

A simple rule for white bread.

What. The materials have already been given.

How much. 1 part of liquid to 3 of flour, or 1 cup of liquid to 3 of flour, for a loaf. The quantity of liquid varies because flour differs. You have to learn by practice. Make the liquid half water and half milk. The milk should be scalded. Why? 1 teaspoonful of salt to a loaf.

The quantity of yeast varies. The more yeast, the shorter time for rising. $\frac{1}{8}$ yeast cake is enough to a loaf, if the bread is mixed overnight; $\frac{1}{4}$ cake, if mixed in the morning. 1 or 2 teaspoonfuls of sugar to a loaf, — if sugar is used. 1 or 2 teaspoonfuls of shortening, or fat, to a loaf.

Utensils. Make your own list of utensils.

How to make. The thing to be most careful about in mixing the bread, is the warmth of all the materials. The yeast does its best work for us at about 70°–80° F. (Can you read a thermometer?) This is the temperature of a warm summer day. In cold weather, all the materials, even the flour, should stand in a warm place before the mixing.

a. Stir together the yeast, liquid, and sugar when used. Dissolve the yeast in a little water, first.

b. Add $\frac{1}{2}$ the flour, and beat very hard. Cover and set in a warm place.

c. When the soft dough is full of holes, like a sponge, add the salt, shortening, and the rest of the flour.

d. Then turn the dough upon a floured board, and knead until it is smooth and springy; or mix it in a bread machine (Fig. 28). Kneading means folding over, pressing down, and turning the dough with a rocking motion. Somebody should show you how.

e. There is a choice of what to do next. (1) If you wish a very fine-grained bread, put the dough into a greased bowl, wet the top with milk, cover, set away until it rises to twice its first size, knead again, and put into pans to rise again; or

(2) This is quite fine enough for everyday eating, and saves strength and time. After one kneading only, shape the bread into loaves, just large enough to half fill each pan, brush over with milk, and then go on as with (1); only when light, the loaves are in the pans ready for baking. If the bubbles in the loaves are large, prick them gently. Why?

Baking. The baking of bread is an art.

It needs a steady oven, not too hot. Test it by a piece of paper that should turn a golden brown in 15 minutes. Some day, when we all have oven thermometers, we shall be baking our bread at 380° F.

A loaf made of 3 cups of flour, the shape of those in the picture, should bake about three quarters of an hour. It is better to overbake than to underbake.

The story of bread is not finished yet. Take the loaves from the pan to cool them. When cool all the way through, put the bread into a clean stone jar or tin box. Cover with clean paper. Some people use cloth, but paper is nicer.

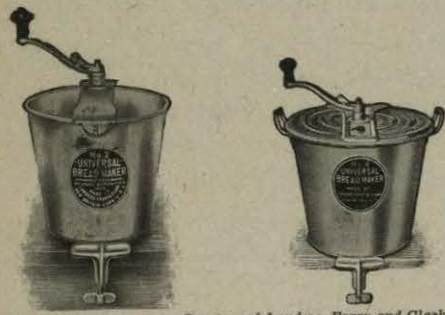
More about serving bread. Do not cut the loaf for twelve hours. Bread has a better texture and is more digestible then. Can you cut even slices? It takes practice. Sometimes, when dainty sandwiches are wanted, cut the slices very thin.

What are some of the ways to use bread? Mollie Stark has a section of her cook book for bread recipes, with pictures of pretty loaves and rolls; and she says that she may decide to have a "Bread Book."

There is not room in this chapter for all the uses of bread; but Mollie has recipes for biscuits, rolls, dry toast, milk toast, zwieback, French egg toast, scalloped

dishes, desserts, and so on. Her motto is, "Bread is too good to throw away."

Why use a bread machine? Why not! Why use a sewing machine, or a mowing machine, or a cultivator instead of a hoe?

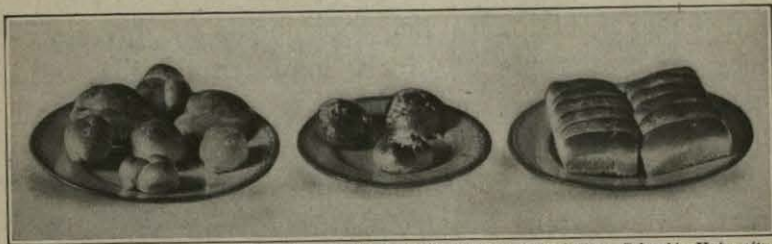


Courtesy of Landers, Frary and Clark.

FIG. 28. — An inexpensive bread mixer, cover on and off.

Mollie Stark and Marjorie Allen have a plan for surprising their mothers with presents of bread machines as soon as they themselves can save

the money. And they have a plan, too, for earning some money by making bread and rolls to sell. Marjorie's mother has a friend who would be glad to buy bread, but she says that she soon tires of baker's bread. She asked Marjorie if she would be willing to make the bread for her. Of course, Marjorie and Barbara expect to become experts, and to make perfect bread.



Courtesy of Department of Foods and Cookery, Teachers College, Columbia University.

FIG. 29. — In her "Bread Book" Mollie Stark has pictures of pretty rolls.

EXERCISES AND PROBLEMS

1. Should you pour boiling water on a yeast cake to dissolve it? Why, or why not?
2. Why should the bread box be scalded out often?
3. Calculate the cost of a loaf of bread made with three cups of flour.
4. What must you count in, if you want to compare the cost of a home loaf with a baker's loaf?
5. Can you read a thermometer? Look in the dictionary to see if there is more than one kind, and what the difference is.
6. Why can you knead a dough of white flour and stretch it, although corn meal dough falls apart? If you think you do not know, go back to the lesson before this.
7. Was Marjorie Allen correct when she said that her mother hadn't "luck" with her bread? What should she have said?
8. Can you find out why dough sours sometimes?
9. What are the most important points to remember in making bread?
10. If your bread is light and the oven is not ready, what will you do with the dough?
11. Explain why you can put a yeastcake into the ice box without injuring it?

LESSON 7

DISHERS FOR A SCHOOL LUNCHEON

WHAT else may we have for the school luncheon? What is the difference between luncheon and other meals?

The Pleasant Valley Luncheon Club found it necessary to have a small committee each week to make plans for the luncheons for the coming week, in order that the pupils might know what each one should bring. The committees did not have disagreeable disputes,

although they did not always quite agree. The club soon learned that not all the members could have the food they liked best at every luncheon, and that it was not good sense to be what John Alden called "too fussy."

One day, when John Stark asked for plum pudding, and his sister, Mollie Stark, told him that he could not have it because plum pudding is not a luncheon dish, he said, "Why not? What is luncheon? Some of us call it dinner, anyway." And what is luncheon, or breakfast, or dinner; and what is a meal? These questions seemed to be conundrums, although the girls and boys had eaten meals all their lives. So they looked up the words in the new, big dictionary. They became so much interested that they wanted to learn the words for meals in other languages, and they found that different nations have very different habits in regard to their food.

In our own country, we usually have three meals, — breakfast, dinner, and supper, or tea, — or breakfast, luncheon, and dinner.

What is a meal? One dictionary says that a meal is "the supply of food taken at one time for the relief of hunger," and tells us that in the very old days of England, the Anglo-Saxon days, the word was spelled "mæl," meaning a *fixed time*. That is very interesting; for not only is it important to the person preparing the meal to have people prompt, but it is very necessary to us all to eat at regular hours, — babies, little children, and grown people, too.

Breakfast, dinner, luncheon, supper, all are meals. How do they differ?

You have heard of light and heavy meals, have you not? When Marjorie Allen told her father that Miss Travers said in one of her lectures that bread and milk and baked apples would be good for a farmer at noon of a hot day, he laughed, and replied that he had rather have a good square meal. What did he mean? Something like this? Well-cooked corn beef, pickles, potatoes, sweet corn, string beans, pie, cake, coffee or tea? Is that a light or a heavy meal? What name belongs to such a meal?

If the Pleasant Valley School ate a meal like that at recess, would Miss James find her pupils wide-awake and quick at arithmetic? Who was right about the plum pudding, Mollie or John Stark? Is it not true that you already know something about meals; and that a "light" meal is one where less food is served, and where the food is more easily, or more quickly, digested? Luncheon is a rather "light" meal; "a slight repast," says the dictionary. If you have not already done so, look in your dictionary to find the rest of the story about the words *lunch* and *luncheon*. The other meals we will talk about as we learn about preparing them.

A luncheon, then, is a meal rather small in quantity, and, in the case of the school lunch, consisting of foods that can be carried easily, and readily prepared.

What may we add to our list of bread, milk, fruit and perhaps vegetables, cocoa or a cool fruit drink?

What can we put into sandwiches? We have already spoken of bread for sandwiches, which must be cut of even thickness and, for the school luncheon, must have the crusts left on. When the crusts are cut off for "fancy" sandwiches, they should be saved for a scalloped dish of some kind. Brown bread may be used as well as white.

The question at the beginning of this page can be answered by saying, "Almost anything eatable." The bread should be evenly buttered, and the material used, neatly put in; and, if the sandwich is not to be very dry by lunch time, it should be wrapped in paper. If you are serving sandwiches at a fair or entertainment, put a damp napkin over them.

What does sandwich mean? "Sandwich" is another word with a story. An Englishman, an Earl of Sandwich (Sandwich being the name of a place or town), who did not want to stop to eat, used to have slices of bread with ham between, taken to him — a convenient way of having a simple meal. If you butter bread, put in it a bit of crisp lettuce or water cress, add slices of hard-boiled egg or cheese, or a bit of cold meat, and another piece of buttered bread, you have a little meal, have you not?

How can we prepare meat for sandwiches? You do not need meat for luncheon at school; but, if it is more convenient sometimes for Mother to give you that than anything else, a little will do no harm.

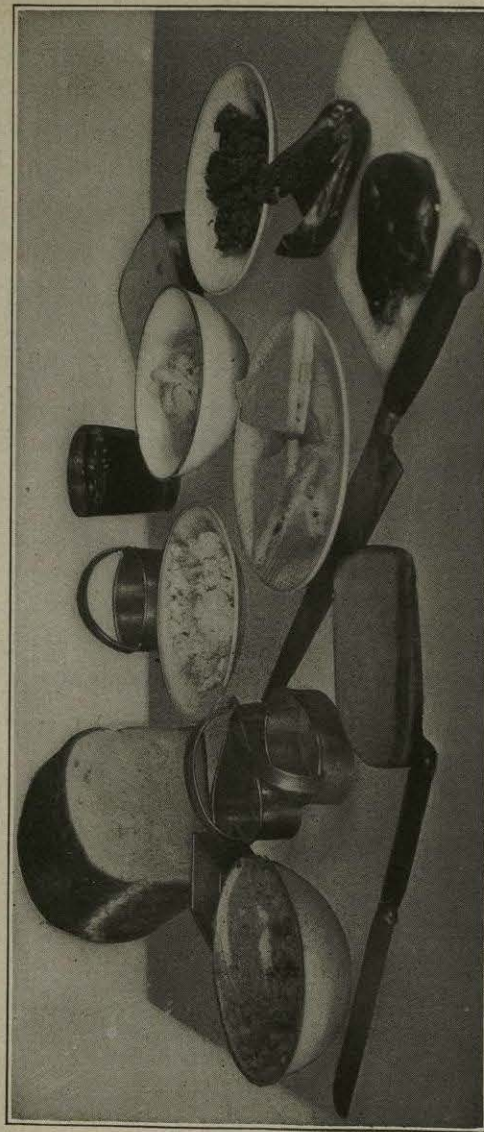


FIG. 30. — Everything is ready for making sandwiches. Notice the soft butter in the bowl at the right. There is a plate of plain cheese, and a bowl of cheese mixed with chopped nuts and chopped peppers.

Courtesy of Department of Foods and Cookery, Teachers College, Columbia University.

The meat should be sliced thin, or chopped and moistened a little, that it may be spread nicely on the bread.

Eggs for the school luncheon? Some people think hard-boiled eggs indigestible; but they are really not so. An egg cooked hard takes somewhat longer to digest; and, if we swallow it almost whole, it may not be good for us. Nevertheless a hard-boiled egg is a convenient and useful food. Sliced or chopped and seasoned pleasantly, we must chew egg if it is in a sandwich. This is a good way to take it. The egg should cook in boiling water a half hour at least. Cut it fine, moisten with a little milk, salt it, put it between the bread—and you have a very palatable sandwich.

Nuts for luncheon. We often think of nuts as something to be eaten “for fun,” as somebody says, forgetting that the squirrel can thrive upon them. The squirrel is certainly a most lively and energetic little person, sometimes getting the nuts before you do. Yes, the nuts that you love to gather in the crisp autumn weather are a good food for you, provided you chew them as well as Squirrel does. Eat them with plain bread and butter at lunch time; or chop them, mix them with a little sour-milk cheese, and make them into sandwiches. You could not ask for a better meal.

We will plan for other luncheon dishes as we talk about other meals.

EXERCISES AND PROBLEMS

1. Explain why bread, milk, and apples make a nutritious luncheon.
2. Look up the words: meal, breakfast, luncheon, dinner, supper, tea; and write the definitions in your cook book.
3. Make a list of food materials that can be used in sandwiches.
4. See if you can reason out what foodstuffs an egg contains. Do you know why an egg colors a silver spoon?
5. What are some of the foodstuffs that nuts must contain?

LESSON 8

A PICNIC LUNCHEON

WHAT new can we have for a picnic luncheon?

The Luncheon Club asked Miss James if she would not go with them some pleasant Saturday for a picnic on the shores of a beautiful pond at the head of Pleasant Valley.

This sheet of water had been stocked with fish by the farmers of the valley, who sent for advice to the Bureau of Fisheries at Washington. The members of the Farmers' Club have permission to fish at certain times of the year. They were very glad to allow the Luncheon Club to go fishing on a holiday morning.

The other food for luncheon was arranged for, just as the club planned it on school days. The different members of the club carried different foods; and all together they had enough bread and butter, sandwiches, and cookies for every one present. The boys caught

the fish while Miss James and the girls were building the fire and preparing to make the cocoa in a kettle hung over the fire. Two or three pans had been loaned for frying the fish, and you may be sure that the boys and girls had a merry time cleaning and cooking the fish, and eating the luncheon. They sang their club



FIG. 31.—The Luncheon Club at the shore.

songs, told stories, and gathered wild flowers to carry home. There were very few dishes to wash because they used wooden plates for the fish. All the papers that were left were neatly buried, because the young people ate their luncheon on the spot where other people might go, and they remembered that nothing is so disagreeable as to see dirty papers and scraps of food lying about.

One of the girls said, "May we have a lesson at school on cooking fish, for there are so many ways that it can be done?" The next time that the cooking class met on their regular day they studied the fish question.

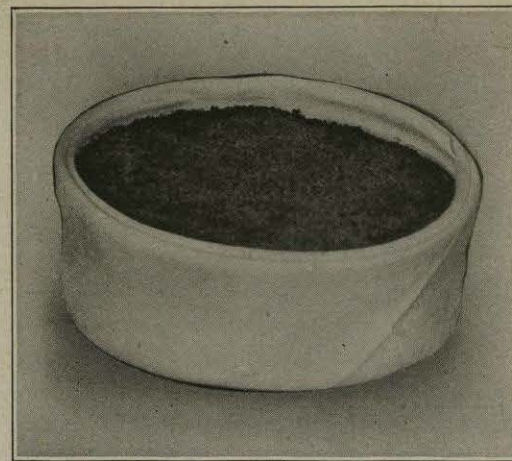
Here are a few recipes. We cannot always have fresh fish, and should learn to use fish salted and canned.

Creamed codfish.

Soak the salted fish in cold water. Pull it apart with knife and fork. Put it in a saucepan of cold water, allow the water to heat slowly, and stop the heating just before the water reaches the boiling point. Pour off the water, shake the saucepan over the fire, add a thin butter sauce, and reheat. Serve on toast, if you wish.

Baked fish.

Almost any medium-sized fish is suitable for baking. Clean the fish, seeing that all scales are removed. Stuff and sew. Shape with skewers to form a letter S and place upright on a baking pan or lay the fish on its side. If the



Courtesy of the Department of Foods and Cookery, Teachers College.

FIG. 32.—A dish of scalloped fish. See page 85. Notice how neatly the cloth is wrapped around the dish in which the fish is cooked.

fish is not fatty, put strips of salt pork over it, and in the pan, or cut gashes in the fish and lay strips of pork in them. Dredge with flour. Bake one hour for a three-pound fish, pouring the fat in the pan over it, once in a while. Serve with butter sauce or plain.

The stuffing can be made of bread crumbs moistened slightly with water and seasoned with salt and a teaspoonful of dried herbs. It is not necessary, however, to use it.

Another way of baking a fish is to put slices cut from a large fish, in a greased pan, covering the fish with milk and letting it bake slowly for about half an hour, or until the flesh loosens from the bones. Cover the fish during the first half of the cooking, and then remove the cover and sprinkle the fish with crumbs. If the fish is baked in an earthen dish, serve it in the same dish.

Canned oysters creamed.

Open the can and wash off the oysters in a colander or strainer. Make a thin butter sauce, seasoning with celery salt or celery leaves. When the sauce is done, heat the oysters in it for a minute, and serve on toast.

Canned salmon creamed.

Open the can, pick over the salmon, being careful to remove the bones. Let it air for an hour or so and serve in a hot sauce as you would the oysters.

Butter sauce.

What and how much.

Milk, cold	1 cup
Water, hot	1 cup
Butter or beef fat	2 tablespoonfuls
Flour	2 tablespoonfuls
Pepper	$\frac{1}{8}$ teaspoonful
Salt	$\frac{1}{8}$ teaspoonful

How to make. Melt the butter in a saucepan; let it bubble but not burn; add the flour, salt and pepper; mix well; add *all* of the milk cold; and stir steadily until the mixture thickens. Pour in the hot water slowly, stirring all the time. To keep sauce hot, cover and set it over hot water.

All sauces may be made in the same way, with other liquids to take the place of milk, — tomato juice, for instance. Onions, if used, should be cut fine and browned in part of the butter before the flour is added.

Fish and clam chowder.

This can be made with fresh clams or canned clams, fresh fish or salt fish. If the salt fish is used, it should be soaked before it is put into the chowder.

What and how much.

Clams or fish in pieces	1 quart
Potatoes	4 cups, cut in thick slices
Onion	1 chopped
Salt	1 tablespoonful
Pepper	$\frac{1}{8}$ teaspoonful
Butter or pork	4 tablespoonfuls
Milk	6 cups, scalded
Soda crackers	

How to make. If clams are used, clean and pick them over, cut off the hard part, chop, and strain the clam liquor. Or if you are using fish, cut it into pieces. Try out a little pork in a large kettle and fry the onion in it. If it is a clam chowder, cook the potatoes first and drain. Then put into the kettle layers of clams, potatoes, and crackers; add the milk and butter; cook for three minutes; and add the clam liquor hot. If it is a fish chowder, put the potatoes in raw with the fish and cook the chowder half an hour. With pork, omit butter.

The Luncheon Club made this chowder at school one day in the fall on a fire built out of doors, for the smell of fish in the

schoolroom is not very pleasant. Of course, the canned salmon could be used for a luncheon dish at school, as it is already cooked.

What is the value of fish as food? Fish is one of the meat substitutes. People who live on the coast can make it their chief animal food. It costs somewhat less than meat, at least in some places. When we can, we should use it at least two or three times a week for one meal or another. It is just about as digestible as meat, although some of the oily fish, like herring, mackerel, salmon, and shad, are a little more difficult of digestion than cod or haddock. We must not think of fish as a "brain food." Some people used to say that it was good for the brain because it contained phosphorus, but fish has no more phosphorus than some other food, and the brain has no more need of phosphorus than have other parts of our body.

Having fish fresh. Fish spoils very easily. If we live far away from the seacoast, unless we happen to be near ponds or rivers, it is better for us to use canned or smoked fish than fish that has been kept a long time. It can be carried on ice, however, for a long distance. If you buy fish from a cart that comes to your neighborhood, notice that the flesh is firm and the eyes bright. Fish always has a disagreeable odor; but, if it is spoiled at all, the smell is very unpleasant.

Cooking fish. The flakes of fish fall apart very easily because the connective tissue softens more easily than the tissues of meat. When you boil fish it is best

to wrap it in a cloth so that it may not break and it is a good idea to bake it in the dish in which it will be served.

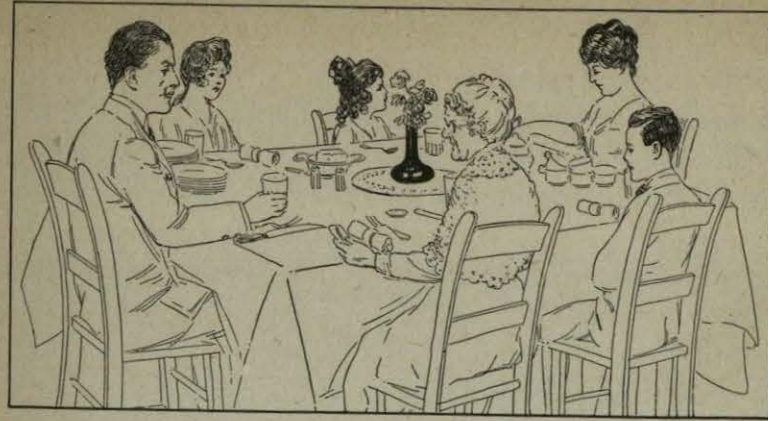
EXERCISES AND PROBLEMS

1. As fish is a meat substitute, what important foodstuffs must it contain?
2. If there are fish in your neighborhood, make a list of the seasons when they are caught. If you are not near the coast, perhaps your teacher can help you to find this in some cook book.
3. Make a list of the different dishes in which fish could be used as a substitute for meat.

REVIEW

1. What ideas have you for cooking a lunch at school?
2. Is it worth while to have fruit juices in the diet?
3. How may fruit juices be prepared for the school luncheon?
4. Is there any reason for drinking water freely many times a day?
5. It is very important that water be kept pure. Can you tell how water may be kept pure?
6. Is there any reason why one should be very careful about the source of his water supply?
7. What general directions can you give about cooking?
8. There are several ways to prepare cocoa. Can you suggest one?
9. Tell how to prepare two simple dishes from milk.
10. What valuable food substance does milk contain?
11. Do you know why the foodstuff we call protein is so important?
12. How may milk be kept pure and clean?
13. What are the points in good bread?
14. Name the foodstuffs bread contains.

15. Compare bread with other staple foods as to value and cost.
16. What is yeast? Can you tell why yeast is used in bread?
17. Give complete directions for making white bread.
18. Just what is a meal?
19. What are some ways for using eggs in the school luncheon?
20. You gathered nuts last fall. Think of ways to use them in the school luncheon.
21. Why is fish valuable as a food?
22. How can one know whether the fish one buys is fresh?
23. Give one good fish recipe that could be used in a luncheon prepared at school.



CHAPTER III

THE HOME SUPPER

LESSON 9

PREPARING SUPPER

How may we help in preparing supper?

Supper is one of the pleasantest meals of the day, because the hardest work is over for all, and there seems to be more time for the family to chat pleasantly, without a feeling of hurry. In summer the supper comes at the coolest hour, and in the winter there is a feeling of comfort in the warmth of the fire and the brightness of the lighted lamps.

If a girl has not learned to prepare a meal, supper is a practical one for her to begin with; it will give her mother a little leisure at the end of a busy day, and the girl herself is back from school, and glad to do something to help. Miss James, the teacher of the Pleasant Valley