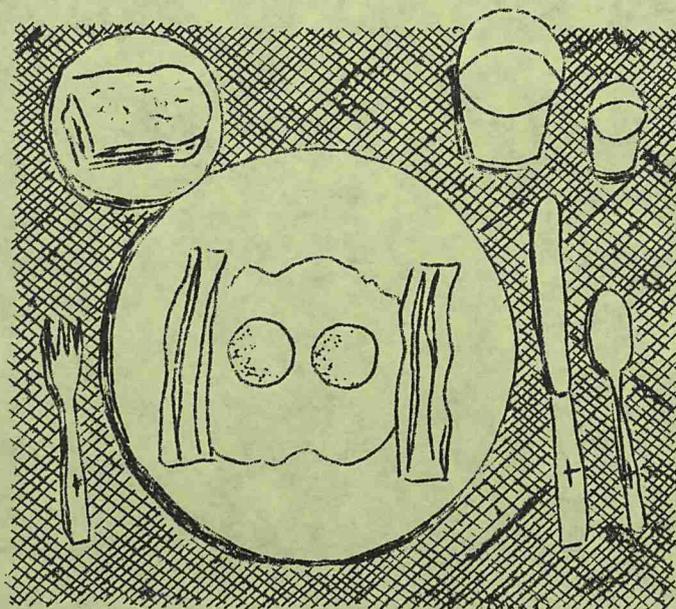
1. How to Cook an Egg Correctly
2. Enjoy Seafood
3. Meat Alternate Dishes
4. Meat Cookery
5. How to Cut Up a Chicken
6. Using Canned Chicken

For information and/or outlines on the above topics, write Extension Nutrition Department, N. C. State College, Raleigh, N. C.

JE/ed

1/61

Breakfast



HINTS FOR YOUR BREAKFAST CAMPAIGN

Foreward

Teenagers need HELP - your help - in making improvements that will last a life time. This is the age group that has the poorest food habits. Many of them eat little or no breakfast. Encourage them to "Eat a Better Breakfast To Start a Good Day", and to build good health for adult years ahead.

In this pamphlet you will find suggestions for club programs, news articles, radio and TV programs and how to organize an intensive campaign.

Ideas in this pamphlet have been used successfully in one or more counties. Use these and ideas from other sources for starting an action program in your county that will reach all young people. If some adults breakfast habits are improved along the way, so much the better. But aim the program at young people. Arouse their interest, then plan with them, not for them, a program with short and long time goals and actions for reaching them.

I. THE SITUATION

Many people skip breakfast or eat quite a meager morning meal. Research has indicated that teenagers are the most poorly fed. Reasons are given: "I'm not hungry in the morning," "I haven't time to eat breakfast," "I go without breakfast to keep from gaining weight", "I would rather sleep a few minutes longer", "Mother doesn't prepare breakfast", or "I prefer to spend time on appearance."

A recent survey, sponsored by major food companies showed that in 83% of the homes all members of the family ate breakfast at one time - 17% of the breakfasts were served to different individuals at different times. This meal takes about 1/2 hour to prepare.

A breakfast program for teenagers should be planned by teenagers, and based on their needs and interest. We know from nutritional studies and surveys made by the Experiment Stations, health agencies, and commercial concerns, that teenagers have poor breakfast habits. A simple local survey conducted by the young people themselves helps bring this problem home and motivates action.

II. SUGGESTED OBJECTIVES FOR A BREAKFAST PROGRAM

1. To understand the relation of breakfast and good health.
2. To develop and follow good breakfast habits.

More specific purposes are to help teenagers:

1. To understand the breakfast needs of the individual members of the family.
2. To develop skill in planning, preparing and serving tasty, attractive, and nutritious breakfast.
3. To make the best possible use of home-produced foods in breakfast.
4. To learn to select and buy breakfast foods wisely.
5. To help solve the problem of people not eating breakfast in the community.

(Over)

TEENAGERS WANT

WAYS YOU CAN HELP THEM GET IT!

1. Independence

Urge independent activities in selecting, preparing and serving meals and responsibility as junior leader. Program planned around meals - special and quick meals.

2. Social Skills and Acquire Managerial Ability

Encourage teenagers to take responsibilities for more planning and preparation of meals for family and friends. Let members assume adult responsibility in club. Program could include table appointments, courtesies, hostessing and planning special parties.

3. To Learn to Reason

Encourage members to develop originality and initiative in the program. Activities could include planning and preparing the family's breakfast, taking over junior leadership & demonstrating to members.

4. To Look for a Mate

Encourage group activities boys and girls can share. Activities might include group planning and preparing an out-of-door meal for both boys and girls.

5. Prepare for Marriage

Learn more social and homemaking activities. Plan wedding breakfast. Select equipment for cooking and table appointments for serving.

6. To be Responsible Citizens

Encourage group activities in Church and community affairs. Assist with community breakfast. Exchange food experiences with IFYES. Prepare foreign foods. Serve on club camp foods committee.

7. Good Looks & Personality

Help teenagers get factual information on effect of food on appearance, skin, condition of hair, weight. Discussion groups (1) girls eating for good looks; (2) boys - training - table foods; (3) what things contribute to a pleasing personality.

8. Broaden their horizon

Help teenagers get a broader concept of different eating patterns, food from different parts of the world, and eating in different places. Help members get broader concepts about how food is produced and distributed in our world. They should learn to eat and prepare different kinds of foods including foreign foods of different regions of this country.

IV. METHODS OF TEACHING WITH EXAMPLES WHICH YOU CAN USE

A. Meetings

1. Demonstrations and Programs

When you are in charge of the program or a demonstration on breakfast at club meetings, in community development meetings, county achievement days, rallies, etc. These suggested outlines will help you plan what to teach about breakfast.

- (a) EAT A GOOD BREAKFAST is a suggested outline for a demonstration by agents or leaders. (Page 3, 4, 5).
 - (b) BEFORE AND AFTER CHECK helps to show results of teaching. (Evaluation) This questionnaire can be used in this form or changed. See page 6.
 - (c) DELICIOUS BREAKFAST MENUS - a lesson sheet which was used in Rockingham County after an agent demonstration on breakfast. This demonstration was planned to assist those enrolled in food preparation to complete their project and give information to those not enrolled in basic meal planning.
2. Skit
- (a) EAT A GOOD BREAKFAST skit (page 8) was written by an agent for a 10 minute joint program to encourage student participation. Encourage skits on nutrition planned and produced by teenagers.
3. COOK-OUTS - Provide breakfast cook-outs as an opportunity for teaching nutrition. The teenagers should do the planning with your advice and guidance. Encourage joint activities for boys and girls. (See Outdoor Meals project manual).

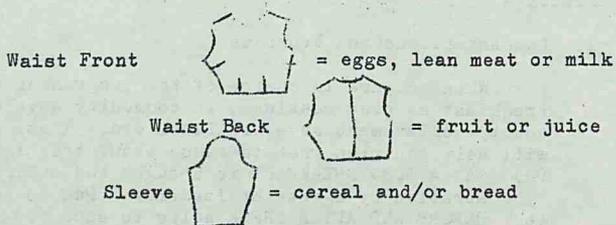
EAT A GOOD BREAKFAST

Suggested Lecture-Demonstration
N. C. Extension Nutrition Dept.

I. DISCUSSION

- A.. Situation: Food surveys among Home Demonstration women showed that 85% ate a good breakfast. Other studies show that teenage girls are the worse offenders, then the boys and girls of school age. Is this true in your county? How many adults and especially children of school age eat an adequate breakfast?
- B. Why eat a good breakfast? (Before meeting begins hand out quotations from recognized authorities to selected club members, using quotes on page 6. ("Research Shows National Efficiency Linked to Breakfast").
 1. Factory workers - club member
 2. School children - club member
 3. Affects take-home pay - club member
 4. Men and women - club member
 5. Reducers - club member
- C. What is a good breakfast? Use a waist pattern with words written on it to illustrate a basic breakfast pattern.

(Over)



- D. How to plan a good breakfast. Use food models on a flannelgraph to show a light, medium and heavy breakfast.
1. Light: Fruit or juice, cereal or bread, milk to drink and on cereal, other beverage if desired.
 2. Medium: Fruit or juice, egg or lean meat, bread, beverage.
 3. Heavy: Fruit or juice, cereal, egg or lean meat (as sausage, ham or fish), bread, beverage.

(Stress the value of eating for breakfast a Vitamin C rich food, as tomatoes or citrus fruit or juice, strawberries or cantaloupe to insure the day's quota. Also milk, egg, or other protein food to help keep up mental and physical alertness all day).

- E. Why breakfast is neglected. (Lack of time to prepare and eat, no appetite, don't think it makes any difference, other reasons.)
- F. How to overcome these:
1. Variety in breakfast menu that meets body's needs.
 2. Tips to consider when family eats at different times.
 3. Minute savers in preparing breakfast.
 4. Develop good breakfast eating habits for entire family.

II. DEMONSTRATE ONE OR MORE OF THE FOLLOWING

- A. Breakfast prepared in 10 minutes from precooked or raw foods, as: canned or fresh fruit, ready-to-eat cereal (bought or cooked the night before and reheated) bread and milk (coffee for adults).
- B. The preparation of cooked cereal, egg or other breakfast food. Plan a breakfast around dish which will meet requirements of a medium or heavy breakfast, as: fresh or canned fruit, poached egg, bacon, toast, coffee for adults, milk for children.
- C. How to serve it. Use one or more place settings to show how one or both of above breakfast menus would be served.

III. Visuals available - a set of visuals including a horse, a bird, a bear, sleepy Tom, Girty Dan, Dashing Paul and Poky Sam can be ordered from the Extension Nutrition Department. These have been successfully used before a group of men and women on a flannelboard in an illustrated lecture.

N. C. AGRICULTURAL EXTENSION SERVICE

N. C. State College

Foods and Nutrition Dept.

RESEARCH SHOWS: NATION'S EFFICIENCY LINKED TO BREAKFAST

1. "In a large airplane factory during World War II, it was found that many of the employees had to have some food between 10 and 11 a. m. or they were unable to do a full morning's work until noon. It was found in practically every case of collapse or weakness that the employee had eaten only a light breakfast." 1
2. "We think it's safe to assert that skipping food at breakfast for pre-school-age children will contribute to a real midmorning letdown. Unless school children receive a proper breakfast, they will be inclined toward a late morning drowsiness and lack of ability to concentrate which can start their grades sliding downhill faster than a toboggan in February." 2
3. "Breakfast affects take home pay. Scientists at an eastern university studied the work production records of a group of factory workers who were paid on a piece basis. The more inefficient workers were those who habitually ate no breakfast. When these workers changed from 'no Breakfast' to breakfast, their output increased." 3
4. "Scientific studies prove that both men and women do better with breakfast. After eating a breakfast of fruit, cereal, milk, bread and butter regularly, the subjects of these studies were able to turn out more work, their reactions were faster, and their muscular fatigue decreased during the late morning hours." 4
5. "As the result of a breakfast study conducted at a prominent medical school, it was found that young women subjects neither gained nor lost weight when they skipped breakfast or when they ate as much as 1,000 calories at breakfast, so long as the total amount of calories per day was unchanged." 5

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1. University of Oklahoma Better Breakfast Campaign Program Report, Norman, Oklahoma, 1949.
 2. H. Kepler and E. Hesser, "Food for Little People," 1950, page 76.
 3. F. L. Gorrell, H. McKay and F. Zuill, "Food and Family Living", revised 1947, page, 399.
 4. W.W. Tuttle, M. Wilson and K. Daum, "Effect of Altered Breakfast Habits on Physiologic Response," Journal of Applied Physiology, February, 1949, Page, 545.
W. W. Tuttle, C. Martin, and L. Myers, "Effect of Various Types of of Breakfasts on Physiologic Response," Journal of the American Dietetic Association, July, 1950.

HOW ARE YOUR BREAKFAST HABITS?

(QUESTIONNAIRE NO. 1)

(To be used before Breakfast Demonstrations)

Please fill in answers to questions shown below and return to leader or agent:

1. Did you have some breakfast this morning? Yes ___ No ___
2. Do you usually eat breakfast? Yes ___ No ___
3. If you do not eat breakfast regularly, why not?
 - a. Not hungry? ___
 - b. Not enough time? ___
 - c. Breakfast not prepared for you? ___
 - d. Don't like foods served? ___
4. Which of the following foods were included in your breakfast this morning?
 - a. Fruit or juice? ___
 - b. Cereal with milk or cream? ___
 - c. Bread, toast or rolls? ___
 - d. Butter or spreads? ___
 - e. Milk or milk drink? ___
 - f. Egg? ___
 - g. Lean meat? ___
 - h. Bacon? ___
 - i. Pancakes or waffles? ___

HOW ARE YOUR BREAKFAST HABITS?

Are you a breakfast skipper? Never eat any breakfast at all ___?
Do you sleep too late to have time out for breakfast? ___
Are you a sketchy breakfast eater: sometimes you eat and sometimes you don't? ___
Are you a breakfast snatcher? You grab your breakfast on the run? ___
Are you a breakfast Mincer? Eat just a little breakfast? ___
Are you a good breakfast eater? ___. Write what you ate for breakfast this morning and see if it is a good breakfast.

If you're a good breakfast eater, keep it up; if not, don't you want to join the breakfast eaters?

BREAKFAST QUESTIONNAIRE - No. 2

(To be used after Breakfast Demonstration)

Please fill in answers to questions below and return to leader or agent:

1. Did you have some breakfast this morning? Yes ___ No ___
2. Do you usually eat breakfast? Yes ___ No ___
3. If you do not eat breakfast regularly, why not?
 - a. Not hungry? ___
 - b. Not enough time? ___
 - c. Other reason? ___
 - d. Breakfast not prepared for you? ___
 - e. Don't like foods served? ___
4. Which of the following foods were included in your breakfast this A. M.?
(Write in kinds and amounts of each food eaten)
 - a. Fruit or juice? ___
 - b. Cereal with milk or cream? ___
 - c. Bread, toast, rolls? ___
 - d. Butter or spreads? ___
 - e. Milk or cocoa? ___
 - f. Eggs? ___
 - g. Meat? ___
 - h. Pancakes or waffles? ___
 - i. Coffee? ___
 - j. Other beverage? ___
5. Do you eat a better breakfast now than you did before? ___
6. Are you family and your classmates eating better breakfast now than before? ___
7. If you are eating a better breakfast now, do you intend to do so in the future? ___
8. If you answered "yes" to the questions above, please list your reasons?

9. What part of the food you eat in a day should be eaten at breakfast?

EAT A GOOD BREAKFAST

To be used as part of a club program or short radio skit. Prepared by Eugenia Greene, Assistant Home Economics Agent for a joint 4-H Clubs' Program in Rockingham County, January, 1959.

Curtain Opens:

Narrator: "Scene I takes place in the Brown family kitchen. It's time for breakfast. (Mother has prepared a good, hot one), but where are all the Browns? Well, here comes Dad, but I see 4 places set."

Mother: (Calling to children) - "Hurry Jack, Mary, you'd better hurry, I've called you three times. It's almost time for the school bus."

Action: Mary half asleep, drags into the kitchen, sits down at table.

Mary: "But, Mother, I'm not hungry. The toast, eggs, and hot chocolate you've prepared look good, but I just don't want a thing to eat." (Sits and looks at plate).

Mother: "I'm sorry, dear, but I'm afraid it's because you didn't get up in time to be ready for your breakfast."

Mary: "Mother! Mother! here comes the bus now. (Jumps up from table).

Action: (Off stage noises announce arrival of Jack, who comes rushing in, grabbing books on the way).

Jack: "Sorry, Mother, I just don't have time for breakfast. Goodbye!"

Action: (Jack and Mary rush off stage to catch bus.)

Scene II

Narrator: "Scene II takes place in the Brown family kitchen. The children have just arrived from school."

Jack: "Mother, I'm starving, what can I have to eat?"

Mary: "Me too, Mother. You know I felt so bad before lunch today, I wished that I could come home."

Jack: "That's funny, I didn't feel like playing ball with the fellows. I just didn't have any energy, but after lunch I felt better."

Mother: (Preparing snack). "This milk and crackers ought to give you some energy until supper, but I want to let you in on a secret that may explain why you didn't feel well today until after lunch, and why you say you're starving now. Remember this morning, neither of you got up in time to eat breakfast. You need to start your day right by eating a good breakfast. Usually you haven't eaten in about 10 or 12 hours. Can you imagine that? No wonder you felt weak and tired. Also it's unwise to try to crowd all those foods we need each day into two meals instead of three. You are sure to leave out some of the foods essential to your good health.

(Over)

Mary: "We did learn in 4-H that a good breakfast helps to give you energy you need to get off to a good start each day.

Jack: "Yes, Mother, Mary and I have our 4-H Health Improvement Activity to work on this year. Will you help us check the health habits we need to improve?"

(Browns sit down with health records and pencils)

Mary: "First of all, we'll plan to eat a good breakfast, everyday."

Curtain Closes:

Narrator: Yes, Jack and Mary are planning to improve their health by eating a good breakfast every day.

Just what is a good breakfast? It's one that includes at least a fruit or juice, cereal or bread and milk, a milk made drink, as hot chocolate or an egg. If you are an active boy or girl, you may also need an egg, some lean meat and perhaps some grits for a heavier breakfast. (May show actual foods).

Choose your own breakfast.

If a longer program is desired, this skit could be followed by one of the suggested demonstration on breakfast found in this pamphlet.

Extension Nutrition Department
N. C. State College
Raleigh, N. C.

10/60

A DELICIOUS BREAKFAST EVERY MORNING
Suggested Lecture Demonstration as
used in Rockingham County

I. Discussion:

A. Situation:

Those enrolled in food preparation have found that a part of the project is planning, preparing and serving breakfast. All of you girls eat breakfast everyday, so let's think about how to plan a good breakfast.

B. How to Plan:

Use words on a poster or flannelgraph to show members how to write a menu using a breakfast pattern. Show real food or pictures for examples.

1. A Light Breakfast for those not hungry -- Why don't you try?

Fruit	Tomato Juice
Cereal	Cereal Parfait
or	Milk
Bread & Butter	
Beverage	

2. A Medium Breakfast for active boys and girls.

Fruit	Half Grapefruit
Cereal	Scrambled Eggs with Cheese
Egg and/or Meat	Biscuits Milk Gravy
Bread Butter	Hot Cocoa
Beverage	

3. A Heavy Breakfast for hungry folks

Fruit	Orange Juice
Cereal	Hot Cereal with Preserves
Eggs Meat	Sausage
Grits or Potatoes	French Toast Jelly
Bread Butter	Grits Butter
Beverage	Hot Cocoa

- C. List on blackboard as you discuss:

Ideas for Better Breakfast

1. Plan menus ahead of time so they are different.
 2. Make it simple and easy to prepare, but include 1/4 to 1/3 of body's needs for a day.
 3. Always include at least a fruit, cereal or bread, and milk or hot milk drink.
 4. Get up in time to prepare and eat.
 5. Remember, eat a good breakfast for a good morning!
- D. Demonstrate: One or more dishes with real food to complete a menu and show how to serve it attractively.
- E. Questions from the group.

B. BREAKFAST CAMPAIGN

A campaign is the intensive part of a breakfast program which ordinarily lasts for one week. During this time, every effort should be made, through newspapers, radio, television, speakers, advertising, motion pictures, and other means, to center everybody's attention on the value of eating a good breakfast. When school is in session is an effective time to have a campaign. Make plans for at least two months before campaign week is set.

The most effective breakfast programs have been found to consist of:

1. Presenting the need for eating a better breakfast (Use information from studies all ready made or make one using questionnaire on page 7, to determine number who fail to eat a good breakfast. (See teenage nutrition bulletin for other ideas.)
2. Arouse interest and enthusiasm for eating a better breakfast by publicizing facts.
3. Careful organization of local committees.
4. A short intensive period when everybody is working at top speed.
5. A longer period of follow-up work giving lasting benefits.

SUGGESTIONS FOR ORGANIZING CAMPAIGN:

1. Get everybody in on the show to help plan and conduct the program.
2. Invite representatives from all teenage organized groups, and a few who are not members of any organization. (Teenagers can help to select those to invite. They can represent 4-H, FFA, FHA, Key Club, High Y, Church groups, Scouts, Bata Club, Boys Clubs, Grange and many others.
3. At this meeting, discuss:
 - a. Purpose of campaign (or getting this information to people).
 - b. Campaigns conducted in other counties or cities.
 - c. Cooperation desired (what will be involved in work and finances, etc.).
 - d. Discussion of need for campaign. (Use facts from studies to show need).
 - e. Point of view of schools, welfare workers and others.
 - f. Vote on whether campaign should be undertaken.
 - g. Elect permanent chairman who appoints an executive committee of 3 to 5 members, representing various organizations participating in program.
4. Executive Committee appoints other committees such as these listed below. You may need and want different committees from these. The success of the campaign depends on carefully selected committees. These are some suggestions:
 - a. A school activities committee (They in turn might appoint):
 - (1) Posters Committee:

Duties: Estimate amount of money needed and present to finance committee.
Conduct poster contest in schools.
Get out rules for poster contest. (Have prizes for elementary and high school).
Run contest.
Display posters made in all parts of county -
Exchange poster displayed from one area of county to another each month following campaign.
Choose judges.
Give prizes.
Make written report to Executive Committee.

(2) Essay Committee:

- Duties: Conduct essay contest in schools.
Make budget and present to finance committee.
Get out rules for poster contest.
Run contest.
Choose judges.
Give prizes.
Have four best essays published in paper during campaign week. Additional ones selected to publish one a month for remainder of year.
Make written report to executive committee.

(3) Finance Committee:

- Duties: Raise funds for such things as:
Several kits of material to be placed in each school.
Prizes for poster and essay contests.
Leaflets, signs, posters, automobile stickers, and other printed material to be distributed.
Supplies for demonstrations.
Leaflets to be put in bank statements, pay envelopes, etc.
Purchase commercial posters to put in stores, restaurants, factories, schools, etc.
Buy rats for feeding experiments in schools.
Postage.
Transportation.
News cuts for papers.
Others.
Make budget from estimates of various committees.
Raise and receive funds.
Disburse funds.
Render statement at end of program.
Make written report to the Executive Committee.

(4) Publicity Committee:

- Duties: News stories.
Radio and TV programs and spot announcements.
Get newspaper advertisers to tie in ad with breakfast program.
Make written report to executive committee.

(5) Speakers Committee:

- Duties: Compile speakers list.
Arrange schedule for speakers in schools, clubs and other organized groups.
Make written report to Executive Committee of number of talks, people reached, etc.

(6) Movies:

- Duties: Select and arrange for obtaining films on breakfast.
Schedule films and see they are properly distributed and returned.
Make written report to Executive Committee.

(7) Follow-up and File Committee

Duties: Make two or more copies of report including:
Organization of program.
Committees appointed with their names and
summary of report made by each.
Copies of news stories, radio and TV publicity.
Copies of leaflets, signs, posters and printed
material used by all committees (not ones made by
school children).

(8) Restaurant Committee - "Off to A Good Start With Breakfast"

Duties: Have "Everybody Needs Breakfast", or some
similar slogan on menus in all restaurants.
Menus include good breakfast suggestions.
Get owners to offer milk on menu as beverage
with meals at no extra cost, or not more than five
cents extra.
Make written report to Executive Committee.

(9) Business Firms Committee:

Duties: Contact business firms to get:
Window displays in all stores to tie in with
breakfast program.
Posters on breakfast in stores, factories,
other business concerns.
Drug stores to play up eating breakfast.
Demonstration on breakfast dishes in grocery
stores.
Leaflets on health value of breakfast in pay
envelopes, bank statements, etc.
Make written report to Executive Committee.

Exhibits and Posters:

C. Exhibits and posters are effectively used when teenagers help plan and prepare them. The following pictures are suggestions which will give you ideas. Many communities have contests to see which person (in one or in all age groups) can make the best poster or exhibit. Wouldn't it be swell to have all of the county fair booths one year with the idea of getting everyone to know how important good breakfast is every morning? A poster or exhibit would be effective any time during the year. September is a very effective time since this is National Better Breakfast Month. Other good times are during National 4-H Club Week, Achievement Day, etc.

Lack of Pop
 Anemia
 Over weight
 Under weight
 Skin defects

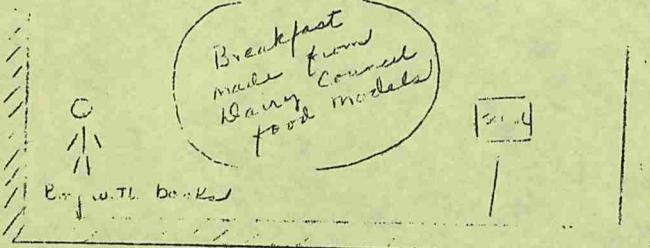


Keep The DARK Clouds AWAY
 Eat A Good BREAKFAST Today

Be a BETTER
 BREAKFAST
 BOOSTER



START THE DAY RIGHT
 BREAKFAST Before SCHOOL



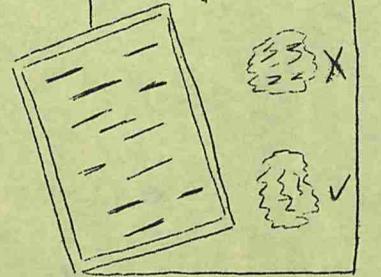
Breakfast
 made from
 many
 food models

Eng. W. L. Beckel

Food

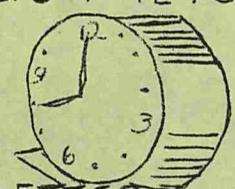
MAKES
 you

which BREAKFAST
 IS yours?



I had a
 good Breakfast
 this morning
 Did You?

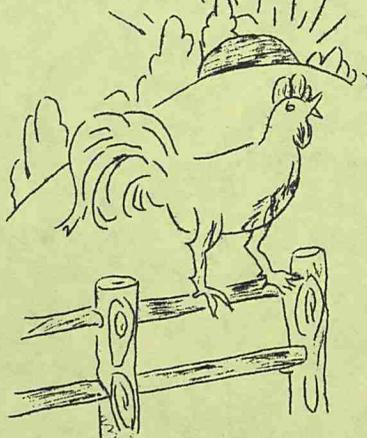
IT'S TIME FOR



BETTER
 BREAKFAST

Ideas for posters
 and exhibits

IT'S THE
TOP OF THE MORNING
WITH A



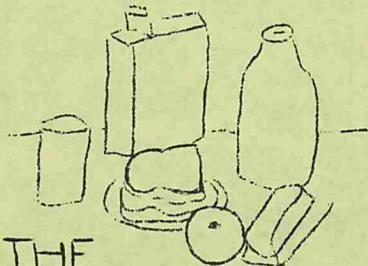
GOOD BREAKFAST

BE ON THE BEAM
EAT A



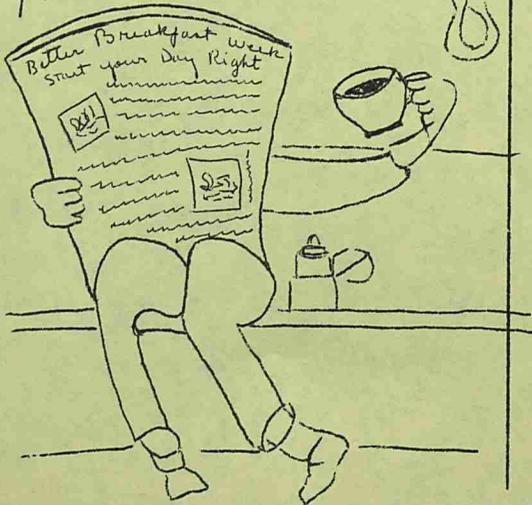
BETTER BREAKFAST

START

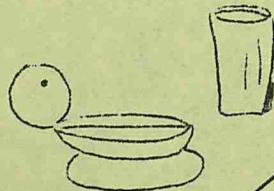


THE
DAY
RIGHT!!

WHY RUSH
Breakfast?



BE
HEALTHIER
HAPPIER
HUSKIER

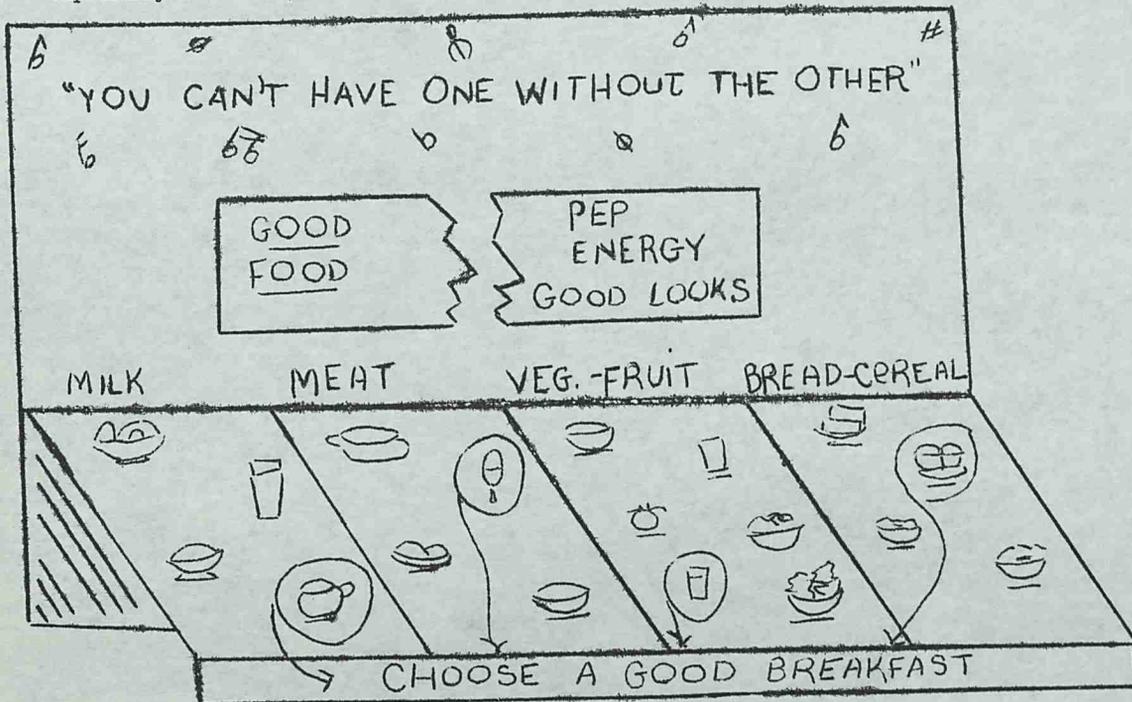


EAT
BREAKFAST!

An Exhibit Used in Mississippi

1. "You Can't Have One Without the Other"

This exhibit can be used to stress the importance of eating proper food, especially breakfast, in order to look and feel your best.



The top portion is a flannelgraph. The lower portion is of heavy cardboard with slots cut in it to hold food models. This cardboard is slanted out from the flannelgraph so that all the breakfast foods from each of the 4 Food groups can be easily seen. "Choose A Good Breakfast" can be attached to front of cardboard with arrows leading from foods to show a good breakfast.

RADIO

Radio can be used effectively to get across the breakfast story. You can help young people plan radio programs on breakfast. Here is a suggested 3 minute radio script which you can use as a pattern.

RADIO SCRIPT ON BREAKFAST

Director: September is Better Breakfast Month. We have a (leader or agent) with us today to discuss breakfast. Why do we need better breakfast?

Agent or Leader: Studies have been done on the effect of breakfast, no breakfast, coffee only, light breakfast and hearty breakfast. People of various ages and activities have been tested. The general conclusion seems to be that people feel better, work better, and are more alert if 1/3 or at least 1/4 of the day's food is eaten at breakfast.

Experiments have also proven that a breakfast including high quality protein (like that of milk, meat or eggs) is more satisfying and prevents fatigue longer than a breakfast of equal size without protein.

Director: What about those people who like to sleep as late as they can. Do you know about any short cuts for them.

Agent or Leader: When every minute counts you can do such jobs as squeezing the citrus juice the night before or mix frozen juice. Store it cold and tightly covered to prevent the loss of Vitamin C.

You can slice peaches or pears the night before, but be sure to cover them with syrup containing lemon juice or ascorbic acid, so they won't darken. Cover and store in the refrigerator.

If you make toast in an oven or broiler you can butter bread at night and it's ready to pop into the oven the next morning.

When you plan muffins or other hot bread for breakfast, you can put your dry ingredients into the mixing bowl the night before and cover; add liquid and melted fat the next morning. Baking pans may be greased and covered the night before, too.

Another time saver is to cook dried fruit and cereal together for quicker, easier serving.

Director: What about those people who skip breakfast to keep their weight down?

Agent: Research shows that people lose faster by eating a good breakfast and less at other meals.

(Over)

Another problem is that family members don't all eat together. If the family eat at different times, or if a child has to be left to eat breakfast alone, here are a few tips that may help.

You might cut oranges or other fruit and cover with waxed paper or aluminum foil and leave in a cold place for the late comers. Pour out glasses of milk, or a pitcher full to use on cereal. Cover and put into the refrigerator.

Cereal can be kept hot in a double boiler, tightly covered, or if it is cooked in a sauce pan put the pan in hot water.

Put out just enough food, then there will be fewer left-overs to put away. A vital part of every breakfast is fruit. It perks up the appetite, acts as a laxative. Breakfast is a wonderful time to get a fruit rich in Vitamin C. Since our North Carolina studies show that we are not eating enough foods rich in this vitamin, I like to drink orange juice because I know it has a rich supply. We grow North Carolina tomatoes, cantaloup and strawberries in season, and I believe now you can get apple juice with Vitamin C concentrate added. These also furnish this important vitamin.

Main dish to furnish "stay power" through the morning - eggs, fish, meat, cheese, poultry, cereal with plenty of milk.

Breadstuff - furnishes energy, iron and B Vitamins.

Remember that between supper and breakfast there is a 10-12 hour stretch. Breakfast should supply its share of energy food. Check your Breakfast to be sure it included:

1. Fruit
2. A food to prevent getting that "mid-morning slump" - milk, meat or egg, and
3. Bread for energy.

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Raleigh, N. C.

Do you have an opportunity to appear on TV? It is a wonderful experience! Here the important thing to remember is that you are teaching by showing as well as telling. These two TV scripts are 8 minute shows which have been used. You can use these ideas in your TV appearance. Better Breakfast Builds Better Families is a skit used on TV. Breakfast for Out-of-Doors Eating is a teen-age nutrition program in Jones County.

BETTER BREAKFAST BUILDS BETTER FAMILIES

Leader: September is National Better Breakfast Month. It is a good time for us to take time out and see if breakfast is a family meal in our home. Let's take a brief look at a typical family. The father was up early and has left for work. _____, if role playing the mother. Her young son is Mike and her two teen-age daughters are Alice and Louise. They are seated at the breakfast table.

Alice: Mother, I'm glad you served orange juice this morning for breakfast. It helps me to wake up.

Louise: I like tomato juice better. Can't I have some this morning?

Mother: Yes, we have plenty of tomato juice. You will need a larger glass because it takes twice as much tomato juice as orange juice to give you the same amount of Vitamin C.

Alice: Bring on the food Mom. I'm starved! You know I heard a speaker yesterday talking about the National Better Breakfast promotion planned for next week. I was surprised at some of the things she said. She talked about you, Mom and girls. She said that breakfast is a "must" for both mothers and teenagers. She explained that mothers insist that their daughters eat a good breakfast, but often neglect this important meal themselves.

Mike: Mother doesn't have to worry about getting fat, because she is little. You eat all you want don't you Mama?

Mother: Yes, I eat what I think I need. You might be interested in knowing just how I plan what we eat for breakfast. When I

Show Chart: make your clothes I use a pattern, and I also use a pattern to plan breakfast.

Some mornings we have a light breakfast - this breakfast is made up of fruit or juice, cereal with milk and buttered toast. For our beverage you have milk or hot chocolate and you have noticed that I have coffee.

Mike: Yes, I notice that Daddy has milk and coffee.

Mother: Yes, your Father requires more food because he uses more energy in his job than we do. In fact a light breakfast isn't enough for him. He always eats a medium or heavy breakfast.

Show Chart: Notice the pattern for a medium breakfast is just like the light one with the addition of protein food such as eggs or meat.

(Over)

- Louise: Mother, you always eat more on the days that you plan to do extra things like shopping for groceries or washing or ironing. One day when you were house cleaning, you ate a heavy breakfast.
- Mother: Yes, I do eat more when I use up the extra calories doing work. It seems that we all eat more in the fall and winter than we do in the summer.
- Alice: Gee, when it's hot I don't want much, but when it's cold I need hot food to keep me warm.
- Louise: Remember how you fixed for us during our vacation so we could eat when we got up and didn't all have to eat together -- that was good planning.
- Picture
- Mike: Hey, Mama, what's wrong with this bacon? It taste different!
- Mother: I thought you might like to try some beef bacon. The North Carolina Cattleman's Association has on a beef promotion program, and they are attempting to get people in North Carolina to use North Carolina produced beef. You know how much more beef we produce than pork. Don't you think we should learn to consume what we have?
- Alice: I like it!
- Louise: Take Mike's breakfast. We produced about all of that didn't we? The tomatoes came out of our garden; the bacon and eggs were produced here, the bread, butter and milk came from our farm, so I guess you could call it a farm produced breakfast.
- Alice: Does that make us a better breakfast booster?
- Louise: If all of us become more interested in what we eat for breakfast, and be sure that it is a good one, that's the whole idea isn't it, Mother?
- Mother: Yes, that's the whole thing in a nut shell. Better Breakfast Builds Better Families - Better Breakfast Eating Families Produce Healthier Communities - Healthy Communities make a healthier nation - improving the health around the world.
- Leader: From many standpoints, breakfast is the most important meal of the day. It must provide not only a sufficient quantity, but also the right kinds of food. The quantity of food should be adapted to the age, sex, and activity of the individual. The kinds of food needed and the nutrients required are essentially the same for all persons.
- How are the breakfast eating habits in your family? Start during September Better Breakfast Month to adopt the slogan "Better Breakfast Builds Better Families." See for yourself how you and the members of your family will benefit when they start each day with an adequate morning meal.

BREAKFAST FOR OUT-OF-DOORS EATING

Shot 1

Director

Did you eat a good breakfast this morning? I'll bet you think this breakfast was prepared for indoor eating. Not this one. It's for eating out-of-doors, and we have _____, our _____ with us today, who will have some tips for us on breakfast out-of-doors.

Well, let's get down to the facts about this breakfast - is it planned for outdoor eating?

Shot 1

In the spring, a young man's fancy turns to thoughts of fun out-of-doors, and the same is true of the young ladies. It's good

Shot 2

to have fun out-of-doors, but it's important to remember to eat well regardless of our plans.

Shot 3

Down in Jones County the teen-age council has become aware of the fact that many teen-agers were either skipping breakfast all together or eating a poor breakfast. These facts were revealed in a recent survey made by the teen-agers themselves who checked all of their peers throughout the county. The council, which is made up of teen-agers from every organized group in the county, started their survey by checking the diets of each council member. Woodrow Wilson Lowery tabulated the answers and reported to the group that only about half of that select group had eaten a good breakfast that morning. When the survey was taken in the high schools, the council members were alarmed to find that only about 1/3 of the teen-agers had eaten a good breakfast

Shot 4

Shot 5

With these facts in mind the teen-age council felt that some concentrated work should be done to convince the people of Jones County how important breakfast is.

Shot 6

The first project of the council was a buddy burner workshop. Each council member made a buddy burner, preparing to cook breakfast out-of-doors.

Shot 7

Shot 8

Shot 9

Shot 10

Shot 11

To make a buddy burner take an empty tuna fish can (or can of similar size and shape), cut corrugated paper in a long strip 1/4 inch wider than the depth of can, and long enough to wind up and completely fill can. (You can get this paper by cutting strip from an old paper box). Fill can completely with melted candle wax or paraffin. Set aside to cool and set.

Shot 12

Shot 13

Use a #10 tin can from which one end has been completely removed. With tin shears cut a section from the open end about 1 1/2 by 3 inches. Cut a flue from upper end of can on opposite side from lower opening.

Now you are ready to cook right on the top of your stove. It is a good idea to start with bacon and that gives the fat for your egg. You can fix buttered toast here, too. Two burners can be used - one for heating chocolate milk while their egg is cooking on the second.

Shot 14

If your breakfast cook-out is far away you could take along enough for a heavy breakfast: Whole orange, cereal Out of the Box, Bacon and Eggs, Buttered Toast, Milk or Hot Chocolate.

(Over)

Shot 15 Heavy aluminum foil can be used to cut down on dishwashing.
Shot 16 Save empty cartons. They work well, too.

In Jones County the teen-age council had their better breakfast at night with each member cooking his own - followed by an evening of recreation and fun together. To plan for the extra energy needed for recreation most of the boys had a heavy breakfast.

Eating a good breakfast together gave the council time to plan how they could encourage other teen-agers to enjoy a good breakfast every morning. They planned for their action program which included: (1) Breakfast cook-outs for all organized groups in Jones County; (2) A float in the Home Coming Parade - showing foods needed for a balanced breakfast; (3)

Shot 17

Posters made by the members to use in school lunch rooms, stores and other public buildings; (4) new stories and TV programs given by the council members on why we need to eat a good breakfast.

Shot 18

Ideas you might like to try this summer are:

Shot 19

1. Breakfast on a tray.

Shot 20

2. A Kitchen Buffet.

Shot 21

3. A Family Dish.

Shot 22

4. Making the children happy.

Shot 23

We all need a four-square breakfast - include: Fruit, Main Dish, Bread Stuffs, Beverage.

Shot 24

Cereal - hot ready to eat, fruit.

Shot 25

Cook eggs in a variety of ways - scrambled, sliced, fried, omelets.

Shot 26

If you don't like breakfast try a hamburger or soup.

Shot 27

If you are in a hurry try drinking your breakfast.

Shot 28

If you wish additional information on breakfast write for the leaflet "Eat a Good Breakfast to Start a Good Day."

Visuals Needed:

- 1 cooked egg
- 2 strips of bacon
- 2 slices of toast
- 1 orange
- 1 carton of milk
- 2 straws
- Place mat
- 1 plate
- 1 knife, spoon
- 1 fork
- 1 box cereal

Visual Shots:

- 1. Completed Breakfast
- 2. Youth outdoors
- 3. North Carolina Map
- 4. Doll chart
- 5. Doll chart
- 6. Buddy Burner
- 7. Can
- 8. Corrugated paper
- 9. Inserting in can
- 10. Placing twigs in can
- 11. Filling with Wax
- 12. 10-inch can
- 13. Cutting flue
- 14. Completed breakfast
- 15. Aluminum foil plate
- 16. Empty carton
- 17. Picture of float
- 18. Picture of poster
- 19. Picture of breakfast on tray
- 20. Picture of kitchen buffet
- 21. Picture - a family dish
- 22. Picture making children happy
- 23. 4 square breakfast
- 24. Picture - cereal
- 25. Eggs in Variety of Ways
- 26. Hamburger or soup.
- 27. Drinks for breakfast
- 28. Show leaflet

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N. C. State College
Raleigh, N. C.

10/60

NEWS STORIES:

Use newsletters for contacting members and others. News stories written by teen-agers - special breakfast stories (personal accomplishments, project activities and community activities. "A Good Breakfast for the Whole Family" and "Eat a Better Breakfast", are examples of news stories written by S. Virginia Wilson, Extension Nutritionist, N. C. State College, Raleigh, N. C.

A GOOD BREAKFAST FOR THE WHOLE FAMILY

"You can't eat like a bird and work like a horse", is now a proven fact. Recent scientific research shows that you do a better job if you eat a good breakfast every day. These studies showed the results of eating a good breakfast were:

1. Increased work output or you got more done.
2. More alert mentally and physically or you think and act more quickly.
3. Less muscular fatigue or you do not tire as easily.
4. No difference in weight gained and loss when breakfast was eaten or skipped, or you can't count on it as a reducing measure.

So, be sure that everyone in your family--from grandpa to school youngsters--eats a good breakfast. They need it to do their best work, whether it's their brains or muscles they'll be using. A breakfast appetite sometimes has to be developed, but it's worth developing.

Just any breakfast is not the answer. Make it a good breakfast. To rate as a good breakfast it must include (1) fruit (2) cereal or bread or both (3) one or more of these: milk, eggs, ham or other lean meat (not bacon--that is classes as fat and not as meat) (4) coffee or tea for adults--if they want it.

The mornings you don't eat an egg or some lean meat, be sure you drink a glass of milk. These protein foods eaten at breakfast help to keep up your energy throughout the day. Even a large serving at lunch does not make up the difference.

A few minutes extra sleep will not pay off as big dividends as getting up in time to eat breakfast--"Eat a Better Breakfast to Start the Day Right."

EAT A BETTER BREAKFAST

Start the day right - eat a "good" breakfast. Your morning meal sets the pace for the whole day. It actually "breaks" a "fast" for the body has been without food from 10 to 14 hours. Your level of blood sugar is low, which means the body's supply of quick energy has been used up. There is not much to run on until lunch time. Unless you do get the right food, hunger (whether you feel it or not) sets in. It shows up in such ways as not being able to move as quickly or think as accurately, and you become tired or angry more easily.

Sometimes we hear people say "I don't eat breakfast and I feel all right. Are those people correct in their belief or are they undermining their health and ability to carry on efficiently? Fortunately or unfortunately the body adapts itself remarkably well to any abuse. Whether you eat one or three meals a day, it carries on.

(Over)

An animal which has to hunt for its food eats only one meal a day. It sleeps until awakened by hunger, gets up, hunts for its prey, gorges itself, then goes back to sleep. Human beings could probably adjust themselves to eating once a day too, by rearranging their habits of living. It would mean eating all the basic foods at one time, and then taking time out to sleep while the body digested that heavy meal. For the best of health, the body needs must be met whether in one meal or three. Nutritionists and medical authorities agree, however, that you look better, feel better, and behave better when your day's needs for food are divided into three good meals. A good breakfast should furnish $1/4$ to $1/3$ of your total day's needs.

Morning should be the most productive period of the day. The body has had time to refresh itself with rest and sleep. With too little breakfast though, you mind nor your body can do its best work. The school child cannot think clearly or pay attention. The worker in an office or factory, on the farm or in the home, gets that mid-morning fatigue. This means less work or work of poorer quality.

What is a "good" breakfast? It is one that satisfies the appetite and "stands by" you until lunch time.

An active growing boy or girl needs a breakfast of energy and body-building foods. This usually consists of fruit, whole grain cereal with top milk, bread or toast with butter, and milk to drink. A piece of crisp bacon or an egg may be added.

The farmer, factory worker, or house keeper needs a breakfast hearty enough to prevent that tired feeling in mid-morning. It is similar to the one needed by the boy or girl except that eggs, a little meat, or some other main dish should be included.

Office workers, or those who sit a lot, may find that a fruit, a cereal or bread, and a hot beverage are enough to meet their needs. And it may be - if they show particular care in getting extra building, mineral, and vitamin rich foods in their other two meals.

"Why don't people eat a good breakfast?" The two excuses usually given for eating no breakfast are "no appetite" and "no time". They usually run hand in hand. You have no appetite because you wait until the last minute to hop out of bed before leaving for work or school.

The lagging appetite usually comes to life in mid-morning. Then there is little to be found to satisfy it except soft drinks or sweets. These give you the quick energy needed, but run low on minerals and vitamins. It is hard to crowd enough food in the other two meals to make up for this loss.

Try getting up a little earlier. Allow for time to take a bath, clean your room, run around the house, or take some exercise before you eat. Then allow yourself enough time to eat. Leaving out breakfast or eating a hasty, poor one makes a bad start for any member of the family.

BULLETINS, FILMS AND FILMSTRIPS ON BREAKFAST (Order from source given)

USDA

1. Eat a Good Breakfast to Start a Good Day - L-268
2. The Breakfast Meal in Relation to Blood Sugar Value

N. C. Project Manual

1. Cooking The 4-H Way - page 6

American Institute of Baking, Consumer Service Dept., 400 E. Ontario St.
Chicago 11, Illinois

1. Score With Breakfast
2. To Play it Safe - Eat Breakfast - (Found in Food Sense - Not Nonsense)
July, 1958
3. Let's have a Better Breakfast - Food Features

Campbell's Soup, Camden 1, New Jersey

1. How Soup Makes Breakfast Better

Cereal Institute, 135 S. LaSalle St., Chicago 3, Illinois

1. Releases for Foods Editors
2. The Nutritional Contribution of Breakfast Cereals
3. A Resume of the Findings of the Iowa Breakfast Studies
4. How Do You Score on Breakfast Cereals?
5. A Quick and Lasting Energy Breakfast That is Low in Fat & Cholesterol
6. Breakfast in the Modern Reducing Diet
7. September is National Better Breakfast Month
8. Tested School and Community Breakfast Program Activities
9. A Basic Breakfast Pattern (Chart)
10. Breakfast Source Book
11. Cereal Cookbook

Dairy Council - Greensboro, Winston-Salem and Durham
National Dairy Council, 111 North Canal Street, Chicago 6, Illinois

1. It's Always Breakfast Somewhere

Evaporated Milk Asso., 228 North LaSalle Street, Chicago 1, Illinois

1. A Good Breakfast - A Good Beginning

General Foods Kitchens, Dept. YP, 250 North Street, White Plains, New York

1. Having A Wonderful Breakfast

Kellogg Company, Battle Creek, Michigan

1. Eat a Good Breakfast
2. A Good Breakfast for Good Health

(Over)

Kretschman-Wheat-Corn Corp., Carrollton, Michigan

1. Better Breakfast Breads

Metropolitan Life Insurance Co., 1 Madison Avenue, New York 10, N. Y.

1. Eleven A. M. Slump

National Biscuit Company, Mary Ellen Baker, 449 W. 14 St., New York 14

1. What Time Is Breakfast?

2. Make Mine Breakfast

National Live Stock and Meat Board - 407 S. Dearborn St., Chicago 5, Ill.

1. Meat Builds Better Breakfast

Pillsbury Company Junior Home Service Center, Box 281, Minneapolis 60

1. How to Have a Ball on a Baby Sitter's Budget (Serve a box breakfast)

Poultry and Egg National Board, 185 N. Wabash Ave., Chicago 1, Illinois

1. How to Cook Eggs

Quaker Oats Company, Mary Alden, Home Ec. Director, Merchandise Mart Plaza,
Chicago 54, Illinois

1. What is Your Breakfast P. Q.

Ralston Purina Company, Checkerboard Square, St. Louis 2, Mo.

1. Whole Wheat Nutrition Value of a Basic Breakfast

What's New in Home Economics

1. Breakfast Tomorrow is Too Late - Sept. 1959, page 124 - Sept. 1960 -
Page 126

FILMS available on breakfast

Visual Aids Dept., N. C. State College, Raleigh, N. C.

1. The Man Who Missed His Breakfast

Cereal Institute, 135 S. LaSalle St., Chicago 3, Illinois

1. Skimpy and a Good Breakfast

2. Why eat A Good Breakfast

3. Bill's Better Breakfast Puppet Show

Evaporated Milk Association, 228 North LaSalle St., Chicago 1, Illinois

1. Milk in Our Breakfast

BOOK - Breakfasts & Brunches - a Sunset Cookbook, Lane Publishing Co,
Menlo Park, California - \$2.95

THE NORTH CAROLINA JUNIOR ENRICHED CORN MEAL PROGRAM - - 1961

I. INTRODUCTION

Use adult leaders to help make the Junior Enriched Corn Meal Program more than a muffin making contest.

The major objective is to get people to know why it is important and to use only corn meal that has been enriched. The program is a natural for adult 4-H leaders to direct. The agents major responsibility is to train leaders on how and what to do in conducting a 4-H corn meal enrichment program.

II. PURPOSE:

1. To teach the place of enriched corn meal as a good low cost food in the diet.
2. To teach skills in food preparation.
3. To develop an appreciation for good quality products.
4. To improve personal and family health through development of better food habits.
5. To develop 4-H club members.

III. ELIGIBILITY

Any junior 4-H club member (age 10-14) enrolled in the Food Preparation Project can also enroll in the Junior 4-H Enriched Corn Meal Activity.

IV. REQUIREMENTS:

1. Collect information from authentic sources.
2. List books or pamphlets from which information was obtained.
3. Write a story on the health value of eating only corn meal which has been enriched.
4. Inform others on the value of using enriched corn meal.
5. Make enriched corn meal muffins or corn bread 6 times, at home or in a workshop, using family size recipe for 4 to 6 people. Use plain or self-rising enriched cornmeal (no commercial mixes) by any recipe containing at least one cup of enriched corn meal.
6. Score enriched corn meal muffins or bread from 6 different bakings and keep a record of detailed scores (Use score card in enriched corn meal record book). This might be done at home or in a group judging contest.
7. Use only enriched corn meal in club members' home.
8. Take part in a county-wide Baking Achievement Round-Up. Provisions should be made in each county for club members to make one family size recipe of enriched corn muffins or bread before local judges who will select a winner. Judging is based on techniques used, quality of the finished product, and how well club members answer questions on the value of enrichment and methods of preparing muffins or corn bread. Participants will furnish their own small equipment and supplies.
9. Submit enriched corn meal record to adult 4-H leader on date requested.
Include:
 1. Information collected on enrichment (requirement No. 1)
 2. List of books or pamphlets from which information was obtained. (Requirement No. 2)

3. Story (Requirement No. 3) - Explain different methods used in getting information to people, and one or more examples of how others were influenced to make better corn bread or to use enriched corn meal.
4. List (on the back of the record book):
 - a. Number of people informed on the value of enriched corn meal.
 - b. The number of times club member made enriched corn muffins or bread, and the number of muffins.
 - c. Other dishes in which enriched cornmeal was used.

V. SELECTING WINNERS:

County Winners - (Name of winner due in the State 4-H Club Office by June 1)

The Enriched Corn Meal Activity is divided into TWO distinct phases.

1. County-Wide Baking Achievement Round Up - 25 points are allotted for a perfect score in the baking phase of the contest.
2. 4-H club members enriched corn meal record - the record has a value of 75 points.

DISTRICT WINNERS:

The record will count 100 points in district contest.

STATE WINNERS

1. State-Wide Baking Achievement Round-Up - 25 points are allotted for a perfect score in the baking phase of the contest.
2. 4-H Club members enrich corn meal record has a value of 75 points.

VI. AWARDS: Delivered by sponsor - N. C. Corn Millers' Association

County Winners

1st place = Transistor radio
2nd place = Trip to 4-H Club Camp

(If a total of 25 to 50 club members participate in the county)

1st place = Trip to 4-H Camp
2nd place = Electric Hand Mixer

(If a total of 10 to 24 participate in the county)

1st place = Trip to 4-H Camp

(Less than 10 participate in county).

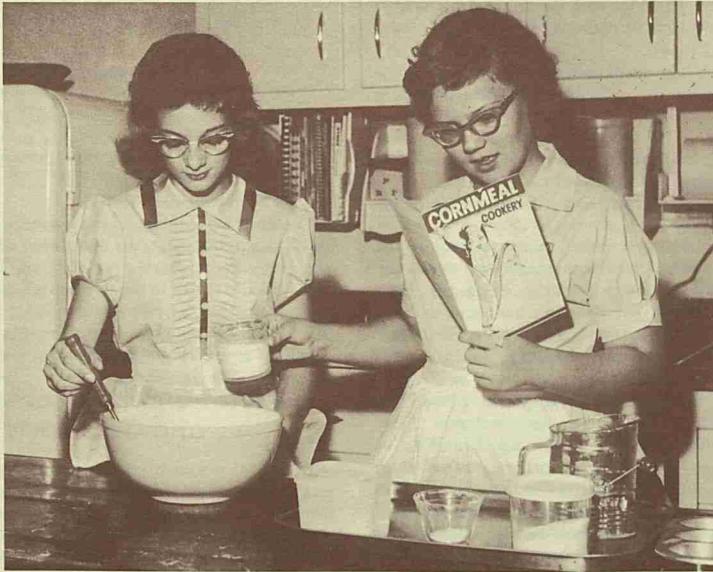
District Winners:

An expense paid trip to enter State Contest

State Winners

\$200.00 deposited in a local bank for a college scholarship to be withdrawn at the beginning of their freshman year (age 17).

North Carolina Junior 4-H Enriched Corn Meal Activity



THE ENRICHED CORN MEAL ACTIVITY
for Junior 4-H Club Members

YEAR

Name of Member

Age

County

Address

Name of Parents

Name of 4-H Club

Years in Club Work

Name of Adult 4-H Leader

Address

The Enriched Corn Meal Activity

Why Have This Program?

The purpose of this activity is to encourage 4-H club members between the ages of 10 to 14 years old to achieve the following:

- (1) Know the value of enriched corn meal in the diet as a good low cost food.
- (2) Influence others to use enriched corn meal and make better corn muffins.
- (3) Learn skills in food preparation.
- (4) Develop an appreciation for good quality muffins.
- (5) Improve personal and family health through the development of better food habits.

Who Can Take Part?

Any Junior 4-H club member enrolled in the food preparation project may also enroll in the corn meal activity.

What Do I Do?

- (1) MAKE corn muffins or bread at home or in a cookshop using enriched corn meal by a family size recipe using at least 1 cup of enriched cornmeal.
- (2) SCORE your enriched corn meal muffins, or bread, from six different bakings and keep a record of detailed scores, using the score card. This might be done at home or in a group judging contest. Ask your mother, leader or another adult person to judge one of the 6 bakings.
- (3) TAKE PART IN a county-wide "Bake-Off". Your Home Agent will let you know where and when you will make your muffins or bread using enriched corn meal, before local judges, who will select a county winner. You will furnish your own small equipment and supplies. You do not have to talk while making your enriched corn meal muffins or bread. You should have a clear understanding of what you are doing and be able to answer general questions related to the use of enriched corn meal.
- (4) WRITE down the number of times you have made enriched corn muffins or bread, and the number of people served each time. Write a story on the value of enriched corn meal, giving a list of books or pamphlets from which you obtained your information. List the different ways you used to get this information to people. (Give one or more examples of how others were influenced to make better corn bread or to use enriched corn meal.)
- (5) TURN IN a report to your Home Economics Agent. (It should include the items under No. 2 and No. 4 above).
- (6) Show an exhibit of 6 of your muffins at a special event such as a community or county fair. Use any recipe for making your muffins



Assemble all needed equipment



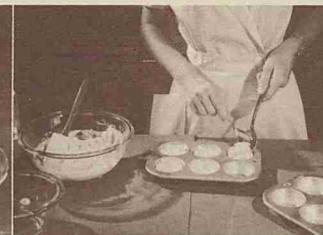
And measure all ingredients before you begin to make your muffins.



Sift dry ingredients, returning all bran coats that didn't sift through.



Mix beaten egg, milk and fat—Add all at one time to dry ingredients.



Fill hot, greased muffin pans 2/3 full. Bake 20 minutes at 450° F.

at home. *The following recipe may be used:*

BASIC CORN MEAL MUFFIN RECIPE

1½ cup enriched corn meal 3 teaspoons baking powder
 ½ cup enriched flour 1 egg
 1 teaspoon salt 1½ to 2 cups sweet milk*

3 tablespoons melted fat

* Buttermilk can be used—Use only 2 teaspoons baking powder and 1/4 teaspoon soda to 2 cups of buttermilk.

1. Set oven control to 450° F.
2. Sift dry ingredients together to mix.
3. Return the bran coats that didn't sift through.
4. Mix together beaten egg, milk and fat.
5. Add all at once to the dry ingredients, and mix until all ingredients are blended.
6. Fill piping hot greased muffin pans 2/3 full.
7. Bake at 450° F. for 20 minutes.

North Carolina Corn Meal and Grits Facts

About 50 per cent of the people in North Carolina eat corn meal and grits daily. An average of one-third of the daily consumption of cereal products are made of corn. Some of the corn meal and grits used in our State is not enriched. The people who eat these products do not receive the benefits from the enrichment process as those in other areas where little or no corn meal and grits are eaten.

(1) How can good corn breads be made better?

Good corn breads can be made better by using enriched corn meal and standard recipes.

(2) Isn't all corn meal sold or milled in North Carolina required by law to be enriched?

No. The North Carolina law requires all white bread and flour and degermed corn meal and grits milled or sold in the state to be enriched. Many people eat little flour and bread, but much whole corn meal. They do not get the full health value from the present enrichment program.

(3) Why should whole corn meal be enriched?

Extra food value is added to the corn meal in the form of minerals and vitamins. Corn by nature lacks enough of the minerals and vitamins which whole wheat has and enrichment adds. Actually some of

the B vitamin, Niacin, must be taken from other foods for the complete digestion of corn products. People who eat corn meal and grits that are not enriched need more—not less niacin.

(4) Exactly what is added to enrich corn meal?

The three B vitamins—thiamine or B₁, riboflavin or B₂, and niacin, the food mineral, iron and sometimes calcium are added.

(5) Why are these particular vitamins and minerals added?

All minerals and vitamins are important for good health. It is not, however, as hard for most people to get enough of the others as it is the three B-vitamins and iron.

(6) Why are flour, corn meal, and grits enriched and not some other foods?

The minerals and vitamins are added to flour, corn meals, and grits because they are eaten by more people in larger quantities than any other food.

(7) How is corn meal enriched?

A little inexpensive feeder is placed on the mill. It mixes the enrichment into the meal.

(8) How much does it cost to enrich meal?

Only a few cents per bushel.

(9) Can farmers take corn to a mill and ask for enriched meal in exchange?

Yes. Everyday more farmers ask for enriched corn meal. The more progressive farmers and millers realize it is worthwhile.

(10) Of what health value are these vitamins and minerals which are added?

(a) Niacin (one of the B vitamins) prevents pellagra; (b) Thiamin or Vitamin B₁ is needed for health, nerves and digestion; (c) Riboflavin or vitamin B₂ helps keep the eyes and skin healthy and helps ward off old age; (d) Iron helps to build red blood and prevents anemia; (e) Calcium is needed for building strong bones and teeth and keeping the heart, nerves, and muscles in good working order.

(11) Does enriched corn meal taste different from ordinary corn meal?

No. The enriched corn meal looks, tastes, and bakes exactly like the corn meal you have always used. The only difference is that extra food value has been added which will help protect your health.

(12) How can you tell enriched corn meal?

The word *enriched* will be stamped on the box or bag. Refuse to buy corn meal that does not have "enriched" marked on the bag.

(13) Are the "man-made" vitamins as good for you as natural ones found in food?

Yes, they both help to protect health.

How to Judge Your Muffins

	POINTS FOR JUDGING	DATE BAKED					
OUTSIDE APPEARANCE (25%)							
Golden brown in color	5						
Crust slightly rough, small cracks on top	5						
Each one seems light to lift	5						
Tender crust	5						
Uniform in size and shape	5						
INSIDE APPEARANCE (25%)							
Light creamy colored crumb	5						
Tender, loose crumb	5						
Small even air spaces, free from holes	5						
Slightly moist—neither dry nor damp	5						
Smells tempting	5						
DELICIOUS TO EAT (50%)							
Well blended, good nutty baked flavor	25						
Tender and moist to bite or break, crunchy crust	25						
(Perfect) Total Score	100						
RATING FOR CORN MEAL MUFFINS	Rating						
Excellent (100—90); Good (90—80); Fair (80—70); Poor (70—down)							

Judging and Awards

How Will They Be Judged?

County winners will be selected before June 1 on the basis of the muffins or bread made before local judges at a county-wide baking achievement round-up. —25% of score. 75% will be given for the report of your accomplishments (Item No. 5):

District winners will be selected from the record of accomplishments sent to the State 4-H Club Office on October 1.

A State winner will be selected from the District winners' record (75% and their participation in the State Baking Achievement Round-Up. 25% of total score).

The Awards:

All members receive an added health protecting measure for themselves and others whom they influence to use enriched cornmeal.

County Winners Will Receive:

25-50 participating in the County Program (local and County wide) 1st—Transistor Radio
2nd—Trip to 4-H Camp

10-24 Participating 1st—Trip to 4-H Camp
2nd—Electric Hand Mixer

Less than 10 Participating 1st—Trip to 4-H Camp

State Winner—\$200.00 deposited in local bank for a scholarship fund, can be withdrawn at age 18.

Summary of Work

1. Total number of times you made enriched corn meal muffins at home. No. Served _____
2. Total number of individual persons, other than your immediate family, to whom you gave information about Enriched Corn Meal. _____
3. a. Total number of clubs or organizations to whom you gave reports or demonstrations. _____
b. Names of organization or club. _____

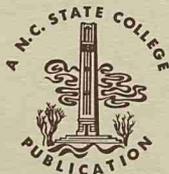
- c. Approximate number attending. _____
4. Special events in which you entered your corn meal muffins—such as Community or county Fairs, etc. _____
5. Total number times you baked other corn meal dishes. _____

6. How did your local leader help you? _____

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January, 1961

Club Series 104 (Revised)



Veg. Fruit Use Aids For Agents

Home Economics
Foods and Nutrition
RICKS HALL



AGRICULTURAL EXTENSION SERVICE

COOPERATIVE EXTENSION WORK IN AGRICULTURE & HOME ECONOMICS
NORTH CAROLINA STATE COLLEGE · RALEIGH, NORTH CAROLINA

December 15, 1961

TO: All Assistant Home Economics Agent

RE: Fruit-Vegetable Use Demonstrations

Dear Agent:

Plans
of
Work

On your 1962 plan of work you have listed time for teaching the use of fruits and vegetables in the diet. This is one good way to get basic nutrition in our program.

Correct
Information

There are many subjects which can be selected from this food group. There is a "world of material" available, but be very sure that the information which you, the leaders, and the girls use is up-to-date and correct!!! Nutrition information is changing rapidly - we must keep alert to these changes. A 4-H club girl can do much good teaching through a demonstration in the county. She can also do harm if the information which is given is not correct. Please check the girls' demonstrations before they appear before groups to be sure that she is giving out the right information.

Refer to
Manuals

When you train the leaders be sure and base the lesson on the manuals - ADVENTURES IN THE KITCHEN, pages 7, 16, and 18 or COOKING THE 4-H WAY, pages 4, 5, 12 and 18. You can get ideas and information from adult lesson sheets and USDA bulletins. Since these are not available to give out to club members, it is a good idea to talk about what they have to use.

Program
Report
Questions

The Fruit-Vegetable Use Demonstration Program Report Questions are enclosed so that you can see what to look for as the program progresses in the county. Please return these by Sept. 25, so that we will have a full report covering the whole state.

Joint
Training

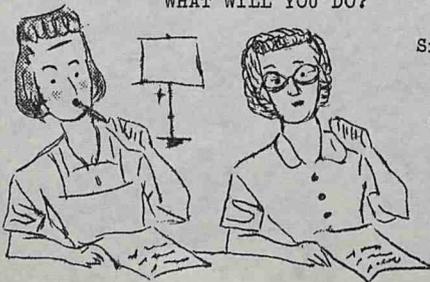
The same basic techniques used to teach the leaders on how to train the girls to give dairy foods demonstrations can carry right over in the fruit-vegetable use demonstration program. In many counties the agent holds a joint training school for leaders to train them to help with all 4-H demonstrations.

WHAT WILL YOU DO?

Sincerely,

Mrs. Jo E. Gilmore
(Mrs.) Jo E. Gilmore
Extension Nutritionist

Marjorie Shearin
Marjorie Shearin
Extension Economist in
Food Conservation & Marketing



DEMONSTRATIONS ON FRUITS & VEGETABLES

Discussion Points:

1. State evidence of need for eating more fruits and vegetables for all ages. (Local, State and other survey figures).
2. Place of vegetables and fruits in the diet. (Kinds and amounts needed daily). This also applies to 5 servings daily - 1 green or yellow, 1 rich in Vitamin C.
3. To what food group does the vegetable or fruit used in the demonstration belong? (Vitamin A rich, vitamin C rich, or potatoes and other fruit and vegetable groups).
4. Food values furnished by the particular vegetable or fruit being used in the demonstration.
5. Discuss in detail why the body needs the specific food value furnished by the vegetable or fruit used in the demonstration. (Why we need Vitamin A or Vitamin C in terms of personal satisfaction, such as clear skin, good eyesight and sparkling eyes, etc.)
6. Place of vegetable or fruit in menu. (Appetizer, accompanying main dish, salads or desserts).
7. Principles to use for cooking vegetables and fruits to save food value, preserve color and flavor.
8. The demonstration should show the preparation of one unusual vegetable or a commonly used one in a new or unusual way. The necessary steps in its preparation should be told.

Illustrative Material: (See sample chart on reverse side)

1. To make a Bar Chart use cardboard 22 x 28 for a small group.
2. Use a margin.
3. The length of the bars should be in scale as the percentage (of the day's needs) that is being shown.
4. The chart should give the age group for which it is planned.
5. It is not necessary to show all the nutrients, but list the ones which are found in largest amounts.
6. For a bar chart small pictures of fruits or vegetables could be used in place of straight lines and color adds to the showmanship of the chart, but be certain that the correct color is used for each nutrient.

Calories -- black
Protein -- yellow
Calcium -- blue
Iron -- red
Vitamin A -- green

Vitamin B -- brown, light
Vitamin B₂ -- purple
Niacin --² Lavendar
Vitamin C -- orange

An Exhibit - Tray of foods which furnish a day's supply of Vitamin A or C can be used to draw contrast of large and small amounts of foods needed to furnish a supply of Vitamin A or C value.

Vitamin A

Carrot - 1/4 cup
Turnip Greens - 1/3 cup
Canned Yellow Squash - 3 1/2 cups
Tomato Juice - 2 cups
Tomatoes - 2 small
Snap beans - 4 cups
Peach halves - 6 large halves

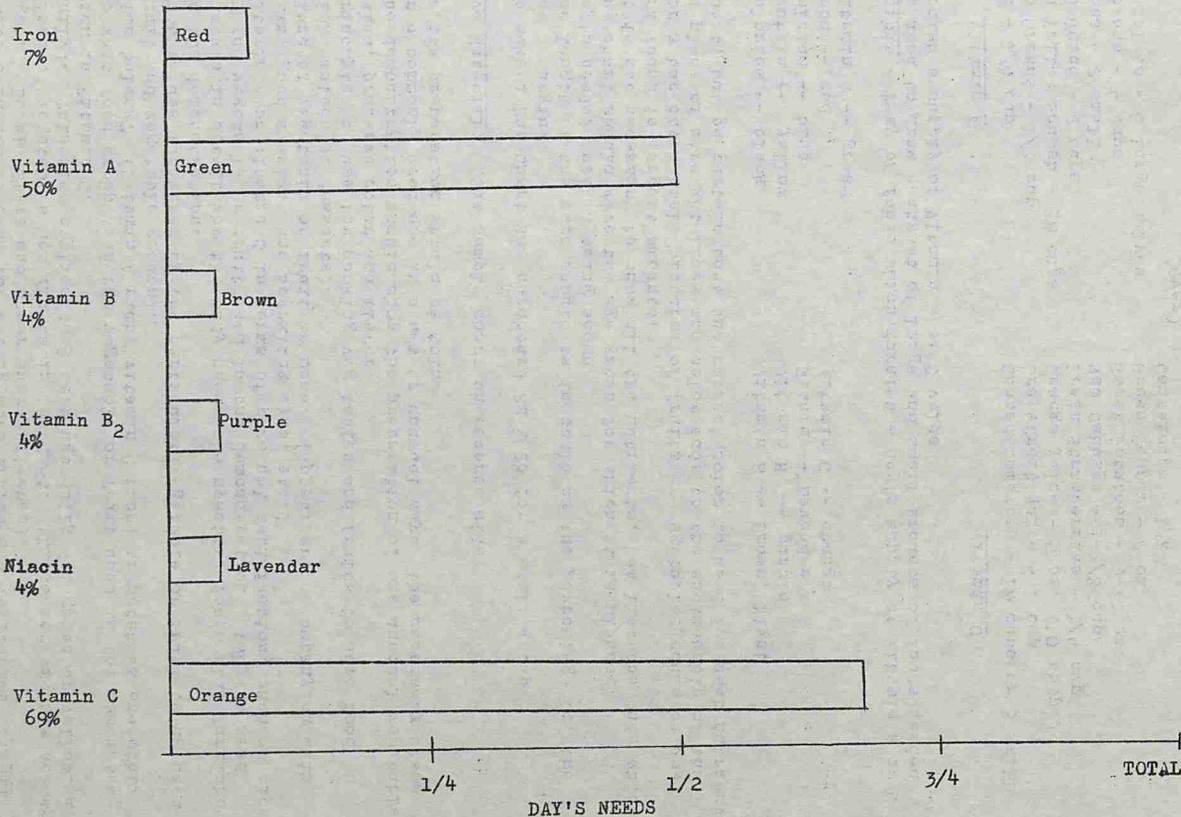
Vitamin C

Canned tomatoes - 1 1/2 cups or 3 small
Grapefruit juice - 1 cup
Orange juice - 5 oz. (10 tbsp.)
Fresh Strawberries - 3/4 cup
Raw Cabbage - 1-1/8 cups
Sweet Potatoes - 9-12 oz.
Green Pepper - 2 oz.
Cantaloupe - 1/2

(Over)

PERCENT OF DAY'S NEEDS FURNISHED BY ONE SERVING
(1/2 CUP) OF BROCCOLI FOR A GIRL 13-15 YEARS OLD

NUTRIENTS



PERCENT OF DAY'S NEEDS FURNISHED BY SELECTED FRUIT & VEGETABLES
FOR GIRLS AGE 13-15 *

FRUITS	Measure	Food			%	%	%	%	%
		Energy Calories	% Iron	% Vitamin A	Vitamin B ₁ Thiamine	Vitamin B ₂ Riboflavin	% Niacin	% Ascorbic Acid	
Apples	1 medium	70	3	1	3	1	1	4	
Canned Apricots	1/2 cup	100	3	41	2	2	3	8	
Banana	1 medium	85	5	3	4	3	4	13	
Blackberries	1/2 cup	40	4	3	2	2	1	19	
Blueberries	1/2 cup	43	4	4	2	1	1	15	
Cantaloupe	1/2 melon	40	5	132	7	4	6	79	
Raw Cherries	1/2 cup	33	1	7	2	2	1	6	
Canned Cherries	1/2 cup	60	3	18	3	1	1	9	
White Grapefruit	1/2 medium	50	3	Trace	4	1	1	63	
Pink Grapefruit	1/2 medium	55	3	12	4	1	1	60	
Lemon Juice	1/2 cup	30	2	Trace	3	1	1	81	
Oranges	1 large	70	2	5	9	2	2	100	
Orange Juice	1/2 cup	45	2	5	8	1	2	80	
Peaches	1 medium	35	3	26	1	3	6	9	
Canned Peaches	1 cup	93	3	25	1	40	8	10	
Pears	1 medium	100	3	1	3	4	1	9	
Crushed Pineapple	1/2 cup	103	5	2	8	1	1	15	
Sliced Pineapple	2 small or 1 large	95	5	2	7	1	1	15	
Raw Strawberries	1/2 cup	45	4	1	1	3	1	56	
Watermelon	4x8" wedge	120	7	51	15	11	4	33	

PERCENT OF DAY'S NEEDS FURNISHED BY SELECTED FRUITS & VEGETABLES
FOR GIRLS AGE 13-15 *

<u>VEGETABLES</u>	<u>Measure</u>	<u>Calories</u>	<u>% Iron</u>	<u>% Vitamin A</u>	<u>% Vitamin B₁ Thiamine</u>	<u>% Vitamin B₂ Riboflavin</u>	<u>% Niacin</u>	<u>% Vitamin C Ascorbic Acid</u>
Asparagus	1/2 cup	17	6	18	9	8	7	25
Snap Green Beans	1/2 cup	13	3	8	4	3	2	11
Broccoli	1/2 cup	23	7	50	5	6	4	69
Raw Cabbage	1/2 cup	13	2	1	3	2	1	31
Cooked Cabbage	1/2 cup	20	3	2	3	2	2	33
Raw Carrot	1 medium	20	3	120	1	2	2	4
Collards	1/2 cup	38	10	145	6	12	10	53
Green Peas	1/2 cup	55	10	12	17	6	12	15
Baked Potato	1 medium	90	5	Trace	8	2	10	25
Baked Sweet Potato	1 medium	155	7	179	8	4	4	30
Raw Tomato	1 medium	30	6	33	6	3	5	44
Canned Tomato Juice	1/2 cup	25	-	25	5	2	6	24
Cooked Turnip Greens	1/2 cup	23	12	154	4	16	3	54

* Source: Extension Nutrition and Food Conservation Departments - December 1961
Food - 1959 Yearbook of Agriculture, U.S.D.A.

*Teen-Age Nutrition
Bids for Agents*

Home Economics
Foods and Nutrition
RICKS HALL

August



AGRICULTURAL EXTENSION SERVICE

COOPERATIVE EXTENSION WORK IN AGRICULTURE & HOME ECONOMICS
NORTH CAROLINA STATE COLLEGE, RALEIGH, NORTH CAROLINA



Dear Agent:

We hope that all of you have taken the time required to study the kit on Teen-Age Nutrition, which was given to each agent at the program planning conference in April, 1960. On June 14, a letter was sent from our office containing Program Planning Suggestions. You will note in this information in several places we have mentioned the importance of:

- a. Improving nutrition of 4-H'ers through extension programs, and
- b. Reaching beyond present 4-H members to all teen-agers.

Here are additional ideas to aid you in your exciting opportunity. We have to direct teen-agers' thinking to the relationship of food and health.

Included are the following:

Articles on Teen-Age Nutrition Worth Reading - compiled by our Federal Nutritionist, Dr. Evelyn B. Spindler

What's Eating You? and A Better Teen-ager You 2 skits used in Maryland to set the stage for discussion -

FILMS, FILMSTRIPS AND SLIDES AVAILABLE:

Exhibits, Displays and Poster Ideas

Available Commercial Materials

You have a copy of OUR TEEN-AGERS by Corinne Grimsley, don't you? We can help them best when we understand them.

We hope to have available before too long a breakfast source book giving you the ideas which have been tried in Jones County, our pilot county last year.

Sincerely,

Jo Earp

Jo Earp
Extension Nutritionist

P. S. Why don't you look into the Kroger-Westinghouse Junior Cook-of-the Year Search. You can encourage club members in the art of creative cooking - you and adult lay leaders can stimulate individual incentive - add statute to the fine art of being a woman and making a home. See What's New in Home Economics, September, 1960, page 4.

You might like to take advantage of the special school price on Better Homes and Gardens five famous cook books.

JE/ed

ARTICLES ON TEENAGE NUTRITION WORTH READING

Compiled by:
Dr. Evelyn B. Spindler
Federal Extension
Nutritionist

Journal of the American Dietetic Association, July 1960

"A Schoolwide Experiment in Nutrition Education," by Barbara Gehring, Baltimore, a nutrition apprentice at Michigan Department of Health -- pages 44-47.

"Enjoyable Food and Learning Experiences: Projects for Nursing Students," by A. Elizabeth Crozier, Instructor in Nutrition, Department of Nursing, School of Medicine and Dentistry at University of Rochester -- pages 47-48.

These articles have good ideas that we might adapt to our extension programs. They also suggest groups that might cooperate with us.

Journal of the American Dietetic Association, January, 1960

"The Teenage Clinic", by Arthur Roth, M. D., Director of the Teenage Clinic, Permanente Medical Group, Kaiser Foundation Medical Center at Oakland, Calif.

Has 10 good suggestions for parents and other adults who wish to help educate teenagers about proper nutrition.

Nutrition News (National Dairy Council, Chicago), February, 1960

"Food for the Teenager," by Evelyn M. Jones, Ph.D., Associate Professor, Foods and Nutrition, Michigan State University.

Points up what the teenager should eat and how much.

Journal of the American Medical Association, November, 1958

"Nutritional State of the Mother Prior to Conception," by Genevieve Stearns, Ph.D., College of Medicine, State University of Iowa.

This article is an excellent reference on the importance of good nutrition in teenage girls. You can locate a copy in your library. Many of you have included material about the importance of teenage diet to the physical condition of the young mother. Dr. Stearns makes this important statement:

"The importance of good nutrition in this group is so great that no steps towards its improvement should be neglected. Organized groups for teenagers, such as Girl Scouts, 4-H Clubs, Camp Fire Girls, and others of like nature, should be encouraged to stress good nutrition and to give credit for its achievement. Nutritionists must learn the proper psychological approaches for teenagers."

Every Woman's Family Circle - January, 1960, page 28 - Do You Just Think You're Well Fed - Ruth Leverton.

WHAT'S EATING YOU?

A skit to be presented before a discussion on better teen-age nutrition used by 4-H Club members at the University of Maryland.

Narrator: (in whining voice, imitating dramatic radio commercial announcers)

Do you want more energy for sports? Do you want to get rid of that slouch? Do you know the truth about good looks and charm? Do you want to have more fun? Do you want a better complexion? Do you bulge where you shouldn't...wish you didn't? Do you want to play a better game for your school? Do you feel tired, run-down, and have no pep? (change tone of voice) If you think we're going to cure all of these problems for you today, you might as well go elsewhere-- you're wasting your time here. However, if you would like to know how to get rid of some of these worrisome barriers, stick around, your atomic minds might snag a few of the suggestions that are going to be sent out on different wave lengths today. But before we get the horse before the cart (or is it the cart before the horse?...oh, well...we'd better see what's really wrong with you!

Boy in casual school clothes comes on stage, bouncing basketball, munching candy bar, leaving group of school mates behind as he speaks:

Bye, Bill, Walter; see ya' tomorrow.

(May be response from off stage: Yeah, bye; see ya', etc.)

Boy as he starts eating candy: Boy does my stomach feel as if my throat has been cut. That practice really made me hungry. (Bounces ball and walks a few paces). I can't understand what's happened to my shooting. Why, I can't do as well as those jayvee players. If I don't soon snap into shape, that coach won't let me start in Friday's game. What can I tell my "fans" then?

Narrator (breaking in): Just a minute, _____. What will you tell you fans? Why has your shooting been getting worse?

Boy: I don't know; I just can't understand it! I practice just as much but the balls just don't go in the baskets as much as before.

Narrator: What does the coach say about it?

Boy: Oh, I didn't bother him with it, although I'm sure he noticed my change. He did ask me if I were getting the hours of sleep that training requires. Well, I've got to go to the drug store. So long. (moves off stage).

Narrator: Ned does have a problem. And he doesn't seem to know why. But the solution is a lot easier than he realizes (aside) Here's a hint to those of you who are not real detectives: Could the problem lie in that candy bar?

Meanwhile, girl and boy have wandered onto stage. They are talking to each other and each has bottle of pop in his hand.

Girl: How about that English Teach! What a toad! Quite an assignment she gave us.

(Over)

Boy: I thought she'd never stop giving us sentences, words, reading and more sentences. Good thing that bell rang when it did or she'd still be dictating.

Girl: I just don't see how I can work all that in between all my other homework tonight. I'll probably still be up working on it when the people on the other side of the world are having their afternoon siestas.

Boy: You're about right at that, Say, though, do you think you could manage to work in the 4-H square dance on Friday night with me?

Girl: Well let me see. I suppose I could. (jokingly) If I can survive this assignment, I suppose I can survive anything.

Boy: Really, now. I didn't tramp on your toes more than five times at that last square dance did I? Oh, well, I'll see you Friday Night. (leaves)

Girl: Oh, what do I do now? I've got to get something to get rid of this nasty complexion I've been coming out with. (sips pop) I'll go to the drug store to see what new stuff they have to help me. It'd better be good because Friday's not far away. (heads for drug store)

Narrator: Chalk up another problem for us to consider. Only it's not the homework that is bothersome, rather that bad complexion. But what's causing it?

Boy comes bounding home from school and plops his books down on the table.

Boy: Hey Mom, I'm here. What can I have to eat?

Mother's voice: There're some apples in the refrigerator and some graham crackers and milk there, too.

Boy: (disgustedly) Apples! I want something good to eat. Apples aren't filling.

Mother's voice: But supper'll be ready in about an hour. Why don't you eat some apples and do your work at the barn before supper?

Boy: But I'm so hungry now. (hunts around in imaginary jars, etc., and finds some food) Was there any mail for me?

Mother's voice: Your magazine didn't come, but your dentist appointment did. He must have found some more cavities when he gave you the last check-up.

Boy: It seems I'm always going to that dentist! Why do I have to have such bad teeth? I think he just wants more business.

Mother's voice: You children have all had bad teeth. Do you always brush them twice a day?

Boy: (contemptuously) Yes, mother, so there's no reason why they should be bad. I'm going to the barn now. We'll be up in an hour for supper. (grabs a few more snacks and leaves).

(Over)

Narrator: Didn't that scene seem familiar? I know I've seen it somewhere before. Did I hear one of you (looking at audience) say: "But what does the dentist part have to do with all this?" Well, what does it? Maybe that's another problem to consider. (Is interrupted by family leaving supper table--father and son exit, leaving mother and daughter on stage. Mother and daughter begin stacking dishes and making small conversation during this process).

Maybe there's something here we should see.

Mother: Did you get that biology project finished last night _____?

Girl: No, I was too tired, so I went to bed and left some more to do.

Mother: Wasn't that project due today?

Girl: Yes, but Mr. Becker said we could have a one-day extension on it.

Mother: Then you weren't the only one who wasn't prepared?

Girl: About six of us were not ready.

Mother: Couldn't you have had it finished? It's not good to get in the habit of not getting projects finished on time.

Girl: But this was only the third time I've had a biology project late. Besides I was too tired to get it finished.

Mother: You go ahead to finish your project now. I'll do the dishes. And then get to bed early. You must be losing sleep.

Girl: But I've been getting nine hours of sleep each night and still I'm so tired I can't stay awake in history and math. (exits)

Narrator: Poor _____. She's getting run down at an early age. But now let's look at these problems again. And I believe we should have some help. (spots nutrition committee member in audience. Committee member supposedly is not prepared and appears to be apologetic.) _____, you're a home ec major; come up here, perhaps you can help us solve some of these problems. Let's start with Ned, who couldn't keep up to the fast pace of basketball and still sink his shots. He said he was getting enough sleep. What's the cause of his run-down feeling?

Comm. Member (comments on situation, survey findings, and possible solutions)

Narrator: So then if Ned eliminated some of those bars and ate more wholesome foods which have good calories, maybe he'd be better off? What about Mary Lou? She seemed to have complexion problems; and she wasn't munching a candy bar.

Comm. member: (Comments on this situation, mentioning "not candy bar but pop").

Narrator: I didn't realize how important those in-between snacks are. Guess we'll all watch them from now on. And there was Brian. You remember, he rushed home from school and was practically starved. There was something about a dentist in his problem.

(Over)

Comm. member: (comments on "average teen-agers have 7 decayed teeth; will have lost 5 by voting age, etc.)

Narrator: At that rate we'll all need some false teeth before we vote. And that's not too far off.

Now that we've suggested remedies for these situations, let's tackle that last one. Does food also have something to do with Nancy's tiredness?

Comm. member: Possibly. (comments on need for food to keep body healthy; importance of breakfast, etc., stressed).

Narrator: So, all this food bit isn't so silly after all. Let's fact it--we need food and plenty of the right kind of food to keep ourselves going in prime condition.

Narrator: What's the cause of his run-down feeling?

Comm. member: If I remember correctly, Ned was eating a candy bar right after school and probably before the evening meal. It's estimated that 40-80% of the teen-ager's calorie intake is from sweets and similar foods. These foods are labeled "empty calories" because they contain little or no nutritional value. If Ned would substitute better foods--ones which would have nutritional values--he would probably feel better because the food would provide him with body-building calories which he needs for such sports as basketball.

Narrator: ...and she wasn't munching a candy bar.

Comm. member: Basically, Mary Lou seems to have the same trouble as Ned--not being able to select the proper foods at the proper time. Her bottle of pop is just loaded with those "empty calories". It's interesting to note that although boys eat more, more teen-age girls are overweight than boys. Also, the heaviest girls have the poorest diets because often in trying to avoid food in order to lose lose weight, they choose the wrong foods to eat. The trimmest teen-age girls seem to have the best diets, with the proper amounts of milk. Since foods are a direct cause of many skin problems such as acne, eating habits should be watched, especially the eating between meals.

Narrator: ... something about a dentist in his problem.

Comm. member: No doubt Bryan was starved after a hard day at school. Still he should not have grabbed the first food handy. His mother tried to encourage him to eat the right thing but Bryan appeared to want to choose his own snacks. Food does have something to do with bad teeth. Only certain foods can provide the essential nutrients for building teeth. Milk, cheese, turnips, and kale are good for teeth. The average teen-ager has seven decayed teeth in his mouth and will have lost five teeth by the time he reaches voting age. Fad snacks which sweep the country often contribute to the downfall of teen-agers' diets, as well as the downfall of their teeth.

Narrator: ...something to do with Nancy's tiredness?

Comm. member: Possibly. It's quite evident that there's a need for food to keep our bodies healthy. Maybe Nancy wasn't getting in all of her day's meals--skipping breakfast at home or lunch at school. You know, teen-agers are funny. They won't eat foods which are supposed to make them "grow big and strong and healthy" but they will eat the same foods when they are labeled as foods which will contributed to good looks, a trim or muscular figure, pep, and energy.

A BETTER TEEN-AGER - YOU

The time is just any morning. The place is the spot before your mirror where you give yourself a final check-up. Did you get that cowlick under control? Is the hair-do smart and becoming? How's your complexion? Does your skirt hang right? Are your pants pressed? Depending upon who you are, you are bound to ask some of these questions and many others as you score yourself on appearance. What's more, you'll go on asking "How do I look?" as long as you live. When your best friend or parents say "wonderful", yourself-assurance rises. You are ready to face your world and know you'll find admiring eyes.

But exactly what do you mean when you ask, "How do I look?" Are you talking about charm, beauty, personality, smartness of clothing, poise? In the person who looks tops, all these things are blended, and that is the real goal you are shooting for.

You have nothing at all to say about the color of your eyes. Your general type of body build, broad and stocky, slender and willowy, can also be blamed on your ancestors to a large degree. And your racial group will control the color of your skin, the character of your hair, the shape of certain features.

Aside from these few things which you can't do much about, how you look depends very largely upon you. Good grooming, of course, plays a major part in creating the better you, but the greatest beauty aid of all is proper food.

This is not the same old good-for-you story you have had preached at you for years. Brand-new studies of teen-age boys and girls, just like you, have produced strong evidence that food--the right food and enough of it-- can do dramatic things:

- make you as tall as you can be.
- correct your weight--keep you from being overweight without silly dieting--build you up to normal if you are underweight.
- improve your complexion, remove slight and even some extensive skin blemishes.
- improve your vision, too.
- add to your vitality and pep, so that you have enough and extra for gay, good fun, and for the many projects that interest you.
- assure you of long productive years in which you feel prime.

If you are a teen--13 or 19 or anywhere in between--you are a very special kind of person. These are the growing-up years. In a very short span of time tremendous things are happening to you--physically, mentally, emotionally.

(Over)

You are growing like mad. That birthday mark on the wall that shows your height is pushing up. Not only are you taller, suddenly, but bigger and more mature. And you are doing all this so fast that you must have extra fuel, special food fuel, to keep you going and growing.

You are on the run from morning to night. School in the daytime, maybe a job after school, big doings with the gang on weekends, a favorite sport or two. Your tempo is terrific, so you must get the kind of high-voltage foods that will keep the wheels turning.

Your appetite is showing, but you needn't be ashamed. Of course, if you are really overweight--and let your doctor decide that--you should post a "hold back" sign on some of the fattening foods. For the most part ask for seconds and thirds without blushing. You may need more than Mother or Dad.

You are beginning to eat away from home--at school, in restaurants. Even at home you choose what you want and have plenty to say about food for the whole family. Sometimes when you wheedle Mom into favorite dishes or start snacking so that you have no appetite for regular meals, you do yourself a whale of a lot of damage.

You are not satisfied with your complexion, so you fuss and fret and cover yourself with lotions, when the real answer is to be found in the grocery store, not at the cosmetics counter.

You have started "dating." Being popular is terribly important. You look at other boys and girls in your gang and wonder what they have that you don't have. If you examine these popular people, you'll find they have one thing in common, lots of energy. When you are tired, nervous, jittery, unsure, they are always in top form. Could be that enough of the right food is the answer.

You are indifferent to talk about food. You hear a lot at school and at home, but you haven't been sold the idea.

Remember the old game of Truth and Consequences--this is what happens if? The bad consequences of poor food habits are easy to see, and you want none of them. So go at this business from the positive side. Discover what good results you can expect when you bring your diet up to optimum, revamp your eating habits.

Here is a listing of foods guaranteed to make a better you. Most of the foods essential to teen-agers are in this list--the rich-source foods which help you get the right nutrients without overstuffing. For example, it is much easier to get enough vitamin C from regular, normal-sized portions of citrus fruits, cabbage, broccoli, chard, than it is to eat a basket of lettuce which also contains vitamin C, but in much smaller amounts. As you read the list, see how frequently certain foods are repeated. Concentrate on these. Food scientists are now sure that unless you put rich-source foods, that is, foods high in essential nutrients, first in your planning, you will find it difficult to reach an optimum diet.

FOR THESE RESULTS

STRESS THESE NUTRIENT-RICH FOODS

Good Teeth and Bones	<p><u>Calcium</u>--milk and cheese; some sea food, particularly shell fish; eggs, vegetables, particularly green and leafy types; nuts & legumes. <u>Phosphorus</u>--meat (including glandular meat); sea food, poultry, eggs; milk and cheese; whole-grain cereals; soybeans. <u>Vitamin A</u>--liver and kidney; fortified margarine; butter and cream; eggs; leafy, green and yellow vegetables. <u>Vitamin C</u>--citrus fruits; tomatoes; miscellaneous fruits and vegetables; potatoes (with skins). <u>Vitamin D</u>--liver, irradiated foods.</p>
Clear Skin, Good Complexion	<p><u>Proteins</u>--animal proteins: meat, poultry, fish, milk, eggs, cheese; Vegetable proteins: legumes, nuts, whole cereal grains. (one-half to two-thirds from animal resources). <u>Vitamin A</u>--liver and kidney; fortified margarine; butter and cream, eggs; leafy green and yellow vegetables. <u>Fats</u>--fortified margarine, butter, lard; vegetable fats and oils. <u>B Complex Vitamins</u>--liver and other variety or organ meats; pork, lamb, veal and beef; fish; poultry; eggs; milk; whole-grain cereals; green and leafy vegetables; legumes.</p>
Glossy Hair and Firm Nails	<p><u>Proteins</u>--animal proteins; meat, poultry, fish, milk, eggs, cheese; Vegetable Proteins: legumes, nuts, whole cereal grains. (one-half to two-thirds from animal sources). <u>B Complex Vitamins</u>--liver and other variety or organ meats; pork, lamb, veal and beef; fish; poultry; eggs; milk; whole-grain cereals; green and leafy vegetables; legumes.</p>
Resistance to Fatigue	<p><u>Proteins</u>--animal proteins: meat, poultry, fish, milk, eggs, cheese; Vegetable proteins: legumes, nuts, whole cereal grains. (one half to two-thirds from animal sources). <u>Fats</u>--fortified margarine, butter, lard; Vegetable fats and oils. <u>Carbohydrates</u>--bread; sweets; starchy vegetables; many fruits.</p>
Correction of Nervous Habits	<p><u>B Complex Vitamins</u>--liver and other variety or organ meats; pork, lamb, veal and beef; fish; poultry; eggs; milk; whole-grain cereals; green and leafy vegetables; legumes.</p>
Good, Red Blood	<p><u>Proteins</u>--Animal proteins: meat, poultry, fish, milk, eggs, cheese; vegetable proteins: legumes, nuts, whole cereal grains. (one half to two thirds from animal sources). <u>Iron</u>--liver; meat; poultry; fish; egg yolk; dried fruits (especially apricots); leafy and green vegetables. <u>Copper</u>--essentially the same foods as iron.</p>
Pep and Vitality	<p><u>B Complex Vitamins</u>--liver and other variety or organ meats; pork, lamb, veal and beef; fish, etc.(see above) <u>Fats</u> (See above); <u>Carbohydrates</u> (see above); <u>Proteins</u>--(see above)</p>
Good Dark Adaption Resistance to Infection	<p><u>Vitamin A</u>--liver and kidney; fortified margarine, butter & cream; eggs, leafy green and yellow vegetables. <u>Vitamin A</u> (see above). <u>Vitamin C</u> (see above).</p>

TEEN-AGE NUTRITION
FILMS, FILMSTRIPS, AND SLIDES AVAILABLE

TEEN-AGE

NUTRITION

FILMS

FILMSTRIPS

AND

SLIDES

AVAILABLE

EXTENSION
NUTRITION
DEPARTMENT

1. The Owl and Fred Jones - is available free except for postage, on loan from the Equitable Life Assurance Society of the United States, 393 Seventh Avenue, New York 1, New York. It has to be ordered three or four months in advance, however, because of its popularity. This 14 minute color film is on changing habits. This is an animated cartoon type film, and is amusing as well as motivational. Teen-agers should enjoy it.
2. Proof of the Pudding - may be borrowed free of charge except return postage from the Metropolitan Life Insurance Company, Health Welfare Division, 1 Madison Avenue, New York 10, N. Y.
3. Losing to Win - a 16mm, 11-minute sound film in color is available on loan without charge except return postage from The Metropolitan Life Insurance Co., Health and Welfare Division 1 Madison Avenue, New York 10, N. Y. This is an animated short and presents an amusing but very important message about the dangers and discomforts of overweight. This film should be good for adult and youth groups.
4. Why Eat a Good Breakfast - is a color filmstrip based on the Iowa University Breakfast Studies. It shows how the scientific tests were conducted and recorded. It also shows that a good breakfast is necessary for the best mental and physical efficiency. This filmstrip may be secured on loan free of charge except for return postage from the Cereal Institute, 135 South LaSalle Street, Chicago 3, Illinois.
5. Bill's Better Breakfast Puppet Show - is a color sound film suitable for younger teen-agers. It may be borrowed without cost except for return postage from the Cereal Institute, 135 S. LaSalle Street, Chicago 3, Illinois.
6. Something You Didn't Eat - USDA - is a 10 minute color sound film showing the need for a balanced diet. Order from the Visual Aids Department, N. C. State College, Raleigh, N. C., or the North Carolina State Board of Health.
7. The Man Who Missed His Breakfast - is a 10 minute black and white sound film. This film tells the story of nutrition. It is built around one family and proves that we must eat properly. Order from the Visual Aids Department, N. C. State College, Raleigh, N. C.
8. The Oopsies - Presented by Evelyn B. Spindler, Federal Extension Nutrition Specialist - is a set of 22 cartoon type black and white color slides. These slides show how Mark and Daisy Oopsie attain their best weight. They are an interesting, humorous way to present weight control information to both adult and teen-age groups and television. Direct your request to the Extension Nutrition Department, N. C. State College, Raleigh.

9. Judy's Family Notebook - (Wheat Flour Institute) - Copies available Extension Nutrition Department - 60 frame filmstrip prepared with appealing cartoons and actual food photographs. Three different narration guides to provide a wide range of use.
10. Fiesta - 8½ minutes, 16mm color sound motion picture. Story of 2 teen-agers and their plans for a party for their friends. Includes making party invitations and decorations, planning menu and preparing food. Film is suitable for audiences of upper grades and adult groups - free - Associated Films, Inc., 79 East Adams Street, Chicago 3, Illinois.

Teen-Time Cooking - color filmstrip - 60 frames - fun recipes, basic food preparation principles - complete script - Carnation Company, Mary Blake, Department TN 360, Los Angeles 19, California.

A New Visual for Nutrition Teaching

The National Dairy Council has now produced a special set of comparison cards based on nutritional requirements of a teenager. In graphic form are shown the food values of 42 commonly eaten foods. Price \$1.25. This material is planned to be used in exhibits or as illustrative material.

DISPLAYS

1. "Teen-Ager Nutrition"

This display is prepared by the Metropolitan Life Insurance Company to stimulate interest in good eating habits and weight control. It is loaned without cost and the transportation will be paid by Metropolitan, also. Pictures of teen-agers are shown on posters along with good nutrition information. The address is: Metropolitan Life Insurance Company, Health and Welfare Division, 1 Madison Avenue, New York 10, New York.

POSTERS

1. "Food and Health----What We Need, Foods That Contain It."

This series of 10 posters can be used to show essential nutrients, their functions in the body, and foods from which we can get them.

To make these posters, turn to the inside cover of "Food, The Yearbook of Agriculture, 1959", which you have in your office, and you will find pictures of the posters as they will look finished. If you do not have drawing ability, then use magazine pictures or food models to show the foods at the bottom of the posters.

2. "Teen-Agers - How Well Fed Are They?"

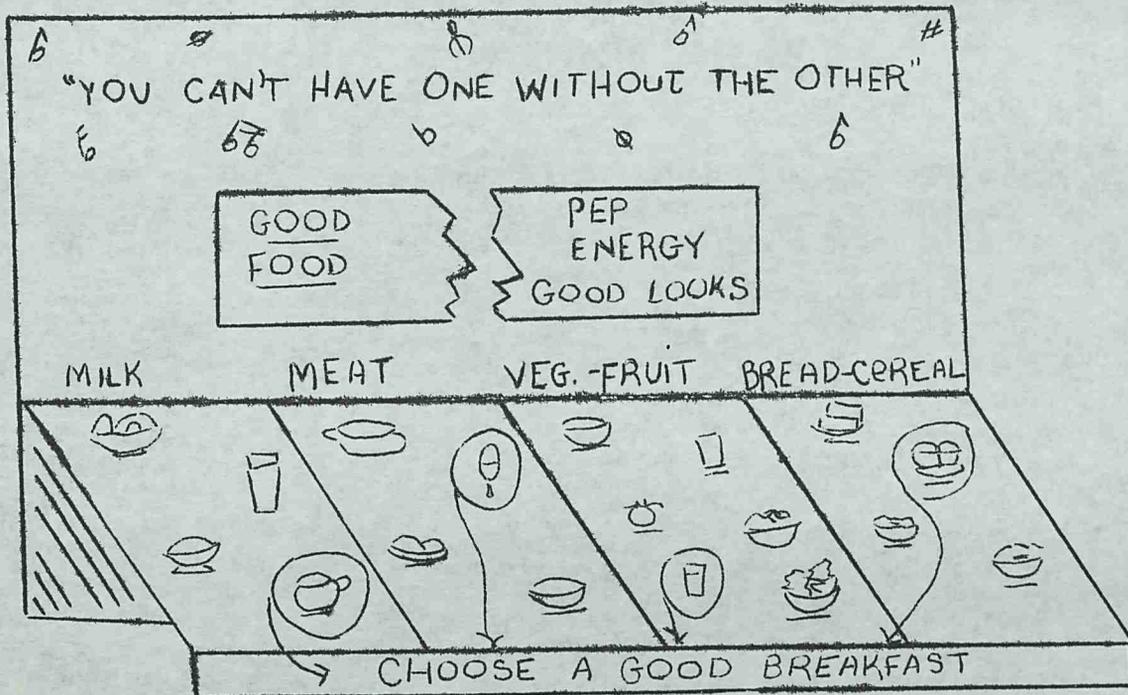
A series of 4 or 5 posters can be made using the information and pictures shown in the Improving Teen-Age Nutrition leaflet. These posters can be used to show the teen-age nutrition situation and furnish motivation to some leaders and parents as well as teen-agers, themselves, to help improve the nutrition picture among teen-agers.

3. Additional poster and flannelgraph ideas are shown in the copies of the five teen-age nutrition demonstrations included in the kit.

An Exhibit Used in Mississippi

1. "You Can't Have One Without the Other"

This exhibit can be used to stress the importance of eating proper food, especially breakfast, in order to look and feel your best.



The top portion is a flannelgraph. The lower portion is of heavy cardboard with slots cut in it to hold food models. This cardboard is slanted out from the flannelgraph so that all the breakfast foods from each of the 4 Food groups can be easily seen. "Choose A Good Breakfast" can be attached to front of cardboard with arrows leading from foods to show a good breakfast.

TEEN-AGE NUTRITION
AVAILABLE COMMERCIAL MATERIALS

Extension Nutritionist Dept.
N. C. State College
Raleigh, N. C.

Available Commercial materials suitable for teen-agers (free unless otherwise indicated in limited quantities. Order direct from source).

American Institute of Baking
400 E. Ontario Street
Chicago, Illinois

Score with Breakfast - this leaflet gives good information on planning and scoring teen-age breakfast. Menu suggestions are included.

Map Your Meals - teaches fundamentals of nutrition in an entertaining and effective way.

Foodway to Follow - is a poster showing the 4 basic food groups.

American Medical Association
535 North Dearborn Street
Chicago 10, Illinois

How to Map Your Meals - reprint from Today's Health is a concise statement on meal planning.

Adolescent Nutrition - reprint from Today's Health.

Armour and Company
Consumer Service Department
P. O. Box 9222
Chicago 90, Illinois

Platter Chatter - a lively new recipe booklet for teenagers with a teacher's and Leader's Guide.

Carnation Company
Mary Blake
Dept. TN-360
Los Angeles 19, California

Teentime Cooking with Carnation - Plans for a party the easy, proper, budget-wise way.

Right Eating Keeps you Swinging - Foods to grow on, foods to go on, foods to glow on. How to know them, how to select them, how to prepare them. The importance of health, rest, exercise and good food for a clear skin, shiny hair, good teeth, and a vivacious personality. Party tips, kitchen hints and ten easy recipes to make good nutrition. Creative and fun!

Florida Citrus Commission
Lakeland, Florida

Teenagers Entertain - menus and recipes for TV fare after the movie, after the game.

General Foods Kitchen
Dept. XP
250 North Street
White Plains, New York

Have a Wonderful Breakfast - more than 2 dozen breakfast ideas to make you glad when the alarm clock rings.

Parties Are Such Fun - ideas for six different parties. Invitations, decorations, and games are suggested, as well as food to serve.

H. J. Heinz Company
P. O. Box 57
Pittsburgh, Pennsylvania

Facts About Foods -
A Guide To Better Nutrition - both booklets are a must for every teenager. The food tables are comprehensive and simple. What is protejn, vitamins, mjnerals? How to improve your health through better nutrition.

John Hancock Mutual Life Insurance Company
Boston, Massachusetts

When Your Child is In the Teens - very good for leaders and parents to help them understand their children.

Kellogg Company
Dept. of Home Economics Services
Battle Creek, Michigan

Choose Your Calories Wisely - Questions and answers about calories. How much should you weight? Examine the calorie chart listing over 300 commonly used foods.

Foods for Growing Boys and Girls - What to include in a good daily diet.

A Good Breakfast for Good Health - this leaflet gives needed information about breakfast in a simple easy to read manner

Metropolitan Life Insurance Company
New York, N. Y.

For a Prettier and Peppier You - tells how the right food can help teen-agers have good looks, pep and popularity.

Your Teen Years - is a comprehensive summary of how teens can improve their health, hopes and future and make their teen years easier ones.

Understanding Your Teen-Ager - is written for parents of teen-agers. It should increase understanding of teen-agers and help solve some problems.

National Biscuit Company
Home Economics Division
425 Park Ave
New York 22, N. Y.

Children's Party Treats - Fanciful concoctions for the grammar school set - table decorating ideas galore.

(Over)

National Canners Association
Consumer Service Division
1133 20th Street, N. W.
Washington 6, D. C.

Let's Explore Canned Foods

National Dairy Council
Chicago 6, Illinois (See catalogue - small charge for these)

Animal Feeding Demonstration For the Classroom

A Girl and Her Figure

An Inside Story of You and Your Food

Choose your Calories by The Company They Keep

It's All in Knowing How

Snack Time Hits

Go Places Gal

National Live Stock & Meat Board
Nutrition Department
407 South Dearborn Street
Chicago 5, Illinois

My Daily Food Record

You and Your Engine (This is especially good for junior leaders)

Tips for Teens on Food and Fun

Pet Milk Company
Dept. 1489, Arcade Building
St. Louis 1, Missouri

Cookbook for Young Moderns - attractive and appetizing recipes using dry milk.

Pillsbury Company
Junior Home Service Center
Box 281
Minneapolis 60, Minnesota

How to Have a Ball on a Baby - Baby Sitter's Budget - ideas for a box breakfast & a mocktail party before prom.

Easy Tricks for Picnic and Patio Fun - suggestions to make your barbecue party a success.

Quaker Oats Company
Mary Alden - Quaker Quotes
Merchandise Mart Plaza
Chicago 54, Illinois

Fun With a Foreign Flavor - round-the-world snack-time favorites from Mexico, Hawaii, France, China, London and Yourtown, U.S.A.

It's Fourth Meal Time - snacks

A Round-Up of Menus and Recipes
383 Madison Avenue
New York, N. Y.

A Round-Up of Menus & Recipes - from the 1959 Senior Girl Scout round-up.
Tips for picnics, mother-daughter luncheons, co-ed after school snacks.

(Over)

Sealtest Consumer Service
260 Madison Avenue
New York 16, N. Y.

Month of Sundaes - 31 ways to serve ice cream. Have a soda fountain party.

Stay Slim with Skim Milk - this is for the teen-agers who were foolish enough to try all of the "Month of Sundaes."

The Basic 7 Food Groups - an illustrated, colored chart to help plan a balanced diet.

(As approved new material comes out it may be added to this list below).

Dairy Food Aids For Agents

Home Economics
Foods and Nutrition
RICKS HALL



AGRICULTURAL EXTENSION SERVICE

COOPERATIVE EXTENSION WORK IN AGRICULTURE & HOME ECONOMICS
NORTH CAROLINA STATE COLLEGE - RALEIGH, NORTH CAROLINA
December 15, 1961

Plan
Time For
Leader
Training

Dear Agent:

Have you included time in your plan of work to train the leaders to help the girls plan and give their dairy foods demonstrations? We feel that this program is very worthwhile when we keep our objectives clearly in mind. Let's review them and see if these are known and believed by our leaders and club members.

Objectives

- The purpose of this program is to encourage 4-H members to achieve the following:
1. To develop leadership talents and to work toward achieving the broad objectives of character and effective citizenship.
 2. To develop an appreciation of the values of dairy products in relation to general health.
 3. To acquire an understanding of ways of utilizing dairy food products, and to develop skill in their preparation in relation to family dietary needs.
 4. To demonstrate to others what has been learned regarding good methods of preparing dairy food products for all occasions.
 5. To gain experience in speaking in public and in developing team work and sportsmanship.

We noted some plans of work listed the contest, but there was no time allowed for training the leaders. Leaders can guide the club members in this activity, but they need to be trained in WHY - WHEN - WHERE - HOW and WHO.

Plan for
Evaluation

Let's take a look at the enclosed copy of Dairy Foods Program Report Questions. This is your evaluation sheet for this program. First you begin by training the adult and junior leaders. This can be done in a training school, by letter or individually by a visit. Some of the leaders have been trained in past years, and all they need is a "shot in the arm" - a few facts regarding the organization of the program and they are ready to start to work. New leaders need more help with what the program is and how to work with the boys and girls to accomplish the program objectives.

The second section of the evaluation sheet refers to leader function. A part of leader training includes methods of obtaining results. Design a way to let the leaders report to you what they are doing. They can help you keep a record of the participation of the club members, too. This section refers to all demonstrations given by the girls in their school, community, civic clubs, etc.

(Over)

The section on elimination day has to do with the county contest - note that credit is given for members who were trained even if something happened to prevent their entering the county contest.

Evidence

Please don't forget to look for evidence of change in practices. Is this program paying off? A good example of this was in a county when a club member took a lunch line check in the school cafeteria to see how many students included milk in their lunch. She prepared a demonstration which she gave in all of the elementary classes - she backed her teaching with exhibits, posters, news articles in the school paper and personal interviews with non-drinkers. After her action program she repeated her survey of the lunch line and found that a much larger percent of the students were drinking milk. The facts revealed that her teaching had helped to change the practices of the school children.

Chart

Refer to Percentage of Day's Needs Furnished by One Quart of Milk. We were real pleased to find that the girls used correct, up-to-date information in their demonstrations last year. A few of their charts listed both boys and girls or men and women on the same chart. We sent you this information in this form in order to save paper, but did not mean for the girls to use them both together on the same chart, as it does make it most confusing. The only time that both should be used is when you are making a comparison in the demonstration. Then limit to 2 or 3 nutrients.

General
Comments

A few general comments on the demonstrations given by the girls:

1. It is NOT necessary for girls to get down on their knees to measure. This detracts from their presentation. Liquid measuring cups are designed so that you can look down into them and get accurate measurement.
2. In a dairy foods demonstration use as much milk as possible. If another dairy product is used compare the food value of that product with milk. The purpose of the program is to increase the consumption of milk. Recipes featuring butter and cream do not do this.
3. Records this year were too poor! After the State Contest the record takes over and counts 100% in sectional and national contests, so you see selecting a girl with a good record is important. We are, however, not trying just to develop winners of contests, but a sound educational program which will help any girl who participates, and also help others.
4. Many of the girls served the judges. This is an important part of every demonstration. The finished product should not only look good, but should taste good, too.

(Over)

5. The summary should be short with statements of actual information given during the demonstration - not new information. Many girls stated that milk is economical in the summary, but this wasn't said or demonstrated.

The new bulletin Right Eating and Your Dairy Foods Demonstration is available for your use with leaders and girls. Order your supply from the National 4-H Service Committee or from the Carnation Company. This has grand information for their use.

Let me know if you need additional help with your dairy foods program.

Sincerely,

Jo E. Gilmore
(Mrs.) Jo E. Gilmore
Extension Nutritionist

JEG/ed

Encl:

Demonstration on Milk and Milk Products
Percentage of Day's Needs Furnished by 1 Quart of Milk (Teenagers 13-19)
Percentage of Day's Needs Furnished by One Pint of Milk (Men & Women 25-45)
Percentage of Day's Needs Furnished by 1 Quart Milk (Children 4-12)
Dairy Foods Program Report Questions
Order Blank for Dairy Foods Slides

P. S. Another good source is: Food - The Yearbook of Agriculture, 1959, USDA

DEMONSTRATIONS ON MILK AND MILK PRODUCTS

Discussion Points: (Select from these the ones which you wish to stress)

1. State evidence of need for drinking milk for all ages. (Local, state and other survey figures).
2. Place of dairy food in the diet. (Kinds and amounts needed daily).
3. Food values furnished by the dairy product used in the demonstration.
4. Discuss in detail why the body needs the specific food value furnished by the dairy product used in the demonstration (why we need calcium and riboflavin in terms of personal satisfaction, such as clear skin, good eyesight and sparkling eyes, etc.).
5. Stretching the milk dollar. Compare milk with cost of other foods needed to furnish equal amounts of calcium or riboflavin.
6. How to produce a safe, well-flavored milk supply. (May include number of cows needed to provide an adequate supply of milk and butter for home use).
7. Place of dairy products in menu - appetizer, accompanying main dish, salad or dessert.
8. Principles to use for cooking milk or dairy product to save food value and flavor.
9. Care of milk and milk products in the home.
10. The demonstrations should show the preparation of one unusual dish or a commonly used one in a new or unusual way. The necessary steps in its preparation should be told.

Illustrative Material:

1. To make a bar chart use cardboard 22 x 28 for a small group.
2. Use a margin.
3. The length of the bars should be in scale as the percentage (of the day's needs that is being shown).
4. The chart should give the age group for which it is planned.
5. It is not necessary to show all the nutrients, but list the ones which are found in largest amounts.
6. For a bar chart small pictures of milk bottles could be used in place of straight lines and color adds to the showmanship of the chart, but be certain that the correct color is used for each nutrient, as follows:

Calories -----Black
Protein -----Yellow
Calcium -----Blue
Iron -----Red
Vit. A. -----Green

Vit. B. ----- Light brown
Vit. B₂ ----- Purple
Niacin ----- Lavendar
Vit. C. ----- Orange

See chart in "Milk - It's Food Value" and "Cottage Cheese, both of which can be ordered from the National Dairy Council, Chicago 6, Illinois. Those counties serviced by a local Council can obtain these in Winston-Salem or Durham.

Suggestions From Judges:

Mr. Henry Homme has served as a judge for the State Dairy Foods Demonstration Contest for several years. He has been concerned over the content of these demonstrations, and has made the following suggestions, which we believe will strengthen this program:

1. Attacks on milk have been wide and have received good coverage in newspapers and other mass media. This points to the need for constant and effective delivery of information to the public about the other side of the milk story --- the long established facts about the good that milk and milk products serve in human diet.

We want to teach balance in the diet -- if a person eats all of the daily essential foods he will not drink too much milk. Let's stress that milk is an important part of a balanced diet and that other foods are important too.

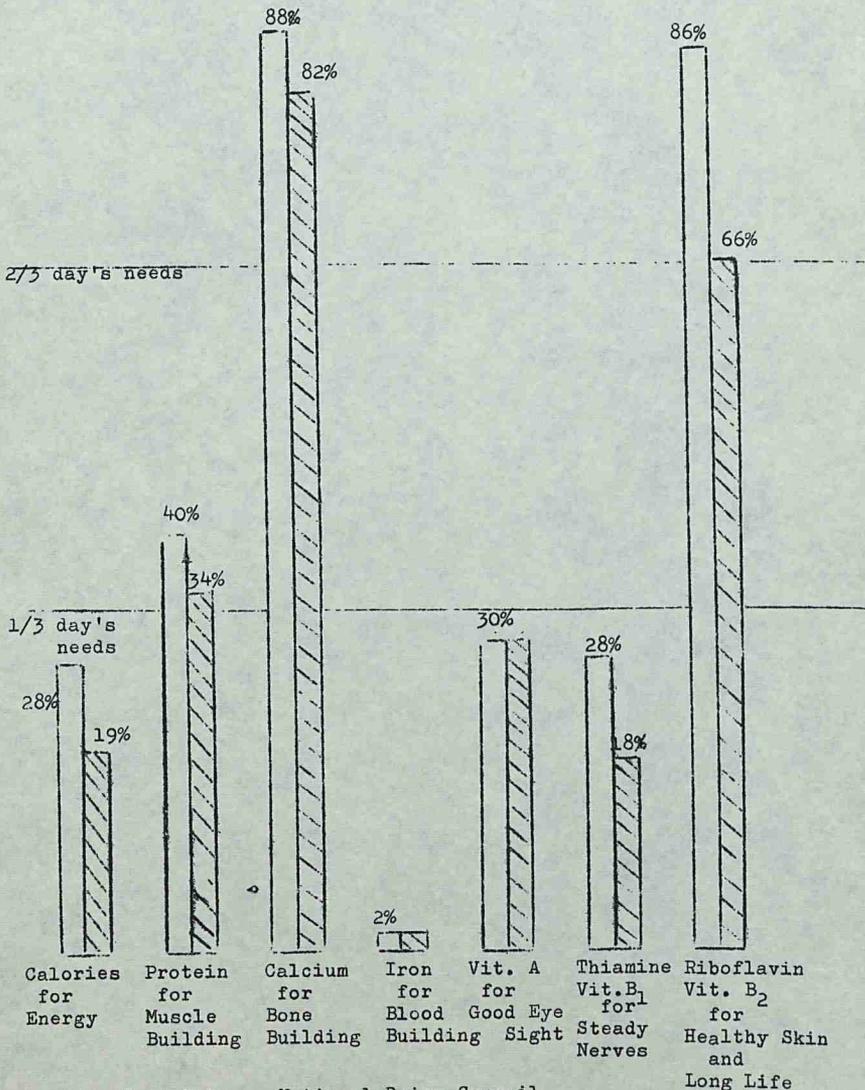
2. "Do people today just consider the cost of meats and disregard the cost of other food items?", asked Mr. Homme. He is noted for his "negative approach." Many of our girls include in their summary that milk is economical, but fail to show in their demonstration that you get more for your money spent for milk than any other item in the food budget. There are ways to include milk even in the lowest food budget.
3. When we guide the girls in the selection of their dish, do we insist that they select something basic? The recipe used should contain a large quantity of milk - fluid, evaporated or dry solids. When ice cream or cottage cheese is used as the subject of the demonstration the food value of these products should be compared with milk to avoid leaving a false impression that they are as good as milk in meeting daily requirements of calcium and Vitamin B₂.
4. Outdoor cooking is gaining in popularity with our new unit coming up demonstrations related to this trend would be most timely and could include boys as well as girls.
5. Snacks are becoming an important part of our day's intake of food. Demonstrations built around the use of dairy products in nutritious snacks are excellent.
6. Have you heard any girls say that milk is good like it is without changing the taste? We often get the idea that they are trying to "cover up" the taste of milk. Let's emphasize that milk is a good beverage before anything is added - flavoring is added for variety.

Additional Resource Material:

Refer to a letter (one per county) sent December 2, 1959 from Mr. Homer A. Sink, Manager of the American Dairy Association of North Carolina. He included one copy of "Young Ideas in Cooking", "50 Wonderful Ways to Use Cheese", and "The Cooking Magic of Evaporated Milk." These are excellent. If you wish additional copies you will want to contact local dairy men to sponsor them. Note the cost in Mr. Sink's letter. In the counties not covered by the Dairy Council you will need to find a local sponsor for copies of the excellent publications supplies by the National Dairy Council. See "Milk - It's Food Value" and "Cottage Cheese."

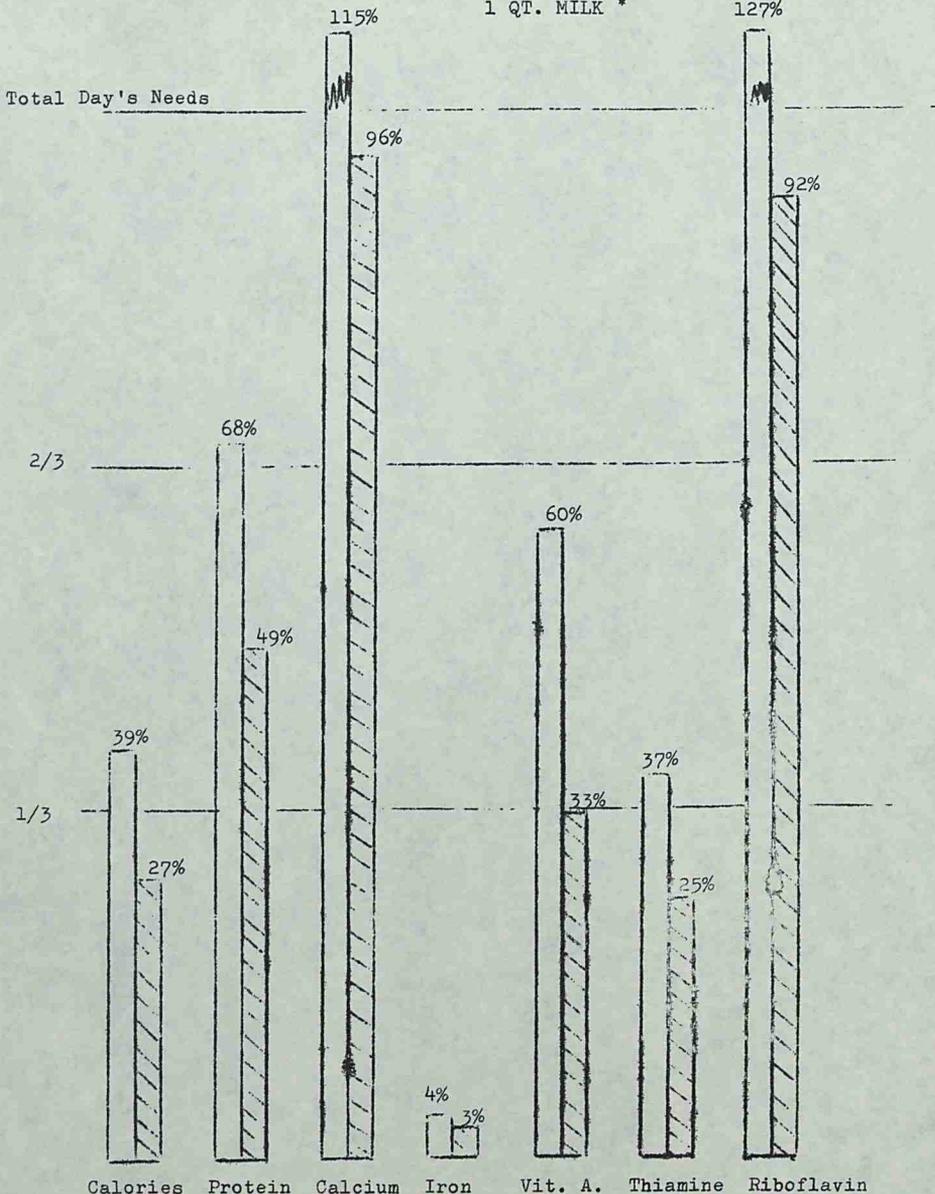
N.C. State College Extension Service
 Foods and Nutrition Dept. - 1960
 PERCENTAGE OF DAY'S NEEDS FURNISHED BY ONE QUART OF MILK*

Teen-Agers (13-19 years) girls boys
 Total day's needs



*Milk -- It's Food Value - National Dairy Council

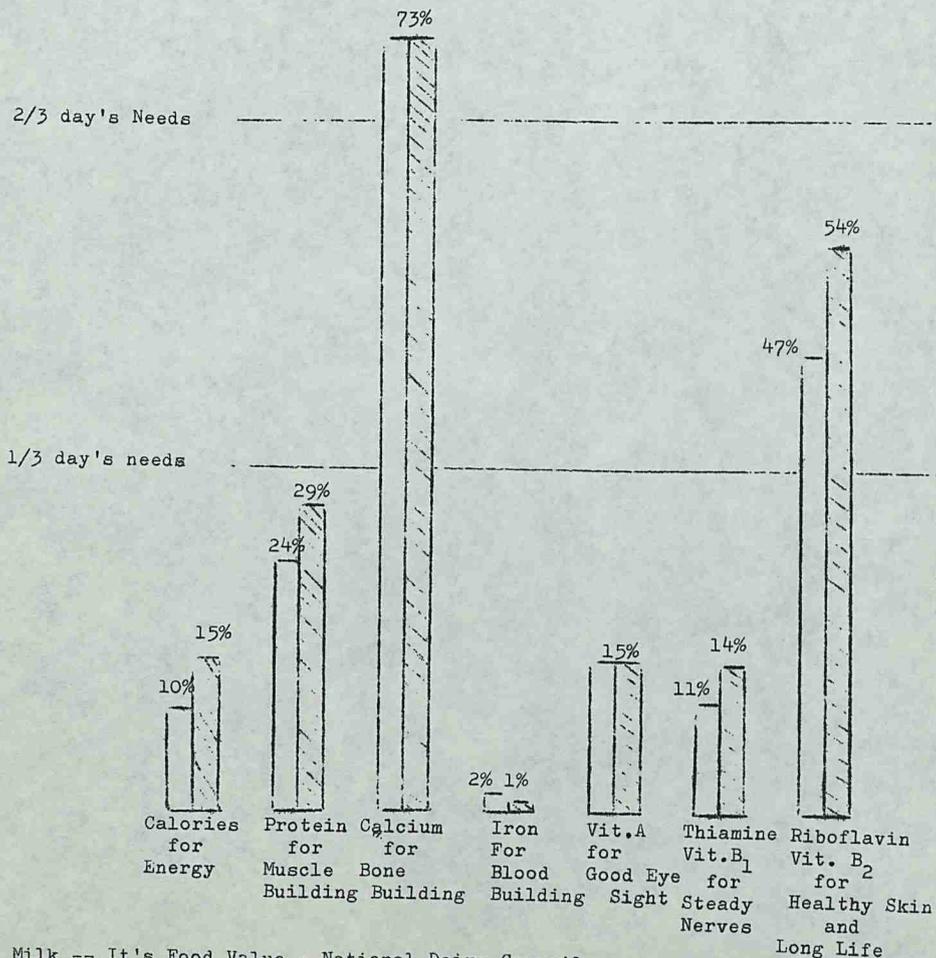
PERCENTAGE OF DAY'S NEEDS FURNISHED BY
1 QT. MILK *



PERCENTAGE OF DAY'S NEEDS FURNISHED BY
 ONE PINT OF MILK

Total Day's Needs

Men & Women 25 - 45 years



DAIRY FOODS PROGRAM REPORT QUESTIONS

(It is important that every question be answered. This sheet is to be returned by the white agents to Mrs. Jo Gilmore, Extension Nutritionist, N. C. State College, Raleigh, N. C., and by the Negro agents to Mrs. Bessie B. Ramseur, Negro Subject Matter Specialist, A & T College, Greensboro, N. C., not later than September 1st.)

Training meetings held on Dairy Foods work in 19____.
Number held for Leaders _____ Attendance _____
Number held for Girls _____ Attendance _____
Number of these which were joint meetings of leader and girls _____.
Total number held in county _____.

How did leaders function:
Number adult leaders who trained or assisted girls in any way _____.
Number junior leaders (girls) who trained or assisted other club members in any way _____.

Participation of Girls:
Number of demonstrations given in county _____.
Team Demonstrations _____; Individual Demonstrations _____.
Number of 4-H Clubs represented by these girls: _____.
Number of demonstrations given by these girls:
At 4-H Clubs _____ Attendance _____
At H.D. Clubs _____ Attendance _____
Other groups _____ Attendance _____
Total _____ Attendance _____

T. V. Programs _____ (Do not attempt to report on audience at
Radio Programs _____ these and do not include in total numbers
reached. Make separate mention of this.)

Was County Elimination Day held? Yes _____ No _____.
Number teams entering _____.
Number individuals entering _____.
Number leaders assisting _____.
Number people attending (other than leaders and participants) _____.

Total number trained: Teams _____; Individuals _____ (whether they entered contest or not.)

What evidence have you had of changes in practices (drinking or using more milk in diet, increase in production) as a result of the program, such as statements from girls, leaders, parents and other, girls' records, etc.

COUNTY: _____ SIGNED: _____
DISTRICT: _____ DATE: _____

NORTH CAROLINA ENRICHED CORNMEAL PROGRAM REPORT QUESTIONS

(It is important that every question be answered. This sheet is to be returned by the white agents to Mrs. Jo Gilmore, Extension Nutritionist, N. C. State College, Raleigh, N. C., and by the Negro agents to Mrs. Bessie B. Ramseur, Negro Subject Matter Specialist, A & T College, Greensboro, N. C., not later than October 1st.

Training meetings held in Junior Enriched Cornmeal Program in 19____.
Number held for Leaders _____ Attendance _____.
Number held for Girls _____ Attendance _____.
Number of these which were joint meetings of leader and girls _____.
Total number held in county _____.

How did leaders function:
Number adult leaders who trained or assisted girls in any way _____.
Number junior leaders (girls) who trained or assisted other club members in any way _____.

Participation of Girls: (The sum of items 1-6 for all records turned in.)
Number of time enriched corn muffins were made in the county _____.
Total number of individual persons, other than your immediate family, to whom club members gave information about enriched corn meal muffins the 4-H Way _____.
Total number of clubs or organizations to whom club members talked or gave demonstrations. _____
Names of organizations or clubs _____

Approximate number attending _____.
Special events in which club members entered enriched corn muffins - such as Community or County Fairs, Etc. _____
Total number times members baked other enriched corn meal dishes _____

How did local leaders help your members? _____

Was County Elimination Day Held? Yes ____ No ____.
Number entering _____.
Number leaders assisting _____.
Number people attending (other than leaders & participants)? _____

What evidence have you had of changes in practices (using enriched corn meal in diet) as a result of the program, such as statements from girls, leaders, parents and other girls' records, etc.

*Enclose all publicity, including newspaper, radio and TV which has been given to the Enriched Corn Meal Program.

COUNTY _____ SIGNED: _____ (Agent)
DISTRICT _____ DATE: _____

*Include all work done in the County, both adult and youth, in this report.

ORDER FORM FOR 4-H DAIRY FOOD DEMONSTRATION SLIDES

Are you planning to use the 4-H Dairy Food Demonstration Slides in training your leaders this year?

In order to help as many counties as possible make use of these slides, it is necessary that we know which counties will want them and when. If you would like to borrow the slides, please fill in the information called for at the bottom of this sheet and return at least one month before you want to use them.

COOPERATIVE EXTENSION WORK
IN
AGRICULTURE AND HOME ECONOMICS
STATE OF NORTH CAROLINA

NORTH CAROLINA STATE COLLEGE OF
AGRICULTURE AND FISH FARMING,
NORTH CAROLINA COUNTIES AND
UNITED STATES DEPARTMENT OF
AGRICULTURE COOPERATING

EXTENSION SERVICE
HOME DEMONSTRATION WORK

ORDER FORM FOR 4-H DAIRY FOOD DEMONSTRATION SLIDES

White Agents return this form to: Jo Earp
Extension Nutritionist
State College Station
Raleigh, N. C.

Negro Agents return to: Mrs. Bessie B. Ramseur
Negro Subject Matter Specialist
A & T. College
Greensboro, N. C.

Please list below the specific date and length of time you wish to use the slides:

1st Choice: _____ From: _____ To: _____
(length of time) (date) (date)

2nd choice: _____ From: _____ To: _____
(length of time) (date) (date)

3rd choice: _____ From: _____ To: _____
(length of time) (date) (date)

Do you plan to use slides at: Leader training meeting _____ 4-H Club Meeting _____?

COUNTY: _____ AGENT (MISS) _____
(MRS.): _____

P. O. BOX: _____ TITLE: _____

CITY: _____ DISTRICT: _____

You
and
your
4-H
dairy
foods
demonstration



Foreword

Dear 4-H Club Member:

It has been said that the best way to learn something is to teach someone else. This certainly applies to the Dairy Foods Demonstrations. You have the opportunity to create uses for dairy foods, and then demonstrate to others your methods of preparation.

All Club members have an equal opportunity, for that is the "American Way." That is the principle upon which our country was founded. Those of you who are especially resourceful, and excel in your demonstrations are rewarded with medals, gold watches, trips to 4-H Congress and scholarships, which we are privileged to provide.

Carnation's sponsorship of the National 4-H Dairy Foods Demonstration Program is inspired by two basic ideas. First, that America's future depends upon the character and self reliance of today's youth; and second, that it is in the public interest to encourage consumption of milk, nature's most nearly perfect food.

In addition to the pleasure we have had in rewarding the successful contestants, we ourselves have gained inspiration from the many fine letters received from the Dairy Foods winners. They have, through their sincerity and enthusiasm expressed for 4-H, convinced us that our part in this great program has been well worth while.

While it is not possible for each of you to receive a medal, watch, trip to the 4-H Congress, or a scholarship, every Club member who participates in the Dairy Foods Demonstrations is really a winner. The reward is a priceless store of experience, judgment, and skill which will serve you always.

Sincerely yours,



A. M. Ghormley
President
Carnation Company

THE DEMONSTRATION WAY

I'd rather see a lesson,
Than hear one any day,
I'd rather you would walk with me,
Than merely show the way.

The eye's a better teacher,
And more willing than the ear,
And counsel is confusing,
But example always clear.

The best of all the teachers,
Are those who live their creeds,
For to see good put into action,
Is what everybody needs.

I can soon learn to do it,
If you'll let me see it done,
I can watch your hands in action,
But your tongue too fast may run.

And the counsel you are giving,
May be very fine and true,
But I'd rather get my lesson,
By observing what you do.

— *Selected*

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This
booklet
is for you...



Compliments of
Carnation Company, Los Angeles, Calif.

to help you share in the fun of “staging” a dairy foods demonstration — in other words, **SHOWING AND TELLING** others about your favorite dairy dishes. It is your guide of helpful suggestions to tell you what you need to know about:

- ... the importance of milk
- ... how to tell and show others
- ... how to plan your 4-H demonstration
- ... how to give your 4-H demonstration
- ... where you can get more help

These are things you'll like to know when you go “on stage” to share with others the fun and facts of preparing tasty dairy dishes. Remember, you **ARE THE MAIN CHARACTER** — **SO BE YOURSELF**. Use your own words in giving your *planned* demonstration in order to keep the interest of your audience. Ask for the help of your 4-H Club leader or County Extension Agent if you have a problem. This is your opportunity to **SHOW HOW AND TELL HOW**.

Here are some helps for you . . .

Learn more about milk

WHAT YOU SHOULD KNOW ABOUT MILK

Milk is one of the best foods you can get. It contains many vitamins and minerals, also fats, sugars, and high-quality proteins. Milk, a dairy product, makes up one of the four daily essential food groups. Milk is rich in three things which build and repair our bodies:

1. Calcium, a mineral, needed for strong healthy bones.
2. The B-vitamin riboflavin, needed for healthy skin and nerves.
3. Protein, to build and repair all tissues.



It's hard to get enough calcium and riboflavin without using a good deal of milk. In this country three-fourths of the calcium, nearly half of the riboflavin and one-fourth of the protein come from milk. Therefore, one reason milk is so good for us is that it contains many nutrients which combine to supply the body's needs.

HOW MUCH MILK DO YOU NEED?

From infancy all the way through the teens, it takes large amounts of calcium to keep up with calcium needs of the growing body.

Here are the amounts of milk needed daily:

Children: 3 to 4 cups ($1\frac{1}{2}$ pt. to 1 qt.)

Teen-agers: 4 or more cups (1 qt. or more)

Adults, all ages: 2 or more cups (1 pt. or more)

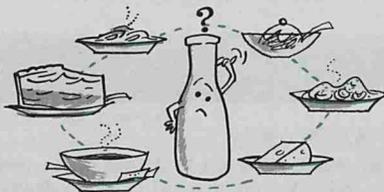


Cheese and ice cream and dishes made with milk can provide some of this quota. So can skim milk and buttermilk.

HOW MUCH MILK DO YOU GET IN MEALS?

With a little easy arithmetic, you can get a pretty good idea of how much milk you are getting. Various milk products and dishes prepared with milk count along with the milk you drink. On the basis of the calcium *only they provide*, the following are alternates for 1 cup of milk ($\frac{1}{2}$ pt.):

- $1\frac{1}{2}$ ounces of Cheddar cheese
- 15 ounces of cream cheese
- 11 ounces of cottage cheese (use more if creamed)
- $1\frac{2}{3}$ cups of ice cream
- 3 cups of milk sherbet



In food prepared with milk, each serving may provide:

- ½ to 1 cup of milk in creamed soups
- ¼ to ½ cup of milk in scalloped or creamed vegetables, fish, eggs, or meat
- ¼ to ⅓ cup of milk in desserts such as puddings, custards, and cream pies

(Adapted from U.S.D.A. Home and Garden Bulletin No. 57)

MILK COMES IN MANY FORMS



Milk products come in many different forms and are suited for varied uses as shown below:

TYPE MILK	USE
WHOLE MILK . . . is cow's fresh milk, pasteurized by quick heating to a high temperature, and then rapidly cooled. This quick heat kills bacteria without the loss of natural vitamins and flavor. Most fresh whole milk contains no less than 3.7% butterfat.	As a beverage and for cooking.

SWEETENED CONDENSED MILK . . . is whole milk with over ⅔ of the water removed, sugar added, then processed under vacuum and placed in sealed cans. It contains about 8% butterfat.

EVAPORATED MILK . . . is cow's fresh milk with about ½ of the water removed by evaporation. ONLY water is removed leaving 7.9% butterfat, all the valuable milk sugars, proteins and minerals. Nothing but Vitamin D, in purest crystalline form is added.

NONFAT MILK . . . in fresh form, is fluid milk with most of the butterfat removed — about 1% fat remains.

NONFAT DRY MILK . . . is a powdered form of nonfat milk, containing less than 1% butterfat.

INSTANT NONFAT DRY MILK . . . is nonfat dry milk in a new instant dissolving crystal form. This crystal form not only makes mixing faster but results in a fresh milk flavor. All of the beneficial milk minerals, calcium and B vitamins remain, with only half of the calories.

For making desserts and sauces.

For cooking; as a beverage when mixed with water; for creaming coffee, fruit and cereals; for whipped toppings.

As a beverage and for cooking.

In cooking or baking.

As beverage and in cooking when re-liquefied.

To help you give your demonstration

WHAT IS A DEMONSTRATION?

YOUR SHOWMANSHIP . . .

Your demonstration can be thought of as putting on a play. You are the chief character, director,

props supervisor. Your demonstration is like a play because you are going to show others how to do something instead of just telling them. In other words, you have the chance to "Show and Tell." In the theatre, the skill of the actor in holding the attention of his audience is known as showmanship. How well you *tell* your story — and how skillfully

you *show* your story—is your **SHOWMANSHIP**. You may do a solo performance or you may work with a teammate. But, whether you work alone or



with others, your ability to *tell* and *show* will be what will make your dairy demonstration a “hit.”

You want to share your favorite dairy dishes with others, and you want them to learn with you—that is the reason for a demonstration. Do your best to achieve by planning ahead. Here are guides in putting your “show” together . . .

CHOOSE A SUBJECT

REMEMBER YOUR AUDIENCE . . .

One of the most important steps in showing and telling is choosing your subject. You will want a subject that will hold your audience. But in order to hold them you must have a subject that you know something about. The subject must be right for you, if it is to be right for the audience. In other words, consider your audience, and tell them of foods:

- . . . that are simple to handle
- . . . that you know how to work with
- . . . that are interesting to you

To make it easy for both of you, choose a simple demonstration. Try to choose one that fits in with your 4-H Club projects and with your family meal plans. Here are some hints to help you choose:

1. Choose a subject you know something about. It should be on one of your projects.
2. Start with a demonstration that can be given with the least preparation and equipment.
3. Carry out one idea completely and well. Give reasons for each step. Know your facts and tell them in your own words. Do not memorize.

PLAN YOUR WORK— WORK YOUR PLAN

REHEARSE YOUR DEMONSTRATION . . .

A well-planned demonstration requires:

1. Giving an explanation of what you are going to do.
2. Showing each step.
3. Concluding with a simple summary.

The length of your demonstration depends upon the subject. It often runs 10 to 20 minutes. Do not overdo.

Your audience will want to know, first of all, who you are, name of your teammate, if any, and name of club. It helps to show the title of your demonstration on a poster. Also, tell why you chose it and follow with a few facts.

“Show and Tell” each step in logical order in full view of your audience. Speak clearly and naturally.



Short pauses are effective, but long silences are dull.

Summarize the main points of your demonstration and *show* your completed product when you have finished. Pass out samples, if practical. Invite questions and answer them if you can. If you can't, simply say so. You can refer to your local leader, County Extension Agent, or to a bulletin for help.

SELECT A TITLE

ADD A TOUCH OF DRAMA . . .

The title should attract your audience. Make it short, clever, and descriptive without telling the whole story.

Think of the books you have chosen to read because the *title sounded interesting*. The title of your demonstration must be “catchy” in order to win the attention of the audience. Make it different. Add, in your own words, a bit of



mystery to your title. Your title should give only a small hint of what your demonstration is without telling the whole story. Titles are important, so make sure yours will do the best job for you in telling your story.

LOOK YOUR BEST

DRESS “IN CHARACTER” . . .

Your audience will be impressed by your appearance and personality.

How well you look is just as important as how well you “show and tell” your story. When an actor plays a certain part, he dresses for that part. This is called “dressing in character.”

In your dairy foods demonstration your dress should be “in character” with what you are trying to achieve. Be neat and as well groomed as possible and you will find that you have much more poise because you are sure you look well.

Check yourself on the following points:

- Nails — clean, neatly manicured, clear polish.
- Hair — short, neat — freshly shampooed. If you have long hair, use a net.
- Dress — neat, cotton washable dress or uniform.
- Shoes — neatly polished with comfortable heels for standing.
- Voice — clear, pleasant and distinct — loud enough to be heard.

Manner — friendly, natural and self-confident.

Jewelry — Avoid wearing jewelry which will take the attention of the audience away from your demonstration, such as bracelets with chains that dangle.



Remember neatness and cleanliness are very important when you are working with food.

ORGANIZE EQUIPMENT AND SUPPLIES

LINE UP YOUR “PROPS” . . .

The materials you use will help to tell a good story on the stage and in your demonstration. If you have them at hand, ready to work for you, you will have a smoother demonstration. Be sure your equipment is useful and neatly arranged. Make a list of all the supplies you will need. Keep your equipment in the background until it is ready for use. Then clear your table as you finish with each item. Here are some suggestions:



1. Have a neat, well lighted demonstration table or work surface of proper height.
2. Use trays for moving small equipment and supplies to the table. Have damp cloth handy in case of spilling.
3. Place pad or folded towel under bowls when stirring or beating to prevent upsets and noise. Have extra towels handy.

4. Have equipment in good working condition.
Example: test electric cords before using.
5. Develop skill in the use of your equipment.
Select equipment such as your audience would have at home.
6. Use supplies from home when possible. Make your work easy to duplicate.
7. Arrange your equipment and supplies so they can be ready when needed. Keep covered or in the background when not in use.
8. Use a mirror to show steps and finished product, if possible.

STRESS ACCURACY

KNOW YOUR "CUES" . . .

In a play, actors remember "cues," so that their lines are spoken at the right time. One line left out, or spoken incorrectly, may spoil an entire scene.

In your Dairy Foods Demonstration you will need "cues" to remind you what to do or say next. A word spoken by you, or your teammate, or, ingredients or pieces of equipment in proper order for



use can be good "cues" to the next step. Refer to your outline, also, if necessary.

So, plan your "cues" carefully. Just as a scene in a play depends on correctly spoken lines, so does the success of your demonstration depend on proper ingredients, standard measurements and the right equipment.

In food preparation, accuracy is highly important. Use standard measurements, cups and spoons and other equipment. You can save time by measuring some of the ingredients in advance. But, also measure some of the ingredients before your audience.

Know your "cues" . . . and follow them.

USE CHARTS AND POSTERS

PROGRAM YOUR "SCENES" . . .

To help your audience follow the thread of your story, it will help to have a good chart or poster to put your points across. Charts serve the same purpose as a program in a play . . . they tell what the scene is about. In your demonstration they will help you tie together your ideas and give your audience a quick review of your thoughts.



Be sure posters or charts have large lettering which can be read at the back of the room. Your audience will be more interested if they can see as well as hear. A good chart or poster should be:

- . . . large enough to be seen at a distance
- . . . lettered with large, clear letters
- . . . clean, attractive and simple
- . . . displayed in a prominent spot and only for the time needed to explain a point

SUMMARIZE

TAKE YOUR CURTAIN CALL . . .

When your demonstration is completed you can take your "curtain call" by reviewing all you have told and shown. Be sure to:

1. Clear your table of all but the finished product
2. Display the product attractively
3. Review important points, ask for questions
4. Offer samples, serve quickly
5. Give recipe to anyone interested
6. Thank the audience for their interest

HOW WELL DID YOU DO?

BE YOUR OWN CRITIC . . .

After a play, a good actress will be quick to judge her own performance for future improvement. You, too, can judge yours. Ask yourself:

Was my audience interested?

Was I able to answer most of the questions?

Did the audience wish to sample my product or to take the recipe?

Did I feel at ease?

Can you answer "yes" to these questions? If so, your demonstration was successful.

Ask your leader or County Extension Agent, however, about suggestions for improvement.

Demonstration outlines

YOUR FIRST PERFORMANCE

You may need to rely on your adult or junior leaders or your parents for help. Your leader may need to assist you in choosing your demonstration and in planning what you will say and do. Ask for help. Try yourself on this easy one:

MILK — THE MAGIC WAY (1 quart of milk)

Things Needed

- A quart jar or pitcher
- Dry milk
- Measuring cup
- Mixing spoon
- A drinking glass
- A small plate
- 2 trays



WHAT TO DO AHEAD OF TIME

Arrange equipment on one tray and set tray on a clean table at one side. Place an empty tray in

front of you. Fill jar or pitcher with nearly a quart of fresh cold water.

HOW TO START

If you are showing the members of your club how to make milk — The Magic Way — just tell them what you are going to do. You may also want to tell them about yourself and your 4-H project.



WHAT TO DO

Place jar or pitcher with water on tray. Measure dry milk in the measuring cup.

Add the dry milk to the water.

Stir liquid with spoon until the crystals are all dissolved.

WHAT TO SAY

Call attention to the directions on the package for making a quart of milk.

Nonfat dry milk is pure milk. Only the fat and water have been removed.

The dry milk crystals can be dissolved easily in ice cold water for immediate use.

WHAT TO DO

Place glass on plate.
 Fill glass with the milk.
 Hold glass of milk high
 so people can see.

WHAT TO SAY

Tastes best when cold.
 Suggest ways of using.

and cooking. Dry milk, or "magic crystals," can be found in all grocery stores.

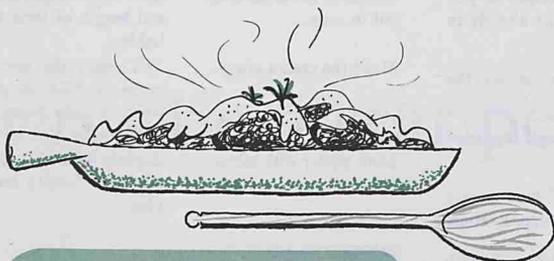
ON A RETURN ENGAGEMENT

SUMMARIZE

In a few seconds, you can have a glassful or a quart of milk. With dry milk crystals it is always easy to have plenty of milk on hand both for drinking

You will want to choose more challenging subjects for your demonstrations after you have had experience. Most of the older 4-H members have had practice in giving simple demonstrations. Here's a more advanced one to test your skill:

A TASTY MEAL FOR THE FAMILY



Juicy Meat Balls with Cream Gravy
 (Makes 8 meat balls — 4 servings)

RECIPE

1 pound ground beef (round or chuck)	1 teaspoon salt
$\frac{1}{4}$ cup chopped green pepper	$\frac{1}{4}$ teaspoon pepper
2 tablespoons chopped onion	$\frac{1}{2}$ cup fine cracker crumbs
1 egg	$\frac{1}{4}$ cup flour
$\frac{3}{8}$ cup undiluted evaporated milk	$\frac{1}{2}$ cup shortening for frying

- Mix beef, green pepper, onion, egg, evaporated milk, seasoning and cracker crumbs together.
- Divide mixture into 8 equal parts — form into 2-inch balls.
- Roll balls in flour (save remaining flour for the gravy).
- Brown balls on all sides in hot fat.
- Put balls in $1\frac{1}{2}$ quart casserole.
- Pour most of the remaining fat over balls (save 3 tablespoons for gravy).
- Bake in moderate oven (350°) 30 minutes.

CREAM GRAVY

3 tablespoons meat drippings
3 tablespoons flour
 $\frac{1}{2}$ teaspoon salt

$\frac{1}{4}$ teaspoon pepper
1 cup undiluted evaporated milk
1 cup water

1. Use same pan in which meat balls were browned.
2. Add flour, salt and pepper to meat drippings in frying pan.
3. Blend together over low heat — use fork or large spoon.
4. Add evaporated milk and water, slowly, stirring constantly.
5. Cook over low heat about five minutes.
6. Serve with meat balls (may need to be re-heated).

WHAT TO DO AHEAD OF TIME

You may wish to demonstrate both recipes or you may begin with two or three meat balls already in the casserole.

Set up trays with ingredients measured for the dishes you will demonstrate.

See that the work table is clean and well protected from hot dishes.

You may want to prepare a "finished" food sample to be shown at the end of your demonstration.

Prepare posters to show such things as: recipes, important points you want to stress, and suggested menu for a meal using meat balls as the main dish.

Rehearse often so you will be familiar with what you want to do and say. Mother, or other family members, can play the audience while you prepare the meat balls for dinner.

WHAT TO DO

Arrange all ingredients, cooking utensils and serving dishes on trays.

Preheat oven for meat balls.

Brown meat balls as you review the recipe with the audience.

WHAT TO SAY

Introduce yourself, your teammate and your subject.

Explain that this recipe has meat, eggs and milk and is extra nutritious.

Refer to posters on easel near working table.

Explain each step as you do it.

WHAT TO DO

Complete casserole and put in oven.

Make the cream gravy.

Show poster with menu.

WHAT TO SAY

Give oven temperature and length of time for baking.

Tell about the importance of milk as you work . . . the value of milk to the diet.

Explain how this dish fits into family meal plan.

SUGGESTED MENU

Tomato Juice
Juicy Meat Balls with Cream Gravy
Rice
Tossed Green Salad
Rolls
Fruit Cup
Milk
Butter
Cookies
Tea
Coffee

Show finished product.



SUMMARIZE

WHAT TO DO

Use poster to stress important points.

WHAT TO SAY

Review with audience such things as:

Milk — Important source of calcium.

Eggs and Meat — Important source of protein.

Makes good main dish, simple to prepare.

Will be enjoyed by family.

Ask for questions.



You may like to have the menu and recipes mimeographed for the audience. Also, you may want to serve small samples of your finished product.

Always be a star performer

- 1 Select a recipe or method that you know well, and one that is practical for your community. Become thoroughly familiar with the recipe.
- 2 Write out a step-by-step outline of important points. Be brief and clear.
- 3 Use simple language. Express the points in your own words.
- 4 Practice — and then practice some more.
- 5 Check equipment and supplies and set up the trays well ahead of demonstration time.
- 6 Make sure you are well groomed and appropriately dressed.
- 7 Show real enthusiasm for what you're doing. A friendly confident manner helps win the attention of the audience.
- 8 Coordinate action and words. Avoid long pauses.
- 9 Emphasize only the few points which are summarized at the end of the demonstration.
- 10 Display an attractive, finished product. Answer questions with confidence.



Other subjects— demonstrations you can use

FOR THE BEGINNER

Milk drinks — sodas and milk shakes, cocoa.
Butter milk from nonfat dry milk.
Instant nonfat dry milk.
Cottage cheese salads.
Using evaporated and powdered milk for whipped toppings.
Dairy dishes in the school lunch.
Frozen desserts.

FOR THE MORE EXPERIENCED

Preparation of an infant feeding formula with evaporated milk.
Cheese sauce.
Creamed soups or chowders.
Creamed meat or vegetable dishes with milk, butter, cheese.
Soufflés.
Salads — cottage cheese, frozen salads with cream, etc.



Creamed salad dressings.
Meat loaf with nonfat dry milk.
Cottage cheese made at home.
A simple lunch or supper with emphasis on dairy foods.
Meal planning with milk.
Desserts — milk custards, puddings, cheese cake.
Refrigerator sherbets.
Milk in main dishes.
Care of dairy foods.
Spending the family food dollar.
Weight control with dairy products.

Satisfactions in playing your part well

Each 4-H member should constantly try to improve his record in all 4-H projects. True satisfaction comes in making the best better.

Many civic groups, business concerns and founda-

tions are interested in the accomplishments of young people and help provide recognition for deserving individuals.

In the National 4-H Dairy Foods Demonstration

Awards Program the following incentives are provided by the Carnation Company:

County: Gold filled medal to individual demonstrator and to each member of high team.

State: 19-jewel wrist watch to high individual and to each member of high team.

Sectional: 12 trips to National 4-H Club Congress.

National: 6 scholarships of \$400.00 each.

See your County Extension Agents or Local Leaders for more information on available 4-H awards.



*County Medal for
Dairy Foods Demonstration Winners
(Twice actual size)*

SOURCES FOR OTHER "SHOW AND TELLS"

Where To Get More Information About Dairy Foods

United States Department of Agriculture
Washington 25, D.C.

State Extension Service at
Land Grant Colleges or Universities

American Dairy Association
Public Relations Dept.
20 N. Wacker Drive
Chicago 6, Ill.

Home Service Department
Carnation Company
Los Angeles 36, California

American Dry Milk Institute, Inc.
Home Economics Division
221 N. LaSalle Street
Chicago 1, Illinois

National Dairy Council
111 N. Canal Street
Chicago 6, Illinois

The Milk Foundation
28 E. Huron Street
Chicago 11, Illinois

County Extension workers (usually at County Seat)

ACKNOWLEDGEMENTS

Prepared jointly by the National Committee on Boys and Girls Club Work, the Federal Extension Service, U.S.D.A., and the Carnation Company.



The 4-H Pledge

I pledge—

my head to clearer thinking,

my heart to greater loyalty,

my hands to larger service, and

my health to better living,

for my club, my community, and my country.

**DRINK
AND EAT**



**FOR YOUR
HEALTH**

Milk makes you healthier. It adds variety to your meals—adds goodness, appetite appeal and charm. Milk is one of our best health foods and an economical investment in good health.

Everyone Needs Milk

All people of all ages need a constant supply of minerals. There are special demands for the baby, the growing boy and girl, the expectant mother and for grandparents.

Milk is rich in calcium and phosphorus, the minerals you need to build and maintain strong teeth and bones, to help regulate the heart beat, and to assist in clotting of blood. Most calcium has to come from milk and milk products because no other food contains as much of it.

For calcium equal to that in a glass of milk you need one of the following:



1 inch cube cheddar cheese



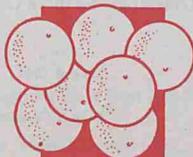
2 servings of ice cream— $\frac{2}{3}$ cup each



3 servings cottage cheese— $\frac{3}{4}$ cup each



10 eggs



7 oranges

Milk has good quality Protein to build and keep our muscles strong. It is in a form that is easy to digest and costs less than other foods.

If you failed to get your daily quart of milk and tried to get an equal amount of protein from other muscle building foods, you would have to eat about:



5 eggs, or



5 oz. cheese, or



5 oz. chicken, or



7 oz. pork chops

If you tried to get this same amount of protein from vegetable sources, you would not get as good quality, but you could get the same amount from one of these:



13 oz. of bread



5 oz. dried beans (before cooking)



8 oz. oatmeal (after cooking)

There is less water in a pint of milk than in a pound of cabbage or carrots or turnip greens or tomatoes.

An average quart of milk contains as much fat as 3 tablespoons of butter or 6 tablespoons of whipping cream.

At least six of the *Vitamins* are contained in whole milk. These vitamins are needed for growth and to maintain health and vigor.

Riboflavin of the B family is the "keep young" vitamin. It also promotes a good appetite, calm nervous system, and clear skin. One quart of milk will give 84.4% of the riboflavin that a girl needs daily and 120% for the average woman.

Milk also contains small amounts of thiamine and niacin, other members of the B Vitamin family.

Vitamin A helps to keep eyes in good condition and builds resistance to infection. Small amounts of Vitamins C and D help in the use of calcium and phosphorus.

So you can see that milk is a food—not just a beverage.



Are You Counting Calories?

If so, then drink skim milk or buttermilk. It has only about one-half the calories as whole milk, but contains all of the calcium and vitamins except Vitamin A which is found in butterfat. Be sure you get plenty of green and yellow vegetables every day for added vitamins if you drink skimmed milk. One cup of skimmed milk yields 85 calories. One cup of whole milk has 165 calories.

Forms of Milk

Whole—Milk with its original content as it comes from the cow.

Skimmed—Milk with cream removed.

Homogenized—Pasteurized milk that has been put through a machine so that the fat is broken up into fine particles. Because of this, cream does not rise to the top of the bottle, but remains mixed through the milk.

Pasteurized—Milk which has been heated to at least 143° F. for not less than 30 minutes and rapidly cooled to 50° F. or lower, or to 161° F. for 15 seconds and then quickly chilled. (The high temperature—short time method is easy to do at

home.) Milk is safest when pasteurized and it will keep longer.

Vitamin D—Milk to which Vitamin D concentrate "the sunshine vitamin" has been added, usually 400 I. U. per quart. (Vitamin D helps our bodies use calcium and phosphorus.)

Dry Whole Milk and Non-Fat Dry Milk—Milk from which water has been removed. Dry skim milk or non-fat milk can be stored in an airtight container on the cabinet shelf. The place should be cool and dry. Dry, whole milk requires refrigeration after package is opened. You can use milk in its dry form along with liquid milk in custards, mashed potatoes, quick breads and meat loaves to make a product even richer.

Evaporated Milk—A product resulting from the evaporation of a considerable portion of the water from milk. This product is sterilized and sealed.

Condensed Milk—Evaporated milk to which cane sugar is usually added as a preservative. It is not sterilized.

Care of Milk

Don't let milk stand in the light, because this reduces its riboflavin content. Keeping milk cold limits bacterial and acid action, close covering prevents it from absorbing off-flavors. Bottled pasteurized milk, properly kept, has good flavor up to 3 or 4 days after delivery, but changes rapidly to poor flavor after 5 or 6 days. When using milk, pour out the amount you plan to use at any one time and return the rest to the refrigerator.

Evaporated and sweetened condensed milk require refrigeration after the original container has been opened. Both of these forms of milk may be left in the can, but should be used within a few days. Dry milk needs protection from moisture in the air to keep it from lumping. If the original container cannot be tightly fitted back into place after opening, put the dry milk in a jar having a tight fitting cover. It keeps well in a cool, dark place without refrigeration.

Remember the three C's in milk storage:

Keep it Cold

Keep it Covered

Keep it Clean



Milk in Drinks

PURPLE COW (serves 1)

¼ cup chilled grape juice
2 tablespoons sugar
¼ cup milk
Vanilla ice cream
Chilled gingerale



1. Put grape juice, sugar and milk into a shaker or fruit jar
2. Shake well
3. Add ½ cup of chilled gingerale and one large serving ice cream
4. Stir with spoon until blended
5. Pour into a large cold glass
6. Add extra gingerale if necessary to fill glass ¾ full
7. Top with another serving of ice cream

A MEDLEY OF MILK DRINKS

To one cup of cold milk, stir in one of the following:

1. 1 mashed ripe banana and a drop of vanilla
2. ¼ cup canned crushed pineapple
3. ¼ sweetened crushed raspberries or strawberries
4. 2/3 tablespoon maple flavored syrup
5. 2/3 tablespoon strawberry, raspberry, or cherry preserves or jam
6. 2/3 tablespoon thawed frozen grape, orange or pineapple concentrate
7. 1 cup orange juice, 1 drop almond flavoring and ½ teaspoon sugar

Top with a dash of whipped cream, marshmallow cream or spoonful of ice cream.

Milk in Sauces

PEANUT BUTTER SAUCE

1 tablespoon butter or margarine
¼ cup peanut butter
2 teaspoons flour
½ teaspoon salt
Pepper
1 cup milk

1. Melt butter or margarine in a pan over boiling water
2. Blend in the peanut butter
3. Add flour and seasoning and stir until smooth
4. Stir in the milk slowly

5. Cook over boiling water until thickened, stirring constantly
6. Serve on cooked vegetables

Milk in Vegetables

FIVE-MINUTE CABBAGE

(6 servings: ½ cup milk per serving)

- 3 cups milk
2 quarts shredded cabbage
3 tablespoons flour
3 tablespoons melted butter or margarine
Salt and pepper to taste
1. Heat milk
 2. Add shredded cabbage and simmer for about 2 minutes
 3. Mix flour with melted fat
 4. Add to this blended fat a little of the hot milk in which the cabbage is cooking
 5. Stir flour mixture into the cabbage and cook 3 or 4 minutes stirring all the while
 6. Season to taste with salt and pepper
 7. Serve at once

BAKED CABBAGE AND CHEESE

1 cup thick strained tomatoes
1-½ cups soft bread crumbs
1-½ cups grated cheese
Salt and pepper
2 cups chopped, cooked cabbage, drained

1. Mix tomatoes with 1 cup of crumbs, 1 cup of grated cheese and seasonings
2. Place alternate layers of cabbage and tomatoes in a casserole
3. Sprinkle the top with remaining cheese and crumbs
4. Bake in moderate oven (350° F.) 20-30 minutes

QUICK SCALLOPED POTATOES

2 tablespoons butter or margarine
1 tablespoon flour*
1 teaspoon salt
½ teaspoon pepper
1 tall can evaporated milk (1-2/3 cups)
5 peeled cooked medium size potatoes
3 tablespoons coarse bread crumbs
1 tablespoon melted butter or margarine

1. Melt butter or margarine in medium size sauce pan; blend in flour, salt and pepper; stir in evaporated milk; cook over medium heat, stirring constantly, until sauce thickens and boils for 1 minute

2. Add coarsely chopped potatoes to sauce; heat until piping hot, stirring often to avoid scorching
3. Pour mixture into baking pan 8 x 8 x 2 or into a shallow metal serving dish that will take broiler heat
4. Blend bread crumbs with melted butter or margarine in a small sauce pan; sprinkle over potatoes
5. Broil with top of potato 3 inches from heat about 3 minutes—or brown in the oven until golden-brown on top
6. Recipe makes 4 to 6 servings

* Fluid milk may be substituted for the evaporated milk if you increase the flour to 2 tablespoons.

Milk in Main Dishes

THRIFT SPECIAL

- 3 cups well-seasoned mashed potatoes
- 2 cups medium white sauce
- 2/3 cup grated American cheese
- 1 cup cubed cooked ham
- 1 cup cubed carrots (cooked or canned)
- 1 cup peas (cooked or canned)

1. Shape potatoes in 4 inch nests
2. Brown in hot oven (450° F.)
3. Combine other ingredients and heat
4. Fill potato nest
5. Serves 4

Milk in Salads

STRAWBERRY CHEESE SALAD

- 1/2 cup top milk or heavy whipping cream
- 12 ounces cream or cottage cheese
- 1 pint sliced strawberries

1. Combine cheese with partially thawed mashed berries
2. Add the cream which has been whipped
3. Place the salad in the ice tray of the refrigerator to freeze
4. Serve on a lettuce leaf with a garnish of mayonnaise

Prepared by

Jo Earp

S. Virginia Wilson

Extension

Nutritionists

Published by The North Carolina Agricultural Extension Service

Milk in Bread

PEANUT-CORNMEAL GRIDDLE CAKES

- 1 cup cornmeal
- 1 cup sifted flour
- 2 teaspoons baking powder
- 1 tablespoon sugar, if desired
- 1 teaspoon salt
- 2 tablespoons peanut butter
- 1 egg, beaten
- 1-3/4 cups milk

1. Sift dry ingredients together
2. Combine peanut butter, egg and milk and add to dry mixture
3. Stir only enough to moisten flour
4. Drop by spoonfuls onto greased griddle
5. Cook slowly until surface is covered with bubbles
6. Turn and cook until bottom side is brown

Milk in Desserts

ORANGE CREAM CUSTARD

- 2 egg yolks, beaten
- 1/3 cup sugar
- 3 tablespoons cornstarch
- 1 teaspoon grated orange peel
- 1/8 teaspoon salt
- 1 cup orange juice
- 1 cup fresh or canned milk

1. Mix thoroughly
2. Cook in double boiler, stirring frequently until it coats spoon
3. Chill
4. Pour over 1-1/2 cups orange sections
5. Cover with meringue made by beating until stiff (2 egg whites, beaten frothy and 1/4 cup sugar)

North Carolina State College of Agriculture and Engineering of the University of North Carolina and the U. S. Department of Agriculture, Cooperating. N. C. Agricultural Extension Service, D. S. Weaver, Director, State College Station, Raleigh. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

Adventures in the Kitchen



**A Project Manual for Beginners
in 4-H Food Preparation**

Published By: THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State College of Agriculture and Engineering of the University of North Carolina and the U. S. Department of Agriculture, Cooperating. N. C. Agricultural Extension Service, R. W. Shoffner, Director. State College Station, Raleigh. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

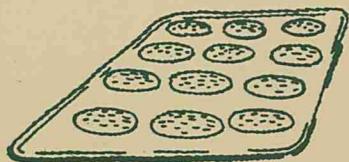
So You Want To Learn To Cook?

HERE IS WHAT YOU WILL DO TO COMPLETE THIS UNIT.

1. Make one recipe from each of the ten different adventures.
2. After you complete each unit, cut out the picture below and paste it on page 20.

ADDITIONAL WORK.

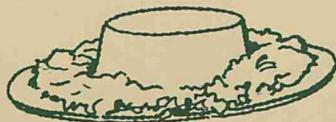
You will enjoy making all recipes in each adventure.



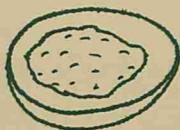
Adventure I—
Cookies



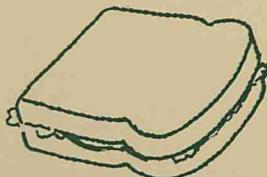
Adventure II—
Beverage



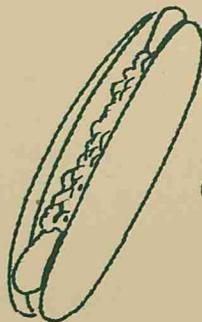
Adventure III—
Salads



Adventure IV—
Deviled Eggs



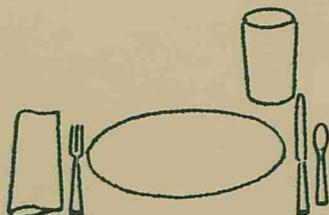
Adventure V—
Sandwiches



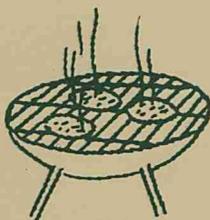
Adventure VI—
Hot Dogs



Adventure VII—
Muffins



Adventure VIII—
Table Setting



Adventure IX—
Cook-out Meal



Adventure X—
Show others

ADVENTURES IN THE KITCHEN

Developed by the State 4-H Foods and Nutrition Program Committee.

Getting Ready

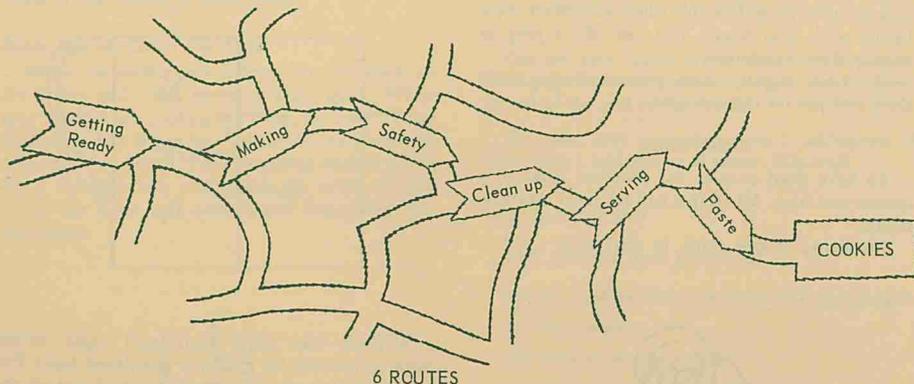
First, let's get ready for your adventure—(1) Put on your apron; (2) Read carefully your recipe and kitchen clues; (3) Wash your hands and be sure your nails are clean; (4) Get out all the ingredients and equipment you need before you begin your adventure. These four things are your preparations for each new adventure. Now you are ready to start.



Adventure I: Let's Make and Serve Cookies

When you go on a trip you need a road map to keep you from getting lost. The recipe is your

map—follow it and you will be successful with each adventure in the kitchen.



FOLLOW THE MAP

Route No. 1—Getting Ready Cookies help to furnish us energy to work and play.

DROP SUGAR COOKIES

(Makes about 3 dozen 2 inch cookies)

To make drop cookies you will need:

Ingredients

- 1/2 cup sugar
- 1/2 cup soft fat
- 1 egg
- 1 teaspoon vanilla
- 1 cup plus 2 tablespoons sifted plain flour
- 1/4 teaspoon soda
- 1/4 teaspoon salt

Equipment

- 1 and 1/2 cup measuring cups
- A set of measuring spoons
- Medium sized mixing bowl
- Waxed paper
- Spatula or straight edge of a table knife
- 2 teaspoons
- Cookie sheet (1 or 2)
- Cooling rack
- Hot pot holders

Helpful Hint: Read "Kitchen Clues".

Route No. 2—Making Cookies

(1) Before you begin to mix turn on the oven to heat. It will reach the right temperature by the time you are ready to bake your cookies. This is called pre-heating. Ask your mother to show you how. The oven should be 375° F. if your cookie sheet is real shiny. This is called a moderate oven. (If you have a dark metal cookie sheet you will use 350° F.)

(2) In a mixing bowl, mix together the sugar and fat until well mixed. Add the egg and the vanilla which you have measured.

(3) Sift together the measured flour, soda and salt.

(4) Stir flour mixture into fat-sugar mixture until no dry flour shows.

(5) Drop rounded teaspoonfuls about 2 inches apart on greased cookie sheet.

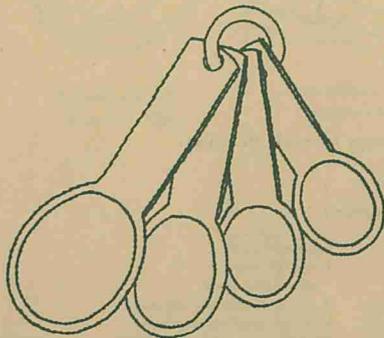
(6) Bake until light brown—about 8 to 10 minutes. Cookies should be soft when you touch them lightly with your finger. You can take a peep at your cookies occasionally.

(7) Cool slightly—then remove from cookie sheet and put on racks to cool.

KITCHEN CLUES:

To have good cookies use standard measuring spoons and cups. All recipes call for level measurements.

Measuring spoons come in sets of 4:

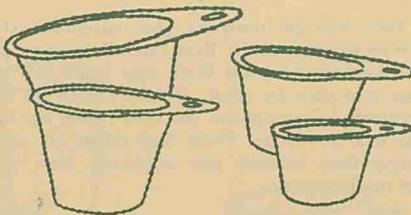


1 tablespoon,
1 teaspoon,

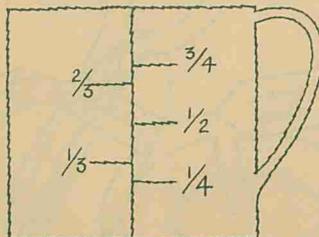
1/2 teaspoon,
1/4 teaspoon.

There are 2 types of measuring cups: One type is a set of 4 cups nested together. These are used for measuring dry ingredients, like flour or sugar.

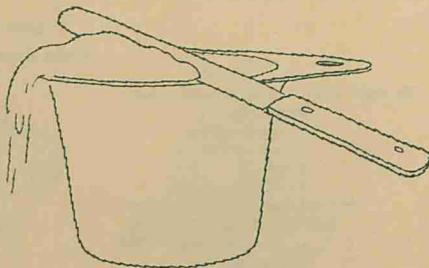
They will hold: 1 cup, 1/2 cup, 1/3 cup, 1/4 cup.



The other type is marked on one cup, 1/4, 1/3, 1/2, 2/3, 3/4 and 1 cup.



SUGAR—Use white granulated sugar, unless your recipe calls for brown or powdered sugar. Put the sugar in your 1/2 measuring cup. Level off the top with the straight edge of a table knife or spatula.



FATS—Butter, margarine, lard or solid fat is usually used in baking. It is easier for you to measure solid fat if you take it out of the refrigerator at least an hour before you are ready to use it. Pack the fat down in the measuring cup so that there are no air spaces. Level off the top with the straight edge of a knife or spatula.

FLOUR—Use 2 pieces of waxed paper. Place flour sifter on one piece of waxed paper. Put flour into the sifter and sift it carefully onto the waxed paper. Put sifter on second piece of waxed paper. Take measuring cup in one hand. Pile the flour lightly into the cup until it runs over the top. Then level it off with the straight edge of a spatula. Do not shake or pack down.

Route No. 3—Safety Notes

Take a look at your cookies, but for safety use hot pot holders when you pick up the hot cookie sheet. *NEVER* use a wet or damp dish cloth, dish towel or the corner of your apron.

Route No. 4—Clean Up Time

While the cookies are baking you can stack up the dishes and clean up your work space. While your cookies are cooling it's clean up time!! Dish-washing is easy if you have plenty of hot water and clean dry dish towels. Put everything back in place. Hang the dishcloth and towels up neatly to dry. Clean the stove and sink. Leave everything spic and span!!

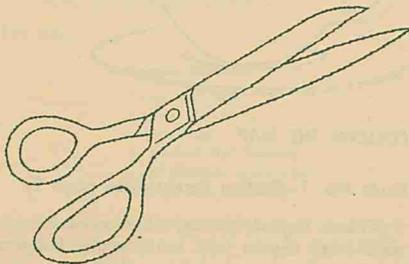


If you spilled anything on the floor, clean it up!

Route No. 5—Serving

Cookies are usually served at the end of a meal for dessert, but if you just can't wait, a good snack is a cookie and a glass of milk. You will want to give each person you serve a small napkin with your snack.

Route No. 6—Paste Time



You are now ready to cut your cookie picture from page one and paste it on your achievement record at the end of this book.

To make your own paste, mix 1 tablespoon of flour with 1 tablespoon of water. Mix well.

How Did You Do?

(Ask yourself these questions)

Are the cookies about the same size and shape?

Are they tender?

Are they evenly browned?

Are they attractively served?

Do they taste good?

Did you leave the kitchen as clean and neat as when you started?

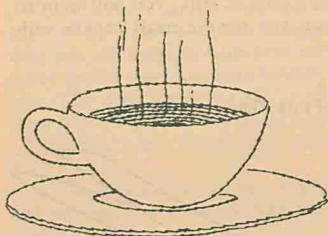
Are you pleased with your first adventure?

Would You Like To—Make Other Cookies?

To make Coconut Drop Cookies, mix 1 cup moist shredded coconut into the drop sugar cookie dough.

To make Chocolate Chip Cookies, use $\frac{3}{4}$ cup firmly packed brown sugar in place of $\frac{1}{2}$ cup sugar. Then mix $\frac{1}{2}$ cup chopped nuts and one 6 or 7 ounce package semi-sweet chocolate pieces into the dough.

Adventure II: Let's Make and Serve Cocoa



FOLLOW THE MAP

Route No. 1—Getting Ready—(See page 2)

Milk is a good beverage. You need 4 cups of milk every day to help build strong bones and teeth.

COCOA

To make cocoa, you will need:

Equipment	Ingredients
Measuring spoons	1 tablespoon
Measuring cups	cocoa syrup mix
Mixing spoon	$\frac{3}{4}$ cup milk
Saucepan	
Covered glass jar	

Route No. 2—Making Cocoa Syrup

- 1 cup cocoa
- 2 cups sugar
- 1 cup water
- $\frac{1}{4}$ teaspoon salt
- 1 teaspoon vanilla

(1) Measure the cocoa, sugar and salt into a saucepan.

(2) Mix well.

(3) Add the water. Stir until smooth.

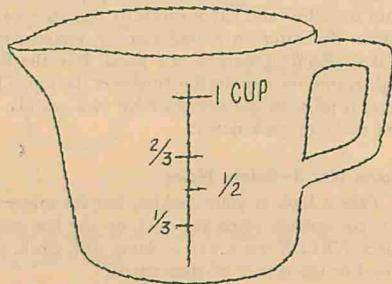
(4) Cook over low heat about 5 minutes. After it is heated to the simmering point, remove from stove.

(5) Cool.

(6) Add vanilla. Pour into a tightly covered glass jar and store in refrigerator to use as needed to make cocoa. This amount will make 35 cups of cocoa.

To Make Cocoa:

In a saucepan, put 1 tablespoon of cocoa syrup for each $\frac{3}{4}$ cup of milk. Heat and serve. You may use hot or cold milk. Helpful Hint: Read "Kitchen Clues."



KITCHEN CLUES:

Simmering point is just below boiling—a white smoke comes from the saucepan. To measure liquids use a liquid measuring cup. They have a space in the cup above the 1 cup mark, and usually have a pouring spout. Cups that have no spout and show the 1 cup measure line at the very top are for measuring dry ingredients. To measure liquids, hold the cup level so you can see the liquid as it reaches the measuring line on the cup.

When your cocoa is allowed to set and scum forms on top, don't take it off, but beat it back into the cocoa. It has good food value.

You want to have good luck with all the foods you make. If some do not come out just right, don't worry. It takes practice! To be successful, you should read the recipe very carefully until you understand it. If you don't understand, ask Mother what it means.

When folks are hot, thirsty, and tired, there's nothing more refreshing than a milk beverage. Milk is also good served hot, in cocoa. Do you know why some boys and girls are peppy, have pretty teeth and shiny hair? They probably drink milk at least 3 times a day. They probably, also, get at least 8 hours sleep each night, drink plenty of water, brush their teeth, and comb and brush their hair every day. **DO YOU?**

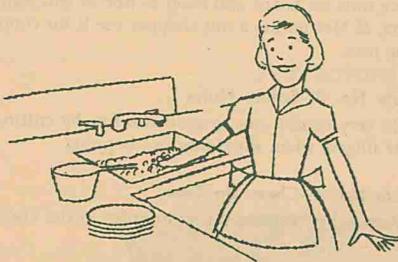
Route No. 3—Safety Notes

Remember to turn the handle of the saucepan so that the pan will not get knocked off.

When you pour hot cocoa into your cup use a pot holder and tip the saucepan away from you so that the steam will not burn you. Do not fill the cup too full—set cup in saucer to serve.

Route No. 4—Clean Up Time

After you have finished, it's clean-up time. Learn the clean-up habit. Then you won't mind at all.



Route No. 5—Serving

Cocoa can be served with some of the cookies made in Adventure I. Use a small napkin when serving this snack. Cocoa is also good served with breakfast, lunch or dinner.

Route No. 6—Paste Time

It is time now to paste your Adventure II picture from the front of the book in the back.

How Did You Do?

- Did you obtain rich brown color?
- Did you have a pleasing flavor?
- Did you serve it hot?
- Did you make cocoa free from scum on the top with no settling in the bottom?
- Did you leave the kitchen tidy?

Would You Like To — — —

— — — MAKE ANOTHER MILK DRINK?

Try this:

Banana Milkshake

- 1 cup cold milk
- 1 scoop ice cream (optional)
- ½ mashed ripe banana (if banana is not ripe, drink will be bitter)

(1) Put ingredients into bowl. Beat until well blended. (You may use a jar with a tight-fitting lid instead). Shake until fruit and milk are well blended.

(2) Pour into glass and use straws for serving.

A good thirst quencher is needed at meals, between meals with a snack, or when entertaining friends. Milk and milk drinks are "tops" on the beverage list for every member of the family and **ESPECIALLY YOU!** Maybe Daddy would enjoy tasting one of your milk drinks.

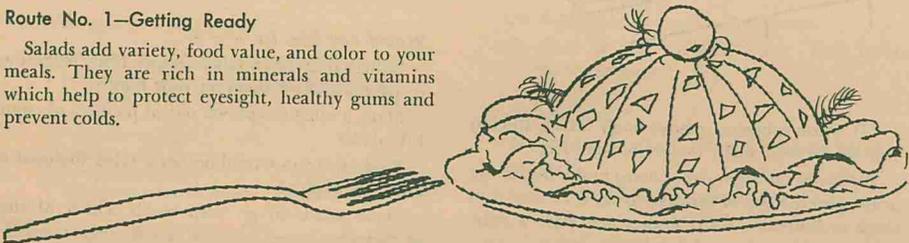
Would you like to show other people how to make milk drinks? When you show others what you have learned, you can use the demonstration method. When you show a milk drink or other dairy foods you call it giving a dairy foods demonstration. This is one method used to get more people to drink more milk for their health.

Adventure III: Let's Make and Serve A Salad

FOLLOW THE MAP

Route No. 1—Getting Ready

Salads add variety, food value, and color to your meals. They are rich in minerals and vitamins which help to protect eyesight, healthy gums and prevent colds.



Route No. 2—Making Salad

Peach and Cottage Cheese Salad

To make peach and cottage cheese salad you will need:

Equipment	Ingredients
Salad plate	4 peach halves, drained if canned
Cutting board	½ cup cottage cheese
Knife	1 tablespoon chopped nuts
Spoon	2 lettuce leaves
	1 teaspoon salad dressing or mayonnaise

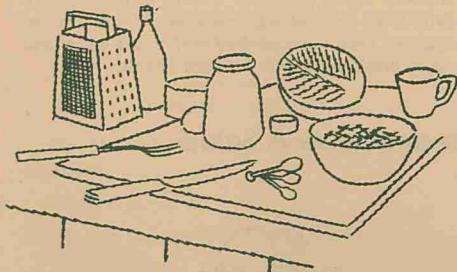
- (1) Place lettuce leaves on salad plates.
- (2) Put 2 peach halves, cut side down, on lettuce leaf.
- (3) Mix cottage cheese and nuts.
- (4) Top peach halves with cottage cheese and nuts.
- (5) Salad dressing or mayonnaise is placed on the side of one peach half.

Helpful Hint: Read "Kitchen Clues".

Cole Slaw

To make cole slaw you will need:

Equipment	Ingredients
Sharp knife	2 cups shredded cabbage
Cutting board	¼ cup salad dressing
Mixing bowl	1 teaspoon sugar
Measuring cups	2 teaspoons vinegar
Measuring spoons	
Large fork	



- (1) Wash cabbage, remove outer leaves, and cut into quarters or small wedge shaped pieces.
- (2) Shred cabbage with a sharp knife, beginning at the pointed end of cabbage to cut it in very thin slices or "shreds". Your Mother may have a vegetable shredder. If so, ask her how to use it.

(3) Just before serving, mix salad dressing, sugar and vinegar in a bowl.

(4) Add shredded cabbage and mix well. To vary slaw, onions, shredded carrot or celery seed may be added.

KITCHEN CLUES:

Wash well all raw vegetables for salads. As soon as you bring lettuce home from the store remove any leaves that are discolored. After you have washed them, store in the vegetable tray of your refrigerator until needed.

To chop nuts—use a chopping board and knife. Place nuts on board and chop as fine as you want them. If Mother has a nut chopper use it for chopping nuts.

Route No. 3—Safety Notes

Be very careful not to spoil the fun by cutting your fingers when shredding or chopping.

Route No. 4—Clean Up Time

Remember to leave things in order in the kitchen.

Route No. 5—Serving

Most luncheon or dinner meals need a fresh crisp salad. Salads are usually served on a separate plate with the meal. They are served sometimes as a bowl salad in most farm homes. A fruit salad may be served as a dessert. Fancy salads are served for parties.

Route No. 6—Paste Time

Change your picture for Adventure III from the front to the back of your book.

How Did You Do?

- Were your salad foods well drained?
- Were the salad greens served crisp and cold?
- Did you remember the dressing?
- Did they taste good?
- Did you leave the kitchen neat and clean?

Would You Like To — — —

Collect 6 or more salad recipes from magazines or papers and try them on your family?

Make a salad scrapbook out of pictures of colorful salads?

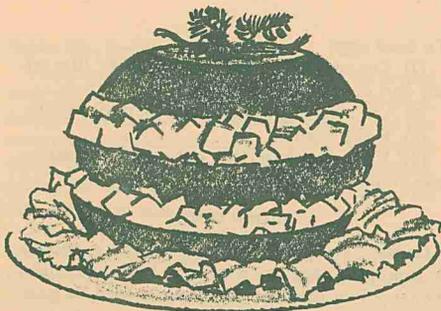
Find out from Grandmother a salad she used to make for Daddy?

Make salads to go with meals which Mother prepares?

Make salads using cottage cheese and other dairy products as a dairy foods demonstration?

Use the cole slaw which you have made to stuff tomatoes?

Make "Sky High Potato Salad"?—Use some salad which Mother has made and place a slice of tomato on a lettuce leaf. Add a layer of potato salad and then another slice of tomato. When you have added the last slice of tomato top with a sprig of parsley.



Adventure IV: Let's Devil Eggs



FOLLOW THE MAP

Route No. 1—Getting Ready

Eggs, like meat, furnish our bodies with complete protein and iron. We need to eat an egg every day or at least 5 a week.

Deviled Eggs

To devil eggs you will need:

Ingredients

- 6 hard cooked eggs
- 1 tablespoon softened butter
- 2 teaspoons vinegar
- $\frac{3}{4}$ teaspoon mustard
- $\frac{1}{2}$ teaspoon salt
- $\frac{1}{8}$ teaspoon pepper
- 1 tablespoon salad dressing

Equipment

Saucepan and lid

Route No. 2—Deviling Eggs

To hard cook eggs:

- (1) Place eggs in the shell in a pan.
- (2) Cover with cold water.
- (3) Bring to a boil.
- (4) Turn off heat.
- (5) Cover and let stand 15 minutes.
- (6) Cool at once in cold water. This makes shells easier to remove.

To remove shell:

- (1) Crackle the shell—roll egg between hands to loosen shell.
- (2) Start peeling at the large end of the eggs.
- (3) Dipping in a bowl of cold water helps to ease the shell off.

Helpful Hint—Read "Kitchen Clues" on next page

Mix ingredients and spread on bread. You may cut sandwiches in various ways so they will be easy to eat.

Deviled Egg Sandwiches

Use the mixture you made in Adventure IV and mash up the egg whites. Spread on slices of bread.

KITCHEN CLUES:

We use sandwiches for almost any occasion—picnics, lunches, TV snacks, club refreshments, or a bedtime snack. A sandwich may be the dainty tea time type or it may be a meal-in-the-hand.

BREAD: Any bread can be sandwich bread. Nut bread or banana bread is especially good for party sandwiches. Try rye and whole wheat bread as well as white bread for your sandwiches. Day old bread is better than fresh bread for sandwiches.

FILLING: The filling really makes the sandwich and there are so many kinds. It's fun to try new ones and we learn to eat new foods, too. Home-made fillings are cheaper than ready made ones. They can be as good or better tasting than the bought ones. Try tomatoes or other fresh vegetables from your garden.

Route No. 3—Safety Note

Use a bread knife on a board to cut and be very careful not to cut yourself. Mother will show you how.

Route No. 4—Clean Up Time

After making sandwiches check to be sure the kitchen is nice and clean.

Route No. 5—Serving

These ever popular sandwiches may be served with raw relishes or fruit and a milk beverage, and you have a satisfying lunch or supper. We can serve cold sandwiches or hot sandwiches. Make your choice to suit the occasion. Many of the cold sandwiches are used by those who carry lunches. Hot ones are served at home.

Now that you have made your sandwiches, serve them with glasses of good cold milk. You may pour the milk into the glasses in the kitchen or let someone pour milk from a pitcher at the table.

Route No. 6—Paste Time

It's time now to paste your Adventure IV picture from the front in the back of the book.

How Did You Do?

- Does your sandwich seem moist enough?
- Is your sandwich easy to eat?
- Does your sandwich look and taste good?
- Is your milk cold?
- Did you keep the kitchen nice and neat?

Would You Like To — — —

Make 3 other kinds of sandwiches from recipes which you have found?

Make sandwiches for a club meeting or picnic? Set up a sandwich bar so each person could fix their own sandwiches?

Make sandwiches for a Sunday School party?

Make sandwiches for your 4-H Club meeting?

Make sandwiches to sell at a calf show?



Adventure VI: Let's Fix Hot Dogs



FOLLOW THE MAP

Route No. 1—Getting Ready

Meat is called the main dish. It contains complete protein which you need while you are growing to build your muscles.

Helpful Hint: Read "Kitchen Clues."

Route No. 2—Cooking Hot Dogs

Steamed Frankfurters

Equipment	Supplies
Covered saucepan	6 frankfurters
	Water to cover

- (1) Place frankfurters in saucepan—cover with water.
- (2) Put on cover and steam 5-10 minutes.

Barbecued Frankfurters

Equipment	Ingredients
Saucepan or skillet	½ cup water
8-12 frankfurters	½ cup vinegar
	1 teaspoon salt
	1 teaspoon prepared or dry mustard
	1 teaspoon sugar
	2 tablespoons catsup, if desired

- (1) In a saucepan, or skillet (heavy pan) combine all ingredients listed above except the franks. Bring to a boil.
- (2) Add franks carefully and simmer 15 to 20 minutes. (To simmer means to turn the heat down so that little bubbles just come at the sides of the pan and there are no bubbles or boiling in the center of the pan.)
- (3) Serve plain or on toasted frankfurter bun.

KITCHEN CLUES:

Hot Dogs—called frankfurters—rate high as a lunch or supper favorite. When you split them and put in a stuffing they are more filling and seem a little "special".

The stuffed franks can be broiled or baked in a hot oven. Small kitchen tongs are handy for lifting the hot franks.

ALL-AMERICAN HOT DOGS—fix 'em in the house or in the yard, but do not over-cook them. They are already cooked.

You will need to make a trip to the grocery store and buy your franks. How much do they cost? How many come in a package? How much does one cost?



Route No. 3—Safety Note

Be very careful when cooking the franks and don't burn your hand.

Route No. 4—Clean Up Time

Your good work habits have developed. It's fun to clean up!

Route No. 5—Serving

Serve franks with a meal which your Mother has prepared. They are used as the "main dish".

A suggested meal built around hot dogs is:

Barbecued Frankfurters	
Buttered English Peas	Baked Irish Potatoes
Cole Slaw	
Rolls	
Cookies	
Milk	

Route No. 6—Paste Time

It's time now to cut your Adventure VI picture from page one and paste on your achievement record at the end of this book.

How Did You Do?

- Did you follow the clues?
- Were your franks good?
- Did they overcook or burn?
- Did you use a pot holder when removing them from the oven?
- Were they served hot?
- Did you leave the kitchen nice and clean?

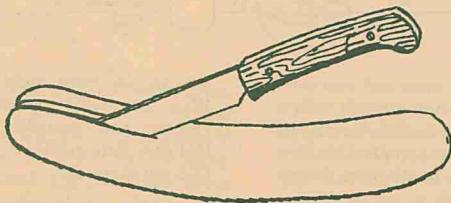
Would You Like To — — —

Prepare franks like your Aunt suggests—ask her for other suggestions.

Plan a weiner roast outdoors?

Make "Pigs in Bacon" with franks? Here's how—

- (1) Set oven temperature at 425 F. Cook 2 franks each if folks are hungry.
- (2) Cut slit in each frank. Don't cut through. Spread mustard in slit.
- (3) Wrap a slice of bacon around frank like a spiral. Fasten with toothpicks at each end.
- (4) Bake about 17 minutes. (Turn at "half time"). Remove the toothpicks.



Adventure VII: Let's Make Muffins

FOLLOW THE MAP

Route No. 1—Getting Ready

We need bread with each meal. We depend upon bread to give us our vitamins for good appetite.

Helpful Hint: Read "Kitchen Clues".

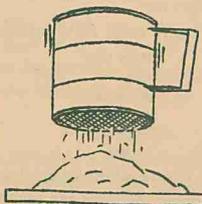
Route No. 2—Making Muffins

Plain Muffins
(makes about 12)

To make muffins you will need:

Equipment	Ingredients
Muffin tins	2 cups plain sifted flour
Sifter	1 tablespoon baking powder
Mixing bowl	1 teaspoon salt
Rotary egg beater	¼ cup sugar
Measuring cups (solid & liquid)	1 egg
Measuring spoons	1 cup milk
Large mixing spoon	¼ cup oil or melted fat
2 teaspoons	

- (1) Preheat oven to hot (425 F.) for shiny metal pans or to 400 F. for dark metal pans.
- (2) Grease muffin pans.
- (3) Sift together flour, baking powder, salt and sugar.



- (4) Place egg, milk and oil or melted fat in the mixing bowl and beat with rotary beater to blend.
- (5) Add flour mixture, stirring only until all of the flour is damp. Mixture will look lumpy.
- (6) Fill muffin cups ¾ full.
- (7) Bake in preheated oven 20 minutes.

KITCHEN CLUES:

If self-rising flour is used omit the baking powder and salt called for in the recipe.



To make good muffins, you must not over-mix. Too much mixing makes the muffin tough, coarse and have tunnels. Tunnels are those holes that go from the bottom to the top of the muffin. See how few strokes you can use to mix in all of the flour.

Route No. 3—Safety Note

Put hot pans on a rack or a table top that will not burn. If you should spill fat or water on the floor, wipe it up right away, otherwise, you might slip on it and fall.

Route 4—Clean Up Time

When you have finished making your muffins don't forget to clean up.

Route No. 5—Serving

A suggested family meal using muffins:

	Meat Loaf	
Steamed Cabbage		Rice
	Tossed Salad	
	Hot Muffins	
	Custard	
	Milk	

You can serve your muffins with a meal that your Mother has prepared. Muffins are easy to make and everyone likes them for breakfast, lunch, supper or dinner, or for an afternoon snack. They can be made big and hearty or tiny and dainty to go with the kind of meal you are serving.

Route No. 6—Paste Time

It's time to transfer your picture for Adventure VII.

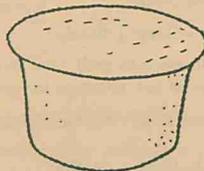
How Did You Do?

Did you follow the clues?
 Did the muffins look good?
 Were your muffins tender?

Was the top crust slightly rough?
 Were they well browned, but not burned?
 Did you have tunnels?
 Did they taste good?
 Did you clean up?

Would You Like To — — —

Make muffins again and use these variations?



- (1) Use $\frac{3}{4}$ cup corn meal in place of $\frac{3}{4}$ cup white flour.
- (2) Use 1 cup whole wheat flour or bran in place of 1 cup white flour.
- (3) Add $\frac{1}{2}$ cup dried fruit or chopped nuts to the flour mixture.
- (4) Place 1 teaspoon brown sugar and $\frac{1}{2}$ teaspoon butter or margarine in the bottom of each cup.
- (5) Add $\frac{1}{2}$ cup chopped raw apple and $\frac{1}{2}$ teaspoon cinnamon to the sifted flour mixture.
- (6) Place 1 teaspoon of jelly or jam in the top of each muffin before baking.

Would you like to enroll in the North Carolina Junior Enriched Corn Meal Program? (See your leader for more information).

Adventure VIII: Let's Learn to Set the Table

FOLLOW THE MAP

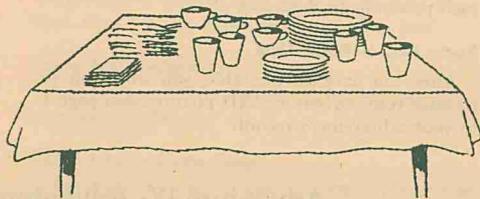
When we set the table correctly everyone enjoys the meal more. Only the handles are used when picking up silver.

Route No. 1—Getting Ready

To set the table you will need:

Supplies and equipment:

- Tablecloth or place mats for each person.
- Centerpiece.
- Napkins, dishes, silver for each person.



Route No. 2—Setting the Table

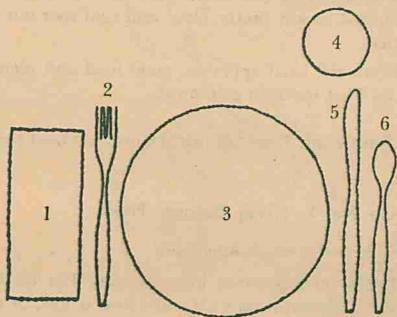
Helpful Hint: Read "Kitchen Clues".

Wipe the table well with a clean damp cloth. Have a clean covering on the table. If it is made of cloth, be sure it is ironed nicely. The fold should run lengthwise through the center of the table. Place mats may also be used. Lay place mats about half an inch from the edge of the table so they will not slip. In the center of the table you might use:

- A bowl or low vase of flowers.
- A small potted plant—be sure the container is clean.
- A bowl of fresh fruits.
- A glass rose bowl full of colored marbles.
- A wooden or coarse pottery dish with colorful vegetables.

Your own smiling face is the best table decoration you can have.

The dishes and silver arranged for one person are called a "cover" as pictured below.



1. Napkin
2. Dinner fork
3. Plate
4. Glass of water
5. Knife
6. Spoon

The plate is always in the center of a cover. It is always placed an inch from the edge of the table.

Place knife to the right of the plate with the cutting edge toward the plate.

Place spoon to the right of the knife with the bowl up.

Place fork at the left of the plate with tines up.

Place glass at the top of the knife.

Lay napkin to the left of the fork, one inch from the edge of the table. Have napkin folded in a square or rectangle. The napkin is usually placed so that the open corner will be at the lower right side next to the handle of the fork.

Place salt and pepper shakers, relish and jelly dishes where they can be easily reached.

Place serving silver on the table beside sugar bowl, jelly dish, vegetables and other dishes that need a spoon for serving. Be sure not to put it in the bowl until ready to serve.

KITCHEN CLUES:

Save steps by using a small tray to carry napkins, plates, glasses and silver to the table. Be careful not to touch the eating surface of silver, dishes or rims of glasses. Hold cups and silver by their handles. The table should be attractive, orderly and convenient.

Route No. 3—Safety Note

Don't pile dishes too high so that you will spill some pieces and cause them to break.

Route No. 4—Clean Up Time

All of the dishes will need to be washed well before putting them away.

Route No. 5—Serving

Meal times should be a happy, interesting time when the family gets together to talk over what each has been doing, hearing and seeing, and to enjoy good food together. Many people use family type service. This way everything is passed and each person helps their own plate.

Route No. 6—Paste Time

After you have set the table, you will want to transfer your Adventure VIII picture from page 1 to your achievement record.

How Did You Do?

Did you have everything needed on the table?
Was the table attractive?
Was the meal orderly and everything convenient?

Would You Like To — — —

Surprise Mother and set the table without being asked?
Set the table for 3 additional meals?
Give a demonstration on how to set the table?
Set the table at 4-H Camp?

Adventure IX: Adventure With Food Outdoors

FOLLOW THE MAP

Now you have learned to prepare and serve cookies, milk drinks, salads, deviled eggs, sandwiches, muffins, and to set the table. Your food has tasted good to you and your family. Why not put them together and have a meal? This is one way for you to show your family what you have learned this year in "ADVENTURES IN THE KITCHEN". This meal will also help you learn to entertain. You will gain confidence with practice in cooking and tablesetting.

Route No. 1—Getting Ready

Planning is important. Make it simple. Do only as much as you can do easily and well. It is best to serve only a few foods. Plan foods that do not take too much last minute preparation or watching.

It is a good idea to write down what you are going to do. Check steps in your plan as you finish them.



For your main dish use:

Frankfurters—Adventure VI
or Deviled Eggs—Adventure IV
or Sandwiches—Adventure V

For your salad use cole slaw—Adventure III
or peach and cottage cheese salad. For your vegetable use potatoes—(see this adventure).

For your dessert use cookies, Adventure I.

For your beverage use cocoa, banana milk shake, Adventure II, or just milk or use recipes which you have collected and tried.

Why not make this adventure a family trip and let members of your family help you plan and take part in it?

You could be the pilot. Your Mother, the navigator, who helps direct you. Father could be the Co-pilot, and brothers and sisters passengers. You could prepare the meal inside and take it out in the backyard or you could plan to cook it in the backyard, or any pretty, clean and cool spot out of doors.

Fresh air, keen appetites, good food and plenty of it. That means a gala meal.

Helpful Hint: Read "Outdoor Clues" on next page.

Route No. 2—Fixing Outdoor Foods

Hobo Spuds

Put 3 or 4 potatoes in a tall can. Put on lid loosely. Place can on grill when heat is low, or on hot ashes; roll occasionally. When potatoes are done, cut slit in the top of each. Season, top with butter. Potatoes can also be wrapped in aluminum foil if a can is not available.

Slaw

There is glamour in the cabbage head! Select a large head with crisp curling leaves. Loosen the leaves and spread out, petal fashion. With a sharp knife hollow out center to within one inch of sides and bottom. Chop center to make slaw. (See recipe on page 10).

OUTDOOR CLUES:

The fire: If you plan to cook out you might ask the co-pilot to build the fire. One of the passengers could help him. If you burn charcoal the fire should be started an hour ahead, or according to directions on the package. You need glowing coals with no flame for slow steady heat.

The trip to the grocery store is required. You could plan ahead and be sure you have everything you need to buy, such as frankfurters, buns, and cabbage if you don't have any in the garden. Make a list before you go and it saves a lot of time and keeps you from forgetting something important.

Let your passengers help you set the table. Check to be sure everything is in place. (Check Adventure 8).

Another way to serve is to set up a sandwich bar. Each person makes own sandwich from the "fix-in's" provided. These fixin's may include one or more kinds of bread and butter, a variety of sliced meat and cheese, lettuce or other greens, sliced, tomatoes, pickles, mustard, catsup or chili sauce.



Route No. 3—Safety Note

Wear canvas or asbestos gloves to protect your hands from burns. Be sure the fire is out completely—use water or dirt.

Route No. 4—Clean Up Time

Everyone is glad to help clean up after an outdoor meal. "Many hands make light the load".

Route No. 5—Serving

Let everyone serve themselves. In that way each one has more fun.

Route No. 6—Paste Time

Paste the picture on your diploma. Have you colored them?

How Did You Do?

- Did you plan ahead?
- Did you do your shopping?
- Did you remember everything?
- Did everyone have a good time?
- Did the food taste good?
- Did you clean up the yard and the kitchen?

Would You Like To — — —

- Plan another meal outdoors?
- Invite a guest over for another outdoor meal?
- Collect pictures and recipes of dishes to prepare outdoors?

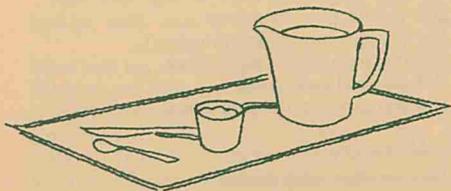
Adventure X: Would You Like to Show & Tell Others

FOLLOW THE MAP

Route No. 1—Getting Ready to SHOW Others

"We never outgrow our need for milk". Would you like to show someone else how to prepare a food using milk or milk products? You could show making cocoa (Adventure 2) or making a salad using cottage cheese. (Adventure 3).

Wear a clean, simple wash dress that feels comfortable. Arrange your hair neatly so it will stay in place. Never let it fall over your shoulders or face because hairs are likely to fall into the food. Wear low-heeled shoes that are comfortable to stand in. Wear your best posture too.



To show how, you will need:

It will help when you show how if you make a list of the supplies and equipment which you need and a picture of a table top showing where you will place the equipment and supplies. It is a good plan to use trays or shallow pans for supplies and equipment. Arrange the equipment and supplies so that, as you work, there will be little or no criss-crossing of hands.

Helpful Hint: Read "Kitchen Clues".

Route No. 2—Getting Ready to TELL Others

First learn all you can about the different kinds of dairy foods.

- (1) How they are made.
- (2) What food value they contain.
- (3) How to care for them.
- (4) How you can use them in meals.

To do this, read good books on dairy foods. Ask your Mother, 4-H Club foods leader, 4-H Club junior leader, or your Home Agent to help you find some. You will hear things about milk on the

radio, see them on television, in newspapers and magazines. You may want to visit a dairy or ice cream plant if you have never seen one.

Next, prepare your dairy food dishes at home. Ask Mother to help select one to try. When you have prepared simple ones you can try those that require more skill.

When you have learned about dairy foods and how to prepare some, show your family how it is done. You might like to show your friends also.

Suggested outline for showing and telling:

- a. Smile and greet audience—tell what club and community you represent; introduce yourself.
- b. Tell what you plan to make.
- c. Begin work; explain what you are doing and tell why.
- d. Speak and show.
- e. Clear table and arrange the finished dish on table to form an attractive picture.
- f. Tell what you have done in a few short statements.
- g. Ask for questions and stand at attention for questions.
- h. Repeat question, then answer it.

KITCHEN CLUES:

Milk is a very important food for all girls and boys. Milk and other dairy foods help you to be healthier, to have pep and energy for playing games and doing your school work, and to be more attractive. If you grow up to be a good cook, you will need to learn how to use dairy foods in many different ways, and in many different dishes.

When you are cooking with milk be careful not to let it boil. Milk scorches easily, so you may want to use a double boiler. Remember the "3 C's" about taking care of fresh milk at home—keep it *cool, clean and covered*.

All boys and girls should have at least one quart of milk every day.

Route No. 3—Safety Note

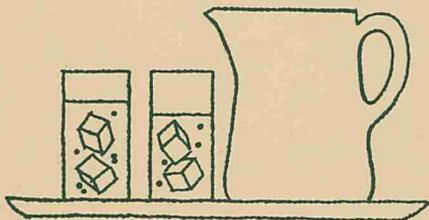
Stir hot foods with a wooden spoon; a metal spoon gets hot and may burn your hand.

Route No. 4—Clean Up Time

Soak pans in cold water after using milk and they clean quicker. Don't leave any soiled dishes in the kitchen.

Route No. 5—Serving

Dairy foods fit into any meal of the day, or after school snacks. They help to keep cool in summer as well as you a "lift that lasts."



Route No. 6—Paste Time

When you have given your demonstration, transfer your picture for Adventure IX.

How Did You Do?

Did you enjoy showing what you had learned? Ask your agent or leader about the Dairy Foods and Vegetable, and Fruit Use Demonstration Program.

Did anyone in the group try your recipe?

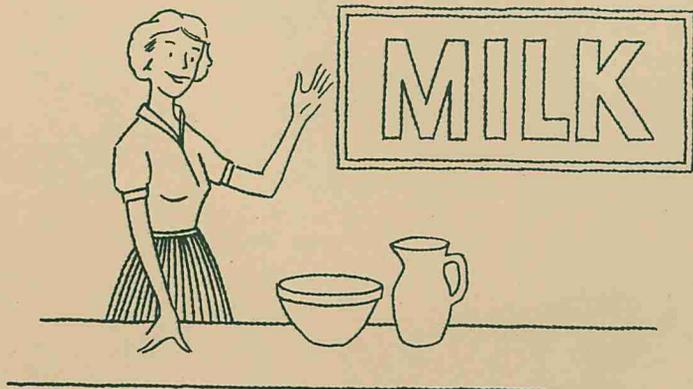
Were you natural and did you smile?

Are people using more milk and milk products after you gave your demonstration?

Would You Like To — — —

Do one of these things to let your club members know what you have learned about dairy foods and to teach them what you know?

- (1) Make a bulletin board about Milk.
- (2) Tell how dairy foods have helped you have a better diet?
- (3) Tell how dairy foods have helped your family have a better diet?
- (4) Prepare an exhibit?
- (5) Give a simple foods demonstration?
- (6) Show and explain pictures or charts that show something you have learned about kinds, food value, care, or uses of dairy foods?
- (7) Save some of your money and buy a wooden spoon and surprise Mother? This would make a nice birthday gift.
- (8) Send a letter to your Home Agent describing what you have done in this unit? Tell her what you liked best.
- (9) Show one of your products at your next club meeting.
- (10) You have now finished your "Ten Adventures in the Kitchen". Each time you have learned a new skill, and with each "adventure", you have learned to make something —so, you are ready to enroll in Unit I in your 4-H Food Preparation Project.
- (11) You have many new experiences to explore in the kitchen. Work hard to "make the best better", and soon you will be one of the best cooks in North Carolina.



ADVENTURE IN THE KITCHEN

4-H Member

4-H Club

Paste
Picture
Here

Paste
Picture
Here

Paste
Picture
Here

Adventure I Cookies

II Beverage

III Salad

Paste
Picture
Here

Paste
Picture
Here

Paste
Picture
Here

Paste
Picture
Here

IV Deviled Eggs

V Sandwiches

VI Hotdogs

VII Muffins

Paste
Picture
Here

Paste
Picture
Here

Paste
Picture
Here

VIII Table Setting

IX Cook-out Meal

X Show Others

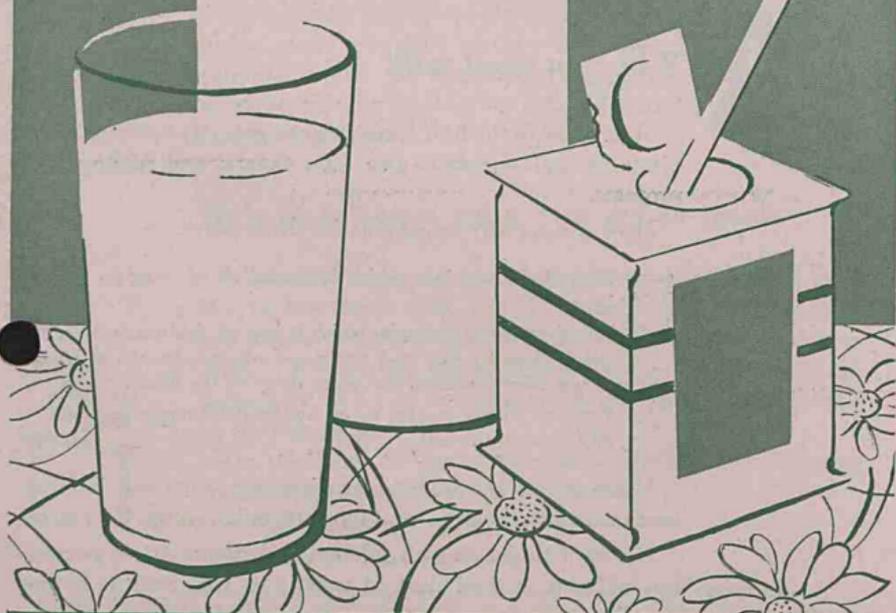
Turn in this record book to show your agent what you have done. List on a separate sheet other dishes and meals which you have prepared.

Signed: _____
Mother

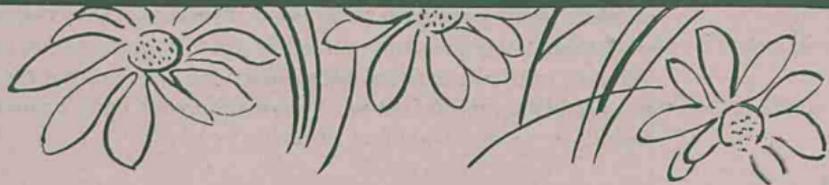
Adult 4-H Leader

getting enough

MILK



U. S. DEPARTMENT OF AGRICULTURE
Home and Garden Bulletin No. 57



getting enough MILK



MILK . . . *one of the best foods*

Why you need milk

Milk is one of the best foods you can get. It contains many vitamins and minerals, also fats, sugars, and high-quality proteins.

Milk is especially important for three nutrients:

The mineral calcium, which is needed all life long for healthy bones.

The B-vitamin riboflavin, which is one of the nutrients essential for healthy skin and nerves and which helps the body cells to use other nutrients carried to them by the blood.

Protein, which is the main building-and-repair material of all tissues in the body.

Many people get too little of these three nutrients for their best nutritional health—and too little milk is often the reason.

It's hard to get enough calcium and riboflavin, in particular, without a good deal of milk. In this country's food supplies, milk provides three-fourths of all the calcium, nearly half of the riboflavin, one-fourth of the protein.

Much of the work that nutrients do for your body depends on their getting together with other nutrients. One reason why milk is so excellent a food is that it contains many different nutrients in favorable proportions . . . so that they can readily form efficient work teams for your body's nutrition.

How much milk is enough?

Nutritionists consider calcium needs chiefly when they figure the amounts of milk to include in daily food for good nutrition.

From infancy all the way through the teens, it takes large amounts of calcium to keep up with the growing body's calcium needs.

Prospective mothers and nursing mothers need a great deal of milk for calcium. Other adults can get along with less, but not with so little as they often think.

Here are the amounts recommended by nutritionists for use daily:

Children: 3 to 4 cups ($1\frac{1}{2}$ pt. to 1 qt.)

Teen-agers: 4 or more cups (1 qt. or more)

Adults, all ages: 2 or more cups (1 pt. or more)

Expectant mothers: 4 or more cups (1 qt. or more)

Nursing mothers: 6 or more cups ($1\frac{1}{2}$ qt. or more)

Milk products, such as cheese and ice cream, and prepared dishes made with milk can provide some of this quota. So can skim milk or buttermilk, especially for prospective mothers, nursing mothers, or others for whom weight control may be a problem.

How to estimate milk you get in meals

With a little easy arithmetic, you can get a pretty good idea of how much milk you are getting from milk products and prepared dishes, along with the amount of milk you may drink. If you tally the total in a few days' meals, you can judge how well you measure up to the quota recommended by nutritionists.

On the basis of the calcium they provide, the following are alternates for 1 cup ($\frac{1}{2}$ pt.) of milk:

$1\frac{1}{2}$ ounces of Cheddar cheese

15 ounces of cream cheese

11 ounces of cottage cheese (use more if creamed)

$12\frac{2}{3}$ cups of ice cream

3 cups of milk sherbet

In food prepared with milk, each serving can provide:

$\frac{1}{2}$ to 1 cup of milk in creamed soups

$\frac{1}{4}$ to $\frac{1}{2}$ cup of milk in scalloped or creamed vegetables, fish, eggs, or meat

$\frac{1}{4}$ to $\frac{2}{3}$ cup of milk in desserts such as puddings, custards, and cream pies



Changing weight? Milk is your ally



Milk is relied on as a basic food in up-to-date diets for either losing or gaining weight.

When reducing weight is the goal, milk pays its way by contributing generous amounts of protein, calcium, and other needed nutrients, along with a very moderate number of calories. For the calories in one 4-inch wedge of pie, you can have a pint of whole milk or almost a quart of skim milk.

If you are keeping down calories, remember that when you choose skim milk (fluid or dry) or buttermilk you get all of the many nutrients in whole milk, except fat and vitamin A.

Research has shown that an individual gets along best during slimming when more protein than usual is in the diet. It's an added reason for including a good deal of milk, particularly skim milk or buttermilk, in reducing diets.

If you are counting calories, here are approximate figures showing calories in milk and milk products:

	Quantity	Calories
Fresh fluid whole milk.....	1 cup (1/2 pint)...	165
Fresh fluid skim milk.....	1 cup.....	85
Buttermilk.....	1 cup.....	85
Half-and-half.....	1 cup.....	330
Chocolate-flavored milk drink..	1 cup.....	185
Malted milk beverage.....	1 cup.....	280
Evaporated milk, diluted with equal water.	1 cup.....	175
Nonfat dry milk.....	4 tablespoons (1/4 cup)	110
Ice cream.....	1/2 cup.....	150
Milk sherbet.....	1/2 cup.....	120
Cheddar cheese.....	1 ounce (1-inch cube)	115
Cottage cheese, not creamed....	1/2 cup.....	110

To get more milk into a tight food budget



Because milk is so valuable a food, it is one of the first foods to make sure of when shopping lists are drawn up or meals are planned. However closely food money must be budgeted, a family is spending wisely when it gets enough milk (see amounts recommended, p. 3).

Smart shopping can help a family to get considerably more milk for its money. Look into some of the following

possibilities for stretching milk money if a food budget is tight.

Carry your own supply. In some cities, consumers can save 1 to 3 cents a quart by carrying milk from the store instead of having it delivered.

Check discounts. Some milk-delivery firms charge less if a certain number of quarts is ordered regularly.

Price large containers. In some places milk sells for less in 2-quart or gallon containers than by the quart or pint.

Price different forms of milk. Plain fluid skim milk, buttermilk, canned evaporated milk are cheaper than fresh whole milk, as a rule. A still greater milk bargain is nonfat dry milk, which can be turned into reconstituted fluid skim milk at less than half the cost of fresh skim milk.

Use pasteurized milk, for safety's sake

Nowadays, most of the milk sold in stores is safeguarded by pasteurization, and so are ice cream, butter, and cream. Much of the cheese is made from pasteurized milk, though some cheeses aged in certain ways are accepted as safe to eat without pasteurization.

Raw milk may occasionally contain germs that cause undulant fever, tuberculosis, septic sore throat, or other infections, even with all the care taken to keep cows healthy and milk clean. Pasteurization is the additional protection that makes fresh milk a safe food.

If the milk you regularly get is not pasteurized, it is easy to do this yourself, using a home-type pasteurizer and following directions that come with it. Such equipment is sold by mail-order companies and by some hardware and department stores.

If in some emergency you can't get pasteurized milk, and you haven't a home-type pasteurizer, you can make raw milk safe for drinking by heating it just until it comes to a boil. This is stronger heat treatment than pasteurization, and it does change flavor a little.

People sometimes ask whether heating raw milk takes away some food value. Pasteurizing has no effect on the nutrients for which milk is a most important source—calcium, protein, and riboflavin. It does leave milk with less vitamin C and less of the B-vitamin thiamine. However, other commonly used foods provide these vitamins.



Understand labels



With so many kinds of milk on the market, reading the labels on bottles or other containers so as to recognize differences in the contents is well worth while. Here is information on some of the many forms of milk now sold, and an explanation of some special terms you find on milk labels and other facts that may help in buying.

Graded and Pasteurized usually go together on milk labels. In stores almost everywhere in the United States, you will find fresh fluid milk labeled to show that it has been graded and pasteurized. This milk has been processed and handled under State or municipal regulations. Many of these regulations meet standards recommended by the U. S. Public Health Service.

All three grades of pasteurized milk on the market (grades A, B, and C) are considered safe for drinking. Grade A pasteurized milk has the lowest bacterial count. There is little grade B or C milk on the market.

Homogenized on a milk label means that the fat globules of pasteurized whole milk have been broken up and spread through the liquid, so that they will not rise to the top as cream. The milk fat remains equally distributed to the last drop.

Vitamin D on a milk label means that more of this vitamin has been added to increase the vitamin D content of the milk. Vitamin D is important during the growing years for proper development of bones and teeth. A quart of vitamin D milk provides at least 400 International Units of vitamin D, the amount recommended by the National Research Council as a daily allowance for children and expectant and nursing mothers. Vitamin D milk is usually priced slightly higher than milk without vitamin D added.

Certified milk is a high-quality, high-cost milk produced on a limited scale. It is produced under such strict sanitary regulations that it can safely be used raw, though much certified milk is pasteurized.

Fluid skim milk contains almost no fat or vitamin A. Otherwise, it retains all the nutrients of whole milk—the calcium, protein, B-vitamins, and so on. Sometimes nonfat dry milk or vitamins and minerals are added to skim milk; such additions are shown on the label. These fortified skim milks usually sell for about the same price as whole fluid milk; plain skim milk usually is cheaper than whole milk.

Evaporated milk is made from homogenized whole milk. All evaporated milk on the retail market has vitamin D added. Over half the water in fluid milk is removed in the evaporating process. The milk is sealed in cans, then sterilized by heat. With an equal amount of water added, evaporated milk can be used like any other fluid milk, and has similar food value. It is handy to store, and is ordinarily less expensive than fluid whole milk. It is sold in 6-ounce and 14½-ounce cans for home use.

Evaporated skim milk with vitamin D added is one of the newer forms of milk that you can buy. When diluted with an equal amount of water it is used like fresh skim milk.

Sweetened, condensed milk is a concentrated product containing a large amount of sugar, which serves to preserve it. It is used chiefly to make desserts, candies, salad dressings, and other products by recipes especially designed for it. Some people like condensed milk in coffee and other hot beverages. It is sold in 14- and 15-ounce cans for home use.

Nonfat dry milk is manufactured by removing nearly all of the fat and water from fresh milk. With water added, it makes reconstituted fluid skim milk. In fluid or dry form it can be used many ways in cooking. It has advantages of cheapness and keeping quality.

Nonfat dry milk is sold in packages ranging from 6.4 ounces to 2 pounds, making from 2 to 10 quarts of fluid skim milk. Also on the market are consumer packages containing envelopes of 3.2 ounces each of nonfat dry milk. When reconstituted, each envelope makes about 1 quart of fluid skim milk.

Dry whole milk is also marketed, though on a small scale. Because of the fat it contains, it does not keep so well as nonfat dry milk; after the container has been opened, dry whole milk should be stored tightly closed in the refrigerator. It is used chiefly for infant feeding.

Chocolate-flavored milk and chocolate-flavored milk drink are sold by the quart in food markets and on home-delivery routes, and by the pint and half-pint in restaurants and lunchrooms. To make these, cocoa or chocolate sirup is added to whole or skim milk. Sometimes vanilla, salt, and a stabilizer to keep the beverage well mixed are also added. Usually the nutrients of the milk are slightly diluted.

Regulations in some places require a distinction in labels for these two drinks. The beverage may be sold as chocolate-flavored milk if it is made with whole milk. It must be

labeled chocolate-flavored milk drink or chocolate-flavored dairy drink if it is made with skim or partially skimmed milk.

Fermented milks have sour flavor, mainly because the milk sugar—lactose—has been changed to lactic acid by harmless bacteria. These milks also have a softer or more finely divided curd than unfermented milks. For this reason they are prescribed for some persons on special diets.

Buttermilk is one form of fermented milk. Originally it was a byproduct of butter making. It is now produced artificially, with bacterial cultures, from pasteurized skim or partially skimmed milk.

Acidophilus milk is another fermented milk made from skim milk. It is used mainly in special diets. Yoghurt, still another kind of fermented milk, usually is made from homogenized whole milk.

So far as is known, the food value of fermented milks remains about the same as the milk—whole or skim—from which these products are prepared.

Give milk good home care



At doorstep or kitchen, milk comes into the homemaker's care. Without proper handling, the milk her family uses may lose quality—in cleanliness, flavor, and food value.

To keep fresh milk at its best, follow the rule of 3 C's and a D. Keep milk Clean, Cold, Covered, and Dark. Milk holds both food value and flavor best when kept cold. It's good practice to take each new bottle or carton of milk straight to the sink, rinse it unopened under cold running water, and dry it with a clean cloth. Then promptly put the milk in the refrigerator. Stored near the freezing unit, milk can be expected to keep good quality and flavor for 3 or 4 days, perhaps a little longer.

When milk in clear-glass containers stands in a sunny window or unprotected on a doorstep, it loses riboflavin, and may develop a "sunlight" off-flavor—all in as brief a time as half an hour. If milk is delivered in clear-glass bottles and can't be refrigerated promptly, provide a wood or metal receiving box for it, preferably a box that is insulated. Some milk is sold in dark-glass bottles; these give better light protection than clear glass.

When using milk, keep it out of the refrigerator just long enough to pour the amount wanted for immediate use.

Don't mix new milk with old, unless for immediate use. Bacteria that cause stale flavor increase in stored milk, even in pasteurized milk in good storage conditions.

Is milk that has frozen in the refrigerator or on the doorstep safe to use? homemakers sometimes ask. The answer is yes, unless of course the seal has broken. If the seal breaks, dirt may get in. Freezing, itself, does not harm either nutritive value or wholesomeness of the milk. The only damage is to texture, which is not as smooth after freezing.

Nonfat dry milk stored on a cupboard shelf will keep in good condition for several months, if the storage place is dry and not too warm—preferably not above 75° F. If you put nonfat dry milk into the refrigerator, keep it in an airtight jar or can.

Wherever nonfat dry milk is stored, keep the container tightly covered. Close it immediately after use. The dry milk takes up moisture and becomes lumpy if exposed long to air.

Evaporated and condensed milk may be kept on a cupboard shelf if the can is unopened. Canned milk holds quality longer if the storage place is cool. Once opened, canned milk's place is in the refrigerator, and the can or other container should be covered tightly to keep the milk clean and protect it against off-flavors.

There's many a way to get milk into meals

Many people find milk refreshing and never tire of drinking it plain. However, cooked foods and other prepared foods offer many additional ways to get milk into daily food, always with much added nutritive value and often with extra dividends in flavor.

For more milk at breakfast, for example, pour hot milk over poached eggs on toast. Use milk instead of water when you cook cereals. Directions for cooking cereals in milk are usually given on the package.

You can step up milk value in many foods that contain fluid milk by adding nonfat or whole dry milk. Try this when preparing soups, mashed potatoes, cereals, and other cooked foods. If you add 4 tablespoons of dry milk to each cup of fluid milk, you make the food about twice as rich in milk value as it is when fluid milk alone is used.

Puddings and pie fillings made with evaporated milk will carry more milk into meals if 2 or more parts evaporated milk are added to 1 part of water instead of the usual 1-to-1 proportion.

Here are further suggestions or reminders of the many ways that milk can be used throughout the day, and some recipes for getting more good from milk.

Milk in beverages

Good drinks made with milk fit into meals and into between-meal and end-of-day snacks. Cold, flavored beverages include egg-nogs; and milkshakes flavored with chocolate, vanilla, spices, molasses, maple, or banana, strawberry, and other fruit purees.

If there's need to keep calories low, make flavored beverages with skim milk—fresh, dry, or evaporated.

For something hot, make cocoa with milk; or serve coffee European style, pouring hot milk and hot coffee together into the cup.

Here are some double-milk drinks that any member of the family may enjoy. Add a topping of ice cream or whipped cream to give extra appeal—and extra goodness—to any of these milk beverages.

Molasses milk

Ingredients for 1 serving:

4 tablespoons dry milk

Pinch of salt

1 cup fluid milk

1 tablespoon molasses

Ingredients for 6 servings:

1½ cups dry milk

¼ teaspoon salt

1½ quarts fluid milk

⅓ cup molasses

Mix dry milk and salt; mix fluid milk with molasses. Add dry ingredients to liquid and beat, stir, or shake until smooth.

Spice milk

Ingredients for 1 serving:

4 tablespoons dry milk

⅛ teaspoon cinnamon

⅛ teaspoon nutmeg

½ teaspoon sugar

Pinch of salt

1 cup fluid milk

Ingredients for 6 servings:

1½ cups dry milk

½ teaspoon cinnamon

½ teaspoon nutmeg

1 tablespoon sugar

¼ teaspoon salt

1½ quarts fluid milk

Add dry ingredients to milk and beat, stir, or shake until smooth.

Maple milk

Ingredients for 1 serving:

4 tablespoons dry milk

1 teaspoon sugar

⅛ teaspoon maple flavoring

1 cup fluid milk

Ingredients for 6 servings:

1½ cups dry milk

2 tablespoons sugar

½ teaspoon maple flavoring

1½ quarts fluid milk

Add dry ingredients and flavoring to milk. Beat, stir, or shake until smooth.

Milk in soups

Milk soups can be made with a variety of vegetables, used singly or in combinations. For example: Asparagus, beans, cauliflower, celery, corn, onions, peas, potatoes, spinach, tomatoes, turnips. Chowders made with oysters or other fish, ham, or chicken or turkey are additional possibilities.

Cream of tomato soup

- 3½ cups cooked or canned tomatoes
- ¼ cup chopped onion
- 2 tablespoons butter or margarine
- 3 tablespoons flour
- 1 teaspoon salt
- ½ teaspoon sugar, if desired
- 3 cups hot milk

Cook the tomatoes and onion together about 10 minutes. Press through a sieve.

Melt the fat and blend in flour, salt, and sugar (if used).

Gradually add sieved tomatoes. Cook over low heat, stirring constantly, until thickened.

Gradually add tomato mixture to milk, stirring constantly. Heat to serving temperature. Serve at once.

6 servings. ½ cup milk per serving.

Oyster stew

- 1 pint oysters
- 2 tablespoons butter or margarine
- 1 quart hot milk
- 1 teaspoon salt
- Paprika

Look over the oysters and take out any bits of shell. Melt the fat, add the oysters and their liquid, and cook over low heat until the edges of the oysters begin to curl—about 3 minutes. Add milk and salt, and reheat. Sprinkle each serving with paprika.

4 servings. 1 cup milk per serving.

Quick carrot or turnip soup

- 2 tablespoons finely chopped onion
- 2 tablespoons butter or margarine
- 2 tablespoons flour
- 1 quart hot milk
- 1 cup grated raw carrots or turnips
- Salt and pepper to taste

Cook the onion in the fat until lightly browned. Blend in the flour. Add milk, carrots or turnips, and salt and pepper.

Cook, stirring frequently, until the carrots or turnips are tender, about 10 minutes.

4 servings. 1 cup milk per serving.

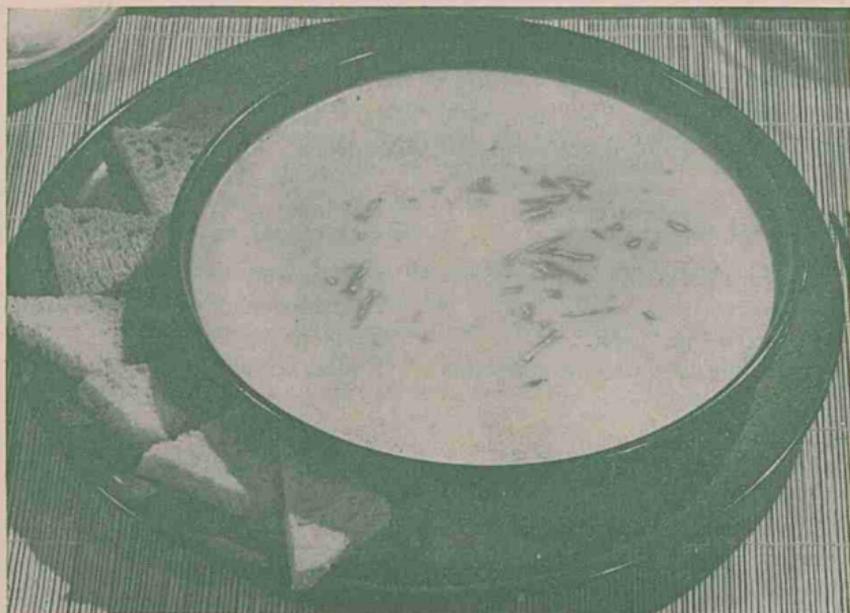
Cream of mushroom soup

- ½ pound fresh mushrooms
- 2 tablespoons butter or margarine
- 2 tablespoons flour
- 2 cups hot milk
- ½ small onion, sliced
- Salt and pepper to taste

Wash and chop mushrooms and cook a few minutes in the fat. Blend in flour.

Add milk slowly and cook over low heat, stirring constantly, until thickened. Heat the onion slices a few minutes in the soup, then remove them. Season, and heat just to boiling.

4 servings. ½ cup milk per serving.



Quick cream of potato soup.

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Frankfurter-and-potato soup

- 2 cups diced potatoes
- 1 small onion, sliced
- 1½ cups boiling water
- 2 frankfurters, cut in ¼-inch slices
- 1¼ teaspoons salt
- Pepper
- 2 cups milk
- 2 tablespoons chopped parsley

Cook potatoes and onion in boiling water until soft. Put through a ricer or mash slightly.

Add frankfurters, seasonings, and milk to potato mixture. Heat thoroughly, add parsley, and serve.

4 servings. ½ cup milk per serving.

For variety. Salami or other luncheon meat, cut in pieces, may be used instead of frankfurters. Allow

one slice per person. Or sprinkle the soup with chopped cooked ham before serving.

Quick cream of potato soup

- 1½ cups cubed potatoes
- 1 tablespoon butter or margarine
- 1 tablespoon chopped onion
- ¾ teaspoon salt
- ¾ cup boiling water
- 2 cups milk
- 1 tablespoon flour

Cook potatoes, onion, and salt in the water until the potatoes are done.

Blend fat and flour and stir into the hot potato mixture. Cook, stirring constantly, until thickened.

Add the milk and reheat.

4 servings. ½ cup milk per serving.

Corn chowder

- 3 ounces diced salt pork
- 3 tablespoons chopped onion
- 1/4 cups diced potato
- 1 cup water
- 3/4 cup cream-style corn
- 3 1/2 cups hot milk
- 1/2 teaspoon salt

Place the salt pork in a heated fry pan and cook until crisp and brown. Remove the crisp pieces of pork and reserve for later use. Lightly brown onion in pork fat.

Add onion and fat to potato and water. Cook for 10 minutes. Add corn and cook 10 minutes longer.

Stir the milk and salt into vegetable mixture. Add the crisp pieces of pork and heat mixture before serving.

6 servings. Over 1/2 cup milk per serving.

Cream of pea soup

- 2 tablespoons chopped onion
- 1 tablespoon butter or margarine
- 2 tablespoons flour
- 2 cups hot milk
- 2 1/2 cups cooked peas and liquid, sieved
- Salt and pepper to taste

Cook onion in the fat and blend in flour. Add milk slowly and cook over low heat, stirring constantly, until thickened.

Stir peas into the soup. Add salt and pepper, and heat just to boiling.

4 servings. 1/2 cup milk per serving.

Milk in main dishes

One-dish meal recipes include many opportunities to use milk in main dishes. So do most casserole dishes, including cheese custard and cheese fondue. In meat or fish loaves, milk can well be used as the liquid. Made with a white sauce, many creamed dishes get 1/4 cup milk or more per serving into a meal; such dishes include creamed chicken, eggs, and dried beef.

Fish shortcake

- 2 tablespoons chopped onion
- 2 tablespoons butter or margarine
- 1/4 cup flour
- 2 cups hot milk
- 1/3 cup grated cheese
- 1 1/2 cups flaked tuna, salmon, or other cooked fish
- 1/4 teaspoon salt
- Pepper
- Hot biscuits or cornbread

Cook onion slowly in the fat until tender. Blend in the flour.

Add milk slowly, stirring constantly, and cook until thickened. Add cheese and fish.

Season with salt and pepper. Re-heat, stirring occasionally.

Serve on hot biscuits or cornbread.

4 servings. 1/2 cup milk per serving, plus almost 1/4 cup milk value from cheese.

Fish potpie. Prepare fish mixture as above. Pour while hot into a greased baking dish, top with unbaked biscuits, and bake at 425° F. (hot oven) 35 to 45 minutes.

Cheese rarebit

- 2 tablespoons butter or margarine
- $\frac{1}{4}$ cup flour
- $\frac{1}{4}$ teaspoon salt
- $\frac{1}{4}$ teaspoon powdered dry mustard
- Few grains paprika
- 2 cups hot milk
- 3 cups shredded cheese
- 1 egg, beaten

Melt fat, blend in flour, salt, mustard, and paprika. Add to the hot milk and cook until thickened, stirring constantly.

Blend in the cheese. Remove from heat and add the egg. Reheat.

Serve on toast or cooked rice.

6 servings. Over $\frac{1}{3}$ cup milk per serving plus about $1\frac{1}{3}$ cups milk value from cheese.

Creamed eggs

- 2 tablespoons butter or margarine
- $\frac{1}{4}$ cup flour
- 2 cups hot milk
- 6 hard-cooked eggs, quartered
- $\frac{1}{2}$ teaspoon salt
- Pepper

Melt the fat and blend in flour. Add milk and cook over low heat, stirring constantly, until thickened. Add eggs, season. Heat and serve on toast.

If desired, add to the fat 2 teaspoons worcestershire sauce or grated onion or $\frac{1}{4}$ to $\frac{1}{2}$ teaspoon curry powder.

6 servings. $\frac{1}{3}$ cup milk per serving.

With fish, poultry, meat. Use only 2 or 3 eggs, and add 1 to 2 cups flaked cooked fish, chopped cooked meat, or cooked poultry.

Egg, cheese, potato scallop

- 1 cup thin white sauce (p. 17)
- 1 tablespoon minced parsley
- 2 or 3 medium-size cooked potatoes, sliced
- 1 cup shredded cheese
- 4 to 6 hard-cooked eggs, sliced
- Salt and pepper
- Soft breadcrumbs

Combine white sauce and parsley.

Place alternate layers of potatoes, cheese, and eggs in a greased baking dish, sprinkling each layer lightly with salt and pepper. Add the white sauce. Top with breadcrumbs.

Bake at 375° F. (moderate oven) 15 to 20 minutes.

4 servings. $\frac{1}{4}$ cup milk per serving, plus about $\frac{2}{3}$ cup milk value in the cheese.

Scalloped ham with noodles

- 2 tablespoons cooking fat or oil
- 3 tablespoons flour
- Salt to taste
- 3 cups hot milk
- 2 cups cooked noodles
- 3 cups ground cooked ham
- $\frac{1}{2}$ cup dry breadcrumbs

Heat the fat or oil, blend in flour and salt; gradually add milk and cook until thickened, stirring constantly.

Make alternate layers of noodles and meat in a shallow baking dish, pour on the sauce, sprinkle breadcrumbs over the top. Bake at 375° F. (moderate oven) about 20 minutes.

6 servings. $\frac{1}{2}$ cup milk per serving.

For variety. Use cooked beef in place of ham; or use macaroni in place of noodles.



Egg, cheese, potato scallop.

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Cheese fondue

- 4 eggs, well beaten
- 2 cups hot milk
- 2 cups soft breadcrumbs
- 1/2 pound cheese, shredded (2 cups)
- 1/4 teaspoon salt

Combine all the ingredients. Pour into a greased baking dish and bake at 350° F. (moderate oven) for about 40 minutes—or until set and lightly browned on top. Serve at once.

6 servings. 1/3 cup milk per serving plus almost 1 cup milk value in the cheese.

Creamed dried beef with waffles or toast

- 1/4 pound thinly sliced dried beef
- 2 tablespoons cooking fat or oil
- 3 tablespoons flour
- 3 cups hot milk
- Waffles or toast

Separate the beef into fairly small pieces and fry in the fat or oil until the meat curls slightly or is crisp.

Combine the flour with the meat, gradually add the milk, and cook until thickened, stirring constantly.

Serve hot on waffles or crisp toast. 6 servings. 1/2 cup milk per serving.

Turkey-macaroni casserole

- 1/4 cups shell macaroni
- 2 cups boiling water
- 1/4 teaspoon salt
- 3 tablespoons butter or margarine
- 1/4 cup flour
- 1 teaspoon salt
- 1/4 teaspoon marjoram
- 2 cups hot milk
- 3 tablespoons chopped pimiento
- 1/4 cups diced cooked turkey
- 2/3 cup shredded cheese

Cook the macaroni in the boiling, salted water about 15 minutes. Drain and rinse.

Melt the fat and blend in flour and seasonings. Stir in the hot milk. Cook until thickened.

Combine the sauce, macaroni, pimiento, turkey, and 1/2 cup of the cheese.

Pour into a baking pan. Sprinkle remaining cheese on top. Bake at 350° F. (moderate oven) for 30 minutes.

6 servings. 1/3 cup milk per serving plus about 1/4 cup milk value from cheese.

Chicken soufflé

- 3 tablespoons chicken fat, butter, or margarine
- 6 tablespoons flour
- 1 1/2 cups hot milk
- 3/4 cup chicken broth
- 1/2 cup soft breadcrumbs
- 2 1/4 cups ground cooked chicken
- 2 tablespoons chopped parsley
- 1/2 teaspoon salt
- 3 eggs, separated

Melt the fat, blend in flour. Gradually add milk and broth and cook until thickened, stirring constantly.

Add the crumbs, chicken, parsley, and salt.

Beat egg yolks and add to chicken mixture. Beat egg whites until stiff and fold into mixture.

Pour into a greased baking dish, individual baking dishes, or custard cups, and set in a pan of hot water. Bake at 350° F. (moderate oven) for about 45 minutes or until set.

Serve the soufflé in the dish in which it is cooked. Or, if preferred, turn individual soufflés out onto a hot platter. A mushroom sauce may be served with the soufflé.

6 servings. 1/4 cup milk per serving.

For variety. Use cooked turkey, pork, or ham in place of chicken.

Fish baked in cheese sauce

- 2 tablespoons butter or margarine
- 3 tablespoons flour
- 3/4 teaspoon salt
- 1/8 teaspoon nutmeg
- 1/2 teaspoon powdered dry mustard
- 1 cup hot milk
- 3/4 teaspoon lemon juice
- 1/2 cup shredded cheese
- 2 pounds fish fillets (haddock, perch, or flounder)

Melt the fat and blend in flour, salt, nutmeg, and mustard. Stir in the milk, cook until thickened, stirring constantly.

Add lemon juice and cheese. Stir until cheese has melted.

Place fish fillets in greased baking pan or casserole. Cover with cheese sauce. Bake at 375° F. (moderate oven) for 45 minutes.

6 servings. 1/4 cup milk per serving plus about 1/4 cup milk value in the cheese.

Milk in sauces

Good cooks make smooth sauces and use them to give variety and added flavor to main dishes, vegetables, and desserts. A sauce made with milk has the advantage of doing its share toward getting more milk into meals.

For sauces combined with mild-flavored foods, use butter or margarine for added flavor. In recipes containing highly flavored foods or seasonings, a bland fat or oil is satisfactory for the sauce.

White sauce

Here are proportions of ingredients for standard white sauces, and for low-fat medium and thick white sauces.

	Milk	Flour	Fat	Uses
Thin	1 cup.	1 tablespoon.	1 tablespoon.	Cream soup; gravy; creamed and scalloped vegetables, eggs, fish, or meat.
Medium:				
Standard.	1 cup.	2 tablespoons.	2 tablespoons.	Gravy; creamed and scalloped vegetables, eggs, fish, meat.
Low-fat. . .	1 cup.	2 tablespoons.	1 tablespoon.	
Thick:				
Standard.	1 cup.	3 to 4 tablespoons.	3 tablespoons.	Binder for croquettes; souffles.
Low-fat. . .	1 cup.	3 to 4 tablespoons.	1½ to 2 table- spoons.	

To make: Melt fat and blend in the flour to make a smooth mixture. Add salt—about ¼ teaspoon for each cup of milk to be used.

Add milk slowly, and cook over low heat, stirring constantly, until thickened.

Sauce without fat. To make a white sauce with no fat use 1 to 4 tablespoons of flour for each cup of milk used. Add flour to milk in a jar or can. Add about ¼-teaspoon salt for each cup of milk. Cover tightly and shake until well blended and smooth. Pour mixture into a saucepan. Heat slowly, stirring constantly, until thickened.

Milk gravy. Make like thin or medium white sauce, using pan drippings for the fat.

Cheese sauce. Add 1 cup grated cheese to 1 cup hot white sauce—thin or medium. Stir until cheese is melted. Be careful not to overcook.

Egg sauce. Stir 2 chopped hard-cooked eggs and 2 tablespoons chopped parsley into 1½ cups hot white sauce—thin or medium.

Vanilla sauce. Add ⅓ cup sugar and ½ teaspoon vanilla to 1 cup hot thin white sauce. Stir until sugar is dissolved.

Onion sauce

- 1/2 cup chopped or thinly sliced onion
- 1 tablespoon butter or margarine
- 1 tablespoon flour
- 1 cup milk
- Salt and pepper to taste

Cook onion in the fat until tender. Blend in the flour and gradually add the milk.

Cook over low heat, stirring constantly, until thickened. Season with salt and pepper.

Cook a few minutes longer, stirring occasionally. Makes 1 cup.

4 servings. About 1/4 cup milk per serving.

Peanut butter sauce for vegetables

- 2 teaspoons flour
- 1/4 cup peanut butter
- 1/2 teaspoon salt
- Pepper
- 1 cup milk

Blend flour and peanut butter until smooth. Add seasonings. Stir in the milk slowly.

Cook over low heat or boiling water until thickened, stirring constantly.

Serve on cooked cabbage, onions, or cauliflower. Makes about 1 cup.

4 servings. About 1/4 cup milk per serving.

Milk with vegetables

Many vegetables taste all the better when cooked with milk—creamed, scalloped, or in dishes like corn pudding.

Here are several recipes for vegetable and milk specials.

Corn pudding

- 2 eggs, beaten
- 1 cup soft breadcrumbs
- 2 tablespoons melted butter or margarine
- 2 cups milk
- 2 cups cooked, drained whole-kernel corn
- 1/2 teaspoon salt
- Pepper

Combine eggs, breadcrumbs, fat, milk, and corn. Season with salt and pepper.

Pour into a greased baking dish, and set in a pan of hot water and bake at 350° F. (moderate oven) 50 to 60 minutes or until set. Serve at once.

6 servings. 1/3 cup milk per serving.

5-Minute cabbage

- 3 cups milk
- 2 quarts shredded cabbage
- 3 tablespoons flour
- 2 tablespoons melted butter or margarine
- 1/2 teaspoon salt
- Pepper

Heat milk; add shredded cabbage and simmer for about 2 minutes. Mix flour with melted fat and add a little of the hot milk.

Stir this mixture into the cabbage and cook for 3 or 4 minutes, stirring constantly. Season with salt and pepper and serve at once.

6 servings. 1/2 cup milk per serving.

Creamed onions and peanuts

- 1 tablespoon butter or margarine
- 1½ tablespoons flour
- ½ teaspoon salt
- Pepper
- 1½ cups milk
- 2 cups cooked sliced onions
- ¾ cup finely chopped salted peanuts
- ¼ cup dry breadcrumbs mixed with 1 tablespoon melted butter or margarine

Melt fat; blend in flour, seasonings. Add milk and cook over low heat, stirring constantly, until thickened.

Place alternate layers of onions, peanuts, and sauce in a baking dish. Sprinkle crumbs over top. Brown at 400° F. (hot oven) about 20 minutes.

4 servings. Over ⅓ cup milk per serving.

For variety. Serve as a creamed dish, omitting the crumbs, and heating over low heat or boiling water.

Milk in hot breads

Don't overlook hot breads when planning to get more milk into meals. Some recipes call for a good deal of milk . . . these, for example:

Oatmeal griddlecakes

- 2 cups quick-cooking oats, uncooked
- 2 cups hot milk
- ⅓ cup sifted flour
- 2½ teaspoons baking powder
- 1 teaspoon salt
- 2 eggs, separated
- ¼ cup melted cooking fat or oil

Stir the oats into the hot milk.

Cool.

Sift together flour, baking powder, and salt.

Beat egg yolks and add to oat mixture. Add fat or oil and stir in dry ingredients. Beat egg whites stiff, and fold into mixture.

Drop the batter by spoonfuls on a hot greased griddle. When the surface is covered with bubbles, turn and brown on the other side. Oatmeal griddlecakes take longer to brown than plain griddlecakes.

4 servings. ½ cup milk per serving.

Waffles

- 2¼ cups sifted flour
- 2¼ teaspoons baking powder
- ¾ teaspoon salt
- 1½ tablespoons sugar
- 3 eggs, separated
- 1½ cups milk
- 3 tablespoons melted cooking fat or oil

Sift dry ingredients together. Beat the egg yolks and whites separately.

Combine egg yolks, milk, and melted fat or oil. Mix with the dry ingredients, stirring only until batter is smooth.

Beat egg whites until stiff but not dry and fold into the batter. Bake in hot waffle baker.

Makes 6 waffles. ¼ cup milk per serving.

Spoonbread

- 3 cups milk
- 1 cup cornmeal
- 1/2 teaspoons salt
- 2 tablespoons butter or margarine
- 3 eggs, beaten

Combine the milk, cornmeal, salt, and fat. Cook over boiling water,

stirring constantly, until thickened. Gradually add cornmeal mixture to beaten eggs.

Pour into a greased baking dish and bake at 375° F. (moderate oven) for 45 to 60 minutes or until set. Serve at once.

6 servings. 1/2 cup milk per serving.

Milk in desserts

Desserts bring milk to the table in unlimited ways. Cream pies—chocolate, butterscotch, and others—and pumpkin and custard pies belong on the list. Also milk sherbets, and custards baked or soft, puddings—bread, cornstarch, junket, rice—and Bavarian creams.

Banana pudding

- 4 cups milk
- 1/2 cup sugar
- 1/8 teaspoon salt
- 4 eggs, separated
- 1 teaspoon vanilla
- Vanilla wafers or other cookies
- Bananas

Heat the milk, sugar, and salt in a double boiler. Beat the egg yolks slightly, and slowly add some of the heated milk.

Pour back into the double boiler, and stir constantly until the custard coats the spoon. Remove at once from the heat, place the pan in a bowl of cold water, and stir the custard occasionally as it cools. Add the vanilla.

In the bottom of a greased 2-quart baking dish, put a layer of vanilla wafers or cookies, slice over them a layer of banana, and add some of the custard. Repeat until the dish is about three-quarters full.

Make a meringue of the whites of the eggs, using 2 tablespoons of sugar for each egg white. (See meringue

recipe, page 22.) Spread over the pudding and bake for about 12 minutes at 350° F. (moderate oven) until lightly browned. Chill the pudding before serving.

6 servings. 2/3 cup milk per serving.

Honey bread pudding

- 1 2/3 cups bread cubes
- 1/4 cup liquid honey
- 2 tablespoons butter or margarine
- 1/8 teaspoon salt
- 2 eggs, beaten
- 1/2 teaspoon vanilla
- 1 2/3 cups hot milk

Place the bread cubes in a small baking dish. Combine the honey, fat, salt, eggs, and vanilla. Slowly stir in the milk. Pour the mixture over the bread.

Set the baking dish in a pan of hot water and bake at 350° F. (moderate oven) for 30 to 40 minutes or until pudding is set.

4 servings. Almost 1/2 cup milk per serving.

Soft custard

1/4 cup sugar
1/4 teaspoon salt
3 eggs, beaten
3 cups hot milk
1 teaspoon vanilla
Cinnamon or nutmeg

Add sugar and salt to beaten eggs. Gradually add the milk to the egg mixture.

Cook over hot, not boiling, water and stir constantly until the mixture coats the spoon.

Remove from the hot water at once. Strain. Cool; add the vanilla and

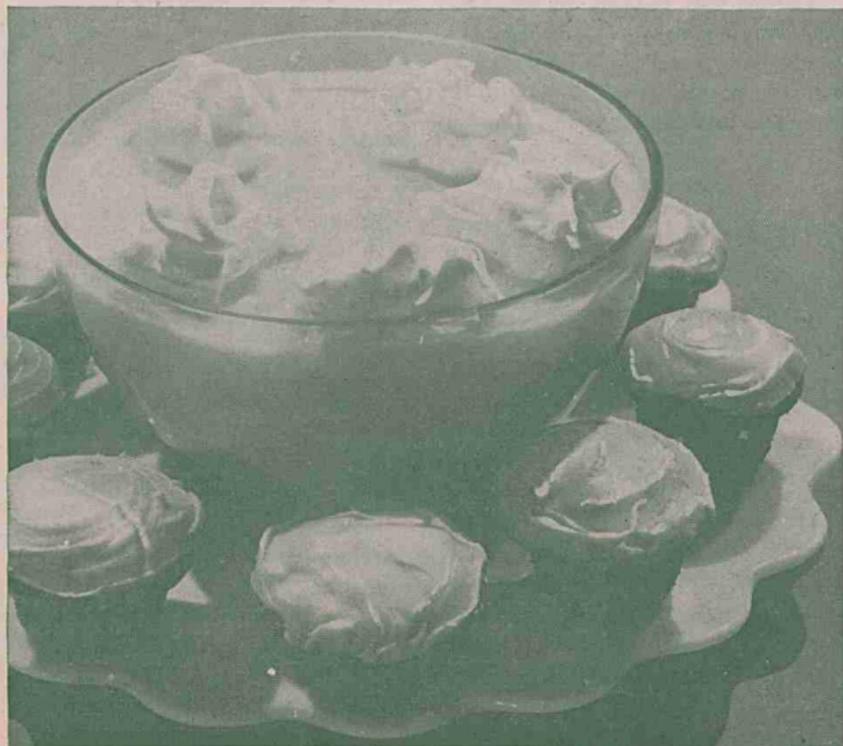
sprinkle a little cinnamon or nutmeg on each serving.

6 servings. 1/2 cup milk per serving.

As a sauce. For thinner custard to serve as a sauce, follow the recipe, using 2 eggs or 4 egg yolks instead of 3 eggs. Good with many kinds of fruit, gelatin desserts, cakes, and puddings.

Floating island

Use the soft custard recipe above. Top with meringue. (See meringue recipe, page 22.)



Floating island.

N 13020

Meringue

- 2 egg whites
- 1/4 teaspoon salt
- 1/4 cup sugar

Beat egg whites with salt until stiff. Beat in sugar slowly until smooth and glossy.

To bake on pie. Spread meringue over slightly cooled filling in a baked pastry shell. Bake at 350° F. (moderate oven) for about 12 minutes or until meringue is set and browned.

For topping desserts. Pile meringue lightly on a greased baking sheet in 6 large or 12 small mounds. Bake at 350° F. (moderate oven) for 10 to 15 minutes or until set and browned. Place on dessert, hot or cold.

Another way to cook the meringue is to drop mounds of it on simmering water, cover, and cook for 10 to 15 minutes or until set. Remove from the water immediately.

Apple custard

- 1 cup canned apple slices, drained
- 3 tablespoons sugar
- 1/4 teaspoon salt
- 2 eggs, beaten
- 1 1/2 cups hot milk
- Nutmeg

Arrange apples in bottom of four custard cups. Combine sugar, salt, and eggs. Add milk slowly. Pour over apples, sprinkle with nutmeg.

Set cups in a pan of hot water. Bake at 350° F. (moderate oven) for 30 to 40 minutes, or until custard is set.

4 servings. Over 1/3 cup milk per serving.

Sweetpotato custard

- 1/4 cup sugar
- 1/2 teaspoon salt
- 1/4 teaspoon nutmeg
- 1 teaspoon grated orange rind
- 1 3/4 cups milk
- 2 eggs, beaten
- 2 1/2 cups finely shredded raw sweetpotato (shred just before using)
- 1 tablespoon melted butter or margarine

Add sugar, salt, nutmeg, orange rind, and milk to the eggs. Mix thoroughly. Add sweetpotato and fat.

Pour into greased custard cups and set in a pan of hot water. Bake at 350° F. (moderate oven) for about 30 minutes or until set.

6 servings. Over 1/4 cup milk per serving.

Lemon sponge pudding

- 3/4 cup sugar
- 1/4 cup flour
- 1/8 teaspoon salt
- 1 tablespoon melted butter or margarine
- 1/4 cup lemon juice
- 1/2 teaspoon grated lemon rind
- 2 eggs, separated
- 1 1/2 cups milk

Mix together sugar and flour. Add salt, fat, lemon juice, and lemon rind.

Beat egg yolks and add milk. Combine with sugar mixture. Beat egg whites until stiff but not dry, and fold into the mixture.

Pour into greased custard cups or a baking dish, and set in a pan of hot water. Bake at 350° F. (moderate oven) for 40 to 45 minutes.

6 servings. 1/4 cup milk per serving.

Cream pie with fruit

- 3/4 cup sugar
- 6 tablespoons flour
- 1/4 teaspoon salt
- 2 cups milk
- 2 eggs, slightly beaten
- 2 tablespoons butter or margarine
- 1/2 teaspoon vanilla, or 1/4 teaspoon almond extract
- 9-inch baked pastry shell
- 1 cup heavy cream, whipped
- Sliced peaches

Mix dry ingredients with a little of the milk. Add rest of milk. Cook over boiling water, stirring until thick. Cover and cook 15 minutes longer, stirring occasionally.

Add a little of the hot mixture to eggs. Blend slowly into remaining hot mixture and cook a few minutes longer. Remove from heat. Add the fat and vanilla or almond extract. Chill.

Pour into cool baked shell. Chill. Just before serving, garnish with sweetened whipped cream and slices of fresh peaches or other fresh fruit in season.

This rich cream pie with whipped cream and fresh fruit topping is a perfect finish for a light salad meal.

If preferred, a topping of meringue may be baked on the pie filling, replacing the whipped cream and fruit. If using meringue, pour the hot filling into the baked pastry shell, cool slightly, top with meringue. (See recipe for meringue for baking on pie, page 22.) Bake at 350° F. (moderate oven) for about 12 minutes or until meringue is set and browned.

6 servings. 1/3 cup milk per serving.

Banana cream pie. Slice 2 bananas into the pie shell before adding the filling.

Coconut cream pie. Add 1/2 cup shredded or flaked coconut to cream filling; turn into a baked pie shell. Top with meringue and sprinkle with coconut. Bake as for cream pie.

Chocolate cream pie. Make filling as for cream pie, adding 1/2 cup milk, 1/4 cup sugar, and 2 1/2 squares chocolate. Melt chocolate in milk. Top with meringue and bake, or serve plain or with whipped cream.

Orange-coconut pudding

- 1 1/3 tablespoons unflavored gelatin
- 1/4 cup orange juice
- 2 eggs
- 2 tablespoons cornstarch
- 1 cup sugar
- 2 cups hot milk
- 1/4 cup cottage cheese
- 1 tablespoon lemon juice
- 1/4 teaspoon grated lemon rind
- 3/4 teaspoon vanilla
- 1/4 cup shredded or flaked coconut

Soak the gelatin in the orange juice. Beat eggs, cornstarch, and sugar until well blended.

Gradually add hot milk to the egg mixture. Cook over hot water until thickened.

Remove from heat and stir gelatin into the hot custard mixture. Cool.

Beat cottage cheese, lemon juice and rind, vanilla, and coconut until blended. Stir into custard and mix well.

Pour into molds. Chill until firm. May be garnished with orange sections, if desired.

6 servings. 1/3 cup milk per serving.

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● Foods for Special Occasions



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FOODS FOR SPECIAL OCCASIONS

Mrs. Jewell Fessenden and Virginia Wilson

Extension Nutritionists

Have you ever looked at a pretty picture and wished that you could be an artist? Why not be a foods artist? You can, you know.

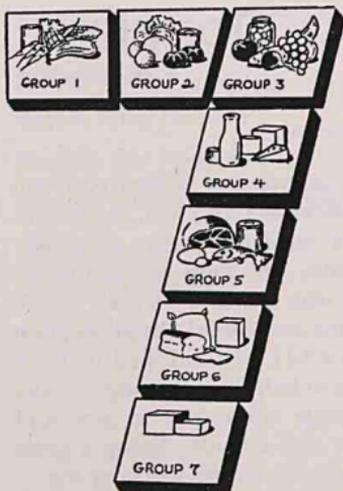
Planning, preparing and serving a meal perfect in color harmony, nice in flavor, good to the taste, and right for health requires skill equal to that of the one who paints a picture.

This unit is for 4-H Girls who have completed three or more years of Food Preparation Work. As a 4-H Girl enrolled in Food Preparation you have the opportunity to help build strong healthy people. In this unit you also learn more about how to plan and prepare special meals for your family and friends. Being a good cook and a charming hostess are treasures worth working for.

INTRODUCTION

TO COMPLETE THIS UNIT

1. Review from *Cooking the 4-H Way*:
 - a. Foods needed in every day's meals.
 - b. How to plan well balanced meals.
2. Entertain friends at following meals which you plan, prepare and serve. You will also select and buy any foods not grown at home.
 - a. A buffet supper or lunch.
 - b. An outdoor meal—cooked out of doors, or prepared at home and packed picnic style.
 - c. A small home party with refreshments. (This may be a club meeting, Sunday School, Church or school group.)
 - d. A company dinner meal.
3. Special family meals—three of the following:
 - a. Birthday party for some member of family.
 - b. Christmas or Thanksgiving meal for family.
 - c. Special meal for some other occasion as Easter, anniversary, mother or dad's day.
 - d. Picnic for family.
4. Keep a record of cost of all meals you prepare. Indicate which foods are produced at home.
5. Practice eating needed foods every day, and keep a record of



what you eat for two different weeks during the year.

6. Do health improvement work and keep a record.
7. Keep a complete record of all your foods work. Fill in your record book, write a story and turn in to your agent when asked for.
8. Make a collection of recipes and ideas on subjects for this unit. Arrange in loose leaf note book or folders. A good cook book will also help.

OPPORTUNITIES FOR IMPROVEMENT

1. Give Dairy Foods Demonstrations.
 2. Enter record in Food Preparation Contest.
 3. Enter Health Improvement Achievement Record Contest.
 4. Make an exhibit of foods at your county and state fairs.
- These will all be fun and you may win awards, too! Why not try.





Plan Right and Work Right

Here's where the *HEAD H* has its chance! Use it to the fullest. Careful planning of meals saves time and energy and may save money. Best of all, it helps to keep you calm and able to relax and enjoy meals with family and friends. We admire people who do things the easy way without fuss and flurry! You can be one of those people.

Stay Prepared

1. Keep your collection of ideas, recipes and cook book where you can always find them.
2. Help keep kitchen equipment convenient, clean and in good condition.
3. Try to get and keep good working tools. Your home demonstration agent, mother and 4-H leader will help you to plan the best kind.
4. Study your Food Preparation Unit requirements and plan to complete them.

BEFORE YOU PREPARE AND SERVE

1. Talk it over with mother and other members of family.
2. Get a pencil and paper and your collection of ideas or a cook book; sit down and make a plan.
3. Include in each day's meal plans, foods needed for health. Use the following guide and ask your home demonstration agent for a copy of the Basic Seven Food Guide.
 - a. Green or yellow fruit or vegetable (at least 1 serving) for Vitamin A: (1) for better eyesight; (2) for growth; (3) for helping to fight colds and other infections; (4) for healthy skin.



- b. Raw cabbage, tomatoes, strawberries, cantaloupe, orange, grapefruit (1 serving) for Vitamin C: (1) for healthy gums and teeth; (2) for holding together cells of the body; (3) to help heal wounds; (4) to help fight colds and other infections.
- c. Other fruits and vegetables, including potatoes (3 servings) to help supply minerals and vitamins needed for good health.
- d. Milk (1 quart per day for everyone under 25 years old, 1 pint per day for everyone 25 years old and over) for calcium: (1) to build bones and teeth and to keep bones in good repair all through life; (2) to keep nerves, heart, and muscles in good working order; (3) to help blood to clot; (4) to help to get rested when tired—for Riboflavin (Vitamin B₂): (1) to keep skin healthy; (2) to keep active for more years; (3) to aid in digesting foods. Milk also gives protein of highest quality, thiamin (Vitamin B₁), energy and some iron. The cream of milk is a good source of Vitamin A.
- e. Meat, fish, poultry, eggs, cheese (2 servings). These foods furnish protein which is used in body: (1) to build all body tissues (muscle heart, liver, blood and others); (2) to fight germs in body; (3) help heal wounds, cuts, burns. Iron helps: (1) to build red blood and prevent anemia; (2) to prevent fatigue; (3) to carry oxygen to all parts of body.
- f. Whole grain or enriched cereals or breads at each meal, for: (1) energy; (2) iron; (3) B vitamins.
- g. Butter, cream, fortified margarine (2 tablespoons daily) for energy and for Vitamin A.

All of these foods are needed every day. Foods do a better job in the body if all groups are there at the same time, just as your car must have gasoline, oil, air, battery, water and lubrication all at the same time! So, be as good to your body as you are to your car if you want to "run smoothly and last a long time!"

MORE INTERESTING MEALS

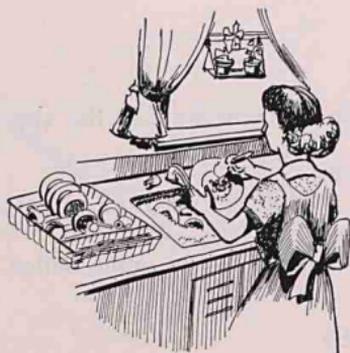
1. Include some colorful dishes.
2. Serve crisp food.
3. Avoid serving the same foods in different ways at the same meal.
4. Serve hot dishes hot and cold dishes cold.
5. Only one strong flavored food at any one meal (as onions, cabbage, collards, cauliflower).
6. Vary ways of cooking foods (serve some baked, some boiled, etc.).

WHAT A GOOD PLAN INCLUDES

1. Kind of meal or occasion for meal—buffet, picnic, dinner, refreshments, etc.
2. Amount of money you can spend.
3. Number of people to be served.
4. A menu—what to serve.
5. List of amounts of food needed—list foods to be bought.
6. List of cooking utensils and serving equipment needed.
7. Plan for decorations and color scheme.
8. List jobs to be done and plan them in order. This is important as you want all foods in your meal to come out at the right time. It helps if you make two lists—one of the jobs to be done on the day of meal or several days ahead of time; and one of those that have to wait until the day of the meal. Plan as few last minute jobs as possible. Pressing table cloths and napkins, polishing silver, getting out extra dishes and flower containers and purchasing food are jobs to be done ahead of time. Cleaning and preparing vegetables and storing them in refrigerator may be done the day before.
9. Study your plan and keep it well in mind.

WHEN YOU ARE READY TO COOK

1. Get out your written plan and keep it handy.
2. If wood stove is used, you will need to make fire first if heat is needed.
3. Put on a clean wash dress and apron.
4. Wash hands carefully, and arrange your hair away from face.
5. Get out recipes and study them.
6. Turn on oven or burners and heat water if needed.
7. Collect equipment and supplies needed for recipes.
8. Have clean dish towels, hand towel and pot lifters nearby.



9. Measure carefully all ingredients. What you have learned in your first three years of foods work will help you. Review measurements in *Cooking the 4-H Way*. Follow recipes carefully.

Keep Kitchen Neat and Clean

1. Work neatly and keep working space clean.
 2. Learn to wash some equipment at spare moments.
3. When you're finished, leave the kitchen clean and in order. Mother will be happier for you to use it, and you will feel better, too.

FOR THE PARTY AT HOME

"Entertain at home, plan with care, and have the best time of anyone there," is a good guiding thought. A few friends, a large group, or just the family will enjoy your party more if you are at ease and can enjoy it yourself.



What to Serve

Keep food simple, make it pretty and good, and you will make a hit! Some combinations may be:

Beverage, lemonade, hot chocolate or cold milk drink.

Beverage, a thin sandwich or cookies.

Beverage, a sandwich and a cookie.

Beverage, salad and crackers or sandwich.

Beverage, dessert as cupcake, strawberry shortcake, geletin with whipped cream, or gingerbread.

Cheese straws, salted nuts or mints may also be added.

How to Serve

FOR A FEW PEOPLE (10-12), napkins are usually passed first on small tray. Food may be placed on plates and passed from the kitchen.

Or, you, as hostess, may serve from a low table in the living room. In this case, the coffee or teapot, or pitcher holding the beverage, the plates, glasses and food are placed on a large tray on the table. You would pour the beverage, place it on a plate and guests would come and help themselves. After this, the food may be passed for second helpings.

FOR LARGER GROUPS. Food is placed on table, where guests serve themselves. If you plan a large tea or coffee hour, ask your home agent for the leaflet, *The 4-H Girl Gives a Tea*.

Either a small party or a large tea may be given if you wish to introduce a visitor to your friends or to honor someone you know.



RECIPES FOR PARTY FOODS

SANDWICHES

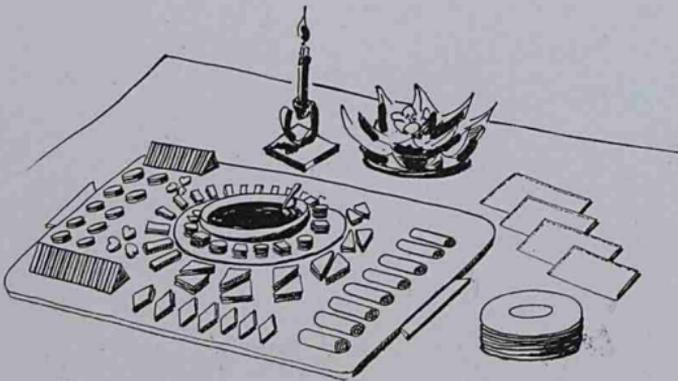
If you're going to make a sandwich, you want it to be just right.

THE BREAD. Since bread is two-thirds of a sandwich, it must be good—fresh, or a day old. Get thin sliced bread for sandwiches, or get unsliced and ask the baker to slice it thin for you. If you have a real sharp knife, you may wish to slice it yourself. Fresh bread slices better if kept in the refrigerator a few hours. Crusts are usually trimmed for fancy sandwiches or for parties, but left on when part of a meal. Bread for sandwiches may be cut in narrow strips, triangles, round or other shapes.

THE SPREAD. Butter or margarine or salad dressing spread thinly and all the way to the edges is just right. Spread both slices. Too much spread will make sandwiches soggy and unappetizing. Butter or margarine should be left out of refrigerator to become soft for spreading.

THE FILLING. Fillings should be generous but not bulky. Mixtures should be moist enough to spread well, not too dry, but not "drippy." If to be packed for traveling, soft mixtures should not be used unless bread and fillings are to be packed separately and spread when ready for use. Lettuce, pickles and tomatoes should be packed separately and added when sandwiches are to be eaten.

Sandwich mixtures should be seasoned when prepared. This gives a better flavor than sprinkling on later. A bit of sage, garlic, mustard, celery salt, relish or special sauce may be added to give zest.



BEVERAGES

Fruit Punch

- | | |
|---|------------------------|
| $\frac{3}{4}$ cup lemon juice | 1 pint pineapple juice |
| 1 pint orange juice (fresh, canned or frozen) | 1 quart ginger ale |

Have all juices cold. Mix in order given. Just before serving, add chunks of ice and serve in cups.

Any desired combinations of juices may be used. Sherbet may be used instead of ice.

Cocoa: (Serves 4)

- | | |
|----------------------------------|-----------------------------|
| $1\frac{1}{2}$ tablespoons cocoa | 1 cup boiling water |
| 2 tablespoons sugar | 3 cups milk |
| | $\frac{1}{2}$ teaspoon salt |

Mix cocoa and sugar thoroughly. Add boiling water and boil until dark and shiny. Add milk and stir until well mixed and hot. Do not boil after adding milk, as milk scorches easily.

Hot Spiced Tea: (Serves 4-5)

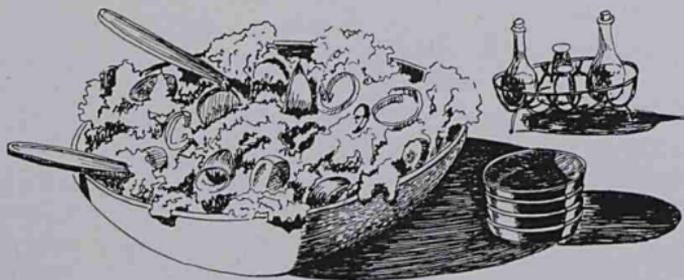
- | | |
|------------------------|---------------------------------|
| 3 cups boiling water | 6 whole cloves |
| 3 teaspoons tea leaves | 3 tablespoons lemon juice |
| 6 tablespoons sugar | 1 cup orange or pineapple juice |
| | $\frac{1}{2}$ stick cinnamon |

Boil water, sugar and spices for five minutes. Add tea leaves, remove from heat, cover and let stand five minutes. Strain and return to heat. Add fruit juices and heat to simmer. Remove from heat and serve at once. More or less sugar may be used as desired.

SALADS

Salads for refreshments should be extra special—pretty to look at, very tasty and servings not too large. Molded salads make attractive plates. Lettuce or other garnishes should be very crisp and fresh.

Prepare lettuce for salad by separating leaves carefully, washing,



drying with a clean dish towel and storing in refrigerator until ready for use.

Endive and water cress are interesting and tasty salad greens. You may like to try the following recipes:

Pineapple-Cottage Cheese Mold

1 cup crushed pineapple	1/2 cup chopped nuts
1 1/2 tablespoons unflavored gelatin	1/4 cup chopped green pepper
1 cup cottage cheese	1/2 cup whipped cream (or whipped evaporated or dry milk)
1/2 cup salad dressing (mayonnaise or cooked)	1 teaspoon salt
	1 teaspoon sugar

1. Drain pineapple. Save the syrup.
2. Soften gelatin in this syrup.
3. Set cup with softened gelatin in pan of hot water until dissolved.
4. Combine all other ingredients and add dissolved gelatin.
5. Mix well. Pour into individual custard cups or gelatin molds.
6. Chill until firm.
7. Turn out on lettuce cup. Garnish with green pepper rings. Serve cold.

Note: Canned apricots, fresh peaches or strawberries may be used instead of pineapple. Use one teaspoon lemon juice with any of these.

Chicken Salad

Cook chicken until tender, but not soft. Remove from bones and chill. Cut into bite size pieces. Do not grind unless for molding. Prepare salad as follows: (Serves 6)

2 cups chopped chicken	1 teaspoon salt if chicken was not salted when cooked
2 hard cooked eggs—chopped	Dash of pepper
1/4 cup chopped celery	1 tablespoon vinegar or lemon juice
1/2 cup chopped pickle	1/3 cup mayonnaise or cooked dressing
1/4 cup chopped green pepper	
1 teaspoon grated onion (optional)	
6 olives for garnish	

Mix all ingredients and blend well a short time before serving. Serve in lettuce cups or on other greens. Garnish with olives or carrot curls. Turkey, tuna fish or boiled fish may be used instead of chicken.

Other Party Salad Combinations

1. Prunes stuffed with cream cheese and nuts or cottage cheese, seasoned to taste.
2. Fresh oranges, apples, bananas, and cherries congealed or frozen.

3. Mixed fresh vegetables congealed and garnished.
 Again, look at your collection of recipes and food pictures.
 They will give you ideas!

SALAD DRESSINGS

Mayonnaise Dressing

½ teaspoon sugar	1 egg yolk
½ teaspoon mustard	1 tablespoon vinegar
½ teaspoon salt	1 tablespoon lemon juice
Speck of cayenne	¾ cup salad oil

Mix dry ingredients, add egg yolk; add vinegar and beat until well mixed. Add oil slowly, beating constantly until all oil is added. Add lemon juice and beat until smoothly blended.

VARIATION OF MAYONNAISE DRESSING: *Thousand Island Dressing*—To 1 cup of mayonnaise add 1 tablespoon minced onion, 1 tablespoon chopped pimiento, 1 tablespoon chopped green pepper, ½ cup chili sauce or tomato catsup, a dash of paprika, salt and 1 hard cooked egg chopped. Serve with green vegetable salads or as a sauce for fish and meats.

Cooked Salad Dressing

1½ tablespoon sugar	2 egg yolks (or 1 whole egg)
1½ tablespoon flour	1½ tablespoons butter
½ teaspoon salt	¾ cup milk
1 teaspoon mustard	¼ cup vinegar

Few grains cayenne

Mix dry ingredients, add egg yolks slightly beaten, butter and milk. Then add very slowly the vinegar. Cook in top of double boiler until mixture thickens; strain and cool.

VARIATION: *Fruit Salad Dressing*—Mix equal quantities of salad dressing and stiffly beaten whipped cream just before serving.

French Dressing

½ teaspoon salt	2 tablespoons vinegar
¼ teaspoon paprika	2 tablespoons oil

Mix in order given and shake well just before serving. Serve on any kind of vegetable salad.

VARIATIONS: To the above French Dressing recipe add one of the following: (1) ½ teaspoon minced parsley, (2) ½ tablespoon chopped green pepper, (3) 1 tablespoon tomato catsup, (4) 2 tablespoons minced hard-cooked egg, (5) 2 tablespoons grated cheese, (6) 2 tablespoons chopped celery, or (7) 2 tablespoons chopped pickle.

PARTY SWEETS

Ice cream, sherbets or other ices are appropriate and refreshing. They may be frozen in fancy shapes, cut in squares, or served in mounds as dipped from freezer or freezing trays.

Congeaed desserts are light and can be very pretty and tasty.

Dainty crisp cookies and cup cakes may be prepared ahead of time and frozen or kept in a tightly covered tin container.

Recipes For You to Try

Vanilla Ice Cream (Custard Type)

2 quarts milk	1 pint rich cream
4 eggs	1 tablespoon vanilla
$\frac{1}{4}$ teaspoon salt	2 cups sugar

Heat 1 quart milk to scalding in top of double boiler. Add sugar and stir until dissolved. Beat eggs until light, add the scalded milk slowly, and mix well. Return to top of double boiler and cook over boiling water until it coats spoon, stirring constantly. Add the remainder of the milk and the salt. Cool, then add cream and vanilla. Pouring into freezing can and freeze, using 8 parts of ice to 1 of coarse salt.

TO FREEZE IN REFRIGERATOR: Pour custard into freezing trays before adding cream and set unit for freezing. Freeze until mushy. Remove from tray, beat well, fold in cream which has been whipped, return to freezing unit. Stir once more while freezing.



VARIATIONS:

Chocolate: Melt 3 squares of chocolate in top of double boiler with 3 tablespoons sugar. Add to custard and freeze.

Fresh Fruit: When the vanilla ice cream is frozen to a mush, add 4 cups of fresh fruit that has been pressed through a coarse sieve and sweetened to taste. Peaches, strawberries, raspberries or other fruit may be used.

Lemon Milk Sherbet

4 cups whole milk
1½ cups sugar
¼ cup water

Grated rind of 2 lemons
½ cup lemon juice
⅛ teaspoon salt

Make a sirup by heating sugar and water together, then cool. Grate rind of lemons. Extract and strain juice of lemons. Mix together all ingredients and freeze. If frozen in refrigerator, stir three or four times while freezing.

VARIATION: Use ½ cup crushed pineapple or crushed strawberries. Use only 2 tablespoons lemon juice with pineapple. Omit lemon rind if pineapple or strawberries are used.

Nut Fingers

4 tablespoons sugar
1 cup butter

3 cups flour
1 cup chopped nuts

Mix together—shape with fingers into slender rolls. Bake in very slow oven, starting in cold oven. Roll in confectioners' sugar.

Filled Date Bars

½ teaspoon salt
2/3 cup melted shortening
1 cup brown sugar

1½ cups sifted flour
1½ cups dry bread crumbs

Mix flour, crumbs, brown sugar and salt together. Add melted shortening. Blend thoroughly. Spread half the mixture in bottom of greased pan (8 in. x 8 in. x 2 in.). Pour filling (see below) on top, spreading evenly. Spread rest of flour mixture on top of filling. Bake in moderate oven (350° F.) 30 minutes. When cool, cut into bars. Yield: 21 bars (2½ in. x 1 in. x 1 in.).

Filling

½ cup brown sugar

½ cup water
1¼ cups chopped pitted dates

Cook dates, brown sugar and water together in saucepan until thick. Raisins may be used instead of dates.

CANDIES AND MINTS

Pretty and delicious homemade candies, mints and crystallized fruits are interesting and good to serve. The right place in a party

menu is as a part of the refreshment and not candy served alone. Examples: mints or other candies served at teas with nuts, sandwiches and cookies; or candy passed at the end of a meal—especially if there is no dessert.

WHEN YOU EAT OUT OF DOORS

*"Follow the gypsy pattern and come where the wild birds call!
Follow the trail over hill, over dale,
Come one, come all."*

A cool shady spot in your back yard, a table and benches in a nearby park, a favorite nook beside a lake or stream are welcome places for eating on hot summer days. Or, maybe it's early fall or spring and the unusual tangy smell and taste of food cooked out of doors tempts you and your family or friends.

If it's summer, better take along some insect repellants, and in either case the family First Aid Kit for cuts, burns and insect bites.

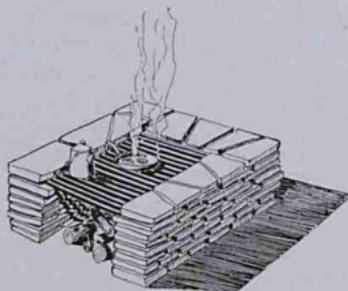
Decide on whether you wish to prepare the food and pack it at home or cook it on the spot.

For outdoor cooking, you may need special equipment unless an outdoor fireplace is available. The popular wiener roast requires little equipment and can be fun.

Take plenty of food, but not too many varieties.

Equipment that helps in packing: Thermos jug or bottle for





hot or cold beverages; trays or plastic lined basket; container with ice if bottle drinks are used. You will need waxed paper or foil for wrapping foods, sharp knife for slicing pickles if left unopened; can opener; napkins, table cloth and towels; plenty of newspaper; matches; knife for spreading.

FOOD SUGGESTIONS

Keep in mind foods needed every day. The outdoor meal needs to fit in with other meals for the day.

For the picnic lunch: Most foods may be wrapped in individual serving portions if desired. If sandwich spreads are soft, it is better to pack them in jars and spread when ready to eat. Keep cool if in hot weather to prevent spoilage. Protect food from insects, and from too much heat. Picnic and outdoor meals are sometimes too "starchy." Meals should be well balanced whether indoors or out. Your menu may follow a pattern like this:

1. Meat, chicken, eggs, fish or cheese (as sandwich fillings or separate and used with bread). Use your favorite recipes. See Sandwiches in other part of this booklet.
2. Bread—your favorite kind—or bread may be used in sandwiches.
3. Vegetables—in salads, sandwiches, or as relishes.
4. Fruits—usually served raw.
5. Sweets—cookies, small cakes, ice cream in cups or freezer, gingerbread.
6. Beverages: Fruit drink, milk drink, iced tea.

COOKING THE OUTDOOR MEAL

Usually one main cooked dish is all that is needed to be cooked. This may be: hamburgers, wieners, brunswick stew, barbecue, fish, spaghetti, chicken or steak.

Serve them with: Slaw, sliced tomatoes, raw carrots, cucumber slices, celery, pepper rings, onions, radishes; Bread, or rolls, or crackers; Light dessert as ice cream, fruit or cookies; Beverage—tea, coffee, cocoa, milk.

The meats will need to be kept cold until ready for cooking. The vegetables may be ground, or sliced, packed separately and

kept cold. Beverages may be in thermos jugs or in jars and mixed with ice at the picnic place. Tea or coffee may be sweetened when made.

Paper plates, forks and spoons, napkins and cups are in order and add to the fun when tossed onto a fire and no dish washing for you!

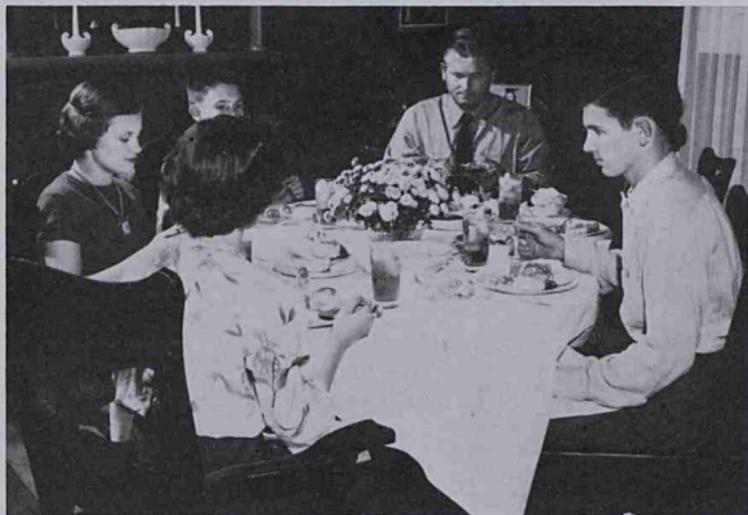
And, all good citizens and picnickers leave everything clean, with not a live coal left behind. That's part of your HEART and HEALTH TRAINING.

WHEN COMPANY COMES

When you "put your best foot forward," don't let it trip you. Company manners need to be practiced every day to be done with ease. So, practice planning and serving family meals the right way. A grand time to learn to be a good hostess at mealtime is when you're at home with Mother to guide and help.

To have fun with your guests, you will remember to plan:

1. Foods that are easy for you and that you know how to prepare. You may know the favorite recipes of your special friends. Don't try a new recipe on your guests!
2. Foods that can be prepared ahead—only a few last-minute items. Vegetables should be washed and properly stored ahead of time. Desserts can be made and kept in refrigerator or



freezer, if you have one. Casserole dishes may be prepared in the morning, put in the refrigerator and baked just in time to serve. Rolls may be made and kept in refrigerator or freezer until time to use for baking. Biscuit mix made and kept on hand will save time. Syrup for punch, fruit drinks or chocolate will keep for several days in refrigerator. Polish silver and press linens the day before.

3. If you're to be hostess, ask mother, sister or a friend to help you with the last minute items so you can greet your guests and be with them.
4. Plan serving so you may stay at the table most of the time with guests—this is most important!
5. Do not appear "all fagged out" or your guests may be sorry you invited them!
6. You may plan the kind of meal where everyone "pitches in" and helps with the cooking, serving and dish washing. That can be fun, too!

The company meal may be a regular dinner, supper or luncheon, an outdoor meal or a picnic.

Buffet service is one way to serve guests.

THE BUFFET MEAL

If you want to serve more people than can be seated at your family table, buffet service is a good way to do this. Large community meals are usually handled this way. It is similar to cafeteria style and people help themselves to food placed on a table. Buffet meals are usually informal, but can be semi-formal. Yours will probably be informal. Food and serving dishes are placed on the table in a way to make it easy for guests to serve themselves.

How to Set up Buffet Table

The table should be pretty and not look crowded or cluttered. Simple and seasonable decorations are easy. Candles add to the beauty if the meal is at supper time and if weather is cool. Candles are always lighted if used.

Place dishes for main course at one end of the table. Set a stack of six or eight plates near it. Bring in other plates as needed. Place the serving silver beside the dish of food. Place other foods along the side of the table with spoons or forks needed for serving near them.

Arrange silver and napkins so they will be picked up last.

The beverage may be served at the end of the table opposite the main dish. Someone may pour this, it may already be poured and

Bread: Rolls, biscuits, muffins or crackers. Hot breads should be buttered before placing on table. Sandwiches may be used instead of bread.

Beverage: Tea, coffee, milk drink, fruit juices or fruit punch. If the group is large a fruit drink is a good choice.

COMPANY DINNER

In your first years of food preparation, you had an opportunity to learn meal patterns. If you have forgotten them, review plans in *Cooking the 4-H Way*.

Here is one that you may follow in planning your company dinner, and for the good family meal:

	<i>Soup or Appetizer</i>	
<i>Main Dish</i>		<i>Two Vegetables</i>
	<i>Salad</i>	
<i>Bread</i>		<i>Butter</i>
	<i>Dessert</i>	
	<i>Beverage</i>	

It isn't what you serve but the way you serve it that turns an everyday meal into a company affair. The plainest food can be glamorized by serving it in an attractive dish or adding a touch of color with garnishes of parsley, radish roses, bright colored jellies or fruits, etc.

Set the table with your prettiest linens, china, silver, and glassware. Add interest with a bowl of flowers or some other decoration in the center of the table.

FOOD SUGGESTIONS

Soups and Appetizers

Vegetable, cream or clear soups.

Fruit or tomato juice.

Fruit cup.

Shrimp or oyster cocktail.

Main Dishes

Chicken: Fried, baked with dressing, creamed, croquettes, chicken pie or salad.

Turkey: Baked with dressing, creamed, salad.

Ham: Baked, fried, boiled, ham loaf, creamed, or croquettes.

Roast: Hot or cold.

Liver: Broiled, fried, liver stew.

Steak: Broiled, fried or chopped.

Fish: Broiled, fried, baked, salad, casserole.

Cheese: Souffle, Welsh Rabbit.

Spaghetti or Macaroni with cheese, meat balls, or meat sauce.

Other: Meat stews, hash, hamburgers, pork chops.

Vegetables or Fruits

Include one green or yellow and one other vegetable. Potatoes may be one of the vegetables. Vegetables may be boiled, baked, creamed, cooked in casserole or used in salads. Use different flavors and textures, and different methods of cooking.

Salads

Fruit salads are nice if two vegetables are used with the meal. See "salads" under "Party Refreshments" in this booklet. A meat salad would not be served if another meat is used as the main dish.

Desert

Choose desserts to fit meal. If the meal is heavy, a light dessert of fruit, sherbet, gelatin or ice cream will be appropriate.

Homemade pie, cake, puddings, if well made, will bring you compliments. But make them good!

Beverages

Coffee, cold or hot tea, milk, milk drinks, or fruit drinks may be used.

FAMILY CELEBRATES AT HOME

Follow meal planning guide and suggestions for company meals.

Birthdays, anniversaries and seasonal holidays are days which call for a special meal and family fun. Family members like a little extra "fuss and fancy" every now and then, and deserve it, too. Again, the HEART H has its chance!

Favors, table decorations and foods can be used to carry out the idea. Begin a collection of seasonal table decorations and use them year after year. Instead of the family growing tired of them, the decorations will become a family tradition.

Study your collection of recipes, pictures and ideas. Use favorite family recipes and sometimes surprises are fun. The family will appreciate the best and prettiest table linens and dishes that you have, and flowers, too!



SPECIAL FAMILY MEALS

CHRISTMAS

Of course, you will use your traditional family favorites as turkey, ham, goose or baked chicken; mince or pumpkin pie, fruit cake, plum pudding or ambrosia. Here are some other ideas.

Appetizer

1. Hot or cold cranberry punch. (Use cranberry juice with ginger ale for cold punch. Heat cranberry juice with whole spices for hot punch. Add a little lemon juice for zest.)
2. Spiced apple juice. (Heat apple juice with stick of cinnamon.)
3. Hot spiced grape juice, made at home and saved for Christmas. (Heat juice with whole spices.)
4. Cream of tomato soup.

Salads

1. Christmas Pears: Color canned pears with red coloring—served on bed of green lettuce with mayonnaise.
2. Christmas Tree Salad: Use small Christmas tree molds for making tomato aspic or other jellied salads. Serve on salad greens.
3. Cranberry-Apple Salad: Prepare cinnamon red apples—fill centers with cranberry sauce. Top with mayonnaise and green cherry. Serve on lettuce or other salad greens.

Vegetables

1. Shredded buttered beets, topped with green pepper rings.
2. Green peas with pimiento strips or stars on top.
3. Green beans with broiled tomatoes served side by side.

Desserts

Cranberry Ice—(Serves 6-8)

4 cups cooked cranberries	1 teaspoon grated orange rind
2 cups sugar	2 cups cold water
2 tablespoons lemon juice	

1. Rub cranberries through sieve; add other ingredients.
2. Pour into freezing tray. Freeze until firm.
3. Stir three times during freezing.
4. Serve in crystal or red dessert dishes.
5. Garnish with green cherry or mint leaves.

Strawberry Shortcake

Use favorite recipe and serve with frozen strawberries.

Christmas Snow Balls

Divide round or oblong shaped angel food cake into 2 pieces $1\frac{1}{2}$

inch thick, with 1½ inch biscuit cutter, make round of cake as thick as diameter of cutter (to make round balls.) Make a frosting of powdered sugar, cream and flavoring. Dip cake balls in frosting, then in grated coconut.

Christmas Angel Food Cake

1. Slice angel food cake crosswise through center to make two layers.
2. Put the two layers together with filling of 1 cup chopped fruits combined with ½ cup whipped cream, whipped evaporated or dry milk.
3. Frost top with whipped cream or whipped milk.
4. Arrange a wreath of green coconut around edge. Place a few strawberries or red cherries in clusters on wreath.
5. Serve in slices.

Note: *To whip evaporated milk*, chill small can of milk until ice cold in freezing unit. Whip until foamy. Add 2 tablespoons lemon juice and beat until stiff. Add 2 tablespoons sugar.

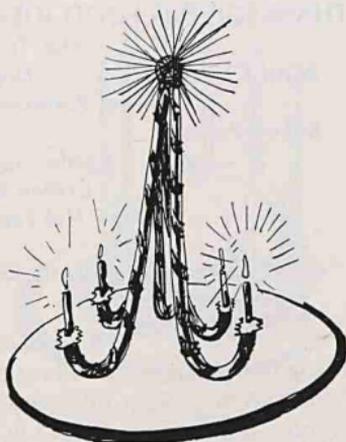
To whip dried milk, use ½ cup ice cold water and ½ cup dried milk which has been chilled. Sprinkle milk on top of water in small deep bowl. Beat until stiff. One tablespoon lemon juice added to water helps to make mixture beat more easily. Add 2 tablespoons sugar and fold in.

To color coconut: Place canned or evaporated shredded coconut in shallow bowl. Add a few drops of green coloring and mix until of desired color.

Study pretty pictures and select an idea that you can use. Practice making pretty table centerpieces. Candles always add a festive note. If candles are used, be sure to light them. Draw shades if in daylight. Decorations may be all homemade and inexpensive.

A red or green table cloth makes a pretty table if your china will harmonize.

Place cards or favors for everyone make the meal even more special. Best of all is a happy spirit and joy for all!



THANKSGIVING FOOD IDEAS

Hot Tomato Juice
Roast Chicken Dressing with Cream Giblet Gravy
Sweet Potatoes in Orange Shells
Baked Pears Zesty Green Beans
Apple-Cranberry Salad
Criffon Pumpkin Pie
Hot Tea or Coffee

Zesty Green Beans

1 pint canned green beans 2 medium onions, sliced
2 tablespoons vinegar Pepper, if desired
1 tablespoon wesson oil

Bring beans to a boil and heat through, drain and pour over sliced onions. Add vinegar and wesson oil beaten together. Toss until onions separate into rings. Let stand several hours and serve as a vegetable or salad.

Baked Pears

¼ cup brown sugar 1 tablespoon grated orange rind
¼ cup white sugar 1 cup orange juice
1 tablespoon cornstarch OR 1 teaspoon grated lemon rind
2 tablespoons flour 2 tablespoons lemon juice
⅛ teaspoon salt 2 tablespoons butter or margarine
4 ripe pears or 8 halves canned

Mix brown and white sugar, cornstarch or flour and salt. Add butter, orange and lemon juice and rind. Cook until mixture becomes clear and is thickened. Cut peeled pears in half, then core. Place pears in a shallow baking dish. Pour above mixture over them. Bake uncovered in a very moderate oven (350° F.) for 15 minutes or until pears are tender. Baste every five minutes. Serve warm.

If friends drop in, apple juice with a slice of lemon and a doughnut, a mince tart, or orange glaze pecans will make a hit.

Orange Glaze Pecans

1 cup sugar 1 tablespoon grated orange rind
½ cup orange juice 2 tablespoons corn syrup
2 cups shelled pecans

Mix sugar, orange juice and rind, and water in saucepan. Cook to firm ball or 238° F. Add pecans and cook about five minutes longer. Remove from heat and beat until syrup begins to crystallize. Pour onto buttered cookie sheet, slab or large platter. Separate pecans with fork.

HALLOWEEN IDEAS

1. Witches' Hats: (Ice cream cone filled with orange ice and served upside down on chocolate cookies or small round cake. Make face on ice by using spices for eyes, strip of red cherry for mouth.)
2. Individual Pumpkin or Mince Pies topped with faces made of whipped cream, spice for eyes, and red cherry for mouth.
3. Cookies cut in shape of witches, black cats and bats.
4. Sandwiches in fancy shapes, using whole wheat bread and yellow cheese.



GRADUATION PARTIES

Make diploma sandwiches: Trim crust from a slice of bread, press it flat with a rolling pin, spread with sandwich mixture, roll and wrap in waxed paper. Chill thoroughly. Unwrap and tie with colored ribbon.

Graduation Cap dessert: Place a scoop of vanilla ice cream on small white plate. Make eyes and mouth of chocolate drops. Place a square chocolate mint on top of ice cream for hat.





The 4-H Baking Unit

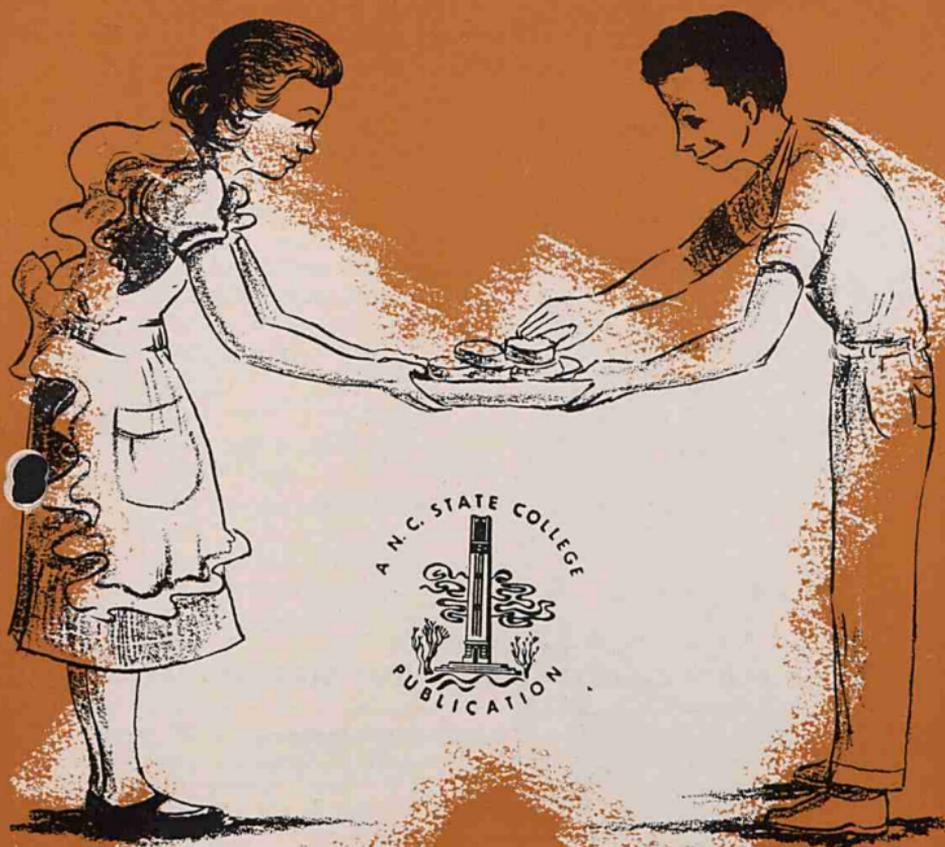


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4-H BAKING UNIT

By JEWELL G. FESSENDEN and S. VIRGINIA WILSON,
Extension Nutritionists

You are ready for the Baking Unit in Foods and Nutrition if you have completed three years of foods work, and if you have completed the units on Breakfast, Lunch or Supper, and Dinner.

Good home baked products are always popular and you will receive compliments as a cook if you bake and serve delicious hot breads, rolls, cakes, cookies and pies.

To make baking the real art that it can be requires practice. The 4-H Baking Unit gives opportunity for practice and for fun, too. Use recipes from this leaflet to complete this unit, then try other recipes.

To complete the Baking Unit, here is what you must do:

1. Review Quick Breads which you learned how to make in your meal preparation unit.
Make biscuits 6 times.
Make flour muffins 6 times.
Make corn bread 6 times.
2. Make either of the following 6 times:
Griddle cakes
Waffles
3. Cakes
Bake a cake 6 times. Make at least 2 kinds.
Make frosting at least 3 times.
4. Pies
Make pie and pastry at least 6 times to include:
2 with meringue
2 chiffon
2 any other type
5. Cookies
Make cookies at least 6 times.
Use 3 different recipes.
6. Meals
Plan, prepare and serve all meals for family 3 different days, using at each meal





some of the baked products you make. Plan meals by guide in *Cooking the 4-H Way* for what to eat every day.

Set table correctly for all meals prepared.

Clean up kitchen after you cook.

Do Health Improvement work.

Keep record of all foods and health improvement work done. Keeping and organizing a collection of recipes is very helpful to any cook.

Refer to *Cooking the 4-H Way* for helps in meal planning and table setting.

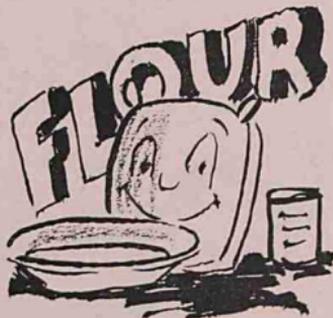
THINGS TO KNOW

Ingredients

Flour

Sift all flour before measuring. White flour or whole wheat flour may be used in most baked products. Whole wheat flour contains more minerals and vitamins than white flour. However, all white flour now sold in North Carolina is enriched and is comparable in food value with whole wheat flour. Enrichment means adding minerals and vitamins to replace those lost from white flour in the process of milling.

Most of the flour on the market is "all-purpose" flour. This means it is plain flour that can be used for making breads, pastries and cakes. Special cake flours may be bought but are more expensive. Self-rising flour has baking powder and salt added. Follow directions given on package when using self-rising flour.



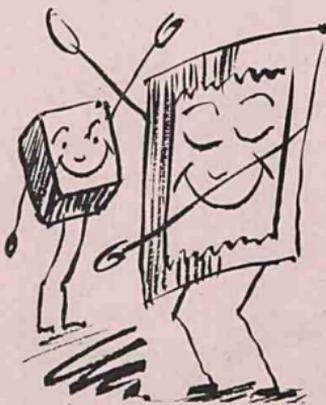
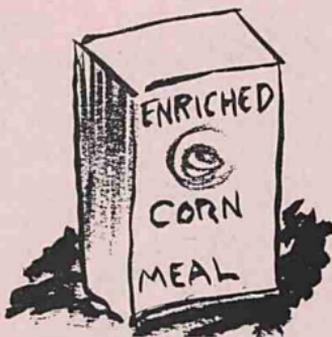
Corn Meal

Corn meal may be purchased in food stores or may be "home-ground." Home ground is the term generally used for meal ground at the small local mills. Many farm people produce their own corn and have it ground in

their home communities. Corn meal, like white flour, may be enriched to improve its food value. When buying corn meal be sure to look at the label and choose that which has been enriched. Yellow corn meal is a better source of Vitamin A than is white meal.

Yeast

Yeast is the substance that forms bubbles of gas which cause dough to rise and give the special flavor which yeast breads have. Yeast may be bought in 2 different forms—dry in granular form; or *compressed* in cake form. Dry yeast does not need to be kept in the refrigerator. Compressed yeast (cake yeast) needs to be kept in the refrigerator, and can be kept for about 2 weeks. One package of dry yeast is equal to 1 cake of compressed yeast. Yeast requires warmth for rising. *High heat kills yeast, so be sure that only luke warm liquid is used with yeast before baking.*



Shortening

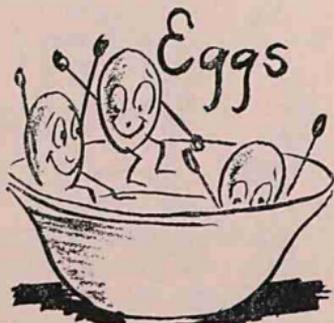
Butter, margarine, lard and vegetable fats (solid and oil) are fats used in baking. Fats add flavor and tenderness to baked products. All fats used for baking should be fresh; otherwise a rancid or stale odor and flavor will result. It is best to use types of shortening called for in recipes. If lard or butter are substituted for vegetable fats, slightly less is used. Follow directions in recipe for various uses.





Liquids

Milk adds flavor and food value to baked products. Canned, powdered or fresh milk may be used. The fat and water have been removed from powdered milk. Other food values are the same. Do not use sweetened condensed milk unless recipes are especially written for that type of milk.



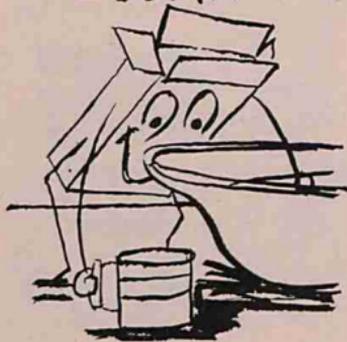
Eggs

Eggs add flavor and food value and help to improve texture and color of baked products. Follow instructions for beating, folding or mixing eggs.

Baking Powder and Soda

Baking powder and soda are leavening agents. They cause gas bubbles to form and make baked products rise. Baking powders may be quick acting or double acting. Quick acting baking powders lose their power to raise products soon after moisture is added. Foods using this type of baking powder must be baked soon after mixing. Double acting baking powder is slower to rise because some of the rising power stops until the product is heated. Double acting baking powder will have it on the can. If soda is used sour milk (buttermilk or clabber), molasses, or other acid is usually called for instead of sweet milk.

SUGAR



Sugar

Sugar may be granulated (ordinary kind of sugar), powdered (confectioners'), or brown.

Working Tools

Good equipment helps to make good cooking easier. It's easier on the disposition, too! Your mother probably has most of the things you will need for good baking. You will want to plan with your mother to make your home kitchen convenient and easy to work in, and to make your 4-H cooking fit into family plans.

Equipment needed for baking will be:

Flour sifter—Always sift flour before measuring.

Standard measuring cup—2 are best—1 for liquids and 1 for dry ingredients.

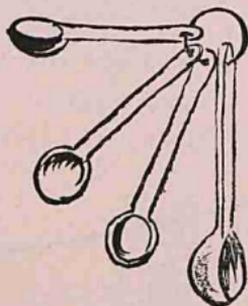
A glass cup with lip for pouring is nice for liquids.

A nest of $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$ measuring cups is also convenient for measuring parts of a cup.

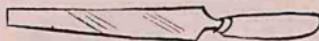
Standard measuring spoons.

Two or 3 mixing bowls of various sizes.

Spatula for leveling ingredients and getting baked products out of pan.



Measuring Spoons



Spatula

Pans of right size—Best results are obtained if pans are correct size for recipe—8 or 9 inch pans are usually used for layer cakes

A cookie sheet is helpful for cookies.

Muffin tins are needed for muffins and for some yeast rolls. For corn bread, a square baking pan or muffin tins are used.

A griddle or heavy skillet is needed for griddle cakes.

A rubber scraper is helpful in removing batters, frosting and eggs from bowls.

Cake racks for cooling baked products help avoid sogginess.

Rolling pin and cover—Dough does not stick as quickly to a rolling pin that has a tight fitting cover. The cover may be removed and washed easily.

Sharp knife for cutting fruit, nuts and other foods.

Shears (scissors) for trimming pastry.

Biscuit and cookie cutters make prettier cookies and biscuits. You may like several sizes.

Mixing spoons—wooden are preferred by many people, but metal or others may be used.

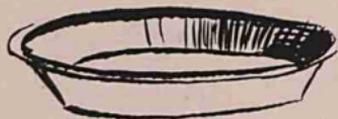
Egg beater—A good egg beater is needed in every kitchen.

A double boiler is needed for some frostings and pie fillings.

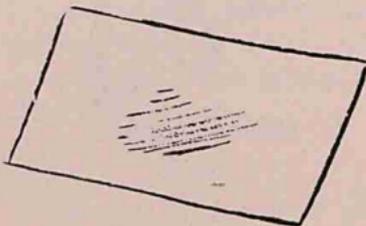
A grater will be needed for lemon and orange rind, cheese and coconut.

A candy and oven thermometer help to insure success with frostings and with baking.

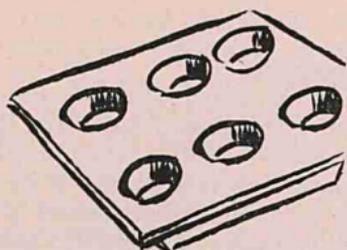
If you do not have all of this equipment now, your mother will help you to make substitutions and use what you have until you can get other equipment.



Cake Pan



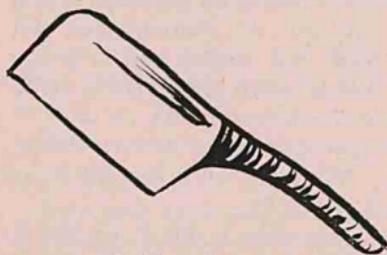
Cookie Sheet



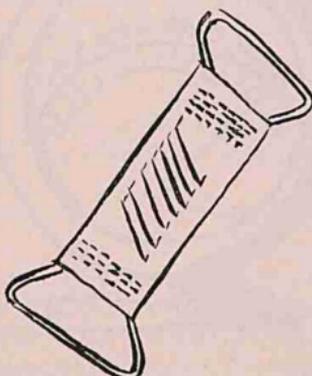
Muffin Tin



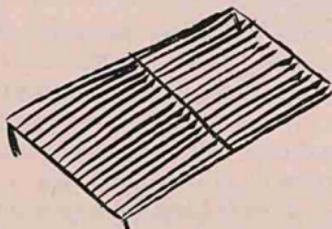
Cookie Cutter



Rubber Scraper



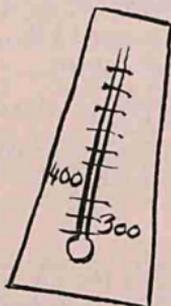
Grater



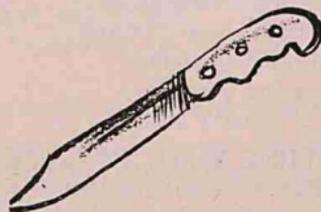
Cake Rack



Rolling Pin



Candy Thermometer

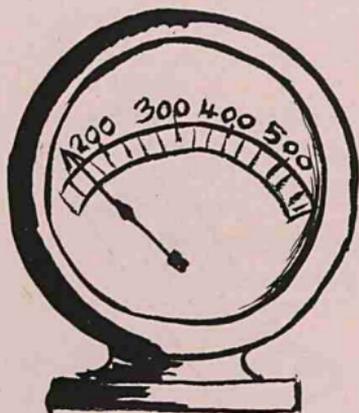


Sharp Knife

TERMS TO UNDERSTAND

Oven Temperatures

Oven temperatures are important for baking. Modern cooking stoves have a thermometer (called a thermostat) built into the ovens. You will set the oven for the desired temperature. If there is no built-in thermometer you can purchase one especially made for ovens. Even the built-in type needs testing occasionally. If you have no oven thermometer, perhaps your mother can help you decide when the oven is right.



You will learn that:

Slow oven is 250°F. to 350°F.

Moderate oven is 350°F. to 400°F.

Hot oven is 400°F. to 450°F.

Very hot oven is above 450°F.

Definitions

Creaming sugar and shortening means stirring or beating until smooth and fluffy.

Blending means stirring 2 or more ingredients together until well mixed.

Folding in means to use an over and over rolling motion with a spoon or fork to mix in eggs, cream or other ingredients.

Cutting in means to use 2 knives—1 in each hand—in a crosswise motion to cut fat into flour. One knife and 1 fork may be used.

Abbreviations and Measures

T—means 1 tablespoon

pt—means 1 pint

3 t equal 1 tablespoon

4 C flour equal 1 pound

t—means 1 teaspoon

qt—means 1 quart

16 T equal 1 cup

2C solid fat equal 1 lb.

2 pts equal 1 quart

C—means 1 cupful

2 C equal 1 pint

2 C granulated sugar equal 1 lb.

lb—means 1 pound

GETTING READY TO COOK

Plan with your mother as to the best time for you to use the kitchen. You want your 4-H foods work to fit in with family plans.

You can be a real help to your mother while you are learning how to plan, prepare and serve attractive and well balanced meals.

The smart thing to do before you begin to cook is to decide what you are going to prepare, and sit down calmly and make a plan. Use your Head H here—"Think and plan."

Read your recipe and get it in mind. Read pages 3-10 in this booklet so you will understand the meaning of all terms used in recipes and instructions. Jot down the steps you will follow. You won't need to do this after you have had lots of practice. If you are already an experienced cook, you will still want to think through your plan.

Now put on a fresh wash dress and apron, arrange your hair so that it will be away from the face and not loose. Wash your hands and you are ready for work.

Better check to see if all ingredients are on hand before you begin to cook.

Keep your work plan in mind so that everything will come out at the right time. If you're going to bake, preheat the oven while you're mixing. If hot water is to be used, put it on to heat while you are assembling and mixing. Before beginning to mix, assemble all equipment needed for the recipe.

Have all dish towels and cloths and pot lifters convenient.

Assemble and measure ingredients and return containers to shelves so working space will be neat. Follow instructions carefully. Work neatly and easily and follow pointers.

If something goes wrong, keep calm. It happens to everyone. If you cut yourself or have an accident, stop and take care of your injury. Call someone to help you if needed.

SAFETY POINTERS

Cut down on home accidents by making your cooking safe! Remember to do these things when cooking:

Keep boiler handles turned toward back of stove.

Do not leave metal spoons in foods that are cooking. The handles will get hot.

Use thick dry pot lifters. Do not handle hot utensils with wet cloths.

Pull out oven racks when putting things in and removing from oven, rather than reaching into hot oven.

Keep all articles well back from edges of table.

It is best not to allow very small children free in the kitchen while cooking.

Be careful with sharp knives—especially in the bottom of dish pans or sinks.

Follow carefully all instructions regarding use of gas, electrical, or other mechanical equipment.

Being happy helps you to do a better job. Not just completing a unit but helping to make people happy and healthy is the real reward of your 4-H Foods and Nutrition work.

There is no finer goal toward which you can aim. Sure it's work but worthwhile and interesting, and truly an artistic accomplishment when well done.

Good luck and good cookin'.

BREADS

Bread in some form appears on our tables 3 times daily in most homes. Breads are high in energy value because of the high starch content. Other food values depend upon the ingredients used in preparation. Bread is also one of our least expensive foods. Because bread is so important, then, you will want to learn to make and serve to your family the very best kinds of bread.

Breads are generally referred to as *quick breads* (or hot breads) and *yeast breads*.

In your meal planning units you learned to make biscuits, muffins and corn bread. Were they as good as you liked? Only practice can make your biscuits or muffins really tops.

Biscuits

For delicious hot biscuits for breakfast or with that typical southern dish—fried chicken—try these recipes and practice until your biscuits are perfect.

Baking Powder Biscuits

(Makes 18 medium size biscuits)

2 cups sifted flour	2-4 tablespoons fat
2 to 4 teaspoons baking powder*	2/3 to ¾ cup sweet milk
¾ teaspoon salt	

1. Sift the flour, salt and baking powder together in a bowl.
2. Cut in the fat until mixture looks like coarse meal.

* The amount of baking powder for each cup of flour varies with the brand used. Follow the directions on the can.

3. Add milk. Mix quickly to a soft dough and until all of the flour is dampened.
4. Turn out on a floured board; knead lightly for a few seconds to smooth dough.
5. Pat or roll to about $\frac{1}{2}$ inch thick. Cut with a floured biscuit cutter.
6. Place in an ungreased pan and bake in a hot oven 450°F. for about 12 minutes.

Sour Milk Biscuits

In above recipe use sour milk or buttermilk instead of sweet milk. Add $\frac{1}{2}$ teaspoon of soda and use 1 teaspoon less baking powder.

Self-Rising Flour

If using self-rising flour omit baking powder and salt in above recipe.

You often need to save time. You may make a biscuit mix by combining dry ingredients in the above recipe; cutting in the fat and leaving out the liquid until ready to mix. Three or 4 times the recipe may be mixed at once. If fresh milk is scarce, dry milk may be used with the dry ingredients and water used as the liquid. Use 3 to 4 tablespoons of dry milk for each cup of milk called for. The mix may be kept for several days.

Corn Bread

Another popular North Carolina hot bread is corn bread or corn meal muffins. Vegetable meals call for light fluffy corn bread or muffins. Enriched corn meal should always be used if available.

Corn Bread or Corn Meal Muffins

(Makes 12 two-inch squares or 12 medium-size muffins)

2 cups corn meal	1 egg
$\frac{3}{4}$ teaspoon soda	2 tablespoons shortening, melted
$\frac{3}{4}$ teaspoon salt	$1\frac{1}{2}$ to 2 cups buttermilk

1. Beat egg until light. Add part of the buttermilk.
2. Sift together into a bowl the meal, soda and salt.
3. Add the egg and milk mixture to dry ingredients.
4. Add melted shortening and as much of the remaining buttermilk as needed to make a smooth batter.
5. Pour into a greased and sizzling hot pan or muffin tins. Bake in a quick oven, 400°F. for about 25 minutes.

Griddle Cakes

(Sometimes called pan cakes, batter cakes or hot cakes). Your family may enjoy hot griddle cakes with butter and syrup or jelly for breakfast. They are especially nice for Sunday morning when there is a little more time for the family to eat breakfast together. You may need a little practice to make them just right—smooth, tender, fluffy and nicely browned. You may like this recipe.

2 cups flour	2 teaspoons baking powder
½ teaspoon salt	1 egg
2 tablespoons fat	½ to ¾ cup milk

1. Beat egg until light.
2. Add milk and melted fat.
3. Mix dry ingredients and add to milk and egg mixture.
4. Beat until light and smooth.
5. Drop from spoon on the lightly greased griddle or skillet.
6. Cook at moderate temperature until bubbles have formed on surface and cake is browned on under side.
7. Turn and cook other side.
8. A wide spatula or "turner" makes turning the cakes easier. Butter each cake while hot or serve melted butter at table in small pitcher.

Caution: Use only enough fat to coat the griddle to avoid a "fried" effect.

Waffles

Waffles are a special treat if they are tender, crisp and beautifully browned. An easy way to entertain a few friends on a cold winter night is with a waffle supper. They are made right at the table. Bacon, sausage or ham are all good with waffles—plenty of melted butter or margarine and your favorite jam, jelly, preserves or syrup top them off to perfection.

2 cups flour (sifted twice)	1 teaspoon salt
2 teaspoons baking powder	¾ to 1 cup milk
2 to 4 tablespoons fat (melted)	1 tablespoon sugar
2 eggs	

1. Sift dry ingredients.
2. Add ½ of milk.
3. Beat in 1 egg at a time.
4. Add remaining milk.
5. Add fat last.
6. Pour onto heated waffle iron and cook until crisp and brown. Follow instructions with waffle iron as to greasing.

Yeastbreads

One of the most wonderful odors is that of freshly baked yeast bread or rolls. The flavor is delicious, too. Nothing quite takes the place of good, fresh home baked rolls, spicy buns and coffee cakes. You can learn how if you follow directions carefully and if you practice. Plain enriched flour is used for yeast breads.

Rolls

$\frac{3}{4}$ cup milk, scalded	$\frac{1}{4}$ cup lukewarm water
4 tablespoons sugar	1 egg, slightly beaten (may omit)
3 tablespoons shortening	$3\frac{1}{2}$ to 4 cups enriched plain flour
1 teaspoon salt	
1 package granulated or 1 cake yeast	

1. Pour the hot milk over the sugar, shortening and salt in a large mixing bowl.
2. Dissolve the yeast in the $\frac{1}{4}$ cup lukewarm water; add the beaten egg and mix well; add to the milk mixture which should be cooled to lukewarm.
3. Add about half the flour (or enough to make a drop batter.) Beat until the mixture is smooth and bubbles appear on surface. Add more flour to form soft dough. (Note: Dough may be stored in refrigerator at this point and kept for several days. A portion may be taken out and used each day.)
4. Turn dough onto a slightly floured board and knead until smooth.
5. Place in a greased bowl, cover, and let rise in a warm place until double in bulk. Put on a bread board and knead lightly.
6. Shape into rolls. Some interesting types of rolls are:

Clover Leaf Rolls—Shape 3 small balls for each roll. Drop into greased muffin pan. (3 balls for each roll) Brush with melted fat. Cover and let rise until double in bulk. Bake at 400°F. for about 20 minutes.

Parker House Rolls—Place dough on a bread board and roll $\frac{1}{3}$ inch thick; cut with biscuit cutter. Make a deep crease through the middle of each biscuit with handle of a knife. Brush over half with melted fat, fold, and press edges together lightly. Place on greased pan, cover, and let rise until double in bulk. Bake about 20 minutes in a hot oven (400°F.).

Cinnamon Rolls—Roll dough $\frac{1}{4}$ inch thick. Brush with melted butter. Sprinkle with a mixture of sugar and cinnamon (4 tablespoons of brown or white sugar to 1 teaspoon of cinnamon.) Currents or raisins may also be sprinkled over

if desired. Roll like a jelly roll and cut in 1-inch slices. Place with cut side down in a greased pan. Allow to rise until double in bulk. Bake in a hot oven (400° F.).

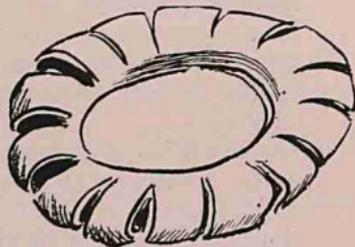
Sweet Dough (Foundation Recipe)

2 packages or cakes of yeast	½ cup sugar
¼ cup lukewarm water	1 teaspoon salt
1 cup milk	2 eggs beaten
¼ cup butter	5 cups flour (about)

1. Dissolve yeast in the ¼ cup lukewarm water.
2. Scald milk.
3. Add butter, sugar, and salt to the hot milk. Cool to lukewarm.
4. Add yeast and eggs.
5. Add about half the flour (or enough to make a drop batter). Beat until the mixture is smooth and bubbles appear on surface. Add more flour to form soft dough.
6. Turn out on lightly floured board and knead until satiny.
7. Place in a greased bowl, cover, and let rise until double in bulk (about 2 hours).
8. When light, punch down, shape into tea ring, rolls, or coffee cakes.
9. Let rise until double in bulk (½ to ¾ hour).
10. Bake in moderate oven (375° F.) 25 to 30 minutes for coffee cakes; 20 to 25 minutes for rolls. Yield: two 12-inch tea rings or 3 dozen rolls.

Swedish Tea Ring

1. When dough is light, roll into rectangular sheet about ½ inch thick.
2. Brush with melted butter and sprinkle with brown sugar and cinnamon.
3. Roll jelly roll fashion and shape into a ring.
4. Place on a greased baking sheet and cut with scissors at 1-inch intervals almost through ring. Turn each slice slightly on its side.
5. Cover and let rise until doubled.
6. Bake in moderate oven (370° F.) 25 to 30 minutes. While warm, frost with confectioners' sugar and sprinkle with chopped nuts.



CAKES AND FROSTINGS

Light, velvety cakes spread with creamy, smooth frostings are really works of art when done to perfection. That's what you will aim toward as a good cook.

Cakes are of 2 general kinds: those with shortening and those without. Cakes without shortening are usually referred to as sponge type. Angel food is one of the types of cake without fat. Chiffon cakes are made with cooking oil instead of solid fat.

There are 2 general methods for mixing cakes:

Conventional Method

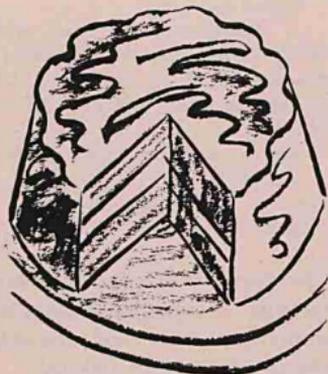
1. Cream shortening and sugar together.
2. Add eggs 1 at a time and beat well after each.
3. Sift all dry ingredients together.
4. Add about $\frac{1}{4}$ of dry ingredients to shortening and sugar, then $\frac{1}{3}$ of liquid and beat until smooth. Continue this until all of dry mixture and liquid have been added. Note: the dry ingredients are added first and last. Add flavoring and stir in until mixed.

The conventional method makes a cake with larger volume and finer grain and one that stays fresh longer.

The quick method is simple and is nice for a cake that is to be eaten immediately. Hand mixing or electric mixing may be used. If an electric mixer is used, be very careful to follow instructions that come with the mixer. It is easy to over beat. This makes a cake dry.

Quick Mix or Muffin Method

1. Stir shortening just enough to soften.
2. Sift dry ingredients together.
3. Add dry ingredients to shortening and about $\frac{2}{3}$ of the milk. Mix until smooth. Beat 2 minutes or 300 strokes. Add remaining milk and eggs and beat 1 minute or 150 strokes. Add flavoring and stir in until mixed.



After some practice your friends and family will say, "Please bake another cake." And you can say with confidence, "When you come to see me, I'll bake a cake."

And now for a few good recipes.

Plain Cake

2½ cups sifted plain flour	1½ cups sugar
2½ teaspoons baking powder	3 eggs, unbeaten
¾ teaspoon salt	2/3 cup milk
2/3 cup shortening	1 teaspoon vanilla or other flavoring

1. Sift flour once, measure, add baking powder and salt, and sift together 3 times.
2. Cream shortening. Add sugar gradually (about 4 tablespoons at a time) and cream until light and fluffy.
3. Add eggs, 1 at a time, beating thoroughly after each.
4. Add flour, alternately with milk. Add flour first and last. Use ¼ of flour and ⅓ of milk at a time beat after each addition until smooth.
5. Add vanilla or other flavoring.
6. Turn into 2 round 9-inch layer pans, 1½ inches deep, which have been lined on bottoms with waxed paper, then greased.
7. Bake in moderate oven (375°F.) 20 minutes, or until done. Do not open oven door for first 10 minutes. Test for doneness when cake has shrunk from sides of pan. Insert clean tooth pick in center of cake. If it comes out clean, cake is done.
Cooling: Let stand in pan 5 to 15 minutes. Turn out on racks and allow to cool thoroughly before frosting. Do not cool in draft.

Note: This cake may also be baked in two 8 x 8 x 2 inch square pans.

For Self-Rising Flour: If self-rising flour is used in above recipe, omit baking powder and salt and use 1 cup of milk.

If using Quick Mix method, follow instructions for quick mixing.

Quick Mix Plain Cake

1. *Measure into sifter:*

2¼ cups plain flour	1 teaspoon salt
3 teaspoons baking powder	1½ cups sugar

2. Measure into mixing bowl; ½ cup shortening.
3. Stir shortening just enough to soften.
4. Sift in dry ingredients.

5. Add about $\frac{2}{3}$ cup of milk and mix until flour is dampened.
6. Beat 2 minutes or 300 strokes. Use low speed if using mixer.
7. Add 2 unbeaten eggs and remaining $\frac{1}{3}$ cup of milk. Beat 1 minute longer or 150 strokes.
8. Pour batter into pans that have been lined with wax paper and greased. Bake at 350 degrees for about 25 minutes or until done. Use any desired frosting.

Frostings

Cakes may or may not be frosted. Practice is required to know when frostings are just right. A candy thermometer insures success with boiled frostings. Perhaps you and your mother would like to purchase one for your kitchen. It would make a nice gift.

Seven-Minute or Double Boiler Frosting

1 $\frac{3}{4}$ cups sugar	$\frac{1}{4}$ teaspoon salt
6 tablespoons cold water	$\frac{1}{2}$ teaspoon cream of tartar
2 egg whites, unbeaten	1 teaspoon vanilla

1. Put all ingredients except flavoring in top of double boiler.
2. Cook, beating constantly with a rotary beater, over boiling water, until mixture will hold its shape.
3. Remove and beat lightly.
4. Add flavoring, and continue beating lightly until the icing is cool and ready to spread.

Chocolate Fudge Frosting

3 to 4 squares (oz.) unsweetened chocolate	$\frac{1}{8}$ teaspoon salt
3 cups sugar	1 cup milk
2 tablespoons light corn syrup or	1 teaspoon vanilla
$\frac{1}{4}$ teaspoon cream of tartar	1 tablespoon butter

1. Cook chocolate, sugar, syrup, salt and milk until it forms a soft ball when tested in cold water or 238° F. Stir occasionally to keep from scorching.
2. Remove from heat, add butter, and let cool *without* stirring until mixture is lukewarm. This helps to keep it from getting grainy.
3. Add vanilla, beat until creamy and thick enough to spread on cake.

Powdered Sugar Frostings

4 tablespoons butter or margarine (at room temperature)	3 $\frac{1}{2}$ cups powdered sugar
4 to 5 tablespoons milk or water	$\frac{1}{2}$ teaspoon vanilla

1. Cream butter or margarine until soft and fluffy.
2. Add sugar gradually until well blended. Stir in liquid a little at a time until mixture will spread easily.
3. Beat until fluffy.
4. Add vanilla and spread.

Makes enough for two 8-inch layers.

How to vary this recipe:

Chocolate frosting: Add 6 level tablespoons cocoa and 2 tablespoons liquid, or 2 squares of melted chocolate.

Lemon or Orange Flavor: Use lemon or orange juice to replace other liquid. Add 1 teaspoon of the grated rind.

Pineapple: Omit liquid, add 1/2 cup crushed pineapple. Use 1 tablespoon lemon juice instead of vanilla.

PIES

Good home baked pies are a favorite with most people. Most homemakers in North Carolina bake pies very often.

Pies that seem to be served most often in North Carolina are fruit, those with cream or custard base, and chiffon. Meringue is often used with the cream or custard type pies.

Fruit pies may be the deep dish type—sometimes called “cobbler” or “family style” pie, or shallow pies with 2 crusts or 1 crust with strips on top.

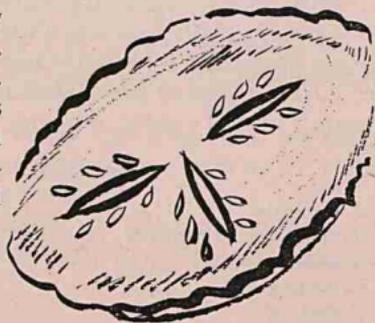
Cream or custard type pies have eggs, milk and sugar with various flavorings as the main ingredient.

Cream pie fillings are usually cooked in a double boiler and used in baked shells.

Custard pie mixtures are not pre-cooked and are used in uncooked shells.

Chiffon pies are made very light with beaten egg whites. Gelatin is used for stiffening. Baked pie shells or crumb crusts are used for chiffon pies. Chiffon pies are chilled in the refrigerator. Whipped cream may be used for topping or decoration.

Some good pie recipes are:



Apple Pie

¾ to 1 cup sugar	4 to 5 cups apples, peeled and sliced thin
1 to 2 tablespoons flour	1 to 2 tablespoons lemon juice
1 teaspoon cinnamon	3 tablespoons butter or margarine
¼ teaspoon salt	

1. Prepare pastry and roll out undercrust; fit into a 9-inch pie pan. Leave hanging over edges 1 inch. Trim with scissors.
2. Combine sugar, flour, cinnamon and salt.
3. Spread half of this mixture over pastry-lined pan.
4. Add apples and sprinkle remainder of mixture over the apples.
5. Sprinkle with lemon juice and dot with butter.
6. Roll upper crust and place on top of apples. Trim to fit pan. Seal by folding under crust over top and pinching together with fingers. Prick top with fork.
7. Bake on lower shelf in a hot oven (425°F.) 30 to 40 minutes, or in a moderate oven (375°F.) for 1 hour.

Lemon Chiffon Pie

1 tablespoon plain gelatin	1 teaspoon grated lemon rind
¼ cup cold water	1/3 cup lemon juice
4 eggs, separated	1 baked (9-inch) pastry shell
1 cup sugar	1 cup heavy cream, whipped
½ teaspoon salt	

Prepare pastry and bake a 9-inch crust, or prepare a crumb crust.

1. Soften gelatin in 2 tablespoons cold water.
2. Combine slightly beaten egg yolks, ½ cup sugar, salt, lemon rind and juice and remaining 2 tablespoons water.
3. Cook over boiling water until mixture thickens, stirring constantly.
4. Add softened gelatin, stirring until gelatin is dissolved; cool until mixture begins to thicken.
5. Then gradually beat remaining ½ cup sugar into stiffly beaten egg whites and fold into lemon-gelatin mixture.
6. Turn into baked pastry shell or graham cracker crust and chill until firm. To serve, top with whipped cream.

Chocolate Cream Pie

1 cup sugar	2 or 3 squares chocolate, grated or cut up
3 tablespoon cornstarch or 5 tablespoons flour	3 egg yolks, slightly beaten
½ teaspoon salt	1 teaspoon vanilla
2 cups milk	

Prepare pastry and make a baked 9-inch crust.

1. Combine sugar, cornstarch or flour and salt in the top of a double boiler.
2. Stir in cold milk; add chocolate.
3. Cook over boiling water until thickened, stirring constantly.
4. Cover and cook 15 minutes longer.
5. Stir a little of the hot mixture into slightly beaten egg yolks; add to remaining mixture in double boiler and cook for 2 minutes over hot, not boiling, water, stirring constantly.
6. Cool and add vanilla. Pour into baked shell. If desired, cover with meringue and bake in a moderate oven (325°F.) about 15 minutes or until lightly browned; or just before serving top with whipped cream.

Custard Pie

4 eggs	½ teaspoon salt
2/3 cup sugar	½ teaspoon vanilla
3 cups milk, scalded	Nutmeg

1. Prepare pastry and put into pan. Trim edge. Leave 1 inch around edge and crimp with fingers.
2. Put milk in double boiler to scald.
3. Beat eggs and add sugar and salt.
4. Add scalded milk slowly. Add vanilla.
5. Pour into unbaked crust. Sprinkle nutmeg on top.
6. Bake in hot oven (450°F.) 10 minutes; then reduce heat to moderate (350°F.) and bake 20 to 30 minutes longer or until firm.

PASTRIES

Pastry Helps

1. Two knives, a pastry blender, or a heavy fork cut fat into the flour easily.
2. In mixing pastry, add a very little water on one side of bowl and mix with flour. Do this in 2 or 3 other places in bowl. Then mix all together. This way less water will be used and the pastry will not be sticky.
3. A heavy cloth on the rolling board and a seamless stockinet cover for the rolling pin keep pastry from sticking. A cloth cover may be made for rolling pin.
4. Handle pastry as little as possible, use only enough flour on board and cloth to prevent sticking, and roll away from you with quick light motion.

5. For pie and tart shells, roll out pastry 1 inch longer than pan. Do not stretch when putting pastry into pan.
6. To avoid soggy undercrust, coat the crust with slightly beaten egg white and let stand a few minutes before filling, or sprinkle with flour, or partially bake before adding filling.
7. If baking crust before filling is added, prick with fork.
8. Moisten top rim of bottom crust before putting on top crust.
9. Fold under top crust in juicy pie. For open juicy pie, allow an extra inch, fold under, and press up the edge.
10. To keep covered fruit pies from boiling over, prick top crust with fork.
11. To keep meringue from shrinking be sure the meringue touches the crust all the way around so there will be no part of filling showing.

Plain Pastry

2 cups flour

1 teaspoon salt

$\frac{2}{3}$ cup fat

4 to 6 tablespoons cold water

1. Sift flour, measure, add salt and sift again.
2. Use pastry blender or 2 knives. Cut in half the shortening until mixture looks like coarse meal. Cut in remaining shortening coarsely or until particles are about the size of peas.
3. Add water a little at a time until dough is moistened enough to form a ball when pressed together. Use a fork to mix gently and lightly. *Do not stir.* Use only enough water to hold pastry together.
4. Press together lightly with fingers. The less the dough is handled, the more tender and flaky the pastry will be.
5. Roll out on lightly floured board or pastry cloth about $\frac{1}{8}$ inch thick. Place in pan, fitting it loosely.

Baked Pastry Shell (Crust): Prick pastry all over with a fork. Bake in a hot oven (450°F.) about 15 minutes or until lightly browned.

Meringues for Pies

Beat the whites of 3 eggs with a dash of salt until stiff but not dry. Gradually beat in 6 tablespoons sugar, sprinkling a little at a time over the surface of the egg whites. Continue beating until very smooth and glossy. Add flavoring if desired.

Pile lightly on top of the pie filling (thoroughly cooled.) Seal the edge of the meringue to the pastry to prevent it from shrinking and leaving a gap as it browns. Bake in a moderate oven (275°F.) 15 to 20 minutes or until lightly browned. Makes enough meringue for one 9-inch pie.

COOKIES

Perhaps you have been making cookies since "mud pie" days. If so, you know how much fun it is. If not, you can learn. Cookies are nice to have on hand for the unexpected guest or for a light "sweet touch" to finish off a meal. Be careful not to use too often between meals.

Cookies are of 2 general types: Those made from a soft dough that can be rolled pressed or molded; those made from a batter which are dropped from a spoon or baked in a solid sheet and cut into squares or bars.

There are special recipes for cookies that may be kept for several days in a refrigerator or frozen and kept for a longer period of time. After you learn to make good plain cookies, you can vary your recipes and make many unusual and interesting kinds for all occasions.

Sugar Cookies

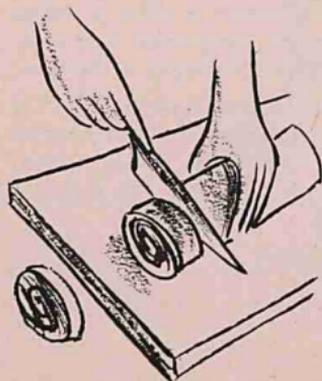
2 cups sifted flour (about)	1 cup sugar
1½ teaspoons baking powder	1 egg
½ teaspoon salt	1 teaspoon vanilla
½ cup shortening	1 tablespoon cream or milk

1. Mix and sift 1½ cups flour, baking powder and salt.
2. Cream shortening until soft.
3. Beat in sugar, egg, vanilla and cream.
4. Stir in flour mixture, then gradually add the remaining flour until dough is just stiff enough to roll; chill thoroughly.
5. Place on lightly floured board and roll ⅛ inch thick; cut with floured cutter as desired and place on ungreased baking sheet.
6. Sprinkle with sugar and bake in moderately hot oven (375°-400°F.) for 8 to 10 minutes. Makes 4 to 5 dozen cookies. Store in closely covered cookie jar.

Variations of the Sugar Cookies

Chocolate Pinwheel: Melt 2 squares chocolate and add to ½ of plain sugar cookie dough. Roll into a rectangular shape about 12" x 16". Roll plain dough the same size. Place on top of each other and roll as jelly roll. Chill, then slice and bake.

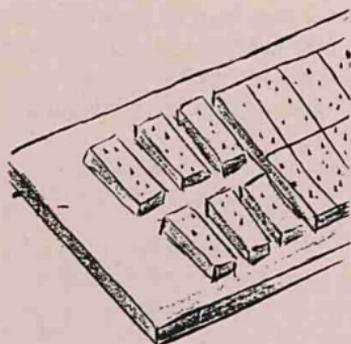
Peanut Butter Spread: Roll layer of plain dough ⅛ inch thick. Spread with peanut butter. Fold over and cut in blocks or strips. Bake in hot oven until brown.



Chocolate Brownies

2½ squares chocolate	½ cup flour
1/3 cup butter or margarine	½ teaspoon baking powder
2 eggs	½ teaspoon salt
½ teaspoon vanilla	1 cup nut meats
1 cup sugar	

1. Melt chocolate and butter.
2. Add sugar to eggs, beating thoroughly; then add chocolate mixture.



3. Fold in flour sifted with dry ingredients.
4. Add vanilla and nuts.
5. Spread ½ inch thick in a shallow pan and bake in a slow oven (325° F.) for 30 minutes or until done. (May take longer). Remove from pan and cool slightly. Cut in squares. (Test for doneness—shrinks from side of pan and toothpick comes out clean.)

Refrigerator Cookies

2 cups butter or margarine	½ teaspoon salt
1 cup sugar	1 teaspoon vanilla or other flavoring
1 egg (well beaten)	4 cups flour

1. Cream butter well, add sugar gradually, add egg, and blend thoroughly.
2. Add flour gradually, beating well after each addition.
3. Add flavoring while adding the last of the flour.
4. Prepare for refrigerator by shaping in long roll about 2 inches in diameter and wrapping in wax paper. Keep until thoroughly chilled or ready for use. May be kept for a week or 10 days.
5. Slice and bake on ungreased pan in moderate oven (375° F.).
Note: This is a particularly good recipe for rich tea cookies made into fancy shapes by use of a cookie press, or slices from a small round roll and decorated with colored sugar, strips of candied cherry or citron.

Chocolate Drop Cookies

1 cup brown sugar (rolled free from lumps)	½ cup milk
½ cup shortening	½ teaspoon soda
1 egg	2 cups flour
2 squares chocolate (melted and cooled) or 6 tablespoons cocoa	½ teaspoon salt
	1 teaspoon vanilla

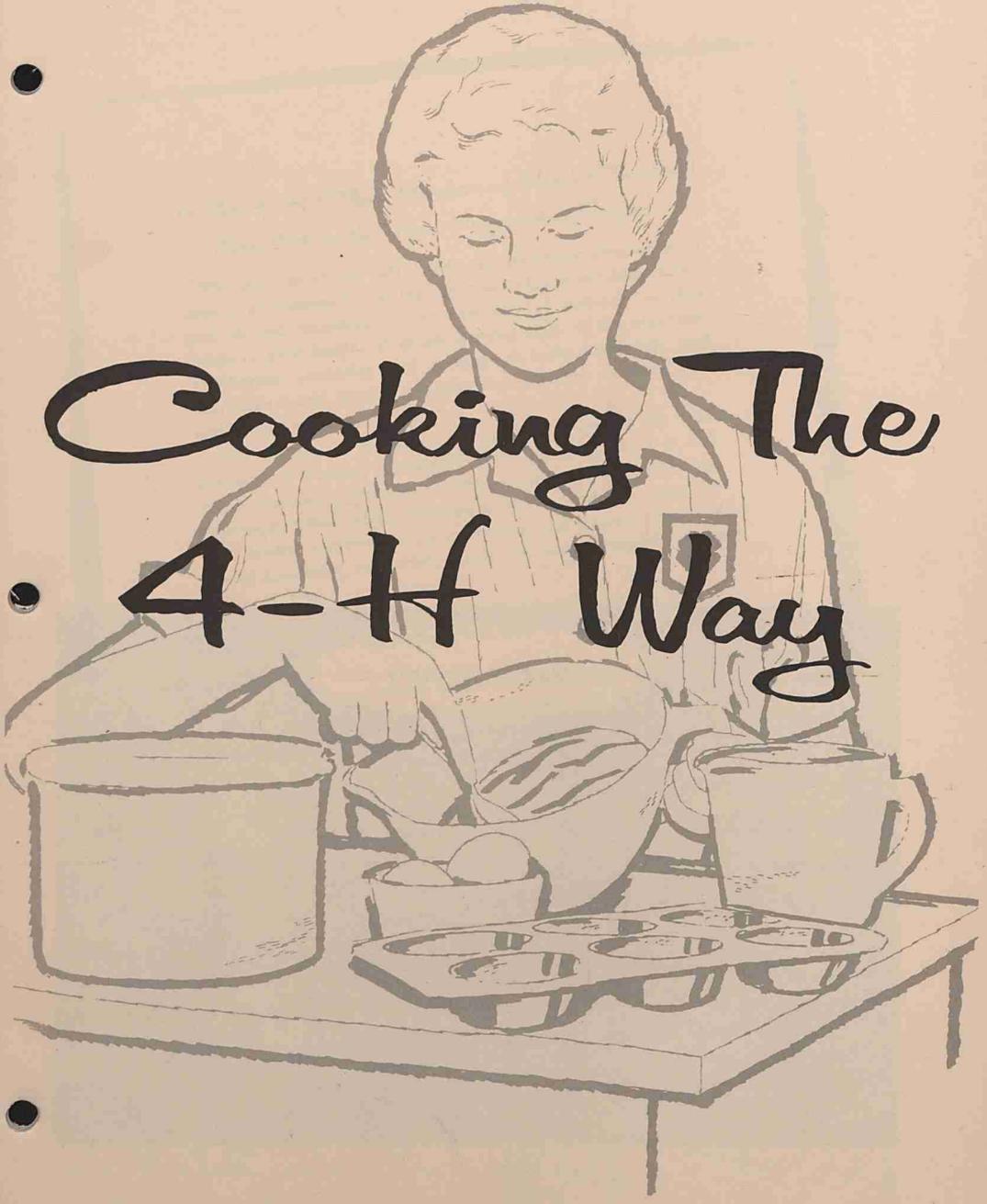
Before starting, sift and measure flour, salt and soda and combine these. Melt chocolate and measure other ingredients. Prepare baking sheet.

1. Cream shortening.
2. Add sugar to shortening and cream until smooth and fluffy.
3. Add egg and beat 2 minutes or 30 strokes.
4. Add chocolate and mix.
5. Add ½ cup flour and mix well. Add ⅓ of milk. Beat until smooth.
6. Continue this until all of flour and milk have been added. (Flour will be added first and last.)

Drop with spoon on to greased baking sheet. Bake 12 to 15 minutes at 375°F. or until done.

And Now For The Fun





Cooking The 4-H Way

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*To The 4-H Club Members of North Carolina
Enrolled in the Food Preparation Project*

The purpose of the 4-H Foods and Nutrition Project is to develop an appreciation of the part foods play in our daily living, and an understanding of the principles of nutrition as they relate to good health. It should develop skills in the planning, purchasing, preparing and serving of tasty, attractive and nutritious meals, thereby enabling club members to enjoy food and its preparation.

This manual is for 4-H Club members carrying the food preparation projects, "Cooking The 4-H Way"—Units I, II, and III. It contains information on why we need food, meal planning, food preparation, tablesetting and service, management, courtesy and family cooperation, food selection and buying, care and use of equipment, sanitation, safety, and some recipes for many types of food.

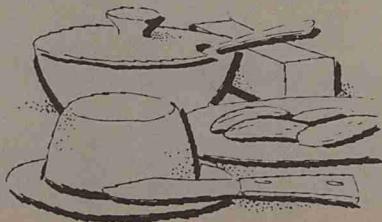
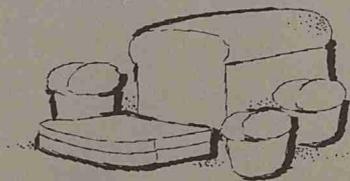
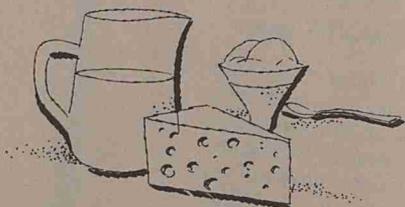
Additional bulletins on other food preparation units and the requirements for completing each, may be obtained from your Home Agent.

A member may receive credit for completing only one unit per year. First year members should select the beginner's unit, "Adventures In The Kitchen"; second year members, Unit I; third year members Unit II, and fourth year Unit III, Baking or Foods For Special Occasions. Ask your agent about these.

Jo Earp
S. Virginia Wilson

EXTENSION NUTRITIONISTS

Eat These Foods Daily



Milk—Some for all ages

Children	3 to 4 cups
Teenagers	4 cups
Adults	2 or more cups
Pregnant Women	4 cups
Nursing Mothers	6 cups

Cheese and ice cream can replace *part* of milk but not all.

Meats, Poultry, Eggs, Fish—2 servings daily. Use dried peas and beans, nuts and peanut butter occasionally. Eat at least 4 eggs a week.

Vegetables and Fruits—5 servings ($\frac{1}{2}$ cup each) to include:

A vitamin C rich fruit or vegetable such as tomatoes, raw cabbage, or citrus fruit.

A green or yellow fruit or vegetable rich in Vitamin A.

Breads and Cereals—Whole grain or enriched—4 or more servings. A serving is 1 slice of bread or $\frac{3}{4}$ cup cooked or 1 ounce ready-to-eat cereal.

In addition to these eat any other foods you want to satisfy appetite and meet energy needs for work and play. Butter or Fortified Margarine can be used in cooking or on bread.

Sometimes you hear these foods referred to as the Basic Seven, The Four Group Daily Food Plan, A Guide to Good Eating and others. They all include the same foods, but may be grouped differently.

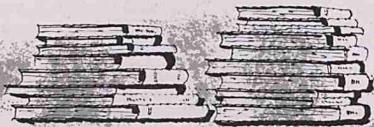


The fashionable 4-H Club member takes pride in doing her best with her looks and personality. She stands straight with smooth firm muscles. She carries a becoming weight for her height and build. She radiates enthusiasm and health, and looks happy and interested in the world around her. She knows that it is smart to eat the foods each day that help her have these things.

Some of the nutrients you need to stay healthy are:

- (1) *Calcium* helps you have "sparkling teeth and good posture". This mineral helps build bones and teeth, helps make your blood clot, aids in muscle contraction. Milk products are good sources of calcium.
- (2) *Iron* aids in keeping those "rosy cheeks". Iron is needed to combine with protein to make the red substance in the blood called hemoglobin. It carries oxygen to cells. Iron is found in meat, fish, eggs and dark leafy greens.
- (3) *Protein* is for "glossy hair". This nutrient is needed to build and repair tissues. It supplies energy. Meat and milk furnish protein.
- (4) *Carbohydrates* (sugar and starches) help to give you an "attractive figure". They supply energy. Carbohydrates in the form of starch and sugar is our best source of energy. Bread, cereals and potatoes are our best sources of carbohydrates.
- (5) *Vitamin A* to aid in keeping "eyes bright" and skin soft and smooth. This vitamin helps
- to resist infection. It helps eyes to adjust quickly from a change in light. Green or yellow vegetables, liver, cream, butter or margarine and egg yolks are good sources of Vitamin A.
- (6) *Thiamine*—gives you a "happy personality." It prevents irritability and helps the body release energy from food. It keeps the appetite and digestion normal and the nervous system healthy. Enriched bread and cereals, pork, and milk are good sources of thiamine.
- (7) *Riboflavin* or B₂ helps cells to use oxygen, keeps vision clear, helps prevent eyes from being sensitive to light, helps prevent cracking at corners of mouth, aids in keeping skin and tongue smooth and helps prevent scaly skin around mouth and nose. Milk and milk products supply riboflavin.
- (8) *Niacin* also, contributes to that "happy personality". Niacin helps to prevent irritability, aids in keeping skin soft and helps keep your tongue healthy. Bread and cereals also furnish niacin.
- (9) *Fat* is necessary for "smooth soft skin." This nutrient helps supply energy. We get our fat from butter, margarine and meats.
- (10) *Water* is essential. This liquid keeps us "healthy" by carrying foods to all cells in the body and waste products away. Water aids in regulating body temperature, and digestion. Daily water loss must be replaced by drinking water, milk, soups and eating foods high in water content.

Meal Planning



It is fun to plan meals your family will enjoy. Plan the THREE meals for a day at one time to make sure you include all the foods needed. Then check by your food guide. If you have left any out, change your menus to include a food from each group. You will have a greater variety of foods if you plan meals for several days at a time. It will also help you save time and money.

LET'S WRITE A MENU

There is a right way to write a menu. Learn to write yours correctly. Foods are written in the order they are eaten, with the beverage placed last. Family meals are usually served in courses. A *course* is the section of a meal that is served together. A *two course* meal would be meat, vegetables and bread for the first main course

and dessert for the second. A simple three course meal might include soup or fruit juice (the appetizer), meat and vegetables then the dessert. Banquets and other formal meals may have many other courses added.

In writing your menu, place the main dish of each course in the center. The dishes that go with it are usually written just below.

EXAMPLE:

	Fried Chicken	
Mashed Potatoes		Snap Beans
Biscuits		Butter
Tomato and Lettuce Salad		
Sliced Peaches and Cream		
Milk		Coffee

The menu should name the food and tell the way it is prepared. For example, "Fried Chicken", instead of "Chicken".

Breakfast

Begin with Breakfast—It's smart to eat breakfast! The advantages outweigh the few minutes of "sleep" you miss. It is especially important for those who have figure problems.

Your breakfast is a most important meal. It is also the one most often neglected. If you realize that there is a longer time between supper and breakfast than between any other two meals, you will know how necessary this meal is. Your supper has been digested, your stomach is empty—yet your body uses energy even while you are asleep. It has to have fuel to start the day right. It is almost impossible to do good work in the morning, in school or at home, without food. Science has shown that you can act and think more quickly all day if you eat a good breakfast. Research has proven that those who need to lose weight can reduce faster by eating a good breakfast and less at other meals.

A good breakfast gives a good start for the day. You need three good meals everyday. Breakfast should furnish one-fourth to one third of the body's total needs for the day. It can be simple and easy to prepare, and still meet the body's needs.

Always include at least a fruit, cereal or bread and milk. Be sure to drink a glass of milk if you do not eat an egg or other protein food for breakfast. It will help keep you from having that lead-toned feeling before lunch. You need more breakfast to work in a garden than to sit at a desk. You go by a pattern to make a dress, so go by one of these patterns to plan your breakfast:

LIGHT	MEDIUM	HEAVY
Fruit	Fruit	Fruit
Cereal with Milk and/or	Cereal with Milk or	Cereal with Milk Eggs with Meat
Bread and Butter Beverage	Eggs and/or Meat Bread — Butter Beverage	Grits or Potatoes Bread — Butter Beverage

Work out a time schedule to use with your

menu to help you get everything ready to eat at the right time. For example let's use the medium breakfast pattern listed above and work out a schedule for preparing it. Our menu:

Orange Juice
Bacon and Poached Eggs
Toast Butter
Cocoa

- (1) Put the milk in the top of a double boiler to heat.
- (2) Place the bacon in the pan.
- (3) Set the table.
- (4) Turn the bacon. Lower the heat.
- (5) Break the eggs and put in pan (see recipe for poached eggs).
- (6) Add chocolate syrup (which you learned to make in *Adventures in the Kitchen*) to hot milk.
- (7) Put bread in oven or toaster.
- (8) Pour orange juice.
- (9) Take up toast, and call everyone to breakfast.
- (10) Serve.

Now you can plan, prepare and serve breakfast three times. Use the meal patterns. Record your menu, number served and how you can improve in your record book. Be sure that you keep a record of all of the times that you plan and prepare breakfast. Sometime you may prepare breakfasts your mother has planned. Keep a record of all the breakfasts you plan or prepare.

Be sure, too, that you remember home safety rules at all times in the kitchen. Safety and sanitation are a must with all good 4-H'ers.

What's for Lunch?

A good meal at noon is necessary for growing boys and girls. It should furnish at least one third of the body's total needs for the day. Without a good lunch at school it is impossible to make up the amount of food you need at other meals. To grow steadily in mind and body, eat a good lunch.

A hot lunch prepared at school should include a soup or hot dish, salad or vegetable, bread or sandwich and milk. A fruit or simple dessert could be included.

Your lunch at home would be similar to one at school. Lunch is eaten at noon and is lighter than dinner.

A well planned lunch brought from home should contain:

Meat, poultry, fish, eggs, or cheese—alone, as a salad or with bread as a sandwich.

A vegetable such as carrot sticks or a tomato. Cooked vegetables or salads can be carried in wax paper cups with lids.

Fruit or fruit juice, either fresh, frozen or canned. Cookies or small cakes may be included to go with the fruit.

Supper

The evening meal is called supper when the heavy meal of the day is at noon. It is like lunch in that it is a lighter meal than dinner. If you were very active during the day you would want larger servings or a heavier meal than if you had been sitting at a desk during the day. Make your supper a simple meal and have foods that are easy to digest. Be certain to include any of the groups of food that have been left out during the day.

Go by these patterns to plan your supper or lunch:

LIGHT	MEDIUM	HEAVY
Main Dish	Main Dish	Main Dish
Salad or Vegetable	Salad or Vegetable	Vegetable and Salad
Bread	Bread	Bread
Beverage	Simple Dessert	Substantial Dessert
	Beverage	Beverage

Let's plan a *light* lunch or supper, using the pattern listed above and work out a schedule for preparing it:

Our menu is:

Toasted Cheese Sandwich
Cabbage, Apple and Raisin Salad
Crackers
Milk

- (1) Set the table.
- (2) Prepare salad and place on lettuce leaf.
- (3) Make toast.
- (4) Spread slice of toast with butter. Top with a slice of cheese. Place in a moderate oven (350° F.) until cheese melts.
- (5) Pour the milk.
- (6) Call the family.
- (7) Serve your lunch.

Let's check this menu by our list of food groups to see how many are included: Toasted cheese sandwich (meat and bread group), cabbage, apple and raisin salad (fruit and vegetable group— $\frac{1}{2}$ cup = 1 serving), crackers (bread group), and milk (milk group).

You are ready to plan, prepare and serve lunch or supper four times for Unit I and three times for Unit II. Use the meal patterns. Record your menu, number served and how you can improve the next time. Be sure to keep a record of the additional times that you plan and prepare lunch or supper.

Dinner

Some families prefer having their heaviest meal of the day at noon, others at night. During school months be sure your family has a good dinner at night. Eating three good meals every day is the only way you can get all the foods needed each day to build a strong, healthy body. Besides, the

whole family should share and enjoy together the largest, and often the best meal of the day.

Usually dinner includes a meat or other protein food, two vegetables, salad, bread, dessert and beverage. In addition to these for heavy meals, you may want to plan for an appetizer such as soup, fruit cup, or fruit juice. You may also want to add relishes, pickles, olives, jelly or jam.

Go by these patterns to plan your dinner:

LIGHT	MEDIUM	HEAVY
Main Dish	Main Dish	Appetizer
Two Vegetables	Two Vegetables	Main Dish
Bread Butter	Salad or Appetizer	Three Vegetables
Fruit Salad or	Bread Butter	Salad
Dessert	Dessert	Bread Butter
Beverage	Beverage	Beverage

Let's plan a schedule for preparing this dinner. Our menu is:

Hamburger Steak
French Fried Potatoes Green Beans
Rolls Butter
Peach Shortcake
Milk

- (1) Wash and snap beans and put on to cook.
- (2) Put on fat to be getting hot.
- (3) Wash, peel and slice potatoes.
- (4) Start the hamburger steak.
- (5) Turn on the oven to heat for the rolls.
- (6) Set the table while food is cooking.
Safety Note: Turn heat low if you leave food cooking while you do something else.
- (7) Whip the cream for the peach shortcake.
- (8) Place the cake on the dessert plates. Wait until just before serving to put on peaches and whipped cream unless the family enjoys juice soaked in the cake.
- (9) While you are putting other food on the table, put the brown 'n serve rolls in the oven. (They should be served piping hot).
- (10) Pour the milk.
- (11) Call the family.

Let's check the menu by the food guide. Hamburger steak (meat group), French fried potatoes (veg. group), green beans (veg. group), rolls (bread group), peach shortcake (veg. & bread group), and milk (milk group).

Check your three meals for the day to see that they include needed amounts of the basic foods.

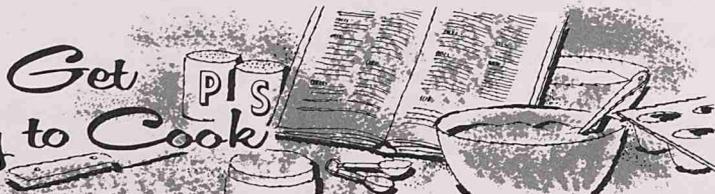
PLAN, prepare and serve two family dinners by yourself, using one of the dinner meal patterns. Record your menu in your record book along with the number served and how you can improve.

Plan menus for seven days, make a shopping list, check with your Mother and buy necessary items. Prepare and serve these meals. It is desirable to have these seven days in one week.

REMEMBER TO . . .

- (1) **EAT WELL.** Growing boys and girls and hardworking adults need a great deal of food.
- (2) **BUILD** meals around foods that blend well in flavor and color. Use different food combinations.
- (3) **COOK** vegetables different ways to add interest.
- (4) **TRY** to have not more than one fried food at any meal.
- (5) **SERVE:**
 - A. Foods that are attractive, but don't make them look too fancy or "dressed up." Use garnishes—that can be eaten—for added color and interest.
 - B. A food only *one* way at any meal. Don't put *tomato soup* and sliced *tomatoes* on the same menu. Don't serve 2 salads or desserts at one meal.
 - C. Some *crisp, chewy* foods along with *soft foods*. Creamed chicken on crisp toast is a good example.
 - D. Hot foods *hot* and cold foods *cold*. Put hot foods in dishes that have been warmed.
 - E. At least *one* hot food at every meal, even hot weather, as an aid to digestion.
 - F. Left-overs, but *change* their shape or flavor.

Let's Get Ready to Cook



Your success in cooking depends on following the rules carefully.

Always wear a clean, large apron. Have clean hands and fingernails.

Cleanliness is one of the first requirements of good housekeeping.

When you are tasting, pour from the stirring spoon to another spoon, using a different spoon for tasting than for stirring. Good cooks always taste to be sure food is properly seasoned.

Use holders for handling hot dishes. Never use a wet cloth.

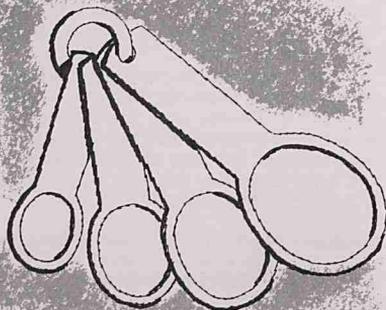
Wash dishes and utensils as you go along. Let hard-to-clean pans soak while eating the meal so they will be easier to wash.

MEASURING IS IMPORTANT

- (1) Correct measurements are necessary for good results. More accurate measurements can be made with standard measuring cups and spoons.
- (2) All measurements should be level. This is done by taking a heaping measure and scraping off the surface with a straight edged knife.
- (3) If an ordinary teaspoon or tablespoon is used, measure this way: One-half spoonful—measure level spoonful, divide lengthwise, and scrape out one-half.
- (4) One-fourth spoonful—divide one-half spoonful a little nearer handle than tip and scrape off.
- (5) Measuring fat: 1 stick of butter or margarine is $\frac{1}{2}$ cup or 8 tablespoons. To measure a part

of a cup of solid fat easily you can use the cold water method. For one-half cup solid fat fill cup half full of cold water, then drop in pieces of shortening until the water reaches the top of the cup. Drain off water. The remaining fat is the right amount and can easily be removed from the cup. This method may be used for any fraction of a cup.

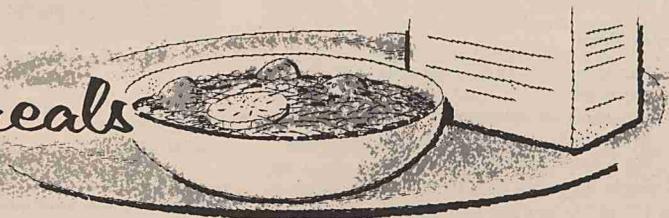
- (6) Measuring flour: Sift flour before measuring, then place in cup by spoonfuls and level with the straight edge of a knife. Do not shake cup to level flour as that will repack it. 3 teaspoons = 1 tablespoon; 16 tablespoons = 1 cup.



Correct measurements are necessary for good results.

Recipes

Cereals



CEREALS belong to the group of foods which furnish energy to your body. They also provide minerals, vitamins, protein and roughage or bulk. They combine very well with many other foods to make delicious dishes that are high in food value.

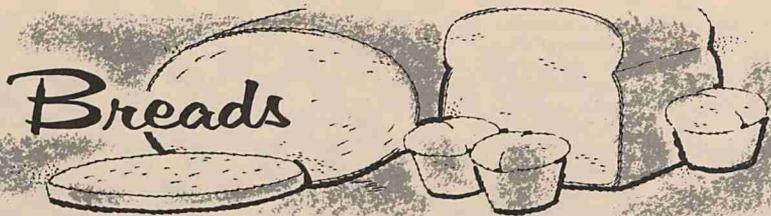
You may use either whole grain or enriched cereal products. Whole grain products contain more food value than refined or white cereals or breads. However, North Carolina has passed a law which requires the enrichment of all white flour and other wheat products milled or sold in the state. Enrichment means that most of the vitamins and minerals that were lost during the milling process are put back in the cereal flour. Since this law applies only to wheat, look on the label of cornmeal and other refined cereal products to see whether or not they are enriched. Buy the enriched product whenever you can.

Cereal Pointers

Breakfast cereals may be bought uncooked, partially cooked, or ready to eat. Directions for cooking are always on the box. Most cereals taste better if cooked longer than the time given on the package. For cooked cereals the general directions are:

- (1) Measure water and salt, bring to a boil. Use top of double boiler, but place it over direct heat for the first step in cooking.
- (2) Pour cereal gradually into the boiling water. Stir to keep it from lumping.
- (3) Keep cereal boiling rapidly for several minutes until it thickens.
- (4) Place over bottom part of double boiler, which should be kept about one-third full of water. Cover, and cook without stirring until done.
- (5) Milk may be used instead of water to improve flavor and food value.

Breads



Almost everyone eats some BREAD every day. Try using different kinds such as raisin, nut or whole wheat. Serve quick breads at some meals, yeast rolls at some, and sliced bread at others. Toast is the quickest and easiest hot bread to prepare and is especially good for breakfast.

Buttered Toast

- (1) Place slices of bread on rack in a moderately hot (350°-400°F) oven.
- (2) Brown on one side, then turn and brown on the other side, or place in electric toaster.
- (3) Spread with butter and serve while still hot.
- (4) Left-over biscuits and muffins, split and browned, may be buttered and used as toast.

Cinnamon Toast

- (1) Mix $\frac{1}{4}$ cup sugar, $\frac{1}{2}$ teaspoon cinnamon and 2 tablespoons melted butter.
- (2) Spread on hot toast.

French Toast

- (1) Mix together 1 egg, 1 cup milk, and $\frac{1}{4}$ teaspoon salt.
- (2) Dip slices of stale bread into mixture.
- (3) Brown on both sides in a frying pan containing a small amount of fat.
- (4) Serve hot with jelly or syrup.

QUICK BREADS BISCUITS AND MUFFINS

Quick breads are prepared quickly and easily and should be served at once while they are piping hot. They may be made from whole grain or enriched flours, or a combination of two kinds of flour. Many people prefer the "nutty" flavor of breads made with whole grain flour.

Baking Powder Biscuits

(Makes 18 medium sized biscuits)

2 cups sifted flour
2 to 4 teaspoons baking powder*
3/4 teaspoon salt

2 to 4 tablespoons fat
2/3 to 3/4 cup sweet milk

- (1) Sift the flour, salt and baking powder together in a bowl.

* Amount varies with the brand used—follow directions on the can.

- (2) Cut in the fat until mixture looks like coarse meal.

- (3) Add milk. Mix with a fork until a soft dough is formed and flour is dampened.
- (4) Turn out on a floured board; knead lightly for a few seconds to smooth dough.
- (5) Roll $\frac{1}{2}$ inch thick, and cut with floured biscuit cutter.
- (6) Place in an ungreased pan and bake in a hot oven 450 degrees F. for about 12 minutes.



Learn to make light, tender biscuits.

SCORE YOUR BISCUITS

Check one of these (✓)

	Excellent 4	Good 3	Fair 2	Needs Improving 1
Appearance Medium size, even shape with slightly rounded top, evenly browned all over.				
Lightness Light for size of product, almost twice size of unbaked.				
Crust Not too deep, tender, fairly crisp, no yellow or brown spots.				
Crumb Tender, fine even grain, can be pulled apart in flaky layers, not doughy nor crumbly, creamy white.				
Flavor Pleasing, no decided taste of fat, salt, baking powder or soda.				
Total Score				

Grade Values: A 18-20, B 14-18, C 9-10, D 4-5

Sour Milk Biscuits

In above recipe use sour milk or buttermilk instead of sweet milk. Add 1/2 teaspoon of soda and use 1 teaspoon less baking powder.

Biscuits Made of Self-Rising Flour

Use same amount of flour, fat, and milk as in baking powder biscuit recipe. Salt and baking powder are in the flour. Buttermilk that is not too acid may be used without adding any soda.

Whole Wheat Biscuits

Use all whole wheat or half whole wheat and half white flour in the above baking powder biscuit recipe.

Quick Tricks With Biscuit Mix

Save time by making up several cups of flour into a biscuit mix. Use it to make biscuits, muffins, waffles, nut bread, or even a "so called" quick cake. How many cups you should make up at a time will depend upon how often and how much you use. Biscuit mix will keep several weeks at room temperature if you use a shortening that needs no refrigeration. Be sure to keep it in a covered container.

Packaged biscuit mix from your grocer contains dry milk solids. You can add dry milk to your mix, too, if you would like. Water or fresh fluid milk may be used as the liquid when using mixes containing dry milk solids. By using fluid milk, though, as the liquid, you just add more food value.

Biscuit Mix

- 8 cups flour
 - 4 teaspoons salt
 - 3 tablespoons double-acting baking powder
 - 1 cup shortening (which does not require refrigeration)
- (Note: 1 to 2 cups dry milk solids may be included)

Sift together thoroughly the flour, salt, baking powder and dry milk solids if used. Work in the shortening with fingers, two knives or a pastry blender until mixture looks like coarse meal. Place in a tightly covered container until ready to use.

Biscuits

1 cup of biscuit mix will make 6 to 8 biscuits, depending upon the size of cutter used.

Measure the amount of biscuit mix needed into a bowl. Add 1/4 to 1/3 cup of milk or water for each one cup of mix used. Stir until all the flour is moist and a soft dough is formed. Place dough on a lightly floured board and knead about fifteen strokes. Pat or roll dough to 1/2 inch thick. Cut with a floured biscuit cutter. Place on an ungreased pan and bake in a hot oven (450°F.) for about 12 minutes.

Biscuit Variations

Jam Biscuits—With a spoon make a dent on top of each biscuit after it has been placed on the baking sheet. Fill indentation with jam. Bake.

Drop Biscuits—Add enough liquid to make a soft (not runny) dough. Drop by heaping teaspoonsful onto a greased baking sheet. Bake.

Cheese Biscuits—Use 1 cup of grated cheese for each 2 cups of biscuit mix. Mix it with the dry ingredients before adding 2/3 cup of liquid.

Pin Wheel Biscuits—Roll biscuit dough into oblong sheet 1/4 inch thick. Spread with melted butter. Sprinkle with a mixture of cinnamon and sugar using 1 teaspoon of cinnamon for each cup of sugar. Nuts and raisins may also be sprinkled on. Roll lengthwise, like a jelly roll. Cut into 1 inch slices and place cut side down on a baking pan or in muffin rings. Bake.

Use Biscuit Mix to Make:

(Note: Use water where specified only if your biscuit mix contains dry milk solids).

Griddle Cakes—In this order mix: 1 1/2 cups biscuit mix, about 1 cup milk or water and 1 well beaten egg. Stir until well blended. Cook on a hot greased griddle. Makes 12 to 18 griddle cakes.

Waffles—In this order mix: 2 cups of biscuit mix, 2 tablespoons of sugar, 1 1/2 cups of milk or water, 2 well beaten eggs, 1/4 cup melted fat. Cook in a hot waffle iron. Makes 6 large waffles.

Muffins—Mix 2 cups biscuit mix, 1 or 2 tablespoons sugar, 1 cup of milk or water, 1 well beaten egg. Stir to dampen flour. Cook in well greased muffin tins. Makes 12 medium-size muffins.

Nut Bread—To 3 cups of biscuit mix add 1/2 cup sugar, 1/2 cup chopped nuts, 1 cup of milk or water and 1 well beaten egg. Mix well. Pour mixture into well greased loaf pan (5" by 8") and bake for 1 hour in moderate oven (350°F.).



Delicious nut bread can be made from biscuit mix.

Quick Yellow Cake—In this order mix: 3 cups of biscuit mix, $1\frac{1}{4}$ cups sugar, 1 cup of milk or water, 2 well beaten eggs, $\frac{1}{4}$ cup melted shortening and 1 teaspoon vanilla or other flavoring. This makes a thinner batter than the usual cake. Bake in two 8 inch layer cake pans in a moderate oven (375° F.) about 25 minutes.

Quick Chocolate Cake—Mix in this order: 3 cups of biscuit mix, $\frac{1}{2}$ cup cocoa, $1\frac{1}{4}$ cups sugar, 1 cup milk or water, 2 well beaten eggs, $\frac{1}{3}$ cup melted shortening and 1 teaspoon vanilla. Bake in two 8 inch layer pans in a moderate oven (375° F.) for about 25 minutes.

Enriched Cornmeal Muffins

(Makes 6 Muffins)

1 cup enriched corn meal	$1\frac{1}{2}$ teaspoons sugar
$1\frac{1}{2}$ teaspoons baking powder	1 egg
$\frac{1}{2}$ teaspoon salt	$\frac{1}{2}$ to $\frac{3}{4}$ cup sweet milk
	1 tablespoon melted fat

- (1) Set oven control to 450° F. for oven to preheat.
- (2) Sift together enriched corn meal, baking powder and salt.
- (3) Mix together beaten egg, milk and fat.
- (4) Add liquid to dry ingredients.
- (5) Stir to blend ingredients. Batter should be stiff enough to pour, but not over beaten.
- (6) Pour the batter into hot greased muffin pans, filling about $\frac{2}{3}$ full.
- (7) Put quickly into preheated oven.
- (8) Bake for 15-20 minutes.

For corn sticks bake in corn stick molds. For cornbread bake in shallow pan.

Corn Bread or Cornmeal Muffins

(Makes 12 2 inch squares or 12 medium size muffins)

2 cups corn meal	1 egg
$\frac{3}{4}$ teaspoon soda	2 tablespoons shortening, melted
$\frac{3}{4}$ teaspoon salt	$1\frac{1}{2}$ to 2 cups buttermilk

- (1) Beat egg until light. Add part of the buttermilk.
- (2) Sift together the meal, soda and salt.
- (3) Add the egg and milk mixture to dry ingredients.
- (4) Add melted shortening and as much of the

remaining buttermilk as needed to make a smooth batter.

- (5) Pour into a hot, greased pan or muffin tins. Bake at 400° F for about 25 minutes.

YEAST BREADS

Everybody feels a little glow of pride when her yeast breads and rolls turn out well. Remember that in making yeast breads you must have good quality ingredients, know how to handle the dough correctly, and let bread rise and bake at the proper temperatures.

Rolls

$\frac{3}{4}$ cup milk, scalded (heated just below boiling point)	1 package of yeast
4 tablespoons sugar	$\frac{1}{4}$ cup lukewarm water
3 tablespoons shortening	1 egg, slightly beaten
1 teaspoon salt	$3\frac{1}{2}$ to 4 cups enriched flour

- (1) Pour hot milk over sugar, shortening, and salt in a mixing bowl.
- (2) Soften yeast with the $\frac{1}{4}$ cup lukewarm water; add beaten egg and mix well. Add to milk mixture when cooled to lukewarm. Test by putting a drop on your arm; if you can't feel it, it's cool enough.
- (3) Add about half the flour, or enough to make a drop batter. Beat with an egg beater until mixture is smooth and bubbles appear on surface (this helps to distribute yeast and cuts down on kneading time). Add more flour to form a soft dough.

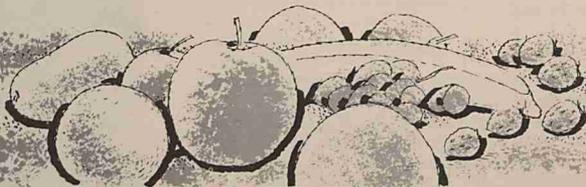
(Note: Dough may be covered well and stored in refrigerator at this point and kept for several days. A portion may be taken out and used each day).

- (4) Turn dough on to a slightly floured board and knead until smooth.
- (5) Place in a greased bowl, cover and let rise in a warm place until double in bulk (takes about an hour). Knead lightly.
- (6) Shape into rolls, let rise until double in bulk. Bake in hot oven, 400° F., about 20 minutes.

Whole Wheat Rolls

Use part or all whole wheat flour in above recipe for rolls.

Fruits



FRUITS in all forms—fresh, frozen, canned, and dried—supply bone-building and body-regulating vitamins and minerals you must have every day. Cellulose or bulk, most of which is in the

skins, helps to prevent constipation. Tomatoes are like fruit in food value.

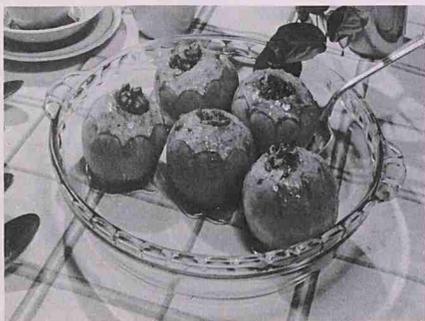
Most fruits are colorful and have such a tart, appetizing flavor that they make you feel hungry

just to think about them. Eat them with little or no sugar. They lose flavor when they are too sweet.

Fresh fruits have a better flavor when fully ripe. Wash carefully before you eat them. Frozen and canned fruits add color and interest as well as food value to meals during the winter months. Let frozen fruits thaw in the refrigerator until just a little icy (3 to 4 hours before serving). Dried fruits have a little different flavor and are delicious when stewed or used in pies and puddings.

Baked Apples

- (1) Wash and core apples.
- (2) Place apples in baking dish; put 1 tablespoon of sugar in the cavity of each apple.
- (3) Add enough water to cover bottom of baking dish.



Baked apples may be served cold with cream.

- (4) Bake in a slow oven (300 degrees F.) until soft.
- (5) Serve cold, with cream.
- (6) If apples are very sour, more sugar may be added, and a few gratings of nutmeg may be used for seasoning.
- (7) Baked pears may be prepared in the same way.

Apple Sauce

- (1) Wash apples—cut in quarters. Remove core and peel.
- (2) Cook in enough boiling water to keep from scorching.
- (3) When apples are tender, remove from fire. Stir or beat until smooth, or press through colander.
- (4) Use $\frac{1}{8}$ to $\frac{1}{4}$ cup of sugar for each cup of cooked apple. Add sugar at once and stir until the sugar is dissolved.
- (5) If the fruit is lacking in flavor, add nutmeg, cinnamon, or lemon juice.

- (6) To give sauce more color, cook apples with the skin on. The skin can be removed when fruit is strained.
- (7) Other fruits, such as raspberries, may be added to apple sauce to give it a pretty color and vary the taste.

Stewed Fruit

- (1) Make a syrup of sugar and water, using 1 cup of water and $\frac{3}{4}$ cup of sugar.
- (2) When syrup is boiling, add fruit that has been quartered, cored, and peeled. Cook gently until tender.
- (3) If the syrup is not thick enough when fruit is tender, remove fruit and boil syrup until it thickens a little.
- (4) Pour over the fruit and serve.

Prunes

(and other dried fruits)

- (1) Wash prunes carefully. Place in the sauce pan in which they are to be cooked and pour enough cold water over the fruit to cover it.
- (2) Cover saucepan and allow fruit to soak for several hours or overnight.
- (3) Cook fruit slowly in the water in which it was soaked.
- (4) When fruit is tender, remove saucepan from the fire. Add sugar (1 tablespoon for each cup prunes, if desired) and stir until sugar is dissolved.
- (5) Serve hot or cold.

Fruit Cocktail or Fruit Cup

Fruit cocktail is a combination of fresh, canned or frozen fruits, served as the first course of a meal. A similar combination served as dessert is called fruit cup. Almost any fruits may be used, but some tart fruits should be included.

Good combinations are:

- (1) *Berries, peaches and plums.*
- (2) *Peaches, Pineapple, and cherries.*
- (3) *Cherries, peaches and pears.*
- (4) *Oranges, grapefruit and pineapple.*

Spiced Fresh Peaches

1 cup sugar
 $\frac{1}{4}$ teaspoon cinnamon
 $\frac{1}{8}$ teaspoon nutmeg
 $\frac{1}{2}$ cup water
4 peaches, peeled and sliced

In saucepan, combine all ingredients except peaches. Stir over low heat until sugar dissolves. Boil 10 minutes without stirring. Pour over sliced peaches and chill. Makes 4 to 6 servings.

Beverages



Aside from water, milk is the most important beverage. Drink milk plain most of the time. Occasionally, to add variety to your meals, prepare cocoa, milk shakes or other milk drinks.

BEVERAGES made from fruit juices taste especially good in warm weather. Sweeten them a little, but do not make them so sweet that the natural fruit flavor is lost. When making cold drinks, a syrup is easier to use than granulated sugar. Sometimes a little lemon juice added to another fruit juice brings out a better flavor. Tomato juice, grapejuice, and apple juice are delicious hot or cold.

You should not drink tea or coffee while you are still growing. They contain no food value, and you are likely to let them take the place of other foods needed by your body. Adults may drink them in moderate amounts. Since you will often be preparing meals for the family you should know how to make tea and coffee.

Cocoa

(4 cups)

- 1½ tablespoons cocoa
- 2 tablespoons sugar
- 1 cup boiling water
- 3 cups milk
- Few grains salt

- (1) Mix cocoa and sugar thoroughly.
- (2) Add boiling water and allow to boil until dark and shiny. Cocoa contains starch. Cook thoroughly to bring out the flavor.
- (3) Add milk; stir until well mixed. Heat until just below the boiling point.

Eggnog

(1 serving)

- 1 egg or 2 egg yolks
- 2/3 cup milk (scalded)
- 2 drops vanilla
- Few grains salt
- 1 teaspoon sugar

- (1) Beat egg, add sugar and scalded milk.
- (2) Add seasoning and mix well.
- (3) Chill and serve cold. Whipped cream may be added for variety.

Banana Shakes

Mash a ripe banana with a fork and shake with a glass of cold milk. Or mix a cut-up ripe banana and a glass of cold milk in your blender.

Variations:

Chocolate-Banana Shake—Add 1 tablespoon chocolate syrup before blending.

Banana-Berry Shake: Add 2 tablespoons frozen or fresh strawberries, raspberries or any favorite berry before blending.

Banana-Peach Shake: Add 1 tablespoon peach preserves before blending.

Banana Frosted: Add 3 tablespoons vanilla ice cream before blending milk shake.

Iced or Hot Tea

It is important in making tea to use good tea, freshly boiling water, and a clean, hot pot. A pot of earthen-ware or glass is best.

- (1) Scald tea pot.
- (2) Put 2 tablespoons of tea in the pot and add 3 cups of freshly boiling water. (If tea bags are used, allow 1 bag for each cup).
- (3) Cover and let stand in warm place 3 to 5 minutes.
- (4) Strain liquid from tea leaves and return to tea pot. Let tea stand in water the full time to develop flavor.
- (5) If it is too strong, add more boiling water. Serve with cream or lemon and sugar.

Coffee

To make good coffee use freshly ground coffee and a clean pot or container. Keep coffee hot, but do not let it boil again after it is made or it will develop a bitter taste.

Boiled Coffee

- (1) Use 2 level tablespoons of coffee for each cup of water.
- (2) Pour 1 cup of cold water over coffee grounds; for the remaining water needed add freshly boiled water. Bring coffee to the boiling point.
- (3) As soon as it begins to actually boil, remove from fire and let it stand from 3 to 4 minutes.
- (4) Strain at once from grounds and serve immediately.

Percolated Coffee

- (1) Use 1 heaping tablespoon of coffee for each cup of water.
- (2) Place coffee in the basket of the percolator. Pour cold water in the lower part.
- (3) Let it percolate gently for 7 to 10 minutes. Coffee is clearer and milder in flavor if slowly percolated than if allowed to percolate rapidly.
- (4) As soon as done, remove the section holding the grounds as they absorb flavor and aroma from the liquid.

Lemonade

(3 to 4 servings)

3 lemons 4 cups water $\frac{3}{4}$ cup sugar

- (1) Make a syrup by boiling sugar and 1 cup water.
- (2) Cool. Add lemon juice and remainder of water.

Sugar Syrup

(For sweetening cold drinks)

2 cups sugar 2 cups water

- (1) Boil sugar and water together until sugar is completely dissolved—about 5 minutes.
- (2) Pour into a clean, hot jar and cover tightly.
- (3) This syrup may be kept in the refrigerator and used as needed.

Punch

(Serves 25)

3 tablespoons tea leaves 6 oranges
4 cups boiling water 6 lemons
1½ cups sugar 1 pint pineapple juice
1½ cups boiling water 2 teaspoons almond extract
8 whole cloves 3 quarts ice water or gingerale

Place tea in 4 cups boiling water. Cover and let stand 5 minutes, strain and cool. Make a syrup by boiling water, sugar, cloves, 1 orange, and 1 lemon peel for 5 minutes. Cool. Combine tea, syrup and other ingredients except chilled water or gingerale. Allow to stand one hour or until ready to serve. Add chilled water, or gingerale, and chipped ice.



Beverages are especially good in warm weather.

Russian Tea

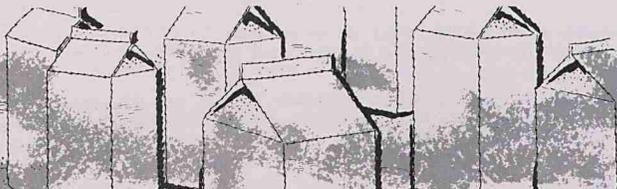
(Serves 20-25)

1½ cups sugar Juice of 1 lemon
Rind of 1 orange Juice of 4 oranges
5 cups water 1½ tablespoons tea
8 whole cloves 8 cups boiling water

Boil together for five minutes—sugar, 1 orange rind, cloves, and water—strain and cool. Place tea leaves in an enamel or earthenware pot and pour over them 8 cups of freshly boiling water. Leave three minutes, strain. Mix tea, syrup and fruit juices. Keep hot until ready to serve. Do not boil.

Note: See additional recipes in FOODS FOR SPECIAL OCCASIONS MANUAL.

Milk



MILK is a good food. It is so high in food value that it is considered a food rather than just a beverage.

Food Value of Milk:

Milk is our richest source of calcium and riboflavin or vitamin B₂. It is also a good source of protein and vitamin A. Why we need these nutrients can be found on page 5.

Amount of Milk Needed:

All boys and girls should have at least one quart of milk every day, while they are growing. You can use part of your day's quart of milk on breakfast cereal or as ice cream, cheese, or in milk dishes, creamed soups, milk shakes and egg-nogs.

Cooking With Milk:

When cooking with milk, use low heat or cook over boiling water to keep it from scorching. People who do not like the taste of plain milk usually like it combined with other foods in cooked dishes.

Care of Milk:

Remember the "Three C's" in taking care of fresh milk at home. Keep it cool, clean and covered.

Forms of Milk:

Three common forms of milk are: fresh fluid, evaporated and dried. You will be using all forms. Learn to substitute one form for the other in the following recipes:

White Sauce

Ingredients	Thin	Medium	Thick
	Cream Soups	Creamed Dishes Scalloped Dishes	Croquettes
Butter	1 tablespoon	2 tablespoons	3 tablespoons
Flour	1 tablespoon	2 tablespoons	4 tablespoons
Salt	¼ teaspoon	¼ teaspoon	¼ teaspoon
*Milk	1 cup	1 cup	1 cup

Method:

- (1) Use a double boiler to keep milk from scorching.
- (2) Melt butter, add flour and salt, stir until smooth.
- (3) Add milk gradually, stirring constantly.
- (4) Cook until sauce thickens.

*If you use evaporated milk use ½ cup milk + ½ cup water. When using non-fat dried milk use four tablespoons milk solids mixed with the flour plus one cup water.

Creamed Dishes

Vegetables to be served with white sauce should be cooked in boiling salt water, then drained. Use one half as much white sauce as vegetables and heat.

Asparagus, onions, potatoes, green peas, carrots, cabbage, and salsify are good types of vegetables to be served this way.

Potatoes may be cut into cubes or left whole if small.

Left-over chicken, meat or fish can be cut into small pieces and reheated in white sauce for a delicious supper dish.

Hard cooked eggs, oysters, sweetbreads and chipped beef, combined with white sauce—make good dishes for lunch or supper.

Cream Soups

You can easily make many different cream soups that are delicious and very high in food value. Corn, asparagus, green peas, celery, and carrots are only a few of the vegetables that may be used. Make a pulp by forcing the cooked vegetables through a sieve. Add the pulp to a thin white sauce. Use about 1½ cups of pulp to 4 cups of white sauce. A cream soup must be smooth and free from lumps.

Cream soups may be used as the main dish for very light lunch or supper. You may serve them also as the first course of a lunch or dinner. They are too substantial to use as part of a heavy dinner.

Cream of Potato Soup

(6 servings)

2 cups diced potato	2 tablespoons butter
1 cup boiling water	1 teaspoon salt
1 slice onion	¼ teaspoon pepper
2 cups milk	

- (1) Cook diced potatoes and onion in boiling water until tender.
- (2) Add butter, milk, salt and pepper. Heat.
- (3) Garnish with chopped parsley. Serve at once.
- (4) Bits of crisp bacon or ham added to potato soup give a good flavor.

Croutons

- (1) Remove crusts from stale bread.
- (2) Spread both sides thinly with butter.
- (3) Cut slices in ½ inch cubes, put in a pan and toast in a moderate oven until delicately browned.
- (4) Left-over biscuits may be toasted and used with soups.

Cream of Tomato Soup

(8 to 10 servings)

4 cups tomatoes	6 tablespoons flour
1 slice onion	4 tablespoons butter
4 cups milk	Salt and pepper

- (1) Cook tomatoes and onion in a covered saucepan until soft. Press through a sieve. Keep hot until ready to add to white sauce.
- (2) Make a white sauce of butter, flour, milk and seasoning.
- (3) When ready to serve, add hot tomato juice slowly to hot white sauce, stirring constantly.
- (4) Serve at once with crisp crackers or croutons.

Oyster Stew

(8 servings)

1 quart of oysters	2 tablespoons butter
1 quart of milk	2 teaspoons salt
	pepper to taste

- (1) Examine oysters to remove all bits of shell.
- (2) Scald milk and add butter and seasonings.
- (3) Add oysters to milk and heat until edges begin to curl.
- (4) Remove from fire and serve immediately.

Chicken Soup

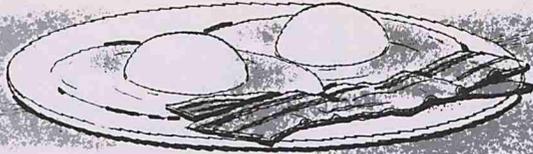
(2 servings)

1 cup chicken stock (water in which chicken is cooked)	5 tablespoons cream
5 tablespoons chopped celery	2 cups milk
5 tablespoons cooked rice	1 tablespoon chopped celery tops
1 tablespoon butter	

- (1) Simmer the chicken stock and celery until tender.
- (2) Add rice and butter and cook 2 minutes.
- (3) Add cream and milk.
- (4) Bring to a simmer.
- (5) Garnish with celery tops.

Note: (See Beverage and Dessert section for other milk recipes.)

Eggs



Eggs are a valuable food. Like milk, they supply so many of the food substances needed by your body every day. Because they contain high quality protein, you can sometimes use eggs in place of meat.

Try to include an egg in some form in one of your meals every day. Be sure you get at least four eggs each week.

Eggs should be cooked in water that is just below the boiling point. They will be easier to digest and the white will not become rubbery and tough. Eggs may be prepared in a variety of ways for any of the 3 meals in the day. Soft or hard cooked in the shell, poached, scrambled, and baked are only a few of the ways.

Soft Cooked Eggs

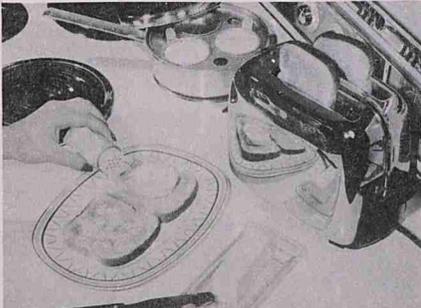
- (1) Cover eggs with cold water. Bring slowly to a simmering point—just below boiling.
- (2) Simmer 3 to 5 minutes. Never let the water boil while eggs are in it.

Hard Cooked Eggs

- (1) Simmer eggs in water 25 to 30 minutes. Do not let the water boil.
- (2) Put eggs in cold water for a few minutes to make shells easy to remove. It will also help to keep a dark ring from forming around the yolk.

Poached Eggs

- (1) Fill a shallow pan about two-thirds full of boiling water. Add one-half teaspoon salt for each pint of water.



Include an egg in your diet every day.

- (2) Break each egg separately into a saucer; slip into water.
- (3) Cover pan and remove from heat. Let stand until eggs are as firm as you want them (about 5 minutes).
- (4) Lift eggs from water carefully with a slotted spoon or pancake turner.
- (5) Place on piece of toast and serve at once.

Scrambled Eggs

(4 servings)

4 eggs
½ cup milk
1 teaspoon salt

½ teaspoon pepper
1 tablespoon butter
or other fat

- (1) Beat eggs, add milk and seasonings.
- (2) Pour into hot pan in which butter has been melted.
- (3) Stir constantly until mixture is of the right consistency.

Shirred or Baked Eggs

- (1) Break eggs into shallow buttered baking dish or muffin tins. Dot with butter; sprinkle with salt and pepper.
- (2) Place in a shallow pan of water and bake in a moderate oven 325°F. until the whites of the eggs are set.

Baked Creamy Omelet

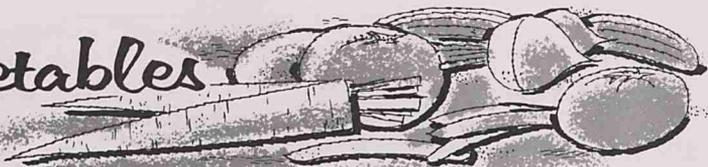
(6 servings)

1 cup dry bread crumbs
1½ cups milk
6 eggs

1 teaspoon salt
Pepper
1 tablespoon fat

- (1) Soak bread crumbs in milk.
- (2) Add well-beaten eggs, salt and pepper.
- (3) Melt fat in a frying pan. Add egg mixture and cook over low heat on top of stove for a few minutes. Be careful not to scorch.
- (4) Place in a moderate oven 325 degrees F., for about ten minutes, until mixture has set or is dry on top.
- (5) Roll like a jelly roll and serve at once on a hot platter. Serve on it some tomato sauce, creamed ham, chicken, or green peas; or roll up in the omelet some ground-up ham, or grated cheese; or use a tart jelly for a good sweet omelet.

Vegetables



VEGETABLES are an excellent source of many vitamins and minerals. A year-round garden, in addition to canned and frozen vegetables, will provide a wide variety for your family's meals.

By preparing vegetables in many appetizing ways you will encourage your family to eat more of them. Sauces will add variety to vegetables that have to be served often. If some members of your family don't like vegetables, try preparing them in a variety of ways to make them taste good, and "look good enough to eat".

KEEP IN MIND

- (1) Select fresh, young, tender vegetables that are not bruised or wilted.
- (2) Cook vegetables whole and unpeeled.
- (3) Use as *little water* as possible.
- (4) Put vegetables into boiling water, bring water back to boiling point quickly. Reduce heat, let water boil gently.
- (5) Add salt to boiling water or salt while cooking.
- (6) Cook most vegetables *covered*. You may want to cook strong flavored vegetables uncovered.
- (7) Cook *only until tender*. They become mushy or strong in flavor if cooked too long.
- (8) Plan schedule so vegetables will be done at right time. They lose vitamins if kept hot for a long time or reheated.
- (9) Use cooking water in gravies, sauces, soups or vegetable juice appetizers.
- (10) Season with salt, pepper, and butter or bacon drippings.

Directions for Boiling Vegetables

Vegetable	Preparation	Amount of Water	Time until Tender (minutes)
Asparagus	Cut off woody ends; leave whole or cut in 1 inch lengths.	Medium Amount	10-20
Beans, Lima	Shelled	Enough to keep from burning	20-30
Beans, Snap	Remove ends. Leave whole, cut in 1 inch lengths, or cut lengthwise	Medium Amount	30-40 (depending on cut)
Beets	Whole, with skin, stem or roots left on	Cover	30-60
Broccoli	Separate stalks	Cover	10-20
Cabbage	Quartered, shredded (core removed)	Medium amount	15-20 5-10
Carrots	Whole, diced, sliced or strips	Enough to keep from burning	15-30 (depends on size of pieces)
Cauliflower	Remove green stalks, whole or cut	Cover	10-15
Corn-on-cob	Remove husks and silk	Large Amount	10-15
Greens	Stems cut off or left on	Small amount	8-30 (Tough stems take longer)
Okra	Whole	Enough to keep from burning	10-20
Onions	Whole	Cover	25-40
Peas, Green	Shell	Enough to keep from burning	10-20
Potatoes, sweet	Whole, unpeeled	Cover	25-35
Potatoes, white	Whole, unpeeled	Cover	20-40
Squash, Summer	Cut in fairly small pieces	Enough to keep from burning	15-20
Turnips	Peeled	Medium Amount	20-30

Vegetables Cooked with Meat

- (1) Cover salt or smoked pork with water. Boil until seasoning and flavor have cooked out.
- (2) Add the vegetable and cook until tender. This gives you the flavor with no over-cooking.
- (3) Do not use too much pork. Vegetables swimming in grease are unattractive and hard to digest.

Dried Vegetables

A quick and effective way to soak beans and whole peas is to start by boiling them with water for two minutes. Remove from heat. Soak 1 hour, and they are ready to cook. Even if soaking overnight fits your plans better, it is still an advantage to start with 2-minute boil because there will be fewer hard skins. If the beans or peas are to be soaked overnight in a warm room, the brief boil will keep them from souring.

Frozen Vegetables

- (1) Bring to a boil enough water to cover bottom of pan.
- (2) Add unfrozen vegetable. Put a cover on pan.
- (3) As vegetable begins to thaw, use fork to break it apart.
- (4) Season as you do fresh vegetables.
- (5) Frozen vegetables take about $\frac{1}{2}$ to $\frac{2}{3}$ as long to cook as fresh vegetables.

Baked Potatoes (*Sweet or white*)

- (1) Select smooth, medium-sized potatoes.
- (2) Scrub with vegetable brush and place on the grate of a moderately hot oven, 400 degrees F. If skins are greased they will not dry out much.
- (3) Bake until potatoes are soft, about 40 minutes.
- (4) Break the skin and put a lump of butter in the opening.

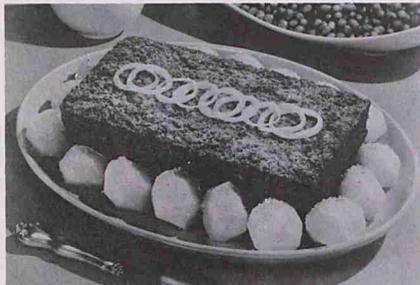
Mashed Potatoes

- (1) Remove jackets of potatoes that have just been boiled.
- (2) Mash until smooth or put through a potato ricer.
- (3) Add butter, salt, white pepper, and hot milk to moisten.
- (4) Beat until creamy and free from lumps.
- (5) Pile lightly in a dish and serve.

Baked Stuffed Potatoes

- (1) Follow directions given for baked potatoes.
- (2) When done, cut in half or cut off top if small. Scoop out all the inside, being careful not to break the skin.

- (3) Mash, add salt, pepper, butter, and hot milk. Beat until light and fluffy.
- (4) Pile lightly in skins. The top may be sprinkled with grated yellow cheese or paprika.
- (5) Put back in oven until thoroughly hot and brown on top. They may be put under the broiler for a few minutes to brown on top.



Potatoes can be prepared in many appetizing ways.

Golden Sticks

- (1) Peel and cut sweet potatoes in sticks $\frac{1}{2}$ inch in thickness.
- (2) Drop the sticks into fat $\frac{1}{2}$ inch in depth and smoking hot.
- (3) When a golden brown, lower the flame a little and cook until soft, testing with a fork.

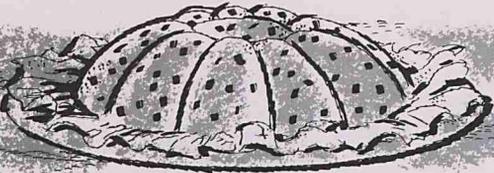
Candied Sweet Potatoes

(8 servings)

6 medium-size sweet potatoes $1\frac{1}{2}$ cups sugar (white or brown)
1 cup hot water $\frac{1}{2}$ teaspoon salt
 $\frac{1}{4}$ cup butter

- (1) Partially cook sweet potatoes in boiling water (about 20 minutes). Cool and peel.
- (2) Slice $\frac{1}{4}$ to $\frac{1}{3}$ inch thick lengthwise of the potato. Put in a baking dish in layers. Don't pack too closely.
- (3) Make a thin syrup of sugar and water, cooking for about five minutes. Add butter and salt. Pour it over potatoes.
- (4) Bake in a moderate oven until potatoes are clear and syrup heavy.
- (5) More syrup may be added if necessary, so that the potatoes will not be dry when finished. Two cups of cane syrup may be substituted for the sugar: the water should then be omitted, or one cup of sugar and $\frac{3}{4}$ cup of syrup may be used. Cinnamon or one teaspoon of lemon extract may be added at the same time as the butter.

Salads



SALADS for lunch or dinner is an excellent way to get fresh fruits and vegetables each day. Salads are one way of including one of the servings of fruits and vegetables needed daily. Salads look pretty and appetizing, also keep meals from becoming dull. Most of all, they taste good.

Salads are used chiefly in four ways:

- (1) Appetizer salads
- (2) Accompaniment salads
- (3) Main course salads
- (4) Dessert Salads

SALAD STYLES FOR MODERN MEALS

Appetizer salads: Use well-washed salad greens — lettuce — endive — chicory — romaine — water cress. Toss with highly seasoned spicy dressing. Garnish with tart fruit or vegetables, as citrus fruit or tomatoes. Serve small portions.

ACCOMPANIMENT SALADS

Serve tossed salad or individual salad units on background of greens. Make attractive salad arrangement from the food, or mold salad ingredients in gelatine. Serve with a mild, yet well-flavored dressing.

MAIN COURSE SALADS

Plan a substantial salad. Use fruit, vegetables, raw or cooked, alone or with cottage cheese for extra heartiness. Use meat, fish or poultry, in a tart aspic, or serve as salads in an aspic ring. Make salad in one large unit for serving or in individual portions as desired. Garnish with salad greens.

DESSERT SALADS

Plan slightly sweet salad for the finish of the meal. Use fruit—fresh, canned or frozen. Tangy, slightly sweetened fruit in dessert salads is usually welcome. Select mild-flavored salad greens for dessert salads. Add nuts to the salad for an extra "touch". Whipped cream added to the dressing makes a heartier, richer dessert salad.

Salad Pointers

Salads should look good. Arrange them carefully, but do not make them look fancy or "fussed over".

All ingredients should be crisp, cold and dry. Keep ingredients in a covered dish in the refrigerator until used.

Raw vegetable salads should be combined and dressing added just before serving.

Cut foods into bite-size pieces unless they can be easily cut with a fork.

Use fork and spoon for mixing; toss lightly.

Use a variety of salad greens and dressings.

TRY THESE SALAD COMBINATIONS

- (1) Sliced tomatoes on lettuce, French dressing.
- (2) Tomatoes, cucumbers, and onions, mayonnaise dressing.
- (3) Cucumber and onions, French dressing.
- (4) Cooked string beans, diced cooked beets, chopped raw onions, cooked salad dressing.
- (5) Cooked green peas, cooked diced carrots, cooked salad dressing.

Cole Slaw (6-8 servings)

1 quart chopped or shredded cabbage (small head) ¼ cup vinegar
1 teaspoon salt 1 chopped pimiento or green pepper (if desired)
1 tablespoon sugar

- (1) Mix well and serve at once.
- (2) Cole slaw may be served with boiled dressing.

Cabbage and Carrot Salad

(4 to 6 servings)

2 cups chopped or shredded cabbage ½ cup chopped peanuts
1 cup chopped or grated carrot (if desired)
½ cup cooked salad dressing
Salt to taste

- (1) Mix lightly and serve on crisp lettuce leaves.



A salad can be your main course, or may be an accompaniment.

Fresh Vegetable Salad Bowl

(3-4 servings)

2 cup bite size bits of lettuce
½ cup sliced or shredded raw carrots
¼ cup onion (if desired)
1 cup chopped celery and leaves
French dressing

- (1) Mix the lettuce, carrots, onion, and celery in salad bowl.
- (2) Pour French dressing over these and toss lightly.

Cottage Cheese and Pear Salad

- (1) Arrange two halves of canned pears on leaves of lettuce or other greens.
- (2) Place a spoonful of cottage cheese over each, garnish with jelly or nuts, if desired, and add mayonnaise dressing. Pineapple or peaches may be substituted for pears.

Cabbage, Apple and Raisin Salad

(4 to 6 servings)

1 cup chopped red apple, (unpeeled)
2 cups finely chopped cabbage
½ cup seeded raisins cut in halves
½ cup cooked dressing

- (1) Mix lightly and serve on crisp lettuce or other greens.
- (2) Dates or nuts may be substituted for raisins.

Molded Apple Salad

2½ cups applesauce	2 tablespoons cold water
½ cup sugar	¼ teaspoon nutmeg
½ teaspoon cinnamon	1 tablespoon lemon juice
Red food coloring	Lettuce
1 tablespoon gelatin	Mayonnaise

- (1) Bring the applesauce, sugar, cinnamon and red coloring to a boil.
- (2) Add the gelatin which has soaked for 5 minutes in the cold water.
- (3) Stir until dissolved.
- (4) Add the nutmeg and lemon juice.
- (5) Pour into a mold and chill until firm.

- (6) Unmold on crisp lettuce cups.
- (7) Serve with mayonnaise dressing.

Chicken or Fish Salad

2 cups cooked chopped chicken or flaked fish	2 hard cooked, eggs, chopped
½ cup chopped celery	½ cup mayonnaise or salad dressing
2 tablespoons chopped sweet pickle	Lettuce

- (1) Combine all ingredients except the lettuce. Do not break the chicken or fish into too small pieces.
- (2) Serve on lettuce.
- (3) Sliced hard cooked eggs make a nice garnish.

Mayonnaise Dressing

½ teaspoon sugar	1 egg yolk
½ teaspoon mustard (dry or prepared)	1 tablespoon lemon juice
½ teaspoon salt	1 tablespoon vinegar
Speck of cayenne	¾ cup salad oil

- (1) Mix dry ingredients, add egg yolk, lemon juice and vinegar; beat until well mixed.
- (2) Add oil slowly, a few drops at a time at first, beating constantly until all the oil is added and mixture is well blended.

Cooked Salad Dressing

1½ tablespoons flour	2 egg yolks or 1 egg
1½ tablespoons sugar	1 egg
1 teaspoon salt	1½ tablespoons butter
1 teaspoon mustard	¾ cup milk
Few grains cayenne	¼ cup vinegar

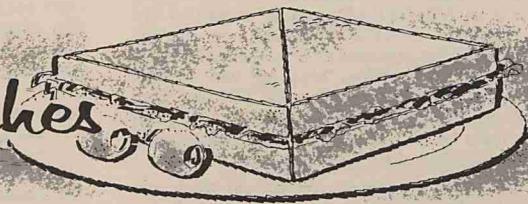
- (1) Mix dry ingredients, add beaten egg, melted butter and milk. Add vinegar very slowly.
- (2) Cook in top of double boiler, stirring until mixture thickens.
- (3) Cool. Whipped cream, either sour or sweet, may be added before using if a richer dressing is desired.

French Dressing

¼ teaspoon paprika	2 tablespoons vinegar
½ teaspoon salt	4 tablespoons oil

- (1) Mix ingredients in a jar in the order given.
- (2) Shake until it becomes cloudy and thickened.

Sandwiches



SANDWICHES are better when made with thin-sliced, day-old bread.

- (1) Spread both slices of bread with softened butter or mayonnaise.

- (2) Spread filling to the edge of one slice.
 - (3) Press the two slices of bread together so the sandwich will hold its shape.
- Sandwiches are easier to eat if cut in half. Cut

crusts off only for party sandwiches. If you are going to keep sandwiches for several hours, wrap lettuce separately in plastic bag or wax paper and add just before eating.

To give variety to sandwiches, use whole wheat, rye, raisin, orange, nut or steamed brown bread in place of white bread.

Apple Nut Bread

(one 1 lb. loaf)

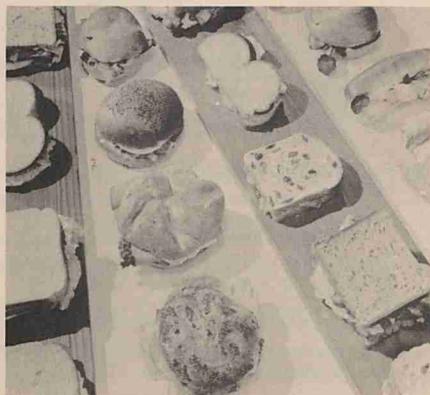
¼ cup shortening	½ teaspoon baking powder
½ cup sugar	½ teaspoon soda
1 egg	¼ teaspoon salt
2/3 cup apple sauce (unsweetened)	3 tablespoons sour milk
2 cups sifted flour	½ cup chopped nuts

- (1) Cream shortening, sugar, and egg together. Stir in apple sauce.
- (2) Sift all dry ingredients together; add these to egg mixture.
- (3) Stir in sour milk and chopped nuts.
- (4) Place in greased loaf pan and bake in moderate oven 350 degrees F. 45 minutes, or until done.

Sandwich Fillings

Ground meat moistened with salad dressing—chopped celery, lettuce or tomato may be added.

Cottage cheese softened with cream spread on one slice and jelly spread on the other.



Vary sandwiches by using different breads and fillings.

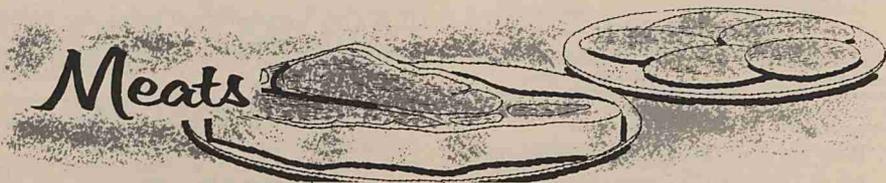
Chopped hard cooked eggs, finely chopped pickle, and ground ham, moistened with salad dressing.

Carrot, grated or chopped; nuts, raisins or apple with salad dressing.

Tomato, lettuce and salad dressing.

Shredded cabbage or crisp lettuce with salad dressing.

Nuts and raisins ground together.



Most people plan their meals around the main dish—MEAT, which is a protein food. Meat is satisfying. You enjoy the flavor, and it "sticks to the ribs".

The way meat should be cooked depends on how tender it is. *TENDER* cuts may be cooked by dry heat methods—broiling, roasting, or frying. *LESS TENDER* cuts should be cooked with some moisture as in stewing, braising and boiling. When you are boiling meat, such as ham, keep the water just below the boiling point. Most meats taste better, are more tender, and shrink less when cooked slowly at low temperatures.

Frozen meat is usually allowed to thaw and is cooked the same way as fresh meat. Large roasts not thawed before cooking may still be raw on inside when the outside is done.

Poultry, a good protein food, may be used as a meat. If young and tender, it may be cooked the same as tender meat cuts. Meat from birds more

than one year old is best when cooked as less-tender cuts.

Irish Stew

(5 servings)

1 pound beef or lamb	Flour
5 carrots	Water
5 potatoes	Salt, and pepper to taste
3 onions	

- (1) Select a less-tender cut of beef as chuck, plate, or brisket. Cut into small pieces. Dip in flour to which salt and pepper have been added.
- (2) Brown floured meat in shallow hot fat.
- (3) Cover with water and cook slowly until tender, adding more water if necessary.
- (4) Add medium-size pieces of vegetables when meat is nearly done.
- (5) Season and cook until meat and vegetables are tender. Serve hot.

Meat Loaf

(6-8 servings)

- | | |
|---|--|
| 1½ pounds ground meat (all beef or beef and pork) | 2 tablespoons chopped parsley, celery or onion |
| 1 egg | Milk or meat stock to moisten |
| 1½ cups bread crumbs | Salt and pepper |
| ¼ cup dried milk | |

- (1) Mix all ingredients thoroughly.
- (2) Pack firmly into a loaf pan; shape it. Run a sharp thin knife around the loaf. Turn it out into a roasting pan.
- (3) Put three or four thin slices of bacon over top of loaf. Place in a moderate oven 350°F. and bake for about two hours. Baste every 15 minutes by spooning hot water or hot meat stock on the meat.



Meat, a protein food, is satisfying and flavorful.

- (4) If a loaf pan is not available, shape loaf with hands and place in roasting pan.
- (5) Serve the loaf hot with tomato sauce or brown gravy. Or allow to cool, slice thin, and serve as a cold meat.

Tomato Sauce

- (1) Melt two tablespoons butter in a sauce pan; add two tablespoons flour, ½ teaspoon salt and mix to a smooth paste.
- (2) Add one cup of tomato juice and cook until thickened, stirring constantly.

Swiss Steak

- | | |
|--------------------|---|
| ½ cup flour | 3 tablespoons fat or melted suet |
| ½ teaspoon pepper | 1 medium onion |
| 1½ teaspoons salt | 2½ cups tomatoes, tomato juice or water |
| 2 lbs. round steak | |

- (1) Sift flour, salt, and pepper together and beat thoroughly into the steak with a meat beater or the edge of a heavy plate. The beating makes the meat more tender and the flour absorbs the meat juices.

- (2) Brown the meat on both sides in shallow hot fat.
- (3) When both sides have browned, add the sliced onion and cover with tomatoes or liquid.
- (4) Place lid on pan and simmer for an hour until the meat is so tender it can be cut with a fork.
- (5) If gravy becomes too thick, add more liquid. There should be plenty of rich gravy to serve over the meat. Serve piping hot.

Roast Pork

- (1) Wipe fresh pork shoulder or ham, sprinkle with salt and pepper.
- (2) Place on a rack in a roasting pan, fat side up. Add no water and no cover.
- (3) Bake in a moderate oven 350°F. Allowing 35 minutes for each pound of meat having a bone and 45 minutes for boneless roasts. Using a meat thermometer is the only accurate way to tell when meat is done. Pork should be cooked to 185°F. on the meat thermometer to be sure it is thoroughly done.

Ham (Smoked or Home Cured)

- (1) Wash ham thoroughly. Trim off hard skin near end of bone, put in a kettle, cover with cold water. (Country style more than one year old may be first soaked in cold water from 12 to 24 hours.)
- (2) Heat to just below boiling point and cook slowly until tender. Allow 25 to 30 minutes per pound.
- (3) Remove kettle from stove and set aside to partially cool ham. Take from the water, and remove outside skin.
- (4) Sprinkle with brown sugar and cracker crumbs and stick whole cloves ½ inch apart.
- (5) Bake 1 hour in slow oven, 300°F.
- (6) Serve hot or cold, sliced thin.

Hamburgers-on-a-Stick

(Makes 6 servings)

- | | |
|-------------------------|----------------------------|
| 1½ pounds ground beef | 1 teaspoon dry mustard |
| ½ cup bread crumbs | ¼ cup grated onion |
| 2/3 cup evaporated milk | ½ cup chopped green pepper |
| 1 egg | 24 tomato wedges |
| 1½ teaspoons salt | 12 thin onion wedges |
| ¼ teaspoon pepper | |

- (1) Mix until smooth the beef, bread crumbs, seasonings onion and green pepper.
- (2) Shape into 24 balls.
- (3) On each of 12 skewers place a piece of tomato, hamburger, onion wedge then repeat.
- (4) Arrange skewers across a baking dish or pan and place in oven three inches from broiling unit. Broil five minutes on each side.

Onion Burgers

Brown 1 lb. ground beef in a heavy skillet, stirring to separate meat particles. Sprinkle two tablespoons of flour over the meat; stir until well mixed with the meat. Add one can onion soup; cook until thoroughly heated and slightly thickened. Fill eight buns with the mixture. Garnish with pickles if desired.

MEAT SUBSTITUTES

Because of their muscle-building materials, EGGS, CHEESE or FISH may be used as main dishes in a meal in place of meat. They are sometimes called meat substitutes. When they are included in the menu, you need not serve a meat. Dried peas, beans, or nuts may be used if milk or small amount of other animal protein is used.

Fish is tender because it has no connective tissue. As with tender meat cuts, it may be cooked by dry heat methods. Cook eggs and cheese slowly or they will become tough, rubbery, or stringy.

Bean Loaf

(6 servings)

2 cups mashed cooked, dry beans
1 tablespoon butter or bacon drippings
Enough milk to moisten to the consistency of drop biscuit dough
2 cups soft bread crumbs
2 tablespoons chopped onion
2 eggs, beaten
Salt

- (1) Mix all ingredients. Pack solidly in a well-buttered loaf bread pan.
- (2) Bake in moderate oven 350°F., 1 hour, or until firm.
- (3) Turn out on meat platter. Garnish with parsley and hard cooked eggs.
- (4) Cut in thin slices and serve with tomato sauce. See page 41 for tomato sauce.

Cheese Souffle

(6 servings)

1 tablespoon butter
2 tablespoons flour
½ teaspoon salt
½ cup milk
1 cup grated cheese
3 eggs, separated

- (1) Melt butter, add flour, and salt; make a smooth paste.
- (2) Add milk slowly, stirring constantly until sauce thickens.
- (3) Remove from fire and add grated cheese and egg yolks, stirring until cheese is melted.

- (4) While still hot, pour slowly into stiffly beaten egg whites, folding carefully with a spatula.
- (5) Pour into an ungreased baking dish and bake 45 minutes in a slow oven 300°F. Serve at once.

To make a "top-hat" on your souffle draw a line around the mixture with a teaspoon about one-half inch deep around one inch from the edge of the casserole. This forms a crease which makes a "top-hat" when mixture is baked.

Escaloped Peanuts

(6 servings)

4 tablespoons butter
4 tablespoons flour
1 teaspoon salt
2 cups milk
2 cups cooked rice
2 cups chopped roasted peanuts
½ cup buttered bread crumbs

- (1) Make white sauce of butter, flour, salt and milk. (see page 16)
- (2) Into a buttered baking dish, put a layer of cooked rice, then a layer of chopped nuts, and pour over it half of the white sauce. Repeat. Cover the last layer with buttered bread crumbs.
- (3) Bake in moderate oven 350°F. until crumbs and browned.

Escaloped Eggs

(6 servings)

2 tablespoons butter
2 tablespoons flour
½ teaspoon salt
1 cup milk
1 cup buttered bread crumbs
4 hard cooked eggs, sliced

- (1) Make white sauce of butter, flour, salt and milk (see page 16).
- (2) Into a buttered baking dish put first layer of bread crumbs, then a layer of sliced eggs, and half of the white sauce, repeat. Cover with buttered bread crumbs.
- (3) Place in moderate oven 350°F., until crumbs are browned.

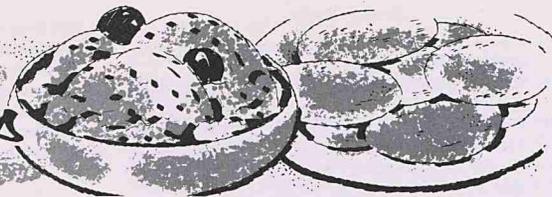
Fish Cakes

(6 to 8 medium size balls)

1 cup fish (cooked or canned)
2 cups mashed potatoes
1 tablespoon grated onion (if desired)
2 teaspoons melted butter
1 egg well beaten
Salt

- (1) Cut or flake fish into small pieces. Add butter, mashed potato, seasoning and beaten egg.
- (2) Shape into flat cakes and brown on both sides in a small amount of hot fat.
- (3) Canned salmon, tuna or other fish may be used.

Desserts



Nearly everyone likes something sweet at the end of the meal. Keep the rest of the menu in mind when planning the DESSERT. If the main part of the meal is heavy, serve a light dessert such as fruit. If the meal is light, you may want to serve a heavier dessert such as ice cream, pudding, or pie. Serve only one dessert at a meal. Many people prefer a sharp cheese with crackers for dessert rather than a sweet.

Simple desserts may be used at any time. Berries, peaches, figs and melons or other fresh fruit in season, frozen, canned fruits, fruit whips, fruit salads, gelatin and custards are all delicious, attractive and easy to prepare.

Soft Custard

(8 servings)

2 cups milk
¼ cup sugar
2 eggs

½ teaspoon vanilla
Few grains salt

- (1) Heat milk over boiling water or low heat.
- (2) Beat eggs lightly then add sugar and salt.
- (3) Stir and add slowly the hot milk to the egg mixture.
- (4) Cook over hot water until mixture coats a spoon, stirring all the time. If it curdles, remove from heat, place over cold water and beat vigorously.
- (5) Cool and add flavoring.
- (6) Serve as a dessert by itself or as a sauce over fruit, gelatin, or puddings.

Baked Custard

- (1) Follow steps 1, 2, and 3 in soft custard recipe above.
- (2) Add the flavoring, pour into a buttered baking dish or individual custard cups.
- (3) Set in a pan of hot water and bake in a moderate oven (350°F.), until set (when the point of a knife comes out clean) about 25 to 35 minutes.
- (4) Serve hot or cold. Custard may be garnished with whipped cream or jelly.
- (5) Two or three peach slices or shredded coconut may be added to each custard cup before baking to give variety.

Fruit Whip

2 egg whites
½ teaspoon salt
¼ to ½ cup sugar, depending on

sweetness of fruit
1 to 2 tablespoons lemon juice
1 cup fruit pulp

- (1) Beat egg whites and salt until stiff.
- (2) Add sugar and lemon juice to fruit pulp.
- (3) Fold fruit pulp into stiffly beaten egg whites.
- (4) May be served with a boiled custard.
- (5) Grated raw apple, apple sauce, or pulp of any dried, canned or frozen fruit may be used.

Light-as-a-Feather Gingerbread

(8 servings)

2 cups sifted flour
¾ teaspoon salt
½ teaspoon soda
1¼ teaspoons baking powder
1¼ teaspoons ginger
1¼ teaspoons cinnamon

½ teaspoon cloves
½ to 2/3 cup fat
2 eggs
1 1/3 cups molasses
½ cup boiling water

- (1) Mix and sift together flour, salt, soda, baking powder and spices.
- (2) Cut in the fat until mixture looks like coarse meal; add eggs.
- (3) Mix boiling water with molasses, add ¾ cup of liquid to the flour and egg mixture. Beat only until smooth.
- (4) Add remaining liquid and stir until mixed.
- (5) Bake in a greased 8-inch square pan in moderate oven 325°F., about one hour.
- (6) Serve plain, with whipped cream, hard sauce or a lemon sauce.



Desserts make your meals interesting.

Brown Betty

- (1) Cover the bottom of a greased baking dish with bread crumbs.
- (2) Add a generous layer of thinly sliced tart apples.
- (3) Sprinkle with sugar, bits of butter, and a little nutmeg or cinnamon.
- (4) Cover with another layer of bread crumbs and add half a cup of water.
- (5) Bake in a covered dish in a moderate oven 350°F.
- (6) Four tablespoons of grated cheese may be added before putting on second layer of bread crumbs.
- (7) Serve with hard sauce.
- (8) Any other fresh, canned or stewed dried fruits may be used in place of apples.

Hard Sauce

(Use as topping for Brown Betty or Gingerbread)

2 tablespoons butter
1 cup powdered sugar

½ teaspoon vanilla
Nutmeg

- (1) Cream butter, add sugar gradually.
- (2) Add vanilla last.
- (3) Sprinkle nutmeg on top when serving.

Caramel Bread Pudding

(8 servings)

4 cups milk, scalded
½ cup sugar, caramelized
2 cups stale bread crumbs
1 teaspoon vanilla

2 eggs
2/3 cup sugar
½ teaspoon salt

- (1) Caramelize half a cup of sugar by heating in a heavy frying pan until sugar is melted and light brown in color. Stir constantly.
- (2) Dissolve the caramelized sugar in the scalded milk, add bread crumbs and let soak 30 minutes.

- (3) Beat eggs slightly, add ⅔ cup sugar, salt and vanilla.
- (4) Add to first mixture, turn into a buttered baking dish and bake in a moderate oven 350 degrees F., about 1 hour.
- (5) Serve with whipped cream sweetened and flavored with vanilla.

Frozen Custard

4 cups milk scalded in double boiler
1 cup sugar
4 eggs, beaten

½ teaspoon salt
1 tablespoon vanilla

- (1) Pour hot milk on beaten eggs, add sugar and salt.
- (2) Return to double boiler and cook until mixture coats the spoon.
- (3) Cool, flavor and freeze, using 1 part salt to 8 parts ice, if hand freezer is used.
- (4) If frozen in refrigerator, stir at least 3 times while freezing.
- (5) For richer custard, add 1 pint of cream just before freezing.
- (6) Two cups sweetened fruit pulp may be added to the above to make a fruit custard.

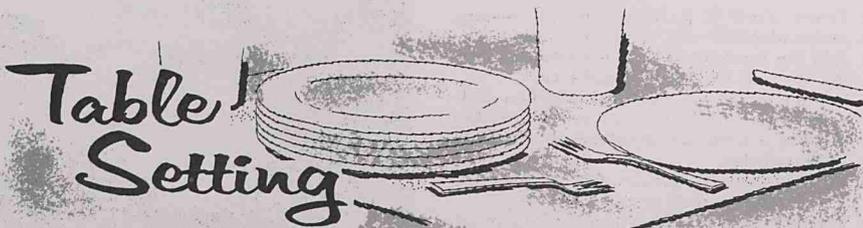
Lemon Milk Sherbet

1½ cups sugar
¼ cup water
Grated rind of two lemons

½ cup lemon juice
½ teaspoon salt
4 cups whole milk

- (1) Make a syrup by heating sugar and water together, then cool.
- (2) Grate rind of lemons. Extract and strain juice of lemons.
- (3) Mix together all ingredients, and freeze.
- (4) If frozen in refrigerator, stir three or four times while freezing.

Variations—One or two cups of peaches, strawberries, pineapple, or other fruit may be used in place of the lemon juice.



In many homes all the members of the family are together only at meal time. You should do your part toward making it a pleasant occasion. You can help by cooking appetizing foods the family will enjoy and serve them attractively.

Well-planned table service will keep you from continually leaving the table to get something that has been forgotten. Your whole family will enjoy sitting together at a table that has been arranged in an attractive way, with a clean table-

cloth and pretty center-piece. They won't feel that they want to dash away the minute the last mouthful has been taken. There are many cheerful topics you can talk about at the table of interest to everyone. Don't discuss unpleasant subjects. There is no better aid to good digestion than a happy atmosphere at the table.

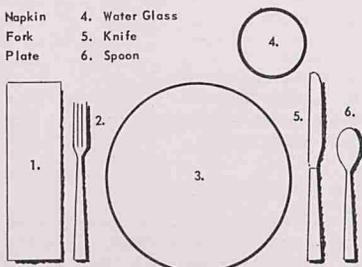
LET'S SET THE TABLE

The table should be large enough for the number of people to be served. Allow at least 20 inches of table space for each person.

Use a tablecloth, place mats, or doilies. If you use a tablecloth, place a pad of heavy material, called a silence cloth, on the table first. It will protect the table from hot dishes, lessen the noise and make the table cloth look smoother. Your tablecloth should hang a few inches over the edge of the table.

Your family might prefer place mats. They are fine to use on table tops which are polished or have an attractive finish. Usually plain colored mats or cloths look best with figured china. Place mats about 1/2 inch from the edge of the table.

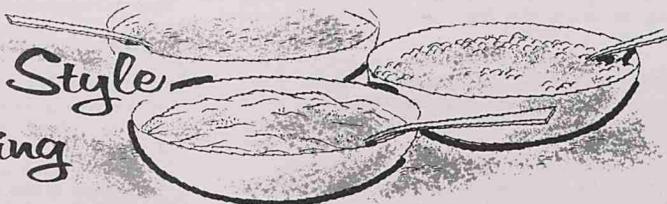
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| 1. Napkin | 4. Water Glass |
| 2. Fork | 5. Knife |
| 3. Plate | 6. Spoon |



A cover for one person.

You can make the table much more attractive by using a centerpiece. Fresh flowers arranged in a LOW vase, arrangements of fruits, bright colored vegetables, pretty leaves, a piece of pottery, or a simple ornament will make your whole room seem brighter.

Family Style Serving



Most people use one or two methods of family style service. One is where the host and hostess serve everyone at the table, and the other is where each person serves himself. At family

Arrangement of Silver:

The plate, knife, fork, spoon, glass and napkin arranged on the table for one person is called a "cover."

- (1) The *plate* should be in the center of the cover, right side up, one inch from the edge of the table.
- (2) The *knife* should be to the right of the plate with sharp edge turned toward the plate. If a knife is not needed, you may put the fork in the knife's place. Some authorities say a knife should always be at each place to give balance to the cover. Either is correct.
- (3) *Spoons* go to the right of the knife with bowls up. The modern trend is not to place the dessert silver on the table until the dessert is served.
- (4) The *fork* is placed to the left of the plate, prongs turned up.
- (5) The lower edge of silver should be about one inch from the edge of the table.
- (6) The *butter spreader* is placed across the top of the bread and butter plate.
- (7) The *napkins* may be placed on the table in a number of ways. Most often it is placed at the left of the fork with the open corner toward the lower end of the fork. Some people prefer the open corners the other way. Just be sure all of the napkins on the table are placed the same way.
- (8) The *water glass* should be near the tip of the knife. Milk or iced tea glasses are placed to the right of the water glass and a little nearer the edge of the table.
- (9) The *cup and saucer* are placed to the right of the spoons, about two inches from the edge of the table.
- (10) The *bread and butter* or salad plate is placed a little to the left of the tip of the fork. When both bread and butter and salad plates are used, the salad plate is placed a little to the left and slightly below the bread and butter plate.
- (11) *Chairs* are placed in front of each cover with the front edge of the seat slightly touching the tablecloth.

meals your mother is hostess and your father is host.

There are a few simple rules for waiting on the table that everyone should know.

The more modern method is to place and remove all dishes from the *left* of a cover with the left hand. Beverages are placed and removed from the *right* with the right hand. However, some prefer to follow the old rule of placing dishes from the right and removing them from the left. When a person is to serve himself from a dish, the waitress stands to the left.

Be careful not to touch the eating surfaces of dishes. Touch only the handles of serving silver and cups, rims of dishes, and base of glasses.

Service rules are not made to confuse you or cause extra work, but to make table service easy and convenient.

WHEN HOST AND HOSTESS SERVE

Place the main dish directly in front of the host, the starchy vegetable and gravy to the right, a little nearer to him, and the second vegetable to the left. Put the serving silver either on the right of the host's plate or beside the serving dishes.

You may place other dishes containing food where they will give a balanced appearance to the table and will be convenient for serving and passing. The silver needed for serving (such as butter knife and sugar spoon) is placed beside each dish.

The host serves the plates which are stacked in front of him, one for each person at the table. When there are no guests, the first plate served is passed down the table to the hostess. The second plate served goes to the person on her right and so on until all on that side are served. The same order is followed on the other side. When food is served by the hostess, the host is served first and she serves herself last. Guests are usually served first or just after the hostess.

The hostess, who is seated opposite the host, pours the beverage. The tea or coffee pot is placed to the right of her cover and the cream pitcher and sugar to her left. The cups and saucers are placed in front and toward her right. When you serve the beverage from the kitchen, place it to the right of each cover with the handle of the cup turned toward the right so the cup may be picked up easily.

No one should start to eat until everyone has been served and the hostess begins eating. When everyone has finished, clear the table in this order before the dessert is brought in: Serving dishes, salt, pepper, butter, bread, and any other dishes containing food are the first ones removed.

Starting with the hostess, soiled dishes and silver are removed, leaving only water glasses and cups and saucers.

The hostess may serve dessert at the table or you may bring it from the kitchen in individual portions. The dishes used for the last course

should not be removed while anyone is seated at the table.

WHEN EACH PERSON SERVES HIMSELF

Before the family is seated a plate is put at each cover and food is placed on the table with serving silver beside each dish. Each person places the serving silver in the dish in front of him, serves himself to food and passes it to the right. The hostess may ask the person nearest a certain dish to help himself and pass it to the right. This method saves time when a large number are to be served.

DISHWASHING POINTERS

- (1) Bring dishes from dining-room.
- (2) Scrape and stack dishes according to type and place at right of dish pan in the order to be washed.
- (3) Have hot suds and plenty of scalding water.
- (4) Wash dishes in following order:
 - a. Glasses
 - b. Milk pitchers and bottles
 - c. Silver
 - d. Saucers
 - e. Cups
 - f. Plates
 - g. Bowls and platters
 - h. Cooking utensils
- (5) Scald dishes and leave to drain, or dry well with clean towels.

TABLE COURTESIES

You will feel uncomfortable, not only when you are eating out but also at home, if you are not sure of correct table manners. There are certain table manners or courtesies that everyone should know and practice daily. All of these are based on convenience and consideration of others. Make them a part of your family life. There should be no such thing as "company manners."

DON'T FORGET

There is less confusion if everyone will sit down and rise from the left side of the chair. Unfold your napkin below the edge of the table on your lap.

Begin eating after everyone has been served.

Dip the spoon away from you when eating soup. Sip the soup from the side of the spoon. Eat solids from the tip.

Break off a small piece of bread at a time to butter instead of the whole slice.

Put only as much food on your fork or spoon as you can put in your mouth without making it appear too full.

Eat meat in bite-size pieces as you eat it instead of all of it at once.

When you are not using your knife or fork, place it across the side of the plate. Do not prop silver against the plate "gang-plank" fashion.

Do not try to talk while chewing food.

After stirring a hot drink, the spoon should be placed on the saucer and not left in the cup. Do not blow into the cup or pour beverage into saucer to cool it.

Leave dessert spoon on plate underneath the dessert dish between bites and when you have finished.

Elbows should not rest upon the table or interfere with the person seated nearest you.

Eat slowly. Hurried eating causes indigestion. Sit straight while eating. No loud or unpleasant noises should be made while eating.

Use your knife only to cut food, never to carry

it to your mouth. Forks and spoons are used for this.

Use a spoon for the sugar bowl and a knife for the butter plate.

Do not finger or play with silver or dishes.

When passing your plate for a second helping, place the knife and fork together in the center of the plate. Do not hold them in your hand or put them on the tablecloth.

It is impolite and inconsiderate to criticize food. You may make brief complimentary remarks about it, but do not talk all during the meal about food.

When you finish eating, place the knife and fork side by side across the center of the plate.

Refold your napkin as you found it if you plan to eat the next meal there. If not, leave it casually folded at the left of the plate.

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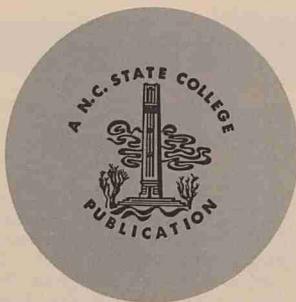
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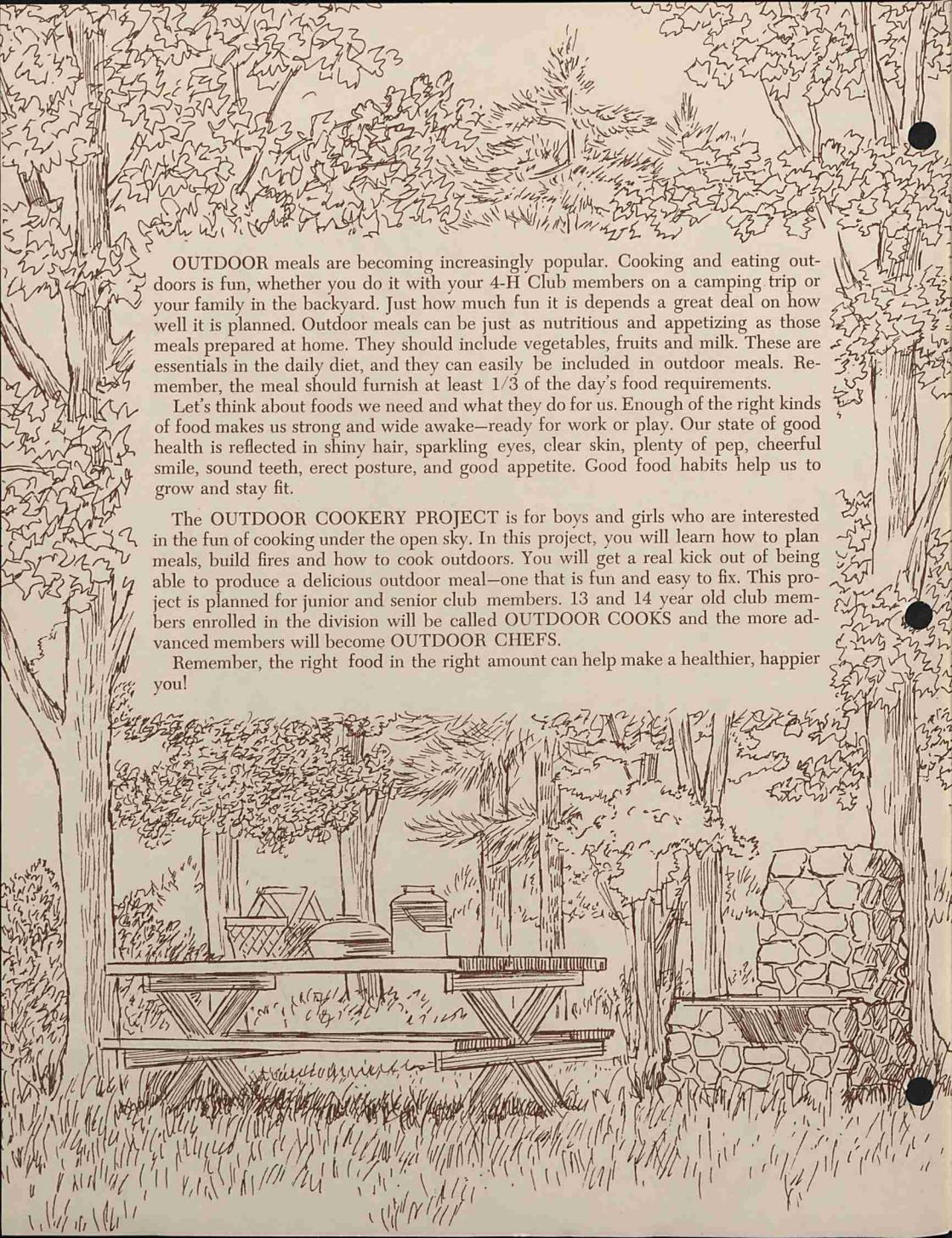
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December, 1958

Club Series 15 (Revised)

Outdoor Meals





OUTDOOR meals are becoming increasingly popular. Cooking and eating outdoors is fun, whether you do it with your 4-H Club members on a camping trip or your family in the backyard. Just how much fun it is depends a great deal on how well it is planned. Outdoor meals can be just as nutritious and appetizing as those meals prepared at home. They should include vegetables, fruits and milk. These are essentials in the daily diet, and they can easily be included in outdoor meals. Remember, the meal should furnish at least $\frac{1}{3}$ of the day's food requirements.

Let's think about foods we need and what they do for us. Enough of the right kinds of food makes us strong and wide awake—ready for work or play. Our state of good health is reflected in shiny hair, sparkling eyes, clear skin, plenty of pep, cheerful smile, sound teeth, erect posture, and good appetite. Good food habits help us to grow and stay fit.

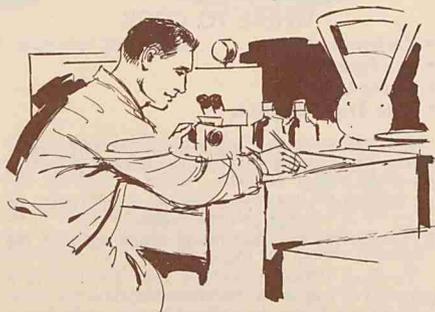
The OUTDOOR COOKERY PROJECT is for boys and girls who are interested in the fun of cooking under the open sky. In this project, you will learn how to plan meals, build fires and how to cook outdoors. You will get a real kick out of being able to produce a delicious outdoor meal—one that is fun and easy to fix. This project is planned for junior and senior club members. 13 and 14 year old club members enrolled in the division will be called OUTDOOR COOKS and the more advanced members will become OUTDOOR CHEFS.

Remember, the right food in the right amount can help make a healthier, happier you!

Outdoor Meals

WHAT'S IN OUR FOOD?

Protein—to help us grow—to build and keep our muscles strong and make good red blood.
Minerals and Vitamins—to help us grow—to build strong bones and teeth—to make good red blood. They are the spark plugs which give us energy and keep our body machinery running smoothly.
Carbohydrates and Fats—give you “pep” for work and play. They keep our bodies warm and help us grow, too.



THINGS TO DO

(Record all work you do on record found in back of book)

Beginning Outdoor Cooks (13-14 year olds)

- (1) Learn as much as possible about the foods I need each day to have good health and plenty of energy for work and play.
- (2) Make a Buddy Burner.
- (3) Cook 4 or more of the foods listed in this bulletin.
- (4) Plan, cook and serve 4 or more outdoor meals. Give menus you used and recipes collected.
- (5) Write a story telling the fun you have had.

More Advanced Outdoor Chefs (15 years and above)

- (1) Cook 2 foods using your Buddy Burner.
- (2) Cook over an open fire 4 or more of the foods listed in this bulletin.
- (3) Plan, cook and serve 6 or more outdoor meals. These should include breakfast, lunch, dinner to be cooked outdoors for family or friends.

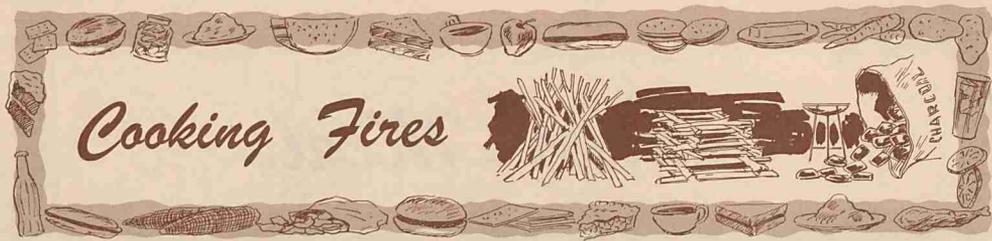
- (4) Give a demonstration on outdoor cooking.
- (5) Make an exhibit of some equipment which you have made.

PLANNING YOUR OUTDOOR MEAL

Planning before you start is the secret of any successful outdoor meal. Outdoor cooking should be limited to rather simple and easily prepared foods. Any of the 3 regular meals may be cooked and eaten out-of-doors. Weekend breakfast or lunches, when all the family members are at home, may be as enjoyable as the outdoor dinner.

The menu will vary, depending on the type of meal planned. Of course, the fresh air stimulates the appetite so that you could eat almost anything. But, to have a well balanced meal, try to follow these patterns when you plan the menu:

BREAKFAST	LUNCH OR SUPPER	DINNER
Fruit	Main Dish	Main Dish
Main Dish	Vegetable or Salad	Hearty Vegetable
Butter	Bread	Vegetable or Salad
Bread	Dessert-Beverage	Bread-Butter
Beverage		Dessert-Beverage



Cooking Fires

WHERE TO COOK

- Backyard or Lawn
- In a Park
- At the Lake
- Auto Trip—Roadside

In outdoor cookery, use a small fire with plenty of hot coals. There are two types of fuel needed for a good fire.

1. Kindling, which may be fine, dry twigs, or chips of dried grass.
2. Larger pieces of hardwood which will hold the fire.

To start a fire, either pile your kindling in a pyramid or teepee like fashion or lay it criss-cross.

The main thing is to pile it loosely to permit a good draft.

To hold fire, continue to add larger sticks, increasing size gradually and add some large pieces of hardwood at the last. The log cabin fire keeps the fuel in one place so you can get a good bed of coals and lots of heat.

Charcoal

Charcoal fires give coals that are hot for a considerable length of time. Select charcoal made from hardwoods, such as maple, hickory, beech, oak and walnut. Hardwood charcoal produces a minimum of sputter, smoke and smell, and they burn hot for a longer period of time than those made from soft woods. Buy a bag marked "hardwood" rather than one labeled "mixed woods" or "picnic charcoal".

Start charcoal fire at least half an hour before you want to use it. Instant charcoal and starting fluids are gaining in popularity.

Safety First For Fires

Leave the cookout site clean and attractive, whether it is your own backyard or in the public park. Put out the fire completely with dirt that is free of leaves or sticks. You can use water also.

Leave your outdoor cooking area clean and neat. Leave it cleaner than when you arrived.

THINGS TO MAKE

Buddy Burner

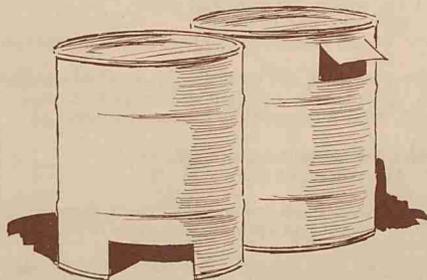
Take an empty tuna fish can (or can similar in size and shape), cut corrugated paper in a long strip $\frac{1}{4}$ inch wider than the depth of can. (You can get this paper by cutting strip from an old paper box.) Roll and insert in can. Place a few small twigs between layers of the paper, if needed, to keep it from becoming too compact. Fill can completely with melted candle ends or paraffin. Set aside to cool and set.

All OUTDOOR COOKS should make a Buddy Burner, and OUTDOOR CHEFS can use the one they made when they were OUTDOOR COOKS.

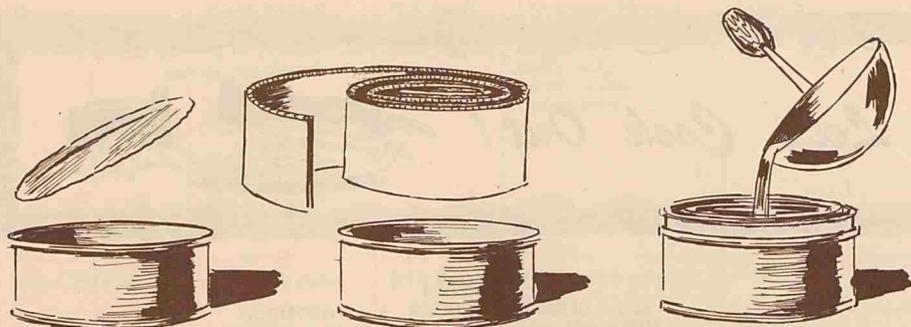
Stove

Use a #10 tin can from which one end has been completely removed. With tin shears cut a section from the open end about $\frac{1}{2}$ x 3 inches. Hem cut edge with pliers and hammer. Cut a flue from upper end of can on opposite side from lower opening. Cut a hole about $1\frac{1}{2}$ x 1 inch, leaving the piece attached to top of can so that it can be used for adjusting flame. Hem if desired.

With wooden block or rolled up magazine, hammer the end of can in to make more room for cooking.



STOVE MADE FROM #10 CAN.



STEPS IN MAKING A BUDDY BURNER.

MEAL IN A CAN

This can be done by OUTDOOR COOKS and OUTDOOR CHEFS. While the meat (with vegetables) is cooked at the cookout site, the rest of the menu may be prepared at home and carried with you. Our menu:

*Hobo Hamburgers (Meal in a can)

Celery Sticks	Small Whole Tomatoes
*Applesauce Spice Bars	Milk

For the MEAL IN A CAN you will need for each person:

Hamburger pattie	1 can with lid—such as coffee, shortening or similar can
1 small onion—whole or halved	Sharp knife
1 potato, quartered	Paper Sack
1 carrot sliced	

Salt and pepper to taste

- Grease bottom and sides of empty can.
- Place hamburger in bottom of clean can.
- Season with salt and pepper.
- Put in peeled potato, onion and carrot slices.
- Place lid on can.
- Place in hot coals until potato is soft (about 1 hour).
- Remove can from coals, take off lid and eat.

Safety Note: Keep meat cold if going far. A plastic bag with ice cubes can be used for this.

To make a handy "handle" for your can, take an old coat hanger and pull on bottom until sides come together to make a straight handle. Make a hole near the top of your coffee can by driving a nail or icepick from the inside out (so it doesn't bend the can all out of shape.) The hole must be kept small. Put the hook end of the hanger through the hole and lift carefully off the fire.

*Applesauce Spice Bars

(Make these at home and carry with you. Serves 24)

½ cup shortening	1¼ teaspoon salt
1 cup granulated sugar	1½ teaspoon cinnamon
1 cup unsweetened applesauce	1 cup raisins
2¼ cups sifted all purpose flour	½ teaspoon cloves
¾ teaspoons baking powder	1 cup chopped English Walnuts
¼ teaspoon soda	

- Cream together the shortening and sugar until fluffy.
- Stir in applesauce. Sift together flour, baking powder, soda, salt and spices.
- Gradually add dry ingredients to applesauce mixture and beat to form smooth batter.
- Fold in nuts and raisins, then pour into greased pan about 12 x 9 inches.
- Bake in a 350 deg. oven 30 minutes, or until golden brown and set in middle.
- Cool and cut into bars.



MENU

Both **OUTDOOR COOKS** and **OUTDOOR CHEFS** will want to try this meal. Here is our menu:

*STUFFED PICNIC ROLLS

Baked Potatoes

Fresh Fruit

Carrot Strips and Tomato Slices

Milk

Before we start our next cookout, let's make some plans. Of course, we need to make a grocery list. And we need to know who is going to do what. So, begin by asking yourself the following questions:

- (1) How many are you going to serve?
- (2) How much food will we need?
- (3) What pots and pans and "stuff" should we take?
- (4) Who is going to buy the food and pay for it?
- (5) Who is going to grill the stuffed picnic rolls?
- (6) Where are we going?
- (7) What job are you going to do?
- (8) Do you have your recipes?
- (9) What foods need to be prepared before leaving the house?

Here are the recipes we will need:

*Stuffed Picnic Rolls

- 1 lb. ground beef
- ¼ cup chopped onion
- 1/3 cup tomato catsup
- ¼ lb. cheese, shredded
- 1 teaspoon salt
- Prepared mustard
- 8-12 finger hot dog rolls

- (1) Cook beef and onion in skillet until meat has lost its red color and onions are soft.
- (2) Remove from heat and add catsup, shredded cheese and salt.
- (3) Stir until well blended.
- (4) Split finger rolls and spread one side with mustard.
- (5) Fill with meat mixture.
- (6) Serve while hot, or wrap in aluminum foil and re-heat or grill over coals at picnic spot.

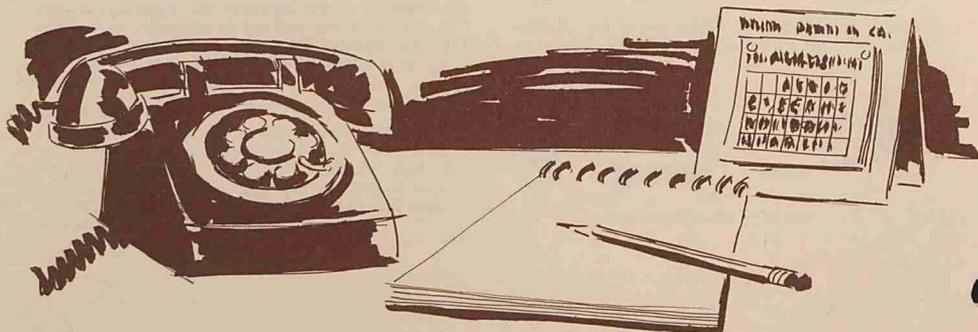
*Chilled Fruit

Select any fruit that is in season—berries, apples, bananas, peaches, etc. This is how we fix berries for a cookout.

At home: Put berries in bowl. Cover with running water. Wash and remove stems. Put in metal or plastic bowl and cover tightly, or put in plastic bag until you get to cookout.

At serving time: Sprinkle sugar over berries. Lift and stir light to mix. Let each person serve himself from the big bowl.

The safest way to be sure everything is accounted for is to check each item. So, let's make a chart.



Menu	Foods Needed	Will Serve	Equipment Needed	Who Will Bring It
Stuffed Picnic Rolls	1/4 lb. ground beef 1/4 cup chopped onion 1/3 cup catsup 1/4 lb. cheese, shredded Salt Prepared Mustard Hot Dog Rolls	8-12 People	Skillet Knife to Spread Spoon to Dip Foil to wrap	Mary
Sliced Tomatoes	4-6 Tomatoes	8-12 People	Sharp knife for peeling	Cloise
Baked Potatoes	1 for each guest Butter	8-12 People	Foil to wrap potatoes	Myrle
Carrot Strips	8 carrots	8-12 People	Carrot scraper Sharp knife	Betty
Fruit	8-12 apples	8-12 People	Tray or platter	Monica
Milk	2-3 qts. milk or 8-12 half pints	8-12 People	Bowl (metal or wood) Paper cups Ice to keep milk cold Large container Matches Wood-gather at fireplace	Jim
			Cloth for table Bouquet for table	Mrs. Hunter
			Kindling for fire	Pete
			Table service (each bring own)	

Then make a marketing—or grocery—list for the number in your club, family or group, such as the following. This one is made up for 10 members, 1 advisor and 1 driver—12 in all.

Now, let's see—some will want to eat 2, so that makes about 18 rolls. 1 package of hot dog buns with 12 and 1 package with 6 makes 18. We'll also need:

2 lbs. ground beef	6 medium tomatoes
1 large onion	Salt and pepper (in shakers from home)
1 bottle catsup	Potatoes (1 medium each)
1/2 lb. cheese	6 carrots
Mustard, 1 small jar	12 apples
3 quarts of Milk	

Before we go:

Wash and scrape the carrots

Wash tomatoes and fruit

Wash and grease potatoes—wrap in foil and bake in slow oven about 1 hour

Get the kindling (and wood, if necessary)

After we get there:

HEAD GROUP	HEART GROUP	HEALTH GROUP	HANDS GROUP
Gather wood	Cook stuffed picnic rolls	Prepare potatoes. Put on dish water to heat	Arrange table
Make fire			Fix "relish" plate" of vegetables
Keep fire re-filled until you have a good bed of coals			

Clean up time:

HEAD GROUP	HEART GROUP	HEALTH GROUP	HANDS GROUP
Clean up grounds	Clean and stack dishes	Wash dishes	Dry and sort dishes
Put out fire	Pack Up		

WORK SAVING NOTES

Take along a roll of paper towels and a bar of soap. Your hands will be dirty after working on the fire. Soft yellow soap on the bottom and sides of the pans will make it much easier to get the smoke off them.

Fresh vegetables look most appetizing when artistically arranged on a plate or tray. Scrape or peel the carrots, wash the tomatoes, and peel the

onions at home and carry to the cook-out in a clean plastic bag to keep fresh (several bags may be needed.) At the site of the meal, cut the carrots into thin strips lengthwise, Slice the tomatoes in thin rounds.

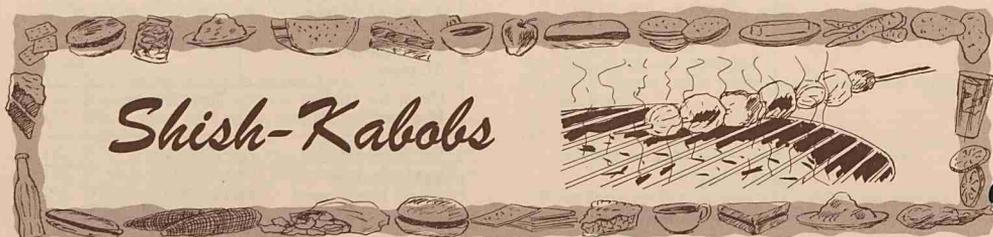
Wrap cartons or bottles of milk that you want to keep cold in wet cloth or paper. The evaporation will keep it cool.



NO CAVE MAN STUFF!

Just because we're cooking like the cave man is no reason—no reason at all—for adopting his table manners. A bright checked cloth—or other inexpensive colorful cover—is a happy choice for covering the table.

A colorful tray of “relishes” attractively arranged, a basket of fruit that may be used for dessert, or a bouquet of “weed” blossoms such as Queen Anne's lace, mustard, daisies, or ironweed makes an appropriate centerpiece. (Use an old bean pot, an olive jar, or a tin cup for a vase.) And don't overlook the beauty of green leaves.



A SPECIAL FOR OUTDOOR COOKS

(Suggested Menu)

Charcoal Broiled Kabobs
 Hamburger Rolls
 Butter
 Raw Vegetable Relishes
 Whole Peaches (or other fruit in season)
 Some Mores
 Cocoa

SHISH-KABOBS

(*Shish* means to broil—*Kabob* mean meat—*Time*: 30 min.)

Grocery List

Meat (cut in 1 inch cubes)—luncheon meat, frankfurters, tender beef, lamb or mutton. Allow $\frac{1}{4}$ lb. meat per person.

Onions (Also Tomatoes, bacon, cheese, if desired)

Utensils

Green stick—18 inches long—or metal skewers or pointed welding rods

Sharp knife

Hot pit mitt or asbestos gloves.

1. Everyone makes his own. Spear on a green stick or a metal skewer, alternating $\frac{1}{2}$ inch

squares of beef, veal, hotdog or luncheon meat; and/or thick wedge of onion, tomato, strips of bacon.

2. Broil over the gray coals of an outdoor fire, turning as each side is broiled. When kabob is done, you may wish to place strips of cheese secured with toothpicks to melt.
3. Salt, add mustard and dill pickle slices. Eat from stick or slide into a bun.

RAW VEGETABLES

GROCERY LIST

Carrots
 Celery
 Cucumbers
 Tomatoes
 Salt

UTENSILS

Carrot Peeler
 Paring knife
 Pan for washing

Serve as strips, slices or wedges.

Note:

Vegetables may be washed and chilled at home and carried to outdoor meal in plastic bag wrapped in newspapers or in insulated paper bag. Peaches are plentiful in summer and reasonable in price. Wash peaches, serve whole or cut into slices. They are also good with milk or cream.

COCOA (Yield: 12 cups)

GROCERY LIST

½ cup cocoa
½ cup sugar or less
2½ cups dry skim milk powder
Vanilla (optional)

UTENSILS

3½ quart kettle (or No. 10 can with wire bale)
1 cup
1 large spoon
Pot Holder

1. Mix the cocoa, sugar and salt. Add 10 cups of water and boil for 5 minutes.
2. Add the powdered milk. Add vanilla if desired. Bring to a boil and serve. (CAUTION: Cocoa will scorch over too hot a fire. After milk is added it may boil over as the beverages come to a boil. Try this trick. Place a green stick across top of kettle to prevent cocoa from boiling over. As cocoa touches stick, it will drop back into kettle.) NOTE: If you use

canned, evaporated milk, add 5 cups of water to cocoa and sugar. Boil as directed. Then add 2 tall and 1 small cans of evaporated milk.

SOME MORES

GROCERY LIST

Graham Crackers
Marshmallows
Thin Milk Chocolate bars

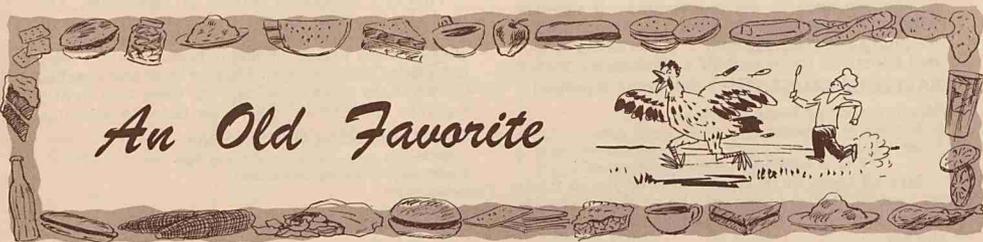
UTENSILS

Green toasting stick or metal skewer or coat hanger.

For 1 serving, put ½ thin milk chocolate bar between 2 graham crackers. Toast marshmallow. Put it between the chocolate and crackers.

THINGS TO DO AT HOME

1. Repeat this cookout meal with your family, if possible.
2. Collect a stack of kindling and hardwoods for the next outdoor meal.
3. Bring to next meeting:
Sack of wood
Jack knife
3 sticks of soft wood about 6 inches long and 1 inch in diameter.
Hot pot mitt or asbestos glove.
One pound can with cover, such as coffee can or shortening can.



An Old Favorite

BARBECUE CHICKEN (A special for OUTDOOR CHEFS)

Menu

	Barbecue Chicken	
Corn on Cob	Hot Buttered Rolls	Tossed Salad
Melon		Iced Tea

Barbecue something new? Don't you believe it! Barbecue is probably the second oldest form of cookery in the world. The first food cooked was held over the fire on a stick and seared—or broiled. Later the caveman's taste for cooked meat progressed and he discovered the tantalizing savors of wood and herbs, roots and berries crushed over the sizzling meats.

For a very small number of people, use a charcoal grill if you have one. Otherwise, use wire for a grill. Small welded mesh is preferred. If the pit is very long, put some pieces of lead pipe through

the end or set cement blocks on top of the wire mesh along the edges to keep it from slipping.

Charcoal briquettes make an even, long lasting fire and are the easiest fuel to use, but good, dry hardwood is satisfactory.

Start either charcoal or hardwood with shavings or with paper. Let the fire burn for at least 15 minutes so the smoke and fumes die down before starting to cook the chicken. *Do not use too much charcoal.* One layer not more than 2½ inches deep is plenty to cook chickens to perfection in less than 2 hours.

Cut the chickens in half lengthwise through the backbone. Cut off the neck and save the giblets to use at home. Be sure chickens are well cleaned—remove pin-feathers. If chickens are wrapped in foil, it helps keep them cold until ready to barbecue.

When you are ready to cook, brush chicken halves with sauce and arrange on grill with skin side up to start. The chicken needs to cook slowly and the flavor develops from the sauce, so *use it*. Baste (this means moistening food with a sauce while it is cooking) and turn often. A new paint brush from the dime store does a dandy job of basting. So does a green stick with a clean, white cloth wrapped around the end of it. *Don't use a spoon*. It wastes the sauce and runs it into the fire.

When the skin side is down, let a little pool of sauce collect in the rib cavity. Pour this back into sauce bowl when you turn birds over again. It is better not to use a fork for turning, as this punctures the skin and lets the juices run out. Large tongs are better, or a clean, new pair of cotton work gloves will do just fine.

The chicken is done when the leg bone twists easily in the socket. If it cooks too fast, or starts to get too brown or burn, sprinkle fire with water. (It won't hurt to get a little on the chickens at the same time.)

Recipes

Now we need to get our recipes all together. First, we need some chicken. Use small broilers weighing between 1¾ and 2½ pounds. For normal appetites, count on half a chicken per person.

BARBECUE SAUCE (For 3 chickens—6 people)

Mix together at home and take along:

¼ lb. butter or margerine	1 cup water
1 cup vinegar	2 tablespoons salt
1 to 2 tablespoons Worcestershire sauce	

Mix all together in a pan, bowl or jar so it can be kept hot on a corner of the grill. As chicken cooks, sauce will simmer down slowly and be thicker.

Now for your individual preference. The chicken will be good with the sauce above. But in case you want a flavored sauce, join the battle lines drawn up for and against adding one or more of these:

garlic—quarter or mash a clove and drop it into sauce;

poultry seasoning—1 teaspoon is plenty;

onion—chop a small one fine—add to sauce;

tomato juice—replace ¼ cup water with ¼ cup tomato juice.

But remember, the flavor of chicken is good, so don't cover it up too much.

CORN ON THE COB

Boil? Roast in ears? Whatever you decide, be sure corn is freshly pulled. It loses flavor quickly. Strip back husks and remove silks. Cut off stem and remove outer husks. Leave some of the inner husks on, and pull them back up around the ear carefully if roasted. Clean husk off if to be boiled.

To Boil—Drop ears in a big kettle of boiling, salted water. Cook about 10-15 minutes, depending on how long it takes water to boil again after you add corn. Drain water from corn and serve it piping hot!

To Roast—Roll each ear in a piece of foil or tie the ends of the husks shut with a strip of outer husk. Lay ears on grill to roast while chicken finishes. It takes 20-30 minutes to cook. Turn them over when time is half up (10-15 minutes), and roast the other side. Serve piping hot, with plenty of salt, butter and pepper!

TOSSED SALAD (Serves 5 or 6)

1 small head lettuce (or equal amount of leaf lettuce)
½ cucumber, thinly sliced
6 radishes, thinly sliced
1-2 carrots, large shreds
3 ripe tomatoes, quartered
3 young green onions, thinly sliced

This is a suggested variety of vegetables. You may also use other greens such as endive, spinach, beet greens, bib lettuce, escarole, cabbage and romaine. Wash greens at home, keep cold and crisp until salad time. A plastic bag or bowl and cracked ice will help do this. At serving time, toss lightly together and "dress" with your favorite dressing.

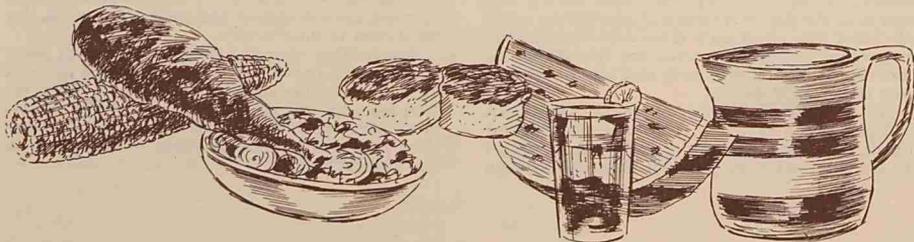
TOMATO FRENCH DRESSING

1 can tomato soup—use just as it comes from can
1 tablespoon Worcestershire sauce
½ cup sugar
¼ cup tarragon Vinegar
1½ cups salad oil
1 teaspoon salt
1 teaspoon dry mustard
1 small onion, or 1 clove garlic, if you wish.

Place all ingredients except onion or garlic in a bowl and beat briskly. (This will not separate as most French dressings do if you really beat.) Place in jar with cover, and add chopped onion or halved clove of garlic. (Remove garlic before using.)

HOT ROLLS

Wrap rolls in aluminum foil and place along edge or back of grill. They will burn if placed over



the direct heat of the coals. Watch and turn them once in a while. The foil makes a dandy cover if opened carefully at the top and turned back neatly. Just leave opening at top big enough to get your hand in and take out a roll. They will keep hot for a long time.

MELON

The secret of good melon is to serve it *cold*. The secret of serving it cold at the cookout in the middle of summer is to have it *really* cold clear through before you start. Wrap it in many layers of newspapers. Close ends as well as sides. Keep it in a shady spot and it will be refreshing and cool when you serve it. It takes about 12 hours to chill, so be sure to put it in the refrigerator the night before your picnic.

ICED TEA

Keep it clear and sparkling. Don't let it get muddy looking. Tannin and caffeine in tea dissolve easily in hot water, but they precipitate or form solids again in cold water. Don't pour cold water in strong hot tea. Do one of these three things:

- (1) Use 2 teaspoons tea leaves to each cup of hot water. Remember—"until the kettle be boiling, the tea you'll be spoiling." Strain the freshly made, double strength tea over a

- (2) chunk of ice or ice cubes and it will stay clear. Allow 3 teaspoons tea for each cup cold water. Put tea leaves and cold water into a glass jar, and let stand, covered, in the refrigerator 12 to 24 hours. Strain and serve over ice.
- (3) When using instant tea, follow directions. Keep your tea cold by taking it to the cookout in a thermos with plenty of ice cubes in it. You can take a big chunk of ice wrapped heavily in newspapers. Chip it there and use the tea on the spot. Don't forget an icepick. Ice cubes save a long time if put in a plastic bag and wrapped with newspaper.

TROUBLE SAVING TIPS

Take along a roll of paper towels and a bar of soap. Building fires and such is hard on clean hands.

Coat the sides and bottoms of kettles or pans with cheap, soft, yellow soap, and they will clean much easier in case the fire smokes. (The soap should be on the outside and bottom of the pan.)

Now that all the recipes are together, what food and how much do we need? What pots and pans shall we take? First, let's make a chart on who takes what and then let's make our grocery list.

Menu	Food	Amount for 10 people	Equipment	Who's Bringing It
Barbecue Chicken	Broilers Butter Vinegar Salt Worcestershire Sauce	5 ¼ pound 1 cup 2 tablespoons	Charcoal Grill Wire 21 Cement blocks Clean cotton gloves	Buying Committee Buying Committee John Buying Committee
Corn on Cob	Corn Butter Salt	12 ears ⅓ pound in shaker 1 tablespoon	New Paint Brush Heat Proof bowl	Buying Committee Charlene (Mary's bringing corn)
Tossed Salad with Tomato French Dressing	Lettuce Cucumber Radishes Carrots Tomatoes Green Onions Tomato Soup Worcestershire sauce Tarragon Vinegar Sugar Salad Oil Salt Dry Mustard Garlic	1 large 1 medium 10 or 12 2 or 3 5 5 or 6 1 can 1 tablespoon ¼ tablespoon ½ cup 1½ cups 1 teaspoon 1 teaspoon 1 clove	1 Sharp Knife Salad Bowl, fork, and spoon for Serving Each bring own table service	Jean Carol
Rolls	Rolls Butter	1 dozen ¼ lb.	Aluminum foil Sharp Knife (Same)	Buying Committee
Melon	Watermelon	1 medium	Serving tray	Doris
Iced Tea	Tea Sugar Lemon Ice	¼ pound ½ cup 2 25 pounds	paper glasses Matches Kindling Ice Pick	Nancy & Carolyn Jim Jim Walter

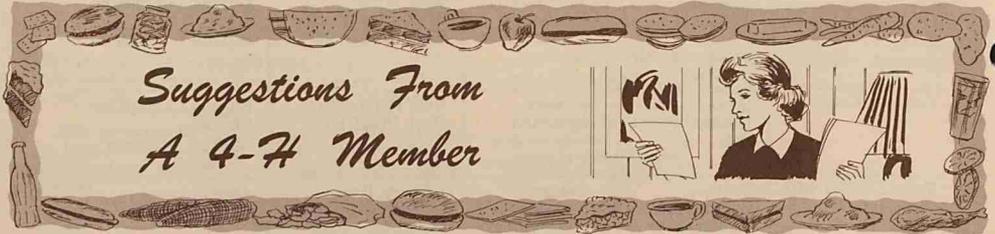
TO MARKET—TO MARKET!

Let's figure. The amounts given in the chart are for 10 people, and we have 18. Add our 2 advisors and that makes 20. Just double—so we'll need:
Chicken— $\frac{1}{2}$ for each person—10 broilers
Butter— $1\frac{1}{2}$ pounds. $\frac{1}{4}$ pound for each recipe of sauce; $\frac{1}{4}$ pound for corn and $\frac{1}{4}$ pound for rolls
Vinegar—1 pint (1 cup for each recipe is 2 cups or 1 pint)

Worcestershire Sauce—1 bottle
Salt—1 pound box and 6 small individual boxes with "turn off" tops
Corn—Mary's bringing the corn
Lettuce—2 large heads
Cucumber—get it out of our garden
Radishes—2 bunches—10 or 12 to a bunch—we need 20

WHO DOES WHAT

We can't have a happy and successful cookout if all the work of preparation falls on a few. So it's a good idea to divide into four groups, with each group taking charge of some specific duties. Some of these may be done at home before we start. Some will have to be done at the cookout site. But if each group knows beforehand what they are supposed to do, it will avoid a lot of confusion. And remember, this includes cleaning up afterward!



Suggestions From A 4-H Member

Outdoor Menus

(Planned by Janie Pope—4-H Member in Wilson County)

A Picnic:

Cold Meat Cuts (Ham, Chicken, Turkey or Beef)	Pickles, Eggs
Potato Chips	Mayonnaise
Cheese	Lemonade
Cookies	

A Casserole and a Surprise:

Hot Chile Beans	
Crisp Raw Vegetable Plate	
(Celery, Onions, Green Peppers, Cucumbers, Etc.)	
Crackers	

*Baked Banana Surprise Iced Drinks

* Select under-ripe or green flecked bananas. Wash, and with paring knife slash the skin on the inside curve of the bananas, cut down into the banana and spread it apart. Insert small cuts of marshmallows and long slender fingers of plain milk chocolate bars. Pull the skin together, wrap each banana in foil, and about 10 minutes before dessert time, place over a charcoal fire. Turn once. serve hot.

Source: *What's New in Home Economics*
May, 1959 Issue

After A Day of Good Fishing:

Fish	Cole Slaw
Buttered Potatoes (Wrapped in Foil)	Rolls

Lemon & Chocolate Iced Cup Cakes Iced Tea
 After An Afternoon Game:

Mustard	Hamburgers	Chili Sauce
Onions	Buttered Corn (wrapped in foil)	
Fruit Bowl	Cookies	Hot Chocolate

A Patio Supper:

This menu calls for men at the ice cream freezer and the grill.

Potato Salad	Barbecue Chicken	Deviled Eggs
Butter Beans	Tomatoes and Lettuce	Buttered Rolls
Homemade Ice Cream		Iced Fruit Drink

A *Weiner Roast*—a favorite of all

A *Marshmallow Roast*—after basketball practice, raking the yard, or anytime when there is a group.

TO SUM IT ALL UP

How much have I done in this project?

1. List the books, bulletins and other source material which you have ordered and read: _____

2. How did you do making your Buddy Burner? _____

3. List the 4 or more foods which you prepared using recipes in this bulletin:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

4. List menus used for the meals which you served outdoors. _____

Describe your results. (Please attach extra paper to answer questions)

I like the meal because _____

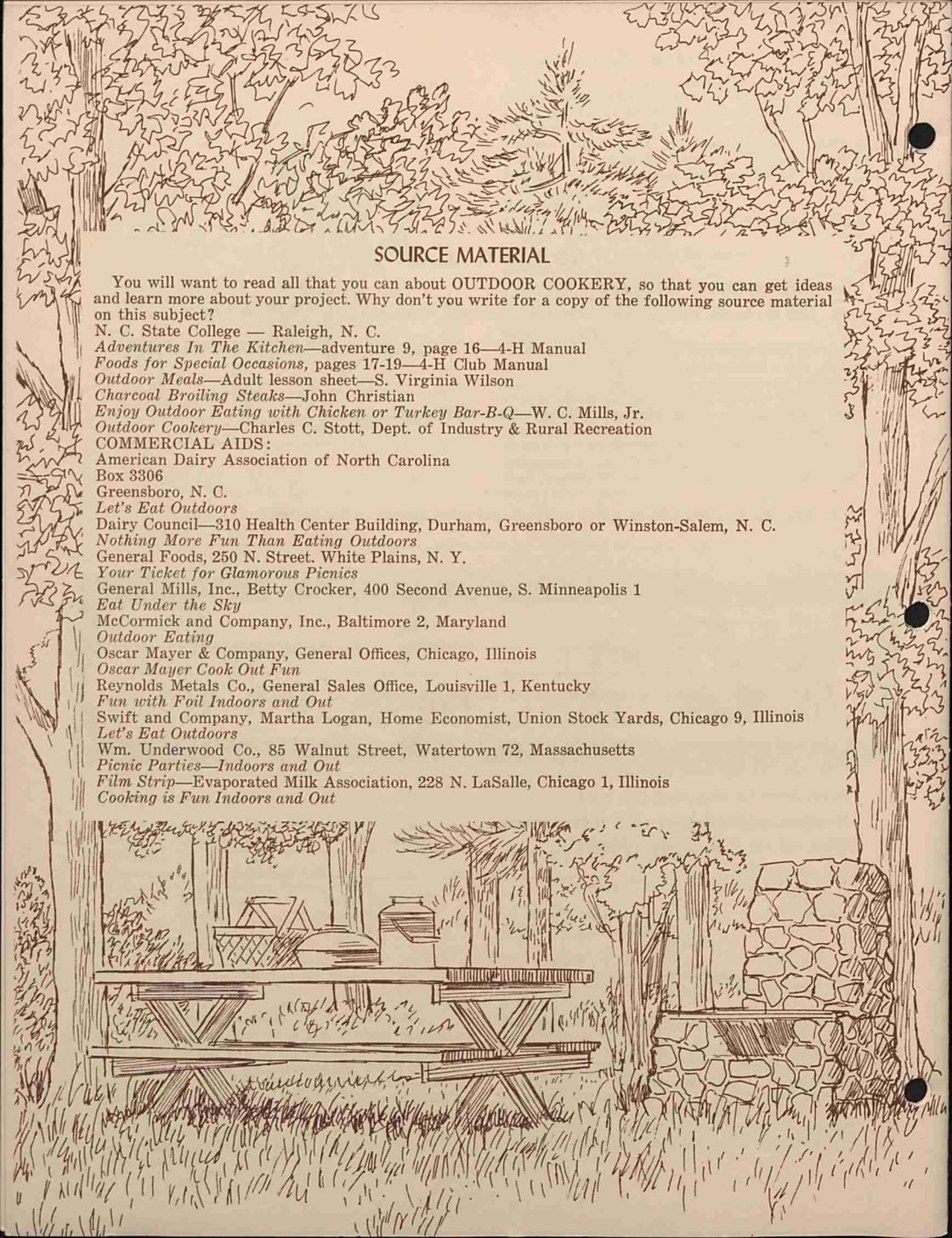
I did not like the meal because _____

Suggestions for improving this meal _____

Names of demonstrations which I have given _____

What did you show in your exhibit? _____

My story: _____



SOURCE MATERIAL

You will want to read all that you can about **OUTDOOR COOKERY**, so that you can get ideas and learn more about your project. Why don't you write for a copy of the following source material on this subject?

N. C. State College — Raleigh, N. C.

Adventures In The Kitchen—adventure 9, page 16—4-H Manual

Foods for Special Occasions, pages 17-19—4-H Club Manual

Outdoor Meals—Adult lesson sheet—S. Virginia Wilson

Charcoal Broiling Steaks—John Christian

Enjoy Outdoor Eating with Chicken or Turkey Bar-B-Q—W. C. Mills, Jr.

Outdoor Cookery—Charles C. Stott, Dept. of Industry & Rural Recreation

COMMERCIAL AIDS:

American Dairy Association of North Carolina

Box 3306

Greensboro, N. C.

Let's Eat Outdoors

Dairy Council—310 Health Center Building, Durham, Greensboro or Winston-Salem, N. C.

Nothing More Fun Than Eating Outdoors

General Foods, 250 N. Street, White Plains, N. Y.

Your Ticket for Glamorous Picnics

General Mills, Inc., Betty Crocker, 400 Second Avenue, S. Minneapolis 1

Eat Under the Sky

McCormick and Company, Inc., Baltimore 2, Maryland

Outdoor Eating

Oscar Mayer & Company, General Offices, Chicago, Illinois

Oscar Mayer Cook Out Fun

Reynolds Metals Co., General Sales Office, Louisville 1, Kentucky

Fun with Foil Indoors and Out

Swift and Company, Martha Logan, Home Economist, Union Stock Yards, Chicago 9, Illinois

Let's Eat Outdoors

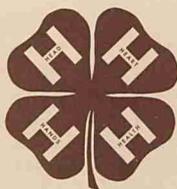
Wm. Underwood Co., 85 Walnut Street, Watertown 72, Massachusetts

Picnic Parties—Indoors and Out

Film Strip—Evaporated Milk Association, 228 N. LaSalle, Chicago 1, Illinois

Cooking is Fun Indoors and Out

Developed and Field Tested
by
The 4-H Foods and Nutrition Developmental Committee



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Cooking The 4-H Way

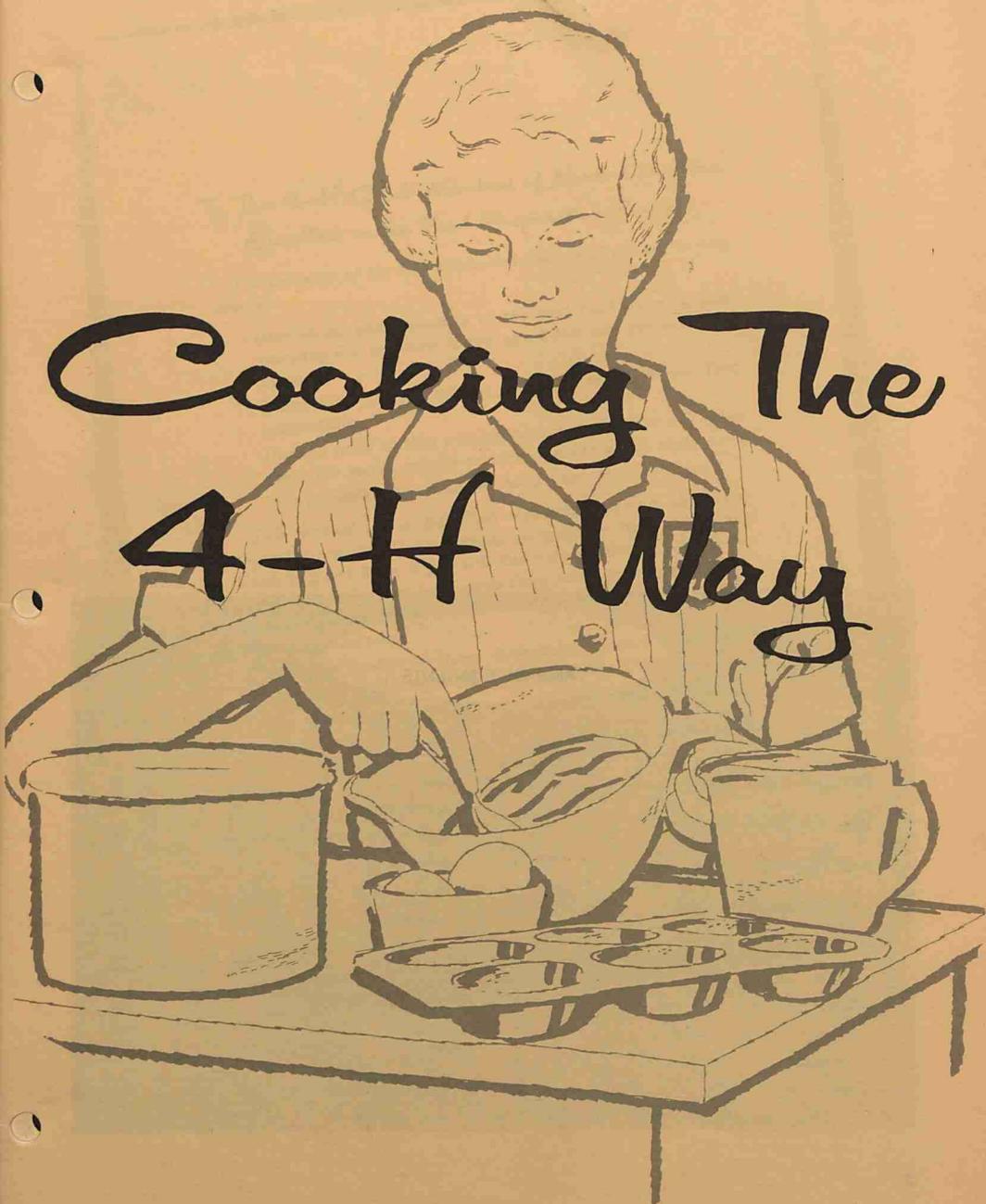


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*To The 4-H Club Members of North Carolina
Enrolled in the Food Preparation Project*

The purposes of the 4-H Foods-Nutrition projects are to help you to:

Develop an understanding of the part food plays in your everyday life and how it can affect the way you look, feel and act

Learn some of the "science whys" of nutrition and food preparation.

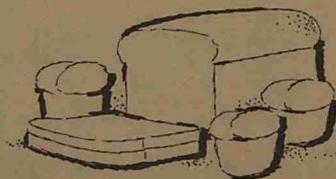
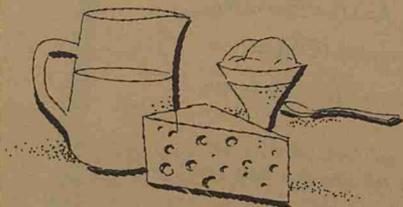
Develop skills so that you can plan, buy, prepare and serve foods for meals, snacks or refreshments which taste good, look attractive and meet the body's needs.

This manual is for 4-H Club members carrying all Foods-Nutrition projects. It is especially designed for those completing Units 1, 2 and 3. In it you will find information on what foods to eat daily, why your body needs these foods, how to plan meals, basic recipes for preparing foods and correct methods of table setting and service.

Ask your leader or Home Economics Extension Agent for information on the different Foods-Nutrition Units.

*S. Virginia Wilson
Rachel H. Ferguson
Extension Nutritionists*

Eat These Foods Daily



Milk—Some for all ages

Children	3 to 4 cups
Teenagers	4 cups
Adults	2 or more cups
Pregnant Women	4 cups
Nursing Mothers	6 cups

Cheese and ice cream can replace *part* of milk but not all.

Meats, Poultry, Eggs, Fish—2 servings daily. Use dried peas and beans, nuts and peanut butter occasionally. Eat at least 4 eggs a week.

Vegetables and Fruits—5 servings ($\frac{1}{2}$ cup each) to include:

A vitamin C rich fruit or vegetable such as tomatoes, raw cabbage, or citrus fruit.

A green or yellow fruit or vegetable rich in Vitamin A.

Breads and Cereals—Whole grain or enriched—4 or more servings. A serving is 1 slice of bread or $\frac{3}{4}$ cup cooked or 1 ounce ready-to-eat cereal.

In addition to these eat any other foods you want to satisfy appetite and meet energy needs for work and play. Butter or Fortified Margarine can be used in cooking or on bread.

Sometimes you hear these foods referred to as the Basic Seven, The Four Group Daily Food Plan, A Guide to Good Eating and others. They all include the same foods, but may be grouped differently.



Why You Need Foods

Be a fashionable 4-H Club member. Take pride in doing your best with your looks and personality. Stand straight. Develop smooth, firm muscles. Carry a becoming weight for your height and build. Radiate enthusiasm and health. Look happy and interested in the world around you. It is smart to eat the foods each day that will help you be a fashionable 4-H Club member.

Food is used in the body to:

1. Furnish energy for work and play.
2. Build and repair tissues.
3. Regulate body processes and protect health.

Here are some of the nutrients found in food and how they help you to stay healthy:

- (1) *Protein* is from glossy hair. This nutrient is needed to build and repair tissues. It supplies energy. Meat and milk furnish protein.
- (2) *Carbohydrates* (sugar and starches) help to give you an attractive figure. They supply energy. Carbohydrates in the form of starch and sugar are our best source of energy. Bread, cereals and potatoes are our best sources of carbohydrates.
- (3) *Fat* is necessary for smooth soft skin. This nutrient helps supply energy. We get our fat from butter, margarine and meats.
- (4) *Calcium* helps you have sparkling teeth and good posture. This mineral helps build bones and teeth, helps make your blood clot, and helps muscles and nerves to react normally. Milk products are our best sources of calcium.
- (5) *Iron* aids in keeping those rosy cheeks. Iron is needed to combine with protein to make red blood cells called hemoglobin. It carries oxygen to cells. Iron is found in meat, fish, eggs, dark leafy greens and enriched breads and cereals.
- (6) *Vitamin A* aids in keeping eyes bright and skin soft and smooth. This vitamin helps to resist infection. It helps eyes to adjust quickly from a change in light. Dark green or deep yellow vegetables, liver, cream, butter or fortified margarine and egg yolks are good sources of Vitamin A.
- (7) *Thiamine* or B₁ gives you a happy personality. It helps prevent irritability and helps the body release energy from food. It keeps the appetite and digestion normal and the nervous system healthy. Enriched bread and cereals, pork, and milk are good sources of thiamine.
- (8) *Riboflavin* or B₂ helps cells to use oxygen, helps prevent eyes from being sensitive to light, helps prevent cracking at corners of mouth, aids in keeping skin and tongue smooth. Milk and milk products supply riboflavin.
- (9) *Niacin* contributes to that happy personality. It helps to prevent irritability and aids in keeping skin soft. Enriched and whole grain bread and cereals furnish niacin.
- (10) *Ascorbic acid* or Vitamin C helps: hold the body cells together; strengthen walls of blood vessels; heal cuts, wounds and broken bones. It is found in oranges and other citrus fruits, tomatoes, raw cabbage, strawberries and cantaloupes.
- (11) *Water* is essential to health. It carries foods to all cells in the body and takes away waste products. Water aids in regulating body temperature and digestion. Daily water loss must be replaced by drinking water, milk, soups and eating foods high in water content.

Meal Planning



It is fun to plan meals your family will enjoy. Plan the **THREE** meals for a day at one time to make sure you include all the foods needed. Then check by your food guide. If you have left any out, change your menus to include a food from each group. You will have a greater variety of foods if you plan meals for several days at a time. It will also help you save time and money.

LET'S WRITE A MENU

There is a right way to write a menu. Learn to write yours correctly. Foods are written in the order they are eaten, with the beverage placed last. Family meals are usually served in courses. A *course* is the section of a meal that is served together. A *two course* meal would be meat, vegetables and bread for the first main course

and dessert for the second. A simple three course meal might include soup or fruit juice (the appetizer), meat and vegetables then the dessert. Banquets and other formal meals may have many other courses added.

In writing your menu, place the main dish of each course in the center. The dishes that go with it are usually written just below.

EXAMPLE:

	Fried Chicken	
Mashed Potatoes		Snap Beans
Biscuits		Butter
Tomato and Lettuce Salad		
Sliced Peaches and Cream		
Milk		Coffee

The menu should name the food and tell the way it is prepared. For example, "Fried Chicken", instead of "Chicken".

Breakfast

Begin with Breakfast—It's smart to eat breakfast! The advantages outweigh the few minutes of "sleep" you miss. It is especially important for those who have figure problems.

Your breakfast is a most important meal. It is also the one most often neglected. If you realize that there is a longer time between supper and breakfast than between any other two meals, you will know how necessary this meal is. Your supper has been digested, your stomach is empty—yet your body uses energy even while you are asleep. It has to have fuel to start the day right. It is almost impossible to do good work in the morning, in school or at home, without food. Science has shown that you can act and think more quickly all day if you eat a good breakfast. Research has proven that those who need to lose weight can reduce faster by eating a good breakfast and less at other meals.

A good breakfast gives a good start for the day. You need three good meals everyday. Breakfast should furnish one-fourth to one third of the body's total needs for the day. It can be simple and easy to prepare, and still meet the body's needs.

Always include at least a fruit, cereal or bread and milk. Be sure to drink a glass of milk if you do not eat an egg or other protein food for breakfast. It will help keep you from having that let down feeling before lunch. You need more breakfast to work in a garden than to sit at a desk. You go by a pattern to make a dress, so go by one of these patterns to plan your breakfast:

LIGHT	MEDIUM	HEAVY
Fruit	Fruit	Fruit
Cereal with Milk and/or Bread and Butter Beverage	Cereal with Milk or Eggs and/or Meat Bread - Butter Beverage	Cereal with Milk Eggs with Meat Grits or Potatoes Bread - Butter Beverage

Work out a time schedule to use with your

menu to help you get everything ready to eat at the right time. For example let's use the medium breakfast pattern listed above and work out a schedule for preparing it. Our menu:

Orange Juice
Bacon and Poached Eggs
Toast Butter
Cocoa

- (1) Put the milk in the top of a double boiler to heat.
- (2) Place the bacon in the pan.
- (3) Set the table.
- (4) Turn the bacon. Lower the heat.
- (5) Break the eggs and put in pan (see recipe for poached eggs).
- (6) Add chocolate syrup (which you learned to make in *Adventures in the Kitchen*) to hot milk.
- (7) Put bread in oven or toaster.
- (8) Pour orange juice.
- (9) Take up toast, and call everyone to breakfast.
- (10) Serve.

Now you are ready to plan, prepare and serve breakfasts. Use the meal patterns. Record your menu, number served and how you can improve in your record book. Be sure that you keep a record of all of the times that you plan and prepare breakfast. Sometime you may prepare breakfasts your mother has planned. Keep a record of all the breakfasts you plan or prepare.

Be sure, too, that you remember home safety rules at all times in the kitchen. Safety and sanitation are a must with all good 4-H'ers.

What's for Lunch?

A good meal at noon is necessary for growing boys and girls. It should furnish at least one third of the body's total needs for the day. Without a good lunch at school it is impossible to make up the amount of food you need at other meals. To grow steadily in mind and body, eat a good lunch.

A hot lunch prepared at school should include a soup or hot dish, salad or vegetable, bread or sandwich and milk. A fruit or simple dessert could be included.

Your lunch at home would be similar to one at school. Lunch is eaten at noon and is lighter than dinner.

A well planned lunch brought from home should contain:

Meat, poultry, fish, eggs, or cheese—alone, as a salad or with bread as a sandwich.

A vegetable such as carrot sticks or a tomato. Cooked vegetables or salads can be carried in wax paper cups with lids.

Fruit or fruit juice, either fresh, frozen or canned. Cookies or small cakes may be included to go with the fruit.

Supper

The evening meal is called supper when the heavy meal of the day is at noon. It is like lunch in that it is a lighter meal than dinner. If you were very active during the day you would want larger servings or a heavier meal than if you had been sitting at a desk during the day. Make your supper a simple meal and have foods that are easy to digest. Be certain to include any of the groups of food that have been left out during the day.

Go by these patterns to plan your supper or lunch:

LIGHT	MEDIUM	HEAVY
Main Dish	Main Dish	Main Dish
Salad or Vegetable	Salad or Vegetable	Vegetable and Salad
Bread	Bread	Bread
Beverage	Simple Dessert Beverage	Substantial Dessert Beverage

Let's plan a *light* lunch or supper, using the pattern listed above and work out a schedule for preparing it:

Our menu is:

Toasted Cheese Sandwich
Cabbage, Apple and Raisin Salad
Crackers
Milk

- (1) Set the table.
- (2) Prepare salad and place on lettuce leaf.
- (3) Make toast.
- (4) Spread slice of toast with butter. Top with a slice of cheese. Place in a moderate oven (350° F.) until cheese melts.
- (5) Pour the milk.
- (6) Call the family.
- (7) Serve your lunch.

Let's check this menu by our list of food groups to see how many are included: Toasted cheese sandwich (meat and bread group), cabbage, apple and raisin salad (fruit and vegetable group— $\frac{1}{2}$ cup = 1 serving), crackers (bread group), and milk (milk group).

You are ready to plan, prepare and serve lunches or suppers. Use the meal patterns. Record your menu, number served and how you can improve the next time. Be sure to keep a record of the additional times that you plan and prepare lunch or supper.

Dinner

Some families prefer having their heaviest meal of the day at noon, others at night. During school months be sure your family has a good dinner at night. Eating three good meals every day is the only way you can get all the foods needed each day to build a strong, healthy body. Besides, the

whole family should share and enjoy together the largest, and often the best meal of the day.

Usually dinner includes a meat or other protein food, two vegetables, salad, bread, dessert and beverage. In addition to these for heavy meals, you may want to plan for an appetizer such as soup, fruit cup, or fruit juice. You may also want to add relishes, pickles, olives, jelly or jam.

Go by these patterns to plan your dinner:

LIGHT	MEDIUM	HEAVY
Main Dish	Main Dish	Appetizer
Two Vegetables	Two Vegetables	Main Dish
Bread	Salad or Appetizer	Three Vegetables
Fruit Salad or	Bread	Salad
Dessert	Butter	Bread
Beverage	Dessert Beverage	Butter Beverage

Let's plan a schedule for preparing this dinner. Our menu is:

Hamburger Steak
French Fried Potatoes Green Beans
Rolls Butter
Peach Shortcake
Milk

- (1) Wash and snap beans and put on to cook.
- (2) Put on fat to be getting hot.
- (3) Wash, peel and slice potatoes.
- (4) Start the hamburger steak.
- (5) Turn on the oven to heat for the rolls.
- (6) Set the table while food is cooking.
Safety Note: Turn heat low if you leave food cooking while you do something else.
- (7) Whip the cream for the peach shortcake.
- (8) Place the cake on the dessert plates. Wait until just before serving to put on peaches and whipped cream unless the family enjoys juice soaked in the cake.
- (9) While you are putting other food on the table, put the brown 'n serve rolls in the oven. (They should be served piping hot).
- (10) Pour the milk.
- (11) Call the family.

Let's check the menu by the food guide. Hamburger steak (meat group), French fried potatoes (veg. group), green beans (veg. group), rolls (bread group), peach shortcake (veg. & bread group), and milk (milk group).

Check your three meals for the day to see that they include needed amounts of the basic foods.

PLAN, prepare and serve family dinners by yourself, using one of the dinner meal patterns. Record menus in your record book along with the number served and what you learned.

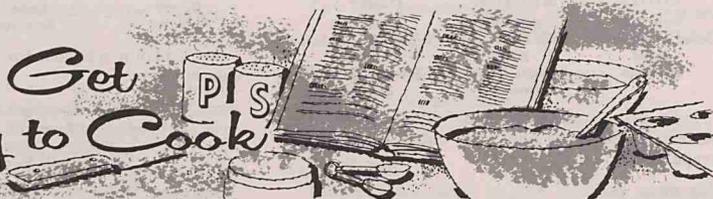
Plan menus for one week, make a shopping list, check with your Mother and buy necessary items. Prepare and serve these meals. Attach this information to your record.

REMEMBER TO . . .

- (1) **EAT WELL.** Growing boys and girls and hardworking adults need a great deal of food.
- (2) **BUILD** meals around foods that blend well in flavor and color. Use different food combinations.
- (3) **COOK** vegetables different ways to add interest.
- (4) **TRY** to have not more than one fried food at any meal.
- (5) **SERVE:**
 - A. Foods that are attractive, but don't make them look too fancy or "dressed up." Use

- garnishes—that can be eaten—for added color and interest.
- B. A food only *one* way at any meal. Don't put *tomato soup* and sliced *tomatoes* on the same menu. Don't serve 2 salads or desserts at one meal.
- C. Some *crisp, chewy* foods along with *soft foods*. Creamed chicken on crisp toast is a good example.
- D. Hot foods *hot* and cold foods *cold*. Put hot foods in dishes that have been warmed.
- E. At least *one* hot food at every meal, even hot weather, as an aid to digestion.
- F. Left-overs, but *change* their shape or flavor.

Let's Get Ready to Cook



Your success in cooking depends on following the rules carefully.

Always wear a clean, large apron. Have clean hands and fingernails.

Cleanliness is one of the first requirements of good housekeeping.

When you are tasting, pour from the stirring spoon to another spoon, using a different spoon for tasting than for stirring. Good cooks always taste to be sure food is properly seasoned.

Use holders for handling hot dishes. Never use a wet cloth.

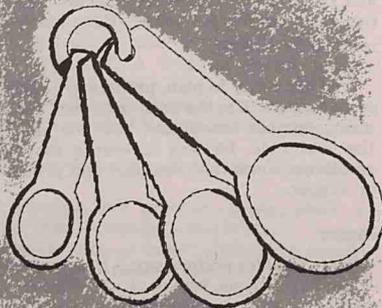
Wash dishes and utensils as you go along. Let hard-to-clean pans soak while eating the meal so they will be easier to wash.

MEASURING IS IMPORTANT

- (1) Correct measurements are necessary for good results. More accurate measurements can be made with standard measuring cups and spoons.
- (2) All measurements should be level. This is done by taking a heaping measure and scraping off the surface with a straight edged knife.
- (3) If an ordinary teaspoon or tablespoon is used, measure this way: One-half spoonful—measure level spoonful, divide lengthwise, and scrape out one-half.
- (4) One-fourth spoonful—divide one-half spoonful a little nearer handle than tip and scrape off.
- (5) Measuring fat: 1 stick of butter or margarine is $\frac{1}{2}$ cup or 8 tablespoons. To measure a part

of a cup of solid fat easily you can use the cold water method. For one-half cup solid fat fill cup half full of cold water, then drop in pieces of shortening until the water reaches the top of the cup. Drain off water. The remaining fat is the right amount and can easily be removed from the cup. This method may be used for any fraction of a cup.

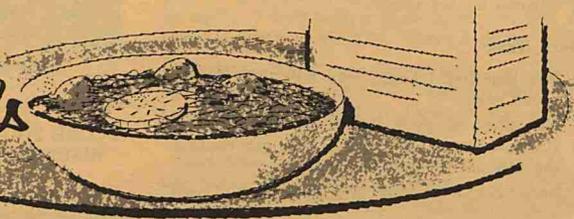
- (6) Measuring flour: Sift flour before measuring, then place in cup by spoonfuls and level with the straight edge of a knife. Do not shake cup to level flour as that will repack it. 3 teaspoons = 1 tablespoon; 16 tablespoons = 1 cup.



Correct measurements are necessary for good results.

Recipes

Cereals



CEREALS belong to the group of foods which furnish energy to your body. They also provide minerals, vitamins, protein and roughage or bulk. They combine very well with many other foods to make delicious dishes that are high in food value.

You may use either whole grain or enriched cereal products. Whole grain products contain more food value than refined or white cereals or breads. However, North Carolina has passed a law which requires the enrichment of all white flour and other wheat products milled or sold in the state. Enrichment means that most of the vitamins and minerals that were lost during the milling process are put back in the cereal flour. Since this law applies only to wheat, look on the label of cornmeal and other refined cereal products to see whether or not they are enriched. Buy the enriched product whenever you can.

Cereal Pointers

Breakfast cereals may be bought uncooked, partially cooked, or ready to eat. Directions for cooking are always on the box. Most cereals taste better if cooked longer than the time given on the package. For cooked cereals the general directions are:

- (1) Measure water and salt, bring to a boil. Use top of double boiler, but place it over direct heat for the first step in cooking.
- (2) Pour cereal gradually into the boiling water. Stir to keep it from lumping.
- (3) Keep cereal boiling rapidly for several minutes until it thickens.
- (4) Place over bottom part of double boiler, which should be kept about one-third full of water. Cover, and cook without stirring until done.
- (5) Milk may be used instead of water to improve flavor and food value.

Sour Milk Biscuits

In above recipe use sour milk or buttermilk instead of sweet milk. Add 1/2 teaspoon of soda and use 1 teaspoon less baking powder.

Biscuits Made of Self-Rising Flour

Use same amount of flour, fat, and milk as in baking powder biscuit recipe. Salt and baking powder are in the flour. Buttermilk that is not too acid may be used without adding any soda.

Whole Wheat Biscuits

Use all whole wheat or half whole wheat and half white flour in the above baking powder biscuit recipe.

Quick Tricks With Biscuit Mix

Save time by making up several cups of flour into a biscuit mix. Use it to make biscuits, muffins, waffles, nut bread, or even a "so called" quick cake. How many cups you should make up at a time will depend upon how often and how much you use. Biscuit mix will keep several weeks at room temperature if you use a shortening that needs no refrigeration. Be sure to keep it in a covered container.

Packaged biscuit mix from your grocer contains dry milk solids. You can add dry milk to your mix, too, if you would like. Water or fresh fluid milk may be used as the liquid when using mixes containing dry milk solids. By using fluid milk, though, as the liquid, you just add more food value.

Biscuit Mix

- 8 cups flour
 - 4 teaspoons salt
 - 3 tablespoons double-acting baking powder
 - 1 cup shortening (which does not require refrigeration)
- (Note: 1 to 2 cups dry milk solids may be included)

Sift together thoroughly the flour, salt, baking powder and dry milk solids if used. Work in the shortening with fingers, two knives or a pastry blender until mixture looks like coarse meal. Place in a tightly covered container until ready to use.

Biscuits

1 cup of biscuit mix will make 6 to 8 biscuits, depending upon the size of cutter used.

Measure the amount of biscuit mix needed into a bowl. Add 1/4 to 1/3 cup of milk or water for each one cup of mix used. Stir until all the flour is moist and a soft dough is formed. Place dough on a lightly floured board and knead about fifteen strokes. Pat or roll dough to 1/2 inch thick. Cut with a floured biscuit cutter. Place on an ungreased pan and bake in a hot oven (450°F.) for about 12 minutes.

Biscuit Variations

Jam Biscuits—With a spoon make a dent on top of each biscuit after it has been placed on the baking sheet. Fill indentation with jam. Bake.

Drop Biscuits—Add enough liquid to make a soft (not runny) dough. Drop by heaping teaspoonsful onto a greased baking sheet. Bake.

Cheese Biscuits—Use 1 cup of grated cheese for each 2 cups of biscuit mix. Mix it with the dry ingredients before adding 2/3 cup of liquid.

Pin Wheel Biscuits—Roll biscuit dough into oblong sheet 1/4 inch thick. Spread with melted butter. Sprinkle with a mixture of cinnamon and sugar using 1 teaspoon of cinnamon for each cup of sugar. Nuts and raisins may also be sprinkled on. Roll lengthwise, like a jelly roll. Cut into 1 inch slices and place cut side down on a baking pan or in muffin rings. Bake.

Use Biscuit Mix to Make:

(Note: Use water where specified only if your biscuit mix contains dry milk solids).

Griddle Cakes—In this order mix: 1 1/2 cups biscuit mix, about 1 cup milk or water and 1 well beaten egg. Stir until well blended. Cook on a hot greased griddle. Makes 12 to 18 griddle cakes.

Waffles—In this order mix: 2 cups of biscuit mix, 2 tablespoons of sugar, 1 1/2 cups of milk or water, 2 well beaten eggs, 1/4 cup melted fat. Cook in a hot waffle iron. Makes 6 large waffles.

Muffins—Mix 2 cups biscuit mix, 1 or 2 tablespoons sugar, 1 cup of milk or water, 1 well beaten egg. Stir to dampen flour. Cook in well greased muffin tins. Makes 12 medium-size muffins.

Nut Bread—To 3 cups of biscuit mix add 1/2 cup sugar, 1/2 cup chopped nuts, 1 cup of milk or water and 1 well beaten egg. Mix well. Pour mixture into well greased loaf pan (5" by 8") and bake for 1 hour in moderate oven (350°F.).



Delicious nut bread can be made from biscuit mix.

Quick Yellow Cake—In this order mix: 3 cups of biscuit mix, $1\frac{1}{4}$ cups sugar, 1 cup of milk or water, 2 well beaten eggs, $\frac{1}{4}$ cup melted shortening and 1 teaspoon vanilla or other flavoring. This makes a thinner batter than the usual cake. Bake in two 8 inch layer cake pans in a moderate oven ($375^{\circ}\text{F}.$) about 25 minutes.

Quick Chocolate Cake—Mix in this order: 3 cups of biscuit mix, $\frac{1}{2}$ cup cocoa, $1\frac{1}{4}$ cups sugar, 1 cup milk or water, 2 well beaten eggs, $\frac{1}{3}$ cup melted shortening and 1 teaspoon vanilla. Bake in two 8 inch layer pans in a moderate oven ($375^{\circ}\text{F}.$) for about 25 minutes.

Enriched Cornmeal Muffins

(Makes 6 Muffins)

1 cup enriched corn meal	$1\frac{1}{2}$ teaspoons sugar
$1\frac{1}{2}$ teaspoons baking powder	1 egg
$\frac{1}{2}$ teaspoon salt	$\frac{1}{2}$ to $\frac{3}{4}$ cup sweet milk
	1 tablespoon melted fat

- (1) Set oven control to $450^{\circ}\text{F}.$ for oven to preheat.
- (2) Sift together enriched corn meal, baking powder and salt.
- (3) Mix together beaten egg, milk and fat.
- (4) Add liquid to dry ingredients.
- (5) Stir to blend ingredients. Batter should be stiff enough to pour, but not over beaten.
- (6) Pour the batter into hot greased muffin pans, filling about $\frac{2}{3}$ full.
- (7) Put quickly into preheated oven.
- (8) Bake for 15-20 minutes.
For corn sticks bake in corn stick molds. For cornbread bake in shallow pan.

Corn Bread or Cornmeal Muffins

(Makes 12 2 inch squares or 12 medium size muffins)

2 cups corn meal	1 egg
$\frac{3}{4}$ teaspoon soda	2 tablespoons shortening, melted
$\frac{3}{4}$ teaspoon salt	$1\frac{1}{2}$ to 2 cups buttermilk

- (1) Beat egg until light. Add part of the buttermilk.
- (2) Sift together the meal, soda and salt.
- (3) Add the egg and milk mixture to dry ingredients.
- (4) Add melted shortening and as much of the

remaining buttermilk as needed to make a smooth batter.

- (5) Pour into a hot, greased pan or muffin tins. Bake at 400°F for about 25 minutes.

YEAST BREADS

Everybody feels a little glow of pride when her yeast breads and rolls turn out well. Remember that in making yeast breads you must have good quality ingredients, know how to handle the dough correctly, and let bread rise and bake at the proper temperatures.

Rolls

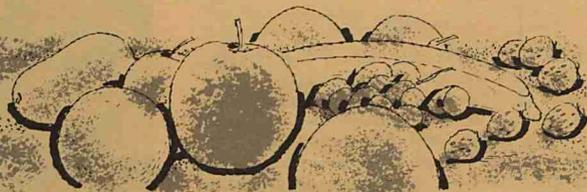
$\frac{3}{4}$ cup milk, scalded (heated just below boiling point)	1 package of yeast
4 tablespoons sugar	$\frac{1}{4}$ cup lukewarm water
3 tablespoons shortening	1 egg, slightly beaten
1 teaspoon salt	$3\frac{1}{2}$ to 4 cups enriched flour

- (1) Pour hot milk over sugar, shortening, and salt in a mixing bowl.
- (2) Soften yeast with the $\frac{1}{4}$ cup lukewarm water; add beaten egg and mix well. Add to milk mixture when cooled to lukewarm. Test by putting a drop on your arm; if you can't feel it, it's cool enough.
- (3) Add about half the flour, or enough to make a drop batter. Beat with an egg beater until mixture is smooth and bubbles appear on surface (this helps to distribute yeast and cuts down on kneading time). Add more flour to form a soft dough.
(Note: Dough may be covered well and stored in refrigerator at this point and kept for several days. A portion may be taken out and used each day).
- (4) Turn dough on to a slightly floured board and knead until smooth.
- (5) Place in a greased bowl, cover and let rise in a warm place until double in bulk (takes about an hour). Knead lightly.
- (6) Shape into rolls, let rise until double in bulk. Bake in hot oven, $400^{\circ}\text{F}.$, about 20 minutes.

Whole Wheat Rolls

Use part or all whole wheat flour in above recipe for rolls.

Fruits



FRUITS in all forms—fresh, frozen, canned, and dried—supply bone-building and body-regulating vitamins and minerals you must have every day. Cellulose or bulk, most of which is in the

skins, helps to prevent constipation. Tomatoes are like fruit in food value.

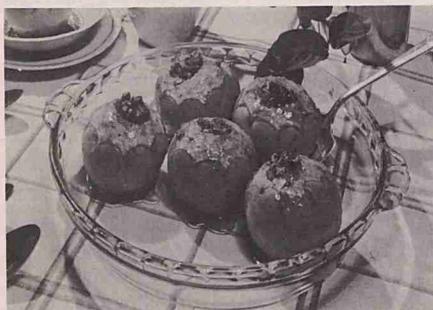
Most fruits are colorful and have such a tart, appetizing flavor that they make you feel hungry

just to think about them. Eat them with little or no sugar. They lose flavor when they are too sweet.

Fresh fruits have a better flavor when fully ripe. Wash carefully before you eat them. Frozen and canned fruits add color and interest as well as food value to meals during the winter months. Let frozen fruits thaw in the refrigerator until just a little icy (3 to 4 hours before serving). Dried fruits have a little different flavor and are delicious when stewed or used in pies and puddings.

Baked Apples

- (1) Wash and core apples.
- (2) Place apples in baking dish; put 1 tablespoon of sugar in the cavity of each apple.
- (3) Add enough water to cover bottom of baking dish.



Baked apples may be served cold with cream.

- (4) Bake in a slow oven (300 degrees F.) until soft.
- (5) Serve cold, with cream.
- (6) If apples are very sour, more sugar may be added, and a few gratings of nutmeg may be used for seasoning.
- (7) Baked pears may be prepared in the same way.

Apple Sauce

- (1) Wash apples—cut in quarters. Remove core and peel.
- (2) Cook in enough boiling water to keep from scorching.
- (3) When apples are tender, remove from fire. Stir or beat until smooth, or press through colander.
- (4) Use $\frac{1}{8}$ to $\frac{1}{4}$ cup of sugar for each cup of cooked apple. Add sugar at once and stir until the sugar is dissolved.
- (5) If the fruit is lacking in flavor, add nutmeg, cinnamon, or lemon juice.

- (6) To give sauce more color, cook apples with the skin on. The skin can be removed when fruit is strained.
- (7) Other fruits, such as raspberries, may be added to apple sauce to give it a pretty color and vary the taste.

Stewed Fruit

- (1) Make a syrup of sugar and water, using 1 cup of water and $\frac{3}{4}$ cup of sugar.
- (2) When syrup is boiling, add fruit that has been quartered, cored, and peeled. Cook gently until tender.
- (3) If the syrup is not thick enough when fruit is tender, remove fruit and boil syrup until it thickens a little.
- (4) Pour over the fruit and serve.

Prunes

(and other dried fruits)

- (1) Wash prunes carefully. Place in the saucepan in which they are to be cooked and pour enough cold water over the fruit to cover it.
- (2) Cover saucepan and allow fruit to soak for several hours or overnight.
- (3) Cook fruit slowly in the water in which it was soaked.
- (4) When fruit is tender, remove saucepan from the fire. Add sugar (1 tablespoon for each cup prunes, if desired) and stir until sugar is dissolved.
- (5) Serve hot or cold.

Fruit Cocktail or Fruit Cup

Fruit cocktail is a combination of fresh, canned or frozen fruits, served as the first course of a meal. A similar combination served as dessert is called fruit cup. Almost any fruits may be used, but some tart fruits should be included.

Good combinations are:

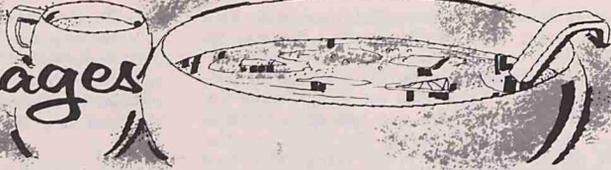
- (1) *Berries, peaches and plums.*
- (2) *Peaches, Pineapple, and cherries.*
- (3) *Cherries, peaches and pears.*
- (4) *Oranges, grapefruit and pineapple.*

Spiced Fresh Peaches

- 1 cup sugar
- $\frac{1}{4}$ teaspoon cinnamon
- $\frac{1}{8}$ teaspoon nutmeg
- $\frac{1}{2}$ cup water
- 4 peaches, peeled and sliced

In saucepan, combine all ingredients except peaches. Stir over low heat until sugar dissolves. Boil 10 minutes without stirring. Pour over sliced peaches and chill. Makes 4 to 6 servings.

Beverages



Aside from water, milk is the most important beverage. Drink milk plain most of the time. Occasionally, to add variety to your meals, prepare cocoa, milk shakes or other milk drinks.

BEVERAGES made from fruit juices taste especially good in warm weather. Sweeten them a little, but do not make them so sweet that the natural fruit flavor is lost. When making cold drinks, a syrup is easier to use than granulated sugar. Sometimes a little lemon juice added to another fruit juice brings out a better flavor. Tomato juice, grapejuice, and apple juice are delicious hot or cold.

You should not drink tea or coffee while you are still growing. They contain no food value, and you are likely to let them take the place of other foods needed by your body. Adults may drink them in moderate amounts. Since you will often be preparing meals for the family you should know how to make tea and coffee.

Cocoa

(4 cups)

- 1½ tablespoons cocoa
- 2 tablespoons sugar
- 1 cup boiling water
- 3 cups milk
- Few grains salt

- (1) Mix cocoa and sugar thoroughly.
- (2) Add boiling water and allow to boil until dark and shiny. Cocoa contains starch. Cook thoroughly to bring out the flavor.
- (3) Add milk; stir until well mixed. Heat until just below the boiling point.

Eggnog

(1 serving)

- 1 egg or 2 egg yolks
- 2/3 cup milk (scalded)
- 2 drops vanilla
- Few grains salt
- 1 teaspoon sugar

- (1) Beat egg, add sugar and scalded milk.
- (2) Add seasoning and mix well.
- (3) Chill and serve cold. Whipped cream may be added for variety.

Banana Shakes

Mash a ripe banana with a fork and shake with a glass of cold milk. Or mix a cut-up ripe banana and a glass of cold milk in your blender.

Variations:

Chocolate-Banana Shake—Add 1 tablespoon chocolate syrup before blending.

Banana-Berry Shake: Add 2 tablespoons frozen or fresh strawberries, raspberries or any favorite berry before blending.

Banana-Peach Shake: Add 1 tablespoon peach preserves before blending.

Banana Frosted: Add 3 tablespoons vanilla ice cream before blending milk shake.

Iced or Hot Tea

It is important in making tea to use good tea, freshly boiling water, and a clean, hot pot. A pot of earthen-ware or glass is best.

- (1) Scald tea pot.
- (2) Put 2 tablespoons of tea in the pot and add 3 cups of freshly boiling water. (If tea bags are used, allow 1 bag for each cup).
- (3) Cover and let stand in warm place 3 to 5 minutes.
- (4) Strain liquid from tea leaves and return to tea pot. Let tea stand in water the full time to develop flavor.
- (5) If it is too strong, add more boiling water. Serve with cream or lemon and sugar.

Coffee

To make good coffee use freshly ground coffee and a clean pot or container. Keep coffee hot, but do not let it boil again after it is made or it will develop a bitter taste.

Boiled Coffee

- (1) Use 2 level tablespoons of coffee for each cup of water.
- (2) Pour 1 cup of cold water over coffee grounds; for the remaining water needed add freshly boiled water. Bring coffee to the boiling point.
- (3) As soon as it begins to actually boil, remove from fire and let it stand from 3 to 4 minutes.
- (4) Strain at once from grounds and serve immediately.

Percolated Coffee

- (1) Use 1 heaping tablespoon of coffee for each cup of water.
- (2) Place coffee in the basket of the percolator. Pour cold water in the lower part.
- (3) Let it percolate gently for 7 to 10 minutes. Coffee is clearer and milder in flavor if slowly percolated than if allowed to percolate rapidly.
- (4) As soon as done, remove the section holding the grounds as they absorb flavor and aroma from the liquid.



4-H _____ Project Summary

Name

(Use additional paper, if necessary)

Name_____
County_____
Year_____
Age_____
Years in 4-H Club_____
Community 4-H Club_____
Address_____
Parents' Names

Date Project Started: _____

Month/Day/Year

Date Completed: _____

Month/Day/Year1. Why did you select this project? _____

2. Record of your project: (Attach a picture of your project, if available.)

- a. Tell what you have done toward meeting each requirement as listed in the manual (Describe the size of the project such as number or acres, bushels, animals, dishes, garments, articles; number made or repaired, etc.) _____

b. What else would you have liked to have learned? _____

- c. If this project has allowed you to save or make money, tell how you saved and how much. If you lost money, explain why. You may summarize the financial record of costs, income and profit. _____

3. Sharing your knowledge:

a. Demonstrations presented:

Subject:	Where:	Number of times:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Ribbons or honors won: _____

b. Exhibits:

What:	Where:	Honors & awards received:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

c. Number of talks _____ Number of TV shows _____ Station _____
Number of radio programs _____ Station _____

d. Have you taught your new skills to anyone? _____
How? _____

4. Write a story about this project. Tell what it has meant to you, your family and others, the lessons learned, joys and satisfactions experienced, and the obstacles you overcame.

I certify that this record is an accurate statement of accomplishments.

Signature of 4-H Member

Signature of 4-H Leader

Signature of Extension Agent

Published by

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Lemonade

(3 to 4 servings)

3 lemons 4 cups water $\frac{3}{4}$ cup sugar

- (1) Make a syrup by boiling sugar and 1 cup water.
- (2) Cool. Add lemon juice and remainder of water.

Sugar Syrup

(For sweetening cold drinks)

2 cups sugar 2 cups water

- (1) Boil sugar and water together until sugar is completely dissolved—about 5 minutes.
- (2) Pour into a clean, hot jar and cover tightly.
- (3) This syrup may be kept in the refrigerator and used as needed.

Punch

(Serves 25)

3 tablespoons tea leaves	6 oranges
4 cups boiling water	6 lemons
$\frac{1}{2}$ cup sugar	1 pint pineapple juice
$\frac{1}{2}$ cups boiling water	2 teaspoons almond extract
8 whole cloves	3 quarts ice water or gingerale

Place tea in 4 cups boiling water. Cover and let stand 5 minutes, strain and cool. Make a syrup by boiling water, sugar, cloves, 1 orange, and 1 lemon peel for 5 minutes. Cool. Combine tea, syrup and other ingredients except chilled water or gingerale. Allow to stand one hour or until ready to serve. Add chilled water, or gingerale, and chipped ice.



Beverages are especially good in warm weather.

Russian Tea

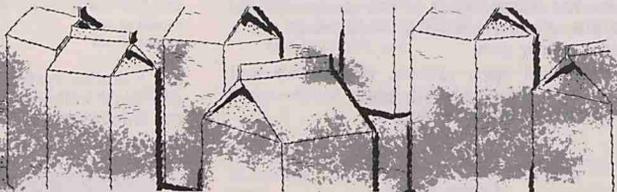
(Serves 20-25)

$\frac{1}{2}$ cup sugar	Juice of 1 lemon
Rind of 1 orange	Juice of 4 oranges
5 cups water	$\frac{1}{2}$ tablespoons tea
8 whole cloves	8 cups boiling water

Boil together for five minutes—sugar, 1 orange rind, cloves, and water—strain and cool. Place tea leaves in an enamel or earthenware pot and pour over them 8 cups of freshly boiling water. Leave three minutes, strain. Mix tea, syrup and fruit juices. Keep hot until ready to serve. Do not boil.

Note: See additional recipes in FOODS FOR SPECIAL OCCASIONS MANUAL.

Milk



MILK is a good food. It is so high in food value that it is considered a food rather than just a beverage.

Food Value of Milk:

Milk is our richest source of calcium and riboflavin or vitamin B₂. It is also a good source of protein and vitamin A. Why we need these nutrients can be found on page 5.

Amount of Milk Needed:

All boys and girls should have at least one quart of milk every day, while they are growing. You can use part of your day's quart of milk on breakfast cereal or as ice cream, cheese, or in milk dishes, creamed soups, milk shakes and eggnogs.

Cooking With Milk:

When cooking with milk, use low heat or cook over boiling water to keep it from scorching. People who do not drink milk usually like it combined with other foods.

Care of Milk:

The "Three C's" and "one D" in taking care of fresh milk are: Keep it cool, clean and covered; and keep it "dark" to save riboflavin and flavor.

Forms of Milk:

Three common forms of milk are: fresh fluid, evaporated and dried. You will be using all forms. Learn to substitute one form for the other in the following recipes:

White Sauce

Ingredients	Thin	Medium	Thick
	Cream Soups	Creamed Dishes	
		Scalloped Dishes	Croquettes
Butter	1 tablespoon	2 tablespoons	3 tablespoons
Flour	1 tablespoon	2 tablespoons	4 tablespoons
Salt	¼ teaspoon	¼ teaspoon	¼ teaspoon
*Milk	1 cup	1 cup	1 cup

Method:

- (1) Use a double boiler to keep milk from scorching.
- (2) Melt butter, add flour and salt, stir until smooth.
- (3) Add milk gradually, stirring constantly.
- (4) Cook until sauce thickens.

* If you use evaporated milk use ½ cup milk + ½ cup water. When using non-fat dried milk use four tablespoons milk solids mixed with the flour plus one cup water.

Creamed Dishes

Vegetables to be served with white sauce should be cooked in boiling salt water, then drained. Use one half as much white sauce as vegetables and heat.

Asparagus, onions, potatoes, green peas, carrots, cabbage, and salsify are good types of vegetables to be served this way.

Potatoes may be cut into cubes or left whole if small.

Left-over chicken, meat or fish can be cut into small pieces and reheated in white sauce for a delicious supper dish.

Hard cooked eggs, oysters, sweetbreads and chipped beef, combined with white sauce—make good dishes for lunch or supper.

Cream Soups

You can easily make many different cream soups that are delicious and very high in food value. Corn, asparagus, green peas, celery, and carrots are only a few of the vegetables that may be used. Make a pulp by forcing the cooked vegetables through a sieve. Add the pulp to a thin white sauce. Use about 1½ cups of pulp to 4 cups of white sauce. A cream soup must be smooth and free from lumps.

Cream soups may be used as the main dish for very light lunch or supper. You may serve them also as the first course of a lunch or dinner. They are too substantial to use as part of a heavy dinner.

Cream of Potato Soup

(6 servings)

2 cups diced potato	2 tablespoons butter
1 cup boiling water	1 teaspoon salt
1 slice onion	¼ teaspoon pepper
2 cups milk	

- (1) Cook diced potatoes and onion in boiling water until tender.
- (2) Add butter, milk, salt and pepper. Heat.
- (3) Garnish with chopped parsley. Serve at once.
- (4) Bits of crisp bacon or ham added to potato soup give a good flavor.

CROUTONS

- (1) Remove crusts from stale bread.
- (2) Spread both sides thinly with butter.
- (3) Cut slices in ½ inch cubes, put in a pan and toast in a moderate oven until delicately browned.
- (4) Left-over biscuits may be toasted and used with soups.

Cream of Tomato Soup

(8 to 10 servings)

4 cups tomatoes	6 tablespoons flour
1 slice onion	4 tablespoons butter
4 cups milk	Salt and pepper

- (1) Cook tomatoes and onion in a covered saucepan until soft. Press through a sieve. Keep hot until ready to add to white sauce.
- (2) Make a white sauce of butter, flour, milk and seasoning.
- (3) When ready to serve, add hot tomato juice slowly to hot white sauce, stirring constantly.
- (4) Serve at once with crisp crackers or croutons.

Oyster Stew

(8 servings)

1 quart of oysters	2 tablespoons butter
1 quart of milk	2 teaspoons salt
	pepper to taste

- (1) Examine oysters to remove all bits of shell.
- (2) Scald milk and add butter and seasonings.
- (3) Add oysters to milk and heat until edges begin to curl.
- (4) Remove from fire and serve immediately.

Chicken Soup

(2 servings)

1 cup chicken stock (water in which chicken is cooked)	5 tablespoons cream
5 tablespoons chopped celery	2 cups milk
5 tablespoons cooked rice	1 tablespoon chopped celery tops
1 tablespoon butter	

- (1) Simmer the chicken stock and celery until tender.
- (2) Add rice and butter and cook 2 minutes.
- (3) Add cream and milk.
- (4) Bring to a simmer.
- (5) Garnish with celery tops.

Note: (See Beverage and Dessert section for other milk recipes.)

Eggs



Eggs are a valuable food. Like milk, they supply so many of the food substances needed by your body every day. Because they contain high quality protein, you can sometimes use eggs in place of meat.

Try to include an egg in some form in one of your meals every day. Be sure you get at least four eggs each week.

Eggs should be cooked in water that is just below the boiling point. They will be easier to digest and the white will not become rubbery and tough. Eggs may be prepared in a variety of ways for any of the 3 meals in the day. Soft or hard cooked in the shell, poached, scrambled, and baked are only a few of the ways.

Soft Cooked Eggs

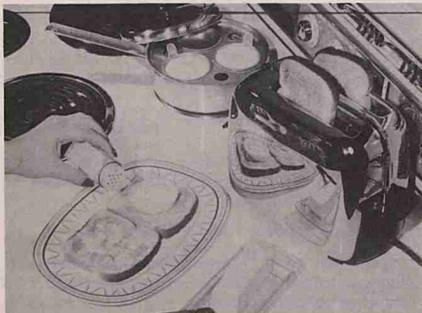
- (1) Cover eggs with cold water. Bring slowly to a simmering point—just below boiling.
- (2) Simmer 3 to 5 minutes. Never let the water boil while eggs are in it.

Hard Cooked Eggs

- (1) Simmer eggs in water 25 to 30 minutes. Do not let the water boil.
- (2) Put eggs in cold water for a few minutes to make shells easy to remove. It will also help to keep a dark ring from forming around the yolk.

Poached Eggs

- (1) Fill a shallow pan about two-thirds full of boiling water. Add one-half teaspoon salt for each pint of water.



Include an egg in your diet every day.

- (2) Break each egg separately into a saucer; slip into water.
- (3) Cover pan and remove from heat. Let stand until eggs are as firm as you want them (about 5 minutes).
- (4) Lift eggs from water carefully with a slotted spoon or pancake turner.
- (5) Place on piece of toast and serve at once.

Scrambled Eggs

(4 servings)

4 eggs
½ cup milk
1 teaspoon salt

½ teaspoon pepper
1 tablespoon butter
or other fat

- (1) Beat eggs, add milk and seasonings.
- (2) Pour into hot pan in which butter has been melted.
- (3) Stir constantly until mixture is of the right consistency.

Shirred or Baked Eggs

- (1) Break eggs into shallow buttered baking dish or muffin tins. Dot with butter; sprinkle with salt and pepper.
- (2) Place in a shallow pan of water and bake in a moderate oven 325°F. until the whites of the eggs are set.

Baked Creamy Omelet

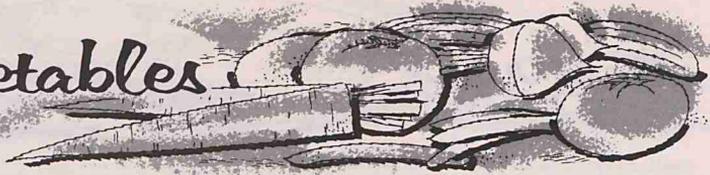
(6 servings)

1 cup dry bread crumbs
1½ cups milk
6 eggs

1 teaspoon salt
Pepper
1 tablespoon fat

- (1) Soak bread crumbs in milk.
- (2) Add well-beaten eggs, salt and pepper.
- (3) Melt fat in a frying pan. Add egg mixture and cook over low heat on top of stove for a few minutes. Be careful not to scorch.
- (4) Place in a moderate oven 325 degrees F., for about ten minutes, until mixture has set or is dry on top.
- (5) Roll like a jelly roll and serve at once on a hot platter. Serve on it some tomato sauce, creamed ham, chicken, or green peas; or roll up in the omelet some ground-up ham, or grated cheese; or use a tart jelly for a good sweet omelet.

Vegetables



VEGETABLES are an excellent source of many vitamins and minerals. A year-round garden, in addition to canned and frozen vegetables, will provide a wide variety for your family's meals.

By preparing vegetables in many appetizing ways you will encourage your family to eat more of them. Sauces will add variety to vegetables that have to be served often. If some members of your family don't like vegetables, try preparing them in a variety of ways to make them taste good, and "look good enough to eat".

KEEP IN MIND

- (1) Select fresh, young, tender vegetables that are not bruised or wilted.
- (2) Cook vegetables whole and unpeeled.
- (3) Use as *little water* as possible.
- (4) Put vegetables into boiling water, bring water back to boiling point quickly. Reduce heat, let water boil gently.
- (5) Add salt to boiling water or salt while cooking.
- (6) Cook most vegetables *covered*. You may want to cook strong flavored vegetables uncovered.
- (7) Cook *only until tender*. They become mushy or strong in flavor if cooked too long.
- (8) Plan schedule so vegetables will be done at right time. They lose vitamins if kept hot for a long time or reheated.
- (9) Use cooking water in gravies, sauces, soups or vegetable juice appetizers.
- (10) Season with salt, pepper, and butter or bacon drippings.

Directions for Boiling Vegetables

Vegetable	Preparation	Cups of water per 4 servings		Boiling time (minutes)	
		Fresh	Frozen	Fresh	Frozen
Asparagus	Cut off woody ends; leave whole or cut in 1 inch lengths.	½ to 1	¼ to ½	10-20	5-10
Beans, Lima	Remove shell	1 to 2	1 to 1½	20-30	10-18
Beans, Snap	Remove ends. Leave whole or cut in 1 inch pieces.	½ to 1	¼ to ½	30-40 (depending on cut)	10-15
Beets	Whole, with skin, some stem and roots left on	Enough to cover	1/3 to ½	30-60	10-20
Broccoli	Remove tough stalks	1 to 2	¼ to ½	10-20	5-8
Cabbage	Quartered, with core removed Shredded	1 to 2	—	10-20 3-10	— —
Carrots	Whole, diced, sliced or strips	½ to ¾	¼ to ½	10-20	5-20
Cauliflower	Remove green stalks, whole or cut	1 to 2	½ to ¾	10-15	4-6
Corn-on-cob	Remove husks and silks	Enough to cover	Thaw, then cook as fresh	10-15	Thaw and cook 3-8
Greens, collards, kale, mustard and turnip greens	Stems cut off or left on	1 to 3	½ to ¾	8-30 (Tough stems take longer)	15-20
Okra	Whole	½ to 1	¼ to 1	10-20	5-8
Onions	Whole	1 to 1½	½ to 1	25-40	10-20
Peas, Green	Remove shell	1 to 2	¼ to ½	10-20	5-15
Potatoes, white	Whole	To cover	1 to 1½	20-40	10-15
Squash, Summer	Cut in slices	½ to 1	¼ to 1/3	15-20	10-12
Turnips	Peeled, leave whole or dice	½ to 1	½ to 1	20-30	10-15

Vegetables Cooked with Meat

- (1) Cover salt or smoked pork with water. Boil until seasoning and flavor have cooked out.
- (2) Add the vegetable and cook until tender. This gives you the flavor with no over-cooking.
- (3) Do not use too much pork. Vegetables swimming in grease are unattractive and hard to digest.

Dried Vegetables

A quick and effective way to soak beans and whole peas is to start by boiling them with water for two minutes. Remove from heat. Soak 1 hour, and they are ready to cook. Even if soaking overnight fits your plans better, it is still an advantage to start with 2-minute boil because there will be fewer hard skins. If the beans or peas are to be soaked overnight in a warm room, the brief boil will keep them from souring.

Frozen Vegetables

- (1) Bring to a boil enough water to cover bottom of pan.
- (2) Add unthawed frozen vegetable. Put a cover on pan.
- (3) As vegetable begins to thaw, use fork to break it apart.
- (4) Season as you do fresh vegetables.
- (5) Frozen vegetables take about $\frac{1}{2}$ to $\frac{2}{3}$ as long to cook as fresh vegetables.

Baked Potatoes (*Sweet or white*)

- (1) Select smooth, medium-sized potatoes.
- (2) Scrub with vegetable brush and place on the grate of a moderately hot oven, 400 degrees F. If skins are greased they will not dry out much.
- (3) Bake until potatoes are soft, about 40 minutes.
- (4) Break the skin and put a lump of butter in the opening.

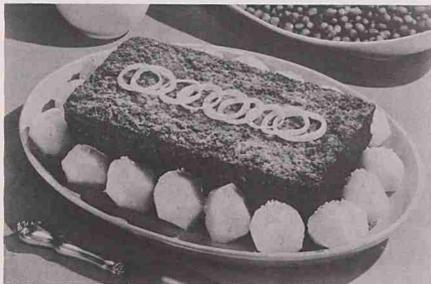
Mashed Potatoes

- (1) Remove jackets of potatoes that have just been boiled.
- (2) Mash until smooth or put through a potato ricer.
- (3) Add butter, salt, white pepper, and hot milk to moisten.
- (4) Beat until creamy and free from lumps.
- (5) Pile lightly in a dish and serve.

Baked Stuffed Potatoes

- (1) Follow directions given for baked potatoes.
- (2) When done, cut in half or cut off top if small. Scoop out all the inside, being careful not to break the skin.

- (3) Mash, add salt, pepper, butter, and hot milk. Beat until light and fluffy.
- (4) Pile lightly in skins. The top may be sprinkled with grated yellow cheese or paprika.
- (5) Put back in oven until thoroughly hot and brown on top. They may be put under the broiler for a few minutes to brown on top.



Potatoes can be prepared in many appetizing ways.

Golden Sticks

- (1) Peel and cut sweet potatoes in sticks $\frac{1}{2}$ inch in thickness.
- (2) Drop the sticks into fat $\frac{1}{2}$ inch in depth and smoking hot.
- (3) When a golden brown, lower the flame a little and cook until soft, testing with a fork.

Candied Sweet Potatoes

(8 servings)

6 medium-size sweet potatoes $1\frac{1}{2}$ cups sugar (white or brown)
1 cup hot water $\frac{1}{2}$ teaspoon salt
 $\frac{1}{4}$ cup butter

- (1) Partially cook sweet potatoes in boiling water (about 20 minutes). Cool and peel.
- (2) Slice $\frac{1}{4}$ to $\frac{1}{3}$ inch thick lengthwise of the potato. Put in a baking dish in layers. Don't pack too closely.
- (3) Make a thin syrup of sugar and water, cooking for about five minutes. Add butter and salt. Pour it over potatoes.
- (4) Bake in a moderate oven until potatoes are clear and syrup heavy.
- (5) More syrup may be added if necessary, so that the potatoes will not be dry when finished. Two cups of cane syrup may be substituted for the sugar: the water should then be omitted, or one cup of sugar and $\frac{3}{4}$ cup of syrup may be used. Cinnamon or one teaspoon of lemon extract may be added at the same time as the butter.

Salads



SALADS for lunch or dinner is an excellent way to get fresh fruits and vegetables each day. Salads are one way of including one of the servings of fruits and vegetables needed daily. Salads look pretty and appetizing, also keep meals from becoming dull. Most of all, they taste good.

Salads are used chiefly in four ways:

- (1) Appetizer salads
- (2) Accompaniment salads
- (3) Main course salads
- (4) Dessert Salads

SALAD STYLES FOR MODERN MEALS

Appetizer salads: Use well-washed salad greens — lettuce — endive — chicory — romaine — water cress. Toss with highly seasoned spicy dressing. Garnish with tart fruit or vegetables, as citrus fruit or tomatoes. Serve small portions.

ACCOMPANIMENT SALADS

Serve tossed salad or individual salad units on background of greens. Make attractive salad arrangement from the food, or mold salad ingredients in gelatine. Serve with a mild, yet well-flavored dressing.

MAIN COURSE SALADS

Plan a substantial salad. Use fruit, vegetables, raw or cooked, alone or with cottage cheese for extra heartiness. Use meat, fish or poultry, in a tart aspic, or serve as salads in an aspic ring. Make salad in one large unit for serving or in individual portions as desired. Garnish with salad greens.

DESSERT SALADS

Plan slightly sweet salad for the finish of the meal. Use fruit—fresh, canned or frozen. Tangy, slightly sweetened fruit in dessert salads is usually welcome. Select mild-flavored salad greens for dessert salads. Add nuts to the salad for an extra "touch". Whipped cream added to the dressing makes a heartier, richer dessert salad.

Salad Pointers

Salads should look good. Arrange them carefully, but do not make them look fancy or "fussed over".

All ingredients should be crisp, cold and dry. Keep ingredients in a covered dish in the refrigerator until used.

Raw vegetable salads should be combined and dressing added just before serving.

Cut foods into bite-size pieces unless they can be easily cut with a fork.

Use fork and spoon for mixing; toss lightly.

Use a variety of salad greens and dressings.

TRY THESE SALAD COMBINATIONS

- (1) *Sliced tomatoes on lettuce, French dressing.*
- (2) *Tomatoes, cucumbers, and onions, mayonnaise dressing.*
- (3) *Cucumber and onions, French dressing.*
- (4) *Cooked string beans, diced cooked beets, chopped raw onions, cooked salad dressing.*
- (5) *Cooked green peas, cooked diced carrots, cooked salad dressing.*

Cole Slaw

(6-8 servings)

- | | |
|--|---|
| 1 quart chopped or shredded cabbage (small head) | ¼ cup vinegar |
| 1 teaspoon salt | 1 chopped pimiento or green pepper (if desired) |
| 1 tablespoon sugar | |

- (1) Mix well and serve at once.
- (2) Cole slaw may be served with boiled dressing.

Cabbage and Carrot Salad

(4 to 6 servings)

- | | |
|------------------------------------|------------------------------------|
| 2 cups chopped or shredded cabbage | ½ cup chopped peanuts (if desired) |
| 1 cup chopped or grated carrot | |
| ½ cup cooked salad dressing | |
| Salt to taste | |

- (1) Mix lightly and serve on crisp lettuce leaves.



A salad can be your main course, or may be an accompaniment.

Fresh Vegetable Salad Bowl

(3-4 servings)

2 cups bite size bits of lettuce
½ cup sliced or shredded raw carrots
¼ cup onion (if desired)
1 cup chopped celery and leaves
French dressing

- (1) Mix the lettuce, carrots, onion, and celery in salad bowl.
- (2) Pour French dressing over these and toss lightly.

Cottage Cheese and Pear Salad

- (1) Arrange two halves of canned pears on leaves of lettuce or other greens.
- (2) Place a spoonful of cottage cheese over each, garnish with jelly or nuts, if desired, and add mayonnaise dressing. Pineapple or peaches may be substituted for pears.

Cabbage, Apple and Raisin Salad

(4 to 6 servings)

1 cup chopped red apple, (unpeeled)
2 cups finely chopped cabbage
½ cup seeded raisins cut in halves
½ cup cooked dressing

- (1) Mix lightly and serve on crisp lettuce or other greens.
- (2) Dates or nuts may be substituted for raisins.

Molded Apple Salad

2½ cups applesauce
½ cup sugar
½ teaspoon cinnamon
Red food coloring
1 tablespoon gelatin
2 tablespoons cold water
¼ teaspoon nutmeg
1 tablespoon lemon juice
Lettuce
Mayonnaise

- (1) Bring the applesauce, sugar, cinnamon and red coloring to a boil.
- (2) Add the gelatin which has soaked for 5 minutes in the cold water.
- (3) Stir until dissolved.
- (4) Add the nutmeg and lemon juice.
- (5) Pour into a mold and chill until firm.

- (6) Unmold on crisp lettuce cups.
- (7) Serve with mayonnaise dressing.

Chicken or Fish Salad

2 cups cooked chopped chicken or flaked fish
½ cup chopped celery
2 tablespoons chopped sweet pickle
2 hard cooked, eggs, chopped
½ cup mayonnaise or salad dressing

- (1) Combine all ingredients except the lettuce. Do not break the chicken or fish into too small pieces.
- (2) Serve on lettuce.
- (3) Sliced hard cooked eggs make a nice garnish.

Mayonnaise Dressing

½ teaspoon sugar
½ teaspoon mustard (dry or prepared)
½ teaspoon salt
Speck of cayenne
1 egg yolk
1 tablespoon lemon juice
1 tablespoon vinegar
¾ cup salad oil

- (1) Mix dry ingredients, add egg yolk, lemon juice and vinegar; beat until well mixed.
- (2) Add oil slowly, a few drops at a time at first, beating constantly until all the oil is added and mixture is well blended.

Cooked Salad Dressing

1½ tablespoons flour
1½ tablespoons sugar
1 teaspoon salt
1 teaspoon mustard
Few grains cayenne
2 egg yolks or 1 egg
1½ tablespoons butter
¾ cup milk
¼ cup vinegar

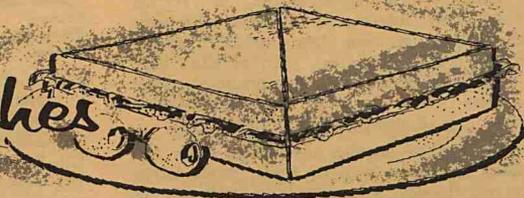
- (1) Mix dry ingredients, add beaten egg, melted butter and milk. Add vinegar very slowly.
- (2) Cook in top of double boiler, stirring until mixture thickens.
- (3) Cool. Whipped cream, either sour or sweet, may be added before using if a richer dressing is desired.

French Dressing

¼ teaspoon paprika
½ teaspoon salt
2 tablespoons vinegar
4 tablespoons oil

- (1) Mix ingredients in a jar in the order given.
- (2) Shake until it becomes cloudy and thickened.

Sandwiches



SANDWICHES are better when made with thin-sliced, day-old bread.

- (1) Spread both slices of bread with softened butter or mayonnaise.

- (2) Spread filling to the edge of one slice.
- (3) Press the two slices of bread together so the sandwich will hold its shape.

Sandwiches are easier to eat if cut in half. Cut

crusts off only for party sandwiches. If you are going to keep sandwiches for several hours, wrap lettuce separately in plastic bag or wax paper and add just before eating.

To give variety to sandwiches, use whole wheat, rye, raisin, orange, nut or steamed brown bread in place of white bread.

Apple Nut Bread

(one 1 lb. loaf)

¼ cup shortening	½ teaspoon baking powder
½ cup sugar	½ teaspoon soda
1 egg	¼ teaspoon salt
2/3 cup apple sauce (unsweetened)	3 tablespoons sour milk
2 cups sifted flour	½ cup chopped nuts

- (1) Cream shortening, sugar, and egg together. Stir in apple sauce.
- (2) Sift all dry ingredients together; add these to egg mixture.
- (3) Stir in sour milk and chopped nuts.
- (4) Place in greased loaf pan and bake in moderate oven 350 degrees F. 45 minutes, or until done.

Sandwich Fillings

Ground meat moistened with salad dressing—chopped celery, lettuce or tomato may be added.

Cottage cheese softened with cream spread on one slice and jelly spread on the other.



Vary sandwiches by using different breads and fillings.

Chopped hard cooked eggs, finely chopped pickle, and ground ham, moistened with salad dressing.

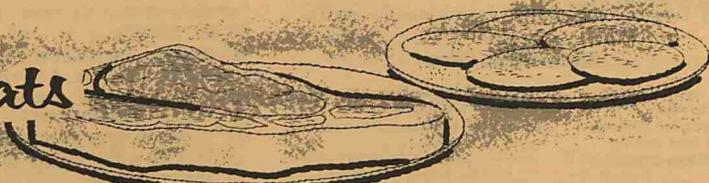
Carrot, grated or chopped; nuts, raisins or apple with salad dressing.

Tomato, lettuce and salad dressing.

Shredded cabbage or crisp lettuce with salad dressing.

Nuts and raisins ground together.

Meats



Most people plan their meals around the main dish—MEAT, which is a protein food. Meat is satisfying. You enjoy the flavor, and it "sticks to the ribs".

The way meat should be cooked depends on how tender it is. *TENDER* cuts may be cooked by dry heat methods—broiling, roasting, or frying. *LESS TENDER* cuts should be cooked with some moisture as in stewing, braising and boiling. When you are boiling meat, such as ham, keep the water just below the boiling point. Most meats taste better, are more tender, and shrink less when cooked slowly at low temperatures.

Frozen meat is usually allowed to thaw and is cooked the same way as fresh meat. Large roasts not thawed before cooking may still be raw on inside when the outside is done.

Poultry, a good protein food, may be used as a meat. If young and tender, it may be cooked the same as tender meat cuts. Meat from birds more

than one year old is best when cooked as less-tender cuts.

Irish Stew

(5 servings)

1 pound beef or lamb	Flour
5 carrots	Water
5 potatoes	Salt, and pepper to taste
3 onions	

- (1) Select a less-tender cut of beef as chuck, plate, or brisket. Cut into small pieces. Dip in flour to which salt and pepper have been added.
- (2) Brown floured meat in shallow hot fat.
- (3) Cover with water and cook slowly until tender, adding more water if necessary.
- (4) Add medium-size pieces of vegetables when meat is nearly done.
- (5) Season and cook until meat and vegetables are tender. Serve hot.

Meat Loaf

(6-8 servings)

1½ pounds ground meat (all beef or beef and pork)
1 egg
1½ cups bread crumbs
¼ cup dried milk
2 tablespoons chopped parsley, celery or onion
Milk or meat stock to moisten
Salt and pepper

- (1) Mix all ingredients thoroughly.
- (2) Pack firmly into a loaf pan; shape it. Run a sharp thin knife around the loaf. Turn it out into a roasting pan.
- (3) Put three or four thin slices of bacon over top of loaf. Place in a moderate oven 350°F. and bake for about two hours. Baste every 15 minutes by spooning hot water or hot meat stock on the meat.



Meat, a protein food, is satisfying and flavorful.

- (4) If a loaf pan is not available, shape loaf with hands and place in roasting pan.
- (5) Serve the loaf hot with tomato sauce or brown gravy. Or allow to cool, slice thin, and serve as a cold meat.

Tomato Sauce

- (1) Melt two tablespoons butter in a sauce pan; add two tablespoons flour, ½ teaspoon salt and mix to a smooth paste.
- (2) Add one cup of tomato juice and cook until thickened, stirring constantly.

Swiss Steak

½ cup flour
½ teaspoon pepper
1½ teaspoons salt
2 lbs. round steak
3 tablespoons fat or melted suet
1 medium onion
2½ cups tomatoes, tomato juice or water

- (1) Sift flour, salt, and pepper together and beat thoroughly into the steak with a meat beater or the edge of a heavy plate. The beating makes the meat more tender and the flour absorbs the meat juices.

- (2) Brown the meat on both sides in shallow hot fat.
- (3) When both sides have browned, add the sliced onion and cover with tomatoes or liquid.
- (4) Place lid on pan and simmer for an hour until the meat is so tender it can be cut with a fork.
- (5) If gravy becomes too thick, add more liquid. There should be plenty of rich gravy to serve over the meat. Serve piping hot.

Roast Pork

- (1) Wipe fresh pork shoulder or ham, sprinkle with salt and pepper.
- (2) Place on a rack in a roasting pan, fat side up. Add no water and no cover.
- (3) Bake in a moderate oven 350°F. Allowing 35 minutes for each pound of meat having a bone and 45 minutes for boneless roasts. Using a meat thermometer is the only accurate way to tell when meat is done. Pork should be cooked to 185°F. on the meat thermometer to be sure it is thoroughly done.

Ham (Smoked or Home Cured)

- (1) Wash ham thoroughly. Trim off hard skin near end of bone, put in a kettle, cover with cold water. (Country style more than one year old may be first soaked in cold water from 12 to 24 hours.)
- (2) Heat to just below boiling point and cook slowly until tender. Allow 25 to 30 minutes per pound.
- (3) Remove kettle from stove and set aside to partially cool ham. Take from the water, and remove outside skin.
- (4) Sprinkle with brown sugar and cracker crumbs and stick whole cloves ½ inch apart.
- (5) Bake 1 hour in slow oven, 300°F.
- (6) Serve hot or cold, sliced thin.

Hamburgers-on-a-Stick

(Makes 6 servings)

1½ pounds ground beef
½ cup bread crumbs
2/3 cup evaporated milk
1 egg
1½ teaspoons salt
¼ teaspoon pepper
1 teaspoon dry mustard
¼ cup grated onion
½ cup chopped green pepper
24 tomato wedges
12 thin onion wedges

- (1) Mix until smooth the beef, bread crumbs, seasonings, onion and green pepper.
- (2) Shape into 24 balls.
- (3) On each of 12 skewers place a piece of tomato, hamburger, onion wedge, then repeat.
- (4) Arrange skewers across a baking dish or pan and place in oven three inches from broiling unit. Broil five minutes on each side.

Onion Burgers

Brown 1 lb. ground beef in a heavy skillet, stirring to separate meat particles. Sprinkle two tablespoons of flour over the meat; stir until well mixed with the meat. Add one can onion soup; cook until thoroughly heated and slightly thickened. Fill eight buns with the mixture. Garnish with pickles if desired.

MEAT ALTERNATES

Because of their muscle-building materials, EGGS, CHEESE or FISH may be used as main dishes in a meal in place of meat. They are sometimes called meat alternates. When they are included in the menu, you need not serve a meat. Dried peas, beans, or nuts may be used if milk or small amount of other animal protein is used.

Fish is tender because it has no connective tissue. As with tender meat cuts, it may be cooked by dry heat methods. Cook eggs and cheese slowly or they will become tough, rubbery, or stringy.

Bean Loaf

(6 servings)

2 cups mashed cooked, dry beans
1 tablespoon butter or bacon drippings
Enough milk to moisten to the consistency of drop biscuit dough
2 cups soft bread crumbs
2 tablespoons chopped onion
2 eggs, beaten
Salt

- (1) Mix all ingredients. Pack solidly in a well-buttered loaf bread pan.
- (2) Bake in moderate oven 350°F., 1 hour, or until firm.
- (3) Turn out on meat platter. Garnish with parsley and hard cooked eggs.
- (4) Cut in thin slices and serve with tomato sauce. See page 41 for tomato sauce.

Cheese Souffle

(6 servings)

1 tablespoon butter
2 tablespoons flour
½ teaspoon salt
½ cup milk
1 cup grated cheese
3 eggs, separated

- (1) Melt butter, add flour, and salt; make a smooth paste.
- (2) Add milk slowly, stirring constantly until sauce thickens.
- (3) Remove from fire and add grated cheese and egg yolks, stirring until cheese is melted.

- (4) While still hot, pour slowly into stiffly beaten egg whites, folding carefully with a spatula.
- (5) Pour into an ungreased baking dish and bake 45 minutes in a slow oven 300°F. Serve at once.

To make a "top-hat" on your souffle draw a line around the mixture with a teaspoon about one-half inch deep around one inch from the edge of the casserole. This forms a crease which makes a "top-hat" when mixture is baked.

Escaloped Peanuts

(6 servings)

4 tablespoons butter
4 tablespoons flour
1 teaspoon salt
2 cups milk
2 cups cooked rice
2 cups chopped roasted peanuts
½ cup buttered bread crumbs

- (1) Make white sauce of butter, flour, salt and milk. (see page 16)
- (2) Into a buttered baking dish, put a layer of cooked rice, then a layer of chopped nuts, and pour over it half of the white sauce. Repeat. Cover the last layer with buttered bread crumbs.
- (3) Bake in moderate oven 350°F. until crumbs and browned.

Escaloped Eggs

(6 servings)

2 tablespoons butter
2 tablespoons flour
½ teaspoon salt
1 cup milk
1 cup buttered bread crumbs
4 hard cooked eggs, sliced

- (1) Make white sauce of butter, flour, salt and milk (see page 16).
- (2) Into a buttered baking dish put first layer of bread crumbs, then a layer of sliced eggs, and half of the white sauce, repeat. Cover with buttered bread crumbs.
- (3) Place in moderate oven 350°F., until crumbs are browned.

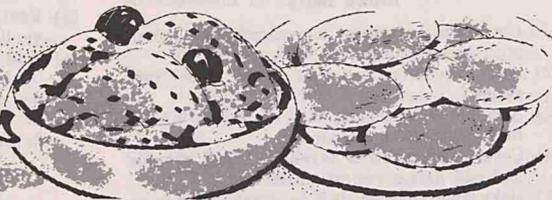
Fish Cakes

(6 to 8 medium size balls)

1 cup fish (cooked or canned)
2 cups mashed potatoes
1 tablespoon grated onion (if desired)
2 teaspoons melted butter
1 egg well beaten
Salt

- (1) Cut or flake fish into small pieces. Add butter, mashed potato, seasoning and beaten egg.
- (2) Shape into flat cakes and brown on both sides in a small amount of hot fat.
- (3) Canned salmon, tuna or other fish may be used.

Desserts



Nearly everyone likes something sweet at the end of the meal. Keep the rest of the menu in mind when planning the DESSERT. If the main part of the meal is heavy, serve a light dessert such as fruit. If the meal is light, you may want to serve a heavier dessert such as ice cream, pudding, or pie. Serve only one dessert at a meal. Many people prefer a sharp cheese with crackers for dessert rather than a sweet.

Simple desserts may be used at any time. Berries, peaches, figs and melons or other fresh fruit in season, frozen, canned fruits, fruit whips, fruit salads, gelatin and custards are all delicious, attractive and easy to prepare.

Soft Custard (8 servings)

2 cups milk
¼ cup sugar
2 eggs

½ teaspoon vanilla
Few grains salt

- (1) Heat milk over boiling water or low heat.
- (2) Beat eggs lightly then add sugar and salt.
- (3) Stir and add slowly the hot milk to the egg mixture.
- (4) Cook over hot water until mixture coats a spoon, stirring all the time. If it curdles, remove from heat, place over cold water and beat vigorously.
- (5) Cool and add flavoring.
- (6) Serve as a dessert by itself or as a sauce over fruit, gelatin, or puddings.

Baked Custard

- (1) Follow steps 1, 2, and 3 in soft custard recipe above.
- (2) Add the flavoring, pour into a buttered baking dish or individual custard cups.
- (3) Set in a pan of hot water and bake in a moderate oven (350°F.), until set (when the point of a knife comes out clean) about 25 to 35 minutes.
- (4) Serve hot or cold. Custard may be garnished with whipped cream or jelly.
- (5) Two or three peach slices or shredded coconut may be added to each custard cup before baking to give variety.

Fruit Whip

2 egg whites
½ teaspoon salt
¼ to ½ cup sugar, depending on

sweetness of fruit
1 to 2 tablespoons lemon juice
1 cup fruit pulp

- (1) Beat egg whites and salt until stiff.
- (2) Add sugar and lemon juice to fruit pulp.
- (3) Fold fruit pulp into stiffly beaten egg whites.
- (4) May be served with a boiled custard.
- (5) Grated raw apple, apple sauce, or pulp of any dried, canned or frozen fruit may be used.

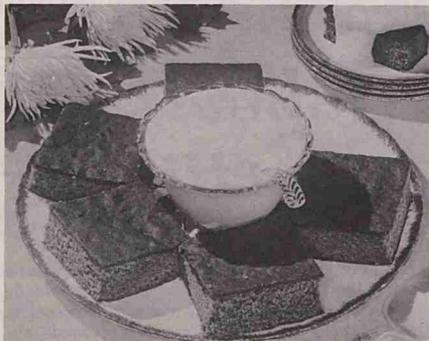
Light-as-a-Feather Gingerbread

(8 servings)

2 cups sifted flour
¾ teaspoon salt
½ teaspoon soda
1¼ teaspoons baking powder
1¼ teaspoons ginger
1¼ teaspoons cinnamon

½ teaspoon cloves
½ to 2/3 cup fat
2 eggs
1 1/3 cups molasses
½ cup boiling water

- (1) Mix and sift together flour, salt, soda, baking powder and spices.
- (2) Cut in the fat until mixture looks like coarse meal; add eggs.
- (3) Mix boiling water with molasses, add ¾ cup of liquid to the flour and egg mixture. Beat only until smooth.
- (4) Add remaining liquid and stir until mixed.
- (5) Bake in a greased 8-inch square pan in moderate oven 325°F., about one hour.
- (6) Serve plain, with whipped cream, hard sauce or a lemon sauce.



Desserts make your meals interesting.

Brown Betty

- (1) Cover the bottom of a greased baking dish with bread crumbs.
- (2) Add a generous layer of thinly sliced tart apples.
- (3) Sprinkle with sugar, bits of butter, and a little nutmeg or cinnamon.
- (4) Cover with another layer of bread crumbs and add half a cup of water.
- (5) Bake in a covered dish in a moderate oven 350° F.
- (6) Four tablespoons of grated cheese may be added before putting on second layer of bread crumbs.
- (7) Serve with hard sauce.
- (8) Any other fresh, canned or stewed dried fruits may be used in place of apples.

Hard Sauce

(Use as topping for Brown Betty or Gingerbread)

2 tablespoons butter
1 cup powdered sugar

½ teaspoon vanilla
Nutmeg

- (1) Cream butter, add sugar gradually.
- (2) Add vanilla last.
- (3) Sprinkle nutmeg on top when serving.

Caramel Bread Pudding

(8 servings)

4 cups milk, scalded
½ cup sugar, caramelized
2 cups stale bread crumbs
1 teaspoon vanilla

2 eggs
2/3 cup sugar
½ teaspoon salt

- (1) Caramelize half a cup of sugar by heating in a heavy frying pan until sugar is melted and light brown in color. Stir constantly.
- (2) Dissolve the caramelized sugar in the scalded milk, add bread crumbs and let soak 30 minutes.

- (3) Beat eggs slightly, add ⅔ cup sugar, salt and vanilla.
- (4) Add to first mixture, turn into a buttered baking dish and bake in a moderate oven 350 degrees F., about 1 hour.
- (5) Serve with whipped cream sweetened and flavored with vanilla.

Frozen Custard

4 cups milk scalded in double boiler
1 cup sugar
4 eggs, beaten

½ teaspoon salt
1 tablespoon vanilla

- (1) Pour hot milk on beaten eggs, add sugar and salt.
- (2) Return to double boiler and cook until mixture coats the spoon.
- (3) Cool, flavor and freeze, using 1 part salt to 8 parts ice, if hand freezer is used.
- (4) If frozen in refrigerator, stir at least 3 times while freezing.
- (5) For richer custard, add 1 pint of cream just before freezing.
- (6) Two cups sweetened fruit pulp may be added to the above to make a fruit custard.

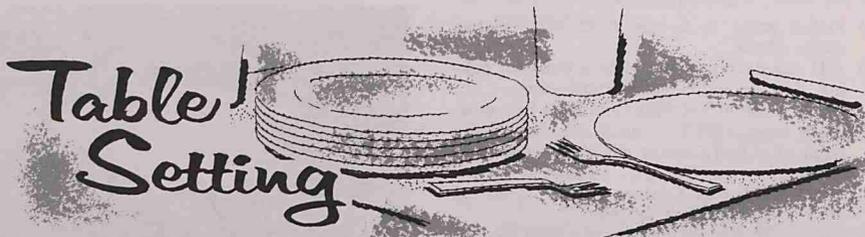
Lemon Milk Sherbet

1½ cups sugar
¼ cup water
Grated rind of two lemons

½ cup lemon juice
½ teaspoon salt
4 cups whole milk

- (1) Make a syrup by heating sugar and water together, then cool.
- (2) Grate rind of lemons. Extract and strain juice of lemons.
- (3) Mix together all ingredients, and freeze.
- (4) If frozen in refrigerator, stir three or four times while freezing.

Variations—One or two cups of peaches, strawberries, pineapple, or other fruit may be used in place of the lemon juice.



In many homes all the members of the family are together only at meal time. You should do your part toward making it a pleasant occasion. You can help by cooking appetizing foods the family will enjoy and serve them attractively.

Well-planned table service will keep you from continually leaving the table to get something that has been forgotten. Your whole family will enjoy sitting together at a table that has been arranged in an attractive way, with a clean table-

cloth and pretty center-piece. They won't feel that they want to dash away the minute the last mouthful has been taken. There are many cheerful topics you can talk about at the table of interest to everyone. Don't discuss unpleasant subjects. There is no better aid to good digestion than a happy atmosphere at the table.

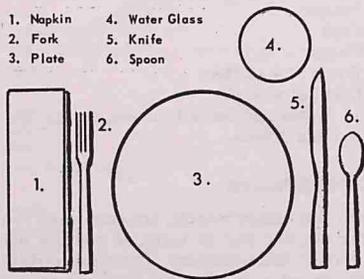
LET'S SET THE TABLE

The table should be large enough for the number of people to be served. Allow at least 20 inches of table space for each person.

Use a tablecloth, place mats, or doilies. If you use a tablecloth, place a pad of heavy material, called a silence cloth, on the table first. It will protect the table from hot dishes, lessen the noise and make the table cloth look smoother. Your tablecloth should hang a few inches over the edge of the table.

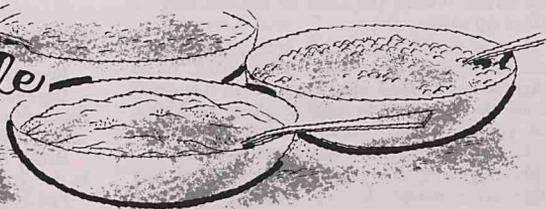
Your family might prefer place mats. They are fine to use on table tops which are polished or have an attractive finish. Usually plain colored mats or cloths look best with figured china. Place mats about $\frac{1}{2}$ inch from the edge of the table.

- | | |
|-----------|----------------|
| 1. Napkin | 4. Water Glass |
| 2. Fork | 5. Knife |
| 3. Plate | 6. Spoon |



You can make the table much more attractive by using a centerpiece. Fresh flowers arranged in a LOW vase, arrangements of fruits, bright colored vegetables, pretty leaves, a piece of pottery, or a simple ornament will make your whole room seem brighter.

Family Style Serving



Most people use one or two methods of family style service. One is where the host and hostess serve everyone at the table, and the other is where each person serves himself. At family

Arrangement of Silver:

The plate, knife, fork, spoon, glass and napkin arranged on the table for one person is called a "cover."

- (1) The *plate* should be in the center of the cover, right side up, one inch from the edge of the table.
- (2) The *knife* should be to the right of the plate with sharp edge turned toward the plate. If a knife is not needed, you may put the fork in the knife's place. Some authorities say a knife should always be at each place to give balance to the cover. Either is correct.
- (3) *Spoons* go to the right of the knife with bowls up. The modern trend is not to place the dessert silver on the table until the dessert is served.
- (4) The *fork* is placed to the left of the plate, prongs turned up.
- (5) The lower edge of silver should be about one inch from the edge of the table.
- (6) The *butter spreader* is placed across the top of the bread and butter plate.
- (7) The *napkins* may be placed on the table in a number of ways. Most often it is placed at the left of the fork with the open corner toward the lower end of the fork. Some people prefer the open corners the other way. Just be sure all of the napkins on the table are placed the same way.
- (8) The *water glass* should be near the tip of the knife. Milk or iced tea glasses are placed to the right of the water glass and a little nearer the edge of the table.
- (9) The *cup and saucer* are placed to the right of the spoons, about two inches from the edge of the table.
- (10) The *bread and butter* or salad plate is placed a little to the left of the tip of the fork. When both bread and butter and salad plates are used, the salad plate is placed a little to the left and slightly below the bread and butter plate.
- (11) *Chairs* are placed in front of each cover with the front edge of the seat slightly touching the tablecloth.

meals your mother is hostess and your father is host.

There are a few simple rules for waiting on the table that everyone should know.

The more modern method is to place and remove all dishes from the *left* of a cover with the left hand. Beverages are placed and removed from the *right* with the right hand. However, some prefer to follow the old rule of placing dishes from the right and removing them from the left. When a person is to serve himself from a dish, the waitress stands to the left.

Be careful not to touch the eating surfaces of dishes. Touch only the handles of serving silver and cups, rims of dishes, and base of glasses.

Service rules are not made to confuse you or cause extra work, but to make table service easy and convenient.

WHEN HOST AND HOSTESS SERVE

Place the main dish directly in front of the host, the starchy vegetable and gravy to the right, a little nearer to him, and the second vegetable to the left. Put the serving silver either on the right of the host's plate or beside the serving dishes.

You may place other dishes containing food where they will give a balanced appearance to the table and will be convenient for serving and passing. The silver needed for serving (such as butter knife and sugar spoon) is placed beside each dish.

The host serves the plates which are stacked in front of him, one for each person at the table. When there are no guests, the first plate served is passed down the table to the hostess. The second plate served goes to the person on her right and so on until all on that side are served. The same order is followed on the other side. When food is served by the hostess, the host is served first and she serves herself last. Guests are usually served first or just after the hostess.

The hostess, who is seated opposite the host, pours the beverage. The tea or coffee pot is placed to the right of her cover and the cream pitcher and sugar to her left. The cups and saucers are placed in front and toward her right. When you serve the beverage from the kitchen, place it to the right of each cover with the handle of the cup turned toward the right so the cup may be picked up easily.

No one should start to eat until everyone has been served and the hostess begins eating. When everyone has finished, clear the table in this order before the dessert is brought in: Serving dishes, salt, pepper, butter, bread, and any other dishes containing food are the first ones removed.

Starting with the hostess, soiled dishes and silver are removed, leaving only water glasses and cups and saucers.

The hostess may serve dessert at the table or you may bring it from the kitchen in individual portions. The dishes used for the last course

should not be removed while anyone is seated at the table.

WHEN EACH PERSON SERVES HIMSELF

Before the family is seated a plate is put at each cover and food is placed on the table with serving silver beside each dish. Each person places the serving silver in the dish in front of him, serves himself to food and passes it to the right. The hostess may ask the person nearest a certain dish to help himself and pass it to the right. This method saves time when a large number are to be served.

DISHWASHING POINTERS

- (1) Bring dishes from dining-room.
- (2) Scrape and stack dishes according to type and place at right of dish pan in the order to be washed.
- (3) Have hot suds and plenty of scalding water.
- (4) Wash dishes in following order:
 - a. Glasses
 - b. Milk pitchers and bottles
 - c. Silver
 - d. Saucers
 - e. Cups
 - f. Plates
 - g. Bowls and platters
 - h. Cooking utensils
- (5) Scald dishes and leave to drain, or dry well with clean towels.

TABLE COURTESIES

You will feel uncomfortable, not only when you are eating out but also at home, if you are not sure of correct table manners. There are certain table manners or courtesies that everyone should know and practice daily. All of these are based on convenience and consideration of others. Make them a part of your family life. There should be no such thing as "company manners."

DON'T FORGET

There is less confusion if everyone will sit down and rise from the left side of the chair. Unfold your napkin below the edge of the table on your lap.

Begin eating after everyone has been served. Dip the spoon away from you when eating soup. Sip the soup from the side of the spoon. Eat solids from the tip.

Break off a small piece of bread at a time to butter instead of the whole slice.

Put only as much food on your fork or spoon as you can put in your mouth without making it appear too full.

Cut meat in bite-size pieces as you eat it instead of all of it at once.

When you are not using your knife or fork, place it across the side of the plate. Do not prop silver against the plate "gang-plank" fashion.

Do not try to talk while chewing food.

After stirring a hot drink, the spoon should be placed on the saucer and not left in the cup. Do not blow into the cup or pour beverage into saucer to cool it.

Leave dessert spoon on plate underneath the dessert dish between bites and when you have finished.

Elbows should not rest upon the table or interfere with the person seated nearest you.

Eat slowly. Hurried eating causes indigestion. Sit straight while eating. No loud or unpleasant noises should be made while eating.

Use your knife only to cut food, never to carry

it to your mouth. Forks and spoons are used for this.

Use a spoon for the sugar bowl and a knife for the butter plate.

Do not finger or play with silver or dishes.

When passing your plate for a second helping, place the knife and fork together in the center of the plate. Do not hold them in your hand or put them on the tablecloth.

It is impolite and inconsiderate to criticize food. You may make brief complimentary remarks about it, but do not talk all during the meal about food.

When you finish eating, place the knife and fork side by side across the center of the plate.

Refold your napkin as you found it if you plan to eat the next meal there. If not, leave it casually folded at the left of the plate.

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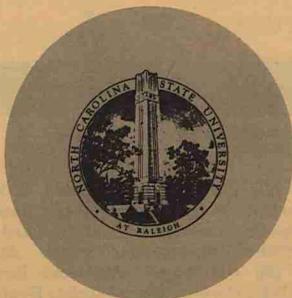
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