AN ABSTRACT OF THE THESIS OF

Verona Ackisso-Coates-----for the M.S. in Household Administration

(Name) (Degree) (Major)

Date Thesis presented: May, 1942-----

Title: A SURVEY OF THE ROOM IMPROVEMENT AND OTHER HOUSEHOLD ADMINISTRATION 4-H CLUB PROJECTS IN THE UNITED STATES, HAWAII, AND PUERTO RICO-----------------------------

Abstract Approved:-----------------------------

(Major Professor)

In this study the writer surveyed the room improvement and other household administration 4-H Club projects as carried on in each state, Hawaii, and Puerto Rico; noting the method of administration and the scope of each project. Trends in 4-H Club work as shown by the programs of the states and territories and by recent related literature were studied. In addition exhibit, prerequisites, record and age requirements were determined for each state and territory as they applied to room improvement and other household administration projects.

As an outgrowth of the study the following recommendations were made.

1. More household administration activities should be incorporated in other 4-H Club projects to develop management and an appreciation of the problems involved in actual homemaking among younger girls.

2. Plans and suggestions for household administration projects should be provided for older 4-H Club girls who have the background of experience to profit by such activities.

3. Household administration subject matter should be provided as supplementary material for mixed community 4-H Clubs and 4-H project clubs.

4. More emphasis should be placed upon the formulation of programs by club members themselves, who set their own goals of accomplishment.

5. There should be an increase in the educational type of exhibit and those in which members are encouraged to establish their own goals of accomplishment and to compete against their own best records, and a decrease in competitive activities.
6. Awards should be made on the basis of levels of accomplishment rather than on championship attainments only.

7. There should be inclusion in 4-H Club programs of more of the cultural activities and those which develop in young people an appreciation of their rural environment.

8. Organization of community clubs should be encouraged in which both boys and girls participate, offering them an opportunity for social life and recreation as well as a chance to discuss mutual problems.

9. Such activities as hobby exhibitions should be furthered to broaden the field of activity of rural youth.

10. Effort should be placed on enlisting in the 4-H Club organization more of the older group of young people.

11. Young people should be encouraged in active participation in adult community extension programs.

12. More thorough training and assistance in carrying on their work should be given local 4-H Club leaders.

13. There should be an increase in paid personnel, making for greater development of the local leadership system, with the further development of those other techniques that have proved of value in meeting the challenge of the unreached, and in strengthening and expanding the general 4-H Club program.
A SURVEY OF THE ROOM IMPROVEMENT AND OTHER HOUSEHOLD ADMINISTRATION 4-H CLUB PROJECTS IN THE UNITED STATES, PUERTO RICO, AND HAWAI'I

by

Verona Adkisson Coates

A THESIS submitted to the OREGON STATE COLLEGE in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE

June 1942
APPROVED:

Redacted for privacy

Professor of Child Development
In Charge of Major
Redacted for privacy

Head of Household Administration Department

Redacted for privacy
Chairman of School Graduate Committee

Redacted for privacy
Chairman of State College Graduate Council
ACKNOWLEDGEMENT

The writer wishes to express her sincere appreciation to Dr. Vera H. Brandon, Professor of Child Development, who served as major adviser to the author in her graduate work. Her keen interest and understanding counsel have been exceedingly valuable.

The services and cooperation of Miss Helen Cowgill, Assistant State Club Leader of Oregon, have been very helpful. Aid in soliciting literature from the various states, suggestions given, and the reading of this manuscript have warranted deep appreciation.

The author wishes to thank the 4-H Club Departments of the forty-eight states, Puerto Rico, and Hawaii as well as Miss Gertrude L. Warren of the National 4-H Club Office for information and literature submitted.

It has been only through the cooperation and helpful assistance of the above named that this study has been made possible. The author wishes to express appreciation.

V. A. C.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>HISTORY OF 4-H CLUB WORK AND REVIEW OF LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>History of 4-H Club Work.</td>
<td>3</td>
</tr>
<tr>
<td>Review of Literature.</td>
<td>8</td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>DEFINITION OF TERMS, STATEMENT OF THE PROBLEM, METHOD OF PROCEDURE</td>
<td>18</td>
</tr>
<tr>
<td>Definition of Terms.</td>
<td>18</td>
</tr>
<tr>
<td>The Problem.</td>
<td>18</td>
</tr>
<tr>
<td>Method of Procedure.</td>
<td>20</td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>RESULTS</td>
<td>23</td>
</tr>
<tr>
<td>Part I</td>
<td></td>
</tr>
<tr>
<td>Room Improvement Project Units.</td>
<td>23</td>
</tr>
<tr>
<td>Program Content for Room Improvement Projects.</td>
<td>28</td>
</tr>
<tr>
<td>Exhibit Requirements for Room Improvement Projects.</td>
<td>30</td>
</tr>
<tr>
<td>Record Requirements for Room Improvement Projects.</td>
<td>36</td>
</tr>
<tr>
<td>Age Requirements for Room Improvement Projects.</td>
<td>42</td>
</tr>
<tr>
<td>Prerequisites for Room Improvement Projects.</td>
<td>45</td>
</tr>
<tr>
<td>Part II</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous Household Administration Projects.</td>
<td>47</td>
</tr>
<tr>
<td>Miscellaneous Household Administration Projects in the United States.</td>
<td>49</td>
</tr>
<tr>
<td>Units of Miscellaneous Household Administration Projects.</td>
<td>50</td>
</tr>
<tr>
<td>Program Content for Miscellaneous Household Administration Projects.</td>
<td>51</td>
</tr>
<tr>
<td>Exhibit Requirements for Miscellaneous Household Administration Projects.</td>
<td>73</td>
</tr>
<tr>
<td>Record Requirements for Miscellaneous Household Administration Projects.</td>
<td>74</td>
</tr>
<tr>
<td>Age and Other Prerequisites for Miscellaneous Household Administration Projects.</td>
<td>76</td>
</tr>
</tbody>
</table>
Chapter 11

Part III
Administrative Plans for State 4-H Club Programs

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions
Recommendations
Suggestions for Further Study

LIST OF CHARTS

Chart 1. Room Improvement 4-H Club Activities

LIST OF PLATES

Plate I. Map of the United States Showing Room Improvement Project Units
Plate II. Map of the United States Showing Miscellaneous Household Administration Projects

LIST OF TABLES

Table 1. Statistical Summary of Project Enrollments
Table 2. Room Improvement Project Units and States Offering Each
Table 3. Activities Mentioned in State 4-H Club Programs
Table 4. Exhibit Requirements for Room Improvement Projects
Table 5. Record Requirements for Room Improvement Projects
Table 6. Age Requirements for Members Enrolling in Room Improvement Projects
Table 7. Prerequisites for Room Improvement Projects
Table 8. Miscellaneous Household Administration Project Units
Table 9. Program Content for Miscellaneous Household Administration Projects
Table 10. Record Requirements for Miscellaneous Household Administration Projects

REFERENCES
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Additional List of Activities Suggested for Colorado Room Improvement Member</td>
<td></td>
</tr>
<tr>
<td>Appendix B</td>
<td>List of Suggested Articles to Make for Room</td>
<td></td>
</tr>
<tr>
<td>Appendix C</td>
<td>Letter Written by Assistant State Club Leader to Each State, Hawaii, and Puerto Rico Requesting Material</td>
<td></td>
</tr>
</tbody>
</table>
A SURVEY OF THE ROOM IMPROVEMENT AND OTHER HOUSEHOLD ADMINISTRATION 4-H CLUB PROJECTS IN THE UNITED STATES, PUERTO RICO, AND HAWAII

CHAPTER I

INTRODUCTION

In this study the writer has made a survey of the room improvement and other household administration 4-H Club projects as offered by each of the forty-eight states, Hawaii and Puerto Rico. In some of these states the work is not divided into projects but is treated as a complete program of homemaking instruction as is shown later by the survey. It is the hope of the writer that this study will serve as an inventory of the work given in the 4-H Club household administration projects.

This study was suggested by the National Committee on 4-H Club Work in a list of twelve given as desirable. (No. 5, PP. 19-20). The suggestion pertaining specifically to this study follows: "The scope and content of 4-H Club programs and projects now under way and their possible contribution to the social, economic, and educational development of rural young people, and the improvement of the home and community life." Other studies suggested in the list deal with administrative methods, standards of achievement and measures of efficiency.

In this thesis room improvement and other household administration projects were included because of the
opportunity they afford to teach the club members good housekeeping habits, management and basic skills; and to develop an appreciation of beauty and attitudes that contribute to the happiness and well-being of the family. Such subjects as home management, child care and training, home nursing, family relationships, and consumer buying were dealt with. Food selection, preparation, and preservation; and all phases of clothing were not included except as they were related to the subject of household administration.

The emphasis in this study is placed upon projects for girls, although the author found that some states are enlarging their projects and adapting them to the needs of boys.
CHAPTER II

HISTORY OF 4-H CLUB WORK AND REVIEW OF LITERATURE

History of 4-H Club Work

Four-H Club work is a division of the Extension Service in agriculture and home economics, established by the Smith-Lever Law of 1914, and further provided for in the Capper Ketcham Act of 1928 and the Jones-Bankhead Law of 1935. The purpose of extension work as stated in the act subsidizing it is to aid in diffusing among the people useful and practical information on subjects related to agriculture and home economics and to encourage the immediate use of that information. The original act further provides that the work shall be limited to rural people. Rural is taken to mean those living in the country or in a town of less than 2500 population. The work is carried on cooperatively by the Federal government, the state, and the county. Four-H Clubs usually are organized and conducted under the supervision of county extension agents cooperatively employed by the United States Department of Agriculture, land grant colleges and universities, and county governments. Many volunteer local leaders assist with the program. (No. 122)

According to a recent United States Department of Bulletin (No. 5) clubs differ among the various states. In some states they are composed of boys and girls working
on the same kind of project and in others they represent community organizations with each member selecting the line of work he most desires. Most 4-H Clubs fit the following requirements, but they vary.

1. Each club shall have a membership of at least five working on the same enterprise.

2. There shall be a local leader in charge during the club year.

3. There shall be a local club organization with necessary officers and with duties as prescribed in a club constitution.

4. There shall be a definite program of work for the year.

5. There shall be at least six regular club meetings during the year. The secretary shall be required to keep definite records of these meetings and also of the progress of each member.

6. A local exhibit shall be held annually by the club members.

7. There shall be a club demonstration team which must give at least one public demonstration in the home community.

8. At least 60 per cent of the members must complete the farm or home demonstration and file a final report with the county or state club leader.

9. A judging team shall be chosen by the members.

10. An achievement-day program shall be held at the completion of the work.

11. The club shall hold membership in the county extension organization.

12. When the first four requirements have been met a standard club charter is issued. When all the requirements have been met for any one year, a seal of achievement is awarded. (No. 5, PP. 8-9)
The educational objectives of 4-H Club work follow:

1. To help rural boys and girls to develop desirable ideals and standards for farming, homemaking, community life, and citizenship, and a sense of responsibility for their attainment.

2. To afford rural boys and girls technical instruction in farming and homemaking, that they may acquire skill and understanding in these fields and a clearer vision of agriculture as a basic industry, and of homemaking as a worthy occupation.

3. To provide rural boys and girls an opportunity to learn by doing through conducting certain farm and home enterprises and demonstrating to others what they have learned.

4. To instill in the minds of rural boys and girls an intelligent understanding and an appreciation of nature and of the environment in which they live.

5. To teach rural boys and girls the value of research and to develop in them a scientific attitude toward the problems of the farm and the home.

6. To train rural boys and girls in cooperative action to the end that they may increase their accomplishments and through associated efforts, better assist in solving rural problems.

7. To develop in rural boys and girls habits of healthful living, to provide them with information and direction in the intelligent use of leisure, and to arouse in them worthy ambitions and a desire to continue learning, in order that they may live fuller and richer lives.

8. To teach and to demonstrate to rural boys and girls methods designed to improve practices in agriculture and homemaking to the end that farm incomes may be increased, standards of living improved and satisfactions of farm life enhanced. (No. 5, P.6)

The four H's of 4-H Club work stand for head, heart, hands and health. These words take significance in the
National 4-H Club Creed which follows.

I believe in 4-H Club work for the opportunity it will give me to become a useful citizen.
I believe in the training of my HEAD for the power it will give me to think, to plan, and to reason.
I believe in the training of my HEART for the nobleness it will give me to become kind, sympathetic, and true.

I believe in the training of my HANDS for the dignity it will give me to be helpful, useful, and skillful.
I believe in the training of my HEALTH for the strength it will give me to enjoy life, to resist disease, and to work efficiently.
I believe in my country, my state, and my community, and in my responsibility for their development.
In all these things I believe, and I am willing to dedicate my efforts to their fulfillment.

The 4-H Club Pledge consists of the following lines.

I pledge my HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service, and My HEALTH to better living, for My club, my community, and my country.

The 4-H Club Motto is "To Make the Best Better." The motto applies not only in the building of character and citizenship but in the raising of project standards. The national Club colors are green and white. The 4-H Club emblem is the four-leaf clover with the letter "H" on each leaf. (No. 7, PP.4-5)

The first boys' club under cooperative demonstration work was a corn club organized in 1907 by W. H. Smith, a school superintendent of Holmes County, Mississippi. Three years later Miss Marie Cromer, a school teacher, organized the first girls' club. It was a tomato club in Aiken County, South Carolina. The purpose of this club was to
grow tomatoes for family consumption and to encourage the girls to can the surplus of the crop. Four-H Club work made its greatest growth after the passing of the Smith-Lever Act in 1914 which provided Federal funds for extension work. (No. 107, P.3) In 1940 the total enrollment of boys and girls in 4-H Club work reached 1,420,297. (No. 4, P.10)

The fact that 4-H Club work has increased greatly and has become an important organization is shown by the following summary of enrollments.

**TABLE 1**

**STATISTICAL SUMMARY OF PROJECT ENROLLMENTS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of rural girls 4-H Club age according to the 1930 Census(1)</td>
<td>5,616,593</td>
</tr>
<tr>
<td>Number of girls enrolled in all 4-H Club work</td>
<td>795,394</td>
</tr>
<tr>
<td>Number of girls enrolled in Home Management</td>
<td>42,505</td>
</tr>
<tr>
<td>Number of girls enrolled in Child Care and Training</td>
<td>6,209</td>
</tr>
<tr>
<td>4-H Club members not in special child development projects who participated in definite child development work</td>
<td>19,326</td>
</tr>
<tr>
<td>4-H Club members keeping personal accounts (2)</td>
<td>40,009</td>
</tr>
<tr>
<td>Girls enrolled in food selection projects</td>
<td>331,018</td>
</tr>
</tbody>
</table>

(1) (No. 118, PP.589-590) 1940 Census not yet available.
(2) This figure probably includes boys.
Girls enrolled in food preservation projects...... 241,961
Girls enrolled in clothing........................ 467,547
Girls enrolled in room improvement............... 165,935
Girls enrolled in beautification of home grounds.. 97,479
Girls enrolled in handicraft....................... 56,561
Girls enrolled in home health and sanitation...... 183,886
Girls enrolled in leadership....................... 11,772

NOTE: One club member may engage in two or more projects making the sum of the projects greater than the number of different clubs and members involved.

Review of Literature

In Warren's report of a Great 4-H Club Year (No.6) she has given a statistical and narrative report of 4-H Club work for 1935. In it Warren brings out contributions and developments of the work for the year, 1935. Through her evaluation and indications of progress one can determine the trends which she thinks club work should take. The following excerpts are cited.

1. Ample opportunity was provided for participation of rural young people in planning and carrying out general community extension programs.

2. Members are developing a true sense of civic responsibility and genuine leadership in making the community a better place in which to live by participation in general extension and through other meetings and service activities.

3. It is believed important that, in keeping with democratic government, there be developed among young people constructive group action
and group control.

4. Four-H Club work is based not only on the needs and interests of 4-H Club members, but also on the needs of the agricultural community of which they are a part, leading them to feel that they are doing part of the world's work, and that in doing it they may grow mentally, socially, and spiritually.

5. Progress was noted in greater appreciation by farm girls and boys of their own environment through nature hikes, establishment of nature trails, and the introduction of conservation activities.

6. More opportunity was provided for the inclusion of those activities that enrich everyday living, such as work in music, art appreciation, the distribution of good books, and in the study of the great outdoors.

7. Exhibits of hobbies have done much to broaden the field of activity of rural young people.

8. Enrichment of 4-H Club programs through cultural activities and personality development was noticed.

9. Club programs were made exceedingly flexible so as to be easily adjusted to changing economic and social conditions.

10. More emphasis was placed on the formulation of programs by club members themselves, who set their own goals of accomplishment.

11. Considerable attention might well be given to making 4-H Clubs appeal to many boys and girls not now reached—those in families that feel that they cannot afford even the moderately financed outlay necessary for most demonstrations in club work; those having the fewer or less attractive social opportunities; and especially those with potentially good qualities who are not now in 4-H Club work because their parents take little or no active interest in organizations and community affairs.
12. There should be a continued increase in the paid personnel assigned to the 4-H Club program, making for greater development of the local leadership system, with the further development of those other techniques that have proved of value in meeting the challenge of the unreached, and in strengthening and expanding the general 4-H Club program.

13. More training conferences for local leaders and club officers were held.

14. There was an increase in local leader's associations or councils and community advisory committees.

15. More individual help was given to local volunteer leaders in understanding their 4-H Club members and in assisting them to conduct home and farm demonstrations that are of definite value in improving rural conditions in their respective home communities.

16. Progress was noted in a more far-reaching recognition of the alignment of 4-H Club objectives with the general aims of education.

17. There was an increase in the number of surveys appraising the values of 4-H Club work.

18. Professional-improvement conferences were held, where general educational procedures were studied from the standpoint of their application to the 4-H Club program.

19. Plans of work involving activities to be undertaken and methods to be employed were more carefully formulated.

20. Much good has resulted from judging the finished products at the completion of each piece of work, thereby focusing attention on those phases that need strengthening as the work progresses.

21. Progress was noted in a better understanding of the group discussion method by the older group of young people.
22. Effort was placed on enlisting in the 4-H Club organization more of the older group of young people.

23. Progress was noted in better integration of constructive health activities in all 4-H demonstration work.

24. Awards were made on the basis of levels of accomplishment rather than on those involving only championship attainments.

25. Competition as involved in the contest method was lessened giving way to that finer type of contest, in which members are encouraged to establish their own goals of accomplishment and to compete against their own best records. (No. 6, PP. 3-27)

In the field of household administration Warren expressed the following views concerning child development in the 4-H Club program.

Perhaps no phase of 4-H Club work has done more to strengthen the whole 4-H Club program than that concerned with Child Development and Parent Education. Not only have rural young people participated in the demonstration from the standpoint of learning how to care for younger brothers and sisters and thus to develop an appreciation of what is involved in the physical improvement of young children, but they have also acquired through this work a deeper appreciation of what their parents are trying to do for them. Moreover they have learned to share responsibilities and to become real partners with their fathers and mothers. During 1935, nearly 3,000 girls were enrolled in this rather new phase of the 4-H Club program. Of this number, over 2,300 completed their demonstration work and reported many interesting stories of how they had made self-help garments for their younger brothers and sisters; assisted them in learning to eat those foods most needed from a dietary standpoint; made toys that were practical and useful from an educational standpoint; rearranged and adjusted
furnishings in children's rooms so that each child might help himself more effectively; learned suitable stories and how to tell them to children; and helped with the all-round development of some child, particularly from the standpoint of improving his habits and attitudes.....(No. 6, P.13)

Warren summed up home management club activities as follows:

Of much satisfaction was the large increase in the 24,813 club members' keeping personal accounts, being an increase of more than 45 percent over the preceding year. Moreover, these personal accounts were often accompanied by bank savings accounts. The uses made of the money saved during preceding years reveal the large numbers of 4-H Club members who are in college or have started farming for themselves...

In the home-management club work under way, there were 34,214 boys and girls enrolled, of whom 21,175 completed their work and reported having conducted demonstrations in keeping home accounts for the family, in assisting in developing home industries as a means of supplementing the farm income, in selecting or making home equipment, in rearranging or improving the kitchen from the standpoint of convenience, and in sharing in home responsibilities involving the management and care of the home, often as a result of family councils....(No. 6, P.12)

In her paper Latimer, National 4-H Club fellowship student, endeavors to offer suggestions for suiting extension projects to the needs and interests of older farm girls. Statistics show a decided decrease in 4-H Club membership after the girls reach the age of fifteen and a further drop from the age of eighteen. At the time of
her writing there were over 2,000,000 rural young women in the United States. No provision for social activity, recreation or for education of those not in school was being made.

She suggests three ways of organizing older boys and girls that they may be served by the Extension Service. (1) Senior 4-H Clubs including members 15 to 20 years old may be developed with more challenging projects. (2) Older young people above 4-H Club age may form separate organizations. (3) Older young people may be enrolled in adult community or project clubs, emphasis being placed on finding programs which will interest them as soon as they leave 4-H Club work, so that there will not be a gap. The best type of organization for a group should depend on the local situation, she asserts.

"Whatever the type of organization and program, it must be interesting, challenging, and appealing. Activities must be based on the desires and characteristics which are common to young people as: The desire for freedom, the desire to serve and receive recognition, the desire to appear well and to be popular with the opposite sex, the desire to secure more education, and the desire to earn money. Individual adaptations and development should be encourage." (No. 3, P.36) She states that an organization for young people needs a definite purpose, a good name, a strong county organization,
good local leaders, and a well-planned program suited to the needs of the members.

Every such organization should carry on individual projects, community projects, and activities of a cultural and social nature. Detailed discussion is given for projects on money making, family and community relationships, and self-development. Latimer does not recommend handing down a standard program for county or local clubs to follow because she feels the program should fit the local situation. (No. 3, PP.1-37)

Durrenbrger, another 4-H Club fellowship student, made a study of the contribution of 4-H Club work to good family living. She sums up her results in the following paragraph.

The foregoing section indicates that 4-H boys and girls are contributing to many phases of family living through their club activities. They contribute to the food, shelter, and clothing supply of the family, they introduce and use better practices in agriculture and home economics, they learn to work and play together, they develop an appreciation of the finer things of life both for themselves and for their families, and they contribute to the social life of the family and the community group." (No. 1, P.44)

In her paper she defines the goal of family life as the sum total of all the experiences and satisfactions enjoyed by the family group. She sets forth the following factors as important in good family living.
2. Family and community relationships.
3. Responsibilities of family members to contribute to family life.
4. Personal traits of family members.
5. Influences of family life.

Four-H Club work has taught rural youth better methods in agriculture and home economics, which in turn has made its contribution to many phases of family living. She states that farm and home practices improved through club members' efforts, have in many instances increased farm income, improved standards of living, and enhanced the satisfactions of farm life.

She suggests that the contributions of 4-H Club work to family living be increased by greater stress on objectives and by slight redirection of project activities in order to place more emphasis on the following:

1. The study of family relations.
2. Social activities for the entire family.
3. Instruction in first aid and home care of the sick.

She states, "The realization that 4-H Club work can materially raise family living standards should again be brought to the attention of all those engaged in work with rural young people through means of:

1. Literature.
2. Annual and special extension conferences.
3. Local-leader meetings.
4. 4-H short courses." (No. 1, PP.1-82)

Ives, another 4-H Club fellowship student, in her study found that at the time of her writing less than
600,000 of the 6,000,000 rural girls of 4-H Club age are enrolled in 4-H Clubs or public school home economics classes, the only two agencies furnishing appreciable training in home management. She states that girls need training in work that will help them solve their present management problems and become better potential homemakers. Such training is necessary so that they may:

1. Intelligently analyze family problems and make careful decisions.
2. Do their fair share of the home duties efficiently.
3. Use their time so as to have time for recreation and personal improvement as well as home duties.
4. Manage the resources available for family use in such a way as to give the greatest possible satisfaction and happiness to the family.
5. Organize the family living so that they and the people with whom they live may have happy relations.

The suggestions Ives made for incorporating home management in the 4-H Club program were based upon a survey of the activities and interests of 163 rural girls. It was found that the girls perform home duties and enjoy them. For the most part the younger girls perform such tasks as washing dishes and dusting and other duties of routine nature. The older girls perform tasks requiring more responsibility and judgment as planning and preparing meals. Both the older and younger girls perform routine duties but prefer duties requiring judgment and initiative. As younger girls lack the essential background of experience called for in managing a home, Ives suggests that
management activities be incorporated in their 4-H Club projects to arouse interest in, and early appreciation of, the problems met in the management of a home. For the older girls, with several years training in household skills and experience, she suggests home management projects that will help them meet their present management problems and become efficient future homemakers.

Although the income of the average 4-H Club girl is small Ives feels that it should furnish the opportunity for gaining valuable experience in the management of money. (No. 2, PP.1-45)
CHAPTER III
DEFINITION OF TERMS, STATEMENT OF THE PROBLEM,
AND METHOD OF PROCEDURE

Definition of Terms

In order to facilitate the reading of this thesis, the following terms are defined.

Exhibit as used in this study refers to a planned display of the club demonstration, showing as clearly as possible the exact work done.

Division refers to a plan for a year's work of the project named.

A unit may either be a division or a division within a division, a small part.

A year of work as used in this study applies to the minimum requirements to be carried on in one fiscal year as set forth either in specific work to be completed or the number of hours to be spent on the project.

Achievement Day refers to a time set aside for the recognition of the completion of 4-H Club work. It is usually accompanied by a program and may or may not offer exhibits. It serves to show other club members and the community the results of the 4-H Club work.

The Problem

A review of the literature and a survey of trends in 4-H Club work show a wide variety of developments. State programs vary in scope, content, methods of administration, standards of achievement, and practices in recognizing achievement. New trends are constantly appearing which
bring further changes to the programs. It seemed desirable, therefore to examine these various programs and trends as an aid in planning future state programs. State bulletins and record books representing each program were analyzed. The 1935 report of Warren (No. 6) and studies of other recent workers in this field were reviewed. It is the author’s aim that this thesis serve as a reference for extension workers and as an aid in preparing future room improvement projects. The writer has pointed out programs in which little emphasis is placed on household administration projects as well as those offering well-developed plans.

The problem undertaken by the writer may, therefore, be specifically stated as follows:

1. To survey the room improvement and other household administration 4-H Club projects as carried on in each of the forty-eight states, Hawaii, and Puerto Rico.

2. To summarize the results of the above analysis as to
   (a) Number of states carrying room improvement and other household administration projects.
   (b) Scope of material covered by projects of club departments studied.
   (c) Trends in 4-H Club work as shown by the programs of the states, Hawaii, and Puerto Rico and by recent related literature.

3. To determine exhibit, prerequisite, record, and age requirements in each state for room improvement and other household administration projects.
Method of Procedure

Through interviews with the State Club Leader (No. 121) and the Assistant State 4-H Club Leader (No. 120) consideration was given to specific data which should be gathered and as to methods which could be used in obtaining the data necessary for a study of 4-H Club room improvement and other household administration projects. It was agreed that through the state bulletins and record books which outline the various programs these data could be obtained.

The household administration and other homemaking projects in Oregon are under the direction and supervision of the Assistant State 4-H Club Leader. It seemed probable that a request from her office would be likely to yield more complete results than if the request were made by the writer. Her cooperation was offered and a letter was sent (See Appendix C) to each of the forty-eight states, Hawaii and Puerto Rico asking that information be sent to the writer on household administration projects including room improvement. All forty-eight states and the two territories responded with information, although some did not offer projects applicable to the study. As the 4-H Club project literature and other information came in it was analyzed and tabulated on a chart.

Further information was needed from California, Con-
necticut, Florida, Georgia, Iowa, North Dakota, Ohio, Pennsylvania, South Carolina, South Dakota, and Texas; therefore, other letters were written. Warren of the National 4-H Club Committee of the United States Extension Service was contacted by letter for information on national 4-H Club statistics and previous related studies in this field, with which she responded. After all material had been carefully surveyed, a master data sheet was prepared on which the 4-H Club household administration activities for each state were summarized separately. Program content and divisions or years of work offered in the projects were noted as well as state requirements for exhibits, prerequisites, records, and age of enrollment.

The nature of the program content in both room improvement and miscellaneous household administration projects is such that it was difficult in many cases for the writer to draw a line between the two and classify such projects in one group or the other. There is much overlapping of activities.

The program content of room improvement projects is similar for many states; therefore, the material has been summarized in table form. (1) (See Chart 1) On the other hand the group of miscellaneous household administration

(1) Complete data on units and program content by states for room improvement projects may be found in the Oregon State 4-H Club Office.
projects differ to such an extent that the author has
given the requirements for each state separately. (See
Table 9)
CHAPTER IV

RESULTS

Part I

Room Improvement Project Units

An analysis of the room improvement project units offered by the various states shows that those dealing with the bedroom are most extensively given. Educators agree that students learn best that which is most closely linked with their interests. For this reason a club girl's bedroom forms a sound basis for study of room improvement. In widening state programs to include work which tends to stimulate interest in the entire home, many states offer work applicable to any room in the house. Other state programs confine themselves to the kitchen, living room, or dining room. In this way club members are taught principles relating to every room in the home, a step toward actual home management, and a feeling of responsibility toward the well-being of the home and the family.

According to Oller, Assistant State Club Leader of Wyoming, older 4-H girls have a real contribution to make in the way of more attractive homes and more efficient arrangements in many rooms of the home. She states that often a 4-H Club project along these lines will stimulate the entire family to participate and arrange much better
living conditions for the family. The Wyoming room improvement project is planned to give girls an opportunity to apply principles of good arrangement, adequate storage, improved lighting, and attractive appearance to any room to fit the needs of their home.

Two states, Minnesota and South Dakota, offer a unit on the game center. It is felt that there is need for more recreation in which families as a whole may participate. Such a unit should tend to promote such activity. One of the requirements of the South Dakota Home Life 4-H Clubs is that members help manage and plan a social event in the home. This appears to be an aid in solving the problem of recreation for adolescent rural youth. There is considerable need in this field. (119).

A summary of the following table shows that six different units are offered that apply strictly to the bedroom. (The washing and bathing unit is included here because it is planned for homes without modern bathroom facilities.) Thirty-one states and Hawaii offer projects in this group.

Throughout the United States, Hawaii, and Puerto Rico, only four states mention in connection with their programs, units applying specifically to the dining room. There are but three units, the most popular, judging from the fact that it is offered by three states, is that dealing with dining linen.
Two of the units mentioned under kitchen are also applicable to the dining room, the window unit and the better kitchens and dining rooms unit. In this division eight different units are given but each unit is offered by one or two states only. The total number of states giving this work is three.

Living room studies are divided into three units with four states mentioning them. Most living room projects can also apply to other rooms and for that reason are considered under miscellaneous units.

A large variety of units (fifteen) are listed under miscellaneous units. The states concerned with them number twenty-nine. Included in the units in this group, storage is the most frequently offered. (Nineteen states offer it). Twelve states give work on a study, reading, writing, or sewing center, whereas eight are concerned with a background unit in which walls and woodwork are studied. General window treatment units and general room study units are each offered by seven states. The other units in this group are mentioned by two or three states only.

One of the most important subjects in room improvement is furniture. Six units are concerned with some phase of furniture. Five states emphasize furniture arrangement to the extent of making it an entire unit. The remaining five units are taken up by one or two states
only. (Table 2).

Although minor projects in the following table are marked with an asterisk, it is impossible in this table to show the length of each unit as given by the states. In most cases they include study of subject matter material and the making of some articles or improvements applying the principles learned. In some cases a single room improvement unit is studied during the entire club year, whereas other programs may cover several units but less thoroughly. There is also much variation in the total amount of work required in the club year.

**TABLE 2**

**ROOM IMPROVEMENT PROJECT UNITS AND STATES OFFERING EACH**

**Bedroom Units**
- Bedding - Michigan, Montana, New Mexico, West Virginia.
- Dressing - California, Kentucky, Maine, Michigan, Minnesota, Missouri, Montana, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Utah.
- Miscellaneous Bedroom Study - Alabama, Arkansas, California, Colorado, Indiana, Louisiana, Massachusetts, Mississippi, Oregon, Nebraska, New Mexico, South Carolina, Utah, Hawaii.
- Rest Center - Colorado, Kentucky, Minnesota, Oregon, South Dakota.
- Washing and Bathing - Kentucky, Maine, Mississippi, South Dakota.

**Dining Room Units**
- Better Kitchens and Dining Rooms - Alabama

* Projects of a minor nature.
Dining Room or Kitchen Windows - South Dakota.
Table Covers for Dining - Illinois, Minnesota, South Dakota.

**Kitchen Units**
- Better Kitchens and Dining Rooms - Alabama
- Business Center - Minnesota, South Dakota.
- Dish Care - South Dakota.
- Kitchen Arrangement - Tennessee.
- Kitchen Cabinet - Minnesota.
- Kitchen Food Storage - South Dakota.
- Windows for the Kitchen or Dining Room - South Dakota.
- Working Surfaces and Garbage Disposal - Tennessee.

**Living Room Units**
- Living Room Windows - South Carolina
- Mantel and Fireplace Care - South Carolina
- Miscellaneous Living Room Study - Arkansas, Mississippi, South Carolina.

**Miscellaneous Room Study Units**
- Backgrounds - Kentucky, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, Vermont, West Virginia.
- Chair Pads and Slip Covers - North Carolina
- Cleaning and Care of Rooms - Indiana, South Carolina, South Dakota.
- Floor Coverings - Idaho, North Carolina, Tennessee.
- Game Center - Minnesota, South Dakota.
- General Room Study - Kansas, Kentucky, Massachusetts, New Hampshire, Oklahoma*, Wyoming, Puerto Rico.
- General Surface Unit - Michigan.
- General Window Treatment - Illinois, Kentucky, Michigan, Minnesota, Ohio, South Carolina, South Dakota.
- Household Linens - Idaho, Michigan, Washington
- Influencing Interiors by Color and Design - Utah, Washington
- Laundry - South Dakota
- Room Accessories - Massachusetts
- Storage - California, Indiana, Kentucky, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, Wisconsin
- Wall Finishes - Illinois, Tennessee.

**Furniture Units**
- Arrangement of Furniture - Illinois, Indiana, North Carolina, South Carolina, Washington

*Projects of a minor nature.*
The following map of the United States shows those states which are carrying room improvement projects and also the number of units offered in each state. At least one unit in room improvement or household administration in some form is provided by all states except Rhode Island and Delaware. The information submitted by these two indicates that no room improvement projects are offered. The number of units offered by the states is to a large extent a measure of the scope of their program but the variation in length of units makes it difficult to judge on the basis of number solely. (See plate I)

Program Content for Room Improvement Projects

The following chart of room improvement club activities shows that 102 different activities are suggested by the forty-eight states, Puerto Rico and Hawaii. The programs of eleven of these were not analyzed in making this chart--two did not offer room improvement projects, according to information submitted and the programs of the other nine do not lend themselves to activity analysis as
they vary to fit the needs of individual members or are incorporated in other projects.

The wide spread of activities seems to indicate that state departments are endeavoring to plan their programs to fit their areas rather than follow a national "set" plan. The five states which allow clubs to plan their own programs further show this trend to meet individual needs. Several states mention that additional activities may be added as the club or individual members choose.

Of the activities listed record keeping was most frequently included with thirty-eight programs showing it as a requirement, and exhibiting of work also high on the list with thirty-three states mentioning it. Both of these items are national 4-H Club requirements but there is variation as to how the several states interpret these requirements. The author feels that the states not mentioning them as requirements do not disregard them entirely, but that it is an indication that less emphasis is placed on these items.

A list of the activities mentioned by most of the states, Hawaii, and Puerto Rico follows with total frequencies of states suggesting these activities. There is considerable variation in the type and number of articles suggested by the various state programs for club members to make in room improvement projects. (See Appendix B)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Activity 2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Activity 3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Activity 4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**(CONT) 4H Room Improvement Project Activities**
TABLE 3
ACTIVITIES MENTIONED IN STATE 4-H CLUB PROGRAMS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number Including Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep project records.</td>
<td>38</td>
</tr>
<tr>
<td>Make articles for the room (number varies)</td>
<td>38</td>
</tr>
<tr>
<td>Make an exhibit.</td>
<td>33</td>
</tr>
<tr>
<td>Build or rearrange closets.</td>
<td>28</td>
</tr>
<tr>
<td>Take care of room.</td>
<td>26</td>
</tr>
<tr>
<td>Refinish a piece or pieces of furniture.</td>
<td>26</td>
</tr>
<tr>
<td>Select and frame a picture for your room.</td>
<td>21</td>
</tr>
<tr>
<td>Make a drawing to scale of room and furniture arrangement.</td>
<td>20</td>
</tr>
<tr>
<td>Make or select and hang curtains or draperies.</td>
<td>20</td>
</tr>
<tr>
<td>Make permanent improvements as painting, papering, kalsomining.</td>
<td>19</td>
</tr>
<tr>
<td>Make a drawing at end of project showing furniture arrangement.</td>
<td>18</td>
</tr>
<tr>
<td>Rearrange furniture for comfort and convenience.</td>
<td>18</td>
</tr>
<tr>
<td>Study and practice simple furniture renovation.</td>
<td>18</td>
</tr>
<tr>
<td>Improve a bed for comfort and sanitation.</td>
<td>16</td>
</tr>
<tr>
<td>Illustrate or describe the color scheme of your room before and after project.</td>
<td>15</td>
</tr>
<tr>
<td>Make a plan for room improvement in the form of a scrapbook.</td>
<td>15</td>
</tr>
<tr>
<td>Give a description of your bedroom.</td>
<td>8</td>
</tr>
<tr>
<td>Plan and make or remodel curtains to improve the shape of a window or the lighting of a room.</td>
<td>8</td>
</tr>
<tr>
<td>Provide sheets the required length, lengthening them if necessary.</td>
<td>6</td>
</tr>
<tr>
<td>Study color and make a plan for a room.</td>
<td>6</td>
</tr>
<tr>
<td>Do yard work.</td>
<td>5</td>
</tr>
<tr>
<td>Improve artificial lighting if needed.</td>
<td>5</td>
</tr>
<tr>
<td>Learn to make furniture cleaner, furniture polish, and a dustless duster.</td>
<td>5</td>
</tr>
</tbody>
</table>

A few additional activities are offered by four states or less. (See Chart 1 for complete list).

Exhibit Requirements for Room Improvement Projects

The following table shows that most states require
exhibits but the material submitted to the writer did not give specific instructions concerning these exhibits. As has been stated before, exhibiting of work is a national 4-H Club requirement but states differ in their interpretation of this requirement. Thirty-three of the states including Puerto Rico and Hawaii mention exhibits among their project requirements. The Tennessee program states that demonstrations and exhibits are to be made to the family and friends of 4-H Club members. Puerto Rico requires club members to exhibit their projects to those who ask to see the work. In most counties the exhibit requirement is fulfilled by participation in club Achievement Days. In counties where Achievement Days are not arranged club members exhibit at the county fair. The general plan is for judges to select the most outstanding exhibits for entry in the state fairs, further selection is then made for national competition.

In general exhibits consist of articles made in the project, along with records which include a narrative report of the project activities. Mississippi requires that flowers be a part of the exhibit because yard work is required in their room improvement program.

The plan of Iowa is unique. Exhibits are required but no specific rules are set forth, according to the information given. Clubs sponsor achievement shows where
judging takes place. The two best exhibits in each class are then entered at the county fair. Prize money goes to the entire group rather than to individuals. Texas sets up no specific requirements for exhibits. Their work is planned on a non-competitive basis. The majority of exhibits are of an educational character put up by individuals and clubs as a part of their efforts to share good ideas with their neighbors. Some money is offered to help take care of the expenses of the exhibits but no prizes are offered to those participating and no judging is done.

Both Iowa and Texas show the newer trend mentioned by Warren, "Competition as involved in the contest method lessened giving way to that finer type of contest, in which members are encouraged to establish their own goals of accomplishment and to compete against their own best records." (No. 6, P.3) In this connection she also suggests the following: "Awards made on the basis of levels of accomplishment rather than on those involving only championship attainments." (No. 6, P.27)

The author wishes to call attention to the difficulty of shaping exhibits into a standardized pattern with definite requirements when club programs are planned by individual groups to fit the needs of each member. The following trends as expressed by Warren are cited:

"Club programs becoming exceedingly flexible so as to
be easily adjusted to changing economic and social conditions. (No. 6, P.3)

More emphasis placed on the formulation of programs by club members themselves who set their own goals of accomplishment. (No. 6, P.4)

Household administration activities lend themselves more readily to educational exhibits set up either by individuals or clubs rather than to standardized competitive exhibits. Such exhibits can be a service to the community in teaching improved practices as well as publicizing 4-H Club work, and giving members the enjoyment of displaying their accomplishments.

That exhibiting of work is a worthwhile activity is explained by Warren in the following quotation:

...It has been found that when a club plans to make an exhibit, it gives an added incentive to the members to excel in their work. Young people enjoy having their work displayed....Experience has proved that such efforts are worthwhile, for the club exhibit visualizes the accumulated results of the club's work and gives an opportunity for comparison and improvement as well as for new ideas. (No. 6, P.25)

The table showing room improvement exhibit requirements by states follows.

**TABLE 4**

**EXHIBIT REQUIREMENTS FOR ROOM IMPROVEMENT PROJECTS**

**Arkansas**

One unit of furniture if possible; record and story of all work done in the room and yard.
California
Exhibit at County Achievement Day required but no specific information.

Colorado
Exhibit required at Community Achievement Day -- articles made or selected, scrapbook, records, story.

Georgia
Exhibits required but no specific group of articles suggested.

Idaho
Articles made or remade, record book, story and illustrated notebook.

Illinois
Work done where applicable, plans, records.

Indiana
Notebook, 2 to 4 articles made representing work done (may be just a drawer from or snapshots of larger pieces).

Iowa
Required but no specific rules set, according to information given. Clubs sponsor achievement shows and enter two best exhibits in each class at county fair. Prize money goes to whole group rather than individuals.

Kansas
Exhibits required but no specific information given.

Kentucky
Unit I: scrapbook and at least one article from the room improved. Scrapbook includes story and records.

Maine
Two articles from unit selected.

Massachusetts
Division I: accessories, color scheme, room plan, scrapbook, records; division II; scrapbook of model room, articles showing improved unit, records; division III: scrapbook, Christmas card design, all articles made, records.
Michigan
Three articles made or selected, poster, report.

Mississippi
Required but no definite instructions given except that flowers must be included.

Missouri
Exhibiting suggested but not definitely required.

Montana
Exhibiting required but no specific information given.

Nebraska
Exhibits suggested but no specific information given.

New Hampshire
Notebook and at least one article made or refinished. Notebook includes story.

New Jersey
Exhibits required but no specific information given.

New Mexico
First Year: club book, color scheme or room, dresser scarf, curtains or draperies or both, handmade rug. (At least two mitered corners must be exhibited. They may be made on either curtains or scarf.) Second Year: a towel and two wash cloths, two pillow cases, two sheets, a mattress cover, a comforter or quilt; record on care of the room.

New York
Exhibits required but no specific instructions given.

North Carolina
Exhibits required at local Achievement Day, no specific information given.

North Dakota
Each girl must exhibit or demonstrate at a fair. Each girl must give one demonstration. No specific instructions for exhibit given.

Ohio
Each girl must exhibit some phase of work but no specific information given.

Oklahoma
Notebook including story and records and articles made
For special bedroom unit exhibit consists of at least three articles from one unit of room in addition to notebook.

**Oregon**
Five articles from one unit, scrapbook, record book, and story.

**Pennsylvania**
Articles made, floor plan, color scheme, plan of improvements, and illustrations showing improvements made.

**South Carolina**
No specific instructions except to exhibit articles resulting from 4-H Club work.

**South Dakota**
Club members are required to exhibit at local Achievement Day but no specific instructions given.

**Tennessee**
Exhibits and demonstrations are to be made to family and friends.

**Texas**
Work planned on a non-competitive basis. The larger part of exhibits are of an educational character. No specific requirements.

**West Virginia**
One article of bedding, one accessory, chart showing color scheme, project circular, activities record.

**Hawaii**
Exhibits required at Club Achievement Day but no specific requirements given. Judging and demonstration work required.

**Puerto Rico**
Club members are required to exhibit to those who ask to see work.

**NOTE:** Those states not mentioned in the above table did not submit information on exhibit requirements.

**Record Requirements for Room Improvement Projects**

As was the case with exhibiting, record keeping is a
national 4-H Club requirement but there is variation in the way it is interpreted by the states. Thirty-eight states, including Puerto Rico and Hawaii, definitely require each member to keep a record of activities. In Texas no record requirements are made but girls are encouraged to keep any records that will improve the efficiency of their work.

In general states require a record of work done, hours spent, cost of materials used, and a narrative story of club project activities. Louisiana and North Dakota are unique in that they require a record of the improvement in time to do routine project duties. New York asks for a record of the improvement in methods used in the club member's home as a result of 4-H Club work. Georgia and Illinois also make this requirement. Vermont and Virginia ask members to keep a record of home tasks or responsibilities. Illinois furnishes members with a personality and character building sheet by which they rate themselves. Six states, Colorado, Georgia, Kansas, Missouri, Nebraska, and South Dakota require a record of club activities participated in aside from the member's specific project.

A table of the requirements made by individual states follows.

TABLE 5

RECORD REQUIREMENTS FOR ROOM IMPROVEMENT PROJECTS
Alabama
Records required but no specific information given.

Arkansas
Improvements needed in room and yard; improvements completed; drawings or pictures showing work at beginning and end of club year.

California
Cost accounts, club activities, and story (suggested).

Colorado
First year: Record of room improvement work done, record of yard improvement work done, activity year record, story of the year, room arrangement at beginning and end of year, check for care of bedroom for one month, score card for all garments having sewing on them, and score cards for judging pictures and scrapbook.
Second year: Record of room improvement work done, activity record, story of the year, check for care of bedroom for one month, score card for all garments having sewing on them, score cards for judging pictures and scrapbook.
Third year: Score card for girl's room, curtains, dress bag, bedspreads, scrapbooks; cost and time record of articles made, activity record, and story of the year.
Fourth year: Personal business record; score card for complete exhibit of reading center, individual articles made, and for refinished furniture; cost and time record of articles made; two kodak pictures of your room, one before and one after changing the arrangement (suggestion only); activity record, and story of the year.
Fifth year: Cost and time record of articles made, record sheet for furnishings project selected including cost of furnishings, story of club activities, and story of your own achievement.

Georgia
Kodak picture of self; demonstration work; time, cost and help obtained concerning club work; social life activities; competitive record; story and summary of work; use of approved practices; and record of club activities.

Idaho
Kind and amount of materials used, cost, amount of time spent, new ideas received, and story.
Illinois
Description of work done, cost and plans where applicable; character and personality building check sheet, project achievement work record (work done in addition to that required); 4-H activities participated in; and list of approved practices put into use at home from study of the unit.

Indiana
Description of room before and after club project; outline of future plans; name, kind of material, and cost of articles made or selected; improvements made and cost; story.

Iowa
Required but no specific information given.

Kansas
4-H Club activities participated in; work done, time, cost, value, savings, and summary; financial summary, competitive record, narrative report.

Kentucky
Record of improvements, record of repairs or refinishing, and story.

Louisiana
Improvement in time required to do work, work done, and story (optional).

Maine
Hours spent caring for own room; description, cost, value, of articles made; and story.

Massachusetts
Divisions I, II, and III; name of unit or articles, dates of beginning and completion; total cost and estimated value. Division IV: record of what member did by herself and with the help of others; cost and value of work.

Michigan
Articles made, materials used, cost, and value.

Minnesota
Itemized cost and profit record of improvements, labor, drawings before and after improvements; and story.
Mississippi
Itemized cost of improvements, color scheme, floor plan at completion of project, description of unit at beginning and completion of work; and story.

Missouri
Articles made and cost; questionnaire on club activities, care of room and miscellaneous data; and story.

Montana
Floor and wall plan of room, written plan for improvements, color scheme, list of other improvements, record of articles made or selected, pictures and scoring of room before and after improving; and story.

Nebraska
Club activities, articles made, labor, and cost.

Nevada
Floor plan and color scheme before and after improving (kodak pictures if possible); itemized cost and labor record; and story.

New Hampshire
Cost of improvements, hours of labor spent in care of room, and story.

New Jersey
Record of work accomplished, methods used, and story.

New Mexico
Floor plan drawn to scale before and after improvements, inventory of furniture and bedding, questionnaire on bedroom, color scheme, and story.

New York
Work done, number of hours spent on home duties, help received, improvements in home as result of club work, improvements made, and 4-H Club activities participated in.

North Carolina
Description of room before and after improvements; care of room, score of room; improvement record including cost; and achievement record.

North Dakota
Record of all project work done and cost; account
of all money spent for personal needs except food; room care charts taken the fourth and eighth week of project showing improvements.

**Ohio**
Itemized cost of improvements made and time spent, story optional, project book required.

**Oklahoma**
Picture of the room before and after improvements, floor plan showing complete arrangement, color scheme, and story.

**Oregon**
Improvements, cost, number of hours labor, description of room and improvements, and story.

**Pennsylvania**
Complete record of work done, cost of materials used, care of room health score, and story.

**South Carolina**
A notebook but no definitely required records, according to information submitted.

**South Dakota**
Club goals, program for the year, health record, improvements, cost, materials used, value of articles, money saved, time schedule, achievement record, extra work done, 4-H Club notes.

**Tennessee**
4-H Club activities participated in, improvements made, and cost.

**Texas**
No records required but girls are encouraged to keep those that will improve the efficiency of their work.

**Vermont**
Home service record--task and frequency done; improvements and cost; story.

**Virginia**
4-H activities participated in, health improvements, personal clothing account, home responsibilities, home improvements, articles made--cost and money saved.
West Virginia
Drawing of changes made in room; story of improvements; score card of room; kind, amount of material, cost, and time spent on project.

Wisconsin
Picture of room before and after making improvements. (Lack of sufficient information)

Hawaii
Room plan before and after making improvements, color scheme, your work record, and record of other work done.

Puerto Rico
Description of room before and after project; cost and description of improvements; record of furniture renovation; scoring of room before and after project; story of work.

NOTE: States not mentioned in the above table did not submit information as to record requirements.

Age Requirements for Members Enrolling in Room Improvement Projects

The table giving age requirements of room improvement projects which follows shows twenty-four states, including Puerto Rico, submitting no information as to age requirements. The age requirements given by six states show a requirement of from ten to twenty-one years which is the age range established for all 4-H Club work. Oregon suggests nine to nineteen. Three states ask that room improvement club members be "older girls", which the author interprets to mean teen age. Where restrictions are put on age of membership, it is to make certain that the girls have had sufficient background to profit by the
A summary of age requirements is given as follows:

**TABLE 6**

**AGE REQUIREMENTS FOR MEMBERS ENROLLING IN ROOM IMPROVEMENT PROJECTS**

**Arkansas**
- One or more years of club work or sixteen years of age or older.

**Connecticut**
- Older girls.

**Georgia**
- Eleven to twenty years inclusive.

**Idaho**
- Fourteen year.

**Illinois**
- Ten to twenty years.

**Kansas**
- Thirteen years.

**Kentucky**
- No information as to age of girls. Boys must be fourteen years.

**Louisiana**
- Ten to twenty years.

**Massachusetts**
- 1. Room Accessories - ten to twenty-one.
- 2. My Own Room - twelve to twenty-one.
- 4. State 4-H Club Room Improvement Contest - twelve to twenty-one. The above are suggestions but all units are open to all ages of members.

**Michigan**
- Fifteen years or older or two years of clothing work.

**Minnesota**
- Fifteen years.
Montana
Thirteen years or older.

Nebraska
At least twelve years.

Nevada
At least thirteen years.

New Jersey
Ten to twenty-one except in the case of Older Youth Projects which include members up to twenty-five.

New Mexico
Twelve to twenty.

New York
Fourteen or over.

Ohio
Teen age.

Oregon
Nine to nineteen.

Tennessee
Ten to twenty-one.

Texas
Ten to twenty.

Washington
Older girls primarily.

West Virginia
Fifteen to twenty. Girls under fifteen may enroll with the permission of the county Home Demonstration Agent.

Wisconsin
Older girls.

Hawaii
Fourteen years of age or in the fourth year of club work.

NOTE: States not mentioned in the above table did not submit information as to age requirements.
Prerequisites for Room Improvement Projects

Table 7 on room improvement project prerequisites shows that twenty-eight states of the fifty states and territories included in this study do not have prerequisites to room improvement projects. Eight states suggest that the divisions they offer be taken in sequence. Arkansas asks that club members have one or more years of club experience or that they be sixteen years of age, and Hawaii requires four years of club work or that club members be fourteen years of age. Clothing work varying from one unit to three years is required by ten states.

Specific state requirements follow.

TABLE 7
PREREQUISITES FOR ROOM IMPROVEMENT PROJECTS

Arkansas
One or more years of club work or sixteen years of age.

California
None definitely required but work is given in sequence.

Colorado
Member must be able to sew before enrolling. Units must be taken in sequence.

Connecticut
Two years of work in room improvement required before enrolling for refinishing of furniture, rug making, and quilt making units.

Georgia
Work to be taken in sequence.
Idaho
Two years of clothing before enrolling for first year room improvement. Following years to be taken in sequence.

Indiana
Division I prerequisite to divisions II and III.

Kentucky
Two units of clothing prerequisite to first unit of room improvement. Work to be taken in sequence.

Louisiana
Members must also be enrolled in either gardening, poultry or canning.

Minnesota
The first three years of clothing work or their equivalent.

Montana
It is suggested that the member have two years of clothing work or their equivalent.

Nebraska
Must know something of sewing.

Nevada
Two years of clothing or equivalent.

New Mexico
Minimum of two years clothing work.

New York
Recommend units be taken in sequence.

Ohio
Three units of clothing work.

Oklahoma
Work to be taken in sequence. Four years of club work prerequisite to special Bedroom Improvement Project.

Oregon
It is suggested that the project, My Room, be taken by younger girls. Either My Room or Our Home may be taken with a unit of room improvement.
Texas
Must also carry a project in food production; gardening, poultry, orchard, or dairy.

Washington
A unit in clothing suggested.

Hawaii
In the fourth year of club work or fourteen years of age.

NOTE: States not mentioned in the above table did not submit information as to prerequisites.

Part II

Miscellaneous Household Administration Projects

Although room improvement projects make up the largest number of household administration 4-H Club work, other projects are growing in importance. Household administration projects are a comparatively new phase of the program and much of the work is in the experimental stage.

Account keeping is the most common project of this group; although but a few states offer it as a complete project, it is often included as an activity in other projects.

Nine states offer work in home management. The programs in these states vary considerably, necessitating listing the requirements of each state separately. (See Table 9). Warren (No. 6, P.12) states that many worthwhile demonstrations were being carried on in making or selecting home equipment, in rearranging or improving the
kitchen from the standpoint of convenience, and in sharing in home responsibilities involving the management and care of the home.

Waren states that much has been accomplished through child development 4-H Club work although it is one of the newest phases. She says that rural young people have participated in this project not only from the standpoint of learning how to care for younger brothers and sisters and thus to develop an appreciation of what is involved in the physical improvement of young children, but they have also acquired through this work a deeper appreciation of what their parents are trying to do for them. Only two states, Georgia and New Jersey submitted organized plans for child development work, but judging from the number of club members enrolled in this demonstration (See Table 1) other states undoubtedly carry it as a minor project or supplementary work. (No. 6, P.13).

In planning 4-H Club programs it is difficult to include subject matter on family relationships except in a supplementary way. Activities which make the girl a better member of her own family and increase family cooperation make a contribution. Many such activities are included in 4-H Club programs. States which include programs for older youth (not technically 4-H Clubs) are offering plans for discussions on this topic. New
York has such a program.

Miscellaneous Household Administration Projects in the United States

The following map of the United States shows those states carrying household administration projects aside from room improvement, what the project is, and the number of units offered. Of the forty-eight states, twenty-four, Puerto Rico and Hawaii offer no organized programs for other household administration work. In three states the complete club program varies according to needs and interests of members and may or may not include such projects. In seven states household administration work is incorporated in other projects. The states carrying organized programs for other household administration projects are listed below.

Arizona - Home Management, 1 unit.
Delaware - Account Keeping, 1 unit.
Connecticut - Home Management, 8 units (minor)
Georgia - Child Development, 5 units; Home Management, 8 units.
Iowa - Home Efficiency, 2 years.
Nebraska - Home Management, 1 unit.
New Jersey - Advanced homemaking program suggestions.
New Mexico - Account Keeping, 1 unit.
Ohio - Home Management, 1 unit; Account Keeping, 1 unit.
Oregon - Home Management, 1 unit.
South Carolina - Account Keeping, 1 unit.
Tennessee - Account Keeping, 1 unit.
Utah - Home Management, 1 unit.
Washington - Account Keeping, 1 unit; Home Nursing, 2 units.
In this connection it should be mentioned that much household administration work is done as a supplement to other programs. (See Chart 1 on room improvement activities).

Units of Miscellaneous Household Administration Projects

The table below summarizes the types of miscellaneous household administration project units, as offered by the several states. The Maryland plan is unique in that the program is not divided into definite units. The Home Demonstration Agent approves of the club program and sets limits on the minimum amount of work to be done for credit. In general there are only one or two units of this type of project offered by states.

**TABLE 8**

**MISCELLANEOUS HOUSEHOLD ADMINISTRATION PROJECT UNITS**

- **Arizona**
  - Home Management - one unit.

- **Connecticut**
  - Related Household Tasks - eight units.

- **Delaware**
  - Personal Account Keeping - one unit.

- **Georgia**
  - Home Improvement - eight years; Rural Social Life - four years.

- **Iowa**
  - Home Efficiency - unlimited number of units varying with the particular needs of the girls in the work.
Maine
Other household administration work incorporated in foods project.

Maryland
Work not divided into definite units. The Home Demonstration Agent passes on the club program and sets the minimum amount of work to be done for credit.

Nebraska
Learning to Be a Homemaker - one unit.

New Jersey
Unlimited number of units suited to the needs of the group.

New Mexico
Home Accounts Project - one unit.

Ohio
Personal Accounts Project - one unit. All Around the Kitchen Project - one unit.

Oregon
Our Home - one unit.

Tennessee
Money Management - one unit.

Texas
Work not divided into definite units but planned to suit the needs of each county.

Washington
Personal Financial Record - one unit.

Wyoming
Home Nursing - two units. Home Account Keeping - one unit.

NOTE: States not mentioned in the above table did not submit information as to units on other household administration projects.

Program Content for Miscellaneous Household Administration Projects

The following table shows that fourteen states offer
planned programs in household administration aside from room improvement. These programs may be roughly classified under three heads as follows: (1) account keeping, (2) home management, and (3) child development. The only family relations work offered is in conjunction with other projects. This is shown by analysis of the programs offered in Wyoming, New York and Virginia. The approach in these cases is from the standpoint of the girl as a family member. Four states offer account keeping projects; Delaware, Ohio, and Washington offer personal account keeping while New Mexico offers home account keeping. Ten states give projects in home management although activities suggested differ considerably. These states include Connecticut, Georgia, Iowa, Nebraska, New Jersey, Ohio, Oregon, Utah, and South Carolina. Georgia and New Jersey are the two states including material on child care and development. Although not offering projects other than room improvement, which are specifically on household administration subjects, the following states incorporate household administration activities in other programs: Idaho, Maine, Massachusetts, North Dakota, New York, South Dakota, Virginia, Vermont, and Wyoming.

In general the personal account keeping projects include the following:

1. Money Received
   a. Date
b. Source of Income
   c. Amount

2. Expenditures
   a. Date
   b. Money Spent
      (1) Food
      (2) Clothing
      (3) Personal Care
      (4) Medical Care
      (5) Education
      (6) Recreation
      (7) Miscellaneous
   c. Shared
      (1) Community Welfare
      (2) Personal Gifts
   d. Saved

3. Estimated expenditures for the period.

The length of time the records are to be kept varies, but in most cases is one year.

The New Mexico Home Accounts Record Project is the only one of its kind submitted for this survey. It requires the following:

1. Take a complete inventory at beginning and end of project on food, clothing, and household equipment.
2. Keep a complete record of family expenditures for home and personal use.
3. Keep a record of food, fuel, and housing contributed by the farm, for family use, giving the estimated value of the same.
4. At end of project year make a summary and analysis sheet.
5. Write a narrative summary and analysis not to exceed 1,000 words showing:
   a. Estimated plan of home expenses and what the farm would contribute.
   b. Comparison of the estimated plan with actual expenditures.
   c. Adjustments it was necessary to make during the year and recommended suggestions to adopt the coming year.
   d. An estimated plan of home expenses for the
coming year, together with a discussion of its significance.

As has been stated, home management project activities are varied. Many of the suggestions deal with the kitchen---storage facilities, floor plans, arrangement of equipment, and labor saving devices. Some of the activities deal with improved methods of cleaning and carrying on other household duties. Consumer buying is dealt with in a minor way in some of the programs.

The following activities are examples of those offered by the state plans for home management work.

1. Keep a scrapbook including the following:
   a. Floor plan of a well-planned kitchen using the scale of \( \frac{\frac{1}{2}}{} \) inch to 1 foot drawn by the member. The walls, windows, doors, flue, cabinets, sink, stove, refrigerator and tables are all to be shown on the floor plan.
   b. Make a straight front view of the cabinets. Label each cupboard, drawer, shelf, and bin in the cabinet.
   c. Make a complete list of kitchen equipment with cost, necessary for a couple to start housekeeping, and indicate where the equipment should be kept in the kitchen cabinet.
   d. Mount two magazine pictures of kitchens with criticisms.
   e. Plan the color scheme for the kitchen. Illustrate with samples of colors and pictures pertaining to the kitchen, floors, walls, curtains, cabinets, etc.
   f. Collect and mount any magazine articles and pictures pertaining to the kitchen in the scrapbook. (Arizona)

2. Take care of food from garden, after marketing, and after meals. (Connecticut)
3. Remove three types of stains. Do family laundry two times. (Connecticut)

4. Rearrange small equipment for efficiency in baking or cooking. (Connecticut)

5. Clean household silver, linen, glass and china by recommended methods. (Georgia)

6. Eliminate household pests by using formulae recommended. (Georgia)

7. Select and carry out one project in buying household furnishings and equipment or in managing time and money in the home. (Georgia)

8. The fifth year girl may choose efficient heating of the home, or home lighting as a special project, using kerosene or gasoline lamps or electricity. (Georgia)

9. The selection of hosiery - including study of labels, advertising, brands, wearing studies, as well as care and storage of hosiery. (New Jersey)

10. Care of clothing including washing and ironing, care of fine fabrics, pressing of wool garments, and pressing equipment. (New Jersey)

11. Marketing - teaching the standards for selecting fresh fruits, vegetables, canned food, staples and other foods necessary for the health of the family. Cost compared with quality and nutritious value. (New Jersey)

12. Iron at least five cotton dresses for yourself, a sister, or your mother, a dozen handkerchiefs, and five shirts. (Oregon)

Work on child development deals with providing little children with suitable play materials; entertaining them by stories, songs or games; teaching them to do new things; and studying their needs such as clothing. Suggestions selected from the list of activities follow.
1. Provide suitable and safe play materials for a young child. (Georgia)

2. Supervise the play of a young child according to the suggestions given. (Georgia)

3. Read or relate suitable stories to a young child. Enter in your record book the titles of these stories and approximately how frequently you helped in this manner. (Georgia)

4. Teach suitable songs and games to a young child. (Georgia)

5. Teach a small child to put on his shoes and stockings. (Georgia)

6. Plan, give, and discuss a children's party. (New Jersey)

7. Take care of a little child for one hour or more at your own or another home, reporting on the child's activities. (New Jersey)

TABLE 9

PROGRAM CONTENT FOR MISCELLANEOUS HOUSEHOLD ADMINISTRATION PROJECTS

Arizona Home Management
1. Keep a scrapbook
   a. Identification sheet
   b. Table of contents
   c. Floor plan of a well-planned kitchen using the scale of ½ inch to 1 foot drawn by the member. The walls, windows, doors, flue, cabinets, sink, stove, refrigerator and tables are all to be shown on the floor plan.
   d. Make a straight front view of the cabinets. Label each cupboard, drawer, shelf, and bin in the cabinet.
   e. Make a complete list of kitchen equipment with cost, necessary for a couple to start housekeeping, and indicate just
where the equipment should be kept in the kitchen cabinet.

f. Two magazine pictures of kitchens with criticisms.

g. Plan the color scheme for the kitchen. Illustrate with samples of colors and pictures of floors, walls, curtains, cabinets, etc.

h. Collect and mount any magazine articles and pictures pertaining to the kitchen in the scrapbook.

2. Personal Account Books - a personal account is to be kept by the member of her earnings and her expenditures.

3. Make two kitchen devices that will improve the efficiency of the kitchen.

Suggested List:

- lid rack
- broom holder
- ice pick holder
- knife holder
- twine holder
- spice shelf
- foot scraper
- dust pan
- wood box
- iceless refrigerator
- cupboard

These articles are to be constructed, sanded, and finished by the club member.

4. Each girl is to wash the family dishes (according to approved methods) at least 12 times and keep a record in the scrapbook of the date, how long it took her, number in the family, and what meal it was.

**Connecticut**

1. Making dish washing easy - care of cooking utensils, how to wash dishes (always cleaning up after own cooking), washing dishes for family, wash tea towels.

2. Setting table - learn how to do this systematically and with attractive results.

3. Clearing up table - clear up 8 times and leave dishes well stacked for washing.

4. Well ordered kitchen - clean stove 2 times building wood or coal fire, if these are used, 2 times; sweeping kitchen 5 times; cleaning floor once.

5. Well cared for food and refrigerator - care of food from garden, and after marketing and meals.

6. Cleaning table and silver - two methods five times.

7. Removing stains from table linens and launder - three types of stains and do laundry 2 times.
8. Rearrangement of small equipment for efficiency in baking or cooking.

Delaware

Personal Account Keeping
1. Received, date, source of income, amount.
2. How used - date, item of expense (food, clothing, personal care, medical care, education, recreation, others)
4. Saved.
5. Estimated expenses for period.

Georgia

Rural Social Life (Child Development) - 1st year.
The first year club member should read at least three books from the selected list for 4-H Club members. The title, author, and date on which the reading of each book is completed should be entered on the blank page in the 4-H Club record book. A certificate of merit in reading is awarded to those reading 12 books from the selected list.

Sharing Home Responsibilities: Select and carry out one activity under this head. Write on the blank page in your 4-H Club record book the activity you selected and how you carried on the activity. Note also the improvement made.
1. After consultation with your parents, make a winter schedule for your share of family responsibilities, and when school is out, a summer schedule. Write these schedules in your record book and report the improvements you make during the year in thoroughness, speed, and practice without being reminded by anyone else.
2. Assume the responsibility for self care and the care of your belongings. Follow without being reminded the directions for building good habits of personal hygiene and health as given in the 4-H Hand Book. When not in use, keep clothing, coat, cap, school books, toys, etc. in their proper places.
3. Share family hospitality duties. Plan with your mother your share of responsibilities to guests when the family entertains, such as greeting the guests, making them welcome and comfortable, setting the table, waiting on the table, etc.
4. In helping with younger children, select at least one of the following activities:
   a. Make a suitable toy or scrap picture book for a young child. Directions for making these may be secured.
   b. Read suitable stories to a young child.
   c. Provide suitable and safe play materials for a young child.
   d. Supervise the play of a young child according to suggestions given.

5. Learn to play well two new indoor games which can be played at home with the family, and two new outdoor games. One indoor game should be a table game, such as parchesi, checkers, dominoes, old maid, authors, anagrams, etc. Keep individual scores.

Good Manners. Demonstrate to the satisfaction of your Home Demonstration Agent or club sponsor:
1. Polite behavior when coughing or sneezing.
2. Courteous behavior when an older person enters the room.

Hospitality. Entertain one of your friends once during the year at a meal which you have helped plan. Report menu and entertainment in your record book.

Home Management - 1st year.
1. Make a clothes closet or re-equip closet with laundry bag, shoe bag, hat stand and other equipment desired, such as rods and coat hangers.
2. Rearrange bedroom furniture to give better light for dressing and studying, and ventilation for sleeping.
3. Make and carry out a schedule for daily and weekly cleaning and care of bedroom for one week during year.
4. Make dresser and wash stand cover.
5. Make a useful and suitable piece of furniture for bedroom.
6. Select and hang a picture.
7. Plant flowers along walks and drives.
8. Make walks with stepping stones.

Home Improvement - 2nd year.
1. The second year club member should make a minimum of two demonstrations on her home grounds or in one room of the house. The demonstrations may be chosen from the following:
a. Make a plan for the home planting and follow it.
b. Make a cutting bed.
c. Grade home grounds and plant a lawn.
d. Build outdoor dining table and outdoor grill for cooking outdoor meals.
e. Make walks with stepping stones.
f. Make a plan for improving one room in the house and carry out this plan.
g. Improve front or back porch by removing harness, sacks of seed, cotton, or other farm equipment; make covers for porch chairs and swings; make porch boxes and set out flowering plants.
h. Plant perennial flowering plants along walks and drives.
i. Plant vines on trellises near windows and porches to protect people from the sun.
j. Whitewash fences and outhouses where needed.

2. A general plan of the home improvement work should be made by the second year club member before any work is actually done, and this plan discussed with the home demonstration agent and the home improvement chairman. As the work progresses new ideas will present themselves.

Rural Social Life (Child Development - 2nd year)
Items 1, 2, and 5 same as for first year.

3. Share family hospitality duties. Plan with your mother your share of responsibility to guests when the family entertains, such as greeting the guests, setting the table, waiting on the table, making salad or dessert for the meal, etc.

4. A, b, d, same items as for first year.

   c. Read or relate suitable stories to a young child. Enter in your record book the titles of these stories and approximately how frequently you helped in this manner.
   e. Make a garment for a small child.
   f. Teach a small child suitable songs and games.

Good Manners. Write a note of thanks for an imaginary gift of something you would like to have on your birthday. Date the note of thanks when it should be written.
Hospitality. Entertain three or more friends informally one afternoon during which refreshments planned by your are served.

Home Improvement - 3rd Year.
The third year member should improve one room or the yard of the home by making two or more result demonstrations, choosing from the following:
  a. Clean household silver, linen, glass and china by recommended methods.
  b. Eliminate household pests by using formulae recommended.
  c. Re-arrange furniture or select new furniture and furnishings needed for any room in the house.
  d. Make a plan for improving one room or yard of home and carry out plan in detail.
  e. Make household linens, such as bed linens, crocheted table linens, curtains, draperies, and slip covers.
  f. Prepare an exhibit of home improvement work for Achievement Day, or your community, county, or state fair.

Rural Social Life (Child Development) - 3rd year.
Select and carry out two activities under this head. Write your choice on the blank in your 4-H record book. Describe how you carried out the activity and the results of your efforts. Items 1, 2, 3, and 5 same as for second year. Make a rag or shuck doll for a small child added under Number 4.

Good Manners. Demonstrate to the satisfaction of your home Demonstration Agent of your club your ability to.
  a. Present yourself properly groomed for a meal.
  b. Seat yourself correctly at the dining table and prepare to eat dinner.
  c. Eat soup correctly, using spoon properly and maintaining good posture.
  d. Use knife and fork correctly when cutting and eating meat, maintaining proper position for body and for elbows. Demonstrate that you chew food quietly and with mouth closed.
  e. Serve yourself correctly to bread from the bread plate.
  f. Place knife and fork in proper position when not in use.
g. Fold and place napkin on the table when the meal is over.

h. Arise from the table leaving your entire cover in proper order.

Hospitality. Entertain at least three friends at an outdoor meal, that is, one which is cooked outdoors; or at an indoor party at which a table game is played and individual scores are kept. Directions for this may be obtained.

Home Improvement - 4th year.
The fourth year member should do two of the following demonstrations:

a. The fourth year member will select and carry out one project especially outlined for older club members in buying household furnishings and equipment or in managing time and money in the home.

b. Keep a time and cost record of any specified improvement made in any room of the house or in the yard.

c. The club member should have practice in caring for children in the home. She may choose a project in making and equipping a small child's playground at home or providing a play center indoors for rainy days. If a member has reached fourth year club work without having practice in the management of the home she should make and carry out a schedule for cleaning, cooking, serving of meals, laundering and all other household work for one week during the year.

d. Keep a personal business record if she has not done this in her second or third year as a club member.

Rural Social Life (Child Development) 4th year.
Items 1, 2, and 3, same as for other years. Under 4, h - supervise the play of young children at a Home Demonstration Club meeting.

i. Teach a small child to put on his shoes and stockings.

5. Improve your study habits according to the suggestions given. Report your success on the blank page in your 4-H record book.

Good Manners. Demonstrate to the satisfaction of
your Home Demonstration Agent or your club sponsor:

a. The correct procedure for introducing one girl to another, a boy to a girl, a girl to an older woman, and an older man to a girl.
b. Write a correct letter of thanks to your hostess to whom you have just made an imaginary visit.

The reading requirements in the Rural Social Life Project increase one book each year from three for the first year to six for the fourth year.

Home Improvement - fifth year.
1. The fifth year girl may choose efficient heating of the home or home lighting as a special project, using kerosene or gasoline lamps or electricity. Any girl choosing this project will be supplied with information.
2. Study of money values through keeping of accounts. Farm Home Account contest should be attractive to fifth year girls.
3. Equipping the clothes closet.
4. Window treatments for the farm home.
5. Furnishing a 4-H Club boy's room, a club girl's bedroom, a guest room.

Home Improvement - sixth year.
1. 4-H Club member might well take a project in household buying. Take a farm home inventory early in year and make a plan for buying all necessary items of family living and a production budget to meet these expenses. Forms for keeping budget and suggestions for saving in buying will be furnished.
2. Keep account of family automobile expenses for one year.
3. Keep a personal account for one year.
4. Make a study of family's use of electricity for one year. What appliances are used, their cost, average monthly bill, how the money is made to meet the monthly bill?

Home Improvement - seventh year.
1. Providing a living room for the farm family, where no living room has been provided before or improving the present living room.
Making a studio couch or a book case, or
desk, curtains, rugs, stools or other furn-
ishings.
2. Improving the front porch.
3. Making combination dining room, living room.
4. Equipping a bathroom or shower bath.
5. Improving the kitchen.

Home Improvement - eighth year.
1. Equipping a laundry room.
2. Equipping a dressing room.
3. Keeping a farm family living account.
4. Providing fresh flowers for living room and
dining rooms.
5. Control of all household pests: rats, flies,
mosquitoes, ants and roaches.

NOTE: Community 4-H Clubs of Georgia are divided into
girls' sections and boys' sections. Requirements for
all years in the girls' section follow.
1. Select and complete on productive project.
   a. Gardening     d. Dairy or beef
cattle
   b. Clothing
c. Orcharding     e. Pig or sheep
   f. Poultry
2. Select and complete two homemaking projects.
    Select from the following:
   a. Foods and cookery  c. Clothing
   b. Home Improvement  d. Nutrition
3. Carry out program for projects that are not
   emphasis projects.
4. Carry health project as outlined.

Idaho
All household administration work contained in room
improvement projects. (See Chart 1)

Iowa
Home Efficiency - Program content varies in each case
to meet the needs of the individual girl. As ex-
plained by Edith Barker in charge, Girls' 4-H Clubs,
State of Iowa, "We do not require that certain
things be made by any girl. For instance, in the
clothing project we never say that each girl must
make a pair of pajamas or a dress, but the principles
taught are applied to garments that the girls act-
ually need through taking their own clothing in-
ventories. The same is true in home furnishing.
The girls study their own rooms and the needs of
their rooms and apply the principles learned in home furnishing to supply those needs, or to help with needs in some other part of the house."

**Maine**

Only household administration project work incorporated in the other programs.

**Maryland**

Household administration work incorporated in the other projects.

**Nebraska**

Learning to Be a Homemaker

1. Serve on a hospitality committee for at least one club meeting.
2. Share the spirit of hospitality with other members of your family in your own home.
3. Make a small lunch cloth and napkins.
4. Lay the table 21 times or more.
5. Wash the dishes 21 times or more.
6. Dry the dishes 21 times or more.
7. Make a tea towel.
8. Make beds for at least 7 days.
9. Make a comfort protector.
10. Rearrange dresser drawer for orderliness and convenience.
11. Make a divided box or drawer divider.
12. Help with daily and weekly cleaning for one week.
13. Polish the silverware at least once.
14. Make a silverware case.
15. Keep a record of all work done as you do it.

**New Jersey**

First year - Methods of washing dishes, cleaning silver, and other metals. Setting standards of orderliness and of proper care of girl's personal belongings and of the room and its furnishings. Projects follow.

1. The bedroom closet.
2. Bedmaking.
3. Cleaning.
4. Rearrangement of furniture.
5. Flowers for every room.

Second year - Making an article for the home. (Living room pillows or closet accessories as laundry
bag, shoe bag, stockingbag, dress cover, hat box. 
Other projects listed follow:
1. Conveniences and comforts for family members who may require physical care. 
2. Furniture care and cleaning. 
3. Furniture reconditions. 

Third year - Learning methods and developing skills in housekeeping and homemaking activities, and gaining further appreciation of the extent to which a happy comfortable home depends upon high standards in house care and cleaning; care, cleaning, and upkeep of furniture and furnishings; and convenient arrangement of kitchen storage and work centers. Projects follow.
1. Care and cleaning of floors, walls, and woodwork. 
2. Care and cleaning of rugs and upholstery. 
3. Cleaning windows and metal. 
4. Convenient work centers. 

Child Care - Purpose to help club girls become more interested in little children and to give them some knowledge of children's needs and how to care for them.
1. Taking care of little children - discussion and use of multiple choice sheets (one meeting). 
2. Observation of modern methods of child training (three meetings). (Nursery school) 
3. Practicing child care away from home. (three meetings) 
4. Making a child care notebook. (Three meetings). 
   a. Planning the notebooks. 
   b. Making the notebooks. 
   c. Exhibiting the notebooks. 
5. Seeing and discussing a nursery school or child care motion picture (one meeting). 
6. Learning how to dress little children (two meetings). 
7. Studying children's play needs (two meetings). 
   a. Discussion of educational toy and furniture exhibit. 
8. Learning how to feed little children (two meetings). 
   a. Planning a children's luncheon or supper. 
   b. Giving a luncheon or supper for children. 
   c. Discussing children's eating habits. 
9. Practicing child care at home (two meetings). 
   a. Each member will take care of a little
child one hour or more at her own home or another home.

b. Each member will report on the child's activities.

10. Learning about children from books (two meetings)
   a. Each member will read a book or bulletin or article on children.
   b. Each member will report on some statement or situation which illustrates something she learned about child care in the first meeting.

Advanced Homemaking Programs

Clothing and Textiles
1. The making or buying of the costume slip.
2. The selection of hosiery - including study of labels, advertising, brands, wearing studies, etc., as well as care and storage of hosiery.
3. Selection of fabrics used in club girl's wardrobe.
4. Care of clothing - may include units on washing and ironing; care of fine fabrics, pressing of wool garments, pressing equipment, etc.
5. Wardrobe planning - may include budgeting; seasonal planning, family and individual wardrobes.
6. Clothes closet arrangement and equipment. May include actual renovating of home closets; the making or purchasing of equipment.
7. Selection of household textiles such as sheets and blankets, towels, table linens.

Food and Nutrition
1. Marketing. Purpose - to teach the standards for selection of fresh fruits, vegetables, canned food, staples and other foods necessary for the health of the family. Cost compared with quality and nutritive value.

General Education
1. Selection and purchasing of furniture.
2. Selection and purchasing of sheets, blankets, and other household textiles.
3. Selection of household equipment, etc.
4. Entertaining - intimate, casual and business friends...the right clothes, invitations, food.
5. The right clothes for a weekend away from home.
7. First aid.
10. Infants' care and guidance.

**New Mexico Home Accounts Project**

1. Records must be kept for a period of twelve consecutive months.

2. Forms provided by the New Mexico Extension Service are to be used for the records, which should be kept by the participant in his or her own handwriting.

3. Upon the completion of the records, the home accounts project books must be turned in to the county agent. These books will be returned to the owner in a short time.

4. In order for the club member to complete them he or she must:
   a. Take a complete inventory at beginning and end of project, on food, clothing, and household equipment.
   b. Keep a complete record of family expenditures for home and personal use according to the various headings listed in book supplied.
   c. Keep a record of food, fuel, and housing contributed by the farm, for family use, giving the estimated value of same.
   d. At end of project year make a summary and analysis not to exceed 1,000 words showing:
      (1) Estimated plan of home expenses and what the farm would contribute.
      (2) Comparison of the estimated plan with actual expenditures.
      (3) Adjustments it was necessary to make during the year and recommended suggestions to adopt the coming year.
      (4) An estimated plan of home expenses for the coming year, together with a discussion of its significance.

**New York**

Only household administration work incorporated in other projects.
Ohio

4-H Personal Accounts
1. Club member will record his own expenditures, and expenditures made by family for him, on a sample sheet for two weeks or month.
2. At end of this period club member will transfer this record to his account book and so begin keeping his account.
3. Attend as many of the club meetings as possible.
4. At conclusion of project summarize record.
5. Record of expenditures for required period kept and totals made.
6. Prepare a written spending plan to be followed for the ensuing six months for any two items from suggested list.
7. Fill in member's book for those meeting topics discussed by club group.
8. Send in member's book to county office at completion of project.

All Around the Kitchen
1. Study the kitchen in your home.
2. Draw floor plans of your kitchen.
   a. As it is at the beginning of the project.
   b. As you think it should be.
   c. Attend to making plan after changes made.
3. Make changes as agreed upon by your family, such as:
   a. Improving kitchen furniture.
   b. Providing additional pieces of kitchen furniture or utensils for your kitchen.
   c. Improving arrangement of kitchen furniture.
   d. Improving storage of utensils, dishes, kitchen linens and food supplies.
   e. Making the kitchen more attractive.
4. Make and carry through plans for your household jobs.
5. Carry on studies suggested and answer questions in this bulletin.

Oregon

Our Home
1. The daily and weekly care of own room.
2. Select one of the following as your responsibility to be carried for a six-weeks period. The weeks need not be consecutive.
   a. Daily and weekly care of the living room, including the arrangement of flowers.
b. Daily and weekly care of the bathroom.
c. Setting and clearing the table and washing the dishes for the evening meal on school days and for two meals on Saturdays and Sundays.
d. Care of own clothing, including washing of own outer garments, undergarments and hose, pressing of outer garments, mending clothes, darning hose.

3. Do at least ten tasks other than those required above. For example, polishing silver, washing windows. Any tasks not included in the room you take for your responsibility would be included here. Do each at least three times.

4. Iron at least five cotton dresses for yourself, a sister, or your mother; a dozen handkerchiefs, and five shirts.

5. Make one of the articles listed at the end of the directions given for each room.

South Carolina
Account Keeping
1. Keep an accurate record of your expenditures for at least five months.
2. Continue this record through one year and become a 4-H County demonstrator in account keeping.
3. Keep an account of meetings attended.

Home Practices for Myself as a Family Member
1. Start a cash account.
2. Make a list in notebook of things you do to contribute to family income.
3. Keep a record of your time as spent for a week.
4. Study record. See if improvements can be made, then keep record again.
5. Illustrate notebook.

South Dakota
All other household administration work incorporated in other projects.

Texas
The program is planned separately for each club in Texas. Each county selects two major projects each year. One of these must be productive, the other may be chosen from yard improvement, clothing or interior improvement. The material indicates that some club programs include work on Family Life. Topics for study include work in Having More Family Fun and Understanding the Members of My Family.
Utah

First Steps in 4-H Club Homemaking
1. Make two types of dust lessening dusters or a wall duster.
2. Wash and dry a dust mop or a brush according to approved methods. Make a fireproof duster storage.
3. a. Make sure home storage for medicine and matches is safe.
    b. Keep furniture out of traffic lanes for 2 weeks. See that children keep toys off floor when not in use for 2 weeks.
4. Wash dishes 5 times following health promoting and time saving methods.
5. a. Wash and dry dish cloth or dish mop in a sanitary way five times.
    b. Make a simple dish towel, hand towel or hot dish holder.
6. Air and make the bed, according to instructions, daily for one month.
7. Make one of the following: bag for soiled handkerchiefs, hosiery or clothes; dress protector or cover, shoe bag or rod.
8. Select and mount a picture suitable for your room.
9. a. Make one of the following: a pad, partition or box to improve order of drawer.
    b. Mount an orderly arrangement of a dresser top.
10. Make a simple curtain hold-back or window ventilator.

Room Cleanliness
1. a. Air one room daily and keep it neat and orderly for a month.
    b. Do special weekly cleaning of one room at least three times.
2. a. Brush and air mattress weekly for three weeks.
    b. Change bedding and make bed neatly three times.
3. a. Clean woodwork of one door and base boards of one room. Record method.
    b. Remove everything from a dresser, clean it, then replace all articles.
4. a. Clean basin or bowl five times and tub three times. Report methods.
    b. Clean toilet either flush type or outdoor type. Report method.
5. a. Clean a window twice, using different methods.
    b. Remove a screen, brush, and clean it.
c. Make a simple repair to a window shade or screen.

6. a. Clean a comb four times.
   b. Clean a brush four times.
   c. Clean toilet articles, bottles, and storage shelf.

7. a. Make a bag for soiled handkerchief, hosiery, or clothes.
   b. Clean dust and soil from shoes before putting them away.

8. a. Launder a simple curtain once.
   b. Launder handkerchiefs, hosiery, and underwear four times.

9. a. Make wall paper cleaner and assist in cleaning one room.

10. a. Make rug cleaner and clean a small rug or dye a small rug.

Vermont

Only other household administration work incorporated in other projects.

Virginia

Only other household administration work incorporated in other projects.

Washington

Personal Financial Account

1. Statement of net worth at beginning and end of project, including plan for saving.

2. Money received and how used.
   a. Received (source).
   b. Spent, saved, shared.


Wyoming

Home Nursing - two units. Account Keeping - one unit.
Specific requirements not submitted. Projects under revision.

NOTE: States not mentioned in the above table did not submit material on other household administration projects.

Exhibit Requirements for Miscellaneous Household Administration Projects

In summing up exhibit requirements for miscellaneous
household administration projects one doesn't find many required. The "Our Home" home management project of Oregon asks that the exhibit include one article made, a laundered colored cotton dress or man's shirt, and three laundered handkerchiefs. The exhibit for the Personal Financial Record of Washington consists of the record book and story. Arizona suggests for the Home Management project exhibit the scrapbook, personal account book, kitchen devices, curtains, and article to make the kitchen more attractive. None of the other states, Puerto Rico, or Hawaii mention specific requirements or suggestions in regard to exhibits.

Record Requirements for Miscellaneous Household Administration Projects.

Analysis of the following table shows that all the states carrying miscellaneous household administration projects except for Connecticut and Iowa, give definite information concerning record requirements. In general the states require the club member to make a cost and time record of the work done and a story of the work. Account keeping projects require more complete records.
TABLE 10
RECORD REQUIREMENTS FOR MISCELLANEOUS HOUSEHOLD ADMINISTRATION PROJECTS

<table>
<thead>
<tr>
<th>State</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>Personal Accounts Project - record of work done, time spent.</td>
</tr>
<tr>
<td>Georgia</td>
<td>Kodak picture of self; demonstration work; time, cost, and help obtained concerning club work; social life activities; competitive record; story and summary of work; use of approved practices; and record of club activities.</td>
</tr>
<tr>
<td>Iowa</td>
<td>Records required but no specific information given.</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Learning to Be a Homemaker - Record of work done, club activities participated in, and club notes required.</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Records of work accomplished and the methods used and a story of the work required.</td>
</tr>
<tr>
<td>New Mexico</td>
<td>Home Accounts and Records Project - A complete inventory of food, clothing, and household equipment required at the beginning and at end of project. A record of home and personal use expenditures of the family for twelve months including the contributions of the farm required. Also, a summary and analysis sheet in addition to a narrative summary required.</td>
</tr>
<tr>
<td>Ohio</td>
<td>Personal Accounts - A record of all personal expenditures required as well as a record of topics discussed at the club meetings.</td>
</tr>
<tr>
<td>Oregon</td>
<td>Record required of cost and hours of labor on articles made, tasks and responsibilities assumed, and a story of the member's project.</td>
</tr>
</tbody>
</table>
Tennessee
A personal account book must be kept.

Texas
Only those records are suggested that actually assist the member in efficiently carrying on his project. No definite requirements are set up.

Washington
Personal Financial Record - Statement of financial worth, money received and how used (received, spent, shared, saved); and a monthly and annual summary required.

Wyoming
Record of work done and an achievement record required in each project.

NOTE: States not mentioned in the above table did not submit material regarding record requirements for other household administration projects.

Age and Other Prerequisites for Miscellaneous Household Administration Projects.

The age requirements for miscellaneous projects are set up only by a few states; therefore, they are presented in narrative rather than table form. Only those states listed below submitted material concerning age requirements.

Arizona
Home Management - either the completion of the foods and clothing project or the attainment of an age between the range of 15 and 21 years.

Connecticut
Related Household Tasks - unit on small equipment arrangement planned for older girls. No further specifications set up.

New Jersey
The work is planned for girls from 10 to 21 years.
of age. In counties with Older Young People Groups the age limit is extended to 25, although this is not technically 4-H Club work.

**Ohio**

Personal Accounts - This project is planned for older boys and girls. The project, All Around the Kitchen, is planned for girls 17 years or older. Younger girls may enroll in the project only by means of a conference arranged between parents and club leader.

**Texas**

The projects in this state are planned for girls between 10 and 21 years of age.

**Wyoming**

The project, the 4-H Club girl herself, is planned for older girls. No further specifications are made.

Only those states listed below submitted information concerning prerequisites on other household administration projects.

**Arizona**

Home Management - Members must have completed a foods and clothing project or be 15 to 21 years of age.

**Oregon**

Our Home - The project on My Room is planned to precede Our Home.

**Wyoming**

Health is to be taken as a minor project in conjunction with the two units of Home Nursing offered in this state.

Part III

Administrative Plans for State 4-H Club Programs

One of the answers to more efficient 4-H Club work is more thoroughly trained leadership. No matter how well
planned the project or how timely the subject matter material, the club member usually needs a qualified leader to accomplish results. This leadership must come from the home, the club leader, the home demonstration agent, state specialists and the state or county 4-H Club Leader. According to observations there are various ways of giving better leadership to club groups.

Some states, Such as Iowa, operate on a cycle plan. Thus all club members in a given county enroll for the same project. Variety and scope come into the program through the multitude of phases of the same project offered. States using this plan have a great many supplementary subjects which include citizenship, fire prevention, and music appreciation. Such a plan as has been developed by Iowa gives the state specialists an added opportunity to thoroughly train club leaders in the counties as well as to work with individual members' problems. The cycle plan is also followed by North Dakota and South Dakota.

Texas and Florida plan their girls' 4-H Club work in connection with their adult extension groups. The girls take the same major projects as are offered to the women in the county. Only those counties with home demonstration agents offer homemaking projects. A description of the Texas method of carrying on the work follows:

...Usually a club of ten or more girls is organized in the general manner of any other organization. A woman in the community agrees to
be a sponsor for the club, meeting with them and helping in whatever ways seem necessary and best to promote the purposes of the club, always being careful to develop and not suppress the initiative of the girls. The particular activities will vary with the county, though all clubs in a given county carry out the county-wide program of work. This program of work is decided upon by the agent, with the advice of the sponsors of the clubs, or the home demonstration council, or sometimes of a county organization of the girls themselves. According to the plans made by the home demonstration division of the A. and M. College of Texas, each county doing girls' work concentrates on two phases of subject matter or two demonstrations per year. One of these demonstrations must be some phase of food production, either gardening, raising poultry, or making an orchard -- and serving and preserving the products grown. The other demonstration may be either yard improvement, clothing or interior home improvement. Each club has two demonstrators, one to demonstrate each phase of work carried. The county home demonstration agent helps these two girls individually to plan and develop their work to such a point that their accomplishments afford proper examples for the other girls in the club to follow. The other club members are spoken of as cooperators.

The agent helps cooperators in a group at the club meetings---not individually as she does the demonstrators. They attempt to carry out each year in their own homes some part of the work outlined for the demonstration; they keep up with the work of the demonstrator as nearly as they can, so that at the end of two or three years, each cooperator has established the essentials of the demonstration in her home. As the demonstrator establishes her demonstration she is really a teacher for the rest of the club, teaching them to make in their own homes the kinds of improvement she has made with the agent's help. Through the club and its various activities the demonstrator spreads the information she has learned in her demonstration and she encourages other girls to apply the same information to their homes. (No. 102, PP.80-9)
In North Carolina only one major project is carried by the 4-H Club girls in a county. This project is determined in a meeting of club girls, representatives from the home demonstration federation, the home agent, and the district agent. A yearly pattern or plan is then made with the assistance of the state specialist in that field. The following points are determined with her assistance.

a. Month by month subjects.
b. List of illustrative materials needed.
c. Home assignments.
d. Goals.

All counties carry food conservation work in addition to the major project selected. Individual girls carry other minor projects determined by their interests and the work previously conducted in the county. It is planned that each county conduct at least four leader schools, one to be given by the state specialist on the subject matter of the major project.

The plan of Oklahoma is unique in that each member carries six phases of homemaking, each a set program. They are clothing, food preparation, food conservation, food production, and home and yard improvement.

Many of the states allow the clubs to plan their own program content, setting up no requirements. Iowa follows the plan of allowing the girls to apply the principles of the project taught to any improvement needed in their own situation. Nevada's system allows each girl to
plan her program to fit her own needs. Approximately forty hours of work are required, however. In New Jersey there is no set program for clubs. Each club with its leadership plans the program for the year. In some cases a club concerns itself with several phases of the art and science of homemaking. Thus, a homemaking club may do clothing work part time, follow with foods work, and for the rest of the year be engaged in room furnishing; Oklahoma being an example. As has been stated, Texas aims that each club plan its own program to fit the needs of its individual girls, setting up no state requirements. Virginia incorporates all home economics projects in a family activities program differing in each club according to local needs but included are home improvement, yard and garden, home responsibilities, and emphasis on leadership, accounts, inventories, and budgets. Washington expects each girl to plan her own project based on the needs of the home, available materials at home, the amount of money that can be spent, the amount of time that can be devoted to the project, the ability and skill of the member. Units are set up only as suggestions of what may be carried on in a project. A club member may accept an entire unit which is suggested as a project for the year or parts of several units. The plan in West Virginia for the room improvement project is for each girl to study the needs of her
room and make a plan with the approval of the home demonstration agent for improvements to be carried on. She keeps records and makes an exhibit which is scored according to the difficulty of the problem and the quality of workmanship, but no other requirements are set for her.

In planning the yearly program the attention of a 4-H Club should be focused on the general community extension program, and the active participation of members enlisted to make their community a better place to live. (No. 6, PP. 26) If the group becomes interested in some line of work included in the general extension program, the following three advantages follow:

1. The desire to serve their own community is awakened in keeping with its present recognized needs. When the issues seem highly important, maximum interest is enkindled in a natural, wholesome way. A sense of belonging is developed. Moreover, valuable contact with a larger group is realized insofar as community consciousness and a sense of community responsibility are developed.

2. Members can then take part at general community meetings in discussions and other activities pertaining to their own club work as it relates to the carrying out of the general community program in which their parents and neighbors also are intensely interested. In other words, a new, interesting partnership with their parents and neighbors is made.

3. A valuable experience may be gained through giving up some immediate interest for the larger one of trying to make the general home life of the community as fine as possible. (No. 7, P. 13)
In addition the writer wishes to call attention to the greater opportunity for training well qualified leaders in relation to subject matter when the county is emphasizing the same project. More economical use of extension specialists may be realized if the above plan is followed.
CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

In this study the writer surveyed the room improvement and other household administration 4-H Club projects as carried on in each state, Hawaii, and Puerto Rico; noting the method of administration and the scope of each project. Trends in 4-H Club work as shown by the programs of the states and territories and by recent related literature were studied. In addition exhibit, prerequisite, record, and age requirements were determined for each state as they applied to room improvement and other household administration projects.

In order to obtain material for this survey a letter requesting information on household administration projects including room improvement was mailed by the Assistant State Club Leader (No. 120) to each of the forty-eight states, Hawaii, and Puerto Rico. Warren of the National 4-H Club Committee submitted national 4-H Club statistics and previous related studies in this field.

The foregoing study of room improvement and other household administration projects shows that room improvement is the most extensively offered household administration project. Forty-six states, Hawaii, and Puerto Rico
each offer units in this program ranging from one to nine. Activities in the project vary, a total of 102 different ones being mentioned by the states and territories. Most of the work centers around the girl's own bedroom but branches out to include all the rest of the house in the more highly developed programs. Many home management activities such as room care, furniture and equipment arrangement, and labor saving work methods and devices, are brought into the room improvement programs.

Other household administration projects are not numerous in 4-H Club programs. Ten states offer projects in home management, but the programs vary greatly in content. Four states have account keeping programs, and two have definitely planned projects on child care and development. It was pointed out by Ives (No. 2, P.39) that younger girls do not have the background of experience and training to profit by activities having to do with actually managing a home. She suggests that management activities be incorporated in their other 4-H Club projects to arouse interest in, and early appreciation of such problems. This plan is being followed by Idaho, Maine, Massachusetts, North Dakota, New York, South Dakota, Virginia, Vermont, and Wyoming and also by others in a more minor way.

Warren (No. 6, P.13) feels that much has been accomplished through child development 4-H Club work although
it is one of the newest phases. She says that rural young people have participated in this project not only from the standpoint of learning how to care for younger brothers and sisters and thus to develop an appreciation of what is involved in the physical care and improvement of young children, but they have also acquired through this work a deeper appreciation of what their parents are trying to do for them.

Keeping records and making exhibits are national 4-H Club requirements for standard members and clubs but there is variation in the way the several states interpret them. In general, states require that members keep a record of hours spent on project, cost of materials, and amount saved. This is accompanied by a narrative story of the project work. Where possible exhibits usually consist of the project work done and the records of the member. Texas encourages members and clubs to sponsor exhibits of an educational rather than a competitive nature. This increases members' feeling of community service as well as gives them the pleasure of having their work displayed.

It was found that few age and prerequisite requirements are set up for household administration projects. In most cases where age is mentioned the range is from 10 to 20 years. In a few instances projects are limited to older girls because the programs planned require a back-
ground of experience. Some projects are planned to be taken in sequence. A few of the room improvement projects require that members have a knowledge of sewing so that they may make articles for furnishing rooms.

An analysis of the administration of the state and territory 4-H Club programs shows several different plans. Most states offer a varied program of more or less "set" projects. Clubs take one project and supplement it with activities which fit their interests and needs. They keep records, give demonstrations, practice judging, and make exhibits as suggested by the state plan. Iowa, North Dakota and South Dakota operate on the cycle plan. All members in a certain area take the same project for the year or two years and then rotate to another project. Scope is brought in by the wide variety of subjects offered by the project and by supplementary material. The advantage of this plan is that it gives the subject matter specialists a better opportunity to thoroughly train leaders, to work with group problems, and to work with individual problems. This advantage also arises from the plan of Texas and Florida whose 4-H Club girls take the same major project as that offered by the adult extension groups of the county.

North Carolina is unique in that only one major project is carried by girls in a county, this subject determined by a joint meeting of club girls, representatives of the
home demonstration federation, the home agent, and the district agent. The plan of Oklahoma is different in that each member carries six phases of homemaking, each a set program.

In keeping with the trends observed by Warren, more emphasis on the formulation of programs by club members themselves, who set their own gains to be accomplished; and that of club programs becoming exceedingly flexible so as to be easily adjusted to changing economic and social conditions; many states allow clubs to plan their own programs from suggestions, subject matter material, and illustrative material offered (No. 6, PP. 4, 9). New Jersey's program is an example of this plan.

This trend in club program planning appears to be the outgrowth of an effort to make club work fit the needs of the individual club members and the area. In this connection there is a movement underway to interest 4-H Clubs in participation in general community extension programs. (No. 6, P. 3) This tends to develop a feeling of community responsibility among club members, as well as one of partnership with their parents and neighbors in worthy enterprises. Also, club members may gain valuable experience through giving up some immediate interest for the larger one of trying to make the general home life of the community as fine as possible. As has been mentioned be-
fore this plan makes for more thorough training of local leaders and more economical use of extension specialists' time.

Recent years show a lack of recreational facilities and social life for rural youth and social problems arising as a result (No. 119). The community 4-H Club in which both boys and girls participate as organized in New Jersey is a step toward solving this problem, especially for the older group. In addition to affording opportunities for social life such groups tend to develop initiative and leadership as well as constructive group action and group control (No. 6, P.13). There is need for more provision for enlistment of the older group of young people in the extension program (No. 6, P.22).

According to Latimer (NO. 3, P.36) there is a definite break between 4-H Club work and the adult extension program in which many young people drop out. A community 4-H Club with both young men and women participating is a partial solution (No. 3, P.36).

Closely related to the topic of recreation and social life is the trend mentioned by Warren (No. 6, P.3), more opportunity provided for the inclusion of those activities that enrich everyday living, such as work in music, art appreciation, the distribution of good books, and in the study of the great outdoors. She also mentions the fol-
ollowing: greater appreciation by farm girls and boys of their own environment through nature hikes, establishment of nature hikes, establishment of nature trails, and the introduction of conservation activities (No. 6, P.27) Departing from this topic slightly, she advances the idea that the exhibition of hobbies serves to broaden the field of activity of rural young people (No. 6, P.27).

With the wide scope of activities being introduced into 4-H Club programs as supplementary material and the increasing flexibility of project subject matter the success of 4-H Clubs is becoming more dependent on leadership. Warren suggests the need for more paid personnel to assist in developing the local leadership program (No. 6, P.27) and more training conferences for local leaders and club officers. (No. 6, P.4)

Recommendations

In summarizing the above analysis the following recommendations are formulated.

1. More household administration activities should be incorporated in other 4-H Club projects to develop management and an appreciation of the problems involved in actual homemaking among younger girls.

2. Plans and suggestions for household administration projects should be provided for older 4-H Club girls who have the background of experience to profit by such activities.

3. Household administration subject matter should be provided as supplementary material for mixed community 4-H Clubs and 4-H project clubs.
4. More emphasis should be placed upon the formulation of programs by club members themselves, who set their own goals of accomplishment.

5. There should be an increase in the educational type of exhibit and those in which members are encouraged to establish their own goals of accomplishment and to compete against their own best records, and a decrease in competitive activities.

6. Awards should be made on the basis of levels of accomplishment rather than on championship attainments only.

7. There should be inclusion in 4-H Club programs of more of the cultural activities and those which develop in young people an appreciation of their rural environment.

8. Organization of community clubs should be encouraged in which both boys and girls participate, offering them an opportunity for social life and recreation as well as a chance to discuss mutual problems.

9. Such activities as hobby exhibitions should be furthered to vastly broaden the field of activity of rural youth.

10. Effort should be placed on enlisting in the 4-H Club organization more of the older group of young people.

11. Young people should be encouraged in active participation in general adult community extension programs.

12. More thorough training and assistance in carrying on their work should be given local 4-H Club leaders.

13. There should be an increase in paid personnel, making for greater development of the local leadership system, with the further development of those other techniques that have proved of value in meeting the challenge of the unreached, and in strengthening and expanding the general 4-H Club program.
Suggestions for Further Study

In the particular field of household administration in relation to 4-H Club work the writer suggests that more study be given to subject matter training of local leaders. The value of household administration programs carried out in the various states should be studied frequently, the results being used to improve the efficiency of such programs.
REFERENCES

United States Extension Service Publications


State Extension Service Publications


8. The 4-H Club Girl's bedroom. Alabama Cir. No. 129.


9. Requirements for Arizona 4-H home management club.

10. 4-H Club manual in home improvement. Arkansas Extension Circ. No. 419.


11. California 4-H Club home furnishing project. February, 1940


15. Home furnishing club members' manual - third year "the rest center". Colorado Circ. 1520.


17. Room improvement units.


18. 4-H home management I. Personal account keeping. January 16, 1940.

Georgia Extension Service. University of Georgia. Athens, Georgia.


22. University of Idaho 4-H room improvement project, first year. (Hattie Abbott)


Indiana Extension Service. Purdue University. La Fayette, Indiana.

25. Second and third divisions 4-H Club room improvement project.


27. Iowa 4-H manual for girls' home furnishing club leaders. Vols. I and II. 1940.

Kansas Extension Service. Kansas State College, Manhattan, Kansas.


29. The 4-H room improvement project - unit I. Kentucky Circ. No. 268. March, 1936.

30. The 4-H room improvement project - unit II. Kentucky Circ. No. 269. March, 1936.

Louisiana Extension Service. Louisiana State University. University, Louisiana.

31. The 4-H Club girl's own room. (Mary L. Collings)


32. Four-H room improvement.
33. Report and account for room improvement 4-H club members.


Massachusetts Extension Service. Massachusetts State College. Amherst, Massachusetts.


36. The club girl's room. Extension Division Club Bul. No. 43. October, 1940.


37. Four-H Club room furnishing record. Form BO-1.


39. Outline of home improvement program for 4-H Club members. (Ford, Lorraine)


41. Home furnishings II - units for the bedroom. March, 1939.


42. Four-H room improvement handbook I. (Margaret Huston Teller)

Nebraska Extension Service. University of Nebraska, Lincoln, Nebraska.


46. Record Book - the room a place to live. No. 7643a.

47. Record Book - problems in room improvement. No. 7644a.

48. The girl's room - a place to live. (Nelson, Mary B. Rev.) Extension Circ. 11-03-2.


49. Four-H Club home improvement.


50. Better room project.

51. Room improvement record book.


New Mexico Extension Service. New Mexico College of Agriculture and Mechanical Arts. State College, New Mexico.


55. Home improvement club work, second year. (Maier, Dee) Extension Circ. No. 117. 1937.


58. Four-H Club room improvement projects 1940-41, small furnishings for a bedroom. No. 8677.


60. Homemaking program for 4-H Clubs, 1940-41. No. 706.


62. Bedroom storage - closet accessories. (Whistant, Mamie N.)

63. Bedroom storage - types of closets. (Whisnant, Mamie N.)

64. Care of the 4-H Club girl's bedroom. (Gordon, Pauline E. and Whisnant, Mamie N.) Leaflet No. 2.

65. Chair pads and slip covers for the 4-H Club girl's bedroom. (Whisnant, Mamie N.)

66. Finishes for walls and woodwork in the 4-H girl's bedroom. (Whisnant, Mamie N.)

67. Floor finishes. (Whisnant, Mamie N.)

68. Four-H room improvement record book.

69. Room arrangement. (Gordon, Pauline E. and Whisnant, Mamie N.) Leaflet No. 1.

70. The wash unit for the 4-H Club girl's room. (Whisnant, Mamie N.)

71. Window curtains for the 4-H Club girl's room. (Whisnant, Mamie N.)


73. Home living for 4-H Club girls - leaders' manual. (Martin, Grace B.) No. 2254.
74. Home living for 4-H Club girls - leaders' manual, second year. (Martin, Grace B.) No. 2254.


Ohio Extension Service. Ohio State University. Columbus, Ohio.

78. All around the kitchen. (Beall, Thelma)

79. Four-H accounts project.

80. Four-H personal accounts. (Beall, Thelma)

81. Home furnishings IV, the convenient clothes closet in the attractive room. (Biebricher, Anne, and Horst, Hulda)

82. Home furnishings project V, reading, study or sewing group of furnishings in the club member's room. (Biebricher, Anne, and Horst, Hulda)

83. Home furnishings project, the 4-H Club girl's home.

84. Home furnishings II, livable windows, walls and floors in the attractive room. (Biebricher, Anne, and Horst, Hulda)

85. Personality Development. Series I. (Horst, Hulda)

86. The 4-H Club girl's home. No. 541.


87. Bedroom improvement for 4-H Club girls. (Greenwood, Thelma) No. 8979.


91. Room improvement. (Cowgill, Helen.) Club Series K-16.


93. Four-H room improvement club record.

South Carolina Extension Service. Winthrop College, Rock Hill, South Carolina.


95. Plan of girls' 4-H Club work, 1941. (Johnson, Harriet F.)

96. The club girl's bedroom. (Seabrook, Portia) Bul. No. 38. 1941.

97. The club girl's dollar. (Seabrook, Portia) Circ. No. 28. 1941.

98. The club girl's living room. (Seabrook, Portia) Bul. No. 36. 1941.


99. Local Leader's program planning guide, 1940-41.

100. Program and record book, 4-H home life club.


Texas Extension Service. College of Texas. College Station, Texas.


103. Four-H Club home furnishings program. (Barrows, Effie S.)


104. Room improvement manual for 4-H Club leaders. October, 1940.


105. The family activities program for 4-H Club girls.

106. Member's report. E-343.


West Virginia Extension Service. West Virginia University. Morgantown, West Virginia.

110. The club girl's room project. (Humphreys, Gertrude and Palmer, Beth).


111. Home improvement, the study unit.


112. Home nursing project outline for leaders and members.

113. Home nursing project outline for nurse or instructor.

115. The 4-H Club girl herself.

United States Territory Extension Service Publications


117. Servicio de Extension Puerto Rico, club 4-H de nidades, mejoramiento del hogar...el cuarto dormitorio.

Miscellaneous References


Conferences

119. Bakkum, Glenn A.; Professor of Rural Sociology and Chairman Department of Sociology, Oregon State College, Corvallis, Oregon.

120. Cowgill, Helen J.; Assistant 4-H Club Leader, Oregon State College, Corvallis, Oregon.

121. Seymour, H. C.; State 4-H Club Leader, Oregon State College, Corvallis, Oregon.

122. Teutsch, William L.; Professor of Extension Methods and Assistant Director of Extension Service, Oregon State College, Corvallis, Oregon.
APPENDIX A

ADDITIONAL LIST OF ACTIVITIES SUGGESTED
FOR COLORADO ROOM IMPROVEMENT MEMBER

This requirement offers a choice between individual and group work. Club member may choose "a", "b", or "c".

a. Individual. Make a furnishing plan for a three-room house or apartment such as you would like to have and indicate the placing of the furniture in the different rooms.

Visit stores where furniture is sold and investigate articles and prices; reorganize your furnishing plan on a basis of spending $200 for the necessary furnishings of the three rooms. The reorganized plan should be closely related to the original one.

b. Club. With the cooperation of individuals or of some organization in the community secure the loan for the summer of a small house or apartment. Recondition this as far as possible, by calsoming the walls, painting the woodwork, and refinishing the floors.

Make a furnishing plan for this house or apartment as in "a". Visit stores where furniture is sold and investigate articles and prices; reorganize your furnishing plan on a basis of spending $200 for the necessary furnishings of the three rooms. The reorganized plan should be closely related to the original one.

c. Community. Establish a community rest room to be kept open on Saturdays during the summer. Secure the loan of a room in a convenient location; recondition the walls and floor with the assistance of the women's clubs; borrow the few needed articles of furniture and refinish them; make some arrangement for window treatments.

Arrange for two club members to act as hostess in the room on Saturday afternoons during the summer, in helping people to be comfortable, aiding in the care of children, and being of assistance in other ways.
APPENDIX B

LIST OF SUGGESTED ARTICLES TO MAKE FOR ROOM

List Submitted by Alabama

1. Bedspread
2. Bookcase
3. Built-in closet
4. Chair cushion
5. Curtains
6. Dresser drawer box
7. Dresser scarf
8. Dressing table
9. Dust cloth and container
10. Footstool
11. Frame a picture
12. Hat stand
13. Homemade rug
14. Lamp shade
15. Laundry bag
16. Mattress
17. Mattress cover
18. Mattress pad
19. Pillow cases
20. Sheets
21. Shoe bag
22. Shoe box
23. Shoe rack
24. Window seat
25. Wall book shelves
APPENDIX C

LETTER WRITTEN BY ASSISTANT STATE CLUB LEADER TO EACH STATE, HAWAII, AND PUERTO RICO REQUESTING MATERIAL

January 18, 1941

Miss Verona Adkisson, graduate student majoring in household administration, has chosen for her thesis "A Survey of the Homemaking 4-H Club Projects in the United States". We feel that this thesis should be of real value to the club departments and would appreciate it if you would send her a copy of each of the bulletins you are using covering this subject, together with record books. This subject will include room furnishing and any household administration problems. Miss Verona Adkisson's address is 2043 Monroe Street, Corvallis, Oregon.

Very truly yours,

HELEN COWGILL
(signed)
Helen Cowgill
Assistant State Club Leader