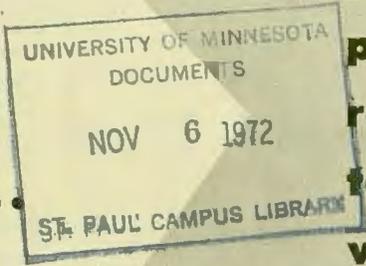


MN2000 RPI 11/27/72

# Reaching People with information...



press  
publications  
radio  
television  
visual aids

AGRICULTURAL EXTENSION SERVICE • INSTITUTE OF AGRICULTURE • UNIVERSITY OF MINNESOTA

October 27, 1972

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* Please read, check, and circulate *
* Extension Agent *
* Extension Home Economist *
* Assoc. / Ass't. Extension Agent *
* Other *
* Secretary for Filing *
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WHO ARE THE CREATIVE PEOPLE? --Ask someone to describe a creative person. Chances are you'll get the standard myths about creativeness:

- Creative people are eccentric.
- Creative people are disorganized loners.
- Creative people refuse to adjust to office rules.
- Creative people demand a lot of coddling.

To the contrary, creative people are normal well-adjusted well-organized gregarious productive people. Studies indicate that truly creative people may be born with more of a few basic assets than the rest of us. But anyone can increase and improve his creative output.

Creativity comes from hard, disciplined work by open active curious challenged and fertile minds.

Keep your own reservoir of resources fed with new ideas and impressions.

Go to an art gallery or zoo, or to a good play or movie. Do something different from your usual routine. Enroll in a course that strikes your fancy.

Listen attentively to someone else without worrying about what you are going to say. Consider yourself creative when you find better, more useful solutions to your own problems. --Adapted from report of Research Institute of America --Harold B. Swanson

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FRINGE BENEFIT OF "FLYING THE FRIENDLY SKIES," BETTER MEMOS --I came across an article on memo and report writing in the Delta Airline magazine. The key is to plan and outline. Whether it's a long memo, an article, report, or other piece of writing, an outline is necessary. Make the outline, then temporarily forget the writing. A lapse of even a few hours will help produce better written work. Your subconscious will be working and writing will come easier.

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- Consider your reader, not yourself. He's interested in information briefly and interestingly told. The typical reader is not interested in impeccable grammar (he may be just as hazy about rules as you are).
- Give your reader information, don't write to kill time.
- Tell your story quickly. Write concise memos. Don't dramatize, summarize. Don't expand, condense.
- Make your article easy to read. Use short words. Use short sentences. After several long sentences, use a short one to act as a rest for the reader's mind.
- Be clear, concise. Conciseness can be obtained through planning and outlining. Planning reveals redundancy.

After you have written your first draft, read it over several times to get the feel of it. Are you giving important information? Simply? Concisely? Read it again. Look for poor sentences, lack of topic sentences, and obvious errors in grammar. If time permits, leave it for a day or two. Then read it over again. Your readers will appreciate your efforts.

--Janet Macy

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WORD CORNER: SHARPEN UP! --One grammatical rule everyone remembers is never to split an infinitive. Most of us go to great lengths to avoid breaking that rule, and we reprove others for breaking it. But some sentences are more expressive with a split infinitive.

She could not bring herself to really like the man.

He talked about the strong perseverance that would enable him to eventually work his way through college.

The extended period of egg laying makes it difficult to adequately control second brood borers.

Substituting really to like, eventually to work, and adequately to control in these sentences would make them stiff and needlessly formal. When what you want to say is more expressive with a split infinitive, by all means split it. George Bernard Shaw said it this way: "Every good literary craftsman splits his infinitives when the sense demands it. I call for the immediate dismissal of the pedant on your staff who chases split infinitives. It is of no consequence whether he decides to go quickly or to quickly go." --Kathy Wolter

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RADIO TAPES FOR NOVEMBER --Short Tapes: Health Practices (5:00), Blanche Erkel, consumer specialist, Food and Drug Administration; Holiday Stain Removal (5:00), Sheryl Nefstead, assistant extension consumer information specialist; Gift Plants (5:02), Jane McKinnon, extension horticulturist; Potato Storage (5:00), Clint Turnquist, extension horticulturist; and Homemakers Handle Meat (5:18), Dick Epley, extension specialist, meats.

Long Tapes: Health Opinions (7:04), Blanche Erkel; Stain Removal (7:00), Sheryl Nefstead; House Plants (7:15), Jane McKinnon; Waxing and Storing Root Vegetables (7:12), Clint Turnquist; and Variables in Meat (7:12), Dick Epley. --Janet Macy

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NEW AND REVISED PUBLICATIONS AVAILABLE --To keep publications up-to-date, revision is continuing on the HS (Home Economics Special) series of low income publications. The following have been revised and are available in the Bulletin Room:

- HS-1 Easy Dishwashing
- HS-3 Cleaning Sink, Tub and Toilet
- HS-5 Better Bedmaking
- HS-13 Hamburger
- HS-17 Small Electrical Appliances
- HS-22 Laundry Supplies
- HS-34 Laundry--Doing the Wash

Another in the Spanish translation of the Family Food Series is available:

HS-13S La Carne Molida (Hamburger)

--Lee Nelson

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WHAT'S IN IT FOR ME? --Nation's Business recently told its readers that "business, in essence, is salesmanship. Your personal success and your company's success in the marketplace depend largely on your ability to get your message across convincingly and effectively." Then the magazine proceeded to give these guidelines "to improve your communications-- whether with one man, a small group, or a massive audience." They could apply equally well to extension.

1. Pinpoint the purpose behind your message--Unless you have a clear idea of what you want to happen after your message is hammered across, it will be difficult to zero in accurately and effectively on your target.
2. Identify your audience--Whom are you addressing and whom do you wish to address? Is the audience you're planning to reach the one you really need to reach to achieve the objective you spelled out? Proper audience identification is essential in designing an effective message, and insuring maximum acceptance of your idea.
3. Satisfy the self-interest of your audience--Consciously articulated or not, the universal motivator to action and attention is the question: "What's in it for me?"
4. Unify your audience--Find, if you can, a single common denominator of interest and identification. The object is to get each person to react in the same way to your message.
5. Peg the emotional pull.
6. Galvanize your message--Inject drama and excitement into it.
7. Don't get carried away--Careful planning is the key to not going overboard. The best way to prevent spending too much money or time is by spending a little thought. --Harold B. Swanson

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MEETING, DISCUSSION TECHNIQUE SECTION

MEETING ARRANGEMENTS GIVE AUDIENCE A CUE--The way you arrange a meeting room is a message for your audience. They get cues as to whether they're going to be expected to just sit and listen, whether they'll be involved with others in small groups, where the leader will be, etc. And, at least at first, they'll behave in line with those expectations you have created by the room layout.

Arrangement of tables and chairs tells participants something about what is expected to be their relation to the chairman and to each other.

Take small meetings, for example.

Sit at the head or foot of the table and you are in the strongest position to lead or dominate proceedings. Thus a chairman sitting in one of these places is telegraphing that he expects to do just that.

A chairman who sits to the side of the head or foot of the table signals willingness to share leadership and to give the group as free a hand as possible in the deliberations.

Any symmetrical arrangement of chairs--square, circle, or equilateral triangle--with the chairman seated in the middle of one side says to participants that this is an informal meeting. Everyone is equal, the leader is just one of the guys.

The group will often automatically attribute exalted status to anyone seated on either side of the chairman, no matter where the latter sits.

Say you seat the same group at an oval or rectangular table. Put the chairman at the head of the table and there'll be a mental distance between him and the group. He will dominate.

In such a setting, the place at the foot of the table may be interpreted as the number two position and get the person seated there more deference than usual.

Again, seat the chairman at the side and this sets up a more informal atmosphere.

At tables, give participants room enough to spread out. Use round tables when you want maximum eye contact and high participation in small group discussions. Don't use round tables when you have audio-visuals or a central speaker.

Round tables in rows are good for moving quickly back and forth between a general session and small discussion groups. They are especially good if you have to meet in the same room you eat lunch in.

U-shaped table arrangements are good for panel meetings with limited participation within the group. The U allows those at the bottom of the U, the head table in effect, to have easy contact with others. But people sitting back to back in the inside of the U can't interact easily. This setup does allow observers to be seated away from the discussion while still allowing them to see and hear it.

A hollow square--the U form with the open end closed--looks formal if made with squared-off tables. Rounded tables at the corners make it more informal. --From Ed-Tek, Michigan State University

--Harold B. Swanson

## Publications and Direct Mail

### NEW PUBLICATIONS

Fertilizer Use and the Environment. Soils Fact Sheet 18. Charles Simkins, Curtis Overdahl, and William Fenster. Explains the benefits of proper fertilizer use and the consequences of misuse. 2 pages. Available.

Horse Pastures. Animal Husbandry Fact Sheet 16. O. E. Strand and R. M. Jordan. Considers the advantages and disadvantages of establishing a horse pasture. Also discusses pasture improvement, weed and brush control, and temporary pastures. 2 pages. Available.

Milk Assembly and Processing Costs in the Butter-Dry Milk Industry. Station Bulletin 507. G. M. Nolte and E. Fred Koller. Discusses the consolidation in milk processing and points out that volume of milk is a larger factor in reducing costs than the system used in processing. 30 pages. Available.

Data Items--First Count, 1970 Census. John S. Hoyt, Jr. Contains population and housing characteristics from the first count census data. Approximately 150 pages. FOR SALE ONLY @ \$4.00 per copy. Order from MAPS, 302 Coffey Hall, University of Minnesota, St. Paul, Minnesota 55101.

General Population Characteristics. John S. Hoyt, Jr. A cooperative publishing effort of the Office of Local and Urban Affairs of the Minnesota State Planning Agency and MAPS. A three-volume set: Volume 1, Minnesota Socio-Economic Population Characteristics--Income; Volume 2, Minnesota Socio-Economic Population Characteristics--Employment; Volume 3, Minnesota Socio-Economic Population Characteristics--Education and General Characteristics. These can be purchased for \$4 each or for \$10 for the complete set. Prices include sales tax. Order from MAPS, 302 Coffey Hall, University of Minnesota, St. Paul, Minnesota 55101.

### REVISED PUBLICATIONS

Minnesota's Forest Trees. Extension Bulletin 363. William R. Miles and Bruce L. Fuller. Describes 46 of the most common trees found in Minnesota's forests and windbreaks, and explains how to identify them. Includes illustrations. 24 pages. Available.

Hamburger. HS-13. Verna A. Mikesh and Leona S. Nelson. Explains how to buy, store, and freeze hamburger. Includes recipes. 8 pages. Available.

Small Electrical Appliances. HS-17. Wanda W. Olson and Leona S. Nelson. Offers tips on buying, using, and caring for mixers, coffee makers, frypans, irons, blenders, vacuum cleaners, and toasters. 12 pages. Available.

Laundry Supplies. HS-22. Wanda W. Olson and Leona S. Nelson. Discusses water conditions and the various kinds of soaps and detergents, bleaches, starches, and fabric softeners. 8 pages. Available.

Doing the Wash. HS-23. Wanda W. Olson and Leona S. Nelson. Explains proper procedures for washing and drying clothes. 8 pages. Available.

(NOTE: Brochures in the HS series are written for those with limited experiences, finances, and education. They should be used with this group only.)

REPRINTED PUBLICATIONS

Fruits and Vegetables. HS-10. Grace Brill and Leona S. Nelson.

Eggs. HS-21. Verna Mikesh and Leona S. Nelson.

More For Your Meat Dollars. HS-27. Verna Mikesh, Muriel Brink, and Leona S. Nelson.

Fire Blight. Plant Pathology Fact Sheet 17. Herbert G. Johnson.

The Apple Maggot. Entomology Fact Sheet 20. J. A. Lofgren and A. C. Hodson.

Clothes and Children. Extension Pamphlet 213. Thelma Baierl.

How to Plan Your Dairy Barn Ventilation System. M Sheet 128. D. W. Bates.

Free Stall Housing for Dairy Cattle. M Sheet 138. D. W. Bates.

A 16 x 20 Milkhouse. M Sheet 140. D. W. Bates.

Cold Hog Finishing Houses with Either Slats or Bedding. M Sheet 146. Dennis M. Ryan.

Herbaceous Ground Covers. Arboretum Review 1. Leon Snyder.

Woodland Wildflowers. Arboretum Review 7. Leon Snyder.

Decisions to Make Before You Visualize. Communications Bulletin 23. Gerald R. McKay.

An Overhead or an Opaque Projector? Information Service Series 27. Gerald R. McKay.

How to Upholster Overstuffed and Occasional Chairs. Extension Bulletin 326.

Game Animals from Field to Kitchen. Extension Bulletin 345. Verna Mikesh and Thomas Kean.

Better Bedmaking. HS-5. Mary F. Lamison and Leona S. Nelson.

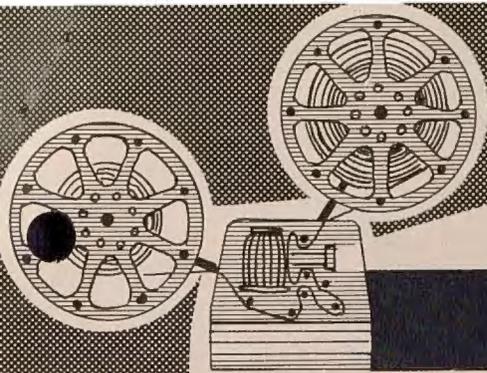
So You're Going on Television. Information Service Series 2. Jo Nelson and Ray Wolf.

Teaching with Flannelgraphs. Information Service Series 24. Gerald R. McKay.

Conducting a Radio Interview. Information Service Series 13. Jo Nelson and Ray Wolf.

Say It With a Column. Information Service Series 12. Jo Nelson and Vernon Keel.

Special 4-H Program Helps Retarded Children. Extension Program Report 1.



# visual aids TIP SHEET

## Minnesota Agricultural Extension Service

October 1972

### WE WELCOME KAREN ANNEXSTAD

We're glad to welcome Karen Annexstad to the Visual Aids staff. She is in the position left vacant when Gerald Wagner recently joined the Office of Special Programs staff.

Karen is a 1972 graduate of the University of Minnesota. She worked three years as an undergraduate in the Department of Information and Agricultural Journalism. She spent two summers with the National 4-H Foundation's Citizenship short course program in Washington, D. C. as a program associate.

Karen was a 4-H club member in Nicollet County for 10 years and won many honors including reserve swine showmanship winner in the Junior Livestock Show, and a trip to National 4-H Congress.

During her years in college, Karen was active in many student groups including the Board of Student Publications, Beta chapter of Clovia and the University of Minnesota Band. She is currently a member of the Minnesota Bi-Centennial Commission and the University Alumni Band Promotion committee.

Her duties on our staff will include providing much of the material for the Visual Aids Tip Sheet and in other ways helping keep you up to date on new audio visual materials and equipment. Major efforts the next few months will be the preparation of new audio visual teaching materials catalog, and new slide sets, films, and tapes. Dan Olson, an Agricultural Journalism student, Don Breneman, and Karen work together in this effort to provide new educational materials.

### NEW FILMS IN AGRICULTURAL EXTENSION LIBRARY

**BUYING AND PREPARING BEEF ROASTS--4:49 min. --color--USDA, Agricultural Marketing Service--Service Charge \$1.00--1971**

Discusses USDA grading; relates grade and cut to preparation method; shows location of cut on carcass to tenderness of cut. Best for adults.

**BUYING AND PREPARING BEEF STEAK--4:21 min. --color--USDA, Agricultural Marketing Service--Service Charge \$1.00--1971**

Discusses sirloin, porterhouse, chuck and round steaks; briefly talks about and demonstrates preparation methods with emphasis on broiling. For middle or upper class audiences.

**BUYING AND PREPARING A BLADE CHUCK ROAST--4:18 min. --color--USDA, Agricultural Marketing Service--Service Charge \$1.00--1971**

Illustrates a pot roast but suggests other ways the chuck can be used. Stresses USDA grading, shows location of cut on carcass. Could be used with low income as well as other groups.

**BUYING AND PREPARING THE BROILING STEAKS--4:20 min. --color--USDA, Agricultural Marketing Service--Service Charge \$1.00--1971**

Talks about USDA grading, the differences among beef steaks (porterhouse, t-bone, sirloin, rib and rib eye). Corresponds with the "How To Buy" leaflet series. Could be used with senior home ec. classes and adults; not appropriate for low income audiences.

**BUYING AND PREPARING LAMB CUTS--4:09 min. --color--USDA, Agricultural Marketing Service--Service Charge \$1.00--1971**

Reviews cuts of lamb and ways to prepare lamb. Stresses USDA grading. Suitable for senior home ec. classes and adults, not for low income audiences.

**BUYING AND PREPARING A SIRLOIN STEAK--4:05 min. --color--USDA, Agricultural Marketing Service--Service Charge \$1.00--1971**

Reviews inspection and grading; defines USDA choice; encourages using prime. Also reviews parts of sirloin steaks and broiling procedures--part of the "How to Buy" leaflet series. Discusses number of servings of steak and how thickness influences the number of servings. Good for home ec. classes and middle income adults.

BUYING MEAT FOR THE FREEZER--4:13 min. --color--USDA, Agricultural Marketing Service--  
Service Charge \$1.00--1971

Talks about buying meat according to the amount of freezer space you may have. Also discusses carcass, quarter, retail cut or individual cuts on sale and grading and inspection labels. Best for adults.

QUALITY OF THE MEAT YOU BUY--5:43 min. --color--USDA, Agricultural Marketing Service--  
Service Charge \$1.00--1971

Relates USDA grades of meat, cuts of meat to preparation methods. Should be used for adults and senior home ec. classes.

PROBLEMS OF CONSERVATION--THE SOIL--14 min. --color--Encyclopedia Britannica Education Corp. --Service Charge \$3.60--1969

This brief survey of soil formation, erosion, and depletion provides a quick introductory and non-technical review of some basic problems in soil conservation. The need for erosion control, particularly is strengthened by well photographed scenes of top soil loss caused by water and wind. The film should be especially useful to those junior high school age and older who are just beginning their studies of soil conservation.

NEW SLIDES ADDED TO AGRICULTURAL EXTENSION LIBRARY

#834 YOUR AGRICULTURAL EXTENSION SERVICE--81 slides--color--double frame--Harold Swanson, Gerald McKay, UNIVERSITY OF MINNESOTA--1972

This set of slides is intended for a lay audience with rather broad interests. Civic organizations, service clubs, and school organizations or an Extension committee or board of commissioners would likely be interested in the set also. You may use the prepared script by reading it or playing the accompanying tape. Or you may wish to adjust the script to your own use by rewriting it or putting it on your own tape. We strongly recommend that you look at the set before you use it and substitute your own slides in as many places as you can. Your local slides will be more effective than the ones in the set which they replace.

#835 FACES OF MAN--88 slides--color--double frame--Argus Communications--1971--Gwen Western

"How do you describe what you see in someone's face?... Do you basically shy away from faces that are plastic, that aren't doing anything?... What do you do with a person who has nothing on his face?... Sometimes I will pass right on by someone who's just completely expressionless. Other times, I just feel I want to see what's going to happen to them when I say, 'Hi, how are you today?'" This slide set talks about the way faces reflect emotions and feelings and how we relate to what we perceive in faces. An interesting discussion will probably follow; it could be used with many age groups.

#836 MAN THE MAN--105 slides--color--double frame--Argus Communications--1971--Gwen Western

"Out of the gloom of the tomb, some room was found for a rose. It was born to the morning, in which is dipped the unknown," is a poet's perception of growing up, of the things we learn, and how the learning touches our lives, and is also the subject of this slide set. It discusses the historic development of man in his society and cultural environment, then the different roles that man plays in life and finally how he faces death. It's best used with older teens and adults. A discussion guide is included.

#837 PERCEPTION--85 slides--color--double frame--Argus Communications--1971--Gwen Western

Through sight and sound, this slide set creates awareness of the different aspects of perception. "Are you aware? To be aware is far more than just to be." A snowflake, a building, a kernel of corn, a cool pool of crystal clear water are things to be aware of. So are people. These slides could be used for 7-year olds and older. Although it is written for older teens, the discussion guide can be adapted to a younger age audience.

#838 ROLES AND GOALS--89 slides--color--double frame--Argus Communications--1971--Gwen Western

An interview type discussion focuses on different roles played by people--family member, student, community citizen, and how goals determine roles (and vice versa): "Once you have figured out what your role is in life, you can find your goal from there. We're role-oriented when we're young and goal-oriented when we're older." A discussion guide is included.