

ANNUAL REPORT

MADELINE BARLEY McCONNICO

Home Demonstration Agent

From December 1, 1955 to June 30, 1956

Agricultural Extension Service
University of Arizona
Tucson

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Home Demonstration Agent-at-Large
From December 1, 1955 to June 30, 1956

ADULT PROGRAM

Apache County

Number of days in county - 3 - February 6-7-13
Number of local meetings held - 3

Attendance - 82 Number of communities represented - 5

Subject of Demonstration - Clothing and Textiles - Fabrics and Finishes

Number of circulars distributed - 120

Clothing and Textiles

Fabrics and Finishes

The demonstrations for the first project took place in February. The purpose of these demonstrations was to acquaint homemakers with the type of fabrics they can expect to find on the market.

The aims were to emphasize the importance of knowing something about the fabrics. Also to help the homemakers become aware of the ways in which they can learn about new fabrics. We discussed some of these important means by learning facts about fabrics.

1. Asking for an informative label
2. Checking the ends of bolts
3. If neither is available ask for important information

What information do we want:

1. What fibers make up the fabric.
 - a - what proportion is there of each if it is a blend
2. Is it color fast?
 - a - what method of dyeing was used
3. Does the fabric have a special finish?
 - a - Is it crease resistant?
 - b - Water repellent etc.
 - c - Does it need special attention because of the finish?

4. Will it shrink? What terms or words do we look for as guarantees for minimum shrinking?
 - a - Are there terms or words governing fabrics other than cotton? What are they?
5. Will it stretch?
6. How to care for it? Washable - hand or machine?
Drip dry?
Dry cleaning?
Temperature of iron?
7. If its a ready-made garment do all parts of it or trimmings on it meet the requirements of the rest of the garment.

The different fabrics were discussed in terms of the questions asked above. Samples of the fabrics were examined. Comments were made regarding them according to their particular characteristics.

Homemakers were generous in their comments of their experience both good and bad. Some of the undesirable experiences were:

1. The lady who washed a fancy rodeo shirt not knowing at all what fabric she was working with. All went well until she applied the iron. The first application of the iron to the back part of the shirt left a hole the size of the iron.
2. A new orlon washable coat belonging to a high school girl. She was told by the sales lady that it was washable. The young student washed it on Saturday afternoon to have it ready for Sunday School. When it was time for Sunday School she found that the washable coat which needed no ironing needed some special attention. The lining was two inches longer than the coat itself.
3. Nylon sewing thread was the subject of many unhappy experiences.
4. Fiberglass curtains had developed breaks lengthwise of the fabric. One person reported that her dog playfully touched the curtains with his sharp teeth. A hole developed. She wanted to know how to mend this.
5. In each of four of the groups there were several homemakers who had the sad experience of washing white embossed picolay with the regular white wash. Result: yellowed garment because a bleach was used.
6. A wool suit had shrunk beyond the size that it could be worn. The dry cleaners had tried to stretch the garment. The skirt responded in length only. Question: How can wool be stretched? What does a consumer do under the circumstances.
7. Unpleasant factor of static electricity was discussed in all the groups.

8. Boys socks advertised as dacron and cotton actually have cotton toes and heels which require more darning rather than less darning as was expected.
9. One attractive young homemaker and consumer wanted to know how true it was that boiling would bleach nylon?
10. There were reports of breakage in fabrics which were blends. The homemakers had not followed directions given on the labels.

Their happy experiences were numerous. Mothers liked the orlon and wool blend for school girls' garments.

Washable coats of good quality were very well acceptable.

The chart showing the amount of shrinkage was a very good teaching device. It told the story of shrinkage very well.

Few homemakers brought along copies of mail order catalogs. These were examined to find out how effective they are in giving information regarding merchandise advertised for sale.

FOODS AND NUTRITION

Number of days in county - 3 - March 19-20-21

Number of leaders' training meetings held - 3

Attendance - 21

Number of communities represented - 3

Subject of Demonstration - Foods and Nutrition - Broiling Meats

Number of circulars distributed - 81

Broiling Meats

The subject for the second project was Broiling Meats. This project was presented as a leaders' training meeting. The demonstrations were planned to help leaders show the homemakers of their communities or wards how to use their broilers. Of interest is the fact that Miss Jean Stewart made a little survey regarding the stoves or ranges found in the county. This little survey showed that some ranch women have electric stoves, others use gas and some few still use wood. Of the 21 leaders contacted only two indicated they were still cooking in a stove which uses wood or coal.

Miss Stewart and the agent also agreed

1. that tender beef steaks are commonly prepared as broiled foods.
2. that pan broiling is more popular than oven broiling because of habit and ease of cleaning the pan compared to the oven broiler pan.
3. that oven broiling was not popular because a. generally speaking it was that it required high temperatures which charred the fat and bone. b. it smoked the kitchen and sometime the rest of the house.

4. that other food can be broiled successfully, foods such as chicken, liver, ham and fish.

With these four factors in mind a leaders' training demonstration lesson was prepared. The aims of this demonstration were:

1. To review the kinds of beef cuts which can be broiled successfully. Tenderizers may be helpful to broil cuts not intended for broiling but which can be tenderized and made very palatable.

Salisbury steak and a 1" steak from a chuck roast were broiled

2. To help homemakers become familiar with other foods. Chicken (fryer), baby beef or calves liver 3/4" thick, ham 1" thick and fillets of fish.

3. The neglected part of the stove (broiler oven) can be used simultaneously to prepare a whole meal.

- a. If it is a gas stove - frozen or canned vegetables can be placed in the broiler pan under the rack. The vegetables cook while the meat or fowl is broiling. They are well seasoned by the juices. At the same time desserts or breads may be placed in the rest of the oven.

The desserts or breads should be ones that cook at temperature used for broiling, such as, baked apples, apple sauce cake. Garlic bread or brown and serve rolls are suggested.

- b. An electric broiler is more limited because usually the broiler is near the top of oven and the door remains open.

During the actual lesson the local leaders participated in demonstration during which these foods were broiled.

Salisbury steak over whole kernel corn, frozen and canned.
Chicken over frozen peas
Steak from a chuck roast over frozen limas.
Glazed ham over sweet potatoes
Liver broiled with no garnishing vegetables.

To compliment this food slaw was prepared and at two of the demonstrations lemon chiffon pudding was prepared and served. There was a refrigerator at only one of the church kitchens. One demonstration was held in two neighboring homes. At one church there were two ovens with the smallest attendance present. Sizes of the demonstrations ranged from 5 to 15 leaders.

Oven space was scarce. Aluminum foil was used to keep foods warm while we waited for other foods to broil. This helped to make the demonstration possible and with some success.

Leaders were paired off and made responsible for one broiler meal. The agent prepared the chuck steak at the very beginning of the lesson. It was tenderized with a commercial tenderizer.

A soulful pep talk was necessary to get leaders to volunteer to prepare the liver. Some of them found the texture and appearance of liver unbearable. Others just could not bear to work with it because liver is bloody. The agent's pep talk started with the value of liver in the family food pattern. Most anyone can become accustomed to the appearance, texture and even the flavor when there is a will. There were women present who confirmed this because of individual experience via the anemic route to health again. Each had regained her health. Liver had been one factor in that program for her. Each time the women who disliked liver for one reason or another volunteered to prepare it.

There was evidence of some success in overcoming the negative attitude towards the preparation of and the serving of liver. Leaders whose food pattern include liver were delighted with the pleasing flavor and attractive appearance of broiled liver. They liked the color of the cut edges, no greyish green appearance, instead the liver was a rich deep brown.

The liver broiled was either baby beef liver or calves liver cut 3/4" thick. All membrane was removed and the large sections of veins or ducts were cut out. The pieces were then buttered on one side, broiled for eight minutes at 325°F then turned over, buttered and broiled again for eight minutes.

The local butchers did not all cooperate and cut the liver too thin. The leaders prepared it as thick liver by placing one slice over another. It worked for all practical purposes.

Leaders "ohed and ahed" over the results of the broiled glazed ham. The ham was garnished with canned sweet potatoes.

Broiled fryers were popular. Peas and corn were prepared with the broiled fryers. The vegetables were well seasoned.

Vegetables were placed in the broiler pan thereby were seasoned by the drippings from the broiling meats or fowl. Some vegetables were better than others. Frozen beans need longer cooking time and sliced potatoes require more time.

To help make broiling an easier preparation device the agent had with her and the leaders used smaller broiler pans. These pans are available at local variety stores or hardware stores. They are inexpensive. Also she carried with her a small size cookie sheet and a cake cooler. When the cake cooler is placed over the cookie sheet it becomes a very nice broiler pan. Washing them is no trouble at all.

We eliminated the smoke and charring by using temperatures from 325°F to 375°F. The food in the broiler pan was placed so that the food was 3 to 4 inches from the flame or element.

A few observations made during these training meetings were:

1. Oven broiling is not the popular method of preparing foods.
2. More than 80% of these leaders had never used the broiler at all.

COOPERATIVE EXTENSION WORK
IN
AGRICULTURE AND HOME ECONOMICS
State of Arizona
P. O. Box 781
St. Johns

University of Arizona
College of Agriculture
U. S. Department of Agriculture
and Apache County Cooperating

Agricultural Extension Service
Home Demonstration Work
County Agent Work

Important Questions and Answers Regarding Meat:

1. Does freezing alter the nutritive value?

Answer: No, but losses do result if drip from the thawed meat is not used.

2. Does meat lose nutritive values by cooking or storage?

Answer: Yes, some. a. It loses water through evaporation. b. fat, mineral matter, B Vitamins, and protein in the drippings. Heat causes some destruction of the B Vitamin (thiamine)

Long cooking such as braising causes greater loss than short time cooking.

However under usual conditions loss of nutritive value is no cause for concern.

3. ~~Do~~ more expensive cuts give more nutritive value?

Answer: No, except that higher grade has more meat in proportion to the bone.

4. What is meant by grades of meat?

Answer: Carcasses are examined by experienced graders who look for

1. wholesomeness
2. appearance
3. composition
4. tenderness
5. flavor
6. juiciness (and nutritive value)

The U. S. stamp is put on by a roller the entire length of carcass.
Meat which more nearly fulfills the requirement is marked according to grade.

Prime - young, well fed animal - firm fine texture - liberal marbeling

Choice - Less fat than prime - high eating quality -
we see this more often in local markets.



Good - Lean - not as juicy but tender.



Commercial - from older animals - moderately tender - no juice - thin covering of fat and no marbeling - coarse grain.

Utility - Older animals - lacks tenderness - no juice - coarse grain.

5. How can we tell that meat has been government inspected for wholesomeness?

Answer: Cuts are marked with this stamp

"38" is the code number for the packing house.



6. Exactly what is inspected carefully before the carcass is stamped?

Answer: A trained government inspector inspects the animal before it is slaughtered. After slaughtering the glands, viscera and carcass are examined. An unhealthy animal is condemned. The inspection, by the way, is also made of the sanitary conditions of the processing plant.

7. Is all meat that is sold inspected in this manner?

Answer: NO. Only that which is involved in inter-state trade.

8. Are there other inspection laws?

Answer: Yes. In our state, for instance, Tucson, Pima County and Phoenix, Maricopa County, are the only cities in Arizona with strict inspection laws. Some states have state laws. Ours does not.

9. What is meant by aging?

Answer: Aging describes a process where beef is held under controlled temperature and humidity for a certain period of time. Some changes occur which tenderizes the beef and changes the flavor somewhat. Aged beef costs more.

Using the Broiler

To broil means to cook by direct heat or on a grill.

- Broiling may be done
1. over hot coals
 2. under gas flame
 3. under electric unit

Temperatures for broiling need not be high as it was once thought, but should be moderately low for these reasons:

1. The meat will be uniformly cooked throughout.
2. There will be less shrinkage.
3. There will be higher percent of edible meat.
4. The meat will be tender.
5. The appearance will be attractive.
6. No charring of bone or fat.
7. Less smoking
8. Need less attention while cooking. Best results are obtained if the temperature at the top of meat = 350°. If it cannot be regulated as in some electric ovens the broiler pan may be lowered farther away from the heat.

Salt one side when it is ready to be turned - not before browning because salt tends to draw juices.

Time: Depends on

1. Thickness of cut and surface area. The larger surface taking longer time.
2. Broiling temperature.
3. Degree of doneness desired (rare - brown outside -
(rose red throughout
(medium rare - pink inside
(well done - no pink visible

Meat for broiling is more tender than other cuts of meat, and generally more expensive.

It is recommended that beef be cooked with low heat and just long enough to suit family tastes. Low heat tends to cook meat evenly and minimize shrinkage. The more thoroughly beef is cooked, the greater will be the SHRINKAGE and LOSS of NUTRIENTS.

Tender cuts may be broiled, pan-fried or roasted.

For broiling: A constant, moderate temperature is used. In broiling under direct heat the temperature can be adjusted by heat of broiler oven or the distance between meat and heat. Generally the distance is 4" to 6" depending on thickness of meat.

Pan broiling: A heavy skillet is used. The fat poured off as it accumulates. Salt should be added after browning because it draws out juices and there is much meat surface exposed.

Other meats which can be broiled:

Ground beef patties and calf liver

Lamb: chops - leg steaks - ground lamb patties

Pork: ham slices - bacon - (well rendered) - sausage (well done always)

Fowl: young chicken - 2 to 2½ pounders

Fish: halibut steaks, salmon steaks, etc.

NOTE:

A broiler pan can be as easy to wash as your frying pan.

M E N U #1

Choice of :

Salisbury Steak (1" thick)

Club Steak

*"Choice" Chuck Steak (1" thick with tenderizer)

Canned String Beans

Whole Kernel Corn

Cole Slaw

Plain Muffins

Baked Apple

Salisbury Steak

1 pound Chopped beef

1 tsp. salt - $\frac{1}{4}$ tsp. pepper

$\frac{1}{2}$ cup cream or whole canned milk

Fresh bread crumbs or wheat germ

Preheat oven to 350°. Mix beef with seasoning and cream or milk. Form into individual steaks or 1 big steak. Coat lightly with crumbs and broil 6 to 8 minutes on one side. Turn once. For pan broiling turn often. Pour off liquid as it collects.

To serve: Place on platter. Pour over it, natural gravy made by adding $\frac{1}{4}$ cup boiling water to the drippings. Garnish with vegetables which may be placed under the broiler pan while steak is being prepared.

*"Choice" Chuck steak tenderized with any good commercial tenderizer according to the direction on the label.

Cole Slaw

1 pound cabbage - Dressing made with: $\frac{1}{2}$ cup whole canned milk
2 tbsp. vinegar - $\frac{1}{2}$ tsp. salt

Shred cabbage fine and mix with dressing. Toss lightly.

Plain Muffins

2 cups sifted enriched flour plus $\frac{1}{3}$ c.
powdered milk

$\frac{1}{4}$ tsp. baking powder

$\frac{1}{2}$ tsp. salt - $\frac{1}{4}$ c. sugar

1 egg beaten

$\frac{1}{4}$ c. melted shortening - 1 cup water.

Directions:

Sift dry ingredients together. Mix eggs, shortening and milk together, thoroughly. Combine mixtures, stirring just enough to dampen flour. Fill greased muffin pans $\frac{3}{4}$ full. Bake at 400°F. 25 min. Makes 12 to 15.

Baked Apple Halves with Honey

6 apples cut in two

Directions:

Remove the core. Place in baking pan cut side down. Allow 1 tbsp. honey and 1 tsp. butter for each $\frac{1}{2}$ apple. Add 1 cup water. Sprinkle with a little cinnamon and nutmeg. Place in oven and bake while meat is broiling. About 5 min. before serving turn apples over and baste with honey sauce. Canned quartered apples may be treated in same manner.

M E N U #2

Calves liver or baby beef liver
garnished with onion slices

Sliced tomatoes or tomato aspic on
shredded lettuce bed

●ven toasted buttered bread

Lemon Chiffon pudding made with powdered milk

Calves Liver

Preheat broiler oven to 325°. Cut off membrane and butter on one side. Turn over once. Salt and pepper just before serving.

Scalloped Potatoes

3 cups thinly sliced raw potatoes	1 teaspoon salt
1 cup thinly sliced raw carrots	1 $\frac{1}{4}$ cups water
2 tbsp. butter or margarine	6 tbsp. powdered milk
3 tbsp. bread crumbs or wheat germ or other dry cereals	

Place $\frac{1}{2}$ of the potatoes and all the carrots in a greased baking dish. Sprinkle with half of the flour and powdered milk, salt and a bit of butter. Make another layer of potatoes, add the water. Sprinkle the rest of the flour, powdered milk, butter and seasoning.

Lemon Chiffon Pudding

3/4 cups water	$\frac{1}{4}$ cup lemon juice
1 package lemon gelatin	2 egg whites
$\frac{1}{4}$ cup sugar	1/3 cup water
2 egg yolks	$\frac{1}{2}$ cup dry milk

Heat to boiling 3/4 cups water. Remove from heat. Add and stir until dissolved 1 package lemon gelatin. Beat in a 1 $\frac{1}{2}$ quart bowl until thick and lemon colored $\frac{1}{4}$ cup sugar and 2 egg yolks. Stir in dissolved gelatin $\frac{1}{4}$ cup lemon juice and chill until mixture is as thick as unbeaten egg whites. Put into a quart bowl 2 egg whites, 1/3 cup water, $\frac{1}{2}$ cup dry milk. Beat with rotary beater or electric beater at high speed until mixture stands in peaks. Fold whipped milk mixture into chilled lemon mixture. Rub a bowl or mold with butter. Put lemon mixture into buttered bowl. Chill 2 hours or longer before serving. This can be used as a pie filling with plain crust or graham cracker crust.

M E N U #1

Broiled Hamburger with Cheddar Cheese
Oven browned potatoes (pre-cooked)
Sliced Tomatoes and other relishes
Buns (heated) Pineapple Upside Down Cake

Hamburgers with Cheese

1½ lbs. ground beef
3 tbsp. chopped onions
¼ cup wheat germ (optional)
1½ teaspoon salt
¼ teaspoon pepper
3 slices thin cheese cut in two on diagonal

Combine beef, onions, wheat germ, salt and pepper. Form into patties. Makes 6. Place on broiler rack and brush with butter or barbecue sauce and cook 10 minutes on one side (350°). Turn once, brush the other side with butter or sauce. When nearly ready to serve place a piece of cheese in each pattie. Return to oven and cut off heat. Leave in oven long enough to melt cheese. Serve on heated buns cut open.

Oven Browned Potatoes (Precooked)

Quarter 3 or 4 medium sized pre-cooked (boiled) potatoes. Butter thoroughly, salt and pepper. Place in baking pan. Pour ¼ cup water in bottom of pan. Bake until brown during broiling time for hamburgers.

Pineapple Upside Down Cake

Drain and save syrup from 1 large can pineapple (lb. 4 oz.) If necessary add enough water to syrup to make 1 1/3 cups. Melt over low heat in a 10" skillet - ¼ cup oleomargarine. Remove from heat and sprinkle over melted butter 1 cup brown sugar or 3/4 cup honey. Arrange 8 pineapple slices on sugar. Let stand. Turn on oven and set at 350°. Put into a 2 quart bowl a 17 oz. package whitecake mix. Add to the cake mix ¼ cup dry milk. Add 2/3 cup of pineapple syrup. Beat hard 2 minutes. Add 1/3 cup of syrup and heat hard 1 minute. Add remaining syrup and beat hard 1 minute. Pour batter over pineapple slices in skillet. Bake 45 to 50 minutes or until cake pulls away from sides of skillet. Remove from oven. Let cake stand 5 minutes. Then turn out down side up.

LEADERS GUIDE

As leaders I shall try to help 5 other mothers and homemakers how to use their broilers. My aim is to encourage them to use the broiler not only more often but to bring to their attention different foods which can be broiled. Of course I can always tell them about how we did it at leaders training meeting but that would not do justice to them. We learned by doing so I shall help my 5 friends to learn by doing also. I will be their teacher. We will not try to demonstrate the entire lesson during one meeting. There is not enough time, therefore we will choose any two recipes and prepare them as one demonstration at the regular meeting of the extension club or the relief society meeting and then plan for another demonstration. Before I present the demonstration to them I shall try to prepare the meat at home. Practice makes perfect.

•her foods

difficulties the first time
overcoming those difficulties
successes

2/10/56
350 c.

BROILINGS MILEATS



Why Dream
About
Broiled Steak?

Prepared By
Madeline McConico, Extension HDA--At-Large
Agricultural Extension Service, University of Arizona

3. They were glad to have the experience in broiling.
4. Pan broiled or fried are common methods of preparing foods.
5. Leaders seemed eager to help five other homemakers learn about broiling foods.
6. One homemaker brought her very new electric table model broiler she received as an anniversary gift. She had not used before. With her partner she broiled chicken in this device. It was very nice.

This demonstration took place in March. The agent returned to the county in April. She asked the leaders to report on their success with the broiler lesson when it was presented at the local meeting. They reported that the demonstration was divided into three lessons. They also reported that chicken and ham were the most popular of those demonstrated. However, they also reported that broiled liver was acceptable at their local meeting. Mrs. Eldred Jarvis in St. Johns stated that learning how to broil liver was one of the best things they had in extension demonstration. Also members of her family seem to enjoy broiled young chickens.

FURNISHINGS AND EQUIPMENT

Number of days in county - 2 - April 24 - 26

Number of local meetings and leaders' training meetings held - 2

Attendance - 37

Number of communities represented - 3

Subject of Demonstration - Furnishings and Equipment - Simplified Slip-covers

Number of circulars distributed - 75

Simplified Slip Covers

The third project for Apache County was Simplified Slip Covers. The term simplified refers to the method used in constructing the cover. It is made in 4 or 5 pieces depending on the type of chair and style of slip cover. The information used in this demonstration is found in Circular # 235 - Simplified Slip Covers by Miss Grace Ryan, Extension Home Management Specialist.

These demonstration meetings were both for leader training and for special interest in case homemakers wanted to attend to help them with their own problems. Leaders and homemakers were intrigued by the simplicity of this particular method. It is difficult to cover all necessary information during a demonstration. The agent presented the material as simply as possible.

To begin with she showed that the method works by slipping into the demonstration chair slip covers made while preparing for the meetings. This was done to eliminate any doubt regarding the method. It was stated above that this method involves 4 to 5 pieces, tailored to fit a chair. These 4 or 5 pieces are held in place on the chair by means of dowels,

"tags" and "tabs". The "tabs" and "tags" are described in Circular 235. A piece of bias material is sewed on to the area of the slip cover where the back of the chair meets the arm. The respective slip cover pieces are trimmed down to fit smoothly in the vent. The bias tab is then sewed on and pushed into the vent. If done well the resulting cover is well fitted and acceptable.

The agent removed the "already" made cover and proceeded to show how to block and cut from fabric (denim was used in these demonstrations) the pieces needed to cover the chair. Only one half of the chair was worked on at each demonstration. However, the blocking and fitting was done at each lesson.

The entire demonstration was broken down into these phases:

1. Fitting the "already" made slip cover on the chair, smoothing it into place and fastening it on with "tidy" pins.
2. Blocking, cutting and pinning on the pieces used for the current demonstration.
3. Cutting bias pieces of unbleached muslin for the tabs for the arms. Making the tabs for the front part of the chair on both the arm pieces and the piece for the seat. Sewing these on to the fitted pieces.
4. Important factors to regard to get acceptable results.
 - a - fitting the front and back pieces at the top and sides, making smooth corners.
 - b - fitting the area where the arm meets the back, sewing on the bias tab.
 - c - fitting the arm piece well enough to meet the fitted seat part. The tags placed at the front of the chair insure a good fit because the tag of one piece is slipped under the other piece and holds it fast.
 - d - sewing by hand is necessary with the simplified slip cover, especially at the front where the seat part and the arm piece come together. Hand sewing can also be used to close or fasten the lower back slip cover to the back part of the outer arm piece.
5. Use of dowels. Each of the four pieces which make up the cover for the back, the arms and the seat is made to include enough material to extend down into vent about five to seven inches plus a hem the size of the dowels. Usually the dowels are one half inch. They are inserted in the hems. The length of the dowel depends on the size of the chair but a dowel is just short of the space left open in the vent between the uprights of the frame plus the amount of padding. The dowel is inserted into the hem and pushed down in the vent. There can be three dowels or more depending on the size of the space in the vents. Once pushed down between the parts of the chair the dowel holds fast the pieces of the simplified slip cover. (Reminds the agent of pencils, scissors or other objects which disappear from sight and use by slipping down into the vent. Getting them out is a major operation.)

6. Flounce. The type flounce depends on the style of the chair. It can be put on each of the four pieces or it can become the fifth piece and snapped on to the other pieces.

Suitable fabric was discussed and swatches of some were passed around and examined by the homemakers present. Qualities of fabric suitable were discussed, such qualities as fast color, shrink proof, washable and firmly woven. The last quality insured a good fit.

Summary:

There has not been enough time, actually, to get complete and accurate reports regarding these three projects. However, during the April trip to Apache County, homemakers asked questions regarding labels on fabrics, both yard goods and also on ready made garments. According to their statements they were more aware of the importance of information regarding the merchandise they were interested in. Some alluded to the lack of information which sales people could give them in cases where there were no informative labels. Therefore - awareness can be classified as a result of the demonstration.

The willingness on the part of homemakers to learn how to use the broilers in their ranges. This willingness can be classified as a change in habit in preparation of food. The agent is satisfied that homemakers were happy with their "new experience" in learning how to broil. "New experience" is actually what took place because of the homemakers present not a single one in Apache County had used her oven for broiling.

It is too early in the year to get reports on the number of homemakers who will make slip covers.

GILA COUNTY

Number of days in county - 5 - March 12-13-14-15-16

Number of days necessary to prepare for program - 1

Number of local meetings held - 5

Attendance - 88

Number of communities represented - 7

Subject of Demonstration - Food and Nutrition - Cook With a Pressure
Sauce Pan

Number of circulars distributed - 95

FOOD AND NUTRITION

Cook With A Pressure Sauce Pan

Eighty-eight homemakers participated in five extension demonstrations in Gila County the week of March 13.

Homemakers participated in the discussion and workshop. The subject matter was divided into 4 parts.

- 1 - What is meant by cooking with a pressure pan.
- 2 - How to care for the pan and how to use it.
- 3 - Advantages in using a pressure pan.
- 4 - Actual preparation of food. (Workshop)

Mimeograph material prepared ahead of time contained a discussion of the subject matter and the recipes. It is included here.

There was an exchange of ideas by the members of each group. Some had had very happy experiences with their pressure pans while others had unhappy ones. Some were completely afraid of them. There were not less than seven pans at each meeting and as many as 12 at one meeting (San Pedro Club - all Spanish speaking homemakers.)

About 80% of homemakers like to use pressure pans. Those women who were satisfied until the results of their experience helped to encourage others to be less fearful of using pressure pans. Some of their experiences reported accentuate the importance of scheduling such demonstrations:

<u>Problems</u>	<u>Where</u>	<u>Probable answers</u>
1 - Apple sauce all over the ceiling	Payson	Most recipe books do not recommend cooking a sauce in pressure pan.
2 - Uncooked foods - after leaving it the number of minutes recommended	Some in each club	Some women were not allowing steam to escape in a steady stream before placing gauge on cooker. Cooking in pressure of air. Other women were not aware of the altitude factor.

<u>Problems</u>	<u>Where</u>	<u>Probable answers</u>
3 - Pinto beans on ceiling each time they were prepared.	San Pedro	She and her husband had not read directions. Husband was removing gauge immediately after pan was removed from fire.
4 - Safety plug popping out or dropping into pan	Some in all groups	Some allowed moisture to evaporate; others used too high heat while others filled their pans too full. One homemaker in Young told of having food ooze out of pan while cooking. She did not realize it was wrong.
5 - Gaskets - in time got too hard and brittle and adhered to pan	Some in each club	May have been a faulty gasket.
6 - Got too soft and stretched	Some in each club	Soft and stretchy from long usage without replacement. Not cleaning the gasket after using the pan. Allowing fat to remain on it over a period of time. The homemaker who allowed food to ooze out while cooking brought a gasket that was rippled like a ruffle in the inner side of gasket. Her pan is a mirror-matic. This agent had never seen anything like this in all the 21 demonstrations she has presented on this subject.
7 - Food has a boiled appearance and flavor, particularly meats	Some in each club	Not browned sufficiently. Cooked at too high pressure.

<u>Problems</u>	<u>Where</u>	<u>Probable answers</u>
8 - One brand of cooker was found faulty. The clamp which is supposed to hold it in place does not do so.	3 clubs	
9 - Pinto beans have peculiar "raw bean" flavor. Men do not like them when cooked in pressure pan.	Some in each group	Not exhausted properly
10 - When to cool gradually?	Some in each club	Food which cooks in mass is generally cooked gradually. (Spanish Rice)
11 - When to cool quickly?	Some in each club	Food which is prepared in pieces. Braised beef, vegetables etc.
12 - Afraid to clean lids	Some in each club	Were associating pressure pan lid which has an easily removable gauge with pressure cooker where the gauge is fastened more securely. Generally speaking the the pressure cooker lid cannot be submerged. They were applying the same principle in the care of the pressure pan lid.

During the workshop part of the demonstration homemakers prepared food which was shared at the lunch hour. The foods prepared were of different cooking periods.

Weiners and potatoes - 1 min. for low altitude gradual cooling Corrections made for higher altitudes.

Suki Yaki - same as above - quick cooling

Consisted of:

Noodles and chopped meat - 6 minutes for low altitude - Increased for higher altitude

Sweet Sour Pork Ribs - 15 minutes for low altitude with corrections for higher altitude

Chicken Supreme - 20 minutes for low altitude with corrections for higher altitude

Pinto Beans - Exhaust by boiling 4 minutes - Pressure - 25 minutes, low altitude, 30 to 35 minutes, high altitude. Do not

open cooker for 1 hour after heat has been cut off.

To complete the menu a salad was included which contained - shredded cabbage, apples, turnip, chopped parsley, Spanish peanuts with the skins left on, marshmallows, celery and a tart salad dressing. The vegetables and fruits complimented the other food.

Summary

- 1 - Explained the cooking process of pressure cooking
- 2 - Discussed care of cooker
- 3 - Workshop - prepared foods.

BREAD MAKING

Number of days in county - 5 - May 13-14-15-16-17

Number of days necessary to prepare for program - 1

Number of local meetings held - 5

Attendance - 89

Number of communities represented - 7

Subject of Demonstration - Bread Making

Number of circulars distributed - 270

Bread Making

Five bread making demonstrations workshops were held in Gila County. Homemakers had selected this project at the county council meetings. The agent talked with the homemakers the month before and learned that homemakers are interested in making bread. Their problems seemed to be centered around:

1. temperatures
2. kneading
3. shaping bread and rolls
4. making 100% whole wheat bread
5. making a good loaf of white enriched flour.

With these problems in mind the agent planned and developed demonstrations to include workshops. This gave the homemakers a chance to make bread.

One big problem was to have enough oven space to cook the products. At Globe there were twenty-five homemakers present. There were two large ovens which helped to provide space for all the bread being made. Homemakers brought electric ovens which made it possible to cook a lot of bread at one time.

The minor problem was equipment. Each two persons brought equipment to make bread. The amount of equipment collected for these demonstrations was enormous. Each pair of homemakers made a list of what they had brought and checked with the list when it was time to go home.

The program for the day started by demonstrating how to make white enriched bread. The agent assumed that many of the homemakers present

had made bread before and are making bread currently. For them the demonstration served as a review of the simple step-by-step processes necessary. It also served to stress the few special techniques involved.

The following important facts were stressed:

1. Temperature of the water or liquid in which yeast is dissolved - range of 90° to 105°. Reason - to avoid killing the yeast plant.
2. Getting the dough ready to knead - combining the ingredients and stirring until the dough leaves the side of the mixing bowl.
3. Kneading the dough. Why?
 - (a) convert rough uneven texture of dough into a smooth elastic ball of dough
 - (b) helps blend the ingredients
 - (c) develops the gluten upon which depends the texture of the finished product.
 - (d) When to stop kneading? - satiny smooth, tiny gas bubbles appear or when the ball of dough is held in the palms of the hands it does not stick to the hand within 30 seconds.
 - (e) the dough is placed in a well greased bowl and allowed to proof.
4. What happens next?
 - (a) Bread rises to double in bulk. Again temperature is important factor. 85°F is good temperature for proofing.
 - (b) Tests for double in bulk: press fingers in dough. If the print remains when the fingers are withdrawn, it is ready to punch down.
 - (c) Punch down - releases some of the gas which speeds up fermentation.
5. Resting period - 10 to 15 minutes. The dough should be allowed to rest. It shapes better when making bread or rolls.
6. Shaping into loaves or rolls.
7. Second rising.
8. Cooking temperature depends on content and size of bread or rolls. Follow directions on recipe.

The women discussed most of these processes with the agent while the demonstration was in progress. Some of the ideas were new to them. Only one woman out of the 89 present in the five meetings had ever heard of the resting period. This seemed true in spite of the declarations that several had made bread from thirty to fifty-two years. But they saw for themselves what happens to yeast dough when it has rested and how much easier it is to handle and to shape.

While the white bread dough proofed, the agent demonstrated the making of 100% whole wheat bread because there are a few differences in the way the dough looks and feels. The recipe used is one given to the agent by Mrs. Isabell Pace, Maricopa County Home Demonstration Agent.

The homemakers paired off and each pair planned to make either basic yeast rolls, sweet rolls dough, or French bread.

After they had gathered all their ingredients, they came together again while the agent demonstrated how to shape a loaf of bread. While these loaves proofed they made their own recipes of bread. Each pair developed its own bread making program.

While the bread was cooking and their own roll or bread dough was proofing we discussed:

1. Oven temperatures - 375° to 400°
2. When is the bread ready to be cooked?
 - a - when it is double in bulk
 - b - when given the finger test it shows the print of the finger.
3. How to space and place loaves of bread in oven?
 - a - Air should circulate around the loaves.
 - b - Placed near the center as much as possible.
4. When is the bread ready to be taken out of the oven?
 - a - when it is golden brown and shrinks from pan.
 - b - if thumped lightly it sounds hollow.
5. Removing loaves from pans immediately.

Considering the amount of time there was (10: am to 3:30 pm) the homemakers accomplished quite a bit during the day.

A summary of the demonstration is as follows:

<u>Globe, Hayden, Payson</u>	<u>Young</u>	<u>San Pedro</u> (night meeting)
1. White enriched bread		
2. 100% whole wheat		no 100% whole wheat
3. French bread	no French bread	no French bread
4. Sweet rolls made into many shapes and variety of coffee cakes		
5. Pizza		
6. Soft batter dough made into yeast muffins		

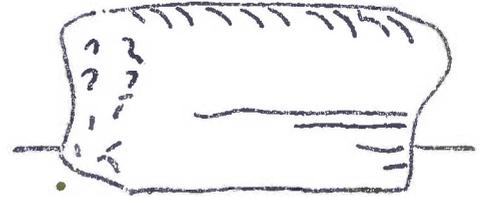
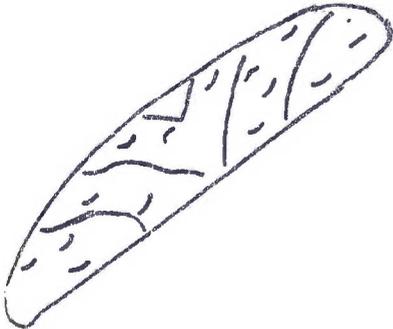
Bread and rolls were judged at each meeting. By request a pizza was made at each demonstration. The dough was part of the bread made at the beginning of the period.

All the flour and yeast were donated.

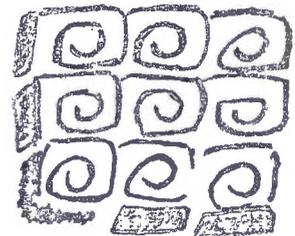
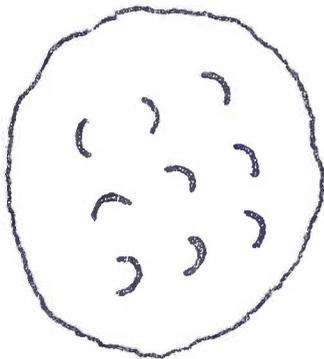
COOPERATIVE EXTENSION WORK
IN AGRICULTURE AND HOME ECONOMICS
State of Arizona
Tucson

University of Arizona
College of Agriculture and
U. S. Department of Agriculture
Cooperating

Agricultural Extension Service



B R E A D V A R I A T I O N S



Prepared by
MADELINE McCONNICO
Home Demonstration Agent

Mrs. Pace's Recipe for Whole Wheat Bread

3 cups warm water	$\frac{1}{4}$ cup shortening
2 cakes yeast	3 tbsp. honey or brown sugar
$1\frac{1}{2}$ tbsp. salt	Add enough 100% whole wheat
1 cup dry milk solids	(fine ground) flour to make
	a soft dough.

Into 3 cups of warm water stir 2 yeast cakes dissolved in lukewarm water, $1\frac{1}{2}$ tbsp. salt, $\frac{1}{4}$ cup shortening and 3 tbsp. honey or brown sugar. Combine dry milk solids with 2 or 3 cups flour. Add the flour milk solids mixture first then add enough of the 100% whole wheat flour to make a soft dough.

Knead 10 minutes and let rise in warm place until double in bulk. Shape in loaves and place in oiled pan and let rise again until almost double in bulk. Bake at 400° F for 15 minutes then reduce heat to 350° F for one hour longer.

FRENCH BREAD

1 package yeast	3 cups sifted flour
1 cup warm water	White of one egg - $\frac{1}{2}$ for dough
1 tsp. sugar	$\frac{1}{2}$ for top of loaf
$\frac{1}{2}$ tsp. salt	1 tbsp. butter - to brush the top

Soften yeast in the warm water and let stand 5 to 10 minutes. Add $\frac{1}{2}$ of beaten egg white. Sift the dry ingredients into a large bowl. Hollow out the center and pour in the yeast mixture. Mix well. Add more flour if necessary until it forms a soft dough. Turn out onto floured board and knead smooth. Place in greased bowl to rise. Cover to prevent drying. When double in size, punch down on floured board and set to rise again. When double in bulk this time, remove to floured board; knead down and shape into 2 loaves about 15 inches long and 3" wide. Taper at the ends. Brush top with butter, place on pan sprinkled with corn meal. Let rise again.

Now it is ready for the oven. Make 3 diagonal gashes in the loaf with very sharp knife and brush the top with slightly beaten egg whites. Bake 30 minutes at 400° F.

BASIC BATTER

1 cake or package yeast softened in $\frac{1}{4}$ cup lukewarm water.	
1 cup lukewarm water + $\frac{1}{3}$ cup dry milk solids or 1 cup milk	
2 tbsp. sugar or honey	Topping - to $\frac{1}{4}$ cup orange juice add as
1 tsp. salt	much sugar as it will take to be a thick
2 eggs beaten	mass. Drop 1 tsp. in center of each
$\frac{1}{2}$ cup melted shortening	muffin.
3 cups sifted enriched flour	Citrus marmalade may be substituted.
$\frac{1}{2}$ tsp. vanilla (optional)	
Topping (optional)	

Measure into bowl $\frac{1}{4}$ cup lukewarm water. Sprinkle or crumble yeast into it. Stir until dissolved. Stir in milk, vanilla, and shortening and beaten eggs. Sift together the dry ingredients (includes dry milk if it is being used). Beat until smooth - Drop by spoonfulls into greased muffin pans or into 2-8 inch cake pans. Garnish with topping. Let rise until double in bulk. Bake in moderate oven 375° F. 20 to 30 minutes.

Note - your favorite topping may be substituted.

Mrs. Pace's Recipe for Whole Wheat Bread

3 cups warm water	$\frac{1}{4}$ cup shortening
2 cakes yeast	3 tbsp. honey or brown sugar
$1\frac{1}{2}$ tbsp. salt	Add enough 100% whole wheat
1 cup dry milk solids	(fine ground) flour to make
	a soft dough.

Into 3 cups of warm water stir 2 yeast cakes dissolved in lukewarm water, $1\frac{1}{2}$ tbsp. salt, $\frac{1}{4}$ cup shortening and 3 tbsp. honey or brown sugar. Combine dry milk solids with 2 or 3 cups flour. Add the flour milk solids mixture first then add enough of the 100% whole wheat flour to make a soft dough.

Knead 10 minutes and let rise in warm place until double in bulk. Shape in loaves and place in oiled pan and let rise again until almost double in bulk. Bake at 400° F for 15 minutes then reduce heat to 350°F for one hour longer.

FRENCH BREAD

1 package yeast	3 cups sifted flour
1 cup warm water	White of one egg - $\frac{1}{2}$ for dough
1 tsp. sugar	$\frac{1}{2}$ for top of loaf
$\frac{1}{2}$ tsp. salt	1 tbsp. butter - to brush the top

Soften yeast in the warm water and let stand 5 to 10 minutes. Add $\frac{1}{2}$ of beaten egg white. Sift the dry ingredients into a large bowl. Hollow out the center and pour in the yeast mixture. Mix well. Add more flour if necessary until it forms a soft dough. Turn out onto floured board and knead smooth. Place in greased bowl to rise. Cover to prevent drying. When double in size, punch down on floured board and set to rise again. When double in bulk this time, remove to floured board; knead down and shape into 2 loaves about 15 inches long and 3" wide. Taper at the ends. Brush top with butter, place on pan sprinkled with corn meal. Let rise again.

Now it is ready for the oven. Make 3 diagonal gashes in the loaf with very sharp knife and brush the top with slightly beaten egg whites. Bake 30 minutes at 400° F.

BASIC BATTER

$\frac{1}{2}$ cake or package yeast softened in $\frac{1}{4}$ cup lukewarm water.	
1 cup lukewarm water + $\frac{1}{3}$ cup dry milk solids or 1 cup milk	
2 tbsp. sugar or honey	Topping - to $\frac{1}{4}$ cup orange juice add as
1 tsp. salt	much sugar as it will take to be a thick
2 eggs beaten	mass. Drop 1 tsp. in center of each
$\frac{1}{2}$ cup melted shortening	muffin.
3 cups sifted enriched flour	Citrus marmalade may be substituted.
$\frac{1}{2}$ tsp. vanilla (optional)	
Topping (optional)	

Measure into bowl $\frac{1}{4}$ cup lukewarm water. Sprinkle or crumble yeast into it. Stir until dissolved. Stir in milk, vanilla, and shortening and beaten eggs. Sift together the dry ingredients (includes dry milk if it is being used). Beat until smooth - Drop by spoonfulls into greased muffin pans or into 2-8 inch cake pans. Garnish with topping. Let rise until double in bulk. Bake in moderate oven 375°F. 20 to 30 minutes.

Note - your favorite topping may be substituted.

NAVAJO COUNTY

Number of days in county - 2 - February 9-10
Number of local meetings held - 2

Attendance - 73 Number of communities represented - 5

Subject of Demonstration - Clothing and Textiles - Fabrics and Finishes

Number of circulars distributed - 100

Clothing and Textiles

Fabrics and Finishes

The purpose of the demonstration was to acquaint homemakers with the type of fabrics they can expect to find or have found on the market.

The aims were to emphasize the importance of knowing something about the fabrics. Also to help the homemakers become aware of the ways in which they can learn about new fabrics. We discussed some of these important means by learning facts about fabrics.

1. Asking for an informative label
2. Checking the ends of bolts
3. If neither is available ask for important information

What information do we want?

1. What fibers make up the fabric.
 - a - what proportion is there of each if it is a blend.
2. Is it color-fast?
 - a - what method of dyeing was used.
3. Does the fabric have a special finish?
 - a - Is it crease resistant?
 - b - Water repellent etc.
 - c - Does it need special attention because of the finish?
4. Will it shrink? What terms or words do we look for as guarantees for minimum shrinking?
 - a - Are there terms or words governing fabrics other than cotton?
What are they?
5. Will it stretch?
6. How to care for it? Washable - hand or machine?
Drip dry?
Dry cleaning?
Temperature of iron?
7. If its a ready-made garment do all parts of it or trimmings on it meet the requirements of the rest of the garment.

The different fabrics were discussed in terms of the questions asked above. Samples of the fabrics were examined. Comments were made regarding them according to their particular characteristics.

Homemakers were generous in their comments of their experience both good and bad. Some of the undesirable experiences were:

1. The lady who washed a fancy rodeo shirt not knowing at all what fabric she was working with. All went well until she applied the iron. The first application of the iron to the back part of the shirt left a hole the size of the iron.
2. A new orlon washable coat belonging to a high school girl. She was told by the sales lady that it was washable. The young student washed it on Saturday afternoon to have it ready for Sunday School. When it was time for Sunday School she found that the washable coat which needed no ironing needed some special attention. The lining was two inches longer than the coat itself.
3. Nylon sewing thread was the subject of many unhappy experiences.
4. Fiberglass curtains had developed breaks lengthwise of the fabric. One person reported that her dog playfully touched the curtains with his sharp teeth. A hole developed. She wanted to know how to mend this.
5. In each of four of the groups there were several homemakers who had the sad experience of washing white embossed picolay with the regular white wash. Result: yellowed garment because a bleach was used.
6. A wool suit had shrunk beyond the size that it could be worn. The dry cleaners had tried to stretch the garment. The skirt responded in length only. Question: How can wool be stretched? What does a consumer do under the circumstances.
7. Unpleasant factor of static electricity was discussed in all the groups.
8. Boys socks advertised as dacron and cotton actually have cotton toes and heels which require more darning rather than less darning as was expected.
9. One attractive young homemaker and consumer wanted to know how true it was that boiling would bleach nylon?
10. There were reports of breakage in fabrics which were blends. The homemakers had not followed directions given on the labels.

Their happy experiences were numerous. Mothers liked the orlon and wool blend for school girls' garments.

Washable coats of good quality were very well acceptable.

The chart showing the amount of shrinkage was a very good teaching device. It told the story of shrinkage very well.

Few homemakers brought along copies of mail order catalogs. These were examined to find out how effective they are in giving information regarding merchandise represented.

FOODS AND NUTRITION

Number of days in county - 3 - March 21-22-23

Number of leaders' training meetings held - 3

Attendance - 30

Number of communities represented - 7

Subject of Demonstration - Foods and Nutrition - Broiling Meats

Number of circulars distributed - 75

Broiling Meats

The subject for the second project was Broiling Meats. This project was presented as a leaders' training meeting. The demonstrations were planned to help leaders show the homemakers of their communities or wards how to use their broilers. Of interest is the fact that Miss Jean Stewart made a little survey regarding the stoves or ranges found in the county. This little survey showed that some ranch women have electric stoves, others use gas and some few still use wood. Of the 21 leaders contacted only two indicated they were still cooking in a stove which uses wood or coal.

Miss Stewart and the agent also agreed

1. that tender beef steaks are commonly prepared as broiled foods.
2. that pan broiling is more popular than oven broiling because of habit and ease of cleaning the pan compared to the oven broiler pan.
3. that oven broiling was not popular because a. generally speaking, it was that it required high temperatures which charred the fat and bone. b. it smoked the kitchen and sometime the rest of the house.
4. that other food can be broiled successfully, foods such as chicken, liver, ham and fish.

With these four factors in mind a leaders' training demonstration lesson was prepared. The aims of this demonstration were:

1. To review the kinds of beef cuts which can be broiled successfully. Tenderizers may be helpful to broil cuts not intended for broiling but which can be tenderized and made very palatable.

Salisbury steak and a 1" steak from a chuck roast were broiled.

2. To help homemakers become familiar with other foods. Chicken (fryer), baby beef or calves liver 3/4" thick, ham 1" thick and fillets of fish.
3. The neglected part of the stove (broiler oven) can be used simultaneously to prepare a whole meal.
 - a. If it is a gas stove - frozen or canned vegetables can be placed in the broiler pan under the rack. The vegetables cook while the meat or fowl is broiling. They are well seasoned by the juices. At the same time desserts or breads may be placed in the rest of the oven.

The desserts or breads should be ones that cook at temperature used for broiling, such as, baked apples, apple sauce cake. Garlic bread or brown and serve rolls are suggested.

- b. An electric broiler is more limited because usually the broiler is near the top of oven and the door remains open.

During the actual lesson the local leaders participated in demonstration during which these foods were broiled.

Salisbury steak over whole kernel corn, frozen and canned.

Chicken over frozen peas.

Steak from a chuck roast over frozen limas.

Glazed ham over sweet potatoes.

Liver broiled with no garnishing vegetables.

To compliment this food slaw was prepared and at two of the demonstrations lemon chiffon pudding was prepared and served. There was a refrigerator at only one of the church kitchens. One demonstration was held in two neighboring homes. At one church there were two ovens with the smallest attendance present. Sizes of the demonstrations ranged from 5 to 15 leaders.

Oven space was scarce. Aluminum foil was used to keep foods warm while we waited for other foods to broil. This helped to make the demonstration possible and with some success.

Leaders were paired off and made responsible for one broiler meal. The agent prepared the chuck steak at the very beginning of the lesson. It was tenderized with a commercial tenderizer.

A soulful pep talk was necessary to get leaders to volunteer to prepare the liver. Some of them found the texture and appearance of liver unbearable. Others just could not bear to work with it because liver is bloody. The agent's pep talk started with the value of liver in the family food pattern. Most anyone can become accustomed to the appearance, texture and even the flavor when there is a will. There were women present who confirmed this because of individual experience via the anemic route to health again. Each had regained her health. Liver had been one factor in that program for her. Each time the women who disliked liver for one reason or another volunteered to prepare it.

There was evidence of some success in overcoming the negative attitude towards the preparation of and the serving of liver. Leaders whose food pattern include liver were delighted with the pleasing flavor and attractive appearance of broiled liver. They liked the color of the cut edges, no greyish green appearance, instead the liver was a rich deep brown.

The liver broiled was either baby beef liver or calves liver cut 3/4" thick. All membrane was removed and the large sections of veins or ducts were cut out. The pieces were then buttered on one side, broiled for eight minutes at 325°F then turned over, buttered and broiled again for eight minutes.

The local butchers did not all cooperate and cut the liver too thin. The leaders prepared it as thick liver by placing one slice over another. It worked for all practical purposes.

Leaders "ohed and ahed" over the results of the broiled glazed ham. The ham was garnished with canned sweet potatoes.

Broiled fryers were popular. Peas and corn were prepared with the broiled fryers. The vegetables were well seasoned.

Vegetables were placed in the broiler pan thereby were seasoned by the drippings from the broiling meats or fowl. Some vegetables were better than others. Frozen beans need longer cooking time and sliced potatoes require more time.

To help make broiling an easier preparation device the agent had with her and the leaders used smaller broiler pans. These pans are available at local variety stores or hardware stores. They are inexpensive. Also she carried with her a small size cookie sheet and a cake cooler. When the cake cooler is placed over the cookie sheet it becomes a very nice broiler pan. Washing them is no trouble at all.

We eliminated the smoke and charring by using temperatures from 325° F to 375° F. The food in the broiler pan was placed so that the food was three to four inches from the flame or element.

A few observations made during these training meetings were:

1. Oven broiling is not the popular method of preparing foods.
2. More than 80% of these leaders had never used the broiler at all.
3. They were glad to have the experience in broiling.
4. Pan broiled or fried are common methods of preparing foods.
5. Leaders seemed eager to help five other homemakers learn about broiling foods.
6. One homemaker brought her very new electric table model broiler she received as an anniversary gift. She had not used it before. With her partner she broiled chicken in this device. It was very nice.

This demonstration took place in March. The agent returned to the county in April. She asked the leaders to report on their success with the broiler lesson when it was presented at the local meeting. They reported that the demonstration was divided into three lessons. They also reported that chicken and ham were the most popular of those demonstrated. However, they also reported that broiled liver was acceptable at their local meeting. Mrs. Eldred Jarvis in St. Johns stated that learning how to broil liver was one of the best things they had in the extension demonstration. Also members of her family seem to enjoy broiled young chickens.

FURNISHINGS AND EQUIPMENT

Number of days in county - 3 - April 25 - 26 - 27

Number of leaders' training and local meetings held - 3

Attendance - 39

Number of communities represented - 7

Subject of Demonstration - Furnishings and Equipment - Simplified Slip-covers

Number of circulars distributed - 87

Simplified Slip Covers

Making Simplified Slip Covers was the subject of the demonstration. It should be made clear in the beginning that this demonstration served as a leaders training and method demonstration simultaneously.

There was interest shown in this particular demonstration. For one thing, homemakers were interested in learning how to construct slip covers as easily as possible. The other important factor with which they are involved is cleaning or laundering the slip covers. The demonstration was outlined into four phases. All information was taken from Simplified Slip Cover - Circular #235.

1. An opportunity to see for themselves that the simplified slip cover works.
2. Explained what makes the simplified slip cover possible.
3. The techniques and factors required to get the proper fit.
4. Redressing the chair with the models worked on during the demonstration.
5. Suitable fabrics and findings.

Reason for doing it in this manner: Demonstrating the making of slip covers involves more than can be done in one demonstration. Therefore, it is necessary to narrow it down to the most important points.

- I. The agent put the constructed pieces of slip cover on the chair, fitting them closely with tidy pins. The models of the various flounces were finished in to show the effect.

While each piece was put on the agent explained the features of construction which makes it possible. For instance: The back went on first. There are three things which help make the back fit well.

1. Pinning the front to the back on the grain of the fabric. Make sure the fullness along the top is well arranged and made secure.
2. Marking the curved line and clipping the curved areas where the back joins the arms. Sewing on to this clipped curved line a bias tag. Explain the reason for the bias and the width of the bias.
 - a. Same for curve on arm

3. The use of the dowel or a good substitute, allowing enough material to reach down into the vent and the casing for the dowel itself.
4. With an unmarked piece of material blocked off for the purpose, the agent draped it to the chair, marked it and demonstrated how to clip and attach the bias tag and the tabs in the proper places. The agent showed how to put together the seat and the arm pieces by hand stitching.
 - a. noted the type of fastening which would be desirable for back.
 - b. noted the desirable type of flounce.
 - c. noting the desirable seams and finishes. This step completed the demonstration except for questions.

Questions were asked in regard to particular chairs such as:

1. Davenport which makes into a bed when the back drops to the level of the front.
2. Wing chairs.
3. Chairs with cushions - How to cover the cushions?
4. Couches with large box like arms.
5. Platform rocker etc.

Fabrics and findings were discussed:

Homemakers in the area are limited somewhat in their shopping. They did like the denim being used in the demonstration.

Homemakers in Snowflake requested the kit. It will be used by three wards in the vicinity of Snowflake. Mrs. Adele H. Ballard promised to be responsible for it.

Summary:

There has not been enough time, actually, to get complete and accurate reports regarding these three projects. However, during the April trip Navajo County homemakers asked questions regarding labels in fabrics, both yard goods and in ready made garments. They told of experiences with sales people who could not or would not give them information when labels or information were not available.

According to their statements they were more aware of the benefits to the consumer to have good labels describing merchandise.

The willingness on the part of homemakers to learn how to use the broilers in their ranges. Most homemakers had not used the broilers because they did not know how. They reported that they are using their broilers. The members of their families are enjoying broiled foods.

It is too early in the project year to get reports on the number of homemakers who will make slip covers during the summer months.

STATISTICAL SUMMARY FOR PERIOD - DECEMBER 1, 1955 - June 30, 1956

	Days		Days	
	ADULT		L-H	
	<u>Office</u>	<u>Field</u>	<u>Office</u>	<u>Field</u>
Dec.	18		3	
Jan.	20	1	4	
Feb.	5	3	7	9
March	6	15	2	4
April	2	6	5	4
May	7	5	5	7
June	—	—	<u>5</u>	—
total	58	30	31	24

Grand total - 143 days

STATISTICAL SUMMARY FOR PERIOD - DECEMBER 1, 1955 - JUNE 30, 1956

COUNTY	MONTH	No. of days		No. of days		LTM	A D U L T			L-H C I U B					
		ADULT	Office Field	4-H	Office Field		No. Att.	M D	No. Att.	Other	No. Att.	LTM	MD	No. Att.	Other
APACHE	FEB.	1	3	2	2			3	82			1	4	1	2
	MARCH	1	3			3	21								
	APRIL	1	2	2	1					2	47			1	36
	Total	3	8	4	3	3	21	3	82	2	47	1	4	2	38
NAVAJO	FEB.	1	2		1			2	63			1	2		
	MARCH	1	3			3	30								
	APRIL	1	3							3	39				
	Total	3	8		1	3	30	2	63	3	39	1	2		
GILA	MARCH	2	4					5	88						
	MAY	2	4					5	89						
	Total	4	8					10	177						
	PINAL	JAN.		1			1	58							
APRIL				3	3									3	2100
MAY				5	7							9	46		
Total			1	8	10	1	58					9	46	3	2100
YUMA	March			2	1									1	300
	Total	10	25	14	15	7	109	15	322	5	86	11	52	6	2438

STATISTICAL SUMMARY (Cont'd.)

OTHER ACTIVITIES	No. of days		No. of days 4-H Office Field	A D U I T				4-H C L U B						
	ADULT Office Field	Office Field		LTM No. Att.	MD No. Att.	MD No. Att.	Other No. Att.	LTM No. Att.	MD No. Att.	Other No. Att.				
DEC.	18		3				1	56						
JAN.	20		4											
FEB.	3	2	2				2	10						
MARCH	3	1	3				2	135			5	139		
APRIL		1												
MAY	4	1												
JUNE			5								1	25		
Total	48	5	17				5	201			6	164		
TOTAL	58	30	31	24	7	109	15	322	10	287	11	52	12	2602