

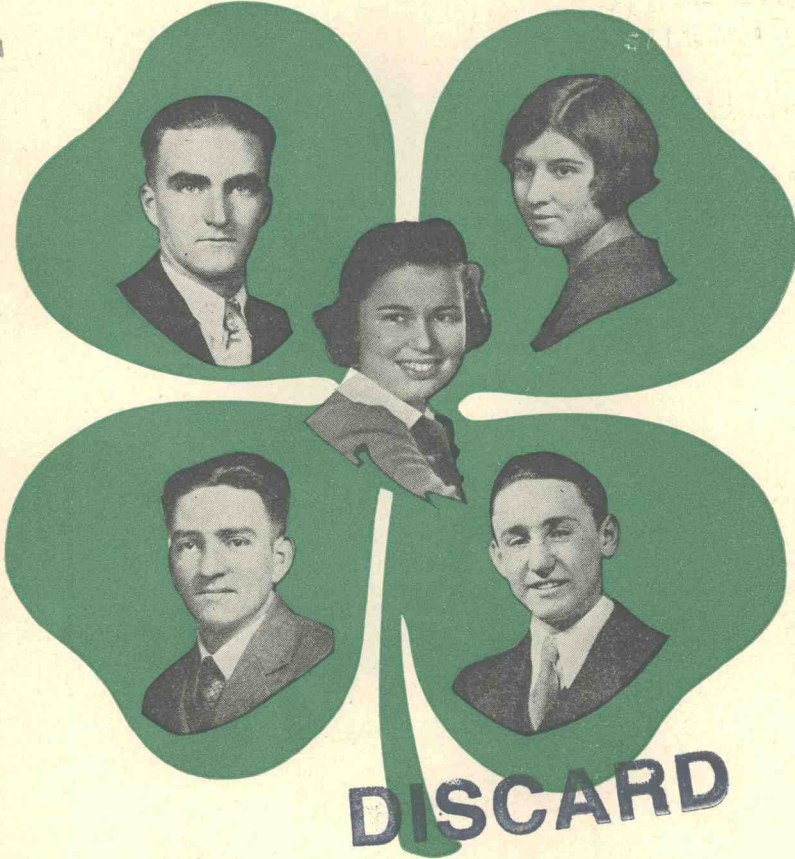
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# Information for Local Leaders

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Oregon's Five National Leadership Winners

Oregon State System of Higher Education  
Federal Cooperative Extension Service  
Oregon State College  
Corvallis

Club Series A-32

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### OREGON'S MOSES TROPHY WINNERS

*The picture on the front cover of this bulletin shows the five young people in Oregon who have won the Moses Trophy in nation-wide 4-H club competition. This trophy, illustrated below, is awarded for achievement and leadership. The winners are as follows: Lower left, Alex Cruickshank, Yamhill county, winner in 1927; upper left, Edgar Grimes, Linn county, winner in 1928; upper right, Lois Bailey, Lane county, winner in 1929; lower right, Clayton Fox, Union county, winner in 1936; center Helen Michael, Lane county, winner in 1937.*



**"MAKE THE BEST BETTER"**

# Information for Local Leaders

By

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**T**HIS bulletin contains information for local club leaders concerning the aims of 4-H Club work, the way it is organized and carried out, the duties of the local leader, the club officers, and the club members, and suggested ways of conducting meetings, demonstrations, and judging.

## 4-H CLUB WORK

**What it is.** 4-H Club work is a junior extension activity of the Oregon State College. It is a publicly supported and directed educational enterprise of the United States Department of Agriculture, the State Land-Grant College, and the State Department of Education, cooperating.

**Whom it is for.** 4-H Club work is for boys and girls between ten and twenty-one years of age inclusive.

**What it does.** 4-H Club work teaches, through doing, better practices in agriculture and home economics.

4-H Club work develops leadership, community pride and spirit, self-reliance, ambition and aggressiveness, and sportsmanship; above all, it develops the highest type of manhood and womanhood and American citizenship.

It teaches boys and girls how to meet together, work together, play together, and achieve.

**How it does these things.** It does these things through the organization of five or more boys or girls into a standard club, in which they learn how to conduct meetings, carry their project, and cooperate, and how to become leaders.

Each club member is engaged on a project in agriculture or home economics where he or she learns the problems of that particular project and their solution.

All boys or girls enrolled in 4-H Club work must carry a project, keep records, turn in a record book, make an exhibit, give a demonstration, and be able to judge the finished product.

**Who does the work.** All work must be done by the club members themselves.

## ORGANIZATION

**Organization of standard clubs.** In order to have a standard club in any community or school there must be at least five boys or girls, or five boys and girls, wishing to enroll in the same project, such as Potato Club, Clothing Club, or Pig Club. An enrollment blank is obtained from the State Club Leader or the person in charge of the work in that county. Using this blank, the members are enrolled. From among its members, the club then elects officers, including president, vice president, and secretary. With the assistance of the teacher, county school superintendent, county club agent, home demonstration agent, or county agricultural agent the members select a local leader.

The local leader should be some man or woman in the community who is interested in the boys and girls and their work and will be willing to give a part of his or her time in directing and assisting the club members in their chosen project.

If the school teacher is a resident of the community and will be in the community until the project is completed, or if the project is one that can and will be completed by the close of the school year, the teacher, under such circumstances, may be the local leader. Teachers will find that acting as local leader is a real aid in the school work and gives another point of contact with the pupil and his home.

**Requirements of a standard club.** There are ten requirements of a standard club. The first three are met when the club is organized and the enrollment blank is sent to the College.

- (1) Five or more members taking the same project.

It is permissible for members in the same club to carry different years of the same project, such as clothing I and clothing II, when it is for the best interests of the members to do so.

- (2) Officers elected from among the club members.

Members should be instructed in the duties of the various officers before the election takes place. In a large club, more members can be given office responsibilities by the election of (a) a recording secretary, whose duties shall be to check over progress report cards, record books, have cards signed by leader, and mail cards; (b) a yell leader; (c) a song leader; (d) a news reporter; (e) a flag bearer; and any others that seem to be needed.

- (3) A local leader selected.
- (4) A definite program of work made out.
- (5) At least ten regular meetings during the club year.
- (6) A local exhibit to be held annually.
- (7) A demonstration team that shall give a public demonstration in the community
- (8) At least 80 per cent of the members must complete the project and file a report with the State Club Leader.
- (9) A judging team shall be chosen by competition among the members.
- (10) An achievement day shall be held during the club year.

**Definite program of work.** A definite program of work must be sent in before the club can obtain its charter. The program should outline by meetings the plan of work for the club year, including for each meeting dates and such items as songs, yells, roll-call topics, discussion topics, demonstrations, judging, program features, and recreation.

**Charter.** As soon as the club program has been received by the State Club Leader, a charter is sent to the club. This charter gives the name of the club and its location and is signed by the Secretary of the United States Department of Agriculture, the State Superintendent of Public Instruction, Director of Extension, and State Club Leader. It is highly appreciated by the clubs fulfilling the requirements.

Be sure to fill all the blanks at the top of the program blank so that the State Club Leader may have all the information required for issuing the charter.

**Meetings.** There must be at least ten regular meetings and there may be as many more as the club leader and the members desire. A regular time and place for the meeting should be decided upon and adhered to strictly, so that the plea of forgetfulness can have no weight.

These meetings should be presided over by the president or vice president, and the minutes of the meeting should be kept by the secretary in the record book provided for the club secretary.

**Local exhibits.** A local exhibit should be held during the club year. This exhibit is to consist of the work done by the club members. It may be held at the time the club completes its work or at the close of school or just before the county or state fair.

Many clubs combine the local exhibit and achievement day successfully.

The exhibit may be held in the schoolhouse or some other place decided upon by the local leader and the club members, and is primarily important in that it gives parents and friends an opportunity to see the progress being made by the club members.

It is recommended that the exhibit be prepared in the way required for the State Fair.

It is desired that the work of the members be displayed *only*, and that no awards be made.

**Demonstration teams.** A demonstration team is composed of two members. Through their demonstrations before the people they pass on to them the methods and practices they have learned. Each club should give a demonstration pertaining to its own project. For example, a clothing club should demonstrate some practice in sewing and a corn club something pertaining to corn growing.

The members must belong to the same standard club. (See page 9.)

**Completions.** At least 80 per cent of the members making their first report must complete their project and file their record books with the County or State Club Leader in order to be a standard club.

If a member moves from the county or because of continued illness is unable to complete his project, the State Club Leader should be notified and the name will be dropped from the club enrollment. The dropping of such members will not count against the percentage of completion for a club.

**Achievement certificate.** Clubs finishing 100 per cent and sending in record books for all members beginning the work, except those dropped from the records by the State Club Leader, will receive a certificate of achievement containing all of the members' names and signed by the Chief of Extension, Governor of Oregon, Chancellor of Oregon State System of Higher Education, President of the College, State Superintendent of Public Instruction, Director of Extension, State Club Leader, County School Superintendent, County Extension Agent, and Local Leader.

**Judging teams.** All judging teams except home economics are composed of three members. Home economics judging teams are composed of two members each. Teams should be selected by competition among the members, and may be selected in a series of contests held at club meetings or at the time of local exhibits. Teams should then arrange to compete at county contests and high scoring teams should arrange to compete in the state or interstate contests. The members of a judging team must belong to the same standard club. (See page 11.)

**Club picnics.** Club picnics should be held at least once during the year. It is always more satisfactory to plan the events beforehand. The committee in charge should invite the county superintendent of schools, county club agent, county agricultural agent, home demonstration agent, and others in the county who are or may become interested in club work. Picnics held jointly with other clubs in the community or neighboring communities are usually more successful than a picnic in which only one club participates.

**Club songs and yells.** Any school yell can readily be adapted to the requirements of a club, and no club should be satisfied without a number of such yells. Every boy and girl can yell, and yells add pep and enthusiasm to any meeting.

Many club songs are available. A book of National Club songs can be obtained from the National Committee, the County Leader or State Leader.

**Achievement day.** At the completion of the club project an achievement day should be held either in the community or some place selected in the county, this day to be in public recognition of all members who have completed their project and filed their record books with the county or State Club Leader.

As suggested under Local Exhibits, the achievement day, exhibit demonstrations, and judging may be combined into one program. If there are several clubs in the community they may hold a joint program.

## A SUGGESTED PROGRAM FOR ACHIEVEMENT DAY

The program will vary with local interest and might include such features as a parade, picnic dinner, banquet, style show, judging contest, demonstration, or 4-H play.

The following general program may be used as a foundation and the various features best suited to the needs of your club incorporated.

- (1) Meeting called to order by 4-H Club president.
- (2) Flag salute.
- (3) 4-H Club song led by club members. Audience joins in singing.
- (4) 4-H Club motto and pledge.
- (5) A brief report by the secretary on the amount and value of the work done by all of the club members.
- (6) Election of officers for next year (if club members plan to reorganize).
- (7) Club history by president or local leader.
- (8) 4-H Club song.
- (9) What 4-H Club work means to the community, by a leading citizen.
- (10) 4-H Club yell by club members.
- (11) 4-H Club team demonstration, style show, or judging contest, if desired.
- (12) 4-H Club song.

- (13) Presentation of achievement certificate and club pins (where reports have been sent to the county club agent or State Club Leader at least ten days before date of achievement day).
- (14) Social period—games, refreshments.

### LOCAL LEADER'S DUTIES

It is the function of the local leader—

- (1) To direct the activities of the club.
- (2) To attend all club meetings.
- (3) To keep the duplicate enrollment sheet.
- (4) To receive from Oregon State College all instructions sent for the club members.
- (5) To distribute these instructions received from the College to club members. This should be done at regular club meetings.
- (6) To see that the club secretary collects report cards and after checking them on duplicate enrollment sheets mails them to the county club agent or the State Club Leader.
- (7) To assist members in their club work when necessary.
- (8) To check over record books and mail them to the county club agent or the State Club Leader.
- (9) To see that a local exhibit is made by club members.
- (10) To arrange for exhibits of club members to be sent to the county or state fair if possible.
- (11) To train or arrange for training of demonstration or judging teams.
- (12) To see that the papers get all the interesting facts pertaining to the work of the club.

Local leaders should feel free to call on county or state club workers for any assistance necessary.

### CLUB OFFICERS' DUTIES

The President—

- (1) Presides at all meetings.
- (2) Has deciding vote in case of a tie.
- (3) Calls all special meetings after consulting with the local leader.
- (4) Appoints committees.

The Vice President—

- (1) Presides in absence of the president.
- (2) Is chairman of the program committee.
- (3) Is yell leader.

The Secretary—

- (1) Keeps minutes of the meetings. Reads minutes of the previous meeting.
- (2) Receives report cards of members, checks them in on enrollment blank, has the local leader sign them, and mails them to the county club agent or the State Club Leader, depending on the arrangements in the county.
- (3) Writes all letters for the club.

- (4) Notifies members of special meetings when called by the president.
- (5) Collects record books and gives them to the local leader.
- (6) Sends all news pertaining to the club to the county leader or the local newspaper, unless the club has a reporter.

### THE CLUB MEMBER'S DUTIES

As a club member you should—

- (1) Be responsible for your own project.
- (2) Attend all meetings.
- (3) Take part in all club activities.
- (4) Keep accurate records on your project.
- (5) Send in a record book.
- (6) Make an exhibit.
- (7) Make your own best better.
- (8) Interest or help some other boy or girl in 4-H Club work.
- (9) Do something for the good of your community.

### CLUB MEETINGS

**A successful club.** A successful club must have the following: regular meetings, interested leader, active officers, good programs, quality material, demonstrations, cooperation, exhibits, judging, reports, games.

**How to conduct meetings.** In order to make your club meetings worth while—

- (1) Have each program prepared in time so all may know just what they are to do.
- (2) Make the meetings interesting.
- (3) Place responsibility on the club members.
- (4) Begin on time.
- (5) Have an order of business and follow it.
- (6) Have a demonstration or some judging at each meeting.

**Order of business.** The club meeting as a rule has three parts: (A) Business Meeting. (B) Project Instruction. (C) Recreation Program.

#### A. Business Meeting.

- (1) Songs or yells.
- (2) Meeting called to order by the President.
- (3) Roll call. Answer by giving one-minute report on the work done or some fact concerning the work in hand.
- (4) Reading of minutes of the previous meeting.
- (5) Old business. Bring record books up to date and send in cards, reports of committees, etc.
- (6) New business. Distribution of material, assignment of topics for discussion at next meeting, etc.
- (7) Adjournment of Business Meeting.

#### B. Project Instruction.

- (1) Instructions on new work to be done.
- (2) Demonstrations.
- (3) Judging.



C. Recreation Program. Select as many as you have time for.

- (1) Songs.
- (2) Talks.
- (3) Music.
- (4) Club yells.
- (5) Talk by visitors.
- (6) Features.
- (7) Games.

**Features in the program.** A feature in the program is the "something different" that has been planned for just this meeting, and that members have been looking forward to, or preparing for, weeks ahead. It may be any one of the following: judging contest, demonstration contest, entertainment to which special guests have been invited, joint meeting with another club, athletic contests, or meeting at some place to hear 4-H Club Radio Program. No one should be allowed to take part in the feature program unless he has kept his work up to date and is in good standing as an active club member.

**Publicity.** Interest in the club meetings is not local only, but extends to people all over the country who are interested in knowing just what your club is doing.

Change the program often so that there will be something new at each meeting. Use local people in your community as much as possible. Have the secretary or reporter of the club prepare reports of meetings and work done by the club members for the county extension agent or the county papers. Send pictures and stories whenever possible to the papers and the State Club Leader.

The information necessary for a good news story is usually complete when you answer the following: Who? What? Where? When? Why? How?

A news reporter for the club helps in creating interest.

## DEMONSTRATIONS

Demonstrations should be a part of each 4-H Club meeting. At least one member should have part in the program by putting on a demonstration, either individually or with another member of the club. Individual demonstrations should be relatively simple and something that one member can do. What a club member learns through doing is more lasting than what he learns through watching some one else do.

Each club should have a demonstration team of two members that has been selected through competition in individual demonstrations or between teams of members who have put on demonstrations before the club. The entire club should have some interest in the demonstration and be allowed to assist in preparing some of the subject matter for the demonstration.

The demonstration is a combination of doing and telling. One member does something while the other member tells the audience what it is about.

**Selecting the demonstration.** In selecting the demonstration a subject should be chosen which applies to the project and is of particular value and interest in the community that the club belongs to, something that can show an improved or better farm or home practice that will interest not only the club members but also the people to whom they are demonstrating. *Suggested subjects for demonstrations may be found in project bulletins and leaflets.*

**Parts of a demonstration.** The demonstration is made up of three parts: (1) Introduction. (2) Demonstration proper. (3) Conclusion.

(1) **INTRODUCTION.** In the introduction, tell clearly and concisely what club is represented, introduce team mate, then yourself, state something about the work your club has been doing, and state clearly the purpose of the demonstration, with its importance in how it relates to the community in the club work.

(2) **DEMONSTRATION PROPER.** The demonstration proper is that part of the work that follows the introduction and develops the subject step by step.

(3) **CONCLUSION.** The conclusion is the summary of the entire demonstration. Each major part is brought out and connected to the one before it. The demonstrators ask for any questions and close promptly when no more questions are being asked. It is not a reflection on the club member to say "I do not know" in answer to a question. Demonstrators should have the subject well enough in mind, however, so as to be able to answer most questions that arise.

**Developing a demonstration.** In preparing a demonstration—

- (1) Decide on the subject of the demonstration, choosing something that relates to the project carried by the club.
- (2) Make an outline of the work and talk parts of the demonstration, planning it so that each member does part of the work and part of the talking.
- (3) Learn how to do the work required in the demonstration skillfully by trying it several times.

**Outline of demonstration.**

Club Member No. 1	Club Member No. 2
<p><i>Talks</i></p> <ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. Names demonstration and explains purpose and necessity for it.</li> </ol> <p><i>Works</i></p> <ol style="list-style-type: none"> <li>1. Takes up work at convenient point, etc.</li> <li>2. Completes work.</li> </ol>	<p><i>Works</i></p> <ol style="list-style-type: none"> <li>1. Acknowledges introduction</li> <li>2. Places equipment.</li> <li>3. Works. Doing what is being talked about.</li> </ol> <p><i>Talks</i></p> <ol style="list-style-type: none"> <li>1. Proceeds with description of work being done.</li> <li>2. Sums up the demonstration.</li> </ol>

It depends on the type of demonstration how many times it is desirable to change from working to talking, but at least one change, such as appears in the foregoing outline, should be made.

Avoid making the demonstration an illustrated lecture.

A demonstration should occupy about 20 minutes.

**“Do’s” and “don’ts” for demonstrations.** In giving demonstrations observe the following—

- (1) Demonstrate only one thing at a time.
- (2) Take each step in order and avoid leaving out any step.
- (3) Have all equipment and materials conveniently placed.
- (4) Use correct English, speak slowly, clearly, and distinctly.
- (5) Be neat and clean about your person and work.
- (6) Where a process takes some time, have part of the work done before the demonstration begins in order that all steps may be shown and the interest kept.
- (7) Plan work and talk so they agree. For example, in bread making when one is giving the recipe, have the other measuring the ingredients.
- (8) Close promptly; leave everything in order.
- (9) Always repeat the question asked by a member of your audience.

**Score card for club demonstrations.**

1. Subject matter .....	30
Clearness .....	5
Accuracy .....	10
Completeness .....	5
Presentation .....	10
2. Team as a whole .....	20
Organization and division of work and subject matter.....	10
Appearance and conduct of team.....	10
3. Skill .....	20
Ease of procedure .....	5
Workmanship .....	10
Speed .....	5
4. Results .....	15
Quality of work done or finished product.	
5. Practicability .....	15
Teaches a practice valuable for the farm or home.	
Economical of time and material.	

## JUDGING

All club members should have practice in judging, in order to develop the highest quality in their own work.

**Score cards.** The use of score cards is the first step in the training of a club member in judging. These score cards are included in the project material and give a standard by which to work. They are used when the club member is scoring or judging only one article, and form the background for all placings. Such score cards are given in subject-matter bulletins.

**Selecting the class.** Assemble four articles of a kind. This is known as a class. In making up a class, have a high quality article for the first place, a poor quality article for the fourth place and two of medium quality (one a little better than the other) for the middle places. Most vegetables and crops are judged according to groups, such as four groups of five beets or five carrots or four groups of ten ears of corn, etc.

Number the articles 1-2-3-4 regardless of merit. In the case of livestock classes, animals are numbered from left to right of the observer standing in rear of the animals.

**Placing the class.** Have the judge place the class. This placing is scored 100 and is the basis used to determine the relative value of the contestants' placings.

**Scoring the placings.** There are twenty-four possible positions in which four numbers may be written, and to make scoring of placings simple each of these twenty-four possible placings has been given a valuation. You will note that there are twenty-four tables given, the first placing in each table scoring 100.

In using the table for determining the value of placings, first find the table where the placing scoring 100 is like the placing of your judge, and then for each contestant's score, look in that same table and see how much the score is for the figures as placed by that contestant.

For example, let's say the class being judged is tea towels, and the judge placed them 4-1-2-3. Find the table where 4-1-2-3=100. This is the table then to use for the towels. Mary Jane decides that the towels should be placed 2-4-1-3. So look through the table until you find the numbers written in that order, and you will note that they are given a score of 70. So Mary Jane's score for the towels is 70 per cent. Do this with every contestant's placing.

TABLE FOR DETERMINING VALUE OF PLACINGS

1,2,3,4—100	2,1,3,4—85	3,1,2,4—70	4,1,2,3—55
1,2,4,3—85	2,1,4,3—70	3,1,4,2—55	4,1,3,2—40
1,3,2,4—85	2,3,1,4—70	3,2,1,4—55	4,2,1,3—40
1,3,4,2—70	2,3,4,1—55	3,2,4,1—40	4,2,3,1—25
1,4,2,3—70	2,4,1,3—55	3,4,1,2—40	4,3,1,2—25
1,4,3,2—55	2,4,3,1—40	3,4,2,1—25	4,3,2,1—10
1,2,4,3—100	2,1,4,3—85	4,1,2,3—70	3,1,2,4—55
1,2,3,4—85	2,1,3,4—70	4,1,3,2—55	3,1,4,2—40
1,4,2,3—85	2,4,1,3—70	4,2,1,3—55	3,2,1,4—40
1,4,3,2—70	2,4,3,1—55	4,2,3,1—40	3,2,4,1—25
1,3,2,4—70	2,3,1,4—55	4,3,1,2—40	3,4,1,2—25
1,3,4,2—55	2,3,4,1—40	4,3,2,1—25	3,4,2,1—10
1,3,2,4—100	3,1,2,4—85	2,1,3,4—70	4,1,3,2—55
1,3,4,2—85	3,1,4,2—70	2,1,4,3—55	4,1,2,3—40
1,2,3,4—85	3,2,1,4—70	2,3,1,4—55	4,3,1,2—40
1,2,4,3—70	3,2,4,1—55	2,3,4,1—40	4,3,2,1—25
1,4,3,2—70	3,4,1,2—55	2,4,1,3—40	4,2,1,3—25
1,4,2,3—55	3,4,2,1—40	2,4,3,1—25	4,2,3,1—10
1,3,4,2—100	3,1,4,2—85	4,1,3,2—70	2,1,3,4—55
1,3,2,4—85	3,1,2,4—70	4,1,2,3—55	2,1,4,3—40
1,4,3,2—85	3,4,1,2—70	4,3,1,2—55	2,3,1,4—40
1,4,2,3—70	3,4,2,1—55	4,3,2,1—40	2,3,4,1—25
1,2,3,4—70	3,2,1,4—55	4,2,1,3—40	2,4,1,3—25
1,2,4,3—55	3,2,4,1—40	4,2,3,1—25	2,4,3,1—10
1,4,2,3—100	4,1,2,3—85	2,1,4,3—70	3,1,4,2—55
1,4,3,2—85	4,1,3,2—70	2,1,3,4—55	3,1,2,4—40
1,2,4,3—85	4,2,1,3—70	2,4,1,3—55	3,4,1,2—40
1,2,3,4—70	4,2,3,1—55	2,4,3,1—40	3,4,2,1—25
1,3,4,2—70	4,3,1,2—55	2,3,1,4—40	3,2,1,4—25
1,3,2,4—55	4,3,2,1—40	2,3,4,1—25	3,2,4,1—10
1,4,3,2—100	4,1,3,2—85	3,1,4,2—70	2,1,4,3—55
1,4,2,3—85	4,1,2,3—70	3,1,2,4—55	2,1,3,4—40
1,3,4,2—85	4,3,1,2—70	3,4,1,2—55	2,4,1,3—40
1,3,2,4—70	4,3,2,1—55	3,4,2,1—40	2,4,3,1—25
1,2,4,3—70	4,2,1,3—55	3,2,1,4—40	2,3,1,4—25
1,2,3,4—55	4,2,3,1—40	3,2,4,1—25	2,3,4,1—10

TABLE FOR DETERMINING VALUE OF PLACINGS (Continued)

2,1,3,4—100 2,1,4,3—85 2,3,1,4—85 2,3,4,1—70 2,4,1,3—70 2,4,3,1—55	1,2,3,4—85 1,2,4,3—70 1,3,2,4—70 1,3,4,2—55 1,4,2,3—55 1,4,3,2—40	3,2,1,4—70 3,2,4,1—55 3,1,2,4—55 3,1,4,2—40 3,4,2,1—40 3,4,1,2—25	4,2,1,3—55 4,2,3,1—40 4,1,2,3—40 4,1,3,2—25 4,3,2,1—25 4,3,1,2—10
2,1,4,3—100 2,1,3,4—85 2,4,1,3—85 2,4,3,1—70 2,3,1,4—70 2,3,4,1—55	1,2,4,3—85 1,2,3,4—70 1,4,2,3—70 1,4,3,2—55 1,3,2,4—55 1,3,4,2—40	4,2,1,3—70 4,2,3,1—55 4,1,2,3—55 4,1,3,2—40 4,3,2,1—40 4,3,1,2—25	3,2,1,4—55 3,2,4,1—40 3,1,2,4—40 3,1,4,2—25 3,4,2,1—25 3,4,1,2—10
2,3,1,4—100 2,3,4,1—85 2,1,3,4—85 2,1,4,3—70 2,4,3,1—70 2,4,1,3—55	3,2,1,4—85 3,2,4,1—70 3,1,2,4—70 3,1,4,2—55 3,4,2,1—55 3,4,1,2—40	1,2,3,4—70 1,2,4,3—55 1,3,2,4—55 1,3,4,2—40 1,4,2,3—40 1,4,3,2—25	4,2,3,1—55 4,2,1,3—40 4,3,2,1—40 4,3,1,2—25 4,1,2,3—25 4,1,3,2—10
2,3,4,1—100 2,3,1,4—85 2,4,3,1—85 2,4,1,3—70 2,1,3,4—70 2,1,4,3—55	3,2,4,1—85 3,2,1,4—70 3,4,2,1—70 3,4,1,2—55 3,1,2,4—55 3,1,4,2—40	4,2,3,1—70 4,2,1,3—55 4,3,2,1—55 4,3,1,2—40 4,1,2,3—40 4,1,3,2—25	1,2,3,4—55 1,2,4,3—40 1,3,2,4—40 1,3,4,2—25 1,4,2,3—25 1,4,3,2—10
2,4,1,3—100 2,4,3,1—85 2,1,4,3—85 2,1,3,4—70 2,3,4,1—70 2,3,1,4—55	4,2,1,3—85 4,2,3,1—70 4,1,2,3—70 4,1,3,2—55 4,3,2,1—55 4,3,1,2—40	1,2,4,3—70 1,2,3,4—55 1,4,2,3—55 1,4,3,2—40 1,3,2,4—40 1,3,4,2—25	3,2,4,1—55 3,2,1,4—40 3,4,2,1—40 3,4,1,2—25 3,1,2,4—25 3,1,4,2—10
2,4,3,1—100 2,4,1,3—85 2,3,4,1—85 2,3,1,4—70 2,1,4,3—70 2,1,3,4—55	4,2,3,1—85 4,2,1,3—70 4,3,2,1—70 4,3,1,2—55 4,1,2,3—55 4,1,3,2—40	3,2,4,1—70 3,2,1,4—55 3,4,2,1—55 3,4,1,2—40 3,1,2,4—40 3,1,4,2—25	1,2,4,3—55 1,2,3,4—40 1,4,2,3—40 1,4,3,2—25 1,3,2,4—25 1,3,4,2—10
3,1,2,4—100 3,1,4,2—85 3,2,1,4—85 3,2,4,1—70 3,4,1,2—70 3,4,2,1—55	1,3,2,4—85 1,3,4,2—70 1,2,3,4—70 1,2,4,3—55 1,4,3,2—55 1,4,2,3—40	2,3,1,4—70 2,3,4,1—55 2,1,3,4—55 2,1,4,3—40 2,4,3,1—40 2,4,1,3—25	4,3,1,2—55 4,3,2,1—40 4,1,3,2—40 4,1,2,3—25 4,2,3,1—25 4,2,1,3—10
3,1,4,2—100 3,1,2,4—85 3,4,1,2—85 3,4,2,1—70 3,2,1,4—70 3,2,4,1—55	1,3,4,2—85 1,3,2,4—70 1,4,3,2—70 1,4,2,3—55 1,2,3,4—55 1,2,4,3—40	4,3,1,2—70 4,3,2,1—55 4,1,3,2—55 4,1,2,3—40 4,2,3,1—40 4,2,1,3—25	2,3,1,4—55 2,3,4,1—40 2,1,3,4—40 2,1,4,3—25 2,4,3,1—25 2,4,1,3—10
3,2,1,4—100 3,2,4,1—85 3,1,2,4—85 3,1,4,2—70 3,4,2,1—70 3,4,1,2—55	2,3,1,4—85 2,3,4,1—70 2,1,3,4—70 2,1,4,3—55 2,4,3,1—55 2,4,1,3—40	1,3,2,4—70 1,3,4,2—55 1,2,3,4—55 1,2,4,3—40 1,4,3,2—40 1,4,2,3—25	4,3,2,1—55 4,3,1,2—40 4,2,3,1—40 4,2,1,3—25 4,1,3,2—25 4,1,2,3—10
3,2,4,1—100 3,2,1,4—85 3,4,2,1—85 3,4,1,2—70 3,1,2,4—70 3,1,4,2—55	2,3,4,1—85 2,3,1,4—70 2,1,3,4—70 2,1,4,3—55 2,4,3,1—55 2,4,1,3—40	4,3,2,1—70 4,3,1,2—55 4,2,3,1—55 4,2,1,3—40 4,1,3,2—40 4,1,2,3—25	1,3,2,4—55 1,3,4,2—40 1,2,3,4—40 1,2,4,3—25 1,4,3,2—25 1,4,2,3—10

TABLE FOR DETERMINING VALUE OF PLACINGS (Continued)

3,4,1,2—100	4,3,1,2—85	1,3,4,2—70	2,3,4,1—55
3,4,2,1—85	4,3,2,1—70	1,3,2,4—55	2,3,1,4—40
3,1,4,2—85	4,1,3,2—70	1,4,3,2—55	2,4,3,1—40
3,1,2,4—70	4,1,2,3—55	1,4,2,3—40	2,4,1,3—25
3,2,4,1—70	4,2,3,1—55	1,2,3,4—40	2,1,3,4—25
3,2,1,4—55	4,2,1,3—40	1,2,4,3—25	2,1,4,3—10
3,4,2,1—100	4,3,2,1—85	2,3,4,1—70	1,3,4,2—55
3,4,1,2—85	4,3,1,2—70	2,3,1,4—55	1,3,2,4—40
3,2,4,1—85	4,2,3,1—70	2,4,3,1—55	1,4,3,2—40
3,2,1,4—70	4,2,1,3—55	2,4,1,3—40	1,4,2,3—25
3,1,4,2—70	4,1,3,2—55	2,1,3,4—40	1,2,3,4—25
3,1,2,4—55	4,1,2,3—40	2,1,4,3—25	1,2,4,3—10
4,1,2,3—100	1,4,2,3—85	2,4,1,3—70	3,4,1,2—55
4,1,3,2—85	1,4,3,2—70	2,4,3,1—55	3,4,2,1—40
4,2,1,3—85	1,2,4,3—70	2,1,4,3—55	3,1,4,2—40
4,2,3,1—70	1,2,3,4—55	2,1,3,4—40	3,1,2,4—25
4,3,1,2—70	1,3,4,2—55	2,3,4,1—40	3,2,4,1—25
4,3,2,1—55	1,3,2,4—40	2,3,1,4—25	3,2,1,4—10
4,1,3,2—100	1,4,3,2—85	3,4,1,2—70	2,4,1,3—55
4,1,2,3—85	1,4,2,3—70	3,4,2,1—55	2,4,3,1—40
4,3,1,2—85	1,3,4,2—70	3,1,4,2—55	2,1,4,3—40
4,3,2,1—70	1,3,2,4—55	3,1,2,4—40	2,1,3,4—25
4,2,1,3—70	1,2,4,3—55	3,2,4,1—40	2,3,4,1—25
4,2,3,1—55	1,2,3,4—40	3,2,1,4—25	2,3,1,4—10
4,2,1,3—100	2,4,1,3—85	1,4,2,3—70	3,4,2,1—55
4,2,3,1—85	2,4,3,1—70	1,4,3,2—55	3,4,1,2—40
4,1,2,3—85	2,1,4,3—70	1,2,4,3—55	3,2,4,1—40
4,1,3,2—70	2,1,3,4—55	1,2,3,4—40	3,2,1,4—25
4,3,2,1—70	2,3,4,1—55	1,3,4,2—40	3,1,4,2—25
4,3,1,2—55	2,3,1,4—40	1,3,2,4—25	3,1,2,4—10
4,2,3,1—100	2,4,3,1—85	3,4,2,1—70	1,4,2,3—55
4,2,1,3—85	2,4,1,3—70	3,4,1,2—55	1,4,3,2—40
4,3,2,1—85	2,3,4,1—70	3,2,4,1—55	1,2,4,3—40
4,3,1,2—70	2,3,1,4—55	3,2,1,4—40	1,2,3,4—25
4,1,2,3—70	2,1,4,3—55	3,1,4,2—40	1,3,4,2—25
4,1,3,2—55	2,1,3,4—40	3,1,2,4—25	1,3,2,4—10
4,3,1,2—100	3,4,1,2—85	1,4,3,2—70	2,4,3,1—55
4,3,2,1—85	3,4,2,1—70	1,4,2,3—55	2,4,1,3—40
4,1,3,2—85	3,1,4,2—70	1,3,4,2—55	2,3,4,1—40
4,1,2,3—70	3,1,2,4—55	1,3,2,4—40	2,3,1,4—25
4,2,3,1—70	3,2,4,1—55	1,2,4,3—40	2,1,4,3—25
4,2,1,3—55	3,2,1,4—40	1,2,3,4—25	2,1,3,4—10
4,3,2,1—100	3,4,2,1—85	2,4,3,1—70	1,4,3,2—55
4,3,1,2—85	3,4,1,2—70	2,4,1,3—55	1,4,2,3—40
4,2,3,1—85	3,2,4,1—70	2,3,4,1—55	1,3,4,2—40
4,2,1,3—70	3,2,1,4—55	2,3,1,4—40	1,3,2,4—25
4,1,3,2—70	3,1,4,2—55	2,1,4,3—40	1,2,4,3—25
4,1,2,3—55	3,1,2,4—40	2,1,3,4—25	1,2,3,4—10

## JUDGING CONTEST

**Eligibility.** Every member of the local club should be encouraged to enter every local judging contest. In county, state, and interstate contests a team shall come from the same standard club and all members must have completed their work and turned in their record books. Where the fair or contest is held before the project is completed, the record books should be up to date.

**Judging team.** In home economics projects the judging team shall consist of two members; in livestock, rabbits, crops, and poultry, the team shall consist of three members from the same standard club.

**Selecting the team.** Members of a judging team are chosen through local contests open to all club members carrying the same type of projects and coming from the same standard club. The two or three highest scoring individuals as specified above shall constitute a team to compete in the county contests. The high scoring teams at the county contests may be selected to represent the county at state and interstate contests.

**Classes to be judged.** Home Economics contests: In cookery the contestants will judge light bread, angel food cake, drop cookies, and baking powder biscuits. In canning the contestants will judge canned peaches, canned loganberries or raspberries, canned string beans, and canned beef. In clothing the contestants will judge hand hemmed towels, cotton school costumes, home dresses, and stocking darning. In homemaking and room improvement the contestants will judge handmade rugs for a girl's bedroom, pictures for a girl's room, dresser scarfs, pillow slips.

Livestock club members will judge classes of hogs, sheep, dairy, and beef cattle.

Crops club members will judge at least one class consisting of four exhibits each of corn, wheat, oats, barley, hay, and vegetables, to grade one sack of potatoes, and to identify ten crops or weeds to be selected from a list submitted to the club leader.

Poultry club members will judge eight classes, three for production (one class may be old hens), three classes for exhibition (one class will be cockerels), one class of birds for meat production, and one class of white eggs.

Rabbit club members will judge four classes of rabbits.

**Conducting the contest.** Each contestant should be supplied with a pencil. A slip of paper or a card should be provided each contestant for each class to be judged. For a large contest (many contestants) it is best to have each contestant given a number that appears on his cards. For county, state and interstate contestants, white cards for each class and one colored card are all numbered alike and clipped together. The contestant writes his name on the colored card and hands that to the one in charge of the contest. All that he writes on each white card is the name of the class judged and the numbers written in the order considered correct. As he finishes placing a class, he hands in his card for the class to the person designated to receive it.

At first in local contests, only one or two classes should be judged at a time, but as the club members become more proficient, they should increase the number of classes to the number required at the State Fair.

**Reasons.** After all the cards for all the classes judged have been turned in, the club member should be required to write or give oral reasons on the class that corresponds to his project and on these reasons should be given a grade, which is added to the score made in placing the classes.

The correct way to give reasons is as follows. "I wish to give reasons on the class of Poland China gilts (tea towels, etc.). I placed this class 1-2-3-4. I placed number one first, because \_\_\_\_\_, I placed number two over number three because \_\_\_\_\_, I placed number three over number four because \_\_\_\_\_."

In giving your reasons do not describe animals or articles but compare them.

## ACTIVE GAMES FOR 4-H CLUB MEMBERS

### RELAY GAMES

Form two or more groups with equal numbers of players standing directly back of each other. The leader of each line or team goes to the goal in a prescribed manner, returns to the line touching off the first in line and then takes his place at the end of the line. The player touched off repeats the play of the leader. When the leader has made a second play and returns to the line, the relay is completed. The team finishing first wins.

**RUNNING.** Run to goal and back.

**WALKING.** Walk to goal and run back.

**HOPPING.** Hop to goal on right foot, run back.

Repeat with left foot, run back.

Hop to goal on right foot, return on left.

Hop to goal on toes with heels together and hands on knees. Return in same way or run back. (Kangaroo hop.)

**JUMPING.** Jump to goal and back, both feet together.

Repeat running back.

**HEEL AND TOE.** Put heel of one foot against toe of other foot and vice versa to goal, repeat going back, or run back.

**PASSING OBJECTS.** Pass over head.

Pass down on right side, back on left side. Vice versa.

Roll balls or shoot wands between feet.

Take tie off yourself and put it on your neighbor.

These relays may also be played by dividing each team into halves, standing in vertical lines at each end of the play space. Players then go to other side touching off first in line and take place at foot of that line. When all players have played twice, team back in original position first wins the game.

For another variation of the line relay, have each team divided as before but facing each other in parallel lines. Play back and forth in a zig-zag fashion. Balls may be thrown and caught in this kind of play.

### CIRCLE GAMES

For circle games, players stand from 3 to 5 feet apart.

**CIRCLE BALL.** Throw any bulky object such as basketball, football, or bean bag from one player to another, but not in any regular order. Player failing to catch sits down while others continue game. One standing longest wins the game. When all are seated the game may be repeated, those failing to catch then being required to stand.

**DODGE BALL.** Have two groups of equal numbers, one forming a circle, the other group standing within the circle. Group forming circle has a ball. (Any soft ball may be used.) The object of the game is to roll the ball and hit one of those in the center. A player hit drops out of the game temporarily. When all players inside circle have been hit, groups change sides and game continues.



**THREE DEEP.** Players form double circle with two people not in circle. One is the runner, the other the chaser. Runner runs around circle stopping in front of a couple, thus making three deep. Player on end must then run in front of another couple. If the runner is caught, the play is reversed and he becomes the chaser.

**THIRD MAN.** This is a variation of three deep. Instead of being in a circle, partners stand facing each other in a tag formation any place on the play space. Runner to be safe stands between the partners. The one toward whom his back is turned becomes the third man and automatically the runner.

**FLYING DUTCHMAN.** Players grasp hands in circle. Two players holding hands are "it." They run around the circle tagging the hands of a couple in the circle. The tagged couple runs around the circle in the opposite direction. Object of the game is to see who reaches the vacant place first. Couple failing becomes "it" and game continues.

**SQUIRRELS IN TREES.** Players group in threes holding hands so as to form "hollow trees." A "squirrel" lives in each tree. There is also an odd squirrel and a dog. The dog chases the squirrel. To be safe, the squirrel must find cover in a hollow tree. There being room for only one squirrel in a tree, the squirrel already there must run for safety. When the dog catches the squirrel their positions are reversed.

#### LINE GAMES

**LAST COUPLE OUT.** Players stand in couples in a long line back of an odd player. Odd player calls, "Last couple out." That couple then runs, one on each side of the line, to the head of the line to join hands in front of the odd player, or catcher. The catcher must not chase the runners until they are in line with him and he must not turn his head to see when or from where they are coming. Player tagged becomes the catcher. If neither player is tagged, couple takes place at head of the line and catcher again calls for the "Last couple out."

**BLACK AND WHITE.** Players are divided into two groups, Black and White. Groups stand about ten feet apart with leader in the center. Goal lines are decided upon for each group. The leader flips a nickle, tosses a black and white cube, or throws a black and white stick to call the plays. When he calls "Black," Blacks run to their goal, Whites chasing them. When a player is tagged he becomes a member of that team. The game continues until all the Blacks or all the Whites have been caught.

**HOOKE ON.** Form groups of two's or three's with arms locked around waist of person in front. Stand in line formation, groups facing player in center, who is "it." "It" tries to hook on to last player of any group. If he succeeds, first player drops off and becomes "it."

**YALE TAG** is another game similar to Hook On except that players lock arms and stand any place on play space.

#### TREASURE HUNT

This is especially good for a large group, as it not only is interesting and exciting but will keep the group occupied for some time.

Before the group has assembled lay out a course over which they are to go. At each station hide treasure or a slip of paper designating treasure with instructions for reaching the next station. About ten stations are suggested. Where there is a very large group it is well to give the one finding the directions a one- or two-minute start toward the other station.

At first station or starting point, assemble all who are to take part and explain the hunt to them. Give oral instructions on reaching the next station. For example, 100 yards north you will find an oak tree and within a radius of 25 feet you will find a treasure and directions for reaching the next station.

A variation of this would be having the group divided into teams. Each time a member of a team finds the treasure at a station the team is scored one point. The team winning the most points wins a prize. This might be ice-cream cones for all members of the winning team to eat while the rest of those competing look on.

#### ROUGH GAMES FOR BOYS

**SWAT TO THE RIGHT.** Form circles with fifteen to twenty players in each. Players face center with hands behind their backs in readiness to receive the swatter. The leader runs around the outside of the circle and places the swatter in the hands of one of the players. This player swats the neighbor on his right, who runs on the outside of the circle pursued by the swatter. The swatter has the privilege of hitting him as hard and as often as he can. Care should be taken to avoid hitting the head of a player. The swatter might be a tightly wrapped and tied newspaper or a boy's belt, the buckle part being held in the hand.

**WAGON WHEEL.** Eight to twenty players sit shoulder to shoulder on the floor or ground with their feet toward the center. One person stands in the center, folds his arms, stiffens out and lets himself fall on the people sitting down. In defense the players sitting down use their hands and push the center person away from them. If a person fails to protect himself and the pivot man falls upon him that person has to take the center place.

**HIT THE HUB.** This game is played with the same formation as the wagon wheel. For a swatter, a tied newspaper is used and is passed to each person around the circle under the knees of the players. The object of the game is to hit the hub, who is the pivot player, standing up in the center. He may reach for the paper and when he gets hold of it, the person from whom he takes it is "it" and must be the hub of the circle.

**CATCH AND PULL TUG OF WAR.** A line is drawn down the middle of the playing space; the players are divided into two parties and stand one party on each side of the line. The game starts on a signal and consists of a player catching hold of his opponent on any part of his body, his arm, hand, or foot, reaching over the line and so pulling him across the boundary. Any number of players may try to secure hold of the opponent and any number may come to his rescue and try to resist his being pulled over the line, either by pulling him in the opposite direction or by trying to get hold on his opponent. The player does not belong to the enemy until his entire body has been pulled over the line. He must then join his captors and try to get players from across the line. The party wins that has the largest number at the end of the time limit.

**OTHER GAMES FOR BOYS**

These include playground baseball and horseshoes. In all games wherever possible it is of great value to have a contest between two or more groups; this adds materially to the interest taken in the games and to the enjoyment received by the boys and girls playing them.

**INDOOR GAMES**

**GAMES WITH MUSIC**

- CAPTAIN JINKS
- JOLLY MILLER
- VIRGINIA REEL
- JUMP, JIM CROW
- COME, LET US BE JOYFUL

} Music to be found in "Twice 55 Games with Music."

**MUSICAL CHAIRS.** Have one less chair than players. Place chairs in circle or in two rows with backs together. Have a musician play a piano, phonograph, or radio. Players march around chairs to music. Musician stops music at irregular intervals. Players sit down. Player left without chair is out of the game. Game continues when music starts again and a chair is removed.

**QUIET GAMES**

**BEAST, BIRD, OR FISH.** Players are seated in circle except player who is "it." "It" is in the center of the circle. He points to a player in the circle, saying "Beast, bird, or fish"—then the name of one of the classes—then he counts to ten. The player to whom he has pointed must answer with the name of some animal in the class that "it" has named before "it" can count to ten. If he fails, he becomes "it" and the game proceeds.

**BUZZ.** Players in circle. Leader starts game by beginning to count. Says "one." Next player says "two," etc., until the count comes to "seven." Instead of saying "seven" the player says "buzz." This is done every time the number seven appears, a multiple of seven or any number with seven in it. For seventy-seven the player would be "buzz, buzz." For seventy-one "buzz one," etc.

**TOUCH WHAT I SAY AND SAY WHAT I TOUCH.** Players in circle with "it" in the center. "It" points to some part of his body and calls the name of another at the same time pointing to a player in the circle. That player must touch the part that "it" names and say the part that "it" touches before "it" can count to ten. For example: "It" will approach a player and say "This is my nose" at the same time touching his ear. Then he will start to count to ten. The player will touch his nose and say "This is my ear." If player fails, he becomes "it" and the game continues.

**BOTTLE BALANCE.** Players make this a contest. Sit on a bottle, place feet straight out ahead, with the heel of the right foot balanced on the toe of the left foot, the heel of the left foot being on the floor. Try to light a candle or thread a needle without falling off the bottle.

**SCANDAL.** Arrange players in circle or long line. Leader starts game by rapidly whispering to his neighbor some brief statement. The statement is passed along until all players have heard it and have repeated it. The last player and the leader compare statements.

**WINK 'EM.** Arrange players in two circles, one seated and the other standing back of the chairs. Have one vacant chair. Or if the group is large have two or three vacant chairs so that the game will progress more rapidly. Player back of vacant chair starts game. He winks at some one sitting in the circle. The person winked at tries to go to the vacant chair. Player standing back of that person tries to keep him in the chair. Holding is not permitted. If "winker" fails to get one person in his chair, he tries again and the game continues until he does, when the person whose chair has been vacated becomes the "winker." Have group play in one position for a while, then change places.

**UNCLE JOSH'S DEATH.** Players seated in circle. Leader starts play by asking player at his right, "Did you know that Uncle Josh died?" Second player answers, "No, how did he die?" First player, "By closing one eye." (Closes one eye.) Continue around circle to right until play comes back to leader and he is asked how Uncle Josh died. He replies, "By closing one eye, and with face awry." (Keeps one eye still closed and twists his face up.) Third time around, "By closing one eye, with face awry and a foot on high." (Keeps eye closed, face twisted and sticks one foot up in air.) Fourth time, "By closing one eye, with face awry, a foot on high and waving good-bye." (Waves good-bye.) When play gets back to leader he says, "He's dead." Be sure that each player keeps action going until end of game.

**MY GRANDMOTHER DOESN'T LIKE TEA.** Group seated in circle. Leader says, "My grandmother doesn't like tea." One on the right, "What does she like?" Leader, "She likes . . ." So on around the circle. The correct answer will not contain the letter "t." Wherefore my grandmother will like—milk, eggs, spinach, fish, etc. Wherefore my grandmother will not like—tuna fish, toast, tomatoes, etc.

**STAGE COACH.** Players are seated in a circle, all having been given names of parts of a stage coach or its occupants. Story teller begins with a story of his ride in a stage coach, having trouble with the tires or the motor, etc., the cushions being hard and the fat gentlemen not being satisfied with the service, etc. Use any type of story that you want, being sure to bring in the names that you have given the players. When the name of a part is spoken, that person gets up, turns around and sits down before the story teller can get the seat. Whenever stage coach is said, all players change seats. The player without a seat becomes the story teller.

**EATING CONTESTS.** Eat a cracker and whistle as soon as possible afterwards. Bob for apples, or marshmallows in a flour bin. Feed partner banana or the like when both are blindfolded. Eat doughnut hanging from string, hands behind back.

## LOCAL LEADER PAGES

Note. Use the following pages for events or suggestions you want to use with your club group. Take this book to each club meeting also all local leaders meetings.

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## 4-H CALENDAR

This calendar gives principal events of interest to all Club members.

NOVEMBER	DECEMBER	JANUARY
<p>Last month for record books of previous year's work.</p> <p>Organization of clubs.</p> <p>Making club programs.</p> <p>Start Division I, Poultry work.</p>	<p>National 4-H Club Congress.</p> <p style="text-align: center;">Organization of clubs.</p> <p style="text-align: center;">Making club programs.</p> <p style="text-align: center;">Club meetings.</p>	<p>Local Leaders' Conference—Western Oregon</p>
FEBRUARY	MARCH	APRIL
<p style="text-align: center;">Organization of clubs.</p> <p style="text-align: center;">Making club programs.</p> <p style="text-align: center;">Club meetings.</p> <p style="text-align: center;">Planting gardens.</p> <p style="text-align: center;">Hatching chicks.</p> <p style="text-align: center;">Have pigs farrowed.</p> <p style="text-align: center;">Obtain seed corn and potatoes.</p>	<p>Local Leaders' Conferences—Central and Eastern Oregon</p>	<p>Completions in Home Economics projects—except for clubs organized late for summer work.</p> <p>Organization of canning.</p> <p>Final month for club organization except canning.</p> <p>Planting gardens and potatoes.</p>
MAY	JUNE	JULY
<p>Completion of home economics projects.</p> <p>Achievement day programs.</p> <p>Have all purebred livestock registered in club member's name.</p> <p>Club meetings.</p> <p>Make entries for Union Stock Yards pig feeding contest.</p> <p>Spring shows</p>	<p>Eastern Oregon Livestock Show.</p> <p>4-H Club summer school.</p> <p>Achievement day programs.</p>	<p>Club picnics.</p> <p>Club meetings.</p> <p>Get record books up to date.</p> <p>Begin fitting livestock for shows.</p>
AUGUST	SEPTEMBER	OCTOBER
<p>Livestock and crops achievement days.</p> <p>Tours.</p> <p>Club meetings.</p> <p>Club picnics.</p> <p>Judging contests.</p> <p>Demonstration contests.</p> <p>Community fairs.</p> <p>Make entries for State Fair.</p> <p>County fairs</p>	<p>State Fair.</p> <p>Record books in before fair.</p> <p>Judging and demonstration contests.</p> <p>Livestock and Crops achievement days.</p> <p>Make entries for P. I. L. E.</p>	<p>Livestock and crops achievement days.</p> <p>Pacific International Livestock Exposition.</p> <p>Start Division I, Poultry work.</p> <p>Begin organization of clubs.</p> <p>Prepare for National Club Congress events.</p>

## 4-H CLUB GOALS

- (1) Completion of project and earning of achievement pin.
- (2) Make your own best better.
- (3) To become a local leader.
- (4) To become an intelligent homemaker or farmer.
- (5) Local county, state, and interstate judging teams.
- (6) Local county, state, and interstate demonstration teams.
- (7) Outstanding club member of the county.
- (8) Outstanding club member of the state.
- (9) Health championship of county, state, or Northwest.
- (10) Local county, state, and interstate premiums for exhibits.
- (11) Put your community on the map.
- (12) Achievement certificate for a 100 per cent club.

## THINGS TO REMEMBER

- (1) 4-H Club program over KOAC every Monday evening at 7:30.
- (2) Completion of projects and the filing of correctly filled out record books.
- (3) To attend ANNUAL 4-H SUMMER SCHOOL.
- (4) Club pledge, motto, emblem, and creed.
- (5) Have club members make an exhibit at the county fair.
- (6) Hold regular meetings and make them interesting.
- (7) Remember that your county and state extension workers are ready to help you. Use them.

## THE NATIONAL 4-H CLUB EMBLEM

is the four-leaf clover with the letter "H" on each leaf. The four "H's" represent the fourfold development of Head, Heart, Hands, and Health.

### THE NATIONAL 4-H CLUB PLEDGE

I pledge

my HEAD to clearer thinking,  
my HEART to greater loyalty,  
my HANDS to larger service, and  
my HEALTH to better living,

for my Club, my Community, and my Country.

Note: In repeating the pledge, raise right hand to side of head when speaking line No. 1; lower right hand over left breast when speaking line No. 2; extend hands, palms upward, when speaking line No. 3 and stand at attention when speaking line No. 4. (This pledge was officially adopted by the state club leaders and members in conference assembled at Washington, D. C., June 17, 1927.)

### THE NATIONAL 4-H CLUB COLORS

are green and white. The white background of the 4-H flag symbolizes purity and the green 4-H emblem is nature's most common color in the great out-of-doors, and emblematic of springtime, life and youth.

### THE NATIONAL CLUB MOTTO

is "To Make the Best Better." This should be the aim of every club member and his guide in all that he does every day.

### THE 4-H CLUB CREED

I believe in Boys' and Girls' 4-H Club Work for the opportunity it gives me to become a useful citizen.

I believe in the training of my HEAD for the power it will give me to THINK, PLAN, and REASON.

I believe in the training of my HEART for the nobility it will give me to be KIND, SYMPATHETIC, and TRUE.

I believe in the training of my HANDS for the ability it will give me to be HELPFUL, SKILLFUL, and USEFUL.

I believe in the training of my HEALTH for the strength it will give me to ENJOY LIFE, RESIST DISEASE, and MAKE FOR EFFICIENCY.

I believe in the United States of America, in the State of Oregon and in my responsibility for their development.

I am therefore willing to devote my efforts for the fulfillment of these things which I believe.

Cooperative Extension Work in Agriculture and Home Economics

Wm. A. Schoenfeld, Director

Oregon State College, United States Department of Agriculture, and State Department of Education, Cooperating

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