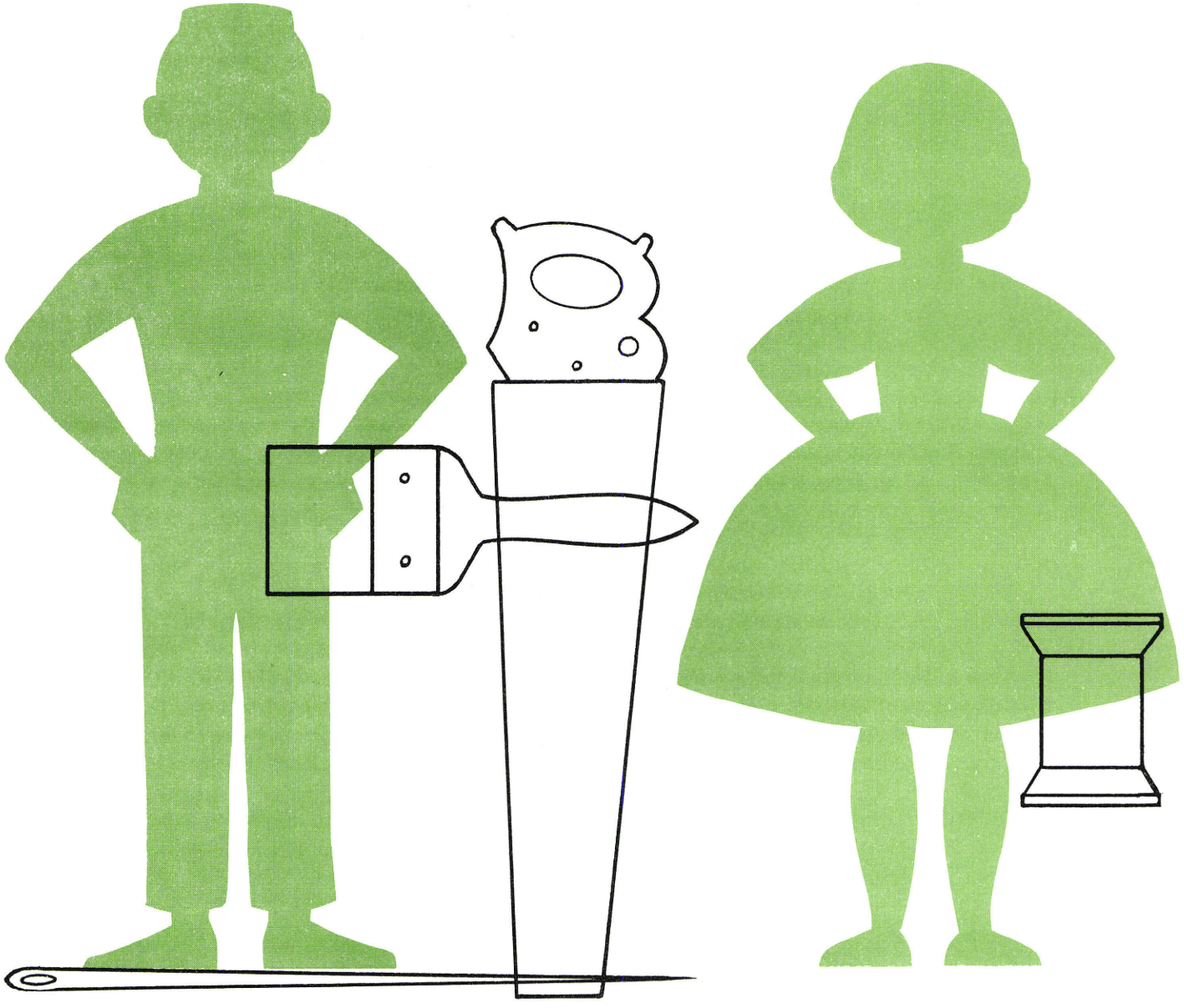
~~Steinbeck~~
4 H adviser

LEADER'S GUIDE

4-H Home Furnishing Project

Start with a Small Change



University of California Agricultural Extension Service

4-H—He41a

WELCOME to the wide circle of California 4-H Home Furnishing leaders! Helping young people to grow in knowledge, skills, understanding, and responsibility is a very rewarding experience. We hope you will find much personal satisfaction in serving as teacher and friend to the members of your club.

PURPOSE OF THE HOME FURNISHING PROJECT

The Home Furnishing project is made up of units for members of all ages. The content and activities of each unit are different, but all units are intended to help members --

* Develop judgment in planning and selecting furnishings that are useful and suitable for the member's home.

* Learn skills for making furnishings and caring for the house.

* Develop an appreciation of color and design and skill in applying them to home furnishings.

* Develop an appreciation for neatness and order.

* Use their resources to best advantage.

* Develop a sense of satisfaction from work well done.

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MARCH 1965--2500

WHAT YOU CAN ACCOMPLISH IN THIS UNIT

The beginning home furnishing unit is planned for 10- and 11-year-olds, but older members may take the unit if they wish.

We have tried to include articles and activities that are in keeping with the general interests and abilities of 10- and 11-year-olds. Because even members of the same age differ in ability, skill, and patience, each section includes some things that are easy to do and some that are more difficult.

The articles in this unit may be made and the activities carried out for any room or rooms in the member's home.

In this unit you have the opportunity to help members --

1. Learn to make simple furnishings of cotton fabrics.
2. Plan and make simple storage articles for clothes, hobbies, and other belongings.
3. Learn to keep a room clean and in order.
4. Become more aware of color and choose pleasing colors for articles for their homes.
5. Give a short demonstration, illustrated talk, or report at a club meeting.
6. Keep their record books up to date.
7. Learn to understand and follow written directions.
8. Learn how to use and care for tools.
9. Take care of their own tools and supplies and help to clean up the meeting room.

WORKING WITH 10- AND 11-YEAR-OLDS

Knowing what to expect of an age group can be a big help to club leaders. A leader also must be alert to differences among individuals within an age group.

In your club there may be as many differences in development and abilities as there are members. Some 10- and 11-year-olds will be entering the period of greatest growth and will be awkward. Some will not yet have good control of their hands for fine movements. These children are apt to be more successful with painting and covering articles than with a precise job such as matting a picture.

Some children will be shy and reluctant to participate in discussions and demonstrations. Giving a team demonstration may help a timid member take a more active part in meetings and grow in self-assurance.

To guide members most effectively in their club work, we need to recognize and accept their individual differences in such things as family situations and customs, national backgrounds, and experiences.

Keep in mind that these boys and girls are beginners. Some of their results may not measure up to adult standards of workmanship, even though the directions have been tested to be as foolproof as possible. All members can strive for good results and recognize standards of good workmanship.

The following points may serve as reminders of what you already know from your own experience and observation about 10- and 11-year-olds:

1. They want things positive, without shadings of ideas or too many choices. They even like rules and definite plans. In this unit we have tried to be as specific as possible and still give opportunity for choices where necessary to meet individual needs.

2. Their interest span is fairly short and their interests are varied. Activities should be short and results achieved before members' attention darts to something else. To be worth doing, some home furnishing tasks take time to complete. We have tried to offer a balance between long tasks and short ones.

3. They like to learn physical skills and use their hands. Most activities in this unit call for manual skills and some physical activities.

4. They have limited ability to plan ahead and organize their time. Be sure members know what supplies they need and what preparation they should make before each meeting.

5. They need to establish appropriate dependence-independence patterns with adults. Encourage members to work independently, but help them when necessary. Urge each member to talk over plans and activities with his or her parents so they will have an understanding of what member is trying to accomplish.

6. They are enthusiastic and eager to learn when the job at hand interests them. Help members learn the "whys" as well as the "hows."

7. They need to learn to exchange ideas and accept ways that are different from their own. Demonstrations and visits to other members' homes will further the exchange of ideas.

8. They desire approval from their leader and group. The need to belong is one of their greatest needs. They need recognition for themselves and their achievements. They will know whether they deserve praise or not, so choose praiseworthy things to notice. These might include:

    * An article well made or a task well done
    * A good demonstration
    * A well-kept record book
    * Contributing to meetings
    * Following directions
    * Courtesy in working with other members
    * Promptness at meetings
    * Interest shown

HOW TO PLAN YOUR CLUB PROGRAM AND MEETINGS

The purpose of this guide is to give you ideas for carrying out this unit in your club. The guide contains outlines for ten club meetings. The outlines are simply suggestions to help you and your members plan your club meetings. Members are apt to be more interested if they have an active part in planning their club program.

Your plans for the year's program and for each meeting will depend on the number of members in your club, the variety of articles they choose to work on, how often your club meets, etc.

We have suggested the following meeting topics. Many clubs will want to hold additional meetings so members will have more time to work on their articles or to do more than is required in the unit.

1. Kickoff Meeting
2. Color Cues
3. A Place for Everything
4. A Place for Everything
5. A Place for Everything
6. A Shipshape Room
7. Fun with Fabric
8. Fun with Fabric
9. Flower Arrangements
10. Matting a Picture

You will have your own good ideas about what will be interesting and helpful to your club members. You may wish to change the order of the meetings. You may think of other ideas for discussions, demonstrations, and activities. Some of the meeting suggestions will not apply to your club because members will not be working on certain articles. Some members will want to do everything in the unit, while other members will do only the things needed to complete the unit.

For three sections -- A Place for Everything, Fun with Fabric, and An Eye for Beauty -- we have included an introductory meeting. At these meetings members decide what they want to make, supplies they need and where to get them, and what help they need from parents.

Instead of holding a separate meeting for this purpose, you could do this type of planning toward the close of the previous meeting. The important thing is to make sure members know in advance what they will do at the next meeting, the supplies needed, what to do before the meeting, etc.

Try to get members involved early in each meeting through rollcall, reports of what they have done at home, simple demonstrations, short talks, and actual work. Try to provide some opportunity for the recognition and participation of every member at each meeting.

A surprise feature will add fun to your meetings. One or two members selected at the previous meeting could present this surprise feature. Once or twice you might present it yourself, or ask someone in your community to do it.

When your club completes each section of the unit, you may want to hold a special meeting for exhibits of members' work, demonstrations, judging, or home visits. Such meetings provide a good opportunity for parents to see what members have accomplished. Members can do much of the planning for this meeting.

Field trips and home visits add variety to a club program and open new horizons for members. For the convenience of everyone concerned, make arrangements for trips and visits well ahead of the proposed date. Talk with the person in charge of your group about what you want members to learn and see, their interests and age range, the time of your arrival and departure, and anything else that will make the trip worthwhile for members and pleasant for your host. The same kind of information will be appreciated by mothers whose homes are opened for home visits.

Keeping records is a part of all 4-H projects. Help members keep their record books up to date by allowing time at each meeting or at the close of each section for filling in their books.

A good club year deserves a gala ending. It is important to recognize the accomplishments of each member and to show parents and others what has been done. The program for the last meeting might include an exhibit of members' work and record books, demonstrations, and short talks by members. Why not ask several parents to share in the program by telling what this unit has meant to members and their families?

KICKOFF MEETING

A kickoff meeting will help get your program year off to a good start. The purpose of this meeting is to introduce the unit to members and their parents and to set the stage for other meetings. Try to make the meeting lively. Allow time for recreation and, if necessary, plan a get-acquainted game or stunt to open the meeting.

Family understanding and cooperation contribute much to the success of 4-H Club work. This is especially true of the Home Furnishing project. A kickoff meeting is a good time for mothers to learn about the content of the unit and what their children will be expected to do. During the members' recreation at the close of the meeting, you can discuss with parents the overall purpose of this unit and the Home Furnishing project.

Discuss and decide with members the "ground rules" your club will follow during the year--when and where you will meet, responsibility for supplies and cleaning up your meeting place, etc. Talk over ideas for home visits, exhibits, and field trips.

If there is an older member in your community who has taken the Home Furnishing project, invite him or her to tell about his experience and to show photographs, record book, room plan, and color theme.

Suggestions for Meeting

* Get acquainted
* Rollcall
  - How I help at home.
  - A small change I'd like to make in my room.

* Leader show kit and explain what members can do and make in this unit.
* Topics for members and leader to talk about
  1. Where and how often we will meet
  2. Length of meetings
  3. Being on time for meetings
  4. Ideas for exhibits, home visits, and field trips
  5. Awards
  6. Keeping record books
  7. Responsibility for supplies and cleaning up meeting room

* Special talk by older member
* Before the next meeting:
  1. Decide which articles you plan to make.
  2. Collect samples of the main colors in your room (walls, curtains, floor or rug, bedspread). Attach them to the boxes on page 3 in manual.

COLOR CUES

In this unit our goal is to help members become more aware of the wonderful world of color - in nature, fabrics, paints, and other materials. Members will get some experience in choosing and combining colors through the articles they make. They will observe and record the main colors in their rooms and use them as guides for choosing colors for small articles. You will find other opportunities to stimulate members' awareness and enjoyment of color as they work with fabrics, paints, pictures, flowers, etc.

Suggestions for Meeting

Topics to talk about

1. With members, read and talk over the information on page 3 of members' manual.

2. What is your favorite color?

3. How many greens do you see outdoors? How do they differ from each other? (Some are yellow green, some are blue green, some dark, some are light.)

4. What are the main colors in your room? Show samples attached to manual, page 3.

5. For the articles you plan to make, choose colors that fit in with the main colors in your room.

Activities for members

1. Give each member 15 to 20 small color chips. Color chips may be taken from old paint cards, magazine ads or wallpaper books. The more colors you have, the more interesting this activity will be.

2. a. Ask members to sort chips into six color families (yellows, greens, blues, etc.). Arrange chips in a circle to form a color wheel as shown here. Some colors are a combination of two color families (for example, aqua or blue green). Point out that between any two of the six main color families, we can add many gradation.

   b. Ask each member to choose a color family and sort chips into lights and darks.

   c. Sort chips into bright and soft tones.

3. Show kit materials. Points to talk about:

   a. What are the main color families in each scheme?

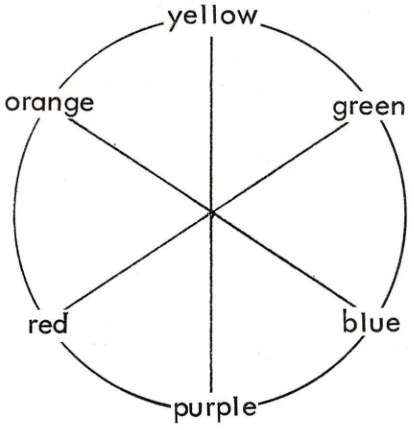
   b. Which color is lightest? darkest? brightest? softest?

   c. Find a color chip that matches each color in the scheme.

Before the next meeting:

Try to find samples of colors you might use for articles you plan to make. (Samples may be cut from a magazine ad, a scrap of cloth, etc.)

Other Tips for Leaders



A widely accepted theory of color is based on the idea that all colors come from three primary colors -- red, yellow, and blue. Secondary colors -- green, purple, and orange -- are produced by mixing yellow with blue to get green, blue with red to get purple, and red with yellow to get orange. Further mixing adds many color gradations to these six major groups of color.

Value refers to the lightness or darkness of a color. Intensity refers to the softness (dullness) or brightness of a color. Every specific color has its own intensity (degree of softness or brightness), and its own value (degree of lightness or darkness). For example, pink is a light, bright red; maroon is a dark, soft red.

Technically, black and white are not colors. Psychologically, we perceive them as colors, so we consider them as colors when we work with fabric, paint, wallpaper, etc.

Here is a summary of points to present:

1. Every color (except black, white, and pure grey) belongs to a color family (red, orange, yellow, green, etc.).

2. Color families have a natural relationship to each other as shown on the color wheel: Yellows, greens, blues, purples, reds, oranges. Additional families can be inserted between each of these colors; example, yellow green, blue green, red orange, etc.

3. Within each family, colors vary in lightness and darkness.

4. Within each family, colors vary in brightness and softness.

5. For the small articles you plan to make, choose colors that are pleasing with the main colors already in the room. Here are some guides for choosing a color for a small article:

   a. It may be the same as one of the main colors
   b. It may differ from the main colors by being darker or lighter, or softer or brighter.
   c. It may be from a color family next door to one of the main colors. Example: If main colors are yellow and blue, the new color might be green.

6. Color is a personal matter; everyone has personal preferences for certain colors and combinations.

7. Keep your eyes open for colors that are new to you; learn to enjoy all kinds of colors and combinations.

References for Leaders

1. "Use Color Effectively," an Extension leaflet available from your home advisor
2. Magazine articles on color
3. "Better Homes and Gardens Decorating Book," chapters 2 and 3

A PLACE FOR EVERYTHING

In this section our goals are 1) to help members plan and make a storage article and 2) to encourage members to keep their clothes and belongings in order.

Suggestions for Meetings

We have outlined three meetings. The first one sets the stage for the work meetings; it could be in the form of a home visit. Members decide what they will make, the supplies they need, and where to get them.

At the second meeting members cover drawer dividers, bulletin boards, and wastebaskets with paper or cloth. Members who plan to make board-and-brick shelves bring a board for sanding.

At the third meeting members paint drawer dividers, bulletin boards, and wastebaskets; and apply paint or clear finish to board shelves. Allow enough time for this meeting so the paint and clear finish will be dry enough for members to take their articles home.

The plans on page 9 include teaching ideas for all the articles and all the covers and finishes. The plan you follow will depend on how many members you have, the articles they plan to make, and the type of cover or finish they choose for their articles.

First Meeting

Activities for members

1. Visit home of an older member who previously has improved closet and drawer storage and made some of the articles in this section. OR,

2. Hold meeting in a member's home; member and mother explain which article(s) would be most useful in member's room.

3. Members fill in lines on page 4 of manual.

Topics for members and leaders to talk about

1. Show and/or talk over articles listed in this section.

2. The article I would like to make and why.

3. The color I plan to use. (Show color sample.)

4. Materials and tools needed for the next meeting. (Members who plan to make board-and-brick shelves bring boards and sanding supplies to next meeting.)

Demonstrations by leader

1. How to choose and arrange drawer dividers.

2. How to measure for size of bulletin board.

3. How to measure for size of board-and-brick shelves.

Before the second meeting:

1. Collect materials and tools.

2. Read directions in manual for article you plan to make.

3. Keep a record of money spent for materials.

Second Meeting (covering articles with cloth or paper)

Plan this meeting so each member can start work on his or her article as soon as possible. Begin by demonstrating steps for the article the largest number of members will be making. Help members work as carefully as possible. For your convenience, group the members according to the articles they are making.

Demonstrations by leader

1. How to cover bulletin board with cloth. Be sure cloth is cut on grain and is well pressed before tacking it to the board.

2. How to cover drawer dividers.

3. How to cover wastebasket with wallpaper.

4. How to tear and flex sandpaper.

5. How to make a sanding block to use on boards.

6. How to sand boards for board-and-brick shelves; how to buff metal waste-baskets with steel wool.

Activities for members

Work on articles.

Before the third meeting:

1. Collect materials and tools for applying paint and clear finish.

2. Read directions for applying paint and clear finish, pages 11 and 12 in members' manual.

3. Keep a record of money spent for materials and supplies.

4. Plan to wear old clothes to the third meeting.

Third Meeting (applying paint or penetrating wood seal)

Topics for members and leader to talk about

1. How well I sanded my boards. (This point could be used for a judging activity.)

2. What is a good finishing job?

3. How my article will help keep my room in order.

4. Another storage article I plan to make for our home.

Demonstrations by leader and/or members

1. Getting ready to paint: how to stir paint, set article on jar lids, remove dust, etc.

2. How to apply paint.

3. How to apply penetrating wood seal.

4. How to buff seal finish between coats with steel wool.

5. How to clean a brush.

Activities for members

1. Prepare work spaces, arrange supplies, and begin work. (Group all members using paint in one place and those using seal in another.)

2. Clean brushes and work spaces.

3. Fill in record books.

4. Plan an exhibit or tour of homes to show members' work.

Other Tips for Leaders

Here is a summary of ways to cover or finish the articles in this section:

Bulletin board	-	Cloth	or	Paint
Shelves	-	Penetrating wood seal	or	Paint
Drawer dividers	-	Wallpaper	or	Paint
Wastebasket	-	Wallpaper	or	Paint

The main steps for finishing wood are: 1) smooth the wood by sanding, 2) wipe off the dust, 3) apply the finish. With penetrating wood seal a fourth step is necessary - buffing lightly with fine steel wool (00 or 000) between coats and after the final coat. Each coat must be completely dry before buffing.

Penetrating wood seal is a durable clear finish that gives a soft luster rather than a high gloss. It is suitable for shelves made of clear boards. (Use paint on wood that is discolored, streaked, or full of knots.) Seal is easier for amateurs to apply than varnish and shellac, and it dries fast --usually in an hour. It is sold under various trade names, and is sometimes called floor seal.

Seal is easy to apply with a pad made of a nylon stocking. Cut a 5-inch square, stuff it with a piece of stocking, and tie it to form a small ball. Pour a small amount of seal into a clean cup and replace lid on the can. Prolonged exposure to air and dust impairs the quality of seal and other clear finishes.

Apply seal in a well-ventilated room in which there are no open fires. Put rags, papers, and pads that have seal on them in a metal waste can with a tight-fitting lid until you can burn them safely in the open air. Solvents (or cleaners) for this finish are turpentine, mineral spirits, and paint thinner.

Water-base wall paint, often called latex or rubber-base paint, is suitable for all articles in this section. It is durable but not as tough as enamel or oil-base point. It is easy to apply, dries fast, and can be cleaned up with water. One coat usually is enough.

Directions for painting bulletin boards and drawer dividers are the same as for wood except for one step -- sanding is not necessary. Metal wastebaskets should be buffed with steel wool so paint and wallpaper will adhere.

Standards for judging a finish

1. Finish applied smoothly and evenly -- no runs or brushmarks
2. Edges and ends of article well finished
3. Finish smooth to the touch
4. Finish thoroughly dry -- not sticky or tacky
5. Soft luster -- not "glassy"
6. Wood sanded smooth -- no scratches

Other finishing tips

Sand with the grain of wood to prevent scratching. Sand wood until it is very smooth. No amount of finish will cover up rough wood.

A sanding block makes sanding easier. It should be comfortable to hold and use -- not too large.

Keep dust at a minimum so it doesn't settle on wet finishes. If possible, sand outdoors and apply finishes indoors.

Open cans with a bottle or paint can opener, not with a knife or screwdriver.

Set articles on jar lids or wood blocks so newspaper doesn't stick to articles.

Use clean brushes.

Be sure all finishes are dry before members apply additional coats or handle the articles.

Clean brushes while they are wet. Rinse brushes used in water-base paint in warm water to remove most of the paint. Then wash them in soapy water until all paint is removed. Rinse thoroughly and let dry. Wrap in foil and store flat.

References for Leaders

"How to Finish Furniture," an Extension leaflet available from your home advisor.

A SHIPSHAPE ROOM

The purpose of this meeting is to help members learn how to care for their rooms and develop orderly habits. Some members have the responsibility for making their beds, dusting, and taking care of their rooms. Ask them to help you demonstrate how to do these tasks. This meeting should be held in a home where it is convenient to show how to make a bed and to dust.

Before you demonstrate bedmaking and dusting, you may want to ask two or three members to show how they do these tasks. After your demonstrations, ask other members to do the tasks following your methods. Point out the steps that make each task easier or faster.

After this meeting members should start to keep the Daily Checksheet in the back of the manual. Ask members to cut out the sheet and hang it in a convenient place for checking. At later meetings ask members to tell how well they are keeping their checksheets.

Topics for members and leader to talk about

1. What makes a room "shipshape"?
2. Read and talk over pages 28 to 30 in manual.
3. Read and talk over the Daily Checksheet.

Demonstrations by leader and members

1. How to make a bed. See manual, page 28.
2. How to dust furniture.
3. How to dust floors.

Activities for members

1. Make a bed.
2. Dust furniture.
3. Dust floor.
4. Fill in dates on Daily Checksheet.

Before the next meeting:

1. Cut out Daily Checksheet and hang up.
2. Start doing tasks and checking sheet every day.

FUN WITH FABRIC

In this section, our main goals are to help members learn 1) the skills for making simple articles of fabric, 2) to choose fabrics suitable for specific uses, and 3) to choose fabric colors to go with other furnishings in the home.

Suggestions for Meeting

We have outlined two meetings -- 1) an introductory meeting, and 2) a work meeting. Between the first and second meetings members collect their materials and sewing tools. At the second meeting the leader demonstrates a few basic techniques and members start on their articles.

You may wish to hold more than two meetings so members can complete their articles under your supervision. At the additional meetings you would demonstrate, as needed, the sewing steps which apply to the articles members are making.

First Meeting

Topics for leader and members to talk about

1. The article I plan to make and why.
2. Types of fabrics to choose.
3. Labels to look for when you shop for fabric.
4. Choosing fabric colors.
5. Tools for sewing.

NOTE: Between the first and second meetings, a field trip to a fabric department or store would be interesting and helpful. The main points to emphasize on the trip are 2, 3, and 4 above.

Demonstrations by leader (see page 14, members' manual)

1. How to straighten end of fabric by tearing, and by pulling a thread and cutting.
2. How to measure and cut (or tear) fabric for one article.
3. How to square fabric by stretching.
4. How to press torn edges to remove ripples.
5. How to measure for the amount of fabric needed for the articles members plan to make. Show members how to use blanks in members' manual, page 18, for cushion cover.

Group activities for members

1. Show samples of colors they plan to use, as shown on page 3 of their manuals.
2. Look at kit of fabric articles, if available; note the color combinations, types of fabric and trims.
3. Figure amount of fabric needed for the article each member plans to make.
4. Practice the steps demonstrated by leader.

Before the second meeting:

1. Read directions in manual for the article you plan to make.

2. Collect sewing tools and fabrics.

3. Keep a record of money spent for fabrics, etc.

4. Straighten one end of fabric as demonstrated by leader.

5. Ask several members to prepare short demonstrations of steps shown at first meeting (how to straighten end of fabric, how to measure and cut or tear fabric, how to square fabric by stretching, etc.). Members give demonstrations at second meeting.

Second Meeting

Topics for members to talk about

1. Why I chose this fabric for _____ (article).
2. The tools in my sewing box.
3. What I learned when I shopped for fabric.

Demonstrations by members (topics chosen at first meeting)

Demonstrations by leader

1. How to prepare and use a seam gauge for machine stitching.

2. How to set stitch length for 12 to 14 stitches per inch.

3. How to pin and stitch a 5/8-inch seam.

4. How to pin, press, and stitch a 1/4-inch hem for dresser scarf or place mat.

5. How to retrace stitching at beginning and end of seam or hem.

NOTE: If you plan to hold additional meetings, demonstrate the steps below as members are ready for them.

6. How to press seams open on laundry bag and cushion cover.

7. How to clip corners to remove bulk on laundry bag and cushion cover.

8. How to make fringe on dresser scarf and place mat.

9. How to measure and turn hems for curtain.

10. How to attach reinforcement to laundry bag opening.

11. How to slip stitch cushion cover opening.

12. How to mark and stitch curtain heading.

Activities for members

1. Work on articles.

2. Fill in record book.

Other Tips for Leaders

Sewing methods in this unit are basically the same as those taught in "The ABC's of 4-H Clothing." Members who have taken the clothing unit may be able to work faster and more independently than those who have not. Ask experienced members to help you with demonstrations or to give simple demonstrations by themselves.

Fabrics: We recommend cotton fabrics for the articles in this section because they are easy to sew, inexpensive, and appropriate for simple furnishings. Cotton-and-rayon blends and spun rayon fabrics such as "butcher linen" may be used if they handle like cotton. Many attractive and suitable fabrics can be found in dress-fabric departments. Ask members to look for labels that tell about colorfastness, shrinkage, and washing.

Avoid fabrics that are hard for beginners to handle -- printed checks and plaids (they are often printed off-grain), any print which is off-grain, and "drip-dry" fabrics (plain or printed) which have been pressed off grain. The latter cannot be squared by stretching or ironing.

Cutting fabric: Fabric pieces should be cut on the straight grain so the finished article will hang straight and have square corners, and keep its original shape after laundering. Pieces will be on the grain if you 1) tear off each piece, or 2) pull a thread and cut on the pulled thread line, or 3) cut along one thread of the fabric. Coarse and heavy fabrics should be cut rather than torn.

Seam widths: Directions call for 5/8-inch seams because members are learning to make seams of this width in the 4-H clothing project and at school. Seams may be narrower where you think it is necessary or desirable.

Basting: Beginners can learn to stitch straight, even seams and hems without basting. They will stitch slowly while they are learning, but once they learn they will be rewarded with a timesaving skill. Steps 7 and 8 on page 14 of the members' manual tell how to stitch seams and hems without basting.

Pressing: Pressing seams and hems as you sew adds much to the appearance of finished articles. You will need at least one iron and ironing board for your meetings. If pressing tools are limited at your meeting place, show members how to press hem folds with their fingers. Press lightly and do not stretch edges.

Trims: If members want to add trimming to their articles, help them choose trimming that is simple and suitable for both the fabric and the article, such as bands of fabric in harmonizing colors, braids, rickrack, ball fringe, and simple embroidery. We do not consider elaborate embroidery and fancywork as part of this unit.

Curtains: We have included short, straight-hanging curtains as a choice for members who have had some sewing experience. To simplify your job as leader and to help members get good results, we recommend only the styles shown on page 20 of the members' manual. Ruffled, scalloped, or floor-length curtains are beyond the patience and skill of most 10- and 11-year olds.

Members will need help from you and/or their mothers to figure the amount of fabric needed, to cut curtain lengths, and to match patterns if patterned fabric is chosen. Much of the work will have to be done at home.

For information on how to match patterns, see "Draperies Made to Order," an Extension leaflet available from your home advisor.

Standards for judging fabric articles

1. Fabric appropriate for article
2. Color (and pattern) appropriate for other furnishings in the room
3. Fabric cut on straight grain
4. Matching thread used
5. Machine stitching: straight, suitable length, secure at ends
6. Hand sewing: neat, secure at ends
7. Hems: even, neat, suitable width
8. Seams: even, suitable allowance
9. Corners: sharp, square, bulk removed
10. Article clean and pressed
11. Trim, if used: suitable for fabric and article, harmonizing color.

References for Leaders

1. "Draperies Made to Order," an Extension leaflet available from your home advisor.
2. "The ABC's of 4-H Clothing," available from your home advisor.

FLOWER ARRANGEMENTS

The purpose of this meeting is to help members develop some skill in making simple arrangements for their homes. Members can use any kind of flowers or plant materials from their lawns or gardens. It's advisable to hold this meeting during the seasons when garden flowers are plentiful. You may need to bring extra flowers in case members do not have enough.

You may wish to invite a member's mother or a guest who enjoys working with flowers to show how to make simple arrangements. Before the meeting, show her the points on pages 26 and 27 of the manual, and ask her to emphasize these points. Demonstrate only the kinds of arrangements members can make with reasonable success.

Try to include the kinds of containers members can easily bring from home -- kitchen bowls, soup and cereal dishes, etc. Read and talk over with members the information on choosing containers on page 26 of the manual.

After the demonstrations, ask members to arrange their flowers or plant materials. Be sure members know how to fasten the flower holder securely to the bottom of the container.

Ask member to set their completed arrangements on a table for everyone to see. Summarize the lesson by using members' arrangements to illustrate these points:

1. Choose a container that is suitable for the flowers in color and material.

2. Use fresh flowers, in good condition.

3. Select and arrange a few pieces to show off the beauty of each.

4. Use different lengths. The tallest should be about one and one-half times the height of a tall vase, or one and one-half times the width of a low bowl.

5. Arrange big blooms at the bottom and small blooms and buds at the top.

6. Arrange darker colors at the bottom and lighter ones at the top.

Here are ideas for "extras" following this lesson:

Attend a local flower show or the flower exhibit at the fair.
Visit a local florist shop or greenhouse.
Members arrange flowers for special club meetings.

References for Leaders

1. "Better Homes and Gardens Book of Flower Arranging."
2. Ishimoto, "The Art of Flower Arrangement."
3. Rockwell and Grayson "New Complete Book of Flower Arrangement."
4. "Sunset Flower Arrangement Book."

MATTING A PICTURE

In this section members will learn how to mat and hang a picture. They will learn how to choose a mat color that looks well with the picture and the wall on which the picture will be hung. They also will learn how to plan margin widths for pictures of different sizes and shapes. A study of mat margins will help members develop an eye for proportion or space relationships.

Information on framing pictures is not included in this unit. Framing is a specialized craft that calls for exacting skills and judgment. Since children's interests and tastes change rapidly at this age, we think it is appropriate to show a method that is less expensive and less permanent than framing.

Early in the club year ask members to look for pictures they can mat for their rooms. It will be helpful if you check local stores and printing shops before this meeting to see what kinds of heavy paper, cardboard, and desk blotters suitable for mats are available in your community. If possible, get samples of different colors to show members. Regular mat board is expensive and very difficult for amateurs to cut.

You may wish to hold two meetings on this topic. At the first meeting members would make patterns for the mats and choose the mat paper. At the second meeting they would complete their matted pictures and learn how to hang them.

Whether you have one or two meetings, be sure to demonstrate each step carefully. Before members begin, go over the following information in the manual: guides for margin widths, pages 22 and 23; and how to plan margin widths, pages 23 and 24. Then demonstrate how to measure and cut a mat pattern for a specific picture. This is the most difficult part, and members will need more help from you on these steps than on anything else. After the pattern is made, demonstrate the remaining steps as members are ready for them.

Caution members to mark and cut accurately and to handle mat paper carefully to keep it clean and free from creases. Sharp scissors, a sharp pencil, and a good ruler are needed for neat accurate results. Some members may not be able to bring a triangle or carpenter's square, so it will be helpful if you can provide extras.

When the pictures are finished, show members how to hang a picture as described on page 25 of the members' manual.

Here are ideas for "extras" following this lesson:

Illustrated talk by art teacher or artist
Trip to local are show or museum
Visit to a picture framing shop
Trip to public library to see books on painting
Talks by members about their pictures

References for Leaders

1. Faulkner, Ziegfield and Hill, "Art Today," chapter 15, Painting.

2. Goldstein, "Art in Everyday Life."

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