

*Home Membership
for
4-H Club Members*



Revised, 1937
EXTENSION SERVICE
OKLAHOMA A. AND M. COLLEGE

REQUIREMENTS FOR 4-H HOME MEMBERSHIP DEMONSTRATION

(Club members who are in the fifth year or later years of club work may enroll in this demonstration.)

1. To make either two educational toys or one piece of self-help home equipment for children.
2. To read at least one book from selected list.
3. To care for or to help care for young children twice each month.
4. To supervise or assist in supervising the play of a group of young children for at least one afternoon; i. e., a group of children whose mothers are attending Home Demonstration Club meeting or a Sunday school class; or give a party for some friends of one's young brother or sister.
5. To make a brief report each month and a final report. (Get annual report form from County Home Demonstration Agent.)

Books for 4-H Club Girls Enrolled in Home Membership

1. Letters to His Children—Roosevelt—Charles Scribner's Sons, New York City.
2. Living Together in the Family—Dennis—American Home Economics Association, 622 Mills Bldg., Washington, D. C.
3. Green Light—Douglas—Houghton, Mifflin, Dallas.
4. Flush—Woolf—Harcourt Brace, New York City.
5. As The Earth Turns—Carroll—Macmillan, New York City.
6. Folkhouse—Sawyer—D. Appleton Company, New York City.
7. This Happened to Me—Ferris, E. P. Dutton Co., New York City.
8. On Being a Girl—Gibson, Macmillan Co., New York City.
9. An American Idyll—Parker—Atlantic Monthly.
10. The Log Cabin Lady—Anonymous—Little, Brown & Co., Boston.
11. The Homemaker—Canfield, Harcourt Brace, New York City.
12. Invincible Louisa—Meigs—Little, Brown & Co., Boston.
13. The Life of Alice Freeman Palmer—Palmer, Houghton, Mifflin.
14. The Story of My Life—Rhinehart—Farrar & Rhinehart, New York City.
15. The Girl Today—The Woman Tomorrow—Hunter, Allen & Bacon, New York City.
16. Girls and Their Problems—Cass, Ginn & Co., New York City.
17. The Romantic Rebel—Hawthorne—Century Co., New York City
18. Girls Who Did—Ferris and Moore—Dutton Co., New York City

HOME MEMBERSHIP FOR 4-H CLUB MEMBERS

FAITH STRAYER

Extension Specialist in Child Development and Parent Education

"Home is the happiest place for me to be, with those I like to be with best" wrote a 4-H Club girl not long ago.

When a high school boy was asked what home meant to him, he said, "Home is a place my father is proud to support, my mother is glad to keep and my friends are happy to visit."

Four-H Club girls and boys realize that everyone who lives in a home is a homemaker, for each one helps to make his home the kind of a home it is. They know too that just as a home is a great deal more than a house, so homemaking is a great deal more than housekeeping.

Sometime ago a group of 4-H Club girls who were enrolled in a short course in Home Membership were asked to write some of the questions they would like to have discussed and to list some of the things they would like to do as part of their home membership project. Here are a few of their replies:

"What are the principal responsibilities of the members of the family who are 12 or 14 years old?"

"How can I learn to work better with the other members of my family, especially my two younger sisters?"

"How can one plan recreation which will be interesting to all the family?"

"What kind of entertainment may be provided for boys when they are calling at your home?"

"Should grandparents who are staying with the family be treated as guests or as members of the family?"

"How should a girl manage strange children who have been left in her care?"

"What stories would be suitable for children 3 to 5 years old?"

"Can small children play too much?"

"What can be done when small children quarrel?"

"I would like to learn some ways to develop a pleasing personality."

"I would like to learn how to make home life more pleasant for the members of my family who are older than I."

"I would like to work on some new games for fun at home."

"I would like to learn more about good manners."

"I would like to make some safe and interesting play things for my small brother and sister."

"I would like to train myself so that I shall be easy to live around."

These, then, are some of the things you will be thinking about in the home membership demonstration. They are represented in the fifth H of club work, and you will be demonstrating some of the ways in which you may help to make a "home life that represents true character, comfort and contentment."

BELONGING TO A FAMILY

Everyone who belongs to a family has many privileges. Perhaps those young people who have done a part of their growing up without parents and brothers and sisters of their own appreciate those privileges most. They know that family affection, the feeling of belonging, the guidance of understanding parents and the chance to learn to share and to work and play together are real privileges.

The things that members of families may learn from living together help them a great deal in making and keeping friends and enjoying other people. Everyone knows that the girl who is successful and happy is the one who knows how to work and play with others. It is usually in her own home that such a girl has trained herself to be this kind of person.

The privileges of living in a family, like all other kinds of privileges, bring their responsibilities. First there is the responsibility for making oneself a pleasant, helpful, interesting person with whom to live.

BECOMING AN INTERESTING PERSON

Almost everyone would like to be an interesting person. There are many opportunities in 4-H Club work which may help you to become such a person. Doing the best possible piece of club work, beating your own record, being "your own best exhibit," not only make you more interesting to others and make your family proud of you, but make you more interesting even to yourself.

Then, too, interesting people are always interested people. They care about other 4-H Club members, and what they are doing and like to hear about those things; they are interested in their own brothers and sisters, both those who are older and those younger, and they are interested in many of the things which interest their parents.

One excellent way in which club girls and boys may "widen their horizons" is by listening to the National 4-H Club Radio Hour, thus becoming acquainted with many club girls and boys over the United States and also hearing and learning to identify some of the world's finest music played by the United States Marine Band.

If you will learn to select radio programs thoughtfully, you will find splendid opportunities which were enjoyed by very few people before the days of radio. There are symphony concerts, such programs as Dr. Poling's Youth Radio Conference and many others.

Still another way of growing more interesting is through reading interesting and worthwhile books and magazines. Someone has said, "Good books are the record of the very best that men and women have hoped, felt and thought. When we read these we enjoy the companionship of the finest of mankind." This is one of the reasons why all club girls who are enrolled in Home Membership are expected to read at least one of the books listed on page 2 of this bulletin. Perhaps you will also want to read some of the books on the list entitled "Books That Open New Doors To Young People." Reading these books will help you in meeting many problems as well as making you a more interesting person.

Learn also to play some game well. Every girl and boy should know how to swim. Build yourself a hobby, something you really like very much to do. It may be music, or home improvement or cake making or nature study or something very different from these. All of these things will not only make you more interesting to others, but will also make you good company for yourself.

One of the times when families especially appreciate having really interesting members in their group is at the meal hour. This does not mean that interesting people do all the talking; they are always good listeners, and since they are interested in many things themselves, they can understand better what others have to tell. This is a time for talking about things which are pleasant and interesting to everyone, not a time for discussing problems. Try, too, to talk about things which are of wide interest, that is, things of interest to many people and matters which are not personal. If we do with the newspapers, what we must do with the radio, select what is most worth while, we shall find plenty of interesting material. Of course, one must choose what is suitable for table conversation.

In one family, special thought is given to table conversation. The members of the family take turns finding something interesting to talk about. In another family, the members take turns quite often at being "company." Someone pretends he is some person whom he especially admires and everyone treats him as though he were that person and talks about the things which would be interesting to him. The young son, for example, is quite likely to "be" Charles Lindbergh.

It may seem to you that finding the time to do these things will be a serious problem, but if you will first choose the really important things and then plan your time, they usually can be done. Sometimes, it is necessary to plan a long way ahead to Saturdays, or holidays or summer vacations. Many times we are surprised when we watch ourselves to find that in our leisure we are killing time instead of using it. Dr. Harry Fosdick says, "In spite of the fact that our life's energy and time are limited, we permit the crowding out of things that really matter by things that do not matter much. We are like street cars which can hold their quota and no more; when all the seats are taken, the standing room absorbed, the car is full, no matter how important the next passenger may be he cannot be taken aboard."*

Someone has said, "Tell me what you do in your leisure time and I can tell you what you are."

WHAT A HOMEMAKING FAMILY IS

In your manuals you may have read this statement, "There are families who live in mere houses, but many more live in real homes. Even a very fine house is not a real home unless a homemaking family lives in it."

Perhaps the best way to tell what a homemaking family is, is to describe one.

The Brown family consists of the father and mother and four children. John, 19, is the oldest child. He graduated from high school last May and is helping his father "run the farm." He is planning to use the money he is making through his livestock projects to help him in college next year. John's oldest sister, Mary, is 16 and is in her sophomore year in high school. Clifford is 12 and Shirley, who is no longer called "the baby" is 8 years old.

The Brown family live on a good 160-acre farm which is almost paid for. Their home is an ordinary farm home, but

*Twelve Tests of Character—Fosdick—Published by Doubleday Doran Company.

everyone notices its "lived-in look." The boys have a room together but each has his own possessions, which each member of the family respects. Each boy has a place of his own, too, in the workshop near the barn.

Mary has made her room very attractive with a new dressing table, study unit and other results of her home improvement work. Shirley has a small room of her own with her own wardrobe, pictures and play materials.*

In the living room there is an old piano which is well cared for and used a great deal by the family as a group and also shared with their friends. On the library table there are some good magazines and books. In a long drawer in this table the family keep the games for family fun. There are dominoes, anagrams, wings, authors, lotto, some puzzles and ping pong. The dining room table is pressed into service when everyone plays ping pong and the children are proud indeed that their mother is the "champion" player.

Out on the wall of the big screened-in porch there is a 105 board. Mary's, John's, and Clifford's friends enjoy these games as well as the family and they also enjoy the candy and popcorn "sessions" in the kitchen. Mrs. Brown doesn't mind these sessions because the young folks always consult her about using the kitchen and do their own planning and cleaning up.

Just as Mr. and Mrs. Brown are glad to make home an interesting place for their children's friends, so also, do the children realize that their parents may want to have good times of their own. This is the reason they plan to be at home on "lodge night" and on special occasions when their parents will be away. Every year Mrs. Brown attends the county camp of Home Demonstration Club women and every member of the family plans what he can do so that mother can be away.

There is real teamwork in the Brown family and they believe that one reason they "pull together" so well is because they have a family council where everything which concerns all the family is discussed and where much planning is done. The Browns voted on the time for family council and chose Tuesday nights at 7:30. When they began to use the plan, Mr. Brown was always chairman and each member addressed "the chair" before speaking just as you do in your club work. Now that everyone understands the plan, the members of the family take turns being chairman and secretary. Eight-year old

*For a description of simple home equipment for children, see the bulletin, "The Wholesome Child's Home."—A. and M. College, Extension Service, Circular No. 298.

Shirley is a bit too young to take part in family council. Inasmuch as 7 o'clock is her bed time, she doesn't miss it, but in another year or so the Browns say she will be added to the council group, even though it is necessary to hold the meeting somewhat earlier. Shirley is already learning that it is not good tase to talk about family affairs in public.

The "chore chart" is one part of the business attended to at the family council. Although it is understood that Mr. Brown and the boys are responsible for the farm work and Mrs. Brown and Mary do the housework, gardening and poultry, there is much definite planning to do. Then too, the children like to trade about and try new tasks once they have learned to do one thing well.

First, the Browns make a list of the special jobs and the "changing jobs" that are to be cared for during the coming week and then everyone selects the thing he will do and the chore chart is made. The chart is simply a large sheet of paper marked off to show the name of each member of the family and what he has chosen to do.

It often begins something like this:

| | John | Mary | Clifford | Shirley |
|-------|---------|---------------|---------------|------------------------|
| Mon. | Milking | Feed Chickens | Fill Wood Box | Feed Brownie (the dog) |
| Tues. | | | | |
| Wed. | | | | |

When the chart is completed, it is posted on the bulletin board in the kitchen where notes about other family matters may also be left.

All sorts of things are talked over in council. There is the farm and home business. Mr. Brown has kept farm accounts for years and Mrs. Brown has a long record of neatly kept home accounts and the children are interested in learning to keep these and to use them in planning ahead.

Even the use of the radio is sometimes planned. Certain hours are understood to be quiet hours for study unless something especially fine is to be heard, then special plans are made. Occasionally someone asks for the living room at a cer-

tain time and the family is glad to respect such a request.

The Browns are interested too, in folks outside their own family. They are active church members and understanding school patrons. Any really worth while activity has their support. Mr. and Mrs. Brown not only vote in elections, but they do considerable thinking and reading of reliable material before they decide how to vote.

They have always been known as good neighbors, yet most of the kind things they do they keep to themselves.

Now that we are acquainted with the Browns shall we think of what it is that makes them a real homemaking family. Perhaps these are some of the characteristics of the Browns and of most successful families:

1. Each member is considerate and thoughtful of the others.
2. The needs of the younger members of the family are understood and cared for.
3. The older children are learning to be self-managers.
4. There is teamwork in the home.
5. Home is made an interesting place for each member of the family and his friends.
6. The family is interested in others.

DEMONSTRATING THE FIFTH "H"

Perhaps you may learn from the Brown family and from other homemaking families, at least six ways in which you may, both now and later in your home "help to make a home life that represents true character, comfort and contentment," and so demonstrate the fifth "H" of club work.

1. BEING AN UNDERSTANDING AND THOUGHTFUL PERSON

One thing which everyone notices about the Brown family is that each one in the family seems to be thoughtful and considerate of the others. This quality is characteristic of all successful homemaking families and, of course, of everyone who gets along well with others, whether they be friends or family members.

It is especially necessary that members of families really think about each other's needs because families are made up of people of a variety of ages, interests, and personalities.

There may be a grandmother 70 years old and a small brother 3 years old. Even sisters or brothers and sisters may have very different interests and, indeed, be very different personalities, although they are so closely related.

There is a reason for these differences between children in the same family which you need to know because it helps you to understand people. Although brothers and sisters have the same parents, they may inherit very different characteristics. This is true because each child has chances to inherit from so many different ancestors. Through his parents, a child may inherit characteristics from grandparents, great grandparents, great, great grandparents, and even further back, and the particular characteristics which happen to be passed on to a child may be combined in hundreds of different ways.

This is true also of physical characteristics, such as color of eyes and hair; however, there is much less variety in color of eyes and hair, and consequently, children may be more alike in appearance than in personality.

Of course, everyone should try himself out and learn what particular talents and abilities he has inherited and develop these as best he can. This difference in heredity not only explains why all children differ, but helps us understand why people behave so differently under the same circumstances.

The very differences in members of families also make family life interesting and helpful, for each person adds something in his own special way and from each something may be learned. Grandmother or grandfather have lived through many years of interesting experiences and there is much real history to be had from their stories. A brother's skill with a hammer and saw is doubly appreciated when he helps his sister make a dressing table; and a sister's skill at knitting is equally appreciated when she makes her brother a sweater.

If someone encourages someone else in what he is doing, even with an appreciative look, he has helped to give confidence and a feeling that others are interested. This is one way in which the members of a family can be especially helpful to each other; by encouraging each one in the things he does well.

Sometimes an older sister becomes very critical of one a few years younger, forgetting that she herself behaved much the same way when she was growing through the awkward stage.

Younger sisters sometimes feel that they should have the same privileges as their older sisters and brothers. When they do this they forget that some things are more appropriate and in better taste at certain ages and also that responsibilities go with privileges and very soon they will be ready for both.

Considerate members of families are also careful not to tease younger ones because this makes a younger child feel helpless, something which isn't good for anyone. This kind of teasing is quite a different matter from teasing someone with whom there is an even "give and take" and who enjoys it.

There are so many interesting ways to have good times with younger brothers and sisters which bring them happiness that families who really understand young children have no occasion for teasing them.

2. CONSIDERING YOUNG BROTHERS AND SISTERS IN THE HOME

Had you ever thought about the fact that most of our homes are built and furnished and managed for the convenience of older children and grown-ups? This may have come about because adults have been grown up so long it is difficult for them to understand the needs of small bodies and developing minds. Someone* has put it this way, "If we, as adults, were to spend most of our hours in a giant's house where we could reach only to window sills, where our legs would dangle as we perched on high chairs, where water trickled from wrist to elbow as we washed in the giant's washbowl, where the cereal slithered down our fronts because of our peculiar relation to the table top, and where climbing to bed or scaling the wall to reach a hook for wraps assumed hazardous risks, we might perhaps appreciate the little child's difficulties in a home where his needs are not met." In other words, little children do not fit our homes and if we want to help them, we must fit our homes to them.

There are some excellent reasons for fitting our homes to children. First, we must be sure that our homes are safe, for a home that is safe for adults may not be safe for babies and toddlers. There are dangers which adults know how to meet in a thoughtful way by taking certain precautions, but a toddler is too young to understand the "how" and "why" of these precautions.

*Home Economics Reminder, New York State College of Home Economics, July 1930.

In 1934 home accidents in the United States resulted in the loss of 34,500 lives and disabled 5,134,500 persons, according to the American Red Cross. Many of these accidents were falls, burns, and scalds.

Some of the common dangers to babies come from matches, hot water, poisons, knives, sharp scissors or small objects likely to be swallowed. It is only natural for children to be interested in investigating everything on which they can lay their hands and it behooves other members of the family not only to keep dangerous materials out of reach, but also to supply safe and interesting materials to be investigated instead.

An excellent means of protecting a child between 6 and 16 months of age is to provide a roomy play pen with strong smooth side railings and a good floor. If one adds a blanket and a few safe play materials such as a wooden spoon, aluminum pans and cup and smooth bright colored beads and blocks, he may be kept happy and safe. If he is placed there for half an hour at a time, he will not only be spared from such obvious dangers as hot water, but he will also be spared much of the handling, kissing and jostling so common to babies. He will have a chance to pull and crawl and stretch, and as important as any of these, he will have the opportunity to learn to amuse himself. On warm days the play pen may be put on the porch where the baby may enjoy sunshine and fresh air. A father or older brother who is skillful with hammer and saw will have little difficulty in building a play pen.*

Some Ways in Which Home Equipment May Aid in a Young Child's Development

During the important early years of a child's life before he is old enough to go to school, he is learning to get along with other folks. He may be growing in friendliness and self-reliance, he may be learning to cooperate and to respect the possessions of others. If he is learning these things, he will be having a fair chance to grow into a happy, wholesome person. While he is very young, the physical environment of this home may be most helpful to him in developing these qualities.

To help him develop self-reliance, he will need the kind of eating equipment which he can manage, "self-help" clothing, a place to wash and comb his hair, low hooks which he may reach, low shelves or other easily accessible places for play materials and books.

*Directions for making a baby's play pen may be obtained from the Extension Division, Oklahoma A. and M. College, Stillwater.

To help him learn to cooperate and to be neat, a small broom and dust pan, small hand sprinkler, non-tipping stool, play materials for group play, and all previously listed "self-help" equipment will be helpful.

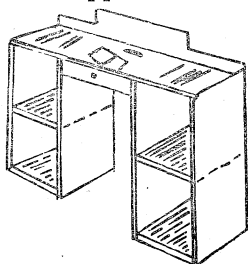
To help him learn to respect the possessions of others—some possessions of his own, a place for his "treasures," a play corner, a small flower or vegetable garden, a room of his own, pictures, books, and pieces of furniture of his own. For the boy a little older, a work shop of his own.

Helping a child to develop self-reliance is often neglected during the early years when he so much wants to learn to help himself. It is so much easier to feed a small two-year-old than to teach him to feed himself and there is frequently a good deal of pleasure to be had from helping him. It will be much better for him, however, if he gradually learns to do for himself rather than to depend on others. If we are patient, if we praise his efforts occasionally, and if we provide the kind of equipment which may be managed by small bodies, then* he will have a chance to develop self-reliance and to know the pleasure of achievement. Unless the equipment for dressing, eating, etc. is of such a size and shape that it may be managed by small and growing bodies, he will be very much discouraged and may learn only to fail.

**Some Home Equipment for Young Children Which
4-H Club Girls and Boys May Make at Home**

Orange Crate Desk

Supplies: 2 orange or lemon crates, 1 knife drawer, 1 smooth one-inch board 37-40 inches long and 14 inches wide, 1 one-inch board same length and 3 inches wide, 2 one-inch sticks as long as orange crates are wide to serve as drawer ledge.



Measure height of knife drawer and nail one-inch sticks for drawer ledge in place on both orange crates. Place orange crates upright with knife drawer between them to determine length necessary for board which will serve as top of desk. This should be 1 to 2 inches longer than combined width of orange crates and drawer, and about 1 inch wider than width of orange crate. Nail this large board in place,

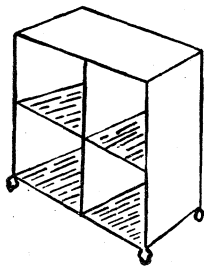
Sketches in this circular by Miss Stella Jo Grimsley.

*See the bulletin, "The Wholesome Child's Home," A. and M. College, Extension Division Circular No. 298 for further suggestions.

then nail the 3-inch board which serves as a "back stop" in place at back of desk top. Next, nail the one-inch board at base of desk at the back to strengthen it. Then paint it.

Toy Cupboard

Supplies: 2 orange or lemon crates, nails and plain enamel. Spools or casters if desired for feet.



Nail the two crates together. If spools or casters are to be used, nail in place, then paint cupboard. The outside of cupboard may be painted a color similar to the walls in room where it will be used and the inside may be painted another attractive and related color. A new board nailed to the top of cupboard gives a nice finish. Three orange crates may be used if desired.

Stepping Stool

Supplies: 1 cartridge box or another small but strong wooden box about 6 to 9 inches deep. Paint or oilcloth to cover. If oilcloth is used, cover sides, then pad top of stool with old cloths and tack oilcloth cover in place. Use thumb tacks if wood is not thick enough to carry tacks.

Non-Tipping Stepping Stool

Supplies: Strong, smooth scrap lumber, such as the 3 good boards in an orange crate, nails, sandpaper. Paint if desired. For the top of stool, saw a board about 6"x9"; for the sides use 2 pieces about 6 inches high, 10 inches wide at the base and 6



inches wide at the top. To reinforce the sides place a 2-inch strip between them.

Picture

Supplies: Magazine cover or another picture of type interesting to young children (i. e. understandable to children, such as pictures of other children, of trains, animals, etc.; clear bright color, few but large objects, artistic in line and color). Cardboard or construction paper, passe partout if desired, loop of string and small piece of adhesive tape.

Paste picture on construction paper, or if edges of picture are to be finished with passe partout, the picture may be pasted directly to cardboard. Apply passe partout if desired. Fasten loop of string high in center of back of picture, using adhesive tape.

A thin layer of wax helps to preserve picture and is safer than glass. However, it is well to have at least one especially good picture framed. This should be of the type which the child will enjoy as he grows older.

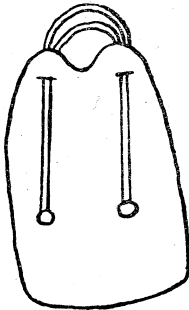
Dolly

Supplies: Small piece of oilcloth size of top of child's table, shellac and brush, scissors.

Cut oilcloth slightly smaller than top of child's table. Make paper pattern for design and cut in edge of dolly. Shellac back of dolly to prevent curling.

Self-Help Bib

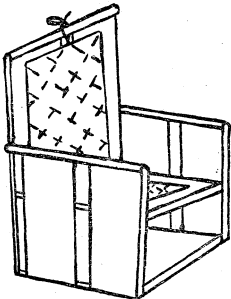
Supplies: A wash cloth made of turkish toweling or piece from an old turkish towel (This piece should be at least 10"x14" in size), 2 yards fast color bias tape, 2 buttons or bone rings.



Cut bib the shape of diagram. Bind edges of bib from right shoulder to left shoulder. Cut one piece of tape 44 inches long. Use this to bind the neck, leaving an 18-inch strip on each shoulder. Fold each strip over double, to 1/2 its width and stitch on edge. Work an eyelet in each shoulder of bib. Run each finished strip of tape through the eyelet on the opposite side. Fasten a ring or button to the end of each strip so the child can catch it easily. This makes a draw string arrangement which a child can manage for himself.

Chair

Supplies: One good orange crate, nails, sandpaper, 4 feet of "half round," paint. Saw off top of orange crate about 18 to 20 inches from floor.



Saw across sides (sides only) of crate below center board, so as to leave sides about 11 to 12 inches from floor. Carefully loosen board which served as center division in crate; * lower it and nail it in place about 7 to 9 inches from floor, slanting it down slightly at back. This will serve as the seat of chair. Sandpaper chair. Nail the half round at inside top of side arms and continue across back, where it serves as a reinforcement. Also nail half round at top of back. Be certain that no nail ends protrude. Paint any preferred color.

*Always determine proper height for seat of chair by size of child for whom it is intended. The seat should be at a height which will permit his feet to rest flat on floor when he is comfortably seated.

The discomfort from the straightness of the chair may be partially overcome by making 2 small quilted or tacked cushions for it. Small tapes stitched to center of the back cushion may be tied to the half round to hold it in place.

Play Materials for Young Children

A large part of every child's day is used for play. This is necessary for his wholesome development. Through active outdoor play he builds his body and learns how to manage it; through experimenting in play he works out ideas and thus develops mentally; through playing with other children he learns to "give and take" and a great deal about getting along with other folks. Because of these things we no longer think of a young child's play as a way of passing time, but instead, as an important part of his training. If a child is to get the most from his play, there are three things which he needs:

1. A safe and interesting place to play *indoors* and *outdoors*.
2. Good *play materials*.
3. A certain amount of *indirect guidance* and *direction*.

Good Play Materials

We no longer think of play materials as something to keep children busy, but instead, we think of them as the tools which help children to grow, physically, mentally, socially, and emotionally. Good play materials need not be expensive; in fact, many homemade ones are more useful to the child than those that are bought, because they are more likely to be materials with which he can work out his own ideas.

Tests for Good Play Materials

1. *They Serve a Purpose*
 - A. They may aid in *physical development*—swings, trapeze, seesaw, balls, wagons, slides, hoes, rakes, pushing and pulling toys, large wooden boxes to climb on.
 - B. They may provide a means of experimenting and "*making things*." These are the *construction or manipulative play materials*. Such toys give a child a chance to know how to use his hands "to make things instead of break things,"—sandbox, clay, scraps of bright colored cloth, wall paper, paste, blunt scissors, old magazines, odds and ends of lumber, blocks, soap (for carving), paints, and large brushes, large crayons, bottles, hammer and nails and other workbench tools.

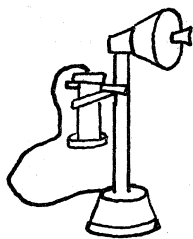
- C. They may stimulate his imagination and help him *create new ideas* and “act” them out. These are the “*make believe*” play materials. Housekeeping toys, including dishes large enough for real use; trains, boxes, “dress up” materials, picture books, instruments for “making music,” store keeping materials. Most constructive play materials are used later as the setting for “make believe” play. At first, boxes or blocks may be merely piled together; later they may serve as the wall of a house.
- D. They may encourage *cooperation*: sandbox, wagons, seesaw, bean bag, housekeeping toys, balls, some “all family” games, such as 101 and croquet. These may be called *socializers*.
2. *They Are Durable*—simple in design and well made to withstand good hard use. Lacquer paint is to be preferred to enamel because it is less likely to chip off.
 3. *They Are Safe*—smooth edges, sanitary, fast color, not too heavy, and for the baby, too large to be swallowed.
 4. *They Are Artistic in Form and Color*—not ugly, grotesque, or ridiculous.
 5. *They Are Useful in a Variety of Ways*—blocks for example, may be poured, fitted together, used to make trains, and towers, or designs; a truck or wagon may be used first as a “physical developer” for pushing and pulling, and later when a block or can is added, the child becomes the “make believe” farmer carrying wheat to market.
 6. *They Are Suited to the Stage of the Child’s Development* and to his own particular interest. The baby is interested in learning to use his senses; that is to hear, see, and feel things. He is also interested in learning to crawl, walk, etc. He needs rattles, balls, stuffed toys, a large wooden spoon, spools, clothespins, pie tins, etc.

Children from about 1 to 3 years old are interested in using manipulative or construction play materials, such as: sand, scissors, crayons, etc. Children about 3 to 6 years old are still interested in manipulating, and also in “make believe” play.

All children differ and each has his particular interests; neither do they all go through the stages at any particular ages; however, children do outgrow play materials just as they outgrow clothes.

**Good Play Materials for Young Children Which
4-H Club Members May Make at Home**

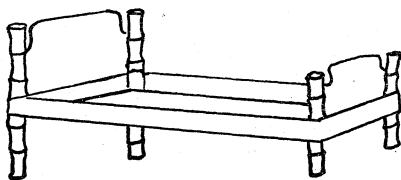
Telephone



Supplies: Ribbon spool, shoe string, piece of small broom handle 7 inches long, 1 large spool, 2 wooden spools of the kind used to hold large rolls of wrapping paper on racks in stores; two narrow wooden pieces 3 inches long, one triangular block of wood 1 inch by $1\frac{1}{2}$ inch by $1\frac{3}{4}$ inch. Paint.

Saw large spool in half and nail to wide side of one wrapping paper spool to make phone mouth piece. Nail triangular block to back of same paper spool. Insert broom handle in second paper spool and nail in place. Nail mouth piece to broom handle fastening base of triangular block to top of broom handle. Nail the two narrow three-inch pieces on opposite sides of broom handle so they cross, and slant one slightly upward to make the point where receiver hangs level. Fasten shoe lace to receiver and to base of phone with brads.

Doll Bed

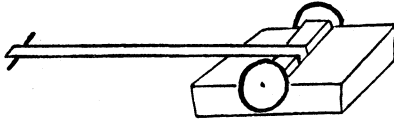


Supplies: One small wooden box such as those in which dried fruit is shipped. These have strong lumber in end pieces. Fifteen or 16 spools; 6 No. 8 box nails; 2 No. 16 nails; paint

To make sides of bed, saw sides of box to about $1\frac{1}{2}$ inch height. For foot of bed, saw end of box to about $2\frac{1}{2}$ inch height, and for head of bed saw end of box to about 4 inch height. Saw down at side of head and foot of bed to give about $1\frac{1}{2}$ inch space for posts. Use two spools for each leg and nail to box with No. 8 nails. Use $1\frac{1}{2}$ spools for each foot post. For each head post use either 2 or $2\frac{1}{2}$ spools. Nail 2 spools in place slightly inside point where foot posts were nailed and use No. 16 nails. If additional height is desired, nail $\frac{1}{2}$ spool to lower 2 spools, using brads.

Cart With Rubber Tires*

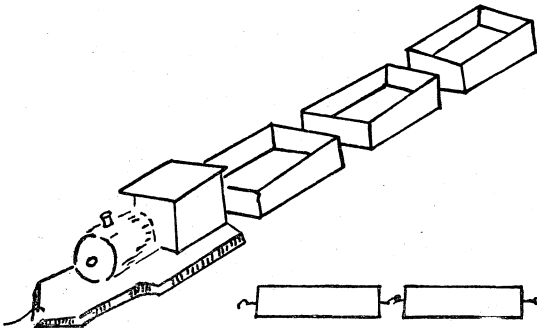
Supplies: One small wooden box such as those in which dried fruit is shipped, 2 lids from syrup buckets, two used rubber rings from the cream separator, 2 small metal caps of the kind used to fasten building paper to the wall, 1 piece of wood about $\frac{3}{4}$ inch by $\frac{1}{2}$ inch and about 4 inches long for the handle and 1 piece of wood approximately $1\frac{1}{2}$ inch by $\frac{3}{4}$ inch and as long as the box is wide plus one inch; paint.



Nail the piece of wood which is longer than the box is wide, across bottom of box slightly back of center. This serves as the axle of cart. Glue separator rings inside flange of bucket lids; nail bucket lids to axle using metal caps between nail head and lid to serve as a hub cap. Place lid so that flange is outside. Nail 28 inch stick for tongue to bottom of axle and beneath box at end. The cart is very nice when painted red.

Train**

Supplies: 1 tin can, cigar box, nails, 2 spools, 1 block of wood 3 inches by 3 inches. Screen door hooks and eyes. 1 board 4 inches by 12 inches.



Fit block of wood into can to nail into. Nail spool to bottom of can for headlight and nail taller spool to side of can for smokestack, using nail long enough to go through center of spool and into wood inside the can. Saw the base of the engine from the 4 by 12 inch board, pointing the end to form a cowcatcher. Attach can to this board, nailing from underneath board and into wood inside can. Use 3x3 inch block for cab, nailing from below. Fasten a screw eye into base in front of headlight for pull string. Attach a screen hook at back of engine. Use cigar box for cars, reinforcing

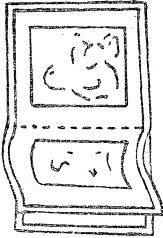
*This cart was designed, built and exhibited by Lorene Powers, Cotton county, as part of her demonstration in 4-H Home Membership.

**The train, weaving frame, basket cradle, cat, and spool doll were suggested by the bulletin, "Homemade Toys and Play Equipment" by Agnes Tilson, published by the Farmer's Wife Magazine, St. Paul, Minnesota.

at the inside of front and back with small pieces of wood. Attach screen hooks and eyes at alternate ends of boxes.

Picture Book

Supplies: One-third yard oilcloth, paste, magazine covers or other pictures interesting to young children, 1 package bias tape.

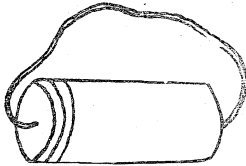


Cut oilcloth into 4 pieces each 18"x9". Fasten these together by two's with wrong sides together, with bias tape, stitching on machine.

To fasten the two double pages together into a book, machine stitch down center. Paste in pictures.

Drum

Supplies: An empty oatmeal carton, glue or adhesive tape or gummed paper tape, some string.

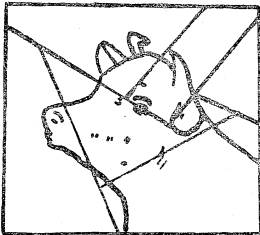


Make a tiny hole in center of lid and in center of bottom of carton. Run string through these. Fasten lid on tightly with glue or tape.

Drum may be covered with construction paper cut to fit and glued on, and a small colorful picture may be used.

Puzzle

Supplies: Cigar box lid, bright colored picture interesting to children.



Paste picture on cigar box lid. Let dry thoroughly under pressure. Saw across in several directions.

Blocks

Supplies: 4 to 5 feet of smooth 2-inch square lumber, sandpaper, enamel paints in blue, red, yellow, etc.

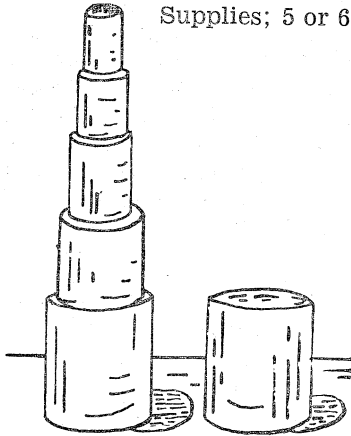
Saw a variety of lengths from the lumber. Make some 2 inches long, some 4 inches and some 8 inches. Have ends planed smooth if possible. (Four to six year old children need larger blocks.) Enamel blocks in a variety of colors.

Homemade Modeling Clay

Supplies: 2 cups flour, 1 cup salt, $\frac{1}{2}$ cup water. Mix materials together and place in a can with a tightly fitted cover or cover with a damp cloth. Fruit or vegetable coloring may be used to color clay. Strong coffee gives a good yellow color.

Nest of Cans

Supplies; 5 or 6 cans of different sizes that fit into one another. Smooth edge can opener. Enamel paints in 5 or 6 colors.

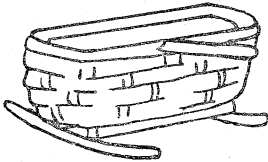


The lids must be removed from the cans with the kind of opener which leaves a smooth edge.

Paint each can a different color.

Basket Doll Cradle

Supplies: Basket, thin board or cardboard, 2 wooden coat hangers.

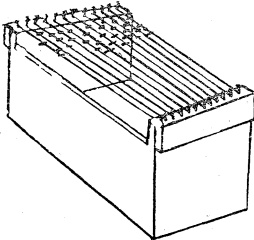


Remove the metal hooks from the coat hanger. Fit the thin board or cardboard on the inside of the basket and drive nails through the hangers and basket bottom, clinching them in the board. One handle may be raised and a ruffled canopy added for decoration or two handles may be left to use in carrying the cradle.

Weaving Frame

(For children about seven years or older.)

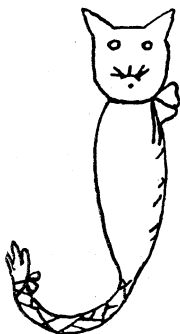
Supplies: Cigar box, shoe tacks, string darning needle, 2 smooth boards about $\frac{1}{2}$ inch thick and as long as box is wide.



Remove the lid from the box. Nail $\frac{1}{2}$ -inch strips to outside across ends of box as shown in diagram. Place tacks at even distances on $\frac{1}{2}$ -inch strips at ends of the box and thread string for the warp around them. Use a different color for the woof. The frame may be painted, if desired.

Stocking Cat

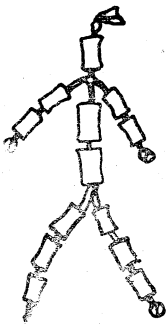
Supplies: Child's black cotton stocking, 2 white buttons, red thread, $\frac{1}{2}$ yard red ribbon, cotton for stuffing.



Cut the foot from a new or partly worn stocking and turn wrong side out. Sew a curved seam at the top to form the ears and cut out near the seam. Turn right side out and sew on the buttons with red thread to form the eyes, with a patch of two thicknesses of cloth on the inside to prevent the child from pulling buttons off. Make a nose, mouth and whiskers with red thread. Stuff with cloth or cotton. Cut the top of the stocking, (about 4 inches) into 3 divisions and braid to form the tail. When near the end, braid in a part of the red ribbon and tie ribbon at end in a bowknot, tying loops twice. Braiding in the ribbon prevents the child from removing it. Tie the rest of the ribbon around the cat's neck, tying the loops twice.

Spool Doll

Supplies: 2 large spools, 1 medium large spool, 10 standard spools, 4 small spools.



Cut the foot from an old silk stocking and pull the stocking leg through the large spools leaving equal parts above and below. Cut the lower part of the stocking in two pieces to form legs and tie knots next to spool. Thread 3 standard spools on each part for the legs and add a darning spool to each for feet. Tie knots at the ends and fasten securely by sewing. Cut the upper part of the stocking into 3 parts for the head and arms and tie a knot in each next to the body. Thread two standard spools on the side parts for the arms, adding a darning spool to each for the hands. Tie and sew knots on the ends. Thread on the medium large spool for the head, marking a face on one or both sides. Tie a double knot at the top, letting the top of the stocking form the top of the toy. The toy may be enameled in different colors, but be sure the enamel will not come off when the child puts the toys in his mouth.

The silk stocking goes through the spools easily and has enough elasticity to make the toy loose jointed and noisy when shaken.

Plain spools on a white tape make a good toy that can be cleaned and boiled.

3. USE ORIGINALITY AND UNDERSTANDING TO DESIGN NEW PLAY MATERIALS

After you have made some of the play materials and watched children use them, and after you are certain of just what it is that makes some play materials better than others, then see what you can do about designing new ones.

A good way to begin is by using what you have at home to improve upon another design as did the 4-H Club girl in Cotton county who used separator rings to make rubber tires for the cart shown on page 19.

After this, if you will watch children closely enough you may be able to design entirely new materials or a new toy such as the telephone shown on page 18. It was designed for a small boy who had not learned to talk as early as most children do and who was at the age when he liked very much to "make believe." When he picks up the telephone and uses it even a little bit, he forgets himself and talks, scarcely realizing what he is doing.

4. LEARNING TO BE A SELF-MANAGER

In homemaking families the older boys and girls are learning a great deal about how to be self-managers, that is, how to make decisions for themselves carefully and thoughtfully, how to plan their own activities, how to depend upon themselves.

From the time children are very small their parents usually begin to train them for the time when they will carry the responsibilities as well as the privileges of an adult.

You were beginning to learn self-management when, as a very young child, you fed yourself instead of being fed; later, when you made yourself wait until meal time instead of "piecing," when you began getting yourself up in the morning instead of waiting for someone to call you, when you began to help select your own clothing thoughtfully, and when you undertook a production project in your 4-H Club work and planned a good use for the money you had earned.

Sometimes it is very hard for parents to realize that their children are growing up and to let them make decisions for themselves. Of course there are many matters which require the advice of persons who have had much experience and about which you will appreciate understanding and unselfish guidance.

Indeed this is one of the best signs that one is really growing up. "No person is ever too old to profit from experience which is more extensive or more expert than his own." One thing to be remembered is that one may be grown up phy-

sically without being really grown up at all. Although some young people may be said to be men and women at 20 or 21, others whose bodies may be grown cannot be called men and women because they have not learned to be self-managers.

One of the tests of an adult is the ability to keep his emotions under control, to "tone down" feelings of anger or fear or express them in harmless or helpful ways. One young woman has the plan of getting out her knitting and using her energy this way when she is angry; another one goes to the garden and does some very good hoeing. Real adults do not behave childishly, have tantrums, whine about failures, or bully others.

These are some of the things which older girls must work toward and with the help of their families they will learn to do what all well developed men and women must do—manage themselves.

5. SHARING IN THE TEAMWORK OF THE HOME

Every 4-H Club girl and boy knows the importance of teamwork. This same kind of cooperation is just as necessary in family life.

There is the old story of the bundle of sticks. A father asked his four sons each to bring him two small but stout sticks. When these were brought the father asked each son to take one stick and break it. This they did. Then he asked them to put the four remaining sticks together and each one try to break the bundle of sticks. None of the sons could do this. In this way the father had shown his sons that in unity there is strength. If their efforts were combined, if they worked together, "one for all and all for one" they would be as strong as the bundle of sticks.

Certainly the Brown family, described earlier, seemed to be "all for one and one for all." Each member shared happily in the planning, the work and the play of the family. Sometimes special arrangements have to be made in families, for example, about the work. There was a time when men and boys did only those things that were thought of then as "men's work," except in case of illness. Such things are changing now and one authority says* "when there are both boys and girls of similar ages in a family this may be a fair enough arrangement, but the boys get a better understanding of how a home is run if they have a suitable part in the housework and it does a girl no harm to do a few light outdoor chores."

*Lemo Dennis Rockwood—Living Together in the Family—Published by American Home Economics Association.

In one farm home where there are four boys and only one girl, the boys know that if they did not help indoors, their mother and sister would have too large a share of the home-making to do. The boys are not only careful to add as little as possible to their mother's work in such ways as leaving the wash stand neat, removing muddy boots before coming into the house, carrying their own dishes from the table after a meal, but they also wash and wipe the dishes occasionally and do a bit of cooking. One brother is especially proud of the biscuits he makes. During harvest the boys and their father provide outside help and at other times they help with the laundry.

The sister appreciates this not only for the help the brothers give, but because she enjoys their companionship. She also does what she can to help them, sometimes pressing a Sunday suit, or looking a brother over before he leaves for a "date."

6. MAKING HOME AN INTERESTING PLACE TO BE

Perhaps the best way in which you can help to make your home an interesting place to be, is by being an interesting person yourself. Such persons like to do so many things and can see something interesting no matter where they are, so they are good company, even for themselves.

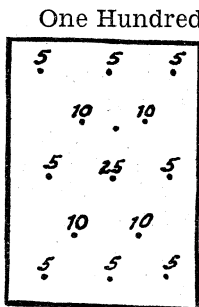
Try to make a place for your hobby at home. Once you have cultivated it, your friends will want to come to see and hear what you have done. Look around you and see what there is that you might share with others. Find a good place for picnics and hikes and invite your friends, including those who live in town, to enjoy them with you.

In one family the young people gathered stones and built a good outdoor fireplace and all their friends like to go there for wiener roasts and moonlight sings.

When you want to use the living room or perhaps the kitchen for a popcorn or candy making bee, plan ahead for it, consulting with your family and taking your turn; and of course plan to do your own work and your own cleaning up.

You can help too, to make home interesting for other members of the family by respecting their possessions, by making it pleasant for your brothers and sisters and for your parents and for their friends. Remember that mothers are often as interested in having good looking clothes as you are and that fathers appreciate a chance to rest after a hard day's work.

Some of you would like to read "As the Earth Turns" by Gladys H. Carrol and become acquainted with Jen who cuts paper dolls with her young brothers and sisters and does what she can to make home interesting for the family. Although she is only a 19-year-old girl, some persons have said that if Jen were real, she would make a splendid Master Farm Home-maker.



One Hundred and Five is an excellent game to play at home with the members of your family and with friends. Use a piece of veneer either 15 by 20 inches, or 18 by 30 inches; 13 curtain rod screw hooks and 3 rubber jar rings.

Write the numbers indicated in the diagram and place them about two inches from the edges of the board and an equal distance apart. Heavy blue or red crayon may be used for making the numbers.

Directly below each number place one of the 13 curtain rod screw hooks, placing them an equal distance apart.

Each player stands back about 6 or 8 feet from the board. He is given three rubber jar rings and each time he gets three throws. Whatever number he happens to ring in is his score. For example, if he throws a 10, 25, and 10, his score would be 45 and so on until he scores 105. If he is first to make 105, he wins. Sometimes it is played "105 or bust" and then if he happens to have a score of 100 and then throws a 10, which would make his score 110, he is "busted" and back to zero.

BEING INTERESTED IN OTHERS

People who are interested in others usually gain as much or more than they give. As an older club girl you can do for others by helping your club coach, by helping younger club members, and you may teach others by working out and giving worth while demonstrations.

Some girls make scrapbooks for children who are ill; others make clothing and give parties for needy children as well as for their own brothers and sisters. Boys often make strong and interesting play materials for their young friends.

One especially fine way for older club girls to do for others is by learning to supervise young children at play, such as the children whose mothers are attending a home demonstration club meeting. This is a good thing to do because all young children like to and need to play. We used to think children

could learn to sit still, but now we know that if they do it usually means they are afraid, or ill, or haven't learned to play with others.

Farm children especially need to learn how to play together for they have fewer chances to do this than children who live close to others.

SUPERVISING THE PLAY OF A GROUP OF YOUNG CHILDREN

It isn't everyone who can supervise a group of young children and manage so that all are happy and safe, having an interesting and profitable time. This requires considerable skill and there is much to be learned about children before one can do this in the best way; however, the following suggestions may help you when you have this privilege and responsibility.

1. Find a Safe and Pleasant Place for the Children to Play

Most often children like to play outdoors and if they are properly bundled up, this is much better for everyone. Choose a grassy place* away from barns and machinery and protected from the road.

2. Provide Something Interesting and Useful for the Children to Use in Their Play

For indoor play any of the play materials suggested in this bulletin and others which meet the standards for good play materials may be used. It is a good plan also to provide some large five-cent crayons and scratch paper to draw on; blunt scissors and old magazines to be cut, kept together in a box. Some home demonstration clubs keep a box of play materials for the children to enjoy while their mothers are busy with club business. If you are supervising this group, these materials will be helpful, as will good story and picture books. Some good inexpensive books for young children are listed in the circular No. 348, entitled "Books to Grow On," which may be obtained from the Extension Division, A. and M. College.

It is often a good plan to suggest that each child bring something interesting with him. This may be only a box of pebbles or some cardboard boxes which fit together, a ball or some scraps of bright colored cloth or wall paper in a box.

*If there are babies in the group, provide them a quiet comfortable place to play or sleep. They are much more comfortable this way than when carried about.

When the children play outdoors, the outdoors itself offers many suggestions. There are stones and leaves to be made into play houses, trees to climb, dirt to dig in, flowers to enjoy under careful supervision and if possible, wooden boxes to climb on and play in. Of course children need to be dressed for this kind of play if they are to enjoy it. Whenever a swing, wagon, sand box and a board which will serve as a bridge between boxes are available, they are interesting to children. In fact, some clean sand, boxed in, is one of the best play materials for children.

3. Try to Guide the Children Indirectly

When children play together, they need help and guidance, for they are not born knowing how to play together. This is something they must learn through *experience*. After one provides a safe place to play and something interesting and useful to play with, let the children choose their materials. (Very young children are neither interested nor ready to play together in organized groups.)

Help them learn to "take turns," to share, not merely to "give in." A suggestion will often help in this. One may say "John is playing with the wagon now, your turn is next."

A suggestion will help them too, to see something new and interesting to do with play materials.

There are times when a thoughtful suggestion will help a child learn how to help himself. Compare the way in which the following situations were handled.

*"*Chester*. Chester tugged at his small wagon load of sand, but was unable to pull it up on to the walk. His mother was quick to see just where the difficulty lay and suggested "Take the wheels this way," as she showed him how to take hold of the front wheels and to lift them to the walk. Then she waited and nodded approvingly while he lifted the back of the wagon to the walk.

"*Betty Jane*. Betty Jane began to cry and call her mother when she was unable to pull her wagon on to the walk. Mother lifted it up saying, 'Why don't you keep your wagon on the walk?' "

Rather than waiting for quarrels to come, try to prevent them from occurring. *Plan* for both active and quiet play. Try to see that children do not grow very tired, or too tired of doing one thing. *Use a low calm voice*. One characteristic of almost everyone who gets along well with young children seems

*The Behavior of Young Children—Waring and Wilker—Published by Charles Scribner's Sons.

to be a low calm voice. Of course, calm, self-controlled people usually have controlled voices and this is probably the reason for this.

See that the child who has played too long or is hungry, rests, that the one who feels helpless has something interesting to do. If one is timid, try to be near him until he becomes so interested in play, he forgets himself. Should a child interfere with another child's play, show him what he may do instead.

Even those two-year-olds who bite or scratch sometimes do it as a way of being sociable. They often need to be *shown how*: for example, to take hold of the other child's hand or to do something for him.

*One authority says, "When a group of children (or adults) are having difficulty in getting along together, there are two very simple methods of restoring peace and good will; one is to provide food—the other is to provide a short period of separation. An orange or a glass of milk, two or three minutes in a room alone, or the same length of time in absolute relaxation will calm almost any storm arising in the play of young children."

Should an emergency occur, such as an accident, try to let this create the least disturbance possible. Attend to it quietly and manage to stay reasonably near the child until he regains his composure.

4. Always be Courteous to Children as Well as to Others

The only real courtesy is that which comes from within and which expresses itself to everyone whether he be 2 or 20 or 70 years old.

"Play of children should be supervised but not interfered with."—Faegre & Anderson.



Four-H Club girls supervising the play of children whose mothers are attending Home Demonstration Club meeting.

***SUBJECTS FOR ORIGINAL TEAM DEMONSTRATIONS
IN HOME MEMBERSHIP**

1. Homemade games for fun at home—Demonstrate the construction of equipment for one or two good games.
2. Suggestions for home hospitality.
3. Making a home chore chart and bulletin board.
4. Self-help home equipment for children—Several good demonstrations can be prepared on this subject, each one showing the purpose and construction of one or two simple pieces of furniture or equipment such as are described in Circular 298, *The Wholesome Child's Home*, and in this circular.
5. Safe surroundings for young children—The homemade screen for fireplace or stove, such as is described in Circular 298, might be made in one such demonstration.
6. Planning a simple play yard for children.

*An example of a team demonstration in Home Membership and on Educational Play Materials for Children may be obtained from your County Home Demonstration Agent or the Extension Division, Oklahoma A. and M. College, Stillwater.

7. Selecting and framing pictures suitable for young children.
8. Making a picture book for young children.
9. Making educational play materials for children. Many good demonstrations can be prepared on this subject, each one showing the purpose and construction of one or two good toys or play materials, such as are described in this circular.
10. Planning a kit of play materials for children at home demonstration clubs. Demonstrate also the construction of one example of good play materials.

4-H Home Membership Exhibit

Every 4-H Club girl who is in the fifth year or later years of club work and who is enrolled in the 4-H Home Membership project may enter an exhibit.

Exhibit

Two educational toys or play materials for young children which the club girl has made. Each article must represent a different type of play material.

Types of Educational Play Materials:

1. Physical exercisers
2. Manipulative or construction
3. Make believe
4. Socializers

Each article is to have a 4-H Home Membership Exhibit Card, such as the one shown below, fastened to it. The card must give the information requested about the play materials exhibited and about your demonstration in Home Membership.

4-H HOME MEMBERSHIP EXHIBIT CARD

Type of Play Material Exhibited Make believe

Age of Child for Whom Intended 5 years

Cost of Article 10 cents for paint

As part of my 4-H home membership demonstration I have read *This Happened to Me* (title of book) by *Helen Ferris* (author)

I have cared for young children ... 45 times (how often)

I have supervised a group of young children twice

During the Meeting of the Prairie View Home Demonstration Club (where)

Signature—Mary Jones

County—Osage

Address—Hominy, R. R. No. 2

Score Card for Judging Home Membership Exhibit

| | |
|---|----|
| 1. Educational usefulness | 25 |
| 2. Suitability (to stage of young child's development) .. | 25 |
| 3. Safe and sanitary | 20 |
| 4. Durability | 15 |
| 5. Attractiveness | 15 |

100

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