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Kansas 4-H Journal

The Family Magazine

October 1978

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For 4-H parents, especially new 4-H parents

The 4-H Program

Fourth in a Series

4-H Records

Each 4-H member must keep a record of his 4-H work. Records are not an extra task, but are a part of 4-H work. Few young people (adults are no exception) enjoy record keeping. However, in our society, the record habit is quite valuable.

Why encourage 4-H'ers to keep good records?

A Good 4-H Record—is a measuring stick. Members and leaders are kept informed of the member's progress and this will usually stimulate self-improvement by the member.

A Good 4-H Record—is a mirror. It will reflect accomplishments and therefore serve as the basis for awards and trips.

A Good 4-H Record—teaches a desirable habit. Modern day society demands that each and everyone, no matter what vocation, keep track of financial and business matters. Developing this habit early in life will be a valuable asset.

A Good 4-H Record—can be achieved only when there is cooperative between members, parents, and leaders.

What different records are there?

4-H'ers are asked to keep three different types of record sheets which are combined in a 4-H cover to make up the **4-H Record Book**.

Annual Record Sheet—It contains space for a picture of the member, listing of projects carried, and the 4-H story. A new annual record sheet is issued each year.

Permanent Record Sheet—The summary of all projects, exhibits made, offices held, events at-

tended, and other participation for the entire year is made on the permanent record. Only **one** such record sheet is necessary for all the years that a youngster may be a member.

Project Record Sheets—A separate specific record sheet is used for each project in which a 4-H'er is enrolled. The sheets provide space for keeping expenses, receipts, skills learned, and other information about the project. New record sheets are issued each year for the project in which the member enrolls.

When should 4-H records be completed?

4-H members are strongly encouraged to work on records throughout the year as they do their project work. Many project leaders will have the 4-H'ers work on their records at the project meetings.

The 4-H year runs from October 1 to September 30 of each year. Records should include all activities regarding the 4-H'er and his project(s) that occur during the 4-H year.

Younger members can complete their records in pencil, either printing or script. Older 4-H'ers' records should be in ink or typewriter by the member.

Most clubs ask that completed record books be turned in to the community leaders prior to or just after the county fair.

The completed record books may be submitted by the club leaders to the county office for county champion and other awards and recognition consideration.

In what order do things go in the record book?

A 4-H record book cover and tab dividers are given to all first year 4-H members for their 4-H records. Parents will need to help younger members with the assembly of his/her record book.

Order of assembly is:

1. Personal page
2. Permanent record
3. Pictures, clippings, letters
4. Current project records
5. Previous project records
6. Annual records (past personal pages)

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Use of the 4-H name and symbol approved by the secretary of Agriculture of the United States, January 23, 1951, under the provisions of the laws as reenacted by Sec. 707 of the Act of June 25, 1948 Public Law No. 772 80th Congress (10 USC 797).

FREEDOM TO BE. . .

By Dr. Duane Acker
 President
 Kansas State University
 Manhattan

This issue of **Kansas 4-H Journal** marks the beginning of the new 4-H year and the celebration of National 4-H Week. This year's National 4-H Week theme, "Freedom to Be," is especially meaningful to me. As a university president and teacher, as a parent and adviser, and as a 4-H member and leader, I have long believed that all young persons should have the freedom to be the best they can be.

Becoming one's best calls for freedom to experiment and to experience — both of which are hallmarks of 4-H.

As a 4-H member, you have the freedom to "try-out" your talents, your ideas, and your relationships and to define your strengths. 4-H projects, demonstrations, activities, and meetings are designed to help you discover for yourself where and how you may succeed.

This freedom to experiment and experience often includes the freedom to make mistakes — a valuable part of learning and growing. When I was 14 years old, my father, a farmer in southwestern Iowa, decided I was old enough to operate the corn picker. We happened to be helping our neighbor that Saturday morning and so I was especially pleased and proud. As I finished the third trip around the field, I noticed the neighbor signalling for my attention. Midway in that third "round" the bottom of the elevator to the wagon had fallen open and the corn was dropping to the ground. To watch only the front of the picker, to keep it on the row, had been a mistake. By this mistake, I quickly learned to be more attentive to the total machine.

Learning by doing, and learning by discovering for oneself, leading characteristics of 4-H programs, are the most efficient and effective tools of education.

Each year I am impressed with the excellence of the 4-H projects displayed at the Kansas State Fair. Exhibits in photography and entomology are especially outstanding; it is evident that young Kansans in both metropolitan and rural areas profit from the experimentation and experience provided through 4-H programs.

Becoming the best you can be also calls for freedom to grow as an individual. During one summer, I served as a 4-H agent in Audubon County, Iowa. That county had not in its recent history had any 4-H demonstrations. My personal goal was to introduce demonstrations to the county and take some of the 4-H members and their demonstrations to the Iowa State Fair.

I visited with two young men who were rather shy but were most enthusiastic about their swine enterprise. They had designed and built a low-cost, workable pig brooder. I encouraged them to demonstrate their idea. They were reluctant to do so. But with a bit of cajoling on my part, they launched into the effort.

Their demonstration was most successful. But more importantly, these young 4-H'ers learned that by having the freedom to grow as individuals — to become the best they could be — they could share their talents and serve others.

At Kansas State University, we also have the philosophy that each student should be allowed to experiment, to experience, and to grow; our students have the responsibility to accept this freedom.

(Continued on page 6)

About the cover

Tom Fabin's picture, "Ripening Wheat," conveys an autumn mood, even though it's a summer scene. Another of Tom's pictures was cho-

sen to represent Kansas at National 4-H Congress in Chicago. Tom is a former 4-H member from Phillipsburg.

Opportunity for leaders

Adult project leaders for five project areas will have a chance to brush up on skills, to gain ideas from others, and to learn what's new in project material at the State Project Leaders Clinic at Rock Springs Ranch October 21-22. The five projects are **forestry, geology, horticulture, photography, and small engines**. Classes will be taught by extension specialists and leaders.

Registration will begin at 9 Saturday morning in the Johnson Administration Building. The leader or extension agent will attend classes in his area of interest Saturday morning and afternoon and Sunday morning, with sessions closing early enough that people can leave before noon. Everyone will participate in a general session Saturday evening.

Reservations should be returned by October 11. For forms, contact your county extension office.

The special clinic will not be offered again until 1980.



New extension editor to write about 4-H

A versatile journalist who is enthusiastic about 4-H work and all it can offer—this is Kathleen Ward, the new assistant extension editor, 4-H and youth. She is or has been a teacher, editor, businesswoman, photographer, reporter, adviser, feature writer, ad writer, script writer, playwright, 4 point student, wife, mother, den mother, room mother.

She'll be writing about 4-H work for Kansas newspapers, as well as preparing materials to assist 4-H leaders and extension workers.

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The real issue is our future, the kind of America we're giving our children and grandchildren. The course of Congress now is toward more government, more regulation, more spending, more taxes, and more inflation. Young Kansans deserve the same freedom we enjoyed: not a guarantee of success without the risk of failure, but an opportunity to try to achieve their dreams without the heavy hand of government restraining their spirit.

Jim Jeffries
On his way to Congress



Paid for by Kansans for Jeffries, Box 1978, Atchison, Kansas 66002

It's October 1-7

Observe National 4-H Week

By Beth Haworth
Reporter

Wyandotte County Junior Council

National 4-H Week provides a unique opportunity for 4-H clubs and county-wide councils to promote and publicize 4-H. Wyandotte County 4-H members make the most of it and want to share their ideas.

Through the years they have developed an extensive program covering many areas. Their goals are to inform the general public and encourage youths to join 4-H.

Probably the most successful activity is the presentation given to fourth and fifth grade classes. By developing a valuable contact with the superintendent of schools, each year's chairman gains permission to present a slide show to the students. These slides are taken at events throughout the year. Several junior leaders bring their projects and explain the work involved with them along with the fun experiences. Fourth and fifth graders are the most receptive to these presentations. 4-H'ers not only give these shows during National 4-H Week, but throughout the month of October.

Displays give the public a closer

look at the wide variety of projects 4-H offers. Clothing stores have the most appropriate facilities and generally are the most willing to cooperate. Hobby shops run a close second. Wyandotte County was given all of the window space of a vacant corner store in the downtown mall area. It is used for a continuous display to be changed every three months. This provides 4-H'ers with a unique leadership opportunity in displaying their projects. They have also been given space to display the winning club booth in the mall of a local shopping center. A word of warning: follow through by cleaning up on the Sunday after 4-H Week.

The media offer general factual promotions through public service announcements on the radio and segments on local television shows. By organizing a program to present to the director, Wyandotte County 4-H'ers have appeared on three separate television stations. By following through the first time with cooperation and thank yous, they have been back for other appearances. The newspaper is a third medium that can be used in many ways. Club or county reporters can send in editorials or a photographer can be invited to a function celebrating National 4-H Week.

Wyandotte County has found that contacting the mayor's office and a county commissioner will result in National 4-H Week being declared within the city and county. Each time, the chairman of the National 4-H Week committee follows through by attending the respective city or county meetings to accept the proclamations. Mayor Reardon of Kansas City has cooperated by declaring National 4-H Week for the past two years.

Last but not least are the certificates of appreciation for services rendered to 4-H throughout the year. These are given to the mayor and city commissioners, the county commissioners, and editors of local radio and television stations and newspapers. These take very little time but promote relations with 4-H for the following year. Again once the tradition is begun, the county must be consistent each year.

All of these things may not be feasible for every county, but they are adaptable. In Wyandotte County, October begins a new and active year for clubs and the county Junior Council. By starting things right with National 4-H Week, the year can hardly keep from being successful.

Kelly and Beth Haworth prepare an exhibit in a store window for National 4-H Week.



Incentives and motivation

By Dr. Dale Apel

Associate State Leader, 4-H and Youth

How do you get people to study, to learn, to work?

When we try to answer this question, we sometimes fall into the trap of looking for a single technique or gimmick that will cause a young person to act in a certain way. Although it might be nice if there were a single best technique, I think we will all agree that there is no one way to influence the behavior of all young people in the same way or to the same degree. For example, what motivates Steven to join 4-H may discourage Richard, and a 4-H project that excites Frances may bore Dorothy. Furthermore, the same young person may be motivated by different interests, needs, values, attitudes, aspirations, and incentives at different times.

Incentives inspire to action

An INCENTIVE is something

recognized as having the capability of inspiring a person to action. For example, if achievement is David's motive, then success, honor, or good grades may serve as the incentive. Money, love, freedom, social approval, food, and expectation of receiving an honor are all powerful incentives. Gold stars, an approving glance, and simple statements like "Great work, David," keep young people working at learning tasks. Thus, incentives affect the 4-H'ers energy level and cause changes in their behavior.

Sometimes a young person's behavior may seem to be unaffected by reinforcement from others. His behavior is caused by something inside himself. Such motivation is called INTRINSIC. EXTRINSIC motivation is caused by something outside the person.

Intrinsic motivation means the 4-H member does not anticipate any reward from outside for doing a

task. He gets a good feeling through his participation, and that is his motive for action. Extrinsic motivation means that the 4-H member sees some payoff such as a medal or trip.

Intrinsic motivation makes the person self-sufficient

Some people believe intrinsic motivation is more desirable because it means the person is self-sufficient and does not need to depend upon the other people or material things. Others believe we are only extrinsically motivated. The important point is that both types of motivation exist and can be used as we work with young people. Excessive use of rewards or extrinsic incentives can destroy intrinsic motivation. If this happens and we want young people to enjoy participating in activities for the pleasure of learning and being involved in the activity we must gradually withdraw extrinsic rewards so the 4-H'er can relearn the joy of participation itself.



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Freedom to Be . . .

(Continued from page 3)

I talked recently with a K-State student, a freshman from a small community in Western Kansas. As we chatted she told me her move to Kansas State University was a big change.

"I was really overwhelmed," she said. "I knew very few persons and almost no one knew me. But I have learned something very important. You have to make yourself somebody."

4-H provides you with the freedom to make yourself somebody.

I challenge you to accept this freedom — to be the best you can be.

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“We have to export farm products. Potential domestic needs cannot use all our production; we have to look for outside markets.”

The speaker is working for more trade with these outside markets; he is John Junior Armstrong, a

member of the Kansas 4-H Foundation Board of Trustees and the president of Kansas Farm Bureau.

Representing the Governor’s Steering Committee on International Development as well as KFB, Armstrong has traveled on trade missions to Europe, Israel, India and around the world. In August this year, he talked with guests from the People’s Republic of China, a country with vast potential as a market. In September, with Larry Jones of the Coleman Company he co-sponsored the second Annual Governor’s Conference on International Trade, attended by representatives, including six ambassadors, from 38 countries. Armstrong thinks South America, as well as eastern Asia, may become an especially good market for American farm products.

When he became a member of the Kansas 4-H Foundation Board of Trustees in 1977, Armstrong was continuing an interest in 4-H work which began when he was the charter president of Rose Valley Rustlers 4-H Club in Atchison County. As a 4-H’er, he won a spot on a state dairy judging team. Later he served as a 4-H community leader for 12

years. His two sons were also 4-H members, and, like their father, attained the State Farmer degree in FFA.

A unique advantage of 4-H work, Armstrong commented, is the “start to finish” experience in production of livestock and crops, following through to market, giving the 4-H member practical experience in free enterprise which can’t be gained from books.

He thinks, too, that conducting business at 4-H meetings teaches principles which are basic to our way of life: how, by discussion and compromise, to reach a decision in a group; that majority rules; and that once a decision is reached one works together with the group toward the objective.

In Farm Bureau, Armstrong’s involvement has covered all levels; he became a member in Atchison County in 1945, later serving as president of the county organization; was elected to the state board of directors in 1949; became state vice president in 1960 and president in 1972. In this office, he is the chief administrative officer and spokesman for the almost 107,500 families

(Continued on page 14)

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Planning Your 4-H Program

By Dale Apel, Associate 4-H Leader, 4-H and Youth

Make it fit your boys and girls, your community and you

4-H is such a lot of things to such a lot of people that sometimes it's hard for a leader to figure out just what he ought to be doing and what his club ought to be doing.

The confusion can be cleared up somewhat if a leader can understand what 4-H really is. 4-H is simply adults and children working together. The adults help the children have fun and do things with others. Everything else is so much icing.

However, through the years, those of us who've worked with numbers of 4-H leaders have had a chance to see many good leaders in action and a lot of good club programs. Knowing what these leaders and clubs have done to be successful may help you if you're a leader worried about his "ought to's."

**"... the best leaders
... are good listeners"**

We've found that the best leaders often have qualities in common. First of all, they are good listeners. They treat their 4-H'ers as if their feelings and opinions are important and worth knowing.

Perhaps because they are such good listeners, the best leaders always are able to see that the group they have right now isn't like the group they had five years ago or like any other group in the state. Their kids are a special combination of talents and interests. Though these leaders' programs may be somewhat like those of years past or of other groups', the best leaders feel it's their obligation to have each particular group of leaders and children set their own goals and determine their own activities.

What else do good leaders have in common? They always seem to be proud when their 4-H'ers develop confidence, learn how to learn, or practice getting along with other

kids. They trust their kids and don't mind sharing who they are with them, in other words, being themselves.

I suppose you could say that the good 4-H leader is someone who makes kids feel good about who they are and helps them to be the best person they can become.

The good program is one that fits the needs and interests of the kids and adults that together make up a 4-H group. The possibilities are limited only by your imagination. Some program possibilities are as follows:

Clubs or groups — community clubs, project clubs, clover clubs, or informal groups — can be used to involve boys and girls in one or more 4-H experiences. The key to 4-H club or group success is participation — participation for each member in as many activities as he wishes, comfortable, growing experiences tailored to fit each member's time, interests, and needs.

Many boys and girls can be involved as officers, committee members, or with other interesting and worthwhile tasks in the group.

Sometimes officers may be elected several times a year, especially in very large clubs or groups with younger members. This gives more members recognition.

**"... the good 4-H leader
... makes kids feel good
about who they are"**

4-H meetings can be to discuss business, have fun, learn about projects, or just talk. At meetings, members can give talks and demonstrations, sing or play music, play games, discuss problems, celebrate with ceremonies, or invite guest program numbers.

4-H groups can meet whenever and wherever is most convenient for them. They meet as often as the members and parents decide.

Camping is a place, a plan, and what happens to campers. There are all kinds of camps — day camps, overnight camps, backpack camps, canoeing, camping in tents or cottages. There are three-day camps, week-long camps, camps to learn how to trap and hunt or fish, camps to learn how to have fun with

Consider why girls and boys join 4-H

Have you wondered why boys and girls join 4-H — and why they rejoin your group year after year?

Research results show that the reasons listed below explain why 75 per cent of your members join — and rejoin. Do you and your members take these reasons into account in planning your 4-H program?

- Sense of belonging to a group
- Feeling of being wanted by others
- Opportunity to work with others
- Opportunity to help others
- A place to use individual skill and competence
- A chance to interact more with others
- Experience of closeness and caring.

others, or camps just to get away from it all.

Individual projects give boys and girls the opportunity to probe deeply into specific interests. Projects are flexible to fit the specific needs and interests of almost anyone. 4-H projects go from A almost to Z: animal science, entomology, food preparation, painting, small engines, woodwork, and almost everything in between. The county extension office has suggestions and helps on many projects. Others can be tailored to fit your boys and girls by using resources in your community.

Group projects — such as community service and citizenship — can be any activity involving two or more 4-H members with a group goal. Some examples — building a picnic area at a roadside park,

cleaning up litter, organizing a new 4-H group or club, taking cookies and favors to a nursing home, leading recreation for a new 4-H group, or soliciting funds for the community chest.

Tours and trips are as varied as a tour of neighborhood 4-H projects, tours of business and industry, or trips to other countries, states, and counties.

4-H parties can be for fun, for experience in planning, for relating to one another, or to help in growing up. There can be parties to swim, to dance, to sing, or to just talk.

Fairs, shows, or achievement days give boys and girls an opportunity to show what they've learned and to tell their 4-H story to others. The parts of a fair are varied — there are displays of projects, booths, floats, displays of show-

manship, demonstrations, talks, and talent numbers.

Each of these learning experiences and many more provide opportunities for Kansas boys and girls to enjoy and grow in 4-H. Not all boys and girls will choose the same ones — only a very few will choose to participate in all.

4-H adults and the boys and girls with whom they work can decide in which 4-H programs all of them wish to participate, in which some of them wish to participate, and in which programs none of them wish to participate. Helpful adults know that boys' and girls' interests change from month to month — and certainly from year to year. So, their 4-H program will remain flexible, changing as the members and adults' interests change.

Planning Your 4-H Program

Some 4-H leaders describe how they do it

At the first meeting, I like to have everybody sit in a circle. One volunteer acts as the secretary, writing down all our ideas. I start the wheels turning by offering a couple of possible goals, and then I encourage the members to say what they would like to aim for. All ideas are good ideas at this stage of the game. When all possible ideas are out, we look over the list and discuss the pros and cons of each one. Then each member privately rank-orders (rank-order means to number them in order of choice, 1, 2, 3, 4 . . .) his first 10 choices of goals. We tally up the results and together discuss which ones we will decide on. I like to keep a record of

the goals we decided on, just so that it is easier later to check up on how close we, as a group, are coming to reaching our aims.

To find out what members are thinking and where their interests are, we have a brainstorming session. Often I have a capable teen chair the session. We then evaluate the session, taking the best ideas and developing them into our program. When the kids help plan, they cooperate and enjoy the program more.

I designate a certain time for goal setting and program planning, and

then invite members and parents to come. I try to give each a chance to express himself, especially the members. Being realistic and yet encouraging a challenge, we then eliminate the ones that time will not permit us to complete. Each member keeps these possible plans and goals in writing to refer to. Later in the project year we look at these plans and goals and see if we are still interested in pursuing them as we originally stated them.

Our group is large, so to let everybody have a part in setting goals, we break up into groups of three. Each group has ten minutes to come up with four ideas for the club. After 10 minutes, we write all the unique ideas down so everybody can see them. Then we discuss the possibilities and eliminate the ones that do not meet group needs right now. We vote on the remaining alternatives; the top ones are chosen for the goals of the group. We have a recorder take down the list of goals in order that we might go back to it for future use.

Martha Keys, U.S. Congress

Congresswoman Martha Keys salutes the thousands of young people and adult leaders throughout Kansas for their unexcelled efforts and accomplishments in the 4-H program. Congresswoman Keys works hard for Kansans because she has faith in their future.

Paid for by the Keys for Congress Committee, Mike Gorrell, Treasurer.

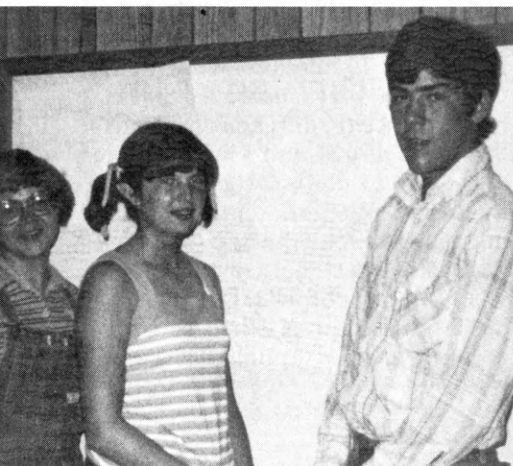
More about program
planning on page 13

Ideas & News

From the Northeast Area:

Douglas County: Kevin Reynolds, a Douglas County representative to the Farm Bureau Safety Camp this year, sent this report on Meadowlark 4-H Club's safety activities during the year. All club families were contacted about placing a first aid kit in all vehicles, and nearly 100 percent participated. Three members enrolled in safety, Jill Schaaake, Robin Kearns, and Kevin Reynolds, discussed safety procedures with the 4-H agent, Lindy Richardson, over the local radio station during National Farm Safety Week. And Glenn Boughton, fire safety instructor with the Continuing Education Department at the University of Kansas, emphasized holiday lighting hazards at the request of the club's safety project members. "Six of you are hospitalized and two of you are dead!" Boughton told the club members after he had conducted a fire drill during a club meeting.

Nemaha County: Laurie Haflich, Barb Priest, and Steve Brownlee were recently inducted into the Busy Jayhawker Hall of Fame for outstanding 4-H'ers who remained members of the club throughout high school. All have been members of the county 4-H council and Barb is currently council president. Laurie has been a delegate to Citizenship Short Course and to the American Royal 4-H Conference. All three were delegates to the 1978 4-H Congress in Wichita. Laurie's projects have been home economics, citizenship, and emergency preparedness; Barb has been interested in livestock, judging, and health, while Steve's most important project has been beef, although he and his parents have been developing a hog operation.



Laurie Haflich, Barb Priest, and Steve Brownlee

A Farm Bureau

WISH



for Continued

SUCCESS

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A Nemaha County 4-H family will be featured in the October issue of **Parents Magazine** in an article about raising large families today, contrasting life for the **Leo Strathmans** of Goff with life for a large family in San Francisco. During the day a reporter and photographer spent with the **Strathman** family, the photographer took 720 pictures of the family and its activities. **Lisa Engelken** of **Rustler 4-H Club** wrote to the Journal about the **Strathmans**.

Republic County: Willowdale 4-H Club has completed one of its most active and prosperous years, according to reporter **David Hanzlick**. **Mark Heyka** has been the president. Two community improvement projects were a crime prevention seminar and collecting for the heart fund. The club took a trip to Red Cloud, Nebraska, to visit the home of **Willa Cather**, a Pulitzer winning author. Two members attended the Citizenship Short Course in Washington, D.C., and the club hosted a LABO guest. The livestock team judged at the Washington County Barrow Show, the Narka Barrow Show, and the NCK Fair judging contest, with top judges being **Jan Vishnefske**, **David Hanzlick**, and **Kandy Tallent**. Community leaders for the purple seal club are **Gerald Tallent** and **Ruth Ann Stindt**.

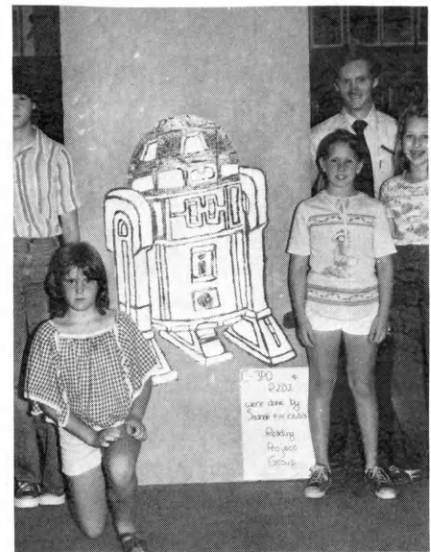
From the South Central Area:

Butler County: A team from **Towanda Rustlers 4-H Club** took first place in every event at the "Almost Everything Goes" contests, **Kim Counterman** reports. . .

After attending church as a group, members of **North Butler 4-H Club** had a picnic honoring two YASEP representatives from the Soviet Union, **Alexander Kozlovitsov** and **Vladimir Kuznetsov** who were staying with the **Olin Claassen** family at Whitewater. **Theresa Westerfield** is the reporter for **North Butler**.

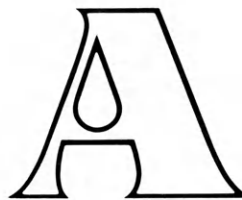
Cowley County: In **Arcadia Parish, Louisiana**, **Cowley County** junior leaders learned how rice is grown, saw alligators, had good times with their host families, and ate Cajun food when they went there for return visits in July. 4-H agent **Janene Lewis** and sponsors **Mr. and Mrs. Joe Haggard** accompanied the 4-H members on the trip. "We arrived home with many ideas of 4-H in action in Louisiana," **Julianne Martin** writes.

Saline County: Life-sized posters of the Star Wars characters R2-D2 and C3PO and of a futuristic bubble city were presented to the children's department of the **Salina Public Library** by the **Sasnak 4-H Club** reading project group. The children's department's summer reading program theme was **Out of this World**, reporter **Elise Bosch** writes. (See picture next column.)



Kingman County: This year every member of **Vinita 4-H Club** took an exhibit to the **Kingman County Fair**, **Mike Berry** reports, and "best of all, everyone received at least one blue ribbon." The club's 34 members received a total of 230 ribbons which included: 12 grand champions, 5 reserve champions, 27 purples, 108 blues, 64 reds, and 14 whites. The royalty candidate, **Scott Sowers**, was the winner with a total of \$500.16 raised for **Kingman County** campers. Leaders are **Leon Sowers** and **Suzanne Dewey**.

PAID POLITICAL ADVERTISEMENT



All of my children have been active in 4-H. I know how valuable such an organization is in cultivating a sense of responsibility that stays with a member throughout life. I also participated in 4-H with my children and encourage anyone to do so. It is important to the future of our State.

Nancy

Nancy Landon Kassebaum
United States Senate



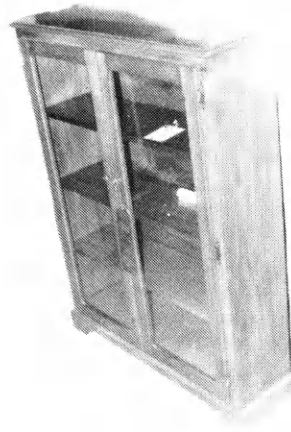
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Colonial Magazine Stand	Ladder
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Planning Your 4-H Program

Try the Magic Wand

This exercise is one you can use to identify the most important concerns or interests of the group members. A climate-setting exercise which leaves the 4-H members at ease and freely communicating with one another should precede its use. It should be used in groups of no larger than 12-15. If there are more people, divide into small groups.

The leader poses this question: "What three things about your local 4-H group are most important to you? In other words, what would be the last things you would want to give up?" Members are given about six minutes to list these.

Then the leader asks, "If you had a magic wand and could change any three things about your local 4-H group, what would these changes be?" These are listed after six minutes.

In the discussion which follows, each person talks first about those items not to be changed. Each person lists one, then the group adds others not previously mentioned.

Then do the same with the magic wand. The discussion can focus then on what can be changed right now and should offer also an opportunity to see that the group is doing many things right.

A variation — change the second question from "If I could change . . ." to "If I could do . . .". This latter way moves the focus away from what's wrong with the group.

**More about program
planning on page 14**

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Use members' own plans to help set group goals

You can use this chart and outline to help your 4-H members plan their individual 4-H programs. Each member may do this individually or at a group meeting.

After developing his own plan, each member may share it with other members of the group. The group goals, then, could be based on the members' plans.

My Do It in 4-H Summary

Decide what to do

Talk with parents, other members and leaders about what I would like to do in 4-H projects and activities; listen to their ideas.

Make some specific plans for what I will do by myself and with others.

Decide what I will need help with; determine who can help and ask them.

Take part in the group

Contribute to my 4-H club on committees, at meetings and activities.

Share with others what 4-H means to me with demonstrations, talks, music and drama festivals, serving on club or county committees and as a club officer.

Evaluate

Decide what I learned and how I grew as an individual by being in 4-H; what did I learn about myself and my abilities; ask myself and other members, parents, and leaders, "How did I do?"

I Can Do It: My Plan for the Year

What do I want to do?

When do I want to do it?

I need my parents' help to

I need others' help to

I need my leaders help with

Things I can do by myself:

member _____

parent _____

leader _____

Kansas Farm Bureau president

(Continued from page 7)

who are members of Kansas Farm Bureau.

In 1976 he was elected to the board of directors of the American Farm Bureau Federation.

Armstrong and his wife, Ula, live in Manhattan but return often to their home near Muscotah where son John Jay, a graduate of Kansas State University, manages the farm which has belonged to the family for more than 100 years. Located on

the Delaware River, it's a diversified farm with Charolais cattle.

Another son, Rex, is a student at Manhattan Christian College, preparing for a career in Christian education. Armstrong is a member of the Muscotah United Church.

In 1974, for his contributions to agriculture, Armstrong received the Man of the Year Award for the

Mo-Kan area from the Atchison Daily Globe.

Often called on to evaluate land to settle estates or for other purposes, Armstrong is a member of the Kansas Society of Farm Managers and Rural Appraisers. He is a director of a bank in Manhattan and is a trustee of the Kansas State University Endowment Association.

Family Fun Page

Sam: What's worse than a snake with sore ribs?

Pam: A centipede with athlete's foot.

Diane Dowell, Clyde

Q. How do you tell if a vampire is sick?

A. By his coughin'.

Q. What do ghosts eat for dinner?

A. Spookghetti.

Q. What did the skeleton say when he fell into the water?

A. I'm wet to the bone.

Q. Why did the vampire walk around in his pajamas?

A. He didn't have a bat robe.

Q. What is black and white and red all over?

A. A skunk with a red bathrobe.

Lisa Marthaler and Dicki Grimm, Sabetha

A man complained to his psychiatrist that he was having trouble remembering things.

"What kind of things?" asked the psychiatrist.

"Oh, just anything — the date, what I had for lunch, where I put my laundry. You name it and I forgot it."

"How long has this been going on?" was the psychiatrist's next question.

"How long has what been going on?" inquired the patient.

Prize Winner

When Johnny, our first grader, brought home his October report card, we weren't happy to see it. Among other disappointing grades we saw that he had a D in deport-

ment. I was ready to administer a tongue-lashing, but his father persuaded me to accentuate the positive. So the next morning as I signed the card I said, "Look, Johnny, if you bring up that grade in deport-

ment, I'll give you a whole dollar!" Johnny was delighted. He went off happily to school that morning and when the other kids went out to recess, he stayed behind to talk to Mrs. Wilson.

"Look, Mrs. Wilson," he began brightly, "would you like to make fifty cents?"

Leona Shupe, Healy

Once upon a time, the first grade teacher asked what she thought to be a good question. "What is matrimony?" she asked.

It wasn't. Not a single pupil gave her an answer.

Not until this one kid named Johnny, (filled pockets, messy hair, the usual) came up and yelled out real loud, "I learned the answer to your 'easy' question. Matrimony is what you use when you make spaghetti!"

Kevin Monroe, Newton

What do you get when you cross a ghost and a Volkswagen?

A bugaboo.

What do you get when you cross a goat and an owl?

A hootenanny.

Ginny Swanson, Kansas City

Q. When is a baseball player like a spider?

A. When he catches flies.

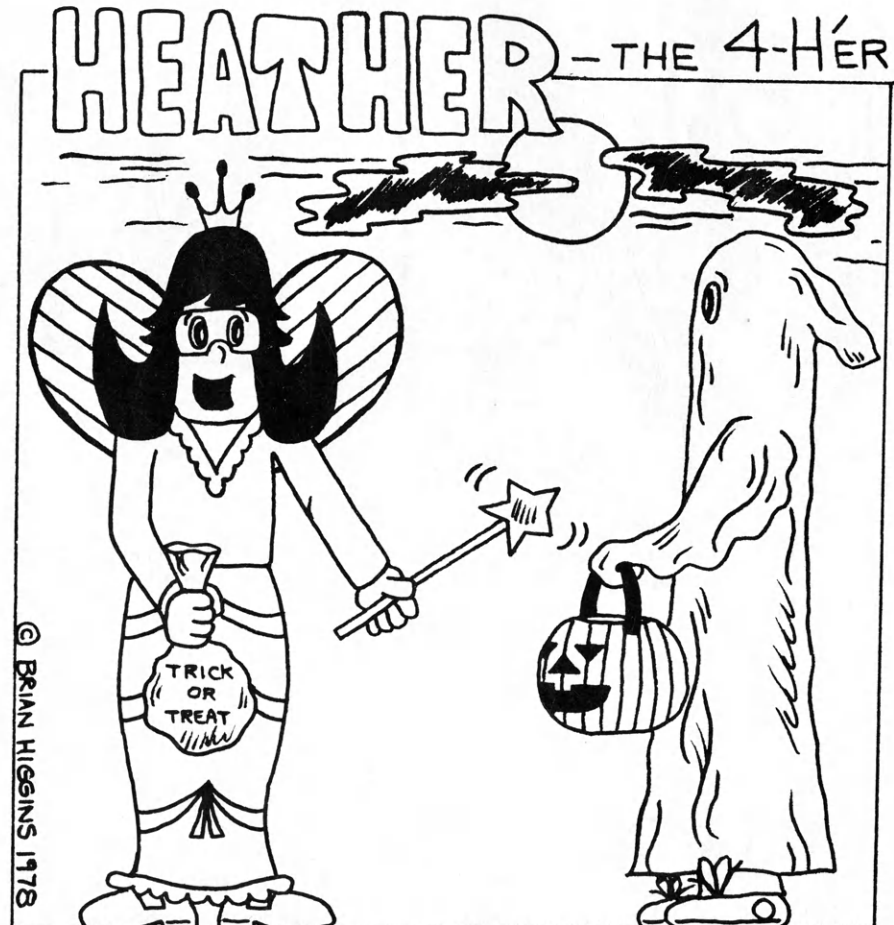
Q. What's the difference between an old dime and a new nickel?

A. Five cents.

Q. Who is bigger—Mrs. Bigger or Mrs. Bigger's baby?

A. The baby is just a little bigger.

Todd Martin, Herington



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Brian Higgins, Osawatomie

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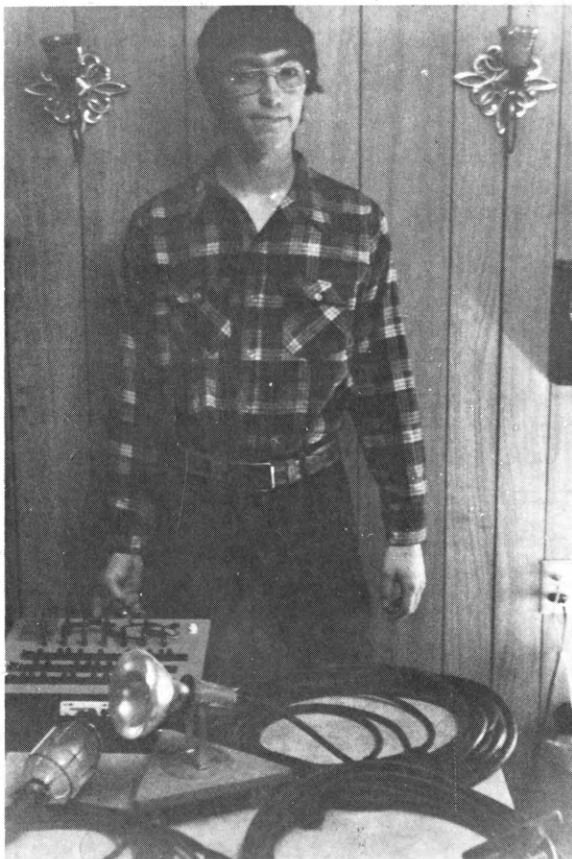
Electrical skills help self, others

When he was a member of Mt. Zion Rustlers 4-H Club in Brown County, Roger Fuhrman was active in the electric project; in fact, for three years he received a county champion award in electric energy.

Other major projects were livestock, crops, veterinary science, and weed control.

"I do electrical repairs around the farm," Roger wrote, "and I've helped other people with electrical work. I have also learned about electric motors, electronics, and computer programming in the electric project. I have exhibited electrical equipment at the Brown County Fair, and at fairs in Topeka and Hutchinson."

A Union Pacific scholarship winner, Roger is a sophomore at Fort Hays State University, where he studies agriculture.



Some of the electrical items Roger made are a computer, an extension cord, jumper cables, a heat lamp, and a trouble light.



Here Roger is out searching for metal with his metal detector, which he built from a kit.

What are you or your family doing to conserve energy? Please send your ideas, with illustrations if possible, to Electric Page, Kansas 4-H Journal, Umberger Hall, KSU, Manhattan, Kansas 66506.

* Watch This Page For Ideas On Farm And Home Electric Projects

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