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# Reaching People

Department of  
Information and Agricultural  
Journalism

press  
publications  
radio  
television  
visual aids

Agricultural Extension Service

University of Minnesota



August 29, 1977

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 \* Please read, check, and circulate \*  
 \* County Extension Director \*   
 \* County Extension Agent \*   
 \* Associate County Extension Agent \*   
 \* Other \*   
 \* Secretary for Filing \*   
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THERE'S NO "DAY" IN "SUNDAY" --So says Sydney J. Harris, a nationally syndicated newspaper columnist. He crusades in many of his columns for better grammar, better pronunciation, and better communication. And his advice is good. Recently he emphasized several common errors made by announcers. With some chagrin I recognized that I make the same mistakes. Harris said he wishes announcers would learn:

There is no "day" in "Sunday," no "win" in "genuine," no "door" in "ambassador," no "hives" in "archives," no "ray" at the end of "lingerie."

There is no "lug" in "luxury," no "pair" in "irreparable," and no "pull" in "pulmonary."

There is no second "r" in "sherbet" and it does not rhyme with "Herbert"; there is no "pen" in "penalize" (which is derived from "penal" and not from "penalty"); there is no "seer" in "sincerity," no "sick" in "psychiatry," and no "pick" in "despicable."

There are only three syllables, not four, in "rigmarole," "mischievous," and "disastrous" (not "disasterous").

There is no word "dias" (except in Spanish) though it is used every day at banquets: the raised platform for honored guests and speakers is "dais."

There is no "d" sound in "handsome," no "l" sound in "palm," and no "n" sound in "restaurateur."--Harold B. Swanson (Editor's note: these will probably send you to the dictionary, too!)

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GRABOW NAMED OVER-ALL STATE WINNER IN INFO CONTEST--

Clayton Grabow, Mille Lac County extension director, has been named over-all Minnesota winner in the National Association of County Agricultural Agents 1977 Public Information Awards program. His historical taped radio program was judged the best of all entries in the state by the Minnesota Judging Committee.

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Winners in individual categories were:

Radio--Clayton Grabow

News Photo--Clayton Grabow

Direct Mail--Charles P. Schwartz, Winona County

Personal Column--Charles P. Schwartz

Feature Story--Dennis Seefeldt, Washington County

Newsletter--Dennis Seefeldt

Winners in all these categories were entered in the national contest. Announcement of placings nationally has not been made. --Richard Herman and Harold B. Swanson

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ELMS TO ADOLESCENCE IS PERSPECTIVE RANGE--The October programing for Perspective, The Minnesota Public Policy Report moderated by John S. Hoyt, Jr., begins October 4 and can be viewed on the following stations: KTCA, Channel 2, Twin Cities, Tuesdays at 10:30 p.m.; WDSE, Channel 8, Duluth, Mondays at 6 p.m.; KWCM, Channel 10, Appleton, Tuesdays at 10:30 p.m.; KEYC, Channel 12, Mankato, Saturdays at 1:30 p.m.; KCMT, Channel 7, Alexandria, Sundays at 7 a.m.; and KNMT, Channel 12, Walker, Sundays at 7 a.m. October topics and guests include: Oct. 4, The Shade Tree Problem--Legislative Intent--Tom Berg, Minnesota Representative; Don Wilke, chairman, Shade Tree Advisory Committee; Senator Hubert H. Humphrey. Oct. 11, The Shade Tree Problem--Current Action--Mark Ascerno, assistant extension specialist, Entomology, Fisheries, and Wildlife; Ward Stienstra, associate professor, Plant Pathology; Mervin Eisel, instructor and extension horticulturist, all of the University of Minnesota. Oct. 18, The "Safe Foods" Issue--Gerald Miller, professor and extension specialist, Agronomy; Ted Labuza, professor, Food Science and Nutrition, both of the University of Minnesota; and Mitch Wrich, U. S. Environmental Protection Agency. Oct. 25, Youth--Early Adolescence--Ruth Teeter, associate professor, Center for Youth Development and Research, University of Minnesota; William Klundt, assistant education director, Minnesota Home School, Sauk Center; Roger Wangen, consultant for social studies, State Department of Education.

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REPORTER'S WORLD--A new programed-learning package from the New York State Cooperative Extension Service, The Reporter's World: Teaching Kit for 4-H Reporters, is available from the Extension Audio-Visual Library. I recommend it for beginning writers and as a refresher for those with intermediate skills. The kit includes slides, a synchronized audio cassette, leader's guide and a reporting game. Here's a good way to train 4-H reporters to report 4-H activities to local media. --Dave Zarkin

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# THE COMMUNICATIONS SCENE

Department of Information and Agricultural Journalism  
Agricultural Extension Service  
University of Minnesota  
St. Paul, Minnesota 55108

No. 61

## RESEARCH AND AGRICULTURAL AUDIENCES

by Harold B. Swanson, Professor and  
Extension Communications Specialist

Where do farmers and others in agri-industry get information? What information do they want? What's the best way to present this information? These are questions that educators, communicators, marketers, advertisers, and others working with farmers frequently ask.

Agricultural and other communications research gives us some answers to these questions. This research helps us in education, for example, to communicate more effectively with those in agriculture.

Today on Communication Scene we'll emphasize research relating to mass media. Rather than going into specifics, we'll make a few general conclusions.

As you might expect, our first conclusion is that all of us are different. We're individuals. Farmers are no exception. Keep this in mind with any statements we make.

Another conclusion is that farmers are information seekers, just like other businessmen. They're concerned with making their farms as profitable and as efficient as possible. They're producers. They don't lean back and let information flow to them. Many seek out the new ideas, research results, knowledge. To do this they may contact manufacturers directly, they may work with their local dealers and representatives, and they often communicate directly with their local extension agent or faculty at land grant colleges or vocational or community schools.

For those of us in communications this means we have to give farmers more depth, more evidence. At the same time we have to do it quickly and to the point. Much of the advertising beamed at farmers does exactly this--it presents proof, testimonials, facts the farmer needs to make decisions. This contrasts with much consumer advertising that appeals to beauty, acceptance, health, and similar emotional needs.

Farmers, of course, seek information from sources other than business, government, schools, and colleges. Three other important sources are local dealers, neighbors and friends, and the mass media.

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Some research has indicated that dealers and other local businessmen are becoming increasingly important to and trusted by farmers. Back of this may be the fact that dealers are becoming more knowledgeable. These dealers today are better educated and depend on educational and research institutions for training and ideas.

Farmers still depend heavily on their friends and neighbors for information. However, this group is becoming less important in decision making.

Mass media are highly important for farmers especially as they seek to find out about new developments or get more information about products. In mass media we include not only newspapers, radio, TV, and magazines but also exhibits and the many publications that come to farmers' mailbox or are picked up at business places.

Research indicates that there is a difference in how farmers use and rely on mass media. For example, radio is a prime source of information on the weather and on markets and is a good place for short messages or ideas that will need other follow-up. The local newspaper provides more details or on-the-spot information about meetings and other events.

Many farmers, of course, regard magazines as their most important source of initial information. Magazines can give greater depth and can spend more time and effort on individual stories than newspapers or radio and television. These magazines, of course, vary from state "papers" such as the Farmer to national and regionals like Successful Farming, Farm Journal, and Hoard's Dairyman to the many specialized publications for hog, beef, crop, dairy, and other farmers. Specialized publications have grown rapidly in recent years, and farmers look to them for more detailed information. Many of these magazines are free, but the subscriber must have a certain size operation to receive the magazine. For example, he may have to raise 300 pigs or milk 50 cows to be eligible.

Actually, most farmers may be taking 7-10 magazines. Research indicates the farmers are not spending more time on reading. They divide their time among more magazines, spending less time on each publication.

Turning to another aspect of research, we find that farmers differ greatly from where they seek their information and how quickly they accept new ideas. Like radio announcers, teachers, University professors, and businessmen, some are quick to accept new ideas, some wait awhile. In fact sociology researchers have classified farmers and others into several groups. First to adopt new ideas are called "innovators." They make up about two percent of the population, and they try new ideas right away and are willing and able to take greater risks. Often their neighbors and friends do not follow them. And sometimes they are regarded as "oddballs."

Next there are the "early adopters." They have greater influence on their neighbors and friends. Then there is the "majority" who come along a little later. And finally there are the "non-adopters" who do not accept the new ideas, often for valid reasons. Each of us at times are non-adopters of some new ideas.

From a communications standpoint, it's important for those of us in education and business to know which group we're addressing. What we say and how we say it will vary between these groups.

Again today we've barely skimmed the surface of this fascinating field of communications research with a few general conclusions. Paramount in our thinking though is the idea that we in education can serve agriculture better if we do research or as Harold Hill in the Music Man said "Know the territory."



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No. 62

## MASS MEDIA--ADVOCATES FOR AGRICULTURE?

by Harold B. Swanson, Professor and  
Extension Communications Specialist

Do the mass media do a good job reporting agriculture to the public? Do they have a responsibility for creating a better image for agriculture...for farmers and all the industries that serve agriculture? Should they become advocates for or "sellers" of agriculture?

These are not easy questions to answer. Take the issue of creating a "better" image. Agriculture is not unique in wanting a better image. Doctors and the American Medical Association are concerned with what the public thinks of them. Lawyers, bankers, the oil industry, conservationists, legislators, government employees, home economists, the entertainment industry, teachers...to mention a few...are all concerned about their image. They all feel that they are not understood or are not getting the recognition they deserve. Some feel they are unfairly blemished with criticism they can't or don't have the resources to answer. And all are right to a certain extent. At the same time they may well be overly sensitive or defensive. Many times they blame the mass media for their "image". Or they feel that the media could create an improved image if the media would report more about them and leave out what their groups regard as unfavorable news.

The media do have the responsibility of reporting the news. This doesn't necessarily mean telling the story various groups would like. The media have to decide what is and what isn't news to their readers or listeners or viewers. Here they must consider their entire audience not just a few with special interests. We must admit that all of us feel what we like or do is the most important and most newsworthy. But we could be wrong.

Frankly, I feel that many of the media, especially in urban areas, are not paying enough attention to agriculture. But remember I'm pro-agriculture and perhaps not the best judge.

In this regard another question is sometimes raised. It is, "shouldn't those who write about agriculture be favorable to agriculture, even be advocates?" Frankly, I disagree. I don't believe they should be advocates, but I do believe they should understand agriculture...should know what they're talking or writing about. But let me quote one agricultural reporter on this issue. Bernard Brenner is the national agricultural reporter for the UPI, short for United Press International. He is based in Washington D.C.. This year Brenner received the Rueben Brigham award for outstanding achievement in agricultural communications from the American Association of Agricultural College Editors.

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Brenner said, "as a newsman for UPI, my job is not to serve agriculture. We do not regard ourselves as part of the industry or as an arm of the U.S. Department of Agriculture or land grant colleges of agriculture." He went on to say that he should no more serve agriculture than reporters covering the Defense Department or State Department should serve those departments or the industries connected with them.

He maintained that it is not in agriculture's long run interest for the reporters to become advocates. If they did, they would lose credibility as independent media. "We must deal with you as arm's length friends", he told agricultural college editors.

Brenner also suggested that agriculture and colleges not worry so much about being loved. He questioned the idea that if people know you, they will love and support you. He pointed out that labor, the oil industry, and many others are seeking public love and understanding but that the capacity to love and understand is limited.

I have to agree with Brenner. The independent journalist whether working for a newspaper, magazine, radio station, or TV station has the job of reporting, not representing an industry. It is a position that is vital to a free press. Without it, abuses in government, industry, education...the Watergates...might go undetected.

On the other hand, I do feel that the mass media do have an obligation to cover agriculture in more depth, more thoroughly because agriculture is news today. It's important to a large part of our population. As I look at the media, especially outside the metropolitan areas, many are doing a good job and deserve the plaudits of those of us in agriculture. And it goes almost without saying that our specialized media, e.g., farm magazines, may well be advocates as they devote their entire efforts to serving agriculture.

August 1977



## Publications and Direct Mail

### NEW PUBLICATIONS

August 1977

Planning Transportation Systems for Older Rural Americans. Station Bulletin 519. Steve Levy, K. William Easter, Harald Jensen, Jerry Fruin. Gives results of a study in Meeker County funded under Title V of the Rural Development Act. 20 pages. Available late August.

Surface Energy Balance and Soil Thermal Property Modifications by Tillage-Induced Soil Structure. Technical Bulletin 306. R. R. Allmaras, E. A. Hallauer, W. W. Nelson, S. D. Evans. Describes research on varying tillage combinations. 40 pages. Available.

Copper for Organic Soils. Extension Folder 347. G. W. Wallingford, C. A. Simkins. Describes copper deficiency symptoms, copper fertilizers, and crop responses. 6 pages. Available.

Buying Nutrition, Not Just Food. Extension Program Report 67. Presents background on "Truth in Eating" series of programs developed by home economists in Minnesota's east central district. 2 pages. Available.

### REVISED PUBLICATIONS

Minnesota Dairy Ration Balancer. Extension Folder 292. M. F. Hutjens and G. R. Steuernagel. Presents a computerized method of calculating a nutritionally balanced ration for dairy cows and heifers. 2 pages. Available late August.

The Landscape Arboretum Annual Report. Miscellaneous Report 111. Reports in narrative and figures on happenings during 1976, the 19th year of the University of Minnesota Landscape Arboretum, located at 3675 Arboretum Drive, Chaska, Minnesota. 72 pages. Available.

### REPRINTS

Feeding the Dairy Herd. Extension Bulletin 218. Michael Hutjens, Donald Otterby, Robert Appleman.

You and Rural Zoning. Extension Bulletin 373. Robert Snyder.

Barbecuing Poultry. Extension Folder 200. Milo Swanson.

Get to Know Your Septic Tank. Extension Folder 337. Roger Machmeier.

Studying Soil Texture and Its Influence. Environmental Education Activity Sheet 12. Clifton Halsey.

Wood as a Fuel Resource. Forestry Fact Sheet 9. Lewis T. Hendricks.

Breads and Cereals. HS-11.\* Grace Brill, Leona Nelson.

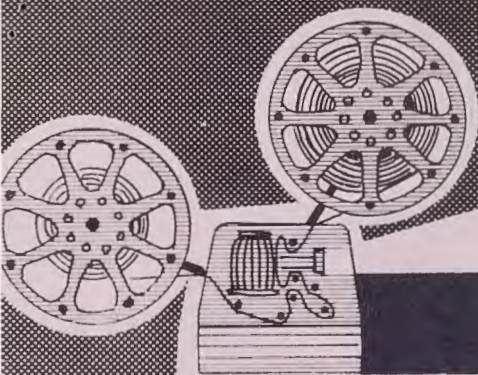
Feeding Baby Solid Foods. HS-42. Debora Wardle, Muriel Brink, Leona Nelson.

Making Your Point with Pictures. Information Service Series 14. Donald Breneman.

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\*Brochures in this series are short and elementary. They are written for audiences with limited experiences, finances, and education.





# visual aids TIP SHEET

## Minnesota Agricultural Extension Service

August 1977

Artwork-----	(612) 373-0712
Emergency Bookings-----	(612) 373-1252
Equipment-----	(612) 373-1254

### AUDIO VISUAL LIBRARY REPORT CARDS

Please fill out the brief user report card accompanying a slide set, film, or video tape from the Audio Visual Library.

The information contained on this card is used to compile our media use report so it is very important that the cards are filled out each time the material is used.

Please take time to fill out the lines marked with the x's on the sample below.

Film \_\_\_\_\_ Slide Set \_\_\_\_\_ Date Returned \_\_\_\_\_

Number \_\_\_\_\_ Title \_\_\_\_\_

Name \_\_\_\_\_

Position \_\_\_\_\_

County Staff \_\_\_\_\_ State Staff \_\_\_\_\_ Vo. Ag. \_\_\_\_\_ Other \_\_\_\_\_

Times Shown \_\_\_\_\_ Total Attendance \_\_\_\_\_

Type of Audience: Adult \_\_\_\_\_ Jr. \_\_\_\_\_ Both \_\_\_\_\_

Educational Value: Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Physical Condition: Good \_\_\_\_\_ Poor \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

NEW FILMS ADDED TO THE AGRICULTURAL EXTENSION LIBRARY

- # 3035 FIRE IN MY KITCHEN--12 min., color, Film Communicators. (TV-\$3.00)  
Demonstrates how to cope with kitchen fires, specifically top-of-the-range fires. Includes smothering techniques and use of an extinguisher. Covers wastebasket fires, overloaded circuits, grease ignitions, hazards of clothing ignitions, and child safety in the kitchen. Emphasis on correct way to call the fire department. 1976
- # 3050 HAVE A WONDERFUL EVENING--15 min., color, Film Communicators. (TV-\$3.00) A couple leave their children and home under the care of a baby-sitter, and fire breaks out. Introduces "baby-sitter orientation plan" to inform adolescents what to do in case of a fire emergency. 1976
- # 3051 TIGER IN THE HOUSE--20 min., color, Area 16 Productions. (TV-\$3.00)  
Depicts fire as a tiger in the house. Gives information on smoke and fire detectors. Emphasizes the need for plans of escape and exit drills in the home in case of fire. 1976

NEW SLIDE SETS ADDED TO LIBRARY

- # 58 COUNTY FAIR DISPLAYS--18 slides, color, Wayne H. Hanson, assistant leader, agriculture/related program industries, University of Minnesota. (\$1.75) Gives ideas on exhibiting clothing, arts and crafts, and horticulture projects. For 4-H leaders and fair department superintendents. 1977
- # 124 INSIDE MY MOM--78 slides, color, cassette tape (both audible tone and automatic, inaudible 50 Hz pulses, time 7:45), March of Dimes. (\$1.75) Focuses on the importance of good eating habits during pregnancy. Combining cartoon animation with actual photos, it offers sound nutritional advice in an informal manner. For adolescent or adult audience. 1976
- # 127 HATS OFF TO LEADERS--80 slides, color, cassette tape (automatic, inaudible 1000 Hz pulses, time 9:15), University of Wisconsin-Madison. (\$1.75) Designed to help 4-H project leaders examine their role in terms of the following concepts: purpose of 4-H, importance of the project leader, using the child-centered approach, involving members in leadership roles, involving parents, using community resources, assessing member growth, and knowing success as a project leader. For use with leaders of a shop or woodworking project or for recruiting and training new project leaders. 1977

REVISED SLIDE SET

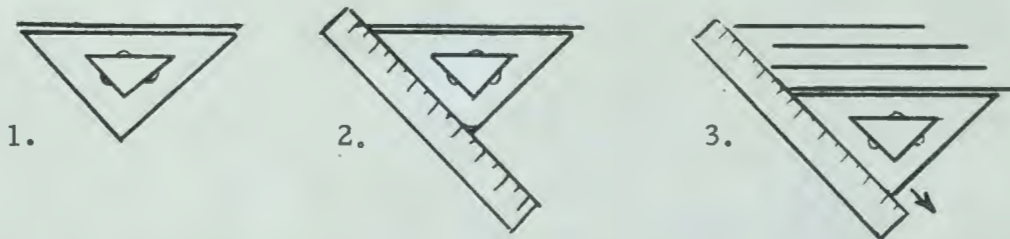
- # 523 GETTING ACQUAINTED WITH PORK--75 slides, color, National Live Stock and Meat Board. (\$1.75) Illustrates the story of pork selection, identification, cookery, freezing, and storage. Taste-tempting dishes illustrate the variety of cuts available. 1977

--Gail Tischler and Don Breneman



August 29, 1977

DRAWING PARALLEL LINES--Parallel lines are easy to draw using any triangle and a ruler. Position the triangle on your first line, then position the ruler as in the illustration. Simply slide the triangle along the ruler and mark with a pencil to draw lines parallel to the first.



USING RUBBER CEMENT--The best method for pasting a photo or artwork with rubber cement follows:

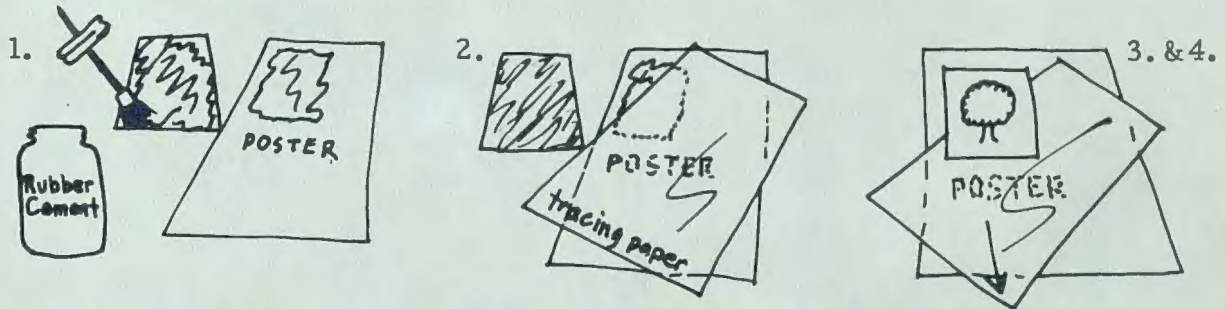
1. Use rubber cement thinned (with rubber cement thinner) to the consistency of cream or house paint. Spread rubber cement all over both surfaces and allow to dry.
2. Place a third sheet of paper over 90 percent of the first glued (cement coated) side as a separator sheet (tracing paper works best).
3. Position the other cement coated side piece on top of the base (first) and separator sheet. When the position is correct, press the two

-over-



rubber cemented sheets together at about the same time you are doing step 4.

4. Carefully pull the separator sheet out from between the other two and press the two glued sides together. The bond will not pucker like other glues. It will not crack, dry or peel apart. If you do need to separate them, however, soak the area between the two layers with rubber cement thinner to pull them apart easily.



### A TRICK FOR GRAPHS

Often the space allotted for the graph is not divisible by the number of lines needed and equal spacing can become a problem. Figuring it out mathematically is possible, but more difficult than the following method. Rather than laying the ruler straight across the page, place it diagonally. In the diagram, a 7 inch space needed to be divided into eleven equal units. The ruler was placed with one end at 0 and the other at 11 (touching each end of the graph). Each inch was marked and parallel lines were drawn from the marks up to where the divisions were needed.

