

Stormer



Information from the State 4-H-Youth Office

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Donald L. Stormer
Assistant Director,
Extension State 4-H Leader

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Cooperative Extension Work in Agriculture and Home Economics,
A&T and N.C. State Universities,
100 Counties, and U.S. Department of Agriculture, Cooperating.

IFYE PROGRAM REINSTATED AND LED BY VOLUNTEERS

The IFYE program is being reinstated in North Carolina under the leadership of volunteers. The system of volunteers consists of six district contacts and a state contact, who along with a state 4-H staff member, make-up a steering committee for IFYE program leadership. The basic system is as follows:

1. Each district will have an IFYE contact person who will serve for a three-year term. They will follow the Extension administrative districts.
2. A state contact person will be named to coordinate with the state 4-H office.
3. A state steering committee will function for overall IFYE program planning and will consist of the six district contacts, the state contact, and a representative of the state 4-H office.
4. The steering committee will provide state and district level leadership for IFYE promotion, selection, finding and orienting host families, coordinating travel and working with 4-H agents. The steering committee is as follows:

- Pauline Moore - state 4-H office representative
- Fred Wagoner - state contact
- Mrs. Sue Singleton - Northeastern District contact
- Glenn Sheets - Northwestern District contact
- Mrs. June Hood - Southwestern District contact
- Mrs. Suzanne Bunn - Southwestern District contact
- Howard Scott - Southeastern District contact
- Mrs. Kathleen Kinton - North Central District contact

The volunteers working in the system will appreciate the support and assistance of 4-H agents.

Donald L. Stormer

4-H CAMP RESERVATIONS 1983

The camp reservation forms for 1983 are due October 15, 1982. Tentative assignments for approval by counties will be sent out the first week in November.

4-H WILDLIFE LITERATURE

You will soon receive a combination survey and order form for 4-H Wildlife literature. You may want to begin to determine your needs for 1983.

Delmar Bachert

NEW 4-H LITERATURE

The new Project Selection Sheet 1982-1983 and the new Project Selection Guide are available from the mailroom now. Place your orders for the number you anticipate needing. It is important to use the new Project Selection Sheet with the 4-H'ers because these new sheets list all the Project Planning Guides and indicate which literature is temporarily unavailable. If you have any questions, please feel free to call.

CAREERS TRACK AT THE NORTH CAROLINA LEADERS' CONVENTION

For the first time the North Carolina Leaders' Convention will offer a separate subject matter track for specialized county leaders. The careers committee that had planned the retreat last May has regrouped and will offer a similar program for county career leaders on Saturday, November 6, of the Leaders' Convention. We prefer that a county send two leaders who are willing to accept the responsibility for: 1) giving leadership to planning and implementing a county careers program; 2) serving as a member of district team of leaders to promote careers programming.

Scholarships will be available only for those who pre-register for the Careers Track of the Leaders' Convention. The scholarship will include \$15 registration fee and half of room and meals. This is in addition to the five cents per mile per person transportation that everyone gets.

The Careers Track will feature ways of implementing a careers program through community clubs and project clubs. The morning will be divided into two workshops, designed for one leader to attend one and the other leader to attend the other. These workshops will only be offered that one time. One workshop deals with strategies for teaching careers to all age 4-H'ers in a 4-H club and the other workshop is about incorporating careers into all 4-H projects and helping 4-H'ers study careers by using the Project Planning Guide. The afternoon session will be devoted to helping the county career leaders understand their role and plan how they will develop the careers program within the county. All the counties in a district will also get together to discuss ways of promoting careers through the District Leaders' Association and District 4-H Council.

Pre-registration forms can be sent in with regular pre-registration forms but be sure to use the different colored form for the two leaders who will be serving as county career leaders.

Judy M. Groff

PUBLICATIONS UPDATE NOTICE

Enclosed you will find a Publications Update notice. I am sure you will find that this information is very useful and important.

L.A. Jackson

ROCK EAGLE DELEGATION BUILDING

As of September 16, the North Carolina delegation to the 1982 Southern Region Volunteer 4-H Leaders' Forum at Rock Eagle stood at thirty. The Forum, "Growth Through Leadership Sharing" features several North Carolina volunteers on the program.

The bus route for going on October 4 and returning on October 8 will be mailed directly to delegates based on their personal data forms. Appropriate agents will be copied.

N.C. VOLUNTEER PINS, NAME BADGES, AND PORTFOLIOS RESTOCKED

The shipments of volunteer pins, name badges, and plastic portfolios are all due late this month. We reordered the items based on their statewide popularity and at the suggestion of both agents and volunteers.

But, of course, we must pass the increase in "per unit" cost on to you. The new "higher" prices are:

- 1. Gold pin/tietack---75¢
- 2. Plastic name badges-50¢
- 3. Plastic portfolios--75¢

The items may be used in many ways for meetings, conferences, and for recognition. The pins in particular are being used to recognize newly oriented "Leadership Teams." Make your plans now to use all three items and let us know how many you need.

"BE A 4-H VOLUNTEER"--NEW SLIDE/TAPE SET NOW AVAILABLE

A brand new slide/tape presentation entitled, "Be a 4-H Volunteer" is now available through the Visual Aids Library. The nine minute, forty-two second presentation would make an effective public relations piece, volunteer recruitment tool, or general volunteer staff development tool.

I encourage you to do any of the things listed below:

1. Order and preview the presentation for possible purchase. (\$25 per set)
2. Read the enclosed text, preview the slides, and adapt both to your county program. (The format of the script is excellent, but the value of any promotional/training piece is localization.)
3. Establish a volunteer committee to get number two done and make it the first step in a series to promote 4-H and 4-H volunteers in your county.

Find enclosed a copy of the script, ready for adaption to your situation, and a purchase order form.

"BE A 4-H VOLUNTEER" SLIDE/TAPE SET "REORDERED"

The brand new slide/tape set "Be a 4-H Volunteer" has gotten such a heavy number of requests we are ordering two additional sets. Those of you who had to book it into November will hopefully get a chance to view and use one of the three sets earlier. We will be in touch as soon as the new sets arrive. If you haven't previewed it yet, do it. It's good stuff.

"WORDS ON LEADING AND LEADERSHIP" ENCLOSED

Find enclosed a set of sheets I've taken the liberty to entitle, "Words on Leading and Leadership." They are the thoughts of Bert Hornbeck, my colleague in the American Youth Foundation Conferences on Leadership conducted each summer at Camp Miniwanca in Shelby, Michigan. The eleven readings were shared with the conference each morning in the form of "breakfast crumbs."

As I sat down to select one or two to share with you, I found it impossible to choose. So, I will share all of them with you. I dare you to read them all, to apply them all to yourself, and to use them all in your life and work. They are individually and collectively powerful ideas about this thing called leadership.

EDGECOMBE COUNTY MIDDLE MANAGEMENT TEAM TO ROCK EAGLE

Carolyn Langley and a six member Edgecombe County Middle Management Task Force will be a part of the North Carolina delegation at Rock Eagle. Carolyn will join Pauline Moore as a co-coordinator for the delegation.

The group will spend the week planning a county 4-H Project Coordinating Council and developing plans for a task force to identify and support new club Leadership Teams for newly formed units.



VOLUNTEER CONVENTION/CAREERS TRACK FACT SHEETS ENCLOSED

Find enclosed fact sheets on the Volunteer Convention and the Careers Education Track scheduled to run concurrent to the first day of the Convention.

CONVENTION INFORMATION SCHEDULED FOR MAILING OCTOBER 1

If the presses don't break down, we hope to put fifty copies of the convention brochure in the mail to all 4-H coordinators Friday, October 1. Two copies of the brochure will also be mailed to our state "master list" of volunteer staff. If you need more than fifty copies, call and we'll increase your number.

Thearon T. McKinney

STATE 4-H COUNCIL

4-H Safety: We Can Make A Difference is the theme for the 1982-1983 State 4-H Council Project. 4-H adult leaders and members will have the challenging task of learning how safety practices used in the homes, on the farms, and in the communities of North Carolina can reduce accidents.

The following areas in safety were identified at the State Council meeting for participation: Nutritional, Electrical, Home Safety, Fire Safety, First Aid, Alcohol and Drug, Automotive, and Water Safety. However, any other areas relating to safety are open for participation and/or recognition.

The State Council officers have scheduled two kick-off meetings in which they will distribute the guidelines and other details for the project. Those dates and locations are: 1) October 30, McKimmon Center, Raleigh, Eastern Region; 2) November 20, Iredell County Agriculture Building, Statesville, Western Region. The retreats will begin at 10:00 a.m. and adjourn by 2:00 p.m.

Council officers are also planning a State Fair exhibit as a preview to the State Council project. If your county is planning to attend this year's fair, have them stop by the Exhibit Hall.

Robert McLymore

1982 IFYE AMBASSADOR TO SPAIN

Enclosed is a letter written by Edith Cowper, 1982 IFYE Ambassador to Spain. She would like for you to let the 4-H leaders and members in your county know she would be willing to share her experiences with them. If they should like to contact her for a program she may be reached at the following addresses.

Home

P.O. Box 92
Gatesville, NC 27938
(919)357-0563

College

243 Ehringhaus
UNC-Chapel Hill
Chapel Hill, NC 27514

CITIZENS FOR TOMORROW

Gwen El Sawi, Citizenship/Leadership Program Manager, National 4-H Council wrote a very interesting article on citizenship for the June/July issue of National 4-H News. Please read your copy of the article, if you haven't already. I would like to hear from you regarding the Citizenship Education Program in your county.

WORLD FOOD DAY, OCTOBER 16

Governor James Hunt has joined many officials around the world in proclaiming October 16 World Food Day. You might like to ask the officials in your county to endorse this idea. We would like to hear from you regarding your county activities in its effort to apprise its citizens of the objectives of this observance. Refer to my correspondence to you dated May 11, 1982 for suggestions.

GOLDEN CHAIN

Citizenship Education has been a major concern for Extension and our University since year one, as the saying goes. If you have doubts do read the enclosure, "Founder of the Golden Chain." Today we find our objectives much the same as those of the Golden Chain.

Many of you have conducted outstanding Citizenship programs in your counties over the years. We would like to hear about them. Who knows, the account of your efforts may be recorded in the history of 4-H work in your county.

SHARING IDEAS

Our search for a better understanding of youth and ways to help provide developmental experiences for them is never ending. We share and we borrow from other agencies and organizations with the same or similar objectives. We have borrowed two articles from the California 4-H Newsletter that we would like to share with you. They are titled, "4-H in Transition" and "Why Do Kids Stay In Or Get Out Of 4-H?" A copy of each article is enclosed.

EDUCATION WEEK TO BE IN NOVEMBER

On Monday, September 13, President Reagan designated the week of November 14, and the second week of November in future years, as American Education Week.

In an official proclamation, Reagan said, "few matters are as critical to the future of our country than the continued success of our educational system."

"Strong community support results in effective schools," the proclamation said. "Effective schools help assure that our democratic society will flourish."

A copy of the North Carolina Volunteering 4-11-77 Survey Report is enclosed for your reference. The report is available in both English and Spanish. If you have any questions, please contact our office at 4-11-77. The survey was conducted by the North Carolina Department of Public Safety. The survey was conducted by the North Carolina Department of Public Safety. The survey was conducted by the North Carolina Department of Public Safety.

JOB FACET SATISFACTION AMONG NORTH CAROLINA VOLUNTEERS

Did you ever wonder why people volunteer? Or about the level of satisfaction one derives from performing certain jobs? In December, 1978 volunteers were surveyed as to their level of satisfaction on forty-one facets of their volunteer job. The results of the survey are enlightening. A copy is enclosed.

Pauline E. Moore
The North Carolina Department of Public Safety
Administrative Services Division
100 North Salisbury Street
Raleigh, NC 27601
919/771-2100

DRINKING DRIVERS LOSE THE LICENSES

North Carolina law requires that a person who is convicted of driving while intoxicated lose the privilege of driving for one year for the first offense. The second conviction results in a four-year revocation. The third conviction entails a permanent revocation. Also, refusing the breathalyzer test requires a six-month revocation. Operating a motor vehicle with a blood-alcohol level of .10 or more will result in a one-year revocation.

The loss of the privilege to drive results in serious hardship. Please help our families, volunteer leaders and teens protect this privilege.

KNOW YOUR LIMITATION

The safest policy is not to drive after drinking. If, however, you do drink, know and stay safely within your own personal as well as legal limitations. Under North Carolina statutes, effective January 1975, it is unlawful for any person to operate any vehicle within the state when the percent of alcohol in such person's blood is at the .10 level or above.

Driving after drinking in excess of this level is not only exceedingly dangerous, but severe penalties are imposed by law. These releases are designed to help us better inform clientele and volunteers of how drinking and driving affect the lives of many people and especially our teenage drivers.

N.C. 4-H SKILL DRIVING REPORT

A copy of the North Carolina Automotive 4-H Skill Driving report is enclosed for your observation and comments. The results indicate some growth over last reporting; however, teenage drivers can have an impact on our 4-H program if the opportunity is introduced. Let the 4-H staff help you set up an automotive safety program in your county.

WHAT ARE VOLUNTEERS?

The North Carolina Association of Volunteer Administrators Newsletter shared this, may I pass it on to you:

Volunteers are like Ford. . .

They have a better idea.

Volunteers are like Coke. . .

They're the real thing.

Volunteers are like Pan Am. . .

They make the going great.

Volunteers are like Pepsi. . .

They've got a lot to give.

Volunteers are like Dial soap. . .

They care more; don't you wish that everybody did?

Volunteers are like V05 Hair Spray. . .

Their goodness holds in all kinds of weather.

Volunteers are like Hallmark Cards. . .

They care enough to give their very best.

Volunteers are like Standard Oil. . .

You expect more and you get it.

But most of all. . .

Volunteers are like Frosted Flakes. . .

They are GREEEEEEAAATTTT!!!

Henry Revell, Jr.

A WASHINGTON EXPERIENCE FOR FAMILIES

The National 4-H Center is a family center. The center offers accommodations and educational experiences for the family along with the 4-H and youth programs we are familiar with. Check the enclosed flyers for more information.

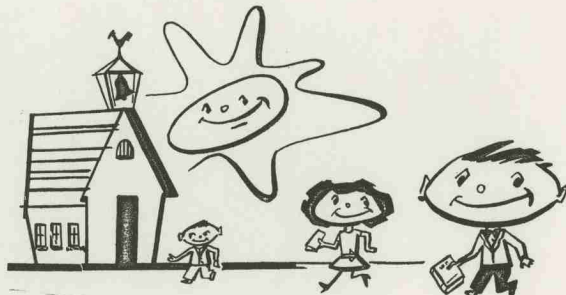
Pauline E. Moore

DATES TO REMEMBER

- | | |
|---------------|--|
| October 4-8 | Southern Region 4-H Leader Forum, Rock Eagle 4-H Center, Eatonton, Georgia |
| October 15 | Camp Reservation Forms are due |
| October 15-23 | North Carolina State Fair |
| November 6-7 | North Carolina Volunteer 4-H Leaders' Convention, McKimmon Center, Raleigh |

"BE A 4-H VOLUNTEER"

The two new slide/tape sets of "Be a 4-H Volunteer" that were mentioned earlier in the newsletter have come in -- the film library now has three copies of the set for you to order.



North Carolina 4-H Curriculum Development Council

May 25 - 26, 1982

The 4-H Curriculum Development Council convened at 11:00 a.m. with Dr. Proctor presiding. The agenda was reviewed and a brief discussion was held on items to cover with administration.

Drs. Black, Stormer, Jenkins, Liner and D. G. Harwood joined the council for lunch. Dr. Stormer presided over this session. Each guest was given the opportunity to make comments. Questions surrounded the logistical aspect of the council. Dr. Black praised the council and assured the council of his continued support.

Following lunch, several general items were discussed and acted on.

1. Color and Learn Bus Safety for 6 - 8 years old. Integrated with "Partner in Learning" program.
2. Tobacco Record Book. Approved with change. Must have PPG and leave record part out. R-1-80 should be used.
3. Mountain Heritage Program was approved for regional program.
4. The council reaffirmed its support of Junior and Senior Division in Demonstration Program.
5. Rabbit Project. It was recommended that this material be tracked down and developed in North Carolina.
6. R-1-80 for Junior members was not approved.
7. Advisory group for State Council. The council approved this proposal.

It would involve naming two Extension Agents, 4-H and two adult volunteers to serve as advisors to the state council. The four advisors would be selected from the counties having state officers.

8. The council endorsed the continuation of the "Partner in Learning" program and suggested the appropriate specialists move forward as fast as appropriate.
9. The council supported the proposal to increase subject matter into congress. More offering should be made to 4-H members.
10. Proposed changes in Congress: A committee was designated to present the ideas to 4-H agents at annual conference on proposed changes. Committee members are John Richardson, Larry Bass, Julie Landry and Dalton Proctor.
11. A brief discussion was held on pocket pets and cats as potential 4-H projects. This was referred to small animal specialist.

Committee Reports

1. Environmental and Natural Resources: This committee report was accepted as written.

2. Communication, Arts and Leisure Education (sub-committee)

The committee report was approved as submitted. It was noted that the same report on crafts has been submitted for four years with very few changes being made in the program.

It was recommended that David Weatherford, 4-H Specialist, establish an ad hoc committee with approval of Extension Administration to explore the revision of the Leisure Education Curricula.

It was recommended that the appropriate Extension Specialist review the score card for "4-H Entertains" program. Recommended that "Peer-Appeal" be 30% of evaluation.

Camping

The sub-committee report on camping was referred to Dr. Stormer, Del Bachert and Roland Flory for action.

3. Animal Science:

The committee report was accepted as submitted, however, it was suggested that the committee re-convene to discuss programs in more detail. Action was taken to re-convene committee by Judy Groff.

4. Leadership, Citizenship, Career Education and CRD

The committee report was accepted. It was noted that literature on Leadership (teen, youth) has been a top priority for several years and as of today, no action has been taken. The state 4-H staff is responsible for many of the programs within this committee. Little or no progress has been made in these areas.

5. Mechanical Science, Energy, Safety, etc.

It was recommended that the bicycle materials be rewritten and updated. Much of the information is outdated and fails to challenge youth.

It was recommended that emphasis continue to be placed on the "Learn to Earn" program and the Micro-computer Project.

A proposal was submitted to include a bicycle demonstration for 1983.

6. Home and Family Resources.

The committee report was approved as submitted. Concerns were expressed in the following areas:

- Home Environment
- Consumer Education
- Personal Appearance
- Child Care
- Sea Food Demonstration

7. Plants and Soils.

The report was approved as submitted. It was recommended that new project areas (learning experience) be explored and that PPG's be developed for present projects.

The committee report was accepted as submitted, however, it was suggested that the committee re-convene to discuss progress in more detail. Action was taken to re-convene committee by July 1965.

The committee report was accepted. It was noted that leadership (been, youth) has been a top priority for several years and as of today, no action has been taken. The state 4-H staff is responsible for many of the projects within this committee. Little or no progress has been made in these areas.

It was recommended that the digital materials be rewritten and updated. Much of the information is outdated and fails to challenge youth.

It was recommended that digital content to be placed on the "learn to learn" program and the video-camera project. A proposal was submitted to include a digital demonstration for 1965.

The committee report was approved as submitted. Changes were expressed in the following areas:

- New Equipment
- Governor's Election
- Personal Appearance
- 4-H Day
- New Presentation



Hola mis amigos!

I'm Edith Cowper from Gates County and I have been fortunate enough this summer to have participated in the International 4-H Youth Exchange (IFYE) program. As an IFYE ambassador I spent five weeks in Spain! Now, I'd like to share some of my experiences and things I've learned.

When you think of Spain, what comes to mind? Do you think of bullfights and flamenco dancers? Do you picture a poor, less advanced country? Well, bullfights and flamenco dancers are a part of Spanish culture, but only a small part! Also, Spain is definitely not a poor, backward country. Most Spanish people have the same modern conveniences you and I have. Also, many bits of Americana have found their way into Spanish life; like Levis', Coca Cola, McDonald's, and the latest video games!

On July 12th our group, which consisted of 13 girls from across the U. S. and our group leader, Laurie Scott, departed from Washington, D. C. in route to New York and then on to Spain. At 4:00 am on July 13 we arrived in Madrid. There we were met by Sr. Castrillion, the Spanish program leader. He took us to the little town of Coca for a 3 day orientation program. In Coca, we stayed in a 15th Century castle that is now used as a forestry school. Needless to say, it was quite an experience to stay in a castle! After this stop we each went to stay with our Spanish host family.

I traveled northwest to the city of Valladolid, population 300,000, where I stayed with Julian and Carmen Caballero. I had a 22 year old host sister also named Carmen, and 4 brothers: Michel 23, Antonio 21, Javier 17, and Chema 14. What a nice family! They treated me like royalty.

During my stay there, the World Cup Soccer Tournament, the Mundial, was being played in several cities throughout the country, including Valladolid. I had the opportunity to see quite a bit of soccer on television. It was especially fun when Spain played. Soccer fans tend to be very enthusiastic. It really is the most popular sport in the world!

We spent much time in the small town of Gigales where my host family had a summer home. Here I saw folk dances of the area, attended mass, and went to the local cafe, bar, and even the disco!

I especially liked learning the Spanish customs and meeting the relatives and friends. They have their main meal in the afternoon and light ones in the morning and night. After lunch it's siesta time when everyone relaxes. In my family we would watch TV and sometimes the father would read the paper and the mother would knit. Then there's the custom of a kiss on each cheek when greeting or leaving relatives and friends. That took a little getting use to, but I think it's a very beautiful custom.



On July 9th the IFYE group met once again and on following day left for a six day tour of La Costa del Sol (the south coast). We visited the beautiful cities of Sevilla, Torremolinos, and Granada. We saw magnificent cathedrals and palaces, and even went for a swim in the Mediterranean! We returned to Madrid for a couple of days. What an interesting city! On the 17th of July we had to say "Adios" to Espana!

I think the most important thing I realized was that the American way isn't the only way. To study about a different culture and to experience it are two very different things. English definately isn't the only language! I acquired a great appreciation for the Spanish people and their way of life.



I would like to share my IFYE experience with 4-H'ers all across the state and encourage participation in this worthwhile program. If there is some time you would like me to speak in your area, please let me know. My addresses are enclosed on Miss Green's letter.

Hasta Luego!

Edith

4-H IN TRANSITION

The following is a reprint of Sharon Junge's quarterly report.

In the 4-H program we are experiencing a ground swell of interest in redefining and re-directing, or at least rewriting, a 4-H Mission Statement. The need most likely can be linked to a combination of inner (frustration, a desire for commitment, a need for direction and consciousness) and outer (current budget restrictions, a questioning public, political pressures, and societal changes) stimuli.

A basic mission structure grew out of the recent statewide 4-H staff conference. Hopefully, with greater participation (staff, leaders, members) and time for reflection, we will develop a mission statement that will guide us through some rough times. It seems, however, that before we set sail on a new mission, complete with goals and objectives, we should first take the time to evaluate where we've been. What are our successes and why? Where have we failed? Who are our present clientele? What have been our best delivery methods? Were we risk-taking? Were we directing or did programs just happen?

A next step might be to assess our reasons for wanting to change. Can we do a better job? Can we reach more? Have our clientele changed? Have we changed? Where is youth and society?

Thirdly, what does the future hold for society, for youth? Can Cooperative Extension/4-H meet the challenges? Can we even accept that there are changes, that the future will be different?

Fourth, a thorough assessment of youth and their needs seems vitally important—not just a review of human development but what are needs of youth as they face the future? What are the skills of volunteers/staff in meeting these needs? Is there a place for CE/4-H in meeting these needs? Or have we outlived our usefulness?

Fifth, an assessment of what's going on in the broader education field is imperative. We cannot afford to operate in a vacuum. What do formal educators have to say about education? What's happening in the schools? How do the schools view us? How do other non-formal or experiential educators view the future of education?

And a sixth consideration is getting back to reality. What can we do with our resources, our staff? What are the costs/benefits of our options? Do we have untapped resources? Are we duplicating other efforts?

Knowing that I've almost met my one-page limit, I still feel compelled to comment further on several of the six points mentioned above. So, here it goes! The transition from youth to adulthood has never been an easy one and, by most indications, is going to be even more difficult. The quality and nature of the treatment of youth is an incisive commentary on society in its entirety—on the family, the schools, the economy, the government, the culture, and beliefs and values of the people.

Youth from the 1960's and 1970's were preoccupied with self-actualization and individual achievement. These baby-boomers have been coined by many to be the "me generation." The new values of this group, according to Charles Ryan (Stanford University), focus on how *I feel now*, *I* meaning an individual as opposed to a member of society, family or other group. *Feel* in a sensate way—as opposed to feelings toward responsibility, commitment, job, life, etc. *Now* in a sense that we only live in the present with responsibility, commitment, job, life, etc. *Now* in a sense that we only live in the present with little respect for past or future.

Futurists, sociologists, and educators are beginning to talk of a society in "transition." Technological changes and short-comings in reaching the goals of the "me generation," combined with the erosion of past assumptions that made our institutions legitimate, authoritative and confident, have created a changing reality. Some forecast a proactive society; others aren't sure where we are going but they are sure we are changing.

Futuristic educators see a great need to reassess our educational *curricula* and *methodologies*. They see the greatest need not to be the transfer and assimilation of facts, but rather problem-solving, decision-making, and analytical/critical-thinking within a moral-ethical framework.

Alvin Toffler ably states that in "view of the accelerating rate of change and rapid growth and accumulation of knowledge in all fields, reliance on traditional programs of instruction and teaching methodologies that emphasize facts and information transfer is, in reality, teaching for obsolescence." This same view is echoed by Jean Huston (1980) when she says, "For the most part in terms of the incredible complexity and sheer intensity of information and problems of our times we are being educated for about the year 1825."

Other futurists (Shane, Schwatz, Teige, Harmon, 1977) predict major problems of the future to be in the areas of "food allocation, energy allocation and depletion, biomedical technology, social unrest and conflict, environmental quality and modification, application of existing and emerging technologies, mental health, national resource use, land use, and science/society conflict."

Because of weakening social systems—namely church, community, and family, the school has had to assume more responsibility for total education without the necessary resources or ability. Educators are looking for the development and strengthening of links between the formal education system and the community.

Educators concerned about the future development of youth in the education system are calling for greater participation among youth, parents, and community. Many propose a greater utilization of experiential learning experiences. A 1980 Report of the Carnegie Council on Policy Studies in Higher Education directed at secondary education, calls for the recognition of the need for encouragement and training of leaders

and more opportunities for work/service at all education levels. The report states, "Young people receive too heavy a dose of schooling for too long a period, unmired with knowledge of the world of work or experience in work or community service."

Ralph Tyler (1980) concurs that the out-of-school educational system is eroding and there is a great void in the area of citizenship education. He, too, proposes solutions geared around real life experience in learn-by-doing situations that involve community and parents.

Although humanistic and an holistic educational approaches to teaching the entire child are not new, their evolution is challenging the "educational system." Even John Vasconcelles, Assemblyman, sometimes supporter/critic of CE programs, sees future educational systems geared to experiential learning in self-awareness, self-expression, self-determination and self-esteem."

The development of non-formal, out-of-classroom education requires different teaching skills from those used in the classroom. It requires shifting some of the responsibility for the direction of the learning from the teacher to the student. Teachers must move from being information disseminators to becoming enablers and facilitators. The focus, too, must be changed from the content of a subject matter area to an interactive process of structuring experiences that enable or enhance the acquisition of skills necessary to function in adult roles.

Research of other forms of experiential educational programs (Faxfires cultural journalism, Experienced-based Career Education and Outward Bound) has demonstrated that the larger the share of initiative and responsibility assumed by the learners, the greater and more personally meaningful will be the accomplishments.

As we continue our programmatic restructuring we must remember an organization slowly becomes more knowledgeable, more concerned, more skilled in problem-solving. Organizational change is a fragile formula. In the long run, the organization's change must be decided by those who must make it—in our case, members for their learning and involvement, and leaders for their teaching and directing. Such needed commitment and understanding cannot be forced, but on the other hand cannot be ignored because without involvement, facilitating, guiding, few will voluntarily put themselves through the unavoidable discomforts of change.

WHY DO KIDS STAY IN OR GET OUT OF 4-H?

Reprinted from the Kansas 4-H Tip Sheet

Jane Wedgeworth's (Tennessee) 1980 Master's Thesis dealt with the factors influencing the retention of 4-H Club members in second through seventh grades in a Tennessee County. Her findings indicated that 4-H members drop out of 4-H for several reasons, the two most common being that meetings were boring and the projects were not interesting.

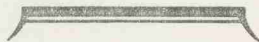
Her findings indicated as kids grow older the things that once interested them at the 7-8-9 year old level seem much less appealing. Seventh graders are entering into junior high activities. Many (but not all) consider doing something with younger kids elementary or beneath them. Doing the same 4-H project for years and attending the same meetings with younger kids can run counter to their school and school-related world. This kind of 4-H may appear out of sync to many teenagers. So it seems natural for them to choose projects when they start in 4-H. Later, they may choose to lead them to do more adult things, or even to join another group. Many Kansas clubs are working with teens on *their* changing interests and are not insisting they continue doing projects.

Wedgeworth's study indicated that members who won ribbons, medals, or entered contests still remain in 4-H. These activities appear to be fulfilling some of their needs for acceptance and recognition. 4-H seems to be programming for these "long timers." However, many young members who stay in 4-H for only a few years are labeled as "dropouts" rather than "graduates" even though they may have had a positive experience. Here is an interesting dichotomy. These young "graduates" have made a growing-up decision to choose something else besides 4-H. And one of the stated purposes of 4-H is that young people should learn how to make decisions. Yet, when they make a decision not to continue in 4-H they are called "dropouts;" Hm-m-m. One 4-H Club has turned this situation around and sends cards to its former members inviting them to come and visit. The former 4-H'ers feel more like graduates and less like "dropouts."

Current and previous child development research shows that boys and girls in the 4-H age group are developing many skills and competencies which contribute much to their self concept. To others it may be traumatic enough to cause them to withdraw from the activity. This is another reason why some kids like to stay in 4-H while others choose not to. Some clubs deal with this issue by not requiring 4-H's to compete, yet still counsel and help any who want to compete.

The above comments are not suggesting that 4-H meetings, projects, long-time 4-H membership, and competition should be changed or abolished. It underlines what many 4-H leaders have been aware of for years: kids are different, their interest changes, they want acceptance, they dislike put-downs, and that 4-H *does* help them grow and develop when it responds to their interests.

CHARLES L. LANG



Publications Update

The following publications which have been either out of print or low in supply have now been reprinted and are now available for orders:

1982-83 Project Selection Sheet 0-1-4 (Revised)
1982-83 Project Selection Guide 0-1-13 (Revised)
Parents, 4-H is for Your Son or Daughter F-1-42
(Reprint)
4-H Goes to the City F-1-43 (Reprint)
4-H is... 0-1-74 (Reprint)
Exploring Citizenship II, My Neighborhood M-1-19P
(Reprint)
Exploring Citizenship IV, My Community M-1-21P
(Reprint)
Exploring Citizenship VI, My Government M-1-23P
(Reprint)
Exploring the World of Electricity M-3-21P (Reprint)
Exploring the World of Electricity LG L-3-22P (Reprint)
Electricity's Silent Partner-Magnetism M-3-23P (Reprint)
Electricity's Silent Partner-Magnetism LG L-3-24P (Reprint)
Working with Electricity M-3-25P (Reprint)
Working with Electricity LG L-3-26P (Reprint)
Electricity for Family Living M-3-27P (Reprint)
Electricity for Family Living LG L-3-28P (Reprint)
Behind the Switch M-3-29P (Reprint)
Behind the Switch LG L-3-30P (Reprint)
Beef Grazing Project F-5-12 (Reprint)
An Adventure in Clothing M-6-22 (Reprint)
All American Foods M-13-4P (Reprint)
All American Foods LG L-13-5P (Reprint)
Home Horticulture LG L-16-9 (Reprint)

Also, Small Engine LG (L-3-16P) has been discontinued and has been replaced by two new publications: Small Engine I LG (L-3-34P) and Small Engine II LG (L-3-35P). In addition, the old Small Engine III (C-3-15P) has been discontinued.

An Extension publication that has been used in some 4-H programs, Parliamentary Procedure (ACL-3) has also been discontinued.

As mentioned above, the new Selection Sheets are now available, and you will probably notice that some projects have a double asterisk beside them. As mentioned in the Selection Sheet, these projects are not available as this time. Unfortunately, we must now add some more projects to the unavailable list. Please note that the following projects are out of print at this time:

Training Your Dog M-1-13P
Dramatic Arts III M-1-95
Pressing Algae M-1-106
Lawn and Garden Power Equipment M-3-20P
Your Bicycle and You M-3-31P
Nature Activities with Children C-10-1
Quick Meals M-13-16P
Foods with International Flavor M-13-10P
Plant Diseases C-20-1

Publications Update continued...

The Normal Animal C-21-1P
Animal Diseases C-21-3P
Immunology, Zoonosis, and Public Health C-21-5P
Rabbit Production M-21-7P
Environmental Beautification PPG no code number yet

There are three Project Planning Guides listed in the Selection Sheet which are currently unavailable but will be ready on two weeks:

Electricity PPG PG-3-24
Small Engines PPG PG-3-25
Rabbits PPG PG-21-30

You might also note that the three part pesticide project has not been included in the Selection Sheet. This project has not been dropped. All three manuals will be revised and, hopefully, will be ready by next year.

Finally, pay close attention to the 4-H Newsletter in the next few months because as these unavailable projects are printed, we will be listing them for you in the Publications Update column.

L.A. Jackson

FOUNDER OF THE GOLDEN CHAIN

In the January 15, 1926, issue of the Technician an editorial appeared urging the establishment of an organization to promote better citizenship at North Carolina State University.

The college administration responded to the editorial, and, in the February 27 issue of the Technician, another editorial appeared announcing that the Dean of Students, E.L. Cloyd, had asked for suggestions for establishing such an organization and laying out a plan for beginning Golden Chain, a senior honor society.

The plan called for Dean Cloyd to appoint a faculty committee which would select 18 members of the senior class, on the basis of citizenship, and for election, by vote of the senior class, of the final twelve charter members of the organization.

The administration accepted the plan and on April 24, 1926, the twelve senior men so selected met to organize Golden Chain and to elect its first officers.

The Technician editorials which led to the establishment of Golden Chain had not been signed, and ten years later, an article in the Technician attributed the first of the editorials to A.F. Greaves-Walker, professor of ceramic engineering.

Using only Golden Chain records, that is the closest anyone could come to establishing authorship of the 1926 editorials. However, it is not correct. The error probably occurred because the author of the editorial had discussed the proposed honor society with Professor Greaves-Walker, who made several helpful suggestions.

Who should be credited with founding Golden Chain?

According to H.W. "Pop" Taylor, valedictorian of the Class of 1926 and a charter member of Golden Chain, the idea of a senior society to promote better citizenship came from one of the other charter members of Golden Chain. Who? Here are some hints:

...He was editor of the Technician in 1926.

...He won the Elder P.D. Gold Citizenship Medal in 1926.

...During 1927, while he was doing graduate work, he set up and operated the State College News Bureau.

...He spent 36 years with the U.S. Department of Agriculture in various public information positions.

...During World War II he was Victory Garden spokesman for USDA with a weekly radio program on NBC.

....In 1954 he organized the information division for the Agricultural Research Service of the USDA and served as its director until his retirement in 1965.

....The photograph accompanying this article shows him as a senior at North Carolina State in 1926. (not shown with this reprint)

The man who first proposed the establishment of Golden Chain is Ernest G. Moore, who now lives in Bethesda, Maryland. His activities today revolve around his church, an azalea garden containing about 1,000 plants of 100 varieties, and his 24 "adopted" grandchildren. His adopt-a-grandchild project is another of Moore's original ideas through which he had encouraged a number of young people to go to college and has even helped provide financial aid for several of them.

Golden Chain and its objectives of promoting "...good citizenship by fostering existing traditions and creating new traditions which will tend to instill the highest ideals of life...." are unique to North Carolina State University. By proposing and promoting these objectives, Ernest G. Moore made a special contribution to the richness of student life at his alma mater.

-- The Stater, August, 1982

JOB-FACET SATISFACTION AMONG NORTH CAROLINA 4-H VOLUNTEERS

The study described in this report dealt with the level of satisfaction on certain job facets among North Carolina 4-H Volunteers. In December, 1978, volunteers were surveyed as to their level of satisfaction on 41 facets of their volunteer job. A December, 1981 follow-up study was conducted to determine if respondents were presently continuing in a 4-H volunteer role. A comparison on the continuing and former volunteers on their 1978 ratings of satisfaction on the facets studied was conducted.

Initial Survey

An instrument to measure the level of satisfaction of 4-H volunteers on various job facets was designed using information from previous studies of paid workers and interviews with North Carolina 4-H volunteers. The resulting instrument had 41 job facet items using a seven-point rating scale and one overall job satisfaction item using a ten-point rating scale.

Copies of this instrument were mailed to 180 North Carolina 4-H volunteers from nine counties in December 1978. Approximately 74 percent were returned in useable form. Most respondents were women community club leaders with less than five years tenure as a 4-H volunteer. Slightly more than half of the respondents were over 35 years of age.

Percentages of satisfied, dissatisfied, and neutral responses were calculated for each item, as were mean scores. Each item score and the mean score for job facet items were correlated with the overall job satisfaction score. A principal component factor solution with a Varimax rotation was used as a data reduction step.

Findings indicate that the people filling 4-H community club leader roles in North Carolina were largely satisfied with their work. Of the facets studied the highest satisfaction ratings were for items dealing with the volunteers' opportunity to be of service to young people, and to become a better person as a result of the volunteer job.

The items with the highest percentage of respondents who were dissatisfied were items dealing with supporting behavior by others, knowing in detail job expectations, feedback on performance and the provision of adequate training.

The items with the highest correlation with an overall job satisfaction measure were the following: (1) the opportunity to do things you like to do, (2) the competence of your agent to deal with human problems on the job, (3) the degree to which you have been told in detail what is expected of you, (4) the opportunity to use your abilities, (5) the opportunity to work closely with your agent, (6) the opportunity to become a better person as a result of your volunteer job, (7) the degree to which those you work with on your volunteer job do the things they have promised to do.

Nine factors emerged from the factor analysis portion of the study. Those factors were labeled, "Supporting Behavior by Others," "Personal Development," "Physical Conditions," "Control Over Time Worked," "Other Volunteers," and "Helping Others."

Follow-up Study

Three years after the initial study respondents were sent a questionnaire designed to determine whether they were currently involved in a 4-H volunteer role and their level of satisfaction on certain job facets.

Results show that males, younger volunteers, and volunteers with less than five years tenure dropped out at higher rates than other segments of the sample.

When the sample was divided into continuing volunteers and dropouts and the responses to the initial survey analyzed, thirteen of the 41 items showed significant differences in satisfaction levels between these two groups. Six of these items relate to recognition/performance feedback.

These items were 1) the opportunity to be creative, 2) the opportunity to find out how you are doing on the job, 3) the opportunity to receive recognition for your volunteer job accomplishments from your agent, 4) the opportunity to gain respect from others as a result of your volunteer job, 5) the competence of your agent to deal with human problems on the job, 6) the frequency of evaluation of your performance by your agent, 7) the opportunity to receive recognition for your volunteer job accomplishments from community members, 8) the extent to which resources to do your job are available, 9) the opportunity to make use of training which has been provided to you, 10) the degree to which the goals of 4-H are reasonable and within reach, 11) the adequacy of heat, light, and noise level where you do your volunteer job, 12) the degree to which you are held accountable for the effect of your decisions and actions as a result of your volunteer job, 13) the opportunity for you to become a better person as a result of your volunteer job.

On the original 10 point rating scale for overall job satisfaction the dropouts had a mean of 7.5 while those continuing as volunteers had a mean of 8.1.

John Rutledge

(John is a former North Carolina 4-H agent. He completed his doctorate at N.C. State and is now an Extension 4-H Youth Specialist with the Florida 4-H Staff.)

FACTSHEET
CAREERS TRACK

1982 Convention of the North Carolina
Volunteer 4-H Leaders' Association



- What:** Career Track During Teamwork Makes the Difference: The 1982 Convention of the North Carolina Volunteer 4-H Leaders' Association
- When:** November 6, 1982
- Where:** Jane S. McKimmon Center, Raleigh, North Carolina
- Who:** *Selected County Careers Education Project Coordinators
- Costs:** Registration Fee, One half of room and meals, and five cents per mile transportation costs will be covered by scholarship
- Starting-Ending:** Registration will begin at 8:00 Saturday Morning and the final session will end at 4:30 p.m.
- Lodging:** Special arrangements/rates have been made with Ramada Inn/Raleigh-South in Apex
- | | | |
|---------------|-------------------|-------------------------------|
| Rates: | Single - \$30.00 | Mail lodging forms to: |
| | Double - \$18.00 | TINA BREWER |
| | Triple - \$27.00 | Ramada Inn/Raleigh-South |
| | Quartet - \$36.00 | P.O. Box 126 |
| | | Apex, NC 27502 |
| | | (919)362-8621 |

Registration: Pre-registration is required.
Find pre-registration form and lodging form in convention brochure. Mail lodging form directly to Ramada Inn.

Program Highlights: Convention General Session and Luncheon
Leadership Team Show and Tell Fair
Workshops/Seminars
Teaching Careers to All Age Levels in the 4-H Club
Incorporating Careers With All 4-H Projects in the Club Program
How to Implement the County Career Project Coordinator Role

*Two scholarships are available for each county. Those volunteers selected to receive the scholarships and become county careers project coordinators will be expected to: 1) Give leadership to the planning and implementation of a county 4-H careers program; 2) Serve as a member of a district team of leaders to promote 4-H careers programming at the county and district levels.

"TEAMWORK MAKES THE DIFFERENCE"
FACTSHEET



What: Teamwork Makes the Difference: 1982 Convention of the North Carolina Volunteer 4-H Leaders' Association

When: November 6 - 7, 1982

Where: Jane S. McKimmon Center, Raleigh, North Carolina

Costs: \$10.00 Covers Saturday Luncheon, Two Breaks, Sunday Breakfast, and Registration Packet (Saturday Evening Dinner/Recreation on your own)
\$5.00 For Saturday Only

Starting-Ending: Registration will begin at 8:00 Saturday Morning and the final session will adjourn prior to lunch on Sunday

Lodging: Special arrangements/rates have been made with Ramada Inn/Raleigh-South in Apex

Rates: Single - \$30.00
Double - \$18.00
Triple - \$27.00
Quartet - \$36.00

Mail lodging form to:
TINA BREWER
Ramada Inn/Raleigh-South
P.O. Box 126
Apex, NC 27502
(919)362-8621

Registration: Pre-registration encouraged but not required. Use pre-registration/lodging forms on convention brochure.

Program Highlights: Saturday: Workshops/Seminars
Leadership Team "Show and Tell" Fair
Luncheon Featuring Performing Arts Troup
General Business Session
A Night on the Town

Sunday: Breakfast/Keynote Speaker
Officer Installation
Workshops/Seminars
Standing Displays
District Conferences
Meeting of New Executive Committee/
Board of Directors

N.C. 4-H Skill Driving Report

N.C. Automotive 4-H Skill Driving report is enclosed for your observation and comments. The results indicates some growth over last reporting, however teenage drivers can have an impact on our 4-H program if the opportunity is introduced. Let the 4-H staff help you set-up an automotive safety program in your county.

N.C. 4-H Automotive Skill Driving Report 1982

County	District	Written Score	Parts Identification Score	Driving Score	Time	Total Score
Granville	NC	0	40	73	6 min	193
** Swain	W	0	0	72	6 min	72
Rockingham	NW	0	10	145	7 min	175
* Stanly	SW	0	0	46	6 min	46
* Cabarrus	SW	1	0	37	5 min	40
Wake	NC	2	30	96	3 min	192
Rockingham (2)	NW	0	45	84	6 min	219
Martin	NE	12	90	52	7 min	358
Brunswick	SE	0	40	83	6 min	203
** Jackson	W	0	0	99	6 min	99
Jones	SE	3	20	136	7 min	205
Washington	NE	50	25	72	6 min	297

* State Winners

** State Alternate Winners

1982 Automotive Skill Driving Contest

<p><u>NORTHEASTERN DISTRICT</u> (winners)</p> <p>Cassandra Manning, Martin County Rt 3, Box 628, Williamston, NC</p> <p>Ronda Liverman, Washington County Rte 1, Box 486 Roper, N.C.</p> <p>-----</p>		<p><u>NORTHWESTERN DISTRICT</u> (winners)</p> <p>Jane Meador, Rockingham County Rt 2, Box 186, Ruffin N.C.</p> <p>Betty Alley, Rockingham County Rt 3, Box 22, Reidsville, NC</p> <p>-----</p>
<p>NORTHEASTERN DISTRICT (alternates)</p> <p>Larry Herrington, Camden County Box 69-A, Shiloh, NC</p> <p>Jeffery Cooper, Martin County Box 151, Jamesville, NC (7 participants)</p>		<p>NORTHWESTERN DISTRICT (alternates)</p> <p>Allen Mast Rt 1, Box 416, Sugar Grove, NC (3 participants)</p>
<p><u>SOUTHEASTERN DISTRICT</u> (winners)</p> <p>Jack Brown, Brunswick County Rt 3, Box 734, Shallottee, NC</p> <p>Anthony Barber, Jones County Rt 1, Box 319-A, Trenton, NC</p> <p>-----</p>	<p>**</p> <p>**</p>	<p>Edgar Holden, Swain County Star Rt Box 12, Bryson City, NC</p> <p>David Shuler, Jackson County 30 S. Country Club Drive, Cullowhee, NC</p> <p>-----</p>
<p>SOUTHEASTERN DISTRICT (alternates)</p> <p>Fred Mason, Columbus County Rt 1, Box 209, Evergreen, NC</p> <p>Wade Durham III, Wayne County R-4, Box 70A, Mt. Olive, NC (9 participants)</p>		<p><u>WESTERN DISTRICT</u> (alternates)</p> <p>Dwayne A. Hunt, Transylvania Co. P. O. Box 488, Ellenboro, NC</p> <p>Dan Peterson, Rutherford County Rt. 1, Box 70, Ellenboro, NC (5 participants)</p>
<p><u>SOUTHWESTERN DISTRICT</u> (winners)</p> <p>* Jamey Little, Cabarrus County Rt 2, Box 333, Midland, NC</p> <p>* Kip Cook, Stanly County 1196 Carolyn Drive, Albemarle, NC</p> <p>-----</p>		<p><u>WESTERN DISTRICT</u> (alternates)</p> <p>Bobby Holman, Granville County 207 Sycamore Street, Oxford, NC</p> <p>Jesse Dunn, Wake County Rt 3, Box 71-A, Zebulon, NC</p> <p>-----</p>
<p>SOUTHWESTERN DISTRICT (alternates)</p> <p>Steve Griffin, Union County P. O. Box 603, Marshville, NC</p> <p>Mike Hastings, Rowan County Route 1, Box 165, Woodleaf, NC (8 participants)</p>		<p>NORTH CENTRAL DISTRICT (winners)</p> <p>Bobby Holman, Granville County 207 Sycamore Street, Oxford, NC</p> <p>Jesse Dunn, Wake County Rt 3, Box 71-A, Zebulon, NC</p> <p>-----</p> <p>NORTH CENTRAL DISTRICT (alternates)</p> <p>Machael Gary, Halifax County Rt 1, Box 236, Halifax, NC</p> <p>James L. Earp, Johnston County 403 Waddell Street, Selma, NC</p> <p>8 participants</p>

* State Winners

Total participation: 48

** Alternates

BE A VOLUNTEER!

Slide/Tape Presentation

As we all know, 4-H depends on volunteers.

4-H needs enthusiastic and well trained volunteers, without whom, 4-H would not exist. This slide/tape presentation can help you recruit more 4-H volunteers and show them the important role they can play in supporting the 4-H program.

The presentation shows different types of volunteers in action and the various roles or activities they can perform.



Use "Be a 4-H Volunteer!" with community groups, parents and other teens. The presentation may be purchased subject to approval.

An accompanying flier supporting the presentation is included in camera-ready format for print or duplication.

PURCHASE ORDER

Send order to: National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, MD 20815

Quantity	Item	Total
	SL 043 "Be a 4-H Volunteer!" Slide/Tape Presentation @ \$25.00 each	\$ _____

Total for Mdse. \$ _____
 Shipping & Handling \$ _____
 Total Amt. Encl. \$ _____

SHIPPING AND HANDLING CHARGE

If order is \$25.00, add \$2.65

ALL ORDERS OVER \$25.00 & ALL FOREIGN ORDERS, CUSTOMER WILL BE INVOICED FOR ACTUAL SHIPPING CHARGES.



Ship order to:

Slide NumberAudio

1

(4-H THEME MUSIC UP AND UNDER)

ANNCR: 4-H speaks to America through many voices...

2

nearly six million strong...

3

members, leaders, volunteers...

4

they are speaking to you. Listen.

5

KID #2: There are five million 4-H members in the United States. About 20 percent live on farms, and the rest of us live in

6

towns, suburbs, and even in big cities. So, we need adult leaders from the city, just like we need them from farm areas.

7

ANNCR: Listen to a leader.

8

MARTIN: 4-H is an educational program but it's still very flexible.

9

It teaches kids skills they can use the rest of their lives. If you know how to fix cars or how

10

to can vegetables or care for pets -- lots of things -- then you can teach 4-H'ers about it.

11

4-H is unique in an important way: our programs and projects aren't decided by some national group. They're planned and developed right here -- at the community level -- lots of times, with the 4-H'ers and their parents.

12

That way, we can determine what our own young people need and what they want to learn. We have 4-H programs in all kinds of areas. And

they all stress learning to take responsibility, being good citizens, and developing leadership skills.

13 Some of the things our 4-H'ers are learning include home economics, consumer education, health and safety,

14 animals, crops and gardening, leisure education, jobs, economics and careers,

15 energy, biology and the sciences...all kinds of things.

16 ANNCR: Hear what a 4-H agent has to say.

17 LANDIS: 4-H is the youth education program of the Cooperative Extension Service of the State Land-Grant Universities and the U.S. Department of Agriculture. It's run in each state through the Land-Grant university, which works with counties to provide staff and supervise the 4-H program.

18 The university supplies us educational material and information, training, program ideas and research. County agents work with local volunteers to provide interesting educational opportunities for youth.

19 We meet with groups of volunteers to determine the needs of young people in the community, discuss how we can best develop 4-H programs to meet those needs and to help find funding for our 4-H activities.

20 Our volunteers are really a big part of it all -- they teach the project skills, work with other

volunteers and use the resources available from the state university.

21 **MARTIN:** The land-grant universities really play an important role. You might start out as a 4-H leader teaching a skill you know, like baking bread. Then your group could decide to get into a project on

22 consumer education -- you know, comparing prices in stores and making the best buys. If that's something you need help with, the university can provide you with all kinds of training materials and information that you can learn from and then pass on to your 4-H'ers.

23 **ANNCR:** 4-H depends upon all kinds of people; especially volunteers, like Carol.

24 **CAROL:** This is the place to be! America's most important resource is our youth. We feel that it's our obligation as adults to help the young people in our community. 4-H helps by teaching responsibility and using the "learn-by-doing" process.

25 **CAROL:** As an adult leader, I've learned to work more easily with people of all ages, and to understand different personalities. I guess that's why I'm a 4-H volunteer. I look forward to seeing our 4-H program expand and to trying new ideas.

26 **MARTIN:** A lot of our 4-H'ers join when they're nine years old and remain active until they're 19. Those young adults will take the skills

27 and the qualities of leadership and good

citizenship with them through the rest of their lives. You know, it's a special feeling to know that you're contributing to that kind of growth in a young person. It's a lot of fun, too.

30 KID #1: It's great for us to know that there are people who really care about us.

31 They teach, and better yet, they listen to what we have to say. They're our special friends!

32 TEEN: I got so much out of 4-H that I'm gonna continue as a 4-H volunteer. I've been a teen leader for three years now, and it's really been super to be able to take all the things I've learned in 4-H and pass them on to younger members.

33 I remember how important my 4-H leader was to me. Now it's a good feeling to know that I'm just as important to my 4-H members.

34 It really makes me feel good watching them learn something new. Sometimes their projects don't turn out just like they planned, but you know, they're always enthusiastic -- and they really do learn!

35 Some of the members in our club are handicapped. They started out in a club at their school, but now they're in our club.

36 We get to do a lot of special things. Since I've become a teen leader,

37 my 4-H leader has really helped me learn patience and how to be a leader without being bossy. The experiences I've had with my club--

38

especially with these handicapped 4-H'ers -- have been so special for me that I've decided to make a career of working with handicapped kids.

39

ANNCR:

The impressions that a volunteer leader makes on 4-H'ers is a lasting one.

40

And what he or she gets in return can never be measured by blue ribbons.

41

KID #2:

I guess most people are familiar with the 4-H club leader. That's a person who has a club of 4-H members which meets once or twice a month, and works on different projects.

42

I think our club leader is more of a club guider. We actually plan meetings, and decide on the projects we want to do.

43

Our leader helps us carry through our projects. She helps each of us separately, if we need it.

44

She helps us get ready to show our projects at the county fair, and at special 4-H exhibits like at schools and shopping centers. And the thing that I like best is that she teaches us to be responsible and how to think for ourselves.

45

LANDIS:

The 4-H'er's completed project is not the ultimate goal. No matter what kind of project a 4-H'er undertakes, the same teaching methods and principles are used to help prepare these young people to accept responsibility to be good citizens and to develop their leadership abilities.

46

47

- 48 **KID #1:** Being a club leader is just one way you can be a 4-H volunteer. There are plenty of other things you can do. Like being a special project leader.
- 49 That's a person who works with 4-H members on a specific project for a month or two. Like, if we wanted to do work
- 50 in embryology -- you'd meet with us every week as we put the eggs in an incubator, help us keep records of the temperature
- 51 and watch the eggs develop, and then watch the chicks hatch.
- 52 **ANNCR:** Volunteers come in many forms; not just club leaders or special project leaders. Listen.
- 53 **MARTIN:** There are special interest group leaders, too. Like this conservation club. Their leader is only involved with these 4-H'ers during the summer months.
- 54 In 4-H you can even volunteer to work with volunteers! If you've got special skills, you might just be the person we need, to train volunteer leaders how to teach certain projects, or how to work with special groups of 4-H members.
- 55 Parents of 4-H members can help out here, too. They might have a special skill or interest that they can help a leader pass on. Or, they can train leaders to work with 4-H'ers. 4-H really gets to be a family program.
- 56 Even if you don't want to work directly with 4-H members, you can still help. We need adult

volunteers to work on committees, or to help train other adults.

57 Some help decide what kinds of programs are needed most. And some volunteer just to help raise money for 4-H activities.

58 **LANDIS:** It's a great way to meet a lot of people in the community. Our adult volunteers are active in all kinds of community work -- and many of them develop that involvement through 4-H,

59 We've got leaders in the business community, education, local government, and civic organizations-- all volunteering for 4-H.

60 **ANNCR:** Listen carefully, America. Listen to your children.

61 **KID #2:** We really need volunteers. I can't tell you how much we appreciate the help volunteers give us. My leader's been a special person to me. He found another adult to help me with my special interest in rocketry and helped me get my exhibit ready for the county fair, and then the state fair.

62 Now my leader is helping me get my record book ready for the national awards program.

63 **KID #1:** We really do know what a lot of effort our leaders put into making our clubs work.

64 We regularly have appreciation meetings, sometimes with other clubs, to thank our leaders for all they've done for us.

65 **LANDIS:** For the 4-H volunteer, there are all kinds of training sessions, program planning, and

- 66 recognition events for leaders at the local,
county and state levels.
- 67 In fact, there are leader workshops at the
National 4-H Center in Washington, D.C. where
leaders have a
- 68 chance to compare notes with other leaders from
all over, and to get some specialized, intensive
program help.
- 69 It's all due to the land-grant university system.
And they recognize that without enthusiastic,
well-trained volunteers,
- 70 4-H just wouldn't exist. For my money, 4-H is
about the most meaningful volunteer work you can do
- 71 KID #2: Whatever you want to do -- or feel you're best
at doing -- 4-H needs you.
- 72 ANNCR: You've heard the voices of 4-H...speaking to
America...speaking to you.
- 73 You too can become a 4-H volunteer.
Contact your county Extension office for more
information.
- 74 (MUSIC UP FULL TO END)
- 75

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WORDS ON LEADING AND LEADERSHIP
A COLLECTION OF IDEAS

by Bert Hornback

American Youth Foundation Leadership Conference
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LEADERS, ALL TOGETHER

Here we are---all together. Why? Well, we're leaders. Or we want to be.

But why should anybody want to be a leader? And what does being a leader mean? And what do leaders do?

Over and over again in the Christian gospels, Jesus tells us what leaders do: they follow. And he tells us what masters do: they serve. "Whosoever will be great among you, let him be your minister; and whosoever will be first among you, let him be your servant." (Matthew 20:25-26)

Is that what being a leader means? I thought leaders had power: stood up in front, used microphones, gave orders, made rules, chose up sides, pushed the button, declared war, went first in line.

Leaders tell us where to go---don't they? "Come, follow me," they say.

The Pied Piper said that to the children of Hamelin. And look what happened!

Jesus said it, too--to us. Yes: and look what happened. He jumped up on the cross, and died. Leading us? And was that his serving us? "Come, follow me," he says, "Follow me. Give up everything-even your lives-and follow me."

That's crazy.

I don't want to follow that kind of leader--nor do I want to be that kind of leader! But I do want to be a leader.

"Follow me, friends, and I'll lead you to the top of Old Baldy, or maybe to good times. Follow me, and we'll win!"

I want to be a leader because leaders have power. Why else would anybody want to be a leader?

Being a leader means getting up in front, and pushing the button, and making sides, and declaring---

Nonsense! Don't get fooled, friends. The leader's job is to put us all together: to enable us all to live together, freely, as friends. And a leader does that job because he loves us--with his life!

LET US PRAY:

GOD HELP US -- to serve, and serve, and follow, and follow: together. Help us to love, and with our love to lead this world: toward wisdom, and harmony, and justice, and peace. Together.

THE RADICAL MIDDLE

Some people lead from out in front, saying "Come, follow me," and mean by that "Let's do it my way," or "Let's all go where I want to go."

Other people lead from the rear: they're pushers, not pullers. Sweepers Sheep-dogs.

The best leaders, friends, lead from the middle: the radical middle.

Radical: as in mathematics, the radical sign means "root." A radish is a radical vegetable.

The best leaders lead, not from the front or the rear, but from the radical middle.

Radicals aren't extremists, out on the far edges of things. Radicals are right in the middle: rooting, peacefully.

But how can you lead from the middle? And why is rooting so peaceful?

Lead from the middle: and let everybody go where he or she wants to go! Radiantly: out to make that great circle we call the universe. From the radical root, radiant.

But be careful. It's not just a matter of turning people loose to do their own things, or making a "big bang" and starting them all off, helter-skelter.

No. First you have to help them all to learn where they want to go: each one, individually. And then you have to help them to learn how to get there: enable them to get there.

The leader enables freedom. How's that, friends?

But what if we all want to be leaders? Can we all get in the middle?

Of course we can: and what's more, one of the things I have to do, as a leader, is help all of you to get to the center--to your own centers.

When Albert Einstein understood, momentarily, how divinity inspires this world, he said, "In the ideal circle, every point is the center."

GOD HELP US--to find that ideal: or rather, to create it, because the ideal can only be reached by hard work, and divine grace. We can reach the ideal, if we are inspired in our work. This is our faith.

FINDING THE WAY HOME

How can I get to the center? I'm not even sure where I am, or what this circle called the universe is. And I want to be a leader?

"Lead." The word means simply "to go," or "to go on," or "the road you go on." It's the same word as "lode": as in "lode-star" or "lode-stone." The lode-star is the North star: you use it to find direction by. And a lode-stone is a magnet, and it gets its name--as lode-stone--from the magnetic field that's to the North: again, we're finding direction.

And what do we use the North star or a compass pointing North for? To find direction by, or-even before that-to tell us where we are. We don't use them just for going North.

A good leader--lode-star, lode-stone--is a North for me. He doesn't try to make me go someplace, toward his North or anywhere else. Rather, he helps me find out where I am in this universe.

Once I know that, I can start trying to determine where I want to go. And when I know that--where I want to go--my heavy friend in the North will, by means of his attractiveness, help me go there.

When I know where I am, then maybe I'm home: have found my center. And when I start to move, then--leave home, set out into this world--I take home with me, knowing what I know.

But I don't know much--and it's lonely out there, and maybe scary, too. I might get lost again: lose my center.

My friend in the North, however, says "Use my center. Go where you want to, but keep in touch. As long as you know where I am--can feel, still, the pull of my center--then you'll know where you are."

And thanks to my generous friend--my leader--I can make this universe my home.

GOD HELP US--to find, each of us, his or her true direction. Help us to find our way home. Help us to know ourselves in your world, moved there by the love that moves the sun and the other stars.

When the ancient Greeks wanted to know something, often they would go to the oracle of Apollo, at Delphi, to ask the god. The answers they would get were often cryptic, hard to understand. But the key to understanding the answers Apollo gave was engraved over the door to his sanctuary, for everybody to see. "Know thyself," it said.

The quality or value of everything else you know, friends, depends on how well you know yourself.

And you can't be a leader unless what you know is valuable: personally and socially valuable. Only in my knowing myself--and where I am--can anything else I know have value and meaning.

I know how to get to the top of Vesper Dune, and how to get to Vesper Bowl. But those bits of knowledge--of information--aren't worth much unless I know what I might do with myself when I get to either place: how to value being there.

Jesus said "Come, follow me." And he climbed a hill, and climbed up on a cross, and died. I know how to climb hills, and I guess I could climb up on a cross, too, if I had to. But unless I understand why I'm doing it--which includes understanding why he did it--I'm only committing suicide.

Unless I know my reason for his death--unless I understand his example and what it means--my attempts to follow that example are meaningless.

He told me why he did it, of course, and what it means. He said, "Love one another." And John said, "Greater love than this no man has, that he lays down his life for his friends."

When we go to our oracle--to our god--to ask what we should do with our lives, we get seemingly cryptic answers. If we know ourselves, however, what he is telling us isn't so very difficult.

If I know who I am--and what I believe, and what I value--then what our oracle tells me when he says to follow him, and love my neighbor, and turn the other cheek isn't cryptic at all. I know precisely what he means.

The question is not what he says, but whether or not I have the courage to obey him, in and with my life.

GOD HELP US--to know ourselves, and to discover through that knowledge our relation to--and our integration with--the world in which we live: so that we can lead that world--generously, for its sake--toward its own godliness, preparing the way of the Lord.

SIGNIFICANT LEADERSHIP

Martin King was another great leader. When he was alive, he said he wasn't a leader--he was just "a drum-major for freedom, a drum-major for liberty." And that's what he asked us to remember him as, in the last sermon he ever preached, the day before he was murdered.

Martin King is a greater leader, I suspect, now that he is gone from among us, than he was when he was strutting down the middle of the road, leading us to Selma.

Now that he's gone, you see, we all have to march, and sing, and play the music, and get where we're going, on our own---together.

The true leader's greatest ambition is to help the rest of us become leaders. The real leader--the real lover--is the one who leads--who loves--us, not for his sake, but for ours. The true leader, leading us well, teaches us all how to lead. And then he disappears among us, confident that together, now, we can make a society.

And the truest of lovers is the one who hugs us so tight that he disappears--inside us!--and by his love, leaves us free.

You see, friends, life is a humbling experience. When I look at the world around me--when I look at you, in your youth and your beauty and your promise for the future--I know my own insignificance.

When I realise, however, that by understanding--by love--I can relate myself to you and to that world, I become a part of the greatest significance in history.

All of our greatest leaders have taught--or tried to teach--me this. And if I ever learn it I will be significant. Someday. . . .

GOD HELP US--to learn to serve our world, humbly; to do so with all the energy and determination and strength we can muster; to love our world, and with our love to lead it.

FRIENDS WHO FOLLOW THE LEADER

What is this thing called "society," that we are supposed to be leading each other toward?

Leading each other? How can we lead each other?

There's something funny going on.

"Society" is a wonderful word. Its Latin root is socius--that's our word "social." And socius comes from "sequor," which means "to follow."

In Sanskrit--that most ancient of Indo-European languages--the roots for sequor are sakh, which means "to follow," and sakha, which means "friend."

"Friend" and "follow" are the same word. Friends are people who follow each other. And a society? "There were these two friends, following each other down the street." That's a society.

And when you understand the lovely logic of that idea--of two friends following each other--then you'll know both how to lead, and what love is.

GOD HELP US--to follow our friends, and in so doing learn to lead this world, in love.

FREEDOM

The end of leadership is freedom, friends: for all of us, together.

"Free" is another good word. If you look it up in a dictionary, you'll discover that it comes into English from an old Germanic word frei, which means "to love."

If you look up "friend" in that same dictionary, you'll discover that it comes into English from an old Germanic word frei, which means "to love."

"Free" and "friend" are the same thing, the same word: and they both mean "to love."

What our language is telling us is that we can't be free by ourselves.

You can be alone, or alien, or isolate by yourself. But you can't be **free**. Freedom is social: essentially social, by definition.

"There were these two friends, following each other down the street." Remember? Well, those two friends were making a freedom for themselves, as they walked.

If enough of us could join in that movement, we might form quite a community together.

Community: people in communion, in union with each other, together. Free, democratic communists. Sharing their lives--sharing one great life.

Alone, I'm pretty small: isolate, alien even, if I'm not careful. But if I can be free--if I can share my life with my friends, then I have and am a part of a much larger world. I am a much larger world, together with you, and you, and you.

Maybe that's why I want to be a leader.

GOD HELP US-- to be leaders, to make friends, to seek always to be free together. With the ideal of Jesus' leadership, draw us always on toward that greater order which is love. And help us to grow wise.

THE LIBERTY DANCE

John Stuart Mill was a very wise man who lived not much more than a century ago. In 1859 Mill wrote a famous essay called "On Liberty." He begins it by defining liberty. He says liberty means that I am free to do anything I want to, so long as I don't step on anybody else's toes.

Now as I said, John Stuart Mill was a wise man. And he saw that this definition of liberty doesn't get you very far. The more crowded the world gets, the less liberty I'll have. Eventually there won't be much space for me to move in at all, without stepping on somebody's toes.

And then the strong man will come along and say "Hey, little fellow, you'll have to stand on your toes; I need that room." Or maybe the bully will just go on and step on my toes, and make me move--to give him room. "Living space," he'll call it.

People have done that before in history, you know.

So Mill goes back to his definition, and reworks it.

Liberty, he says, means that I am free to do anything I want to do, so long as I don't step on anybody else's toes. And then he adds: but each of us is more free if we learn to dance together!

Isn't that lovely?

But here comes the leader, straight from leadership camp, and he says "Okay, everybody. I know how to do this one. Just follow me. Do what I do."

And we lose our freedom altogether.

And then another leader comes along and says "Okay, here's the step. Let's all put our left over there, and then our right feet over here....."

And that's robotics.

So what are we going to do?

We're all going to have to be real leaders--and as leaders, follow and pay attention to each other, friends.

We're going to have to get to know each other so well that when you pick up your left foot, not only will I know where you plan to put it down, I will also agree with you--in advance--that that's a good place for you to put it down. We're going to have to get to know each other so well--so intimately--that we are practically one person, dancing together by instinct.

There were these two friends, dancing together down the street.

GOD HELP US--to learn to value our freedom so seriously that we will insist on being social. Teach us how to dance together, following each other--as friends--through this world, and making it a better place, a larger and freer place, by our lives and by our loves. Help us to be smart enough--wise enough--to value our freedom more than our single selves.

LEADERSHIP AND THE LAW

"Just men need no laws." Socrates, that ancient Greek leader, said that.

Justice is a wonderful idea. The word comes to us from the Latin Jus, juris: "just." We get that word from the verb jungo, which means "to join." That's where we get our word "junction," too. And conjunction and adjunct and juxtaposition.

Justice, then, is a joining together: a coming together, a union of parts. The Sanskrit root for the word is ju: it means both "to join together" and "to worship," "to sacrifice to."

Justice is a holy joining together, a holy communion.

Laws are what legislators make, in legislatures, as part of the legal system according to which we live. Lex, legis: that's the Latin root for our "legal" words. Lego is the verb from which we get the Latin noun: it means-- in Latin, and before that, in Greek--"to bind together." Remember that game you had when you were a little kid, with those little blocks that stuck together? Lego.

"Just men need no laws." Men and women already joined together-- in justice--need no laws to bind them together.

But until we are all so joined--so intimately, holily joined, as one-- then we need laws: need legislation.

Lego. The word "religion" comes from that word, too. We use "religion" to bind together again--there's that "re" on the front of "religion"--that which has fallen apart. Religion binds back together this disintegrated world, and our fragmented, fragmentary selves.

And we bind it all together--lego--with words. By talking with each other. And that word lego is also the Greek word logos--which means "word."

And if with our words--our communication--we can ever get to know each other, friends, really well as friends, then we'll be able to dance, freely. And maybe that's the best thing we can ever achieve, the best thing we can possibly do.

The word is our power. The dance is human glory, dedicating itself toward God.

GOD HELP US--to learn to use, wisely, the power of the word, and to learn, honestly, the glory of the dance.

COMMUNION

The other day I suggested to you that we might become, together--like the early Christians did--communists. I said we would be "free, democratic communists.

Now, there's nothing contradictory about that. "Democracy" isn't the opposite of "communism." "Democracy"--government by the people--is the opposite of "totalitarianism," in which the focus of everything, totally, is back to some high authority. The opposite of "communism"--in which we all share things, together--: the opposite of "communism" is "capitalism."

Twenty or thirty years ago "communist sympathisers"--people suspected of sympathy toward Marxism or Soviet communism--were called, disparagingly, "fellow-travellers."

A "taxi" is something you travel in: the word comes from the Greek, taxeus. The modern Greek for "fellow-traveller" is syntaxeus. The syn part of the word is just a prefix meaning "together."

There's something very nice about being "fellow-travellers," friends. We're in this together: this life, this world. And we have some places to go. It's maybe very good for us to go there, together.

When we communicate with each other--there's that word again: Communicate, 'communion, communists! When we communicate with each other--when you let me talk to you, here--we are being "fellow-travellers." That I can communicate with you-- here, now, talking--depends on "syntax": on the way my words travel together, on that wonderful way words get stuck together into thoughts.

Language is very important to us, as humans. It's what we use to communicate ourselves to each other.

And when we communicate with each other, we imitate the communication of God's love, which we call the Word. And the word--its Greek name is logos, remember?--is the great glue of this world.

GOD HELP US--to learn to talk together, to learn to live together, to go through life together: as fellow-travellers, through this holy world.

"LIFE IS MADE OF EVER SO MANY PARTINGS, WELDED TOGETHER"

Odd. We're about at the end--and really we're only back to the beginning. We haven't gone anywhere yet. Here we are, all together--getting ready to go.

As fellow-travelers, friends, we'll all go home together: each of us to his or her own separate home.

I hope we're all going home as leaders--as better leaders than we were two weeks ago. I hope we're going home as leaders, not as manipulators, not as clever power-brokers. Not as men and women who get other people to do what we want done.

I hope you're going home knowing--believing--that leadership is love: and nothing else.

If we go home knowing that leadership is love, it won't really matter that we're going off each to our separate and different places. If we know that leadership is love, and can be leaders, then we'll all go home together!

Joe Gargery, the blacksmith in Charles Dickens's Great Expectations, tells Pip, "Life is made of ever so many partings, welded together." Not parts Joe doesn't say parts. If you try to make your life out of parts--just out of pieces--every time one of them leaves you, you'll find yourself missing something.

No. "Life is made of ever so many partings, welded together." It's all a matter of partings: and partings will mean death, not life, unless we learn, friends, to weld them together with love. Life, Joe tells Pip, is made out of relations, not substances: and if we can ever really create relationships with each other, then we will be able to let each other go, freely.

We will be able to let each other go free, to our different places, as friends.

It's nice--and good, and useful--to form our little society here, where we're all together. But we have to form--to create--a much greater society out there. We have to make the world our home.

When I go home, friends, I'm taking you with me. But I'll also let you go "radiant, wise, happy, free, friends."

"Life is made of ever so many partings welded together."

Hold on tight--but don't be afraid to let go.

Hold on tight now--and now let go!

GOD HELP US--God help us, to help each other. Maybe that will be enough.