

**EXTENSION SERVICE**

# REVIEW

U.S. DEPARTMENT OF AGRICULTURE ✧ JUNE 1966



*Golden Observance Year*



*American Association,  
of Agricultural College Editors*



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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**EXTENSION SERVICE**

**REVIEW**

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**CONTENTS**

	<b>Page</b>
<b>Then Move Forward</b>	<b>3</b>
<b>Helping Each Other</b>	<b>4</b>
<b>Mass Media and Learning</b>	<b>6</b>
<b>The Key Is TIMING</b>	<b>8</b>
<b>No Substitute for Visuals</b>	<b>10</b>
<b>A Change in Attitudes</b>	<b>12</b>
<b>100 Culpeper County Farmers</b>	<b>13</b>
<b>Reach More People</b>	<b>14</b>
<b>From the Administrator's Desk</b>	<b>16</b>

**EDITORIAL**

**Extension is Communication!**

Ever consider the frustrations of a young man winking at a pretty girl in the dark? He knows what he's doing but she doesn't. The reason is obvious—the method of communication is inappropriate for the occasion.

The principle involved in the above situation is fundamental to Extension work. It's fundamental because Extension work is communication—transferring knowledge from one head to another—between the Extension worker and the client.

The good Extension worker is a master of two disciplines—the technical subject-matter and communications. It makes no difference how competent a worker may be in a specific discipline—he or she can achieve maximum effectiveness only when sufficiently skilled in the art of communication necessary to translate scientific knowledge into terms that the client can understand and use.

The American Association of Agricultural College Editors, observing its Golden Anniversary this year, has made many contributions to the art of communications. This issue is devoted to communications as a tribute to the efforts of AAACE in behalf of better communications throughout the past half century.—WJW



*Golden Observance Year*

## Look Both Ways . . . Then Move Forward!

by  
*K. Robert Kern\**

Write it "AAACE." Pronounce it *Ace*, just as the high card in the deck.

You're referring to the American Association of Agricultural College Editors. It's a professional society of Land-Grant and USDA editors whose work in the main is dealing with agricultural and home economics information.

You know us as the fellows and gals who edit the bulletins and write the news releases at the college. We also do radio and television programs, take pictures—still and motion, plan and build exhibits, conduct training schools and a lot of other communications-related jobs.

Well, this year AAACE is noting its Golden Observance Year. We're actually 53 years old, but our 1966 annual meeting at the University of Georgia, July 12-15, will be the 50th national conference.

Anniversaries or special observances are a time for taking stock; a look back, for a sense of history and a sense of direction; a look ahead, for both a measuring of the future opportunities and for the sense of commitment that makes them challenges.

Look back with us for just a few lines. Look through the words of Lester A. Schlup, who for many years served as director of the division of

information of the Federal Extension Service:

Look in your rear-vision mirror, old man. You'll get a glimpse of what the fellows have already been through and survived—and thrived, in fact. AAACE was born as an organization of bulletin editors.

Then Henry Bailey Stevens of New Hampshire was touched by the bright idea of sending out news releases. That spread like wildfire. So we grew. Imaginative inventors worked overtime to develop the sinews of mass communications which have powered them with the speed of light. We jumped on the bandwagon.

The triod radio vacuum tube invented by De Forest in 1907 brought radio to us in 1920, first broadcast commercially in 1920 by KDKA and educationally before that by Andy Hopkins of Wisconsin. So we had to employ radio specialists.

Sound was added to movies in 1926, 16 mm movies arrived, cameras were improved. Kodachrome slides came in, dynamic exhibits were developed. The whole graphic picture blossomed out. So we had to add photographers, exhibit men and, eventually, over-all visual-aid specialists.

In the meantime, presses were speeded up, improved engraving methods sprang up, better inks were invented, color processes came into being. We grabbed these improvements rapidly and our bulletins became better.

By 1946 television was big business. This meant another addition to agricultural college information staffs. And so we have grown and thrived in response to the challenges of strides made in communications technology.

But technology wasn't the whole of it by far. We weaved and adjusted to every new development in over-all programs that the colleges accepted. We went on a studies binge and study results were piled high and deep. Communications training of entire Extension staffs was spearheaded.

The Flesch readability formula became widespread. For several years public relations was top dog. Human behavior, motivation, the psychology of approach, long simmering, finally got its big push.

And the National Project in Agricultural Communications got its bright fling in the effort to chase after excellence.

But our facet of the world is changing. Outside influences are still banging away at us, a very normal situation.

Yes, Mr. Schlup, a very normal situation!

Three strong and dynamic influences bear on the present and future work of the agricultural college editor—along with most all of our Extension colleagues. At one time we find ourselves being challenged by changes in (1) communication technology; (2) understanding of the be-

**Continued on page 14**

*\*Extension Editor, Iowa State University, and President, American Association of Agricultural College Editors.*



# Helping Each Other

The Missouri Cooperative Extension Service and mass media of the State find that cooperation helps each to meet its unique responsibilities of the public trust they share.

by  
*the Agricultural Editor Staff,  
University of Missouri*

Extension staffs are always ready to call on farm news editors and radio-television farm program directors for help in getting out information. But too often, the relationship ends there.

The Missouri Farm Press, Radio, and Television Conference provides for cooperation of a different sort. This conference helps those who report farm news solve some of their day-to-day operational problems and provides them an opportunity for professional improvement.

Media representatives have helped plan these conferences from the start. When the first was planned in 1962, one farm magazine editor stressed that he didn't want to hear "more speeches about agricultural research and the farm problem." He wanted to learn how to do a better job of putting out his magazine.

This idea has been followed closely for all conferences, except that one radio-television session at each conference is devoted to taping and filming interviews with members of the College of Agriculture and Extension staff.

The program planning committee includes two media representatives, two staff members of the University of Missouri School of Journalism, two from the Agricultural Editor's staff, and a specialist from the Office of Conferences and Short Courses.

The program includes general sessions for all attending and separate media sessions for press and radio-television representatives. Time that participants must be away from the job is kept to a minimum by opening with an evening dinner session and adjourning the following afternoon.

Speakers come from a variety of sources: the University's School of Journalism, advertising agencies, leading commercial publications, radio-television stations, and other universities. A \$9 registration fee helps pay conference costs.

Letters of invitation and copies of the conference programs are sent to farm newspaper and magazine editors, radio-television farm program directors, agricultural directors of chambers of commerce, public relations people, house organ editors, etc.

Attendance averages about 35 plus University staff. Four such conferences have been held.

At one time, Missouri farm editors discussed forming a State organization. After the 1966 Conference, a leading State editor commented that he saw no need for a formal organization—this annual get-together filled the need.

The Agricultural Editor's staff believes these sessions benefit Extension and the University in the following ways:

Media representatives appreciate the efforts of the Editor's staff in arranging an informative and enjoyable meeting. They recognize it as a sincere effort to help them do their job better. This is public relations at its best.

The editor's staff has the opportunity to visit with media representatives from all parts of the State and improve its own professional competence.

College of Agriculture, Extension, and School of Journalism administrators are guests at meals. They get better acquainted with media people and with each other.

Radio-television farm program directors have the opportunity to tape and film interviews with University staff members. □



*At filming-taping session, Hal Oyler, farm director, KTVO-TV, Lancaster, Mo., interviews Dr. Homer Folks, associate dean of the College of Agriculture. Editor's office provided needed facilities and equipment.*

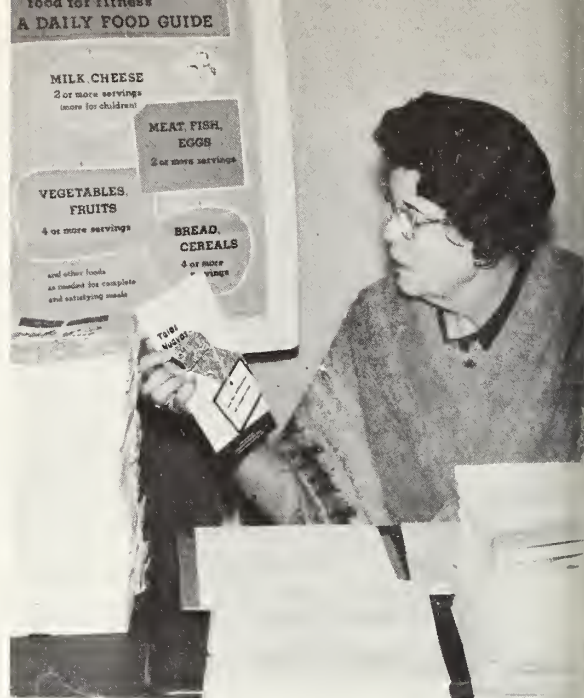
*Conference participants, speakers, and University staff get better acquainted during a break at the 1966 Conference. Shown, left to right, are Elmer Ellis, president, University of Missouri; Ralph Yohe, editor, Wisconsin Agriculturist; Phil Norman, associate professor of journalism; Cordell Tindall, editor, Missouri Ruralist; and Frank Neu, public relations director, American Dairy Association, Chicago.*



*Minnie Bell, associate agent-special studies for the El Paso Program, scans some of the teaching materials used.*

## mass media and learning

by  
*Hal R. Taylor\**



Communication, in practice, doesn't come wrapped in neat packages. Neither does the learning process. After all, they are both concepts.

There's more than one way of communicating and teaching too. In fact, many people would argue that there's really very little difference between communication and education.

But we can show evidence of some learning through the use of communication media. And even that may be controversial, because some people say communication media can't teach—they can only interest or make people aware.

We'd be wrong if we'd make such a bold, positive statement. Too much depends on what the objective is, what purpose we have in mind, and who's to receive our information.

Agents in El Paso, Texas, have been working for several years to learn how and why people use ways and ideas unknown to them in the past. Already they see implications in their results for use in the future.

They worked with different cul-

tural groups and questioned them in bilingual surveys about sources of information. Newsletters mailed to individual households greatly exceeded all other methods. Television ranked second.

Previous attempts to reach these people with information had largely failed, because methods used apparently made it more difficult for them to receive information. Something about their social relationship, self-concept, and social acceptability was threatened by face-to-face methods. Mass media didn't create a threat.

Now agents in El Paso are making heavy use of circular letters and television. They're making real headway in training women in nutrition, food preparation, and housekeeping skills. Child welfare groups are participating too, as are commercial utility companies, drygoods stores, and other special interest groups.

But the major emphasis is now on use of mass media to get messages across to people never reached successfully before. Gradually, the mass media techniques are bringing out individuals for leadership training so that more information may eventually be presented person-to-person.

Agents in El Paso are using cir-

cular letters to announce television programs of specific subjects—an old technique of doubling up methods with each other.

Agents in Blanco County do the same thing. They announced, by mass media, plans for workshops using new stretch materials for all women interested in clothing construction. At the first meeting, mainly to discuss pattern, color, materials, and other supplies, 31 women registered. Twenty-eight women finished garments with instruction by teachers and home agents at off periods and after school.

The success triggered more announcements and since then two more workshops have been conducted by the leaders themselves. By now a total of 321 women have had help on clothing construction.

It would be ridiculous to claim that any one method provided such success. Obviously, teaming up of all skills of communication and getting more and more people involved provided impetus to some real learning. And, of course, the subject-matter was wanted and well planned too.

Another El Paso example comes

*\*Editor and Head, Department of Agricultural Information, Texas A & M University*



from an annual 4-H Fair, held in the Mall at Bassett Center. Mostly, it provides youngsters a chance to show off their 4-H projects; at the same time it allows other youngsters their only opportunity to feel a baby chick, pet a calf, and see pumpkins and corn which they often only read about.

Sam Rutherford, promotional director of the Merchants Association of Bassett Center, says the 4-H Fair generates more news items on radio and TV and in the newspaper than any other three activities conducted during the year. "The publicity alone would total out, in actual dollars, an amount larger than we spend on this activity."

All merchants of the Center support the event in advertising and by contributing \$860 annually—of which \$300 is for 4-H Scholarships administered by Texas A & M.

Learning or communication? Undoubtedly it provides a little of both, plus some good feelings.

Every county agent in a major metropolitan center knows the value of mass media to his program. Houston, Ft. Worth, and Dallas provide the most striking examples in Texas.

All three groups of agents find that people want more information than they can provide easily. Publication distribution is extremely high in each city.

Sometimes, specific examples of the use of mass media in developing knowledge tend to sound as if definite campaigns were underway. More accurately, each campaign is continual. Such an approach sounds better, at least, if only because learning also is continual.

Thus every program in Texas has incorporated into it some particular use of the various mass media, and generally on a multiple-use basis. Multiple use of television materials, for instance, can be rather simple.

Texas agricultural agents conducted 703 television programs over commercial stations in 1965. Largely, they discussed local issues, used local 4-H

Club members and producers and reported demonstration results and program developments. But they also had available—as did all radio-television farm broadcasters—a continually growing supply of short films, featuring headquarters specialists on specific subjects.

These films — varying in length from 2½ to 6 minutes—provided supplemental information on subjects like "new cold tolerant cotton," "green lawns year-round," "new systemic pesticide machine," "rice production" and other management tips on specific crops and livestock, and reports on area-wide programs such as the Build East Texas (BET) program, Blackland Income Growth (BIG) program, and so on.

More than 50 were produced in 1964; 22 new ones were available for their 563 programs in 1965. As all films become used over the State on television, they also provide supplemental visual material for meetings and discussion groups.

Learning, of course, is difficult to measure. Possibly the most striking

example that learning did take place through intensive and continuous use of communication methods can be shown in the results of the BIG program. It was a joint venture of the research-Extension team, combining a multitude of local and area businesses and organizations and all Federal and State agricultural agencies throughout the area.

BIG went into operation in 1961. In one year, an additional million and a quarter acres of land received conservation treatment; soil testing almost doubled and fertilizer sales increased by 52,274 tons. There has been a significant increase in the per acre yields of cotton and grain sorghum and the increases are being continued substantially each year. Enthusiasm in the area also is continuing unabated.

So obviously a combination of factors determines final results. Teamwork of all resource groups and methods provide the closest thing to a successful formula we can find. Only then can we tackle problems on a broad basis. □

*Displays of 4-H accomplishments in Bassett Center, El Paso, carry educational message—note the poster attached to the cotton bale.*





*Page, standing, gets off to a good start—advance planning with Billy Dilworth, editor of the local newspaper.*

# the key is

# TIMING!

“... the farmer must act on a precise schedule or wait until next year. This same time schedule is equally important to the people who advise him.”

*by*  
*Ed Page*  
*County Agent*  
*Hart County, Georgia*

Farm operations have become so systematic that the farmer works as closely to a time clock as the shop foreman. And basically, his work is keyed as accurately to time as any industrial worker's.

This same time element is equally important to the people who advise the farmer, and who must be ready to perform the right work at the right time.

We have established a relationship such that our clientele know we are working for them and that when we offer advice it is for their benefit. Consequently, they are attentive, read our newspaper articles, and listen when we are on the air.

This atmosphere didn't just happen. It had to be developed and fortunately we have complete cooperation of the local news media. This relationship forms an important link in the chain of correspondence to local farmers and mutually benefits Extension and news media.

The local newspaper editor provides space for a good sized column each

week, frequent key features, and in this area an abundance of pictures. These releases are exactly timed and the farmer is attuned to them.

The local radio station provides time for weekly comprehensive educational programs on farm subjects. Spot announcements are also used frequently. These are very short; therefore, the opening line is most important. If this is of interest to farmers, they will listen to the broadcast and seek detailed information from the Extension agent concerned.

We have moved away from the era when the farmer had time to leisurely read the newspaper, listen to the radio at his convenience, ponder for several days, and finally make his decision.

Mechanization, innovations in farming techniques, pesticides, and many other changes have made it necessary to reach the farmer with accurate, precise information, timed so that he can plan his work and expedite it at the proper time.

He has become a scientist, and he must act on a precise schedule or wait until next year. Failure to act or too long a delay can be a costly mistake.

Information can be divided into three categories: introductory, application, results. Introduction to innovations, new crops, new varieties, pesticides and cultural practices should begin well ahead of the time to start actual use. This permits the farmer to consider new things in his advance planning. During the planning stage they are receptive to any information which improves their operations. Repetition of information through a variety of media increases effectiveness.

Emphasis is placed on major areas of work outlined in the annual program. Areas of lesser importance are used to complete the allotted space or time allowed.

Articles and programs appear at regular intervals during the growing season to constantly remind the farmer of correct procedures and



cultural practices to be followed. They are released at least one week prior to the proposed time of application to be of greatest benefit to a farm plan. Using language that the farmer can understand, supplemented with pictures of actual result demonstrations, have been most helpful to us.

For example, the Georgia Cooperative Extension Service, with the cooperation of the Georgia Weed Control Society, launched a program last year to eradicate bitterweed. The program was designed to inform our farmers of the various steps that should be taken to rid their fields of this galling sprig.

Slide sets, news releases, a resolution against bitterweeds, a rubber stamp which read "Use 2, 4-D — Batter Betsy Bitterweed," which was used to stamp all outgoing mail, was furnished each agent.

A locally sponsored contest was announced through our local news media offering \$20 for the first bitterweeds brought to the Extension office. This was announced well ahead of the time for the weeds to appear. This encouraged everyone, young and old, to search their pastures for the weed. They also became more aware of the need for chemical control.

In 1964, Hart County farmers sprayed less than 2,000 acres of permanent pasture. More than 5,000 acres were sprayed in 1965. Farmers purchased 15 new spray machines which doubled the number owned in the county. Pesticide dealers reported a 50-percent increase in sales of chemicals during this period.

The correct timing of radio and news releases, letters, and result demonstrations resulted in a very successful program for us in a program completely new to most of our farmers.

Radio and news releases used as follow-up to a major program emphasis have been very useful in our county. People are interested in what accomplishments have been made and what they have meant to the local area.

A news release stating increases in acreage, quality of product, added income and future potential can certainly increase interest and justify our efforts as Extension workers. Farmers take pride in a job well done and their confidence in us is also increased.

As we in Extension plan our programs for a specific time period, we can benefit from this type of follow-up article. Reports are based on actual accomplishments and can be measured by the progress made. Future emphasis can be in direct proportion to farmers' acceptance of a program and the results obtained. Correctly timed news releases can play an important role in these accomplishments.

The importance of timing news releases cannot be over emphasized. We have wonderful tools at our disposal in these media. They can be a useful, reliable source of information to Extension's clientele. However, if the releases are poorly timed, they are of no more value than is yesterday's newspaper. □



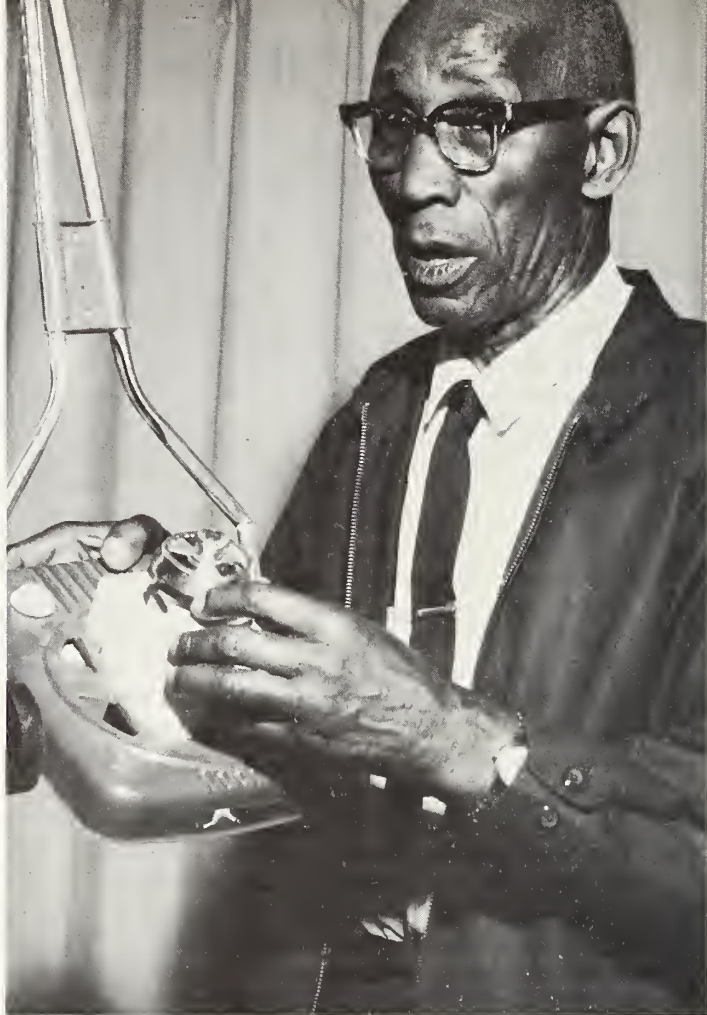
*Planning completed, Page gets on with writing the copy.*

*And finally after the presses roll, Page and Mrs. Wassie Vickery, associate editor, look over the result of close teamwork and timing.*



# "... no substitute for visuals"

by  
*W. L. Royston*  
*Extension Farm Agent*  
*Tallapoosa County, Alabama*



*Royston displays model used to dramatize safety in lawnmower operation.*

Twenty-two years of work with farm people have convinced me there is no substitute for visuals. They excite people, and I can almost feel them grasping a new idea or changing their minds about how to do something.

I well remember my first real experience with visual teaching. I was attending an agents' training meeting on a relatively new crop—caley peas. The specialist in charge did a fine job of selling me. The visuals he used fascinated me, mainly because I had never seen teaching depend so heavily on visuals.

I made lots of mental and pencil

notes. It seemed clear that here was the way to get the story over to farmers.

I remember very well how I made that first visual. From a bulletin, I cut out some pictures of cattle grazing caley peas and pasted them on poster paper. The wording underneath said that caley peas paid as a grazing crop and as a soil builder.

This was a simple visual made at no cost except for an hour of work. It got the message across. This one visual played a good part in introducing caley peas into Greene County. It was my "best seller" at numerous meetings and farm visits; it also sold

me on the use of visuals in getting any message across.

From that beginning, I have made over 300 visuals for my own use and also for schools, especially vo-ag departments. More than 60 schools in Tallapoosa County — where I was transferred to in 1945—have called on me for help with visuals. In some cases I made the visuals for them; in others I did even better—I showed them how to make their own.

Making effective visuals is like most other jobs: You have to see the need for it, use your imagination, and work at it. I have seldom come away from an agents' training meeting with-



out this question running through my mind: "How can I get this information over to my farmers so that they will *do* something about it?" Visuals pop into mind first. Usually by the time I get back home I have "visualized the visual," you might say.

Most ingredients for my visuals come from subject-matter specialists of Auburn University Extension Service. Other sources include pictures from commercial concerns, magazines, and my travels around the county.

I like to use actual objects whenever possible. Last fall I wanted to convince farmers of the advantage of marketing pecans by variety, rather than in mixed lots.

I simply glued a pecan of each variety onto a small board. Under each I printed the approximate market price when sold unmixed. Also I gave the price—much lower—when varieties are lumped together and sold. Through meetings and personal visits, I told this story over and over.

This one demonstration added thousands of dollars to the income of farmers. Mrs. Jimmy Finley, for example, sold pecans from her 10-tree orchard for about \$500. Had she sold the same pecans with all varieties mixed together, she would have received less than \$150 for them.

I particularly like a fairly small visual—such as the one on pecans—that can be used in farm visits. I almost never talk to a farmer without a visual to help get over my message.

Right now, I'm using a visual entitled—"Do You Know Cotton Insects?" This visual resulted from a recent South Alabama conference on cotton. It has pictures of all major cotton insects. The point is that a farmer must know which insects are invading his cotton fields before he can use the right control measures. I take along bulletins that explain what insecticides to use.

I feel that the time it takes to think out visuals and make them—with a good assist from my secretary—is the best time I spend for my farmers. □



*He shows farmers how to make more money from pecans—sell by varieties.*

*Royston and Hoyt Webb, county Extension chairman, study visual showing ingredients of a profitable livestock operation.*



# A Change in Attitudes—

produced by skillful  
face-to-face communication!

by

*Wilma B. Heinzelman*

and

*F. Dale Hoecker\**

Cooperative Extension Service skills of communication evolved in a half century of bringing about new agricultural and homemaking skills are equally effective in influencing attitudes, altering mores, and helping people adapt to social changes.

This has been confirmed in our work with the Lane County Youth Project—a demonstration “community development” program. Our challenge is to stimulate an awareness of the needs of all people in the community; to develop a cohesiveness of purpose; and build feelings of mutual esteem among the affluent, the leaders, and disadvantaged.

We learned too, that change of strong inner attitudes and social values comes far more slowly than progress in such things as conservation of soil and water or “good nutrition.” And those skills of communication—much a part of Extension’s strength—must be handled with infinite patience and perception.

The 13 principles described below were our most effective methods in face-to-face communication.

**Choose the setting in which the person seems most at ease.**

Seek him in the place where he is

*\*Heinzelman, home and family education coordinator; and Hoecker, community service coordinator, Oregon Extension Service.*

most talkative. One community leader may be more at ease in the local coffee shop, another in his place of business, still another in his own home or out on the farm. Save the visit to a busy farmer for a rainy day.

A disadvantaged person is usually more at ease during a visit in his own home than during an office call. Chatting with him on the street or in the market is often effective, as there he seems to feel more your equal. Taking a disadvantaged person into the coffee shop for refreshments may lift his morale.

Visiting in an informal setting is usually more effective than an office conference. Face-to-face talking seems always more successful than telephone conversation. For crucial attitude change, visit one-to-one, or in a small family group, or small group of friends, supportive to the person you are trying to reach.

**Approach the person with genuine friendliness.**

Chat in an easy manner, wherever you chance to meet. Go out of your way, if necessary, to meet the person, as walking down the other side of the street, or following him into a shop.

Your smile combined with your cordial manner and casual dress, tend to dispel whatever reserve a person may feel. Friendliness may be ex-

pressed in some comment, as “You’re just the person I want to see!” A handshake or friendly pat on the back may elicit a warm response. Sharing refreshments and visiting about mutual interests help to create a friendly feeling.

**Listen with interest to whatever the person chooses to discuss.**

Really listening is essential to your understanding him. Your attitude of listening encourages him to express himself, and to “get rid of his gripes.” Only after he “blows off steam”, can he be open-minded to your point of view.

Learn to listen “between the words”—observing signs of inner feeling, as voice, facial expression, body motions, etc. These actions are revealing, and sometimes may oppose the words said.

Give respectful attention, described so ably by a disadvantaged friend, “You listened as if you wanted to hear what I was going to say—as if it was really important to you.”

**Express sympathetic agreement whenever possible.**

This agreement is particularly important to the person who is “griping” or finding fault. If he feels you are going along with his idea, he tends to finish his “griping” more quickly than if he feels you are opposing him. You cannot influence his attitude in a positive way until he calms down, and you have a feeling of “togetherness.”

**Do not hurry, but be sensitive to him.**

Change in attitude proceeds slowly. When you are able to engage him in free communication related to the crucial subject, continue the interview as long as he shows a high level of interest. This may result in a long conversation, continuing through a lunch time or beyond working hours.

**Watch for cues that indicate his responsiveness to you.**

Some of these cues may be: his close attention to what you are saying, the interest and enthusiasm in his voice, and his shutting out other



stimuli and responsibilities. If a man won't stop talking to eat a meal, or to go with his waiting wife to town, he is showing towards you the responsiveness you need to "get through" to him.

**When you have a real feeling of "togetherness" in attitude, edge in slowly, asking for his judgment in the crucial area.**

Develop sensitivity to determine when the "togetherness" is strong enough to be tested by a question to broaden his outlook. You may proceed something like this, "That's right, but what do you think about this . . .?" or, "Have you ever looked at it this way?" As one leader expressed it: "When the feeling was easy and comfortable, we really opened up and discussed . . ."

Learn to ask broadening questions in a manner which shows you value the person's judgment. This indicates you really want his opinion, thereby increasing his feeling of worth as a person. Helping him maintain an inner feeling of security is fundamental to his ability to be open-minded towards you. In other words, "keep him feeling right."

**Continue as if planning together, never contradicting.**

Develop perceptive comprehension to guide you in "how far you can go." If he starts to resist you, you are proceeding too fast. Never contradict him as this is a sure way of closing his communication with you. Talk and plan easily together as equals, keeping him feeling that his opinion is important to you.

**Let him know you respect and value his judgment.**

Express genuine and sincere approval whenever you can. He will feel encouraged by expressions like this: "You always seem to have your feet on the ground. What do you think about this?" or, "I need your judgment in this matter," or, "You really helped me think through this problem."

**Terminate the contact in a casual, friendly manner.**

Invite the person to continue the relationship by some friendly expression, as "I'll see you again soon," or "Stop in the office anytime."

**Repeat steps as needed until the desired change of attitude is expressed.**

If you have been successful in your previous interview, you will find that you can proceed further more quickly during each successive visit. When the person begins stating to you, as his own ideas, some of the values you have shared with him, you will know a real attitude change has occurred.

**Maintain the relationship by sharing with him related information to broaden his point of view.**

Offer the person pertinent articles to read or call to his attention approaching television or radio programs to continue your relationship in a way which makes him feel important. Discussion of such shared information may stimulate some of your best thinking and planning together.

**Relate the person to the larger project by consulting him as an adviser and co-worker.**

When he has grown in attitude and interest to the state of planning with you and initiating creative ideas, consult him as an adviser or regular member of a planning group. As he becomes involved in the planning, he increasingly will assume responsibility for action to bring about change—real involvement in the cause! □

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## 100 Culpeper County Farmers Attend Annual School

Six years ago, agricultural leaders in Culpeper County (Virginia) came up with the idea for a unique school for farmers. The results have exceeded the fondest expectations, says Roy F. Heltzel, Extension agent.

Classes are held at the local high school on the four Tuesday nights in February. Cards are sent to farmers for them to indicate their preference among the 16 classes to be given.

Subjects are varied to fit the needs of the people, but have always stuck to the main topics of dairy, livestock, agronomy, and farm management. These are the main agricultural interests in the county.

Teachers may be Extension specialists, researchers, county professional people, or leaders from commercial companies.

Heltzel says, "We can do more teaching with less effort than in any other method we have tried. We have received excellent cooperation from everyone concerned, and I feel the

secret of our success in this teaching method is making maximum use of our County Board of Agriculture and commodity committees in planning and executing the school program."

Two one-hour classes are held each Tuesday beginning at 7 p.m. This gives each farmer the chance to attend two classes each night. Speakers repeat their presentation the second hour for the second group of farmers.

Attendance ranges between 85 and 100 people each night. This means that farmers receive a total of 720 lecture hours in the school each year.

Eighty-five percent of those attending operate livestock or Grade A dairy farms. Over 76 percent own their own farms, and 70 percent had some college education, Heltzel says.

All those taking part in the last school thought the effort should be continued. Seventy-one percent said they did make specific changes in their farming as a result of attending the school. □

# Reach More People

## Through a Tri-media Information Program

by

Wade W. Kennedy

County Agent

Forrest County, Mississippi

Deciding which of the three mass media channels we'll use here in Hattiesburg, Miss., creates no problem—we use them all—newspapers, radio, television. We do, however, tailor our message to the specific audience of the media.

It makes good sense to use all media for two reasons—we work with people who respond to each of the three media and second, each media plays a unique role in mass communications.

Television is a good attention-getter. It caters to the senses of hearing and sight and makes a more lasting impression than radio. It also provides means to "show and tell" when that approach is desirable.

We find television to be our most valuable media for subjects of interest to a wide variety of people. Our weekly nine-minute show telecast at 12:35 p.m., Friday, is usually built around a timely subject. Audience ranges from city people to large farm operators.

We find radio a valuable outlet for creating awareness and to get information out in a hurry during emergencies or when time is pressing. We use direct telephone line broadcasting to the stations in handling types of information that is needed in a hurry.

We have a daily program on each of these stations. We prepare a program on subjects of primary interest to city dwellers for use by a station that primarily programs for this group. A different program is prepared for an early morning spot on a more powerful station catering largely to farm people. A third program is pre-

pared for a station with overlapping interests. This program again deals in subjects of interest to people with a wider range of interests.

As one can imagine with this type of programing, subject-matter of programs runs the gamut. Our lines stay busy with people following up on something they heard on one of our radio programs. Problems range from the woman with one insect pest in her lawn to those of dairymen marketing more than a million pounds of milk a year.

For more detailed information we still prefer the newspaper. The client can sit down and read it at his leisure—taking time to digest and put detailed information into perspective. The paper also provides a written record if the reader wants to clip and preserve the article.

Another advantage of the newspaper is that clientele do not have to be in the house at a certain time and do not have to be tuned to a specific broadcast outlet to receive the message. Newspapers also provide opportunity to use pictures of events, and our staff is fairly expert in use of the camera.

Is all this effort necessary? We think so and here is why: Our media people appreciate a service tailored to the interests of their listeners, viewers, or readers as the case may be, and give full cooperation in promoting Extension programs. Secondly, clientele of different interests use different sources of information—and by using all media, we're more likely to reach more of the people with the information they need.

And finally, but not the least important, the information we dispense is important to our people and demands the full treatment. □

## Forward

Continued from page 3

havioral aspects of human communication; and (3) broad changes in the commitment of our Extension services.

Any one alone would be a sobering demand for the clearest kind of thinking and wisest kind of professional and personal adjustment. The presence of all three takes on an interaction power that yields a pressure quotient that seems more geometric than simple progression.

In a quickly superficial way, let's consider some of the characteristics of these influences:

Communications technology—catching at a time when we are still grossly dissatisfied with our ability to communicate by newspapers, magazines, bulletins, radio, television, and public address, we see a clutch of new machinery with great potential:

Two-way radio, closed-circuit television, visualizing devices linked with telephones, and an amazing variety of visual "hardware" are already on the scene.

Fantastic collections of digested, stored information on a multitude of subjects can be almost instantly available at many scattered locations through the capacity of computers.

Printing technology is advancing so rapidly that a spanking new development may be on its way to obsolescence between the time of ordering and installation.

These are but a bare sampling of the communication technology that is upon us. Merely to explore the implications of such machines can sober the most daring and frighten the timid.

The Extension worker (and, we believe, the communicator) holds the key to potentialities.

Understanding the behavioral aspects of human communication—as Extension workers we have been impressed and guided by the concepts of diffusion, described by our rural sociology colleagues. They have led us into deeper meanings of education



and action. They and behavioral scientists of many disciplines are adding depth and breadth to our knowledge of how and why people behave as they do.

We in Extension have long defined our meaning of education in terms of changed behavior of people. We have begun to understand that there is a basic difference between dissemination and education; that education involves a two-way interaction and is more likely to take place when the personality of the learner is part of the interaction.

We have begun to talk, and sometimes to think, in terms of educable moments, of attitudes and opinions, of motivations. Perhaps of paramount significance, we have become more acutely aware of the learners as individuals, different in identifiable and not-easily-identifiable ways.

Again, the intellectually stimulating output of the behavioral scientists is little more than exciting conversation until it is put to work. We believe, as communicators, that we can help put the knowledge to work.

Broad changes in the commitment of our Extension services—it is not a simple matter to comment on the directions of changing commitments by Extension services. There are many Extension services within this vast and influential institution. They do not respond or behave in neatly chartable fashion.

Some of the changes that seem to exist generally are these:

Engaging people who may be correctly called disadvantaged by several criteria, while creating educational services for some audiences that are at a nearly opposite pole on other criteria.

Serving increasingly circumscribed clientele with some programs, while building channels and methods for serving wide audiences with the research and scholarly insights of our entire universities.

Teaching the complexities of more sophisticated technology provable by our present level of scientific pro-

cedures, while conducting education on public issues where the value systems of the participants are the diverse, but perhaps only, standard of proof.

As the commitments of Extension units continue their history-long adjustment to changing needs, some fundamental structural changes occur. Leaders innovate and experiment to find increasingly effective and efficient ways to organize the resources to meet these immense demands. Multicounty units and area specialization are realities in many States.

This hasty skimming of change forces in this "very normal situation" does not pretend to be exhaustive. It is only a sampling of what the world of our institution appears to be to the editors and communicators in our Golden Observance Year.

Some seers have suggested that we are entering—or already may be in—the era of communications. We would not disagree. But our definition of communications is not limited to the roles and functions of the editor. All Extension workers, we would argue, are essentially communicators. You and we, therefore, are working the same side of the street.

It just hardly seems natural to mark an anniversary or an observance without a look ahead. Some look long years ahead—and avoid being called to account.

We in AAACE take the short view, from today on to just a few years ahead. We see enough to challenge the limits of our specialties in the immediate future. We see many ways that we can improve our performance in the traditional role of supporting the people and programs of Extension services.

If you were to press us on what we see as our roles, you may get somewhat different answers. Let me try a set of roles with which a number of my colleagues will agree:

Producer of communications materials—Yes, indeed, we will continue to write news, do radio programs and television, shoot pictures, make ex-

hibits and edit publications. We will do them better and better. You and we will join to produce the materials that support educational efforts.

Publicist of institution and activities—Some would define this as our greatest role—getting out an audience, boosting the sign-up for a short course, improving the image of Extension and Extension workers. This is an important role, and we'll continue to do it.

Strategist in educational communication—here we get some argument—within our own AAACE ranks, as well as with others in the Extension family.

Let me urge you to take stock of the men and women who occupy the communications posts. Look into the growing literature of the craft, the advanced training of the people. While many of our number entered the field from a school of journalism, your demands have pushed them into the waters of the behavioral sciences.

Yes, we believe we have a useful purpose to fulfill as communications strategists, particularly in the use of mass and other impersonal media, in development of visual materials, in fashioning communications programs that relate to the process of diffusion, and others.

Communication is a process of human behavior. If we truly merit the label "communicator," we have a strategic contribution to make.

It has been an exciting half-century for the Extension-related complement in AAACE. (Not all of us are in Extension jobs; many ply their craft to the communications needs of research reporting, and we number well over 100 in commercial agricultural and home economics communication.)

Those men and women who wrote our history by their first 50 years of service set down a great heritage. With a sense of confidence based on a significant past, with a high spirit of adventure based on the fantastic promise of the immediate future, and with you as our boon companions, the journey ahead looks great! □

# From The Administrator's Desk

## What Else Did We Communicate?

Almost everything we do communicates something to someone. Sometimes our mere presence on an occasion of importance to others there communicates our interest, concern and support more eloquently than any words we might use.

Sometimes a question asking for the opinion or judgment of another communicates a respect for the other's judgment more powerful than any direct expression we might make.

When we travel at great personal sacrifice through ice and snow to make a meeting, we probably communicate to the others there a message of devotion to duty and to their service.

When in our work we don't tell people what they "ought to do" or what "our studies show to be best" but provide facts and analysis for their own evaluation and decision, the big message received may be "he respects my intelligence and judgment."

I believe these kinds of messages—unintended and expressed incidental to some other process and purpose of communication—are the ones long remembered and frequently the most important.

Some message is received by others from everything we do—and the receiver quite unintentionally puts our many words and acts together in packages and patterns of association out of which he makes meaning. So our every act, gesture, movement is a part of the communications process—whether we intend it so or not.

Some of us may be able to control our every act so as to communicate just what we want to communicate. But just as most of us "are not smart enough to lie," most of us don't have that ability.

If we want people to get the message that we really are competent in the subject matter we are discussing, we better be competent and feel competent. If we are, the message usually will come through.

If we want people to get the message that we respect their good judgment, we better have sincere and honest respect. The message will come through whether or not we try consciously to communicate it.

If we want people to get the message that we in Extension are dedicated to helping them have a better life, we better have and practice such dedication. The message will come through—regardless of the communications skills we have developed. And the converse is also true.