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MY MONEY WORLD



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4-H LEADERS GUIDE

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*“If you’d be wealthy, think of saving more
than that of getting.”*

*“Waste neither time nor money, but make the
best use of both.”*

*“Handle your tools without mittens; remember
that the cat in gloves catches no mice.”*

*Benjamin Franklin
1706-1790*

Introduction to the

Money

World

Project

■ This project is an attempt to help young people develop attitudes and practices that will improve their decision-making skill in money management. It is recognized that careless money habits do not automatically correct themselves as people mature into adulthood. Young people need to have the opportunity to learn the basic techniques of personal money management. They need opportunities to handle money and make plans for what they receive, spend, share and save. The Money World Project is destined to make a valuable contribution to the lives of boys and girls who choose to study this subject.

You, the leader, will find money management a source of satisfaction because of the opportunity it will give you:

- To acquaint boys and girls with the value of money —what it can and cannot do.
- To create an interest in money management.
- To provide boys and girls with the opportunity to learn to make intelligent decisions in the use of money which will give them the greatest satisfaction and lasting values.
- To help young people develop an appreciation for money received, planned spending, and saving for the future.
- To help young people learn that money management is closely related to the use of other personal resources.

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1966

HOW TO GET STARTED

The first question you will have is "WHAT DO I DO?" Here is a brief outline that will help answer this question.

Plan the Project

Be ready for your project group; secure project books and other suggested publications and familiarize yourself with the content. Project literature can be obtained from your County University Extension Center. You may wish to order some of the resource material on page—. Requirements for the project are listed on the following page.

Organize the Project Meetings

It is your job to set up the meetings and inform the members of the time and place, and plan the program for each meeting. Suggestions on how to organize and plan meetings are on page—. The Lesson Guides are on page—. The guides are brief and will serve only as a pattern. You will want to enlarge on them. Feel free to make additions or deletions. More meetings may be held if desired; however, a minimum of six is suggested.

Teach the Members

You are the teacher and the members are your students.

- Explain the project requirements carefully. Help your students to understand the information in their project books clearly. Many times additional information is helpful. Be sure to help your project members obtain accurate information. Make good use of the references listed in the index of this book. Your local library is also a good source of help.
- Help members keep records of work and fill out their report forms. You will turn in a final report at the end of the year.
- Make good use of the resources in your community that can contribute to the knowledge of your project members. This would include people who have some particular interest in

money management such as bankers, and for added interest, coin collectors. Places such as banks or the local library might be of help.

Know What Is Required of the Member

A pin or certificate is given to each 4-H member who completes his work.

Members must:

1. Complete project requirements listed on the project record sheet.
2. Attend a majority of the Money World project meetings.
3. Turn in their Money World Record to you.
4. Attend six or more 4-H Club meetings *if* your project group is part of a larger club. If your project is not part of a large club, this requirement is deleted.

Add Interest by

Participation in local and county achievement days and other events.

Encourage members to give demonstrations at the project meetings, at achievement days, and on other occasions. They will need considerable practice before appearing before other groups. The project meeting is a proving ground before they go before strange audiences. Demonstrations also provide an opportunity for members to develop their originality.

Encourage members to exhibit their work. It must be recognized that the Money World is not a project that lends itself to exhibiting as well as other projects. Do the best possible and better ways of exhibiting may be found as the project is used.

Include interesting events for the project group. If you let the members help select and plan these activities, their interest will be greater than if you do all the work. Field trips, tours, shows, and local programs are events that keep the interest high.

Consistent attendance at project meetings is essential if the member is to maintain interest.

Many leaders make it a practice to call on or visit

members when they are absent.

Help members get credit for their work by helping them complete their records. The records are simple and easy to keep. It is a good idea to see that they are brought up to date at every project meeting.

ORGANIZING THE PROJECT MEETING

As the Money World leader, you have the job of taking the information in the project books and teaching it to members in an organized and interesting way. Your project meetings will be more meaningful to the members and more satisfying to you if you take time to plan your meetings. Good planning is essential for a good teacher.

What to Consider

After looking over the project literature, you will want to consider:

1. How many project meetings to hold. There is no required number; however, *six* or *more* are recommended.
2. What major subjects will be taught at each meeting.
3. How you will teach these subjects.
4. How to involve the project members.

Suggested Outline for a Project Meeting

You will find Lesson Guides for specific project meetings starting on page _____. These will help you organize your project meetings. Remember, these are only suggestions and may be changed to fit the needs of your group.

The Instruction Period

- **Progress Report and Demonstration**
Report of work that has been done since the last meeting. Special reports may also be made at this time. The demonstration should be a result of previous lessons and give the member a chance to show what he has learned.
- **Topics to Teach**
This is the leader's time to introduce and teach new subject matter at the meeting.

- **Learning Experience**
Youth or adults are always more interested if they have an active part in the learning process. A way should be devised in every project meeting for members to be actively engaged in the subject under discussion.
- **Bring Records Sheets Up To Date—**
Check records at each meeting to see that they are kept up to date.
- **Home Assignments—**
Be definite and specific on assignments.

The Business Session

1. Decide on time and place for next meeting.
2. Make detailed plans for special events such as tours, programs, exhibits, and other things that will assist in the progress of the project.
3. Other items.

Hints to the Wise

Ask members to take part in all phases of project work, which include cleaning up after a project meeting. Do not hesitate to delegate their responsibilities.

Ask others for help—Call on some of your neighbors and friends who have some knowledge in money management. Give them a specific topic to discuss, or ask them to go on a tour with you. Feel free to consult your County University Extension Center for advice and information.

Attend training meetings on Money Management. Inquire at your Extension Center for information on leader training meetings on Money Management.

Use a variety of literature
4-H Demonstration Circular #100
The Money World Series
Reference List in index

Encourage 4-H members to use the county or city library.

Visit with parents of your members whenever possible. Encourage their interest and support in the project.

Lesson Guides For Project Meetings

MY MONEY WORLD AS SEEN BY A PRE-TEEN

Youth Publication No. 20

My Money World as seen by a pre-teen is designed for the very young (10-12 years old).

The purpose of this project is to help the pre-teens:

- Become aware of the source of their money and how they spend it.
- Develop attitudes that influence wise handling of money.
- Become aware of family financial responsibilities.
- Learn to keep records of income and expenditures.

The following lesson guides are merely suggestive. Please feel free to alter or change them to suit the local situation and project group. Keep alert to and expose your members to resources in the community that would enrich their knowledge in Money Management.

The lesson guide refers to the following booklets. These booklets are not mandatory; however, the leader will find it easier to make the project interesting if additional information is secured. It would be wise to order these before the project meetings start. See the Appendix for other reference material.

The Money World of Your Pre-Teen, secured from County University Extension Center.

Fundamental Facts About United States Money secured from Federal Reserve Bank of Atlanta, Georgia

The Story of Checks secured from Library, Federal Reserve Bank of St. Louis, Missouri

Coins and Currency secured from Library, Federal Reserve Bank of St. Louis, Missouri

Money: Master or Servant secured from Library, Federal Reserve Bank of St. Louis, Missouri

Some Odd Facts About Money secured from National Consumers Finance Assoc., 1000-16th St., N.W., Washington 6, D.C.

The first project meeting is important because it serves two purposes: (1) To organize the project. (2) To develop interest of members in the project. It would be well to invite a parent of each child to the first meeting. You can expect more from parents if they have a good understanding of: What is expected of the member—attendance, material needed, and requirements—and how the parent can best help.

PROJECT REQUIREMENTS

Individual Activities

- Complete charts and blanks in project book.
- Plan and prepare a place to keep a financial record.
- Keep a record of income and expenditures for 4 weeks.
- Share family responsibility. Do two of the following:
 - Help parents shop for groceries for two weeks.
 - Assume a shopping responsibility for family for one month.
 - Do three things that will help family save money.

Group Activities

Visit a bank.

1st Project meeting

Subject - Introduction to My Money World as Seen by a Pre-Teen
 Purpose - Acquaint members with project and develop their interest.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
	<ul style="list-style-type: none"> o Give interesting and enthusiastic review of what members will do in the project. o Discuss materials needed for project. o Explain requirements for completing. o Discuss attitudes toward money. o Relate story of King Midas and the Golden Touch. 	<ul style="list-style-type: none"> o Distribute project books. o Read together and answer questions up to the section, "What About Money?" o Show a penny to group and inspect inscriptions. o Assign one member to identify man on penny and make a report on life of this man at the next project meeting. 	<ul style="list-style-type: none"> o Read project book sections, "What About Money?" and "Where Do You Get Your Money?" o Fill in charts. o Assign members report on man on penny. o Set date, time and place of next meeting.

2nd Project meeting

Subject - Where boys and girls obtain their money.
 Purpose - To help young people become aware of source of the money they spend.

<ul style="list-style-type: none"> o Check to see if members read assignment. o Have special report about man on penny. 	<ul style="list-style-type: none"> o Spending patterns of young people: <ul style="list-style-type: none"> - Do they know how much they spend? - Do they spend it immediately or save some for an item they want very much? - Do they spend money foolishly? How? - Where do members get the money they have? - Difference between needs and wants? (Members fill in blanks) - How to plan for an allowance with parents. (Have a parent give this part, if possible.) 	<ul style="list-style-type: none"> o Engage members in discussion: (Check on charts in members' project books as you go along) o What are the responsibilities of one receiving an allowance? o Members' reports on way they earn money. o How do members contribute to work at home? o What do members feel they should get paid for at home? o Show members how to keep record of income for four weeks (in member's project record). o Use discussion sheet in this book. 	<ul style="list-style-type: none"> o Keep record of income for four weeks. o Assign member report about man on nickel at 4th project meeting. o Be prepared to visit local bank at next meeting. o Set date, time, and place of next meeting.
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3rd Project meeting

Subject - The function of a bank.
 Purpose - Acquaint boys and girls with the functions of a bank.

	<ul style="list-style-type: none"> o Make arrangements with bank official ahead of time for group to visit. Request one bank official to show group around and talk to them. o Find out: <ul style="list-style-type: none"> - Functions of bank. - How to start an account. - How to make a deposit. - How to write a check. - What happens to a check after it leaves the hands of the originator until it returns. 		<ul style="list-style-type: none"> o Keep record of income up to date. o Assign member report about man on dime at 4th meeting. o Set date, time, and place of next meeting.
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4th Project meeting

Subject - How checks are used as money.

Purpose - Help boys and girls to become knowledgeable in regard to how checks are written and handled by banks.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
<ul style="list-style-type: none"> o Members report on their records of income. o Report on the nickel and dime. <p>Note: Allow time for members to finish record of income before next meeting.</p>	<ul style="list-style-type: none"> o How to write a check. Review information bank official gave on writing checks (also refer to appendix of this publication). o Other references: "The Story of Checks" "Money: Master or Servant?" (Available from Federal Reserve Bank of St. Louis). 	<ul style="list-style-type: none"> o Play acting--The Trail of a Check... Actors: Shopper Storekeeper Banker Work with these members prior to meeting so they know how to handle check as it goes through their hands. o Check on members' project records to see they are keeping them up to date. 	<ul style="list-style-type: none"> o Keep record of income up to date. o Assign member to report about man on quarter. o Assign member to demonstrate "How to write check correctly." o Read in project book "Where Does Your Money Go?" o Set date, time, and place of next meeting.

5th Project meeting

Subject - How boys and girls spend their money.

Purpose - Help boys and girls learn how to keep a record of where their money goes.

<ul style="list-style-type: none"> o Member demonstrate: "How to write a check." o Member report on the man on the quarter. o Members report on their records of income. 	<ul style="list-style-type: none"> o From reports on income, help members actually recognize how much money they receive in a week or month. o Help members learn where their money goes. o How to make change: Show simple way to make change by adding on to the price the amount sufficient to equal the money presented. o How to carry money safely. Stress importance of having something to carry money in. Examine different kinds of pocketbooks and how they should be used. Never carry more money than is needed. 	<ul style="list-style-type: none"> o Follow directions in project book and have members: <ul style="list-style-type: none"> - Write down the things they spent their money for. - Write down things their parents buy for them. Compare the list. - Write down the amount of money they thought they spent last week. - Give instructions for keeping record of how they spend money for four weeks. - Discuss importance of: <ul style="list-style-type: none"> A regular time each day to record their spending. A regular place to keep record. A neat and accurate record. 	<ul style="list-style-type: none"> o Keep record of money spent for four weeks. o Assign member to report about man on half dollar. o Assign member to demonstrate "How to carry money safely." o All members bring any coins they have from other countries to next meeting. o Assign member to demonstrate "How to make change." o Set date, time, and place of next meeting.
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6th Project meeting

Subject - Coins and currency.

Purpose - Help boys and girls develop an interest in and appreciation for money.

<ul style="list-style-type: none"> o Members report how they are getting along keeping records. o Members report on the man on the half dollar. o Demonstrations: "How to make change." "How to carry money safely." 	<ul style="list-style-type: none"> o The origin of money. o How to recognize various coins and currency. o The significance of inscriptions on coins and currency. o References: <u>Fundamental Facts About U.S. Money</u> Federal Reserve Bank Atlanta, Georgia <u>Coins and Currency</u> St. Louis, Missouri* <u>Some Odd Facts About Money</u> Nat'l. Consumers Finance Association, 1000-16th St., N. W. Washington 6, D. C. * Federal Reserve Bank 	<ul style="list-style-type: none"> o Have members show any foreign money that they brought to the meeting. Compare it with our own. Compare value. o Give all members a chance to learn how to make change. o Plan for trip to a coin collector or coin exhibit at museum. Develop questions group will ask coin collector. 	<ul style="list-style-type: none"> o Keep record of spending up to date. o Prepare to go on trip to coin collector or museum.
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7th Project meeting

Subject – Coins and currency.

Purpose – Help boys and girls develop an interest in and an appreciation for money.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
	<ul style="list-style-type: none"> o If your group visits coin collector, find out: <ul style="list-style-type: none"> - Why do people collect coins? - What makes a coin valuable? - What coins are valuable? - What does one have to know to start collecting coins? 		<ul style="list-style-type: none"> o Keep record of spending up to date. o All members find out whose picture is on the: <ul style="list-style-type: none"> One dollar bill. Two dollar bill. Five dollar bill. Ten dollar bill. Twenty dollar bill. o One member report on man who is on the ten dollar bill. o One member report on man who is on the twenty dollar bill. o All members bring three containers in which they expect to keep money. o Set date, time, and place for next meeting.

8th Project meeting

Subject – A place to keep money.

Purpose – To help boys and girls use some method of organization in handling and allocating their money for various uses.

<ul style="list-style-type: none"> o Members report on how they are progressing with records. o Report findings: <ul style="list-style-type: none"> Man on one dollar bill. Man on two dollar bill. Man on five dollar bill. o Member report about man on ten dollar bill. o Member report about man on twenty dollar bill. 	<ul style="list-style-type: none"> o How to prepare containers for saving, sharing, and spending money. <ul style="list-style-type: none"> Decorate and label jars or boxes to be used in next lesson. 	<ul style="list-style-type: none"> o Members prepare their own containers for money. o These may be as decorative or plain as the owner wishes. o Leader should arrange for a collection of material with which to decorate, such as: <ul style="list-style-type: none"> Wall paper Shelf paper Decorative wrapping paper Decals Paint Labels Ink Crayons 	<ul style="list-style-type: none"> o Bring completed record on spending to next meeting. o Assign report about man on fifty dollar bill. o Read section on: <ul style="list-style-type: none"> Review Your Spending Plan Your Spending Can You Make Your Money Behave? Team Work is Important o If members agree, parents could be invited to last meeting. o Set date, time, and place of next meeting.
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9th Project meeting

Subject - A plan for handling money.

Purpose - To help young people develop and use a personal account record.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
<ul style="list-style-type: none"> o Members report about man on fifty dollar bill. o Report from members on spending. 	<ul style="list-style-type: none"> o Review spending of members (Ask questions listed under "Review Your Spending") o Plan Your Spending (involve members - Next column) o Questions to ask before spending money for things we want. o How to make money behave - spend, share, save. 	<ul style="list-style-type: none"> o Help members figure: <ul style="list-style-type: none"> How much they will have. Amount to be spent on needs. After subtracting the above, the amount left is for wants. Can members make their accounts balance? o Discuss with members how they met project requirements pertaining to home responsibilities. <ul style="list-style-type: none"> - A shopping responsibility. - Help parents shop for groceries. - Things they did to help family save. o Fill out charts in project book. 	<ul style="list-style-type: none"> o Finish project reports and bring to next meeting. o Assign member report about man on one hundred dollar bill. o Have group of members develop a short play on some of their experiences in the project and give at last meeting. o Set date, time, and place of next meeting. o Practice part for play. Invite parents to last meeting.

10th Project meeting

Subject - Completing the project.

Purpose - To help boys and girls gain a sense of achievement as they complete the project.

<ul style="list-style-type: none"> o Members report about man on a one hundred dollar bill. o All members turn in project reports. 	<ul style="list-style-type: none"> o Welcome parents. o Review of project. 	<ul style="list-style-type: none"> o Give play. <ul style="list-style-type: none"> ----- o If play is not given, discuss merits of the following which will serve as a review: <ul style="list-style-type: none"> - Spend your money on yourself or - share some of your money with others. - Save a part of all you get or - spend it all. - Have a plan for spending or - spending impulsively is more fun. - When buying, do you look for quality or - quantity? - What habits are necessary to save and handle money properly? - Make plans for members to continue with record keeping. The next 4-H money management project includes a large record book for each member's use. o Serve refreshments. 	
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POSSIBLE EXHIBITS:

- Record Account
- Containers for money
- Chart showing route of a check
- How to write a check correctly

SUGGESTED DEMONSTRATIONS

- How to Make a Container for Money
- How to Write a Check
- How to Make Out a Deposit
- How to Carry Money Safely
- How to Set Up a Personal Budget
- How to Make Money Behave

MY MONEY WORLD AS SEEN BY A YOUNG TEEN-AGER

Youth Publication No. 21

My Money World as seen by a young teen-ager is designed for the 13-15 year old.

The purpose of this project is to help teen-agers:

Learn to manage their money wisely.

Recognize the value of other personal resources and their influence on money management.

Learn to develop and use a personal account book.

The following references are used in this project and should be secured before the project starts:

The Money World of Your Teen-ager, secured from County University Extension Center.

The Money World as Seen by a Pre-teen, secured from County University Extension Center.

Personal Account Books (for each member), University Extension Center.

Coins and Currency—Federal Reserve Bank of New York, New York 45, New York

Your Money and the Federal Reserve System—Federal Reserve Bank of St. Louis, Missouri 63166

The Story of Checks—Federal Reserve Bank of New York 45, New York

Know Your Money—Sup't of Documents, U.S. Government Printing Office, Washington, D.C.
20402

Franklin, the Builder—The National Thrift Committee, 121 W. Wacker Drive, Chicago, Illinois

Money: Master or Servant—Federal Reserve Bank of St. Louis, Missouri 63166

PROJECT REQUIREMENTS

Individual Activities

1. Study the influence of personal values on managing money.
2. Set up a personal account record (use personal account by securing from County University Extension Center)
3. Arrange a business center for your personal account plan.
4. Determine your resources and plan to share with family.
5. Learn to write a check correctly.

Group Activities

Do at least three of the following:

1. Visit a bank to learn about its function.
2. Visit a savings establishment to learn its function.
3. Compare prices of selected articles.
4. Visit an employment agency or ask a representative of a civic group to speak to your club on employment possibilities.

1st Project meeting

Subject - Introduction to My Money World as Seen by a Young Teen-Ager.

Purpose - To help members understand that personal values and goals influence way money is spent.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
	<p>Present interesting and enthusiastic review of project and activities it involves.</p> <ul style="list-style-type: none"> o Discuss materials needed for project. o Explain requirements for completing. o Have members evaluate their money management ability by taking quiz on Pg. 27 of appendix o Help members understand that values and goals influence way money is managed. Goals are aims and objectives that grow out of values. o Help member identify some of these values. o Show how values and goals are different for each individual. 	<ul style="list-style-type: none"> a Distribute project books. o Look over project requirements and discuss. <p>Quiz: "What Kind of a Manager are You?" Pg. 27 appendix</p> <p>Leader read quiz - each member mark his own paper.</p> <ul style="list-style-type: none"> o Members read together pages 2-3 of project book. Apply to self by making own list of things that are important. Check those that require money. List other resources besides money that are important in achieving goals. 	<ul style="list-style-type: none"> o Review "Money World As Seen by a Pre-Teen." o Assign special report on "History of Money."* o Have two members compare money of U.S. with money from one or two other countries. o Take home to parents the publication, "The Money World of Your Young Teen-ager." (Secure from the County University Extension Center.) <p>* Use publication, <u>Coins and Currency</u>, published by Federal Reserve Bank of New York.</p>

2nd Project meeting

Subject - Guidelines for Money Management.

Purpose - Acquaint members with and help them gain a basic understanding of the function of money.

<ul style="list-style-type: none"> o Member report on assigned readings. o Member give special report on "History of Money." o Two members give report comparing money from U.S. with money from other countries. 	<ul style="list-style-type: none"> o How much do you know about money? 	<ul style="list-style-type: none"> o Engage all members in discussing. <ul style="list-style-type: none"> - What money is. - What money can do. - What money can't do. - How to use money wisely. - How to benefit from mistakes. - How to stretch money. - How to enjoy spending. - How to share with others. - How to save for plan ahead. 	<ul style="list-style-type: none"> o Read pages 4-5 in project book. o All members bring to next meeting coins they may have from other countries.
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3rd Project meeting

Subject - A Personal Account Plan.

Purpose - Enable member to acquire knowledge needed to set up and keep a personal account plan.

<ul style="list-style-type: none"> o Check on assigned reading o Members show and tell about coins from other countries. 	<ul style="list-style-type: none"> o Source of income. o Possible expenditures. o A personal account plan. 	<ul style="list-style-type: none"> o Members complete charts in project books. o Pass out personal account book and help members start plan of income and expenditures. 	<ul style="list-style-type: none"> o Read pages 10-11 in project book. o Assign demonstration on "How to organize a business center." o Assign report on Benjamin Franklin and explain why he was noted for his thrift.* <p>* Reference publication: Franklin, the Builder.</p>
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4th Project meeting

Subject - Making Money Behave.

Purpose - Help members become aware of and understand that the wise use of other resources contributes to money management.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
<ul style="list-style-type: none"> o Check on reading assignment. o Member demonstrate "How To Organize a Business Center." o Give report on Benjamin Franklin. 	<ul style="list-style-type: none"> o How to make money behave. <ul style="list-style-type: none"> - How to organize a business center. - Allocating money for specific things. - Substitutes for money. - Share your money and other resources. - Saving money. 	<ul style="list-style-type: none"> o Engage members in discussion: <ul style="list-style-type: none"> - What is needed for a business center and how might one set it up? - How to keep money divided for specific purposes? - Make a list of money substitutes. - Give examples of how money or resources have been shared the past week. - Discuss various types of savings plans and each member choose one he wants to try. 	<ul style="list-style-type: none"> o Read pages 11-12 in project book. o Prepare list of specific items and have members compare cost and quality in 3 different stores.

5th Project meeting

Subject - Making Money Behave (continued).

Purpose - Provide experiences that will help members learn and practice good consumer shopping practices.

<ul style="list-style-type: none"> o Check to see if member started savings plan. o Have reports of shoppers and hear comparative costs. 	<ul style="list-style-type: none"> o How can the smart shopper save money? o What practices do smart shoppers use? o Other ways of saving: <ul style="list-style-type: none"> - Take care of possessions. - Perform services around home. - Use community resources. 	<ul style="list-style-type: none"> o Have members list last 3 purchases they made and explain what factors influenced their decisions to buy -- could they have made a better choice? o Divide members into groups of 2 or 3. Assign each a specific item, such as, a transistor radio, pair of shoes, bicycle, record player, and have them develop a list of points to consider in buying the item. o Plan visit to bank. 	<ul style="list-style-type: none"> o Read pages 13-14 in project book. o Remind members to keep personal accounts up to date.
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6th Project meeting

Subject - A Visit to the Bank.

Purpose - Provide experience that will help members learn the functions of a bank and how to use the facilities of a bank.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
	<ul style="list-style-type: none"> o Functions of a bank. 	<ul style="list-style-type: none"> o Make arrangement with bank officials ahead of time for group visit. o Request one person to talk to group and show them around. o Find out: <ul style="list-style-type: none"> - Functions of a bank. - How to open an account. - How to make a deposit. - How to withdraw money. - What happens to a check from the time it leaves the originator until it returns. o What to see: <ul style="list-style-type: none"> - In front: <ul style="list-style-type: none"> Night depository arrangement. Desks for customers' use. - On conducted tour: <ul style="list-style-type: none"> Behind teller's window. Bookkeeping offices where checks are sorted and posting machines are used to make out statements. Microfilm camera and viewer. Vaults. Safety deposit boxes. 	<ul style="list-style-type: none"> o Assign one member to demonstrate the following at next meeting: <ul style="list-style-type: none"> - How to write a check. - How to make out a deposit slip. o Bring personal account books to next meeting and be prepared to evaluate. o Things to ask about: <ul style="list-style-type: none"> - Regular and special checking accounts. - Traveler's checks. - Certified checks. - Cashier's checks. - Money orders. - Drive-in tellers. - Automatic saving plan. - Bond purchase plan. - Clubs for savings. o Follow-up: Write thank you note to bank.

7th Project meeting

Subject - Writing checks.

Purpose - Enable members to learn how to use a checking account.

<ul style="list-style-type: none"> o Check on reading assignment. o Give demonstration on: "How to Write a Check" and "How to make out a deposit slip." o Members report on personal account plan and results. 	<ul style="list-style-type: none"> o Review: <ul style="list-style-type: none"> - How to write a check. - How to open an account. - How to make a deposit. o Function and purpose of a Federal Reserve Bank. o References listed in Index of Leaders Guide: <ul style="list-style-type: none"> - "Your Money and the Federal Reserve System." - "Money, Master or Servant." (available from the Federal Reserve Bank of St. Louis.) o How to adjust personal account to a satisfactory plan. 	<ul style="list-style-type: none"> o Practice: How to Write a Check. o Role Play - The trail of a check shows how check leaves originator and proceeds until it is returned. <ul style="list-style-type: none"> Actors: <ul style="list-style-type: none"> Shopper Storekeeper Banker for storekeeper Federal Reserve banker Banker for Shopper o Each member determine what changes need to be made in personal account. o Leader to check each book with member and give suggestion for improvement. o Make plans to visit a savings establishment. 	<ul style="list-style-type: none"> o Each member continue to keep personal accounts (a total of 3 months is required to complete project. It is hoped member will establish a habit of keeping records.) Note: <ul style="list-style-type: none"> A visit to a Federal Reserve bank at Kansas City or St. Louis would be profitable for group.
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8th Project meeting

Subject - A visit to a savings establishment.

Purpose - Provide experience that will help members distinguish between a savings establishment and a bank.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
	<ul style="list-style-type: none"> o Contact person in charge ahead of time and make arrangements for tour. o Have manager tell group how establishment functions, how it differs from a bank. o Show group around. 	<ul style="list-style-type: none"> o Members tour savings establishment. o Have manager explain the business. 	<ul style="list-style-type: none"> o Read page 15 in project book.

9th Project meeting

Subject - Buy now, pay later

Purpose - Help members realize that credit is the present use of their future money. Assist members in determining the advantages and disadvantages of credit.

	<ul style="list-style-type: none"> o Define credit. o Who gives credit? o Define interest. o Define collateral. o Why must one pay for the use of credit? 	<ul style="list-style-type: none"> o Divide project group and have one group present reasons for personal credit and the other group present reasons against personal credit. 	<ul style="list-style-type: none"> o Survey stores in community to find out which ones give credit. o Also, determine which stores give credit to teenagers and on what basis. o Collect a credit application from a department store, bank, consumer finance company to discuss the information each creditor requires to determine eligibility for credit.
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10th Project meeting

Subject - Buy now, pay later (continued).

<ul style="list-style-type: none"> o Report on stores that give credit. o Report on stores that give credit to teenagers and on what basis. o Review applications for credit and determine who is eligible. 	<ul style="list-style-type: none"> o Help members with personal account if needed. o How to detect counterfeit bills and coins. (Characteristics of a genuine bill and coin; characteristics of a counterfeit bill and coin.)* <p>* Reference: Know Your Money U.S. Gov't. Printing Ofc. Washington, D.C. 20402</p>	<ul style="list-style-type: none"> o Check on members' personal account records. Set time to complete and turn in project records. 	
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SUGGESTED DEMONSTRATIONS

- How to organize a business center.
- Comparative shopping.
- How to write a check correctly.
- How to open a bank account.
- How to detect counterfeit bills and coins.

POSSIBLE EXHIBITS

- Chart showing trail of a check.
- Chart showing comparative shopping.
- Chart showing how to write a check correctly.

MY MONEY WORLD AS SEEN BY A YOUNG MODERN

Youth Publication No. 22

My Money World as Seen by a Young Modern is designed for the 16 to 19 year old.

The purpose of this project is to help Young Moderns:

- Develop a sense of responsibility to self and others in managing finances.
- Learn to develop and keep personal account plans which will help them achieve their goals.
- Increase their knowledge in various ways of handling savings.
- Develop a desire to learn and become competent in handling personal finances.

The following references are used in this project and should be secured before the project starts:

- The Money World of Your Young Modern*—County University Extension Center.
- Personal Account Books*—County University Extension Center.
- Your Automobile Dollar*—Household Finance Corp., Prudential Plaza, Chicago 1, Illinois.
- 4-H Automotive Project III*—County University Extension Center.
- For Young Moderns*—Household Finance Corp., Prudential Plaza, Chicago 1, Illinois.
- Young Couples Make Money Work*—Institute of Life Insurance, 277 Park Avenue, New York, N.Y. 10017

PROJECT REQUIREMENTS

Individual Activities

Do the following:

1. Set up a personal account record (use personal account book secured from County University Extension Center). Refer to page 3 of member project book.
 - Make a plan for six months of income expenditure.
 - Keep a record of income and expenditure for one month; evaluate plan and make necessary adjustment.
 - Continue personal account records for at least 3 months.
2. Determine your values and how they influence your goals.
 - List future goals. (Use form in account book)
3. Find out what job opportunities are available by using three sources suggested in your project book.
4. Prepare a resume for an interview.

5. Study ways to be a smart shopper and adopt practices.
6. Learn to figure interest rates by method suggested in the project book.

Group Activities

Do at least two of the following:

1. Visit a bank to learn about various methods of saving money. (If this is first visit, inquire about other functions).
2. List at least four places in your community that offer credit and determine their terms of credit.
3. Figure costs of interest on the following four items or other items of your choice. (Show source of information for figures).
 - A car
 - A record player
 - A boat
 - A bicycle

1st Project meeting

Subject - Introduction to My Money World as Seen by a Young Modern.

Purpose - Acquaint members with purpose of project and what they will do.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
	<ul style="list-style-type: none"> o Give interesting and enthusiastic review of the project. Discuss: What members will do. Materials needed. Requirements for completion. o What influences our attitudes toward money? o Help members understand the role they play in the economic system. 	<ul style="list-style-type: none"> o To discover attitudes toward money management have member discuss item on Opinion Poll, Pg. 26 of appendix. o Hand out record books. Review requirements with members. 	<ul style="list-style-type: none"> o Take personal account book home to study. Bring it to next meeting and be prepared to make plan. o Take to parents the publication, "The Money World of Your Young Modern." (This is a companion publication to My Money World as Seen by a Young Modern. It is written specifically for parents).

2nd Project meeting

Subject - A Blueprint For Money Management.

Purpose - To help 4-H members:

Acquire an understanding of their values and goals and the influence these have on money management.
Make a plan for managing their money.

	<ul style="list-style-type: none"> o How to develop a blueprint for money management. Consider goals, both short term and long. Estimate income. Make a spending plan. Keep records. o Problem areas members may encounter. o Define values and goals and help members understand their significance in money management. 	<ul style="list-style-type: none"> o Go over personal account plan of each member. o Each member: Lists the values and goals that are important to him now. Lists immediate goals that are important. o Discuss how goals differ for high school students, college students, young married, families with growing children, and senior citizens. o List last three articles you purchased and show how each relates to your values and goals. 	<ul style="list-style-type: none"> o Each member collect evidence on his values for one week. Fill out chart in record blank. Be ready to report at next meeting. o Read pages 5-6 in project book. o Work on personal account plan and start keeping records.
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3rd Project meeting

Subject - Work Opportunities for Young Moderns.

Purpose - Provide members with opportunity to learn:

Methods of investigating work opportunities. How to prepare a resume. How to approach an interview for work.
How to hold a job.

<ul style="list-style-type: none"> o Report on evidence collected to determine values. o Report on personal account plan. 	<ul style="list-style-type: none"> o Why young people want to assume a job. o Personal characteristics that make one a valuable worker. o How to find a job. o How to prepare for an interview. o How to prepare a resume (See pg. 24-25 appendix). 	<ul style="list-style-type: none"> o Discuss Should H.S. students work for any or all of their money? Various ways of finding a job. o Have a brainstorming session in which members list all possible ways H.S. students might earn money. o Plan visit to a local employment office (make arrangements ahead of time). 	<ul style="list-style-type: none"> o Divide members in small groups to: Interview three employers about characteristics and abilities desired in their employees. Survey community for work opportunities for teenagers. Each member prepare a resume to use in securing a job.
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4th Project meeting

Subject - Work Opportunities for Young Moderns (continued). Visit an employment office.

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
	<ul style="list-style-type: none"> o Help members obtain information about: <ul style="list-style-type: none"> What services the employment office provides for H.S. students. What are employment opportunities in community for H.S. students. What is correct procedure for H.S. students to file for employment. 	<ul style="list-style-type: none"> o Discuss in project meeting. o Members may be interested in setting up their own employment office for teenagers. If attempted, there should be considerable support from responsible adults to see project through. Brief detail of procedure would be: <ol style="list-style-type: none"> 1. Organize and elect chairman. 2. Survey H.S. students to determine interests. 3. Collect personal data from H.S. students, such as name, address, telephone, kind of work they will do, time available. 4. Set up central office with telephone. 5. Advertise through all media to people of community that H.S. workers are available and how to contact employment office. 	

5th Project meeting

Subject - Work Opportunities for Young Moderns (continued).

<ul style="list-style-type: none"> o Members report on survey of community for work opportunities. o Members report on characteristics desired in employees by their employers. 	<ul style="list-style-type: none"> o Personal characteristics that help one hold a job. o Work opportunities for teenagers in community. o A properly written resume. 	<ul style="list-style-type: none"> o Discuss trip to employment office. Consider any unanswered questions. o Read and evaluate prepared resume. o Have role-playing session in which members pretend they are: <ol style="list-style-type: none"> 1. Businessman hiring a boy to clerk on Saturday. 2. Mother hiring a baby sitter. 3. Homemaker wanting boy for yard work. 4. Drive-in manager hiring car hop. 	<ul style="list-style-type: none"> o Read pg. 6-7 of project book. o Bring personal account plan to next meeting and be prepared to report. o Assign demonstrations-How to write a resume. o Assign demonstration on report on-"How to prepare for a job interview."
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6th Project meeting

Subject - Ways of Saving Money.

Purpose - Help members develop an awareness of the need to save money and to become acquainted with various savings plans.

<ul style="list-style-type: none"> o Check on personal account plans. o Demonstration - How to Write a Resume o Demonstrate or report - How To Prepare for a Job Interview. 	<ul style="list-style-type: none"> o Evaluate personal account plans and make adjustments for future use. o Why Save Money? o Systematic Ways of Saving o Extending Money 	<ul style="list-style-type: none"> o Have each member report on his personal account plan. Leader help evaluate and make plans for future records. o Discuss: <ul style="list-style-type: none"> Merit of Saving Money. How to Save Money. How Personal Resourcefulness Extends Money. 	<ul style="list-style-type: none"> o Continue to keep personal account records. o Assign reports to individuals or teams: <ol style="list-style-type: none"> 1. How a Savings Account Makes Money. 2. How Savings Bonds Make Money. 3. How Insurance Makes Money. 4. How Stocks Make Money.
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7th Project meeting

Subject - Ways of Saving Money (continued).

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
<ul style="list-style-type: none"> o Have assigned member give report on How Money Makes Money. 	<ul style="list-style-type: none"> o How Money Makes Money. Investigate the different savings institutions in your area and compare rates, withdrawal privileges, safety features. (Examples in next column. Leader must plan ahead to make arrangement for visit). 	<ul style="list-style-type: none"> o Group might visit a banker to learn about various types of investments. o Group may visit an insurance company to find out about how insurance invests. o Visit savings and loan establishment. 	<ul style="list-style-type: none"> o Read pgs. 7-8 of project book.

8th Project meeting

Subject - The Smart Shopper.

Purpose - Help members realize that sound buying practices are good money management.

Help members become aware of the responsibility of the consumer, and acquire knowledge concerning sound buying practices.

	<ul style="list-style-type: none"> o Be a Smart Shopper. o Influence of Advertising. o Information found on tags and labels. o Consumer must be responsible for buying decisions. 	<ul style="list-style-type: none"> o Discuss points listed on pg. 8 of project book and give examples of each. o Discuss all the items one must consider in purchasing a record player. o Divide into small groups. Each group select a specific item and compare price and quality in three stores. Report back to group. 	<ul style="list-style-type: none"> o Read pg. 8-9 of project book. o Watch TV to determine how advertising influences consumers. o Do grocery shopping for family for one week and use good shopping practices.
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9th Project meeting

Subject - Credit.

Purpose - Help members acquire a basic understanding of the use of credit.

<p>Report on:</p> <ul style="list-style-type: none"> o Cost and quality of specific item in 3 stores. o Effect of advertising on consumer. o Results of shopping for family. 	<ul style="list-style-type: none"> o What is credit? Why used? o What is meant by a good credit rating? o What forms of credit are used? o How interest charges are expressed. 	<ul style="list-style-type: none"> o Visit local stores offering charge accounts or time payment plans. Find out how they operate. Compare and report to club. o At 3 stores, compare cash prices with credit prices. Determine dollar cost of using time payment plan. o Secure application blanks one would need to sign if he were going to open a charge account. Discuss form and determine who would be eligible for credit. 	<ul style="list-style-type: none"> o Read pages 9, 10 and 11 of project book. o Assign demonstration on "How to Benefit From Comparative Buying."
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10 th Project meeting
Subject - Credit (continued).

PROGRESS REPORT & DEMONSTRATION	TOPICS TO TEACH	LEARNING EXPERIENCES	HOME ASSIGNMENT
<ul style="list-style-type: none"> o Report on investigations of credit plans from various stores. o Demonstration - "How to Benefit From Comparative Buying." 	<ul style="list-style-type: none"> o How credit costs can be compared. o Advantages and disadvantage of using credit. o Advantages and disadvantages of teenage charge account. 	<ul style="list-style-type: none"> o Set up and work problems using the constant ratio formula found on page 10 of project book. (Examples) 1. A portable TV - Cash price \$140.00 Down payment \$ 10.00 23 monthly paymts. \$ 6.50 Solution: Down payment \$ 10.00 Installments <u>\$149.50</u> (23 x \$6.50) Total to be pd. \$159.50 Cash price <u>\$140.00</u> Cost of credit \$ 19.50 $\frac{2 \times 12 \times \\$19.50}{130 (23 + 1)} = \frac{468}{3120} = \text{true annual rate}$ 	<ul style="list-style-type: none"> 2. A bicycle Cash price \$ 60.00 Down payment \$ 5.00 8 monthly paymts. \$ 7.50 Solution: Down payment \$ 5.00 Installments \$ <u>62.00</u> (8x\$7.50) Total to be pd. \$ 67.00 Cash price <u>\$ 60.00</u> Cost of credit \$ 7.00 $\frac{2 \times 12 \times 7.00}{55 (8 + 1)} = \frac{168}{495} = 34\%$ Members may debate question of using credit and teenage charge accounts.

11 th Project meeting
Subject - Special Problems
Purpose - To be determined.

<ul style="list-style-type: none"> o Demonstrate how to figure the true rate of interest. 	<p>Members may be interested in working out problems in:</p> <ul style="list-style-type: none"> o Financing and operating a car. o Cost of a college education. o Cost of dating. o Cost of young marriages. <p>References:</p> <ul style="list-style-type: none"> o <u>Your Automobile Dollar</u> Household Finance Corp. Prudential Plaza Chicago 1, Illinois o <u>4-H Automotive Project III</u> County University Extension Center o <u>For Young Moderns</u> Household Finance Corp. (address above) o <u>Young Couples Make Money Work</u> Institute of Life Insurance 277 Park Avenue New York, New York 10017 	<p>Set time to complete and turn in project record book.</p>	
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SUGGESTED DEMONSTRATIONS

- How to figure true interest rate.
- How to prepare a resume for a job.
- Comparative buying.
- How to prepare for a job interview.

POSSIBLE EXHIBITS

- Chart showing true interest rate on specific items.
- Chart showing advantages and disadvantages of credit.
- A personal resume.
- Chart showing comparative costs on specific items.

Appendix

HOW TO WRITE A CHECK

To facilitate banking and safeguard your bank account, care should be taken to write checks accurately. It is most helpful to young people to learn the correct way first. It is really a rather easy thing to do—and very important.

Write these six items in ink on the face of the check:

1. The date on which you are writing the check. Do not date a check ahead (postdate), for the payee might try to cash it beforehand.
2. The check number.
3. The payee's name after the printed words "Pay to the order of." The payee is the person or organization whom you want to pay. To withdraw money from your own checking account, fill in your own name, or "cash," or "bearer."
4. The amount in figures. Write the numerical amount close to the dollar sign.
5. The amount in words as far to the left as possible. Finish the space with a wavy line. This line will prevent the insertion of extra words that might increase the face value of the check.
6. Your signature to resemble as closely as possible the one you filed with your bank when you opened the account.

Don't cross out or change any part of your check. If you make a mistake, take a new check form and begin again. If you have questions about writing checks, ask your banker.

HOW TO ENDORSE A CHECK

1. To deposit a check which has been written to you or before transferring it to another person, the check must be endorsed. This means you must sign it on the reverse of the left hand side of the check's face.
2. Do not endorse a check until you are ready to cash or deposit it in your account. Remember, a check with an endorsement can be cashed by the bearer. (If the check is endorsed and lost, the finder could cash the check.)
3. If your name is misspelled or incomplete on the check issued to you, write your name the same incorrect way when endorsing it. Then endorse the check again; this time spell your name correctly.
4. A check should be cashed or deposited soon after receiving it. This helps everyone keep their accounts up to date and also prevents chances of losing the check.

① COLUMBIA, Mo., June 24 1965 No. ② 6

Columbia Savings Bank 80-87
815

③ PAY TO J.G. Johnson Department Store OR ORDER ④ \$10.15

⑤ Ten and 15/100 DOLLARS

⑥ Mack G. Swensen

⑆08 15 008 7⑆

King Midas and the Golden Touch

Once upon a time, in ancient times in fact, there lived a King called Midas and his little daughter Marigold. King Midas was a very rich man who loved the sight and touch of gold, almost as much as he loved his beautiful daughter . . . but not quite. He thought the best thing he could do for her would be bequeath her a large fortune. Thus, he spent most of his time collecting treasures of gold and jewels. For some reason he was obsessed with gold. If he happened to see a gold tinted cloud at sunset he wished it to be real gold that he could get and put in the vault with all his other treasures. When Marigold ran to him with daffodils he would say, "Tut tut child, if these flowers were as golden as they look they would be worth the plucking."

In previous years King Midas was very fond of growing flowers and had planted and raised the most beautiful roses in his kingdom. The roses were still growing but he seldom ever stopped to look at them. He preferred to spend his time in the vault where the gold was kept. He would spend hours in running his hands through the gold coins, tossing them in the air and watching them fall, sifting the gold dust through his fingers, watching the light reflect from his golden vessel, and laughing at his face in the reflection of a gold bowl.

Midas called himself a happy man, but felt he was not as happy as he could be if he could manage to put all of the gold in the world into his vaults.

Midas was enjoying himself in the gold vaults one day, when a shadow fell across a pile of gold. Looking up he saw a stranger. A closer look revealed it was a genie. In those days genies had supernatural powers that they used to either help or hinder a person depending on whether the person deserved help.

"You are a very wealthy man, Midas," observed the genie, "I doubt if anyone owns as much gold as you."

"I've done pretty well," answered Midas, "but it has taken all my time. Really though, it's only a trifle when you consider it has taken me my entire life to collect it. If one could live a thousand years, he might have time to grow rich."

"What, you are not satisfied?" asked the genie, "and pray, what would it take to satisfy you?"

"Only this," replied Midas. "I am weary of collecting my treasures with so much trouble. I wish everything I touch to turn to gold."

The genie's smile grew so broad it seemed to fill the room like a ray of sunshine. "The Golden Touch!" he exclaimed. "Are you quite sure that would satisfy you?"

"How could it fail," said Midas.

"Be it so then," replied the genie, waving his hand in farewell. "Tomorrow at sunrise, you will find yourself gifted with the golden touch."

Midas woke early the next morning wondering if he had only dreamed about the genie's promise. When he put his hand up on a chair beside the bed nothing happened. He rose and touched the desk, a door, and a chest, but they remained the same. As he was pondering the situation, the sun peeped over the mountain and the first rays of sunshine came into his bedroom. He was feeling completely dejected and dropped into a chair and put his head in his hands. Suddenly he realized he was sitting in the middle of much light. Looking around he saw the chair had truly turned to gold. Midas got up and in a joyful frenzy began running around the room touching everything in sight; the table, dresser, books, his clothes. He drew out a handkerchief and it turned to gold. This last transformation did not quite please the King because he was not looking forward to wiping his nose on a harsh gold handkerchief. But this was minor, compared with the wonders he could perform.

He ran into the garden and touched all of the roses. This proved to be quite a job and gave him a big appetite for breakfast. He went into the dining room and seated himself at the table to wait for Marigold. It was not a great while before he heard her coming along the passage way crying bitterly. This disturbed him because Marigold was usually a happy child. Marigold came in with her face red and streaked with tears.

"How now, my little lady, what could possibly be the matter this beautiful morning?" asked her

father. Without saying a word, Marigold took out of her pocket and placed on the table one of the roses her father had changed to gold.

"It's beautiful," said her father, "why should you cry?"

"Oh dear father," answered the child. "It is not beautiful, but the ugliest flower that ever grew! As soon as I was dressed I ran into the garden to gather roses for you and found them all like this, spoiled! The beautiful color and texture are gone and they have no fragrance. What ever could be wrong with them?"

"Don't cry, my dear," said Midas, who was ashamed to confess that he had been the cause of her grief. "Sit and eat. You'll find they last much longer."

"But I don't care for roses like this, I want them in their natural state," she said.

The child was so occupied with her grief that she did not see what was happening across the table. Midas poured his coffee as usual and the pot turned to gold. As he lifted the cup, it turned to gold and as he touched his lips to the coffee, it turned into molten gold. Rather horrified, he next picked up one of the little trouts in his plate and watched it immediately turn to gold. "I don't see," he thought to himself, "how I am to get breakfast." He picked up a muffin to break, but before he could it hardened and turned to gold. "Well, this is a quandry!" he thought, leaning back in his chair he looked enviously at little Marigold, who was now eating her breakfast with much satisfaction. "Such a costly breakfast before me and nothing can be eaten."

Marigold looked up and noticed her father had eaten nothing. Concerned, she jumped up and ran around the table to him. "What is wrong?" she said as he bent down to kiss her. These were the last words she uttered because his kiss turned Marigold into a solid gold statue. Midas could not believe his eyes; he tried to shake the statue, but it was solid gold. "Marigold, my precious, come back," he cried. Marigold's statue stared straight ahead, not hearing a thing her father said. Midas began to cry and wring his hands and wished to be the poorest man on earth if it would bring back the faintest rose tint to his daughter's face.

While he was in despair, for now, too late, he realized his foolishness. the genie appeared again.

"Well, King Midas," the genie asked, "how did you succeed with the golden touch?"

"I am miserable, won't you please help me?" the King begged.

"What is the matter?" replied the genie. "Have you not everything your heart desires?"

"Gold is not everything and I have lost all that my heart really cares for," answered Midas.

"Ah! So you have made a discovery since yesterday?" observed the genie. "Let's see what you think now. Which is really worth the most... the gift of the golden touch, or one cup of clear cold water?"

"Water," murmured Midas with his head down.

"The golden touch," the genie continued, "or a crust of bread?"

"The crust of bread," replied Midas, "is worth all the gold on earth!"

"The golden touch," asked the genie, "or your daughter Marigold?"

"Oh my child," sobbed poor Midas. "I would not have given one small dimple in her cheek for the power of changing this whole big earth into gold."

"You are wiser than you were, King Midas!" said the genie. "Your heart seems right because you still seem able to understand that the most common things, that lie within the grasp of everyone, are more valuable than the riches which so many mortals struggle after. Tell me, do you wish to be free of the golden touch?"

"Oh yes," exclaimed Midas.

"Go plunge into the river in your garden. Take with you a vase of the same water and sprinkle it over any object you wish to change back to its former state," explained the genie.

The King bowed low and when he raised his eyes the genie was gone. He lost no time picking up a vase and making his way to the river. On reaching the banks he plunged in head first without waiting to even remove his shoes. When he came up, his clothes had changed back to cloth. He scrambled out, filled the vase and ran back into the dining room and poured the entire contents on Marigold. The rosy color returned to her cheeks and she began to sneeze and sputter and was astonished to find herself dripping wet. "My goodness, how did I ever get so wet?"

You must have spilled a glass of water on me, father," Marigold exclaimed.

"Oh yes, my child," answered Midas. "I'm sorry, but it will soon dry," he said, gathering Marigold into his arms and kissing her. Marigold did not know she had been a statue—in fact, she remembered nothing after her father's kiss. Her father did not think it necessary to tell her how foolish he had been.

"Come," he said, and he led her into the garden and sprinkled river water on the roses and they would

recover their beautiful blooms. He left Marigold in the garden to enjoy their beauty and went back into the palace and changed everything he had touched back to its original state. Two things always reminded King Midas of the golden touch. One was the sand on the river bank that had turned to gold and he could not carry enough water to turn it back to its original color. The other was the color gold in Marigold's hair, and he never wished for any other thing gold.

Appendix

TO PREPARE A RESUME

A resume is a summary of one's identifications, abilities, and work experiences. It includes:

1. Name, address and telephone. Parent's name.
2. Age (state in terms of date and place of birth).
3. The position one is seeking. If the position is not definite, this part may be made general or may list more than one position.
4. Salary desired - This will probably be left open. Only those who are highly qualified are able to state their terms in salary.
5. Education - State not only the last grade completed, but also the name of the school. List any subjects studied that might be pertinent to the job. Include any outstanding awards, marks and average grade.
6. Previous experience - Previous work experience should show last job listed first and first job listed last. Volunteer jobs should be so designated. Add date of employment and name and address of employer.
7. Special interests - Purposeful hobbies or special interests may be listed. They indicate what is done with leisure time.
8. Memberships -- List organizations to which you belong.
9. Personal information: This may include height, weight and general health. Also, the name of each family member and what they do.
10. References: List people who will provide references upon request. This should not include members of the family. It may include teachers, school principals, clergymen, 4-H leaders, etc. Permission should be secured before submitting a name as a character reference.

SAMPLE RESUME

Jack Davidson
1133 Kirkwood Drive
Plainview, Missouri

Telephone: Re 1-4836

Parents: Mr. and Mrs. V. W. Davidson
1133 Kirkwood Drive, Plainview, Missouri

Date and Place of Birth: March 16, 1952, Plainview, Missouri

Position desired: Stock boy, clerk, delivery boy or any position open

Salary:

Education: Entering 10th grade, Plainview High School, B minus grade average. Better subjects, math and science. Won No. II rating on clarinet solo at District Music meet.

Previous experience: No previous employment.
Volunteer orderly in County Hospital for four months in summer, 1965. Reference: Dr. E. C. May.
Sold candy for 4-H Club. Reference: Mrs. H. B. Smith
Solicited funds for Red Cross Drive. Reference: Mrs. N. O. McCain
Set out pine trees for 4-H Club Christmas tree project. Reference: I. B. Cross
Cut lawns for three neighbors. Reference: Mrs. Carrie Cardwell

Special interests: 4-H Club work
Entomology and science projects
Music
Fishing

Memberships: 4-H Club
Science Club
Baptist Church

Personal information: Height 5' 8" Weight 142
Health -- good
Mr. Vince W. Davidson, contractor (father)
Mrs. Mary A. Davidson, homemaker (mother)
Ann Davidson (sister)

Other references: Mr. Clarence Sean, 9th grade Science Instructor
Mr. Tim O'Toole, Principal
Mrs. Carrie Cardwell, neighbor
Mr. Fred Summer, Minister, Baptist Church

OPINION POLLS can be helpful in discovering attitudes toward money management and lead to stimulating discussions. Consider the following:

1. Clearly defined goals contribute to effective use of income.
2. A large income is essential to family security and happiness.
3. Budgeting takes the fun out of spending.
4. A budget is a plan for the use of income.
5. Needs and wants are the same thing.
6. Families with high incomes do not need to budget.
7. Parents should tell a child how to spend his money.
8. Every member of the family should have a say in how family income is to be spent.
9. High price means top quality.
10. Advertising provides helpful buying information.
11. Impulse buying is a good way to get the goods and services you really want.
12. A sound credit rating is a valuable financial asset.
13. Credit can help families raise their level of living.
14. Buying on credit costs more than paying cash.
15. Investing in the stock market is the best way to provide financial security.
16. Consumers pay for trading stamps in the long run.
17. Government services are free..
18. Our system of mass production offers advantages to individuals and families.
19. Government protects the rights of consumers.
20. Consumers play only a minor part in the success or failure of our economy.

AGREE	DISAGREE	UNDECIDED

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WHAT KIND OF A MANAGER ARE YOU?

Suggested Pretest

"Pretests" give evidence of a group's understanding of money management and determine at what level to begin, what to emphasize, what to plan. Pretesting allows learners to evaluate themselves on their money management ability. The following quiz tests aptitude for money management. The questions can be revised to meet the needs, interests and maturity level of each group. Answers to pretests indicate to both educator and learner what is understood and what needs to be learned in studying money management. Questions may also serve as a point of departure for discussions.

	Yes	No	Sometimes
1. Do you ever write down your goals in terms of what is important to you?			
2. Is your spending a conscious expression of your values and goals?			
3. Do you and your family work together in planning the use of family income?			
4. Do you ever keep a record of your spending to learn more about your actual spending habits?			
5. Do you have a savings fund?			
6. Do you make adjustments in your spending plan as needs, wants and resources change?			
7. Do you keep your spending within your income?			
8. Can you adjust your spending plan to meet new situations without great difficulty?			
9. Do you keep the items you own in good condition?			
10. Do you know approximately how much of the family income is spent on you each year?			
11. Do you recognize the needs of other members in your family as well as your own?			
12. Do you know what factors influence your buying decisions?			
13. Do you know where to find consumer information on goods and services?			
14. Do you read labels, tags and seals attached to products and keep them handy for reference when needed?			
15. Do you know when a bargain is a bargain for you?			
16. Are you in the habit of using a well-planned shopping list to be sure you get things you need and want?			
17. Do you compare prices and quality of various items before you buy?			
18. Do you consider wise use of your time and energy as well as your money when you shop?			
19. Is your shopping manner courteous and businesslike?			
20. Do you understand the responsibilities of using consumer credit?			
21. Do you pay bills promptly?			
22. Do you ever read the financial sections in newspapers and magazines?			
23. Do you have some idea of how tax money is used by the government?			
24. Do you understand how your consumer decisions affect business and the economy?			
25. Do you know what responsibilities go along with your rights as a consumer?			



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