

press
publications
radio
television
visual aids

Reaching People

with information...

AGRICULTURAL EXTENSION SERVICE • INSTITUTE OF AGRICULTURE • UNIVERSITY OF MINNESOTA

February 26, 1976



 * Please read, check, and circulate *
 * County Extension Director *
 * County Extension Agent *
 * Associate County Extension Agent *
 * Other *
 * Secretary For Filing *

RADIO TIPS--

Sell Your Idea

Be sincere. Believe in what you recommend.
Leave your audience with "something to do."
Tell them "what," "where," "who," "when," and "how."
Be brief. Long programs are not popular.

Paint Word Pictures

Radio is heard by the ear but your words create mental images. Try these two sentences: (1) "The bedroom was ten feet wide by thirteen feet long." (2) "It was a warm and cheery bedroom." Which gave you the best picture? Which was longest?

Use words that imply action. Try these two sentences: (1) "There is a man." (2) "There goes the ugliest man in the world." Get the picture?

Use Round Numbers

There is little significant difference between "one-million" and "one million, one hundred and two thousand and twenty-four." Use the round number.

When rounding out numbers, it's perfectly permissible to say "about," "almost," "more than" or "a shade under."

Write For Easy Reading

If you type your program use large type for easy reading.
Double or triple space and use wide margins.
Use fairly heavy paper--never onionskin--it rattles.
End each page with the end of a sentence, or, preferably a paragraph.
Don't staple the pages together.

Interviews Can Be Helpful

The addition of another voice can make an otherwise dull program interesting. Good interviews don't "just happen." The real responsibility rests with the person doing the interviewing.
It's best to interview the farmer on his farm or the homemaker in her home. A tape recorder helps here.

Use "Who, What, When, Where, How and Why." This will make your guest do most of the talking.

Stress "you" and "your" in your questions.

Be a good listener. Show genuine interest in what your guest has to say. Ad-lib interviews are usually better. Write an opening and closing and use notes for the rest.

Remember, GOOD INTERVIEWERS MAKE GOOD INTERVIEWS.

Changing The Subject

If your program covers several items, you will have the problem of moving from one to the other. It really isn't hard. For example:

"It's time to watch for Armyworms in your soybeans... and, while you're at it, you might also check your lawn for insects."

or...

"And that's the story on the Red Cross drive in Smyth County. Now let's talk about better breakfasts."

Closing Your Program

This isn't so easy. Here are some examples:

(Bad) "Well, I see my time is up, so, so long 'til next time."

(Poor) "Now, back to your announcer."

(Better) "Well, that's it for today, Charlie."

(Even Better) "That's it for today, Charlie. I'll be back tomorrow at the same time."

(Still Better) "That's it for today. Next week we'll talk about housecleaning tips and a new product for removing stains."

Your last impression is an enduring one. Therefore, your closing should be graceful and smooth. --Ray Wolf

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YARD 'N' GARDEN--Janet Macy and I are planning publicity for the 1976 Yard 'n' Garden television program. We hope to have a news release to you very soon. The program starts March 26 at 8:30 p.m. on KTCA, WDSE, and KWCM, continuing on successive Fridays until April 15 when it moves to 7:30 p.m. on Thursdays. Soon we hope to confirm showings on ETV stations in Fargo and Grand Forks and commercial stations.

Meanwhile, in March we will publish a listing of all gardening and canning publications, called "Gardening, Etc." that should be useful in county Extension offices and garden centers. This publication will be available from the Bulletin Room, University of Minnesota, St. Paul, MN 55108. I am working on a spring-summer, camera-ready gardening packet for all newspapers in Minnesota that will include material on food preservation. This should be mailed out in March and county Extension offices will get copies. --Dave Zarkin

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BICENTENNIAL FOOD TAPES--Mary Darling, Extension nutritionist, prepared eight 3-minute tapes on Bicentennial Look at Foods and Nutrition. If you'd like to receive these on cassette for any county functions, please drop me a note. --Janet Macy

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Publications and Direct Mail

February 1976

NEW PUBLICATIONS

Avoiding Lambing Season Problems. Extension Folder 309. R. M. Jordan and H. E. Hanke. Discusses management, equipment and attitude. 4 pages. Available.

Soil Landscapes and Geomorphic Regions/Twin Cities Metropolitan Area Sheet. Miscellaneous Report 130. Lowell D. Hanson. Listed in January new publications, but "for sale only, \$5 per copy," omitted.

Antitrust and Agriculture. Proceedings of a Conference October 24, 1975. Miscellaneous Report 137. Dale C. Dahl and Winston W. Grant, editors. The conference sponsor was Minnesota Continuing Legal Education and the conference location was the St. Paul Campus, University of Minnesota. 72 pages. Available.

The Potential for Irrigated Crop Production/Development of Irrigation and Specialty Crops (DISC) Miscellaneous Report 138. E. C. Bather et. al. Provides comprehensive evaluation of irrigation potential in Minnesota. 84 pages. Available.

Selected Rules and Regulations for Meat at Retail. Animal Science Fact Sheet 30. Richard Epley. List rules for weight, color, use of tenderizers, nomenclature, and content of ground meat products. 2 pages. Available early March.

Homemade Maple Syrup. Marvin E. Smith. Forestry Fact Sheet 11. Adapts to Minnesota material published at Michigan State University on collecting sap. 2 pages. Available.

Diseases of Cole Crops. Plant Pathology Fact Sheet 28. F. L. Pflieger. Includes symptoms and treatment for many gardening problems. 2 pages. Available early March.

REVISED PUBLICATIONS

Names of Retail Meat Cuts. Extension Bulletin 393. Richard J. Epley and Isabel D. Wolf. Lists commonly used names for retail cuts of meat, the recommended names which the Minnesota Department of Agriculture now requires be used, and the recommended method(s) of cookery. 24 pages. Available.

Shoreland Sewage Treatment. Extension Bulletin 394. R. E. Machmeier. Tells how to identify and eliminate nonconforming systems. 32 pages. Available.

Site Selection For Your Mobile Home. Extension Folder 265. William J. Angell. Gives mid-1970s information. 4 pages. Available.

Selecting a Mobile Home. Extension Folder 266. William J. Angell. Brings facts and figures up-to-date. 12 pages. Available.

Costs of Owning a Mobile Home. Extension Folder 287. William J. Angell. Updates information previously reported. 4 pages. Available.

Using Microwave Ovens (2450 MHz). Extension Folder 293. Wanda Olson, Isabel Wolf, and Robert Olson. Discusses appearance, texture, and flavor of foods cooked with microwaves. 4 pages. Available.

Selecting a Microwave Oven. Home Economics-Family Living Fact Sheet No. 29.
Wanda Olson and Roger Olson. 2 pages. Available.

Energy Consumption of Refrigerators, Freezers, and Ranges. Home Economics-Family Living Fact Sheet 31. Wanda Olson. Includes information and charts on energy use for various appliance styles. 2 pages. Available.

Fruits for Minnesota, 1976. Horticulture Fact Sheet 3. Leonard B. Hertz. Adds blackberries to fruits listed and makes changes in varieties. 2 pages. Available.

Controlling Diseases in the Home Vegetable Garden. Plant Pathology Fact Sheet 9.
H. L. Bissonnette and F. L. Pflieger. 2 pages. Available.

Rose Diseases. Plant Pathology Fact Sheet 22. W. C. Stienstra and F. L. Pflieger.
Discusses and illustrates common garden problems. 2 pages. Available early March.

More for Your Food Dollars. Home Economics Special 26.* Grace D. Brill and Leona S. Nelson. Outlines economical steps in shopping, purchasing, and storing food. 8 pages.

The Ecology of Upland Forest Communities and Implications for Management in Itasca State Park, Minnesota. Technical Bulletin 298. Henry L. Hansen, Vilis Kurmis, and Darwin D. Nass. Provides comprehensive look at the state park and its management challenges. 44 pages. Available.

* Publications in this series are written for audiences with limited experiences, finances, and education.

REPRINTED PUBLICATIONS

Beekeeping in Minnesota. Extension Bulletin 204. M. Haydak.

Perennials for Minnesota. Extension Bulletin 295. C. G. Hard.

Here's How to Make Slip Covers. Extension Bulletin 316. M. Zabel.

Do You Expect Too Much? Extension Bulletin 321-3. S. Fisher.

Selecting Your Horse. Extension Bulletin 351. R. Jordan.

Staphylococcus Food Poisoning. Extension Bulletin 354. E. Zottola.

The Home Lawn. Extension Bulletin 366. D. White.

Insecticide Suggestions to Control Insect Pests in Field Crops. Extension Bulletin 388.
J. Lofgren.

Getting Started with Your Vegetable Garden. Extension Folder 164. O. C. Turnquist.

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

Irrigation--How Much How Often? Extension Folder 257. J. Swan, D. Baker, R. Machmeier, D. Hicks.

Metrics in the Kitchen. Extension Folder 294. M. Darling.

Housing Costs in the Mid-Seventies. Extension Folder 315. B. Angell.

Strawberry-Raspberry-Grape Varieties for Minnesota. Extension Folder 320. L. Hertz.

Row Width for Corn and Soybeans. Agronomy Fact Sheet 16. H. Otto, P. Hasbargen.

Breeding Management of Sows and Gilts. Animal Science Fact Sheet 13. J. Hawton,
R. Meade, C. Christians.

Ash--Species and Cultivars. Arboretum Review 10. L. Snyder.

Food-Borne Disease. Food Science and Nutrition Fact Sheet 2. V. Packard.

Making Cheese at Home. Food Science and Nutrition Fact Sheet 20. E. Zottola.

Thinning Plantations and Natural Stands of Conifers. Forestry Fact Sheet 4. W. Miles.

Sewing with Double Knits. HC 10. T. Baierl.

Warm Mittens for Minnesota Winters. HC 28. A. Scheid.

Sewing the Newer Fabrics. HC 45. T. Baierl.

Wild Rice--How it Grows, How To Cook it. Home Economics Fact Sheet 21. V.
Mikesh, S. Nefsted.

Commonly Used Cooking Equivalents. Home Economics Fact Sheet 22. V. Mikesh,
B. Lundgren.

Growing Grapes. Horticulture Fact Sheet 1. O. C. Turnquist.

Tuberous Begonias. Horticulture Fact Sheet 5. C. G. Hard.

Culture of Garden Roses. Horticulture Fact Sheet 17. M. Smithberg, A. Johnson.

Know Your Minnesota Apples. Horticulture Fact Sheet 24. S. Munson, L. Hertz,
C. Stushoff.

Clematis for Minnesota Gardens. Horticulture Fact Sheet 30. M. Eisel.

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

Planning for Fryer-Roaster Production. Poultry Fact Sheet 10. M. Hamre.

Pullet Production Costs. Poultry Fact Sheet 38. R. Berg.

Raising Geese. Poultry Fact Sheet 44. M. Hamre.

Liming Needs in Minnesota. Soils 10. C. J. Overdahl.

Building a Compost Heap. Soils Fact Sheet 12. C. J. Overdahl.

Fertilizer Use and the Environment. Soils Fact Sheet 18. C. Simkins, C. Overdahl,
W. Fenster.

Dairy Plant Fieldman, Hauler, Grader, Tester Manual. Special Report 29. V. Packard.

THE COMMUNICATIONS SCENE

Department of Information and Agricultural Journalism
Agricultural Extension Service
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No. 27

POLLS AND THE PUBLIC

by Harold B. Swanson, Professor and Extension
Communications Specialist

During the coming months we'll be seeing and hearing much about public opinion polls and surveys. Often these polls have been accused of creating a bias, of prompting people to get on the bandwagon and vote for a winner, or of lulling others into believing their ideas won't make a difference.

It's hard to say if polls do result in a shift of opinion. Even though I have a feeling that they might, I'd be hard pressed to prove it. Parliaments in four nations, including Great Britain, are considering banning the publication of polls near the end of election campaigns. On the other hand, George Gallup has pointed out that there has not been one single scientifically controlled study in the U.S. that has shown a measurable shift in votes as the result of polls.

Today we have several major public opinion survey organizations in the U.S. Many have become widely known and their polls widely distributed. The Gallup and Roper Polls, started in 1935, and the Harris poll, started in 1963, probably are the best known and most widely accepted. In Minnesota the Minnesota Poll, started in 1946, also has wide acceptance.

Most of these polls come fairly close to estimating the vote in any election. Over the past nine presidential elections, the Gallup poll has averaged within 1.4 percent of estimating the final vote. That's close.

Polls and opinion studies, however, are not confined to elections. Advertisers make extensive studies of their potential markets before bringing out new products in an area. For example, one local research group uses the telephone extensively to find out, on a scientific basis, what farmer buying habits will be in the coming year. Its customers use this information in their marketing plans.

Many other research organizations survey opinions for a variety of reasons. Many people have said, "I've never been asked my opinion by a pollster, and I don't know anyone who has. Don't you have to ask a lot of people to make a poll mean something?"

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The answer is no. In fact, how good a poll is depends on at least two things. The first is how well questions are phrased so they don't influence the answers. Equally important is how well the people interviewed are selected so they represent a cross section of the special public polled.

A person's chance of being polled this year are about 1 in 90,000 and in a lifetime 1 in 200. So not many of us will ever get asked.

Many of our national polls are based on a carefully planned random sample of only 1500 people. That may seem small, but Gallup has made a comparison saying you only need a teaspoon to test whether or not you like a bowl of soup.

Many people will remember what happened to the Literary Digest. In the 1920's and 1930's the magazine conducted straw votes and often came within one percent of the actual vote. Then in 1936 Litrary Digest not only picked the wrong winner in the presidential race but also was off 20 percentage points. Soon the magazine failed.

Analyzing the methods it used shows why the poll was so far off. Ten million cards were mailed, but they were sent only to people listed in telephone directories or on automobile ownership lists. We were in a depression then, and many people didn't have phones or automobiles. Their opinions weren't asked in the poll, but their votes counted in the election.

Recently we saw a big discrepancy between the Harris and Gallup Polls. With their good records this was surprising. In fact, the discrepancy is hard to explain. However, we know political fortunes change rapidly. The two polls were done a week or more apart. That made a difference. And a closer look also shows the questions weren't quite the same for the two polls. Thus figures weren't comparable.

Obviously, then, questions are important. Today we see many other opinion polls conducted to see how people feel about specific issues. Many are conducted to advance a particular cause. In this case then the questions may be slanted to get the answers the advocates want. Thus we always have to look twice when we see that a poll conducted by a party or special interest group says the public is for or against an idea or issue.

There are ways we can judge if the surveys or polls are reliable. For one thing we may have to depend on the reputation of the persons or organization conducting the surveys. The American Association of Public Opinion Research gives us another approach. The association says every survey should tell you:

1. How the sample was selected and how big it was.
2. How people were reached and when they were interviewed or their answers received.
3. Exactly how the questions were worded.

The answers to these questions will give us an idea or hint about the reliability of the surveys. We do know many polls are reliable, but we do need to know exactly what they are saying before reaching any conclusions.

THE COMMUNICATIONS SCENE

Department of Information and Agricultural Journalism
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No. 28

ADULT EDUCATION--ONGOING COMMUNICATION

by Harold B. Swanson, Professor and Extension
Communications Specialist

Minnesotans are never too old to learn. They're showing this by taking part in thousands of educational activities. And they're showing this one million strong. But more of that later.

Governor Wendell Anderson has proclaimed February 29-March 6 as "Adult Education Week." Adult educators throughout the state plan to tell all Minnesotans about the many opportunities they have to learn. They want to show Minnesotans what is available. Spearheading this week will be the energetic members of a growing professional organization called Minnesota Association of Continuing Adult Education.

Actually we should be talking adult or continuing education every day. Society is changing rapidly, and we must change, too. That means we have to be continuous learners...we have to keep up with the world around us. That's part of our education, and there are many people willing to help.

A moment ago I said a million people in Minnesota participate in adult education activities. Admittedly that's a "guesstimate," but a fair and honest one. We don't have an accurate way to count because there are so many groups, schools, and organizations providing opportunities in adult education.

We're perfectly safe, however, in saying that more people in Minnesota take part in adult education than all the students enrolled in kindergarten through graduate school. That alone is impressive and startling in its implications.

The other day Dr. Howard Casmey, commissioner of education, said that our public schools, those serving kindergarten through 12th grade, serve 200,000 adults in adult programs. Those programs vary from basic adult education for men and women who haven't had the opportunity to learn to read or write as well as they'd like to the many interesting and useful evening classes our public schools provide

The institution I work for, the Agricultural Extension Service, alone has close to a million participants each year in its programs. Obviously some of the participants are involved in more than one Extension program, but even so the figure is large.

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To these two figures we must add the fine contributions by community colleges; vocational institutes; technical schools; religious organizations and churches; voluntary organizations such as the Y's and the scouts; business and industrial organizations; recreational groups; libraries; government; colleges; and many others.

All these groups have adult education programs of some kind. These include classes, seminars, meetings, at-home lessons, visits, consultation, programs, to mention only a few things they can provide to interested learners.

The work all these groups do reaffirms my statement, too, that we're never too old to learn. I get perturbed when I hear people in their early twenties, or at the mythical age of 39, or even retirees say they're too old to learn. If we have an open mind and a willingness to change and to develop our ability to listen, age isn't that important. The old saying that "you can't teach an old dog new tricks" doesn't apply to humans.

Admittedly the ability to learn does decline after the mid-twenties, but the decline is very slow even up into the seventies. And, as we grow older, we have developed a store of knowledge and experience that serves as a good basis for further learning. The foundation is there, and those of us who are older may have some advantages over those in school today.

Looking at adult education another way, we could say it really is ongoing communications. By that I mean communications is involved in all education, in all learning. As adults, how well we learn depends on how well we and our teachers communicate. And communications has another important facet in adult education...we must always let people know about the opportunities they have. Unfortunately, many people don't realize that these opportunities do exist, perhaps because we've failed to tell them, we've failed to communicate. So adult education week focuses on letting people know what's happening, what's available.

For those interested, there are many places that will help: local schools, community colleges, vocational schools, churches, those many private and public organizations mentioned earlier, the University and your local extension agent, and the many other private and public colleges. They're all ready to help. No one should feel embarrassed or shy about asking. These groups exist to help adults learn.

Thus far we've talked a lot about institutions or organizations and adult education, but we've overlooked one of our most important contributors to adult education--the mass media.

As we celebrate adult education week, we extend our thanks to all the mass media for their contributions to our education. As we listen to this and other radio stations, we hear many, many features and programs that keep us informed about what's happening in the world today. They also background us on literally thousands of subjects. In our own Agricultural Extension Service we know that our county extension agents, or county extension directors as they are now known, have weekly or even daily programs bringing important information to the people of Minnesota. And we're not the only group that have found radio stations useful allies in education. So during adult education week we do emphasize how important radio, newspapers, TV and magazines are to adult education.

February 1976



visual aids

TIP SHEET

Minnesota Agricultural Extension Service

February 1976

NEW FILMS ADDED TO THE AGRICULTURAL EXTENSION LIBRARY

- #3024 WAY OF A TROUT, THE--30 min., Color, Trout Unlimited. (TV--\$6.50) Approaching trout fishing from the fish's point of view, the fish, not the fisherman, is the hero of this film which traces the life cycle of the Rainbow Trout. In the process it introduces some of the bizarre and colorful predatory creatures (including the angler) that make survival the exception rather than the rule for the trout. 1975
- #3466 WHEN THE CIRCUIT BREAKS--27½ min., Color, Federal Energy Administration. (TV--\$3.00) This film is a good overall summary of the present energy situation. It reviews the development of fossil fuels, the 1973 embargo, the present policy dilemma, ways of conserving energy, future energy sources, and environmental compromises. 1975
- #3459 SEPTIC SYSTEM, HILLSIDE INSTALLATION--13 min., Color, E. J. Clark Films. (No TV--\$4.50) The film explains the proper procedures to evaluate a site, to design and lay out the sewage system prior to construction, and to construct a complete onsite home sewage treatment system. The installation and use of drop boxes for proper effluent distribution is thoroughly explained. The film is intended for sanitarians, zoning administrators, building inspectors, contractors, engineers, and homeowners. 1975

NEW SLIDE SETS IN LIBRARY

- #42 FISH, MAN'S ABUNDANT FOOD--73 slides, Color, df., National Marine Fishery Service. (\$1.75) This slide set describes many different types of fish. It covers fresh fish, shellfish and crustaceans (shrimp and lobster) and illustrates varieties of market forms of fish which are available. Information is provided on problems which may be encountered when purchasing fish and fish products. 1975
- #43 WHY TRY...AND HOW TO BUY FISHERY PRODUCTS--126 slides, Color, df., National Marine Fishery Service. (\$1.75) This slide set describes the nutritional value of seafood products as compared to other animal protein products and gives a description of the various forms in which seafood products are marketed. The set also describes the proper handling of fish and provides consumer information related to purchasing. 1975
- #44 NEW TEXTILES AND CLOTHING 4-H EXHIBIT IDEAS--14 slides, Color, df., Sherri Gahrng, extension specialist textiles/clothing, University of Minnesota. (\$1.75) This set was developed to illustrate the new clothing exhibit areas which have been added to this year's clothing project State Fair Exhibit List. This may serve as resource material for use by county staff and clothing project leaders in promoting new opportunities within the clothing project area. 1976
- #45 HOW TO KEEP CUT FLOWERS BEAUTIFUL--27 slides, Color, df., Harold F. Wilkins, extension horticulturist, University of Minnesota. (\$1.75) The proper care for cut flowers is a science. This slide set explains how the techniques of hardening, trimming, using preservative and storing properly can add extra days to the enjoyment of cut flowers.

- #46 PLANT DISEASES--25 slides, Color, df., John Mizicko, assistant extension specialist, plant pathology, University of Minnesota. (\$1.75) This slide set gives a general view of what plant diseases are. It describes the organisms which cause them, some typical symptoms, and the concepts of disease control. It could serve as a useful aid to county agents, growers, and students in helping them to recognize plant diseases and their causes. 1976
- #47 BUYING PROCESSED MEATS--55 slides, Color, df., Isabel Wolf, extension specialist, foods and nutrition, University of Minnesota. (\$1.75) This slide set describes ingredients and the product composition standards for cooked sausage, hams, breakfast sausage and canned meat items. It also compares the different kinds of ground beef as well as a number of soy-extended products. The slide set should create an awareness of the need to know product composition standards, to read labels, and to evaluate cost of convenience. Intended for young adults and older; appropriate for consumer groups. 1976
- #48 MINNESOTA DAIRY TOUR TO PENNSYLVANIA AND MARYLAND--67 slides, Color, df., Michael F. Hutjens, extension dairyman, University of Minnesota. (\$1.75) A set of slides highlighting a dairy tour of 13 dairy farms in Pennsylvania and Maryland by 62 Minnesota dairy producers in August 1975. Slides consist of feeding, housing, waste handling, and management aspects in eastern United States. Additional slides include the Amish area, Washington, D. C., and USDA Beltsville Research Area. Tour participants can adapt the set for presentations. 1975
- #49 4-H FORESTRY: AN ACTION PROGRAM--139 slides, Color, df., National 4-H Service Committee. (\$1.75) This slide set promotes the 4-H forestry project. It provides many illustrations of how 4-H'ers can become involved in learning activities to develop their skills and knowledge in managing forest resources. 1975
- #56 PRUNING TREES AND SHRUBS--79 slides, Color, df., Mervin C. Eisel, extension horticulturist, University of Minnesota. (\$1.75) This slide set is intended for anyone who has pruning to do. It explains the reasons for pruning, the equipment needed, the proper timing, and the correct pruning techniques. 1976

REVISED SLIDE SETS

- #615 A PICTORIAL STORY OF NATIONAL 4-H CONGRESS--45 slides, Color, df., National 4-H Supply Service. (\$1.75) Recalls the week of the 1975 National 4-H Congress in Chicago. Can be used by delegates to report on their trip and by agents and leaders to motivate high achievement. 1975
- #842 SERVICE TO YOUTH--77 slides, Color, df., National 4-H Foundation. (\$1.75) Describes the services of the National 4-H Foundation and the 4-H Center as applied to 4-H youth programs. Good for promoting leaders forum and citizenship short course or orienting delegates to the center. 1975
- #844 PIG STRESS AND PORK QUALITY--24 slides, Color, df., Charles J. Christians, extension animal husbandman, University of Minnesota. (\$1.75) Illustrates visual symptoms of the stress-prone pig and shows pigs that are afflicted with porcine stress syndrome (PSS). Includes updated information regarding testing methods that indicate the presence of PSS susceptibility. 1976

STUDY PRINTS ADDED

- SP-11 MAN AND MALLARDS--10 prints, B/W, Clifton F. Halsey, extension conservationist, soils, University of Minnesota. (\$1.75). A set of ten large B/W photos (20" x 24") illustrating the life cycle of mallards and the loss of suitable duck habitat. A guide for discussion is provided. Originally developed for outdoor conservation classes. Suitable for groups of up to 20 nine to eleven year old children. 1972