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Home Life Project Guide for South Dakota 4 H Club Members

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A guide for members enrolled in the 4-H Home Life Project

By Isabel McGibney
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What's in This Book

The home life project for 4-H members includes things you do in the home except making your clothes and cooking the food. These are separate 4-H projects. This book is intended to serve as a guide to help members learn the variety of things family members do.

You will notice that this booklet is divided into five sections. Each section concerns "centers" for activities in which you and your family participate. Put them all together and you have "family living."

The individual sections contain information concerning the activities related to making your home more comfortable; for preparing and eating your meals; getting your rest; and keeping your home clean. One section will help you make the living room a place to relax and enjoy your family and friends, and the last one will give you some help when caring for children.

Limited space allows us to suggest only one way to do some of these things. There are several good ways. Try to find the one best suited to you and your situation.

There are also four home life project outlines. Plan A is the easiest. Plans B and C get a little harder. However, members may start with any one of the four plans depending on age and experience.

The Purpose of The Family Life Project

You may live in a room, an apartment, a trailer, a cottage or a house with many rooms. But it takes a lot of planning and care to make a house a home. Every family member has a contribution to make. Your contribution will depend on your age and ability. You can do many things to help make your home a happy, attractive and more convenient place to live.

Your home may only have one room or it may have many. If the house is small, several activities will be carried on in one room. If the house is large, several rooms may be used for one activity.

As you develop skills in making and selecting items for the home, using color, managing time and money, caring for children and in participating in family life you will experience the best of living.

Household tasks need to be done. Some consider things like cleaning, dusting and making the beds "a lot of work." Of course this is work, but these tasks can include some fun too. This booklet includes "a system" for doing some of these jobs. Few people like every household task—yet everyone enjoys doing some of them. The secret of taking monotony out of something that you would rather not do, is to learn ways of doing it in the least amount of time but with the most satisfaction from a job well done.

Learn to make wise choices. It will be of value the rest of your life. Plan, with the help of your parents or leader, the things you want to accomplish in this project. You may want to work with this project over a period of several years. Well-thought-out plans (or goals) will help you accomplish the things you want most from life. They may need to be changed. Write them down on the sheet provided on page 13.

Choose the area of activity in which you want to work (a list is included for each area). Then decide on a specific unit.

At the end of the year look at your goals. Check those accomplished. Are you satisfied with the results? Could you have done better? Are there some things you did not accomplish? Why not? Were they too hard? Did you really try? Did you decide what the goals would be or did someone else? Should you try again?

Part I—"Centers" for Eating

The eating activity includes the arrangement and storage of equipment used in food preparation; setting the table (linen, silver, and china), serving the food, and cleaning up.

KITCHEN

STORAGE: It is easier to keep your home in order if you make the best possible use of the storage space you have. To help you plan the storage ask yourself these questions:

Is the article located where I use it first? Could it be located somewhere else? How many steps do I take to get the article? How many motions?

Do I have to move something else before I can get the article? Is there wasted space above or at the side of the article? Would two of the same article located in different centers be more convenient?

How often is the article used? Sort all articles or furniture into these groupings: "often used," "seldom used," and "almost never used." The "often used" articles should be kept in the handiest places, those "seldom used" should be put in the spaces which are less easy to reach, and "almost never used" can be given to someone who can use them or stored somewhere else.

Which articles are used together? Supplies used together can be stored together.
Efficient use of storage means articles used most frequently are stored within easy reach and near the area of use. Make more efficient storage by adding inexpensive homemade step shelves, files, drawer dividers, hooks and racks, rods, double deck rods, boxes or partitions, trays, or bags. See figures 1 and 3.

Two to three inches should be allowed in front of and beside articles to allow free movement of the hands in placing or removing articles.

Arrangements: The preparation and storage center (refrigerator and storage cabinets) should be to the right of the sink (minimum counter top of 36") and close to the outside door if at all possible. The cooking and serving center (range and storage cabinets) should be to the left of the sink and close to dining area. It is always best to try to have the clean up center (sink and storage cabinets) between the other two. There should always be storage space and counter top beside each piece of equipment (range, sink, refrigerator).

These three centers may be arranged to form a U or an L or along two walls. Try to arrange the work centers so your line of work will not be broken by people going through the kitchen. The sequence of work should be from the right to the left, if you are right handed.

**DINING**

LINENS—Table coverings should make a suitable background for the silver, china, and food placed on it. There should be harmony in color, texture, and design. Coverings should be clean, well ironed with edges and corners true at all times.

Table damask (a reversible figured table cloth) may be made of linen, cotton, rayon or combination of these fibers. The best cotton damask is better than poor linen damask. Rayon damask will not wear as well as either of the other two. Damask is usually woven in floral or geometric design.

![Figure 1—Make best use of storage space.](image)

**ITEMS: TO MAKE OR SELECT FOR EATING CENTERS**

Select a unit for the center you plan to complete for your Home Life project. Refer to Goals for requirements.

This list will provide ideas which you can use for making or improving your unit. It includes ideas for both the made and the selected articles. These are only suggestions, you may make other articles not listed.

**Kitchen Unit**

- Cupboard shelves, drawer divider
- Step shelves
- Set of two or more labeled cans or jars for storage of food or a set of four or more for spices
- Set of sanitary covers for bowls or pans
- Knife holder
- Peg board for storage
- Bread box, cake box or cookie jar
- Covered garbage can
- Bread board
- Pot holder
- Waste basket
- Towel rod
- Curtains
- Cover for a small appliance
- Kitchen stool

**Dining Units**

- Dining table
- Chairs
- China cabinet
- Serving table or cart
- A table cloth, lunch cloth or set of four place mats (with or without napkins)
- Hostess apron
- A hot dish mat
- A hot dish holder
- Cases for linen storage
- Silverware
- Plant in suitable pot or a low bouquet in bowl or vase
- Pair of candlesticks with candles
- Tray or basket for serving
- Curtains
- Pictures, wall hangings
- Picnic basket
- Chef apron
- Outdoor furniture for dining

Single damask has the same number of warp and filling threads. It is better wearing because the float threads are shorter and held more firmly. Double damask, to be good, should have at least 200 threads per inch (total of warp and filling).

Many other materials may be used for table covers. The fabric chosen should be firmly woven, easy to keep clean and easy to iron (oilcloth, feed sacks, woven straw or rush mats, cotton crash, Indian Head, sailcloth, broadcloth, denim, linen, spun rayon, and plastic).

Size for tablecloth. Finished it should be not less than 6" larger than table on all sides; 8"-12" is better. A small cloth (a yard square) is called a luncheon cloth.

Place mats should be 12" x 15" (finished). A larger one may be 14" x 20" or 15" x 22".

Napkins—normal size for a dinner napkin is 18" x 18"; a luncheon napkin can be 12" x 12" but 14" x 14" is better.

**How to Make.** Table cloths and place mats may be fringed or hemmed on all 4 sides.

Draw threads along all four sides to make sure they are straight.

To fringe: measure in from each edge ¾ to 1 inch. Draw a thread along these lines. With the sewing machine set at a stitch length appropriate to the material, stitch in...
the space where the thread was drawn. At each corner, leave the needle in the material while you turn the cloth.

Pull out all threads that run in the same direction as the stitching. Brush the fringe smooth. Press. After laundering straighten the fringe by combing or brushing.

To make a hemmed edge with mitered corner: The hem may be put in either by hand or with the machine. Machine stitching is usually stronger and won't pull out as quickly with the many washings a table covering gets.

Make a $\frac{3}{8}$ inch turn to the wrong side all the way around the cloth. Press this turned edge.

Make a second turn the width you want the finished hem, usually $\frac{3}{8}$ to 1 inch. Place pins every few inches to hold the hem in place. Press the hem.

To miter the corners: Be sure the hem on both sides is the same width. Open up the first $\frac{3}{8}$ inch turn of the hem at the corners.

Pin fold the hem at the corners on a true diagonal line. (Figure 2, panel 1.)

Crease the seam and remove the pins.

Open the hem out and at the corner place right sides together. Stitch the creased lines together to the one-fourth inch turn. Clip off the excess material. (Panel 2.)

Press the seam open. (Panel 3.)

Turn the hem back to the wrong side of the cloth.

Stitch the 4 sides of the hem. Press the cloth. (Panel 4.)

Repeat this same process on the napkins. You may make the hem smaller.

Table coverings of linen should be hemmed by hand. Miter the corners. Use either a small rolled hem or one an inch wide. Napkins the same except $\frac{3}{8}$ inch wide. If you plan to hem stitch the hem, it should be at least one inch wide. If selvage is firm it need not be hemmed.

In order to make a table cloth the correct size for your table you may need to get two widths of material. Many materials are only 36" wide, a few are as much as 54 inches. Split one width of material lengthwise and sew to each side of the other width. Join the selvage edges and sew the two seams.

Clip selvages so seams will lie flat when laundered. Press seams open. Use thread which matches exactly. Machine stitch each side of center seam. Use your imagination for other ways to join the material. The joining should be decorative, not an eyesore. The joining should be flat so dishes can set level.

Decorative designs may be used on table cloths or place mats. The design should be simple and follow the structural lines of the cloth. (See section on Design, page 19.)

A silence cloth is used to protect the table top, the dishes, and to prevent noise.

**CENTERPIECE**—A centerpiece for your table should be a simple decoration—a dish of fruit, a small plant, a flower floating in a low dish, or a low vase of flowers. Keep the arrangement low so people can see each other. It should not be more than 8 inches high (see figure 4).

**Hot Dish Mats**—A hot dish mat protects your table
from the heat of the dish. It should be fairly heavy or thick. Various materials may be used.

**Cork**—Use sheet cork 3/8"-3/4" thick. Cut the mat the size and shape you want it. A simple design may be colored, painted or spattered on. A penetrating seal may be used to protect the surface.

**Crocheted Fabric**—An inexpensive mat is made by using worn but firm strips of cloth such as sheeting. A fine clothesline rope is also good. With carpet warp crochet over the folded strips of material using a long single crochet stitch over the fabric and one or two chain stitches between. Continue to increase in a regular fashion until proper size is reached. Finish with two rows of single crochet without the roll of cloth.

**Pot Holders**—They should be firm, a size comfortable for you and thick enough for real protection. Many crocheted holders do not meet these requirements.

### HOW TO DO THE DISHES

You will want clean, sparkling dishes for your table so you will need to know how to wash the dishes. The equipment and supplies you need include plenty of hot water, soap, a clean dish cloth, clean dish towels, a container for washing and one for rinsing. A cover-all type of apron.

As the meal is being prepared put some of the hard to wash dishes to soak, such as egg beaters, potato mashers, pots and pans. Use cold water for dishes which have uncooked eggs, uncooked flour or starch, milk, or cream on them. Use hot water for dishes which have held sugar or syrup, greasy food, or most cooked foods.

After the meal scrape the dishes either with a rubber plate scraper or a paper napkin. After scraping, stack the dishes to the right of the dishpan. Collect and dispose of all garbage.

Wash the dishes from right to left, stacking dirty dishes at the right of the sink or dish pan. If possible, clean dishes should be stored in a cabinet just to the left of the sink. This prevents extra handling.

*Here* is a suggested order for washing the dishes: Glassware, silverware, cups, sauces, plates, serving dishes, kitchen knives, pots and pans.

Wash the dishes in hot, soapy water until they are clean. The water should be as hot as the hands can stand. If the water becomes dirty, change it. Use a clean dish cloth or sponge to wash the dishes.

Rinse the dishes in scalding water and drain. Use dish drainer, wire basket or rack. Dry glassware and silverware with a dish towel.

If you have a dishwasher in your home follow the instructions for operating that are with your machine.

If the dish cupboard is away from the dishwashing center, a tray will save time and steps. Try to keep your dishwashing supplies, such as dish pans, soap and other equipment near the place you wash dishes.

Wipe off tables, counter tops and the stove as part of your dishwashing job.

### MAKE A DISH TOWEL

Flour sacks, and some feed sacks make good dish towels because they absorb a lot of water. Remove any printing which might be on the sack. If there are selvages on the sides, they may be left on and need not be turned and stitched. To be sure the other edges are straight, pull a thread and cut along this thread line.

Turn under the raw edges not quite 3/4 inch and crease with your fingers or with a warm iron. An iron usually makes a smoother crease and is much faster. Use a ruler or a gauge so your hem will be even.

Make a second turn 3/4 inch wide and crease. A few pins will help hold this hem in place as you work. Put the pins in at right angles to the edge of the hem. If you are just learning to use the sewing machine, it will be easier to stitch a straight line if you baste this hem first.

Make the machine stitching as close to the edge of the hem as possible. Use 13-15 stitches per inch. The ends of your stitching may be finished by 3 or 4 back stitches or by stitching a triangle or square in each corner. This helps keep your hem from pulling out at the ends.

It is not necessary to decorate dish towels.
Part II—“Centers” for Resting and Dressing

When planning the rest area consider the activities carried on here. Sleeping: — bed, comfortable, out of drafts and easy to make. Dressing: — closet for storing clothes, dresser and mirror. Reading or study: — desk, chair, lamp, storage for books, papers, etc. Conversation: — with friends and family.

FURNITURE ARRANGEMENT

Larger pieces of furniture and rugs should parallel the walls. This makes the room seem larger and it is more easily cleaned. In order to have a variety, light chairs and small tables are drawn out into the room and placed at angles.

Keep traffic lanes open. One should not have to move or walk around a piece of furniture in order to get through a door or reach a much used area in a room.

Place related pieces of furniture together and group them so that they can be conveniently used. The dressing table should be located near the clothes closet, the reading chair close to the window and lamp. Sofa and chairs together for conversation. In grouping furniture consider both artificial light and daylight to get the best lighting possible. The number of pieces which may be grouped together in one unit depends upon their size, shape, use and the space which they must occupy. The rule of three is usually a safe one to follow. An odd number is usually more pleasing in effect. Five articles may be grouped together if needed to complete the unit for convenience or to give sufficient size or weight for balance.

Balance your furniture in the room. Balance is the principle that produces a feeling of rest and contentment. Arrange furniture so that large pieces, built-ins, doors, and windows balance each other in the room. In balancing furniture consider its height, too; avoid having all tall pieces on the one side and all low ones on the other side. Balance of color is important. See section on design. See Backgrounds, page 16.

STORAGE

See figures 5 and 6.

Keep clothing and personal articles in the places provided for them. There are several advantages: You can find what you are looking for; the room is easier to keep clean; it stays attractive and orderly; and the clothing will look better, require less care and last longer.

Closet—Every bedroom needs a clothes closet. A closet should have good light and good ventilation. It should have a rod for coat hangers, placed high enough so garments clear the floor by several inches. A convenient shelf is needed for hat-racks and boxes.

A laundry bag or clothes hamper may be kept in the closet for soiled clothing. Garment bags and shoulder protectors will help keep clothes in good condition.

Garment Bag—The depth, width and length of the garment bag will depend on the size of hangers used, and the number and length of the dresses to be stored. A bag five feet long requires four and five-eighths yards of 35 inch material. Use a closely woven, easily laundered material such as print, muslin, chintz or cretonne.

Two pieces of board are needed—one to support the hangers; the other, (used in the bottom) will shape and weight the bag. It should be lighter in weight. Cardboard may be used in the bottom. The hook and shoulder portion of a wire dress hanger is used. The hook is slipped through a hole in the center and the wires are formed in loops and fastened with staples to position on the underside.

The bag seams can be made plain, bound or made with a French seam with the last stitching on the right side. If a plain seam is used, it needs to be finished with a second stitching close to the edge to keep the edges from fraying. Buttonhole or bind the opening at the top of the bag for the hook.

The bag part is made to open at the side. If a zipper is used, it should be long enough for convenience. If a zipper is not used, there should be a good size lapping of the material at the opening. Snaps, hooks or buttons should be spaced closely to keep the dust out.

Shoe Racks and Pockets—A homemade shoe rack can

ITEMS TO MAKE OR SELECT FOR RESTING AND DRESSING CENTER

Resting Unit
Bed or headboard—refinished, change style
Stand or table
Mattress cover
Mattress pad
Pair of sheets
A blanket, quilt or comforter
Blanket or quilt protector
Pillow—well selected, good condition
A pillow protector
A pillow case
Bedspread
Bedding storage
Lamp
Rug
Picture
Curtain

Dressing Unit
Dresser, dressing table or chest of drawers
Suitable runner for top dressing table skirt
Set of drawer dividers or utility boxes
Bench, stool or chair
Lamp
Mirror
Picture
Pad or cushion
Make-up box
Waste paper basket

Bedroom Accessories
Bedspread
Curtain or draperies
Dresser scarf

Clothing Storage
Wardrobe or closet
Rod for hanging clothes
Set of six hangers
One or more garment bags
Shoe rack or bags
Shoe trees
Storage boxes (labeled)
Hat stand
Hat cover
Storage cases for hose, hankies, slips
Hose storage cases, boxes, etc.
Two or more padded hangers
Shoulder protectors
Glove and scarf hanger

Study
Desk or table
Book shelf
Picture
Curtains
Book ends
Chair cushion
Writing supplies
Letter holder
Desk set—blotter pad, tray, etc.
Waste paper basket
Study or reading lamp
Rug
be fitted to the available space. Shoes can also be stored in pockets that fasten to a closet door or on a wall. These pockets are useful for other small articles such as clothes brush, whisk broom, gloves and hose. The material should be closely woven and strong.

The set of pockets should be planned to meet your needs and to fit the space. The foundation piece is 20 inches square (4 pair shoes). The pocket strips are eight inches wide and 32–36 inches long. This allows three inches for fullness in each pocket. Finish top edge of the pocket strips before they are attached to the foundation. Bias tape may be used or they may be hemmed.

Divide the foundation pieces into two parts each way so that it will be easier to pin the pocket strips in place. Then pin one across the bottom and one on the crosswise center line. Each section is eight inches wide which allows for fullness to be put into a box plait. Stitch between the pockets. For every extra pocket add five inches to the width of the foundation piece. For each row of pockets add 10 inches to the depth. On the pocket strip add eight inches for each pocket.

A casing made about one inch from the top and wide enough for a small strip of wood to be slipped in will keep the bag taut at the top.

Hat Racks—Hats that are worn often can be kept in good condition on a hat rack. Those worn less often can be stored in hat boxes. Oatmeal boxes filled with sand and covered with wallpaper or cloth make satisfactory hat stands. Heavy cardboard or plywood can be used. Cut two pieces and fit the slits into each other. Be careful to cut the slots as wide as the thickness of the material used.

Shoulder covers—Shoulder covers help to protect the garments from dust. It should be shaped to fit the hanger but cut large enough to allow for the dress, suit or coat. A straight piece of material set in between the two side pieces provides extra room for hanger and garment.

Laundry Bags and Clothes Hampers—The laundry bag may be any one of many different styles depending upon the preference of the individual. Some people prefer a clothes hamper. A hamper made from a heavy cardboard carton and decorated to harmonize with the room might solve the problem. A means of ventilation should be provided.

The bag with the hanger top affords a good way to hang up the bag. It is made with a seam center front, upper part left open and stitched flat or bound.

Trays—Trays made from strong cardboard boxes (cut down to the right size and shape) are reinforced at corners and edges with strip of cloth or paper and are enamelled like the inside of the drawer. The trays slide on narrow strips of wood nailed to the inside of the drawer.

The knobs or handles can be made from a spool or clothes pin. All the boxes may be finished with enamel and decorated with transfer designs or wallpaper cutouts.

Fragile, dainty things can be kept safe and clean in cases made from plastic or some other suitable material.

A Stocking case is made with two long narrow pockets, each is stitched to form three smaller pockets providing space for six pair of hose. The handkerchief case and the glove case are made similarly. Note that a space is left in the center between pockets to allow for folding over.

THE BED

Sheets

The two basic groups of cotton sheets and sheeting with pillowcases or tubing to match are percale and muslin. Each may be obtained in several grades.

The best quality percale sheets are woven with not
less than 200 threads to the square inch. They are the finest sheets—light in weight, soft textured and beautiful. Percale sheets are luxurious. They are not recommended for homes with limited budgets.

The muslin groups have four grades according to thread count and price.

The lowest grade is loosely woven, with less than 112 threads to the square inch. They contain a starch or filling that washes out and leaves the material sleazy or loose and coarse looking.

Low grade muslin is light in weight, is woven with not less than 112 threads to each square inch. It wears rather well, considering the low price.

Medium weight and grade muslin has not less than 128 threads to the square inch. It is strong, gives good wear, and is widely used for general household service.

The heavy weight and best grade muslin, with not less than 140 threads to the square inch, is the longest wearing muslin. It is used where durability is most important, as in hospitals and hotels. It is the most expensive muslin sheet, but costs less than the best grade percale sheet.

Thread count means the number of threads to the inch across, and up and down. For example, 60 threads across and 68 up and down to the inch give 128 thread count. Close to the same number of threads each way indicates strength and durability.

Muslin is recommended to the homemaker who must watch her budget. She should get the best grade if she can afford it and if she has a washing machine or sends her laundry out. The heavy weight sheets are hard to handle in laundering. If you must wash and wring by hand, you may prefer the medium grade. They are easier to handle. They wear well, and are less expensive.

The first requirement for a sheet is size. Get 90x108 inches for double beds, 81x108 inches for second choice, 90 or 81x99 inches is a third and poor choice. Use 72x108 inches for twin beds, and 63x108 inches for single beds.

All sheets should be 108 inches in "torn length" for best wear and tucking under. Torn length means the sheets are measured and torn across to get true edges before they are hemmed. Corners should be even; hems should be retraced or stitched across the end for strength.

Hems may be 2 inches at the top and one inch at the bottom. On sheets made at home, hems may be 1½ to 2 inches at each end. This lengthens their life since either end may be used at the head. The same amount of material is used. Smooth, even stitching (12 to 15 stitches per inch) adds to attractiveness and workmanship.

Appearance is important, too. Sheets should be white, clean, fresh, and smooth when put on the beds. They do not have to be ironed. Hang them on the line evenly. When you take them from the line, fold with hems together, smooth and even, and store them at the bottom of the stack of sheets. This will insure their balanced use.

Colored sheets are attractive with matching pillow cases when they fit into the color scheme. Otherwise they may be poor buys.

Fitted sheets with mitered corners are available. They are proving satisfactory and they save the homemaker's time and energy. The fact that they must be always used as the lower sheet and will receive harder wear may make a difference in how long they last.

Fitted top sheets with boxed corners and folds for foot room are also on the market.

**Pillowcases** should be made from a good grade of sheeting woven in tubular form. Pillow tubing is easier to make up. They should be two inches wider and ten inches longer than the pillow. If they are too tight the cases are under strain. They will soon break when the pillow is flattened down. If they are too loose, pillowcases look clumsy and are uncomfortable.

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Figure 7. Stitching at closed end of pillow case.
Fabric for pillowcases should be torn and the hems turned evenly so they will iron flat. The stitching should be even, close to the edge, short stitched and retraced at the ends. Plain seams double stitched are suitable. Stitch and clip the corners on a diagonal. This keeps them flat. Hems may be one and one-half to three inches deep with a quarter inch first turn. Plain pillowcases are easier to launder than decorated ones. (See figure 7.)

<table>
<thead>
<tr>
<th>Width</th>
<th>Length</th>
<th>Pillow size</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>36</td>
<td>20 x 26</td>
</tr>
<tr>
<td>42</td>
<td>38½</td>
<td>20 x 28 (most popular size)</td>
</tr>
<tr>
<td>45</td>
<td>36</td>
<td>22 x 25</td>
</tr>
<tr>
<td>45</td>
<td>38½</td>
<td>22 x 30</td>
</tr>
</tbody>
</table>

Pillow protectors and mattress covers should be made of closely woven material; a good grade of unbleached muslin or cotton and nylon.

They should be made with closed corners so they will keep out the dust. Either can be made with the under side extending as far over the top as the hem. Put in the hems before making the side seams in both pillow protectors and mattress covers. Use snaps, grippers, or buttons and buttonholes to close the end.

Mattress covers are made of muslin, percale, nylon or plastic equipped with elastic bands or zipper closings for snug fit. The covers help keep the mattress clean and can often be used to cover an old faded mattress.

Protecting bibs for blankets, quilts, or comforters should be made from the same material as the pillow protectors and mattress covers. The ends should be closed and should extend over both sides of the top from 9 to 12 inches. Bibs may be snapped or stitched on by hand so that they can be removed easily for laundering.

**Pillows.** There are many different kinds of bed pillows. A soft pillow that lets your head and shoulders sink into it might be filled with down feathers, acrilan, dacron, or acetate. Firm pillows are filled with foam rubber, hair or Spanish moss. Pillows filled with materials other than feathers or down are more satisfactory for people who are allergic to feathers.

Buy from a reliable dealer. Look for the muslin tag attached to the pillow. It gives information concerning the filling content.

Check these points when you choose a pillow.

- **Light in weight for size.** If two pillows of the same size and plumpness are filled with the same filling, the lighter pillow will usually be better;
- **Standard size 20” x 28”.** A smaller pillow will slide around in a standard size pillowcase and larger ones will require special size slips. Pillows both larger and smaller than standard size, are carried in many stores. Choose longer than standard size pillows if you have extra-wide beds. Rubber pillows may be thinner than other pillows;
- **Pillows filled properly should be plump.** Pick up the pillow at one end by both corners. Shake it. The filling should not settle more than an inch or two. This test does not apply to molded or cemented rubber pillows. When balanced on the forearm a well-filled pillow holds up in shape while an improperly filled one will droop.

- **Pillows should be: Buoyant—to support your head without sinking too deeply;**
- **Resilient—when you lay the pillow on a flat surface and press down on it with both hands the pillow should immediately spring back into shape;**
- **Free from odor—unpleasant odors may indicate improper cleaning or processing of the filling. Odors will not improve with age;**
- **Free from lumps, stiff feathers, and pieces of quill.** Free from dust—Strike the pillow sharply. If dust flies, the filling may be old or dirty.

If you are considering the purchase of rubber pillows, look at the edges. They should be smooth and well-finished. If the covers are sewn on, they will have to be ripped and resewn for each laundering.

The cost of a pillow varies, with the filling, the size and kind of ticking used. Chicken-feather pillows are the cheapest; white down are the most expensive.

**How to make the Bed—** Learn to make your bed in a time-saving way. Remove soiled bedding. Take it to the clothes hamper. Gather and place all clean supplies in order, on a chair near the bed.

Remain on one side until that half of the bed is completely made, then go to the other side and finish the job.

Unfold lower sheet lengthwise down the bed, place center crease at the middle, right side up, wide hem at the head. Tuck in well at the head, mitering the corner, then along the side and at the foot, mitering that corner. (See figure 8.)

Place top sheet right side down with wide hem at top. Allow about 12” for turning back over blanket and some sheet to tuck under mattress at foot.

Place blanket (with center marked) at head, leaving 10 inches of space between headboard and blanket. Pull top sheet down over blanket. The right side will be on top. This protects blanket from face and face from blanket.

Half miter sheet and blankets at foot of bed.

Fluff up the pillows. Put on clean pillowcases by grasping pillow case at the bottom seam. Put free hand through
the open end of the pillowcase to make an opening for the hand holding the bottom seam.

Slip the arm holding this bottom seam through the pillowcase, and push the bottom seam through beyond the opening. Then grasp the pillow.

Pull the pillowcase down over the pillow. Push the pillows well into the corners of the clean cases. (Figure 9.)

Place the pillow on the bed before you put on the spread. Center the spread and arrange it over the pillow, spread to and over the foot.

Now, go to the other side of the bed and finish making it. Pull first sheet smoothly into place tucking and mitering the corners. Finish second sheet, the same as on the other side. Smooth blanket and pull second sheet back over to protect blanket. Place second pillow and tuck spread under, smoothing toward the foot.

Blankets. A good blanket is warm, lightweight, durable and pretty. It may be made of cotton, wool, or a man-made fiber or blend. Most blankets are finished with an acetate or nylon satin binding of matching color. This binding should be made of good quality material, firmly and neatly attached. Some blankets have over-locked stitched ends. This finish may not be as attractive as other finishes, but it is durable.

Blankets should be large enough to allow about 10 inches for tucking at the foot of the bed and about 12 inches overhang on each side. Some blankets are made with fitted corners so that they will not pull out at the foot of the bed.

Blankets made of man-made fibers are soft and warm, launder easily, dry quickly and are moth proof. They cost somewhat less than all-wool blankets.

If you choose a blanket of blended fibers, be sure that you know the percent of each fiber used. Only 5 to 10 per cent of a fiber adds little to the blanket's service qualities but may increase the cost.

<table>
<thead>
<tr>
<th>BLANKET SIZES COMMONLY SOLD IN STORES</th>
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<tbody>
<tr>
<td><strong>BED SIZE</strong></td>
</tr>
<tr>
<td>Single</td>
</tr>
<tr>
<td>54&quot; x 76”</td>
</tr>
<tr>
<td>60” x 76”</td>
</tr>
<tr>
<td>60” x 80”</td>
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<tr>
<td>60” x 84”</td>
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</table>

Read the label carefully. Unfold the blanket and hold in front of light. Examine it for evenness of nap and weave. Gently lift the nap, if it pulls out easily, the blanket will not wear well. Blankets treated for minimum shrinkage will keep their size and soft fluffy appearance through years of use and many washings.

Mattress Pads. A mattress pad helps protect your mattress. Good pads are made of closely woven fabric. Most of them are made of cotton or nylon fabric filled with cotton or nylon. Close, even quilting helps keep the filling material in place. Firmly stitched tape binding makes a sturdy border. The best quality cotton pads are preshrunk for better fit. The newest styles are fitted. They cost slightly more than a flat pad.

Mattress pads and covers should be removed from the bed and laundered occasionally.

Bedspreads

Choose materials with textures that are soil and wrinkle resistant and colorfast to light and cleaning.

Find out if the spread is washable or if it must be dry-cleaned. Is it pre-shrunk? It is best to dry clean spreads made of silk, wool, man-made fibers, or blended fibers.

If pillows are to be covered, the spread should be at least 99 inches long. Spreads should be cut and sewed so that they will have a trim appearance. Cording helps to give square, boxed lines.

A neutral colored spread makes the bed less conspicuous and makes the room seem larger. White and bright colors may make a bed seem larger. Matching the spread with a small throw rug or with draperies makes a pleasing effect if care is used to prevent spottiness in color or a monotonous effect. Some spreads are reversible to give color variation to the room.

Woven cotton, chenille, and candle-wick bedspreads are most satisfactory materials from the standpoint of care. Glazed chintz and polished cotton spreads are apt to lose some of their crispness and sheen when washed. A light starch or water-soluble wax finish will restore some of the body.

Workmanship should be neat, with well finished edges (plain hemmed, corded, fringed, ruffled). Allow for ample seams.
Selvages stitched together may be clipped every two inches to prevent puckering after laundering. Since material may be only 36 inches in width, seams may need to be covered if material is plain. Bias tape, cording, inch wide tucks or bands of contrasting material may serve to cover seams as well as to give decorative effect. If material is only 36 inches wide, use one width of material for the center section with strips on either side to make the desired width.

Usually a flounce is made for the sides. This should come within one inch of the floor. A gathered flounce requires material one and a half to two times the length of the sides and end to be covered. A pleated flounce requires two to three times the length.

In making a couche cover a boxing is usually used. This consists of a straight band about five inches wide attached to the top section. The flounce is attached to the lower edge of the bands. A heavy cord may be inserted at the seam line or a lapped seam may be used.

Machine-stitched hems three-eighths to one-half inch wide will finish the ends and sides. On hems it is well to remove any selvages.

**DRESSING**

The dressing table should be close to the closet. The light should shine on you rather than on the mirror; and brushes, combs, and other toilet articles should have a place in the dresser drawer. Impersonal articles such as a mirror might be placed on top of the dresser.

**Dressing Table Skirts**—The completed dressing table top, skirt, mirror and table accessories should be a unit. Keep in mind the type, size, color, and pattern of each of these parts.

The skirt may be made of the same material as the draperies, curtains or bedspread. Or it may repeat one color of the other furnishings. See section on Color and Design.

Make the skirt in two sections with an opening at the center front or a short flounce covering the center front. This gives easy access to storage space. The skirt may be gathered or pleated. If gathered, the material should be two times the finished size; if pleated, two and a half to three times the finished size. The skirt may be tucked to the top of the table or you might use snap fastener tape so it may be easily removed for laundering.

If you use a heading it should not extend above the top of the dressing table. It may be shirred, pleated, corded, ruffled, quilted or fitted. If you would like a stiffened band at the top of the skirt cut buckram the desired width, then cut the fabric twice the width of the buckram and allow for seams. The stiffened band should then be stitched to the skirt with a lapped seam.

**Dresser Scarves**—The tops of some pieces of furniture are so attractive that they do not need to be covered. A cover used on a dresser or dressing table is usually for protection. In planning a scarf allow a margin of wood to show one-half inch to one inch on all sides. Vanity sets (large doily for the center and a smaller one on each side) limit the size and number of articles that look well when placed on top of a dresser and give a spotted appearance. Straight edges are best. Avoid large deep scallops, especially those with a peak.

The material you choose should be firm, easy to launder, easy to work on and heavy enough to be flat on the dresser. Linen, Indianhead, crash, grain bags, monks cloth and a firm quality of unbleached muslin are suitable materials.

Decoration should be simple and follow the general shape of the scarf. It might be a part of the hem, on a border or on each end of the scarf. Suitable structural decoration might be bands of contrasting or self color, rows of hemstitching, a decorative stitch following the hem such as cross stitch, feather stitch or a running stitch. The edges may be hemmed, bound or faced and can be made either by hand or machine. Hems should all be the same width with mitered corners. Crocheted edges are satisfactory.

**Rugs**—Rag, braided, hooked, crocheted or woven rugs are desirable. These rugs may be made from various old materials such as wool, cotton, yarn or even burlap.

In selecting or making a rug remember that it is a part of the background. The design and color should be inconspicuous so the rug appears flat against the floor and blends into the background. The rug should be of suitable size and shape for the space it is to occupy. The color and pattern of the rug in the floor covering will affect the apparent size of the room. A plain rug makes a room seem larger. A wide border or large patterned rug makes it appear smaller. Rugs should be easy to care for and durable and priced within the limits of your budget.

**Part III—”Centers” for Cleaning**

Good housekeeping is a part of good homemaking. Well planned housework leaves time for fun, recreation and family.

Four rules for a good housekeeper: 1) plan a time schedule for the regular tasks and stick to the plan. List all the jobs you do and set a regular time for each one. Divide the list of tasks into “to do everyday,” “to do once a week,” and “to do whenever necessary;” 2) form a habit of being orderly—put things where they belong when you are through with them,—it saves time and it’s more fun living in a home that is neat; 3) learn quick, easy, and efficient methods of doing tasks; 4) acquire an attitude of cheerful, willing cooperation.

**CLEANING AND DUSTING**

(See figure 10.)

Collect and take all tools and supplies you will need for the cleaning job to the room. Make one trip. A basket, box with handles, tray, or apron with pockets, for cleaning supplies is convenient to carry and store. Pick up and put all articles in their proper place. Dust furniture, and window sills—use both hands (dust cloth or mit for each) whenever possible. Start in one spot and work around the
Home Life Project Plans and Requirements

Plan A

GOAL I. TO ADD COMFORT, CONVENIENCE AND BEAUTY TO THE HOME
1. Select one of the centers listed below. Select a unit from one center and make two different articles for it.
   - eating, see page 3
   - resting-dressing, see page 6
   - cleaning, see page 14
   - child care, see page 23
   (For example: you might consider the kitchen unit of eating center. See list of articles under each unit.
   2. Help purchase at least one item related to the unit.
   3. Study color as it relates to your center.
   4. Add beauty through the use of accessories. An accessory is any article that adds to the convenience or the appearance of the room (for example: potted plants, flower arrangements, pictures, etc.).

GOAL II. TO LEARN EFFICIENCY IN HOMEMAKING
1. Improve your skills in doing one homemaking task related to the selected center.
   2. Keep the record of your project up to date.
   3. Choose one of the following to complete:
      - Improve family health in one or more ways.
      - Conserve household equipment or furnishings through good care and prompt repair.

GOAL III. TO BECOME A WORTHY FAMILY MEMBER
1. Assist with child care activities for younger children (feeding, bed time, play time, teaching good habits and skills, etc.).
   2. Choose at least one of the following:
      - Improve courtesy, personal grooming and cooperative spirit.
      - Help plan a social event in your home.

Plan B

GOAL I. TO ADD COMFORT, CONVENIENCE AND BEAUTY TO THE HOME
1. Select a unit from one of the centers listed in Plan A or a unit from the relaxing center for living. (See page 18.) Make three different articles for the unit selected.
   2. Make, select, or purchase two additional articles for this unit.
   3. Study color schemes and furniture arrangement. Make possible improvements in your home.
   4. (Same as for Goal I, Plan A.)

GOAL II. TO LEARN EFFICIENCY IN HOMEMAKING
1. Improve your skills in doing two homemaking tasks related to the selected center.
   2 and 3. (Same as for Goal II, Plan A.)
   4. Keep a record of money spent for 2 or more months.

GOAL III. TO BECOME A WORTHY FAMILY MEMBER
1. (Same as for Goal III, Plan A.)
   2. Choose one or more of the following:
      - Improve courtesy, personal grooming and cooperative spirit.
      - Develop a hobby.
      - Help plan and manage a social event in your home.

Plan C

GOAL I. TO ADD COMFORT, CONVENIENCE AND BEAUTY TO THE HOME
1. Select one of the following room units. Make at least three articles for it. One should be a major piece of furniture.
   - Bedroom
   - Living room
   - Recreation
   - Dining room
   - Sewing Room
   - Recreation
   - Bed time, play time, teaching good habits and skills, etc.
   2. Make or select 2 other articles for the same room.
   3. Study color schemes for the room selected and make a floor plan showing improved furniture arrangement.
   4. Add beauty through the use of accessories. (Pictures, potted plants or flower arrangements.)

GOAL II. TO LEARN EFFICIENCY IN HOMEMAKING
1. Keep a record of money you spend for the year.
2. Do two or more of the following:
   - Improve your skills in doing two or more homemaking tasks related to your home.
   - Give room a complete cleaning and keep it orderly.
   - Improve family health in one or more ways.
   - Conserve household equipment and furnishings through good care and prompt repair.

GOAL III. TO BECOME A WORTHY FAMILY MEMBER
1. (Same as for Goal III, Plan A.)
2. (Same as for Goal III, Plan B.)

Plan D

GOAL I. TO LEARN CHILD CARE AND BABY SITTING PRACTICES
1. Take care of a baby or child under six years of age. Do each of the following at least three times:
   - Prepare food and feed child.
   - Put child to bed at night or nap time.
   - Dress or undress child.
   - Bathe or supervise bath.
   - Supervise child’s play or learning activity.
2. Learn how children grow and develop by:
   - Assembling a scrapbook containing child care information that will serve you as a handbook.
   - Preparing a kit of materials (at least 5 items) for your use in caring for and entertaining children.
   - Making a written record of a child that you have taken care of several times, include what you have learned about his growth, behavior, and personality characteristics.
3. Do one or more of the following:
   - Take care of child at least three times when parents are away or working (baby-sitting).
   - Plan and take part in a children’s party.
   - Provide or direct games and/or music for children at a community gathering. (Club, church or school meetings.)

GOAL II. TO LEARN EFFICIENCY IN HOMEMAKING and

GOAL III. TO BECOME A WORTHY FAMILY MEMBER
(Same requirements as for Goals II and III under Plan B.)

Comments on Plan B and C

Improving Room Background in Plans B and C. Improving room background such as refinishing or finishing floor, woodwork, or walls may be considered a made or selected article.
Example: Refinishing floors would be considered one article and can be counted toward completion of project requirements. Member would therefore need to make only two additional articles if he or she refinshed the floor.

Plan C will be the complete room unit.
The major piece of furniture may be finished, refinshed or homemade and finished. Examples of the pieces to use are: large chair, desk, chest of drawers, dressing table or bed. The five articles included in unit (three of which shall be made) should consist of those which seem necessary to the unit for convenience, balance or beauty.

MEMBERS CONTINUING HOME LIFE PROJECT
Four-H club members may continue the Home Life project by completing project requirements in either Plan B, Plan C or Plan D.
Use a pencil. Plans frequently need to be changed.

**My Project Plans**

**GOAL I. TO ADD COMFORT, CONVENIENCE, AND BEAUTY. (Plan A, B, C.)**

<table>
<thead>
<tr>
<th>A. Center</th>
<th>Unit to Make</th>
<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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2. Item(s) to be selected or purchased.

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<tr>
<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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3. Study color schemes as related to unit.

4. Add beauty through:

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<tr>
<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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**GOAL II. TO LEARN EFFICIENCY IN HOMEMAKING. (Plan A, B, C, D.)**

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
<th>Plan C</th>
<th>Plan D</th>
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</table>

1. Household task(s) to improve.

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<thead>
<tr>
<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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2. Keep record of project up to date.

3. Keep record of money you spend (length of time).

4. Other.

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<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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**GOAL III. TO BECOME A WORTHY FAMILY MEMBER. (Plan A, B, C, D.)**

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<tr>
<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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1. Assist with child care activities for younger children.

2. Other.

<table>
<thead>
<tr>
<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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**GOAL IV. TO LEARN CHILD CARE AND BABY SITTING PRACTICES.**

<table>
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<tr>
<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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</table>

1. Take care of baby or child under 6 years of age.

2. Learn how children grow and develop.

3. Other.

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<tr>
<th>(First Year)</th>
<th>(Second Year)</th>
<th>(Continuing Year)</th>
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**GOAL IV. TO TAKE A LOOK AT MY GOALS AT THE END OF THE YEAR. (Comments.) (Plan A, B, C, D.)**

First Year

Second Year

Continuing Year
Figure 10.

room. Use a dust cloth or vacuum attachments. Dust the light bowls and bulbs—use a dry cloth. Use a soft brush on shades. Clean the windows and pictures with a tissue, soft cloth or window cleaner. Next use vacuum to pick up the dirt on floor and rugs. Vacuum the backs of small rugs as well as tops. If you sweep with a broom, sweep before you dust. Use a dustmop to finish bare floors. Polish furniture and floors when necessary. Empty wastebasket and replace furniture and return cleaning equipment.

Clean the vacuum or sweeper after every use. It will do a better cleaning job. Follow directions for use and care of this equipment.

**Waxing**—Any hard floor finish can be protected and kept beautiful with wax. To wax a wood floor, use paste or liquid polishing wax.

The secret of waxing is to apply a thin coat with a cloth or an applicator in straight, even strokes. Let it dry about 30 minutes, then rub with the grain until the floor shines. The floor improves with each waxing—the rubbing does it. **CAUTION:** Highly waxed floors are slippery.

Two or three thin coats, well polished, give a much better finish and wear longer than one coat.

Waxed floors can be cleaned or mopped with a dust mop, floor brush or soft cloth, free from oil or water. Never use a mop that has oil on it. Oil softens wax and water whitens it.

When a waxed floor has been dulled by water, rub it with a cloth moistened with turpentine or kerosene. You will need to re-wax it afterwards. Liquid polishing wax (not self-polishing) will clean as it polishes, if the floor is not too badly soiled.

You can never polish wax as well by hand as with an electric polisher. You may rent a waxer and polisher by the day. They are not too expensive.

**Dusting.** Add one tablespoon of oil (boiled linseed, olive or paraffin) to a quart of hot water and stir until thoroughly blended. Dip a soft absorbent, lintless, hemmed cloth of convenient size into the water while hot. Wring the cloth lightly and hang up to dry.

It is important that the tiny globules of oil be thoroughly distributed and that the cloth be dry when used for dusting. It should pick up the dust without leaving an oily smear. Several dust cloths are needed. One to be used only on furniture and one for use on woodwork or floors.

Use a light uplifting stroke when dusting, do not rub. The dust may contain gritty particles which may scratch the furniture.

Give dust cloths a good shaking outdoors after using and before storing. Keep in a covered container in a convenient place. Wash and re-oil dust cloth as needed. A soiled dust cloth may cloud or mar the furniture.

**Polishing Furniture**—A good furniture polish may be made at home very economically as follows:

Put one cup of turpentine into a quart jar or bottle. Add to it one cup of vinegar and shake. Then add one cup of denatured alcohol and shake. Lastly add one cup of raw linseed oil and shake.

It is very important that each ingredient be added in the order given, also that the polish be shaken thoroughly each time before using. This polish may be used on varnish, painted, waxed or oiled surfaces.

The polish cloth should be a soft, absorbent, lintless, hemmed cloth. Apply the polish sparingly to the cloth in well distributed spots. Fold and roll the cloth and squeeze through the water before using.

**ITEMS TO MAKE OR SELECT FOR CLEANING CENTER**

<table>
<thead>
<tr>
<th>General</th>
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<tbody>
<tr>
<td>Cleaning apron</td>
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<tr>
<td>Dust cloth</td>
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<tr>
<td>A case or cabinet for cleaning equipment</td>
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<tr>
<td>Broom</td>
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<tr>
<td>Dust pan</td>
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<tr>
<td>Slip-on wall brush</td>
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<tr>
<td>Furniture polish</td>
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<tr>
<td>Basket or box for cleaning supplies</td>
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<tr>
<td>Window cleaning supplies</td>
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<tr>
<td>Laundry</td>
<td></td>
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<tr>
<td>Handy clothes pin bag</td>
<td></td>
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<tr>
<td>Clothes basket with removable lining</td>
<td></td>
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<tr>
<td>Slip on ironing board cover</td>
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<tr>
<td>Ironing board correctly padded</td>
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<tr>
<td>Clothes hamper</td>
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<tr>
<td>Laundry bag</td>
<td></td>
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<tr>
<td>Fire proofing solution</td>
<td></td>
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<tr>
<td>Bottle for sprinkling clothes</td>
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<tr>
<td>Basket, box or shelf for laundry supplies</td>
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<tr>
<td>Curtains</td>
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<tr>
<td>Bathroom</td>
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<tr>
<td>Curtains—window or shower</td>
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<td>Table or stand</td>
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<td>Rug</td>
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<td>Stool cover</td>
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<tr>
<td>Medicine chest</td>
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<tr>
<td>Mirror</td>
<td></td>
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<tr>
<td>Curtains hamper</td>
<td></td>
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<tr>
<td>Step stool</td>
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<tr>
<td>Towel bar</td>
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<tr>
<td>Shelf for cosmetics, etc.</td>
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<tr>
<td>Chest for linen storage</td>
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<tr>
<td>Soap dish</td>
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<tr>
<td>Guest towels</td>
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<tr>
<td>Bath towels</td>
<td></td>
</tr>
<tr>
<td>Waste basket</td>
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tightly to distribute the polish. Keep cloth stored in a covered jar or can.

After the furniture has been dusted, rub the surface thoroughly with the polish cloth. Rub with the grain of the wood. Be sure that the entire surface is polished—skipped places will show. Next give the surface a brisk rubbing with a clean, soft piece of wool or silk, rubbing with the grain of the wood.

CAUTION: Store polish or waxing mops, cloths or rags in an open, airy place; in a can or jar with a tight cover; or wash them after each use. This will prevent fires.

CLEANING EQUIPMENT STORAGE
The inside wall may be of wall board, treated so that it is smooth and impervious to oil. Ventilation for the lower compartment may be provided by leaving space between the base of the closet and the bottom of the door, and by putting in holes or notches at the top. (See also figure 3, page 4.)

The brushes, brooms and mops should be provided with hooks or rings so they can be hung. The oiled mop may be stored with the mop part in the can. Suspend the wet mop over the bucket which stands on the floor. Hang the dustpan so that the front edge will not be dented or jammed. Dust cloths are hung on hooks or if oily they are kept in a closed can or jar. Clean rags are kept in a box on the shelf.

Seldom used articles and reserve supplies are stored on the top shelf. The lower shelf is kept for articles more frequently used.

Tools are kept on the shelf, in a box equipped with a handle by which it may be carried.

If the waxer, vacuum cleaner, ironing board, table leaves or step ladder are to be stored in the cleaning closet, additional space should be provided.

LAUNDRY

The Clothes Basket and Liner. Use clean baskets for carrying clothes to the line. Painted ones are more durable and easier to clean. A removable lining protects your clean clothes. Use a washable, durable cotton material or sacks for the lining. Freshshrink the material so the lining will fit after laundering. Cut the lining bottom to fit the bottom of the basket adding one inch for seams and the weight of the wet clothes. Cut a straight piece as long as the distance around the top of the basket allowing for seams. (See figures 11 and 12.)

This strip should be cut eight inches wider than the depth of the basket to allow for seams, double hem and the width of the top of the basket. Join the ends of the strip by means of a flat fell seam for strength. Make two finished openings for handles on the strip at a height so that the wet clothes won't pull too much to make them wear. Sew the bottom piece to the side strip as it will be easier to pin dart the fullness. Use a flat fell seam. Since these linings are inexpensive and easily made, there should be several so that there is always a clean one.

Clothespin Bag or Apron—Use a bag or apron for clothespins: Select a durable material such as a feed sack or pillow ticking. To make a bag, hem a 30 x 36 inch piece of material. Put the corners through holes in a hammock or harness hook and tie in knots so they can't pull out. Strong twill tape may be sewed to each corner and tied through the holes in the hook or use a medium sized button over and under each hole.

One-half yard of 36 inch material will make a flat bag which may be supported and hung on the clothes line by a coat hanger. It should be cut about two inches wider than the coat hanger and shaped to fit the hanger at the top. Finish the opening with a binding or facing of the same material.

Perhaps you would prefer a short apron with deep pockets to hold the pins.

Fireproofing—Clothing and fabrics in the home which could be fire hazards may be given a simple but effective flame-retarding treatment. The treatment is good for ordinary cotton, linen, and rayon, but not for acetate, nylon, orlon, other synthetics, or crease-resistant fabrics.

Make a paste of 3 ounces (slightly more than ¼ cup) of powdered boric acid and a little water. Dissolve this paste in 2 quarts of hot water. Then add 7 ounces of borax (slightly less than 1 cup) and stir till it also dissolves. You may need to double or even triple the recipe for large items like draperies or rugs.

Be sure the fabrics or clothes you’re going to treat are dry. Then soak them in the solution until they’re thoroughly wet. If a fabric doesn’t soak up water easily, add one teaspoonful of liquid detergent for each gallon of solution used.
You can then put the treated fabrics through the spin cycle of your automatic washer to get out most of the moisture, but be sure to rinse out the washer immediately afterward to remove deposits left from the solution. Dry the fabrics on a clothesline. Iron with a moderately hot iron.

The flame retardant easily washes out of treated materials, so it has to be renewed after each laundering.

**The Ironing Board**—The ironing board should be used in a place where there is good light, plenty of air, and room to work.

The board should be padded and covered with no laps or seams. The pads can be made from a table silence cloth or several layers of old blanket laid out smoothly and basted or sewed together to make a thickness of not more than three-eighths of an inch. Make the pad eight inches longer and eight inches wider than the board so that the corners can be mitered and fastened. If the board is metal, use tapes to tie the pad in place, or, if it is wood, use tacks.

A good cover can be made from unbleached muslin. Make a paper pattern to fit the top of the board. Allow five inches on all sides for a hem and padding. Shrink the muslin and lay it on the table and place the paper pattern. Make a half inch hem for a casing, leaving it open on both sides in the middle for a draw string. Finish edge of opening with buttonhole stitch or machine stitching. In the casing use a draw-string, elastic, or tape ties to fasten to the board. If the latter are used insert the ties in the hem before stitching. Have more than one cover so that they are always clean. Fireproof the cover.

A sleeve board is a convenience for ironing blouses, children’s garments and sleeves.

**Ironing**

Good ironing starts when you wash your clothes. Make sure your clothes are washed thoroughly for better ironing.

Before you hang them on the line shake them to get rid of wrinkles. Hang them straight and pin them at the strongest points.

If you use a clothes dryer, take clothes out when they are just damp enough to iron. This saves time and makes the work easier. It eliminates the next step in ironing—the sprinkling.

Sprinkling makes the clothes damp enough to iron smoothly. Use warm water to sprinkle your clothes. The dampness will depend on the fabric and your speed in ironing. More moisture is needed for starched clothes, heavier fabrics and linen material. Fold your clothes rather than rolling or wadding them in a ball. This prevents unnecessary wrinkles. Let them stand for about an hour so the moisture will be distributed evenly. Keep the sprinkled clothes in a cool place to prevent mildew.

Dampen linens first, then cotton, silks, and rayons last. Since an iron heats more quickly than it cools, it is best to start ironing rayons. If they are sprinkled last they will be on top ready to iron first.

A plastic or oilcloth lining for your basket helps to hold in the moisture. Either this lining or another piece should cover the top of the basket.

Another quick way to sprinkle clothes is to use a zippered plastic bag. Place the clothes in the plastic bag and add about one cup of water. The amount of water you use will depend on the number of clothes you are dampening and how damp you want them. After adding the water, close the bag and the water will dampen the clothes evenly.

**BATH**

Bathtowels should be durable, attractive, and absorb moisture. A good towel has firm, closely woven warp and filling threads (background). Warp threads are added to form loops. Double loop construction is more durable. That means two extra warp threads form the pile. A two
ply yarn (2 threads twisted together) adds strength. Loops about ½ inch long are usually best. The edges should be strong, firmly woven selvages. Ends should be finished with neatly turned hems. Stitching firm and fastened at each end (backstitched).

Size of towel affects price and usefulness. Choose the size most convenient and useful.

<table>
<thead>
<tr>
<th>Size</th>
<th>Medium</th>
<th>Large</th>
<th>Extra Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>16” x 26”</td>
<td>20” x 40”</td>
<td>24” x 46”</td>
<td>30” x 60”</td>
</tr>
<tr>
<td>18” x 36”</td>
<td>22” x 44”</td>
<td>28” x 52”</td>
<td>35” x 72”</td>
</tr>
</tbody>
</table>

The most popular size of wash cloths is 12” x 12”. The characteristics are very much the same as bath towels.

Linen Storage—Maybe you have a hall closet near your bathroom that could be converted into storage for towels, bedding, etc., where you could build in storage.

Double doors are better than a single door unless the storage is located in a corner. A depth of 18 to 24 inches and length of 36 inches is adequate.

The sorting shelf, which is a great convenience, may be from 30 to 40 inches from the floor. It may be a drawer front or compartment front hinged at the bottom or a board which slides out from under a shelf.

Trays have a decided advantage over shelves in making contents visible and accessible and should be used in closets over 18 inches deep. They also have the advantage that they may be adjustable as to height.

It should be possible to get at the desired article without moving any others. Fold each item, and store so only one will be taken out instead of two or three. (Figure 14.)

Part IV—“Centers” to Relax and Enjoy Family and Friends

LIVING ROOM

The living room should be planned and arranged so that all members of the family enjoy it. This room should be comfortable, convenient, and pleasant. It should provide space for the interests of each member and should express a spirit of welcome to guests.

You'll probably find that the family may want the living room to include a reading unit, a conversation unit, a writing unit, a sewing unit and possibly a music unit.

Analyze Your Room—You might like to use these headings:

- "To be discarded"—discard articles that are not easily cleaned, that are not pleasing or restful; "To be kept"—furnishings that fit the needs of the family and the room;
- "To be improved"—worn pieces of good design which can be reupholstered or slip covered; "To be purchased"—articles required to make the room meet the family needs. These may be added as the family pocketbook permits.

ARRANGEMENT—(Read the section on Design on page 21.) Arrange Your Own Living Room—Draw a dia-

gram of the floor of your living room to the scale of one-half inch to a foot. Show doors, windows, alcoves, fireplace, and any other part of the structure which would affect furniture arrangement. Draw the furniture to scale and place it according to suggestions given for furniture arrangement. Page 6.

BACKGROUND—The floors, walls and woodwork form the background of a room. Because the walls are usually a large area and are on a level with the eye they are given interest consideration.

If the backgrounds are inconspicuous, the furnishings of the room will show to much better advantage.

Color is an important factor. It may make a room seem large or small, high or low, warm or cool. The general rule to follow in selecting colors for the room is to have the floor the darkest, walls a little lighter and the ceiling still lighter. See Color Section.

Walls—Wall finishes should appear flat. The design and colorings should not make the walls protrude. Large designs adapt themselves to large wall spaces, while small designs are usually best in small rooms. If the rug and draperies are patterned or figured, the walls should have little or no design. Plain walls usually make the best background for pictures and furniture.

Stripes seem to increase the size of a room. They also tend to give a formal appearance.

Wall Finishes—Paint or wall paper are the two most common finishes for walls; however, there are numerous other finishes used. The durable, sanitary and labor saving qualities of painted walls appeal to many.

After the walls have been prepared carefully, follow the directions for the type of paint selected regarding thinning, number of coats and drying periods. Always use a good grade of paint. Flat paint is an inexpensive finish but does not have as hard a wearing surface as semi-gloss paint or enamel.

Wall paper may be obtained in a variety of patterns. Papered walls are perhaps more difficult to keep clean and fresh, but with care and precaution paper makes a very pleasing and satisfactory finish. Select a washable, sunfast paper if you can. You may paper all your walls alike. Sometimes however, one wall is patterned and the rest plain. In this case, the plain color should match the background color of the paper.

It is very difficult to visualize a finished room from small samples of paper. If possible, take a roll of paper home and hang it up to the wall.

The salesmen can tell you how much you will need if you tell him the measurement of your walls and the number of doors and windows in the room.

CURTAIN—Curtains may make a room gay, light, cheerful or drab and ugly. Glass curtains may be beautifully tailored and must be crisp and clean. They are usually hung on rods and let fall in soft folds or tied back as in the case of ruffled curtains.

Curtains may be hung alone or with draperies. It is necessary to allow for sufficient fullness. If the material is
which are hung at the sides of windows with or without glass curtains. If you make ruffled curtains, allow 50 to 100 percent fullness. Cut on drawn thread line of the material. Hem the ruffle first, then gather. The ruffle should be two to four inches in width. Join the ruffle to the curtain with a flat fell seam or a French seam, or for heavier materials use a matching band stitched flat to cover the seam. Ruffled curtains are hung effectively without draperies, but to be lovely they must be full and have generous ruffles. There are the two types, the ones that meet in the center and the criss cross.

Draperies—Draperies are curtains of heavier material which are hung at the sides of windows with or without glass curtains. A full width of material is used for each drapery. Never make the mistake of splitting the widths to save materials. Skimpy curtains spoil the effect. However if they are too full they appear bulky.

In the majority of cases, draperies may be finished at the top with pinch pleats and hung from rings or hooks. They may be hung straight or looped back. Valances, cornices, and decorative poles and cords give a finished appearance to the top of the window.

To make the drapery, measure the exact length of material for the drapery. It is well to use a steel tape measure for measuring materials as the cloth might be stretched under a yard stick. Add 12 inches to the exact length for finishing and cut on the pull thread. Cut off all selvages and run a basting guide line down the center. Make a two to three inch hem fold at the bottom, then fold again making the hem double. Two inches from the top lay on a piece of crinoline, turn a two to three inch hem over it. Make a ½ to 1 inch hem on both sides of the drape. Use a loose tacking stitch to hold hems in place. The corners are mitered. The drapery is then ready for the lining. Hand stitch.

Linnings are usually made from sunfast light-colored sateen or muslin. Unlined draperies are satisfactory if the fabric is the same on both sides, if it is pleasing when the sun shines through it, or if the draperies do not extend over the glass panes. Some heavy materials do not require lining; most light weight materials require lining. Casement cloth is not lined.

Draperies are lined to protect the material from the sun, to allow the drapery to hang in richer folds, to give weight to the window effect and to add to the appearance from the outside.

The lining is cut one-inch wider and one and one-half inches longer than the finished drapery. A two and one-half inch hem is put in the bottom. You may machine stitch. The hemmed lining is then laid face up on the wrong side of the drapery so that one inch of the drapery shows across the bottom. Fold the lining back on itself precisely along the center and catch it to the drapery about every six inches. Be careful to keep the thread loose. Turn edges under one-half inch. Slip-stitch the lining to the drapery except at the bottom.

WRITING OR STUDY—You should have a place that is not distracting; it must be comfortable and have sufficient space to work. You'll need a space with a broad top and a drawer or tray for small equipment and papers and a comfortable straight-back chair.

If your room is small, perhaps you will choose a piece

![Figure 15—Making a blotter pad.](image-url)
of furniture that can be used as a combination dressing and study unit. There are combinations of wall shelves and desk that can be used to good advantage. You will want to place your unit where there is sufficient daylight. Provide a good lamp for night use. Light should be such that there is no glare or shadow on your work.

A kitchen chair or any wooden chair may be made attractive and comfortable with a coat of paint and a pad of colorful material for the seat. Gingham, cretonne, chintz, prints, or feed sacks may be used for the pads or covers.

The bookshelf may be made with shelves of one-half inch wood, spools to space the shelves and clothesline rope to hold it all together. Select the finish for the shelves to harmonize with desk and chair.

The wastebasket is a utility article. It should be durable and washable as well as attractive. It should be in scale with the desk; it should be well proportioned and interesting in shape; it should also harmonize with the other articles included in the writing unit.

It is possible to buy inexpensive wastebaskets but it is not always possible to find them decorated in the right color and design. Attractive wastebaskets can be made from cardboard cartons or old tin containers. Paint or enamel is a serviceable finish.

Blotter Pads should be attractive but serviceable. It should not interfere with the free movement of the arm when writing.

To Make a Blotter Pad—Determine size and shape of finished pad. Cut several patterns and lay each in place on table or desk top and see which is best. (See figure 15.)

Cut a working pattern, allowing three inches additional width (vertical) and 12 inches additional length (horizontal). Select a material as leather, leatherette, glazed chintz or oilcloth in harmonizing color and design. Oil cloth should not stick and peel. Lay working pattern on material and cut out; turn with right side down and long edge toward you.

Draw lines AB and DE one and a half inches in from each edge. Mark lightly so as not to mar the right side. Draw lines IJ and CF three inches in from short ends.

![Color Wheel](image16.png)

![Color Harmony](image17.png)
Draw lines KL and GH in six inches from each edge.

Fold material over at lines AB and DE so that one and a half inches of right side shows along the long sides. Crease to place. Fold edges of short sides over to lines IJ and CF, and then fold each over once again forming three inch pockets at each end as shown in the illustration.

Stitch all around, very close to the edge as shown in the illustration, if it is a material on which you could stitch. Cut blotter one-half inch less in width and one-half inch less in length than finished pad case and insert.

Such accessories as a spindle, letter holder, blotter pad and drawer dividers can be planned to make the reading unit more useful.

**ADDING BEAUTY TO THE HOME** — A home should be planned for the comfort and convenience of the family who live in it. A room should be planned to meet the needs of the activities carried on in it.

It's fun doing things to make your room and home more beautiful. What is beauty? Beauty is the shape, form, feel, color of any object. We use our senses to appreciate beauty—we see it, feel it, hear it, smell it, and taste it. Beauty is all around us—in the song of a bird, in the smell of a rose, in the shape, size, and color of pebbles, leaves, flowers and many other objects. Many of us need to become more aware of beauty. We need to look for it and really see it. Some of us need to learn what makes an object beautiful.

Here are the guides to beauty—each one is just as important as the others. Each beautiful object or, arrangement of objects will have several of the guides and probably all of them.

**COLOR**

Color is the background against which you live—both indoors and outdoors. The colors used in the home should be those you and your family like best. A light value of a color makes anything seem larger and further away. A dark value of a color does the opposite—makes things seem smaller and closer. For example, a ceiling of light color will seem to be larger and higher while one of dark value will seem smaller and lower. If a space is small it will seem larger and more unified if all parts (walls, ceiling, woodwork) are of the same color or of close values of the same color.

Colors containing red, yellow, or orange are warm and exciting. Colors containing blue, green, and blue-green seem cool and restful. Grey, a neutral color, may seem warm (small amount of red added) or cool (small amount of blue added).

Grayed or neutral colors are best for the larger surfaces (walls, floors) as they stay in the background. To gray a color, add a small portion of its complement, which is the opposite hue on the color wheel. Small objects for accent may be bright.

To successfully plan the color for one room you must consider the colors of the other rooms in the house. A house will appear larger and more unified if variations of the same color are used (example: grayed yellow hall; grayed yellow-green living room; grayed blue-green din-

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**Figure 18**—Different kinds of balance.
ing room; with a different tone of one of these for kitchen
—the color in common is yellow). Another possibility is to
use different values of one color.

Special words to use when talking about color:
1. Hue—the name of a color—yellow, blue, green.
2. Primary colors—yellow, blue, red.
3. Secondary colors formed by combining primary colors:
green, purple, orange. Yellow and blue—green; blue and
red—purple; red and yellow—orange.
4. Value is the lightness or darkness of a color.
   Tint (light)—add white
   Shade (dark)—add black
5. Intensity is the brightness or dullness of a color.
6. Neutral colors—black, white, grey or any color very
   close to them like buff, beige, cream, oyster white.
7. Color combinations. (See figure 17.)
   a. Complementary colors directly opposite on color
      wheel.
   b. Neighboring complement or split-complement; colors
directly opposite plus neighboring colors of comple­
   ment.
   c. Triad: three colors forming a triangle.
   d. Neighboring harmony — analogous — colors located
    side by side including only one primary.
   e. Self-tone — monochromatic — shades or tints of the
      same color.

DESIGN

Good taste is the application of the guides of design to
problems in decorating your home. Another way of saying
this is “doing unconsciously the right thing, at the right
time, in the right way.” Most of us have

Objects have two parts—structural design and decora­
tive design.

Structural design is determined by the size, shape,
form, color and texture. The structural design should be
simple, well proportioned, suited to its purpose, and to the
material from which it is made.

Decorative design is made by surface enrichment of
the structural design. It should be used in moderations. It
should follow the structural lines and strengthen the shape
of the object; have enough background space to give sim­
plecity and dignity to the design; be suitable to the ma­
terial used and the purpose of the object. Convention­
alized rather than naturalistic designs are more pleasing.
The object should not attempt to deceive by imitating
the real.

Proportion is the relationship of shapes and sizes. A
rectangle of 2 parts on one side and 3 parts on the other
is more pleasing than a square. A ratio of about 2 to 3 or
3 to 5 is always good. An oval is more pleasing than a
circle. When any object is to be divided into 2 parts it will
have a more pleasing appearance if the division comes at
a point a little more than \( \frac{2}{3} \) and a little less than \( \frac{3}{5} \) the dis­
tance from one end to the other. You can change the
apparent size of an object by adding repeating lines or
contrasting lines.

Scale means that all parts have a pleasing relationship
to itself and to each other. A small object looks very small

Figure 19—Repetition.

Figure 20—Emphasis.
PICTURES

Well chosen pictures add color and charm to a room. Select your pictures according to your preferences. A picture should be in harmony with its surroundings. It should fit with the size and shape of the room, the wall space it is to occupy, and the furniture.

You may wish to mat and frame your own pictures. Oil paintings may be framed close to the pictures, while a mat should be used for prints and water colors. The mat enlarges a picture that might otherwise be too small; gives a rest space between the picture and the walls. A mat which is cut out and the picture placed behind the mat is better than one where the picture is placed on top of the mat. Prints of oil paintings may be framed as an oil painting. Oils may be covered with a special spray to protect them and should be hung without glass. Other prints may be treated this same way.

Selection of Mat—Color—Mat should be somewhat darker in color than the lightest tones in the picture. The modern tendency is to have the mat light. The neutral color is usually the best choice as it does not detract from the picture. Mats of undesirable color may be covered with linen, decorator burlap, or similar material.

Size—The greatest margin should be at the bottom to give a restful feeling and to give support to the picture. A vertical oblong—the eye should be carried up and down with the movement in the picture. Bottom margin should be about 11 parts, top seven parts and sides five parts.

A horizontal oblong—the eye should follow the movement in the picture. Bottom margin should be about 11 parts, top seven parts and sides five parts.

A square—The sides and top are equal to harmonize with the shape of the square. Bottom margin should be about seven parts, top and sides about five parts.

A small picture when matted takes on more importance. Pictures of fine line, and color may have larger mats than ones of large, bold, color.

Selection of Frame—It should harmonize with the picture. Pictures which are delicate in color and line, should have a fine frame. The frame should form a rest space between the picture and the wall and should be less noticeable than the picture itself.

Simple molding of natural wood can be keyed to the color of the picture by rubbing color into it or by painting it a solid color. A narrow black frame is good for etchings and prints which have black in their pattern.

Many old frames from the attic or second hand store can be used. Paint, using a flat finish, a light, neutral color. This may be made by adding a small amount of umber to white.

As a rule, pictures in the home are more effective hung above or grouped with a major piece of furniture, forming a part of an interest center or unit. The distance that a picture should be from the piece of furniture depends upon its size, shape and apparent weight.

This arrangement places the center of most pictures at standing eye level which is an important factor.

Its size should be in scale with the piece of furniture with which it is hung. If the furniture is heavy or dark in color tone, the picture should be relatively dark or bold in design and framing.

Pictures, mirrors, or wall hangings hung above a table, desk, mantle or shelf seem more closely related if one or more small accessories are placed so as to form transitional lines. If a color in the picture is also repeated in the accessory or upholstery, this also will help to tie the picture to the group.

Sometimes, pictures hung above a piece of furniture share interest with a lamp, vase or other large accessory. In such a case, it is always hung off-center and the two objects spaced so as to balance well.

If the picture is a portrait, it should face into the group. If the picture has movement or definite direction, it also should be toward the center and not away from it. Pictures which have decided movement or action require more wall space about them. They should never face into a corner. In a group of pictures, line direction should always be toward the center of that group.

Small pictures similar in subject, size and framing may be hung together in a group over a piece of furniture. The space between the pictures should be less than the width of the picture. They should be placed closely enough to really seem a unit.

If the pictures vary in size, it is usually advisable to hang the largest in the middle and the smaller on either side, spaced so as to give balance.

The group is usually hung with the bottoms or centers of all pictures in line. Each picture or group of pictures is considered as an individual problem and as part of the entire plan of the room.

To hang pictures, place screw-eyes at each side, well above the center of the back of the picture. The picture will hang flat against the wall when the wire is in place. Both the picture hook and the wire should be invisible when the picture is hung.

If a picture hook cannot be driven into the wall or if the picture is so large and heavy that it needs visible
support, it is hung by a continuous wire which is passed through the two screw-eyes and attached to the two hooks at the ceiling molding. The hooks should be spaced so that the supporting wires will be parallel.

Part V—“Centers” for Taking Care of Children

Children are very much a part of our lives at some time or other. Taking care of them can be a happy experience if we are interested in them and understand them. Taking care of your own brothers and sisters or children in some other family is an important undertaking. None of us is born knowing instinctively how to do this well. We learn by watching children and by working and playing with them. We learn through increasing our knowledge by reading and thinking about them. Acquiring child care skills will give you valuable experience that you can use throughout your life, especially after you have a family of your own. Taking care of children will help you to accept responsibility, to do certain tasks well, to get along well with people, and sometimes it will give you some money of your own to use independently and wisely.

Your Child Care activities in the Home Life Project will help you:

1. To better understand babies and children of different ages as they grow and develop. This will help you to know what to expect when you care for them.
2. To learn good ways of caring for children physically, mentally, emotionally, spiritually, and socially as you help them learn.
3. To observe the differences in children and also the differences between children and grown-ups.
4. To learn something about your own growth and your needs as an individual.

Things to Know About Children—Patience and kindness are the two things most needed when you care for children. There are times when you need to be firm (but not cross).

Children all grow the same way but at different rates. Each child is his own individual self—not quite like anyone else. You will need to be the kind of person who is dependable and consistent.

Children love to play. Try to remember that they are learning through their play to live like others around them. Do you realize that each youngster is an individual and wants you to treat him with respect?

You can not let him hurt something or someone; there are times you will have to give him a firm “NO.”

When you talk with a child, talk slowly and distinctly. Read or tell stories slowly.

The young child can not perform a task as well as an older child. Be patient and remember he needs praise and approval for a job done as best he can.

Never frighten a child to get him to behave. Threats or bribes are also undesirable.

Children seem to need lots of time when they are eating, dressing, or putting away their toys. How is your patience? After all, the child sees you as “that big person.”

Children are mimickers and act the way they see others react.

Let a child do for himself everything that he can.

A child needs to express his feelings. This is easy for him in play situations. Some of his behavior may seem naughty to you but if you will try to see things through his eyes, you soon discover he is usually curious about something he has not encountered before. He may also be seeking your attention. This you can give him in better ways.

Children are not born with fear, love, hate or anger. They develop these as they grow older. Experiences with things and people cause children to develop desirable or undesirable emotions. Generally a child learns to love if he is given love; he will learn fear if he has been frightened and does not understand.

You can learn a lot about the physical care of the child by asking the mother how she does things. There are often several good ways of doing a task. You will have to make the most desirable choice for the situation.

If you are choosing playthings, pick those that are: 1. suitable for the child’s age and development; 2. sturdy and 3. safe, both for the child himself and for others. Include toys that will help in muscle development and coordination. Add play material for imaginative play and for creative self-expression.

The infant. The tiny baby is very dependent on those about him for the things he needs for his physical well-being. He feels only for himself; he wants to be warm, well-fed, and cuddled. When he awakens, he may cry to get attention. Gradually, as he grows, he learns that there are other people and things in his home. The baby who senses the love and trust of those who care for him is then ready to move on to the next stage of doing and learning.

The toddler. By two years of age the youngster is very active. He is busy learning how to handle his body as he stoops, runs, crawls, jumps and slides. He wants to touch, hear, taste, see, or smell everything. He likes stories and songs about his daily activities. He says “mine” and hasn’t learned to play with other children or to share. He insists on trying things for himself, but he may be slow about it. He is very demanding and wants things right now. He
You can have making them.

The pre-schooler. The four and five year olds are much more independent and they need less attention than younger children. They can help themselves very well with dressing, eating and toileting. They enjoy playing with other children. The same stories, songs, and games keep them happy though repeated often. By this age their activities enlarge to include cutting, coloring, modeling clay, and using other materials. This age child experiments with many new words—you may be shocked. The child's questions are many and he says "why?" often. He likes to act out a story or a situation.

You will feel a warm glow of accomplishment when you have learned how to make children comfortable and happy and can feel the same way yourself. Your place in the family becomes more important as you assist skillfully with this phase of family living. You will grow as an individual because you understand human behavior and the relationships between people.

**TOYS**

Characteristics of a Good Toy are as follows:

1. It is simple (few details).
2. It is attractive in color and shape.
3. It is durable to stand hard wear.
4. It is safe with no sharp points, corners, or splinters.
5. It is sanitary and easily cleaned.
6. It has a variety of uses and may be used over a period of years.

Around your home you will find many articles that could be assembled to provide play equipment for the child. Some of these are as follows: spools, wrapping paper and colored paper, colored pieces of material and yarn, screw top cans, boxes, Christmas cards, clothes pins and rope, corks, magazines and seed catalogs, buttons and beads, oatmeal box, magnets, nest of boxes and cans, soap bubble solution, blunt scissors, paste, crayons, dress-up clothes.

Look around your home and you will be able to add more ideas to the list.

**Storage Helps**—The small child learns to be more orderly if provision is made for space and devices for storing toys. Orange, apple, cheese, and cigar boxes and fruit crates could be used to play for storage. Plywood or one inch boards could be used to make an attractive and useful storage cabinet. A large box on casters or a painted bushel basket makes a good container for blocks.

**More Things to Make**—Stuffed toys; easel; drum; doll carriage; wheel barrow; tug boat with barges; telephone; trains; pounding board; settee; hockey set; peg board; picture books; doll clothes; rag dolls; spool dolls; step; chest of drawers; closet; table; finger paints; modeling clay; blocks; home puppets; wagon; chair; play apron; simple puzzles; crocheted or knitted balls; toy box; and bean bags.

**Toy Bank**—The toy bank is made from a coffee can by cutting a coin slot in the lid. It may be painted and decorated as desired.

**Nest of Cans**—For the nest of cans use various sizes of cans that fit together. Be sure the edges of the cans are smooth. Paint in bright colors adds to the attractiveness. Use several thin coats of paint, rather than one thick one for best results.

**Clothespin Toy**—The varicolored clothespins that fit over the edge of a painted can, will help the small child develop muscle coordination.

**Rattle**—A sugar or salt shaker painted a bright color and partly filled with pebbles or rice makes a good rattle.

**Articles to String**—Large beads, buttons, and spools are good for stringing. Use a shoe lace, cord, or twill tape for the string. Dip the ends in paint or shellac to make stringing easier.

**Cymbals**—Cymbals can be made from two pan lids. Replace the rings with knobs for ease in holding.

**Clappers**—Clappers made from four by four by three-fourths inch board with a one by one by three-fourths inch knob help children beat time to music.

**Doll's Cradle**—The doll's cradle is sure to be admired and used much by the smaller girls. The base and the sides of the cradle are cut from the side pieces of an apple box. The ends of the box were used for the ends of the cradle. Plywood or pine could be used for the cradle. The rocker part is made of inch wood.

**Toy Train**—Cheese boxes, scrap lumber and spools will make a toy train that will be lots of fun. Blocks of wood can be used if boxes are not available. Wheels are not necessary for the small child.

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