

Some ways to save kitchen energy



Beating the cash crunch

Money still tight? Try cutting back on energy use in the kitchen. The kitchen and bathroom use the most energy in a home.

Saving dollars and energy use takes some effort, but it can be done and you'll be proud of your accomplishment, and

have money to put toward something else. Here are some kitchen clues for getting the job done:

—On the stove, use pans with tight-fitting lids and flat bottoms that fit the surface units. A small pan on a large unit wastes heat.

—Keep surface unit reflector pans shiny and they will reflect more heat up into the pan for cooking uses.

—Cook foods at the lowest possible heat and with the least amount of water.

—Turn on the self-cleaning element in your oven only when it is dirty. This is best to do when the oven is already hot or at night when fuel consumption is lower. (These self-cleaning ovens also use 15 percent less energy than regular ovens during cooking).

—Don't be an "oven peeper." Check baked goods once half way through the cooking time or look at foods through the glass in an oven door.

—Save energy by turning off the oven and the electric burners a few minutes before cooking is completed.

—When baking, make a double quantity. Put the extra portion in the freezer for future use.

—Preheat the oven only when necessary. Avoid preheating too far in advance.

—Bake in glass or ceramic dishes, which allows you to reduce the oven setting by 25 degrees F or 14 degrees C.

—When baking in aluminum foil, turn the dull side toward the oven wall. More heat is reflected toward the baking food this way.

—Locate your refrigerator in the coolest part of the kitchen. Leave enough clearance to allow proper air circulation on all sides.

—Organize the refrigerator so the door will remain open for the shortest time.

—Keep the freezer full and foods spread out so that all shelf areas are covered.

Food for thought. . . Sharing

The capacity to share is crucial to survival on this planet, but as a people we can question how well we've learned to share. We can look at ourselves, hoarding scarce products, and leaving energy conservation to others as reminders of our own sharing qualities.

We have a limited affect on the attitude society has toward possessions, but we can work on de-emphasizing them. Sharing them to use or enjoy together with others.

Sharing is an important childhood learning. It doesn't take children long to learn that most things belong to someone. Strong pride in ownership works against efforts to teach children to share.

Children quickly observe there are some things that are shared with them, while other things are off-limits.

Separating these items is bewildering. It's hard to remember and obey the rules because sometimes the rights of ownership are protected and at other times they are to let go of a prized object in favor of others. And sometimes they are told to fight for the right of possession!

In spite of earlier appearances of generosity, children do not genuinely share until about 8 or 9 years of age.

In reality, sharing is a sign of reduced importance of possessions. As long as possessions are a key to security, the possibility for sharing is limited.

Two ways of emphasizing sharing and de-emphasizing possessions are:

Demonstrate sharing in cooperative play with toys. Compliment the cooperative effort of building a tower of

blocks, not the completed tower.

When children wish for toys, encourage them to think about how they can use the toys with their friends. They can plan for sharing ahead of time instead of fighting it out later.

At special times, such as birthdays we often help children focus on what they hope they'll get—and then later help relieve the disappointments over what they didn't get. The importance of possessions are reinforced by television and store displays. It's hard to teach sharing and renew the importance of possessions when self-worth, friends, fun, and expressions of love seem so closely related to possessions.

Further sharing activities can be developed by focusing thoughts and activities on what friends and relatives will enjoy during special times together.

Extension Notes



from Pennie Albrandt, Lee Hamilton and Doris Brackett

Teaching energy conservation Family Lifelines—



management specialist. "Families need to list changes, and children can often give useful ideas to the family energy saving plan." In fact, children are far more likely to follow a plan they were asked about so long as the plan applies to everyone in the family. Children will delight in reminding mom and dad about their energy saving mistakes. Regularly reviewing and adding to the family energy saving plan will keep the family's focus on energy conservation.

Parents who want to teach their children energy conservation must look carefully at their own habits. Children learn by observing their parents' behavior.

Consider some of the simple things people do such as turning on lights, heating and cooling the home, driving the car, or cooking and cleaning. Most daily activities use energy and changing ways of doing these activities to save energy requires planning.

"If parents care enough about the world their children will inherit, they will start asking what they can do differently to save energy," says Sue Badenhop, Oregon State University Extension energy

"What adults do communicates a message. By pointing out both wasteful and conserving actions, parents can help children learn to save energy. "An appreciation and respect for natural resources can extend beyond a concern for energy conservation," Badenhop observes. Family members can develop sensitivity to the natural environment, also.

Register for 4-H summer week

Application forms for the 1983 4-H Summer Week at Oregon State University in Corvallis are now available at the Extension office. Summer Week (formerly called "Summer School" for you "old-timers") is a week of meeting new friends, learning new skills and just plain having fun for young people from all over Oregon who are currently in grades 8 through 12. Adults can get in on the fun too by signing up to go as a leader-helper.

Training. Eighteen selected 9th graders will participate in the combined camp counselor training and float trip. They will leave campus Tuesday and return on Friday. Counselor skills, outdoor living, nature study and river history will be offered in the course. Another alternative class to be offered this year is a Leadership Workshop. A select group of delegates will have the opportunity to learn in-depth leadership skills and apply them to the design of dorm activities for Intermediate (8th-9th grade) delegates.

Some of the special interest classes offered this year include Bread Making, Small Engines, Bicycling, Computers, Horses, Puppetry, International 4-H and others.

Be sure to sign up as soon as possible if you are interested in one of these special classes. Deadline for both 4-H delegates and volunteer adult leaders to register with the Warm Springs Extension office is May 18.

There will also be two special alternatives to regular classes. One is the Willamette River Float Expedition Counselor



The 4-H sponsored basketball team is headed for regional finals in Yakima March 25, 26 and 27. They're hoping for a shot at the National finals to be held this summer in Notre Dame. Team members are: (Front row, left to right) George Frank, Kenny Sahme and Leo Lucero. In back row, (left to right) are coach Nelson Zomont, Ray Caldera, Eric Miller, Nathan Main, Damion Katchia, Ryan Smith, Donny Bagley and assistant coach Omar Winishut. Team members not shown are John Courtney and Tony Stacona.

