

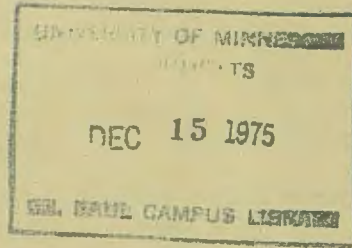
MN2000 RPI 11/24/75

press
publications
radio
television
visual aids

Reaching People with information...

AGRICULTURAL EXTENSION SERVICE • INSTITUTE OF AGRICULTURE • UNIVERSITY OF MINNESOTA

November 26, 1975



 * Please read, check, and circulate *
 * Extension Agent *
 * Extension Home Economist *
 * Assoc./Ass't. Extension Agent *
 * Other *
 * Secretary for Filing *

COVERAGE STORIES--Many times a newspaper editor will welcome a coverage story from one of your meetings. In fact, it's easy to make the argument that a coverage story is more important to a newspaper's readers than the advance meeting story that lets them know about the meeting. At any rate, some newspapers are more interested in running a coverage story than they are an advance.

So DO some coverage stories. Say that Mike Hutjens is in your county for a dairy feeding meeting. Let's assume you're sitting through the meeting (and aren't involved full time in running the slide projector) so you have a chance to jot a few notes down on the main parts of his presentation.

The story doesn't have to be long and detailed--in many cases the opposite is true. Here's an example of how you could write a short meeting coverage story:

DAIRY SCIENTIST TELLS HOW TO CUT FEEDING COSTS

You may be able to trim your dairy feed bill by 10 to 20 percent and still do a better job of feeding the herd, Brown County dairymen were told at a meeting last week.

"Inventory feed supplies, get forage tested and balance your ration accordingly," Extension Dairyman Mike Hutjens advised the 50 dairymen who attended.

(Here you can add another paragraph or two about what was said.)

More information on balancing the dairy ration is available from the Brown County Extension Office, says Extension Agent John Jones.

(End of story)

You can write better coverage stories--but do it! --Jack Sperbeck

* * * *

COMMENTS FROM PRESENTATION: "HOW TO REACH ETHNIC INDIAN POPULATION" given at the ECOP sponsored regional workshop on Low Income for Extension Clothing Specialists, University of Minnesota, October 1975.

In my advice to specialists working with Indians and other ethnic groups, I indicated that they need to be aware of the cultural differences between the Indian and Dominant Society. The Dominant Society should have a good grasp on their ethnocentric attitudes. To focus on just what I meant by ethnocentric (belief in the superiority of one's own ethnic group) I asked the following questions:

Is this the American Bicentennial? Says who? Did you celebrate October 12 as Columbus Day or Pioneer Day? What is our ethnocentric perspective? If Columbus discovered America, then Pocahontas discovered England... because she was the first Indian to step foot in the British Isles!

In working with Indians the basic motivation behind the communication must be scrutinized. It must also be recognized that we present two different sets of perceptions.

Anthropologist Robert K. Thomas has written, "In every human relationship there is some element of influence, interference, or downright compulsion. The white man has been and is torn between two ideals: on the one hand, he believes in freedom, in minding his own business, and in the right of the people to make up their minds for themselves. But on the other hand, he believes that he should be his brother's keeper and not abstain from advice, or even action, when his brother is speeding down the road to 'destruction.' The Indian society is unequivocal: interference of any form is forbidden, regardless of the folly, irresponsibility or ignorance of your brother.

"Consequently, when the white man is motivated as his brother's keeper, which is most of the time when he is dealing with Indians, he rarely says or does anything that does not sound rude or even hostile to the Indian. The white, imbued with a sense of righteousness in 'helping the downtrodden and backward,' does not realize the nature of his conduct, and the Indian cannot tell him, for that, in itself, would be 'interference' with the white's freedom to act as he sees fit.

"The hardest problem in communication between a white and an Indian is not brought about by regional dialects or poor grammar or illiteracy. The hardest problem they face in trying to communicate is buried deep in their cultural history. Simply recognizing the difference in cultural values is difficult but respecting them is even harder. To tell most white people that they can get along better with Indians if they do not interfere in Indian business, is almost like telling them to stop breathing."

In short, I told the specialists to build on the beauty of naturalism rather than being uptight over procedure and technique. --Janet Macy

* * * *

EXTENSION HOME ECONOMISTS --With the October issue of Newsletter for Extension Home Economists, you received copies of NEWS FEATURE, a camera-ready news service of ES-USDA. NEWS FEATURE is intended to be used "as is" by offset newspapers--a cost saving feature. We are very interested in knowing your reaction and your local editors' reaction to NEWS FEATURE. Should it be continued? Is there anything in it that helps prompt column ideas? Are editors using the copy (as is)? Drop me a note or call me at (612) 373-1780. --Dave Zarkin

* * * *

HOME ECONOMICS RADIO TAPES -- Three minute radio tapes are available for every radio station and/or county office in Minnesota. I send eight tapes twice a month (total of 16 tapes). The topics are as follows:

Last half of November--Part II--Fashions for Holidays, Marilyn Reed, consultant; Starting a Small Business, Marilyn Reed; Repair Doors, Linda Reece, extension specialist, interior design/furnishings; Fixing Drawers, Linda Reece; Fixing Cracks Around Bathtubs, Linda Reece; Repairing Cracks in Plaster, Linda Reece; Buying Turkey, Kathy Mangum, assistant extension specialist, consumer information; Thawing a Turkey, Kathy Mangum.

First half of December--Part I--Drained Weight in Cans, Blanche Erkel, Food and Drug Administration; Imitation Food, Blanche Erkel; Cycle Menus, Oscar Snyder, extension specialist, food service management; Efficiency At Home, Oscar Snyder; Non-Verbal Communication, Juanita Reed, extension specialist, 4-H youth development; Functions of Non-Verbal, Juanita Reed; Express Attitudes, Juanita Reed; Volunteerism, Juanita Reed.

--Janet Macy

* * * *

CREATIVE IDEAS GIVE SPICE TO YOUR MEETINGS -- Brainstorming ideas for better programs, meetings, and other educational efforts can add spice, interest, and variety to your programs. Here are some of the ideas (and certainly they're not new) that Minnesota agents and specialists have suggested recently.

- * Preinvolvement--Ask people for their ideas, suggestions, or questions before (perhaps by mail) or at the beginning of your sessions. These then can become the center of your discussion and trigger other ideas.
- * Imagination stretcher--This, too, is old, but it can help break the ice, get informal involvement, and make the audience think. This could be a paper and pencil exercise. An example is the old nine-dot experiment. Try drawing four straight lines that will go through all nine dots without lifting your pencil from the paper. Hard? Yes, until you realize that you can go beyond the dots to solve your problem.
- * Ask the person who will see it--Advertising agencies test out their ideas by asking potential customers their reactions to an ad. Many publications are tested in the same way. Test your message and approach with a few people before you launch it.

In future issues of Reaching People we'll pass on other ideas--not new perhaps--that may enliven your programs. And send us your ideas, too.

--Harold B. Swanson

* * * *

REVISED EFNEP BROCHURE AVAILABLE--The brochure used by both professionals and paraprofessionals, EFNEP #67, for contacting and working with agencies has been revised and is now available.

For anyone working with the disadvantaged clientele, I highly recommend the article: "Poverty: Are you part of the problem or solution?" by Benjamin Yep in the July/August issue of Journal of Extension. The purpose of the article is to help you develop a deeper understanding of your values and attitudes toward poverty; and, in the process, to better understand how others view poverty. --Lee Nelson

* * * *

PLAIN CUES FOR BETTER INTERVIEWS -- Good radio or television interviews are made. They don't "just happen." Remember, more responsibility rests with the person who is doing the interviewing than with the guest. Here are some things the interviewer can do to make Extension interviews good:

1. Talk over the broadcast with the person you're going to interview. Explain the specific reason you have for wanting him on the show. What did he do? How did he do it?
2. Tell him what you are going to ask him. Try out those questions on him before the program goes on the air.
3. Keep all your questions short. The listener wants to hear your guest-- not you.
4. Don't start with biographical questions. Introduce your guest. Tell where he is from and his relationship to the purpose of the program. Do this as quickly as possible.
5. Begin your questions with "HOW, WHAT, WHEN, WHERE, WHO, or WHY." This is the first step in "answer control." The purpose is to frame a question in such a way that it cannot be answered by "yes or no."
6. To avoid the "yes or no" reply, begin with "Tell us about--." This puts your guest on his own. Do not back up a question to a perfectly good statement of fact such as "You're president of your 4-H club--aren't you?"
7. Beginning a question with "DO YOU, DID YOU, ARE YOU, IS IT, WERE YOU, HAVE YOU" automatically invites a "yes or no" reply and forces you to do most of the talking.
8. Always try to keep your guest mentally on his farm or in his home.
9. Don't ask him what he thinks. Ask him what he has done. Where, why, and how it was done. And what the results were.
10. Stress the pronouns "your and you" in your questions and tell your guest to talk in terms of "I, my, and mine."
11. Make a special effort to show him that you are interested in what he has to say. Look at him while he is saying it. Be a good visible audience. It will do wonders for his confidence.
12. Usually, ad-lib interviews are best. Jot down some notes or questions. Write out a short opening and close. In that way, you'll introduce your guest quickly and bring the interview to an end easily and on time.

KEEP YOUR GUEST ON FAMILIAR GROUND. DON'T SURPRISE HIM. CONTROL YOUR QUESTIONS. BE A GOOD LISTENER YOURSELF. REMEMBER: GOOD INTERVIEWERS MAKE GOOD INTERVIEWS. --From North Carolina Extension Service --Ray Wolf

* * * *

THE COMMUNICATIONS SCENE

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

No. 21

FREEDOM OF PRESS--A BICENTENNIAL REMINDER

by Harold B. Swanson, Professor and Extension
Communications Specialist

As part of the celebration of our national bicentennial, Americans designated Nov. 2-8 as "Freedom of the Press" Week. Other weeks during the month relate to our many other freedoms.

The story of freedom of the press reaches back well before we adopted the Bill of Rights, the first 10 amendments to our constitution. The first amendment includes those famous words saying that ". . . Congress shall make no law respecting establishment of a religion or prohibiting the free exercise thereof or abridging the freedom of speech or of the press. . . ."

It was in 1735, well over 200 years ago, that John Peter Zenger, a New York publisher, was tried for libel. He was accused of libeling the Royal Government and its representative, the governor of New York. Zenger spent 10 months in jail before the jury finally found him innocent because he printed the truth. This established truth as a defense and left writers free to criticize the government.

Then there was the experience of the Franklins. James Franklin criticized the British government for not doing enough to wipe out piracy. The government decided to suppress its critic, and he went to jail for 30 days. Out of jail, he started criticizing again. Then the government said he could publish only if each issue was approved in advance by government officials. He refused. To keep publishing he turned the paper over to his younger brother, the famous Benjamin Franklin. We all know his fame.

Without a free press, it is doubtful whether there could have been an American Revolution. The Revolution didn't just happen; preachers, pamphleteers and journalists were generating--and publishing--revolutionary ideas for many years. Some of the Founding Fathers wrote articles and essays that inflamed opinion; and the Constitution itself contributed to great public controversy. Thus a free press helped to create America. On many occasions, though there has been spirited discussion, through the free press, which seemed to divide the nation. And there has been a division on the role of the free press.

-over-

Even today the argument as to the press continues in many different ways. The Pentagon papers are an example. The government argued that national security was involved and so the papers should not be published. The courts, however, ruled otherwise.

Thus far we haven't said what is involved in freedom of the press. Actually freedom of the press really is more than one freedom.

First, there is the freedom to report news without fear of censorship or getting approval before news is printed. Many countries will not allow unfavorable news to be printed.

Second, there is the freedom of newspapers to maintain their confidential news sources. We've heard a lot about this recently, and there are many suggestions to curtail or control this confidentiality.

Third, there is the freedom of newspapers to make their own editorial judgments about what is published.

Finally, there is the freedom to criticize the government and the people who run it.

Most of these freedoms certainly are not restricted to the press. Naturally then the question arises, especially on radio programs like this, "Do radio stations have the same freedom that newspapers have?"

In some respects, such as reporting news, they do. But the legal framework of broadcasting is largely different from that of the press. Chief Justice Burger of the U.S. Supreme Court once said in a lower court decision that a broadcaster seeks and is granted a free and exclusive use of a limited and valuable part of the public domain (the airwaves). When a station accepts this franchise, it also accepts certain public obligations.

Unlike newspapers, radio and TV are licensed. These licenses are renewed by the Federal Communications Commission every three years. To meet their public obligations stations must spend a certain amount of time on public service programs and announcements. In addition they devote a reasonable amount of time to public problems, discussing and considering public issues. They also face the equal time provision which says they must provide public officials and candidates equal opportunities to use their facilities to express views on current issues.

Thus radio and TV do have different responsibilities and freedoms than the press, but they are protected with the many freedoms of expression so essential to our way of life.

In conclusion, two quotations from prominent Americans in our history will serve to emphasize again the importance of the freedom of the press. Thomas Jefferson said, "Our liberty depends on the freedom of the press, and that cannot be limited without being lost."

Supreme Court Justice Felix Frankfurter put it another way, "Freedom of press is not an end in itself but a means to an end in a free society."

November 1975

THE COMMUNICATIONS SCENE

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

No. 22

PHOTOGRAPHY FOR CHRISTMAS

by Donald Breneman, Assistant Professor and
Extension Information Specialist

Christmas and the holiday season means that many of you will be taking pictures of the family, tree and presents. There are many ways photography can be used during the Christmas season. In addition to recording the events around Christmas time you can use photography in several other ways.

If you get started early enough you can make Christmas photo cards using snapshots of your family, a nice winter scene, special events during the year, or last year's Christmas tree. You can get these made by most of your local photo finishers.

Another thing you might consider would be giving photographs as gifts. Maybe you have some nice shots from a trip or events or special slides that will make beautiful color enlargements. Mount or frame these pictures for a friend or your family.

A camera is a nice Christmas gift. Most manufacturers package them in gift boxes and include film and flashbulbs with them. If you do give a camera as a gift, know how to use it before you give it to the person, then with your help they can begin recording the Christmas events immediately. Also be sure they have extra film and flashbulbs on hand. You may want to buy and wrap the film and bulbs up in a separate package so that they have it on hand. It's hard to buy this material on Christmas night or Christmas day.

For those who use cameras occasionally, there are some other pointers on getting your camera ready for Christmas.

One of the first things that you should do is check the batteries in your camera. Since batteries in your camera will last about a year, it's a good idea to give your camera a new set of batteries for a Christmas present. By doing it at Christmas time, you will always know when the batteries have been changed.

You should check your camera inside and out and make sure it's clean. Be sure the lens and film chamber is clean, also check the battery terminals to make sure that they are not corroded. If they are corroded, take a pencil eraser and rub off the corrosion.

- over -

If you haven't used your camera for a couple of months, shoot a test roll and have it processed immediately so you will know for sure that the camera works. You may save a lot of disappointments later.

I'm often asked, "what's the secret of good Christmas pictures?" And my answer has to be that there really isn't any secret to it. But one of the best things you can do is to keep your camera handy. If you don't have it, you won't be able to get the picture. The more your camera is right on the scene the less it will be noticed and the more spontaneous your pictures will be.

Keep your camera simple. It's far better to have a simple camera that you can understand than a complicated camera that you don't know how to run.

If you do have an adjustable camera you can preset the focus and exposure for a certain distance. Then you can grab the camera and snap away and you won't have to waste time focusing or setting it when the situation comes up.

Another suggestion is that you do get a picture of the whole family. It's probably one of the few times of the year when you can get most of your family together for a picture. You'll treasure these pictures in years to come.

Once you have these pictures what can you do with them besides putting them in an album? You can give them to friends and relatives. If you are using a Polaroid camera, you can give away pictures--immediately. With a conventional camera you can send out snapshots with letters, with thank you cards for gifts. For example take a picture of one of your children opening Aunt Jenny's gift and then send it to Aunt Jenny. She'll be a lot more pleased with it than with just a thank you letter.

Keep in mind next Christmas and try for a picture to put on next year's card.

You might consider making a family history tree or something similar. A series of pictures in a hallway depicting your family as it changes every year will be a real record for years to come.

November 1975

Publications and Direct Mail

November 1975

NEW PUBLICATIONS

Ability Not Disability (a series of 12 folders). Extension Folders 316-1 through 316-12.

Offers home management tips and techniques for those with physical limitations including rheumatoid arthritis, low energy, loss of an arm, and wheelchair confinement. The final two folders in the series deal with family relationships and acceptance of the limitations. Available.

Shoreland Sewage Treatment. Recommendations for Identifying and Eliminating Non-conforming Systems. Extension Bulletin 394. Roger E. Machmeier. Provides recent and comprehensive information about the Shoreland Management Act, non-conforming sewage systems, action programs, and solving sewage treatment problems on shoreland. 32 pages. Available.

Black Walnut in Minnesota. Extension Bulletin 396. Philip J. Splett, William R. Miles, and Marvin E. Smith. Tells how Minnesotans can raise, care for, and harvest black walnut trees. 16 pages. Available.

Some Insights Into The Grain Export Controversy. Minnesota Agricultural Economist No. 572. Outlines historical perspective and recent data and describes various export strategies for U. S. export of grain. 8 pages. Available.

Changes in Canadian Grain and Livestock Policies: Implications for U.S. and Minnesota Agriculture. Minnesota Agricultural Economist No. 573. Describes Canadian policy changes which ultimately affect Minnesota agriculture. 8 pages. Available.

REVISED PUBLICATIONS

Daily Food Guide. Home Economics Special HS-9*. Grace Brill and Leona Nelson. Tells how to select foods from the various groups and what quantities are recommended. 6 pages. Available mid-December.

Milk. Home Economics Special HS-14*. Mary Darling and Leona Nelson. Discusses importance of milk in daily diet and gives storage and serving tips. 8 pages. Available.

Pruning Forest Trees. Forestry Fact Sheet 3. William Miles. Tells when and how to prune trees and includes a photo of recommended equipment. 2 pages. Available.

Controlling Corn Rootworms. Entomology Fact Sheet 14. John Lofgren. Provides latest data for chemical treatment of corn for rootworm. 2 pages. Available.

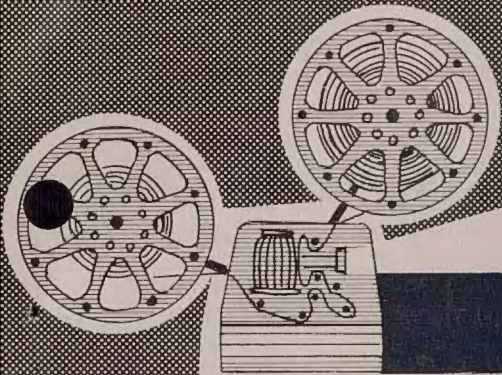
Chemical Control of Soil Insect Pests of Corn. Entomology Fact Sheet 7. John Lofgren. Provides the latest data for chemical treatment in Minnesota. 2 pages. Available.

CMT, Your Tool For Detecting Subclinical Mastitis. Extension Folder 322. R. D. Appleman and R. J. Farnsworth. Discusses proper use of the California Mastitis Test, including a guide to test interpretation. 4 pages. Available.

REPRINTED PUBLICATIONS

- Pesticide Storage and Formulation Shed. Agricultural Chemicals Fact Sheet 4. P. K. Harein and R. DeRoos.
- Energy Saving Tips for Drivers. Agricultural Engineering Fact Sheet 21. J. True.
- Forage Mixtures. Agronomy Fact Sheet 30. H. J. Otto and A. R. Schmid.
- Evergreen and Woody Ground Covers. Arboretum Review 2. L. C. Snyder.
- Lindens. Arboretum Review 21. L. C. Snyder.
- Emergency Information. Emergency Fact Sheet 28. C. Halsey, H. Cloud and W. Angell.
- Controlling Cattle Lice. Entomology Fact Sheet 5. J. Lofgren.
- Importance of Play. Extension Bulletin 321-1. S. Fisher.
- Handling Misbehavior. Extension Bulletin 321-7. S. Fisher.
- Consistency in Child Discipline. Extension Bulletin 321-13. R. Pitzer.
- How to Upholster Overstuffed and Occasional Chairs. Extension Bulletin 326.
- Game Animals from Field to Kitchen. Extension Bulletin 345. V. Mikesh and T. Kean.
- Game Birds from Field to Kitchen. Extension Bulletin 346. V. Mikesh and T. Kean.
- Sewing Today's Fabrics--Sweater Knits. Extension Folder 305. L. Ingels.
- Curtains and Draperies. Extension Pamphlet 217.
- Bacteria. Food Science and Nutrition Fact Sheet 15. E. A. Zottola.
- Using Minnesota's Wild Fruits. Food Science and Nutrition Fact Sheet 25. I. D. Wolf.
- Making Fresh Pack Pickle Products. Food Science and Nutrition Fact Sheet 26. I. D. Wolf.
- Homemade Yogurt. Food Science and Nutrition Fact Sheet 29. E. A. Zottola.
- Pruning Forest Trees. Forestry Fact Sheet 3. W. Miles.
- Wood. Forestry Fact Sheet 9. L. Hendricks.
- Is Your Housekeeping Adequate? HM-55. M. F. Lamison.
- More for Your Fruit and Vegetable Dollars. HS-28*. I. D. Wolf and L. Nelson.
- Fruits for Minnesota. Horticulture Fact Sheet 3. L. Hertz.
- Terrariums. Horticulture Fact Sheet 29. M. Eisel.
- Indoor-Outdoor Geranium Culture. Horticulture Fact Sheet 34. H. Wilkins.
- Garden Chrysanthemums. Horticulture Fact Sheet 38. R. Widmer.
- Planning Better Posters. Information Service Series 9. E. Brigham, G. McKay, J. Fuchs.
- Judging Egg Production Class. Poultry Fact Sheet 32. M. Hamre.

*These publications are written for audiences with limited experiences, finances, and education.



visual aids **TIP SHEET**

Minnesota Agricultural Extension Service

November 1975

NEW FILMS ADDED TO THE AGRICULTURAL EXTENSION LIBRARY

- #3700 PEEGE--28 min., Color, Phoenix Films, Inc. (TV--\$8.00) Peege is the nickname of an elderly women who lives in a nursing home. On Christmas Day her family visits. Through the oldest grandson's eyes, we see what Peege was like when he was young. After the rest of the family leaves, he stays behind, sharing these memories and breaking through the barriers of mental and physical limitations. A beautiful and powerful film. Excellent for all ages. Will stimulate discussion and thought (and tears). 1974
- #3702 CIPHER IN THE SNOW--24 min., Color, Brigham Young University. (TV--\$6.00) Cliff Evans dies mysteriously. The teacher who Cliff remarked as being his favorite is assigned to write the obituary for the school paper. Barely remembering Cliff, he finds that quiet, sensitive Cliff had been gradually "erased" by his family, teachers, and schoolmates. A very powerful film which has broad implications. Should be previewed before using. Discussion opportunities should follow. For use with youth and adults. 1974

NEW SLIDE SETS ADDED TO LIBRARY

- #10 WAKE UP--GET OUT--AND LIVE!--27 slides, Color, df., Ohio State University. (\$1.75) The objectives of this slide set are to convince viewers of the need for an early warning device to alert occupants to the presence of fire in the home and to assist families in developing an evacuation plan for their homes in case of fire. Suitable for showing to any youth or adult group. 1975
- #11 PESTICIDE FIRE SAFETY--55 slides, Color, df., FIRE Center, University of Minnesota. (\$1.75) Recommended procedures for fighting fires involving pesticides. Discusses the definition of pesticides; kinds of products; toxicity; exposure routes; and particular hazards. Provides information needed to fight pesticide fires with greater safety. 1974

STUDY PRINTS ADDED TO LIBRARY

- SP-10 WHAT IS IT...HOW WAS IT USED?--24 prints, B/W., Evelyn Quesenberry, Professor and Program Director, Home Economics, University of Minnesota. (\$1.75) A collection of prints showing old-time household devices. Appropriate for use as an "ice breaker" to meetings during this Bicentennial season. Two sheets of paper accompany the pictures for purposes of identification: one with numbered blank lines and one with the answers. 1975

CORRECTION

Don Breneman's phone number was incorrectly listed in the August issue of the Visual Aids Tip Sheet. The correct number is 373-1792.

MAILING PLASTIC FILM SHIPPING CASES

Make sure all four corner latches are securely locked before putting plastic cases in the mail. The latches are secured by turning them in a clockwise direction until a loud click is heard. We have had several films returned in open cases and one film lost out of an unlocked case. Your cooperation will be appreciated.

CAMERA NOTES

Perhaps you have tried to take slides of lighted buildings or outdoor Christmas decorations at night only to wind up with a few colored specks on a black transparency.

Try taking your pictures at dusk when there is still some light in the sky instead of later at night. You will then be able to record the shape of the building or tree silhouetted against the sky as well as the pattern and color of the lights. If you have a light meter sensitive enough to give you a reading under these conditions, use it. If not, Kodak recommends the following exposures as a guide with their High Speed Ektachrome film.

<u>Subject</u>	<u>Shutter Speed</u> (second)	<u>Lens Opening</u>
Skylines -- 10 minutes after sunset	1/60	f/4
Ice shows, circuses, and spotlit acts	1/30	f/2.8 or 4
Brightly lighted street scenes	1/30	f/2.8
Floodlighted buildings, fountains	1	f/4
Christmas lighting, trees, etc.	1	f/5.6
Fairs and amusement parks	1/30	f/2

Other manufacturers also supply similar data sheets with their high speed films. These suggestions are merely meant to be a starting point. To insure a good picture, you should bracket your exposure by at least one stop above and below these recommendations.

If you are using a nonadjustable instamatic camera, try placing a burned out flash-cube in it. This will slow the shutter speed down to give your film the maximum amount of exposure. In brightly lighted scenes you will often get an acceptable picture.

In cold weather be sure to let your camera warm up and the lens unfog before taking any indoor pictures.

. Don Breneman and Gail Tischler