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3 Reaching People with information...

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AGRICULTURAL EXTENSION SERVICE • INSTITUTE OF AGRICULTURE • UNIVERSITY OF MINNESOTA

April 27, 1976

UNIVERSITY OF MINNESOTA
DOCUMENTS

MAY 5 1976

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** Please read, check, and circulate **
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IF YOU'RE WORKING WITH THE DISADVANTAGED -- Two articles in the 1976 January-February issue of the Journal of Extension provide informative reading. "Families Behind the AFDC Stereotype" is a report of research done by Margaret P. Grindereing, professor of Textiles and Clothing, College of Home Economics. The second item is in the forum section: "Do Extension Paraprofessionals Need A Career Ladder?" --Lee Nelson

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NEW PUBLICATIONS AVAILABLE -- These new publications join others in the food preservation area:

- HS-46--How To Can Peaches, Pears, And Apricots
- HS-47--The Pressure Canner

Other new publications will be available after July 1. --Lee Nelson

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A REQUEST FROM THE BULLETIN ROOM -- Merle Ritchie and her crew can perform more efficiently for you and your county with your help. With funding for publications running low, more counties are returning leftovers to the Bulletin Room. If it's a currently used publication and you're returning it, that's fine. However, many of the publications coming back are outdated, have since been revised, and new ones have replaced them on the Bulletin Room shelves. Please find another use for your publications if they are in this category.

Also, the Bulletin Room would like each metropolitan area county to make no more than one phone order per day; mail your orders in when possible. Calling several times a day wastes time on both ends and wastes postage when there are separate wrappings and mailings to the same location. Better still, pick up orders when on campus but call in your request beforehand and let us know when you will be coming. --Mary Kay O'Hearn

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OFFENDING PEOPLE: DO UNTO OTHERS--That's the title of a speech given at the Eastern annual conference of the American Association of Advertising Agencies. The speaker, Jack Hinton of CBS, brings out several points he watches for in advertising. They probably apply equally to the wide range of communications we all practice.

It used to be that the principal worry of advertisers and communicators was evaluation or verification of claims or facts. But now we go far beyond that. We look at:

Taste--Is the message in good taste? That's often hard to say. For example, Hinton fought the acceptance of the "How's Your Love Life" campaign. His colleagues overruled him, and there hadn't been a single complaint at the time of his speech. Other messages, however, may offend and place blocks in the path of the message.

Portrayal of People--People don't mind being labeled as much as they once did, Hinton says. They are proud of their heritage. Yet there remains the danger of offending by innocent references to a particular group.

Inferring Ignorance--This becomes a concern of many advertisers and communicators and must be handled carefully with a second look at our message. --Harold B. Swanson

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HOME ECONOMICS TAPES--FTC Revises Care Labeling, New Fabrics, and Sewing Tips, Sherri Gahring, extension specialist, textiles and clothing; Non-Verbal Communication, and Non-Verbal And Verbal Communication, Susan Meyers, extension specialist, family life; Inflation, Keeping Clothing Costs Down, and Keeping Costs Down, Kathleen Mangum, assistant extension specialist, consumer information. --Janet Macy

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WRITING FOR RADIO--

- I. Write The Way You Would Talk
 - A. Use contractions, such as "can't," "didn't," etc.
 - B. Make generous use of words ending in "ing."
 - C. Be informal and conversational.
- II. Use Sentences That Are Short And Simple
 - A. Many people can't understand "big" words.
 - B. Write for "listening" rather than for "reading."
 - C. If in doubt, use two sentences rather than one.
 - D. Use personal references, such as "boy," "friend," or "sister."
- III. Get Attention
 - A. The first 20 seconds are vital. This is when you will either hold or lose your audience.
 - B. Make your opening short and to the point.
Example: "Ever wonder why Smyth County leads the state in milk production? Well, it's simple!"
 - C. A good sound effect can get attention, but don't overdo it.
 - D. Convince the people that you have something for them.
- IV. Hold Attention
 - A. Move quickly from your opening to your message.
 - B. Be brief. Don't dwell unnecessarily on unimportant sentences.
 - C. Repeat the important.
 - D. Move at a pace brisk enough so that your listeners will not get ahead of you but slowly enough so that you will be understood.
 - E. Avoid unneeded detail.

--Ray Wolf

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THE COMMUNICATIONS SCENE

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

No. 31

PROPAGANDA--A BAD WORD?

by Harold B. Swanson, Professor and Extension
Communications Specialist

Every day we are deluged with propaganda! Does that statement scare you? And is it really true? Is propaganda really bad?

I imagine that every person listening to this program has a different impression of propaganda and what it is. And probably most people regard it somewhat as something bad or at least debatable.

The word itself is hard to define. Propaganda comes from the Latin word, *propagare*, which means to grow or spread. There's nothing sinister about that.

Many people commonly think of propaganda as deliberately one-sided statements to mass audiences largely through mass media. Other people look at it differently. My own definition of propaganda is that it is a deliberate, systematic attempt to persuade people to support or adopt a particular opinion, attitude, or action through manipulating or using symbols such as words, pictures, songs, plays and the like. Note that it is deliberate and that it seeks to change people.

You might say many of the same things about education itself. Education is deliberate, and it is aimed at change. But the elements of persuasion and possible one-sidedness are not there in the same way as in propaganda.

Propaganda is nothing new either. Recently I read a story about a nation five centuries before Christ which was trying to win over its opponents by bombarding them with songs, banners, flags, and beacons. That's a lot less physically damaging, of course, than going after them with swords and rocks and sticks. But we also know that the effects of ideas and words can be widespread and often-times damaging.

Back in 1622 the Pope established a College of Propagation of Faith or College of Propaganda to spread the faith. And certainly today we see this same activity from a wide variety of faiths and ideologies. We don't regard these efforts as bad.

In Europe and other nations propaganda doesn't have the unfavorable meaning it has here in the U.S. These nations accept propaganda as an everyday effort to change attitudes and actions.

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Probably what most of us fear most from propoganda is that we'll be persuaded without thinking or that we'll be misled. There are many techniques used to get us to accept ideas in an automatic way as a result of manipulation rather than through thought or education or analyzing information.

Today I'll mention a few of these techniques so we'll realize more fully what is going on. Many years ago the Institute of Propaganda Analysis listed several of these, emphasizing those that were manipulative.

For example, there is the name calling technique. We hear people label others as communists, fascists, reactionaries, pinkos, welfare chiselers and the like whether they really are or not. When we hear someone call another a name we do need to think twice before we judge or accept the name calling.

Then there is the plain folks technique, often used in politics. Here the person tries to show that he or she is one of the special group of plain folks, that he or she is one of us.

Another technique is called glittering generality. Here the propagandist uses words such as the American way, motherhood, the flag, free enterprise, environmental protection, good old hard work, and many more to get the listener to accept something without thinking it through.

And we have to watch out for card stacking, too. Here the communicator tells all the plusses about an issue and fails to tell the other side or only briefly mentions it.

Other techniques mentioned by the Institute include testimonials, bandwagon (The rest are doing it, why not you. Get on the winning side.), simple statements that tend to give simple answers, and repetition or giving the same message over and over until people believe it.

I do want to point out that certainly not all propoganda techniques are manipulative. Some people maintain that the best way to persuade others is to provide them with facts and let them reach their own conclusions. This is called propoganda by facts or events. Of course, we have to be sure they are the facts and that we understand the other side, too. A person may honestly believe he's presenting the facts, but his or her information may be incomplete or the facts may reflect the person's biases or beliefs.

To summarize, then, I'm not saying propoganda is bad or good. However, it does behoove all of us to think through issues and not be persuaded by words and other symbols that try to shortcut our thinking.

April, 1976

THE COMMUNICATIONS SCENE

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

No. 32

THE EYE OF THE BEHOLDER

by Harold B. Swanson, Professor and Extension
Communications Specialist

Have you ever wondered why people don't come to the same conclusions that we do when we all see and hear the same thing? Or do we? Part of the answer is given in an old communications training film called "The Eye of the Beholder."

This film emphasizes that everyone has his or her own point of view. These points of view often are very different. So each of us see the same things in different ways. We see a situation through our own eyes or perhaps more appropriately through our own minds.

The expression, "The Eye of the Beholder," has been used by many people in many ways, well before the movie was produced. It has been said that beauty is in "The Eye of the Beholder."

The movie itself tells the story of a young artist, Michael Gerard, and it shows how wrong people can be in their impressions of others.

For example, the waiter in the movie regards Michael as a "ladies man" because he is constantly looking at the women in eating places and bars.

Michael's mother regards her son as a "good boy," even though sometimes moody and ill-tempered.

The cabdriver considers Michael as a hood because he saw a bulge under Michael's coat. That bulge must have been a gun.

The cleaning lady for Michael's studio regards him as a murderer and monster.

All these people have drastically different perspectives of the same man. But what is the truth about Michael?

The truth is that Michael wants to paint a modern madonna, a spiritual madonna. He wants to put his dream on paper. Michael and his girl friend visit many places, including bars, seeking a girl who would make a good subject for his special painting.

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When the waiter saw him scrutinizing all the women, Michael was looking for his madonna. Finally he and his girl friend did see a person who they thought would make a good subject. She consented to come to the studio the next morning for the portrait. Michael was excited. He was in a rush in the morning and couldn't eat his mother's breakfast. He tried to explain to his mother why he wasn't hungry, but she wasn't listening. She thought he was moody.

He rushed out to take a cab, stuffing a notebook under his coat. He didn't talk to the cabdriver who regarded him as unfriendly and thought the bulge under his coat was a gun.

The model shows up, tired and drunk. Michael hadn't expected this. A drunk madonna wasn't his idea of innocence. He asked her to leave. They argued, and she stumbled over Michael's easel, spilling red ink. Just then the cleaning lady came in and saw the model lying in what she thought was a pool of blood. She accused Michael of murder and rushed out. The model, of course, was unhurt. She left, deciding Michael was square.

The movie thus illustrates how so many people got the wrong impression of Michael by not knowing the facts. Unfortunately all of us are probably guilty of jumping to conclusions just as the characters in this movie did.

Let's put all of this into another context. Those of us connected with agriculture become concerned--and rightly so--with the impression various audiences have of farmers and agri-industry generally. Those of us in colleges, too, sometimes have to dispel wrong impressions others have of us. At the same time, however, many of us have wrong impressions of those in other areas or groups or situations.

The question arises, of course, is there any way of overcoming these false pictures our eyes paint for us? I'm not sure that we can completely, but I do have a few thoughts.

First, from the viewpoint of agriculture, we need to always be presenting accurate information and background that will help others understand more about our industry.

Second, we ourselves can do something. We can realize that our "eyes" do see things from our own point of view. This may give us a distorted picture of others. All of us have different backgrounds, standards, training, and ideas. Too often we jump to conclusions without understanding the other person or without having sufficient facts. There is an old saying ascribed to our American Indians that goes, "Never judge a man until you have walked in his mocassins for three moons." Perhaps this isn't possible, but at least we can be aware that our conclusions about people and events may be colored greatly by our viewpoint, that they are filtered through the "Eye of the Beholder."

April, 1976

Publications and Direct Mail

April 1976

NEW PUBLICATIONS

Making Sausage at Home. Food Science and Nutrition Fact Sheet 32. Isabel Wolf. Gives safety and handling precautions and several tested recipes. 2 pages. Available.

How to Can Peaches, Pears, Apricots. Home Economics Special 46*. Isabel Wolf and Lee Nelson. Discusses selection and handling of fruit and use of boiling water bath. 4 pages. Available.

The Pressure Canner. Home Economics Special 47*. Isabel Wolf and Lee Nelson. Includes information on kinds of pressure canners, their use and cleaning and storing. 4 pages. Available.

Expand Your 4-H Horse Program. Extension Program Report 62. Relates experiences of Dakota County's Horse Project as useful to other Minnesota counties. 2 pages. Available.

Correcting Iron Chlorosis in Soybeans. Soils Fact Sheet 27. Gyles W. Randall. Explains in photo and tables growth response when iron-deficient plants receive foliar applications of iron. Map outlines area of possible iron deficiency in Minnesota. 2 pages. Available.

Reserve Stock Grain Models, the World and the United States, 1975-85. Technical Bulletin 305. Willard W. Cochrane and Yigal Danin. Provides a quantitative look at an international reserve stock program for grains with a capacity to provide reasonable stability in world grain prices. Intended for policymakers. 48 pages. Available.

The Impact of Mobile Processing Plants on the Production and Distribution of Frozen Peas. Kenneth M. Menz and Frank J. Smith, Jr. Miscellaneous Report 129. Examines the economic feasibility of replacing conventional frozen pea processing plants with mobile plants. 36 pages. Available.

Economic Analysis of Farm-to-Plant Milk Assembly. Station Bulletin 512. G. M. Nolte and E. Fred Koller. Discusses major changes in farm-to-dairy assembly the past few years and analyzes trends. 36 pages. Available.

REVISED PUBLICATIONS

1976 Weed, Insect and Disease Control Guide for Commercial Vegetable Growers. Special Report 5. O. C. Turnquist, John A. Lofgren, F. L. Pflieger, and Howard Bissonnette. Lists application rates and precautions based on state and federal rules set by the Food and Drug Administration. 28 pages. Available.

1976 Commercial Fruit Spray Guide. Special Report 6. Leonard B. Hertz, Herbert G. Johnson, and John A. Lofgren. Gives recommendations and suggestions about weed, insect and disease control for commercial fruit growers. 20 pages. Available.

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

Weed Control in Small Grains. Agricultural Chemicals Fact Sheet 8. Oliver E. Strand. Notes changes for 1976 in chemical formulations. 2 pages. Available.

Feedlot Regulations for the Poultry and Livestock Industries. Agricultural Engineering Fact Sheet 17. Philip R. Goodrich. Details agricultural uses requiring permits. 2 pages. Available.

Stone Fruits for the Home Fruit Garden. Horticulture Fact Sheet 42. Leonard B. Hertz. Recommends some varieties and gives instructions on planting, ripening, and yields. 2 pages. Available.

Controlling Insect Pests of Shade and Ornamental Trees. Entomology Fact Sheet 28. John A. Lofgren. Gives 1976 control measures. 2 pages. Available.

Strawberries for the Home Garden. Horticulture Fact Sheet 19. Leonard B. Hertz. Updates varieties and recommendations for successful strawberry culture. 2 pages. Available.

Comparison of a Soil Conditioner and a Specialty Fertilizer with a Conventional Fertilizer. Soils Fact Sheet 22. G. D. Holcomb, S. D. Evans, W. W. Nelson, and C. J. Overdahl. Tables show yield results of corn and soybeans grown with specialty and conventional fertilizers. 2 pages. Available.

Comparison of Na-Churs Fertilizer with a Conventional Fertilizer. Soils Fact Sheet 23. G. D. Holcomb, S. D. Evans, W. W. Nelson, and C. J. Overdahl. Compares yield results of corn and soybeans using Na-Churs fertilizer and a conventional fertilizer. 2 pages. Available.

Fertilizing Corn. Soils Fact Sheet 24. C. J. Overdahl. Gives information on results of adding nitrogen, phosphorus, and potassium to the soil in varying amounts. 2 pages. Available.

REPRINTED PUBLICATIONS

Wild Oat Control in Small Grain. Agricultural Chemicals Fact Sheet 9. Oliver Strand.

Arboretum Juniper. Arboretum Review Fact Sheet 9. Leon Snyder.

Plants for Fall Color. Arboretum Review Fact Sheet 27. Leon Snyder.

Controlling Corn Rootworms. Entomology Fact Sheet 14. John Lofgren.

Ropework. Extension Bulletin 192. J. Grant Dent.

Evergreens. Extension Bulletin 258. M. Smith, G. Hard, A. Hodson, and D. French.

Pruning Fruit Trees. Extension Folder 161. L. Hertz.

Summer Care of Vegetable Gardens. Extension Folder 167. O. C. Turnquist.

Harvesting and Storing Garden Vegetables. Extension Folder 172. O. C. Turnquist.

Commercial Production of Wild Rice. Extension Folder 284. E. Oelke.

Fitting Trees and Shrubs into the Landscape. Extension Folder 298. M. Eisel.

Using Wood Stoves and Fireplaces Safely. Extension Folder 323. C. Halsey.

Making Jelly. Food Science and Nutrition Fact Sheet 23. Isabel Wolf.

The Garden Petunia. Horticulture Fact Sheet 37. H. Wilkins.

Plum, Cherry, Apricot Varieties for Minnesota (formerly known as Stone Fruit Varieties for the Home Fruit Garden). Horticulture Fact Sheet 43. L. Hertz.

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

Raspberry Diseases. Plant Pathology Fact Sheet 8. H. Johnson and T. King.

Newly Developed Campsites in the Boundary Waters Canoe Area. Station Bulletin 511. L. C. Merriam, Jr., et al.

Infectious Bovine Rhinotracheitis. Veterinary Science Fact Sheet 6. J. D. Hilgren.



visual aids TIP SHEET

Minnesota Agricultural Extension Service

April 1976

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

NEW FILMS ADDED TO THE AGRICULTURAL EXTENSION LIBRARY

- #3028 KEEP A SAFE BIKE--20 min., Color, Cornell University. (TV--\$4.50) A very good film to use to explain the basics of bike safety inspections and bike maintenance. Should be an excellent resource for Pedal Power instructors and others in the 4-H bike project. 1975
- #3033 BLEVE--19 min., Color, FIRE Center, University of Minnesota. (TV--\$3.00) BLEVE--the only film of its kind on boiling liquid expanding vapor explosions. Explains these explosions in vivid color footage with details on the hazards that can affect decisions on whether to evacuate or attack. Uses animation, case histories, and documentation on BLEVE incidents. For fire departments, tank fleet operators, and gas companies. 1975
- #3047 ROOTS OF THE NATION--28½ min., Color, USDA Forest Service. (TV--\$3.00) America's forest reserves have made a significant contribution to the development of our nation. This film shows the dependence our forefathers placed on the forest and illustrates how modern man still needs forests for industrial and recreational purposes. Appropriate for general audiences. 1976

NEW SLIDE SETS IN LIBRARY

- #51 INDOOR HORTICULTURE--61 slides, Color, df., Jane P. McKinnon, extension horticulturist, University of Minnesota. (\$1.75) This slide set discusses plant growth, differences between species, and propagation and identification of some of the more common plants. Adapted from the telelecture "Plants in Pots," the slides and script are suitable for use at homemaker's clubs and other county meetings. An outline for discussion is included with the script. 1976
- #54 HOW TO CLEAN AN APARTMENT--94 slides, Color, df., cassette tape, Franklin Clay Films. (\$1.75) This slide set attempts to make the student aware that there are good reasons for keeping a place clean and that it does not take too much work (if it's properly done) to do these few minimum essential things. Discussion guide included; no script. 1975
- #55 SIMPLE HOUSEHOLD REPAIRS--284 slides, Color, df., cassette tape, Franklin Clay Films. (\$1.75) This six part slide set shows how to make six different simple household repairs. Each can be accomplished with tools common in most households without requiring any particular skill. The set includes: Part 1--Electric Plug, Part 2--Fix A Door, Part 3--Leaky Faucet, Part 4--Windowpane, Part 5--Holes In Walls, Part 6--Paint Walls. Discussion guide included; no script. 1975

- #65 IDEAS FOR COUNTY FAIRS--1973--58 slides, Color, df., Wayne H. Hanson, assistant program leader, agriculture/related industries, University of Minnesota. (\$1.75). The slide set presents new ideas and programs for county fairs in Minnesota. The slides were taken at fairs in East Central, Southwest, and Southeast Minnesota. 1973
- #66 IDEAS FOR COUNTY FAIRS--1975--69 slides, Color, df., Wayne H. Hanson, assistant program leader, agriculture/related industries, University of Minnesota. (\$1.75) Also presenting ideas and programs for county fairs, the slides for this set were taken at fairs in Northwest and West Central Minnesota. 1975
- #68 ENERGY--OUR FOODS AND OUR NEEDS--65 slides, Color, df., Cornell University. (\$1.75) This slide set and suggested activities emphasize the need for a balance of the energy nutrients for optimum health and weight control. It may be presented in several sessions. The slide set includes: Introduction, Part I--The Energy Nutrients: What Are They?, Part II--The Energy Nutrients: How Are They Used?, Part III--The Energy Nutrients: How Much Of Them Do We Need? 1975
- #117 JUDGING DAIRY CATTLE AND PRESENTING ORAL REASONS--59 slides, Color, df., cassette tape, Michael F. Hutjens, extension dairyman, University of Minnesota. (\$1.75) Illustrates basic parts of the dairy cow, gives examples of different breeds, describes three classes of dairy cattle to judge, and explains four parts of the score card. Oral reasons are also discussed. An optional 5-minute cassette tape presenting examples of correct and poor oral reasons is included and is to be used at the designated spot in the script. It is not a tape of the entire script. Recommended for youth groups (4-H and FFA) to develop judging skills and knowledge. 1976

FILMSTRIPS REVISED INTO SLIDE SET

- #53 BUDGETING--298 slides, Color, df., cassette tape, Pennsylvania State University. (\$1.75) Described in our Visual Aids Tip Sheet of October 1975, the following three filmstrips have been revised into one slide set:

- Part I--Income, Outgo, Where On Earth Does My Money Go?
- Part II--The Outgo Puzzle
- Part III--The Fudge-It Budget

1975

. Don Breneman and Gail Tischler