

# UNIVERSITY OF KENTUCKY

COLLEGE OF AGRICULTURE

Extension Division

THOMAS P. COOPER, Dean and Director

## CIRCULAR NO. 140

### Team Demonstration Outlines I.

#### Junior Agricultural Clubs

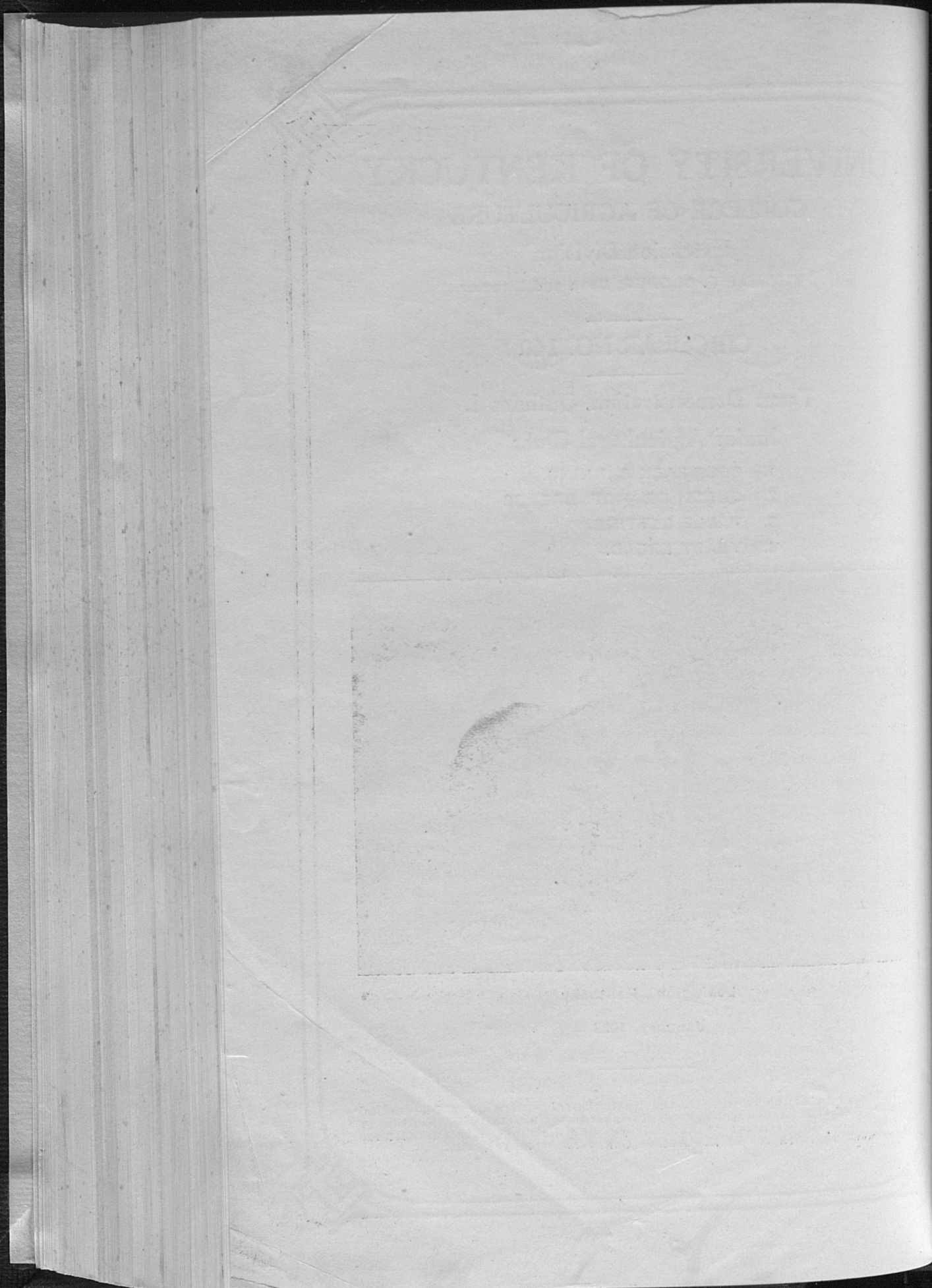
1. COLD-PACK CANNING.
2. QUICK OR HOT BREADS
3. TABLE SETTING.
4. YEAST BREAD.



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## CIRCULAR NO. 140

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### Team Demonstration Outlines I.

By ANITA BURNAM

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#### INTRODUCTION.

A demonstration team is a group of club members who have subject matter and material arranged in such a manner that they are able to present publicly and efficiently a method of performing a farm or home practis. Some advantages of the demonstration are:

1. Demonstration is the best educational practis employed in presenting information.
2. Stimulates interest and enthusiasm when used in connection with home economics teaching either in school or club.
3. The desire for expression is satisfied when boys and girls present a definite subject which they have developpt.
4. Demonstration teams may be used in presenting the important features of some campaign; as for example, if a better bread campaign is in order have a junior club to develop a team to give the demonstration at a community meeting. By this method the benefits of the campaign are presented to the people in a convincing way.
5. The demonstration given by a team is always an interesting part of any program and has the advantage of being home talent.
6. Boys and girls who participate in team demonstrations are potential leaders. They have received a good lesson in execution and self reliance. Developing leadership or teaching

others to help themselves is the fundamental object of extension work.

And interesting and popular contest among boys and girls of a community may be worked up by the teacher and local leader. Several teams may be selected for one or more demonstrations and a community meeting called to judge the quality of the demonstrations given. The county may provide for a county-wide contest and give the winning team recognition by sending them to compete in the State Team Demonstration Contest. This is held annually at Lexington during Junior Club Week. A generous premium list is offered.

For general information regarding demonstration teams see —“A Manual on Junior Agricultural Clubs,” by Carl W. Buckler, Circular No. 117, page 64, Extension Division, College of Agriculture, Lexington, Kentucky.

#### CANNING DEMONSTRATION.

The purpose of this demonstration is to show a simple, practical method for successful canning of fruits and vegetables for home use.

##### *General Suggestions.*

1. Keep the table neat and clean. Never have pans or any utensil block the view of the audience. They want to *see*. Wash up spilled water. Remove unnecessary material. Empty pans that have been used. Keep utensils in their proper places on the table.
2. In handling material (such as fruit in cheese-cloth) always use a fork to lift with, and small pan to avoid dripping water on the floor. Lift things up when explaining, so as to show what you are talking of.
3. Have tray or pan (with wet towel) on which to place all hot jars, caps, etc.
4. Practis working very quickly. Watch the other two demonstrators and be able to help at any step in the process. TEAM WORK counts.

5. The outline is suggestive of a good demonstration for canning fruits and vegetables. You will not always be able to follow it exactly, as time varies with different foods, some stoves work faster than others, etc. When demonstrating berries, the arrangement will have to be changed. Learn to fill in the time with stories of your club, with your canning experiences and that of others. Always have extras to talk about, if time permits, rather than not have enough.
6. KEEP BUSY. Demonstration means MOTION. Show audience how to can.
7. Each team member should talk slowly and distinctly. Look at the audience while talking. Call teammates by their first names during the demonstration.
8. State the facts of canning as you know them. Tell how you do the work and what you actually know about it.

*References.*

1. Home Canning of Fruits and Vegetables, Farmers' Bulletin No. 1211, U. S. Department of Agriculture, Washington, D. C.
2. Some Home Canning Difficulties and How to Avoid Them. N. R. 21, N. R. 30, inclusive. U. S. Department of Agriculture, State Relations Service, Washington, D. C.
3. Successful Canning and Preserving, by Ola Powell, J. P. Lippincott Company, Philadelphia, Pennsylvania. Price \$2.00.
4. Canning Club Work. Club Bulletin No. 10. Published August, 1922. Michigan Agricultural College, East Lansing, Michigan.

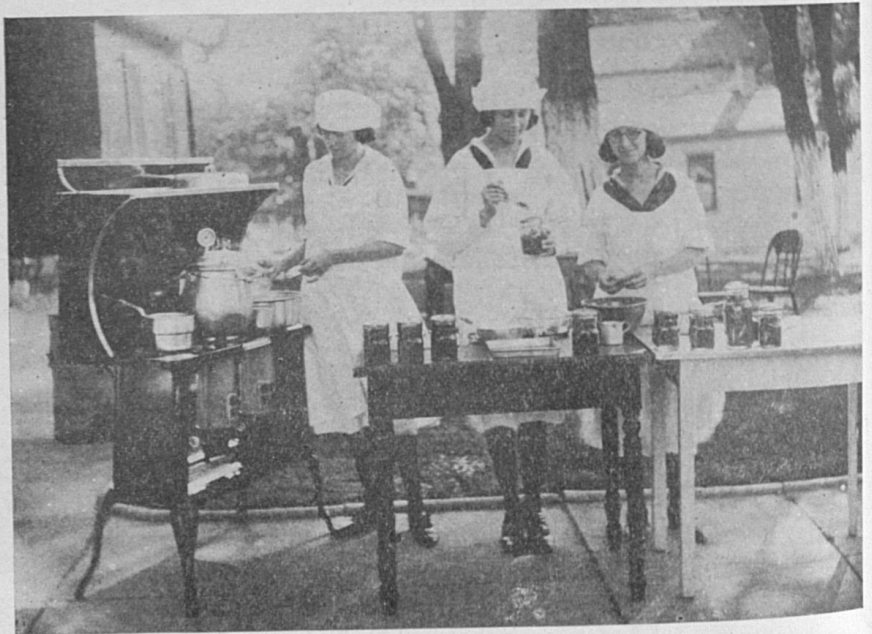
EQUIPMENT.

1. *Personal equipment should consist of:* a. White apron and cap. b. Hand towel. c. Kitchen holder.

A wash dress should be worn. Be sure to have hands clean and free from rings. Take care that finger nails are not too long. Have hair neatly and securely arranged and well up under cap so it will not be necessary to touch it during the demonstration.

2. *Utensils Needed:*

- |  |                                  |
|--|----------------------------------|
| 1 3-burner oil stove.  | 1 box rubber rings.              |
| 1 teakettle.   | 2 or three bad rubber rings.     |
| 1 processor with false bottom.                                       | 1 poor Mason cover.              |
| 1 medium size stewpan with cover (for boiling).                      | 1 jar lifter.                    |
| 1 small stewpan with cover (for syrup).                              | 3 teaspoons.                     |
| 1 deep pan for Cold Dip.   | 1 measuring cup.                 |
| 2 pans (one for fruit and one for vegetable).                        | 3 utility plates or pans.        |
| 2 pans (for washing and peeling or paring).                          | 1 fork.                          |
| 1 square cheese-cloth (for Hot Dip).                                 | 1 pail or pitcher of cold water. |
| 1 wire basket (for Hot Dip).   | 6 towels.                        |
| 3 sharp paring knives.   | 3 packing sticks.                |
| 6 fruit jars and covers, pint size.                                  | 1 garbage can.                   |
| Also a Mason, an E-Z Seal and an Economy jar to show the kinds used. | 3 dish cloths.                   |
|  | Safety matches.                  |
|  | 3 scrubbing brushes.             |
|  | Wash pan.                        |
|  | Soap and cleanser.               |



Neat arrangement of canning equipment.

*Arrangement of Equipment:*

The demonstration table should be arranged carefully. Large utensils should never be placed at the front. Keep a clean space in front, so that the spectators can see everything which takes place.

Arrange the equipment neatly and *keep* it thus arranged.

*Food Materials.*

Enough fruit to fill 3 pint jars.

Enough vegetables to fill 3 pint jars.

Sugar and salt.

Exhibit of 1 jar greens, 1 jar berries and some good packs of other foods.

OUTLINE OF A COLD PACK CANNING DEMONSTRATION.

Demonstrator No. 2	Captain	Demonstrator No. 3
In charge of canning fruit. Have fruit in attractive basket, a pan for sorting and one for washing, knife sharpened and in place, and packing stick.	Introduction— 1. <b>Where</b> is the team from? 2. <b>Who</b> is the team? Introduce by name: "My team-mate on the left—Mary Jones; on the right—Susan Brown, and I am Helen Smith." 3. <b>What</b> are you to demonstrate?	In charge of equipment. Have stove lit, canner on stove with proper amount of boiling water. Teakettle with boiling water.
REPEAT PLEDGE	REPEAT PLEDGE	REPEAT PLEDGE
1. Preparation of fruit a. Sort for size. b. Prepare. c. Arrange for "boiling dip." Place fruit and cheese cloth in front of captain.	<b>Demonstration—Fruit</b> 1. <b>Selection</b> — a. Fresh product best. b. Thoro ripeness and good condition. c. Uniform size. Holds up a large and small fruit to show contrast.	1. Place jars and caps (tied in cheese-cloth) in canner. (Pint jars should be used. If possible use 3 jars of one type and 3 of another, as Mason and E-Z Seal.) Prepare boiling dip. Place cold dip on right side of captain.
2. a. Clean up table. b. Get material for syrup.	2. <b>Boiling Dip:</b> a. Place fruit in cheese-cloth. Tie. Hand to No. 3. (Wire basket may be used). b. <b>Reasons</b> for "Boiling Dip."	2. Takes fruit to stove and tends to "Boiling Dip." Takes to captain when done. Removes 3 jars from canner (screw top) and places on clean wet towel in front of captain.

Demonstrator No. 2	Captain	Demonstrator No. 3
3. Places pans for preparing fruit and packing. Starts as soon as cold dip is done.	2. Cold Dip— Dip fruit in cold water until cold. Start peeling. Reasons for cold dip.	3. Cleans "boiling dip" pan and "cold dip" pan.
4. Mixes syrup.	4. Syrup— How made. Kinds (if time allows).	4. Cares for syrup. Watch time.
5. Help captain pack.	5. Packing— a. Position of jars b. Packing sticks. c. Fill jars with syrup.	5. <b>Jars used in canning:</b> Show audience jars, caps, etc. a. Screw top. b. Wire-bail. Show how to tighten wire. c. Vacuum-seal. Advantages and cautions of each.
6. Help captain clear away all materials used in fruit canning.	6. <b>Preparations for Canning:</b> Process— a. Place rubber. b. Adjust top.	6. Tests for rubbers.
7. Show home made bottoms, canners, etc.	7. Processing: a. Rules— Place jars in canner. Have water cover jars. b. Time of processing.	7. Place jars in canner.
8. Take charge of equipment. Help No. 3 in preparing vegetables.	8. <b>Canning of Vegetables.</b> Selection and preparation: a. Food value of vegetables. The need of mineral matter in the diet. Variety for winter menus.	8. In charge of vegetable canning. Prepare vegetable for canning.
9. Remove jars (wire bail) from canner and place in front of captain. Place rubbers in small pan of hot water. Distribute utensils for packing.	9. Boiling Dip.  Repeat reasons.	9. Tend to boiling dip. Time the vegetables. Prepare cold dip.
10. Remove cold dip and empty hot dip. Place salt and spoon in front of captain.	10. Cold Dip.  Reasons.	10. Give vegetables cold dip.
11. Pack jar. Brine: 1 ts. to 1 qt. jar. Fill with boiling water.	11. Pack jar. Place rubbers. Measure salt for brine.	11. Pack jar. Get tea-kettle with boiling water for brine.



Demonstrator No. 2	Captain	Demonstrator No. 3
12. Remove air bubbles with packing stick. Place cap. Snap wire bail. Discuss how to lift jars.	12. Discuss time of processing for vegetables.	12. Fill jars with boiling water. Place cap. Snap bail. Place in canner.
13. Seal 2 jars. Label. Place neat label at bottom of jar. Remove all unnecessary utensils from table.	13. Explain how to finish sealing of jars. Explain how to seal other two types of jars.	13. Place an exhibit of good jars of greens, berries and some good packs in front of No. 2.
14. Special rules for a. Berries. b. Greens. Leave exhibit for audience to look at.	14. Assist in putting table in order.	14. Wash and pack equipment or place on a side table.
15. Tend to stove. Clean up.	15. No. 2 quickly name all steps in Cold Pack method of canning. Questions answered.	15. Where to get bulletins: a. Government (Club Department). b. State (College of Agriculture).

QUESTION USUALLY ASKED AT A CANNING DEMONSTRATION.

1. What kind of jars would you recommend for cold-pack canning?
2. What are the best kinds of rubbers?
3. What is the intermittent method? Value of cold-pack over intermittent and open-kettle method?
4. Would you open your jars at the close of the sterilization period and fill them with water if they are not full at the close of this period? Is it absolutely necessary that water comes to top of jar at close of period? Why is it full sometimes and sometimes not full?
5. Would you turn your jars upside down to cook?
6. Do you pack all products clear to the top of the jar?
7. Why not leave jars in the sterilizer until the water gets cold?
8. Would it be all right to fill the jars with cold water instead of boiling water? Would you use the blanching water to fill jars?

9. Why do you have the water in the canner cover the jars by two inches?
10. How often may I use the same blanching water and cold-dip?
11. What are some of the signs of spoilage?
12. If water has evaporated so much during period of sterilization so that jars are not covered would you open the boiler and fill?
13. Are the steam-pressure cookers to be more highly recommended than wash-boilers or lard pails? Advantages and disadvantages of both.
14. Is a cool, dark place an absolute necessity for storage of jars?
15. In case the rubber blows out or breaks, or in case the jar top is broken at the close of the period of sterilization, what would you do?
16. Would you recommend reheating the vegetables when opening them in the winter?
17. Does the salt or sugar add to the keeping quality of the fruit or vegetables?

*Slogan:* A jar of fruit and a jar of vegetables for every family each day this winter.

#### QUICK OR HOT BREAD DEMONSTRATION.

The purpose of this demonstration is to show how to make soda biscuit and corn-meal muffins. Also to tell how these two recipes can be changed in various ways. This demonstration is arranged for a team of two members.

#### *General Suggestions.*

1. Refer to general suggestions in Canning Demonstration Outline, page 4.
2. Remember this outline is merely suggestive and the demonstrator should put his own ideas into the demonstration.

3. Have recipes in poster form. Put up these posters where spectators can see them.
4. Light stove before beginning demonstration.
5. Wash hands in presence of audience.

## RECIPE FOR SODA BISCUIT.

2 c. flour.	3 tb. shortening.
$\frac{1}{4}$ t. soda.	$\frac{3}{4}$ c. sour milk or buttermilk.
	$\frac{1}{2}$ t. salt.

*Method:* Sift dry materials together and rub shortening in with the finger tips or a spoon. Add milk and mix. Place dough on a lightly floured board and turn over several times with a floured knife to coat it lightly with flour. Roll or pat till  $\frac{1}{2}$  inch thick and cut with a small cutter and bake in hot oven about 15 minutes.

## RECIPE FOR CORN-MEAL MUFFINS.

2 c. corn-meal	$1\frac{1}{2}$ -2 c. sour milk or buttermilk
1 t. soda	2 tb. shortening (melted)
1 t. salt	1 egg (whole)

*Method:* Mix dry materials, add milk and mix. Melt shortening, add to mixture and lastly add beaten egg. Bake in greased muffin rings in *hot* oven about 20 minutes or until golden brown. If iron muffin rings are used have them sizzling hot and well greased.

*References.*

1. Baking in the Home, Farmers' Bulletin No. 1136, U. S. Department of Agriculture, Washington, D. C.
2. A New Book of Cookery, by Fannie M. Farmer, published by Little Brown & Co., Boston, Mass. Price \$2.50.
3. Foods Project. Course No. 10, by Home Economics Department, Extension Circular No 132, College of Agriculture, Lexington, Ky.
4. Corn Meal as a Food and Ways of Using It, by C. F. Langworthy and Caroline L. Hunt, Farmers' Bulletin No. 565, U. S. Department of Agriculture, Washington, D. C.

## EQUIPMENT.

1. *Personal equipment should consist of:* a. White apron and cap. b. Hand towel. c. Kitchen holder.

A wash dress should be worn. Be sure to have hands clean and free from rings. Take care that finger nails are not too long. Have hair neatly and securely arranged and well up under cap so it will not be necessary to touch it during the demonstration.

2. *Utensils needed.*

Stove with oven.  
Mixing bowls.  
Teaspoon, tablespoon.

Utensils for holding each ingredient.  
Flour sifter.

Egg beater (dover).  
Muffin rings.

2 table knives.  
Soap.  
Soap dish.

Baking sheets or pan.  
Measuring cup.  
Bread board, rolling pin and cutter.

Tea towel, dishcloth.  
Plates and paper napkins for serving hot bread.  
Spatula.  
Fork for lifting muffins from pan.  
Dish pan.  
Draining pan.

## OUTLINE OF A QUICK BREAD DEMONSTRATION

CAPTAIN	DEMONSTRATOR NO. 2
Introduction: (See previous demonstration.) Value of good bread in diet. State object of the demonstration.	Have utensils arranged in easy reach on table with supplies.
Making biscuit. 1. State recipe. (Have this in form of poster, hung in view of the audience.) 2. Reasons for accuracy in measuring. 3. Proper method of measuring. Tell how to measure just as team-mate measures. a. Cupful. b. Spoonful. 1. Half spoonful.	Begin to measure dry ingredients into sifter. 2 c. flour. ¼ t. soda. ½ t. salt.
4. Reasons for sifting dry ingredients together.	Sift dry ingredients into bowl.

CAPTAIN	DEMONSTRATOR NO. 2
5. Fat. a. Kinds that may be used. b. Why cut fat into flour?	Measure fat. (3 tb.) Cut in fat with case knives. (Hold bowl so audience can see result.)
6. Liquid. a. Water. b. Milk. c. Cream. (In this case fat may be omitted.)	Measure milk. ( $\frac{3}{4}$ c.)
<p>Add milk to mixture, being careful to add the last very slowly so as not to have the dough too sticky.</p> <p>Turn out biscuit on lightly floured board. Place bowl where teammate can reach it to show how bowl should be cleaned out. Use spatula for cleaning bowl.</p>	7. Discussion of soda and sour milk. Proportions, action of sour milk on soda. Tell why some soda biscuit are yellow and have a bitter flavor. 8. Discussion of baking powders. a. Kinds. b. Composition. 1. All contain soda (alkaline substance). 2. Most all contain starch (filler). 3. Acid substance. Cream of tartar. Phosphate. (Alum.) 4. Relation of price to kind of acid substance (The label on the container always tells what acid substance is.)
<p>As soon as biscuits are cut and in pan clear away surplus flour, and wipe off board. Wash hands. Summarize briefly steps to be remembered in making biscuit.</p>	9. Explain manipulation. a. Call attention to fact that liquids must be added carefully at the last and the bowl scraped clean. b. Flour board lightly. Why? c. Handle dough lightly. Why? Roll with light upward stroke or pat out. d. Thickness of biscuit depends on size to be cut. Crust desired. e. Flour cutter. Why? Place baking pan in easy reach of teammate. When biscuit are in pan, place pan in oven and watch time. Get table in order for making of muffins.

Change places at this point if desired.

CAPTAIN	DEMONSTRATOR NO. 2
Making corn-meal muffins. Brief statement as to <b>value</b> of corn-meal as a food. 1. State recipe. 2. Reasons for accuracy in measuring. 3. Proper method of measuring. (Same method used for biscuit.)	Begin to measure dry ingredients into sifter. 2 c. corn-meal. 1 t. soda. 1 t. salt.

CAPTAIN	DEMONSTRATOR NO. 2
4. Reasons for sifting dry ingredients together.	Sift above ingredients into bowl.
5. Liquid. a. Fresh buttermilk. b. Clabber. c. Sweet milk and baking powder.	Measure milk and add to dry mixture. (Place muffin rings in oven to heat.)
6. Fat. a. Name kinds. Tell what is being used in this demonstration.	Measure fat. Melt and stir into mixture.
7. Egg. a. Value of egg.	Beat egg with Dover egg-beater. Add to batter and hand bowl to captain.
8. Discussion of soda as leavening agent. Take bowl of batter and beat well. Hold so audience can see consistency of batter.	Grease hot muffin rings in preparation for batter.
Tell some of the variations that may be made in the recipe. Summarize briefly steps in method of making corn-meal muffins.	Fill muffin rings not quite full and place in oven. Note time.
(Wipe dishes while talking.) Ask if there are any questions. If necessary to fill in time, tell some original club story. Score products bringing out following: Good shape. Even brownness. Good grain or texture. Flavor (factors influencing).	Clean up and put table in order. Remove biscuit and muffins when done. Place on plates or trays in view of audience. Leave table in order.

Conclude demonstration with summary of the most important things to be remembered in making quick breads. Thank audience and invite them to come up and view products.

#### QUESTIONS USUALLY ASKED AT A QUICK BREAD DEMONSTRATION.

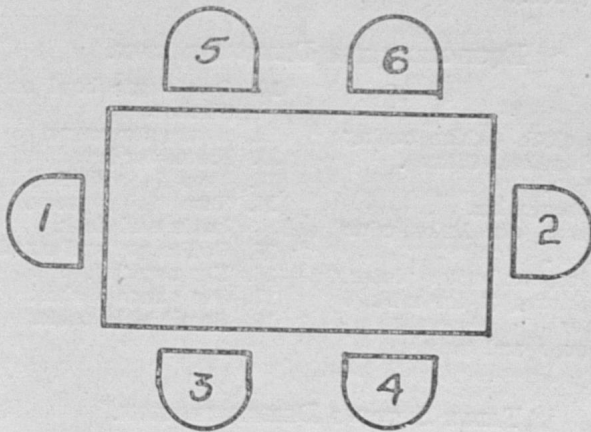
1. When is it advisable to use quick bread in the diet?  
When not advisable?
2. What is the chief advantage and what the chief disadvantage of quick breads?
3. What is the chief difference in the manipulation of the dough for biscuit and light bread?
4. Should quick breads have a place in the diet of children or people with weak digestion?
5. What causes biscuits and muffins to be light and porous?
6. What sort of temperature should be used for baking quick breads?

TABLE SETTING DEMONSTRATION.

The purpose of this demonstration is to show how to set a table properly for a family. The captain explains the influence of surroundings on a meal, selection of table coverings and decorations. Teammate lays cloth and sets table.

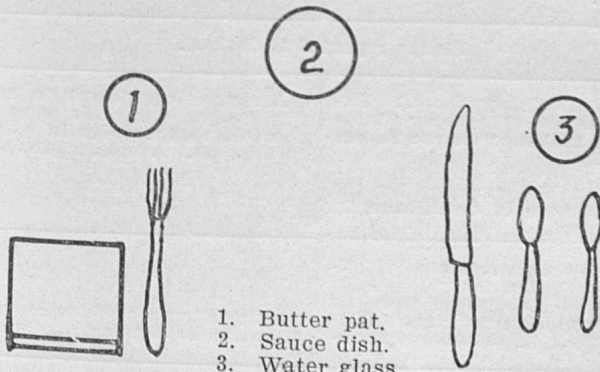
General Suggestions.

1. Have poster showing menu.
2. Poster showing seating arrangement.



- |             |            |
|-------------|------------|
| 1. Father   | 4. Baby.   |
| 2. Mother.  | 5. Parson. |
| 3. Grandma. | 6. Bill.   |

3. One illustrating a properly laid cover.



1. Butter pat.
2. Sauce dish.
3. Water glass.

These should be put up where the audience can see them during the demonstration.

### References.

1. Table Service for the Family (Mineographed), by Mary Miller, College of Agriculture, University of Kentucky, Extension Division, Lexington, Ky.
2. Table Service, Lucy Allen, Little Brown & Co., 34 Beacon St., Boston, Mass.
3. The Art of Table Setting, by Murphy, 41 Union Square W., New York. (Free.)

### EQUIPMENT FOR DEMONSTRATION.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Table.</li> <li>2. Chairs.</li> <li>3. Silence cloth (white outing flannel blanket. Clean).</li> <li>4. Tablecloth.</li> <li>5. Table decoration.</li> <li>6. Six knives, six forks, nine spoons.</li> <li>7. Six plates, six butter plates.</li> <li>8. Eight glasses (2 for milk, 6 for water)</li> <li>9. Three cups and saucers.</li> </ol> | <ol style="list-style-type: none"> <li>10. One sugar bowl and cream pitcher.</li> <li>11. Spoon for sugar.</li> <li>12. Plates for bread and cookies.</li> <li>13. Two deep dishes, 1 platter.</li> <li>14. Two tablespoons. Serving knife and fork.</li> <li>15. Coffee pot and stand.</li> <li>16. Six napkins.</li> <li>17. Six sauce dishes.</li> <li>18. Small side table.</li> </ol> |
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### TABLE SETTING DEMONSTRATION.

CAPTAIN	DEMONSTRATOR NO. 2
Introduction—giving names, where team is from, and what they are to demonstrate.	Stand by captain.
Pledge repeated if desired.	
(Influence of dining room.) Explain importance of proper table service. Its influence on the future of the family.  Mention suitable coverings for the table. Importance of cleanliness in table equipment.	Arrange equipment in readiness for setting the table as nearly as possible in the order in which it is to be used. Avoid rattling dishes.
Purpose, selection and size of silence cloth. (Outing flannel usually as satisfactory as quilted pad and much cheaper.) How to place tablecloth if alone. (Teammate demonstrates this.)	Place silence cloth as captain calls attention to the easy method used.



CAPTAIN	DEMONSTRATOR NO. 2
Tablecloth or oilcloth. Selection and care, evenness on table. We are going to use the tablecloth in our demonstration. Call attention to method of placing.	Bring table cloth. Hold up partly unfolded as captain speaks of it. Lay cloth assisted by captain.
Centerpiece. Selection, placing.	Place centerpiece. (Show to audience.)
Explain value of table decoration and how to select.	Place table decorations on centerpiece.
We are now ready to set our table for a family of six and my teammate will tell you how this is done. Place articles as teammate tells about them.	Tell exactly how to place the individual covers. (See references.)
Call attention to menu. Tell how to place articles as Demonstrator No. 2 places them. Emphasize importance of having all food pertaining to first course ready for serving before meal is announced. Tell how chairs should be placed. Purpose of small table.	Place butter, salt and pepper, sugar, cream, water and other food on table. Put things in order. Close sideboard or any drawers left open. Place chairs, arrange side table at the left of the hostess.
Explain method of seating.	Take place by captain.
Summarize briefly the demonstration. A song that tells how you enjoy setting the table for mother makes a nice ending. Thank audience for kind attention.	

### BREAD DEMONSTRATION

The purpose of this demonstration is to show a "sure method" of making good yeast bread at home.

The demonstration is divided into 3 parts as follows:

- I. The actual mixing of ingredients into dough. Speaker, captain.
- II. The discussion of processes and ingredients. Speaker, Demonstrator No. 3.
- III. The baking and care of the bread. Speaker, Demonstrator No. 2.

## GENERAL SUGGESTIONS.

Prepare dough for one loaf of bread far enough in advance of the demonstration that it will have finished first rising at the beginning of the demonstration. Have dough for one loaf in bread pan, having doubled its bulk second time and ready to be put into oven at the beginning of the demonstration. Oven should be hot enough to bake bread at beginning of demonstration.

Posters will aid much in presenting this demonstration. Wash hands at beginning of the demonstration.

## RECIPE.

1 c. liquid.  
1 tb. shortening.  
1 t. sugar.

$\frac{1}{2}$  t. salt.  
 $\frac{1}{4}$  cake compressed yeast.  
4—5 c. flour.

*Method:* If milk is used it should first be scalded—water should be boiled. Pour hot liquid on salt, sugar and shortening and allow to stand until lukewarm. Mix yeast with a little of the lukewarm liquid and add to above mixture. Sift two cups flour into liquid and beat until smooth. Add gradually sufficient flour to make an easily handled dough. Turn on to a lightly floured board and knead until smooth and springy in texture. Let rise in a warm place over night or until double its bulk. Knead again until large bubbles have disappeared. Shape into a loaf, place in greased pan and allow to rise in a warm place until double in bulk.

Bake in a moderate oven from fifty to sixty minutes. (To prevent uneven rising turn the loaf at the end of the first ten minutes). During the first twenty minutes the bread continues to rise and during the second twenty minutes it browns slightly. When done, the bread is a golden brown on all sides, feels light for its size and sounds hollow when tapped.

Turn the bread immediately from the pan and allow it to stand on a clean board or table top until thoroly cold. Use a

tin or earthen container which can be closely covered, for storing bread.

References.

1. Foods Project, Course No. 2, by Department of Home Economics, page 21, Circular No. 135, College of Agriculture, Lexington, Ky.
2. Baking in the Home, Farmers' Bulletin No. 1136, U. S. Department of Agriculture, Washington, D. C.
3. Making Light Bread, by Addie D. Root, Cir. No. 102, University of Missouri, Columbia, Missouri. (Free.)
4. Bread Making, by Amy I. Boyle, Department of Home Economics, Purdue University, LaFayette, Indiana.
5. Some Points in the Making and Judging of Bread, by Isabel Bevier, University of Illinois, Urbana, Ill.
6. Bread Club Manual, by Kathryn G. VanAken and Harriet M. Phillips, Circular No. 262, University of Illinois, Urbana, Ill.

EQUIPMENT.

- |                                |                              |
|--------------------------------|------------------------------|
| 3 bowls (mixing bowls) (3 qt.) | 1 knife for leveling.        |
| 1 cup for salt.                | 1 bread board.               |
| 1 cup for sugar.               | 1 bread pan.                 |
| 1 cup for fat.                 | Paper for oiling pan holder. |
| 1 cup for yeast.               | 2 tea towels.                |
| 1 mixing spoon.                | 1 dishcloth.                 |
| 1 teaspoon.                    | 1 dressing pan.              |
| 1 tablespoon.                  | Soap and soap dish.          |
| 1 sifter.                      | Bread rack.                  |
| 1 teakettle.                   | Dishpan.                     |
| 1 measuring cup.               |                              |



A County Team Demonstrating at Junior Week

## OUTLINE OF YEAST BREAD DEMONSTRATION.

Demonstrator No. 2	Captain	Demonstrator No. 3
Stand in place.	Introductory remarks. Tell where team is from, introduce teammates and self and tell what they are going to demonstrate. All repeat pledge and point to 4-H emblem while repeating: "I pledge my head to reason, my heart to loyalty, my hands to service and my health to efficiency, for the good of my country, my community and my home."	Stand in place.
Repeat pledge.		Repeat pledge.
Give recipe for bread and explain work of No. 2. Reasons for making bread at home. Value of bread in diet. General directions for bread making. Explain growth and action of yeast.	Measure ingredients. Mix bread as No. 1 speaks. Put bread to rise.	Get materials and utensils for No. 2. Wash dishes and put table in order. Put bowl of dough in warm place to rise.

PART II. *The discussion of processes and ingredients used in bread making.*

Demonstrator No. 2	Captain	Demonstrator No. 3
Show audience dough which has been previously prepared and has doubled its bulk. Knead dough, shape into a loaf and place in an oiled pan.  Show audience loaf and hand to captain.	Get bowl of dough from warm place and hand to No. 3. Oil bread pan; place in on the table for No. 3. Take $\frac{1}{2}$ c. flour wash out starch. Place on table for No. 2. Take pan containing the dough from No. 3 and place in a warm place to rise.	Explain about dough and the reasons for kneading. Explain the process of kneading and tell of ingredients and the part each plays in bread making.  Show and explain properties of gluten. (A chart may help.)

PART III. *The Baking and care of the bread.*

Demonstrator No. 2	Captain	Demonstrator No. 3
<p>Take loaf of bread from the oven and hand to captain.</p> <p>Remove pan and other unnecessary utensils. Clean up table.</p>	<p>Take loaf from pan and show audience as No. 3 tells of its qualities. Place loaf on a bread rack to demonstrate the necessity of circulation of air about the loaf until it is thoroly cooled. Show a good bread container.</p>	<p>Write on chart the oven temperature and length of time required for baking bread. Tell audience how to test oven. Describe proper appearance of loaf, crust, crumb and texture. Explain about the circulation of air about the loaf while it is cooling. Call attention to bread container shown by captain. Emphasize care of bread until used.</p>
<p>Put table in order.</p>	<p>Summarize demonstration. Steps in bread making. Ask for questions.</p>	<p>Put away equipment.</p>

QUESTIONS USUALLY ASKED AT A BREAD DEMONSTRATION.

1. Is yeast bread more desirable from a nutritional standpoint than quick bread?
2. Why is wheat flour used in yeast bread?
3. Why is sugar used?
4. What variations of yeast bread can be made?
5. What sort of bread should be given to children?
6. What is a good loaf of bread? (answer—description of 100% loaf).
7. What causes bread to sour?
8. Explain the effect of various temperatures on dough.
9. How should bread be cared for after being taken from the oven?
10. In what sort of a container should bread be kept?

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