Kid's Korner

Scientists 'Hatch' New Foods In Schools' Agriculture Labs

WASHINGTON — Some of E.M. Buck's colleagues wanted to call his tasty, battered, breaded, deep-fried product "squish balls." But Buck had a better idea for the "trash-fish" food he had developed from red hake and squid in his University of Massachusetts-Amherst laboratory. He called it "ocean nuggets."

At the University of Alaska-Fairbanks, Alan Epps has a similar problem as he tries to figure out how to produce and market reindeer sausage. He wonders whether everyone would be better off if reindeer meat were called "Alaskan venison" instead.

Law Still Thrives

Both Buck and Epps are beneficiaries of a federal program that is still going strong in its centennial year. The Hatch Act of 1887 set up agricultural experiment stations at land-grant colleges in each of the nation's states and territories and provided them with money for research on local, regional, and sometimes national agricultural problems.

The Hatch Act system has come under occasional attack; the Carter administration, for example, tried to replace its formula funding process with a competitive-grant method. But Congress resisted, as it has consistently, and restated its support of the Hatch Act in the 1981 farm bill.

Today, the Hatch Act continues to provide money for agricultural research on problems large and small, from basic questions about how the mammary glands of dairy animals secrete milk to practical matters such as how to use soybeans or maple sugar in making yogurt.

Federal financing amounted to $148.8 million in each of the past two years; the Reagan administration is asking for $155.5 million for the coming fiscal year.

The money, in the Agriculture Department budget, is distributed to 58 agricultural experiment stations — one in each state and territory except for additional stations in New York and Connecticut that existed before the Hatch Act was passed — according to a formula that takes into account a state's population, the percentage of its rural population, and the percentage that is engaged in agriculture.

States and territories are required at least to match the federal funds, but many contribute

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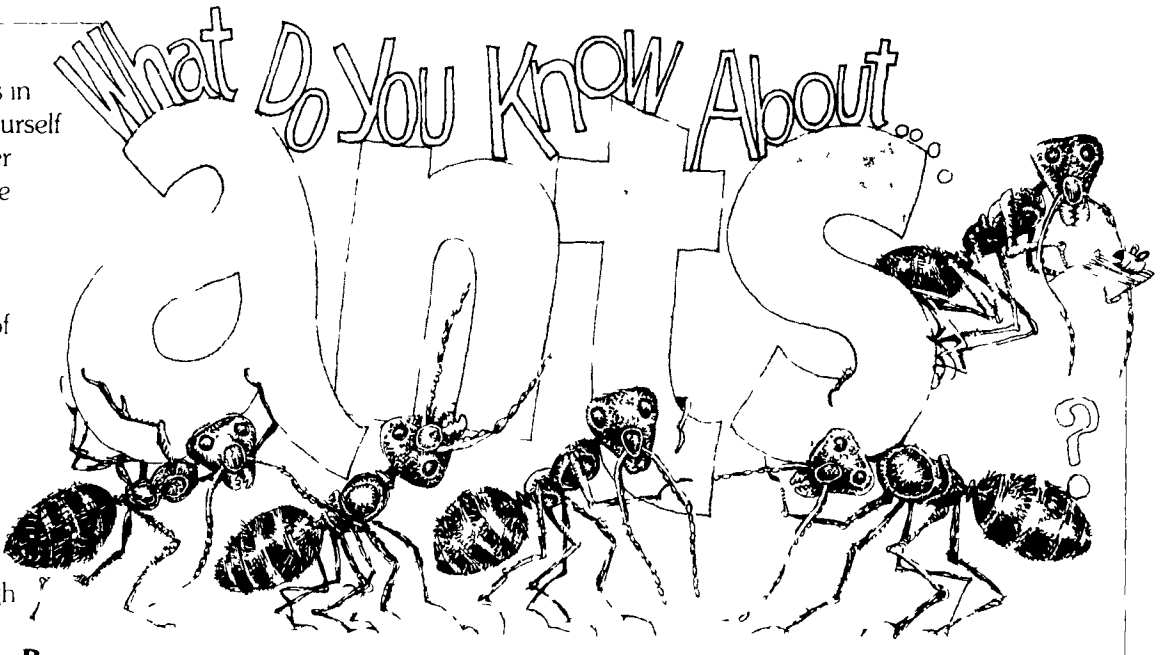
by Susan Vermillion



If you get all the questions in this quiz right consider yourself a real ant whiz Remember some questions have more than one answer

1 Ants have ___ legs
A. 4 **B.** 6. **C.** 8

2 There are ___ kinds of ants
A. 6 **B.** 600 **C.** 6000

3 Ants use their feelers to
A. communicate with other ants **B.** taste and feel

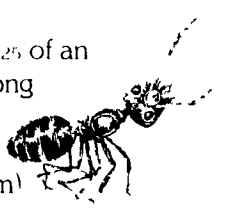
4 Ants breathe air through ___
A. tiny holes in their heads **B.** holes in the sides of their abdomens. **C.** their mouths

5 The first ants lived almost ___
A. one thousand years ago. **B.** one million years ago. **C.** 100 million years ago

6 Ant colonies build their homes ___
A. in wood, **B.** in leaves they weave together. **C.** in underground tunnels. **D.** in mudballs on trees. **E.** nowhere—they just wander

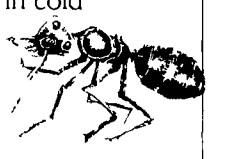
7 A queen ant is the most important ant in a colony because
A. she does all the work of building the nest. **B.** she is the mother of the other ants **C.** she gathers the food

8 Ants can be from 1/25 of an inch (1 mm) to ___ long
A. one inch (2 5 cm). **B.** two inches (5 cm). **C.** three inches (7 5 cm)



9 Ants are most closely related to ___
A. spiders. **B.** beetles **C.** bees and wasps

10 Colonies of ants are found ___
A. in almost all parts of the world, **B.** mainly in warm climates, **C.** mainly in cold climates



Drawing by John Huehnergarth

Answers

1 B 2 C (and more are being discovered every year) 3 A and B 4 B 5 C (All ants once lived on the land of an 7 B 8 B 9 C 10 A

COLOR THIS!

1.	BLACK	6.	PEACH
2.	RED	7.	GREEN
3.	YELLOW	8.	LT BROWN
4.	BLUE	9.	LT BLUE
5.	BROWN	10.	LT. GREEN

THE VELVET ANT: THE NAME "VELVET ANT" IS MISLEADING. IT IS NOT AN ANT, IT IS A WASP. THESE ANTS ARE FOUND THROUGHOUT THE U.S. ESPECIALLY IN THE SOUTHWEST. THE COMBINED STING OF A LARGE DETERMINED ANT AND A WASP ARE JUST ABOUT EQUAL THE STING OF THE FEMALE ANT.