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Information for Local Leaders



Oregon's Six National Leadership Winners

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

Club Series A-39

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OREGON'S MOSES TROPHY WINNERS

The picture on the front cover of this bulletin shows the six 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: *upper, left to right*: Lois Bailey, Lane County, winner in 1929; Edgar Grimes, Linn County, winner in 1928; Alex Cruickshank, Yamhill County, winner in 1927; Clayton Fox, Union County, winner in 1936; *lower left*, Helen Michael, Lane County, winner in 1937; *lower right*, Geraldine deLancey, Benton County, winner in 1940.



"MAKE THE BEST BETTER"

LIFE'S WORTHY GOAL

Following the best we see,
Living the best we know,
Learning this best together
As leaders we shall grow.
Giving ourselves in play,
Teaching life's noblest truth,
Striving for goals most worthy
We live eternal through youth!

*Harriet F. Johnson
State Club Agent
South Carolina*

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MAY 15 '44

HAVE WILL TO WIN

By ANGELO PATRI

We have to teach children to be good losers. They do not come by that easily. It is not in human nature to like to be beaten and children are human nature at its fullest, richest state.

It won't do to have a child cry and throw his bat on the ground, shout he won't play, he is cheated, it was no fair, and the like. He must learn to accept the decision of the umpire, to know that the best man won and take it with as cheerful a smile as he can manage. If it is good form to shake hands with his conqueror, he must make that gesture in good grace.

WHEN HE'S ON THE WAY

I would not tell him that he must accept defeat inwardly with good grace. Not at all. He wants to win when he plays and he should try to do so with all his might and main. When he does his best and fails he is to make no sign—he must take it gracefully—but inwardly he is to ask himself why he failed and what he can do to make him the winner next time.

When he takes defeat as just one failure that must be wiped out by greater effort and finer skill next time, he is on the way to power and that is the attitude that good sportsmanship instills. The defeatist attitude, the spirit that says, "What of it? Who cares? It makes no difference whether I win or lose so long as I play fairly," is not good sportsmanship and it does not make for fine character.

A defeat ought to make a loser fight again and harder. It ought to send him to the experts to discover what is wrong with his play. It should make him determine that he will work for the next chance and do his best to be in better shape, in stronger spirit, in good form for the game, to win if he possibly can. Defeat taken in that spirit is tonic to the soul and body.

AN IDLE NOTION

I have no sympathy with the notion that one does not play to win, that one plays for the sake of the play. I don't believe that. Everybody plays hard to win and feels badly when he loses in this struggle for life's prizes, and children get their training for this struggle in their play life, their games, tournaments, and matches.

They have to learn to play hard and well to win and, after doing their best, to accept the decision with outward grace and the inward resolution to fight again to win.

The prizes of the game belong to the winner. I am not on the side of those who think there should be no prizes. That is contrary to any plan of life yet seen on this earth. Children ought to be given the awards of the game when they have been fairly won—laurels and medals and brass bands if they belong to the occasion.

PRIZE TO THE VICTOR

The winner keeps the marbles he wins, the winning team gets the pennant, the star performer the medal. The victor must be crowned, but the loser to be a good loser, must be inwardly resolving that next time is his time. If he gives in, accepting defeat as his lot, he isn't a good loser but a sick one. Keep him to the healthy side. Games count.

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Information for Local Leaders

By

H. C. SEYMOUR, State Leader of 4-H Club Work

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THIS 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 10 and 21 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; it sets individual problems and goals; it provides immediate tangible results; it shows young people how to live richer and fuller lives.

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.

OBJECTIVES OF 4-H CLUB WORK

- (1) To develop boys and girls through their projects.
- (2) To develop a sense of responsibility as a member of a community.
- (3) To teach good practices in homemaking and agriculture.
- (4) To provide young people an opportunity to "learn by doing."
- (5) To train in cooperative action.
- (6) To develop good citizenship.
- (7) To build character.
- (8) To develop initiative.
- (9) To provide information and direction for the intelligent use of leisure.
- (10) To develop pride in ownership.
- (11) To teach good business practices through record keeping.
- (12) To make modest winners, and losers who keep on trying until they achieve a measure of success in their chosen fields.
- (13) To teach others through demonstrations.
- (14) To develop scientific attitudes towards the problems of the farm, home, and the community.
- (15) To develop leadership.
- (16) To increase income and standards of living for the satisfaction of a happy life.

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 held 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. During a national emergency it may be best to have as few as six meetings, depending upon the other activities of the club members.

Meetings held in the members' homes help the parents to become better acquainted with 4-H Club work and its opportunities.

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 6.)

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.

Tours. A tour within a club by the club members should be made during the club year. This tour gives each club member an opportunity to see just what progress his fellow club members are making. It encourages the club member to improve his own project by using suggestions and tested ideas of other members of the club. It enables the leader to offer definite suggestions for improvement of the club members' project. It gives the parents a better opportunity to see what 4-H Club work is, and the opportunities it offers to 4-H Club members. It also gives the parents a chance to become better acquainted with the leader and other club members.

These tours can be held as club meetings, each one being at the home of a different club member, or all the members can meet and visit all of the individual projects at one time. This can be arranged to fit the club's program. The member whose project is being visited should give a report on his project as well as showing it. The visiting members and leader should discuss the project and offer suggestions for improvement, with the idea of looking for improvements along the suggested lines, upon the next visit.

It is recommended that two or more tours be held, one at the beginning of the project, another a few weeks before fair time.

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 6.)

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 projects 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 10 days before date of achievement day).
- (14) Social period—games, refreshments.

LEADERSHIP

TO THE LOCAL LEADERS

You plant, and more gardens flourish,
 Than even your hands could tend;
 You call, and more socks are mended,
 Than your needles could ever mend.
 You lead, and there follows after
 A power that you cannot know;
 For the ones you teach shall climb out of reach,
 When the seeds you are planting grow.

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 or county extension agents all instructions prepared 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 extension 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 extension 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 demonstration or judging teams.
- (12) To see that the papers get all the interesting facts pertaining to the work of the club.
- (13) To attend local leaders' meetings and training groups of community or county.

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

TIPS TO LEADERS

- (1) Work and play.
- (2) Become familiar with project bulletins.
- (3) Let officers conduct business meetings.
- (4) Get program of work in early.
- (5) Plan to conclude clothing and cooking by end of school year.
- (6) Hold members to good standard of quality.
- (7) Do some judging and scoring.
- (8) Use demonstrations as part of your program.
- (9) Strive to have parents understand work and cooperate with you and your members.
- (10) Plan to have your club exhibit.

MAKING THE MAN

We are all fools until we know
 That in the common plan
 Nothing is worth the making
 If it does not make the man.
 Why build these temples glorious,
 If man unbuilded goes?
 We build the world in vain,
 Unless the builder also grows.
Elbert Hubbard

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.

- (5) Refers to Roberts' Rules of Order for parliamentary procedure.

THE VICE PRESIDENT—

- (1) Presides in absence of the president.
- (2) Is chairman of the program committee.
- (3) Is yell leader.
- (4) Collects record books and gives them to the local leaders.
- (5) Sends all news pertaining to the club to the county leader or local newspaper, unless the club has a reporter.

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 extension 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.

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.
- (10) Plan to become a local leader of a club.

"Coming together is a beginning."

"Keeping together is progress."

"Working together is a success."

from "Guide Post for Local Leaders"

T. A. Erickson

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) Flag and Club pledges.
- (4) Roll call. Answer by giving 1-minute report on the work done or some fact concerning the work in hand.
- (5) Reading of minutes of the previous meeting.
- (6) Old business. Bring record books up-to-date and send in cards, reports of committees, etc.
- (7) New business. Distribution of material, assignment of topics for discussion at next meeting, etc.
- (8) 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.

Value of demonstrations. A demonstration encourages boys and girls to learn thoroughly a given practice. Demonstrations teach

teamwork and help to develop confidence in appearing before groups of people. It presents to the public the results of 4-H Club work.

Selecting the demonstration. In selecting the demonstration a subject should be chosen that 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.

"Do's" for demonstrations. In giving demonstrations observe the following—

- (1) Demonstrate only one thing at a time.
- (2) Make it simple, practical, and complete.
- (3) Be thoroughly interested in topic.

DEMONSTRATION OUTLINE

How to Make a Candler

Demonstrator No. 1	Demonstrator No. 2
<i>Talks</i>	<i>Works</i>
1. Introduces both demonstrators.	1. Acknowledges introduction, bows and smiles to partner and audience.
2. Names club and community that demonstrators represent. Tells what is to be demonstrated, why this demonstration was chosen, and the purpose of making a home-made candler.	2. Arranges materials and supplies on the table so that space is left where demonstrators can work and be seen by audience.
<i>Works</i>	<i>Talks</i>
1. Shows types, commercial and home-made.	1. Tells types and cost of commercial and home-made candler.
2. Shows different kinds of boxes.	2. Names types of boxes that can be used.
3. Marks the box for cutting.	3. Explains the marking of the box and why.
<i>Talks</i>	<i>Works</i>
1. Names the type of knife that is used in cutting. While No. 2 finishes cutting, explains cost and value of this candler as compared with the commercial ones.	1. Cuts the box.
2. Tells about the type of light that can be used, the kind to be used in this particular candler, and why.	2. Places light in candler.
3. Tells about placing egg on candler.	3. Places egg on candler.
<i>Works</i>	<i>Talks</i>
1. Clears working table leaving the finished product and any posters or other demonstration material that will be of interest to judges and to audience.	1. Gives summary of steps in making candler.
2. Stands ready to answer any questions.	2. Asks for questions. Repeats questions before answering them.
Close with club pledge.	

- (4) Be courteous, cheerful, and enthusiastic.
- (5) Take each step in order and avoid leaving out any step.
- (6) Have all equipment and materials conveniently placed.
- (7) Use correct English, speak slowly, clearly, and distinctly.
- (8) Be neat and clean about your person and work.
- (9) 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.
- (10) Plan work and talk so they agree. For example, in bread making when one is giving the recipe, have the other measuring the ingredients.
- (11) Summarize main points.
- (12) Close promptly; leave everything in order.
- (13) Always repeat the question asked by a member of your audience.
- (14) Unity, simplicity, practicability, and activity—keywords of 4-H demonstrations.

SCORE CARD FOR CLUB DEMONSTRATIONS

1. SUBJECT MATTER	30
Importance of subject matter presented as related to fundamental problems of home or farm	12
Accuracy and clearness of statements made.....	8
Completeness of information given.....	5
Replies to practical questions asked by judges.....	5
2. PRESENTATION	40
Preparation, arrangement, and use of materials in demonstration	10
Teamwork, ease, skill, and smoothness of procedure	10
All steps and processes made clear.....	5
Personality and manner—pleasant and business-like	7
Appearance—suitably dressed. Demonstrators should wear nothing that detracts from demonstration	3
Voices clear, distinct, and reasonably strong. Facility of expression.....	5
3. RESULTS	30
Effect on audience—did the demonstration sell the point	10
Finished product or principles—were they good.....	10
Practicability. Actual club practices demonstrated and enforced.....	10
POSSIBLE SCORE	100

WHAT COUNTS

It isn't the job we intend to do,
 Or the labor we've just begun
 That puts us right on the ledger sheet,
 It's the work we have really done.
 Our credit is built on the things we do,
 Our debit on the things we shirk;
 The man who totals the biggest plus
 Is the man who completes his work.

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

TABLE FOR DETERMINING VALUE OF PLACINGS (Continued)

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

TABLE FOR DETERMINING VALUE OF PLACINGS (*Concluded*)

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. There are two types of contests from which to choose:

(1) Consists of eight classes, to be judged by all home economics club members. Two cooking, such as bread and cake or cookies; two clothing, such as tea towels and dresses, or darts and aprons, or dresses and slippers; two classes of canning, such as a fruit

and a vegetable, or two fruits or a fruit and a meat; two classes in homemaking, such as rugs and pictures or pillow slips and dresser scarfs.

(2) A judging contest for each of the four kinds of projects, as: 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.

For the last several years the first method has been used at the state fair upon request of the counties.

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

Crop 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_____, I placed number four last because_____. For these reasons I placed this class of_____1-2-3-4." In giving your reasons do not describe animals or articles but compare them.

WHY GAMES?

"All work and no play makes Jack a dull boy." 4-H Club members are not dull; they allow time for play. Knowing how to play, and when to play builds better sportsmen out of 4-H boys and girls. A few minutes of games at club meetings will provide another outlet for the energies of youth. Games will add a bit more of fun to club meetings.

Learning to play together now facilitates working together later.

GAMES

GET ACQUAINTED GAMES

BUMPITY, BUMP, BUMP, BUMP. Place your group in one continuous circle. The leader stands at the center and instructs the group to learn the name of the persons on his or her right and left. Then he proceeds by advancing to anyone and quickly saying "right" or "left," followed by an immediate "Bumpity, Bump, Bump, Bump." The person who was chosen must respond by saying the correct name on his right or left, depending on which side the leader says "Bumpity, Bump, Bump, Bump." If the leader finishes the phrase before the other person responds with the name, they trade places, otherwise the leader proceeds to someone else. If the group is large you may have more than one leader within the circle.

UNKNOWN GUEST OF HONOR. Privately appoint someone as the guest of honor. Then tell your group that they have among them an unknown guest of honor, but that this guest of honor has been instructed not to announce himself until he has met and shaken hands

with 13 persons who introduce themselves to him. Tell the group that each person introducing himself must tell three things:

1. Who he or she is.
2. Where he or she is from.
3. What his or her pet hobby is.

After instructions have been given, each person immediately starts shaking hands and telling the other person who he or she is.

ACTIVE GAMES

PASS BALL. Circle formation. Players number off 1-2 around the circle. A number one is given a ball, and a number two directly opposite the number one holding the ball in the circle, is given a similar ball. The balls are passed around the circle counterclockwise. The number ones touch only the ball given to their leader and the number twos catch only the ball given to their group. Thus the balls pass only to alternate persons in the circle. The object of the game is to have one ball pass up the other ball in progressing around the circle.

FALSE AND TRUE. The players are lined up in two equal rows facing each other, and about 4 feet apart. One side is termed the true side and the other the false side. The leaders stand at the end of the rows and call out statements that are false or true. If the question is false, the team termed as "False" attempts to reach a goal somewhere behind their starting line, before the "True" team tags them. Should the statement be true the "True" side runs to their goal and the "False" team attempts to tag them. Those who are tagged join their opponents' team.

COOPERATIVE SPELLING. Each guest is given a pad and pencil. A large letter, his initial if desired, is pinned on his arm. Letters get together to spell a word that is written down by each player who then seeks new groups and combinations. Prize given player who has longest list of words.

RABBIT, HUNTER AND GUN. This game requires two teams in a line facing each other, with several yards between the two. Each leader steps down his line whispering the word, "Rabbit" or "Hunter" or "Gun," using the same word all the way down the line. At a signal, all the players take one of the following positions: If the "Gun" is named, the line points as though shooting, and says "Bang!" The position of "Hunter" is hands on hips; of "Rabbit"

thumbs on forehead, fingers out. The winner depends on which position was taken by the opposite side. Scoring is as follows:

Both teams in same position—no score.

Hunter opposite gun—hunter wins because he can shoot the gun.

Gun opposite rabbit—gun wins because it can kill the rabbit.

Rabbit opposite hunter—rabbit wins because he can run away.

The side that scores 15 first is winner.

MYSTERIOUS TAG. The leader gives someone a piece of colored paper when no one is looking. At the signal, this person, who is "It," tries to tag someone, but since no one knows who "It" is, everyone tries to keep away from everyone else. If boundaries are fixed so the players cannot go far, there will be much excitement in this game. When "It" catches someone he gives the colored object to the person tagged, without letting other players see, if possible.

HUMAN CROQUET. This game is just what its name implies, for humans are used for the stakes, arches, and balls. The size of the court depends on the amount of space available but should be no smaller than an ordinary croquet court. Eleven players are arranged on the court (which may be a field, playground, gym floor, or beach) as "arches" and "stakes." The "stakes" at each end may stand up straight, but every "arch" must have his feet spread far apart. The double arches at each end, which are in a straight line with the stakes, may be 3 feet apart or more.

Now that the court is set up, line up a team near each stake with three or more players. At the signal "go" the head linesman of each team touches his home stake, crawls through the arches in the order that a croquet ball would go, touches the opponent's stake, comes back through the double arches and on around the court to his home stake. The instant he touches this stake he starts the next player in line. The team completing the round first is winner.

The one having charge of the game must watch to see that the "balls" take the arches in the right order. It's very easy to go under the center arch before the one on the right. It's a scream when the opponents meet at the center arch going in opposite directions.

INDOOR GAMES—GAMES OF MAGIC

FUN WITH SLOGANS AND PROVERBS. Cut a number of slogans from advertisements from magazines, number each one and pin around on the wall. The name of the firm or article is cut off. Each guest with pencil and paper writes down the name of each article advertised. Example: His Master's Voice—answer, Victor Phonograph.

Scramble proverbs or slogans by passing out slips of paper, one to each person, containing one word of a proverb or slogan. Members will form groups by putting words together. Suggested proverbs:

The early bird catches the worm.
 Blood is thicker than water.
 A penny saved is a penny earned.
 Haste makes waste.
 Too many cooks spoil the broth.

CAR. One player goes out of the room. The leader asks that someone touch any one of three articles in a row, announcing that the player who left the room can tell which one was touched. He calls, "Come on back" and the confederate makes a few mysterious passes over the three articles and then selects number one. That happens to be correct. The tip-off came in the leader's manner of calling the mindreader back. If he used a word beginning with the letter "C" the confederate knows it is Number One. —"Come back;" "Can you come now?" If he uses the letter "A" he knows it is Number Two—"All right." If he uses the letter "R" it is Number Three—"Ready?" To make it more confusing the confederates may decide that one is any consonant up to "L," two is any vowel, and three is any consonant from "M" to the end of the alphabet.

NUMBERS 1-156. For this stunt the entertainer should have an accomplice to place coins in cue positions on an imaginary clock. He will be able to guess any number up to 156.

Use two coins of different values, for example a nickel and a penny. The larger coin is placed on a number which is squared or multiplied by itself. The smaller coin is placed on a number which is to be added to or subtracted from the previous number. Added if heads, subtracted if tails.

The entertainer should leave the room while the accomplice asks the audience to think of a number between 1 and 156, let us say 52. He will place the nickel in the position of 7, the square of which is 49, and the penny in the position of 3, heads up, which means to add 3 to 49, making a total of 52.

If the number asked for is the particular number squared, the smaller coin should be placed upon the larger coin. Example, 100—place the small coin upon the larger coin which is in turn placed on number 10.

If it is necessary to add or subtract the number being squared, place both coins side by side. Example, 20—place both coins side by side on the position of number 4 (the penny heads up).

MAGIC WRITING. The player has a broomstick or wand and writes around the floor, making very curious and elaborate marks. He thinks of a word and starts writing. Vowels are shown by taps (one for A, two for E, three for I, four for O, five for U); consonants by the first letter in sentences. An example: The word hat. Say, "H-ere I go." Write all around and tap one. (A) Write quite a bit more and say "T-here it is."

UP JENKINS. A modification of the well-known "Up Jenkins" is a good game. Seat the whole group (small groups) around a table. The one who is "It" places his hands on the table; all the others put their hands under the table and pass a coin (preferably a quarter) from one to another. After allowing a minute or two "It" calls "Jenkins up," whereupon all players must place elbows on the table with hands closed, one holding the coin. When "It" says "Jenkins down," all hands must be immediately placed on the table with palms open. The hands should be brought down simultaneously and with a "slam" to keep "It" from hearing the coin strike the table. "It" then tries to guess which hand holds the coin, indicating in turn each hand he wants raised. Each hand that does not hold the coin counts against him. Each player is "It" in turn, the one with the lowest score winning the game.

HANGMAN. For this game a large piece of paper or a blackboard may be used. The leader thinks of a word or a short proverb and puts as many spaces on the paper or blackboard as there are letters in the word. The players begin to guess the letters needed to complete the blanks. For every right letter guessed the leader puts it in its proper space. If a wrong letter was named then the leader begins to draw a hangman. The various parts are drawn by lines in this order: 1. ground; 2. post; 3. crossbar; 4. head; 5. body; 6. one arm; 7. other arm; 8. one leg; 9. other leg; 10. the rope connecting the crossbar and the head therefore hanging the man. The object is for the leader to hang the man, getting one point for each part drawn before the players guess the correct word or proverb.

4-H CALENDAR

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

<p style="text-align: center;">NOVEMBER</p> <p>Last month for record books of previous year's work.</p> <p>Organization of clubs.</p> <p>Making club programs.</p> <p>Start Poultry work.</p>	<p style="text-align: center;">DECEMBER</p> <p>National 4-H Club Congress.</p> <p>Organization of clubs.</p> <p>Making club programs.</p> <p>Club meetings.</p>	<p style="text-align: center;">JANUARY</p> <p>Local Leaders' Conference —Western Oregon</p>
<p style="text-align: center;">FEBRUARY</p> <p>Organization of clubs.</p> <p>Making club programs.</p> <p>Club meetings.</p> <p>Planting gardens.</p> <p>Hatching chicks.</p> <p>Have pigs farrowed.</p> <p>Obtain seed corn and potatoes.</p>	<p style="text-align: center;">MARCH</p> <p>Local Leaders' Conferences —Central and Eastern Oregon</p>	<p style="text-align: center;">APRIL</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>
<p style="text-align: center;">MAY</p> <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 style="text-align: center;">JUNE</p> <p>Eastern Oregon Junior Livestock Show.</p> <p>4-H Club summer school.</p> <p>Achievement day programs.</p>	<p style="text-align: center;">JULY</p> <p>Club picnics.</p> <p>Club meetings.</p> <p>Get record books up-to-date.</p> <p>Begin fitting livestock for shows.</p>
<p style="text-align: center;">AUGUST</p> <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 style="text-align: center;">SEPTEMBER</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 style="text-align: center;">OCTOBER</p> <p>Livestock and crops achievement days.</p> <p>Pacific International Livestock Exposition.</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 CLUB 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.

PUBLICATIONS AVAILABLE AT THE STATE CLUB OFFICE

Copies of the following publications may be obtained from the State Club Leader, Oregon State College, Corvallis, Oregon.

VICTORY GUIDE FOR OFFICERS OF 4-H CLUBS, T. A. Erickson, General Mills, Inc., Minneapolis, Minnesota.

GUIDE POSTS FOR LOCAL 4-H LEADERS, T. A. Erickson, General Mills, Inc., Minneapolis, Minnesota.

DEMOCRACY OR DICTATORSHIP, Club Series A-35, Extension Service, Oregon State College, Corvallis, Oregon.

HINTS ON WRITING FOR RADIO, Radio Corporation of America, National Committee on Boys' and Girls' Club Work, 59 E. Van Buren St., Chicago, Ill., small fee.

NEWS WRITING FOR THE 4-H CLUB BOY OR GIRL, Charles D. Byrne, Club Series A-16, Extension Service, Oregon State College, Corvallis, Oregon.

FIRST AID, Ernst T. Stuhr, Club Series S-7, Extension Service, Oregon State College, Corvallis, Oregon.

PREVENT ACCIDENTS ON THE FARM AND IN THE HOME, Club Series A-36, Extension Service, Oregon State College, Corvallis, Oregon.

PROGRAM PLANNING HANDBOOK, Pamphlet 27, Agricultural Extension Service, Iowa State College, Ames, Iowa.

ORGANIZATION OF 4-H CLUB WORK, Miscellaneous Publications No. 320, United States Department of Agriculture, Washington, D. C.

NATIONAL 4-H CLUB SONG BOOK, National Committee on Boys and Girls Club Work, 59 E. Van Buren St., Chicago, Illinois, small fee.

LIFE FOR WILDLIFE, Alan Robert Murray, American Wildlife Institute, Washington, D. C.

TEACHING CONSERVATION OF WILDLIFE THROUGH 4-H CLUBS, Ruth Lohmann, Miscellaneous Publications No. 291, Extension Service Bureau of Biological Survey, U. S. Department of Agriculture, Washington, D. C.

BOYS' AND GIRLS' 4-H CLUBWORK, Miscellaneous Publication, Circular 77, United States Department of Agriculture, Washington, D. C.

NATIONAL 4-H CLUB NEWS, National Committee on Boys' and Girls' Club Work, 59 E. Van Buren St., Chicago, Illinois, small fee.

For list of available Research and Extension Bulletins on Agriculture and Home Economics write Oregon State College, Corvallis, Oregon.

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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