

# Reaching People

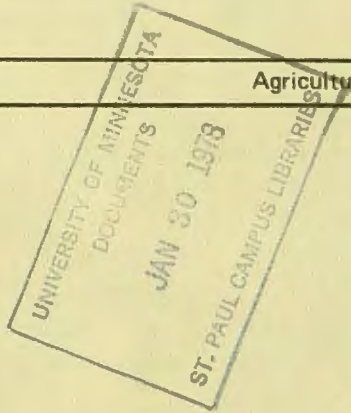
Department of  
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Journalism

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Agricultural Extension Service

University of Minnesota



January 25, 1978

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ROMANCE ON THE WAY TO CHANGE? -- That's what Pat Borich tells us. He made the point at a recent professional development course on effective adult education. Naturally we like to tie Pat's romance to communications. Pat, quoting Alfred North Whitehead, said that there are three steps on the way to change or to learning.

The first step is the "romance" step. Here the learner connects the idea, the learning, with self. The learner makes the change relevant to self. One definition of romance includes the word, involvement. We use the term, problem identification, for this stage.

The second step is getting information from the outside world. Sometimes this is called generalization. As educators, this is "dropping the load" (perhaps an inappropriate term but often true) or presenting the subject matter or information.

The third step is "specialization," North says. The learner asks the question, "How must I change? How do I specialize or adjust the information to my needs?" As educators we can help provide answers.

Many times the letters we write, the talks we make, the meetings we conduct, the other methods we use relate directly to these three steps.

We try to show how our message is relevant to people's problems, "What's in it for them?" (we romance them); we try to provide relevant, useful information; and finally we try to help them see what changes they could make. In all the steps we act as educators with the clientele making the decisions.

--Harold B. Swanson

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HOW WELL ARE YOU READ? -- That's a difficult question to answer. Recently we had the opportunity to visit with the fine Sibley County Extension staff and came up with a lot of good ideas worth sharing. Many of you probably are using the devices John Peterson and his colleagues use. Here are two:

\* Survey sheet--At many meetings John hands out a sheet asking people to rank a list of topics that interest them. This gives him a clue as to future program planning. On that same sheet he asks how often they read his newspaper column "Farm News." Over half do every week and many do almost every week.

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\* Planning Guide--For every meeting or conference, John has a page form he fills out. This includes, of course, the date, location, and speaker. It also includes room arrangements, lunch arrangements, equipment, bulletins, publicity, intended clientele registration, program content, evaluation at the meeting, attendance, etc. In a separate column he has room for evaluation of each step. This is a handy device for seeing that all bases are covered.

Ask John for copies if you're interested.--Harold B. Swanson

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DID YOU SAY WHAT I HEARD YOU SAY? -- That's the title of a term paper Itasca County Extension Director Al Page prepared at a winter school session at Tucson. We picked it up during a professional development visit with our Itasca County colleagues. Several ideas are worth passing on.

Al quotes Peter F. Drucker's The Effective Executive this way, "The harder the superior tries to say something to his subordinates, the more likely it is that the subordinate will mishear. He will hear what he expects to hear rather than what is being said."

He then quotes Eliot Richardson from the foreword to Gordon Hoxies' book, Command Decisions of the Presidency. Richardson said, "President Eisenhower liked to visualize his leadership this way... 'I'm not one of the desk pounding types that like to stick out his jaw as if he is bossing the show. I would rather get into the background, recognizing the frailties and requirements of human nature, try to persuade a man to go along. Once, I've persuaded him, he'll stick. If I scare him, he will stay as long as he is scared, then he is gone.'"

Finally Al paraphrases North Carolina's William Carpenter as to roadblocks in extension communications. These include: office location, time, effective use of time, inability to get away to a private location, and secretarial situation. BUT a marginal note was especially interesting. It related to the emphasis on getting away and privacy to be more efficient, and get more work done. That note states that the Japanese feel that private offices are roadblocks to good communications. That's a point worth considering. In our rush to efficiency and privacy are we blocking necessary communication and interaction by isolation?--Harold B. Swanson

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NEW COPYRIGHT LAW TOOK EFFECT JANUARY 1, 1978 -- Some editors and artists in the department attended a colloquium on this new law at Mayo Auditorium, Minneapolis campus, January 17. It was sponsored by the University Libraries which is especially concerned with the law as it applies to copying machines. There were many handouts from the Government Printing Office and after these are digested and discussed, the Publications Section hopes to develop a check list for authors and editors in preparing manuscripts. It would seem that more and more written permission will need to be obtained when something is used from a copyrighted source. More definite guidelines will be coming from the University in April. Until some cases are taken to court for decisions, ambiguities will remain. In the meantime our aim will be protecting authors, editors, and the University from litigation.--Gail McClure, Publications

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## Publications and Direct Mail

January 25, 1978

### NEW PUBLICATIONS

- Evaluating Wiring in Older Minnesota Homes. Extension Folder 300. William Angell. Explains basics of wiring, electrical standards, wiring types, and rewiring considerations. 8 pages. Available.
- Evaluating Plumbing Systems in Older Minnesota Homes. Extension Folder 343. William Angell. Discusses how a plumbing system operates, municipal sewer vs. onsite sewage treatment, plumbing fixtures, and replumbing procedures. 8 pages. Available.
- Guidelines for Choosing Replacement Females. Extension Folder 359 (Pork Industry Handbook--P.I.H. 27). This series developed by specialists from many states at Purdue University). Describes (pictorially, too) what to look for in the sow herd for productivity. 4 pages. Available.
- Feed Additives for Swine. Extension Folder 360 (P.I.H. 31). Defines antibiotic, chemotherapeutic, and anthelmintics (dewormers). Four tables. 4 pages. Available.
- Crossbreeding Programs for Commercial Pork Production. Extension Folder 361 (P.I.H. 39). Describes crossbreeding (used by 90 percent of commercial producers) to combine desirable characteristics. 6 pages. Available.
- Coping with Limited Resources Challenges Native Wit. Extension Program Report 69. Reports proposals for coping with scarce resources entered in the Environmental Design: Native Wit competition. 2 pages. Available.
- Shade Trees for Southwestern Minnesota. Minnesota Tree Line Fact Sheet 12. Jane McKinnon. Discusses area from Big Stone County on the northwest to Cottonwood and Jackson counties on the southwest. Suggests trees known to have succeeded in these areas. 2 pages. Available.
- How to Patch Knees in Pants. HS 54 \*(Sew & Save It Series). North Central Regional Project. 4 pages. Available.
- How to Fix a Torn Loose Pocket. HS 55 \*(Sew & Save It Series). North Central Regional Project. 4 pages. Available.

### REVISED PUBLICATIONS

- Weed Control in Small Grains. Agricultural Chemicals Fact Sheet 8. Oliver E. Strand. Summarizes herbicide treatments for controlling weeds in small grains. 2 pages. Available.
- Wild Oat Identification and Control. Agricultural Chemicals Fact Sheet 9. Oliver E. Strand. Discusses and illustrates wild oat and outlines control measures. 2 pages. Available.

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

Breeding Management of Sows and Gilts. Animal Science Fact Sheet 13. J. D. Hawton, R. J. Meade, and C. J. Christians. Suggests proper management procedures during the breeding period. 2 pages. Available.

Nutrition of Bred Sows and Gilts. Animal Science Fact Sheet 14. J. D. Hawton and R. J. Meade. Discusses nutrient requirements, energy nutrition, and feed restriction methods for breeding herds. 2 pages. Available.

Feeding and Managing Sows at Farrowing and During Lactation. Animal Science Fact Sheet 15. J. D. Hawton and R. J. Meade. Discusses management practices at this critical phase of swine production. 2 pages. Available.

#### R E P R I N T E D P U B L I C A T I O N S

Evergreens. Extension Bulletin 258. M. C. Eisel, M. E. Smith, J. A. Lofgren, W. C. Stienstra, J. McKinnon.

Using Wood Stoves and Fireplaces Safely. Extension Folder 323. (1 revised drawing) C. Halsey.

Abortions and Calving Problems. Extension Pamphlet 227. M. L. Fahning, R. H. Schultz, B. J. Conlin.

Why Some Cows Don't Conceive. Extension Pamphlet 228. M. L. Fahning, R. H. Schultz, B. J. Conlin.

Fertilizer for Alfalfa. Extension Folder 255. C. A. Simkins, C. J. Overdahl, J. Grava.

Make Communications Effective in Adult Education. Communication Bulletin 25. H. B. Swanson.

Controlling Household Humidity. Agricultural Engineering Fact Sheet 19. H. A. Cloud, D. W. Bates.

Choosing Fans for Your Livestock Ventilation System. Agricultural Engineering Fact Sheet 22. L. D. Jacobson, K. A. Jordan.

Feeding Silage to Bred Sows and Gilts. Animal Science Fact Sheet 31. J. D. Hawton.

Energy Consumption of Refrigerators, Freezers, and Ranges. Home Economics Fact Sheet 31. W. Olson.

Raspberries for the Home Garden. Horticulture Fact Sheet 20. L. Hertz.

Chemical Control of Cereal Leaf Diseases. Plant Pathology Fact Sheet 24. H. L. Bissonnette.

House Plant Problems. Plant Pathology Fact Sheet 25. W. C. Stienstra.

How to Buy a Tree. Minnesota Tree Line 1. J. McKinnon.

# THE COMMUNICATIONS SCENE

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

No. 71

## MINNESOTA MASS MEDIA - 1978

By Harold B. Swanson, Professor and Extension  
Communications Specialist

Mass media play an important part in everyone's life. And changes in the media do affect everyone of us whether we live in rural Minnesota or in the cities. Today we'll review what's happening with media in Minnesota.

Looking first at radio, we find that there are changes in programming but that the number of stations has remained fairly constant in recent years. The latest Yearbook of Broadcasting lists over 190 stations in Minnesota. Of these about 100 are A.M. stations and 90 are F.M. stations. However, over 50 of these are really combination AM-FM stations. They are owned and managed together, have the same facilities, and often carry similar programs. If we considered these combined AM-FM operations as one, there would be 140 rather than 190 stations in the state.

Rural areas are well covered by radio stations and local community programming even though the most powerful stations are in the larger cities. However, only about 25 of Minnesota's 190 stations broadcast from the Twin Cities. That means that about 7 out of every 8 stations in Minnesota serve rural areas.

The growth in the number of radio stations in Minnesota has slowed down and is stabilizing.

In the sixties and early seventies stations were springing up almost monthly. Most of these were FM stations, (often owned by the town's or city's AM station). Since 1970 there have been only 6 new AM stations and 35 new FM stations started. Only a few started last year.

We do find, however, that stations are changing their programming. For example, many programs are getting shorter, varying in length from 3-5 minutes. At the same time many people say that commercials are also getting shorter, but more numerous. There is also more on-the-spot reporting or coverage.

The number of TV stations and CATV outlets has stabilized. It's been some time since a new TV station started in Minnesota. After rapid growth in the sixties and early seventies, the growth of CATV outlets or stations has also slowed down with most of the change coming in the metro area. CATV is found mostly in smaller cities and towns where reception from larger cities is not too good. Most of these CATV outlets serve only the town and not the country because of the high cost of cable lines. However, a few CATV outlets are now using microwave so farms and rural areas could be served in the future. Both TV and CATV, of course, have potential for serving rural areas with the latest information and educational opportunities. Thus far this potential hasn't been tapped to any extent.

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Reprint from Radio Series—The Communications Scene

Like the electronic media, the number of newspapers in rural Minnesota has stabilized. For many years the number dropped rapidly. In fact, in 1900 we had almost twice as many weekly newspapers as now. In 1977, 331 weeklies belonged to the Minnesota Newspaper Association up three from last year. The number of nonmetro dailies stayed at 24. Circulation of both of these groups remained about the same.

The two significant trends in weeklies has been the rapid development of community papers in the larger cities and the development of weekly newspapers in southern Minnesota aimed exclusively at farmers and covering several counties. Many rural people, too, are familiar with the peach or other colored sections that come with many of their local weeklies. These are largely advertising media and are circulated to a group of papers working together. This development is not recent, but it has occurred in the last 10-12 years.

Although the number of papers has remained constant, the number of people employed by weeklies has dropped, largely because of the adoption of what we call offset printing. Offset does not require as much labor as the older printing methods.

There has been a major change in many of our metro dailies this past year. Now many dailies emphasize special sections and feature articles. There is possibly less on-the-spot news provided although the dailies maintain this is not true. This trend among dailies is occurring over the nation. The change is so new we really don't know what effect it will have.

Still another important source of information, especially for farmers is the magazine. Farm magazines are doing well. Many specialized magazines have been started recently. These specialized magazines cater to a very specific farm audience such as those raising 300 pigs, 100 beef, 50 dairy animals, over a 100 acres of a certain crop...to mention a few. Both the general and specialized farm magazines contribute greatly to agriculture.

In summary then there are changes in the media, but there is also stability. Rural areas are getting the service they need from their local community stations and papers as well as other mass media. But we can look for improvements, expanded opportunities, and changes ahead.

JANUARY 1978

# THE COMMUNICATIONS SCENE

Department of Information and Agricultural Journalism  
Agricultural Extension Service  
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No. 72

## THE MEDIA AND "STAGED" NEWS

by Harold B. Swanson, professor and extension  
Communications Specialist

"Staged" or "made" news and media events are becoming common terms in these days of strikes, demonstrations, and political rallies. Many people are critical of news of this type. Before being too critical, however, we need to know what's involved in so-called "staged" or "made" news. We need to realize, too, that much of our news in modern society comes as a result of deliberate efforts of people interested in a specific cause or idea. And we have to remember that we are talking about news--something that is unusual, different, interesting, timely. These are all characteristics journalists use to define news.

Where does "staged" news come from? One source is what we commonly term press or, more accurately, news conferences called by people who want to forward a particular message or point of view. Actually the news conference often is the most convenient way for both the media and the newsmaker to get together. The person notifies the media about the conference and then is on hand to make an announcement and answer questions. Here are a few examples.

There is the political news conference called by a candidate to announce that he or she will run for a certain office or to make an important policy statement. We see this type of news nearly every day in one form or another.

Then there is the conference called by commercial or business interests to announce a new product such as a pesticide or fertilizer or breakthrough in seed varieties. Or it could be the announcement of the expansion of a company's operation or the building of new facilities.

The University, too, has news conferences when the occasion arises. Each year, for example, our agricultural economists attend a national conference at which the outlook for farm prices, production and the like is discussed. To get out this information rapidly we may call a "briefing" conference which newspapers, radio, TV and magazines attend, are brought up-to-date, and ask questions. They rapidly spread this information to their audiences, and we at the same time send short summaries to the media unable to attend. Thus the word gets out much faster and everyone benefits.

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The term, "media event," is bandied about a great deal these days. In the sixties we saw many events--often disturbances--created primarily to get media coverage and public attention. This, people felt, was a good way to draw attention to the problems of a minority or a special cause. Some people may feel that farmer strikes and demonstrations are media events today. They do have some of the same characteristics, but they are also conducted to bring the ideas and feelings of a special group to the attention of others more directly involved. They are not staged for media coverage alone.

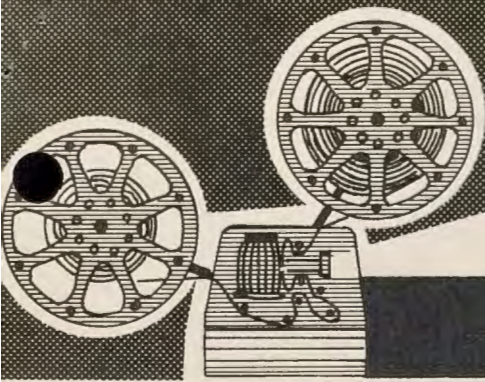
Very similar to media events are other events for special publics which rely heavily on media coverage. Examples are dedications, grand openings, community and anniversary celebrations, and the special days we see so often in rural communities. These and other similar type of events rely a great deal on media to tell their story.

Then there are many conferences and events where the primary purpose is to make a decision on important issues or to help those taking part have a better understanding of an issue. Examples are national church conferences, farm organization meetings, and even educational meetings put on by schools and universities. Here's an example. Many years ago the University wanted to show the difference in modern and old methods of raising corn. A farmer allowed us to use part of his farm to demonstrate the great difference. At the end of the season we sponsored a field day. However, harvest had been delayed, weather was nice, and only 60 farmers showed up. Fortunately the media were on hand for this unusual demonstration and its spectacular findings. As a result "Corn-Yesterday and Today" received national attention in magazines, newspapers, and radio networks. The result was that 60,000,000 heard about "Corn-Yesterday and Today" even though only 60 actually heard the results of the demonstration at the field day.

In conclusion, then "staged" or "made" news is with us everyday. It's up to us as readers and listeners to decide on the merit of such news. Some of the contrived news is shallow, but much has a great deal of substance and value to it. It's an important addition to our everyday information.

January 1978





# visual aids TIP SHEET

## Minnesota Agricultural Extension Service

January 1978

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

By now, you are probably aware that you have not received the new audiovisual library catalog promised by January, 1978. Plagued with problems, the project has recently been delayed by a breakdown in the computerized printing equipment at the University Print Shop just after Christmas. Don't give up hope--we're just as anxious to get it as you are.

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### SPECIAL NOTICE

Increased postal and labor costs have forced us to increase our rental fees on AV materials. As of January 1, 1978, rental fees for all audiovisual materials in the Teaching Materials Library will be as follows:

Slide sets . . . . .	\$3.00
Films:	
11 minutes or less . . . . .	4.50
12-20 minutes . . . . .	6.00
20 minutes and up (price based on film length and value) . . . . .	7.50
	10.00
	12.50
	15.00
Games and Kits . . . . .	2.50
Overhead transparencies . . . . .	3.00
Study prints . . . . .	2.50
Tapes . . . . .	2.50
Video tapes (per reel or cassette) . . . . .	7.50
Rental fees on Minnesota Fire Service visuals:	
Slide sets . . . . .	\$2.50
Films . . . . .	3.75
Overhead transparencies . . . . .	3.00

Please check your confirmation for price increases on visuals ordered. All orders received prior to January 1, 1978, will be honored at the old price.

### NEW FILMS ADDED TO THE AGRICULTURAL EXTENSION LIBRARY

- #3049 I AM -- 14½ min., color, Wombat. (not TV-\$6.00) Episodes in the life of an adolescent boy focus on questions of identity and self-worth: Who am I? What makes a person important? Conveys some of the doubts that adolescents may have about themselves. For upper elementary, adolescent or adult audience. 1971
- #3073 GUIDANCE FOR THE 70's: SELF-ESTEEM -- 18 min., color, B.F.A. Educational Media. (not TV-\$6.00) Focuses on the feelings of a group of adolescents as they discuss self-esteem and how to build it. The group discovers that communication gaps with parents, sibling rivalry, and the fear of not being accepted all help to lower self-esteem. They work on changing negative self-talk to positive in order to increase self-esteem. For adolescent or adult audience. 1970's
- #3083 GUIDANCE FOR THE 70's: WHO'S RESPONSIBLE? -- 18½ min., color, B.F.A. Educational Media. (not TV-\$6.00) A group of adolescents deal with the concept of responsibility. They discover that they are largely responsible for what happens in their lives and should not blame others. For adolescent or adult audience. 1970's

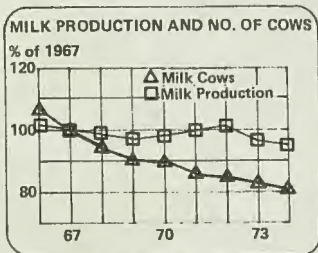
NEW SLIDE SETS ADDED TO LIBRARY

- #137 PESTICIDE STORAGE AND CONTAINER DISPOSAL -- 75 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 15:00), Plaid Productions Division. (\$3.00) Explains the prevention of both health and environmental hazards and the purposes of taking the examination for certification of pesticide applicators. 1976
- #138 SYMPTOMS OF PESTICIDE POISONING AND FIRST AID PROCEDURES -- 94 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 17:00), Plaid Productions Division. (\$3.00) Useful for pesticide applicators whose responsibilities involve the handling and use of pesticides, and specifically all types of fumigants. 1976
- #139 CARE AND USE OF RESPIRATORY PROTECTION EQUIPMENT -- 116 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 18:00), Plaid Productions Division. (\$3.00) Shows how taking care of respiratory protective equipment eliminates the chance of breathing organic vapors, dust, mist, fog, fumes, or other harmful contaminants. 1976
- #144 ULTRA LOW DOSAGE EQUIPMENT PRINCIPLES AND APPLICATION -- 84 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 19:30), Plaid Productions Division. (\$3.00) Useful for those who do not understand the ULD concept of applying insecticides in small amounts for maximum results. Stresses understanding the importance of particle size, space to be treated, proper insecticide formulation, and correct equipment calibration. 1976
- #146 SPOT FUMIGATION PROCEDURES -- 116 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 12:45), Plaid Productions Division. (\$3.00) Contains a detailed step-by-step procedure describing the safe and effective use of liquid spot fumigants inside processing equipment where grain and grain products are handled and stored. 1976
- #147 OPERATION OF THE LITTLE SQUIRT PORTABLE SPOT FUMIGANT APPLICATOR -- 117 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 14:15), Plaid Productions Division. (\$3.00) Contains a step-by-step procedure describing the safe and effective use of a totally portable system of applying pre-determined liquid spot fumigants to equipment in all types of milling operations. 1976
- #148 THE LITTLE SQUIRT STAND PIPE SPOT FUMIGANT SYSTEM -- 117 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 17:00), Plaid Productions Division. (\$3.00) Conducting spot fumigations in multi-storied conventional food processing mills or buildings with or without freight elevators can be made safer and easier by using a stand pipe system to deliver fumigant directly to each floor. 1976
- #149 OPERATION OF THE INFUCO SPOT-APP FUMIGANT APPLICATOR -- 46 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 8:00), Plaid Productions Division. (\$3.00) Describes the safe and effective use of both the 2-ounce and 4-ounce Spot-App Fumigant Applicators in grain and milling operations. 1976
- #150 MANIFOLD SYSTEM FOR APPLICATION OF SPOT FUMIGANTS -- 120 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 14:00), Plaid Productions Division. (\$3.00) Shows how with the use of a central manifold panel located in a convenient area, manual spot application of difficult access areas is eliminated. Potential contact with liquid fumigants is also eliminated. 1976
- #151 DETIA GAS EX-B -- 65 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 10:20), Plaid Productions Division. (\$3.00) Shows the methods and correct techniques for using Detia Ex-B when fumigating rail cars, shipping containers, and warehouses. 1976
- #152 PROCEDURES USING PHOSTOXIN -- 124 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 18:30), Plaid Productions Division. (\$3.00) A three-part program explaining the safe and effective use of Phostoxin tablets and pellets as employed in fumigating rail cars, pellet dispensing in moving grain, and space/tarp fumigations. 1976
- #153 RECIRCULATION OF METHYL BROMIDE IN GRAIN STORAGE SILOS -- 73 slides, color, cassette tape (both audible tones and automatic, inaudible 1000 Hz pulses, time 17:00), Plaid Productions Division. (\$3.00) Regardless of how large or small a quantity of grain is maintained in storage, it is essential to keep it free from all infestation. A safe and effective procedural method of Methyl Bromide recirculation is progressively followed in this program. 1976.

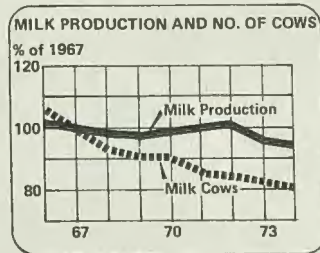
CHARTS AND GRAPHS can be very efficient teaching tools. One overhead or slide with a bar graph can make your point more effectively than 10 minutes of explanation.

Charts and graphs to be used in a publication can be more complex and detailed than those on visuals. A publication can be studied more thoroughly and referred to as often as needed. However, if the same information is to be used in a lecture, it should be edited extensively.

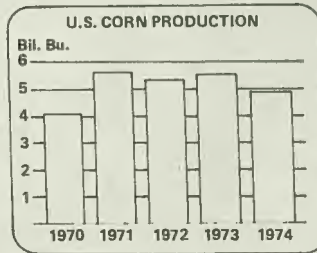
To make a visual, ask yourself how the graph can be simplified. Which items are least important and can be dropped? Can wording be reduced, assuming the lecturer will fill in details? Can a series of items be cut in half and shown on two visuals instead of one? If the graph shows 20 years of production, could it show every other year instead and still make the point? Or maybe just show the last five years? If a line graph has 8 lines, could it become two graphs with 4 lines each?



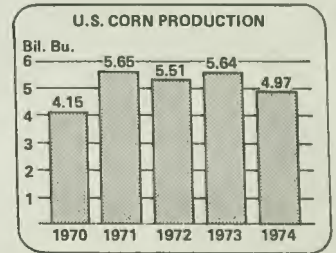
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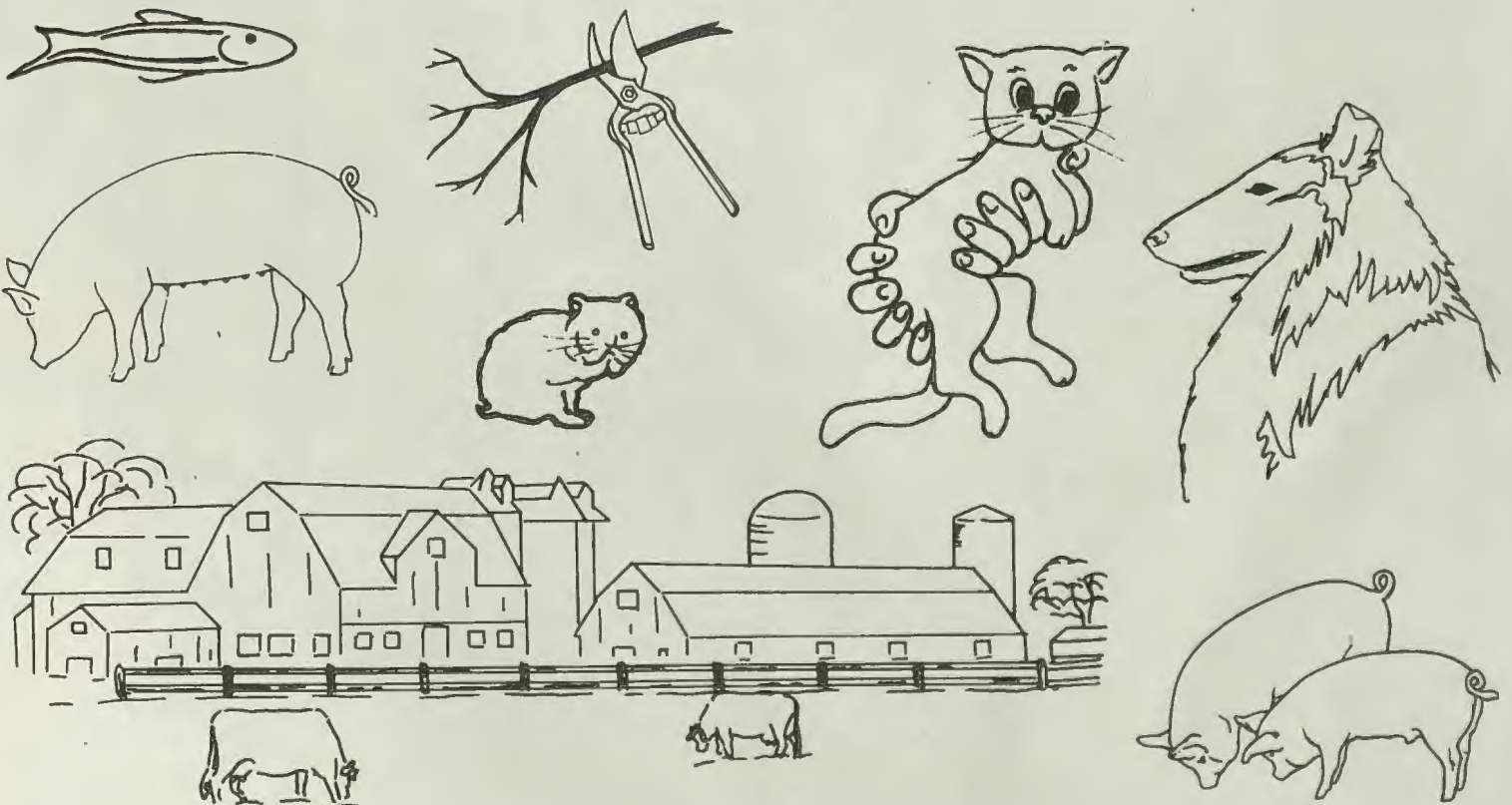
poor



good

After graph simplification, plan the design to be easy to see and interpret. Line graphs should have bold, solid or dotted lines instead of data plotted with little circles and triangles and connected with a skinny line. Label each line rather than using a key. Bar graphs should also be bold and simple. When possible, put totals on or above the bars for easy comparison.

(over)



Add color to attract attention, but don't overdo it. Teaching visuals should not look like op art. Use transparent colored adhesives or tapes or marking pens. Lettering should always be black, but lines and bars can be colored if they're not too light.

Don't overlook the extra dimension overlays add to overheads. They are excellent for comparison (the base shows bars for production 20 years ago and the overlay is dropped to show production today), a cumulative effect (each section of a pie chart being on a separate overlay), or a step by step progression. You can also cover parts of an overhead with opaque paper, revealing one section at a time.

Point out material you want to emphasize. With slides, use a pointer directly on the screen. With overheads, point with a pencil on the stage or underline or circle material with a marker as you talk. If you use a nonpermanent transparency marker to emphasize certain points, it can be wiped off with a damp cloth later.