

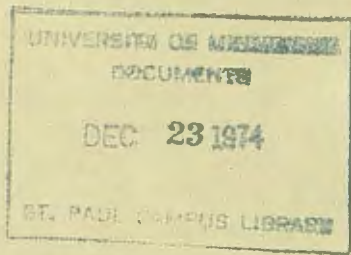
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press  
publications  
radio  
television  
visual aids

# 3 Reaching People with information...

AGRICULTURAL EXTENSION SERVICE • INSTITUTE OF AGRICULTURE • UNIVERSITY OF MINNESOTA

August 27, 1974



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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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TWO NATIONAL MAGAZINES CARRY EXTENSION STORIES -- "The Extension Service Is Out To Help You" is the title of a two-page feature in the August issue of Changing Times. Subtitle on the contents page is "County Agents have lots of information, and they're eager to share it." The feature reflects contacts with several State Extension Services as well as with ES-USDA Information and Home Economics staffs. It covers the four main areas of Extension programs and stresses the aid urban people may expect from Extension. It also lists state offices in case readers prefer contacting them or can't locate the county office.

The August issue of Ladies Home Journal told readers what Extension Home Economics has to offer in places like Linn County, Iowa; Bergen County, N. J.; and San Mateo County, Calif. in their "NOW" two-column report called "Down Off The Farm." The report tells readers how to find Extension Service in the phone book and urges them to "Let Extension home economists work for you."

--From August State Extension Directors Letter

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## HOW TO WORK WITH THE MEDIA TO IMPROVE YOUR IMAGE --

Here are some comments Ovid Bay, Director of Information, Extension Service, USDA, made at a print media workshop for agents at Clemson University, South Carolina.

Bay says his definition of how to improve your image includes these key points:

--Do something positive which will benefit the people in your county and then get full credit for it. To promote and keep Extension Programs before the public, means maximum cooperation and advance planning with the local media.

--By what you do and say every day, you create your image as a professional Extension Agent--man or woman. For an image is not a pose you turn on for a session with the media. The real you and your Extension efforts are "on camera" all the time. The public is continually forming a positive or a negative image of you and Extension, and the chips will fall in the direction you cause them to fall. There are occasional contributing factors beyond your control, but for the most part you are responsible for the public's image of the Extension Agent and the Extension Service at the local level.

- more -

Bay suggests you can improve working relations with the print media by:

(1) Keeping the editor informed about the current thrusts of the Extension program in your county.

(2) Including reporters and editors on your advisory committees (and other ways in your program).

(3) Sending the editor "good" copy. (The chances are your editor does not expect you to deliver sheets of prose with the style of an experienced professional journalist, but does expect your story to be accurate, containing the important points, and free of grammatical and typographical errors.)

--Eldon E. Fredericks

--Adapted from Idea Distiller, North Carolina State University

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CONSUMER ADVERTISERS CAN GIVE EXTENSION HINTS--As Extension educators you'll find many of the conclusions reached by advertisers useful as you try to motivate people to take part in your programs. Advertisers are selling products and services; educators are motivating people to learn. There are striking parallels between education and selling. Here are some conclusions that the American Management Association has listed in its publication, Consumer Behavior.

1. Select your message so people can quickly recognize it as in their own interest. The psychological term is selective attention which says people bring different motives, beliefs, and attitudes to a situation and pay attention to messages accordingly.

2. Give your audience a clue that will "index" it with something they know or believe in, or use "across message clues" such as slogans and symbols (the 4-H symbol is our best known trademark). The psychological term for this selective preception which means people perceive messages according to their own beliefs, ideas, etc.

3. Use repetition to reinforce tentative beliefs. Provide frequent exposure to same or similar messages and carry these messages in different outlets--radio, newspapers, your direct mail, posters, and P.O.P. P.O.P. means point-of-purchase to sellers, and Extension people use it frequently with simple exhibits, bulletin displays at meetings or in banks, etc.

Here we are dealing with selective recall. The effect of your message right after you have delivered may be misleading. Belief could increase or fade away over time (sleeper effect). It is possible to have positive sleeper effect where the person doesn't believe at first but may later. Or you may find you are overcrowding the active file space in a person's mind by putting too much in that person's mind. We all tend to do this.

Remember, too, that a single effort is not likely to be believed. Expecially if it requires a person to change his or her mind. A complete change may take months or years or may never take place at all. The latter is sad but we experience it in Extension. Next month more on consumer advertising. --Harold B. Swanson

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THEY, THEIR, THEM, IT, ITS--The misuse of they, their, them, where it, or its is required is prevalent. So says Roy Copperud of Editor and Publisher in his column, "Editorial Workshop," about practicing journalists. We at the University make the same error.

An example: "The blank county Extension office is proud of their past year's record." The correct way is to say that the office is proud of its record to go with the singular verb, is. Or you could say, "The members of the blank county Extension office are proud of their past year's record." Then the plural subject agrees with the plural verb. --Harold B. Swanson

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NUTRITION CONCEPTS OF YOUTH--"Nutrition Concepts of Youth in Iowa Expanded Nutrition Program" is a 1972 study by Stella A. K. Ombwara which may be of interest to those working with disadvantaged youth both in and out of EFNEP.

The focus of the study was to develop and test materials to be used with youth in teaching food and nutrition. The pictorial test this study describes could be used by both the professional and paraprofessional staff working with youth. It can be used in a one-to-one situation or with a group meeting.

Home economists and youth staff from 21 Iowa counties administered the test to youth involved in EFNEP. Youth staff in each county selected one boy and one girl for each of the age levels 8 to 11, making the total sample 168. Of the 168 questionnaires distributed, 156 were returned from 20 of the 21 counties.

At least 81 percent of the youth held the following correct concepts:

- \* Liver, beef, and raisins as foods rich in iron.
- \* Two boys playing with a ball as using the most energy of four activities given.
- \* Peanut butter sandwiches and milk as a nutritious snack.
- \* A healthy boy can be recognized by his appearance.

The misconception held by 51 percent of the youth was that milk, green beans, tomatoes, and eggs are the main sources of energy for the body. And, 38 percent believed the misconception that the teeth are the part of the body needing vitamin A.

The pictorial test has potential use in other states as a pre-test and post-test to evaluate the youth phase of EFNEP. (Evelyn Harne, associate program leader, 4-H Youth Development, advises that it measures knowledge level only.) The test is available in quantities for 15¢ a copy from Iowa Extension Service, Publications Distribution Center, Ames, Iowa 50010. (Reviewed in Research in Brief section, Journal of Extension, Summer 1974, pages 48-9.)

--Lee Nelson

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NEW TV TAPES AVAILABLE--Two recent television programs--one on irrigation and one on specialty crops in Minnesota are now available. A half hour television program about "Minnesota Irrigation Development" and another "What's New In The Field," are both available from John Froyd, news director, KCMT-TV, Alexandria. Lyle Ross, area Extension agent, WesMin RC&D Project, helped in the production of the two programs. To use the tapes you'll need access to a school with television equipment. Anyone desiring these for educational purposes can provide the video tape and KCMT-TV will assist with the copying. For more information write to John Froyd, news director, KCMT-TV, 720 Hawthorne, Alexandria, Minnesota 56308.

--Mike Harris

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STEADY LISTENING CALLED RADIO PLUS AGAINST TELEVISION'S ERRATIC VIEWING--That's conclusion of Mediastat study matching broadcast media usage.

Whether your advertising (or educating) target is a heavy or a light TV viewer, you have a good chance of reaching your listener by radio. Viewing habits may vary widely, but listening habits are relatively consistent. And total listening time comes closer to equaling total viewing time than might be supposed.

These are among the conclusions that may be drawn from a new media-mix study conducted by Media Statistics, Inc., (Mediastat), Silver Spring, Md., research firm--to underscore the advertising values of radio both on its own and in combination with TV.

Mediastat officials said the study was based on personal diaries kept by 1,007 persons, showing listing and viewing quarter hour by quarter hour, with the results computerized for analysis in a variety of ways.

Among the preliminary results released by Mediastat:

--The average respondent watched TV 84 quarter hours a week and listened to radio 68.4 quarter hours a week.

--While viewing dropped off sharply from one TV quintile to the next, listening remained relatively constant. In radio, however, there was only about 15 percent difference between the top quintile (78 quarter hours with radio) and bottom (67 quarter hours).

--Thus the heaviest viewers (top 20 percent) spent 169 quarter hours with TV and 78 with radio, while the lightest viewers (bottom 20 percent) spent 14 quarter hours with TV and 67 with radio.

--The heaviest radio listeners (top 20 percent) spent 6.5 percent more quarter hours with radio than the heaviest TV viewers spent with TV. Among adults aged 18-34, the comparable advantage for radio was even higher (15.2 percent) and among adults 35-49 it was higher still (21.2 percent).

--Similarly, the in the \$15,000-and-over income class, the heaviest radio listeners spent 9 percent more time with radio than the heaviest TV group spent with TV. And among respondents with at least some college education, the top radio quintile spent 12.4 percent more time listening than the top TV quintile spent viewing.

--Among adults over 50, however, the heaviest TV viewers (top 20 percent) spent 5.3 percent more time watching TV than the heaviest radio listeners spent listening.

--And the lowest 60 percent of TV viewers spent 47.9 percent more time with radio than with TV, while the lowest 60 percent of radio listeners spent 69.3 percent more time with TV than with radio.

Mediastat President James Seiler, releasing the preliminary findings, said it was not an attempt to knock down TV. It shows that both television and radio are good advertising media, and that one supplements the other.

--Ray Wolf

--Adapted from Broadcasting Magazine, August 19, 1974.

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CARE OF HOUSE PLANTS --If the Bulletin Room has mailed you copies of Extension Bulletin 274 marked 50 cents in the upper right hand corner, don't be alarmed. You are not being charged this for them. Information inside the front cover explains why some have the price mark. The Bulletin Room has temporarily run out of the ones printed without the price mark and this was the only way to fill your orders in the meantime. --Mary Kay O'Hearn

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# Publications and Direct Mail

August 1974

## NEW PUBLICATIONS

Food For Better Health Trailer. Extension Program Report 59. Describes activities and attractions of the Food for Better Health Trailer operated by the Agricultural Extension Service. 2 pages. Available. *here*

Pedal Power Workshop. Extension Program Report 60. Describes a bicycle safety camp held in Brainerd by 4-H Youth Development and representatives from other youth groups. These teen leaders are instigating similar programs in their home communities. 2 pages. Available. *here*

Place of Employment. Minnesota Economic Data 24. John S. Hoyt, Jr., Robert A. Hoppe, and Scott C. Robbins. Presents tables based on place of employment data from the Fourth Count Summary Tape of the 1970 Census. 12 pages. Available early September. ~~20 pages~~

Minnesota Versus the World. Minnesota Economic Data 25. John S. Hoyt, Jr., Scott C. Robbins, and David M. Nelson. Presents tables comparing Minnesota with 124 United Nations countries. 8 pages. Available. ~~10 pages~~

A Classroom Full of Trees. Environmental Education Activity Sheet 11. William R. Miles and Roger T. Johnson, Jr. Describes a classroom exercise designed to demonstrate to students some of the concepts involved in forest management. 2 pages. Available early September. ~~3 pages~~

Heartworms of Dogs. Veterinary Science Fact Sheet 4. Drs. John C. Schlotthauer and James O. Hanson. Provides information about heartworms and their treatment and control. Includes a section about the life cycle of heartworms. 2 pages. Available. *here*

Minnesota Tourist Travel Notes. Vol. 12, No. 2, Summer 1974. Among the articles are a summary of recommendations for the tourist industry by the National Tourism Resources Review Commission; a report of study findings about the Minnesota Lodging industry; an article on insulating recreation facilities; and tips on making a gift shop. 8 pages. Available. *here*

Minnesota Agricultural Economist. No. 557, July 1974. Describes the conditions and reasons why Japan, Korea, and Taiwan are importing large amounts of U.S. feed grains. 4 pages. Available. *here*

Minnesota Agricultural Economist. No. 558, August 1974. Tells how country elevators determine prices offered to farmers for corn and soybeans. 6 pages. Available. *here*

## REVISED PUBLICATIONS

The Dutch Elm Disease. Extension Folder 211. David W. French, Ward C. Stienstra, and David M. Noetzel. Explains in text and diagrams the steps to take in curbing spread of this disease. 16 pages. Available. *here*

More Effective Posters. Information Service Series No. 32. Alden M. Balmer. Describes methods for presenting poster information effectively. Includes many good and bad examples of poster techniques. 2 pages. Available. *order not in yet 12-9-74*

County Planning Directory. Special Report 43. Robert W. Snyder. Lists individuals and organizations responsible for planning and related activities in Minnesota counties. 56 pages. Available. *here*

Sorghum-Sudangrass Hybrids. Agronomy Fact Sheet 15. A. R. Schmid and H. J. Otto. Points out uses as pasture or greenchop and also hay and silage. Illustrations show growth differences influenced by temperature. 2 pages. Available. ~~3 pages~~

Selecting a Microwave Oven (2450 MHz). Consumer Information Home Economics Family Living Fact Sheet 29. Wanda Olson and Robert Olson. Includes a discussion of types of cooking possible, maintenance, and energy consumption. 2 pages. Available.

Measuring the Steepness of Land. Environmental Education Activity Sheet 2. Clifton Halsey. Provides instructions to make and use a gauge to measure the slope of land. 2 pages. Available.

Determining Soil Texture. Environmental Education Activity Sheet 3. Clifton Halsey. Describes the groups and classes of soil and tells how to determine a soil's group. 2 pages. Available.

#### REPRINTED PUBLICATIONS

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

Minnesota Forest Trees. Extension Bulletin 363. William Miles and Bruce Fuller.

Livestock Judging. Extension Bulletin 340. Charles Christians.

Storing Meat in Your Refrigerator. Extension Folder 278. Richard Epley.

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

Oaks. Arboretum Review 17. Leon Snyder.

Organizing Your Speech. Communication Bulletin 13. Ralph H. Nichols.

Landscape Arboretum Investigates, Evaluates, Educates. Extension Program Report 33.

Judging Dairy Cattle. Dairy Husbandry Fact Sheet 2. J. W. Mudge, R. W. Wayne, and C. L. Wilcox.

Chemical Control of Bee Diseases. Entomology Fact Sheet 45. Basil Furgala.

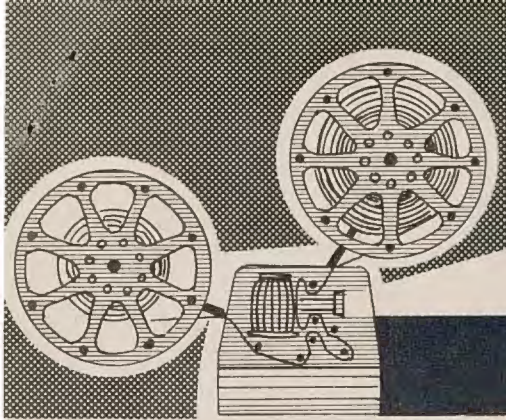
Growing Grapes. Horticulture Fact Sheet 1. Leonard Hertz.

Culture of Garden Roses. Horticulture Fact Sheet 17. Mervin Eisel.

Strawberries for the Home Garden. Horticulture Fact Sheet 19. Leonard Hertz.

Forcing Spring Bulbs for Winter Beauty Indoors. Horticulture Fact Sheet 32. Harold F. Wilkins.

Raising Geese. Poultry Fact Sheet 44. Melvin Hamre.



# visual aids TIP SHEET

Minnesota Agricultural Extension Service

August 1974

## NEW SLIDE SET ADDED TO AUDIO-VISUAL LIBRARY

#936 BRAZIL--73 slides, Color, df., University of Minnesota (Clare Borich, Houston County). An inside look at Brazil is presented by Clare Borich who was a peace corp volunteer in that country for two years. The slide set features life in Brazil.

## USE NEWS PICTURES FOR COUNTY PUBLICITY

A good picture can add a lot of interest to a county news story and help generate good relations between the agent and the local paper as well.

Nearly everyone in extension has the capability of making interesting news pictures. All you need is a camera capable of making a clear black and white picture of  $3\frac{1}{2}$  by  $3\frac{1}{2}$  inches or larger and some imagination.

Begin by checking with your local paper's editor to find out what type of picture he prefers. If the paper has a darkroom, perhaps you can make arrangements for the paper to process the pictures you submit. If a darkroom is unavailable, ask about using Polaroid. Most rural papers welcome Polaroid and use the process themselves when their time schedule requires it. Inquire about deadlines. Some rural papers have to send the photos out to have the printing plates made. Consequently the deadline for pictures may be several days earlier than the deadline for copy. Always submit captions with your pictures or at least enough information that the editor can write a caption without having to call you for details.

Editors like pictures that show local people doing something. Get up close so you fill the frame with your subject and try to get their face as close to the center of interest as possible. As a general rule, to be seen clearly in a news photo, a person's head should be about the size of a dime, or larger.

Use props to help draw the reader's attention to the story. Try for unusual camera angle or viewpoint and don't be afraid to move around for a high or low camera angle or try to frame your subject by shooting through something.

Catch groups in action rather than have them stare up at the photographer. Often you will have to pose this type of picture but have the subjects looking at what they are doing rather than at the camera.

Close-ups can be interesting if your camera is capable of making them. They can be especially helpful if you are writing about insect damage or a plant disease problem.

Pictures of people receiving awards are always a problem. One idea is to get a picture of the person doing the activity he received the award for rather than shaking hands with someone or holding a plaque at the award ceremony.

Try to make pictures of the best technical quality you can. Hold the camera steady and keep it in focus; try to avoid shaded faces and black backgrounds. When shooting outdoors, have people take hats off and arrange the picture to keep their faces out of the shade or try using a flash to fill in the shadows. Indoors, arrange group pictures to keep everyone about the same distance from the flash and avoid uneven lighting.

Good news pictures can help generate a lot of interest in your local programs and activities. Once you get some experience, you will find them quite easy to make and a valuable tool for local publicity.

. . . . . Don Breneman and Karen Annexstad