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Spring 1980 United States Department of Agriculture
Science and Education Administration

extension review

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4-H—Focusing On Fifty



National 4-H Conference — Then and Now

They came to the Nation's Capital in June 1927—147 girls and boys with 70 state leaders in tow—pitching tents precision-perfect on the Mall in front of the Department of Agriculture.

They were "the cream of the crop" from rural America. Those junior club leaders attending the first National 4-H Camp, represented 600,000 other 4-H members back home. They'd come to the seat of government to learn—and to let the people in Washington learn more about them and 4-H.

Their predecessors had been farm youth much like themselves—members of corn-growing and canning demonstration clubs established early in the 1900's by the Cooperative Extension Service.

This spring the 4-H'ers returned again to Washington for the 50th anniversary year. More than 250 strong, they represented about 5 million members from the 50 states, territories, and Canada.

Only now they're called "kids." They attend "conference," and

they're typical of the melting pot that is modern America.

Inner-city kids, farm youth, and suburban teenagers—their common denominator is still 4-H. They no longer wear khaki shirts and green dresses as uniforms—tee shirts and jeans are more their style. And they no longer come just to learn about government, but to get involved in the process through 4-H program planning.

The second camp in 1928 gained nationwide attention when the first National 4-H Club Radio Night was broadcast live from the National Press Club. Clubs around the country gathered to hear the program on the red and blue network.

Today's kids are much more media conscious. They use TV, radio, and newspapers as important communications tools—not only to learn from, but to teach others about 4-H.

Those early 4-H'ers in the 1920's and 1930's began their days at 6:30, with sitting-up exercises followed by swimming in nearby municipal pools. This year—it's jogging that's fashionable and healthy as well. Many an early morning jogger could be found on the grounds of the National 4-H Center, site of the conference since 1959. (The camps were suspended for 3 years during World War II.)

At that first camp, the Oklahoma delegation drove three cars cross country, including one nicknamed "Ambition"—an old discard the club boys bought for a dollar and repaired for their trip.

The 1980 4-H delegates live in an era quite different—they can't even buy a gallon of gasoline for a dollar! Mass transportation, energy conservation, and inflation are problems of real concern as they assist specialists, agents, and volunteer leaders at conference in planning 4-H programs for the future.

This issue of *Extension Review* first takes a look back in time through a photo story about the early 4-H camps and conferences. It then reports on the many programs and people that are the 4-H of today.

At that first camp in 1927, the club girls and boys adopted the 4-H pledge:

"I pledge—

My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service, and
My Health to better living,

For my club, my community, my country, and my world."

The times, the place, and the kids are different, but the pledge and the motto still describe what is special about 4-H—"To make the best better!" — *Patricia Loudon* □



contents

<p>2</p> <p>National 4-H Conference— Then and Now</p>	<p>4 4-H—Focusing On Fifty</p> 		<p>14</p> <p>History Comes Alive</p>
<p>16 4-H — An Alternative for Juvenile Offenders</p> <p>18 Market At the Park</p>	<p>20 An International Experience</p> <p>22 Babysitters' Corner</p> <p>24 Community Commitment Through CRD</p>	<p>26 Outreach To the Handicapped</p> <p>27 Helping the Blind Opens 4-H'ers Eyes</p>	
<p>28 Kalamity Kids Stress Teamwork</p> 		<p>30 Energy Fair Clicks Mental Light Bulbs</p>	<p>32 Vegetebella</p> <p>34 Rural Youth Vandalism</p> <p>35 Reaching Rural Residents</p>

extension review

Vol. 51, No. 2
Spring 1980

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The *Extension Review*, quarterly publication of the Science and Education Administration, is for Extension educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through September 30, 1980. The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D. C. 20402, at \$2.25 per copy or by subscription at \$8.25 a year, domestic, and \$9.35 foreign. Send manuscript inquiries to: The Editor, SEA Information Staff, Room 3137-S, USDA, Washington, D. C. 20250, Telephone: (202) 447-6133.

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Editor: Patricia Loudon
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4-H—Focusing On Fifty



A welcome to the second camp was extended this 1928 delegation.



4-H'ers during the early camp years broadcast live over "The National Farm and Home Hour" radio show.



Mail time—an important event at early conferences, just as it is today.



The bull ring at the USDA Beltsville Agricultural Research Center intrigues 1934 club members.



Early club campers learned how to make belts and gloves in leathercraft workshops.



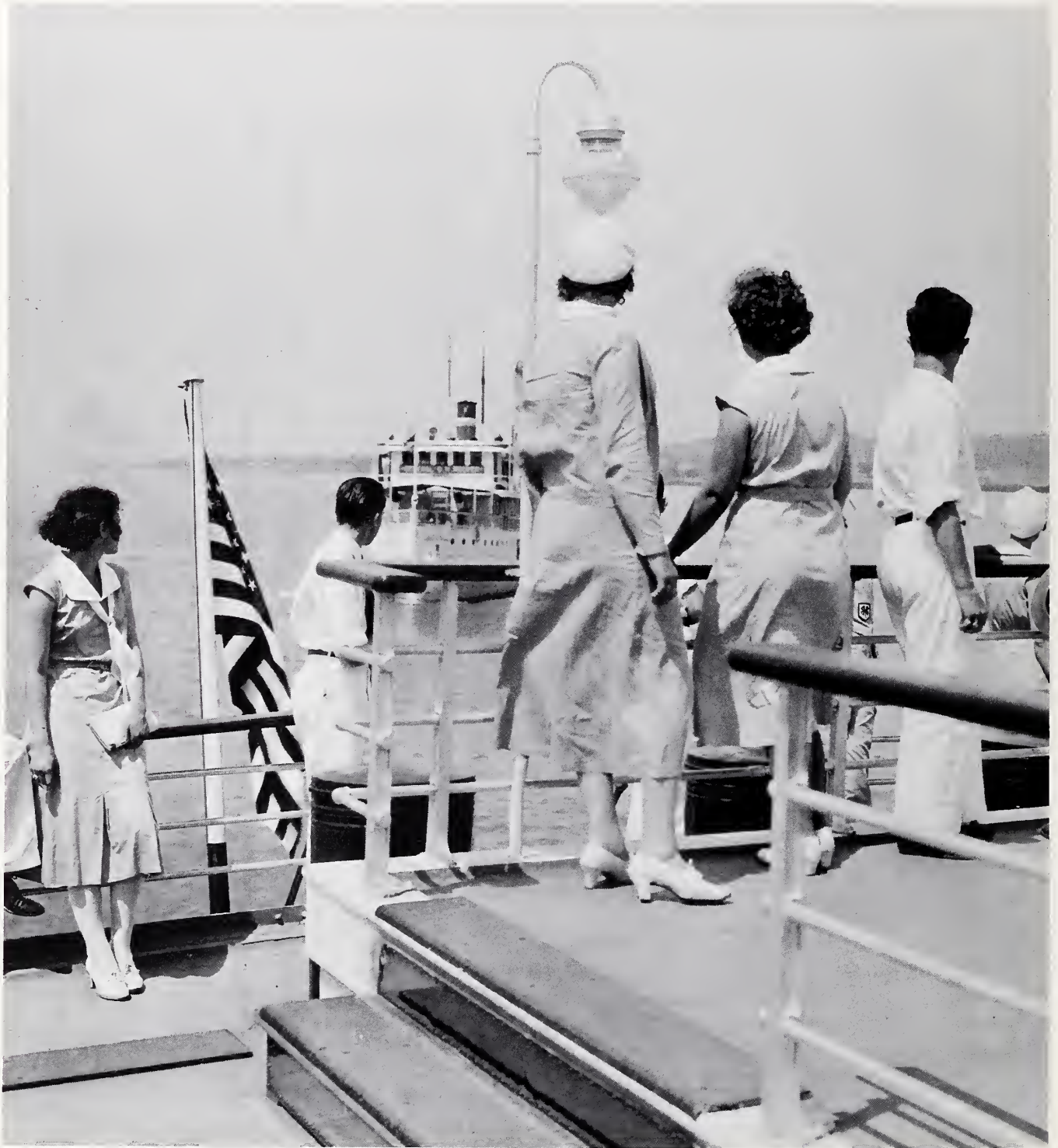
Mrs. Herbert Hoover presents the Secretary of Agriculture trophy during the third club camp in 1929.



1932 club members play tether ball on the Mall in front of the Department of Agriculture.



A 1933 delegate inspects the rose garden at Arlington Farms, Virginia.



The Navy ship "Porpoise" transported 1934 delegates down the Potomac River to Mount Vernon, birthplace of George Washington.



Eleanor Roosevelt receives a bouquet of roses during her visit with President Franklin Delano Roosevelt to the 1940 National 4-H Camp.



Florida club girls practice their "Milkmaid Chorus" for a 1938 pageant.



President Harry S. Truman visits with 1949 camp delegates in the White House Rose Garden.



The Reflecting Pool mirrors the Monument as 1932 club members view Washington.



In 1959, President Dwight D. Eisenhower cut the ribbon at the opening of the National 4-H Center, which became the new home for the annual 4-H conference.



Secretary Bob Bergland welcomes 1979 4-H'ers to the U.S. Department of Agriculture.



President Jimmy Carter welcomes the 1980 conference delegates to Washington, D.C., and the White House. Representing their fellow 4-H'ers are from left to right: Robert Sherrod, Jr., N.C.; Carol Jo Noble, Neb.; and Kenneth Guing, Jr., Ala.



Kids from across the country—delegates to the 1980 conference—develop future 4-H programs in consulting group sessions.



A bedtime story was the format used by Collegiate 4-H'ers Deborah Cassell, Okla.; and Kenneth Cox, Tenn.; in telling their consulting group report.



Hazel Jordan, right, attended the first 4-H camp as a delegate from Arkansas. Here she reminisces with the 1980 delegation: Miriam Flippo, left; Suzanne Pace, upper left, Tim Johnson, center; and Little Rock 4-H agent and district program leader Lott Rolfe III, right.

The International Feast and Fiesta intrigues these 1980 4-H delegates.



It's always hard to say good-bye! New friends, new experiences, learning and growing—that's what 4-H Conference is all about.

History Comes Alive

Jayne E. Marsh
4-H Information Coordinator
Michigan State University

Discovering their "roots" has become a fascinating hobby for thousands of Americans. To 45 Michigan teens, studying their ancestors and cultural heritage blossomed into a living history lesson covering three states and two countries.

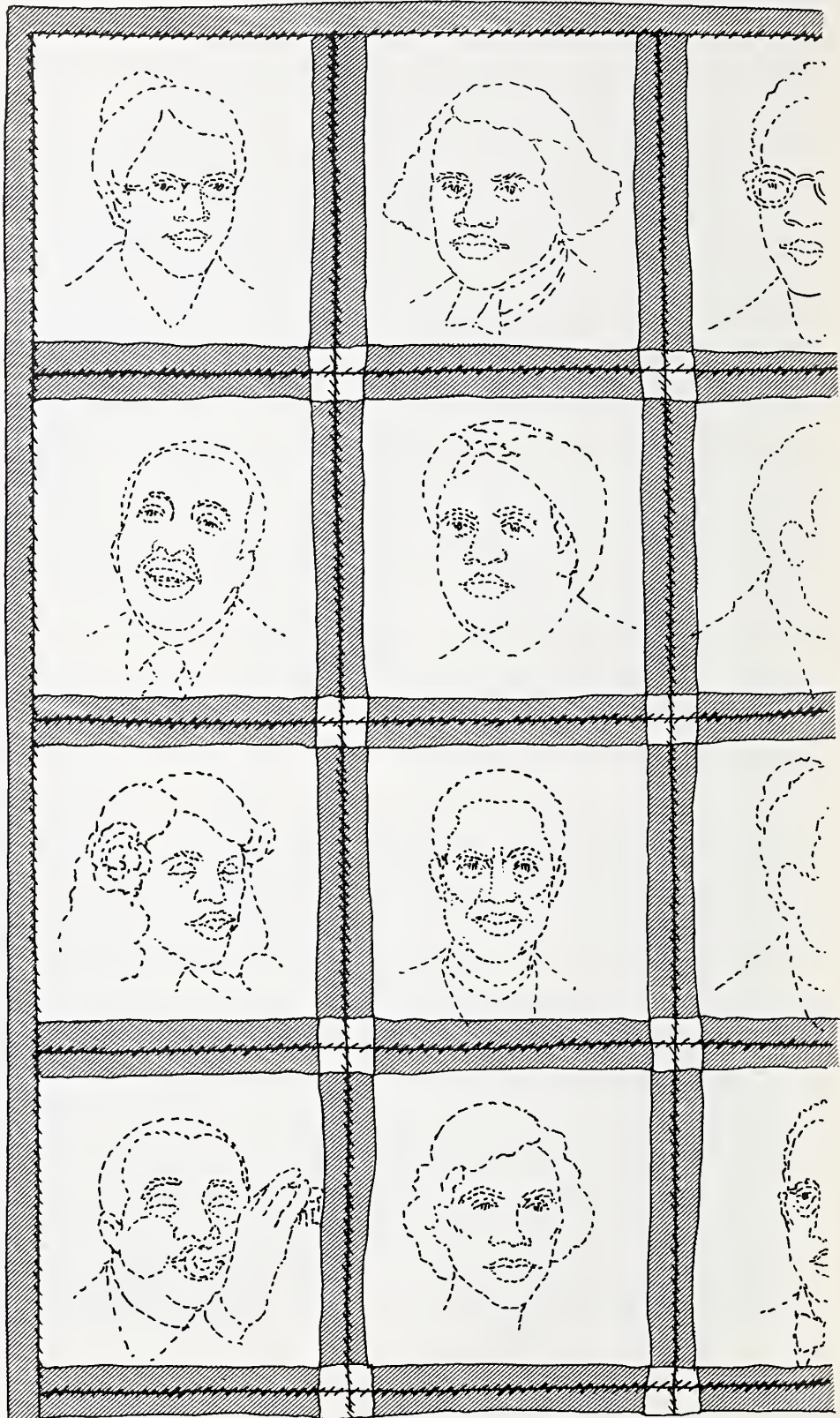
The young people, aged 11 to 19, were part of a 4-H Afro-American Cultural Heritage pilot program, made possible by a special grant from the Michigan Legislature through the Department of Social Services. The program purpose—to increase the young people's understanding and appreciation of Afro-American influences on American history.

"Black people are all but ignored in many of the history textbooks used in the average classroom," says Sharon Anderson, Michigan State University family living education/4-H urban youth program leader and coordinator of the heritage project.

"The cultural heritage program was especially designed to help fill this void and help young people realize and be proud of the contributions Afro-Americans have made to this country," she explains.

For several months, the youths studied Africa, its culture, people, and customs, using Michigan's 4-H African Cultural Heritage project materials and local resources. As their knowledge of African culture grew, the 4-H'ers spoke to other community groups, were guests on radio and television talk shows, and organized workshops and educational programs for local Black History Month celebrations.

Several of the young people conducted individual research projects on the impact of Blacks on American life and history. Research topics included Black musicians, equal voting rights for Blacks, causes and



effects of the 1960's riots, and the founding of the Tuskegee Institute, Tuskegee, Ala.

Other participants created a colorful, "Heritage Quilt," which featured a drawing of various important Black leaders in each quilt square.

The group also spent time in Detroit, studying and visiting various historical sites including the National Bank of Detroit and Second Baptist Church buildings, which once served as secret holding stations for slaves seeking freedom and safety in nearby Canada.

Study Tour

After spending several months learning about Afro-American history, the young people participated in a special 8-day study tour that included stops in Canada and the eastern United States. Many of the 4-H'ers conducted their own fund-raising activities to participate in the tour.

"The study tour was an exciting, valuable finale to the heritage project," Anderson says. "After studying and learning about Afro-American history, being able to visit many important historical sites made history virtually 'come alive' for the kids."

The group's first stop was in North Buxton, Ont., where the 4-H'ers learned from the curator of the town's historical museum how many fugitive and freed slaves, as well as free blacks, settled in this small agricultural community during and after the Civil War.

In their continuing study of the Underground Railroad, the young people traveled to Dresden, Ont., where they visited the fabled "Uncle

Tom's Cabin" museum. In addition to learning about the efforts of Rev. Josiah Henson (Uncle Tom) to help fleeing slaves, the group also toured the nearby church and fugitive slave house and examined various slavery artifacts on the museum property.

At Pennsylvania State University, Clemmie Gilpin, professor of black history, told the participants of the historical traditions of the mid-Atlantic region and how Afro-Americans have contributed to our country's history and lifestyles.

The final stop was Washington, D.C., where the 4-H'ers visited several museums, including the Museum of Natural History, the African Museum of Art, Howard University, and the Martin Luther King Library.

They toured Washington's Georgetown district, the National Archives, Ford Theatre Museum, the Frederick Douglass House, and Lincoln Square to view the Mary McCleod Bethune Memorial.

A highlight of this stop was meeting with their local U.S. representative, the Honorable Robert Traxler, who explained the governmental system and process to them. Before returning to Michigan, the 4-H'ers also attended a play about the life of Paul Lawrence Dunbar, a black poet famous for his Negro dialect works, at the New Theatre for Ethnic Arts.

New Horizons

Heritage program participants were enthusiastic about their experiences. "Before I got into the program, I didn't really think blacks had contributed much to this country," one 4-H'er said. "Now I know what an important part my ancestors played, which makes me proud to be black."

According to Anderson, the program not only helped participants

gain pride in their heritage, but it also helped the young people grow as individuals.

"Most of the kids had never traveled outside of their own city, let alone to another country," Anderson explains. "The study tour opened up a lot of new horizons for the kids and got them thinking. Many parents have told us their children have changed their behavior and attitudes and have developed a new interest in what's happening in their country and communities."

Another benefit of the program was that young blacks learned that 4-H has valuable programs of interest to everyone. "I'd never really heard much about 4-H before this project, except that it was for white people," says one participant. "But 4-H is really all right. I learned so much and made so many friends, I'd like to teach others about my experiences and do it again!"

Based on the success of the program's first year, Anderson says it will be continued and expanded during 1980-81. "We're convinced the program is a viable method to involve minority youths in relevant, beneficial educational 4-H activities. Our goal is to make it available to more youths this year," she says.

For more information about Michigan's 4-H African Cultural Heritage project and the Afro-American Cultural Heritage program, contact: Sharon Anderson, Family Living Education/4-H Urban Youth Program Leader, Michigan State University, 103 Human Ecology Building, East Lansing, MI 48824, or call (517) 353-9353. □

4-H—An Alternative for Juvenile Offenders

Nira Etons
Journalism Intern
University of Maryland—Extension

"Jerry" is 15 years old. He went to court yesterday and was charged with purse-snatching. He could be sent to jail for committing a felony. But now "Jerry" has a choice—at least in Prince George's County, Maryland.

In this case, "Jerry" is a fictitious person. His situation, however, is fairly typical in the juvenile court system.

Thanks to a new 4-H activity in Prince George's County, there is an alternative to incarceration for youths like "Jerry" in the 7- to 17-year-old age bracket. It is called the 4-H community youth restitution program for juvenile offenders and is one of the first 4-H efforts in the Nation to deal with incarcerated youths. Youngsters of either sex are eligible to participate.

The proximity of Prince George's County to the Nation's Capitol in nearby Washington, D.C., offers many advantages. "I realize that we probably have more available resources than any other community in the Nation," says Robert M. Reel of Hollywood, Extension 4-H and youth program leader, who developed the 4-H community youth restitution program.

His effort was greatly aided by John W. Wrightson, director of community restitution in the office of the youth coordinator for the county health department.

In this program the judge can assign a youthful offender such as "Jerry" up to 150 hours of work, depending on the seriousness of the offense. The offender must put this time back into the community within 5 to 6 months.

There is a list of approved projects. But the youths must also work on specific community needs, such as landscaping senior citizens' homes or providing general community services. The latter category might include studying traffic flow in a Prince George's County metropolitan area to determine the need for a traffic signal on a particular street.

In addition to agreements with local city councils, there has also been a positive response from some local businesses. For instance, a tailor recently indicated willingness to take on an assistant and teach him the trade during his restitution period—and possibly hire him afterward.

Although most of the available projects are not so career-oriented as being an apprentice, all are intended to develop a sense of responsible community involvement on the part of young offenders.

Community Involvement

"The other side of the coin, figuratively speaking, is to develop community involvement with these youth," says Reel.

Six 4-H programs leaders under the direction of program manager, Kenneth Kee of District Heights, assist in carrying out the 4-H phase of community youth restitution. The program leaders, scattered geographically around the county, establish contacts in their assigned communities to become informed about specific community needs.

"I investigated a similar 4-H program in Salt Lake City, Utah, developed under a Federal Law Enforcement Assistance Administration (LEAA) grant. Those program sponsors were successful and made an impact on the community. But there was one major difference.

"They received youngsters who

were possible offenders. These youngsters had been picked up on very minor charges, such as truancy, and had received a warning. We are receiving actual offenders who have been found involved in criminal activity.

"Our participating youngsters are those who have committed offenses like shoplifting, purse-snatching, property damage (such as tearing down mailboxes or fences), and breaking and entering with no theft or malicious damage."

The Utah 4-H program primarily provided community beautification services like park and roadside cleanups. By contrast, the Prince George's County effort will be working toward community development. This will involve providing help in areas where local government does not have sufficient time or money to get certain jobs done.

Program Administration

As currently organized, the county 4-H community youth restitution program includes counseling, peer interaction (personal relations), educational tutoring, recreation and camping, and vocational exploration.

The process for administering the community restitution program is fairly straightforward. After a youth like "Jerry" is found involved, the court liaison staff receives a referral from the court or the Juvenile Services Administration investigative unit. Appropriateness of assigning an individual to the program is determined by reviewing family, school, psychological and other social data, as well as severity of the offense



Lee Stephens (facing camera) conducts a 4-H automotive project with participants in the Prince George's County 4-H community youth restitution program.

and the youth's age. Interest tests are also given to determine the areas in which he or she might excel.

Based on this information, the youth could then be referred to the county 4-H community youth restitution program and be among eight or ten youthful offenders assigned to one of the six 4-H program leaders. As presently organized, 4-H is able to handle up to 60 youngsters at any one time.

Transportation is provided, when needed, so that participating youngsters can work on their projects at least 3 to 5 hours per week. During the school year, this work is done after school hours. The youthful offenders receive no wages for their work. They are paying back the community for damage they did.

4-H Exposure

The youngsters also get involved in 4-H activities such as leadership training, a broad-range citizenship

project, or camping at the Patuxent River 4-H Center near Queen Anne, northeast of Upper Marlboro.

Participating juvenile offenders are encouraged to remain involved in 4-H activities after they have completed their required restitution program, or they can join other community youth organizations if they prefer. Hopefully, each youngster will find a niche in his or her community.

Over the years, 4-H leaders have used available educational tools mainly to help middle-class youngsters, primarily in rural areas. Now these same tools are being used to help juvenile delinquents and other youngsters from urban areas who haven't had previous exposure to 4-H.

Throughout the term of the 4-H community youth restitution program, narrative-type records are kept on how well each participating youth does all around—including school achievement, truancy, and input from parents.

Major funding for the program has been provided by a Federal LEAA grant. This grant was channeled through the office of the youth coordinator in the county health department.

More than 3,000 juvenile delinquents went through the court system last year in Prince George's County. To incarcerate a youth for 1 year costs \$11,000 to \$12,000. By contrast, the 4-H community youth restitution program costs only \$250 per year for each participating youth.

Now that the county has a new alternative to incarceration, there is hope that the repeat offense rate for juveniles will begin to decline. □

Market At the Park

Wayne Brabender
Information Specialist
University of Wisconsin—Extension



On a scale of 1 to 10, "Market at the Park" got a 10 for both produce and fun. These 4-H'ers, from left, are David and John Schmid, Tracy Trachsel, and Melinda and Melissa Loeffler.

"Can I help you?" asked the young 4-H'er. He was standing on a box behind his vegetable stand so he could see a customer, a woman on her lunch break.

"How much are your squash?" she asked.

"Forty cents a pound," he replied, while his sister sprayed water on the vegetables to keep them fresh under the summer sun.

"Well," she said with a smile, "I'll take that one . . . and that one. And you can give me two beets, a large cucumber and a pound of those green beans.

"You know, these are the best prices in town!" she declared. The boy just nodded and smiled back.

She was just one of many satisfied customers at the "4-H Market at the Park" held at Zeidler Park in downtown Milwaukee, Wis., last summer.

The green market was sponsored by the Milwaukee Downtown Association, a division of the Chamber of Commerce, and the Milwaukee County Extension Office.

The association wanted to attract more shoppers to the downtown area. University of Wisconsin-Extension wanted to promote 4-H and give kids some new learning opportunities.

According to Bonnie Southern, Milwaukee County 4-H youth agent, the green market was a "great success" because of the "tremendous cooperative effort" between business and government.

Miniature Marketplace

In summer, Zeidler Park is normally a quiet, green, 2-acre oasis in the middle of tall office buildings and stores in Milwaukee's business district. People often wander through the park or sit on its benches to find respite from the heat and traffic noise.

But for six Tuesdays last summer, Zeidler Park was transformed into a miniature marketplace, complete with fresh produce, handmade arts and crafts, music, and food.

Milwaukee County 4-H'ers sold the vegetables and craft items from spanking new white booths lined up on a street bordering the park's south end. Individual members of the downtown association sponsored the booths.

At one booth, Jim Karppi of the Hales Corners 4-H Club displayed his products; eight carrots for 45 cents,

cabbage for 20 cents a pound, green and yellow beans for 55 cents a pound, cucumbers for 20 cents each.

His vegetables were neatly displayed in boxes. All the clubs participating in the green market had attended a demonstration by a Sentry Foods produce manager on how to prepare vegetables for sale.

Karppi said he priced his produce 10 to 15 percent lower than the going rate in supermarkets because he had to sell all the produce he brought to the park.

Prices were similar at other booths. A group of 4-H'ers from Franklin, a Milwaukee suburb, sold six cucumbers for \$1, sweet corn for \$1.25 a dozen, onions for 35 cents a pound, beets for 49 cents a bunch, and kohlrabi for 50 cents a bunch.

Tracy Trachsel of the Blue Eagles, a Milwaukee club, featured squash for 40 cents a pound.

The 4-H produce salespeople wore white aprons with a "Market at the Park" emblem on the front, donated by the downtown association. Kohl's supermarket provided scales to weigh their produce.

Community Cooperation

Bonnie Southern also credited the downtown association with generating the heavy publicity coverage that the market received in local media. The city's three TV stations, nearly all the radio stations, and the *Milwaukee Journal* and *Sentinel* covered the market story, including the opening ceremony with the mayor and other officials.

Southern cited other examples of cooperation: Blue Cross and Blue Shield provided rest rooms and parking; Wisconsin Electric stored the booths; Allis-Chalmers designed the booths; the City Parks Commission blocked the streets where the booths

stood and scheduled entertainment at the park's band shell; Boston Store provided the liability insurance and a food concession stand; Milwaukee Gas gave a demonstration on how to make snacks with vegetables; the city police department provided protection; and adult 4-H leaders supervised the booths and transported the kids and produce.

Southern estimates that the community donated between \$75,000 and \$90,000 worth of services for the 4-H green market.

Within the Milwaukee County Extension Office, Southern said, support was just as strong.

Horticultural agent Richard Schneider—founder of the green market idea, along with Mary Frymark of the downtown group—staffed a gardening information booth at the market. Home Economists Barbara Rice, Mae Reese, and Lois Smith demonstrated canning and freezing produce. Bob Davidson, the county small business agent, showed 4-H'ers how to tag their produce and keep records. 4-H Staff Assistant Charlesetta Thompson helped the inner city 4-H clubs.

Business Skills

When the 4-H Green Market was over, about 150 4-H'ers from eight clubs had participated. Three clubs were from the inner city; five from the suburbs. Altogether they made about \$2,000 in profit. Two clubs made over \$500 apiece, said Southern.

But the market wasn't merely a money-making operation for the clubs, said Barnette Marshall, who directs the inner city Palmer St. BGs 4-H Club. 4-H'ers learned gardening

and business skills while raising the vegetables.

Ruth Patrick, 4-H leader of the Maple Tree 4-H Club, named off a whole list of "How to's" that the kids learned: take care of produce, display it and sell it, meet people, handle money, and get along with each other.

Martha Steigerwald, leader of the Blue Eagles 4-H Club, said the kids gained retail business knowledge. "They learned that you have to present a good product, nicely displayed, before the public will buy it."

For the 4-H'ers who made and sold art and craft items, they learned another set of skills, said Patrick. Several of her Maple Tree Club members, for instance, made wood-working items, such as wooden puzzles, mobiles, small toys, and music box carousels. The club also sold paper and cloth flowers, wishing wells made from clothespins, clothespin animals, macrame projects, and some yarn creations.

Jim Karppi said, "I like it because it's my business and I can regulate it the way I want to. It's nice to be able to be your own boss."

Members of the Blue Eagles 4-H Club said it was fun, especially after they learned they had made enough money to buy a Rototiller to make their job easier, and still had money left over.

4-H agent Southern expects 12 clubs to participate in the 1980 "4-H Market at the Park."

She said the downtown association and the County Extension office also plan to expand the market to a second downtown park for at least two Saturdays in September.

"Vegetables don't stop growing in August," she noted.

She might have added—neither do the kids. □

An International Experience

Deborah Lee Payne
Public Information Agent
Washoe County Extension Service

Traveling through and living in another country can be one of life's most rewarding and educational experiences. For 30 Nevada 4-H'ers and 50 Japanese youth, these experiences have become a reality.

Since 1976, when Nevada joined the 4-H Labo program, more than 80 American and Japanese youth have crisscrossed the Pacific on their way to visiting new lands, meeting new peoples, and understanding new cultures.

And several families whose first contact with 4-H was through Labo have since become active in 4-H. The program has interested people who were not previously involved in 4-H, and further committed those already in it.

In addition to increased membership through 4-H/Labo, the experiences of the youths in the program have been tremendous. Youths visiting Nevada got to experience first hand the "Wild West" they had dreamed about and seen on TV. Some Tokyo inner-city youths saw wide-open spaces, rode a horse, and even rounded up cattle. On the other hand, Nevada youth experienced big city living, crowds in Tokyo, and language and custom differences. In fact, many of the Nevada 4-H'ers were so impressed that they plan to return to Japan for a future visit.

Information Sharing

The 4-H/Labo exchange program, which began in 1973, is picking up momentum with the addition of new states each year. By the summer of 1980, over half of the states in the U.S., plus parts of Canada, will be involved.

In order to improve the quality of

the 4-H/Labo exchange program, new states as well as those already involved can learn from one another through information sharing. Nevada, for example, obtained and adapted 4-H/Labo recruitment and training information from Idaho and Oregon.

The Nevada Approach

Several methods of recruiting 4-H youth and host families are used in Nevada, including school visits, 4-H club announcements, media coverage, and word of mouth.

All local middle schools are contacted, and a slide presentation depicting past 4-H/Labo exchanges is shown to interested students.

In addition to school presentations, 4-H club members are contacted through monthly Washoe County Extension Service 4-H newsletters and through club announcements. A short TV spot, on the Nevada Cooperative Extension Service's X-10 series, appears on television, and news releases are sent to the media. Several persons became interested in the 4-H/Labo program after learning about it from others previously involved in the exchange.

A Nevada State Fair exhibit displays memorabilia and describes experiences 4-H'ers gain from the exchange. Interest signup cards made available at the booth have resulted in several inquiries.

Training Meetings

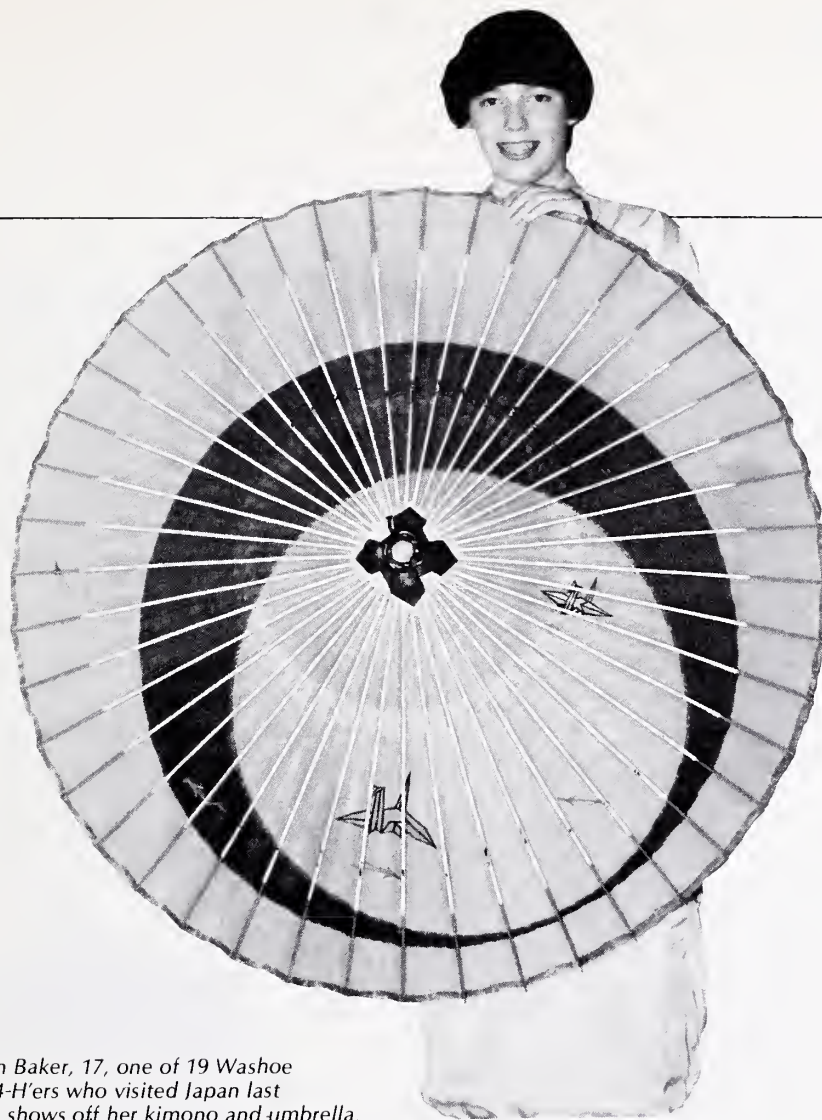
Once recruitment is completed, monthly training meetings are held with 4-H'ers and their families beginning in January, and proceeding until the 4-H group departs or a Japanese youth group arrives. Families get acquainted with each other through language tapes, films on Japan, and slides of past trips and past hostings. Magazines on Japan



Ron Pardini, 12, demonstrates a game he learned from his Japanese host family.

and reading lists are available, and guest speakers invited to the meetings. Past speakers include a U.S. Customs Service representative, a travel agent who demonstrated how to "pack your bags," and Japanese guests teaching language and customs.

Dave Barber, Washoe County Youth Agent, has developed a special handbook, which he distributes to each family. The book includes lists of family names; information on how to work with host families; a brief list of important Japanese words and meanings; a description of the Labo program; a description of 4-H; postal information; a brief description of Japan including its history and people,



Julie Ann Baker, 17, one of 19 Washoe County 4-H'ers who visited Japan last summer, shows off her kimono and umbrella.

geography, culture and traditions, and economics; and a description of Japanese foods and recipes. Families are required to bring the handbook to each meeting.

In addition to the monthly meetings, a penpal system is established to acquaint youths with each other and to establish communications between Japanese and American families. An exchange of pictures is encouraged and use of very simple English stressed. Families are asked to provide as much information as possible on their family life.

Before the Nevada 4-H youths leave, their families get together for a Japanese dinner that they cook themselves. This helps both families and youths to better understand the

Japanese culture, and to become acquainted with Japanese foods.

Country-Wide Activities

When Japanese youths arrive in Nevada, three county-wide activities are planned—a welcome party, a special trip, and a farewell party. The welcome party is a picnic, complete with a baseball game, swimming, and other sports. The special trip has included a visit with Nevada's governor, a tour of historic Nevada sights, and a visit to the state 4-H camp at Lake Tahoe. The group travels on local school buses with host family adults serving as chaperones.

The farewell party is held either at a park or at the University of Nevada-Reno gym. In addition to food and sports, there is a special ceremony where Japanese and American youths give farewell speeches and exchange small gifts. These gifts are usually handmade to show a giving of oneself.

When Nevada 4-H youths go to Japan, they travel as an identifiable unit by wearing jackets provided by a sponsor. Businesses also provide small favors to be handed out at Labo camp as gifts.

Since media are contacted for all departures and returns, 4-H'ers and their chaperones have been on TV and radio, and in the newspapers. This year, two youths and one chaperone were on a Nevada TV talk show.

In addition to contacting the media, some of the youths and chaperones give their own demonstrations. For example, one chaperone, a middle-school teacher, put on a Japanese music demonstration for all the music teachers in her school district.

Future Exchanges

The first Nevada 4-H/Labo alumni party was held this year. Activities included displays of Japanese gifts, slide showings, an exchange of experiences, refreshments, and a discussion of the 1980 exchange.

Plans are also being made for future 4-H/Labo exchanges, including an evaluation of the program.

The promotion of international understanding through the 4-H/Labo youth exchange can prove valuable in the future. The youths of today are the leaders of tomorrow. What better way can a child expand horizons than by experiencing life in another country? □

Babysitter's Corner

State 4-H Staff
Stockbridge Hall
University of Massachusetts/Amherst

"We started out with no budget, no real plans, just an idea," said Deborah Samuels.

"If we'd had any idea of what we were getting ourselves into we'd probably have just quit right there," added Annie Larkins.

Debbie Samuels, then 4-H agent for eastern Middlesex County, and Annie Larkins, then 4-H agent for Suffolk County (roughly translated, that's Boston), shared common problems. Most of their clientele were urban, and inner-city babysitting poses questions different from those raised by babysitting in suburban and rural communities, as does reaching the audience of potential babysitters. The two women started a two-county cooperative effort and then looked further afield.

"We discovered that every 4-H agent in the state had a babysitting program of some kind, but that to some extent everyone was reinventing the wheel every time. No one program was adaptable to a variety of circumstances and needs. The material and information were available. What we did, with help and critiques from our Extension coworkers, was to put it together under one logo as a statewide program," said Annie.

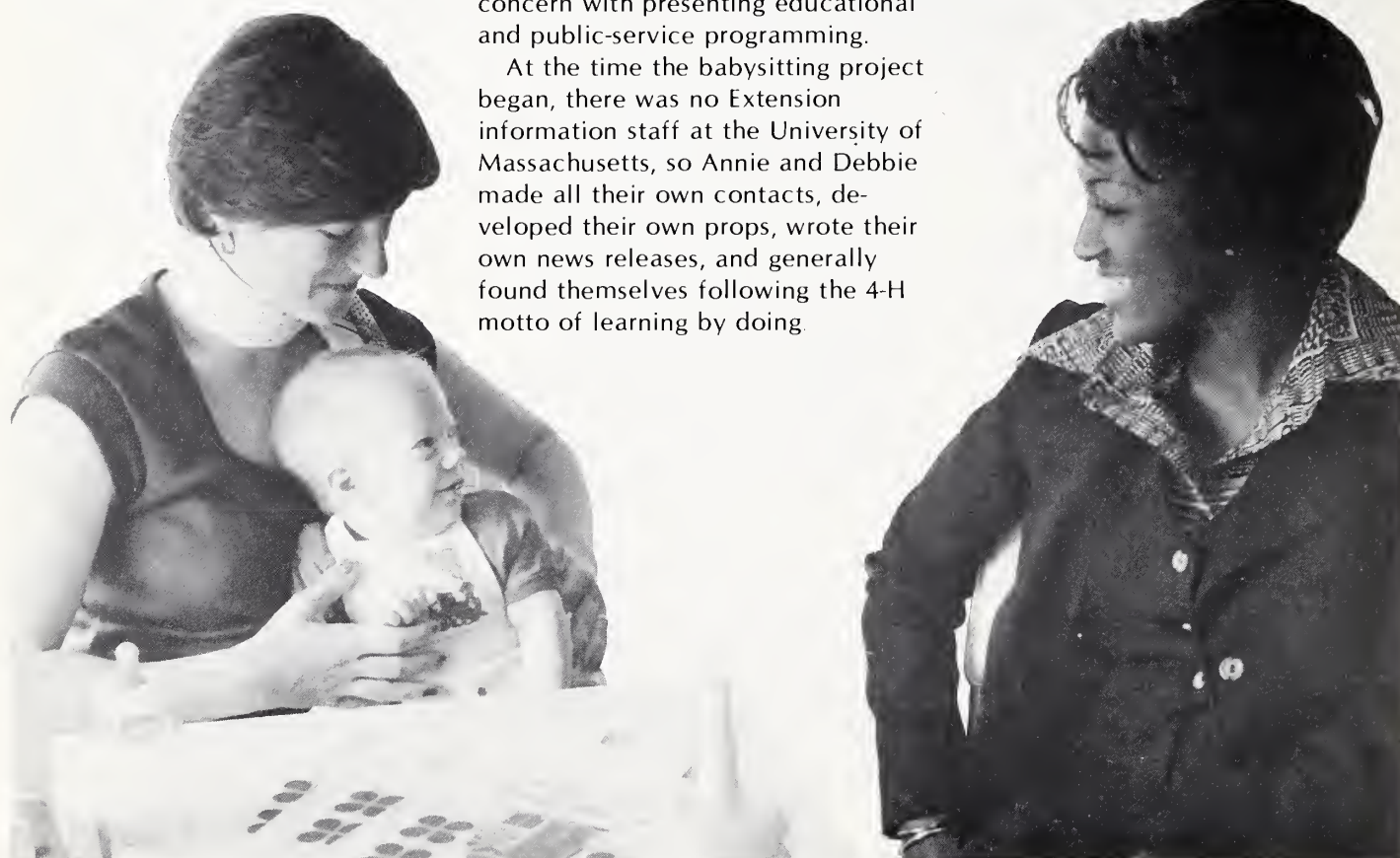
They also approached Warner Cable of Massachusetts Inc., Channel 13 in Walden, Massachusetts, and asked about the possibility of making a series of half-hour video tapes to accompany the printed material. The station liked the idea because it fit naturally into their concern with presenting educational and public-service programming.

At the time the babysitting project began, there was no Extension information staff at the University of Massachusetts, so Annie and Debbie made all their own contacts, developed their own props, wrote their own news releases, and generally found themselves following the 4-H motto of learning by doing.

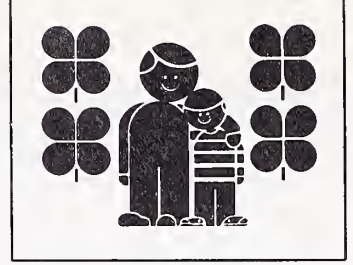
Moral Support

Margaret Randall, (Peg) then state leader for 4-H home economics, and now state program leader of the Expanded Food and Nutrition Education Program, at UMass/Amherst, acted as a facilitator and occasional source of additional funds when she could. Even more important, she provided "huge amounts of moral support."

Peg connected the two women with graphic design, typesetting, and printing facilities. She also helped locate Rae Davis, a photographer in Conway, Massachusetts, who took slides in the studio as the six programs were taped. Rae also developed title and supplementary slides for



Deborah Samuels, holding her son, and Annie Larkins discuss the babysitter's corner program.



the slide-tape shows that became part of the package.

Later in the year, Winifred LeVitre, staff associate for Extension programs at UMass/Amherst, wrote a slide script based on the videotapes.

"We learned how to use props, how to unclutter our set, what colors to use for backdrops, and how to build in some action—which was something of a problem because we had only two cameras to work with," said Annie. "We also learned to strike a balance in the colors we wore—I'm dark and Debbie's fair, which made lighting a challenge; and where to stand—another challenge since Debbie is about 6 inches shorter than I am."

They decided that having two resource people to interview on each show worked best, found that working with an outline rather than a script was easier and more natural . . . and that it allowed quick changes when guests arrived late or babies fell asleep at the wrong time.

"We had no rehearsals, but we did give each guest a thorough breakdown on what he or she could expect and what we'd be discussing. Everyone was willing to help, and very agreeable," noted Annie.

Program Content

Eventually Debbie and Annie produced six half-hour sessions focusing on safety, first aid, responsibilities of the babysitter, infant and child development, nutrition, crafts and recreation, and child care and handling. Area resource people who appeared included a nurse-practitioner, a doctor, a police officer, a fire fighter, a supervisor from the Expanded Food and Nutrition Education Program, a mother with her child, a crafts specialist, and a babysitter.

They took their early tapes out for critiques from a variety of experts and found they "really helped us clean up our act." So much so that some sessions were retaped to keep overall quality of the series even.

With the studio so small, the agents kept from underfoot, but were on time, ready to go with props and sets organized. "There were definitely frayed nerves on both sides from time to time, but we got better as we had more practice in working with each other," Debbie said. The station did the original tapes, including the editing, and Extension funds paid for copying and transferring.

Series Debut

The debut of the series was announced in community papers, and interested young people were told they could pick up registration cards at designated public libraries. Nearly 100 youngsters sent in cards and received a packet of materials in return, including tests with which to gauge their progress.

Those who viewed the entire series and completed the activities for five of the six segments were given "certificates of participation" (and a distinction was made between that recognition and "certification"). A presentation ceremony took place at the Medford Library, which had served as a viewing site for some of the participants. The

graduation was also cablecast live on Channel 13.

Despite the fact this was their first contact with the youngsters they'd been teaching, Debbie and Annie found that "everyone reacted very personably." Over 60 young people and their parents attended, with many bringing food to the event.

"We found that we'd become minor celebrities," Debbie and Annie laughed. "When we came into the room we could hear people whispering 'there she is.' One woman came up and said, 'you look much better in person than you do on TV.'"

"The kids had taken the whole thing very seriously, much more so than if we'd conducted the classes face to face, we thought. Participants had been asked to prepare magic bags filled with necessities and curiosities for entertaining young charges, and to bring the bags to graduation for inspection. "The magic bags were very inventive in most cases, incorporating both ideas from the show and the kids' own ideas. We were delighted."

The babysitter's corner now includes videotapes that can be played on any of three types of systems: slide sets with accompanying scripts that cover the same information, leaders' and members' guides, and participation certificates and identification cards for those who complete the course. Libraries, community centers, schools, and 4-H clubs across Massachusetts now use the project.

But the final proof of the pudding may be this: the cooperation that was so successful in developing the babysitter's corner has since inspired development of additional package programs on a Massachusetts-wide basis. □

Community Commitment Through CRD

J.J. Feight
Agricultural Editor
North Dakota State University



Program assistant Deb Forstner, left, and Pat Kennelly, CRD program coordinator, assist kids in craft class.



Through the 4-H CRD program, kids learn care and respect for their community.

4-H Community Resource Development (CRD) has been called many things since the program was funded 6 years ago.

CETA (Comprehensive Employment Training Act) personnel call it the best youth program they have ever funded. CETA funded 8 of the 23 CRD programs conducted in small- and medium-sized towns in North Dakota last summer.

James "Pat" Kennelly, 4-H youth specialist and CRD program director at North Dakota State University, tells CRD program assistants that the work is challenging, rewarding, "no bed of roses", and at times even "lonely and scary".

Apparently applicants for the 10-week summer assignments are challenged. Certainly it's not the salary. Program assistants are paid \$110 per week. From this they have to pay for their room and board. College credit may appeal to some who haven't already graduated.

CRD "alums" have found the work helpful in securing future jobs. The ability to handle a tough assignment, to organize, to get along with people, and to sell ideas such as community improvement makes a good recommendation.

Program Objectives

Community betterment is what CRD is all about. The main objectives of the program are to help youth learn and better understand their community and the impact it has on their lives.

CRD works mainly with youth between the ages of 6 and 19. Projects and youth needs vary, so each town where program assistants are stationed has a different approach.

Some projects are ambitious enough to require a total summer to bring them to completion. Other

towns carry out a number of smaller projects. In all activities, the youth are active in the planning and work, and are the main source of suggestions for activities.

CRD programs are heavy on community involvement but light on recordkeeping. A comment on the latter, "4-H has to keep too many records," and "4-H, you need a cow for that," are part of the stereotype of 4-H held by many small-town youngsters.

During an evaluation session at the end of the 10-week program, program assistants reported a need for greater flexibility on the part of 4-H leaders and projects. They suggested that a change in many parents' attitudes is needed for future support of 4-H. Urban 4-H is helping change some ideas about 4-H, they concluded, but some misconceptions still exist.

West Fargo

Program assistants naturally develop strong feelings for the program, as they work on a day-to-day basis with youngsters in a given community. Deb Forstner, the second program assistant to work in the West Fargo housing development, found interest for a year-round 4-H club with emphasis on community involvement. No 4-H clubs are now available to kids in West Fargo. Forstner admitted to a frustration of trying to "pair up" interested kids and parents.

A small garden project attracted a good number of youngsters as well as some Senior citizens. Story hours and the use of the community building were also shared. Another activity was a bike safety clinic in which

safety rules were explained. This, in addition to other shared activities, helped ease some of the tension between youngsters and oldsters because "kids were zipping around the housing project with bikes on the sidewalks."

Ages in the West Fargo group varied from 3 to 15. Who turned up depended on the given activity offered. A 13-year old was in charge of a H-O-R-S-E basketball tournament. Kids really got into a project of putting together a four-page newspaper. It also doubled the size of the arts and crafts class. A touring group, "Plain People", was well received for a performance in the park.

Forstner felt generally good about her summer experience, indicating that CRD was "right up her alley". She is an elementary education-psychology major who had previously worked with the handicapped.

Town Involvement

During evaluation sessions, program assistants generally agreed that towns would become more involved with CRD programs if they were paying part of the program assistant's salary. One assistant reported, "Half of the town *still* doesn't know I was there."

In some cases, competition for kids' time existed on the local level. One program assistant got the daily question of "Are you doing this by yourself?" Three recreation directors in the same town had visible support. Perhaps such a town didn't need a CRD program. In contrast, another program assistant indicated that if the CRD "didn't go", the town had nothing in the way of an organized program for its youngsters.

On the other end of the continuum were examples of heavy community involvement of service clubs,

city council and other groups with "just ask us" attitudes. The same assistant met 130 kids the first day on the job, visited businesses in town, joined a women's softball team, and developed support for the program.

High satisfaction on the part of the program assistant and youngsters were reported from activities such as playing bingo and cards with Senior citizens, helping a community "pick up" after a tornado (20 kids worked 3 days), and establishing a nursery school as the result of day care centers organized this summer.

Establishing first contacts for CRD programs were as varied as the personalities of the program assistants involved. Some were following a previous CRD program built on contacts already made. County extension staff provided leads, including one who set up 18 slide shows in 2 days to explain the program!

One enterprising program assistant visited her prospective town ahead of her assignment. When she arrived, other youth workers knew about her and the CRD program. Several program assistants used bike riding as a method of meeting young people. One assistant who went to the Dairy Queen was followed home by three individuals who got the first explanation of the CRD program. Another assistant met many townspeople through the County Extension Agent.

The important thing about the program was—kids came and learned more about both 4-H and their own communities. □

Outreach To the Handicapped

Lea Cottam
4-H Information Specialist
Utah State University

Fat foods, skinny foods, painting on rocks, disco dancing, dental care, even skills like matching socks!

4-H is this and much more at the sheltered workshop for the mentally handicapped in Benson.

4-H for the handicapped is not new in Utah, says Karen Murray, Utah State University Extension agent for the handicapped. 4-H clubs have been successfully operating at the Utah Training School in American Fork and in a few communities throughout the state for about 5 years.

However, the Benson Club is expected to serve as a model for new clubs throughout the state.

Murray is developing materials and guidelines for working with handicapped individuals in 4-H.

"In many small towns there are only one or two individuals who have mental handicaps. Some of them can be integrated into regular clubs and others need special help.

In either event, the volunteer leader will be able to use the materials we are producing," Murray said.

Self-Improvement

The Benson Club began with a self-improvement project which included learning about dental care, physical fitness, clothing selection, nutrition, personal hygiene, and hair care.

Recently members learned to crochet. They exhibited their projects at the county fair along with other craft projects they completed during the year.

Pottery making produced some stiff competition within the club for the medals presented for the best pieces. Rock painting and drawing also allowed the members to display their creativity and talent.

Canoeing proved to be a popular activity for the 4-H'ers. The short trip down the Bear River was not only fun, but was also an opportunity to talk about water safety.

Social Skills

Awards have been given to all members who can recite the 4-H pledge from memory. Club members range in age from 16-40. Members have elected their own president, vice-president, and secretary.

"We think that maybe the things the kids are learning about social skills are more important than the things we set out to teach them," Murray said.

She added that plans are being made to expand the 4-H experience to reach handicapped people throughout the state interested in joining 4-H. □



Sandy Smart, left, crochets for the Cache County Fair assisted by 4-H leader Mary Godfrey.

Helping the Blind Opens 4-H'ers Eyes

Deborah Lee Payne
Public Information Agent
Washoe County Extension Service

A group of Washoe County, Nevada, 4-H'ers help provide eyes for the blind by raising guide dog puppies.

The youths, members of the Guides of the Future 4-H Club, have raised over 75 guide dog puppies since the Nevada program began 10 years ago. An additional 20 guide dog puppies are now being raised.

4-H'ers receive their puppies from Guide Dogs for the Blind, Inc., in San Rafael, Calif., one of nine guide dog schools in the United States. The puppies are purebred Labrador retrievers, German shepherds, and golden retrievers.

During the 12-to-15 month period, the 4-H'ers keep the puppies and teach them basic obedience and socialization.

The dogs go through intensive training sessions and rigorous tests, learning how to work in a harness and to observe traffic. Part of their training is done in the busy streets of San Francisco.

Each 4-H'er maintains a daily puppy journal, and the dog sleeps in the same room with the 4-H'er in order to develop a one-to-one relationship. The closeness and constant contact prepares the dog to live with a blind person.

In addition to this individualized work, the 4-H'ers meet as a group to work on obedience training the first Saturday of each month at Evans Park in Reno, Nev. They also attend a monthly 4-H club guide dog business meeting. For 1980, they have planned a number of special activities including a fire station tour, a visit to a farm, a day in the snow, and a dog fun match.

Field Day

Last year, the youths had an opportunity to participate in the first



4-H'er Pamela Coleman, 13, and her guide dog puppy Gina have a special relationship.

Washoe County Guide Dog Puppy Field Day at Paradise Park in Sparks, Nev. Guide dog raising youths from two other counties in Nevada and nine Northern California counties participated.

At the field day, the 4-H'ers took their puppies through nine test stations. Stations included climbing stairs, motorcycle noises, walking near a duck pond, and being examined by a veterinarian. Scores were given to each puppy, as well as to each 4-H'er. The youths were scored according to how well they could manage their puppies and how well the puppies responded to them.

In addition to the field day, the 4-H'ers had a booth at the MGM Grand Hotel Handicapped Fair. They took turns working the booth and brought their guide dog puppies with them. They also had a float in the Nevada Day Parade.

Worthwhile Venture

Although the 4-H'ers must give the puppies up, it is a worthwhile venture. While the dogs are socialized and learn basic obedience, the 4-H'ers learn responsibility, community service, patience, and sharing.

By the time a puppy passes all hurdles and becomes a guide dog, 4-H training expenses are approximately \$5,000. But to the blind person the dog is worth much more—a large measure of freedom.

The 4-H'ers present the dogs to their new blind masters at a special graduation ceremony at the San Rafael, Calif., guide dog school.

For further information on the 4-H guide dog puppy program, contact Dave Barber, Youth Agent, Washoe County Extension Service, 1100 North Wells Ave., Reno, Nevada 89507. □

Kalamity Kids Stress Teamwork

Mary Jane Duff
Former Extension Specialist
University of Missouri—Columbia



Kalamity Kids, Inc. is a fast-riding, hard-working mounted drill team from Aurora, Mo. But more than this, the Kalamity Kids is a group of 4-H families traveling and working together with horses.

Kids aged 8 to 18 and their parents make up Kalamity Kids, Inc.—a 4-H horsemanship club known for their daring rides as a mounted drill team.

Timing, spacing, practice, and team work are stressed by drill master, Bob Werner from Verona, Mo. “But,” he says, “determination and the will to win are most important.”

D.L. Price, president of the adult group and relative of three Kids, says, “There is no room for fear on the field. Timing is everything. When the timing is off, collisions occur.” He says this from his years of experience as the Kalamity Kid drill master.

“Few practices go by without someone getting dumped,” the 5 year leader continues, “but they have to get up and go again.”

And go again they do. Weekly practices and performances in a six-state area keep the Kalamity Kids a close-knit group. Liz Price, 17-year-

old daughter of D.L. and 5-year veteran Kid, says, “All the Kids are like my brothers and sisters.” But more than just siblings, the Kalamity Kids have a “participating parent” for every drill team member.

The Price family adds five to the Kalamity gang with leader D.L., his wife Shirley, as treasurer, and daughter Liz; Archie, 15, and Derrill, 10, are the other two Prices who ride with the Kalamity Kids.

While gathered around the Price family’s kitchen table with eight other Kids, Liz explains: “The Kids are like family to me because we are together all the time. We can’t mix our riding with many other activities because we don’t have time.”

One of the Price’s frequent visitors, Lori Youngberg, 13, from Verona, chimes in, “We could ride together everyday of the week and be happy.”

Daily Practices

Riding every day is what the Kids need to do, Liz says, to learn the drills. Daily practices at home are not new for her or many of the other Kids. “Performing with the Kids builds pride and I like being proud of our group,” she says.

Leading the Kalamity Kids’ entry during performances this year is drill team captain Chrissy Baumberger, from Springfield. She and Liz both

carry whistles to signal the drills. Three whistles will bring every horse to a standstill in case of an accident or collision. Liz explained with pride that this amazed the judges in the National Drill Team Olympics.

“Last year in Dallas when a rider fell,” she says of their national performance, “the horses stopped in perfect formation, the rider remounted, and we finished the drill.”

The Kids placed second in this national competition and earned the nickname of Missouri Daredevils for the speed of their drills. “Most drill teams perform at a slow canter or a walk,” Liz says with a grin, “but slow is boring and we have to be more precise when going fast.” She laughs and adds that because speed is not graded in the national competition, they also were called a demolition derby on horses by other drill teams.

Kalamity Organization

Seeing the Kalamity Kids has been a part of life in Aurora since 1973 when Pat White organized the group from the Victory Bees 4-H club in Verona. Since that time the 4-H’ers have formed a nonprofit organiza-



tion with four adults on the five-member board of directors. They still participate as a 4-H Club in the University of Missouri Extension youth and 4-H programs, but they also have a constitution and bylaws as the Kalamity Kids, Inc.

The corporation's objectives are to help the youths develop good horsemanship practices, sportsmanship in competition, pride of ownership, and self-discipline. Also in the group's bylaws is the rule that each drill team member have a "participating parent" attend all meetings.

Because an adult is required to participate for each youth, the organization formed adult committees. Lyle Youngberg, father of two Kids and head of the adult finance committee, says, "The parents have their work to do while the kids have theirs." The 20 some adults divide duties such as handing out and collecting flags at performances, supplying uniforms, checking tack, and helping raise money.

With as many as 32 riders some years, the group needs an adult in charge of each area, D. L. explains. "For example, one person does a

safety check of all girths and equipment before every performance while the kids are dressing."

Other year-round activities of the Kalamity Kids and parents are an attempt to solve their biggest problem: lack of money.

Youngberg says the group travels about 20,000 miles a year to rodeos, shows, and practices—creating about \$40,000 of expenses. "Making money and finding enough time are the biggest headaches of working with the Kalamity Kids," Youngberg says. "We have a constant lack of money because transporting horses and tack is expensive. "But," he says, "the Kids come first. They are one of the largest youth drill teams in the country, they are colorful, patriotic, and they would like to be traveling ambassadors for the state of Missouri."

Fund Raising

The devoted Kalamity parents help the group organize money-making projects to fund their travels to Missouri, Oklahoma, Kansas, and Wyoming rodeos and fairs.

Youngberg says this year they are selling fly swatters, food at fairs, and pies in addition to cleaning up after circuses. "In general," Youngberg says, "we'll do anything for a dollar. The Kids even moved a local citizen for \$200 and sold horseback rides."

D. L. says, "The Kalamity Kids is definitely a family program. When the group staged a 24-hour ride-a-thon, neither the kids nor parents slept. "But," he adds quickly, "we made \$1,000."

This year the group had to raise even more money than in the past to help finance their trip to Frontier Days in Cheyenne, Wyo. The Kalamity Kids drill team performed twice a day during the 3-day western celebration in July. They returned home in time to start practicing for their Missouri State Fair performance.

But the fun and excitement of being traveling performers is not all the Kalamity Kids get from their 4-H Club. In the winter they attend bi-monthly meetings. These off-season sessions include classroom and field instruction about grooming, diet, care, tack, and apparel of horses.

"The best part of being a Kalamity Kid," says Lori Youngberg, "is learning how to care for and work with horses by doing it myself. And when the parents come we all have more incentive to work."

For the Kalamity Kids drill team, 4-H is a family affair. □

Energy Fair Clicks Mental Light Bulbs

Wayne Brabender
Information Specialist
University of Wisconsin—Extension



Chuck Krema, 15, builds a solar hot dog cooker. Made of wood and aluminum foil, it can cook a hot dog in 2 minutes on a hot, sunny day. (Photo by Sandee Gerbers).

Who has the answer to our energy problems? The government? The oil companies?

"No, the answer is us. We're the solution," says Sharon Metz, a representative in the Wisconsin legislature. The answer lies in the many small energy decisions that each of us makes every day, she told visitors to a recent "energy fair," sponsored by the Lost Dauphin 4-H Club of DePere, Wis.

The all-day fair focused on practical energy saving ideas, the kind of information that people need to make the right energy decisions, noted Metz.

Energy Ideas

Topics ranged from heating with wood and solar to saving energy on the farm and in the kitchen. Fair-

goers heard from about 20 demonstrators and speakers, representing the Lost Dauphin 4-H Club, the Brown County Energy Conservation Center, Brown County Extension homemaker clubs, and the Wisconsin Public Service Corp., the local utility.

As speaker after speaker tossed out ideas on saving energy, you could see the mental light bulbs click on in the crowd.

When Collete Arkens of Wisconsin Public Service Corp. said that we occasionally should drain sediment from water heaters, one woman asked, "Electric heaters, too?"

"Yes," Arkens answered. "I've

never done that," said the surprised woman. "I didn't realize it had a drain."

"Yes. There's a small faucet near the bottom," replied Arkens. "Just drain out a small bucket full two or three times a year. You'll be surprised how much mineral buildup there is."

Arkens also played "energy bingo" with the crowd, proving that learning about energy conservation can be fun, too. Instead of letters and numbers, squares on the bingo cards had pictures of energy saving ideas.

When Arkens pronounced, "switch me off when leaving a room," bingo players marked the spot picturing a light switch. "Keep me frost free" was the answer for a freezer, "draw me to stay warm at night" for a blanket, "replace my

filter when dirty" for a furnace, and on and on.

Bingo winners got small prizes. But more importantly, they learned how to save energy, which saves money in the long run.

Wood Stoves and Kitchens

4-H'ers Doug Koerner and Jim Garsow discussed the recent "wood stove phenomenon" in the state. Many people are turning to wood as a home heating source. They showed ways to safely harvest and burn the wood and what to look for when shopping for a stove.

"Any wood will burn," declared Garsow, "but the denser hardwoods, properly dried, make the best fuel." Koerner reminded fairgoers to clean their chimneys once a year. Use a wire chimney brush, he said, not log chains or bags filled with stones. "These can damage the chimney liner." They based their demonstration on a University of Wisconsin-Extension publication, "Wood for Home Heating," a 10-part series displayed at the fair site.

Rita Buchberger of the Little Rapids Extension Homemakers Club pointed out simple ways to save energy in the kitchen: don't use an oven as a room heater; don't peak in the oven when baking because it loses 20 percent of its heat each time; cover pots and pans because the water will boil faster; keep freezers fully stocked; and learn to use hand appliances again.

Dressed in turn-of-the-century clothes, homemakers Esther and Elsie Zittlow described what energy saving meant "in grandma's day." Esther said people were energy conscious then "without even realizing it." Their wood stove burned all day to cook meals and heat the house, she noted. Their water was heated in

a reservoir on the side of the stove. They made only monthly shopping trips to town, by horse of course.

Representative Metz said that we can make "dramatic impacts" if each home is weatherized and everyone drives 50 mph. We can also recycle our oil, said Metz, who is chairperson of the state assembly's energy committee. "Oil is like an overcoat. We can clean it and use it again, instead of burying it or flushing the oil down the drain." For more information, fairgoers could read "Waste Oil Recycling," a new Wisconsin 4-H activity booklet.

Solar Energy

Valdi Stefanson, Brown County energy coordinator, focused on the importance of solar energy today. "Solar energy needn't be fancy, needn't be expensive" to be effective, he said. He showed slides of many "tinkerers" around the country who had made workable solar equipment for very little money.

There were several of these tinkerers at the 4-H energy fair. Ruth Verstegen, 13, showed pictures of solar heating panels built in the family's workshop for only \$1 per square foot. All materials were recycled, she explained. Basically, each solar panel consisted of a layer of clear plastic over a sheet of metal, painted black. Warm air, trapped in the 2-inch space between plastic and metal, rises, and circulates throughout the workshop by means of heat ducts.

According to her calculations, the solar panels work. On one cold but sunny winter morning, it was 29° inside and 14° outside the shop. By 3 p.m., the shop had warmed to 40°,

while it was still in the 20's outside. A woodburning stove gives extra heat when needed, she added.

4-H'er Scott Zittlow, 17, was another tinkerer. He showed how to make a solar oven for less than a buck.

First, he said, you cover a large piece of posterboard with aluminum foil, shiny side out. Shape the posterboard into a cone so it looks like a megaphone used by football cheerleaders. Stand the cone in a box.

Next, spray a piece of aluminum foil with flat, black paint, this time keeping the shiny side in. Use this foil to wrap your meal—hot dog, hamburger, potato or whatever—then place it in a jar. Cover the jar and place it into the cone's bottom.

"Then aim the cone at the sun. Wait 20 to 30 minutes. ENJOY!" remarked Zittlow.

Club Involvement

John Kauth, Brown County 4-H and youth agent, said the 40-member Lost Dauphin 4-H club chose the topics and worked on the energy fair project for over 3 months.

Topics were chosen from the "Home Energy Investigations" guide, a Wisconsin 4-H energy education pilot program funded by the Wisconsin Energy Extension Service. The guide offers learning opportunities that the whole family can do together. Five counties are piloting the materials through May 1980. Finished guides should be available later this year.

Kauth estimated that the fair, held from 10 a.m. to 4 p.m. on Saturday, Feb. 23, reached about 50 people per hour. But, he added, newspaper articles, brochures, and followup reports will multiply the important energy message many times.

"And," he said, "the fair was all the 4-H club kids idea!" □

Vegetebella

Glen Kleine
Mass Communications Department
Eastern Kentucky University

Some say the mark of a good 4-H extension agent is his or her ability to involve other people. If that's true, Madison County in Richmond, Kentucky has a dandy agent; and she's Jo Nelda Cole.

It has been nearly 2 years, 34 rehearsals, four live performances, and one videotaping session since Jo Nelda first knocked on the door of Joan Kleine, a fifth grade teacher at Kentucky's Mayfield Elementary School, and said, "I just learned of a darling play written by two students at the University of Delaware and wondered if you would consider getting our students together to put it on?"

Today, Joan and her Mayfield students are still deeply involved in the musical tale, *Vegetebella*.

Vegetebella, is a nutrition musical for the young and old based on the story of Cinderella. It teaches the importance of the four food groups, concepts of caloric value, principles of food budgeting, and presents a critical analysis of food advertisements.

Vegetebella was first performed for the Mayfield student body. It was a smash hit!

All *Vegetebella* cast members are from the school. Next the Mayfield players presented the musical at the December 1978 Kentucky Home Economics Agents Conference. Their third performance was in January 1979, at the annual meeting of the

Kentucky Homemaker Association, during Farm and Home Week. The success of these live performances resulted in a videotaped performance aired on statewide television.

Play Characters

Some of the plays' characters include Chipsita, *Vegetebella*, Choccolita, Prince Protein, King Calorie, Sugarlita, a Fairy Godmother, and food group members.

The food group members played a variety of roles; there were five members in the Milk and Cheese group, four members in the Bread and Cereal group, six members in the Fruits and Vegetables group, and four members in the Meat group.

Jeanne McCauley and Marta Smith wrote *Vegetebella's* script and lyrics while they were nutrition majors at the University of Delaware. Their original play, the first full-length nutrition musical, was copyrighted in 1976 and called for the characters "Fritolita" and "Pepsita." These names presented no problems in a stage production. However, the educational television network in Kentucky was apprehensive about using trade names and changed "Fritolita" to "Chipsita", and "Pepsita" to "Sugarlita."

The play, originally cast with Senior citizens from the Newark Senior Center Drama Group, was performed twice during 1976 at the University of Delaware.

Although McCauley, now a medical student at the University of Maryland, and Smith, a dietetic intern at St. Mary's Hospital in Rochester, Minn., have left Newark, the drama club continues to present *Vegetebella* to area schools and nursing homes.

Financing

Several groups helped finance the video production of *Vegetebella*, the winner of a 1976 Nutrition Action Award funded by The Potato Board.

A General Foods Consumer Center Media Grant awarded \$150 to Cole on the strength of a proposal she had submitted to the National Association of Extension Home Economists. Each application submitted for the Grant included an outline listing the target audience, the purpose, justification, and plans for the project, a budget, and beginning and completion dates. The proposed projects were then judged according to their innovativeness, usefulness, quality, and financial feasibility.

But that was only the beginning. Next monies had to be found to help pay for costumes, sets, and production personnel. The University of Kentucky 4-H Club gave an additional \$450 to help pay for costumes and sets. Eastern Kentucky University donated its television facilities for the production, and let television director Jack McDowell and an engineer work on the project. Mary Sewell, a Mayfield teacher, volunteered her time and played piano for the production.

Three weeks of nightly blocking and dress rehearsals were followed by 5 days of videotaping. Only then was McDowell able to begin putting all those takes together into final form.

Public Reception

Vegetebella was successful in many ways. It gave cast members from varied backgrounds the opportunity

to travel throughout central Kentucky and into classrooms of many Kentucky schools. Of the original cast, five came from disadvantaged homes and one came from the Educable Mentally Handicapped Class.

Richmond citizens met the cast at a public reception held at the Eastern Kentucky University Radio-Television Center. They viewed *Vegetebella* and applauded as members of the Madison County 4-H Office presented awards to the cast.

Richmond City School Superintendent Harold Webb, and most of the members of the Richmond City School Board attended the reception. Richmond City Mayor James C. Todd designated January 4, 1980 (the day *Vegetebella* was to be aired statewide) as "Vegetebella Day" in Richmond, Kentucky.

Kentucky Educational Television aired *Vegetebella* throughout the state on Thursday, January 3 and Friday, January 4, and showed it

again in February. The February show was publicized in the *Kentucky 4-H Newsletter* and throughout the school system, as each student received a brochure entitled, "Making Your Snacks Count."

Although there was a great deal of glamor and show-biz excitement for the students involved in *Vegetebella*, both students who saw the live performance and those who watched it on television learned a lot about nutrition. □



Rural Youth Vandalism

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Vandalism is a growing problem in rural America. Studies indicate that from 10 to 20 percent of all rural households annually are victimized by vandalism.

The image that vandalism is an urban phenomenon, rarely committed by rural youth, is no longer true. Research shows that in contemporary rural society, vandalism is increasing.

A study of self-reported acts of vandalism, conducted among sophomore students from three rural high schools in Ohio, illustrates the extent of the problem. First, it found that slightly over one-half of the students have committed at least one act of vandalism. Second, nearly 75 percent of those students have repeated their behavior at least three times and often much more.

In other words, vandalism was not a one-time affair, or perhaps a one-time mistake in judgment, but a recurring activity. Third, over two-thirds of the Ohio rural youth who had vandalized, did so as a "game", "contest", or as a way of achieving "status" and "prestige" among their peers. Most of the Ohio rural youth did not perceive their behavior as "criminal."

This increase relates to changes which have taken place in rural America since World War II. There are fewer family farms, and in general, rural youth today are not as important to the economic well-being of the family unit. The nature of the family itself has changed.

Most rural school systems are now large and consolidated, lacking the atmosphere reminiscent of the one-room school house.

The information available through mass media and other communication channels often presents con-

trasting values about what is right and wrong, good and bad.

There have been vast changes in the lifestyles of the rural population, and these changes will continue to significantly influence the attitudes and behavior of young persons growing up in a rural environment.

4-H Makes a Difference

What are the solutions to reducing vandalism committed by rural youth? What is the role of the Cooperative Extension Service in rural crime prevention?

One of the programs already making a difference is 4-H. A recent study of rural youth vandalism in a Southwest Indiana county presented an opportunity to examine 4-H as "rural crime prevention."

The Indiana study repeated the Ohio research. However, it had an additional question to answer: Are rural youth who participate in activities beyond regular school hours—such as varsity sports, extracurricular school organizations, church youth groups, and 4-H clubs—less likely to become vandals?

There were two high schools in the county, and over 350 junior students participated in the research project. The Indiana results were remarkably similar to the Ohio study. In addition, two-thirds of those involved defined their behavior as a "game", a "contest", or a way of

achieving "status" and "prestige" among their peers.

Did the youth belonging to 4-H clubs differ from non-4-H'ers with respect to committing vandalism? The answer was "yes", there was a difference.

First, among 4-H club members, 47 percent had committed at least one act of vandalism. This compared to 53 percent for those who did not belong to 4-H. A 6 percent differential may appear insignificant—however, it was found that 4-H club members were less likely to repeat their vandalistic behavior. Only one-half of the 4-H club members had committed three or more acts, compared to nearly two-thirds of those who were not 4-H'ers.

Perhaps even more significant was the difference in the vandalism's severity. Descriptions of Indiana student vandalism were reviewed by a panel and categorized into three levels: minor, serious, very serious.

The minor category included "Halloween" type pranks like soaping windows and draping toilet paper on bushes, trees, cars, and other objects. Among 4-H club members who had committed an act of vandalism, nearly 40 percent were of this type, compared to 26 percent of those who were not 4-H'ers.

Vandalism at the other two levels was more malicious, such as "spray painting road signs and cars", "shooting or breaking out street lights and car windows", and "burning down barns." 4-H club members, when they did vandalize, were less likely to engage in these types of activities.

Although 4-H club members are certainly not "saints", the Indiana study illustrates that 4-H'ers have less need to engage in frequent and

Reaching Rural Residents

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seriously malicious forms of property destruction. In part, the reasons for this may lie in the home environment or in other factors besides 4-H membership.

4-H Contributions

4-H itself has something to offer in the development of young people which functions to reduce the probability that members will engage in vandalistic and other forms of deviant behavior.

The contributions which 4-H makes to the development of young persons will become increasingly significant. The background and environment which influences the formation of attitudinal and behavioral patterns of rural youth will be markedly different in the 1980's from how it was in the 1950's and 1960's.

4-H provides the opportunity for young people to acquire positive experiences and to form positive self-images. The true meaning of crime prevention is the reduction of the root causes and basic motivations for an individual to commit unlawful behavior.

In this sense, 4-H functions as crime prevention and as rural society continues to change, the potential for 4-H to contribute to the positive development of young persons will grow. □

How can the 4-H Youth program in the rural far northwestern corner of California hold its head above water—and even grow—in the face of a 25 percent decline in available school youth in the past decade?

The area also has an economy with an unemployment rate double and even triple the national average, further spurring the movement of families with 4-H age youth out of the area seeking greener pastures.

That question has faced the staff of the University of California Cooperative Extension 4-H Youth Program in Humboldt County, California for more than a decade. And one of the answers seems to be—conduct one of the most aggressive public relations and image building programs in the country.

And that is exactly what the 4-H Youth program staff of Humboldt County, California is doing.

Telethon

A recent example is a 4-H "Telethon" telecast over KEET-TV. This particular "telethon" was not seeking money, but 4-H participation.

In fall 1978, and again in 1979, more than three dozen 4-H members, most of whom had never appeared on television, went before the lights and cameras. Also included in the cast were four dairy heifers, two 6-week-old Duroc pigs, and a dozen puppies being raised as guide dogs for the blind.

The 4-Her's encouraged viewers to call in and talk to them about joining 4-H. From 1978 to 1979, the number of callers nearly tripled. Three phones were busy for a good portion of the 1979 half-hour show.

A team of high school teen leaders answered phones with information about 4-H youth unit locations, and

local phone numbers of coordinating leaders at their fingertips.

Other Emphases

The 4-H public relations push in Humboldt County does not stop with just the live call-in "telethon." Annually, the staff also puts together a half-hour video-taped program featuring 4-H Fashion Revue winners and other phases of the 4-H Home Economics program. This is telecast on one of the two commercial television stations in the county.

Last year, the 4-H office staff sent out 36 press releases to four weekly newspapers covering the rural areas of the county, one regional daily newspaper, two commercial TV news departments, and five radio stations. One AM radio station also featured a 4-H interview show for 5-minutes every Saturday immediately following the noon network news.

During 4-H Week 1979, another commercial radio station did live 5-minute interviews over the phone, talking to various 4-H members each morning for 6 days.

Weekly newspaper coverage was enhanced by providing "exclusive photos" of members living in their circulation area participating in various 4-H events.

How do you measure the impact of a public relations campaign like this one in Humboldt County? One indicator of success was a letter to the editor appearing recently in the regional daily newspaper from a leader of another youth organization commending the paper on the publicity given to 4-H . . . and asking for the same treatment for her own organization! □

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