

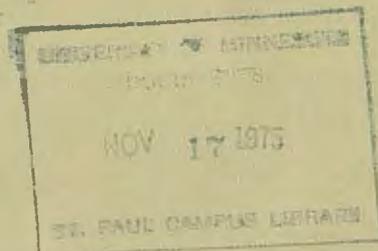
MN2000 RPI 10/28/75

# 3 Reaching People with information...

press  
publications  
radio  
television  
visual aids

2  
AGRICULTURAL EXTENSION SERVICE • INSTITUTE OF AGRICULTURE • UNIVERSITY OF MINNESOTA

October 28, 1975



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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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NEW NOW FREE -- The most effective words in communication (according to Peter Hemp)--apply to the program materials for "Ability--Not Disability."

- \*\* New--production just completed.
- \*\* Now available--as a series of six half-hour television programs or a set of twelve 15-minute 16mm color films.
- \*\* Free--to participants via television (broadcast schedule listed below) or in instructional situations you design to serve an audience with physical limitations. Extension Folder 316 (No. 1-12) was designed to supplement the production.

"Ability--Not Disability" was developed to serve the 10 percent of the population who have physical limitations. Many of the techniques and much of the information can be used by those who aren't limited. And, there are many who could better understand what confronts a handicapped individual.

A special mailing of "Ability--Not Disability" materials is going to all county offices. Look for it. The broadcast schedule of the programs on television is:

- November 14-December 19 (Fridays) 3:30 p.m. KTCA, Channel 2, Twin Cities
- November 18-December 23 (Tuesdays) 7:30 p.m. MET (KTCA, WDSE, Channel 8, Duluth; KWCM, Channel 10, Appleton; KFME, Channel 13, Fargo-Moorhead; KGFE, Channel 2, Grand Forks, North Dakota)
- November 22-December 27 (Saturdays) 7:30 a.m. WTCN, Channel 11, Twin Cities
- November 29-January 3 (Saturdays) 2:30 p.m. KEYC, Channel 12, Mankato
- In January on KCMT-KNMT Alexandria-Walker (day and time yet to be determined) --Norm Engle

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FIT SEW WELL BACK ON THE AIR--On October 28 KTCA began reruns of the Fit Sew Well programs on Tuesdays at 1:30 p.m. So, if someone asks you about that sewing program that's on in the afternoon--don't consider the person daffy. The series is being run again.

Counties in the immediate KTCA coverage area have already received a letter, but since cable TV and translator stations are involved, I wanted to alert everyone in this newsletter too.

- more -

Also--look for announcement information on the new "Ability--Not Disability" series on homemaking techniques for the handicapped; Monthly Memos will have details on the Mulligan Stew programs; and "Living Married" is scheduled to begin the end of December. --Norm Engle

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HOW DO YOU JUDGE AN AD OR MESSAGE? --That question was asked of Peter Hemp, President, Travel Marketing, Inc., Seattle, Washington, and a speaker at the annual Minnesota Extension Conference at Brainerd. Hemp indicated the importance of catching people's attention and of the words now, new, and free in ads or communications messages.

Several of us have been involved in judging regional and national advertising contests in the field of agriculture. The things we look for in a good ad are very similar to what we look for in a good, well-designed Extension message. Here are our criteria:

1. Does the ad (message) have a clear, concise marketing objective? Just what do you want to accomplish by your communication? Extension has long been in the business of writing specific objectives. In the field of advertising a few years ago, the agency handling the Minnesota tourist promotion program ran a series of ads in national magazines about Minnesota's tourist facilities. The agency's very clear and stated objective was to get over 100,000 replies that it could send to resort owners to follow up.
2. Is the ad (message) creative, motivating, attention getting? Does it use the many devices we have to gain attention...fast?
3. Does the ad (message) definitely state or imply a benefit to the receiver? Does it tell what is in it for the reader, listener or clientele? In Extension communications we can do this by the leads in stories, the headlines or titles in direct mail and letters, the first part of a letter, the introduction to a program, the opener in a radio program.
4. Is the ad (message) honest, believable? A good advertiser knows he has to be credible. Here, Extension has real advantage because we are recognized as a credible, honest source of information.
5. Is the ad (message) professional? Is the copy, art, photography well done? Sure, county Extension offices and other offices don't have the equipment, materials, or funds to compete with some of the more polished jobs done in industry or business. However, a group of highly competent staff can do work that's attractive, neat, and orderly.

We can put all of this in another way, as advertisers do, and say our messages should:

- Provide helpful information.
- Show benefits, solutions.
- Offer fresh, vital news.
- Be specific (remember that Peter Hemp stressed this over and over again).
- Be believable.
- Be impressive in appearance.

If we meet these criteria used by advertisers, our messages will do the job we want them to do. --Harold B. Swanson

\* \* \* \*

EITHER MEANS ONE OR THE OTHER --A few authorities still disagree, but the Writing and Editing Committee of the Associated Press Managing Editors Association says that either means one or the other, not both. "There were lions on either side of the door" should be corrected to "There were lions on each side of the door." The Association listed what it felt to be the 50 most common errors on newspaper writing, then published a list of the corrections. Some of the corrections will no doubt be disputed for some time. (From Northstar News and Views, published by the International Association of Business Communicators) --Janet Macy

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HOME ECONOMICS TAPES --Minnesota Housing Finance Agency, James Dlugosch, extension director, MHFA; Home Improvement Loan Program, Mark Korell, manager, home improvement loans, MHFA; YWCA, Donna Jones, director, YWCA Urban Center; YWCA's Emphasis On Women's Programs, Kenyare Bellfield, director, women's programs; Meat Tenderizers, Dick Epley, extension specialist, meats; Fats In Diet, Mary Darling, extension nutritionist; Invisible Fat, Mary Darling, extension nutritionist; Game Birds, Pat Kramm, assistant extension specialist, consumer information. --Janet Macy

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WRITING FOR RADIO --Writing for radio takes two main forms--material you write and read or material you write and others read. The written material can vary from long narrations, to written introductions for your interview, or to radio news.

Radio writing is like news writing in some respects. It has a lead and the story should answer the questions Who -- What -- When -- Where -- Why -- and How.

Since radio is an audio medium, you need a lead or an ear catcher. The lead should grab attention so the listener will stay tuned for the rest of the story or program.

Use good transitions between the ear catcher and the facts of the story. This helps to guide the listener through the story. The source of information is often used as the transition, as in this example--Mrs. Harle suggests using pottery, decorated bottles, flowers, or weeds for an added touch in a room.

Writing must be informal. Radio is heard in an informal setting--at home or in the car. The ear is sensitive to easy-to-listen-to, casual language, rather than stiff formal language.

To make writing informal, use short paragraphs and sentences. The mind's ear can follow short sentences with more comprehension than extended and compound sentences in which you can't remember what was said at the beginning of the sentence when you get to the end of the sentence. Try reading the last sentence out loud. Most long complex sentences are hard to read. And they don't give enough opportunities for that quick breath of air that's so important for smooth reading.

Your audience wants to know your source of information. Include it near the beginning--probably in the first paragraph. When giving the source, put the name and title at the beginning, not at the end of the sentence. A familiar name gains attention.

- more -

Avoid sentences like "Under favorable conditions, says Johnson, orchard grass will grow three or four feet high the first year." Radio styles require that you start with "Horticulture Specialist Joe Johnson said that..." or "Johnson said that..." You'll find it's easier and smoother to read when you put the person's title before the name.

Another way to increase informality is to use the present tense and active voice. Stories often deal with what has happened, but for radio say it in the present tense. Your message will sound more current.

Instead of saying--"It is believed by homeowners that they pay high taxes," which is in the passive voice, say "Homeowners pay high taxes," in the active voice.

Contractions add informality. "I can't understand why they weren't invited to the meeting," reads much faster and easier than "I cannot understand why they were not invited to the meeting." The last example was stiff and unnatural. Through radio you talk with individuals, so you must talk naturally--even exaggerate the casualness.

The style of writing copy influences the reading quality. Informality helps, but also avoid alliterations. Alliteration is the repetition of two or more sounds. Repetition of certain consonants are a common problem, as in this example: "She sells sea shells by the sea shore."

Numerals are a special problem. Radio usually does not demand absolute accuracy with large numbers like one million 113 thousand 48. Round them off for radio. It is much easier to say "a little over one million." However, when the exact number is essential, use it.

For accuracy and ease of reading, write out the numbers one to nine. For 10 to 999 use digits. These numbers are easy to read. Numbers with more than three units are more confusing to read, so write out the correct numbers and unit names. For example, \$1, 113, 048 looks different when written for radio--one million, 113 thousand, 48 dollars. Wherever you find a comma in a large number, you substitute the unit name such as thousand or million.

In the last example, the symbol for dollar was not used--dollar was written. Write out all symbols for radio. This makes reading easier.

There are several exceptions for numerals and symbols. Time is written 11:01. The year is written in numeral form--1973. Also street numbers, like 1126 Tremont Street, are written in normal form. You and others reading your copy are used to seeing the time and street numbers in this form. If they were written, you would be confused. Another exception: "In the morning" is used in place of a.m., and "afternoon or evening" is used for p.m.

Another aid to reading is phonetic spelling. Phonetic spellings are commonly used with difficult or unusual names of people and places. Correct pronunciation is an important aspect of giving the facts. So give names special consideration when writing for radio. Example: Vacation at Lake Butte des Morts (BYOUT-e-mohr).

One other hint--after you've written your copy, read it over out loud. You may find a few spots that are hard to read. It's easier to correct the problems before you stumble over them on the air. To make the copy easier to read, mark pauses and places you want to emphasize. --Ray Wolf

# THE COMMUNICATIONS SCENE

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

No. 19

## 4-H'ERS--COMMUNICATORS OF TOMORROW

by Harold B. Swanson, Professor and Extension  
Communications Specialist

Each October nearly 70,000 4-H club members in Minnesota and their friends, parents, businessmen, educators and others celebrate National 4-H Club Week. Ordinarily we think of 4-H in terms of the projects, club events, fairs and other activities that young people carry on. Today in "Communications Scene" we'll explore another aspect of 4-H...how 4-H helps youth develop and become "Communicators of Tomorrow."

First, let's look at how experience in 4-H has helped some of our professional communicators of today. Here I could reel off dozens if not hundreds of names. Since I could overlook many, I'll only give a few examples without names. On radio, some of our best known radio personalities have strong 4-H backgrounds. In recent years many young men and women have taken the 4-H photography project, and, as a result, we see their names listed as news and magazine or commercial photographers. Still others have entered business and have had unusual success in communicating through their advertising and marketing efforts. Then there are writers for magazines and newspapers. Another former 4-H'er and Miss Minnesota is now working in the area of creative communications for a major communications firm in the Twin Cities Area.

To say that 4-H is largely responsible for their success wouldn't paint a fair picture, but we can say that their experiences in 4-H stimulated their interest and made them better professional communicators. All of them attribute part of their success to 4-H and other youth activities.

Actually most 4-H activities contribute to improving communications if we think of communications in the broadest sense. By that I mean not only the ability to speak and write but also the ability to relate to people and be sensitive to their problems and feelings. There are many specific activities that do help young people develop into our "Communicators of Tomorrow."

There is the photography project mentioned earlier. Over 7,000 members are involved each year. The projects vary from the very simple black and white photography to the more complex color photography and movie making. Some of the 4-H pictures we see exhibited at fairs and art shows are truly outstanding and creative.

-over-

Then there are the club reporters who tell the story of 4-H in their local newspapers through their regular reports. Nearly every club has such a reporter so there are nearly 2,500 young men and women getting this valuable newswriting experience each year.

One of the more interesting and educational activities 4-H'ers carry on every year is the demonstration. We've all seen these fine examples of communication at county fairs, at the State Fair where there are over 900 demonstrations each year, at many events, and even at shopping centers. Clubs often plan yearly programs so that there is a demonstration or illustrated talk by a member at each of their meetings.

4-H'ers, of course, are guests on interviews on many radio stations. In some areas of Minnesota, 4-H members put on their own regular 4-H radio programs. Then there is the public speaking program which has placed special emphasis on radio. Over 25 years ago the Jewish Community Relations Council started the radio speaking contest, with its emphasis on human relations. Later this was changed to the public speaking program. An important feature of this continues to be the broadcast of speeches on area radio stations and later in the Twin Cities area in a final competition for the state speaking champion. This has been great experience for thousands of 4-H members and often their only opportunity to appear on radio.

Other important 4-H communications activities include the annual 4-H Arts-In, judging contests, workshops on expression, share-the-fun talent searches, the arts and crafts project, building booths and displays, drama and music activities, parliamentary procedure, and many more. We'll elaborate more on these on later broadcasts of the "Communications Scene." Providing this wide exposure to communications in 4-H work has indeed helped in the development of many of our outstanding communicators of today and of tomorrow.

October 1975

# THE COMMUNICATIONS SCENE

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

No. 20

## LEARNING BY COMMUNICATING THROUGH 4-H

by Harold B. Swanson, Professor and Extension  
Communications Specialist

About a year ago a young Minnesota, representing 4-H, Roger Fellows of Worthington, visited with President Ford about problems facing America. Later he spoke at the national Future Farmers of America convention and other events. Now Roger is studying at the University of Minnesota, Morris, doing some radio broadcasting, and preparing for a career. Many young people, like Roger, are learning to be better communicators through 4-H.

They do this in many ways. For example, special events, contests, and other activities present a multitude of opportunities for 4-H members.

The 4-H speaking contest ranks high with up to 1500 youth taking part each year. This event started as a radio speaking contest in 1942 and has been sponsored since then by the Jewish Community Relations Council. Usually the topic covered in the 7-minute broadcasted talk has centered on human relations. Speakers progress from county to regional to a state competition with a top speaker designated each year. Last year's state winner Kathy Kubicek, Lake Crystal, spoke on "Listening," an important communications skill in furthering better relationships between people.

Another excellent communications experience is enjoyed each year by 30 members called 4-H Ambassadors. Each summer these young leaders, including state 4-H Federations officers, attend training session stressing speech, radio work, TV appearances, and other aspects of public relations. Then throughout the year they appear on numerous programs throughout the state, telling the 4-H story. I've been tremendously impressed by their polished, but sincere, presentations. They're good, no doubt about it.

Thousands of young people, of course, present demonstrations as part of their 4-H club activities. About 900 give their demonstrations at the Minnesota State Fair before large audiences.

Another unique event is the fairly new "4-H Arts In." Early in August each year 150 young people gather at the Minnesota State Fair Grounds for training and support in music, the dance, drama, the arts and journalism. They talk with artists, attend theater, visit galleries, tour commercial business related to the arts, hear concerts, write news releases, and collaborate on a newspaper.

-over-

Later these same young people perform or display their art work at the Fair. The group often redecorates the 4-H building creating unusual and interesting effects. It also puts on a day called "Art in the Park." Here the group performs, exhibits, and shares experiences with children and others visiting the park on the fair grounds.

The examples I've given so far have emphasized how 4-H'ers learn to express themselves better. But 4-H'ers are also learning to understand others better, an important communications skill. The exchange programs sponsored by 4-H are good examples. Last year there was an exchange with Japan which helped the participants better understand the culture of another country--an important aspect of communications.

Then there are the workshops of expression each year for about 1,000 children in Indian communities and urban centers throughout Minnesota. The purpose is to stimulate individual creativity. The 4-H'ers offer experiences in painting, drawing, body movement, puppetry, and printmaking. Later there is a community art show to share the youth's work and give others a picture of another culture.

In an earlier broadcast I mentioned some of the 4-H communications projects including the very popular photography project with over 7,000 members and the club reporter activities involving nearly 2500 young men and women.

We can go further and say that nearly all 4-H projects involve communications in some form. One of the more unique ones is the self-determined project. Here young people plan their own projects. For example, a couple years ago Ginger Gumm of Morris wanted to learn how to communicate with senior citizens. So she planned a regular schedule of visiting a senior citizen's home. You can imagine the joy she brought to often lonely people there. Others have devised projects to write poems, songs, and even a book. Then there was Jeff Hanson at Bagley who constructed a bedroom "radio studio" and produced his own programs, selecting news and records and actually voicing the sessions.

Often communications is woven into other projects. For example, Cindy Diedrick of Waverly, a National Club Congress winner, studied advertising as part of her home management project. Then she shared her ideas on how advertising helps and hurts in demonstrations.

Junior leaders are constantly doing similar things. An example is Debra Lang of Braham who carried out a junior leadership conference at a religious camp and later organized an ecumenical church service during the State Fair.

Then there was the group of 4-H'ers interested in art who prepared a project on safety. They researched, wrote about and illustrated, with colorful posters, 12 areas that needed materials to reach young people with this important safety message. The material then was used on a national basis.

These are but a few examples of how 4-H offers young people the opportunity to become better communicators, following the 4-H motto of "Learning by Doing," or to change the words a bit, "Learning by Communicating."

October 1975

## Publications and Direct Mail

October 1975

### NEW PUBLICATIONS

Pulse or Grain Legume Crops for Minnesota. Station Bulletin 513. R. G. Robinson. Gives a comprehensive classification of the kinds of pulses and describes their relationships to other crops, their adaptation in Minnesota, and how to grow them. 20 pages. Available.

### REVISED PUBLICATIONS

Buying a Side of Beef. Animal Science Fact Sheet 18. R. J. Epley. Provides guides and formulas to help consumers save money when buying a side of beef. 2 pages. Available.

Aging Beef. Animal Science Fact Sheet 20. R. J. Epley. Describes benefits and methods of aging beef. 1 page. Available.

Interpreting Forage Test Results. Extension Folder 297. O. E. Strand, M. F. Hutjens, and N. P. Martin. Tells how to make maximum use of forage test results and provides formulas to balance dairy rations. 4 pages. Available.

Publications List. October 1975. Lists all Agricultural Extension Service and all popular Agricultural Experiment Station publications currently available from the Bulletin Room. Please destroy all copies of old publications lists as soon as you receive the new one. Available.

### REPRINTED PUBLICATIONS

Chemical Application Record. Agricultural Chemicals Fact Sheet 2.

Soybean Seed Quality. Agronomy Fact Sheet 31. D. R. Hicks.

Pantry Pests. Entomology Fact Sheet 13. John Lofgren and L. K. Cutkomp.

Scale Insects. Entomology Fact Sheet 34. A. C. Hodson and J. A. Lofgren.

Selecting Suitable Uses for Land. Environmental Education Activity Sheet 1. Clif Halsey.

Parental Influence and the Child. Extension Bulletin 321-2. Sue Fisher.

Naughty Child or Annoying Behavior. Extension Bulletin 321-4. Sue Fisher.

TV and the Child. Extension Bulletin 321-8. Sue Fisher.

Framing Pictures. Extension Bulletin 324. Myra B. Zabel and Rachel F. Munson.

Fresh Water Fish Care and Cooking. Extension Bulletin 356. Verna Mikesh and Grace Brill.

Edible Wild Mushrooms. Extension Bulletin 357. Clyde M. Christensen.

Herbs and Spices. Extension Bulletin 367. Elsie Lee Miller (from Kansas).

Shortcuts in the Home. Extension Folder 188. Marion Melrose.

Today's Fibers. Extension Folder 218. Athelene Scheid.

13 Questions When Buying Equipment. Extension Folder 252. Edna Jordahl.

New Garments from Old. Extension Folder 262. Athelene Scheid.

Caring for Dairy Goats. Extension Folder 319. Mike Hutjens and D. Otterby.

The Microscope and Milk Quality. Food Science and Nutrition Fact Sheet 1. Vernal Packard, Jr.

Metric Measure-Converting Home Recipes. Food Science and Nutrition Fact Sheet 28. Mary Darling and Deborah Wardle.

A Guide for Planning Your Daily Food Needs. Food Science and Nutrition Fact Sheet 31. Muriel Brink and Mary Darling.

Shop and Compare Flooring Costs. Home Economics Fact Sheet 17. Myra Zabel.

What to Use to Clean Your House. HS-37. Evelyn Quesenberry.

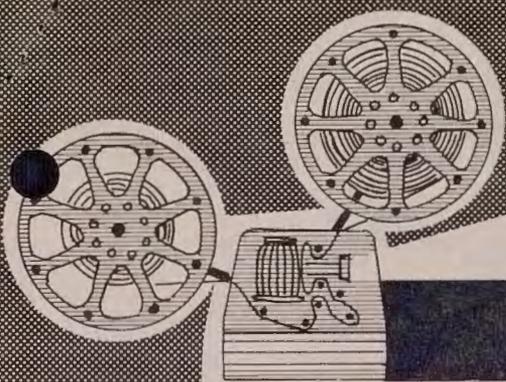
Many Hands Make Housework Light. HS-38. Evelyn Quesenberry.

When to do House Cleaning Jobs. HS-39. Evelyn Quesenberry.

Controlling Diseases in the Home Vegetable Garden. Plant Pathology Fact Sheet 9. Howard L. Bissonnette.

House Plant Problems. Plant Pathology Fact Sheet 25. Ward Stienstra.

Comparison of Na-Churs Fertilizer with a Conventional Fertilizer. Soils Fact Sheet 23. Curt Overdahl.



# visual aids TIP SHEET

Minnesota Agricultural Extension Service

October 1975

## NEW FILMS ADDED TO THE AGRICULTURAL EXTENSION LIBRARY

- #3687 MEASURE FOR MEASURE--13 minutes, Color, Metric Advisory Board, New Zealand. (TV--\$4.50) This is a film from New Zealand showing the history of weights and measures worldwide. Problems, frustrations, and humor of changes through the years are interspersed throughout the film. In the present day world, "thinking" metric is stressed because of the change necessary to encourage worldwide communication. 1975

NOTE: A numbering system has been developed for all of our films, old and new, so they can be computerized. This will not affect ordering films--films will still be ordered by title.

## NEW SLIDE SETS ADDED TO LIBRARY

- #502 FAMILY PLANS FOR SEVERE WEATHER EMERGENCIES--48 slides, Color, df., Clifton F. Halsey, extension conservationist, soils, University of Minnesota. (\$1.75) Illustrating tornadoes and winter storms and their effects on families in Minnesota, this set describes how families can prepare for and protect themselves from these emergencies at home. The set is intended specifically for extension homemaker leaders to use with group lessons. The content of the set parallels that of the homemaker group lesson material HO-72, Family Plans For Severe Weather Emergencies. The set is also suitable for other adult and youth groups. 1975
- #7 METRICS IN THE KITCHEN--54 slides, Color, df., Mary E. Darling, extension nutritionist, University of Minnesota. (\$1.75) This slide set helps homemakers or students explore what it would be like to use metric measures in baking and shopping; to become aware of metric vocabulary and make associations (not conversions) between metric measures and customary measures. Appropriate for adult audiences; could be used in junior and senior high education.

Publications to be used:

Extension Folder 294--Metrics In The Kitchen

HN-21--Metric Chocolate Chippers Recipe

1975

- #8 KNOTHOLES AND TELESCOPES--160 slides, Color, df., University of Minnesota. (\$1.75) The people, projects, programs, and milestone events that have contributed to the development of the Minnesota Agricultural Extension Service are highlighted in this presentation. An audio cassette is programmed with a 1000 Hz signal to automatically advance a slide projector when used with a visual sync recorder such as the Wollensak model 2551. The presentation can also be used with a conventional cassette recorder and the slides advanced manually. Appropriate for general audience. 1975

#9 A GUIDE TO 4-H FOOD AND NUTRITION PROJECTS--72 slides, Color, df., Mary E. Darling, extension nutritionist, University of Minnesota. (\$1.75) Introduces nine concepts that volunteer leaders relate to as they provide learning experiences for 4-H'ers. The slide set reviews the new publication for leaders, 4-H M-150--1975, 4-H Food and Nutrition Projects--Leader's Guide, that was introduced at the September 1975 4-H foods workshop. Audience: 4-H foods leaders. 1975

NEW FILMSTRIPS ADDED TO LIBRARY

- F-35 INCOME OUTGO, WHERE ON EARTH DOES MY MONEY GO?--94 frames, single frame, Pennsylvania State University. Sock-puppet characters meet at the local laundromat. One, Aggie Argyle Sock, can't seem to make ends meet. Her friend, Henrietta Hunting Sock, suggests tracking down expenses as one way to start budgeting. As the first step, Aggie learns the meaning of income and outgo. 1975
- F-36 THE OUTGO PUZZLE--92 frames, single frame, Pennsylvania State University. Aggie Argyle Sock has been saving spending receipts. Just saving receipts, however, does not give her much insight into her spending habits. Organization is needed and friend Henrietta Hunting Sock steps in to help Aggie sort things out. The importance of keeping and organizing spending records is established. 1975
- F-37 THE FUDGE-IT BUDGET--112 frames, single frame, Pennsylvania State University. Aggie and Alvi Argyle Sock have been trying to start a budget. It is difficult for them to get started, but once going the budget is a big help. The Argyles even manage to save a little. Their key to success: a combination of setting goals, keeping records, and careful spending. 1975

PLEASE NOTE

When returning visual aid material to the University of Minnesota, please make sure you do the following:

- Return the correct film, slide set, etc.
- Package the material in the same box you received it in.
- Secure the box properly.
- Use the proper address...

Audio Visual Library  
Agricultural Extension Service  
Room 1, Coffey Hall  
University of Minnesota  
St. Paul, Minnesota 55108

Materials could also be returned to:

Donald L. Breneman or Gail M. Tischler  
Department of Information and Agricultural Journalism

We have had difficulty in getting our materials back. If everyone follows the above steps, the problems will, hopefully, be resolved. Thank you.

. . . . . Donald Breneman and Gail Tischler