

AGRICULTURAL EXTENSION SERVICE
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF AGRICULTURE AND LIFE SCIENCES

HOME ECONOMICS
HOME MANAGEMENT AND FAMILY ECONOMICS
RICKS HALL ZIP 27607

October 28, 1968

To: County Extension Chairmen
Home Economics Agents responsible for Home Management Program
4-H Coordinators

From: *Thelma Hinson*
Thelma Hinson, Home Management Specialist

Re: 4-H Management Project Materials

Enclosed in the Home Agent and 4-H Coordinator's packets is a complete set of the 4-H Management Project materials which include:

Management Project Manuals 1,2,3 and 4
4-H Leader's Guide in Management
Activity sheets for Project 1.

Will you please discard any other Management Project materials which were provided for use earlier? Remember Project Book 1 and the Activity Sheets which were used last year are a part of the current project materials.

Will the Home Economics Agent and the 4-H Coordinator determine the county's need for the Management Project materials, complete the enclosed order form and send to Mr. Wagoner? Please be as realistic as possible in your request for materials. We have limited the mimeographed copies because we hope to have printed materials available for the 1969-70 project year.

cc: Dr. Cofer
Dr. Blalock
4-H Specialists
District Agents



COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS, NORTH CAROLINA STATE UNIVERSITY AT RALEIGH, 100 COUNTIES AND U. S. DEPARTMENT OF AGRICULTURE COOPERATING

Send to: Fred Wagoner
4-H Specialist
Ricks Hall
N. C. State University
Raleigh, N. C. 27607

Order Form for Management Project Materials

<u>Materials</u>	<u>Copies Requested</u>
Management Project 1	_____
Management Project 2	_____
Management Project 3	_____
Management Project 4	_____
4-H Leader's Guide in Management	_____

Activity Sheets for Project 1

- . Help Care for the Family Pet _____
- . Play Games with Children _____
- . Maintaining Order in Family Living Areas _____
- . Table Setting for Family Meals _____
- . Keeping Walks, Steps and Porches Clean _____
- . Remove Trash and Clean the Containers _____
- . Hang and Fold Clothes for Easier Ironing _____
- . Become Acquainted with the Iron - Its Use and Care _____
- . The Easy Way to Iron and Fold a Shirt or Shirt-type Blouse _____
- . Care for Shoes Properly _____

Agent _____

County _____

MANAGEMENT
Project 1



Acknowledgment

The author acknowledges assistance of Extension home economists, 4-H management leaders and 4-H members in Durham and Orange Counties for pretesting the project and giving evaluative suggestions.

Dr. Eloise Cofer, assistant director, North Carolina Agricultural Extension Service; Mrs. Katherine Riggle, former home management specialist, N. C. Agricultural Extension Service; Dr. Emily Quinn, state leader of training, N. C. Agricultural Extension Service; Mrs. Fern Kelly, assistant director, 4-H and Youth Development, Federal Extension Service; and the N. C. Agricultural Extension Service 4-H staff for evaluative suggestions.

MANAGE FOR A BETTER LIFE

Everyone uses **management** everyday. It is basic to life. Good management is not a gift, but is learned by practice in making the best decisions in what you think, do and say. You manage when you dress, do your lessons, help with home tasks, or play. Are you always pleased with the way things turn out? If not, now is the time to start making the best decisions so that you can **manage** for a better life. Can you name three things which mean a better life to you?

Decisions are the choices you make about the way you think and do. Wise decision-making can be learned just like any game—and remember, practice makes for perfection. You can be a winner. To make the best decision:

1. Think about all the possible ways of getting or doing something you want,
2. Think about what will happen if you choose this, that, or another way,
3. Choose the best way for you—the way which more nearly gives what you want,
4. Carry out the way chosen,
5. Ask yourself:
 - Am I pleased with the outcome? Why?
 - What do I need to do differently next time?
6. Use these answers next time you make a similar decision.

Management is deciding how you can use what you have to get what you want. Your **values** (that which is important to you such as love, fun, good health) will determine the things you want. **What you want** are your **goals**—the things most important for you to do or to have. Goals are of two types (1) **short-time**—those you reach soon such as to get a dress, a baseball glove, help with a home task; or go to the movie on Saturday afternoon; and (2) **long-time**—those you reach in the future such as a college education, getting a good job, or becoming a homemaker.

What you have to work with in reaching your goals are your resources. You have many resources such as:

- time and energy;
- talents, abilities, and skills;
- faith and attitudes;
- relations with other people;
- material possessions—clothes, home equipment and furnishings, books, hobby and recreational equipment, money; and
- community facilities—libraries, churches, schools, parks, 4-H community club.

The way you use your resources will determine the type of life you have now and in the future. Learn to manage them for an abundant life. Abundant living offers **privileges** which you can enjoy. It also offers **responsibilities** which you must accept. Good management prepares you for abundant living.

Remember, your values guide you in choosing your goals. Different people have different values and goals. Your values and goals will change as you grow older and as things around you change. The way you use your resources will determine how successful you are in reaching your goals. You can become a better manager by:

- deciding what values and goals are important to you, and
- learning the best way to use your resources to reach these goals.

Your management project will help you become a better manager. This project provides activities for you to learn to plan and make decisions and to carry out your plan. The activities in this unit help you:

1. Make the best use of your resources—
 - Find time for the things you want to do,
 - Get more for the money you have,
2. Share life with others, and
3. Carry home responsibilities—the easy and enjoyable way.

What are your values, goals, and resources? List three of the most important.

Values

Example: Knowledge

Goals

Example:

1. Do well in my studies
2. Use money wisely, and save toward college.

Resources

Example:

1. Time, ability, library, teachers, parents
2. Money, skill, time, ability to work

What you will do to complete this unit

1. Read the list of "Possible Activities."
2. Choose and check at least 3 activities from the list of "Possible Activities" to include in your project.
3. From your leader get lesson sheets for the activities you checked. Keep the lesson sheets with this manual and record book.
4. Re-read carefully the first section, "Manage for a Better Life," of this manual and record book.
5. Complete 4 required activities plus 3 of the possible activities you selected. If you wish, do more of the activities.
6. Write a story about what you have done in this unit and keep with the lesson sheets and this manual for Unit I.
In the story tell what problems you had and how you overcame them; what you learned from your activities; how your family assisted you with your project; and how you will practice what you have learned from this project.
7. Turn in your completed project manual and record, lesson sheets and story to your 4-H leader.

Required activities

1. Plan Your Time
2. Make Good Use of Your Money
3. Keep Your Room Neat
4. A Safer Home

Possible activities

Complete at least three of the following activities. Do more if you wish. Check the activities you choose. Get lesson sheets from leaders. Keep lesson sheets with this manual-record book.

- Help Care for the Family Pet
- Play Games with Children
- Maintaining Order in the Family Living Area
- Table Setting for Family Meals
- Keeping Walks, Steps, and Porches Clean
- Remove Trash and Clean the Containers
- Hang and Fold Clothes for Easier Ironing
- Become Acquainted with the Iron—Its Use and Care
- The Easy Way To Iron and Fold a Shirt or Shirt-type Blouse
- Care for Shoes Properly

A time plan and record of activities

For a school day:

Activities	Time Needed
For Self:	
Example: Eat 3 meals	1 hr. 15 min.
Study	1 hr. 30 min.
_____	_____
_____	_____

For Family and Home:

Example: Discuss current events	20 min.
Dinner dishes	30 min.
Empty trash	10 min.
_____	_____
_____	_____

For Friends and Community:

Example: Ball game	2 hrs. 30 min.
Errand for elderly person	30 min.
_____	_____
_____	_____

For a Saturday:

Activities	Time Needed
For Self:	
Example: TV	2 hrs.
_____	_____
_____	_____

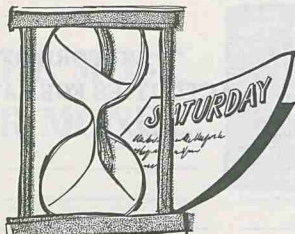
For Family and Home:

Example: Grocery shopping	1 hr.
_____	_____
_____	_____

For Friends and Community:

Example: Club project	1 hr. 30 min.
_____	_____
_____	_____

PLAN YOUR TIME



What to do

1. Time is a valuable resource. From this activity learn to use time wisely.
2. List below all the activities you need to do and want to do each day. Tell the amount of time you need for each activity.
3. Make a time plan for each day on the form given below. Include in your plan first the activities most important to you.

Rule 2: Make a time plan for each day by following the example given. Choose from the list in Rule 1 the most

Example:

Time	Activities
6:30 a.m.	Arise, dress and have breakfast
7:20	Personal grooming, tidy room, walk to school
8:00	In school
3:30 p.m.	Leave school
3:45	Meet friends at drug store for snack
4:30	Free time at home
5:00	Study
5:45	Relax

4. Keep a record of the activities you actually do on each day.
5. Answer the questions about your time plan.

A tale of time

Time is a gift of life. It is a tool which you can use or waste. Each day has 24 hours or 1440 minutes. How you use time is up to you. You have two choices—(1) to use time for things important to you and your family, or (2) to waste time on things that have no worth. You must remember that time is with you at this moment. When a minute passes, it is gone forever, and a new one takes its place.

You can spend time wisely by dividing it among work or school activities—home tasks, study; **personal and leisure activities**—sleep, eat, dress, sports, watching TV; and **thought and meditation activities**—relaxed planning, worship. Your activities will include time for yourself, for your family and home, and your friends and community. You can play the game of time and win. The rules are:

Rule 1: List all the activities you need to do and want to do. Use form on page 4.

important activities. Allow some free time to take care of unexpected things.

TIME PLAN OR A SCHOOL DAY

Time	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TIME PLAN FOR A SATURDAY

Time	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Rule 3: Follow your time plan as a guide and keep a record on the form below of activities and time spent on each activity. If you need to change your time plan,

do so. Its purpose is to help you find time for the things you need and want to do. It must be flexible to meet your needs.

RECORD OF ACTIVITIES FOR SCHOOL DAY

Time	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

RECORD OF ACTIVITIES FOR SATURDAY

Time	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____

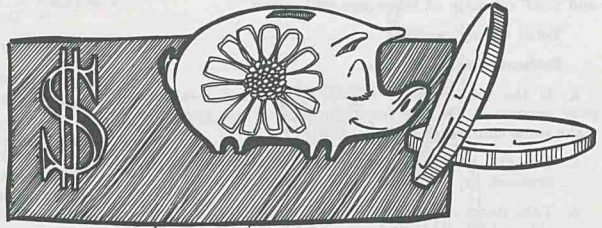
Rule 4: Decide how well your time plan has worked.

- A. Were you pleased with your time plan? _____
- B. Did you have enough time for the activities planned? _____
- C. Were too many activities planned? _____
- D. Was your time plan worth while? _____
- E. Tell how your time plan helped you _____

- F. Next time you make a time plan, what changes will you need to make? _____

- G. In the future, how will you use what you have learned in this lesson? _____

MAKE THE MOST OF YOUR MONEY



What to do

1. If you don't get an allowance, encourage your parents to give you one.
2. Make a plan for using your money for two weeks.
3. Answer the questions about using money.

Money is used to get things you want and need. This part of your project will help you learn how to use money to get things you most want. **You will learn:**

- To decide what your important needs and wants are that money can provide.

- To plan how to use your money.

You get your money from different sources—your parents, an allowance, gifts, or earnings. Everyone does not have the same amount of money. Why?

The way you use your money is more important than how much you have. Whether you have a lot or a little, you can practice good money management. To do this you must plan how you will spend money while you still have it. A spending plan will help you see where your money is going, keep you from buying the things you can't afford, and help you get the best buy for your money.

Guides for making a spending plan

1. Know (or estimate) the amount of money you will get each week for two weeks. Here is a simple form to use to get it on paper.

MY MONEY WILL COME FROM

	First Week	Second Week
Amount of earnings		
Amount in gifts		
Amount of allowance		
TOTAL		

2. Use this form to list the things for which you plan to use your money. Try to estimate the cost of each item:

I PLAN TO USE MY MONEY FOR

Items	Estimated Cost of Items	
	First Week	Second Week

3. Now compare the amount of money you will receive and your estimate of what you will spend.

Total money received _____

Estimate for spending _____

4. Is the total amount of money received less than your estimated amount for spending? If so, you must make some changes. You can:

- a. Get the total amount of money you receive increased, or
- b. Take items off your spending plan. To help you decide which items to remove, ask these questions

about each item:

- Do I really need it?
- Could I be happy without it?
- Do I already have something which could take its place?
- Could I buy a satisfactory product at lower cost?

5. Use your plan as a guide in spending your money. Things may not work out as you had planned. If not, change your plan to meet your needs. Remember, a spending plan is a guide for you to make the best use of your money. Here is a form that will help you.

RECORD OF HOW MY MONEY WAS USED

Items	Cost First Week	Cost Second Week
TOTAL		

6. After you have kept a record of your spending, compare it with your spending plan. Did you follow your spending plan? _____ Did you spend more than you planned to spend? _____

Report of activity

1. List the way your plan helped you to make better use of your money:

2. How can you use what you learned in this lesson?

KEEP YOUR ROOM NEAT

What to do

1. Decide just how orderly you want to keep your room. Why did you choose this standard of cleanliness and orderliness?

2. Try different ways of putting your clothes away. Then choose the best method. You might try:

- putting all like garments together—in the closet (blouses, skirts); in drawers or boxes (socks, under garments);

- putting all garments together—in the closet or in the drawer—wherever space is available; and
- other ways you can think of.

3. Compare making your bed by the one-trip method and the way you have been making it. Is one of these methods satisfactory? If not, work out your own method.

4. Make a plan and follow it in keeping your room neat for 3 months. Plan what is to be done, when, and who will do it.

5. Answer questions about this activity.

Your room gives a picture of you as a person. What does it show—a neat, tidy boy or girl who is a good manager? Or a messy one who practices poor management?

Consider these ways

1. Hang clothes to air as quickly as they are taken off.

2. Form a habit of putting books and objects back in place after they are used.

3. Tidy up the room just before going to bed.

4. Have a definite time each day for small jobs such as:

- making the bed (after breakfast is a good time);
- emptying the trash can;
- dusting when needed.

Your room is your responsibility. If you share it, those sharing the room should decide how each can help keep it neat and tidy. This is one way you can share the household tasks of your family. Household tasks which must be done are a part of your life. As you grow older, you will assume more responsibility for your own life and the lives of others. Having tasks and extra responsibilities are the prices you must pay for having things you enjoy.

Learning to carry out your responsibilities at home the easiest way will save you time, energy, and make your life much happier. To do your household tasks the quick and easy way, you can:

1. **Be happy about doing your work.** Think of your tasks as a part of your responsibility. Work out the quickest, easiest and most pleasant way of doing them. Fretting about a task only makes it harder.

2. **Try new ways for doing your tasks.** Learn and practice doing your tasks as suggested in your 4-H activities. Compare the way you had done them with the way suggested in your 4-H activities. Which gives the best results? Which saves the most time? Which is easiest for you to do? Honestly answer these questions. Then you can decide which method is most satisfactory for you.



Keep clothes put away

The job of keeping your clothes put away is yours. Clothes put away right will look nicer, last longer, and need less pressing. Your room will look much nicer to your parents and friends and you will be able to find things easily.

Hang blouses, skirts, dresses, and coats on hangers right after you take them off. Fold pants legs together with creases in place and hang across padded hanger or by the cuff. Hangers shaped like the shoulder of your blouse or dress will help keep the shape of the garments. If you use wire hangers, be sure they are not rusty. Hang garments in your room where they can air overnight. You might place a hook on the closet door or on a door or window facing for airing garments. After airing, brush the garments and put them in the closet. Airing and brushing will help remove perspiration, moisture, dust and some odors.

Put sweaters on the bed or other flat surface for airing. Then fold them and store in drawers or boxes. Knit garments usually keep their shape best when stored folded instead of hung up.

Clean dust and dirt from your shoes when you take them off and air them. Then store them in a shoe bag, on a shoe rack, or in the box in which they came.

Let dirty clothes air to dry perspiration. Then put in one place until they can be washed—in the family laundry hamper or in a laundry bag in your room.

Easier bedmaking

Making your bed can be fun, even if it is something you do every day. The secret is finding the easiest, simplest, and quickest way to do it and then practicing this way until it becomes a habit.

Carefully toss the covers and the top sheet back to the foot of the bed and let your bed air while you have breakfast each morning. Then make your bed after it has aired, and put your room in order. You will be proud of a neat orderly room throughout the day.

There are several ways to make beds. These vary with the type of bed, the amount of covers and the way the covers are tossed in the morning. For easier bedmaking, you will need:

- The backside of the bed at least 18 inches from the wall so you can walk around it.
- A chair or table near the head of the bed for placing pillows, covers, and linens stacked in the order you will use them.
- To toss the covers so you can pull them into place easily.

To decide which method of bedmaking is best for you, learn to make your bed by the one-trip around method (ask your leader for "Steps to Easier Bedmaking", Extension Pamphlet No. 162). Compare this method with the way you have been making your bed. Choose the method which gives you the best results and most satisfaction, is easier to do, looks nicer, and can be done in less time. You might experiment and develop a different method which best meets your needs.



1. Make a home safety check. Ask all family members to help. Identify all hazards.
2. Correct at least 2 of the hazards you find.
3. Learn 3 new safety habits and practice them.
4. Answer the questions about this activity.

Promote safety in your home and preserve human and material resources. Safety in the home and its surroundings is essential for happiness and healthful living. You

Report

1. Do you share your room? _____
2. Describe how orderly you want to keep your room:

3. Show your schedule for keeping your room neat:

WHAT DID YOU DO?

WHEN?

4. Did you like the one-trip method for making your bed? _____ Describe the best method you found for making your bed: _____

5. Do you always use this method? _____ Why? _____

A SAFER HOME

What to do

can make your home a safer place to live by locating hazards and helping to correct them. Ask all members of your family to:

- help locate hazards;
- help decide what to correct and how to correct the hazards.

A Safety Checklist for Your Home. For each safety feature check the correct line—yes, no, or does not apply. Add other features to the list as needed.

Around the house

Yes	No	Does Not Apply
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the house

A. Electrical Safety:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Electrical wiring and cords are in good condition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All electrical appliances and hand tools are in good operating condition and properly grounded .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Household equipment and workshop tools are unplugged when not in use or when being cleaned or repaired.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Iron is always disconnected when not in use.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The main electrical switch is easily located and reached.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unused electrical sockets and outlets are safeguarded to prevent shock hazard to children.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Radios, heater and hair dryers are not allowed in the bathroom where they could fall into bathtub or sink.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Electrical equipment complies with safety standards of the Underwriters' Laboratories.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Electrical cords are not under rugs, across radiators or traffic lanes.

B. Safety from Fires:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Highly flammable liquids such as cleaning fluids are stored in well-marked, airtight containers, where air can circulate around the container.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Matches are stored in a metal or glass container out of reach of children.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Household dust cloths and mops containing oil or polish are stored in metal or glass containers to prevent possible combustion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Storage areas are free from flammable fluids, paper, rags, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A home fire escape plan has been developed. Every member of the family knows what to do in case of fire.

C. Safety from Falls:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Steps and floors are kept repaired.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gates used to guard top and bottom of stairs until small children can climb safely.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stairs and steps are properly lighted.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stairways and steps are kept clear of toys, mops, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Halls and bathrooms are provided with night lights.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Small rugs are securely fastened to prevent slipping.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rugs and mats are not placed on steps or stairways.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bathtub or shower is skidproof, or has a mat to prevent slipping or falling.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Water and spills are immediately cleaned from floor.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wax on floors is used sparingly where water is likely to get on floors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cupboard doors and drawers are kept closed when not in use.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safe ladder or step stool is available in the home for reaching high places.

D. Safety from Poisons or Harmful Substances:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sprays, insecticides, and poisons are kept in original containers and out of the reach of children.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Household cleaners and medicines are stored out of reach of children—preferably in locked cabinet.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Harmful substances are not stored in food containers.

E. Other Safety Features:

Yes	No	Does Not Apply
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plastic bags and cartons are disposed in a way to prevent danger to children.
 Doors are removed from discarded equipment, such as refrigerators, which might trap children.
 Sharp knives are stored in a rack and out of the reach of children.
 Handles of cooking utensils are always turned toward the back of the range.
 Definite storage places are available for children's toys. Children are taught to put toys away after play.
 Broken dishes, glasses, tin cans and empty chemical containers are disposed of promptly and safely.
 Guns are kept unloaded and out of the reach of children. Ammunition is stored separately, away from the guns.
 First aid kit is readily available for emergencies. At least one family member knows how to give first aid and artificial respiration treatment.

Additional Information

- Check your local library
- Contact your county Extension office.

Report

- List the 3 new safety habits you are practicing:
 - _____
 - _____
 - _____
- Tell about the hazards which you and your family corrected in your home: _____

- Who helped you with the checklist of safety features? _____
- Tell which members of your family are practicing new safety habits, and what the habits are: _____

When you have completed this project

You will have learned much about managing some of your resources in doing everyday activities in a satisfying way. In this project, you have become familiar with:

- The basic meaning of management—using what you have to get what you want,
- Some of your basic goals and values—what you want and why,
- Resources available for your use,
- Making decisions and using resources—time, energy, money, ability, and materials at home—to

- achieve your own and your family's goals, and
- Sharing your resources—at home and with others for more pleasant living.

Do you now agree that "good management" is basic to abundant living? Remember to practice what you have learned in your everyday activities. With practice good management will become a habit and a part of everything you do. You will be rewarded with a happier life.

Plan to take the management project next year. It offers different, interesting, and challenging experiences to help you Manage for a Better Life.

Name _____

County _____ Years in this project _____

Age _____ Years in 4-H Club _____

Community 4-H Club _____

Address _____
 Date Project Started: _____

Parents' Names _____
 Date Completed: _____

Month/Day/Year

Month/Day/Year

In my opinion this record has been satisfactorily completed: _____

Signature of 4-H Member _____

Signature of Parent _____

Signature of 4-H Leader _____

Signature of Extension Agent _____

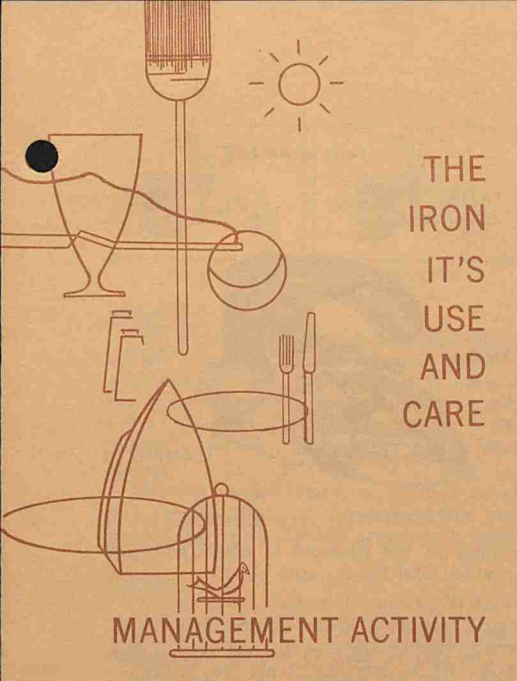


Prepared by Thelma Hinson, Home Management Specialist

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

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THE
IRON
IT'S
USE
AND
CARE

MANAGEMENT ACTIVITY

Save Time and Energy When Ironing:

Manage your resources -- time, energy, ability, and equipment--well when ironing. Try these suggestions:

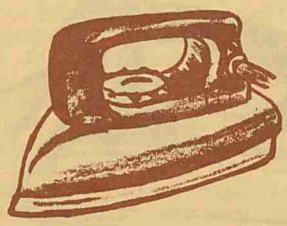
- . Accept it as a task which challenges your best management techniques.
- . Make the task pleasant by planning to iron when you can listen to your favorite radio program.
- . Use good equipment--locate it where there is good light, a comfortable temperature and no traffic.
- . Form efficient work habits:
 - Sit to iron--it is less tiring.
 - Use long, slower strokes rather than fast, jerky motions.
 - Arrange garments on the board to avoid wrinkles.
 - Stop ironing before you become too tired.

THE IRON:

A good, clean hand iron is necessary for smooth ironing. Stores offer hand irons in different sizes. Features found in irons include:

- . Colors used in the handles or in the upper part of the iron.
- . More steam ports or steam ports with grooves thus allowing steam to penetrate the fabric more evenly.
- . Wider range of temperatures for steam (some provide steam for fabrics from wash and wear through linen).
- . Built-in light which gives light on the fabric ahead of the iron.
- . Stainless steel or Teflon-coated sole-plate.
- . Stainless steel water tanks for less clogging or corroding of steam systems.
- . Interchangeable cord which can be attached for right or left-handed ironing.
- . Water-level indicator.

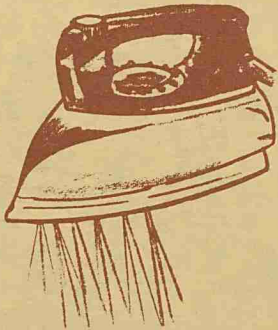
Types of Irons:



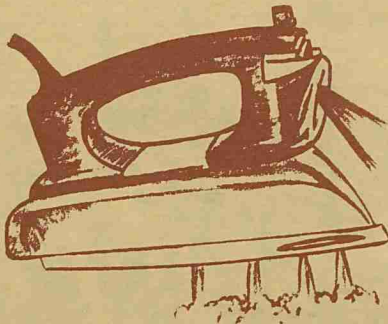
Dry Iron--Basic Iron

WHAT TO DO:

1. Learn how to use your iron to save time, energy and electricity--iron clothes for yourself and for your family for at least four weeks.
2. Visit one or more stores and look at different models of irons. Read labels for instructions on caring for the iron.
3. Clean and store your iron properly for at least two months.
4. Answer the questions about this activity.



Combination Steam-Dry Iron--Versatile--with mineral-free water in the reservoir, steam can be turned on or off as needed by changing the dial setting.



Spray-Steam Dry Iron--Performs as any steam-dry iron but has an additional feature which permits spraying the fabric in front of the iron with warm water. This spray attachment is fine for dampening small areas but does not substitute for sprinkling clothes.

Parts of an Iron:

To enjoy using and caring for your iron, you should be familiar with its features and how they function.

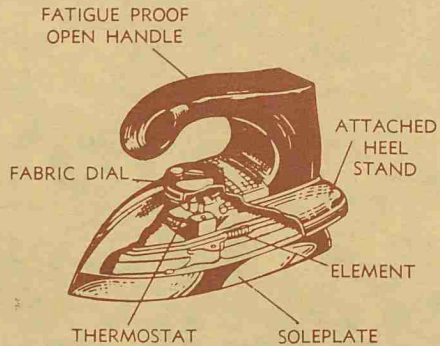
The Sole Plate:

Your iron slides over the material on its sole plate. For this reason, the sole plate should be smoothly polished and rust resistant.

Heating Elements:

A heating unit is in the sole plate. This element operates in the same general

Parts of An Iron



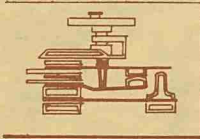
manner as the filament in a light bulb and provides heat for the sole plate.

Indicator Dial:

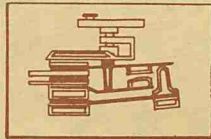
The dial is used to set the thermostat so the iron will maintain the proper temperature for different materials. When you set the thermostat for a high heat, you're simply fixing it so that it will have to bend farther before the current is cut off. This means that the full amount of electricity is going to the iron longer before the thermostat opens. Doing this will not cause the iron to heat faster. Generally it is a waste of power because we get the iron too hot to use then must let it cool. The indicator is often marked in types of cloth for easier use.

Thermostat:

Most modern irons have a thermostat which automatically turns the electricity on and off. This gives different temperatures of the sole plate according to the fabric dial setting. The thermostat consists of a strip of two different kinds of metal fastened together. One metal expands faster than the other when heated. This causes the strip to bend. As it bends, it opens the electric circuit, the electricity is cut off and the iron stops heating. When the iron cools a little the strip straightens out, the electricity is turned on and heating starts again (see illustration).



CURRENT ON



CURRENT OFF

Handles:

Be sure the handle is heat-resistant and doesn't conduct heat. Handles come in different designs, but one that is open at the front will allow the iron to run inside shirt sleeves and pockets easily. The handle should fit comfortably in the hand.

Rests:

Modern irons have a built-in rest, usually the back of the iron. The rest should be solid so the iron won't topple easily.

Cords:

Cords are usually permanently attached to modern irons, except on travel irons. The cord is usually asbestos-insulated with a rubber or plastic sleeve at the point where the cord enters the iron to prevent the cord from being sharply bent at this point. Cords for irons are about six feet long, and should be plugged directly into the outlet. A lamp extension cord is not heavy enough to carry needed current to the iron.

Reservoir:

This space in the body of the steam iron holds the water for steam, about a cupful. Use distilled water or the type filter recommended by the manufacturer. Water may be demineralized at home by using the filtering devices available at grocery stores. Minerals in the water make deposits when heated that may lessen the efficiency of the iron.

Rules for Use and Care of the Iron

The correct use and care of your iron will pay off in peak performance and longer life for the iron. Practice methods of ironing that reduce your fatigue and give satisfactory results.

1. Do not bear down on the iron; moisture and heat, rather than pressure, do most of the job.

2. Plug iron into a wall outlet. Don't use a light socket on a ceiling drop cord;

it's too small to carry enough current for the new 1000- or 1100-watt irons to heat properly.

3. Set thermostat at temperature indicated for fabric to be ironed. Iron low temperature fabrics first or last. It will save time and current.

4. Avoid over-heating iron; it is hard on heating element, creates a fire hazard, wastes current, and may discolor and damage fabric and the finish of the iron.

5. Do not iron over buttons, zippers, or hoods. This will scratch the soleplate.

6. Be sure to disconnect the iron when you leave it--even for a moment. Disconnect from outlet by pulling plug, not cord. Pulling cord will loosen wires and shorten the life of the cord.

7. Turn the thermostat dial of the iron to the "off" position before unplugging from the outlet. This prevents getting sparks from the outlet because the iron is not pulling electricity.

8. Place iron where it can't fall. Dropping it may damage heating element and thermostat and scratch or dent sole plate so that it will damage fabrics. Avoid having cord where someone may trip over it and cause iron to fall.

9. Keep cord away from hot iron; heat will injure cord. Be sure iron is cool before storing it.

10. Keep iron clean. Never put iron in water; use a cloth wrung from soap suds. If this won't remove burned-on starch, use silver cleaner or sprinkle salt on brown paper and rub the warm iron over the salt. Never use coarse scouring powders.

11. Keep sole plate smooth with paraffin or beeswax, or by rubbing the warm iron over wax paper.

12. Keep your iron where it will be protected from dust and moisture. Store a steam iron on its heel, never on the soleplate--moisture may discolor or pit the soleplate.

13. Follow manufacturer's recommendations in the use and care of your iron--especially a steam or steam-dry iron.

14. Keep steam iron empty when not in use; empty while hot for quick drying.

15. For best results over a long period of time use mineral-free water in a steam iron. Certain steam irons suggest the use

of a tap water. Tap water with a high mineral content can clog the steam mechanism. Do not use water that has gone through a water softening system. Mechanically softened water contains minerals. Mineral-free water may be obtained by using a home de-ionizing cartridge for steam irons available at grocery and hardware stores, or by purchasing distilled water from the

drug store.

16. About every two months, clean the inside of your steam iron by filling with distilled water, setting dial at highest steam setting, placing the iron on a rack in a sink, and letting it steam dry. Use commercial cleaners only when recommended by the manufacturer.

Report of Activity:

1. What type of iron do you have? _____

2. List any problem(s) you had in ironing or caring for your iron: _____

3. What did you do about the problems? _____

4. What features did you find when you studied the irons on the market? _____

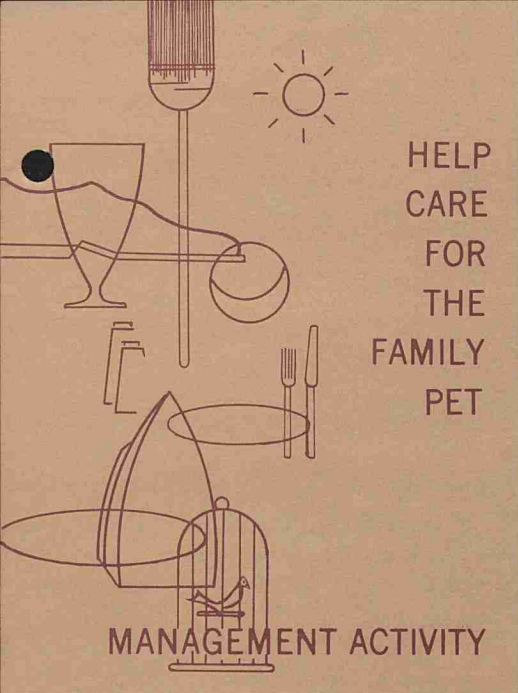
5. If you were buying an iron, tell what features you would get and why. _____



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HELP
CARE
FOR
THE
FAMILY
PET

MANAGEMENT ACTIVITY

Caring for the family pet is a home responsibility for someone. You can help by managing his care. Time, energy, money, and a place in or around the home are required in caring for the pet. Many decisions must be made and carried out if this task is managed well. Things to consider are:

What kind of care is needed--The type of pet will determine this. Be sure you know what care he needs. Study available information. Two or more family members may share in caring for the pet. Make a care schedule which tells what care is needed, who will do it and when. Make out the schedule for a week at a time. Follow the form on back page. Record the week's care schedule on form.

Organize and plan to save time and energy and to make the task easier. Consider these questions:

. Is the pet fed at a regular time? The pet knows what to expect and the task is easier to remember.

. Where is he fed? Where is the food kept? Where is the container kept? Can food and container be put nearer the feeding place for convenience and better use of time and energy?

. How often is the pet groomed? How often is his "home" cleaned? Where are grooming and cleaning supplies stored? What can you do to keep grooming and cleaning supplies near the place where they are used?

Determine the Costs of Your Pet. Keep a record for a week of the time required to feed and groom your pet, and to clean his "home." Add the total in hours and minutes.

. Is the time required reasonable?

. If too much time is required, what can be done about it?

Keep a record of the money for food, supplies and other things spent on your pet for a month. Was food wasted?



WHAT TO DO:

1. Manage the care of your family pet for 2 months. You will need to:

. Learn what care your pet needs. Contact pet shops, the library, and your county Extension office for information.

. Make a schedule of what care is needed, when it will be given and who will give it.

. Organize supplies and equipment so that the task will be easier.

. Keep records on the time and money costs of your pet. Is the pet worth it?

2. Answer questions about this activity.



CARE SCHEDULE FOR _____ FOR _____
(Pet's Name) (Week)

WHAT CARE IS NEEDED	BY WHOM	WHEN
(Example: Clean Cage)	Tommy	Friday after school

Report of Activity:

1. What type of pet did you care for? _____
2. Where did you get information on caring for the pet? _____

3. What new things did you learn about caring for your pet? _____
4. Tell what you did to save time and energy and make the task easier: _____

5. List the costs of your pet:
 - a. Time required for a week: _____
 - b. Money required for a month: _____
6. What did you learn from keeping records on your pet? _____

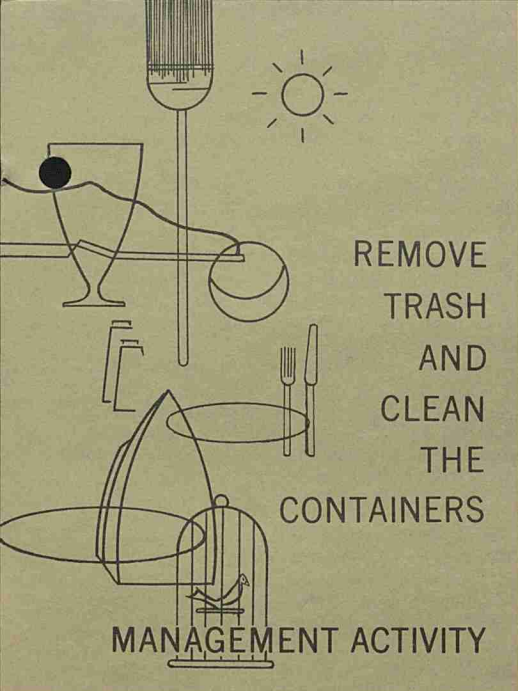
7. Where did you store your pet's food and the supplies for grooming him? _____

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REMOVE
TRASH
AND
CLEAN
THE
CONTAINERS

MANAGEMENT ACTIVITY

You will need:

1. A cheerful attitude--smile while you work.
2. A convenient place to keep the tools and supplies.
3. Some tools and supplies. The following are suggested:



Sponges or rags



Water

Sink or tub (bucket)



Long-handled brush



Soap or detergent

Help make your home tidy and sanitary by removing trash and garbage. Trash and garbage can cause unpleasant odors, attract insects and create a disorderly appearance. Empty wastebaskets before they fill, maybe once a day. Garbage may need removing more often than once a day.

Dispose of trash and garbage properly when you remove it. If you do not have a

WHAT TO DO:

1. Remove trash and garbage from your house and keep the containers clean. Work with parents to provide a place for sanitary disposal of trash, if needed.

2. Experiment with different methods. Try:

- a. Putting trash in an unlined container.

- b. Lining the container with newspaper.

- c. Lining the container with newspaper and putting trash in a paper bag.

3. Compare the results of each method--which is most satisfactory, which is neater, which takes the least time and is easiest to empty and clean?

4. Decide which method is best for you and why.

5. Practice this method and other ways of making the job easier (see suggestions in this lesson sheet) for one month.

6. Answer questions about this activity.

garbage collection service, burn paper, bury food wastes, and prick cans with holes so they can't hold water before placing them on a dump pile.

Doing this job the quick and easy way is important. Try these suggestions:

1. Have a definite time each day to do this task--early in the morning is a good time.

2. Organize equipment (brush, detergent, sponge, and cloths) for cleaning containers and keep in a place that is easy to reach and near a supply of water.

3. A long-handled brush makes cleaning easier; a bottle brush is good for washing corners and seams of containers.

4. Line clean containers with paper bags or newspapers. This makes removal of waste easier and eliminates cleaning after each emptying. Wrapping garbage in newspaper before putting it in the garbage can will help keep the can clean.

5. Save time and eliminate unnecessary trips by collecting trash from all containers before taking it to the place for disposal and washing all containers while you have washing supplies out.

Methods for Cleaning Containers

A. Wastebaskets: Empty before they

Report of Activity:

1. How often did you remove the garbage and trash from your home? _____

2. How did you dispose of it? _____

3. What "tricks" did you use to help make the job easier? _____

4. When was the best time for you to do this task? _____

5. Complete chart:

Method Used	Time Required	Results	Order of Preference and Why
(a) Unlined can			
(b) Can lined with newspaper			
(c) Can lined with newspaper; trash in bag			

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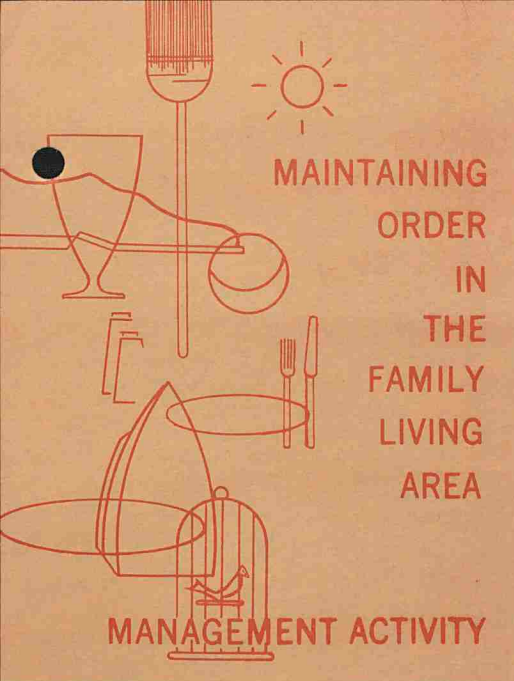
over-fill or at least once a day. Remove dust by wiping the inside and outside of the basket with a damp cloth. Thoroughly clean the basket weekly or as needed. The method used for cleaning will depend on the type of basket.

. For cardboard or wood baskets--wipe with a damp cloth and dry immediately. If the soil is hard to remove, use a sudsy cloth, rinse with a damp cloth and dry immediately.

. For metal or plastic baskets use hot suds with a sponge, brush or cloth; rinse and dry with a cloth. Let air before using it again. If the basket is made of brass, shine it occasionally with a brass polish and a soft cloth.

B. Garbage cans: Keep the can lined with bags or newspapers to prevent grease and food wastes clinging to it. Wash the inside and outside of the can and the cover with hot sudsy water. A long-handled brush will help in cleaning. Rinse the can with hot water. Add a little household ammonia or chlorine bleach to the rinse water to make the can sanitary. Turn the can upside-down to drain. Dry thoroughly in the sun if possible before using again.





Order and cleanliness in the family living area are essential for peace and safety in any family. The family living area is used regularly for many activities. Therefore, someone must be responsible for seeing that order is maintained throughout the day. The easiest way is for each family member to share in keeping things put back into place. Then the daily and weekly cleaning is not so difficult.

Make this a family task in your home, and do it the simplest and easiest way. Make a plan telling what is to be done, when it will be done, and who will do it. Follow these steps in making your plan:

1. Decide just how orderly the living area is to be. This is a family decision and will vary with families. Must everything always be kept in its place? Or will your family accept some disorder? An uncluttered appearance and cleanliness are necessary for sanitation, safety and peace of mind.

2. List what must be done to maintain your family's standard of order and cleanliness. Example:

Sweep or vacuum floor

Wash ash trays

Straighten papers and books

3. Decide when each task must be done. Papers may need folding daily; trash cans may need emptying twice a week; upholstery may need dusting weekly.

4. Take a look at these tasks. Can family members form better habits of order and eliminate the frequency of these tasks? Example: Remove outdoor shoes upon entering the house so floors will require less cleaning; or fold papers and put books back in place after use--thus eliminating daily straightening papers.

5. Decide who can do each task and when it is to be done. All family members can share, and thereby have a greater appreciation for an orderly living area. Some tasks should be done in the morning--general tidying. Others may wait until afternoon--sweep and vacuum the floor.

6. Learn the easiest way for doing each task. Suggestions include:

- . Collect all tools needed for the task before you begin.

- . Carry cleaning supplies on one trip in a basket or on a chart.

- . Use the best tools available such as a vacuum instead of a broom to eliminate re-arranging the dust; use the vacuum dust brush for dusting.

- . Use both hands for the job--wash walls with one hand and rinse with the other.

- . Store tools and supplies when the task is finished.

WHAT TO DO:

1. Work out a plan with your family in which each member assists in keeping the family living area orderly throughout the day.

2. Be responsible for working with family members for at least one month in keeping this order.

3. Take the leadership in doing the weekly cleaning in the family living area for one month.

4. Answer questions about this activity.

Suggestions for Maintaining Order in the Family Living Area

The way your family living area is used will determine what is to be done and how often. Here are some guides; add others which will make them meet your needs.

Daily:

. Tidy-up--remove unnecessary objects from room, and put other items in place.
. Throw out papers; empty trash cans, if needed.

. Wash ash trays.

. Quickly clean floor--dry mop, vacuum or sweep.

. Dust furniture (especially if sweeping is done).

Weekly:

. Vacuum or sweep floor.
. Dust upholstery with vacuum or whisk broom.

. Shake any small rugs out of doors.

. Wash fingerprints off walls and wood-work.

. Dust furniture, light fixtures, books and small things.

. Use a clean, slightly damp mop to dust wood or hard-surfaced floor coverings.

. Clean trash cans.

Remember, you will be smart to get family cooperation to prevent much disorder. Try the easiest ways for doing your tasks.

Report of Activity:

1. Tell what family members did to maintain order in your family living area:

2. What tasks were done daily to maintain order?

What tasks were done weekly?

3. Describe your plan for maintaining order in your family area:

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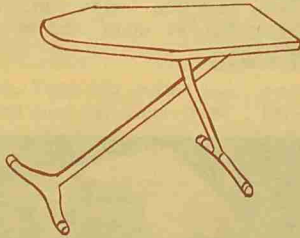




THE EASY WAY
TO IRON
AND FOLD
A SHIRT
OR
SHIRT TYPE
BLOUSE

MANAGEMENT ACTIVITY

FOR EASIER IRONING YOU NEED:



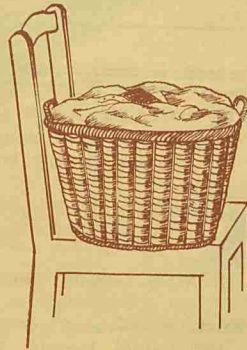
1. A sturdy ironing board with good padding and clean cover, and a board which can be adjusted to heights for sitting or standing.



2. A medium weight (2 1/2 - 3 lbs.) iron. It may be a dry or a steam iron.



3. A sprinkler (a sprinkler nozzle from the dime store can be used in a bottle).



4. A container for holding un-ironed clothes.

WHAT TO DO:

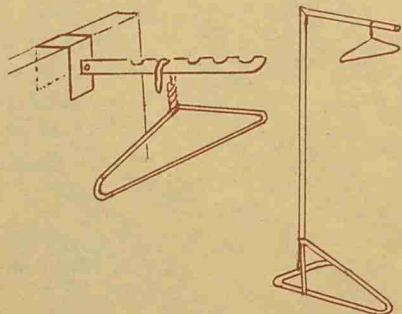
1. Learn to iron well in a minimum of time:

a. Time yourself while you iron a shirt or shirt-type blouse by your present method. If you have not learned to iron a shirt, omit this requirement and go on to part "b."

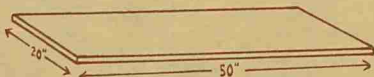
b. Learn the method in this lesson sheet for ironing a shirt. Practice this method at least 15 times. Now time yourself. How long does it take you to iron a shirt by this method?

2. Make one improvement in your equipment for easier ironing.

3. Answer questions about this activity.



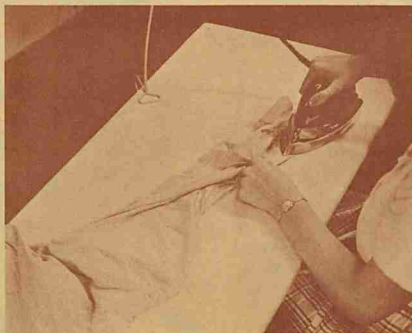
5. A holder for ironed clothes.



6. A wide board 20" x 50" helps for ironing shirts and large flat pieces. (Not essential; the regular ironing board can be used.)

GUIDES FOR IRONING A SHIRT OR A SHIRT-TYPE BLOUSE

Illustrations are shown using a wide board (20" x 50") over the ironing board. With the regular size ironing board, more moving is required for ironing the back and front of the shirt. Follow these guides.



1. Begin with left sleeve. Iron the placket next to you, then the inside cuff. Next iron the placket at other end of cuff.

BEFORE IRONING -- GET ORGANIZED

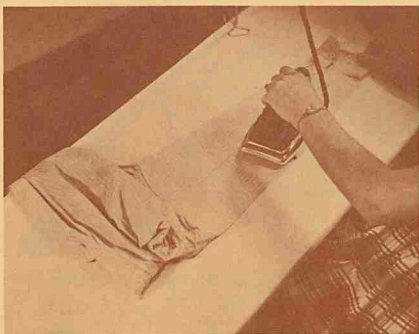
1. If shirts or blouses are starched, sprinkle lightly; fold loosely, to avoid getting additional wrinkles; place in a plastic bag and let set for about two hours so that the moisture is absorbed evenly. If you cannot iron them when planned, place the bag on a shelf in the refrigerator (never in a freezer--freezing weakens fibers) or hang the shirts and let dry. Warmth and moisture encourage the growth of mildew--never leave dampened shirts at room temperature overnight.

2. Set-up ironing equipment. Locate near an electrical wall outlet where there is a good light, and the temperature is comfortable.

3. Check iron for clean sole plate. Before plugging iron into outlet, remove burned-on soil by washing sole plate with sudsy cloth and then with a damp cloth. If soil still remains, use silver polish or sprinkle salt on heavy brown paper; heat iron to warm and rub over the salt. Wipe sole plate with damp cloth.



2. With the left hand, turn the cuff over and iron the outside of the cuff. Then turn the cuff back into the original position.



3. Iron back of sleeve, starting on the underside seam side. Iron toward the shoulder, then (iron in left hand) iron back toward cuff.



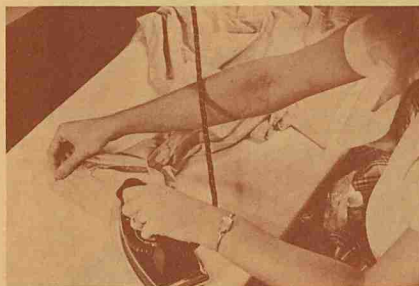
6. Now turn the shirt--cross the arms and grasp the collar points or the shoulder seams at sleeves. Then turn shirt over as you uncross your arms (the Z turn).



4. Move the shirt to the right. Pull out the collar directly in front. Iron the back of the collar and the band. Stretch firmly as you iron.



7. Right sleeve top is now in position for ironing. The cuff is already ironed. Iron this side of the sleeve the same as the other (No. 3).



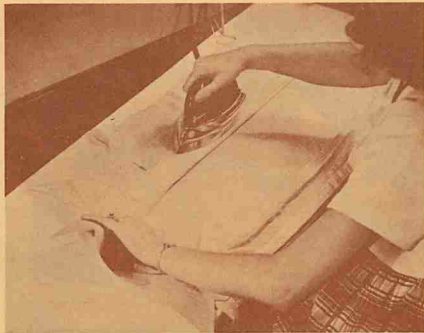
5. Move the shirt further to the right and pull out the right sleeve. Iron the cuff and back of sleeve (same as for other sleeve).



8. Smooth out the collar, and iron the collar and the band. Stretch firmly as you iron to insure a smooth finish with no wrinkles in the shirt.



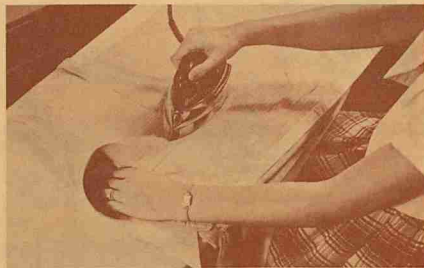
9. Move the shirt toward you and smooth out the yoke (and back underneath) into ironing position as shown here. Then iron the yoke.



12. Bring the left front into place, and turn the buttonhole band back. Then iron the underside. Avoid ironing a crease along the fold.



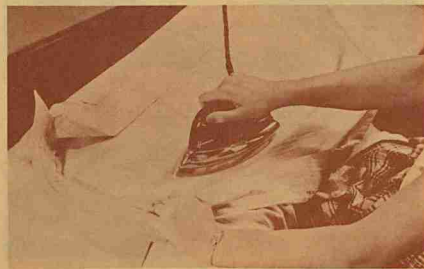
10. Move the shirt to the right and smooth the left sleeve into proper position. Iron this side as you did the other side of the shirt. (See No. 8.)



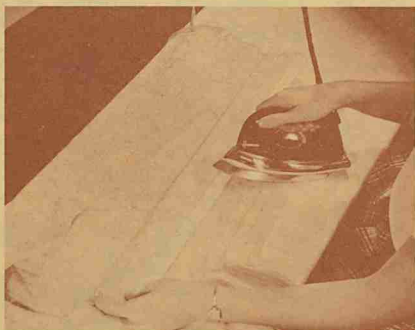
13. Iron the entire left front of shirt. When you are ironing the buttonhole band, hold the band tight to insure a smooth finish on the shirt.



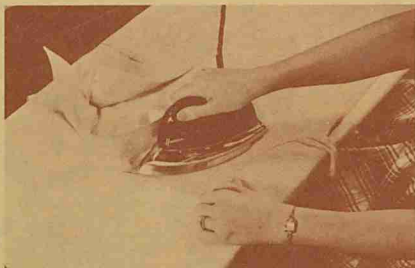
11. Grasp shoulder seams and turn the shirt to the position shown in the picture. Iron left half of the inside back, beginning at underarm seam.



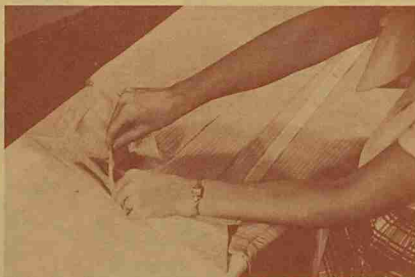
14. Move the ironed half away from you until the right half is in the ironing position. Then iron right half of the inside back as shown.



15. Bring the right front into place, turn back the button band and iron lightly over the buttons, holding the band tight with your left hand.



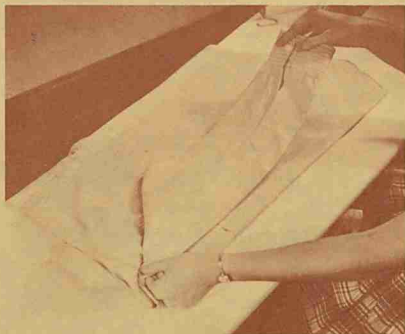
16. Turn the button band back into place and iron the right front. This completes the ironing process and the shirt is now ready to fold or hang.



17. Crease the collar down with the thumb and fingers; ironing a crease weakens the fabric. Hang on a hanger and button the collar, third and sixth buttons; or fold for storing.

WHEN IRONING IS FINISHED

1. Turn iron control to "off" position, unplug, and let cool.
2. Hang the shirt or blouse on a hanger and store in the closet or fold it and store in drawer or in a box.
3. To fold the shirt or blouse for storage, follow these steps:



1. Turn the shirt over, front side down, and fold the left side in and the sleeve down.



2. Fold the right side in and fold the sleeve down the same as you did the left sleeve.



3. Next fold up the lower third of the shirt.



4. Then fold the shirt again toward the collar.



5. The shirt is now ready for wearing or storing.



6. Here you see the folding of the shirt finished.

Report of Activity:

1. Length of time required for ironing a shirt by present method: _____
2. Time required to iron a shirt by method in lesson sheet: _____
3. Describe the results of the two methods. Which was best? _____
Why? _____

4. How many shirts or blouses have you ironed? _____
5. Can you follow the suggested method easily and get good results? _____
6. Why is this considered a good method for ironing a shirt or blouse? _____

7. List ironing principles you learned and can use in ironing other items: _____

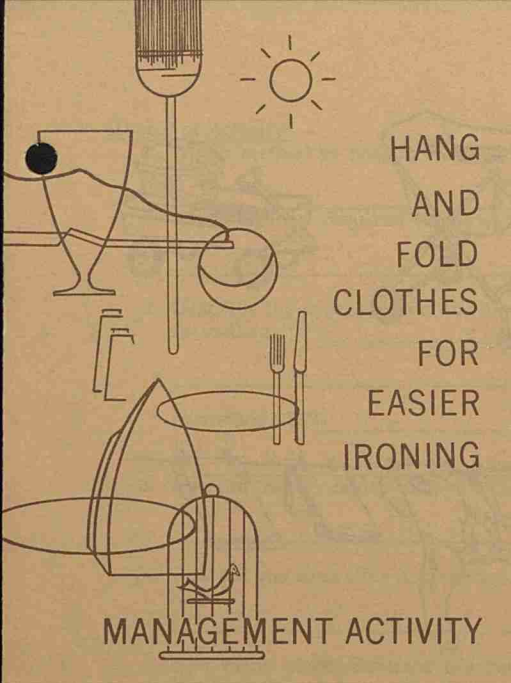
8. Whom did you show how to iron by the method suggested in this lesson? _____
9. Did you hang or fold your shirts or blouses? _____
10. What improvement in your equipment did you make for easier ironing? _____

Compiled by Home Management Department

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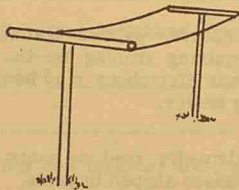




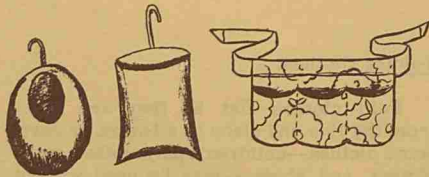
HANG
AND
FOLD
CLOTHES
FOR
EASIER
IRONING

MANAGEMENT ACTIVITY

You will need:



. A non-rusting line, easy to reach, located near your wash area.



. A clothes pin holder that's easy to use and within easy reach.



WHAT TO DO:

1. Compare the time and energy used for various ways of hanging clothes and the appearance of the clothes for each method:

a. Hang several pieces of clothes. Pick up one piece at a time from a container sitting on the ground. Find an edge of the item and pin by the edge to the line. Let the wind blow the item open. How much time does this take? How do the clothes look when dry--are there many wrinkles? Are there "dog-ears" where the pins held them?

b. Hang the same type and number of pieces of clothes as used for "a" above. Use the suggested tools and practice the procedures for hanging clothes outlined in this lesson sheet. How much time does this take? How do the clothes look?

c. Try folding clothes as they are taken from the line and place them in a basket or cart. Take other clothes from the line and drop in basket. Take inside the house and compare the appearance of the clothes that were folded with those just dropped into the basket. Is there a difference in appearance? What?

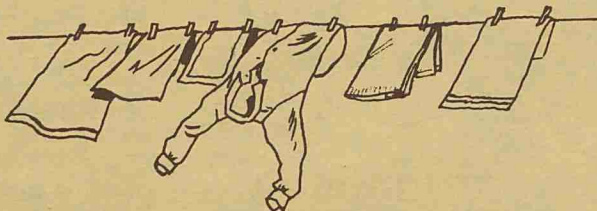
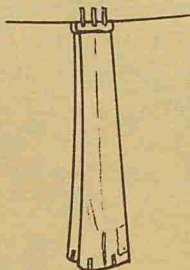
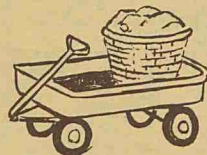
2. Select the best method for efficiently hanging clothes and making ironing easier.

3. Use this method and hang clothes at least six times. Demonstrate this method to someone else.

4. Answer questions about this activity.



- A clothes container, high enough to prevent bending, easily moved.



Hanging Clothes:

1. Shake clothes to open wrinkles before hanging on clothes line.

2. Hang similar items together.

3. Attach pins at strongest points.

4. Hang straight things--towels, pillow cases, table cloths and sheets (hems together) folded 6 to 8 inches over the line. Fold 1/3 of wash cloths over line.

5. Hang slips and gowns by folding bodice over line. Pin at side seams.

6. Hang dresses by shoulder seams or place on rust-proof hangers.

7. Hang shirts by the tail with 6-8 inches turned over the line. Pin at side seams and center front. Straighten sleeves, cuffs, and collar.

8. Hang shorts, pajama bottoms and trousers requiring ironing by the waist band. Trousers stretchers may be used to make ironing easier.

9. Hang drip-dry, no-iron pants by the cuffs with creases shaped in pants.

10. Hang heavy items such as blankets and bedspreads over two parallel lines for faster drying.

Folding Clothes:

Fold clothes flat as they are taken from the line and place in a basket or cart. Some clothes--children's play clothes, work clothes and sheets--may be used without ironing, if folded carefully. Fewer creases will be in the clothes which are to be ironed if you fold carefully.

Report of Activity:

1. Which method of hanging clothes required the most time? _____

Which method required the most energy? _____

2. Describe the appearance of the clothes:

In method "a": _____

In method "b": _____

3. How did the dry folded clothes differ from those just dropped into the basket? _____

4. How did you save time and energy in hanging clothes on the line? _____

5. How many demonstrations did you give on how to hang clothes on a line? _____

To whom? _____

6. Do other members of your family hang clothes as suggested in this lesson? _____

Why? _____

7. Did you make or add any equipment to help make the job easier? _____

If so, what? _____



Compiled by Thelma Hinson, Home Management Specialist

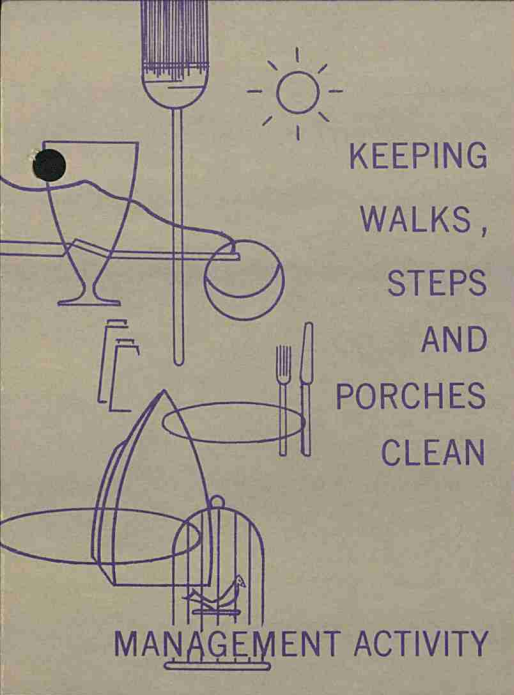
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(Reprint)

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KEEPING WALKS, STEPS AND PORCHES CLEAN

MANAGEMENT ACTIVITY

Make a worthy contribution to your family's responsibilities--plan the easiest way to keep the walks, steps, and porches clean and safe. Use your resources--time, energy, ability, and equipment--in the best way possible to maintain order, cleanliness, and safety. Your home will have a well-cared for look which will be inviting to your family and friends.

Labor-Saving Tips for the Easy Way:

1. Plan what is needed and when it will be done. Then follow plan.
2. Ask the cooperation of your family members in preventing excessive dirt and unnecessary clutter.
3. Keep dirt off and water and spills mopped up so that thorough cleanings will be needed less often.
4. Get together all equipment needed before beginning the job.
5. Use only clean mops, cloths and water.
6. Thoroughly clean and dry mops and cloths after use--then store, ready for the next use.
 - . Stand brooms and mops on handle end or hang. Never store on bristles, Why?

- . Hang brushes or store on back--never on bristles.
- . Fold clean cloths and store together.
- 7. Store equipment and supplies conveniently:
 - . Near point of use;
 - . So that items are easy to remove from and replace in storage.

The Care Needed:

Give your porches and walks regular and occasional care. How often care is needed will depend on:

1. The use--how often and for what activities. (Does family use porch as a "catchall"?)
2. The weather--rain causing water or mud?
3. The type materials--some show soil more readily than others.
4. Whether pets lie on porch.

A. Regular care requires:

- . removal of unnecessary or unsightly objects,
- . tidying of objects kept on porch (chairs),
 - . removal of water or spills,
 - . placing of mats for function and safety--on walk or away from edge of porch--never on steps.

B. Occasional care requires a thorough cleaning when needed. You may also need to clean the walls, windows, ceiling, and furniture on the porch. Get ready for the job. For the floors you will need:

- . a sunny day--if the porch is open,



WHAT TO DO:

1. Work out the best way to clean the walks, steps and porches in your home.
 - . Try different ways until you find one which will give the best results with a minimum of work and time.
 - . Use this method in keeping the walks, steps, and porches clean for 2 months.
2. Provide convenient storage for the equipment and supplies used in this task.
3. Answer questions about this activity.



- . warm sudsy water,
- . a mop (or stiff broom or brush),
- . clean cloths,
- . plenty of rinse water (a pail or a hose connected to water faucet),
- . to remove dirt by sweeping or vacuuming.

Guides for Cleaning Walks, Steps, and Porches

The following are guides you can use for cleaning wood, tile, concrete or stone surfaces:

1. Sweep to remove dirt and trash.
2. Wet the porch, then cleanse with suds water. Use a mop, broom or long-handled scrub brush for scrubbing the surface. Be sure to clean carefully in corners and around posts because dirt has a way of

collecting in these areas. Do not wet an area so large that you cannot scrub and rinse it before it dries.

3. After thoroughly scrubbing the surface, rinse it well. Be sure to rinse off all the suds and dirt. Rinse using a hose or a bucket of water.

4. Sweep off or mop up all excess water after rinsing. Do not allow wood floors to stay wet very long.

Additional Activities You May Need To Do:

1. If the house wall and windows on the porch are dirty, you may wash these before you wash the porch. Ask your leader for information on "Window Washing."

2. You may need to repaint the floor. Your leader can get you information on how to do this.

Report of Activity:

1. Describe the best way you found for doing this activity: _____

2. Tell what regular care you gave your walks and porches and when you did this: _____

3. Tell what you did for the occasional care: _____

4. How did your family help to make this activity easier for you? _____

5. Tell what you did to save time and make this activity easier: _____

6. Tell what you did to provide convenient storage for the equipment and supplies used for this task: _____

Prepared by Thelma Hinson, Home Management Specialist, and Mrs. Edith McGlamery Housing and House Furnishings Specialist



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PLAY GAMES WITH CHILDREN

MANAGEMENT ACTIVITY

It is fun to share and help others. You can do this by playing games with children. You can teach the children games. You can help their mother by playing with the children.

Playing Games with Children:

This can be lots of fun for you and the children. Choose children between the ages of 2 and 6 for the games. The children may be your brothers and sisters or a neighbor's children. Ask mother or the neighbor to assist you. Things to remember when playing games with children are:

1. Play short simple games which the child can understand.
2. Let the children try out the game. They learn by watching and playing.
3. Play some active and then some quiet games. Play active games out-of-doors or in a room where you have lots of space. The quiet games will let the children rest.
4. Play quiet games before mealtime. Children eat better when they are not too excited.
5. **Observe all safety rules and watch the children closely.** Children playing

games sometimes forget safety rules. Don't let them run in the house or into the street. You may think of other safety rules.

SOME GAMES TO PLAY. Can you think of other games?

1. Acting Games:

. Little Miss Muffet - You play Miss Muffet eating, then the child plays the spider and frightens you away. Take turns. Let the child be Miss Muffet and you be the spider.

. Jack Be Nimble - Place an object on the floor and jump over it like Jack jumped over the candlestick.

2. Singing Games:

. Ring Around a Rosy - Hold hands and skip around, singing the song until you call out the word "down," when all fall down on the ground.

. Here We Go Around the Mulberry Bush - Sing the song and act what you are singing. Have the child suggest what motions you do next, like brush teeth, eat breakfast, tie shoes, etc.

3. Guessing Games:

. Color Game - The person who is "It" says, "I see something and it is colored green." The other person guesses green things in sight until he guesses the right one. Then another person becomes "It."

. Crayon Game - Put on the floor or a table three or four crayons of different colors. The child hides his eyes while you take away one colored crayon. He then tries to guess which color is missing. Then you take turns and you guess which one the child takes away. The older the child is, the more colors you can play with at once.

WHAT TO DO:

1. Play games with children at least 5 times.
 2. Teach the children how to play 1 new game.
 3. Make a list of safety rules you need to observe when playing with children.
 4. Answer the questions about this activity.
-

4. Hiding Games:

. Hide and Seek - The person who is "It" closes his eyes while the other person hides. Then "It" has to find him. Take turns and have the other person be "It."

When it is your turn to hide, hide in an easy place for the child to find you.

. Hiding Objects - Hide Easter Eggs, colored paper, "It" has to find them. Take turns and have the other person be "It."

Report of Activity:

1. How many children did you play with? _____
2. What new games did you teach the children? _____

3. List the safety rules you followed in playing with children:

4. What did you learn from this activity? _____



Prepared by Thelma Hinson, Home Management Specialist, and Frances Jordan, Family Relations Specialist.

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CARE
FOR
SHOES
PROPERLY

MANAGEMENT ACTIVITY

Caring for your shoes requires management of several of your resources--time, energy, money and ability. Time and energy are used wisely when you:

- . Plan a definite time for cleaning and polishing,
- . Organize all equipment and supplies for the job,
- . Clean and polish all your shoes while the equipment is out,
- . Store the polish equipment and your shoes properly.

You save money because shoes look nice and last longer when cared for and stored properly. You use your ability when you polish your shoes rather than hire it done, and when you make storage equipment rather than buy it.

CARE OF SHOES

Each Day:

. Brush or clean off dirt and air shoes at least overnight after each wearing. This removes perspiration odors and helps prevent mildew. Shoes also last longer because you're taking out some of the dampness which rots the leather and the stitch-



ing. Alternate shoes between wearings for longer durability.

. Store shoes in shoe bags, on racks, or in shoe boxes after they have aired. If stored in bags or boxes stuff the toe loosely with soft paper to help hold the shape of the shoe.

. Use a shoe horn to prevent breaking down the back of the shoe as you put it on. Do not be guilty of taking shoes off or putting them on with the laces tied.

When Needed:

. Protect shoes from rain or snow by wearing boots or overshoes. If shoes get wet, dry them away from direct heat.

. Polish and shine shoes. This keeps shoes looking nice and lasting longer.

. Keep shoes repaired--stitch, replace thin soles, and keep heels squared up. Protective plates help prevent heels and tips from wearing down.

. Always thoroughly clean and polish shoes before storing them from one season to another.

WHAT TO DO:

1. Manage the care of your shoes--air, clean, polish and properly store them for 3 months.

2. Decide:

. What care is needed for your shoes,

. When you will do it, and

. Where is the best place in your

home to give your shoes the care needed.

3. Provide a rack or bag for storing shoes if you do not have one.

4. Provide a place for storing cleaning and polishing supplies.

5. Answer questions about this activity.

To Keep Your Shoes Clean and Shining:

To keep your shoes shining, polish them often with paste polish the same color as your shoes. Paste polish is suggested because it makes leather look better--it also keeps it soft and flexible. A very nice polish job can be done by hand, with an electric shoe polisher, or with a battery-operated shoe polisher. With an electric polisher, be sure to follow manufacturer's instructions and use it safely.

To Polish Leather Shoes:

1. Wipe away all dirt with a soft, dry cloth. If your shoes are especially dirty with mud or other soil, wipe them with a damp cloth and mild soap or saddle soap (available at shoe stores; recommended for leather). Be sure to rinse all the soap off with a damp cloth and let shoes dry before you put the polish on the leather.

2. If your shoes have light colored laces, wash them in hot soapy water and hang them up to dry.

3. Apply paste polish carefully to the rims of the soles. An old toothbrush is handy to get polish into the creases between the soles and the upper shoe.

4. Rub a light coat of polish evenly over the upper part of the shoe. Be sure you polish the shoe tongue and the area around the heel.

5. Wait 5 or 10 minutes for the polish to dry. Then rub your shoes with a soft, dry cloth to make the polish shine.

To Clean Special Kinds of Shoes:

Patent leather: Special polish is made for patent leather shoes. A light, even oiling with castor oil on a soft cloth one or two times a month helps keep patent leather from cracking.

Suede: Brush suede shoes often with a stiff brush or a small wire brush made especially for suede. To remove slick spots, spray lightly with special suede spray polish. Then brush lightly to make the nap stand up.

White Shoes: Colorless shoe cleaner or saddle soap is good to use on white leather until it becomes too dirty to clean this way. Then you can use regular white shoe polish. If you use a white cleaning powder made especially for white suede, buck, or cloth shoes, be sure you brush off all the old cleaning powder before applying a new coat.

Cloth Tennis Shoes and Sneakers: Rub soapsuds briskly into the cloth with a stiff brush. Take special care to clean the rubber rim around the soles. Rinse the shoes thoroughly with the brush and clear water. Wipe the shoe lining with a damp cloth. Wash the shoe laces. Stuff the toes of your shoes with tissue paper and dry them away from a fire or radiator. If your shoes suggest machine washing, be sure to follow instructions on the label.

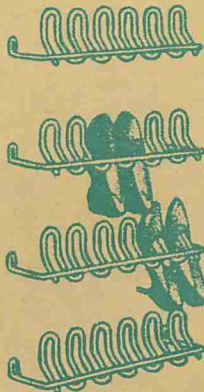
Watch Out for Mildew:

Mildew sometimes forms on leather shoes in hot, damp weather. Mildew is a thin layer of greenish growth that will harm leather if it isn't cleaned off often. Mildew can occur when you store shoes that are not dry of perspiration. You can keep mildew from your shoes by keeping them clean and dry. To remove mildew, wash it off with a damp cloth and dry the leather in front of an electric fan or outside in the shade. Then polish the shoes.

Storage Equipment for Shoes and Polishing Supplies

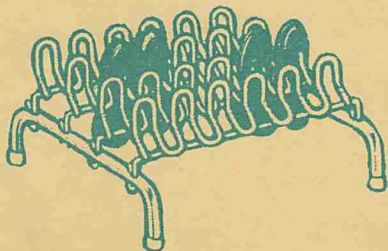
Good management requires good storage equipment for your shoes and polishing supplies. You can buy some of this equipment. Why not try your hand at making some of it?

A. Wire Shoe Racks

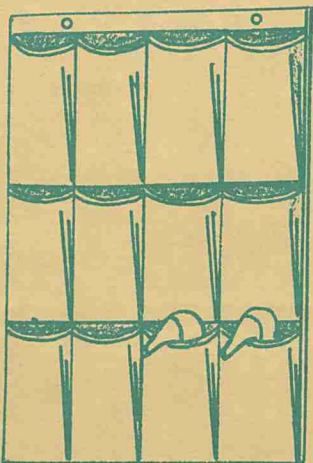


1. Attach to doors

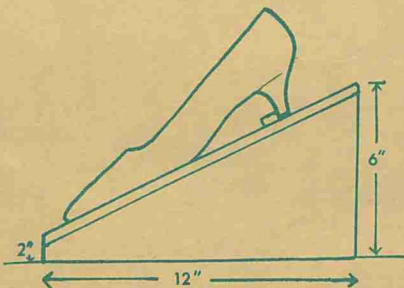
2. Sit on floor



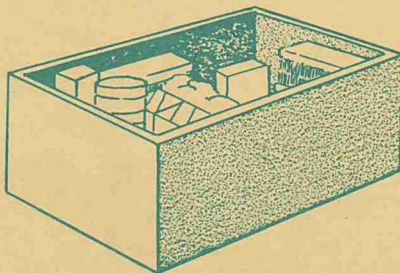
B. Shoe Bag--can be made from any firm fabric and attached to closet or bedroom door.



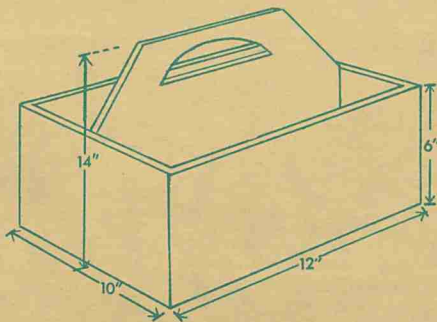
C. Portable Shelf for Closet



D. Shoe Box for Polish Supplies



E. Box with Divider-Handle - May be made from 1/4 inch plywood and finished with varnish.



Report of Activity:

1. Check the kinds of shoes you have: _____ leather loafer; _____ patent leather; _____ suede; _____ cloth sneakers; other (list) _____.
2. How often do you polish your shoes? _____
3. Where do you polish your shoes? _____
4. Describe the care you give your shoes: _____

5. Do you polish shoes for other members of your family? _____ Or teach them how to polish shoes? _____
6. Tell what you did to provide better storage for your shoes and polish supplies:

7. Did you use your resources wisely in this activity? _____ Tell how: _____



Prepared by Thelma Hinson, Home Management Specialist, and Ruby T. Miller, Clothing Specialist

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TABLE
SETTING
FOR
FAMILY
MEALS

MANAGEMENT ACTIVITY

SAVE TIME AND ENERGY

Is the table set--once, twice, or three times--each day in your home? This task can take much time and energy. But why let it? Help your family manage this task. Work out ways to save time and energy and still get good results. These suggestions will help you do this task.

1. Decide what the completed task is to be like. Do you want:

- . An orderly, well-balanced table?
- . An attractive and interesting table decoration?
- . A table complete with all equipment needed for gracious dining?

2. Plan in advance what you will use for the table decoration.

3. Study menu and get from storage area all equipment needed for meal.

4. Use a tray or cart for carrying equipment safely and with fewer trips.

5. Use both hands for placing equipment on table.

6. Use smooth, rhythmic motions instead of hurried, jerky ones.

7. Place all equipment needed for one person, then move to next person's place so that only one trip is needed around the table.

8. Place all equipment on the table in an orderly well-balanced manner.

9. Each time you set the table, practice

WHAT TO DO:

1. Learn to manage your resources (time, energy, ability) wisely for table setting--try this experiment:

a. Set the table for an evening meal as you ordinarily do or as your mother does. Ask your mother to count the number of trips you make and the time you use in completing the job. Record on form at end of this activity.

b. Set the table 10 times--be sure to use the time and energy saving methods suggested in this lesson sheet. Now get mother to count your trips and time you again as you set the table for an evening meal. Record results. Compare methods "a" and "b."

2. Work out the best method for you to save time and energy and still get good results.

3. Make three interesting "low-cost" or "no-cost" table decorations.

4. Answer the questions about this activity.

saving time and energy and follow the guides in this lesson sheet.

10. Share the "how to" of your new method with other members of your family. They can gain extra time for special things rather than using it for setting a table.

Let's Set the Table¹

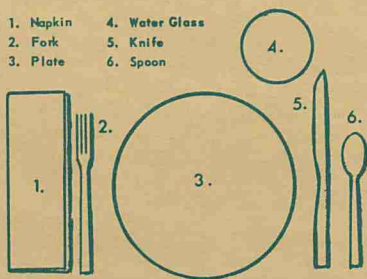
The table should be large enough for the number of people to be served. Allow at least 20 inches of table space for each person.

Use a tablecloth, place mats, or dollies. If you use a tablecloth, place a pad of heavy material, called a silence cloth, on the table first. It will protect the table from hot dishes, lessen the noise and make the table cloth look smoother. Your tablecloth should hang several inches over the edge of the table.

Your family might prefer place mats. They are fine to use on table tops which are polished or have an attractive finish. Usually plain colored mats or cloths look best with figured china. Place mats about 1/2 inch from the edge of the table.

1. Napkin
2. Fork
3. Plate

4. Water Glass
5. Knife
6. Spoon



The plate, knife, fork, spoon, glass and napkin arranged on the table for one person is called a "cover."

1. The plate should be in the center of the cover.

2. The knife should be to the right of the plate with sharp edge turned toward the plate.

3. Spoons go to the right of the knife with bowls up. The modern trend is not to place the dessert silver on the table until the dessert is served.

4. The fork is placed to the left of the plate, prongs turned up.

5. The lower edge of silver should be about one inch from the edge of the table.

6. The butter spreader is placed across the top of the bread and butter plate.

7. The napkins may be placed on the table in a number of ways. Most often it is placed at the left of the fork with the open corner toward the lower end of the fork. Some people prefer the open corners the other way. Just be sure all of the napkins on the table are placed the same way.

8. The water glass should be near the tip of the knife. Milk or iced tea glasses are placed to the right of the water glass and a little nearer the edge of the table.

9. The cup and saucer are placed to the right of the spoons, about two inches from the edge of the table.

10. The bread and butter or salad plate is placed a little to the left of the tip of the fork. When both bread and butter and salad plates are used, the salad plate is placed a little to the left and slightly below the bread and butter plate.

11. Chairs are placed in front of each cover with the front edge of the seat in line with the table edge.

Table Decorations

Some type of table decoration adds interest to any table setting. There are many things around your home which you might

use--flowers, fruits, plants, or other interesting objects. Use your imagination and make interesting and attractive decorations which cost very little or nothing. In making your decorations remember:

. To keep them low so that people can see over them. The arrangement should be less than $\frac{1}{3}$ the width and $\frac{1}{3}$ the length of the table.

. To use candles only when they are to be lighted. They should burn at a height above or below eye level.

. Decorations may be placed in the center of the table, to one side, or at the

end if balanced with food or individual covers.

For additional information ask your leader

for:

1. "Your First Flower Arrangement," Mimeographed, House Furnishings Department, Agricultural Extension Service, N. C. State University, Raleigh, N. C.

2. Read "table setting" in an etiquette book available in libraries.

3. Look in magazines for ideas on table decorations.

Report of Activity:

1. Record of experiment:

a. Regular Method

Number of trips _____

Time used _____

2. List ways you used to save time and steps.

b. Time and Energy-Saving Method

Number of trips _____

Time used _____

3. Describe the table decorations you used and tell the cost of each.

4. Do other members of your family use time and energy saving methods for setting the table? _____ Who? _____



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Published by
THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

4-68-7M

(Reprint)

4-H C-15-6

Management Project 2

MANAGE FOR A BETTER LIFE. . .

Now that you have completed Management Project Book 1 and have experienced managing activities, you know that the management project can help you use your resources to get more of the things you want. Your resources include time, money, knowledge, ability and material possessions.

What are some of the things you want in life? Could they include:

More Time for --- Friends
Sports
Leisure or free time

More Money for --- Recreation
Clothes
Basketball

More Equipment or
Goods for --- Attractive homes
Easier home tasks
Recreational Activities?

How can you acquire the things you want? Take the surest route!

1. Decide what

2. Plan how

3. Follow plan

STEPS FOR COMPLETING THE PROJECT

1. Complete the activities required under PROJECT ACTIVITIES.
2. Write the story about each activity on your paper and attach to this project book.

PROJECT ACTIVITIES

A. Activities Required:

1. My Time Plan for a School Week or a Summer Week
2. S-T-R-E-T-C-H Your Money
3. My Room -- Its Care

B. Complete any two of the following:

1. Caring for Recreational Equipment
2. Safety with Electricity for My Family and Me
3. Something for Others

C. If you wish to do additional activities:

1. Complete some activity you did not do in Management Project I.
2. Select an activity in which you are interested, seek information on how to best manage it.

MY TIME PLAN FOR A SCHOOL WEEK

OR A SUMMER WEEK

WHAT TO DO:

1. a. Plan your time for a school week or a summer week.
 - b. Keep a record of how you actually used your time during the week.
 - c. Write a short story using the questions at the end of this activity as a guide.
-
-

A PLAN CAN HELP

Do you ever say, "I just don't have time for _____? Maybe there is a way to find time for it. You can have time for many of the things you want to do by deciding ahead how you wish to use your time.

Business people plan their time on a desk calendar for days, weeks and months ahead. The busier they are, the more they need to make definite plans about how they will use their time. Planning a time for their activities gives them a guideline to follow as they do their work.

You are a busy person also. You use your time for many activities each day. Some of these you do every day--dress, brush hair, eat, sleep and work. Others you do only on certain days--home tasks, church or community activities and sports. Planning when you will do these activities and following your plan will help you to get things done and make life a little smoother.

You will be planning your time for only a week ahead. A weekly time plan tells what day and exactly what part of that day you will use for each activity you want to do.

Suggestions for Making Your Time Plans

One weekly time plan will be made during the school year and the other during the summer. You will use the same suggestions in making both time plans. A sample time plan is shown with this activity. You will make a form for your time plan like this sample on separate paper. Make it large enough for you to write in your activities. Make one form for the plan and another to keep a record of how you actually did use your time during the planned week.

1. List the activities you will be doing during the week. Estimate how much time you will need for each activity. A businessman knows from experience just how long he needs to plan for a conference. So do you know from past experience how much time is needed for washing your hair. It may be a little more difficult to estimate the amount of time you will need for an activity you have not done before. Example: Wash and dry hair - 1 hour; clean my room - 1 hour and 15 minutes.

2. As you make this list, think of the following:
 - a. Are there any special school, family, 4-H, church or other community activities this week? Put these into your plan first since there will be a definite time set for them.
 - b. Do I have any special personal plans this week--shopping for new shoes, seeing a movie, going to a birthday part? Schedule a time for these second.
 - c. What are the big blocks of time in my daily and weekly routine? This would include items like wash and set hair, clean room, study, mow the lawn and practice music lesson. Since these involve you personally, you have more choice in when you do them. Put these in your time plan third.
 - d. Are there some other activities you would like to do if you have time? Look over your time plan now and see if they can be worked in. Perhaps you may be able to move some things around a little.
3. Check your plan. Have you:
 - a. Allowed enough time for each activity.
 - b. Allowed time for unexpected things like telephone calls and some "spur of the moment" activities.
 - c. Left some empty spaces for time when you just want to do what you happen to feel like doing at the moment. Every person needs some really "free" time.
 - d. Made a time plan that fits your needs. Experiment with different ways of planning your time.
4. Remember a time plan is your helper. If it helps you to use your time like you want to, then it is doing its job. It should be flexible for changes, if they are needed.
5. Evaluate your time plan. Determine in what ways it was helpful. Decide how you can change it so it will be more helpful.

A Sample Time Plan Is Shown

You will make forms for your time plans like this sample. Use separate paper for each. Make the spaces large enough for you to write in your activities. Make one form for each plan and another for each to show how you really used your time.

A list of Jane's Activities for May 9 to May 15

Special Community and Family

Family reunion - 5 hours
4-H Meeting - 2 hours
Sunday school and church - 2 hours
Music lesson - 1 hour
Young People's meeting - 1½ hours
Church practice - 1 hour

Weekly Routine

Practice piano - 1 hour each day
Wash and set hair - 1 hour
Clean room - 1 hour
Clothing care - 1 hour
Study Monday through Friday - 1 hr.
Sunday School lesson - ½ hour

Special Personal Activities

Movie - 3 hours
Special TV programs - $2\frac{1}{2}$ hours
Baby sit - $2\frac{1}{2}$ hours

Extra Activities

Work on 4-H project - 2 hours
Write letters - 1 hour

(SEE SAMPLE TIME PLAN ON BACK)

Write a story about your time plan using the following questions as a guide:

1. Did you use your time as planned? If not, tell how your use of time differed from the plan.
2. Were you able to do all the things you planned? Why? or Why not?
3. If you plan too many activities, what can you do to make your plan work?
4. How can this lesson help you manage your time better in the future?

Jane's Time Plan for a School Week
May 9 to May 15

Days	6:30 - 9:00 AM	9 - 12 noon	12 noon - 3 PM	3:00 - 6:00 PM	6:00 - 10:00 PM
Sunday		Sunday School 10 - 11 Church 11-12	Get ready for picnic Family reunion and picnic →		Young People's meeting 7-8:30
Monday	Ready for School bus 7:30 Set Table	School	School	Study 5-6, Work on history report Practice piano 4-5	Work on 4-H pro- ject 7-8 Special TV pro- gram 8-9:30
Tuesday	Ready for School bus 7:30 Set table	School	School	4-H Project Meeting 4-6	Study 7-8 Practice Piano 8-9
Wednes- day	Ready for School bus 7:30 Set Table	School	School History Report	Choir practice 4-5 Write letters 5-6	Study 7-8 Practice piano 8-9
Thurs- day	Ready for School Bus 7:30 Set table	School Book Report Due	School	Piano lesson 4-5 Free Time 5-6	Study 7-8 Clothing Care 8-9, Special TV Program 9-10
Friday	Ready for School bus 7:30 Set table	School	School	Practice piano 4-5 Free time 5-6	Movie 7-10
Satur- day	Sleep late Dress Clean room 8-9	Baby Sit 9:30-12:00	Practice piano 1-2 Wash and set hair 2-3	Free time (visit, read play)	Work on 4-H Project, Study Sunday School Lesson

S-T-R-E-T-C-H YOUR MONEY

WHAT TO DO:

1. Plan to serve either cake or cookies (choose one) for a club meeting, family dessert, party or any other occasion.
 2. List the different ways available to you for providing whichever dessert you chose.
 3. Find out by actually shopping for this product what the cost will be for each way in which it could be purchased and/or prepared.
 - a. Decide which method of providing the cake (or cookies) will be the best use of your money in your particular situation.
 - b. Actually purchase and/or prepare your chosen product and serve it.
 4. Write a short story about this activity. You may use the questions at the end of this activity as a guide.
-
-

Money is necessary to buy the things you want. Since it is limited, you need to decide the best way to spend it to give you the most satisfaction. Learning to buy carefully can make your money S-T-R-E-T-C-H.

You are not born a wise shopper. Learn to be one through practice. Even the most experienced shoppers make mistakes, but they learn from those mistakes. Practice shopping on less expensive items first where mistakes will not be such a "calamity." A 39¢ bag of cookies which nobody likes can be thrown out more easily than a \$10 dress which doesn't fit right.

See what you can learn about wise buying when you purchase and/or prepare cookies or cake for refreshments. Use the following guides.

1. Know what you are shopping for. Once you have narrowed your choice down to cake (or cookies) you will not need to spend time looking over all of the other possible products in the store which you could have served.
2. Know the occasion for which the product will be used. A birthday party might call for something different than a regular family dessert. Will you want to serve the refreshments just on a napkin, as for example, you might at a club meeting; or will you use plates and silverware. You would want to choose something that wouldn't be too crumbly, sticky or hard to handle for eating out of the hand. Where will you serve this? A cake with a sticky, gooey frosting might be fine to serve at home, but a little difficult to transport to a picnic. How many will you be serving? Can you plan on a definite number, or will you need to allow for extra people? A cake can be cut into different size pieces to allow for different numbers; whereas, cupcakes are a little difficult to divide. Are you familiar with what the likes and dislikes are of the group you will be serving? Would they enjoy something unusual or prefer the old favorites?
3. Know the different ways available to you for providing this refreshment. It will depend on where you live and the transportation available to you. You

may be surprised at the number of different ways you can purchase and/or prepare cakes or cookies. Consider these:

Purchased ready-to-serve

Bakery
Packaged in bakery section of grocery store
Stores for day-old bakery products
Frozen food section of grocery store,
ready to eat

Some preparation at home

Packaged mixes to be prepared
and baked (some take extra
ingredients)
Frozen ready to bake

All prepared at home

Make "from scratch" using ingredients which have been purchased at a store or produced at home

4. Compare costs and quality (Begin to work on this activity early enough so you will have time to do a thorough job of studying costs before you need to do any buying.) To do this you will need to know how many you will be serving. This will help you to determine how much you will need to purchase. Will you plan for "seconds?"

The time you will need to spend in purchasing and/or preparing the cake and cookies is one of the costs you will need to consider. Do you have the time necessary for doing more of the preparation yourself?

Remember also that it costs a few cents to use your oven at home so take that into consideration. If you use the oven while something else is baking, your cost will be almost nothing.

If your product is purchased ready-to-serve, there would be no additional money or time cost unless you had to make a special trip for it. Partially prepared products will need some of your time, the use of an oven and sometimes some extra ingredients.

The least expensive product may not be the best way for you to spend your money. If the product doesn't taste good or nobody likes it, you will be disappointed in your purchase. Sometimes the only way to tell if you will like a product is to try it out. If you are trying something very different, get the smallest amount that you can and try it out at home before serving it to a special group. Your family makes a good test group, and you won't be embarrassed.

Decide which of the products you have studied will be the best buy for you considering the occasion, the costs in time and money and the likes and dislikes of your group. Serve this product and see if it works out as you had planned.

Write a short story about this activity using the following questions as a guide:

1. What occasion did you choose to serve your cake or cookies? Tell a little bit about the group.
2. Why did you choose the method of obtaining the cake or cookies that you did?
3. After serving the refreshment, do you think you did a good job of spending your money, and why?

MY ROOM -- ITS CARE

WHAT TO DO:

1. Care for your room regularly for two months. Use the recommendations in this lesson sheet.
 2. Get Mother to assist you with one special cleaning job in your room such as draperies or curtains, bedspread or floors.
 3. Develop good habits to reduce cleaning and use ways to save time and make cleaning easier.
 4. Write a short story about your activity, you may use the questions at the end of this activity as a guide.
-

Your room is an important place in your life. It is where you store your possessions and carry on many of your everyday activities such as general grooming, dressing, studying, sleeping, letter-writing, resting and leisure activities or visiting with friends. Your room represents you as a person. Take a good look at your room. Is the picture one of peace, order and comfort? Is it satisfactory for all activities you wish to do? Is it arranged for your comfort, convenience and safety?

Caring for your room will require some work and time. But, it need not be hard or take too much time. If you share your room, make the job easier by sharing the responsibility for caring for it.

There are many ways you can practice good management in caring for your room. You will need to be conscious of time and motions, make the best use of what you have and learn to take good care of your belongings and furnishings. Use these guides to help you do the job quickly and easily:

1. Organize things for easier and quicker work. Have a place for everything and keep things in their places. Arrange your furniture and furnishings into areas for dressing, studying, sleeping, etc. Store similar items together.
2. Reduce the cleaning required. Here, "prevention is better than cure." Learn to pick up as you go along. Put things back in their places after using them.
3. Decide upon a schedule for cleaning. List what must be done and when you will do it. You will need to do some things each day and other things less frequently.
4. Develop good work habits. Learn the best method for doing the job. Get all equipment needed before beginning the job. Put things back into place after use.
5. Use the best equipment for the job. If available, use a vacuum cleaner for cleaning the floor and dusting rather than a broom and dust cloth.
6. Practice safety. Arrange your room to avoid your walking into sharp corners. Be sure scatter rugs are anchored to prevent slipping. Store oily dust cloths in metal or glass containers which can be tightly closed.
7. After you have finished a job in your room, answer these questions:
 - a. Are the results good?
 - b. Was it hard to do?
 - c. How can it be done easier with better results?

Establish a standard of order and cleanliness for your room. Decide just how you want to keep it. You will want your room to look lived in, but not as if the wind had swept through it. Choose a standard which you can maintain. The standard you choose will determine how frequently and what you clean. Here are suggestions for maintaining a reasonably clean and orderly room. You can adapt these to your needs.

Each day

Air bed and make it. As you get up, turn covers back to foot of bed. Let bed air while you dress and have breakfast. Make bed. Learn to straighten all covers and spread and place pillow on one side of bed, then go to other side and finish the job. One-trip around the bed is good management.

Hang, air and put clothes away. Care for clothes as they are taken off. Hang coats, dresses, skirts, trousers or shirts to air and dry, then put in closet. Spread knit garments on a table or bed to air, then fold and place in a drawer or box. Air and dry soiled clothing, then put in a container for laundering. Air shoes, then put on a shoe rack, in shoe pockets or box or on a shelf in the closet--not on closet floor.

Straighten and place objects in the room. Put books, personal items, hobby materials or accessories in place. Straighten furniture and adjust windows and shades.

Once a Week or More Often if Needed

Change bed linens. Make the bed with clean linens and follow the one-trip bed making method. If you are not familiar with this method, ask your leader for information. Solid cotton or hair mattresses and innerspring mattresses will wear better if turned once a month. Turn completely over one month and end for end the next month.

Clean rugs and floors. A vacuum cleaner is best for removing dirt from rugs. If you do not have a vacuum cleaner, take small rugs out doors and shake well to remove the dirt and dust. To clean the floors use a vacuum cleaner or a broom and treated floor mop. When using a vacuum cleaner, dust the furniture, then clean the floors. When a broom is used, clean the floor first, then dust furniture and accessories.

Dust thoroughly. Furniture, books and accessories need dusting. Use a vacuum cleaner or clean treated dust cloth or mitt to pick up the dust. A dry cloth will stir up much of the dust rather than pick it up. Start at one place and work around room, dust all corners and grooves of furniture and window sills. Try some of the commercial preparations available for treating your dust cloths and mops or ask your home economics agent for directions for making your own. CAUTION treated cloths should not be left on closet shelves or in any open container. They are a fire hazard. Keep in a tightly closed container.

Clean accessories and put things in order. Empty wastebaskets and remove dust with a damp cloth. Clean mirrors with a glass cleaner or use suds water, rinse and shine (newspapers are good to use for shining mirrors).

Write a short story about your activity using the following questions as a guide:

1. How clean and orderly did you decide you wanted to keep your room? (What goal were you working toward?)
2. What kind of a plan did you work out for keeping your room orderly?
3. What problem or problems did you especially need to work on in order to have your room look the way you wanted it to look?
4. What changes would you make to improve your room care in the future?
5. What did you learn in this activity that will make cleaning easier for you in the future?

CARING FOR RECREATIONAL EQUIPMENT

WHAT TO DO:

1. Decide what your "goal" will be in caring for your recreational equipment.
2. Learn how to care for your equipment and plan how to care for it when in use and when in storage.
3. Work out a system for storing your recreational equipment. Use your system and make improvements on it when necessary.
4. Write a short story about the way you managed your recreational equipment. Use the questions at the end of this activity as a guide.

Playing games (indoors or out), listening to records, playing musical instruments and working at hobbies are activities which can be a lot of fun. These activities are called recreation because they re-create or refresh a person. It is important to manage for time to relax after working hard or to manage for active play after sitting still doing "brain-work." There needs to be time allowed for recreation with two or more people as in kickball, tether-ball, and group singing--as well as time for individual recreation.

Most recreation involves equipment. Recreational equipment requires management in its care--both while being used and while being stored. The management will be planning how you will take care of your equipment, caring for the equipment, and deciding whether or not this is the best way for you and your family. You may want to make changes from your original plan. This is all part of managing.

Can you manage the use and care of your recreational equipment better than you have been? In order to manage the care of your equipment, you must have a goal.

It might be: (1) To be able to find your equipment when you need it (2) To have it in "top" condition so it will last longer (3) To have it usable--nothing missing or broken.

Decide what your goal will be. It may include all of these things and more. Once you know your goal, you will know what you want your results to be or what you will be managing for.

Suggestions for planning the management of your recreational equipment. (Don't bother equipment that belongs to other family members without their permission!)

1. List the games, sports equipment, musical instruments and equipment and hobby and craft equipment and supplies which you need to care for. Example:

Monopoly
Checkers

Baseball glove
Bat and ball

Record player
Records

Tennis racquet
etc.

2. Care of Your equipment. In order to decide how to care for your equipment, you need to know what material your equipment is made from and then find out

how to care for that material. Sometimes directions for care will come with the equipment. Save these so you will have them when needed. Most materials will have enemies which are working constantly to destroy them. Learn what you can do to keep these enemies from destroying your recreational equipment.

Common Enemies

WATER - Will lead to rotting of most materials. Water damage will occur not only when objects are left out in the rain, but when they are left lying in damp grass or left outside at night when there is a heavy dew.

SUNLIGHT - Will fade colors and deteriorate most materials such as rubber, nylon or cotton. It will cause wood finishes to crack or craze.

HEAT - Causes warping of plastic materials and dries out wooden and leather materials

MILDEW - Caused by molds which grow on any natural fiber when it is humid or damp enough. Mildew will discolor articles and give them a musty odor. Dust and dirt are good food for molds so mildew is likely to grow on equipment which is not kept clean. Keep equipment clean, dry and stored where there is good ventilation. If equipment is stored in the bottom of closets and drawers where there is little chance for air circulation, check often during hot, humid weather to be sure mildew is not present. (You may want to ask your Extension Agent for Home and Garden Bulletin No. 68 - How To Prevent and Remove Mildew, if mildew is a problem in your home.)

RUST AND OTHER CORROSION - Metals are actually eaten away. Moisture speeds up all types of corrosion. Salts and acids, even from the perspiration on your hands can corrode metals. Materials which touch metal may become rusted or corroded also.

CARELESS USERS - Worst enemy of all. Equipment should be used for the purpose for which it was intended and put away when the user is finished. The other enemies will not have a chance if the user does his part.

Beating the Enemies of Game Materials

Cardboard and Paper - (Indoor games, rule books) Most games come in boxes--usually of cardboard. These boxes are good to keep games in. The boxes get stepped on and torn when left lying on the floor while playing the game. Masking tape is very good for repairing and strengthening these boxes. Corners, especially, will break easily. If the box is lost or not repairable, you will need something to keep small playing pieces in. How about small plastic bags? Cloth drawstring bags could be made quickly from scraps at the sewing machine.

Rules and instruction books are another problem. They tear easily and may need to be taped with a transparent tape. Keeping them with the game can help settle many potential arguments. Can they be taped to the lid of the box or to the playing board in some way? (Don't tape them down so they can't be read or used while a game is in progress!)

Leather (Baseball mitts, special shoes) Saddle soap (found with shoe care supplies) is one of the best leather cleaners. It will keep the leather soft and pliable

as well as clean. Watch out for mildew. If leather becomes wet, dry it slowly. You may use Neatsfoot oil or other leather dressing sold at sporting goods stores to help restore softness.

Cloth or Fibers (Playing nets, ropes, sleeping bags) Sunshine, rain and dew will rot nets if they are left up outdoors for a long period of time. If nets are too difficult to take down and put up between use, maybe an easier method could be worked out for putting them up. Be sure they are dry when stored to prevent mildew. Sleeping bags need airing after use. A sheet liner will help to keep the bag clean. It can be tied in with tapes sewn along the edges of the inside of the bag so it will be easy to remove for washing. Store in a dry, ventilated area.

Wood (Bats, croquet mallets and balls, racquets) Wood needs a finish of some kind to protect it. Would a new varnish or paint job "spruce up" your wooden equipment? Combination of heat and humidity can warp wood. Careless users can be very hard on wooden equipment! Ball bats are made to be used with the "trademark" up. This helps to prevent splitting the bat on the grain of the wood when a ball is hit. Croquet mallets are made to knock wooden balls around a playing court--not to pound stakes or to hit the ground or a tree when a player is mad, or to sit on when a player is tired!

Metal (Bicycle, poles for nets, basketball hoops) Needs protection from rust--before it rusts! Paint especially made for metal will keep equipment new looking. If there is any rust, be sure to polish off with fine steel wool before painting. There are many waxes on the market which will renew the metal finish as well as protect it. Keep moving parts lubricated - follow directions from the manufacturer. New "clean" silicone lubricants are good because they don't stain like oils and grease when they get on your clothes or other equipment. Bare metal parts should be dried and wiped with an oiled or waxed cloth to clean and give a corrosion preventative film before storage.

Plastics (Records) Store away from heat to prevent warping. Dust, scratches and careless users are big problems. The original covers are good for storage. Look around to see what is available for keeping your records in good order.

Machines (Record players, tape recorders) Very important to follow the directions of the manufacturers for use and care. There are many different kinds of machines and each is a little different. Ask someone who sells your particular machine about its use and care or talk with a repairman about some of the common problems.

3. Storage In order to keep each piece of equipment in good working order, you must provide a "home" or storage spot for it. There are many different ways of storing equipment. The way you decide to store yours will depend on the equipment which you have, the available space you have for storage, and the ingenuity you use in working out the storage problem.

Observe how other families store their equipment. Look through magazines and books for ideas. Ask other people for help. The two most important things to consider:

1. Article is relatively easy to get out and put back.
2. Article will be kept in good condition where it is stored.

When you write your story about this activity to keep with your book, use the following questions as guidelines:

1. What was your goal?
2. What were the biggest problems you had to solve in caring for and storing your recreational equipment?
3. Did you need help in deciding the best ways to manage your equipment? If so, who or what was most helpful and why?
4. Did you have some equipment that needed repair? If so, how did you decide to take care of it?
5. Are you satisfied with the way you are now caring for and storing your recreational equipment or do you think you might make further improvements? Why?

SAFETY WITH ELECTRICITY FOR MY FAMILY AND ME

WHAT TO DO:

1. Sponsor an electrical hazard-hunt in your home. Get your parents to help you locate and list existing electrical hazards.
2. Work with parents in correcting these hazards.
3. Teach safety rules to family members and friends.
4. Complete questions at the end of this exercise.

Let electricity always be your friend. It can be a helpful servant when treated with respect and used properly. It can also be a terrible enemy when misused.

Here are some rules to help you "play it safe" with electricity:

- Know where the main switchbox is located and learn how to pull the switch to cut off the current.
- Keep the space around the switchbox clear so that it can be reached easily and quickly.
- Always replace a fuse with one of the proper size. If you are not sure about the size, use a 15-ampere fuse. Disconnect the main switch for safety before changing fuses.
- Never use a penny back of a fuse. This can allow excessive current which would melt the wires and cause a fire.
- Never touch a bare electrical wire or any metal that is touching a bare wire.
- Never probe into outlets with metal objects.
- Replace worn or frayed extension cords.
- Never place a lamp, TV, radio, etc., near the bathtub.
- Never leave an iron with cord plugged into an outlet.
- Never fly a kite near overhead wires, electricity may come through the string to you.

- Be sure all electrical equipment--dishwasher, washing machine, hand tools--which might be used in damp areas or with water is properly grounded.
- When you are through using a toaster, heater or other electrical appliance, turn the control to the "off" position and for safety unplug it.
- Run extension cords in places that are out of the way but not through doorways, under rugs or over radiators.
- Make sure that cords and electrical equipment which your family buys meet the Underwriter's Laboratory safety standards. When electrical equipment has the UL label (usually on the nameplate), it means that it meets the minimum electrical safety standards when used for its intended purpose. Find a UL label. Can you describe it?
- Always unplug electrical equipment before cleaning it. Never plug more than one cord into an outlet by using "octopus" connections. Find out what is meant by "octopus" connections. Always dry hands and stand on dry surface when using electricity. Always take hold of the plug, not the cord, when you disconnect it from the outlet.

Write a short story about this activity. Tell:

1. The types of electrical hazards you found in your home.
2. Which electrical hazards were corrected.
3. What resources were used and how these resources were managed in correcting the electrical hazards.
4. What principles of management have you learned from this activity?

SOMETHING FOR OTHERS

WHAT TO DO:

1. List your personal resources. (Friendly, dependable, sing well, ready to try different things, time, good health, etc.)
 2. Put a star in front of those which you think you could share or use to make someone else a little happier.
 3. Look around your neighborhood for someone you think would appreciate some attention or help. Plan to share your time and/or other resources with them regularly.
 4. Write a story using questions at the end of this activity as a guide. Keep the story with your project book.
-

Have you ever been "down in the dumps" or just plain lonely? Do you ever feel that nobody really cares about you or would miss you if you weren't around? It's a terrible feeling, isn't it, but "thank goodness" it usually doesn't last very long. Someone may just give you a pat on the back and a few kind words, and you begin to feel good inside again. A letter from a friend who misses you, a call from some of the gang to "join them" in a little fun, a request from someone in your community to do something for them which you really enjoy, or a big hug and love from a small brother or sister who can be som impossible at times and yet so sympathetic when you are unhappy--these are the things that make you feel life is really wonderful after all!! Somebody does care about you. Do you care about others?

Often people look at the world in which they live as though they were looking in a tiny pocket mirror. All they ever see is themselves. What do you see? Can you see the other people around you? Have you learned to see past the pretty or shabby houses in which people live, past the kind of clothes they wear and past the way they talk or act? Can you see that they have "feelings, wishes, cares and heartaches just as you do?"

What does this have to do with MANAGEMENT? Management is planning for the use of your resources (time, energy, money, personality, ability and talents, etc.) in a way which is satisfying to you. But you don't live in a little goldfish bowl with someone else taking care of your every need and only yourself to think about. You are an individual, a family member, and a part of the community and world in which you live. That individual, that family and that community are only as good as you help to make them. Can you manage your resources so that you have some to share with your family and with your community as well as taking care of your own needs?

What are your resources? You know the importance of money and the "things" it will buy. You have probably been taught to share these "things" since you were quite small. But have you learned to share such personal resources as:

time and energy	cheerfulness	talents	friendliness
enthusiasm	willingness	abilities	thoughtfulness

They don't cost money, but they can mean more to others than any amount of money when a friend is needed. Look at the people around you in your own community and in your family. Especially look for people who may be feeling left out of things - both young and old. Can you see:

- . Older people whose children have married and moved away?
- . People living by themselves?
- . Children new in the community and in need of friends?
- . Those with physical disabilities who cannot get around?
- . Mothers and Fathers who need to feel appreciated, too?
- . Friends who need a helping hand with a tough job?
- . Brothers and sisters who need to feel important?

Is there any way you can use your resources to make these people a little happier? Could you:

- . Remember a birthday
- . Run errands
- . Stop to visit on a regular basis
- . Give a plant you have grown
- . Take a bouquet of flowers
- . Read to someone who can no longer see well
- . Write letters for someone who can no longer write
- . Offer your help in: Picking up trash in the yard - Cleaning the windows - Mowing the lawn
- . Help with difficult homework (Don't do it for them!)
- . Show how to make something that is fun to do
- . Bake and take some cookies
- . Play a game (For young or old)

There are many people around who would be appreciative of the little things you can do with your personal resources. Sometimes you are accused of being selfish when really you didn't realize you had so much to share! After studying your community, decide who you think would appreciate what you have to offer. Find out as much as you can about what they enjoy doing or what they need help with. Work out a plan for sharing your time and/or abilities, for example:

1. Visit with Mrs. Green once each week after school.
2. Take a bouquet of flowers to Mr. Woods once a month from your flowers at home.
3. Do something special once each week to show your grandmother how much you love her.

When you make someone else happier through sharing with him, you'll find that you have a good feeling, also.

Write a short story telling how you shared your resources with someone else in the community. Use the following questions as a guide:

1. What resources did you have to share with others?
2. With whom did you share your time and abilities?
3. How did you plan to do your sharing?
4. How did your plan work out?
5. Did you make any changes from your original plan?
6. What responses did you receive from your sharing?
7. What are some things you would like to do in the future for someone?

Name _____ County _____

Address _____

Age _____ Years in 4-H Club _____ Date completed _____

Community Club _____

In my opinion this project has been satisfactorily completed:

Signature of 4-H Club Member _____

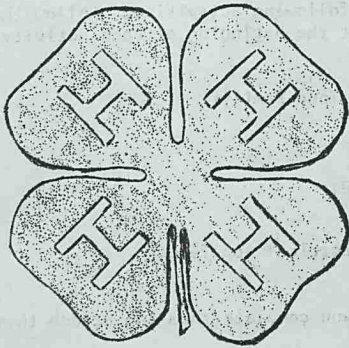
Signature of 4-H Club Leader _____

Signature of Extension Agent _____

Prepared by the Home Management Department
The North Carolina Agricultural Extension Service
North Carolina State University at Raleigh
and the U. S. Department of Agriculture, Cooperating
Raleigh, North Carolina 27607

Management

Project



3

Managing life involves viewing each aspect of life in its proper relationship with all other aspects and treating it accordingly based on the ultimate goals of life!

REQUIREMENTS FOR PROJECT

1. Select and complete at least six of the following activities. Follow the instructions listed under "What to Do" at the beginning of each activity. Check the activities you complete.
 - ___ Be Creative -- Plan Recreation for Your Family
 - ___ Better Ways of Using My Time
 - ___ Decide Where to Shop
 - ___ Easier Ironing
 - ___ Good Quality Light for Tele-viewing
 - ___ Home Safety
 - ___ Learn about Banking
 - ___ Learn to Use and Care for Small Electrical Appliances
 - ___ Money Sense
2. Write the reports for the activities as you complete them and attach them to the project book.
3. Turn your book in to your 4-H club leader at end of project year.

INTRODUCTION

Review your Management Projects 1 and 2, and inventory your management skills. How are you practicing the management techniques learned?

This project provides further opportunities for you to practice management and to increase your competence in dealing with personal, family and home situations.

Management is a continuous process. It challenges both mental and physical activity in thinking through any situation, deciding what action is best and why, taking the action and evaluating the results. Management is deciding the best way to use resources to achieve the desired goal. It is fundamental to every aspect of life and is practiced by people of all ages. The difference in the success and happiness of people is determined by how well they manage the various situations in life.

Management is needed when a change is desired or when new opportunities or problems arise. The process of management forms a basic pattern which is applicable step by step to any situation.

PATTERN FOR MANAGING

1. Consider the situation. Study what now exists. What is desirable about the situation? What is undesirable? What changes are needed or desired? Whom will these affect?

2. Identify goals. What end result is wanted? When? Why is this goal wanted-- what is its value?
3. Recognize available resources. Be alert to all possible resources--personal, family, community--which might be used to attain this goal. Will additional resources be available in the future?
4. Consider all possible ways for attaining the goal. What resources would be involved with each method? What would be involved with each method? What would be the outcome for each method, if used? Which method would be best for the situation and for your purpose?
5. Choose the best way for the situation. Why did you choose this method rather than the other methods?
6. Map out a plan of action for the method chosen. Plan what will be done, how it will be done, what will be needed, when, and who will assume the responsibility. Keep this plan flexible so it can be adapted as it is carried out to changes which might be needed.
7. Carry out the plan of action. Does it work well? Have new developments occurred? Are changes needed in the plan?
8. Evaluate the final results. Was the goal successfully achieved? How well was the situation managed? What changes in management need to be made for similar situations?

It will help to make written plans until you become accustomed to applying the management pattern to situations. Even then, you will need to write the plans for your more complex situations. Details of plans may be forgotten unless they are written down.

As you work with the activities in this project, apply the pattern of managing. Practice techniques of management in your thinking and doing each day.

- 4 -

BE CREATIVE -- PLAN RECREATION FOR YOUR FAMILY

WHAT TO DO:

1. Make a list of recreational activities which your family would enjoy.
 2. Check your library, newspapers and magazines for recreational ideas.
 3. Plan with your family, get all information together and carry out one or more recreational activities.
 4. Write a report of your activity and attach to project book. Be sure to include:
 - The types of activities planned and carried out for your family
 - Which family members participated in the recreation
 - The success of this activity -- was it enjoyable to everyone? Did any problems arise? How were they eliminated?
 - A description of the management techniques used with this activity.
-

Suggestions for Recreational Activities

Help your family enjoy living--plan family recreation activities. Recreation is anything for wholesome fun and enjoyment. It provides relaxation from regular work requirements. It brings ease, rest and renewed interest and energy. Family recreation promotes successful living because it provides family unity and the enjoyment of family members.

Be a scout and explore ideas for family recreation. STOP--LOOK--LISTEN! Your imagination and alertness to things around you will point out unlimited possibilities.

Family recreation can be as expensive (such as long trips) or as inexpensive (local or at-home recreation) as the family likes. Here are some ideas. You can think of many more--see how creative you can be!

1. A Vacation Trip--You must consider the places which interest the family, the money and time needed, places for lodging and food, interesting sights along the way and the type of clothes and equipment needed by the family. You will need to plan with your family the responsibilities for making reservations, for closing the home and for packing. You can get information about places from your travel agency, the library and the chamber of commerce in the city in which you are interested.
2. Country-side Excursion--This could be a day or an afternoon trip. It should be carefree and flexible. You can deal with the circumstances as they arise. Anything along the way might be of interest and be worth studying or exploring--streams, homesteads, crops, rocks, plants, forests, etc. Explore with dignity and be aware of danger areas.

3. Cook-outs, Picnics or Camping--Plan for as little work as possible and a great deal of fun. Let all family members share in the work as well as the fun.
4. A One-Day Vacation in the Home Town--This can be an exciting experience for the family. Has your family toured the factories, museums, radio or television stations in your vicinity?
5. At-Home Activities--This includes many possibilities--A fireside corn-popping or peanut-roasting with stories, jokes, riddles and family songs; birthday celebrations; or family reading; role-playing; or discussions.

BETTER WAYS OF USING MY TIME

WHAT TO DO:

1. Select a job which you already do in your home or one which you can take responsibility for doing. (Example: Cleaning the bathroom, doing your homework, getting ready for school, baking a cake or bathing the dog or others.)
 2. Study the job and work out a plan for doing it using less time and effort. Try your plan to see if it works. Make improvements until you are satisfied that you are doing the job in the best way possible for you. Notes written down will help you remember what you plan to do.
 3. Write a short story about your job study. Be sure you have answered these questions in your story.
 - a. What job did I choose to study and why did I choose it?
 - b. How did I study the job?
 - c. What changes did I make in the way I did the job?
 - (1) In getting ready
 - (2) In doing the job
 - (3) In cleaning up
 - d. How did the changes I made work out?
 - (1) Was my job easier?
 - (2) Did it take less time?
 - e. How can you use what you have learned from this lesson in making better use of your time?
-

Using Time to Best Advantage

Do you ever feel that there just isn't enough time for all the important things you want to do? If so, maybe you need to analyze how you are spending your time. Could a few minutes be saved on various activities to provide the additional time needed?

Ideas to help you analyze the use of your time - STUDY - PLAN IMPROVEMENTS - ACT - EVALUATE!

1. Decide which job. Concentrate on one job at a time. Ideas learned with this job can be used with other jobs.
2. Decide what you want to accomplish with this job. This is called your "Goal." Part of your goal may be to do the job more quickly. The way you want your finished job to look may be another part of your goal. Can you do the job more quickly and still be satisfied with what you have done? Always keep your goal in mind while working to improve the way you do your activity.
3. Study the job. Go through the job slowly as you normally do it. Ask and consider these questions:
 - Are all motions and steps really necessary? Can any be eliminated?
 - Can both hands be used instead of one?
 - Are the most effective tools being used?
 - Is everything organized for efficient work?
 - Am I working at my best speed under the conditions?
 - Do I really want to do the activity well but quicker?
 - What changes can be made to save time, but give satisfactory results?

Perhaps Mother or another family member or a friend can observe you at work and make suggestions. We do so many things by habit that sometimes it is easier for another person to see ways of doing things more quickly. Time yourself as you do the job. Just how much time do you use for the job?

Look for information in magazines, books, newspapers and extension bulletins that will help you. Your leader may have some good suggestions. Other people in the community may be able to help you. Be alert for new products or tools on the market which will simplify your job.

4. Make a suggested plan for improving the job. Divide the job into three parts-- Getting ready, doing the job and cleaning up. You may find you are using more time getting ready and cleaning up than you are in doing the job! Plan how you will do each part.
 - A. Get Ready--Have I planned exactly what I am going to do? Are supplies and equipment at my "fingertips" or stored near where they will be used? Can I arrange my work area or supply storage so that getting ready for the job will take less time?
 - B. Do the Job--Am I comfortable--have good light, enough space for working, good height of table and chair or work counters? Am I using the best equipment? Is it in good working order? Can I leave out any parts of the job, or can I do two or more parts at one time? Could I improve the job by doing parts of it in a different order? How much time do I use for the job?
 - C. Clean Up--Do I forget that cleaning up after myself is a part of the job? Is there a place for everything so that it is easy for me to clean up? Can I change any part of the way I do the job so there is less "mess"?
 - D. Watch out for Time Robbers: Interruptions, Dawdling, Procrastination, Careless habits (Find out what these words mean!)
5. Now try your new plan.
6. Evaluate the results. Test it with the questions you used in studying the job and making your plan for improvement. Is the new method satisfactory? Are any changes needed? If so, make the changes and re-evaluate the results. Compare the time saved by your new method. Was it worth the effort?

References:

"Simplify Your Working Time," Extension Home Management Department mimeo (Available from your Home Economics Agent).

"Time and Energy Management with Household Activities for the Employed Homemaker," Extension Home Management Department mimeo (Available from your county Home Economics Extension Agent).

DECIDE WHERE TO SHOP

WHAT TO DO:

1. Select some item which you have purchased recently. Think back on the situation and analyze:
 - a. The number and types of sources from which the item might have been purchased.
 - b. Your reasons for selecting the source from which the item was purchased.
 - c. Whether you selected the best source for your purchase.

2. Complete at least one of the following activities:
 - A. Visit and study the grocery stores in your community. In this study:
 - (1) Learn about the merchandise carried and the services rendered in respect to:
 - the types and qualities of items
 - prices of the types and qualities of items
 - cost of services (such as guarantee, delivery or loading assistance, etc.)
 - aids for customer appeal (stamps, games or other gimmicks)
 - (2) With your parents, decide and list the characteristics desired for grocery shopping (ample parking space, good selection of items, etc.)
 - (3) Compare the characteristics of each grocery store in your community with your list of desirable characteristics.
 - (4) Decide which of the grocery stores offer the most advantages for your family's grocery shopping.

Suggested Reference: Be A Good Shopper, Extension Home Management Publication (available from Home Economics Agent)

- B. Visit and Study the stores in your community and a mail-order company which carry clothing for you. In your study:
 - (1) Learn about the different types and qualities of various garments you like such as skirts, sweaters, blouses, etc.
 - (2) Learn about the types of services offered by the stores (such as altering, teen-age charge accounts, etc.)
 - (3) Compare the types of fabrics, styles, and construction features.
 - (4) Compare prices with the qualities.

- (5) Compare the advantages and disadvantages of your shopping at each store, or mail-order company.
- (6) Decide which store(s) offer you the best buys for your purpose and for the money.

Suggested References:

1. Be a Good Shopper, Extension Home Management publication (available from your Home Economics Agent.)
 2. Goldalie, Frank. Mother I'd Rather Buy It Myself, (New York: MacFadden-Bartell, 1965) pp. 54-63 (paperback).
 3. "Sweaters You Buy," Extension Clothing Department, mimeographed (available from Home Economics Agent).
 4. "Sweaters for the Teenager," Extension Clothing Department, mimeographed (available from your Home Economics Agent).
 5. "Accessories for Teens," Extension Clothing Department, mimeographed (available from your Home Economics Agent).
 6. "4-H Girls Personal Appearance and Grooming Manual," Extension Clothing Department (available from your Home Economics Agent).
3. Write a report about this activity and attach to this project book. Be sure to:
- a. Describe what you did
 - b. Tell what you learned in studying the stores
 - c. Tell the type of store(s) you decided were best for your shopping
 - d. Give the reason for this decision

Ideas to Help You Decide Where to Shop

Where you shop is important -- because it influences the types, quality and prices of goods, and the services you obtain. Why not become an informed shopper? Become familiar with the possible sources from which your family may obtain items of merchandise. Merchandise is available from many sources including:

- Different types of local stores (drug, department and speciality shops-- ready-to-wear, music, pets)
- Mail-order companies
- Door - to - door sales people, and
- Vending machines.

EASIER IRONING

WHAT TO DO:

1. Analyze your ironing habits and practices.
2. Try the suggestions given for easier ironing.
3. Work out techniques for ironing which are efficient and satisfactory for you.
4. Teach someone to use easier ironing techniques.
5. Write a report about this activity and attach to your project book:

Be sure to include:

- What practices you eliminated and the new techniques you now practice
 - How many people you taught techniques of easier ironing
 - What changes were made in your ironing area or equipment for ironing.
-

Managing the ironing effectively is a challenge. It presents opportunities for using many resources--attitudes, time, energy, equipment, fabrics, and skills. Why not learn the easiest and best way for ironing? Ironing is necessary to keep many of our clothes neat. Easier ironing consists of having a wholesome attitude, having the right equipment, developing good habits and leaving out unnecessary work.

Attitudes

- Accept ironing as a part of caring for clothes. Don't waste energy hating to iron. Do it and get it over with.
- Try to iron when you can listen to your favorite radio program or some good music.
- Acquire the best habits for ironing.
- Quit ironing before you get "too tired."

Equipment

- Ironing board--must be sturdy with a non-warped top. It is better if it is adjustable for standing or sitting to iron and has ample knee space. A wide board is helpful for ironing shirts and flat items. Ironing boards with extensions for width can be purchased or a wide board can be easily made from plywood and fitted over the top of the regular ironing board.
- Pad and Cover--A tightly fitting cover and a firm pad are musts for easier ironing. If buying an ironing board cover, get one that is soft, scorch-resistant and can be washed. You might make a cover from a good grade of unbleached muslin and a pad from several layers of an old blanket. There should be no seams or ridges in the pad or cover.

- . Irons--may be a dry iron, combination dry-steam iron or a dry-steam-spray iron. It should be lightweight, comfortable to hold and automatically temperature controlled. The soleplate should be smooth and clean.
- . Sprinkler--one of the simplest is a sprinkler top that fits into a bottle. Other types are satisfactory. It should give a fine spray of water.
- . Plastic bag for holding dampened garments.
- . Sleeve board--excellent for sleeves where you don't want creases and for yokes in children's garments and blouses. A sleeve board which folds flat for storage may be purchased. Satisfactory sleeve boards may be made by covering a rolled magazine with several layers of smooth fabric, or by covering a roll of toilet tissue with a smooth fabric.
- . A rack for holding garments which are placed on hangers.
- . A table, basket or cart for holding garments to be ironed and those which are folded after ironing.

Good Ironing Habits

- . Arrange your ironing center away from paths of traffic where there is good light, good ventilation and a proper electrical outlet conveniently located.
- . Place the ironing board where it will work best and locate chair, clothes and equipment convenient to it.
- . Fold garments as you sprinkle to prevent new wrinkles.
- . Spread clean paper (not newspaper) or an old sheet on the floor to keep any garment clean if it should touch the floor.
- . Begin ironing garments that require lower temperature and work up to those requiring higher temperature. Your iron heats faster than it cools. This is also efficient use of electricity.
- . Use straight strokes with the thread or grain of the material.
- . Long smooth, slower strokes with the iron do the job with fewer strokes than quick, short motions. Moisture and heat, rather than extra pressure, do most of the job; so don't wear yourself out bearing down on the iron.
- . Use both hands, shift iron to left hand rather than moving around the board.
- . Move ironed parts away from you rather than toward you. This helps prevent wrinkling.
- . Iron most white and light cottons on the right side if they do not become shiny. Iron dark cottons on the wrong side. Iron linen damask on wrong side, then on right side.

- Iron damp sections before moving article to begin another section.

Eliminate Unnecessary ironing

- Easier ironing starts in the store. Select school, work and play clothes for easy care. Many require little or no ironing.
- Sheets, towels and many other linens or garments can be carefully folded from the line or dryer with no ironing.
- When using a clothes dryer, avoid overdrying which leaves fabrics wrinkled. Fold carefully as quickly as items are dry. This too can make less ironing.

GOOD QUALITY LIGHT FOR TELE-VIEWING

WHAT TO DO:

1. Consider the costs of viewing television in good quality light versus viewing it in poor quality light.
 2. Compare the light in which your family views television with the proper light needed.
 3. Decide whether any improvements are needed to have good quality light for televiewing. If so, plan what improvements, how they can best be made and make them.
 4. Determine how your improvement contributes to better management in your home and your family.
 5. Describe your experience with this activity. Tell:
 - a. What you found when comparing the light in your home for viewing television with the suggested lighting rules.
 - b. Which family members assisted you in this activity.
 - c. What changes were made in your home lighting for more comfortable television viewing.
 - d. Whether any costs were involved. If so, how these costs compare with the benefits received.
 - e. Tell how your doing this activity has contributed to better management for you and your family.
-

Viewing television over a period of time in poor quality light can be an expensive activity. WHY? Certain costs are involved including--money costs, satisfaction costs and maybe self-confidence costs. Can you name other costs? How would these costs compare with the costs of providing good light?

The lighted television screen does not provide sufficient light to prevent eye strain when viewing television. Just as for any seeing task, a general illumination that is free from glare and heavy contrasting shadows is needed.

Practice these lighting rules for comfortable television viewing:

1. Avoid watching television in a dark room. In a dark room, the pupils of the eyes try to adjust in size for the darkness of the room and the brightness of the screen. Since the eyes cannot dilate for the darkness and contract for the brightness at the same time, they struggle for a compromise, thus causing eyestrain.
2. Have a low-level of soft glareless light all over the room. General illumination in the room reduces the contrast between the screen and the room background and thus reduces eyestrain.
3. Avoid using lamps or light fixtures which emit glare. Good quality light is well diffused and evenly distributed. Translucent shades give a softer less glaring light than do transparent shades.
4. Avoid placing lamps on the television or so close to it that the light falls directly on the screen. This causes reflected glare and fades the picture.

Reference:

"4-H Electric Project 2," pp. 11-12. (Available from your 4-H Extension Agent.)

HOME SAFETY

WHAT TO DO:

1. Be sure safety dwells in the storage areas of your home.
 - a. Make a survey of the storage areas in your home. List all hazards which exist.
 - b. Plan how these hazards can be eliminated.
 - c. Put your plan into action. Get members of your family to help.
 - d. Evaluate the results of what was done to correct any hazards existing in the storage areas.

2. Write a report of this activity. You might use a sample form like this.

Type Hazard	Location	How to Eliminate	Who will Eliminate	When	Cost or Estimate	Results
Iron cord frayed	On Iron	Replace cord	Dad	July 10	20 min. \$1.00	Better looking Iron Safer and more satisfactory to use
Stacks of old news-papers	Attic	Discard	me	July 5	30 min. energy	More space, neater attic

3. Attach report to this project book.

Safety Pointers

Hazards of all types lurk in the storage areas of homes. Do you know anyone who has been hurt because someone failed to practice home safety? Home accidents continue to be one of our biggest killers.

This activity will help you assure safer living for your family. It can be a family activity with you as the manager who:

- Studies the situation and plans what action to take,
- Directs the plan, and
- Evaluates the results.

The following are some suggested preventive pointers to help you recognize and correct hazards which might exist in the storage areas in your home.

- Keep all foods and supplies labeled for easy recognition
- Never store poisonous substances or household chemicals such as cleaning agents in cupboards used for food or medicine storage.

- . Never store harmful substances in containers used for foods.
- . Keep all cleaning agents high enough that small children can't reach them.
- . Keep highly flammable liquids such as cleaning fluids in well-marked, air-tight containers where air can circulate around the container.
- . Store sharp knives in a rack rather than loose in a cabinet drawer. Store knives out of the reach of small children.
- . Be sure all handles on cookware are securely attached.
- . Discard cracked or chipped enamel cookware to prevent the flakes of enamel getting into the food.
- . Discard cracked ceramic ware which creates unsanitary conditions by absorbing fat, dirt and moisture.
- . Repair or replace any frayed cords on small electrical appliances.
- . Keep all medicines out of the reach of small children--preferably in locked storage.
- . Discard all old medicines which are not being used.
- . Be sure every bottle, box, etc., in which medicine is kept is clearly labeled.
- . Store matches in a metal or glass container and where children can't reach them.
- . Store household dust cloths and mops which contain oil or polish in metal or glass containers to prevent possible combustion.
- . Keep storage areas free of flammable liquids, rags, papers, etc.
- . Check toys for sharp edges or other hazards.
- . Store all items so they do not fall easily.

LEARN ABOUT BANKING

WHAT TO DO:

1. Plan with your leader for your 4-H community club to visit a bank to learn about the services banks provide.
 - a. Contact bank officials and arrange for someone to conduct a tour of the bank and to tell the club members about the different types of services which the bank provides for the public.
 - b. If possible, invite teenagers who do not belong to the 4-H club to go along.
 - c. Keep good notes about the types of services, their advantages and any charges for the services for your story of this activity.
 2. Evaluate the value of this activity to your fellow club members and to yourself.
 - a. Ask club members what they liked best about the visit to the bank and what they liked least.
 - b. Think back over the plans and how they were carried out--what worked best and what would you change if you were doing the activity again?
 3. Write a short story about this activity. Tell:
 - a. What was planned
 - b. What was done
 - c. What you learned
 - d. What you found in your evaluation
 - e. How this activity can contribute to your present and future life.
-

The Business of Banking

Banking is a prominent and growing business in today's world. It provides many services which aid the general public. On the visit to your bank, learn about these services which might include providing:

- various types of checks and checking accounts
- various methods for saving
- various types of loans or charge accounts
- for the safe-keeping of valuable papers and records
- sponsoring worthwhile community projects and activities.

Ask your bank for literature which gives additional information on the business of banking and its many public services.

LEARN TO USE AND CARE FOR SMALL ELECTRICAL APPLIANCES

WHAT TO DO:

1. Select a small electrical appliance in your home, such as the iron, skillet, mixer, blender, toaster, drill, vacuum cleaner, etc.
 2. Learn how to use this appliance effectively and safely. This will include:
 - a. Reading the manual or instruction book which was with the appliance. If it is not available, go to a store and read the manual with the same type of appliance for ideas on its use and care.
 - b. Learn the safety precautions necessary in using the appliance.
 - c. Practice using the appliance in as many ways as possible for family needs and enjoyment.
 - d. Determine the best ways to use, care for and store the appliance so that the resources of time, energy, money and abilities are used satisfactorily.
 - e. You might also teach another family member to use the appliance effectively and safely.
 3. Write a report on this activity. Tell:
 - a. What appliance was selected.
 - b. What methods were used for managing the use and care of the appliance.
 - c. How this activity contributed to more satisfactory family living.
-

Many small electrical appliances are used in the home to provide more comfortable and pleasant living. Small electrical appliances are used for food preparation, care of the house, care of clothes, personal care and workshop activities. To be worthwhile, these appliances must be used, cared for and stored properly. Your Use and Care Booklet' with your appliance is probably your best reference.

Reference for this activity:

Portable Appliances after Purchase' in Appliances for You, Home Economics Publication 96 (available from your Extension Home Economics Agent).

MONEY SENSE

WHAT TO DO:

1. List the money you expect to receive for your own personal spending for a month. Include such things as allowances, baby sitting, lawn mowing, gifts and the like.
 2. List your regular monthly expenses. Then list any items you want to save for in the future.
 3. Make a spending plan for one month which includes the three uses of your money--spending, sharing and saving for future items.
 4. Keep a record of how you actually use your money for that month.
 5. Write a short story about your activity using these questions as a guide.
 - a. What problems did you have in making your spending plan? Can you see any way to solve these problems?
 - b. What changes did you need to make in your spending plan during the month?
 - c. What would you do differently in making another spending plan?
-

Using Your Money

Money is useful because it can be exchanged for something you want. Do you remember the story of Midas and the Golden Touch? King Midas thought it was wonderful that everything he touched turned to gold--at first, that is! He began to change his mind when he was starving and his food all turned to gold. And when his beloved daughter also turned to gold, hard gold; he knew for certain there were things more important than collecting gold just to look at and count.

Just being able to collect money does not prove that you know how to use it. Neither the "tightwad" nor the "free spender" know how to make their money work for them. You need to know HOW to spend, save and share for the greatest satisfaction.

Spend--for regular things such as school lunches or refreshments after school and for occasional things such as movies, books, ball games or clothes.

Share--for gifts, treats for others and contributions to the church.

Save--for something special or as an emergency fund.

The way you use your money determines how many of the things you want you can buy. Good money management will help you get the greatest satisfaction from your

money. It includes:

Knowing how much money you have or can get

Knowing how you want to use it

Planning how you will use it

Following the plan to get the things you want

Deciding how you want to use your money includes your present wants and your future wants and goals. You may not always have as much money as you need at the moment; therefore, it is a good idea to know some of your future wants or goals and save toward them.

A spending plan will not buy things for you, but it will tell you whether your money will buy what you need and want. It will help you to see where your money is going before it goes. It will help you to keep from buying things you can't afford.

Your plan might look something like this. You may use any form for your spending plan that works best for you. Maybe you would rather make yours for a week at a time.

Month of _____

Expected Income	Amount	Planned Spending	Amount
Allowance		School lunches	
Baby Sitting		Record	
Mowing Lawn		Snacks	
Extra Jobs		Church	
		Save for sweater	
		Save for tape recorder	
		Unexpected activities	
	Monthly Total		Monthly Total
	Income		Expenses

Total Income and Total Expenses should be the same.

The purpose of a spending plan is to serve as your guide in the way you use your money. Don't expect your plan to work out perfectly the first time you make one. No one hits the bulls-eye the first time he uses a bow and arrow. Just don't make the same mistakes over again. Try to see where you are making your mistakes and correct them the next time you plan.

Suggested Reference

"Making the Most of Your Money." Forecast for Home Economists, September 1968, pp. 73-74.

North Carolina Annual 4-H Report Form

19 ____
year

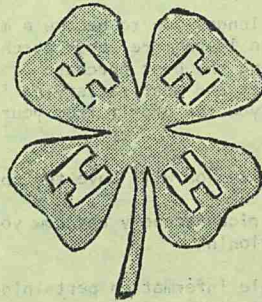
Name _____
Boy
Girl County _____

RFD or Street _____ Post Office _____ Zip Code _____

Age ____ Date of Birth _____ Parents' Name _____
Month/Day/Year

Name of 4-H Club _____ Years in 4-H _____

Prepared by the Home Management Department
The North Carolina Agricultural Extension Service
North Carolina State University at Raleigh
and the U. S. Department of Agriculture, Cooperating
Raleigh, North Carolina 27607



MANAGEMENT PROJECT 4

MANAGING TO INCREASE CONSUMER COMPETENCE

INTRODUCTION

Management Project 4 challenges you to become a more competent consumer. It provides experiences for you to learn more about purchasing goods and services used in everyday living. Making the best purchase of these goods and services will help you attain the highest and most satisfying level of living possible with your available income. Thus, you can profit from your learning now and throughout life.

As you carry out each activity you will have the opportunity:

- . To learn about the American economy and how you as a consumer help keep the economy functioning
- . To investigate available information pertaining to the specific consumer goods and services you need
- . To analyze the information in terms of your values and goals
- . To determine the best decision for your situation
- . To voice your opinion and indicate your choice with your dollar votes

TO COMPLETE PROJECT

1. Study the section "You as a Consumer."
2. Complete the following activities:
 - a. Develop Skills in Shopping
 - b. Learn about Consumer Credit
3. Select and complete at least two of the following activities. (Check activities selected.)
 - _____ Costs of a Car -- Ownership and Operation
 - _____ The Cost of a Wedding
 - _____ The Costs of Household Appliances
 - _____ Insurance as a Part of Family Spending

YOU AS A CONSUMER

You, a consumer, are a very important person--not only to yourself and your family, but to the American economy. Our American way of life is geared to a money economy--one which involves the exchange of money for goods and services. Few of us produce the things we need for living. Instead, we participate in the labor market and earn money which we use to buy most of the goods and services needed. For this reason, consumer competence--the ability to manage scarce resources of money, time, energy and talents to attain the highest and most satisfying level of living possible--is worthwhile for everyone. What role do you play in the economy? Consider the following:

1. You help determine what goods and services will be produced. You have much freedom in spending your money. When you spend money for a particular item, you indicate it is your choice from among all items available. Your dollar vote along with the dollar votes of all consumers indicate what the people want, will buy, and the quantity and quality desired. Therefore, manufacturers produce goods and establishments provide services which the people want and will buy.
2. Your talent helps make possible the variety of goods and services which are available. Many talents of people go into the production of goods and for providing services. Some contribute the creativity needed for designing items, others contribute managerial ability needed to master-mind the process of production and others contribute the various types of skilled labor needed to produce or provide the goods and services which we enjoy.
3. Your income helps provide employment for others. Your income is a reward for your talent and represents your contribution to the production of goods and services. The amount of income received represents the value and demand for your talent in the productive market of the economy. Incomes vary because some talents are considered more valuable and are more scarce than others. As you use your income to acquire goods and services for living, you indicate the need for additional goods and services; therefore, people are employed in production and earn incomes with which to purchase the goods and services of their choice. Some of your income is consumed immediately and some is saved for future consumption.

Thus, our American economy operates in a continuous cycle. You along with all other consumers are involved in the production and consumption of goods and services in the market.

Characteristics of a Competent Consumer

Consumer competence is acquired through knowledge and experience. To become more competent in using your money and getting greater satisfaction from the goods and services purchased, you will need to work toward:

1. Knowing what goods and services are available from which to choose.
2. Becoming aware of the differences in the qualities and prices of the same or similar goods from various sources on the market.
3. Knowing where to locate reliable information about the quality, performance and service-life of products.
4. The ability to interpret information on labels and in warranties.
5. The ability to compare and evaluate goods in terms of function, quality and price.
6. Understanding the process of credit and how to use it to your advantage.
7. Understanding the terms of contracts and the responsibilities involved.
8. The ability to identify your needs for goods and services.
9. The ability to select the goods and services which best meet your needs.
10. Knowing how to use, care for and maintain a product which has been purchased.

Pattern for Increasing Your Competence as a Consumer

A logical system is suggested to help you increase your ability in maximizing the use of your money and other scarce resources. Why not learn and practice the system in all your buying activities? You have an excellent opportunity to practice this as you carry out your project activities. The "pattern" for increasing consumer competence has five steps to be followed in the order given.

1. Identify your values and rank them in order of importance to you. Each person has a unique set of values. Can you identify yours? They are strong beliefs you have about the things which are worthwhile, good or beautiful. You acquired these values from your family and from society. They function to direct you toward specific aims, goals or accomplishments in life. Your judgements and actions are based on values--yours or someone else's. Because of this, you need to know (1) what is important to you, (2) why it is important and (3) which thing is most important when you choose from among the goods and services available. Does the way you spend your money, time and ability reflect what is most important to you? Why not

make a list of your values and rank them in the order of importance. Your list might include such values as: originality, self-expression, personal integrity, faith, etc. Remember, your values are fundamental to your philosophy and achievement in life. They may change as your situation changes. Some values are more important at certain periods of life than at others. Identify your values and let them direct your choices as a consumer to the goods and services which are most meaningful to you.

2. Decide on your goals--the things you want to accomplish. Consider the things you want to achieve in life. Which are most important? Which do you need to begin working toward? You will need to designate a time limit for your goals. Some goals can be achieved soon. Others will require years to achieve. The important thing is to know what you want and to begin working toward it. Why not list your goals and the time you would like to achieve them? Your goals might include: to own a motor bike or a car, to train for a specific career, to travel to some place of interest, etc.

3. Recognize the limitations of your resources and decide on their allocation. Consider the resources which are available to you now and those which might be available later in life. How limited are these resources? Can one resource be substituted for another to help you reach your goals? Determine how you can best use these resources to achieve as many of the things you want as possible. As a consumer, it is easy to think of money as a resource. But what are other resources which are available to you? Consider your time, your skill, your ability, your knowledge--what you have and what you can learn, available information about products, opinions of informed persons, and community facilities such as libraries. All of these are available to help you become a more competent consumer. How well they help will depend on your use of them.

4. Weigh and put into proper perspective the factors which influence your decisions as a consumer. Many factors influence your decisions. You will need to consider and compare these, to weigh them in terms of your values and goals, then let the most important ones influence your decisions. Some of the factors you will need to consider include:

- a. The amount of income available limits the goods and services which can be obtained. Is most of the money used for things which are most important and will help achieve your goals?
- b. The availability of goods and services often determine what is purchased. Are substitutes as satisfactory as the preferred good? Would it be worth the effort to seek the preferred good?
- c. Peer groups determine the choice. For some things this may be fine. But let the importance of the item in terms of your values and goals be the determining factor, not those of your friends.
- d. Is fashion orfad the best choice? Is it worth the money and other resources? Invest most in the things which have lasting value.
- e. Advertising can be most appealing. Is this a gimmick or worthwhile?

- f. Habits can easily influence consumer choices. Sound buying habits are wonderful; poor ones can be changed. Acquire and practice the habits which will help you become a more competent consumer and reach your goals successfully.

5. Accept and practice your rights and responsibilities as a consumer. Each right or privilege is accompanied by responsibilities. Note the following:

RIGHTS

1. To be informed.

2. To choose.

3. To safety.

4. To be heard.

RESPONSIBILITIES

1. Awareness of influence of economy.
2. Read and evaluate product information-- labels, advertising, manuals, warranties.
3. Inquire and learn about the methods of payment and details of each.
4. Learn and practice the intended use and care for the product.
5. Inquire about information you need.

1. Know what you want.
2. To make best decision.
3. Careful selection of merchandise and source.
4. Make selections within limitations of income and other resources.
5. Respectful treatment of merchandise in stores.
6. Promptness in returning merchandise.

1. Examine merchandise before buying, read labels.
2. Follow use and care instructions carefully.
3. Inform retailer if problems develop.

1. Know where to seek help.
2. Make complaints or dissatisfactions known to retailer.
3. Make suggestions for product improvement known to appropriate groups.

As your ability develops to get greater value from your money, time, energy and other resources; you will be rewarded by increased satisfaction from accomplishments.



Invest in Consumer Competence...
Enjoy the Dividends
throughout Life!

DEVELOP SKILLS IN SHOPPING

WHAT TO DO:

1. Study and learn about the principles and techniques for effective shopping.
 2. Practice these techniques on several shopping activities throughout the year.
 3. Observe and study the following and report your findings.
 - a. Prices at different stores for the same product
 - b. Various types of advertising--in newspapers, television, billboards, etc.
 - c. Labels for foods, clothing and appliances
 - d. Guarantees for fabrics and appliances
 4. List your suggestions for "Basic Rules for Shopping."
 5. Report what you did for this activity and attach to project book. Include information in No.s 3 and 4 above.
-

POINTERS ABOUT SHOPPING

Regular practice of good shopping habits is a must for the competent consumer who wants to get full value for the money spent. Remember the good shopper needs to:

- Be alert to his or her needs--money is wasted when products bought do not meet a real need. All things should serve a specific purpose.
- Plan before shopping--know what he wants and avoid impulse-buying. Does it serve a need? Is storage available? Can it be given proper care?
- Evaluate the possible sources for purchasing merchandise--Be alert to the advantages of each source. Selects the source where the needed merchandise can be obtained at the best price.
- Know how and when to buy--acquire skill in interpreting labels and comparing merchandise in respect to quality, performance and price. Be able to recognize real "bargains."
- Recognize the cost--most items have one or more costs in addition to the purchase cost. These costs may include -- installation, operation, maintenance and care, or credit costs. Consider the amount of time and energy which will be required as well as the amount of money.

- Use and care for the item properly--this affects the performance and service life of the item. Carefully read labels and instruction manuals and keep for future reference. For repairs, use only authorized repairmen.
- Keep up-to-date on consumer information--be alert to information about products in which you are interested. Evaluate the reliability of information. Seek the information needed to make wise choices. Sources for reliable information include--manufacturer's labels and literature, and literature from educational agencies.

Suggested References for this Activity

Extension Home Management Department mimeo's (available from your 4-H Agent)

- "Shopper's Check List"
- "Personal Buying Habits"
- "Shopping Facilities"
- "The Value of Advertising"
- "Be a Good Shopper"

LEARN ABOUT CONSUMER CREDIT

WHAT TO DO:

1. Study information about consumer credit (see references at end of activity).
2. Learn about the types of credit plans available in your community or nearest town. Talk with:
 - a. retailers
 - b. bankers
 - c. loan company managers

Inquire about:

- a. Credit plans available to adults and to teenagers
 - b. The cost of each type credit
 - c. Who can get credit
 - d. What security is required
 - e. The length of time allowed for repayment
 - f. The terms of contracts which one must sign
 - g. The penalty for late payment or default in payment
3. Compile your information in a form similar to this.

Source	Type Credit	Cost	Security	Repayment Time	Penalty for Default
Ex: Appliance Dealer	Installment	1 $\frac{1}{2}$ % per month on unpaid balance	Appliance purchased	Up to 2 years	. small fee for late payment . repossession of appliance for default

Tell about any additional information learned about credit. Attach this report to your project book.

Suggested References to Help You with This Activity:

1. "Buying on Credit" - Reprint from Food and Home Notes by Extension Home Management Department (available from your 4-H Agent).
2. "Credit Cards" - Extension Home Management mimeo (available from your 4-H Agent).
3. "Types of Consumer Credit" - Extension Home Management mimeo (available from your 4-H Agent).
4. "Guides for Using Credit" - Extension Home Management mimeo (available from your 4-H Agent).

COSTS OF A CAR--OWNERSHIP AND OPERATION

WHAT TO DO:

1. Select the type of car which you would like to own.
 2. Investigate and make an estimate of the costs of owning and operating this car in your locality for a period of three years. Include:
 - a. Cost price of car
 - b. Price of car--using part cash and part credit
 - c. Costs of obtaining credit from:
 - (1) The bank
 - (2) The auto dealer
 - (3) A finance company
 - d. The amount of monthly payments and the terms of the contract
 - e. Cost of insurance and coverage including
 - . Liability insurance
 - . Collision insurance
 - . Comprehensive insurance
 - . Costs for teenage drivers
 - . Credit life insurance
 - f. Maintenance and operating costs which include:
 - . Fixed costs--depreciation, license, taxes
 - . Variable costs--general repairs, tires, batteries, gas, oil, lubrication, washing and polishing and parking.
 3. Write a report on your findings and attach to record book.
-

Factors to Consider in Purchasing and Operating a Car

Owning and operating a car is an expensive project. The costs are determined by the:

- . Make, model and accessories chosen
- . Means of purchase--cash or credit
- . Amount of driving and driving habits

- . Type and amount of insurance coverage
- . Climatic conditions
- . Location--parking fees, etc.

When Buying a Car

1. Compare a new versus a good used model.
2. Select the type most appropriate for its intended use and for the budget.
3. A savings can be realized by paying cash or by making as large a down payment as possible and keeping the number of payments as few as possible.
4. Deal with a reliable dealer.

For Maintaining and Operating a Car:

1. Shop carefully for insurance.
2. Use authorized and reliable servicemen for repairs and maintenance checks.
3. Keep operating costs to a minimum by:
 - a. Following manufacturer's recommendations for routine servicing
 - b. Practicing safe and reasonable driving habits
 - c. Making repairs as needed for effective operation.

Resource People

Car dealers, Bankers, Finance company manager

Suggested References

1. Check the index of periodicals in your library for information. You might check:

Consumer Reports
Consumer Bulletin
Changing Times

Popular Science
Popular Mechanics

2. "Buying on Credit," Reprint from Extension Home Management Department (available from county 4-H Agent).

THE COST OF A WEDDING

WHAT TO DO:

1. Plan a wedding which you like and investigate its cost.
 2. Write a report which:
 - a. describes the wedding
 - b. itemizes the expenses accruing to the bride's family and to the groom
 - c. suggests possible ways for meeting the expenses, if cash is not available. Give the strengths and weaknesses of using each method suggested.
-

Pointers about Weddings

The success of a wedding is not determined by the amount of money invested. It is dependent on the creative thinking, the careful planning and organization within the limitations of resources and the satisfaction of the couple concerned.

The cost of a wedding will vary with the type and details of involvement. According to custom the bride's responsibility includes:

- . Bride's gown and trousseau
- . Pictures--both the engagement and wedding
- . Invitations and announcements
- . Church and reception expenses
- . Bridesmaids' bouquets and gifts
- . Groom's ring
- . Transportation and housing for bridal party and special guests

The groom's responsibility includes:

- . Marriage license
- . Flowers for the bride, mothers, groomsmen and best man
- . Clergy fees
- . Ties, gloves, etc., for groomsmen and best man
- . Bride's wedding ring
- . Wedding trip

The bride has much flexibility in planning her wedding within her resources.

Suggested References for this Activity:

1. Consult your library for information about weddings.
2. Review bridal magazines.
3. Talk with bridal consultants.

THE COSTS OF HOUSEHOLD APPLIANCES

What to Do:

1. Plan, investigate and determine the costs of equipping a kitchen or a laundry with major and small appliances for a young couple.
 2. In your plan, designate:
 - a. The appliances needed - major appliances and small appliances and types (gas, electrical or mechanical)
 - b. The models desired - standard, middle-of-the line or deluxe
 - c. The order in which the appliance should be purchased, if necessary to purchase them through time.
 - d. Why you chose the appliances you did.
 - e. What income the couple would need to afford the appliances in your plan.
 3. Investigate and compare both the cash and credit costs for each appliance.
 4. Compare the warranties and service available for the appliances.
 5. Write a report of this activity and attach to your project book.
-

Suggested References for This Activity

1. "Appliances for You." Extension Home Economics Publication No. 96 (available from your 4-H Agent).
2. "Using Your Equipment Dollar" Extension Home Management mimeo (available from your 4-H Agent).

INSURANCE AS A PART OF FAMILY SPENDING

What to Do:

1. Select one of the following types of insurance and learn about it. (Check the one selected.)

 ___ Life insurance

 ___ Health insurance

 ___ Property insurance
 2. Contact your local insurance agent, the library and your 4-H Agent for information and materials about the type of insurance chosen. Learn about:
 - a. Various policies available, the degree of coverage and the cost of each.
 - b. The different methods used for paying the premiums.
 - c. The "optional extras" and the "exceptions" offered with each policy.
 - d. The purposes these policies fulfill for individuals or families.
 3. If possible, work with your 4-H leader and prepare a program for your 4-H club on insurance. You might invite parents to the program.
 4. Report what you did and learned about this activity. Attach report to project manual.

 Tell:
 - a. What you learned about the different policies, their coverage and costs.
 - b. How your 4-H club reacted to your program on insurance (if you had a program).
 - c. How this activity can help you as a consumer.
 - d. Where you obtained your information.
-

Pointers about Insurance

To understand insurance you will need to become familiar with some basic terms.

- Agent--one who solicits or sells insurance, delivers policies and collects the premiums for the insurance company.
- Beneficiary--the person named in a life insurance policy to receive the money when the insured dies.
- Cash value--the amount of money which the insurance company would refund if the policy is given up.

- Face value--the amount of insurance mentioned in the policy.
- Grace period--the time following the premium due date in which the policy is in effect and during which the premium may be paid.
- Loan value--the amount which may be borrowed against a life insurance policy.
- Maturity--the time when the face value becomes payable.
- Policy --the legal contract between the buyer of the insurance and the insurance company.
- Premium--the regular, fixed amount paid for the insurance.
- Settlement options--the different ways which can be chosen for receiving the money payable from a life insurance policy.

Insurance is purchased to provide financial protection against loss by an unpredictable event. It is a type of saving because it represents financial security for the future.

The basic types of insurance provide coverage for life, health and property losses. Each type has various models of policies with differing degrees of coverage and cost rates. The cost of insurance for life and health often varies according to the age and general health of the insured.

Insurance is available to meet almost every need. Insurance salesmen are enthusiastic about the policies they sell. There is no one "best" policy or type of insurance protection. The best insurance coverage will depend on the protection needed and the budget of each individual or family.

Before Buying Insurance:

1. Think through insurance needs--consider insuring against the risks which would prove impossible or extremely difficult to meet financially.
2. Insure first against the risks which are most likely to occur.
3. Be sure the policy meets your needs before you buy it.
4. Buy only the amount of insurance which you can afford.
5. Study the policy, be familiar with coverage and your responsibilities.
6. Deal only with a reliable agent who is interested in your insurance needs.

Suggested References for this activity

1. "ABC's of Health Insurance," free copy available from Department W; The Health Insurance Institute; 488 Madison Avenue, New York, New York 10016.

2. "You and Your Family's Life Insurance," order from: Women's Division, Institute of Life Insurance; 277 Park Avenue; New York, New York 10017 (copy free).
3. "How to Buy Life Insurance" and "Who Needs Insurance--and How Much." Consumer Reports, January 1967, pp. 13-25.
4. "How to Buy Life Insurance--Should Your Policy Be a Savings Account." Consumer Reports, February, 1967, pp.100-107.
5. "How to Buy Life Insurance--Prices, Options and Reading the Fine Print." Consumer Reports, March, 1967, pp.156-164.

North Carolina Annual 4-H Report Form

19 ____
Year

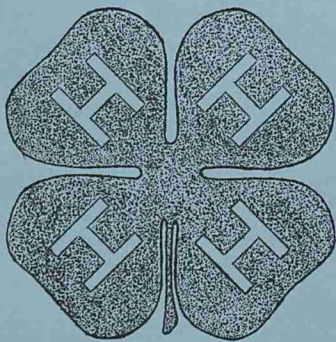
Name _____ Boy
Girl _____ County _____

RFD or Street _____ Post Office _____ Zip Code _____

Age _____ Date of Birth _____ Parents' Name _____
Month/Day/Year

Name of 4-H Club _____ Years in 4-H _____

Prepared by the Home Management Department
The North Carolina Agricultural Extension Service
North Carolina State University at Raleigh
and the U. S. Department of Agriculture, Cooperating
Raleigh, North Carolina 27607



4-H

Leader's Guide

in

Management

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TO YOU--THE MANAGEMENT PROJECT LEADER:

Welcome as a leader and congratulations for your willingness to serve in the greatest challenge of our time--the development of our youth. You have chosen one of the most basic projects--because good management is essential to a satisfying life for boys, girls, men or women. This project is designed for both boys and girls--to help them learn to manage their resources for satisfactory living today and to fulfill their role in tomorrow's world. Your reward for service will be in the development of our most precious resource, boys and girls.

Objectives of the Management Project

To help prepare 4-H'ers (boys and girls) for a satisfying life personally, socially and economically, as a member of their present family, as a person responsible for a future home and family and as a citizen of a community through:

1. Creating an awareness of the value of management in life, and encouraging them to set realistic goals based upon their values
2. Assisting them in recognizing available and possible resources
3. Encouraging the making of careful decisions in relation to the use of their resources to accomplish goals
 - . through the use of time and energy
 - . through the use of money for spending, saving and sharing
 - . through the use of personal belongings and family resources
4. Developing cooperative attitudes through sharing some of the family activities in the home
5. Developing skill in management by sharing some of the family responsibilities in the home
6. Developing an inquiring attitude in order to evaluate products and methods
7. Selecting, using and caring for equipment properly for durability and service
8. Analyzing storage space and working toward improvements
9. Applying the management process in doing household tasks efficiently.

The Challenge of Management

The number of 4-H boys and girls enrolled in your club is the potential number for the management project. Good management is an individual need regardless of age or position in life. Good management practices become a part of everything we do, and reward us in satisfactory lives.

This age is one of rapid change. There are more and more activities in which youngsters can participate. Recognizing what is of value is most important to these youngsters to prevent confusion and frustration, and to promote maximum personal development.

Good management, the capacity to get the most of what is desired from life within the limitations of resources is a basic need of every individual if he or she is to enjoy a satisfactory life socially, economically and personally.

Everyone uses management everyday because he makes decisions. Whether management is satisfying or disappointing will depend upon his or her ability to use resources in the best interests of his or her welfare.

The opportunity to learn to manage for a happy, satisfying life should be a right of every American. The earlier one learns the principles of management, and uses them in his everyday thoughts and actions, the more satisfying is his life. Good management helps one to recognize the type of life he wants, to know what he has or can get for this purpose and gives direction for action.

Thus the management project is offered as part of every 4-H'er's life. It is concerned with making decisions about the total use of one's resources, based on his values and goals. Every 4-H'er will profit from this project now while he is still with his family and throughout life. Good management practices established now will carry through life.

Opportunities and Responsibilities of the Management Leader:

1. To keep informed by attending leader's training programs and through self-study.
2. To help 4-H'ers and parents understand the value, opportunities and requirements of the management project for both boys and girls.
3. To encourage boys and girls to understand themselves and build self-confidence.
4. To encourage the development of a meaningful philosophy of life and the recognition of one's values and goals.
5. To encourage attitudes toward work, leisure, production and consumption that will promote personal satisfaction and strengthen society.
6. To provide the guidance and challenge individually and in group meetings necessary for boys and girls to acquire.

- . An understanding of management and its value to life
- . Experiences of managing meaningful activities
- . An understanding of materials and records provided by the project
- . Satisfaction achieved through applying management to everyday life
- . Skill in keeping records of project activities.

7. To recognize and praise individual achievement.

8. To promote the development of junior leaders and provide opportunities for their growth.

Organization of the Project

The Management Project consists of Books 1, 2, 3 and 4 which are to be completed in sequence by the 4-H'er. It is based on fundamental principles of management and proceeds from the management of simple activities to that of more complex activities. The aim of the project is to teach 4-H'ers to manage their resources in the most satisfactory way as they assume responsibilities at home and take their places in society.

Because management is inherent to life, boys should be encouraged to participate. Most of the activities apply to boys just as much as to girls. Good management is just as essential in a boy's life as in a girl's for effective living.

Each 4-H'er beginning the project regardless of age or former 4-H experience is to begin with Book 1 and proceed consecutively.

The requirements for completing each project book permit the 4-H'er to make some choice among activities for learning management. Suggestions for completing each activity are listed under "What to Do" at the beginning of the activity lesson.

References are suggested at the end of the activity lessons to provide information in addition to that included in the project manual. The 4-H'ers are to request only the reference materials for the activities which they are completing. You may let the 4-H'ers take initiative in acquiring the desired references, or you may obtain the references for the 4-H'ers.

Planned Programs

You will need to do some individual work with the 4-H'ers, but most will be done in group meetings. Encourage 4-H participation. They can do much, if given the opportunity and they will profit more from the experience. This will aid the fulfillment of our goal--the development of the 4-H'er.

The activity taught at the group meeting will be determined by the interest and needs of the group. For your convenience, suggested teaching outlines are given for an Introductory program on management and the four basic activities required for completing Management Project 1. Use your initiative and interest in adopting these and in planning other programs to help your 4-H'ers understand and complete their management project.

Suggested procedure for teaching includes:

1. First Meeting--see outline which follows. It is very important that 4-H'ers and parents understand the project and how it can contribute to their lives.
2. Teach the lessons for the four activities on time, money, keeping one's room and home safety in the group meetings because all 4-H'ers will be concerned with these. Teach them in any order which you and your group prefer.
3. Teach in group meetings the other activities which are carried by the greatest number of 4-H'ers.
4. Use junior leaders to assist with the teaching as much as possible.
5. Draw on authentic resource persons for specific management programs.
6. Strongly encourage the 4-H'ers to work on their project throughout the year until completed, and to complete the report for each activity as they finish the activity.
7. Check the 4-H'ers progress periodically. This will result in more completed projects.
8. When project is completed, collect the records and turn them in to Extension Agent.
9. Encourage the 4-H'ers to apply management principles learned and to plan to enroll in the management project which will offer new and interesting experiences next year.

FIRST MEETING - "Let's Get Acquainted--You and the Management Project"

Purpose: 4-H'ers and parents to understand the value of good management to life and become familiar with the learning experiences included in the management project.

Materials Needed:

Management project books for 4-H'ers
Project requirement sheets
Objects to represent resources--clock, money, appliance, garment, etc.

Leader's References:

1. "The Challenge of Management" 4-H Leader's Guide in Management.
2. "Manage for a Better Life" in 4-H Management Project 1.
3. Management Project 1 and Activity Sheets.
4. "Values and Goals." N. C. Agricultural Extension Service. Home Economics Series #24.

Presentation: Suggested Outline--Illustrated Lecture

TO DO	TO TALK ABOUT
Group participates by telling or writing something which they want (to get or to do).	1. Tell purpose of meeting
Illustrate some resources with objects--clocks, money, piece of equipment, etc.	2. Discuss management <ul style="list-style-type: none">. What it is. Why it is important. How goals relate to management. How values determine goals. Resources, both human and non-human
Give each interested 4-H'er a management project book.	3. Re-emphasize that the project is for both boys and girls
Leader and 4-H'ers make program schedule showing	4. Discuss in general the requirements for completing the project.
<ul style="list-style-type: none">. Time of meeting. Place of meeting. Lesson or program for meeting	5. Briefly discuss what can be learned from the management activities in the project books.
	6. Emphasize the choice of activities according to the year of project completion.
	7. Discuss when the project is to be completed.
	8. Discuss the procedure for the program meetings and how each 4-H'er should progress with the project and how each 4-H'er can contribute to the programs.
	9. Suggest the preparation 4-H'ers should do for the next meeting.

PLAN YOUR TIME

Purpose: 4-H'ers to acquire some understanding of the value of a time plan and to learn how to plan the use of their time.

Materials Needed:

- Clock
- Chart showing (1) activities to be done (2) activity plan for a day
- Paper and pencil for 4-H'ers

Leader's References:

1. "How to Find Time for the Things You Enjoy" - mimeo from Home Management Department.
2. Management Project 1.

Presentation: Suggested Outline - Workshop

TO DO	TO TALK ABOUT
Place clock so 4-H'ers can observe.	1. Introduction a. Discuss the amount of time - its use or waste
Show charts of activities and time plan.	b. Requirements on one's time - for self, for family, for home, and for community and friends
4-H'ers work out a time plan for $\frac{1}{2}$ of a non-school day.	2. Discuss the step-by-step procedure for making time plans (see 4-H project book).
	3. Discuss how to evaluate time plan: a. Was there enough time?
	b. Was there some free time?
	c. Did plan meet needs, if not, why?

Home Assignment:

4-H'ers do their time activity in project book

MAKE THE MOST OF YOUR MONEY

Purpose: 4-H'ers to learn basic techniques in using their money.

Materials Needed:

Coins and paper money
Charts showing sample (1) Plan for spending (2) Record of expenditures

Leader's Reference:

"Children Learn about Money," mimeo from the Home Management Department.

Presentation: Suggested Outline for Workshop

TO DO	TO TALK ABOUT
Show coins and paper money	1. Introduction a. Discuss what money is and why it is important. b. Talk about sources of 4-H'ers money. c. Talk about ways and results of using money (1) Spur-of-moment spending (2) Planned spending
4-H'ers practice making a spending plan	2. Assign 4-H'ers a sum of money for a period of time and let them practice making a spending plan. Discuss their plans in relation to:
4-H'ers take part in discussion	a. What to do if items cost more than planned for--discuss comparative shopping b. Importance of items--what to buy first, etc. c. Staying within amount of money or determining how more money might be obtained

Home Assignment:

4-H'ers to complete money management activity before next meeting.

KEEP YOUR ROOM CLEAN

- Purpose:
- (1) 4-H'ers to accept some responsibility for keeping their rooms clean and orderly.
 - (2) 4-H'ers to practice good management techniques in keeping their rooms.

Materials Needed:

Bedroom and linens for bedmaking
Garments, shaped hangers and clothes brush

Leader's References:

1. 4-H Management Book 1
2. "Steps to Easier Bedmaking," Extension Pamphlet No. 162

Presentation: Suggested Outline for Demonstration

TO DO	TO TALK ABOUT
4-H'ers participate in discussion	<ol style="list-style-type: none">1. Introduction:<ol style="list-style-type: none">a. Discuss simple household tasks with which 4-H'ers can or do help.b. Discuss the value of family cooperation with household tasks.c. Stress tasks which are 4-H'ers responsibility (keeping room).2. Discuss easy ways to keep room clean (see section in project book).3. Discuss daily jobs necessary for keeping room orderly.4. Discuss the why's of the recommended methods for keeping one's room orderly.
4-H'ers assist in making the plan	<ol style="list-style-type: none">5. Discuss making a plan for keeping one's room.

Home Assignment:

Work on activity for "Keeping Your Room Neat" and report on progress at next meeting.

A SAFER HOME

Purpose: To encourage 4-H'ers to correct hazards in the home and cooperate with family members in keeping the home safe.

Materials Needed:

Lamp Frayed Cord New Plug Tools for Repairing Cord

Leader's References:

Free materials might be obtained from the Accident Section; North Carolina State Board of Health; Raleigh, North Carolina

Presentation: Suggested Outline for Discussion

TO DO	TO TALK ABOUT
Group discussion Demonstrate: How to unplug electrical appliances. How to repair a frayed cord.	<u>Discuss:</u> 1. Importance of a safe home 2. Ways family members can help make home safe.

Home Assignment:

4-H'ers to complete the activity for a safer home.

Special Programs

Many special programs on "Management" can be held for 4-H councils or community 4-H Clubs. Select activities of interest to the group concerned from any of the management project manuals. Under your guidance, let the 4-H'ers carrying the project take the initiative in presenting the program, obtaining a qualified resource person as speaker, or planning a tour for the interested group.

Your 4-H and Home Economics Agents may assist you with ideas.

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TYPES OF CONSUMER CREDIT

Consumer credit is a means of promising future income as a basis for obtaining goods and services for immediate use. Almost every American family uses consumer credit in one form or another.

Within limits, consumer credit promotes a healthy economy. It stimulates the level of economic activity by providing a means of financing the flow of goods and services into final consumption. Because goods and services can be obtained on the basis of future income, many American families enjoy a higher level of living than would be possible without the use of credit.

Careless or uninformed use of credit can result in difficult financial problems or destruction such as bankruptcy. Problems and risks arise when borrowers or creditors abuse the privilege of using credit.

Businesses and grantors of credit have controls to protect their interests in the use of credit. But, the individual must rely on his own knowledge and judgment to avoid using credit foolishly. Thus each person is responsible for acquiring adequate knowledge to enable him to use credit intelligently.

Using credit intelligently requires:

- . Some knowledge about the existing and anticipated economic conditions.
- . Knowledge about the purpose, functioning and availability of lending agencies.
- . Knowledge of the costs of credit and the obligations and penalties for default in payments.
- . Conscientious planning for the use of credit within the limitations of one's resources and for maximum utility from financial resources.
- . A moral acceptance of responsibility for credit transactions.

Consumer credit is classified into two large categories -- installment and non-installment.

- A. Installment credit is a form of intermediate or short-term credit (up to three years) which permits a consumer to attain goods and services or personal loans with a promise to pay in the future. Traditionally, it has been used for automobiles, home equipment, furniture and medical expenses. In recent years credit is being used more and more for travel and vacations and for education. Installment credit transactions require some form of security for the grantor of the credit. The instruments currently used as security agreements include the following:
1. The conditional sales contract--used for sales credit, may require a down payment and requires the balance owed plus finance charges to be paid in

equal amounts each month for a specified time. The seller holds title to the goods until the debt is paid. In case of default in payment, the goods may be repossessed and the debtor held liable if the resale value is not equivalent to the amount which he owed.

2. The chattel mortgage may be required by finance companies and by banks for some types of personal loans. Chattel paper gives the creditor claim against specific goods owned by the buyer. The goods claimed in chattel papers are those which can ordinarily be moved such as cars, furniture, equipment, etc.
3. The promissory note which requires only the borrower's signature is frequently used for unsecured loans made by banks to persons with good credit rating. The time limit for unsecured loans is usually a maximum of ninety days.
4. The co-signer loan note requires the signature of the borrower and some responsible person who is held liable if the borrower defaults.
5. Life insurance policies are acceptable by the insurance company and some lenders as security for a loan in the amount of the cash surrender value of the policy.

Under the Uniform Commercial Code adopted by North Carolina legislation in 1968, the form of security instrument used for credit transactions may be changed somewhat from those listed above.

B. Non-installment credit is short-term credit which permits charging merchandise without additional charges for a period not exceeding a specified time, usually 30 days, but maybe 60 or 90 days for some purchases. This type credit includes charge accounts, single payment loans and service credit.

1. Charge accounts were once a status symbol, but today they have become a vital part of merchandising and are available to almost everyone. Charge accounts permit the consumer to have title to the goods when purchased. They offer the following advantages:

- . Provide immediate access to goods and services for customers who might be short of cash
- . Enable credit customers to sometimes receive advance notice of sales
- . Permit customers to get better service, especially on adjustments.

Charge accounts present disadvantages which include:

- . The temptation to overspend or buy luxuries which can't be afforded
- . Increase the cost of merchandise

- . Encourage impulsive buying.

Charge accounts are available in various forms throughout the country. The most common forms include:

- . The open or regular account which permits payment within 30 days without a service charge.
- . The revolving charge accounts which combine the 30-day account and installment buying. The store establishes a "credit limit" for the customer, a service charge, usually $1\frac{1}{2}$ percent per month is made. Some accounts require that a minimum percentage of the amount owed be paid each month.
- . The depositor's account permits a customer to deposit cash on account at the store from which charge purchases are subtracted. Spending is restricted to the amount of cash in the account. The store usually pays a small amount of interest on the balance of the amount.

Credit cards may be used for the open account or the revolving charge account. Credit cards are becoming more popular and more versatile in use. They are expected to serve as a transition into the "cashless, checkless" society predicted for the latter quarter of this century.

2. Single payment loans refer to short-term loans on which the interest is usually discounted at the time the loan is made, and the principal is due at the maturity date for the loan. This loan is made on the basis of credit rating and ability to repay and usually requires only a promissory note signed by the borrower. The rate of interest varies with the lender and the time span for the loan.
3. Service credit refers to the credit extended by utility companies, service agencies or professional services (medical, building, etc.). This type of credit is due within the month unless different arrangements have been made.

Credit Costs

Extending credit is a business which accrues expenses and profits. Thus, the consumer pays for the privilege of using credit. The costs of credit to the consumer are referred to as finance charges and include the following:

1. Interest -- the compensation allowed by law or fixed by parties or persons for the use of money.
 - (a) Costs of administering credit transactions -- This involves office and personnel, fees for investigating applicants, making and recording the transactions as well as the profits pertinent to operating the business.

- (b) Costs of risks -- Potential risks, such as late payment or default in payment, and inconveniences are involved with every borrower. Credit involving the greatest risks costs the most. Credit life insurance is frequently required by the lenders as partial compensation in case of death of the borrower. The lender assesses the risk of loss on the basis of a credit applicant's:

- Character--willingness and reputation for meeting financial obligations and stability of the family.
- Capacity--ability to meet current and additional obligations within limitation of his income and stability of employment and income.
- Collateral--the value of the security which can be attached in case of default in payment.

Major factors which influence the amount of these finance charges include:

• The type of credit

- (a) With installment credit, the borrower has the use of approximately half the amount of the loan for the entire period of the loan; yet, he pays the cost rate for the full time of the loan. Thus, installment credit has a true annual cost rate of about twice the stated rate.
- (b) Personal loan costs vary with the amount of the loan, the time span for the loan and the security offered. Loans requiring only the borrower's signature have a higher cost rate than do secured loans. Small loans carry higher cost rates than larger loans because of the proportional processing expenses--costs of processing small loans are just as much as for large loans.

D. Sources of Credit

The cost of credit varies with its source. In general, the cost is determined by the lenders "expenses" and "risks" in making the transaction plus his profit, and the legal or market controls which exert influence over the amount of money available and the rates for lending.

Agencies extending the more "risky" credit tend to have higher rates. Credit unions have lowest rates, because they were established to provide credit on a non-profit basis to their members only.

E. Amount and Length of Time for Which Credit Is Extended

Banks and small loan companies use a graduate scale of rates dependent on the size of the loan. Small loans have higher rates than the large loans. Purchase credit usually uses a percentage rate which may be stated as an annual

rate or a monthly rate on the unpaid balance. The longer the time span for credit, the greater are the total costs of credit.

F. Methods Used for Determining Cost of Credit

The cost of credit will vary somewhat depending on the method used by the lender in determining charges. Some of the more common methods used by lending institutions include:

- Discounting (deducting in advance) all credit charges from the loan when it is made and turning the remaining net proceeds to the customer.
- Adding all credit charges to the principal of the loan -- so that each installment payment reduces both principal and credit charge.
- Recalculating the credit charge each time a payment is made -- so that the charge is on the remaining unpaid balance.

Thus, what the consumer pays for the credit he uses includes: (1) a profit to justify the business of lending (2) interest on the money used, and (3) a variety of operating and risk expenditures.

G. Lending Agencies

Consumer credit is extended by a variety of institutions--banks, finance companies, credit unions and various retail outlets.

- Banks -- the largest single source for consumer credit today, extend loans. Many are extending credit by means of the bank credit card and the "overdraft" checking account privilege known by different names at the different banks.
- Finance Companies -- extend credit through dealers such as automobile financing and make small loans directly to the consumer.
- Credit Unions -- lend to members only. Credit unions originated as non-profit organizations which serve membership as an institution for savings and a source of credit.
- Life insurance companies permit borrowing on the cash surrender value of a policy.
- Retail outlets such as department, furniture and appliance stores; and speciality shops extend both installment and non-installment credit.

H. What Type Credit Is Best?

The best type of credit will vary with the individual according to his need, reputation and the availability of the credit. The best type can be found by

comparative shopping among the available sources.

The Consumer Credit Protection Act of 1968, effective July 1969, aims toward establishing uniform procedures in identifying credit costs. This will enable the consumer to meaningfully compare the costs of credit among the various lending agencies and hopefully encourage a more discreet use of consumer credit.

References:

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Troestrup, Arch W. Consumer Problems and Personal Finance. New York: McGraw-Hill Book Company, 1965.

Using Credit Wisely. Madison, Wisconsin: CUNA International, Inc., 1966.

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GUIDES FOR USING CREDIT

Thoughtless use of credit creates financial problems and maybe disaster. Basic suggestions for using credit advantageously include the following:

1. Maintain a good credit rating as a future reference for credit. Give complete and honest answers when applying for a loan or purchase credit. If payments can't be maintained for any reason, consult the grantor of credit. Often a satisfactory agreement can be worked out.
2. Reserve the use of credit for purchases which are truly needed. Answering these questions will help determine whether to use credit and obtain the item or to save money and buy it later.

- . Is the need immediate?
- . what gains will result from obtaining the item now?
- . what must be sacrificed in order to obtain it?
- . will it fit in the budget?

3. Determine how much debt can be assumed safely before entering into any credit transaction. Each family must determine its own margin of safety in using credit. There are no hard and fast rules. Dr. Gwen Byrners of New York State College of Home Economics suggests three questions for families to test their financial vulnerability:

- . Do you have less than \$200 in cash or savings accounts with which to meet emergencies?
- . Will it take you more than a year to pay off present installment debts?
- . Do your installments amount to more than 20 percent of your income after taxes?

A "yes" to all three questions indicates too much debt. (1)

A basic procedure is to determine the net annual income, then deduct all necessary expenses; the remainder is the amount available for credit payments plus everything else except "the necessities." Care must be taken in adequately identifying and estimating the necessary expenses. (1) Let estimates of necessary expenses tend toward the higher rather than lower level.

4. Investigate the credit possibilities available. Compare the costs of credit among the various sources to assure getting the best buy in credit. The rates of credit may be compared by determining the true dollar cost or the true annual rate of interest. Both methods may be needed since costs are currently stated differently among the lenders and retailers.

Investigate the composition of credit costs among the different sources. Obtain an itemized list of the costs of credit.

Compare the value of the services accompanying credit. These services may include: convenience in obtaining credit, fast processing, flexibility provided by the contract in respect to payments or special plans for convenience.

Always deal with reliable lenders or retailers.

5. With credit purchases, shop carefully for the item. Buy the quality and features to meet your need. Do not be "traded-up" to buying novelty features or gadgets. Money can be wasted in paying credit costs for items with "expensive" features which may not be needed.
6. Make a down payment as large as possible and the repayment period as short as can be managed safely. If savings funds are available, consider using them or a part of them rather than depending primarily on credit. Credit buying is not always a savings.

Pay up installment debt as early as is convenient. Avoid extensive periods which permit the enjoyment of "having it now" wear off before the debt is paid.

7. Use 30-day charge accounts intelligently. Do not use them to spend next month's income, or they will become debt for which you pay a fee.
8. Do not rely on verbal agreements. Any important provision or obligation should be specified in writing and both the creditor and the borrower should have signed copies.
9. Read and be sure the contract is understood and is agreeable as written before signing it. Once signed, you are legally responsible for the terms designated. Contracts are primarily for the creditor's protection. Some contract clauses to be alert to include:

- Add-on clause or open-end contract which is designed to extend over a succession of installment purchases and provides that the seller retain title to the goods until the last item is paid for. In case of default, all goods could be repossessed. Repossession does not relieve the debtor of the debt responsibility, unless the goods can be sold for an amount equivalent to the debt owed.
- Wage assignment clause gives the dealer power to collect all or a portion of the buyer's check if a payment is missed. Some states limit the percent that can be attached, and some states specify the types of things for which wages can be attached. A few states do not permit wage assignment.

- . Acceleration clause which provides that a default in one payment makes all future payments due immediately. This is used by only a few dealers, but it could be a serious problem for the debtor.
 - . Balloon contract which calls for the final payment to be substantially higher than the preceding payments. If payment is not met, dealer can repossess the item or refinance it.
 - . Hidden or obscure clauses can obligate the consumer to purchase items or pay interest charges which he neither needs nor wants, and at a price which he cannot afford.
10. If in doubt about any part of a credit transaction, consult a competent friend or some advisory person before assuming the obligation.
11. Once a credit obligation is assumed, you have the responsibility to meet the requirements of the transaction.

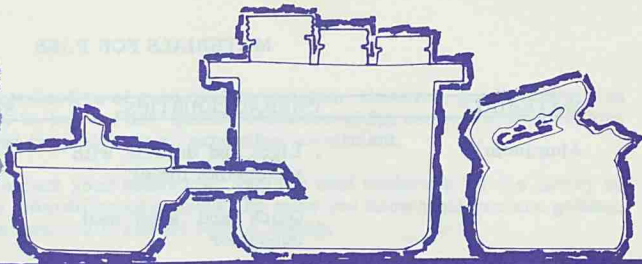
Intelligent borrowing requires that the consumer: (1) understands the risks involved including default in payments; (2) is aware of the true costs of the credit; (3) has considered the different sources that lend money whether the lending is on a cash basis or as a credit purchase, and (4) has a moral responsibility for the debt.

References:

1. "All About Credit," Changing Times, XVII (March 1963), pp. 25-40.
2. Facts You Should Know about Borrowing. (Boston: Better Business Bureau, 1957.)
3. Troestrup, Arch W. Consumer Problems and Personal Finance. New York: McGraw-Hill Book Company, Inc., 1963.

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PANS



for top-of-range cookery

Top-of-range cookware is available in many materials, finishes, and designs. Which should you buy? The best pan is one which gives good heat conduction, is easily cleaned, and will withstand direct heat without undue warping.

CHARACTERISTICS OF A GOOD PAN:

- . Made of a thick, durable, non-warping material
- . Made of a material that heats quickly and evenly, and holds heat well on low temperatures
- . Material and construction features permit easy cleaning
- . Wide, flat bottoms; wide, smooth, rounded corners; and straight sides
- . Heat-resistant, sturdy handles are large enough and placed to give good balance to the pan
- . Tight-fitting lid prevents excessive escape of steam
- . Size large enough, but not too large for family needs

MATERIALS

Cooking performance, durability, and ease of leaning depend primarily on the material and its quality. No one material is best for a pan. Each material offers strengths and weaknesses. You must decide which qualities you prefer. Remember--good even heat conduction and ease in cleaning are basic. Use charts on the following pages as guides in selecting material to best meet your needs.

MATERIALS FOR PANS

MATERIAL	CHARACTERISTICS	SPECIAL USE & CARE GUIDES
Aluminum	<ul style="list-style-type: none"> . Light and durable with silver-like luster . Quick and even heat conductor . Will not rust . Discolored by alkaline³ foods and mineral water . Pitted by food acids and salt (performance not affected--only appearance) . Sheet aluminum is hard, durable but may dent . Cast aluminum heavier and more porous than sheet aluminum, may break 	<ul style="list-style-type: none"> . Remove stuck foods by soaking a few minutes in hot water; by boiling water a few minutes; or by scraping with wooden spoon, plastic scouring pad, or steel wool soap pad. . Clean polished exterior surfaces with sudsy cloth or silver polish. Steel wool soap pads will scratch surface. . Remove discoloration and brighten by: <ul style="list-style-type: none"> -Cooking acid foods (tomatoes, apples, rhubarb) -Boiling a water solution containing cream of tartar (2 table-spoons per quart water) -Using commercial aluminum cleaner . Do not allow foods or water solutions to stand in pans - it may cause pitting.
Magnalite (alloy containing about 94% aluminum)	<ul style="list-style-type: none"> . Made by casting . Good conductor of heat . Holds heat well . More expensive than aluminum . Discolored by alkaline foods 	<ul style="list-style-type: none"> . Remove discoloration with steel wool soap pads .
Iron	<ul style="list-style-type: none"> . Good conductor of heat . Cast iron more brittle but holds heat better than sheet iron . Will rust unless treated . Porous--must be seasoned . May discolor acid foods 	<ul style="list-style-type: none"> . To remove stuck food use soap-filled steel wool pads. You may need to rub pan with unsalted oil before using after it is cleaned. . Re-season periodically by rubbing inside thoroughly with unsalted oil and heating slowly for several hours. . Dry thoroughly after washing to prevent rust spots.

MATERIALS FOR PANS

MATERIALS	CHARACTERISTICS	SPECIAL USE & CARE GUIDES
Stainless steel	<ul style="list-style-type: none"> . Resistant to food alkalies and acids. . Easy to clean. . Darkened by high heat. . Not a good conductor of heat when used alone -- tendency for hot spots. 	<ul style="list-style-type: none"> . Use low or medium heat. . Dry and polish with soft cloth after each washing. . Do not use abrasives -- will scratch finishes. . Remove spots with silver polish.
A. Copper-clad stainless steel	<ul style="list-style-type: none"> . Copper-clad bottom gives better heat conduction. . Copper bottoms are rather difficult to keep clean and bright. . Copper should extend slightly up the sides for good heat conduction. 	<ul style="list-style-type: none"> . Follow instructions as for stainless steel. . Clean copper bottoms with: <ul style="list-style-type: none"> -Vinegar or lemon juice and salt with a fine (000) steel wool. -Use a commercial cleaner.
B. Stainless steel with copper core (may be referred to as "heat lined" or "tri-ply")	<ul style="list-style-type: none"> . Copper core gives better heat conduction than stainless steel used alone. 	<ul style="list-style-type: none"> . Use same instructions as for stainless steel.
C. Aluminum-clad stainless steel	<ul style="list-style-type: none"> . Aluminum bottom or exterior gives better heat conduction than stainless steel used alone. . Stainless steel interior is resistant to pitting or discoloration by food acids or alkalies. 	<ul style="list-style-type: none"> . Follow aluminum instructions for cleaning exterior surface. . Follow stainless steel instructions for cleaning interior surface.
Glass-ceramics (Pyrocerams*)	<ul style="list-style-type: none"> . Can take quick changes of temperatures (cook, freeze, serve)--guaranteed against breakage from temperature changes. . No warping, cracking or crazing: . Can be used for cooking and serving. . With high heat food tends to stick in spots. 	<ul style="list-style-type: none"> . Use low to medium heat. . Remove stuck foods by soaking in household bleach (follow instructions on bleach bottle). . Remove gray marks made by metal utensils by using plastic scouring pad or cleaning powder on damp cloth. . Avoid use of metal scouring pads.

*Trademark of Corning Glass Works

FINISHES

Finishes are applied to basic materials to produce effects in appearance or cleanability. The finishes usually found in cookware are:

FINISHES	CHARACTERISTICS	SPECIAL USE & CARE GUIDES
Porcelain enamel (on steel or iron)	<ul style="list-style-type: none"> . Non-porous and easy to clean. . Resistant to acids and alkalies. . Crazed by sudden change of temperature or chip from hard impact. 	<ul style="list-style-type: none"> . For hard-to-remove food use water solution with baking soda or weak ammonia. . Do not use any type abrasives--for stubborn spots, use baking soda.
Porcelain on exterior of cast aluminum	<ul style="list-style-type: none"> . Available in some bright colors . Does not discolor, blister or craze from heat. . Damaged by sharp impact or careless use. 	<ul style="list-style-type: none"> . Clean interior as any aluminum. . Remove spots on exterior with silver polish. . Steel wool soap pads will scratch porcelain.
Teflon-- coated*	<ul style="list-style-type: none"> . Features non-stick, no-scour clean-up. . Slightly higher in price than same cookware without the "teflon" finish. . May discolor at temperatures above 450° F. . May stain or scratch with continued use--stains and small scratches do not affect performance. 	<ul style="list-style-type: none"> . Avoid extremely high heats. . Periodically scrub finish with plastic or rubber scrubber or sponge to remove build up of oily film. . Might lighten or remove stains with "Stain-Aid Cleaner for Teflon" or with a solution of 2 tablespoons baking soda, one-half cup liquid household bleach and one cup water--boil 5-10 min.; wash; dry; and treat surface with salad oil.
Anodized aluminum (heavy oxide coating)	<ul style="list-style-type: none"> . Makes exterior surface of aluminum stain and corrosion resistant. . Means of adding color to aluminum--high heat may remove color. . Anodized pans heat faster. 	<ul style="list-style-type: none"> . Regular care for aluminum unless colored--no abrasives and avoid very high temperatures.

*Trademark for DuPont TEF fluoro-carbon finish

COST OF PANS

A high price is no true indication of good quality in a pan. However, good quality pans are generally more expensive to buy. Poor quality cookware which dents, warps, develops hot spots and has to be replaced frequently is an expensive investment.

Take time to carefully select your cookware. Buy the best cookware for the money by comparing features and prices from different sources. Be sure you know what you are getting. Seek information from reliable sources if needed before buying.

Guard against being "high-pressured" into buying "sets" of cookware with supposedly exclusive features. Buy a set of cookware only when you need and will use rather regularly all pieces in the set. Seldom-used cookware is expensive to buy and to store. You might prefer to get different types of cookware rather than a set of one type.

Cookware sold by door-to-door salesmen is usually designed especially for that business. It is higher in price than comparable cookware found in retail stores. Replacing parts such as lids and handles or getting defective cookware replaced may be difficult or impossible.

Buy quality cookware from salesmen representing a reliable company. Deal with all salesmen in a business-like manner. Read every word of a contract--do not sign anything you do not thoroughly understand. Buy only the pieces of cookware which meet your cooking needs, can be easily cared for and stored, and are within your budget.

HOW MANY PANS?

The number and size of pans needed for top-of-range cookery vary with family size and the homemaker's cooking habits. A frypan and saucepan are two basic pieces. Add others as needed and desired.

Choose a size that is adequate for your family without filling the pan over 3/4 full for cooking. Select a pan with a bottom size that fits your range unit. Pans larger than the unit transfer heat to the porcelain of the range causing yellowing. Heat is wasted when the pan is smaller than the range unit.

"WATERLESS" COOKWARE

This term may be misleading. It usually refers to cookware made from a heavier gauge metal than is used for the regular top-of-range pans. Water or fat is essential for top-of-range cooking. It is in the food, added by the cook, or water may cling to the food from washing. Using low heat is extremely important to keep vapor losses to a minimum.

SUMMARY

- . Compare prices and quality features of cookware at several sources before buying.
- . Check on information relative to cookware before buying--know what you are getting.
- . Buy only the pieces of cookware you need. Be sure they are made by a well-known manufacturer and purchased from a well-established dealer.
- . Buy pans the right size for your range unit.
- . Buy one piece of a particular type of cookware and try it before investing money in several pieces. You may prefer to have cookware made from different materials.

- . Pans should be made from a gauge material heavy enough to prevent warping or denting.
- . Throw away those metal scouring pads (unless they are soap-filled). They clean--yes, by cutting the surface of your pan.
- . For versatility, consider pans with handles which are easily removed or will withstand oven temperatures.
- . Use the heat setting recommended for your cookware. High heats may darken or cause hot spots to develop in some materials.
- . Cool cookware before placing in water, wash with mild detergent, rinse and dry thoroughly. Strong detergent may discolor some metals.
- . Select the best pan for your purpose--use and care for it as recommended by the manufacturer.
- . If metal cookware is washed in a dishwasher, place it so that the detergent is thoroughly dissolved in water before it gets to the cookware. The alkaline detergent may darken aluminum cookware.

FOR YOU TO DO

1. Take a good look at your top-of-range utensils:
 - . Can repairs restore one to useable life?
 - . Is one too warped or worn for use?
 - . Could a special cleaning restore the beauty of the pan?
2. Check your storage arrangement for cookware:
 - . Is top-of-range cookware stored near range?
 - . Are the most frequently used pans most accessible?
 - . Could step-shelves in tall storage areas contribute to convenient storage and prevent nesting of pans?

A few well-selected, versatile pans are to be chosen over stacks of pans because of economy in--use, money, and time.

* * * * *

This information in this publication is for educational purposes only. Reference to commercial products, commercial terminology or trade names is made with the understanding that no discrimination is intended and no endorsement by the N. C. Agricultural Extension Service is implied.

Prepared by Thelma Hinson, Home Management Specialist



Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

AGRICULTURAL EXTENSION SERVICE

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF AGRICULTURE AND LIFE SCIENCES

HOME ECONOMICS
HOME MANAGEMENT AND FAMILY ECONOMICS
RICKS HALL ZIP 27607

TO: County 4-H Agents
Home Economics Agents Responsible for the County Home Management Program
County Extension Chairmen

FROM: ^{JAH} Thelma Hinson, Home Management Specialist

RE: The New "Management Project"

Enclosed is a complete kit of the Management Project materials available to-date. This includes Agent's Guide, Leader's Guide and materials for 4-H'ers, plus a descriptive leaflet "4-H Home Management Program" from the National Service Committee (if more of these are desired, order directly from Chicago). These materials should meet your 4-H needs for the 1967-68 project year. It is ready for use in 1968-69.

This project is different from the home management project used in the past years. I trust that the county chairman will see that the entire Extension staff is familiar with it.

Your orders for these materials which have been received will be filled in the near future. Should you fail to receive them, please reorder.

Thanks for your patience in waiting for this project material. I hope it will be most worthwhile to your program. Basically, I am pleased and trust that more 4-H'ers will participate in the project.

Best wishes personally and professionally. Let me know if you have questions or if I can assist you with this project.

TH:ph

cc: Dr. Eloise Cofer
District Chairmen
District Home Economics Agents
4-H Specialist



AGENT'S GUIDE FOR MANAGEMENT PROJECT

PHILOSOPHY UNDERLYING PROJECT DEVELOPMENT:

The MANAGEMENT PROJECT is designed to provide realistic learning experiences by which 4-H'ers can best manage their resources for the greatest achievement and satisfaction now and throughout life. Good management, the capacity to get the most of what is desired from life within the limitations of resources is a basic need of all individuals. Hence the management project is designed for both boys and girls. The project is designed to provide varied activities to meet the needs and interests of 4-H'ers in any situation--related to the home or to society. There is some choice in the activities which are to be completed.

The MANAGEMENT PROJECT is concerned with the use of all resources for total living. Thus it offers much toward helping a 4-H'er acquire and develop the "Qualities of a Useful Citizen" (refer to National 4-H News, February 1965, pp. 18-19).

PLANS FOR DEVELOPING PROJECT

Presently, only the first year project materials have been developed. However, project requirement sheets for 4-H'ers carrying the project for 2nd, 3rd, and 4th year have been developed using the available materials. Sequential project materials will be developed as quickly as possible. A copy of the original outline is attached. This will give an image of the total project.

PROJECT MATERIALS AVAILABLE

- . 4-H LEADER'S GUIDE IN MANAGEMENT
- . MANAGEMENT PROJECT I
- . 10 Project Activity Sheets
 - Help Care for the Family Pet
 - Play Games With Children
 - Maintaining Order in the Family Living Area
 - Table Setting for Family Meals
 - Keeping Walks, Steps, and Porches Clean
 - Remove Trash and Clean the Containers

- Hang and Fold Clothes for Easier Ironing
- Become Acquainted with the Iron--Its Use and Care
- The Easy Way to Iron and Fold a Shirt or Shirt-type Blouse
- Care for Shoes Properly

FOR 1967-68 PROJECT YEAR ONLY:

- . MANAGEMENT PROJECT -- SECOND YEAR REQUIREMENTS
 - . MANAGEMENT PROJECT -- THIRD YEAR REQUIREMENTS
 - . MANAGEMENT PROJECT -- FOURTH YEAR REQUIREMENTS
- NOTE that everyone, regardless of age begins in "Management Project I." This information is basic. Following Project Manuals will build on it.

SUGGESTIONS FOR IMPLEMENTING PROJECT

1. Agents become familiar with the project, its purpose, value, and opportunities offered for learning:
 - . Check the 4-H Management Project Outline for--Overall Objective and types of learning experiences to be provided in the total project
 - . Refer to MANAGEMENT PROJECT I:
 - Page 1--"Manage for a Better Life" is a preview of the definition and justification of management as basic to effective living.
 - Page 2--States the requirements for completing the first year project. 4-H'ers will receive only the activity sheets for the activities which they choose to complete listed under "Possible "Activities."
 - Pages 2-10 provide information on 4-H activities which are basic to effective management for both boys and girls.
 - . Note that for all activities a general format has been followed--
(1) "What to Do"--a list of requirements to complete the activity, (2) Information pertaining to the activity, and (3) Report of the activity. For this project both Manual and Record are together.
2. Train leaders in--understanding the project, assisting 4-H'ers in selecting meaningful activities, and in teaching specific activities. See "4-H Leader's Guide in Management."
3. The agent responsible for management can do much in promoting the project and training project leaders--both adult and junior 4-H leaders.
4. Use management activities for club programs whenever possible. Management is needed by everyone, regardless of whether they carry the project.

REMEMBER: The success of this project will depend on the attitude and acceptance of its value by the agents, a full understanding and acceptance by the leaders, and the ability of both agents and leaders to promote and sell it to the 4-H'ers as something meaningful and worthwhile. Good luck in "Management Salesmanship"!

Prepared by Thelma Hinson

4/67

Home Management Department, N. C. Agricultural Extension Service, N. C. State Univ.
Raleigh, North Carolina

MANAGEMENT
Project 1



Acknowledgment

The author acknowledges assistance of Extension home economists, 4-H management leaders and 4-H members in Durham and Orange Counties for pretesting the project and giving evaluative suggestions.

Dr. Eloise Cofer, assistant director, North Carolina Agricultural Extension Service; Mrs. Katherine Riggle, former home management specialist, N. C. Agricultural Extension Service; Dr. Emily Quinn, state leader of training, N. C. Agricultural Extension Service; Mrs. Fern Kelly, assistant director, 4-H and Youth Development, Federal Extension Service; and the N. C. Agricultural Extension Service 4-H staff for evaluative suggestions.

MANAGE FOR A BETTER LIFE

Everyone uses **management** everyday. It is basic to life. Good management is not a gift, but is learned by practice in making the best decisions in what you think, do and say. You manage when you dress, do your lessons, help with home tasks, or play. Are you always pleased with the way things turn out? If not, now is the time to start making the best decisions so that you can **manage** for a better life. Can you name three things which mean a better life to you?

Decisions are the choices you make about the way you think and do. Wise decision-making can be learned just like any game—and remember, practice makes for perfection. You can be a winner. To make the best decision:

1. Think about all the possible ways of getting or doing something you want,
2. Think about what will happen if you choose this, that, or another way,
3. Choose the best way for you—the way which more nearly gives what you want,
4. Carry out the way chosen,
5. Ask yourself:
 - Am I pleased with the outcome? Why?
 - What do I need to do differently next time?
6. Use these answers next time you make a similar decision.

Management is deciding how you can use what you have to get what you want. Your **values** (that which is important to you such as love, fun, good health) will determine the things you want. **What you want** are your **goals**—the things most important for you to do or to have. Goals are of two types (1) **short-time**—those you reach soon such as to get a dress, a baseball glove, help with a home task; or go to the movie on Saturday afternoon; and (2) **long-time**—those you reach in the future such as a college education, getting a good job, or becoming a homemaker.

What you have to work with in reaching your goals are your resources. You have many resources such as:

- time and energy;
- talents, abilities, and skills;
- faith and attitudes;
- relations with other people;
- material possessions—clothes, home equipment and furnishings, books, hobby and recreational equipment, money; and
- community facilities—libraries, churches, schools, parks, 4-H community club.

The way you use your resources will determine the type of life you have now and in the future. Learn to manage them for an abundant life. Abundant living offers **privileges** which you can enjoy. It also offers **responsibilities** which you must accept. Good management prepares you for abundant living.

Remember, your values guide you in choosing your goals. Different people have different values and goals. Your values and goals will change as you grow older and as things around you change. The way you use your resources will determine how successful you are in reaching your goals. You can become a better manager by:

- deciding what values and goals are important to you, and
- learning the best way to use your resources to reach these goals.

Your management project will help you become a better manager. This project provides activities for you to learn to plan and make decisions and to carry out your plan. The activities in this unit help you:

1. Make the best use of your resources—
 - Find time for the things you want to do,
 - Get more for the money you have,
2. Share life with others, and
3. Carry home responsibilities—the easy and enjoyable way.

What are your values, goals, and resources? List three of the most important.

Values

Example: Knowledge

Goals

Example:

1. Do well in my studies
2. Use money wisely, and save toward college.

Resources

Example:

1. Time, ability, library, teachers, parents
2. Money, skill, time, ability to work

What you will do to complete this unit

1. Read the list of "Possible Activities."
2. Choose and check at least 3 activities from the list of "Possible Activities" to include in your project.
3. From your leader get lesson sheets for the activities you checked. Keep the lesson sheets with this manual and record book.
4. Re-read carefully the first section, "Manage for a Better Life," of this manual and record book.
5. Complete 4 required activities plus 3 of the possible activities you selected. If you wish, do more of the activities.
6. Write a story about what you have done in this unit and keep with the lesson sheets and this manual for Unit I.
In the story tell what problems you had and how you overcame them; what you learned from your activities; how your family assisted you with your project; and how you will practice what you have learned from this project.
7. Turn in your completed project manual and record, lesson sheets and story to your 4-H leader.

Required activities

1. Plan Your Time
2. Make Good Use of Your Money
3. Keep Your Room Neat
4. A Safer Home

Possible activities

Complete at least three of the following activities. Do more if you wish. Check the activities you choose. Get lesson sheets from leaders. Keep lesson sheets with this manual-record book.

- ___ Help Care for the Family Pet
- ___ Play Games with Children
- ___ Maintaining Order in the Family Living Area
- ___ Table Setting for Family Meals
- ___ Keeping Walks, Steps, and Porches Clean
- ___ Remove Trash and Clean the Containers
- ___ Hang and Fold Clothes for Easier Ironing
- ___ Become Acquainted with the Iron—Its Use and Care
- ___ The Easy Way To Iron and Fold a Shirt or Shirt-type Blouse
- ___ Care for Shoes Properly

A time plan and record of activities

For a school day:

Activities	Time Needed
For Self:	
Example: Eat 3 meals	1 hr. 15 min.
Study	1 hr. 30 min.
_____	_____
_____	_____

For Family and Home:

Example: Discuss current events	20 min.
Dinner dishes	30 min.
Empty trash	10 min.
_____	_____
_____	_____

For Friends and Community:

Example: Ball game	2 hrs. 30 min.
Errand for elderly person	30 min.
_____	_____
_____	_____

For a Saturday:

Activities	Time Needed
For Self:	
Example: TV	2 hrs.
_____	_____
_____	_____

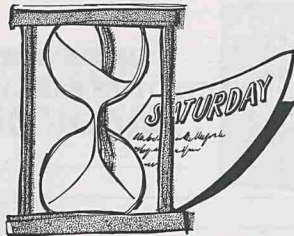
For Family and Home:

Example: Grocery shopping	1 hr.
_____	_____
_____	_____

For Friends and Community:

Example: Club project	1 hr. 30 min.
_____	_____
_____	_____

PLAN YOUR TIME



What to do

1. Time is a valuable resource. From this activity learn to use time wisely.
2. List below all the activities you need to do and want to do each day. Tell the amount of time you need for each activity.
3. Make a time plan for each day on the form given below. Include in your plan first the activities most important to you.

4. Keep a record of the activities you actually do on each day.
5. Answer the questions about your time plan.

A tale of time

Time is a gift of life. It is a tool which you can use or waste. Each day has 24 hours or 1440 minutes. How you use time is up to you. You have two choices—(1) to use time for things important to you and your family, or (2) to waste time on things that have no worth. You must remember that time is with you at this moment. When a minute passes, it is gone forever, and a new one takes its place.

You can spend time wisely by dividing it among work or school activities—home tasks, study; personal and leisure activities—sleep, eat, dress, sports, watching TV; and thought and meditation activities—relaxed planning, worship. Your activities will include time for yourself, for your family and home, and your friends and community. You can play the game of time and win. The rules are:

Rule 1: List all the activities you need to do and want to do. Use form on page 4.

Rule 2: Make a time plan for each day by following the example given. Choose from the list in Rule 1 the most

important activities. Allow some free time to take care of unexpected things.

Example:

Time Activities

6:30 a.m.	Arise, dress and have breakfast
7:20	Personal grooming, tidy room, walk to school
8:00	In school
3:30 p.m.	Leave school
3:45	Meet friends at drug store for snack
4:30	Free time at home
5:00	Study
5:45	Relax

6:00	Set table for dinner
6:15	Dinner
7:00	Wash dishes
7:30	Study
8:30	Watch television
9:15	Study
9:45	Polish shoes; get ready for bed
10:15	To bed

TIME PLAN OR A SCHOOL DAY

Time	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TIME PLAN FOR A SATURDAY

Time	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Rule 3: Follow your time plan as a guide and keep a record on the form below of activities and time spent on each activity. If you need to change your time plan,

do so. Its purpose is to help you find time for the things you need and want to do. It must be flexible to meet your needs.

**RECORD OF
ACTIVITIES FOR SCHOOL DAY**

Time	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**RECORD OF
ACTIVITIES FOR SATURDAY**

Time	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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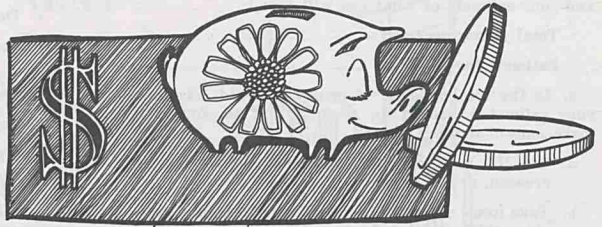
Rule 4: Decide how well your time plan has worked.

- A. Were you pleased with your time plan? _____
 - B. Did you have enough time for the activities planned? _____
 - C. Were too many activities planned? _____
 - D. Was your time plan worth while? _____
 - E. Tell how your time plan helped you _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

- F. Next time you make a time plan, what changes will you need to make? _____
- _____
- _____
- G. In the future, how will you use what you have learned in this lesson? _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

KEEP YOUR MONEY

MAKE THE MOST OF YOUR MONEY



What to do

1. If you don't get an allowance, encourage your parents to give you one.
2. Make a plan for using your money for two weeks.
3. Answer the questions about using money.

Money is used to get things you want and need. This part of your project will help you learn how to use money to get things you most want. **You will learn:**

- To decide what your important needs and wants are that money can provide.

- To plan how to use your money.

You get your money from different sources—your parents, an allowance, gifts, or earnings. Everyone does not have the same amount of money. Why?

The way you use your money is more important than how much you have. Whether you have a lot or a little, you can practice good money management. To do this you must plan how you will spend money while you still have it. A spending plan will help you see where your money is going, keep you from buying the things you can't afford, and help you get the best buy for your money.

Guides for making a spending plan

1. Know (or estimate) the amount of money you will get each week for two weeks. Here is a simple form to use to get it on paper.

MY MONEY WILL COME FROM

	First Week	Second Week
Amount of earnings		
Amount in gifts		
Amount of allowance		
TOTAL		

2. Use this form to list the things for which you plan to use your money. Try to estimate the cost of each item:

I PLAN TO USE MY MONEY FOR

Items	Estimated Cost of Items	
	First Week	Second Week

3. Now compare the amount of money you will receive and your estimate of what you will spend.

Total money received _____

Estimate for spending _____

4. Is the total amount of money received less than your estimated amount for spending? If so, you must make some changes. You can:

- a. Get the total amount of money you receive increased, or
- b. Take items off your spending plan. To help you decide which items to remove, ask these questions

about each item:

- Do I really need it?
- Could I be happy without it?
- Do I already have something which could take its place?
- Could I buy a satisfactory product at lower cost?

5. Use your plan as a guide in spending your money. Things may not work out as you had planned. If not, change your plan to meet your needs. Remember, a spending plan is a guide for you to make the best use of your money. Here is a form that will help you.

RECORD OF HOW MY MONEY WAS USED

Items	Cost First Week	Cost Second Week
TOTAL		

6. After you have kept a record of your spending, compare it with your spending plan. Did you follow your spending plan? _____ Did you spend more than you planned to spend? _____

Report of activity

1. List the way your plan helped you to make better use of your money:

2. How can you use what you learned in this lesson?

KEEP YOUR ROOM NEAT

What to do

1. Decide just how orderly you want to keep your room. Why did you choose this standard of cleanliness and orderliness?

2. Try different ways of putting your clothes away. Then choose the best method. You might try:

- putting all like garments together—in the closet (blouses, skirts); in drawers or boxes (sock, under garments);
- putting all garments together—in the closet or in the drawer—wherever space is available; and
- other ways you can think of.

3. Compare making your bed by the one-trip method and the way you have been making it. Is one of these methods satisfactory? If not, work out your own method.

4. Make a plan and follow it in keeping your room neat for 3 months. Plan what is to be done, when, and who will do it.

5. Answer questions about this activity.

Your room gives a picture of you as a person. What does it show—a neat, tidy boy or girl who is a good manager? Or a messy one who practices poor management?



Consider these ways

1. Hang clothes to air as quickly as they are taken off.
2. Form a habit of putting books and objects back in place after they are used.
3. Tidy up the room just before going to bed.
4. Have a definite time each day for small jobs such as:
 - making the bed (after breakfast is a good time);
 - emptying the trash can;
 - dusting when needed.

Your room is your responsibility. If you share it, those sharing the room should decide how each can help keep it neat and tidy. This is one way you can share the household tasks of your family. Household tasks which must be done are a part of your life. As you grow older, you will assume more responsibility for your own life and the lives of others. Having tasks and extra responsibilities are the prices you must pay for having things you enjoy.

Learning to carry out your responsibilities at home the easiest way will save you time, energy, and make your life much happier. To do your household tasks the quick and easy way, you can:

1. **Be happy about doing your work.** Think of your tasks as a part of your responsibility. Work out the quickest, easiest and most pleasant way of doing them. Fretting about a task only makes it harder.

2. **Try new ways for doing your tasks.** Learn and practice doing your tasks as suggested in your 4-H activities. Compare the way you had done them with the way suggested in your 4-H activities. Which gives the best results? Which saves the most time? Which is easiest for you to do? Honestly answer these questions. Then you can decide which method is most satisfactory for you.

Keep clothes put away

The job of keeping your clothes put away is yours. Clothes put away right will look nicer, last longer, and need less pressing. Your room will look much nicer to your parents and friends and you will be able to find things easily.

Hang blouses, skirts, dresses, and coats on hangers right after you take them off. Fold pants legs together with creases in place and hang across padded hanger or by the cuff. Hangers shaped like the shoulder of your blouse or dress will help keep the shape of the garments. If you use wire hangers, be sure they are not rusty. Hang garments in your room where they can air overnight. You might place a hook on the closet door or on a door or window facing for airing garments. After airing, brush the garments and put them in the closet. Airing and brushing will help remove perspiration, moisture, dust and some odors.

Put sweaters on the bed or other flat surface for airing. Then fold them and store in drawers or boxes. Knit garments usually keep their shape best when stored folded instead of hung up.

Clean dust and dirt from your shoes when you take them off and air them. Then store them in a shoe bag, on a shoe rack, or in the box in which they came.

Let dirty clothes air to dry perspiration. Then put in one place until they can be washed—in the family laundry hamper or in a laundry bag in your room.

Easier bedmaking

Making your bed can be fun, even if it is something you do every day. The secret is finding the easiest, simplest, and quickest way to do it and then practicing this way until it becomes a habit.

Carefully toss the covers and the top sheet back to the foot of the bed and let your bed air while you have breakfast each morning. Then make your bed after it has aired, and put your room in order. You will be proud of a neat orderly room throughout the day.

There are several ways to make beds. These vary with the type of bed, the amount of covers and the way the covers are tossed in the morning. For easier bedmaking, you will need:

- The backside of the bed at least 18 inches from the wall so you can walk around it.
- A chair or table near the head of the bed for placing pillows, covers, and linens stacked in the order you will use them.
- To toss the covers so you can pull them into place easily.

To decide which method of bedmaking is best for you, learn to make your bed by the one-trip around method (ask your leader for "Steps to Easier Bedmaking", Extension Pamphlet No. 162). Compare this method with the way you have been making your bed. Choose the method which gives you the best results and most satisfaction, is easier to do, looks nicer, and can be done in less time. You might experiment and develop a different method which best meets your needs.



1. Make a home safety check. Ask all family members to help. Identify all hazards.
2. Correct at least 2 of the hazards you find.
3. Learn 3 new safety habits and practice them.
4. Answer the questions about this activity.

Promote safety in your home and preserve human and material resources. Safety in the home and its surroundings is essential for happiness and healthful living. You

Report

1. Do you share your room? _____
2. Describe how orderly you want to keep your room:

3. Show your schedule for keeping your room neat:

WHAT DID YOU DO?

WHEN?

4. Did you like the one-trip method for making your bed? _____ Describe the best method you found for making your bed: _____

5. Do you always use this method? _____ Why? _____

A SAFER HOME

What to do

can make your home a safer place to live by locating hazards and helping to correct them. Ask all members of your family to:

- help locate hazards;
- help decide what to correct and how to correct the hazards.

A Safety Checklist for Your Home. For each safety feature check the correct line—yes, no, or does not apply. Add other features to the list as needed.

Around the house

Yes	No	Does Not Apply
-----	----	----------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Good ladder available when needed.
- Lawn or farmyard clear of tools, toys, weeds, or rubbish.
- Ponds fenced to protect small children.
- Wells and cisterns covered to protect small children.
- Guards and shields kept in place on the farm and lawn equipment.
- Farm machinery kept in safe operating condition.
- Window screens are secure. Guards are used on low windows.
- Furnaces, stove pipes and heating systems are inspected and cleaned regularly.
- Trash burned safely—away from flammable liquids or gases and small children.
- Approved-type fire extinguishers are available. Every family member knows how to use them.

In the house

A. Electrical Safety:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Electrical wiring and cords are in good condition.
- All electrical appliances and hand tools are in good operating condition and **properly grounded**.
- Household equipment and workshop tools are unplugged when not in use or when being cleaned or repaired.
- Iron is always disconnected when not in use.
- The main electrical switch is easily located and reached.
- Unused electrical sockets and outlets are safeguarded to prevent shock hazard to children.
- Radios, heater and hair dryers are not allowed in the bathroom where they could fall into bathtub or sink.
- Electrical equipment complies with safety standards of the Underwriters' Laboratories.
- Electrical cords are not under rugs, across radiators or traffic lanes.

B. Safety from Fires:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Highly flammable liquids such as cleaning fluids are stored in well-marked, airtight containers, where air can circulate around the container.
- Matches are stored in a metal or glass container out of reach of children.
- Household dust cloths and mops containing oil or polish are stored in metal or glass containers to prevent possible combustion.
- Storage areas are free from flammable fluids, paper, rags, etc.
- A home fire escape plan has been developed. Every member of the family knows what to do in case of fire.

C. Safety from Falls:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Steps and floors are kept repaired.
- Gates used to guard top and bottom of stairs until small children can climb safely.
- Stairs and steps are properly lighted.
- Stairways and steps are kept clear of toys, mops, etc.
- Halls and bathrooms are provided with night lights.
- Small rugs are securely fastened to prevent slipping.
- Rugs and mats are not placed on steps or stairways.
- Bathtub or shower is skidproof, or has a mat to prevent slipping or falling.
- Water and spills are immediately cleaned from floor.
- Wax on floors is used sparingly where water is likely to get on floors.
- Cupboard doors and drawers are kept closed when not in use.
- Safe ladder or step stool is available in the home for reaching high places.

D. Safety from Poisons or Harmful Substances:

_____	_____	_____
_____	_____	_____
_____	_____	_____

- Sprays, insecticides, and poisons are kept in original containers and out of the reach of children.
- Household cleaners and medicines are stored out of reach of children—preferably in locked cabinet.
- Harmful substances are not stored in food containers.

E. Other Safety Features:

Yes	No	Does Not Apply	
_____	_____	_____	Plastic bags and cartons are disposed in a way to prevent danger to children.
_____	_____	_____	Doors are removed from discarded equipment, such as refrigerators, which might trap children.
_____	_____	_____	Sharp knives are stored in a rack and out of the reach of children.
_____	_____	_____	Handles of cooking utensils are always turned toward the back of the range.
_____	_____	_____	Definite storage places are available for children's toys. Children are taught to put toys away after play.
_____	_____	_____	Broken dishes, glasses, tin cans and empty chemical containers are disposed of promptly and safely.
_____	_____	_____	Guns are kept unloaded and out of the reach of children. Ammunition is stored separately, away from the guns.
_____	_____	_____	First aid kit is readily available for emergencies. At least one family member knows how to give first aid and artificial respiration treatment.

Additional Information

- Check your local library
- Contact your county Extension office.

Report

- List the 3 new safety habits you are practicing :
 - _____
 - _____
 - _____
- Tell about the hazards which you and your family corrected in your home: _____
- Who helped you with the checklist of safety features? _____
- Tell which members of your family are practicing new safety habits, and what the habits are: _____

When you have completed this project

You will have learned much about managing some of your resources in doing everyday activities in a satisfying way. In this project, you have become familiar with:

- The basic meaning of management—using what you have to get what you want,
- Some of your basic goals and values—what you want and why,
- Resources available for your use,
- Making decisions and using resources—time, energy, money, ability, and materials at home—to

achieve your own and your family's goals, and

- Sharing your resources—at home and with others for more pleasant living.

Do you now agree that "good management" is basic to abundant living? Remember to practice what you have learned in your everyday activities. With practice good management will become a habit and a part of everything you do. You will be rewarded with a happier life.

Plan to take the management project next year. It offers different, interesting, and challenging experiences to help you Manage for a Better Life.

Name _____		County _____	Years in this project _____
Age _____	Years in 4-H Club _____	Community 4-H Club _____	
Address _____		Parents' Names _____	
Date Project Started: _____		Date Completed: _____	
Month/Day/Year		Month/Day/Year	
In my opinion this record has been satisfactorily completed: _____			
Signature of 4-H Member _____	Signature of Parent _____	Signature of 4-H Leader _____	Signature of Extension Agent _____

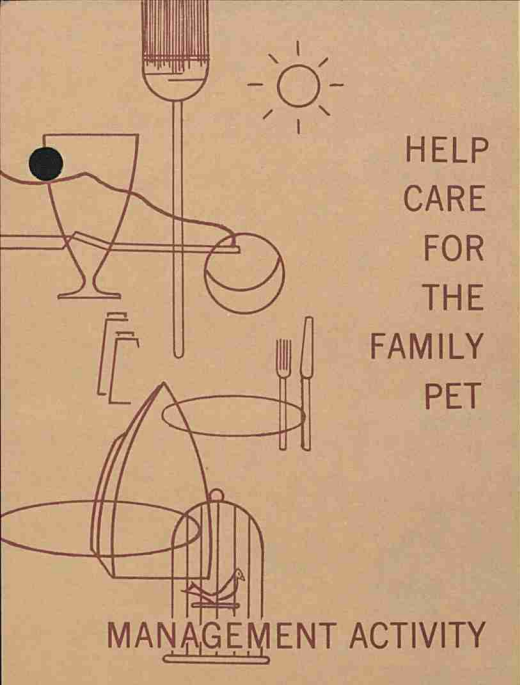


Prepared by Thelma Hinson, Home Management Specialist

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.



HELP CARE FOR THE FAMILY PET

MANAGEMENT ACTIVITY

Caring for the family pet is a home responsibility for someone. You can help by managing his care. Time, energy, money, and a place in or around the home are required in caring for the pet. Many decisions must be made and carried out if this task is managed well. Things to consider are:

What kind of care is needed--The type of pet will determine this. Be sure you know what care he needs. Study available information. Two or more family members may share in caring for the pet. Make a care schedule which tells what care is needed, who will do it and when. Make out the schedule for a week at a time. Follow the form on back page. Record the week's care schedule on form.

Organize and plan to save time and energy and to make the task easier. Consider these questions:

. Is the pet fed at a regular time? The pet knows what to expect and the task is easier to remember.

. Where is he fed? Where is the food kept? Where is the container kept? Can food and container be put nearer the feeding place for convenience and better use of time and energy?

. How often is the pet groomed? How often is his "home" cleaned? Where are grooming and cleaning supplies stored? What can you do to keep grooming and cleaning supplies near the place where they are used?

Determine the Costs of Your Pet. Keep a record for a week of the time required to feed and groom your pet, and to clean his "home." Add the total in hours and minutes.

. Is the time required reasonable?

. If too much time is required, what can be done about it?

Keep a record of the money for food, supplies and other things spent on your pet for a month. Was food wasted?

WHAT TO DO:

1. Manage the care of your family pet for 2 months. You will need to:

. Learn what care your pet needs. Contact pet shops, the library, and your county Extension office for information.

. Make a schedule of what care is needed, when it will be given and who will give it.

. Organize supplies and equipment so that the task will be easier.

. Keep records on the time and money costs of your pet. Is the pet worth it?

2. Answer questions about this activity.

CARE SCHEDULE FOR _____ FOR _____
 (Pet's Name) (Week)

WHAT CARE IS NEEDED	BY WHOM	WHEN
(Example: Clean Cage)	Tommy	Friday after school

Report of Activity:

1. What type of pet did you care for? _____
2. Where did you get information on caring for the pet? _____

3. What new things did you learn about caring for your pet? _____
4. Tell what you did to save time and energy and make the task easier: _____

5. List the costs of your pet:
 - a. Time required for a week: _____
 - b. Money required for a month: _____
6. What did you learn from keeping records on your pet? _____

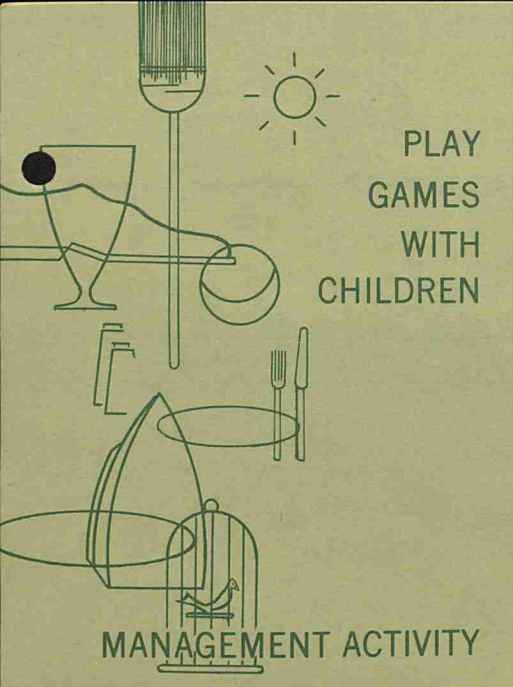
7. Where did you store your pet's food and the supplies for grooming him? _____

Prepared by Thelma Hinson, Home Management Specialist

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 THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

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PLAY GAMES WITH CHILDREN

MANAGEMENT ACTIVITY

It is fun to share and help others. You can do this by playing games with children. You can teach the children games. You can help their mother by playing with the children.

Playing Games with Children:

This can be lots of fun for you and the children. Choose children between the ages of 2 and 6 for the games. The children may be your brothers and sisters or a neighbor's children. Ask mother or the neighbor to assist you. Things to remember when playing games with children are:

1. Play short simple games which the child can understand.
2. Let the children try out the game. They learn by watching and playing.
3. Play some active and then some quiet games. Play active games out-of-doors or in a room where you have lots of space. The quiet games will let the children rest.
4. Play quiet games before mealtime. Children eat better when they are not too excited.
5. Observe all safety rules and watch the children closely. Children playing

games sometimes forget safety rules. Don't let them run in the house or into the street. You may think of other safety rules.

SOME GAMES TO PLAY. Can you think of other games?

1. Acting Games:

. Little Miss Muffet - You play Miss Muffet eating, then the child plays the spider and frightens you away. Take turns. Let the child be Miss Muffet and you be the spider.

. Jack Be Nimble - Place an object on the floor and jump over it like Jack jumped over the candlestick.

2. Singing Games:

. Ring Around a Rosy - Hold hands and skip around, singing the song until you call out the word "down," when all fall down on the ground.

. Here We Go Around the Mulberry Bush - Sing the song and act what you are singing. Have the child suggest what motions you do next, like brush teeth, eat breakfast, tie shoes, etc.

3. Guessing Games:

. Color Game - The person who is "It" says, "I see something and it is colored green." The other person guesses green things in sight until he guesses the right one. Then another person becomes "It."

. Crayon Game - Put on the floor or a table three or four crayons of different colors. The child hides his eyes while you take away one colored crayon. He then tries to guess which color is missing. Then you take turns and you guess which one the child takes away. The older the child is, the more colors you can play with at once.

WHAT TO DO:

1. Play games with children at least 5 times.
 2. Teach the children how to play 1 new game.
 3. Make a list of safety rules you need to observe when playing with children.
 4. Answer the questions about this activity.
-

4. Hiding Games:
 . Hide and Seek - The person who is "It" closes his eyes while the other person hides. Then "It" has to find him. Take turns and have the other person be "It."

When it is your turn to hide, hide in an easy place for the child to find you.

 . Hiding Objects - Hide Easter Eggs, colored paper, or anything small and not sharp.

Report of Activity:

1. How many children did you play with? _____
2. What new games did you teach the children? _____

3. List the safety rules you followed in playing with children:

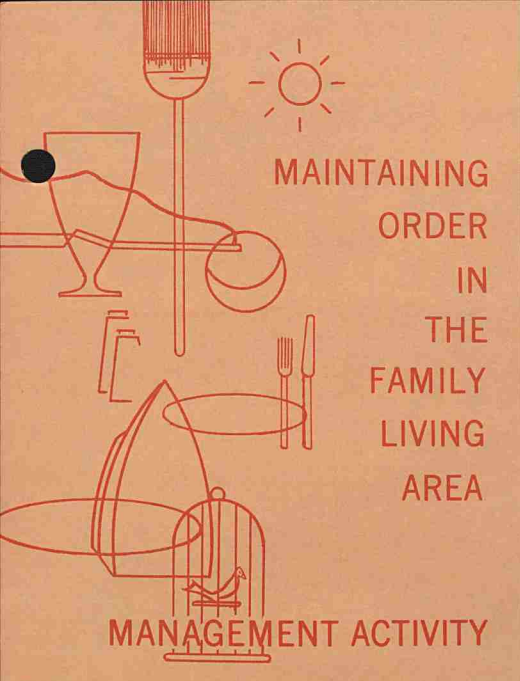
4. What did you learn from this activity? _____



Prepared by Thelma Hinson, Home Management Specialist, and Frances Jordan, Family Relations Specialist.

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THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.



MAINTAINING ORDER IN THE FAMILY LIVING AREA

MANAGEMENT ACTIVITY

Order and cleanliness in the family living area are essential for peace and safety in any family. The family living area is used regularly for many activities. Therefore, someone must be responsible for seeing that order is maintained throughout the day. The easiest way is for each family member to share in keeping things put back into place. Then the daily and weekly cleaning is not so difficult.

Make this a family task in your home, and do it the simplest and easiest way. Make a plan telling what is to be done, when it will be done, and who will do it. Follow these steps in making your plan:

1. Decide just how orderly the living area is to be. This is a family decision and will vary with families. Must everything always be kept in its place? Or will your family accept some disorder? An uncluttered appearance and cleanliness are necessary for sanitation, safety and peace of mind.

2. List what must be done to maintain your family's standard of order and cleanliness. Example:

Wash or vacuum floor

Wash ash trays

Straighten papers and books

3. Decide when each task must be done. Papers may need folding daily; trash cans may need emptying twice a week; upholstery may need dusting weekly.

4. Take a look at these tasks. Can family members form better habits of order and eliminate the frequency of these tasks? Example: Remove outdoor shoes upon entering the house so floors will require less cleaning; or fold papers and put books back in place after use--thus eliminating daily straightening papers.

5. Decide who can do each task and when it is to be done. All family members can share, and thereby have a greater appreciation for an orderly living area. Some tasks should be done in the morning--general tidying. Others may wait until afternoon--sweep and vacuum the floor.

6. Learn the easiest way for doing each task. Suggestions include:

- . Collect all tools needed for the task before you begin.

- . Carry cleaning supplies on one trip in a basket or on a chart.

- . Use the best tools available such as a vacuum instead of a broom to eliminate re-arranging the dust; use the vacuum dust brush for dusting.

- . Use both hands for the job--wash walls with one hand and rinse with the other.

- . Store tools and supplies when the task is finished.

WHAT TO DO:

1. Work out a plan with your family in which each member assists in keeping the family living area orderly throughout the day.

2. Be responsible for working with family members for at least one month in keeping this order.

3. Take the leadership in doing the weekly cleaning in the family living area for one month.

4. Answer questions about this activity.

Suggestions for Maintaining Order in the Family Living Area

The way your family living area is used will determine what is to be done and how often. Here are some guides; add others which will make them meet your needs.

Daily:

- . Tidy-up--remove unnecessary objects from room, and put other items in place.
- . Throw out papers; empty trash cans, if needed.
- . Wash ash trays.
- . Quickly clean floor--dry mop, vacuum or sweep.
- . Dust furniture (especially if sweeping is done).

Report of Activity:

1. Tell what family members did to maintain order in your family living area:

2. What tasks were done daily to maintain order?

What tasks were done weekly?

3. Describe your plan for maintaining order in your family area:

Weekly:

- . Vacuum or sweep floor.
- . Dust upholstery with vacuum or whisk broom.
- . Shake any small rugs out of doors.
- . Wash fingerprints off walls and wood-work.
- . Dust furniture, light fixtures, books and small things.
- . Use a clean, slightly damp mop to dust wood or hard-surfaced floor coverings.
- . Clean trash cans.

Remember, you will be smart to get family cooperation to prevent much disorder. Try the easiest ways for doing your tasks.

Prepared by Thelma Hinson, Home Management Specialist

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THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

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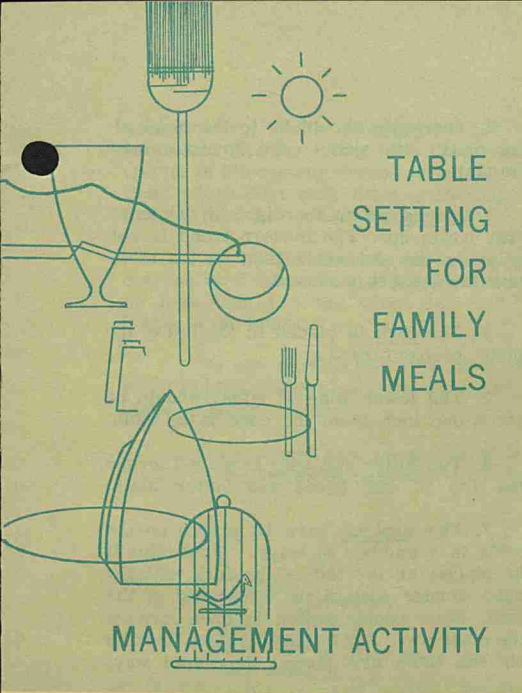


TABLE SETTING FOR FAMILY MEALS

MANAGEMENT ACTIVITY

SAVE TIME AND ENERGY

Is the table set--once, twice, or three times--each day in your home? This task can take much time and energy. But why let it? Help your family manage this task. Work out ways to save time and energy and still get good results. These suggestions will help you do this task.

1. Decide what the completed task is to be like. Do you want:

- . An orderly, well-balanced table?
- . An attractive and interesting table decoration?
- . A table complete with all equipment needed for gracious dining?

2. Plan in advance what you will use for the table decoration.

3. Study menu and get from storage area all equipment needed for meal.

4. Use a tray or cart for carrying equipment safely and with fewer trips.

5. Use both hands for placing equipment on table.

6. Use smooth, rhythmic motions instead of hurried, jerky ones.

7. Place all equipment needed for one person, then move to next person's place so that only one trip is needed around the table.

8. Place all equipment on the table in an orderly well-balanced manner.

9. Each time you set the table, practice

WHAT TO DO:

1. Learn to manage your resources (time, energy, ability) wisely for table setting--try this experiment:

a. Set the table for an evening meal as you ordinarily do or as your mother does. Ask your mother to count the number of trips you make and the time you use in completing the job. Record on form at end of this activity.

b. Set the table 10 times--be sure to use the time and energy saving methods suggested in this lesson sheet. Now get mother to count your trips and time you again as you set the table for an evening meal. Record results. Compare methods "a" and "b."

2. Work out the best method for you to save time and energy and still get good results.

3. Make three interesting "low-cost" or "no-cost" table decorations.

4. Answer the questions about this activity.

saving time and energy and follow the guides in this lesson sheet.

10. Share the "how to" of your new method with other members of your family. They can gain extra time for special things rather than using it for setting a table.

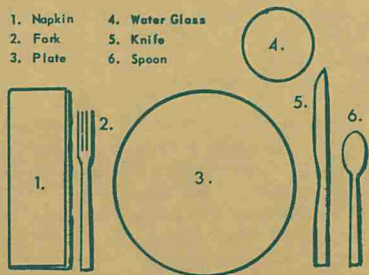
Let's Set the Table¹

The table should be large enough for the number of people to be served. Allow at least 20 inches of table space for each person.

Use a tablecloth, place mats, or doilies. If you use a tablecloth, place a pad of heavy material, called a silence cloth, on the table first. It will protect the table from hot dishes, lessen the noise and make the table cloth look smoother. Your tablecloth should hang several inches over the edge of the table.

Your family might prefer place mats. They are fine to use on table tops which are polished or have an attractive finish. Usually plain colored mats or cloths look best with figured china. Place mats about 1/2 inch from the edge of the table.

- | | |
|-----------|----------------|
| 1. Napkin | 4. Water Glass |
| 2. Fork | 5. Knife |
| 3. Plate | 6. Spoon |



The plate, knife, fork, spoon, glass and napkin arranged on the table for one person is called a "cover."

1. The plate should be in the center of the cover.

2. The knife should be to the right of the plate with sharp edge turned toward the plate.

3. Spoons go to the right of the knife with bowls up. The modern trend is not to place the dessert silver on the table until the dessert is served.

4. The fork is placed to the left of the plate, prongs turned up.

5. The lower edge of silver should be about one inch from the edge of the table.

6. The butter spreader is placed across the top of the bread and butter plate.

7. The napkins may be placed on the table in a number of ways. Most often it is placed at the left of the fork with the open corner toward the lower end of the fork. Some people prefer the open corners the other way. Just be sure all of the napkins on the table are placed the same way.

8. The water glass should be near the tip of the knife. Milk or iced tea glasses are placed to the right of the water glass and a little nearer the edge of the table.

9. The cup and saucer are placed to the right of the spoons, about two inches from the edge of the table.

10. The bread and butter or salad plate is placed a little to the left of the tip of the fork. When both bread and butter and salad plates are used, the salad plate is placed a little to the left and slightly below the bread and butter plate.

11. Chairs are placed in front of each cover with the front edge of the seat in line with the table edge.

Table Decorations

Some type of table decoration adds interest to any table setting. There are many things around your home which you might

use--flowers, fruits, plants, or other interesting objects. Use your imagination and make interesting and attractive decorations which cost very little or nothing. In making your decorations remember:

. To keep them low so that people can see over them. The arrangement should be less than $\frac{1}{3}$ the width and $\frac{1}{3}$ the length of the table.

. To use candles only when they are to be lighted. They should burn at a height above or below eye level.

. Decorations may be placed in the center of the table, to one side, or at the

end if balanced with food or individual covers.

For additional information ask your leader

for:

1. "Your First Flower Arrangement," Mimeographed, House Furnishings Department, Agricultural Extension Service, N. C. State University, Raleigh, N. C.

2. Read "table setting" in an etiquette book available in libraries.

3. Look in magazines for ideas on table decorations.

Report of Activity:

1. Record of experiment:

a. Regular Method

Number of trips _____

Time used _____

b. Time and Energy-Saving Method

Number of trips _____

Time used _____

2. List ways you used to save time and steps.

3. Describe the table decorations you used and tell the cost of each.

4. Do other members of your family use time and energy saving methods for setting the table? _____ Who? _____



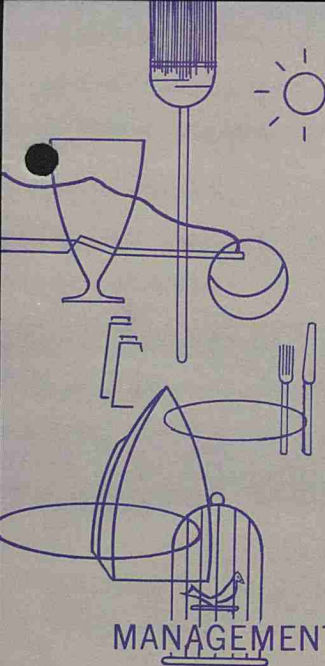
Prepared by Thelma Hinson, Home Management Specialist and S. Virginia Wilson, In Charge, Foods and Nutrition

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THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

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KEEPING
WALKS,
STEPS
AND
PORCHES
CLEAN

MANAGEMENT ACTIVITY

Make a worthy contribution to your family's responsibilities--plan the easiest way to keep the walks, steps, and porches clean and safe. Use your resources--time, energy, ability, and equipment--in the best way possible to maintain order, cleanliness, and safety. Your home will have a well-cared for look which will be inviting to your family and friends.

Labor-Saving Tips for the Easy Way:

1. Plan what is needed and when it will be done. Then follow plan.
2. Ask the cooperation of your family members in preventing excessive dirt and unnecessary clutter.
3. Keep dirt off and water and spills mopped up so that thorough cleanings will be needed less often.
4. Get together all equipment needed before beginning the job.
5. Use only clean mops, cloths and water.
6. Thoroughly clean and dry mops and cloths after use--then store, ready for the next use.
 - . Stand brooms and mops on handle end or hang. Never store on bristles, Why?

- . Hang brushes or store on back--never on bristles.
- . Fold clean cloths and store together.
7. Store equipment and supplies conveniently:
 - . Near point of use;
 - . So that items are easy to remove from and replace in storage.

The Care Needed:

Give your porches and walks regular and occasional care. How often care is needed will depend on:

1. The use--how often and for what activities. (Does family use porch as a "catchall"?)
2. The weather--rain causing water or mud?
3. The type materials--some show soil more readily than others.
4. Whether pets lie on porch.

A. Regular care requires:

- . removal of unnecessary or unsightly objects,
- . tidying of objects kept on porch (chairs),
- . removal of water or spills,
- . placing of mats for function and safety--on walk or away from edge of porch--never on steps.

B. Occasional care requires a thorough cleaning when needed. You may also need to clean the walls, windows, ceiling, and furniture on the porch. Get ready for the job. For the floors you will need:

- . a sunny day--if the porch is open,

WHAT TO DO:

1. Work out the best way to clean the walks, steps and porches in your home.
 - . Try different ways until you find one which will give the best results with a minimum of work and time.
 - . Use this method in keeping the walks, steps, and porches clean for 2 months.
2. Provide convenient storage for the equipment and supplies used in this task.
3. Answer questions about this activity.

- . warm sudsy water,
- . a mop (or stiff broom or brush),
- . clean cloths,
- . plenty of rinse water (a pail or a hose connected to water faucet),
- . to remove dirt by sweeping or vacuuming.

Guides for Cleaning Walks, Steps, and Porches

The following are guides you can use for cleaning wood, tile, concrete or stone surfaces:

1. Sweep to remove dirt and trash.
2. Wet the porch, then cleanse with sudsy water. Use a mop, broom or long-handled scrub brush for scrubbing the surface. Be sure to clean carefully in corners and around posts because dirt has a way of

collecting in these areas. Do not wet an area so large that you cannot scrub and rinse it before it dries.

3. After thoroughly scrubbing the surface, rinse it well. Be sure to rinse off all the suds and dirt. Rinse using a hose or a bucket of water.

4. Sweep off or mop up all excess water after rinsing. Do not allow wood floors to stay wet very long.

Additional Activities You May Need To Do:

1. If the house wall and windows on the porch are dirty, you may wash these before you wash the porch. Ask your leader for information on "Window Washing."

2. You may need to repaint the floor. Your leader can get you information on how to do this.

Report of Activity:

1. Describe the best way you found for doing this activity: _____

2. Tell what regular care you gave your walks and porches and when you did this: _____

3. Tell what you did for the occasional care: _____

4. How did your family help to make this activity easier for you? _____

5. Tell what you did to save time and make this activity easier: _____

6. Tell what you did to provide convenient storage for the equipment and supplies used for this task: _____

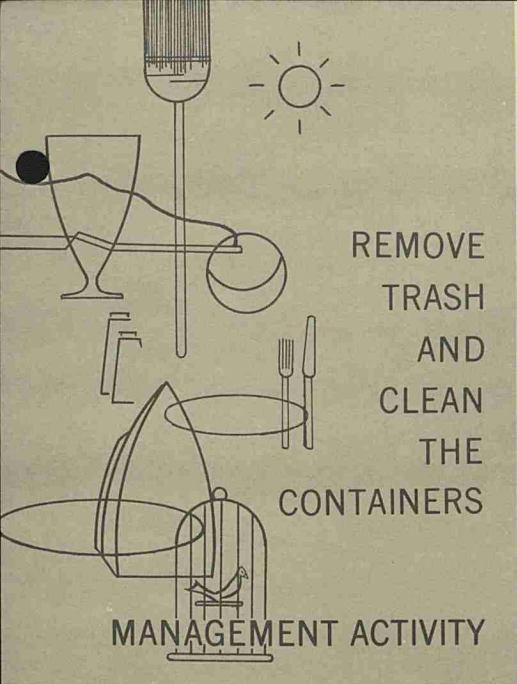
Prepared by Thelma Hinson, Home Management Specialist, and Mrs. Edith McGlamery Housing and House Furnishings Specialist



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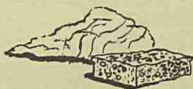


REMOVE
TRASH
AND
CLEAN
THE
CONTAINERS

MANAGEMENT ACTIVITY

You will need:

1. A cheerful attitude--smile while you work.
2. A convenient place to keep the tools and supplies.
3. Some tools and supplies. The following are suggested:



Sponges or rags



Water
Sink or tub (bucket)



Long-handled brush



Soap or detergent

Help make your home tidy and sanitary by removing trash and garbage. Trash and garbage can cause unpleasant odors, attract insects and create a disorderly appearance. Empty wastebaskets before they fill, maybe once a day. Garbage may need removing more often than once a day.

Dispose of trash and garbage properly when you remove it. If you do not have a

WHAT TO DO:

1. Remove trash and garbage from your house and keep the containers clean. Work with parents to provide a place for sanitary disposal of trash, if needed.

2. Experiment with different methods.

Try:

- a. Putting trash in an unlined container.
- b. Lining the container with newspaper.
- c. Lining the container with newspaper and putting trash in a paper bag.

3. Compare the results of each method--which is most satisfactory, which is neater, which takes the least time and is easiest to empty and clean?

4. Decide which method is best for you and why.

5. Practice this method and other ways of making the job easier (see suggestions in this lesson sheet) for one month.

6. Answer questions about this activity.

garbage collection service, burn paper, bury food wastes, and prick cans with holes so they can't hold water before placing them on a dump pile.

Doing this job the quick and easy way is important. Try these suggestions:

1. Have a definite time each day to do this task--early in the morning is a good time.

2. Organize equipment (brush, detergent, sponge, and cloths) for cleaning containers and keep in a place that is easy to reach and near a supply of water.

3. A long-handled brush makes cleaning easier; a bottle brush is good for washing corners and seams of containers.

4. Line clean containers with paper bags or newspapers. This makes removal of waste easier and eliminates cleaning after each emptying. Wrapping garbage in newspaper before putting it in the garbage can will help keep the can clean.

5. Save time and eliminate unnecessary trips by collecting trash from all containers before taking it to the place for disposal and washing all containers while you have washing supplies out.

Methods for Cleaning Containers

A. Wastebaskets: Empty before they

over-fill or at least once a day. Remove dust by wiping the inside and outside of the basket with a damp cloth. Thoroughly clean the basket weekly or as needed. The method used for cleaning will depend on the type of basket.

. For cardboard or wood baskets--wipe with a damp cloth and dry immediately. If the soil is hard to remove, use a sudsy cloth, rinse with a damp cloth and dry immediately.

. For metal or plastic baskets use hot suds with a sponge, brush or cloth; rinse and dry with a cloth. Let air before using it again. If the basket is made of brass, shine it occasionally with a brass polish and a soft cloth.

B. Garbage cans: Keep the can lined with bags or newspapers to prevent grease and food wastes clinging to it. Wash the inside and outside of the can and the cover with hot sudsy water. A long-handled brush will help in cleaning. Rinse the can with hot water. Add a little household ammonia or chlorine bleach to the rinse water to make the can sanitary. Turn the can upside-down to drain. Dry thoroughly in the sun if possible before using again.

Report of Activity:

1. How often did you remove the garbage and trash from your home? _____

2. How did you dispose of it? _____

3. What "tricks" did you use to help make the job easier? _____

4. When was the best time for you to do this task? _____

5. Complete chart: _____

Method Used	Time Required	Results	Order of Preference and Why
(a) Unlined can			
(b) Can lined with newspaper			
(c) Can lined with newspaper; trash in bag			

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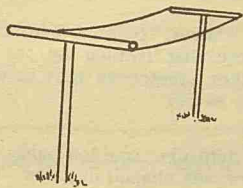




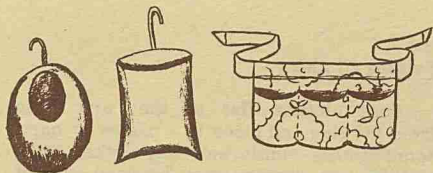
HANG
AND
FOLD
CLOTHES
FOR
EASIER
IRONING

MANAGEMENT ACTIVITY

You will need:



- A non-rusting line, easy to reach, located near your wash area.



- A clothes pin holder that's easy to use and within easy reach.

WHAT TO DO:

1. Compare the time and energy used for various ways of hanging clothes and the appearance of the clothes for each method:

a. Hang several pieces of clothes. Pick up one piece at a time from a container sitting on the ground. Find an edge of the item and pin by the edge to the line. Let the wind blow the item open. How much time does this take? How do the clothes look when dry--are there many wrinkles? Are there "dog-ears" where the pins held them?

b. Hang the same type and number of pieces of clothes as used for "a" above. Use the suggested tools and practice the procedures for hanging clothes outlined in this lesson sheet. How much time does this take? How do the clothes look?

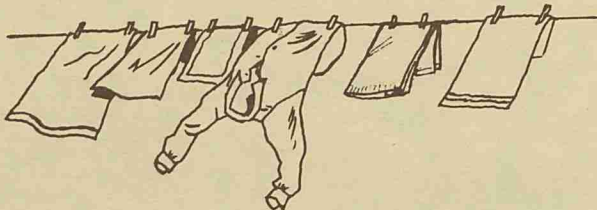
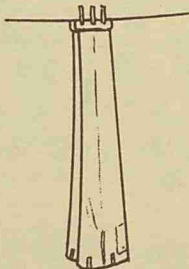
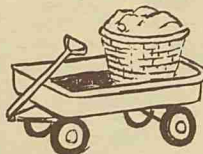
c. Try folding clothes as they are taken from the line and place them in a basket or cart. Take other clothes from the line and drop in basket. Take inside the house and compare the appearance of the clothes that were folded with those just dropped into the basket. Is there a difference in appearance? What?

2. Select the best method for efficiently hanging clothes and making ironing easier.

3. Use this method and hang clothes at least six times. Demonstrate this method to someone else.

4. Answer questions about this activity.

A clothes container, high enough to prevent bending, easily moved.



Hanging Clothes:

1. Shake clothes to open wrinkles before hanging on clothes line.

2. Hang similar items together.

3. Attach pins at strongest points.

4. Hang straight things--towels, pillow cases, table cloths and sheets (hems together) folded 6 to 8 inches over the line. Fold 1/3 of wash cloths over line.

5. Hang slips and gowns by folding bodice over line. Pin at side seams.

6. Hang dresses by shoulder seams or place on rust-proof hangers.

7. Hang shirts by the tail with 6-8 inches turned over the line. Pin at side seams and center front. Straighten sleeves, cuffs, and collar.

8. Hang shorts, pajama bottoms and trousers requiring ironing by the waist band. Trousers stretchers may be used to make ironing easier.

9. Hang drip-dry, no-iron pants by the cuffs with creases shaped in pants.

10. Hang heavy items such as blankets and bedspreads over two parallel lines for faster drying.

Folding Clothes:

Fold clothes flat as they are taken from the line and place in a basket or cart. Some clothes--children's play clothes, work clothes and sheets--may be used without ironing, if folded carefully. Fewer creases will be in the clothes which are to be ironed if you fold carefully.

Report of Activity:

1. Which method of hanging clothes required the most time? _____

Which method required the most energy? _____

2. Describe the appearance of the clothes:

In method "a": _____

In method "b": _____

3. How did the dry folded clothes differ from those just dropped into the basket?

4. How did you save time and energy in hanging clothes on the line?

5. How many demonstrations did you give on how to hang clothes on a line? _____
To whom? _____

6. Do other members of your family hang clothes as suggested in this lesson? _____

Why? _____

7. Did you make or add any equipment to help make the job easier? _____

If so, what? _____



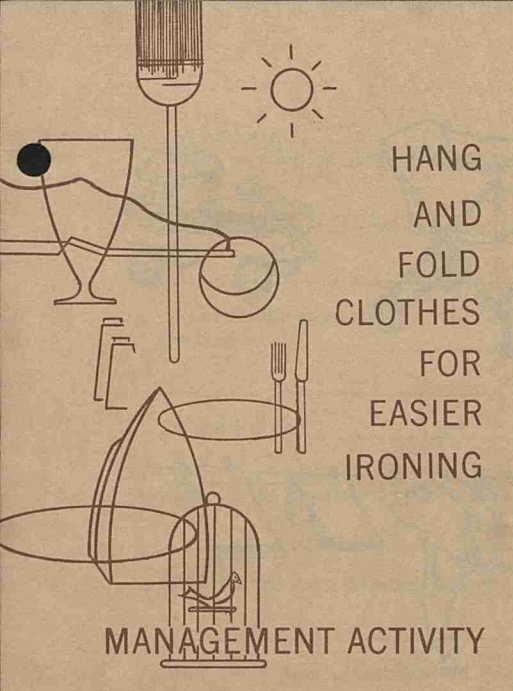
Compiled by Thelma Hinson, Home Management Specialist

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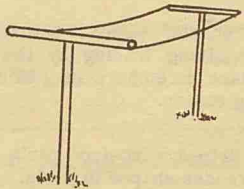
4-H C-15-9



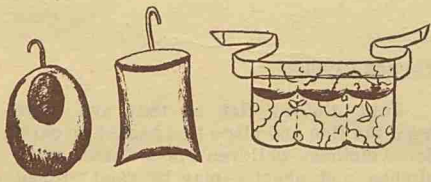
HANG
AND
FOLD
CLOTHES
FOR
EASIER
IRONING

MANAGEMENT ACTIVITY

You will need:



. A non-rusting line, easy to reach, located near your wash area.



. A clothes pin holder that's easy to use and within easy reach.



WHAT TO DO:

1. Compare the time and energy used for various ways of hanging clothes and the appearance of the clothes for each method:

a. Hang several pieces of clothes. Pick up one piece at a time from a container sitting on the ground. Find an edge of the item and pin by the edge to the line. Let the wind blow the item open. How much time does this take? How do the clothes look when dry--are there many wrinkles? Are there "dog-ears" where the pins held them?

b. Hang the same type and number of pieces of clothes as used for "a" above. Use the suggested tools and practice the procedures for hanging clothes outlined in this lesson sheet. How much time does this take? How do the clothes look?

c. Try folding clothes as they are taken from the line and place them in a basket or cart. Take other clothes from the line and drop in basket. Take inside the house and compare the appearance of the clothes that were folded with those just dropped into the basket. Is there a difference in appearance? What?

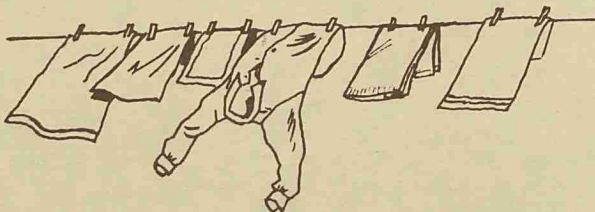
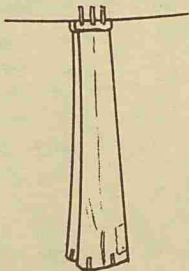
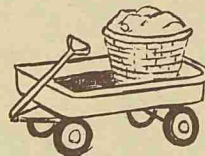
2. Select the best method for efficiently hanging clothes and making ironing easier.

3. Use this method and hang clothes at least six times. Demonstrate this method to someone else.

4. Answer questions about this activity.



. A clothes container, high enough to prevent bending, easily moved.



Hanging Clothes:

1. Shake clothes to open wrinkles before hanging on clothes line.
2. Hang similar items together.
3. Attach pins at strongest points.
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9. Hang drip-dry, no-iron pants by the cuffs with creases shaped in pants.

10. Hang heavy items such as blankets and bedspreads over two parallel lines for faster drying.

Folding Clothes:

Fold clothes flat as they are taken from the line and place in a basket or cart. Some clothes--children's play clothes, work clothes and sheets--may be used without ironing, if folded carefully. Fewer creases will be in the clothes which are to be ironed if you fold carefully.

Report of Activity:

1. Which method of hanging clothes required the most time? _____

Which method required the most energy? _____

2. Describe the appearance of the clothes:

In method "a": _____

In method "b": _____

3. How did the dry folded clothes differ from those just dropped into the basket? _____

4. How did you save time and energy in hanging clothes on the line? _____

5. How many demonstrations did you give on how to hang clothes on a line? _____
To whom? _____

6. Do other members of your family hang clothes as suggested in this lesson? _____

Why? _____

7. Did you make or add any equipment to help make the job easier? _____

If so, what? _____



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10-66-5M

4-H C-15-9



THE IRON IT'S USE AND CARE

MANAGEMENT ACTIVITY

Save Time and Energy When Ironing:

Manage your resources -- time, energy, ability, and equipment--well when ironing. Try these suggestions:

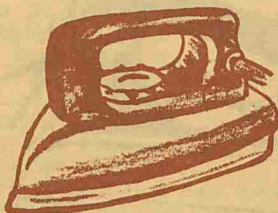
- . Accept it as a task which challenges your best management techniques.
- . Make the task pleasant by planning to iron when you can listen to your favorite radio program.
- . Use good equipment--locate it where there is good light, a comfortable temperature and no traffic.
- . Form efficient work habits:
 - Sit to iron--it is less tiring.
 - Use long, slower strokes rather than fast, jerky motions.
 - Arrange garments on the board to avoid wrinkles.
 - Stop ironing before you become too tired.

THE IRON:

A good, clean hand iron is necessary for smooth ironing. Stores offer hand irons in different sizes. Features found in irons include:

- . Colors used in the handles or in the upper part of the iron.
- . More steam ports or steam ports with grooves thus allowing steam to penetrate the fabric more evenly.
- . Wider range of temperatures for steam (some provide steam for fabrics from wash and wear through linen).
- . Built-in light which gives light on the fabric ahead of the iron.
- . Stainless steel or Teflon-coated soleplate.
- . Stainless steel water tanks for less clogging or corroding of steam systems.
- . Interchangeable cord which can be attached for right or left-handed ironing.
- . Water-level indicator.

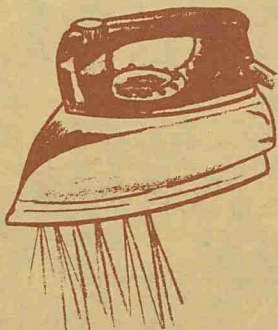
Types of Irons:



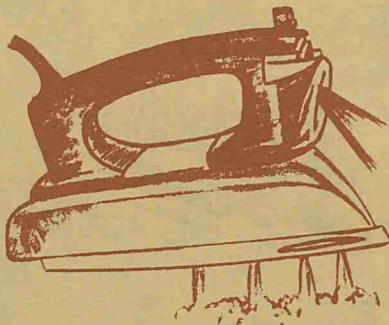
Dry Iron--Basic Iron

WHAT TO DO:

1. Learn how to use your iron to save time, energy and electricity--iron clothes for yourself and for your family for at least four weeks.
 2. Visit one or more stores and look at different models of irons. Read labels for instructions on caring for the iron.
 3. Clean and store your iron properly for at least two months.
 4. Answer the questions about this activity.
-



Combination Steam-Dry Iron--Versatile--with mineral-free water in the reservoir, steam can be turned on or off as needed by changing the dial setting.



Spray-Steam Dry Iron--Performs as any steam-dry iron but has an additional feature which permits spraying the fabric in front of the iron with warm water. This spray attachment is fine for dampening small areas but does not substitute for sprinkling clothes.

Parts of an Iron:

To enjoy using and caring for your iron, you should be familiar with its features and how they function.

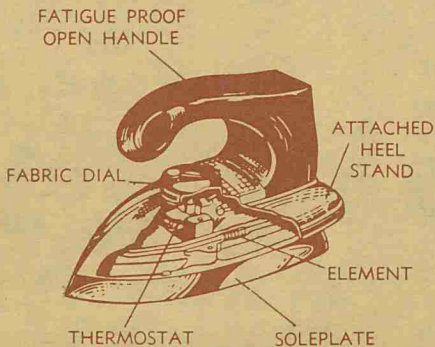
The Sole Plate:

Your iron slides over the material on its sole plate. For this reason, the sole plate should be smoothly polished and rust resistant.

Heating Elements:

A heating unit is in the sole plate. This element operates in the same general

Parts of An Iron



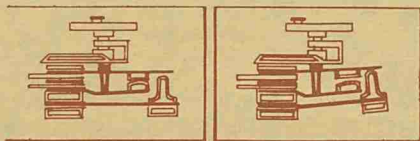
manner as the filament in a light bulb and provides heat for the sole plate.

Indicator Dial:

The dial is used to set the thermostat so the iron will maintain the proper temperature for different materials. When you set the thermostat for a high heat, you're simply fixing it so that it will have to bend farther before the current is cut off. This means that the full amount of electricity is going to the iron longer before the thermostat opens. Doing this will not cause the iron to heat faster. Generally it is a waste of power because we get the iron too hot to use then must let it cool. The indicator is often marked in types of cloth for easier use.

Thermostat:

Most modern irons have a thermostat which automatically turns the electricity on and off. This gives different temperatures of the sole plate according to the fabric dial setting. The thermostat consists of a strip of two different kinds of metal fastened together. One metal expands faster than the other when heated. This causes the strip to bend. As it bends, it opens the electric circuit, the electricity is cut off and the iron stops heating. When the iron cools a little the strip straightens out, the electricity is turned on and heating starts again (see illustration).



CURRENT ON

CURRENT OFF

Handles:

Be sure the handle is heat-resistant and doesn't conduct heat. Handles come in different designs, but one that is open at the front will allow the iron to run inside shirt sleeves and pockets easily. The handle should fit comfortably in the hand.

Rests:

Modern irons have a built-in rest, usually the back of the iron. The rest should be solid so the iron won't topple easily.

Cords:

Cords are usually permanently attached to modern irons, except on travel irons. The cord is usually asbestos-insulated with a rubber or plastic sleeve at the point where the cord enters the iron to prevent the cord from being sharply bent at this point. Cords for irons are about six feet long, and should be plugged directly into the outlet. A lamp extension cord is not heavy enough to carry needed current to the iron.

Reservoir:

This space in the body of the steam iron holds the water for steam, about a cupful. Use distilled water or the type filter recommended by the manufacturer. Water may be demineralized at home by using the filtering devices available at grocery stores. Minerals in the water make deposits when heated that may lessen the efficiency of the iron.

Rules for Use and Care of the Iron

The correct use and care of your iron will pay off in peak performance and longer life for the iron. Practice methods of ironing that reduce your fatigue and give satisfactory results.

1. Do not bear down on the iron; moisture and heat, rather than pressure, do most of the job.

2. Plug iron into a wall outlet. Don't use a light socket on a ceiling drop cord;

it's too small to carry enough current for the new 1000- or 1100-watt irons to heat properly.

3. Set thermostat at temperature indicated for fabric to be ironed. Iron low temperature fabrics first or last. It will save time and current.

4. Avoid over-heating iron; it is hard on heating element, creates a fire hazard, wastes current, and may discolor and damage fabric and the finish of the iron.

5. Do not iron over buttons, zippers, or hooks. This will scratch the soleplate.

6. Be sure to disconnect the iron when you leave it—even for a moment. Disconnect from outlet by pulling plug, not cord. Pulling cord will loosen wires and shorten the life of the cord.

7. Turn the thermostat dial of the iron to the "off" position before unplugging from the outlet. This prevents getting sparks from the outlet because the iron is not pulling electricity.

8. Place iron where it can't fall. Dropping it may damage heating element and thermostat and scratch or dent sole plate so that it will damage fabrics. Avoid having cord where someone may trip over it and cause iron to fall.

9. Keep cord away from hot iron; heat will injure cord. Be sure iron is cool before storing it.

10. Keep iron clean. Never put iron in water; use a cloth wrung from soap suds. If this won't remove burned-on starch, use silver cleaner or sprinkle salt on brown paper and rub the warm iron over the salt. Never use coarse scouring powders.

11. Keep sole plate smooth with paraffin or beeswax, or by rubbing the warm iron over wax paper.

12. Keep your iron where it will be protected from dust and moisture. Store a steam iron on its heel, never on the soleplate--moisture may discolor or pit the soleplate.

13. Follow manufacturer's recommendations in the use and care of your iron--especially a steam or steam-dry iron.

14. Keep steam iron empty when not in use; empty while hot for quick drying.

15. For best results over a long period of time use mineral-free water in a steam iron. Certain steam irons suggest the use

of a tap water. Tap water with a high mineral content can clog the steam mechanism. Do not use water that has gone through a water softening system. Mechanically softened water contains minerals. Mineral-free water may be obtained by using a home de-ionizing cartridge for steam irons available at grocery and hardware stores, or by purchasing distilled water from the

drug store.

16. About every two months, clean the inside of your steam iron by filling with distilled water, setting dial at highest steam setting, placing the iron on a rack in a sink, and letting it steam dry. Use commercial cleaners only when recommended by the manufacturer.

Report of Activity:

1. What type of iron do you have? _____
2. List any problem(s) you had in ironing or caring for your iron: _____

3. What did you do about the problems? _____

4. What features did you find when you studied the irons on the market? _____

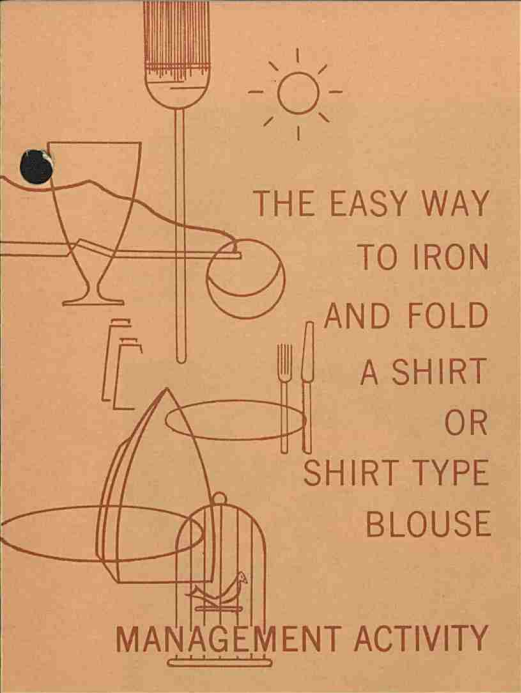
5. If you were buying an iron, tell what features you would get and why. _____



Prepared by Thelma Hinson, Home Management Specialist, N. C. Agricultural Ext. Service

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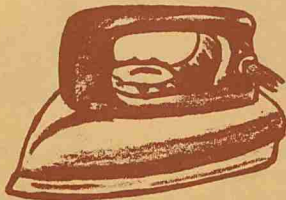
THE EASY WAY
TO IRON
AND FOLD
A SHIRT
OR
SHIRT TYPE
BLOUSE

MANAGEMENT ACTIVITY

FOR EASIER IRONING YOU NEED:



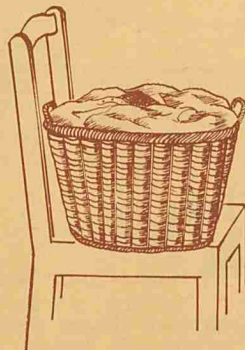
1. A sturdy ironing board with good padding and clean cover, and a board which can be adjusted to heights for sitting or standing.



2. A medium weight (2 1/2 - 3 lbs.) iron. It may be a dry or a steam iron.



3. A sprinkler (a sprinkler nozzle from the dime store can be used in a bottle).



4. A container for holding un-ironed clothes.

WHAT TO DO:

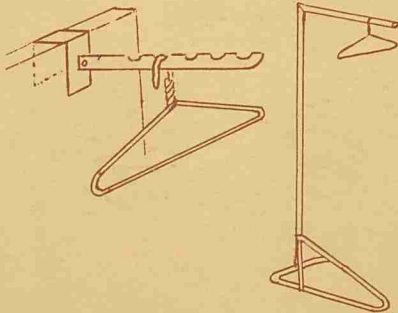
1. Learn to iron well in a minimum of time:

a. Time yourself while you iron a shirt or shirt-type blouse by your present method. If you have not learned to iron a shirt, omit this requirement and go on to part "b."

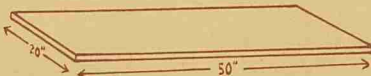
b. Learn the method in this lesson sheet for ironing a shirt. Practice this method at least 15 times. Now time yourself. How long does it take you to iron a shirt by this method?

2. Make one improvement in your equipment for easier ironing.

3. Answer questions about this activity.



5. A holder for ironed clothes.



6. A wide board 20" x 50" helps for ironing shirts and large flat pieces. (Not essential; the regular ironing board can be used.)

BEFORE IRONING -- GET ORGANIZED

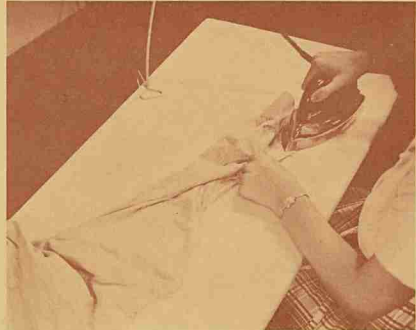
1. If shirts or blouses are starched, sprinkle lightly; fold loosely, to avoid getting additional wrinkles; place in a plastic bag and let set for about two hours so that the moisture is absorbed evenly. If you cannot iron them when planned, place the bag on a shelf in the refrigerator (never in a freezer--freezing weakens fibers) or hang the shirts and let dry. Warmth and moisture encourage the growth of mildew--never leave dampened shirts at room temperature overnight.

2. Set-up ironing equipment. Locate near an electrical wall outlet where there is a good light, and the temperature is comfortable.

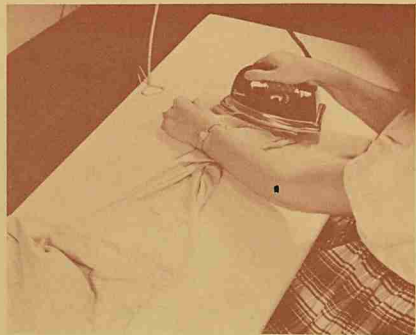
3. Check iron for clean sole plate. Before plugging iron into outlet, remove burned-on soil by washing sole plate with sudsy cloth and then with a damp cloth. If soil still remains, use silver polish or sprinkle salt on heavy brown paper; heat iron to warm and rub over the salt. Wipe sole plate with damp cloth.

GUIDES FOR IRONING A SHIRT OR A SHIRT-TYPE BLOUSE

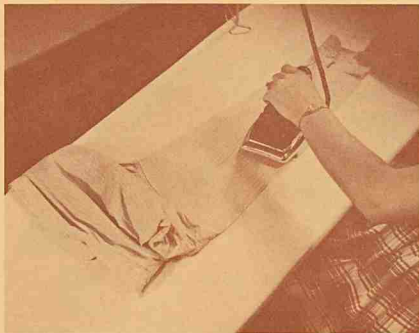
Illustrations are shown using a wide board (20" x 50") over the ironing board. With the regular size ironing board, more moving is required for ironing the back and front of the shirt. Follow these guides.



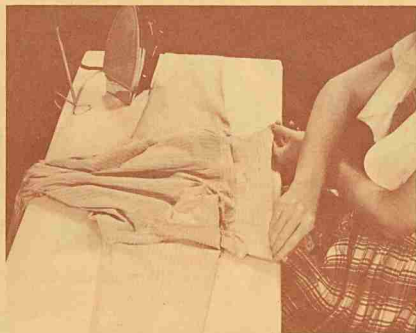
1. Begin with left sleeve. Iron the placket next to you, then the inside cuff. Next iron the placket at other end of cuff.



2. With the left hand, turn the cuff over and iron the outside of the cuff. Then turn the cuff back into the original position.



3. Iron back of sleeve, starting on the underside seam side. Iron toward the shoulder, then (iron in left hand) iron back toward cuff.



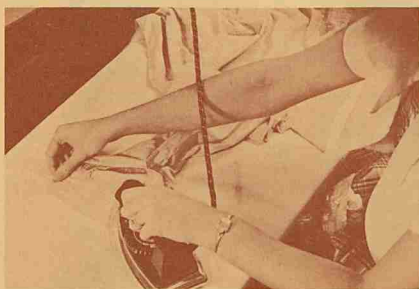
6. Now turn the shirt--cross the arms and grasp the collar points or the shoulder seams at sleeves. Then turn shirt over as you uncross your arms (the Z turn).



4. Move the shirt to the right. Pull out the collar directly in front. Iron the back of the collar and the band. Stretch firmly as you iron.



7. Right sleeve top is now in position for ironing. The cuff is already ironed. Iron this side of the sleeve the same as the other (No. 3).



5. Move the shirt further to the right and pull out the right sleeve. Iron the cuff and back of sleeve (same as for other sleeve).



8. Smooth out the collar, and iron the collar and the band. Stretch firmly as you iron to insure a smooth finish with no wrinkles in the shirt.



9. Move the shirt toward you and smooth out the yoke (and back underneath) into ironing position as shown here. Then iron the yoke.



12. Bring the left front into place, and turn the buttonhole band back. Then iron the underside. Avoid ironing a crease along the fold.



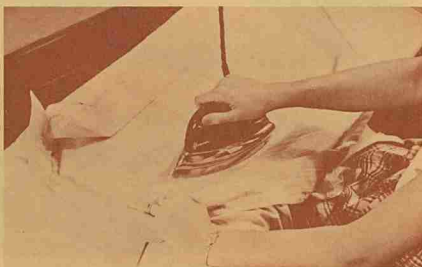
10. Move the shirt to the right and smooth the left sleeve into proper position. Iron this side as you did the other side of the shirt. (See No. 8.)



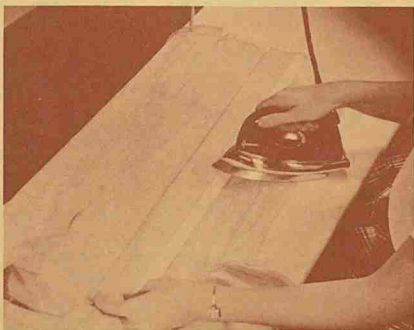
13. Iron the entire left front of shirt. When you are ironing the buttonhold band, hold the band tight to insure a smooth finish on the shirt.



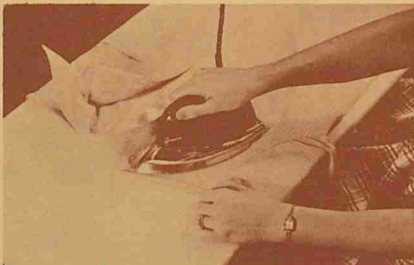
11. Grasp shoulder seams and turn the shirt to the position shown in the picture. Iron left half of the inside back, beginning at underarm seam.



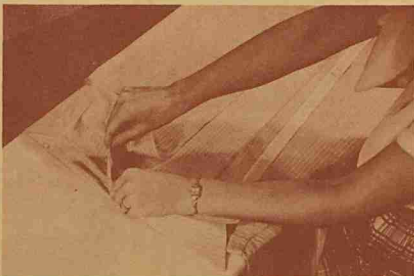
14. Move the ironed half away from you until the right half is in the ironing position. Then iron right half of the inside back as shown.



15. Bring the right front into place, turn back the button band and iron lightly over the buttons, holding the band tight with your left hand.



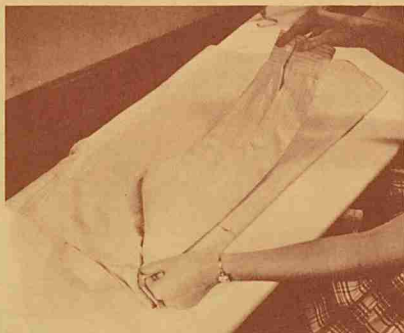
16. Turn the button band back into place and iron the right front. This completes the ironing process and the shirt is now ready to fold or hang.



17. Crease the collar down with the thumb and fingers; ironing a crease weakens the fabric. Hang on a hanger and button the collar, third and sixth buttons; or fold for storing.

WHEN IRONING IS FINISHED

1. Turn iron control to "off" position, unplug, and let cool.
2. Hang the shirt or blouse on a hanger and store in the closet or fold it and store in drawer or in a box.
3. To fold the shirt or blouse for storage, follow these steps:



1. Turn the shirt over, front side down, and fold the left side in and the sleeve down.



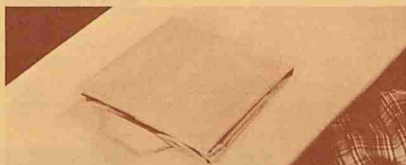
2. Fold the right side in and fold the sleeve down the same as you did the left sleeve.



3. Next fold up the lower third of the shirt.



4. Then fold the shirt again toward the collar.



5. The shirt is now ready for wearing or storing.



6. Here you see the folding of the shirt finished.

Report of Activity:

1. Length of time required for ironing a shirt by present method: _____
2. Time required to iron a shirt by method in lesson sheet: _____
3. Describe the results of the two methods. Which was best? _____
Why? _____

4. How many shirts or blouses have you ironed? _____
5. Can you follow the suggested method easily and get good results? _____
6. Why is this considered a good method for ironing a shirt or blouse? _____

7. List ironing principles you learned and can use in ironing other items: _____

8. Whom did you show how to iron by the method suggested in this lesson? _____
9. Did you hang or fold your shirts or blouses? _____
10. What improvement in your equipment did you make for easier ironing? _____

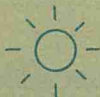
Compiled by Home Management Department

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Co-operating, State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.





CARE FOR SHOES PROPERLY

MANAGEMENT ACTIVITY

Caring for your shoes requires management of several of your resources--time, energy, money and ability. Time and energy are used wisely when you:

- . Plan a definite time for cleaning and polishing,
- . Organize all equipment and supplies for the job,
- . Clean and polish all your shoes while the equipment is out,
- . Store the polish equipment and your shoes properly.

You save money because shoes look nice and last longer when cared for and stored properly. You use your ability when you polish your shoes rather than hire it done, and when you make storage equipment rather than buy it.

CARE OF SHOES

Each Day:

. Brush or clean off dirt and air shoes at least overnight after each wearing. This removes perspiration odors and helps prevent mildew. Shoes also last longer because you're taking out some of the dampness which rots the leather and the stitch-



ing. Alternate shoes between wearings for longer durability.

. Store shoes in shoe bags, on racks, or in shoe boxes after they have aired. If stored in bags or boxes stuff the toe loosely with soft paper to help hold the shape of the shoe.

. Use a shoe horn to prevent breaking down the back of the shoe as you put it on. Do not be guilty of taking shoes off or putting them on with the laces tied.

When Needed:

. Protect shoes from rain or snow by wearing boots or overshoes. If shoes get wet, dry them away from direct heat.

. Polish and shine shoes. This keeps shoes looking nice and lasting longer.

. Keep shoes repaired--stitch, replace thin soles, and keep heels squared up. Protective plates help prevent heels and tips from wearing down.

. Always thoroughly clean and polish shoes before storing them from one season to another.

WHAT TO DO:

1. Manage the care of your shoes--air, clean, polish and properly store them for 3 months.
2. Decide:
 - . What care is needed for your shoes,
 - . When you will do it, and
 - . Where is the best place in your home to give your shoes the care needed.
3. Provide a rack or bag for storing shoes if you do not have one.
4. Provide a place for storing cleaning and polishing supplies.
5. Answer questions about this activity.

To Keep Your Shoes Clean and Shining:

To keep your shoes shining, polish them often with paste polish the same color as your shoes. Paste polish is suggested because it makes leather look better--it also keeps it soft and flexible. A very nice polish job can be done by hand, with an electric shoe polisher, or with a battery-operated shoe polisher. With an electric polisher, be sure to follow manufacturer's instructions and use it safely.

To Polish Leather Shoes:

1. Wipe away all dirt with a soft, dry cloth. If your shoes are especially dirty with mud or other soil, wipe them with a damp cloth and mild soap or saddle soap (available at shoe stores; recommended for leather). Be sure to rinse all the soap off with a damp cloth and let shoes dry before you put the polish on the leather.

2. If your shoes have light colored laces, wash them in hot soapy water and hang them up to dry.

3. Apply paste polish carefully to the rims of the soles. An old toothbrush is handy to get polish into the creases between the soles and the upper shoe.

4. Rub a light coat of polish evenly over the upper part of the shoe. Be sure you polish the shoe tongue and the area around the heel.

5. Wait 5 or 10 minutes for the polish to dry. Then rub your shoes with a soft, dry cloth to make the polish shine.

To Clean Special Kinds of Shoes:

Patent leather: Special polish is made for patent leather shoes. A light, even oiling with castor oil on a soft cloth one or two times a month helps keep patent leather from cracking.

Suede: Brush suede shoes often with a stiff brush or a small wire brush made especially for suede. To remove slick spots, spray lightly with special suede spray polish. Then brush lightly to make the nap stand up.

White Shoes: Colorless shoe cleaner or saddle soap is good to use on white leather until it becomes too dirty to clean this way. Then you can use regular white shoe polish. If you use a white cleaning powder made especially for white suede, buck, or cloth shoes, be sure you brush off all the old cleaning powder before applying a new coat.

Cloth Tennis Shoes and Sneakers: Rub soapsuds briskly into the cloth with a stiff brush. Take special care to clean the rubber rim around the soles. Rinse the shoes thoroughly with the brush and clear water. Wipe the shoe lining with a damp cloth. Wash the shoe laces. Stuff the toes of your shoes with tissue paper and dry them away from a fire or radiator. If your shoes suggest machine washing, be sure to follow instructions on the label.

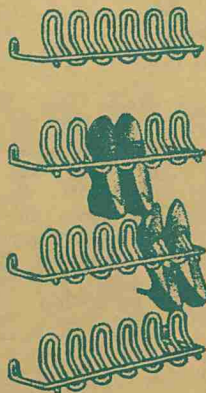
Watch Out for Mildew:

Mildew sometimes forms on leather shoes in hot, damp weather. Mildew is a thin layer of greenish growth that will harm leather if it isn't cleaned off often. Mildew can occur when you store shoes that are not dry of perspiration. You can keep mildew from your shoes by keeping them clean and dry. To remove mildew, wash it off with a damp cloth and dry the leather in front of an electric fan or outside in the shade. Then polish the shoes.

Storage Equipment for Shoes and Polishing Supplies

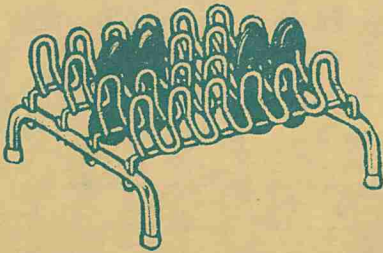
Good management requires good storage equipment for your shoes and polishing supplies. You can buy some of this equipment. Why not try your hand at making some of it?

A. Wire Shoe Racks

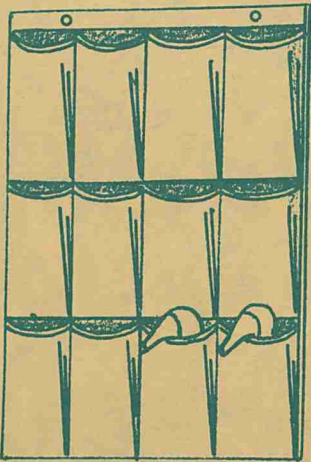


1. Attach to doors

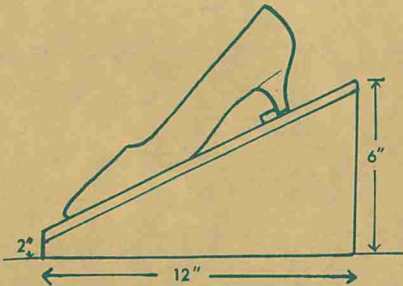
2. Sit on floor



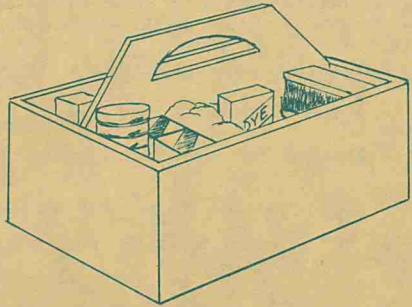
B. Shoe Bag--can be made from any firm fabric and attached to closet or bedroom door.



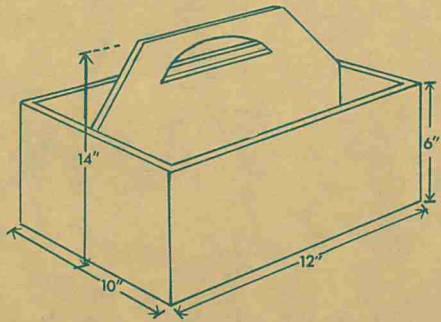
C. Portable Shelf for Closet



D. Shoe Box for Polish Supplies



E. Box with Divider-Handle - May be made from 1/4 inch plywood and finished with varnish.



Report of Activity:

1. Check the kinds of shoes you have: leather loafer; patent leather; suede; cloth sneakers; other (list) _____.
2. How often do you polish your shoes? _____
3. Where do you polish your shoes? _____
4. Describe the care you give your shoes: _____

5. Do you polish shoes for other members of your family? Or teach them how to polish shoes? _____
6. Tell what you did to provide better storage for your shoes and polish supplies:

7. Did you use your resources wisely in this activity? Tell how: _____



Prepared by Thelma Hinson, Home Management Specialist, and Ruby T. Miller, Clothing Specialist

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MANAGEMENT PROJECT--SECOND YEAR REQUIREMENTS

1. Complete the "Required Activities" included in Management Project Book 1.
2. Complete at least 6 activities from the list of "Possible Activities" in Management Project Book 1.
3. Demonstrate one of your management activities at your 4-H club.
4. Write a story about your management project. Be sure to:
 - a. Include all activities.
 - b. Tell how you overcame any problems.
 - c. Tell what you have learned.
 - d. Tell how your family assisted you with the project.
 - e. Tell how you will practice management in your daily life.
5. Turn in your completed project book, activity sheets and story to your 4-H leader.

MANAGEMENT PROJECT--THIRD YEAR REQUIREMENTS

1. Complete the "Required Activities" included in the Management Book 1.
2. Complete all 10 activities listed as "Possible Activities" in the Management Book 1.
3. Demonstrate at least two of your management activities at your 4-H club.
4. Select one activity at home which is different from your project activities.
 - a. Apply the principles of management which you have learned from your project activities.
 - b. Decide and then practice the best way to manage the activity.
5. Write a story about your management project. Be sure to:
 - a. Include all activities--demonstrations and your selected home activity.
 - b. Tell how you overcame any problems.
 - c. Tell what you have learned.
 - d. Tell how your family assisted you with the project.
 - e. Tell how you managed the home activity you chose.
 - f. Tell how you will practice management in your daily life.
6. Turn in your completed project book, activity sheets and story to your 4-H leader.

MANAGEMENT PROJECT--FOURTH YEAR REQUIREMENTS

1. Complete the "Required Activities" and all the "Possible Activities" listed in the Management Project Book I.
2. Assist your 4-H leader in demonstrating management activities and teaching management lessons at your 4-H club.
3. Select two activities at home and work with your family in managing them better. Select activities different from your project activities.
4. Solve one of your problems by following the six steps listed in Management Project Book I for making the best decision.
5. Write a story about your management project. Be sure to:
 - a. Include all activities--demonstrations and your selected home activity.
 - b. Tell how you overcame any problems.
 - c. Tell what you have learned.
 - d. Tell how your family assisted you with the project.
 - e. Tell how you managed the home activities you chose.
 - f. Tell how your management project has helped your family.
 - g. Tell how you will practice management in your daily life.
6. Turn in your completed project book, activity sheets and story to your 4-H leader.

Additional Activities (Optional):

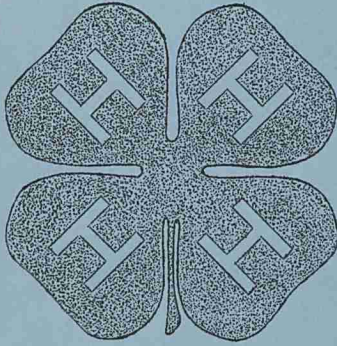
1. Recruit fellow 4-H^{ers} for the management project.
2. Work with mother in helping her better manage some special activity.
3. Write a news story about how you have managed some of your activities.
4. Relieve your mother of an activity and learn to manage it well.

MANAGEMENT PROJECT--FOURTH YEAR REQUIREMENTS

1. Complete the "Required Activities" and all the "Possible Activities" listed in the Management Project Book I.
2. Assist your 4-H leader in demonstrating management activities and teaching management lessons at your 4-H club.
3. Select two activities at home and work with your family in managing them better. Select activities different from your project activities.
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 - b. Tell how you overcame any problems.
 - c. Tell what you have learned.
 - d. Tell how your family assisted you with the project.
 - e. Tell how you managed the home activities you chose.
 - f. Tell how your management project has helped your family.
 - g. Tell how you will practice management in your daily life.
6. Turn in your completed project book, activity sheets and story to your 4-H leader.

Additional Activities (Optional):

1. Recruit fellow 4-H^{ers} for the management project.
2. Work with mother in helping her better manage some special activity.
3. Write a news story about how you have managed some of your activities.
4. Relieve your mother of an activity and learn to manage it well.



4-H

Leader's Guide

in

Management

TO YOU--THE MANAGEMENT PROJECT LEADER:

Welcome as a leader and congratulations for your willingness to serve in the greatest challenge of our time--the development of our youth. You have chosen one of the most basic projects--because good management is essential to a satisfying life--for boys, girls, men or women. This project is designed for both boys and girls--to help them learn to manage their resources for satisfactory living today and to fulfill their role in tomorrow's world. Your reward for service will be in the development of our most precious resource--boys and girls.

Objectives of the Management Project

To help prepare 4-H'ers (boys and girls) for a satisfying life personally, socially, and economically, as a member of their present family, as a person responsible for a future home and family, and as a citizen of a community through:

1. Creating an awareness of the value of management in life, and encouraging them to set realistic goals based upon their values;
2. Assisting them in recognizing available and possible resources;
3. Encouraging the making of careful decisions in relation to the use of their resources to accomplish goals--
 - . through the use of time and energy
 - . through the use of money for spending, saving, and sharing, and
 - . through the use of personal belongings and family resources;
4. Developing cooperative attitudes through sharing some of the family activities in the home;
5. Developing skill in management by sharing some of the family responsibilities in the home;
6. Developing an inquiring attitude in order to evaluate products and methods;
7. Selecting, using, and caring for equipment properly for durability and service;
8. Analyzing storage space and working toward improvements; and
9. Applying the management process in doing household tasks efficiently.

Your Job As A Management Leader:

1. To keep informed by attending leader's training programs and through self-study;
2. To help 4-H'ers and parents understand the value, opportunities and requirements of the management project for both boys and girls;
3. To encourage boys and girls to understand themselves and build self-confidence;
4. To encourage the development of a meaningful philosophy of life and the recognition of one's values and goals;
5. To encourage attitudes toward work, leisure, production, and consumption that will promote personal satisfaction and strengthen society;
6. To provide the guidance and challenge individually and in group meetings necessary for boys and girls to acquire.
 - . An understanding of management and its value to life,
 - . Experiences of managing meaningful activities,
 - . An understanding of materials and records provided by the project,
 - . Satisfaction achieved through applying management to everyday life, and
 - . Skill in keeping records of project activities.
7. To recognize and praise individual achievement; and
8. To promote the development of junior leaders and provide opportunities for their growth.

Organization Of The Project:

A. Materials for 4-H'ers (obtain from Extension Agent):

- . Management Project Book 1 - basic manual for all 4-H'ers--boys and girls--enrolled in project.
- . 10 Activity Sheets - 4-H'ers get the sheets corresponding to the activities they choose.
- . Project Requirement Supplementary Sheets - 4-H'ers get sheet according to the number of years they have completed the home management project.

Pink Sheet	-	Second Year
Yellow Sheet	-	Third Year
Green Sheet	-	Fourth Year

All 4-H'ers who have completed more than four years in the home management project will complete the green sheet for fourth year plus the "Additional Activities."

B. Suggested references for leaders

- . 4-H Leader's Guide in Management

- . 4-H Management Project Book 1 and Activity Sheets
- . Reference materials supplies by Extension Agents
- . Magazines
- . Libraries

C. Procedure for distributing the materials:

This is a new project called the "Management Project" instead of the "Home Management Project" which we have had in the past. The activities included in the project are different from past projects. This project will teach 4-H'ers to manage their resources in the most satisfactory way as they assume responsibilities at home and take their places in society.

Encourage boys to participate in this project. Most of the activities apply to boys just as much as to girls. Good management is just as essential in a boy's life as a girl's for effective living.

It is suggested that the project materials be distributed in the following manner:

1. All 4-H'ers enrolled in the management project regardless of the year get the Management Project Book 1.
2. All 4-H'ers except the first year enrollees get the "Project Requirement Sheet" corresponding to the year for which the management project has been completed.
3. After 4-H'ers complete the activities included in the project book, they get the activity sheets of their choice.
4. For additional material which might be needed to carry out individual activities for the advanced 4-H'ers, contact your Extension Agent.

The Challenge of Management

The number of 4-H boys and girls enrolled in your club is the potential number for the management project. Good management is an individual need regardless of age or position in life. Good management practices become a part of everything we do, and reward us in satisfactory lives.

This age is one of rapid change. There are more and more activities in which youngsters can participate. Recognizing what is of value is most important to these youngsters to prevent confusion and frustration, and to promote maximum personal development.

Good management, the capacity to get the most of what is desired from life within the limitations of resources is a basic need of every individual if he or she is to enjoy a satisfactory life socially, economically and personally.

Everyone uses management everyday because he makes decisions. Whether management is satisfying or disappointing will depend upon his or her ability to use resources in the best interests of his or her welfare.

The opportunity to learn to manage for a happy, satisfying life should be a right of every American. The earlier one learns the principles of management, and uses them in his everyday thoughts and actions, the more satisfying is his life. Good management helps one to recognize the type of life he wants, to know what he has or can get for this purpose, and gives direction for action.

Thus the management project is offered as part of every 4-H'er's life. It is concerned with making decisions about the total use of one's resources, based on his values and goals. Every 4-H'er will profit from this project now while they are still with their families and throughout life. Good management practices established now will carry through life.

Planned Meetings:

You will do some individual work with the 4-H'ers, but most will be done in group meetings. Encourage 4-H participation. They can do much, if given the opportunity, and they will profit more from the experience. This will aid the fulfillment of our goal--the development of the 4-H'er.

A suggested teaching outline is given for the four activities included in the Management Project Book 1. Major points which should receive emphasis are listed for the activities included on the 10 activity sheets. Use your initiative and interest and adapt these outlines to the needs of your group.

A. Suggested procedure for teaching includes:

1. First Meeting--see outline which follows. It is very important that 4-H'ers and parents understand the project and how it can contribute to their lives.
2. Teach the lessons for the four activities on time, money, keeping one's room, and home safety in the group meetings because all 4-H'ers will be concerned with these. Teach them in any order which you and your group prefer.
3. Teach in group meetings the other activities which are carried by the greatest number of 4-H'ers.
4. Strongly encourage the 4-H'ers to work on the activity after it has been discussed, and to complete the questions after each activity as they finish the activity.
5. Check the 4-H'ers progress periodically. This will result in more completed projects.
6. When project is completed, collect the records and turn them in to Extension Agent.
7. Encourage the 4-H'ers to apply management principles learned and to plan to enroll in the management project which will offer new and interesting experiences next year.

FIRST MEETING--Let's Get Acquainted--You and the Management Project

Purpose: 4-H'ers and parents to understand the value of good management to life and become familiar with the learning experiences included in the management project.

Materials Needed:

Management project books for 4-H'ers

Project requirement sheets

Objects to represent resources--clock, money, appliance, garment, etc.

Leader's References:

1. "The Challenge of Management " 4-H Leader's Guide in Management
2. "Manage for a Better Life" in 4-H Management Project Book 1.
3. Management Project Book 1 and Activity Sheets
4. "Values and Goals." N. C. Agricultural Extension Service. Home Ec. Series 24

Presentation: Suggested Outline--Illustrated Lecture

TO DO	TO TALK ABOUT
Group participants by telling or writing something which they want (to get or to do)	1. Tell purpose of meeting
Illustrate some resources with objects--clocks, money, piece of equipment, etc.	2. Discuss management <ul style="list-style-type: none">. What it is. Why it is important. How goals relate to management. How values determine goals. Resources--both human and non-human
Give each 4-H'er a management project book	3. Re-emphasize that the project is for both boys and girls
	4. Discuss "What You Will Do To Complete Your Project" in project book. Refer to each section in project book as it is discussed.
	5. Briefly discuss what can be learned from the four activities in the project book.
	6. Emphasize the choice of activities according to the year of project completion.

TO DO	TO TALK ABOUT
Leader and 4-H'ers make program schedule showing <ul style="list-style-type: none"> . Time of meeting . Place of meeting . Lesson or program for meeting 	7. Discuss when the project is to be completed. 8. Discuss the procedure for the program meetings and how each 4-H'er should progress with the project. 9. Suggest the preparation 4-H'ers should do for the next meeting.

THE TIME PLANNING GAME

Purpose: 4-H'ers to acquire some understanding of the value of a time plan and to learn how to plan the use of their time.

Materials Needed:

Clock

Chart showing (1) activities to be done; (2) activity plan for a day

Paper and pencil for 4-H'ers

Leaders' References:

1. "How to Find Time for the Things You Enjoy"--mimeo from Home Management Department.
2. Management Project Book 1.

Presentation: Suggested Outline--Workshop

TO DO	TO TALK ABOUT
Place clock so 4-H'ers can observe Show charts of activities and time plan 4-H'ers work out a time plan for $\frac{1}{2}$ of a non-school day	<ul style="list-style-type: none"> . Introduction: <ol style="list-style-type: none"> a. Discuss the amount of time--its use or waste b. Requirements on one's time--for self, for family, for home, and for community and friends . Discuss the step by step procedure for making time plans (see 4-H project book)

TO DO	TO TALK ABOUT
	<ul style="list-style-type: none">. Discuss how to evaluate time plan:<ul style="list-style-type: none">a. Was there enough time?b. Was there some free time?c. Did plan meet needs, if not why?

Home Assignment:

4-H'ers do their time activity in project book.

MAKE GOOD USE OF YOUR MONEY

Purpose: 4-H'ers to learn basic techniques in using their money

Materials Needed:

Coins and paper money

Charts showing sample (1) Plan for spending; (2) Record of expenditures

Leader's References:

1. "Children and Money," mimeo gram Home Management Department, N. C. State University.

Presentation: Suggested Outline for Workshop

TO DO	TO TALK ABOUT
<p>Show coins and paper money</p> <p>4-H'ers practice making a spending plan</p>	<ol style="list-style-type: none">1. Introduction<ul style="list-style-type: none">a. Discuss what money is and why it is importantb. Talk about sources of 4-H'ers' moneyc. Talk about ways and results of using money<ul style="list-style-type: none">1. Spur-of-moment spending2. Planned spending2. Assign 4-H'ers a sum of money for a period of time and let them practice making a spending plan. Discuss their plans in relation to:<ul style="list-style-type: none">. What to do if items cost more than planned for--discuss comparative shopping.

TO DO	TO TALK ABOUT
4-H'ers take part in discussion	<ul style="list-style-type: none">. Importance of items--what to buy first, etc.. Staying within amount of money or determining how more money might be obtained

Home Assignment:

4-H'ers to complete money management activity before next meeting.

KEEP YOUR ROOM CLEAN

- Purpose:
1. 4-H'ers to accept some responsibility for keeping their rooms clean and orderly.
 2. 4-H'ers to practice good management techniques in keeping their rooms.

Materials Needed:

Bedroom and linens for bedmaking

Garments, shaped hangers and clothes brush

Leader's References:

1. 4-H Management Book 1
2. "Steps to Easier Bedmaking." Extension Pamphlet No. 162.

Presentation: Suggested Outline for Demonstration

TO DO	TO TALK ABOUT
4-H'ers participate in discussion	<ol style="list-style-type: none">1. Introduction:<ol style="list-style-type: none">a. Discuss simple household tasks with which 4-H'ers can or do helpb. Discuss the value of family cooperation with household tasksc. Stress tasks which are 4-H'ers responsibility (keeping room)2. Discuss easy ways to keep room clean (see section in project book)
Demonstrate: <ol style="list-style-type: none">1. The one-trip method for making a bed2. How to hang, brush and air clothes.	

TO DO	TO TALK ABOUT
4-H'ers assist in making the plan	3. Discuss daily jobs necessary for keeping room orderly 4. Discuss the why's of the recommended methods for keeping one's room orderly 5. Discuss making a plan for keeping one's room

Home Assignment:

Work on activity for 'Keeping Your Room Neat' and report on progress at next meeting.

A SAFER HOME

Purpose: To encourage 4-H'ers to correct hazards in the home and cooperate with family members in keeping the home safe.

Materials Needed:

Lamp

New Plug

Frayed cord

Tools for repairing cord

Leader's References:

1. Free materials might be obtained from the Accident Section, North Carolina State Board of Health, Raleigh, North Carolina.

Presentation: Suggested Outline for Discussion

TO DO	TO TALK ABOUT
Group discussion Demonstrate: 1. How to unplug electrical appliances 2. How to repair a frayed cord	<u>Discuss:</u> <ul style="list-style-type: none"> • Importance of a safe home • Ways family members can help make home safe

Home Assignment:

4-H'ers to complete the activity for a safer home

HELP CARE FOR THE FAMILY PET

Points to discuss:

1. Importance of assuming responsibility for the care of the pet.
2. Organizing equipment and following a schedule in caring for the pet.

KEEPING WALKS, STEPS, AND PORCHES CLEAN

Points to discuss:

1. Organizing for the job.
2. Working out the simplest and easiest method.
3. Frequency for cleaning.

THE EASY WAY TO IRON A SHIRT OR SHIRT-TYPE BLOUSE

Points to discuss:

1. The right equipment simplifies the job.
2. Recommended procedure for efficiency.
3. Try a new method and evaluate its worth to you.

HANG AND FOLD CLOTHES FOR EASIER IRONING

Points to discuss:

1. Time and energy techniques.
2. Methods for hanging different pieces--demonstrate.
3. Value of folding from the line.

MAINTAINING ORDER IN MY FAMILY LIVING AREA

Points to discuss:

1. Deciding on a standard for order.
2. Discuss what needs to be done for maintaining order and how to prevent excessive work.
3. Discuss procedure for making a plan for maintaining order.
4. How family members can cooperate to maintain order and prevent excessive work.

TABLE SETTING FOR FAMILY MEALS

Points to discuss:

1. Work simplification techniques--demonstrate or let 4-H'ers practice.
2. The correct procedure.
3. Let 4-H'ers demonstrate table decorations.

BECOME ACQUAINTED WITH THE IRON--ITS USE AND CARE

Points to discuss:

1. Time and energy saving techniques for ironing.
2. Equipment needed for ironing.
3. Rules for use and care of the iron--demonstrate cleaning the sole-plate.

CLEAN, WELL POLISHED SHOES--FOR MY FEET

Points to discuss:

1. The efficient way to care for shoes.
2. The way to clean and polish shoes--demonstrate.
3. How to store shoes--might show how to make shoe bag or polish container.

PLAY GAMES WITH CHILDREN

Points to discuss:

1. Guides to remember when playing games with children.
2. Games children enjoy--demonstrate with 4-H'ers participating.
3. Safety rules to follow when playing with children.

REMOVE TRASH AND CLEAN THE CONTAINERS

Points to discuss:

1. Easy ways for removing trash.
2. Frequency for removing trash.
3. Methods for cleaning and keeping the containers clean.

TABLE B-10 (Continued)

TABLE B-10 (Continued)

1. How do you estimate the amount of time spent on the job?
2. The amount of time spent on the job is estimated as follows:
3. The amount of time spent on the job is estimated as follows:

BECOME AVAILABLE IN THE FORMS OF THE BUREAU

TABLE B-10 (Continued)

1. The amount of time spent on the job is estimated as follows:
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TABLE B-10 (Continued)

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October 1966

4-H MANAGEMENT PROJECT

Justification: / basic need of all individuals is good management, the capacity to get the most of what is desired from life within the limitations of resources. Therefore, to realize a full life personally, socially and economically, girls and boys need to recognize the importance of their ability to manage; and to understand how to manage available and obtainable resources to attain their needs and wants satisfactorily.

Overall Objective: 4-H'ers to acquire an appreciation for and an understanding of the use of the principles of management as related to their total resources, to develop and apply relevant skills pertinent to homemaking, and to share management knowledge and techniques with others.

PRE-TEENS

EARLY TEENS

SENIOR

Objectives:

1. To acquire an appreciation for the value of management toward attaining a full and rewarding life.
2. To acquire knowledge, and to develop and apply certain skills which will contribute to satisfactory personal needs and wants and to homemaking.

Objectives:

1. To acquire knowledge and to develop and apply skills in managing personal and specific family resources satisfactorily.
2. To create awareness and interest among others in knowledge and skills relevant to the management of family resources.

Objectives:

1. To gain perspective of the overall management of the total resources for satisfactory family living.
2. To gain some competence in the total aspect of managing a home.
3. To teach others knowledge and techniques in effectively managing available resources.

Introduction: To include: (written in terms of 4-H'ers level of understanding)

- A. What is management?
- B. Contribution of management to life.
- C. Identification of available resources.

Activities:

1. Work Simplification: (Emphasis on time and energy management)

- A. Develop skills in:
- (1) Bedmaking
 - (2) Dishwashing
 - (3) Ironing
 - (4) Dusting
 - (5) Table setting
 - (6) Sweeping or vacuuming floors
 - (7) Polishing silver or other metals
 - (8) Cleaning kitchen utensils
 - (9) Hanging clothes on line
 - (10) Caring for the lawn
- B. Take care of your room daily and weekly.
- C. Improve storage of personal items such as--clothing, books, and hobby materials.
- D. Learn to use and care for one small appliance (mixer, coffee-maker, toaster, frypan)

Activities:

1. Work Simplification: (Emphasis on time and energy management)

- A. Maintain orderliness in your home; get family cooperation.
- B. Learn to clean and care for all surfaces and materials in your room. Plan and do a thorough cleaning of your room.
- C. Daily cleaning of your home
- D. Weekly cleaning of your home
- E. Special cleaning of:
- (1) Floors (different types)
 - (2) Upholstery
 - (3) Curtains
 - (4) Windows
 - (5) Blinds
 - (6) Range
 - (7) Refrigerator
 - (8) Freezer
 - (9) Walls and woodwork (cabinets)
 - (10) Metal surfaces
- F. Properly store and care for cleaning equipment and supplies
- G. Learn to use the vacuum cleaner efficiently.
- H. For a month help with the activities related to the family's food (planning, shopping, preparation, clean-up and storage).

Activities:

1. Work Simplification (Emphasis on time and energy management)

- A. Improve work areas in your home:
- (1) Kitchen
 - (2) Laundry
 - (3) Ironing
 - (4) Sewing
 - (5) Home business and records
- B. Study, plan and/or improve one or more storage areas in the home:
- (1) Kitchen tools
 - (2) Linen
 - (3) Clothing
 - (4) Cleaning supplies and equipment
 - (5) Recreational materials
 - (6) Book
- C. Assume full responsibility for managing your home for a week.
- D. Obtain family cooperation, plan and follow through for a thorough cleaning of your home.
- E. Study the types of small appliances available for home use. What are their advantages and disadvantages?
- F. Teach the safe use of appliances to others.

- I. Learn to use and care for the small appliances in your home.

- G. Provide places for and conveniently and safely store all medicines, insecticides or cleaning fluids and aids.

Recognition of Time:

1. Keep a record of your activities for a week, plan a time schedule for a week which is satisfying to you.
2. Work out the quickest and best method for doing one of your chores such as dishwashing, studying, etc.

Time Management for Self:

1. Keep a time schedule of activities for a month; then plan a three months' schedule for your time.
2. Assist mother with scheduling family members for household chores.

Assisting Family With Time Management:

1. Plan a time schedule for your personal activities and responsibilities. Adjust as needed.
2. Assist family members in planning a satisfactory schedule for their time.
3. Teach family members work simplification techniques related to their chores.

Laundering Activities:

1. Assume daily, regular, and occasional care of your clothes (simple repairs, laundering and ironing).
2. Learn to use the iron safely and efficiently and care for it properly.
3. Assist mother with the family's laundry and ironing.
4. Select your clothes for easy care.

Laundering Activities:

1. Study and learn about the different laundry aids available.
2. Learn how to use the washing machine and dryer (if available).
3. Learn the methods of laundering and assume responsibility for part of the family's laundry.
4. Assume responsibility for the family's ironing—applying simplified ironing techniques.
5. Learn and apply methods for removing stains.

Laundering Activities:

1. Assist with the buying of the family's clothes for easier care.
2. Assume full responsibility for family laundry and ironing. Teach other family members to help you.
3. Launder special items such as blankets, table linens, and pillows.
4. Brighten greyed or dingy garments.
5. Study laundry aids available on market, use some of them and evaluate results.

6. Learn to care for "special" fabrics.
7. Obtain any needed equipment for family's ironing and assume responsibility for caring for this equipment.
8. Teach others the simple techniques of ironing and caring for an iron.
9. Teach and practice safety in the use of laundry equipment.
10. Learn how to operate a coin-op dry cleaner.
6. Study laundry equipment available. Advise a family on the selection of a washer or dryer to meet their needs.
7. Design an efficient laundry area for a real or imaginary family.
8. Assist home agent in teaching laundry techniques to groups.
9. Compare the costs, convenience and efficiency of home laundering, commercial laundering and coin-operated laundering.
10. Teach the efficient and safe use of laundry equipment.
11. Determine what makes water hard. Suggest possible solutions to the laundry problems for a family with hard water.
12. Improve your present laundry area.

Money Management:

1. Assist family or neighbor with chores to earn money.
2. Plan how you will use your allowance or the money which you get from parents, relatives or doing chores.

Money Management:

1. Plan ways in which you can earn money (baby sitting, care of lawn, washing car).
2. Make a spending plan for the use of your money, and keep a record of how it is spent.
3. Learn how to open a savings account and open one.

Money Management:

1. Make and follow a spending plan and keep records of expenditures. Revise as needed.
2. Learn the services offered by your bank.
3. Study types of insurances and determine which might be best for a career girl and which for a young couple.

4. Learn how to open a checking account and write checks.

4. Assist younger 4-H club members in making a practical spending plan for their allowances.
5. Assist your family in planning the use of the family money.
6. Improve or establish a family business center where important records etc. can be kept in an orderly manner.
7. Learn about wills and encourage family and friends to make one.
8. Investigate the costs of education for your chosen vocation.
9. Determine the costs of buying and operating a car.
10. Determine the costs of furnishing an apartment for a young couple.

Cooperative Efforts:

1. Assist mother or neighbors with the care of small children.
2. Assist with the care of pets.
3. Serve refreshments at your 4-H club meeting.
4. Assist your 4-H club leader with a club program on home management.

Cooperative Efforts:

1. Assume some responsibility for caring for small children.
2. Demonstrate homemaking skills at your 4-H club meeting.
3. Initiate and work with 4-H club on a community improvement project.
4. Assist with Sunday school programs and 4-H Church Sunday.

Cooperative Efforts;

1. Work with children in a nursery school or kindergarten.
2. Serve as a Jr. 4-H leader in home management.
3. Organize and work on projects for home and community improvement.
4. Assume responsibility for some church programs.

5. Assist with the care of your school classroom.
6. Assist with a Sunday School program and 4-H Church Sunday.

Entertainment - Relaxation:

1. Plan and serve after-school refreshments for a few friends.
2. Assist mother in serving some group.

Entertainment - Relaxation:

1. Plan and give a house party for your friends.
2. Assist with the planning and preparation for a school, church or 4-H club social.

5. Demonstrate techniques in home management to groups such as Home Demonstration clubs or home economics classes.

Entertainment - Relaxation:

1. Plan with the family for an outing, picnic, dinner, or camping trip.
2. Serve as chairman for a church, school or club social.
3. Assume the leadership in investigating possibilities and planning for the family vacation.
4. Plan and give a party for a special person or occasion.