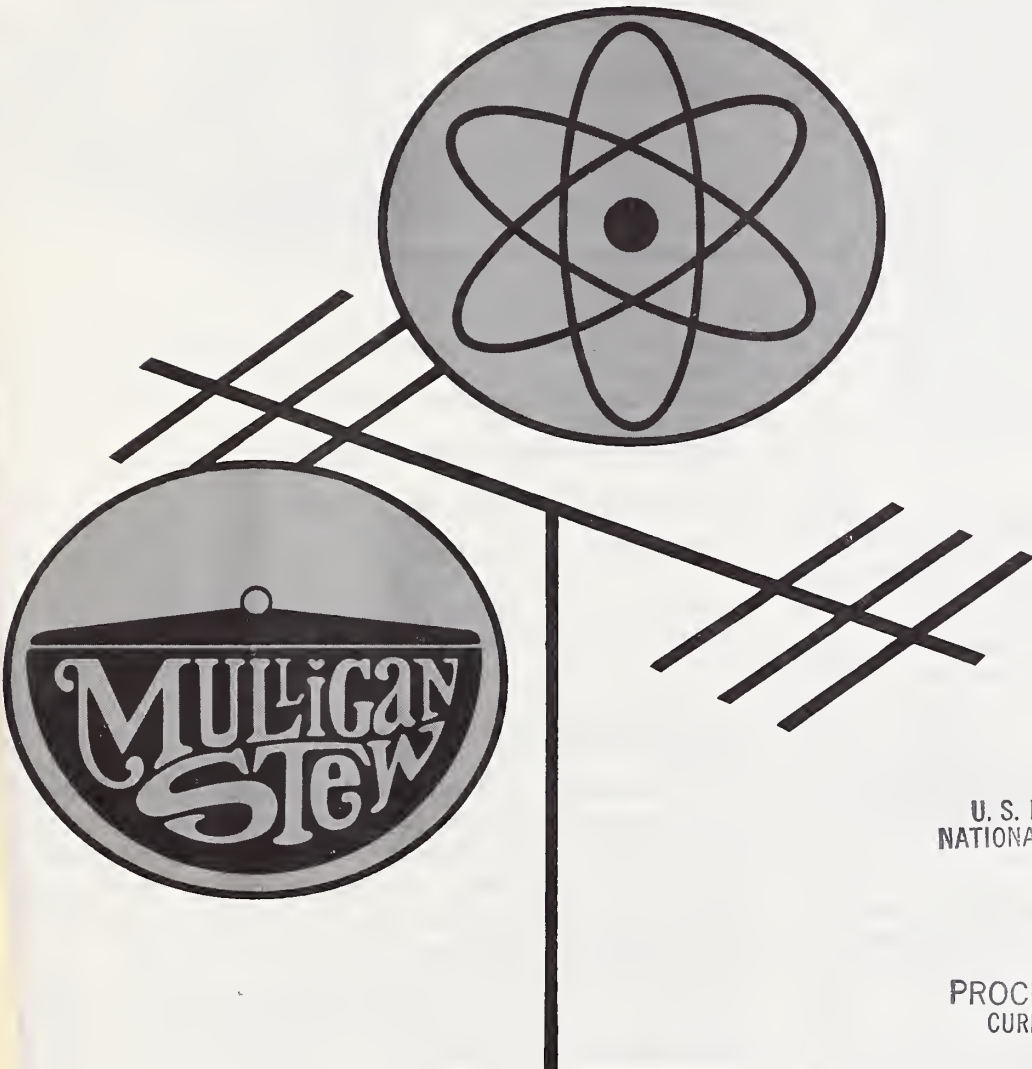


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EXTENSION SERVICE

# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* OCTOBER 1972

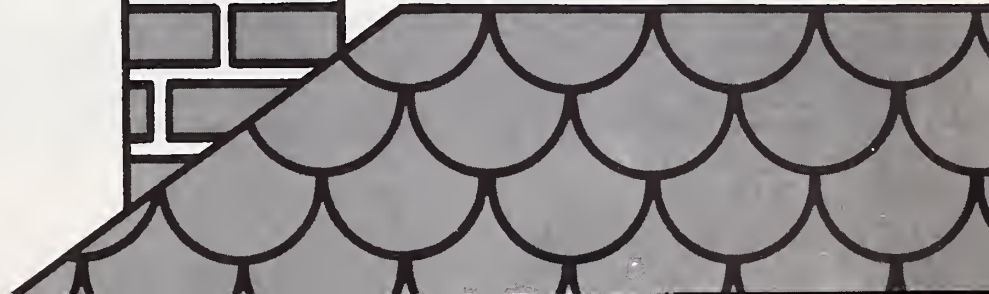


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NEW 4-H TV SERIES - page 16



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

**EARL L. BUTZ**  
Secretary of Agriculture

**EDWIN L. KIRBY**, Administrator  
Extension Service

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## EXTENSION SERVICE

# REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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## Landscape for Living

Are you looking for a fresh source of information to recommend to the many homeowners who call your office each month for advice on landscaping and gardening? You may want to guide them to USDA's 1972 Yearbook, "Landscape for Living." Many of you have received copies; if your State's supply has run out, you can order one from the Government Printing Office for \$3.50.

Packed with information on gardening that ranges from a single flower pot on an urban balcony to the landscaping of an entire home grounds or a shopping plaza, "Landscape for Living" makes even the non-gardener anxious to try his hand. It's an inviting book, with many articles written in a conversational style that makes the reader feel as if he is getting advice from a friendly neighbor (which, incidentally, the book says may be the best source of local information for a beginner). Reference materials listed at the end of most of the articles should provide readers with many more resources.

"Landscape for Living" may be one answer for where to send your callers for more information. But don't be surprised if they've already read it—this is sure to be one of the most popular in the continuing series of USDA yearbooks.—MAW



*Consumer judging participants, above, weigh the merits of several kinds of tape recorders.*

by

Robert B. Lewis

*Assistant State 4-H Leader  
Pennsylvania Extension Service*

"Consumerama"—a relatively new, action-oriented learning experience—is sparking interest in consumer education among Pennsylvania 4-H members.

The Consumerama program provides fun and active involvement for the 4-H members while they are learning.

Through four learning activities, Consumerama helps develop a creative problem-solving ability—a skill with lifetime application.

Consumerama includes a Consumer Bowl, the 4-H consumer version of the familiar TV quiz game for college students. The team that can answer the most consumer-related questions is the winner.

Consumer Judging, a consumer problem version of the more familiar livestock judging, is another aspect of Consumerama. Some past judging classes have consisted of cameras, tape recorders, menus, clothing, and cars.

## Teens learn from 'Consumerama'

Another feature of the program is the Consumer Education Presentation, which is a creative adaptation of the traditional 4-H demonstration. Role playing, puppets, skits, and other creative techniques are used to present consumer information to an audience.

The fourth aspect is the Planathon, a team problem-solving version of a sports marathon. Here the participants are given a real-life situation such as making a career decision. They have an hour to analyze the problem, make a choice, and develop a rationale for their decision.

The activities progress from acquisition of knowledge to a very structured problem-solving situation and finally to the more complex and creative problem-solving—the ability to identify and formulate the problem, to generate a variety of potential solutions, to evaluate the alternatives and their possible consequences, to draw a rational conclusion or solution, and to explain the rationale for the conclusion reached. The design of each activity is easily adaptable to the interest, knowledge, and skill of the individual 4-H member.

Learning is an active process and takes place within the individual; thus, the Consumerama activities were planned to provide for a maximum of active involvement, whether as an individual or as members of teams.

And since learning is fostered when the experiences are made relevant to the learner's everyday life, the Consumerama activities were planned with real-life teenage situations in

mind. These experiences have ranged from the everyday decisions of selecting a piece of wearing apparel to more complex problem-solving, such as making a career choice.

The intrinsic satisfaction of a well-thought-out decision is an important reinforcement of the learning process. In addition, a reward system and incentives have been built into the program at the State level and within many counties.

This program was started by the Pennsylvania Cooperative Extension Service in an effort to reach youth with meaningful consumer learning experiences. It was recognized that teenagers have consumer problems similar to their elders—perhaps on a different scale but with the common element of decisionmaking: how to stretch income to cover needs and wants, whether to use credit and pay later, what product features are best for their needs.

Pretests in pilot Pennsylvania counties early in the Consumerama program supported the need for more consumer education for youth. They revealed little knowledge of such consumer areas as the steps in decision-making, credit and money management, sources of reliable product information, or consumer protection.

Followup evaluation of the 4-H consumer education program, and specifically the Consumerama activities, has shown evidence of increased consumer competency on the part of the young participants. Not only did the 4-H'ers know the steps in making a decision, but they were also able to apply this decisionmaking process to real-life situations.

Last year, more than 10,000 youth participated in consumer education programs of some type at the county, regional, and State levels. In addition, consumer education is becoming an integral part of the 82,000 projects carried by 4-H'ers in the 67 counties.

The Consumerama participants' enthusiasm, individual initiative, and interest in learning is proof that learning can be fun and relevant to life's everyday problems. □

A nine-county area around Fort Dodge, Iowa, in the heart of the State's cash grain area, produces about 110 million bushels of corn a year and markets about 62 percent of that corn outside the area. Members of the Fort Dodge Extension area advisory committee on crop production expressed concern recently about corn quality and marketing.

Out of that expression of concern has grown an Extension education program that began by getting corn producers to identify some dimensions of the corn quality and marketing problem. It soon involved area specialists, State specialists, county Extension directors, and farmers themselves in gathering facts and data on the extent of the problem. And the end is nowhere in sight.

"In fact," says Clarence Babcock, area crop production specialist, "We'll soon be starting a similar educational program on soybean quality and marketing."

The corn quality and marketing program got off to a running start when Babcock involved corn producers in measuring one aspect of the corn quality problem *on their own farms*.

Babcock asked farmers to bring samples of corn from their own combines to agronomy meetings held in the area. Each sample was given

a number. Each farmer also gave some information about his combine. The first hour of the 4-hour meeting was spent on awareness—explaining the economic significance of improved grain quality.

Next, working in small groups, farmers analyzed the quality of the corn samples. First, they counted out 100 kernels and separated out the ones with obvious damage. The remaining kernels were put in a wire basket and soaked 3 minutes in a "fast green" solution. Then the corn was removed

and placed on a paper towel to absorb excess moisture.

The green dye penetrated hairline cracks and revealed breaks in the kernel coat that were previously invisible.

Then each group divided the kernels into categories of obvious damage, slight damage, and no damage.

Results were assembled on a blackboard to compare with research on corn quality from Iowa State University. This set the stage for questions and a lively discussion, Babcock reports. With problem awareness being



## Iowa area studies corn quality

by  
Leon E. Thompson  
*Associate Extension Editor*  
*Iowa State University*



successfully developed, the next stage was to find out more dimensions of the problem and possibly some answers. At this point, Babcock asked for help.

George Ayres and Dale Hull, ISU Extension agricultural engineers, helped develop a survey technique and data sheet for sampling the field performance of corn combines in the nine-county area. Each county Extension director in the area agreed to check the performance of 10 corn combines in his county.

The field survey went like this:

The survey team was made up of either Babcock, Ayres, or Hull and a county Extension director. The team headed down a county road, stopping whenever they saw a combine operating.

The survey was first explained to the combine operator (survey teams met 100 percent cooperation from farmers).

Two test areas of 1/100 acre were laid out in standing corn ahead of the combine. Dropped ears were gleaned, since each 12-ounce ear or equivalent represents a loss of 1 bushel per acre.

Weed infestation, stand, and lodging scores were assigned. Ground speed of the combine as it harvested the test areas was determined. And the test areas were gleaned again to determine machine ear loss.

Stalk roll shelling was determined by having the combine operator stop

*Checking shelled corn loss from combine operation, above left, are Clarence Babcock, Fort Dodge area Extension crop production specialist; Joseph Narigon, Webster County Extension director; and Robert Condon, Webster County farmer. Below left, Babcock collects a sample of corn from a combine tank for later quality analysis.*

the machine, disengage the header, and back the machine. An area of 10 square feet was sampled in each row, and 20 kernels represented a loss of 1 bushel per acre. Loose and unshelled kernels behind the combine were measured in the same way.

Finally, two samples of corn were taken from the combine tank or from the truck hauling the corn. Samples were sealed in a plastic bag for later quality analysis.

One corn sample was used to determine moisture content and U.S. grade. The other sample was analyzed for broken and cracked kernels, using visual examination and the "fast green" test.

The survey covered 84 combines. Machine loss averaged 3.7 bushels per acre with a range from 0.5 to 23 bushels. Pre-harvest dropped ears averaged 2.1 bushels per acre with a range from 0 to 10. Total loss averaged 5.8 bushels per acre with a range of 1.1 to 23.

Damage to corn averaged 34.4 percent and ranged from 16.4 to 79.4 percent.

Babcock, Ayres, and Hull came to several conclusions:

—Most operators in the nine-county area were doing an excellent job of combining.

—Many combine operators and dealers did not know how to check combine performance or how to make needed adjustments to correct poor performance. Extension staff and manufacturers need to increase educational efforts in this area.

—Stalk roll shelling was the most frequent problem area. Many operators had stripper bar spacing adjusted too wide.

—Loose kernel loss usually can be reduced to an acceptable level by reducing ground speed.

—Machine header row spacing should match row width to keep field losses low. About 20 percent of the combines had row spacings either 2 inches wider or narrower than the corn row.

—Custom operators generally understood their combines better and

operated them more carefully than did owner-operators.

—Contrary to expectations, field losses were lower for combines checked in the afternoon (4.7 bushels per acre) than for those checked in the morning (7.9 bushels per acre).

—Combine performance seemed best when corn was from 18 to 22 percent moisture.

—Field losses increased as lodging increased and were highest in extremely weedy fields.

This information was taken to corn producers in the Fort Dodge Extension area during the winter of 1971-72. More than 1,200 producers attended.

Using 35 mm slides, Babcock reported how the survey was made. He then asked producers in the audience questions that furnished a lead into the results of the survey. For instance, most operators thought combine losses would be little different whether combining was done in the morning or afternoon. Most were surprised to learn that morning losses exceeded afternoon losses by 70 percent.

Most producers agreed that most corn grades U.S. No. 1 in the field, and that they had not been careful enough in maintaining quality.

Finally, Babcock pointed out that the brand of the combine was not nearly as important to efficient harvesting as the man who runs the combine.

Babcock makes two points in summarizing this educational program on corn quality:

—He gives major credit to agricultural engineers George Ayres and Dale Hull for their design of the data sheet, their counsel, and their help with the survey. "This was a team effort," he says.

—Farmers have proved to be eager for this kind of harvesting and marketing help. Every farmer contacted in the survey cooperated during the busy harvest season. And Extension has been asked to conduct a similar educational program on soybean quality and marketing. □

## Rapid adjustment concept shows results in Kentucky



*Above, J. H. Branstetter (right) of Metcalfe County discusses the progress of his farming operation with Steve Allen (left), Extension farm management specialist, and Harlon Crenshaw, county Extension agent. Mr. and Mrs. Randall Baskett, at right, study records of their Monroe County dairy operation, in which a computer helps plan farm expansion.*



Take a farm. Determine the maximum income potential for that farm. Set that income as a goal and set up a program to reach that income goal in as short a time as possible.

Rapid Adjustment is the name of this approach to farm management, and it's being practiced on several Kentucky farms with the help of the University of Kentucky Cooperative Extension Service.

Increasing feed production and expanding the livestock operation are the key factors in bringing a farm up to its income potential, according to Steve Allen, Extension farm management specialist.

"Rapid Adjustment is a coordinated program involving agricultural specialists in several fields. The specialists work together to come up with the best overall plan for an individual farm," Allen said.

The initial phase of Rapid Adjustment involves a detailed study of the land and how it can be used. "Land use is the most important part of planning a farm program," said Allen.

Agronomists analyze the potential of the farm for producing crops such as corn, hay, and pasture and determine how much fertilizer the farmer will need to use to reach this potential.

Then farm management and livestock specialists plan a livestock program to make the best use of the feed which the farm produces.

The crop and livestock information is programmed through a computer at the University. The computer uses the information to determine the income potential of the farm and what investments are needed to achieve this income level. The computer sets up a 4-year expansion program to reach this goal.

The Rapid Adjustment program was originally a joint effort of the University and the Tennessee Valley Authority. TVA supported Rapid Adjustment farms in a number of States. Kentucky's first Rapid Adjustment farms were located in the Purchase Extension Area and were also in the TVA area. TVA furnished fertilizer to Rapid Adjustment farms to help them in reaching their crop production potential.

However, the Rapid Adjustment concept has now moved out of the Purchase Area, and five Kentucky farms outside the area are currently involved in the program. Two of these are dairy farms in the Mammoth Cave area. Although they are outside the TVA area, they are receiving some help with their fertilizer programs from TVA.

One of these is the Randall Baskett farm located in Monroe County. Baskett owns 298 acres and rents another 140 acres. Altogether he has 122 acres of tillable land. He has a small tobacco allotment and raises alfalfa and corn silage to feed his cows. He must buy all the grain which he uses.

Baskett was milking 38 cows in 1968, the year before he went on the Rapid Adjustment program. He is now milking 63 cows, with 15 heifers due to become fresh late in August and another eight to calve in Decem-

by  
Joseph Kurtz  
*Assistant Extension  
Information Specialist  
University of Kentucky*

ber. He hopes to reach his goal of 100 cows in January 1974.

In 1970 Baskett constructed a 16-by 55-foot silo, and he plans to add a 20- by 70-foot structure in the near future to accommodate his expanded forage and corn silage production.

He also has built a new milkhouse and a modern loafing barn for his cows during the past 3 years. His investment in buildings and equipment was \$31,871 in 1968. At the beginning of 1972 his investment had increased to \$47,733.

One of the values of the Rapid Adjustment program, according to Allen, is that it makes it easier for the farmer to obtain the credit he needs to make necessary investments. "A farmer must have the proper facilities and equipment to get the most production out of his farm," said Allen.

"With his program down on paper and his plans for the future listed in detail, he has a much better chance of getting the needed credit."

Baskett's Holstein herd averaged just over 12,000 pounds of milk per cow last year. He hopes to raise his production average, but is giving top priority to building up his herd and getting maximum use of his facilities.

Data from Kentucky Farm Analysis records show that in 1969, in his first year on Rapid Adjustment, Baskett increased his cow herd to 52 cows and grossed \$24,671 from his farm production. In 1971 he was milking 63 cows and had a gross income of \$31,960. He also increased his corn silage yield from 16.7 tons per acre to 20 tons per acre during the same period.

The J. H. Branstetter farm in Metcalfe County also went on the Rapid Adjustment program in 1969. Branstetter owns 120 acres, of which 100 are tillable, and rents 1 acre of tobacco.

Kentucky Farm Analysis records show Branstetter increased his corn silage yield from 12 tons per acre in 1970 to 21 tons per acre last year.

He was milking 27 cows in 1970 and is now milking 38 cows, with a goal of 75 by the end of 1973. He has also switched from manufacturing milk to Grade A since he began his expansion program.

How are Rapid Adjustment farms selected? Allen said the farmer is the most important consideration. "We selected farms where we thought the farmer had the potential to do the kind of management necessary to reach the optimum level of development for his farm," he explained.

One of the goals of the Rapid Adjustment program is to demonstrate to other farmers the benefits of a programmed expansion program and careful management. It is also an educational program for professional farm advisors and for agribusiness agencies which are involved with farmers.

Allen said Rapid Adjustment is still in the development stage. But as the agricultural specialists involved in the program learn more about implementing the necessary investments and management techniques into farm operations, it may be possible to use the principles of Rapid Adjustment on many farms in the State of Kentucky. □

Never underestimate the power of a woman.

Marion County, Oregon, Extension homemakers are rewriting that old saying to read "never underestimate the power of women volunteers dedicated to highway safety" as they spread the gospel of Defensive Driving to new non-English-speaking audiences.

Because of their dedication and ability to involve a large number of community resources, the first Spanish language classes, using new materials developed locally, were offered this spring. The women expect to offer Russian language classes this fall for the first time anywhere.

It all goes back to 1969 when Mrs. Melvin Zwicker and Mrs. James Keefer first taught Defensive Driving classes to Extension study groups in the county.

In the process of becoming certified Defensive Driving instructors and then teaching others safe driving techniques, they became "hooked" on highway safety and its importance.

The two women serve as cochairmen of the Defensive Driving program for the Marion County Extension Homemakers Council. The Council has provided support and encouragement for their efforts, which now have gone far beyond original expectations, explains Mrs. Lois Preisz, Extension home economist who has worked with the committee.

Mrs. Preisz points out, however, that "from an Extension educator's view, the truly exciting part of this program is seeing the women them-

selves take the leadership in developing their ideas for expanding the program to new audiences. The Extension staff had almost nothing to do with it. The women themselves did it. We just encouraged them."

Over the years, the cochairmen have created a devoted corps of volunteers to teach Defensive Driving classes not only to Extension groups, but also to other organizations within the county.

Their efforts didn't stop at the county line, either. They have offered the program to anyone who asked for it within reasonable distance of their homes.

The expansion of the Defensive Driving education program to reach Spanish-American and Russian-speaking residents of the county was sparked by a student in one of Mrs. Keefer's classes who pointed out the difficulty non-English-speaking residents have in understanding traffic rules and regulations.

Upon further investigation, the volunteers found that surveys among both the Spanish- and Russian-speaking communities showed high interest in subjects relating to cars.

They also received encouragement from local law enforcement officers, who pointed out that many of the drivers needed help educationally to improve their driving habits.

Thus an odyssey began for the volunteer Extension teachers. It took them from the National Safety Council to police offices to State correctional institutions before they came up with a finished product which they

by  
Leonard J. Calvert  
*Information Specialist*  
*Oregon State University*

## Safety's the s

felt would be effective and fulfill the community needs they had identified.

For more than a year, Mrs. Keefer and Mrs. Zwicker sought out and reviewed driving materials printed in Spanish. They got drivers' manuals from Puerto Rico and copies of the Spanish language Defensive Driving materials prepared by the National Safety Council. They sought help from local people.

In the end, they rejected all previous efforts in favor of locally produced materials that would be more easily understood by the local population.

The task was easier in deciding what to do for the area's Russian-speaking colony. The answer was to start from scratch, because Defensive Driving lessons have never before been presented in Russian.

The Mid-Willamette Council of Governments supported the project with the money necessary to pay printing costs and to prepare flip charts in both Spanish and Russian.

The Marion County Sheriff's office helped prepare the video tapes and a Spanish-speaking detective did the narrations. The community relations staff of the Woodburn City police department actively assisted with the Russian translations.

Inmates of the Oregon Correctional Institution translated the Oregon Driver's Manual into Spanish. Student materials were translated into Spanish by the Chicano Cultural Club at the Oregon State Penitentiary.

The Cultural Center at Woodburn was instrumental in translating the



# me—in any language

materials into Russian. Henry Braun, a 70-year-old Russian, did most of the actual translating. The Mid-Wilamette Council of Governments printed the materials.

Another Extension volunteer and certified Defensive Driving teacher, Mrs. Toby Haag, handlettered the flip charts.

All this was done with the blessings of the Oregon Traffic Safety Commission and the National Safety Council, both of which were very supportive.

*Explaining the use of Spanish- and Russian-language flip charts in teaching defensive driving is Hector Gutierrez, a State driver's license examiner. He heads up the volunteer bilingual team of teachers.*

A Spanish-speaking Oregon driver's license examiner is now heading up a staff of bilingual teachers, trained by Mrs. Zwicker and Mrs. Keefer, who have started the crusade for highway safety in Spanish. More than 120 students were enrolled in the first series of classes. The first Russian language class was scheduled for September.

Extension volunteers, plus representatives of the many agencies involved, previewed the new highway safety effort for the governor last

spring. He had high praise for their efforts and noted that the State's continuing highway death toll coupled with an ever-increasing number of cars on the highways made such efforts imperative.

Del Wilde, regional representative of the National Safety Council, also praised their work. He noted that more than 3½ million people in the United States have now graduated from Defensive Driving classes.

Although the Extension volunteers already are bringing one new dimension to highway safety education in Oregon, their efforts haven't stopped there. Mrs. Zwicker is the author of a new section on alcohol which will be inserted into the Defensive Driving teacher's manual. It has been approved by the Oregon Traffic Safety Commission and the National Safety Council.

The Defensive Driving project is a good illustration of what volunteers can accomplish when properly motivated, points out Mrs. Preisz, and it is an outstanding example of leadership development at work. □



by  
Duane B. Rosenkrans, Jr.  
*Extension Editor*  
*Mississippi State University*

Extension leadership in securing sanitary landfills for the disposal of solid waste in rural areas is an old story. But coupling it with an extensive educational program to change the habits of the public in regard to litter is another matter.

It appears that significant desirable changes in the behavior of thousands of persons, as well as needed physical improvements, have been accom-

## Education—for a cleaner county



*County Agent John Killebrew, above, displays one of the several signs along the major highways and roads in Montgomery County, Mississippi, that direct people to the sanitary landfills. Volunteer beat leaders and Soil Conservation Service personnel, at left, cooperated with the Extension Service in getting easements signed for landfill sites.*

*The scene at right is a familiar one at Montgomery County's well-managed landfills. Bulldozers regularly flatten solid waste and cover it with soil.*



plished through the leadership of County Agent John A. Killebrew in Montgomery County, Mississippi.

As recently as early 1972, heaps of cans, bottles, old stoves and washing machines, dead animals—almost everything imaginable—lay piled at frequent intervals along every road in the county.

Many otherwise pretty rural scenes were spoiled by these dumps. The water and the air were being seriously polluted. Rats and flies were a problem. This situation had grown steadily worse since about 1965.

Today, these roadsides are clean and attractive. Most people are using the 24 landfills constructed and maintained by the Montgomery County Board of Supervisors and cooperating agencies.

These landfills are clearly marked by heavy metal signs. Well-graveled roads with plenty of parking and turning space lead to each landfill. Waste dumped into these fills is regularly crushed beneath bulldozer treads and covered with earth.

The future of this program seems bright, because nearly all of the 12,918 residents of Montgomery County have been personally involved in some way. Virtually every public agency and private organization played an active role. Everyone knows about the project and is proud of it.

Here's how County Agent Killebrew planned and conducted the program.

He was inspired to action by the USDA booklet, "Environmental Thrust," received through the State Director of the Cooperative Extension Service. He began to informally survey the interest of local leaders.

In October 1971 the county agent mailed a questionnaire about solid waste disposal to 660 landowners. Thirty-five percent replied, giving him much useful information.

During that same month, the Agricultural Coordinating Council and County Task Force Committee, representing all agricultural agencies in the county, endorsed the Montgomery County Solid Waste Disposal System

plan prepared and presented by County Agent Killebrew.

These leaders asked him to discuss it with the Montgomery County Chamber of Commerce board of directors, Farm Bureau directors, Montgomery County Board of Supervisors, and Montgomery County Soil and Water Conservation District. He readily secured this additional approval.

The plan had three phases—education, sanitary landfills, and a cleanup campaign.

The action campaign was scheduled for February 15 through April 30, 1972. But before that, the educational phase was started. One method was a set of color slides with script prepared by the county agent. These slides were shown to 17 groups or a total of 324 people.

The county agent also prepared articles and photographs about the program. These appeared regularly in the local weekly newspaper, usually on the front page. He also used radio spot announcements and interviews.

Mass media was of prime importance in this effort. Besides informing the public about the program, it recognized at various times the many groups and individuals who did the work.

A county kickoff meeting was held February 17 with 65 leaders present. Each received a packet giving working details of the Montgomery County Solid Waste Disposal System. Each signed a pledge to support the effort.

Coordinating the action phase was the Montgomery County Chamber of Commerce and an Advisory Committee. The county chairman, whose name was used in many of the news stories, was a druggist and mayor of a small town about 11 miles from the county seat.

Other key people were beat chairmen whose help included securing easements from landowners for the landfill sites.

The County Board of Supervisors contributed the use of heavy equipment, gravel, and other materials to actually construct the 24 landfills. The

work unit conservationist of the Soil Conservation Service and his aide helped to locate these landfills where pollution of streams and wells would not occur. As a result, farmers find these landfills the best way to dispose of the containers in which traces of concentrated pesticides remain.

Local personnel of the Mississippi Forestry Commission constructed fire lanes around the landfills and assist with controlled burning at regular intervals. The County Health Department agreed to supervise insect and rodent control at the landfills.

Today, 90 percent of the rural residents of Montgomery County are within 3 miles of a sanitary landfill and none is more than 5 miles from one.

The cleanup phase involved even more people and agencies. The sheriff stepped up the enforcement of laws about litter and the disposal of dead animals, and warning signs were posted. The supervisors, again using heavy equipment, pushed away and buried the worst dumps along county roads.

Volunteer community groups, 4-H Clubs, Boy Scouts, school groups, and State Highway Department personnel picked up literally tons of litter.

Four banks gave automobile litter bags to their customers. A food store gave plastic garbage bags to its customers for a week. The local savings and loan association sponsored 35 litter barrels which 4-H Club members painted. The Women's Committee of the Montgomery County Farm Bureau sponsored a litter poster contest which 158 school children entered.

The educational phase is being continued through mass media and other reminders.

Although much of the success of the program is evident, the county agent plans additional evaluation.

"We believe that activation and continuation of a county solid waste disposal system will result in added dollar value to the properties of our county," County Agent Killebrew said. □

# Narrowing a cultural gap through 4-H

by

Pat Bean

*Writer, Information Services  
Utah State University*

"Getting to know you, getting to know all about you . . . getting to like you, getting to hope you like me . . ." So go the words of a well-known song.

This theme has been put into practice in Utah by about 50 students from two high schools as they participated in a 4-H Leadership Training Program.

The students represent two cultures—Box Elder High School students, who are caucasian with typical city backgrounds; and Intermountain Indian School students, who are Navajo Indians from southern Utah, Arizona, and New Mexico.

The purpose of the leadership training program was to teach the teenagers how to go into the community and teach others.

"But first we discovered we needed to know more about each other," commented Harold Lindsay, Utah State University Extension agent. He served as director of the program and feels it has been a success in helping involve the Indian students more in the community.

"Many of the Indians who joined in the program had spent their lives on reservations, having little outside contact," Lindsay explained.

But just as important as the Indians' need to expand their narrow



world was the opportunity to expand the Box Elder students' outlook.

They had very little conception of the Indian culture.

"The program was a chance for both cultures to gain new experiences," Lindsay stated.

In one of the meetings, the group spent the entire time learning about each other. They put markers on a large map denoting their homes, and then paired up for a one-to-one discussion session.

The climax of the discussions was that each student had to tell the group, not about himself, but about his or her partner.

The students learned they had many things in common—favorite television shows, gripes about school work, and food likes and dislikes.

One of the best opportunities for the students to get to know each other was an exchange program. With the cooperation of both schools, the Indians spent a day in class with the



*At left and below, Navajo and white 4-H'ers learn to know each other better through informal chats. At far left, two students place markers on an area map to show others where they are from.*



Box Elder students, and then the Box Elder students spent a day at Intermountain attending classes.

The Indians also spent a day and night in the homes of the Box Elder students, who in return spent a night in the dorms at Intermountain.

Six sessions had been planned for the training program originally, but the enthusiasm of the students kept the program going for 12. And another program is scheduled for this winter.

The group made a trip to Ogden, where they met with blacks and Spanish-Americans. "It turned into a very frank discussion on racial problems and gave all concerned an insight into the feelings of other cultures," Lindsay reports.

But the group meetings weren't all serious. There were water fights, roller skating outings, and even a beauti-

fication project that involved 86 Indians into the white community.

As a result, two Indian students, as well as two Box Elder students, are now on the Brigham City beautification committee.

"When we first started meeting, there seemed to be much difference between everyone. Many of the Indians were shy and felt out of place. But the program succeeded in destroying these differences, and the group came to feel like one body and not Indians and whites meeting together," Lindsay commented.

Lindsay has strong feelings about 4-H. He believes it is more than just teaching skills; it's learning how to work with people—all people.

And if good leadership qualities can be developed in young people like the ones in this program, then they in turn can spread the spirit behind 4-H.

Can Lindsay measure the success of the program?

"There are tangible results, of course, such as the Indians becoming involved," he says. "But perhaps the best way to measure its success is to tabulate friendships among the participants or the understanding gained by learning of other cultures. This you can add up because it's easy to see in the students' actions and eyes." □

# City gardens help families meet food needs

You don't have to live in the country or have a "green thumb" to grow tasty, nutritious foods to supplement your family's diet.

The Washtenaw County, Michigan, Cooperative Extension Service is doing its share to carry this good word about gardening to all the people.

Through the expanded nutrition program, which Michigan calls the Expanded Nutrition and Family Program, the Washtenaw County Cooperative Extension Service has been putting special emphasis on meeting the nutrition needs of low-income city families. Gardening is one of the many programs that have been tailored to attract the city people.

During the spring of 1972, Washtenaw County Agriculture Agent Bill Ames and Russ Beeman, horticulture assistant, met with low-income homemakers in a local community center and reached out in a very personal way to excite people about starting their own vegetable plots.

No piece of land was too small; no piece of land was too poor. And for those without even a 1-foot strip, the "mini-garden" (or garden in a bushel basket) was a possible alternative.

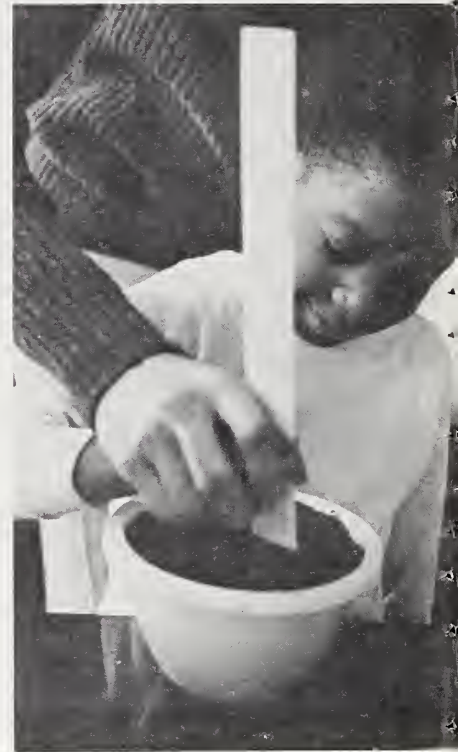
Reaching a new audience, people who haven't grown up with Extension, was the first stumbling block to sharing gardening ideas. While newspaper notices seem to draw in a middle-income population, the traditional techniques for publicizing gardening activities do not seem to work as effectively with the city poor.

Often the target population does not have an initial enthusiasm for the project; frequently they don't have transportation to get to a local community center. The cost of a local paper may be so prohibitive that the low-income homemaker may not read about the scheduled program.

Word-of-mouth was the answer in Washtenaw County. The nutrition aides, who visit with individual low-income families or groups of low-income families, had the ear of the community.

The relationships that had devel-

*A young gardener gets a helping hand as she makes her first exploration into the mystery of how things grow.*

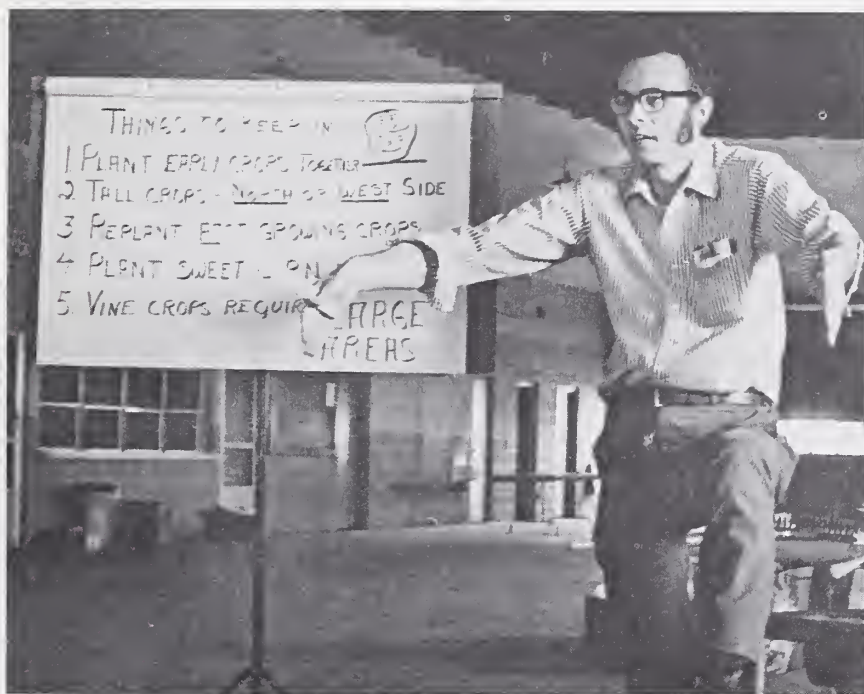


oped between the aides and the homemakers helped lure hesitant, sometimes not too enthusiastic homemakers to the gardening meetings.

In some cases the school principals or public health nurses helped Extension reach the inner-city population. But the word-of-mouth, friend-to-friend approach was the one that had the greatest success.

The agricultural agent sensed, as he planned his gardening program, the

by  
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*Joseph W. (Bill) Ames, Extension agriculture agent, above, explains in simple terms the basics of growing a garden. At left, Ames (left) and Urban Horticulture Agent Russell Beeman help a homemaker start her plants.*

kinds of slides he should select from his collection. It certainly would not be enough, he knew, to lecture to the audience about weeds and weed killers. More to the point were slides of people with whom the audience was familiar, people from their own culture who were gardening enthusiastically.

Vegetables were chosen on the

premise that the audience would more likely be inspired to grow those foods they include naturally in their own diets. Frequently the supermarkets do not stock "cultural" favorites like greens and collards, okra, and red hot peppers. An enterprising homemaker could grow her own crop and please both relatives and friends during a long summer.

Demonstrations—not just words—were the tool of the day. But only

demonstrations accompanied by audience participation really worked. The audience that's given the time to scoop soil into small pots, and to read the seed packages and debate: "What shall I plant, radishes or lettuce—or both?" becomes the involved audience.

The homemaker who measures down one-quarter inch and plants and covers the seeds often leaves feeling as though gardening may be just her thing.

As the on-the-spot, take-home gardens were planted (in a bushel basket or a plastic container), there was time for the agent to introduce the simple information that makes gardening successful. Sun, drainage, necessary tools, spacing of plants and seeds, fertilizing, and weeding were covered informally.

All the words fell into place. And a joke now and then didn't hurt the demonstrations. As Washtenaw County Agriculture Agent Bill Ames said, "Use the Santa Claus method to control weeds—'hoe, hoe, hoe'."

The Expanded Nutrition and Family Program gardening get-together made an impression. Several newcomers to Extension went beyond nodding their heads in agreement and asking to take home the extra potting soil. They asked the agriculture agent for his phone number and said they'd like to call him when they had a problem with their garden—if that was okay with him.

And that's just what the agent wanted all along—to share his gardening know-how with the low-income urban community in Washtenaw County. □



## "A New Day—a New Way" . . .

. . . was the theme of the National 4-H Week observance just completed. But it could just as well be a quick way of explaining the use of television in the conduct of 4-H programs.

There's nothing new about Extension using television for teaching. Specialists and agents have been using it for years. It is, so far, our best tool for giving method demonstrations to mass audiences for activities that can be carried into the studio. But for the most part in the past we have not fully exploited its potential as a teaching tool.

That began to change a few years ago. The TV Action series gave a good indication of the value of TV series for handling subjects of national interest. It also showed the effectiveness of treating several aspects of a single subject—in this case, rural civil defense—and the economics of producing series that were usable nationwide.

Extension is now releasing two additional series of six half-hour programs each. "Living in a Nuclear Age" and "Mulligan Stew" are the titles.

"Living in a Nuclear Age" is available for scheduling now. "Mulligan Stew" is expected to be ready for scheduling early in 1973. Both treat subjects that are vital to everyday living and will become even more vital. Both subjects are of intense national concern.

The term "atomic energy" was seldom heard outside the scientific circle until 1945. With the atomic bombs which ended World War II, atomic energy became a household word conjuring up disasters in our minds that struck fear in our hearts. Consequently, we have not developed the respect for the benefits atomic energy can provide. It will no doubt become with time a major energy source.

It's important, therefore, that people, especially young people, understand the role of the atom in the structure of the universe, how it can be harnessed, its potential for improving the welfare of all people, and how to cope with disaster created through its misuse. Those are precisely the objectives of "Living in a Nuclear Age."

Malnutrition generally has been associated with poverty.

But we also know that ignorance and affluence contribute to the level of malnutrition in this country. Ignorance plays a role in that people with marginal incomes who subscribe to the thought that "you get only what you pay for" could raise nutritional levels to acceptable standards by substituting more economical foods for the more expensive ones they buy. Affluence plays a role in that it gives people a choice. When given a choice, many will choose what they like rather than what contributes to a nutritionally adequate diet.

This is what "Mulligan Stew" is all about—helping young people understand the need for adequate nutrition and what constitutes an adequate diet. It aims to reach the youth in years when they're forming dietary habits that will largely prevail throughout their lives.

Success of these series in achieving stated objectives depends on two things—the effectiveness of the series in getting the message across, and mass participation. The latter depends on Extension workers at all levels.

Promotion at the county level to assure maximum participation is a major and important role. Promotional kits with ideas, copy, and suggested activities are being made available. Also, leaders' guides and member manuals supporting the series are an integral part of the effort. They are essential if youth are to get maximum benefit from the series, and they offer another means of promoting participation. Strong promotional efforts can also pay dividends in helping you reach new audiences for the other ongoing 4-H efforts, and helping those in other 4-H activities expand their own interests by encouraging them to participate in the series.

These series represent nationwide efforts, that, true to Extension tradition, are being implemented on a State-by-State and county-by-county basis. We all have an important role and an important stake in assuring their success in treating major national concerns that affect to some degree and exist to some extent in each community of the Nation.—WJW