

TELEVISION AS A MEDIUM FOR DISSEMINATING
LANDSCAPE AND RELATED INFORMATION

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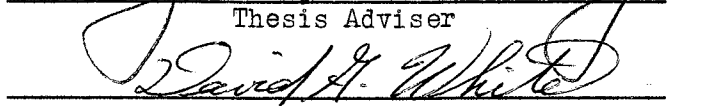
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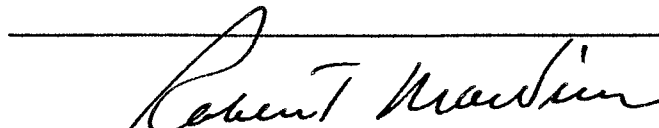
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CHAPTER I

INTRODUCTION

Ornamental horticulture has thrown aside its age-old connotations of large estates and hired gardeners and has become a universally enjoyed aspect of everyday American life. (36).

While the trend toward outdoor living was established during the "thirties," it is only within the past decade that revolutionary events have occurred. The post-war building boom made thousands of new homeowners landscape conscious for the first time. Along with the interest has come a tremendous quantity of technical progress in plant care, garden equipment and supplies, and technical information sifted to the amateur level. (27, 36).

The home horticulturist with his insatiable interest has laid the foundation for a new era of big business. Manufacturers and producers have indulged in exhaustive research for products with more buyer appeal. (25, 43). Less and less is home landscaping and ornamental horticultural work a matter of hopeful effort, but more and more it is an endeavor associated with an interest in knowing just what to expect from a given procedure. (36).

Leisure-time studies show that nearly five per cent of our 330 billion dollar national income, or \$215.00 per family per year, goes for recreation. In comparison with the many family recreational and hobby interests, for each 100 homes, 42 families are actively interested in some form of ornamental horticultural endeavor. (47, 58).

Acceptance of general ornamental horticulture and related fields by organized hobby and study groups has moved forward at an accelerated pace. The long list of plant society organizations with ever-increasing membership numbers provides proof of the growing specialized plant interests. Furthermore, general interests are exemplified by the increasing garden club, men's garden club, and similar organizational membership rolls. (45). In 1941, the membership of the National Council of Garden Clubs was 140,000 in 40 states; in 1959, the membership was 400,475 in 46 states and the District of Columbia. In Oklahoma the club membership amounts to nearly 14,000. Nationally, men's garden clubs have increased to 9,000 members in 196 affiliates over the country. (52).

Only a few years ago, newspapers and magazines rarely printed an article pertaining to ornamental horticulture. However, during the post-war surge of interest in all phases of the field, informational materials are regularly featured in many locally, sectionally, and nationally distributed daily and weekly newspapers and various periodicals. Likewise, many books have been printed on the subjects during a comparatively short span of time. Paralleling the informational materials, a sharp increase in garden supply advertising has been noted. (65).

Almost with the beginning of county and state fairs, ordinary farm exhibits in the form of field crops, poultry, livestock, and fruit and vegetables have predominated. Only recently have drastic steps been taken to revise the exhibition ideas with more appeal for urban and rural visitors. Landscape and floral exhibits have virtually replaced a considerable portion of the usual farm produce at the two major state fairs in Oklahoma, and many county fairs are definitely changing to a similar theme. (33, 66).

During the period preceding World War II, the nursery business was

substantially maintained by the sale of fruit stock. In recent years, however, leading nurserymen in the state are reporting a drastic change. (41). The fruit stock sales have dropped to a very low percentage in favor of flowering shrubs, evergreens, and similar landscape plants. A big majority of fruit and nut plants are reportedly sold for use in home grounds plantings. (13, 20).

Various studies and interviews indicate that most home-owners are interested in doing the major portion of their planning, planting, and maintaining of the home grounds. Reasons commonly stated for wanting to do the work were to save money and to have the enjoyment of working with plants. (35). Coincidental with the mounting interest in home "do-it-yourself" horticulture and landscaping is the need for informational guidance. Several problem factors must be considered to fully evaluate the existing circumstances:

1. The present shortage of trained, experienced personnel in the general landscape and ornamentals field. (24, 60).
2. Commercial nurserymen have very little time for assisting with general problems during the planting season and frequently they possess insufficient training. (34, 63).
3. Educational workers such as county extension agents, in most instances, have inadequate background training and time to provide the assistance needed. (39).
4. Oklahoma's variable climatic, soils, and geographic conditions amplify and multiply the usual landscape and related horticultural problems. (65).
5. The changing sociological habits of the public suggest the need for a revision and intensification of mass-media communications methods. (18, 36).

"During the year 1958, the number of TV sets--over 46 million--exceeded the number of bathtubs in American homes. Also, during the same year, records revealed that 98 per cent of homes in the United States were within television range." As of December, 1958, the 43 million homes were being served by 515 commercial stations and 36 educational stations. One national survey reported that individual TV set usage averaged five hours and 56 minutes daily. (6, 56).

In Oklahoma, television station programming was initiated in June, 1949. Since that beginning, there are now nine commercial and three educational stations operating within the state. Eight adjacent stations in bordering states complete a full coverage of televiewing choice. (15). (See Appendix A).

Educational television stations have experimented principally with classroom teaching effectiveness. (21, 30). Mass-media programs of an educational nature have been televised mainly by commercial stations in Oklahoma. The medium has been utilized fairly effectively, but there are definitely greater horizons of communicative achievement to be attained along these lines. (44, 56). This introductory study of television as a means of disseminating non-classroom teaching was prompted by the potential possibilities of more effectively utilizing the medium in this modern age.

In pursuance of answers relative to the effective use of television as a vehicle for the mass-media transmittal of landscape and ornamental horticultural information, spontaneously, one expects some of the logical rhetorical questions:

What are the public's televiewing interests and attitudes?

How are programs selected?

What are the subject-matter interests and to what degree will the public sacrifice entertainment programs?

What are the personality and professional traits expected from an educational telecaster?

What are the preferred viewing times and program lengths?

What are some of the annoying factors associated with informational television programs viewed?

Should related printed materials supplement the programs?

If given the opportunity, what would be some of the leading suggestions for programs and program improvement? (42).

CHAPTER II

REVIEW OF LITERATURE

Landscaping is not a complex, difficult art to be practiced only by the high priests. It is logical, down to earth, and aimed at making your plot of ground produce exactly what you want and need from it. The principle value of a private garden is not understood. It is not to give the possessor vegetables and fruit (that can be better and cheaper grown by the market gardener), but to teach him patience and philosophy--and the higher virtues. The garden then becomes a moral agent, a test of character as it was in the beginning. (12).

As expressed in "Flower Grower",

A family's roots have a chance to grow deep when they have a piece of land. In planting, cultivating, and harvesting, the members of the family are drawn together by a common interest. Life gains in importance as they work together. (25).

Leisure-time reports by Danzig (16) indicated that in every 100 homes, 42 people were engaged in some form of gardening. Studies made at Pennsylvania State University on home landscape trends show that 60 per cent of the home-owners indicated a need for information on landscaping. The most frequently listed needs were: control of insects and diseases, pruning, varieties to plant, and use of fertilizer. (35).

According to Marx, (40)

Education is a continuous process--it does not stop when youth finishes school or college--or when circumstances have forced a premature end to formal schooling. Adult education offers a rich field for educational television.

Heffner (30) emphasized the potential of TV in education with the statements:

Indeed it would seem that television is destined to have an even more fundamental impact upon the traditional American educational structure than upon our patterns of entertainment. Confusion exists as to the interpretation of educational television--ranging from strictly formal

classroom teaching to cultural and informational TV for adults. Today 50,000,000 Americans are pursuing some form of adult education--making up for what they missed or going ahead with earlier interests they had to abandon. To these Americans we owe a vision of educational TV that is more profound than mere classroom teaching.

According to Dr. Henry Cassirer, (59)

. . . television is probably the best medium ever invented for adult education on a mass scale--with appeal to both the trained and untrained mind. It can communicate new skills and new comprehensions so vital in a changing, complex world.

School officials say that any subject can be taught by television, but that it is particularly good for subjects calling for demonstrations and close-up viewing for pupils. The medium, however, offers less advantage than classroom teaching for discussion and lectures. (60).

Burns (9) stated that a comprehensive nationwide survey just being completed by the Radio Corporation of America shows a sharply increasing activity in all three forms of educational television--by the commercial stations and networks, by the non-commercial education stations, and by closed-circuit systems in schools and colleges. Practically every experiment has demonstrated that the student learns at least as well from televised instruction as from conventional teaching--and frequently he learns much better. A five-month experiment shows that seventh-grade classes learning mathematics from television lectures scored 9.6 percentage points higher in a test in New York City public schools than classes taught in the usual way. Experimental classes in ten classes in ten schools watched mathematics lectures for half an hour two days a week.

According to one survey, ". . . the average viewer will watch TV about 11 hours per week on week-day evenings. Probably 90 percent of the homes will have television sets, and nine out of ten of the sets can be expected to be turned on for four hours on an average week-day evening." (6).

How are other informational sources affected by the television habit? According to Danzig (16), "Videotown" (New Brunswick, N.J.) researchers reported for homemaker morning programs per week:

Radio, 6 hours and 44 minutes,

Television, 1 hour and 10 minutes.

Television viewing habits of the public apparently have not reduced the amount of book reading in general. According to Bennett Cerf (11), book sales in 1947 amounted to 333,010,000 copies, but in 1954, 587,000,000 books were sold.

The growing acceptance of television is expected to drastically affect even the design of school buildings. Already, one architect in Oklahoma has demonstrated projected vision and creativeness for the future in his approach to the classroom design problem. (37).

June, 1959, was the tenth anniversary for TV in Oklahoma. During that period of time nine commercial and three educational television stations were operating. Also, during the same period, state appropriations were being made in the amount of \$200,000 for educational television. Previously, the figure had been \$100,000. (15).

Rasche (51) emphasized that educational television has not been devoid of criticism and problems. Five years of educational television operations have proved most of the negative statements to be wrong.

Commercial programs which are generally entertainment will attract a larger following, but the best programs only attract one-half of the potential audience. ETV audiences are smaller but substantial. Numbers attracted by a strong TV teacher in a single program might exceed the number of students the same teacher would reach in a lifetime. Commercial stations can offer only part time service--and often at times not too well suited to the purpose of educational programs.

Much of the effectiveness of an educational series will depend on the personality of those who serve as narrators. The programs have the

advantage, however, of being able to draw for ideas and techniques upon some of the best professional sources in industry. (3).

Schuller (54) states that, ". . . communications are becoming more and more important to every teacher. It is imperative that we use every known method to express our ideas clearly and emphatically. Visuals can help meet the challenge."

In her statements concerning educational TV, Batcheller (5) implied that changes of attitudes and needs change with the times. She suggested that "We are reaching a state of condition in which time and energy are even scarcer resources than money." Then, one function of educating the public through mass media is to give help in weighing alternatives and making intelligent choices from all the multiplicity of both material goods and methods available. "On radio and TV programs devoted to subject-matter topics, a non-professional person who has not had training and experience cannot always give a feeling of authenticity and poor techniques are frequently used or suggested."

In thirty United States communities today, educational television stations exist for the sole purpose of offering education in all forms and at all levels. Operating non-commercially, these stations rely for their income on contributions from the community--largely local industry and civic organizations--or on the budget assistance from local school boards, colleges, and universities. The Federal Communications Commission has reserved 256 channels for this kind of broadcasting. Open or closed circuit educational television embraces many kinds of programming, including course work for credit and information for the sheer satisfaction of cultural enrichment. "Ultimately, of course, television will make its contribution to education and only to the degree that it provides what

good teachers have always provided: Excitement, eagerness, the zest for learning." (21).

Rugg (53) summarized a homemaking series televised two years from station KTCA-TV, Channel 2, St. Paul, every Monday at 3:00 P.M. The viewing radius was 100 miles and the viewing audience was 20,000 homemakers. The program advisory council consisted of community members, home economics staff members, and television personnel. The distribution of time consisted of: 15 minutes for clothing instruction; ten minutes for a special feature; four minutes for a special interview, or announcements. Programs were planned with one class of viewer in mind--the homemaker. During the first year, each program averaged 200 requests for free lesson summaries. The program, in general, was deemed highly successful and worthwhile.

Extensive program evaluating was conducted by Carpenter (10) in connection with an educational series televised for home gardeners by horticultural staff members of the University of Massachusetts. Station WGB-TV, Channel 2, Educational TV Station, Boston, was the transmitting source. The programs were planned during the fall of 1956 for presentation during the spring, summer, and fall, 1957. Programs were telecast weekly on Thursday evening, 8:00 to 8:30. The station signal radius was approximately sixty miles. Each program was planned as a unit by itself, but the entire sequence was arranged in congruence with the viewers' needs. Advance schedules were prepared for distribution before program presentation time. Instead of offering related subject-matter publications for every telecast, one or two publications were offered for a period of a month, and from time to time others were suggested as being available. Publicity for the programs consisted of letter stuffers used by the state

and county extension services, weekly news stories, station announcements, television listings and person-to-person contact. In response to a questionnaire pertaining to viewers' interest in the program, 88 per cent responded without personal contact. Many unsolicited comments were received.

Froman (24) states that, "The capacity for clear and effective communication of orders and ideas is gaining recognition as one of the most valuable of executive talents." Brickman (7) suggests that, ". . . educators must put forth more effort into convincing television authorities of the importance of the medium for enlightening the public on the value of educational programs planned by competent minds." He further states that, ". . . public understanding of education requires the utilization of all possible media."

Educators are frequently confronted with the problem of what type of training and personality qualities are best suited for television performance. Authorities agree that the good teacher is without conscious effort a good television performer. (49). From research reports by the National Broadcasting Company, it was concluded that television makes a double sensory impression on the viewer--appeal to the eye and to the ear at the same time. One of the basic findings is that the TV commercial is more effective when the audio and visual are used simultaneously to convey a single thought. (46). McKay (42) explains, relative to the use of visuals,

Location of your audience is an important consideration. For a family watching television screen in the living room, the visuals must be simpler than if you are discussing the same subject in a classroom or town hall. Remember, your TV audience can't ask questions if they do not understand.

Hagler (29) reminds that,

. . . horticulturists have at their disposal a wealth of information of interest to televiewers. Horticulture as a science and art is tangible and can be presented very effectively. Programs can be directed to

specialized groups such as gardeners, fruit growers, vegetable growers, flower growers, home-owners, service clubs, and hobbyists.

Geiser (27) observed,

Since everyone is concerned with flowers and ornamentals, and with the problems of maintaining a nice home and surroundings, I think it is a 'natural' for high interest on TV, that is, provided interest is not killed in it when presented.

According to Quadland (50),

Landscaping has grown tremendously in the past ten years. It will grow even faster as income rises. We would estimate it has grown 100 per cent or more in the past eight years. Total volume of the nursery business is estimated at \$850 million. Industrial landscaping has increased 400 to 500 per cent in volume. People realize landscaping increases the resale value of the home and this accounts for considerable growth.

Principal trends are:

1. To more garden or outdoor living.
2. To indoor-outdoor transition of home and property, greater interchangeability of the living area.
3. 'Privacy' in closely-packed housing developments.
4. Greater social consciousness of the effect of landscaping on family status.

"Television," according to Hilliard (32), "has shown that it can provide on all levels, direct educational opportunities for those who would otherwise be deprived of the opportunity for learning." Mitchell (44) states that, "We have not yet become fully aware of the impact of the new communications era on our way of life. We are more confused by it and more inclined to accept it as a phenomenon of science than a symptom of social change."

CHAPTER III

METHODS AND PROCEDURE

Mailed Questionnaires

Two hundred forty nine questionnaires were mailed to representatives of the televiewing audience and 102 questionnaires were distributed to professional representatives of specialized fields such as ornamental horticulture and the communications fields.

Before starting the preparation of the questionnaire sheets and the problem in general, extensive studies were made of the physical facilities of the principal television stations and their general programming methods. A variety of TV programs of an educational nature were planned and televised with employment of the various techniques commonly used:

1. "Live" program studio presentations. Forty to fifty programs of varying lengths--three to twelve minutes--were televised on a wide selection of subjects such as landscape planning, selecting landscape materials, pruning trees and shrubs, and others. Visuals involved the use of actual materials such as plants, placards, enlarged photographs, projection slides, and other combinations of materials. Monitor TV sets in the studios permitted viewing during the programs for audio, visual, and general production quality. Station workers and allied professional workers were encouraged to constructively criticize the program efforts. Enthusiastic viewer responses were reported by the major commercial TV stations.(52, 58).

2. During the spring of 1956, a program series on Station KV00-TV was presented exclusively by means of transcribed audio accompanied by prepared visuals presented by station personnel. The following programming summary was followed:

Duration of time (entire series) . . . Six weeks
 Program days (twice weekly) . . . Tuesdays and Thursdays
 Starting Date . . . February 2, 1956
 Closing Date . . . March 13, 1956
 Time of Day . . . 12:08 noon
 Program length (each) . . . eight minutes

(a) Introduction. . . one minute (Station personnel)
 (b) Subject Matter. . . six minutes, transcribed (Demonstrator)
 (c) Concluding Remarks. . one minute (Station personnel)

The program was a part of a daily (6 days per week) program with the title "Noon-Sho." During the period of January 1 through February 1, 1956, program announcements were made by way of the press, radio, TV, administrative letters, and announcements in educational meetings. To aid in securing results for evaluating the effectiveness of the program series, representative members of area garden clubs, home demonstration clubs, and individuals received: general information sheets; program calendars; viewing indicator sheets--groups and individuals; evaluation sheets; and letters of explanation and instruction. Several thousand individuals participated intensively in the program besides the general viewing audience. Visuals used in the program series included: projection slides; telop cards (4" x 5"); flip cards; placards and photographs; blackboard; and leaflets and bulletins. With the closing of each program the viewers were reminded of the date, time, and title of the next program.

All visuals prepared were in dimensional proportions specified by the station--three units vertically and four units horizontally.

3. "Sound on film" programs were prepared for stations KOTV, KRMG-TV, and WKY-TV for program use during 1957-58. The programs were prepared cooperatively with TV station personnel and Oklahoma State University television services (18). Prior to filming, detailed outlines were reviewed for each program location and content. The camera settings were planned to provide a maximum number of programs and a minimum number of location changes.

Over fifty programs were prepared on a variety of landscape and related subjects. The general use and telecasting pattern of sound on film was as follows:

TABLE I
SUMMARY OF SOUND-ON-FILM TELEVISION PROGRAMS

Station	Channel	Length	Frequency	Time of Day
WKY-TV	4	4 $\frac{1}{2}$ --6 min.	Intermittent	A.M. early
KWTV	9	1--1 $\frac{1}{2}$ min.	Av. 3 weekly	12:15 noon
KOTV	6	3--6 min.	Daily (6 days wk.)	12:15 noon

To extend the usefulness of the program materials in a film library for several years, each film was labeled as to subject, length, and the recommended time of the year for most effective use. Program segments used by KOTV, Channel 6, were incorporated in a daily program, "Garden Gate." Bob Thomas, Program Director, reported enthusiastic acceptance at the end of two weeks by a viewing audience of 36,400 as measured by the American Research Bureau standards.

4. A general appraisal was made of correspondence and verbal requests directed to educational extension workers for landscaping and related

horticultural information. County Agents in the state, especially those located in or near metropolitan areas, report that a high percentage of the total requests pertains to this field. (34,66). Extension horticulturists' annual reports show a total of over 2,000 letters written annually in response to inquiries on horticultural problems. (65). Question and discussion sessions, conducted during informational meetings with garden clubs, home demonstration clubs, civic clubs, and other lay groups afforded an opportunity to study trends of informational needs. (34,66). Horticulturists associated with the county agent's office, Tulsa County, reported a heavy flow of ornamental horticultural requests by telephone, correspondence, and personal visits to the office throughout the year.

5. Other questionnaire or survey sheets of similar nature were investigated for ideas. (10, 27, 34). Several preliminary sheets were prepared and submitted to experienced educators for evaluation before the final sheets were adopted.

Two questionnaires were designed for the purpose of obtaining opinions and suggestions pertaining to the value and plausibility of television as a media for disseminating landscape and related horticultural information:

Group I. Viewers of television

Group II. Professional, educational and communication workers.

This section for evaluation purposes was further subdivided:

a. Professional subject-matter specialists such as horticulturists.

b. Professional communications workers such as television program directors and extension information personnel.

Precautionary steps were taken to assure the highest possible number of

returned answers. The following measures were adopted:

1. A brief explanatory paragraph on the first page of each questionnaire describing the purpose of the survey.
2. An option for professional workers to indicate by check mark if summary copies of the completed survey results were desired.
3. An assurance that individual statements would be kept confidential.
4. A stamped, addressed envelope was enclosed with each set of sheets to facilitate answering.
5. A brief, concise, carefully-worded questionnaire was developed with a minimum amount of writing required.
6. Survey sheets were timed for mailing during the months of April and May to be received by viewers during a period of anticipated high interest in ornamental horticulture.

The following explanations of the survey questions are offered as an elaboration of the background for each question asked: (See Appendix B for complete question components).

Group I - Viewers

- A. Are You a Member of an Organization or Club Which Sponsors or Participates in Landscape or Related Programs?

The response to this question would be expected to indicate to some extent whether the viewer's subject-matter interest was general as typified by membership in a garden club or more specialized as indicated by membership in a specified plant society.

- B. What is Your General Interest in Television Viewing?

The public's desires, expectations, and social habits are important factors in planning programs for general presentation. (42). Answers to the questions were expected to be helpful in analyzing the depth or extensiveness of possible subject-matter informational programs. (8, 15).

C. How do You Usually Decide on the Selection of a Television Program For Viewing?

Knowing how most viewers initially decide to select a specific television program or series would provide a guide for program announcements to reach the greatest number of people. (2, 8).

D. Is Your Gardening Interest Mainly: (Complete question in Appendix B)
If educators are to present television programs for general viewer appeal, it is considered important that subjects of mass appeal be known. (29). Interest in less frequently indicated, but equally important, subjects might be expected to grow with the production of carefully planned, quality programs.

E. What do You Consider the Most Important Qualities for a Subject-Matter Demonstrator to Possess for Successful Educational Television Programs?

It is assumed that the program demonstrator or performer would have considerable influence on the success of the programs presented. Answers to the questions would be expected to provide guidance in the improvement of program appeal and general acceptance. (1, 3, 27, 29, 42, 49).

F. Within Which of the Following Time Periods Would be Your Preferred Time to View Educational Television Programs:

Many factors such as type of employment, family social habits and interests, age and sex of family members, and others are expected to affect family and individual television viewing habits. (10). Time periods indicated along with some general explanations would help in telecasting programs during the most favorable times. (6).

G. What Are Your Main Objections or Criticisms of Subject Matter (Educational) Television Programs?

This question was used to determine outstanding objections that viewers might express for the method of presenting subject-matter information by the medium of television. Many of the factors, if ranked with sufficient

importance might be improved, corrected or eliminated. (5, 42).

H. How Important do You Consider the Offering of Supplementary Printed Materials (Leaflets, Bulletins, etc.) Related to the Television Program Subject to be?

If television were to be used extensively for disseminating landscape and related information, the question arises as to the relative importance of offering related printed publications to supplement the program material. Response to the questions would help determine the course of action to take as to extensiveness of offering publications and even the special preparation of printed materials for the specific purpose. (10).

I. What Are Your Personal Suggestions for the Improvement of Educational Television Programs--Especially in the Field of Landscape and Related Horticultural Work?

This section was included to further encourage individuals to express suggestions or recommendations relative to the value and/or improvement of the dissemination of landscape and related work by the medium of television. (32).

Group II. Professional Workers. (See Appendix F for complete questionnaire).

A study is being made of television as a means of making Landscape and Related Horticulture information available to viewers. Your cooperation in completing and returning this questionnaire will be greatly appreciated. Information provided, individually, will be kept confidential.

J. C. Garrett, Extension Service
Oklahoma State University
Stillwater, Oklahoma

This brief explanation of purpose was used as an introduction for each set of questionnaire sheets.

Questionnaire

Station or Institution Represented _____ City _____
Your Name and Title _____ Box or Street Address _____

Information provided in this section was primarily for sub-division of the survey returns into two classes:

1. Professional workers in specific subject-matter fields such as

ornamental horticulture.

2. Professional workers in the field of communications such as television program development.

This is one of two questionnaires being sent to specific groups. If you wish to receive a copy or copies of the summary results, please check the category of interest:

1. Summary of information from television program directors, educators, etc.
2. Summary of information from television program viewers.

Assumedly, most respondents to a questionnaire are interested in the summary of results. Possibly, too, a higher percentage of completed and returned survey sheets could be expected with an assurance of receiving a copy of the results.

A. Which of the Following Factors, in Your Estimation, Contribute the Most Toward the Effective Presentation of Educational TV Programs?

This question was used because a number of varying professional opinions seem to exist as to the relative importance of a number of factors directly associated with the presentation of educational TV programs. (5, 29).

B. What is Your Preferred Method of Program Presentation or Those Considered to be Most Successful (Considering Time, Economy, Convenience, etc.)

Time, economy, convenience, effectiveness and other factors are important considerations for personnel to consider before selecting a method of program presentation. Answers provided by a representative number of experienced professional workers should give an indication of the most desirable methods. (22, 40, 54, 64).

C. What do You Consider the Most Important Factors For a Subject-Matter Demonstrator to Possess for Successful Educational Television Programs?

Varying opinions seem to exist among professional workers as to the most important qualities to be possessed by a television demonstrator for successful programs. Responses to the various questions should provide some helpful guides for professional and personality traits which contribute

the most to acceptable TV programs. (3, 26, 27, 49).

D. How Many Programs, Considered to be Educational, Have You Presented or Assisted with the Presentation During the Past Year?

This question was included to determine the extent of experience possessed by survey respondents in the general educational television field.

E. How Many of the Programs, in Any Form (Sound on Film, Live Program, etc.), Pertained to Landscape or Related Horticultural Work (Landscape Planning, Selection of Plants, Culture or Use of Flowers, Lawns, etc.)?

Answers to this question, to some extent, should reflect the professional workers' direct association with television usage and the landscape horticultural field.

F. Will You Indicate, According to Your Experience and Observations, the Following Information Pertaining to Time and Length of Educational Programs?

Program length for TV subject matter programs seems to be a factor involving a variety of opinions. Many qualifying conditions could be considered, but it was hoped that general programming averages would be guiding factors.

(53). Program time is another factor involving many conditional circumstances. The greatest number of specific time suggestions should provide a reasonable index to the most desirable TV programming time. (6, 15, 45, 53).

G. How Important Do You Consider the Offering of Supplementary Printed Materials (Leaflets, Bulletins, etc.) Related to the Program Subject?

Answers to this question should provide background information for determining the value of printed materials to supplement the TV programs. (10).

H. What are Your Personal Views of Landscape and Related Horticulture as Television Program Material?

This question was provided to encourage survey recipients to further expound on their views or make additional suggestions. The answers should not only assist in forming conclusions as to the landscape and related

work's potential for programming material, but many valuable hints and suggestions were anticipated. (7, 17, 40).

Research and Illustrative Materials

Personal conversation with key workers in representative divisions of commercial and educational horticultural and communications work provided valuable background information for this study. Harold Dedrick, Head, Radio and Television services and formerly associated with the commercial television industry provided beneficial information pertaining to the general production of television programs. Dr. L. C. Gibbs, Extension Horticulturist, Federal Extension Service, United States Department of Agriculture, made information available pertaining to horticultural trends and mass-media usage on a national scale. Dr. David G. White, Head, Horticulture Department, Oklahoma State University, provided information relative to shortages of students engaged in professional training in the horticultural fields to fulfill future educational and commercial needs. Commercial nurserymen, especially Mr. Leo Conard, Conard's Nursery, Stigler, Oklahoma, and Mr. Alvin Dickerson, Ozark Nursery, Tahlequah, Oklahoma, provided helpful information pertaining to nursery sales trends. Mr. Ansel Hull and Mr. Ray Zimmerman, Horticulturists, County Extension Office, supplied background information relative to public trends and requests for ornamental horticultural information.

Personal letters were sent to key personnel in the field of commercial landscape and ornamental horticulture. Mr. Howard P. Quadland, Director of Public Information, American Nurserymen Association, New York, New York, provided research, promotional, and observational information in the form of newsletters, sales and merchandising suggestions, and correspondence. Responding to a written request, Mr. John M. Parsey, Research

Director, National Project in Agricultural Communications, Michigan State University, East Lansing, summarized copies of research in agricultural communications.

Mailing lists for questionnaires for representative viewers of television with ornamental horticultural interests were secured from the list of state board members, Oklahoma Association of Garden Clubs; registration cards for the Annual Garden Club Short Course, Oklahoma State University Campus, February, 1959; and individual club units in Cushing, Oklahoma, and Ponca City, Oklahoma, participated in completing and returning the survey sheets. Survey sheets were distributed to professional workers in communications, ornamental horticulture, and similar specialized professions, listed in the Federal Extension Directory of specialists, and to other key personnel with interests in television as a means of educational communication.

CHAPTER IV

PRESENTATION OF DATA

As indicated in the preceding chapter, surveys were conducted to determine in part the adaptability of television to mass-media teaching of landscape and related ornamental horticultural information. Different questionnaires were designed for application to the two groups basically associated with the problem:

Group I - Viewers. Representative lay groups and individuals with specific subject matter interests.

Group II - Professional Workers associated with specialized ornamental horticultural information and communications workers charged with responsibilities of planning and/or presentation of informational television programs. Group II, for further analysis of survey returns was sub-divided:

- a. Specialists in ornamental horticulture and comparable work.
- b. Communications specialists in television and related work.

The data is presented in the respective order of the group listings.

Group I - Viewers

Of the 249 questionnaires distributed, 140 completed survey sheets, representing 56.2 per cent of the survey recipients, responded. In comparison with other surveys of a similar nature, this better than average

return assumedly indicates a high degree of interest in the use of television for disseminating ornamental horticultural information. (24).

All conclusions are based on the 140 replies to the questionnaire (56.2%) and not the total of 249 individuals receiving survey sheets. For tabulated results of the questionnaire see Appendix C.

Compiled survey results indicated that viewers were affiliated with organizations or clubs sponsoring or participating in ornamental horticultural interests as follows:

Home Demonstration Club . . .	13
Garden Club	127
Plant Society	13
Study Club.	13
Other	3

Some survey respondents indicated membership activities in more than one organization with related interests which accounts for a total greater than the number of completed questionnaires returned.

Values of first, second, and third choices were given a rating of three points, two points, and one point respectively to formulate a comparative score for the factors in each sectional question in the questionnaire for Group I, Viewers. Refer to Table II for a summary of the rated scores. The figures in Appendix D graphically show the score comparisons.

The following explanatory comments are included to further discuss the choices of answers indicated for the survey questions:

"What is Your General Interest in Television Viewing?" The first choice, "To keep currently informed (weather, news, etc.)" scored 205. A close second choice with a score of 201, "A balanced schedule of entertainment and subject matter" indicated a definite interest in programs

other than entertainment. "Subject matter" scored third with 99 points. The comparative low score of 56 for "Entertainment, chiefly" further seems to substantiate an increasing interest in better use of television for the dissemination of educational information.

"How do You Usually Decide on the Selection of a Television Program?" A first choice high score of 295 was recorded for "Newspaper or printed television guide." This would indicate that printed guides and especially newspaper announcements of special programs or a program series could be utilized to advantage. The second highest scoring method was "Special television previews of programs" with 154 which was slightly more than one half the scoring for the first choice. This choice suggests the possible value of television announcements preceding an informational TV series of programs. A third score of 90 was granted "Recommended by a friend or acquaintance."

For the section pertaining to "Gardening interests" of viewers, there were seven possible choices with an additional line for writing in "Other" preferences. Scores were as follows: First choice, "Growing better flowers" with a score of 187. Second choice, "Care of yard plantings (pruning, insect and disease control, watering, etc.)" was comparatively high with a score of 158. Third choice, with a score of 76, "Landscape planning." It is noteworthy, however, that in the section for suggestions, more comments were made pertaining to landscape planning and selection and use of plants than for growing better flowers.

In the section pertaining to "Important qualities for a subject-matter demonstrator to possess for successful educational television programs" the following factors scored highest: First choice, "Has a thorough knowledge of the subject" with a rating of 177; second choice,

with a score of 133, "Has ability to discuss technical information in 'down to earth terminology';" and third choice, "Is a recognized authority on the subject" scoring 107.

The section on program "time of day" choices was divided into time divisions under the headings of "Evening," "Morning," and "Daytime." First time choice, with a score of 109, was "Evening--7:00 to 9:00 p.m.;" second choice, scoring 91, "Morning--8:00 to 10:00 a.m.;" and third choice, with a score of 70, "Daytime--12:00 noon to 2:00 p.m."

"Criticisms or objections to subject matter (educational) television programs" were: First choice, scoring 81, "Commercials interfere with train of thought;" second choice, with a score of 72, "Programs are not arranged in a series with previous announcements;" and third choice, with a score of 65, "Do not have the opportunity to ask questions directly."

The question was asked, "How important do you consider the offering of supplementary printed materials (leaflets, bulletins, etc.) related to the television program subject to be?" In response to the question the following numbers are tabulated from the 140 completed questionnaires for Group I, Viewers:

Helpful to some extent . . .	34
Distinctly an asset.	88
No value	5
No choice indicated.	13
Total.	<u>140</u>

The question "What are your personal suggestions for the improvement of educational television programs, especially in the field of landscape and related horticultural work" was provided to encourage viewers to express their personal opinions or suggestions for improved television

programs of an educational nature. Many suggestions were implied but the following summary reflects the thinking of 91 of the 140 completed questionnaires. Some individuals made several different specific recommendations.

More such programs needed.	22
General information.	21
Landscape planning	19
Programs with less general information and more local adaptation . .	18
Plant materials and their use . . .	17
Programs with more viewer appeal . .	12
Programs in a series or sequence at a regular time.	10
Yard maintenance	9
Better publicity or announcement of programs.	7
Programs at better time for viewers.	7
Program too short.	5
Question-answer service.	4
More authoritative information . . .	3
More timely information.	3
Color TV programs.	2
Enrollment of viewers.	1
No suggestions made.	49

TABLE II
EVALUATION OF TABULATED RESULTS, GROUP I, VIEWERS

Question	Choices			Score
	1st	2nd	3rd	
WHAT IS YOUR GENERAL INTEREST IN TELEVISION VIEWING?				
Entertainment, chiefly	24	18	14	56
To keep currently informed, (weather, news, etc.)	138	54	13	205
Mainly subject matter information (household hints, plant care, etc.)	12	64	23	99
A balanced schedule of entertainment and subject matter	150	28	23	201
Other	0	1	3	4
HOW DO YOU USUALLY DECIDE ON THE SELECTION OF A TELEVISION PROGRAM FOR VIEWING?				
Recommended by a friend or acquaintance	3	46	41	90
Special television previews of programs	51	88	15	154
Random selection of programs	6	4	14	24
Newspaper or printed television program guide	261	32	2	295
Other	3	2	1	6
IS YOUR GARDENING INTEREST MAINLY:				
Growing better flowers	144	38	15	187
Better lawns	21	18	9	48
Landscape planning	21	36	19	76
Selecting trees and shrubs	6	16	9	31
Vegetable gardening	21	6	2	29
Care of yard plantings (pruning, insect & disease control, watering, etc.)	81	56	21	158
House plants	12	12	13	37
Other	3	2	0	5
WHAT DO YOU CONSIDER THE MOST IMPORTANT QUALITIES FOR A SUBJECT-MATTER DEMONSTRATOR TO POSSESS FOR SUCCESSFUL EDUCATIONAL TELEVISION PROGRAMS?				
Is a recognized authority on the subject	87	10	10	107
Ability to select subject matter with a general audience appeal	21	26	19	66
Has a pleasing voice and mannerisms	6	12	8	26
Has a thorough knowledge of the subject	129	32	16	177
Has ability to discuss technical information in "down-to-earth" terminology	27	88	18	133
Has a good understanding of the general mechanics of television program production	0	0	3	3
Has ability to present information in a relaxed, conversational way	27	14	25	41
Other	0	4	0	4

TABLE II (Cont'd)

Question	Choices			Score
	1st	2nd	3rd	
WITHIN WHICH OF THE FOLLOWING TIME PERIODS WOULD BE YOUR PREFERRED TIME TO VIEW EDUCATIONAL TELEVISION PROGRAMS?				
Evening				
7:00 to 9:00 p.m.	93	14	2	109
9:00 p.m. and later	24	18	6	48
Before 7:30 p.m.	12	8	10	30
Morning				
6:00 to 8:00 a.m.	18	16	4	38
8:00 to 10:00 a.m.	66	18	7	91
Daytime				
10:00 a.m. to 12:00 noon	24	24	3	51
12:00 noon to 2:00 p.m.	24	30	16	70
2:00 p.m. to 4:00 p.m.	15	10	11	36
WHAT ARE YOUR MAIN OBJECTIONS OR CRITICISMS OF SUBJECT-MATTER (EDUCATIONAL) TELEVISION PROGRAMS?				
Do not have the opportunity to ask questions directly	39	14	12	65
Do not have the benefit of discussions	33	12	7	52
Cannot give full attention to the program because of other activities	42	16	5	63
Commercials interfere with train of thought	69	12	7	81
Not enough detailed information given	15	40	9	54
Programs are not arranged in a series with previous announcements	39	24	9	72
Information presented has not been timely enough	15	14	8	37
Entertainment programs preferred	6	2	2	10
Other	0	0	0	0

From the suggestions made by viewers for improvement of television programs of an educational nature, a few general quotations are reproduced. (See Appendix E for additional quotations).

Midwest City, Oklahoma:

I feel we need more programs along these lines (landscape and horticulture). Most of us do not have the knowledge needed for such and reading is sometimes confusing. Many people learn with both ears and eyes so demonstrated lectures are more to be desired.

Tulsa, Oklahoma:

Present single ideas or closely related ideas in a concise manner then call attention to next landscape program. Stimulate interest to seek further information and where it can be obtained. Through occasional

questionnaires determine what people's problems are in advance of time information is needed and given. Landscaping is a wonderful field for television.

Ponca City, Oklahoma:

A program given in a down-to-earth way explaining where to plant, what to plant, not overplant, and general information for landscaping new homes or relandscaping old grounds.

Perry, Oklahoma:

To be given advance publicity on matters as to date.

Meridian, Oklahoma:

Personally, the budget is an important factor and ways or ideas on how to have an interesting landscape without too great an expense would be most helpful to me.

Group II. Professional Workers

Of the 102 questionnaires sent, 77 completed survey sheets or 75.4 per cent were returned by professional workers. Sub-dividing the completed surveys by professional affiliations revealed that 39 were completed by specialists in ornamental horticulture and comparable fields and 38 completed by communications specialists. As a result of this very high percentage of returns, when compared with other similar surveys, it was concluded that questionnaire recipients were deeply interested in the potential of television as a medium of mass dissemination of ornamental horticultural information. (24). In addition to the implied degree of interest in the subject, professional association with the recipients, directly or indirectly, could have affected, to some extent, the high percentage of returns. All conclusions of the survey are based on the 77 professional workers' replies (75.4%) and not on the total of 102 questionnaires sent to individuals.

Each questionnaire included questions pertaining to the total number of programs prepared or presented by the professional worker and how many of the programs pertained to ornamental horticultural or related work.

The purpose of the specific questions was to establish some degree of measurement of television programming experience possessed by the survey respondents. Table III is a summarization of television programming experience for the 39 specialists and 38 communications workers returning completed survey sheets. It is interesting to note that from a total of 5064 programs by all professional workers, 1226 or 24.3 per cent of the programs pertained to horticultural information. (For complete tabulated results for Group II, see Appendix G).

TABLE III
TABULATED RESULTS OF TELEVISION PROGRAMMING EXPERIENCE
REPORTED BY PROFESSIONAL WORKERS

Television Programs Source	All Programs			Ornamental Hort. Programs			Other Programs		
	Total	Average per Ind.	%*	Total	Average per Ind.	%	Total	Average per Ind.	%
Specialists (39 reports)	848	21.7	100	434	11.1	51.2	414	10.6	48.8
Communications (38 reports)	4216	110.9	100	792	20.8	18.8	3424	90.1	81.2
Combined programs (77 reports)	5064	65.8	100	1226	15.9	24.3	3838	49.8	84.3

*Percentage is based upon the total of all programs.

By allowing the first, second and third choices a rating of three points, two points, and one point, respectively, a comparative score was established for the factors in each sectional question for professional workers. Separate scores were established for specialists in ornamental horticulture and similar work, communications workers, and the combined totals of both groups were determined. (Table IV).

For the selection of a factor contributing the most to the effectiveness of educational TV programs, "Pre-program detailed planning and

TABLE IV
EVALUATION OF TABULATED RESULTS, GROUP II, PROFESSIONAL

Question	Choices			Score		
	Sub Group	1st	2nd	3rd	Sub Score Total	
WHICH OF THE FOLLOWING FACTORS, IN YOUR ESTIMATION, CONTRIBUTE THE MOST TOWARD THE EFFECTIVE PRESENTATION OF EDUCATIONAL TV PROGRAMS?						
Showmanship ability of demonstrator	Spec.	24	8	12	44	100
	Comm.	30	20	6	56	
Complete rehearsal of program	Spec.	6	4	1	11	24
	Comm.	0	6	7	13	
Elaborate demonstration materials	Spec.	0	2	0	2	2
	Comm.	0	0	0	0	
Pre-program detailed planning and preparation	Spec.	36	24	6	66	131
	Comm.	48	16	1	65	
A new and different presentation approach	Spec.	6	0	7	13	35
	Comm.	6	6	10	22	
Timeliness of information	Spec.	27	28	4	59	121
	Comm.	21	32	9	62	
Other	Spec.	6	0	2	8	11
	Comm.	0	2	1	3	
WHAT IS YOUR PREFERRED METHOD OF PROGRAM PRESENTATION OR THOSE CONSIDERED TO BE MOST SUCCESSFUL (CONSIDERING TIME, ECONOMY, CONVENIENCE, ETC.)						
"Live" program demonstration	Spec.	72	4	5	81	171
	Comm.	78	10	2	90	
"Sound on film" with live introduction	Spec.	30	26	9	65	121
	Comm.	12	32	12	56	
Prepared visuals (slides, charts, etc.) with prepared subject matter presented by station personnel	Spec.	3	8	6	17	30
	Comm.	0	4	9	13	
Prepared visuals with transcribed audio by a subject matter specialist. Introduction and closing by station personnel	Spec.	0	24	13	37	52
	Comm.	3	6	6	15	
Other methods (list)	Spec.	0	10	0	10	30
	Comm.	9	10	1	20	
WHAT DO YOU CONSIDER THE MOST IMPORTANT FACTORS FOR A SUBJECT-MATTER DEMONSTRATOR TO POSSESS FOR SUCCESSFUL EDUCATIONAL TELEVISION PROGRAMS?						
Is a recognized authority on the subject	Spec.	15	4	1	20	27
	Comm.	3	2	2	7	
Ability to select subject matter with a general audience appeal	Spec.	24	12	5	41	80
	Comm.	21	12	6	39	

TABLE IV (Cont'd)

Question	Sub Group	Choices			Score	
		1st	2nd	3rd	Sub Score	Total
Has a pleasing voice and manner	Spec.	3	8	3	14	31
	Comm.	6	4	7	17	
Has a thorough knowledge of the subject	Spec.	18	16	5	39	71
	Comm.	15	12	5	32	
Has ability to discuss technical information in "down-to-earth" terminology	Spec.	21	16	9	46	94
	Comm.	27	20	1	48	
Has a good understanding of the general mechanics of television program production	Spec.	0	2	2	4	18
	Comm.	6	2	6	14	
Has ability to present information in a relaxed, conversational way	Spec.	27	10	9	46	93
	Comm.	24	18	5	47	
Other	Spec.	0	0	1	1	3
	Comm.	0	0	2	2	

WILL YOU INDICATE, ACCORDING TO YOUR EXPERIENCE AND OBSERVATIONS, THE FOLLOWING INFORMATION PERTAINING TO TIME AND LENGTH OF EDUCATION PROGRAMS?

Program Length						
20 to 30 minutes	Spec.	27	6	5	38	144
	Comm.	72	28	6	106	
10 to 19 minutes	Spec.	75	42	14	131	372
	Comm.	171	62	8	241	
5 to 9 minutes	Spec.	15	18	12	45	117
	Comm.	27	32	13	72	
1 to 4 minutes	Spec.	3	2	7	12	75
	Comm.	36	8	19	63	
Program Time						
<u>Morning:</u>						
6:00 to 9:00	Spec.	18	4	7	29	51
	Comm.	9	8	5	22	
9:00 to 10:00	Spec.	6	2	3	11	34
	Comm.	18	4	1	23	
10:00 to 12:00	Spec.	15	6	6	27	58
	Comm.	27	4	0	31	
<u>Afternoon:</u>						
12:00 noon to 2:00	Spec.	42	32	6	80	258
	Comm.	117	56	5	178	
2:00 to 5:00	Spec.	0	4	3	7	25
	Comm.	0	16	2	18	
5:00 to 7:00	Spec.	3	0	2	5	29
	Comm.	18	4	2	24	
7:00 to 9:00 and later	Spec.	21	16	5	42	135
	Comm.	81	12	7	93	

preparation" scored 66, 65, and 131 for specialists, communications workers and combined total respectively for first choice. "Timeliness of information" scored 59, 62, and 121 for a second choice. "Showmanship ability of the demonstrator," scored a high third choice with 44, 56, and 100.

The preferred method of presenting television program scored "Live program demonstrations" first with 81, 90, and 171. "'Sound on film' with a live introduction" scored second with 65, 56, and 121. "Prepared visuals with transcribed audio by a subject-matter specialist with introduction and closing by station personnel" ranked a low third choice with 37, 15, and 52.

Important factors for a subject-matter specialist to possess for successful educational television programs had a low marginal difference between the three top choices. First choice, "Has ability to discuss technical information in 'down to earth' terminology" with a score of 46, 48, and 94. Second choice, "Has ability to present information in a relaxed, conversational way" with a score of 46, 47, and 93. Third ranking choice was, "Ability to select subject matter with a general audience appeal" with a score of 41, 49, and 80.

Program length preferences for the "10 to 19 minute" grouping was the first choice by a wide marginal score of 131, 241, and 372. Second choice for program length was the "20 to 30 minute" period with a score of 38, 106, and 144. The third choice was the 5 to 9 minute section with scores of 45, 72, and 117.

Program time choices by respondents were probably affected to some extent by past experiences in failing to secure the supposedly most desirable program times. (23). First program time choice was for the

period 12:00 noon to 2:00 p.m. with a score of 80, 178, and 258. Second time choice was 7:00 p.m. to 9:00 or later with a score of 42, 93, and 135. Third choice of time was 10:00 a.m. to 12:00 and a score of 27, 31, and 58.

The responses to the question, "How important do you consider the offering of supplementary printed materials (leaflets, bulletins, etc.) related to the program subject to be?" are summarized in Table V.

TABLE V
IMPORTANCE OF PROFESSIONAL SUPPLEMENTARY PRINTED MATERIALS
WITH EDUCATIONAL TV PROGRAMS

	Number of Specialists	%	Number of Workers	%	All Reports	%
Helpful to some extent	18	46.2	9	23.6	27	35.0
Distinctly an asset	21	53.8	25	65.8	46	59.8
No value	--	----	2	5.3	2	2.6
No choice indicated			2	5.3	2	2.6
TOTAL REPORTS	39	100.0	38	100.0	77	100.0

Scored independently or in combination of groups, the rating in favor of offering supplementary printed materials is sufficiently high to be considered an essential component of a program series.

The response to the question "What are your personal views of landscape and related horticulture as television program material?" reflected enthusiasm and optimism.

Table VI is an informal summary rating of the television potential as indicated by 77 professional workers representing 39 specialists in ornamental horticulture and similar work and 38 professional communications workers.

TABLE VI

PERSONAL VIEWS OF PROFESSIONAL RESPONDENTS ON ORNAMENTAL HORTICULTURE
AS POTENTIAL TELEVISION PROGRAM MATERIAL

Ratings	Groups	Score	Total Score Both Groups
Excellent	Specialist	17	46
	Communications	29	
Very Good	Specialist	13	20
	Communications	7	
Good	Specialist	14	4
	Communications		
Fair	Specialist	1	1
	Communications		
No Indication	Specialist	4	5
	Communications	1	
Special Comments or Qualifying Statement	Specialist	24	54
	Communications	30	

A few selected comments by specialists in ornamental horticulture and professional communications work regarding personal views of landscape and related ornamental horticulture are cited. (For additional comments see Appendix I).

Extension Specialist in Landscape Architecture

Michigan State University:

My belief is that this is an excellent means of presenting subject matter--the only problem is that it added to all the other jobs of the Extension Specialist involves more than one person per state can possibly do. It is not a substitute for bulletin writing, verbal presentations, consultations, clinics or letter writing.

Assistant Agricultural Editor (Radio & TV)

Alabama Polytechnic Institute:

The wide range of landscaping and horticulture provides a wealth of interesting material for use in TV programs. Also, the subject is of such a nature that I believe it will attract a wider audience than a subject--like corn production, for instance--which is directed to a specific group.

Radio and TV Editor

Puerto Rico:

In Puerto Rico Landscaping and Horticulture television programs keep a very good audience. During a year and a half we worked and still working in landscape and horticulture ornamentation. We have enrolled in our television course (no credit) more than ten thousand viewers. This program presented three times a week each in one different station. We have an estimate audience of sixty thousand viewers.

CHAPTER V

SUMMARY AND CONCLUSIONS

The increasing demand for more information pertaining to landscaping and related horticulture emphasizes the need for utilizing more effective methods of presenting this material to the public through mass-media communication. The study reported here was designed to determine the value of television as a means of accomplishing this objective.

Data was obtained from two major groups of people: (1) those interested in obtaining this type of information, and (2) those chiefly concerned with the presentation of such information. The first group was a cross-section of selected viewers while the second group included both professional horticulturists, people in related professions, and communications workers.

An analysis of this survey indicates that:

1. Television, with wise use, is a positive potential for mass-media dissemination of educational information related to ornamental horticulture.
2. Extensive development and understanding of the medium is needed for the most effective utilization for educational purposes.
3. Television, utilized effectively, probably exceeds all other communicative means for reaching the masses of people not generally contacted or influenced by present-day methods.
4. Observance of the following factors would be expected to help realize better results from television application in educational programming:

- a. Detailed pre-program planning and preparation.
 - b. Employment of the most applicable presentation techniques for the particular subject with due consideration for time, economy, convenience and effectiveness.
 - c. Program participants who are not only thoroughly familiar with the subject but adroitly capable of discussing and demonstrating the topics in an understandable, interesting manner.
 - d. Time of programming should be considered from the standpoint of convenience for the majority of viewers and freedom from other distracting factors.
 - e. The program length should be sufficient for development of specific ideas and demonstration of supporting methods.
 - f. Independent programs arranged in a continuous series with advance notice and publicity as to day and date, time, and program outline are more conducive to better results than occasional, sporadic programs.
 - g. Selected timely subjects with mass appeal.
 - h. Supplementary printed materials, wisely selected and distributed, are considered almost essential for success.
5. Some negative assertions relative to the educational use of television were:
- a. Too many interruptions by commercials (commercial stations).
 - b. Deprived of benefits of discussion and direct questions.
 - c. Difficulty of securing most desirable programming times (commercial stations).
 - d. Most programs of an educational nature have been too short.
 - e. Extensive television usage is extremely time consuming for the

professional worker with a multitude of other equally important duties to perform.

Television, wisely utilized in the educational program, has almost unlimited possibilities for the dissemination of information on a subject with such universal appeal as landscaping and ornamental horticulture. This significant electronic teaching device is not deemed a substitute for other oral and written communicative methods, but is a dynamic supplement in the area of communications.

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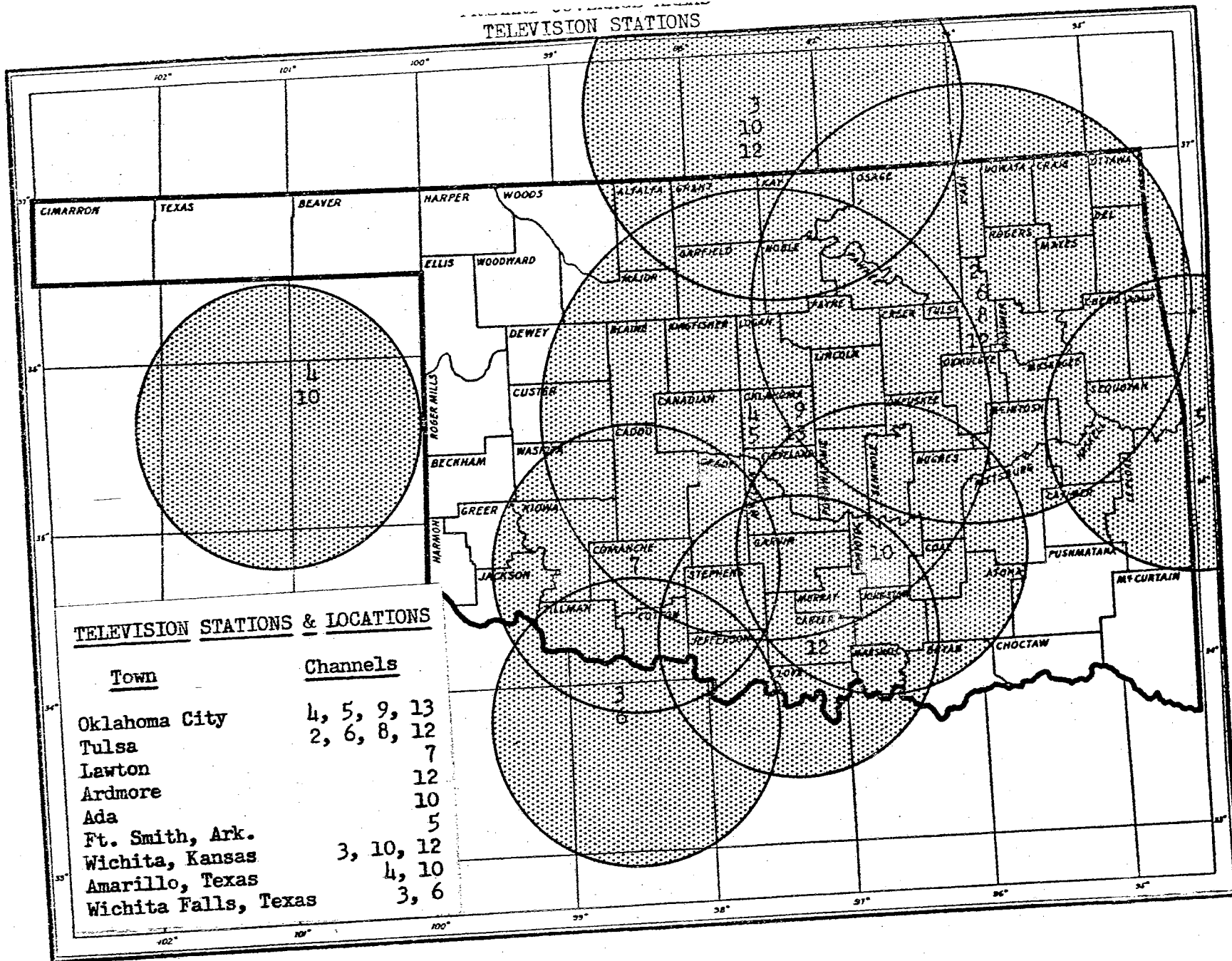
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APPENDIX

TELEVISION STATIONS



TELEVISION STATIONS & LOCATIONS

Town	Channels
Oklahoma City	4, 5, 9, 13
Tulsa	2, 6, 8, 12
Lawton	7
Ardmore	12
Ada	10
Ft. Smith, Ark.	5
Wichita, Kansas	3, 10, 12
Amarillo, Texas	4, 10
Wichita Falls, Texas	3, 6

APPENDIX B

A study is being made of television as a means of making Landscape and Related Horticulture information available to viewers. Your cooperation in completing and returning this questionnaire will be greatly appreciated. Information provided, individually, will be kept confidential.

J. C. Garrett, Extension Service
Oklahoma State University
Stillwater, Oklahoma

* * * * *

QUESTIONNAIRE

ARE YOU A MEMBER OF AN ORGANIZATION OR CLUB WHICH SPONSORS OR PARTICIPATES IN LANDSCAPE OR RELATED PROGRAMS?

(Please check affiliations)

- Home Demonstration Club
- Garden Club
- Plant Society (Name _____)
- Study Club
- Other _____

WHAT IS YOUR GENERAL INTEREST IN TELEVISION VIEWING?

(Number your 1st, 2nd, and 3rd choice.)

- Entertainment, chiefly
- To keep currently informed (weather, news, etc.)
- Mainly subject matter information (household hints, plants and their care, etc.)
- A balanced schedule of entertainment and subject matter.
- Other _____

HOW DO YOU USUALLY DECIDE ON THE SELECTION OF A TELEVISION PROGRAM FOR VIEWING?

(Number your 1st, 2nd, and 3rd choice)

- Recommended by a friend or acquaintance
- Special television previews of programs
- Random selection of programs
- Newspaper or printed television program guide
- Other _____

IS YOUR GARDENING INTEREST MAINLY:

(Number your 1st, 2nd, and 3rd choice)

- Growing better flowers?
 Better lawns?
 Landscape planning?
 Selecting trees and shrubs?
 Vegetable gardening?
 Care of yard plantings (Pruning, Insect and Disease Control, Watering, etc.)?
 House plants?
 Other _____

WHAT DO YOU CONSIDER THE MOST IMPORTANT QUALITIES FOR A SUBJECT MATTER DEMONSTRATOR TO POSSESS FOR SUCCESSFUL EDUCATIONAL TELEVISION PROGRAMS?

(Number your 1st, 2nd, and 3rd choice)

1. Is a recognized authority on the subject.
 2. Ability to select subject matter with a general audience appeal.
 3. Has a pleasing voice and mannerisms.
 4. Has a thorough knowledge of the subject.
 5. Has ability to discuss technical information in "down to earth" terminology.
 6. Has a good understanding of the general mechanics of television program production
 7. Has ability to present information in a relaxed, conversational way.
 8. Other: _____

WITHIN WHICH OF THE FOLLOWING TIME PERIODS WOULD BE YOUR PREFERRED TIME TO VIEW EDUCATIONAL TELEVISION PROGRAMS:

(Number your 1st, 2nd, and 3rd specific time choice.)

Evening

- 7:00 to 9:00 p.m.
 9:00 p.m. and later Why? _____
 Before 7:30 p.m.

Morning

- 6:00 to 8:00 a.m.
 8:00 to 10:00 a.m. Why? _____

Daytime

- 10:00 a.m. to 12:00 noon
 12:00 noon to 2:00 p.m. Why? _____
 2:00 p.m. to 4:00 p.m.
 Other _____

WHAT ARE YOUR MAIN OBJECTIONS OR CRITICISMS OF SUBJECT MATTER (EDUCATIONAL) TELEVISION PROGRAMS?

(Number your 1st, 2nd, and 3rd choice)

- Do not have the opportunity to ask questions directly.
- Do not have the benefit of discussions.
- Cannot give full attention to the program because of other activities.
- Commercials interfere with train of thought.
- Not enough detailed information given.
- Programs are not arranged in a series with previous announcements.
- Information presented has not been timely enough.
- Entertainment programs preferred.
- Other: _____

HOW IMPORTANT DO YOU CONSIDER THE OFFERING OF SUPPLEMENTARY PRINTED MATERIALS (LEAFLETS, BULLETINS, ETC.) RELATED TO THE TELEVISION PROGRAM SUBJECT TO BE?

(Check one)

- Helpful to some extent.
- Distinctly an asset.
- No value.

WHAT ARE YOUR PERSONAL SUGGESTIONS FOR THE IMPROVEMENT OF EDUCATIONAL TELEVISION PROGRAMS--ESPECIALLY IN THE FIELD OF LANDSCAPE AND RELATED HORTICULTURAL WORK?

(Use the back of this sheet if needed.) _____

APPENDIX C

TABULATED RESULTS. QUESTIONNAIRE
GROUP I, VIEWERS

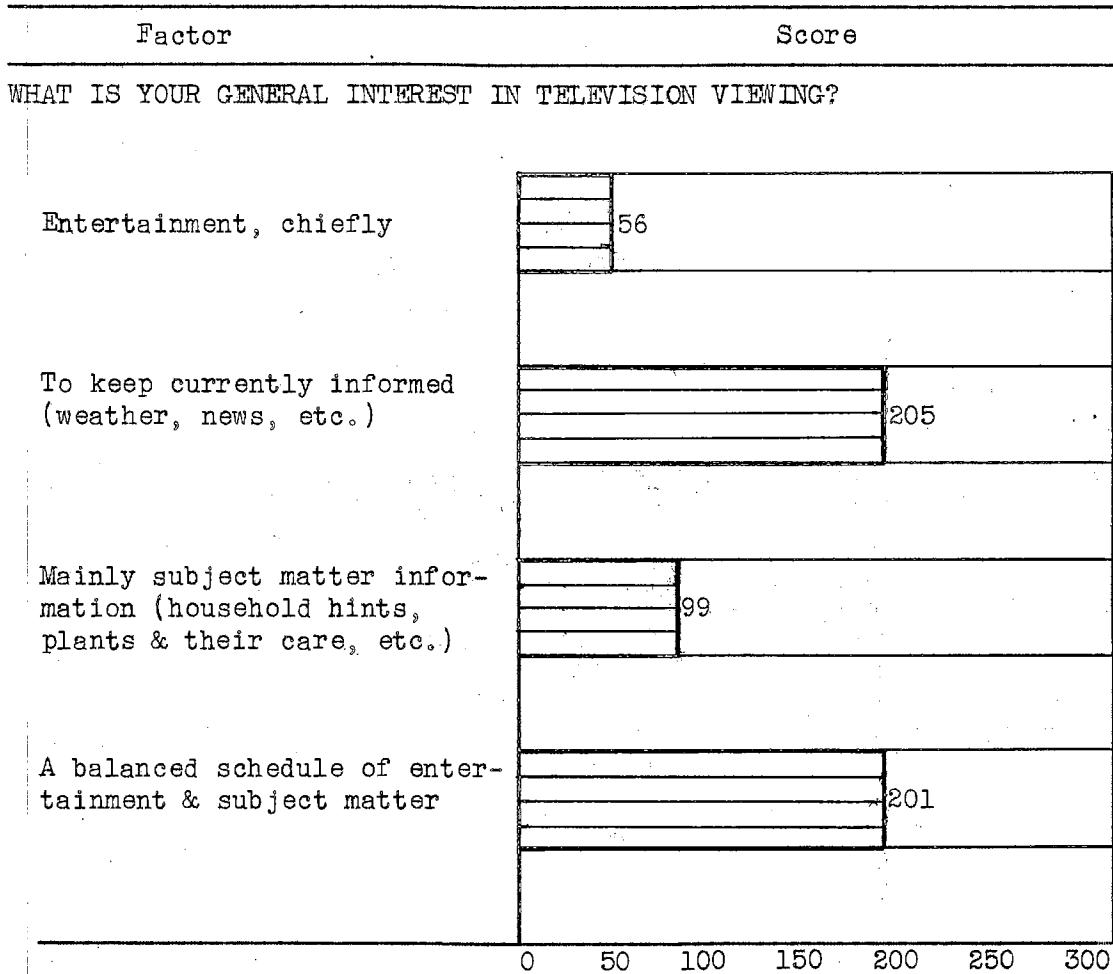
Tabulated Choices	1st	2nd	3rd
WHAT IS YOUR GENERAL INTEREST IN TELEVISION VIEWING?			
Entertainment, chiefly	8	9	14
To keep currently informed (weather, news, etc.)	46	27	13
Mainly subject-matter information (household hints, plants and their care, etc.)	4	32	23
A balanced schedule of entertainment and subject matter	50	14	23
Other	0	1	3
No choice indicated	32	57	64
TOTAL	140	140	140
HOW DO YOU USUALLY DECIDE ON THE SELECTION OF A TELEVISION PROGRAM FOR VIEWING?			
Recommended by a friend or acquaintance	1	23	41
Special television previews of programs	17	44	15
Random selection of programs	2	2	14
Newspaper or printed television program guide	87	16	2
Other	1	1	1
No choice indicated	32	54	67
TOTAL	140	140	140
IS YOUR GARDENING INTEREST MAINLY:			
Growing better flowers	48	19	15
Better lawns	7	9	9
Landscape planning	7	18	19
Selecting trees and shrubs	2	8	9
Vegetable gardening	7	3	2
Care of yard plantings (Pruning, Insect and Disease Control, Watering, etc.)	24	28	21
House plants	4	6	13
Other	1	1	0
No choice indicated	40	48	52
TOTAL	140	140	140

APPENDIX C (Cont'd)

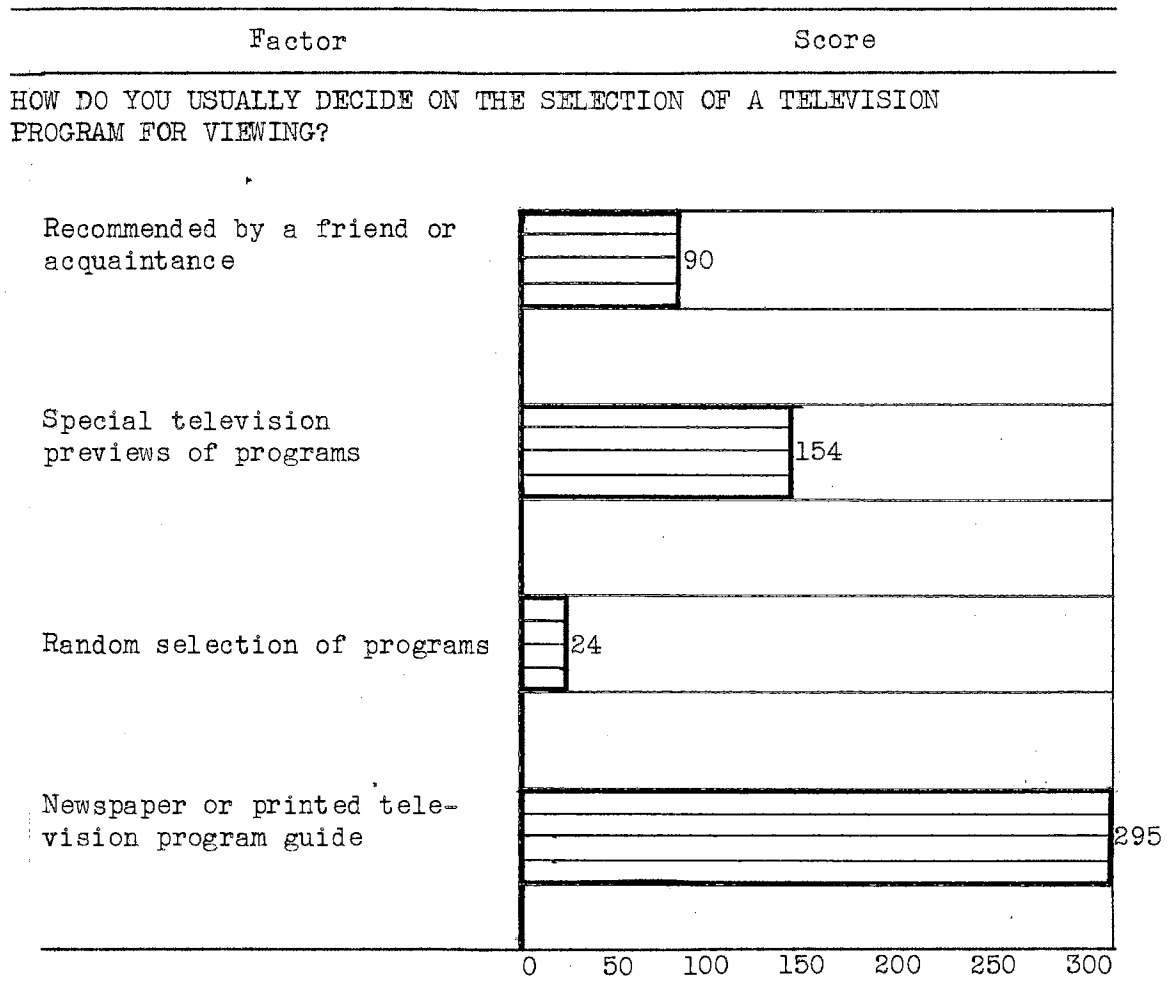
Tabulated Choices	1st	2nd	3rd
WHAT DO YOU CONSIDER THE MOST IMPORTANT QUALITIES FOR A SUBJECT-MATTER DEMONSTRATOR TO POSSESS FOR SUCCESSFUL EDUCATIONAL TELEVISION PROGRAMS?			
Is a recognized authority on the subject	29	5	10
Ability to select subject matter with a general audience appeal	8	13	19
Has a pleasing voice and mannerisms	2	6	8
Has a thorough knowledge of the subject	43	16	16
Has ability to discuss technical information in "down-to-earth" terminology	9	49	18
Has a good understanding of the general mechanics of television program production	0	0	3
Has ability to present information in a relaxed, conversational way	9	7	25
Other	0	2	0
No choice indicated	40	42	41
TOTAL	140	140	140
WITHIN WHICH OF THE FOLLOWING TIME PERIODS WOULD BE YOUR PREFERRED TIME TO VIEW DEUCATIONAL TELEVISION PROGRAMS?			
Evening			
7:00 to 9:00 p.m.	31	7	2
9:00 p.m. and later	8	9	6
Before 7:30 p.m.	4	4	10
Morning			
6:00 to 8:00 a.m.	6	8	4
8:00 to 10:00 a.m.	22	9	7
Daytime			
10:00 a.m. to 12:00 noon	6	12	3
12:00 noon to 2:00 p.m.	8	15	16
2:00 p.m. to 4:00 p.m.	5	5	11
No choice indicated	48	71	81
TOTAL	140	140	140
WHAT ARE YOUR MAIN OBJECTIONS OR CRITICISMS OF SUBJECT MATTER (EDUCATIONAL) TELEVISION PROGRAMS?			
Do not have opportunity to ask questions directly	13	7	12
Do not have the benefit of discussions	11	6	7
Cannot give full attention because of other duties	14	8	5
Commercials interfere with train of thought	23	12	7
Not enough detailed information given	5	20	9
Programs are not arranged in a series with previous announcements	13	12	9
Information presented has not been timely enough	5	7	8
Entertainment programs preferred	2	1	2
No choice indicated	54	67	81
TOTAL	140	140	140

APPENDIX D

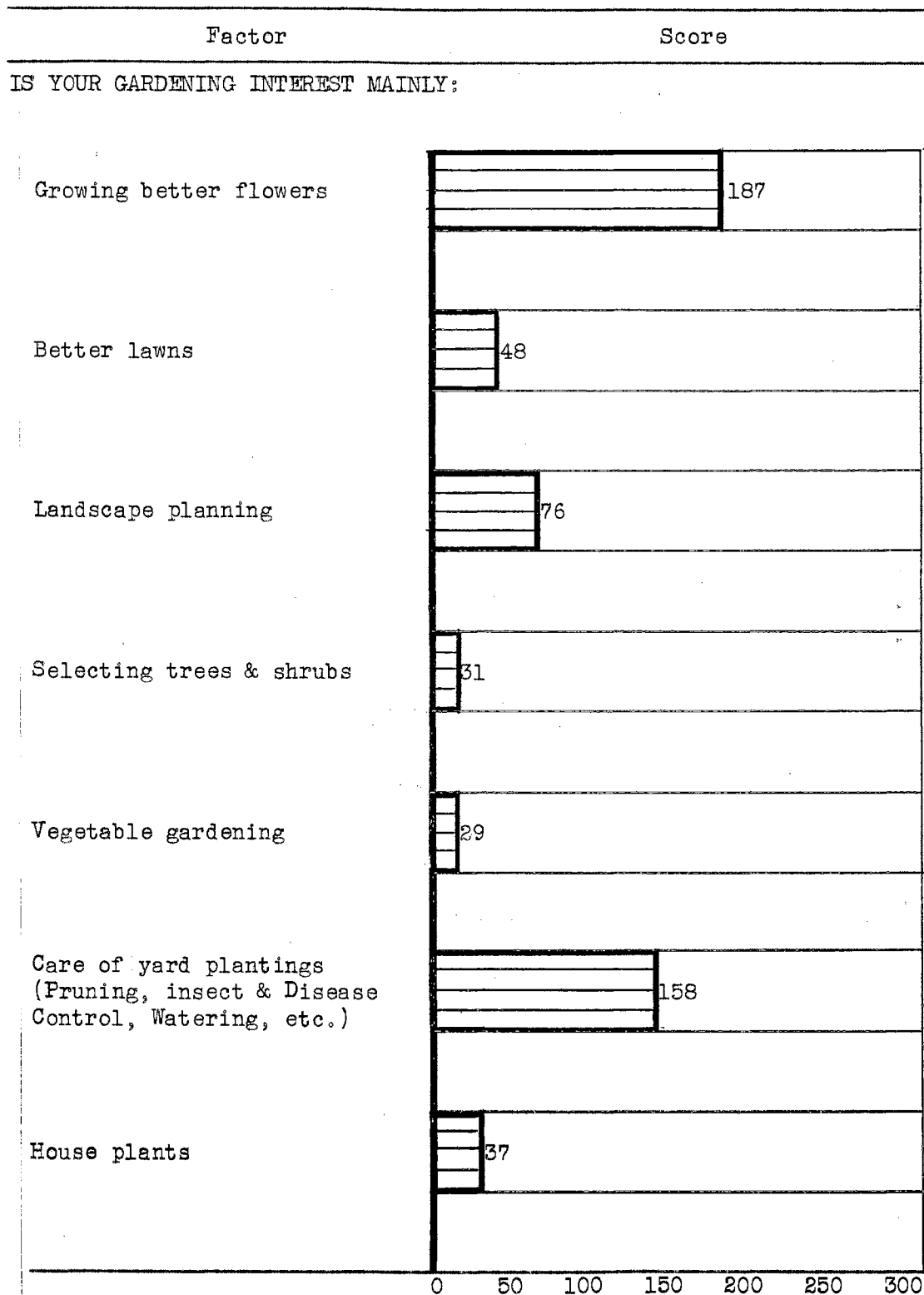
GRAPHIC CHARTS FOR COMPARISON OF SCORES
GROUP I, VIEWERS



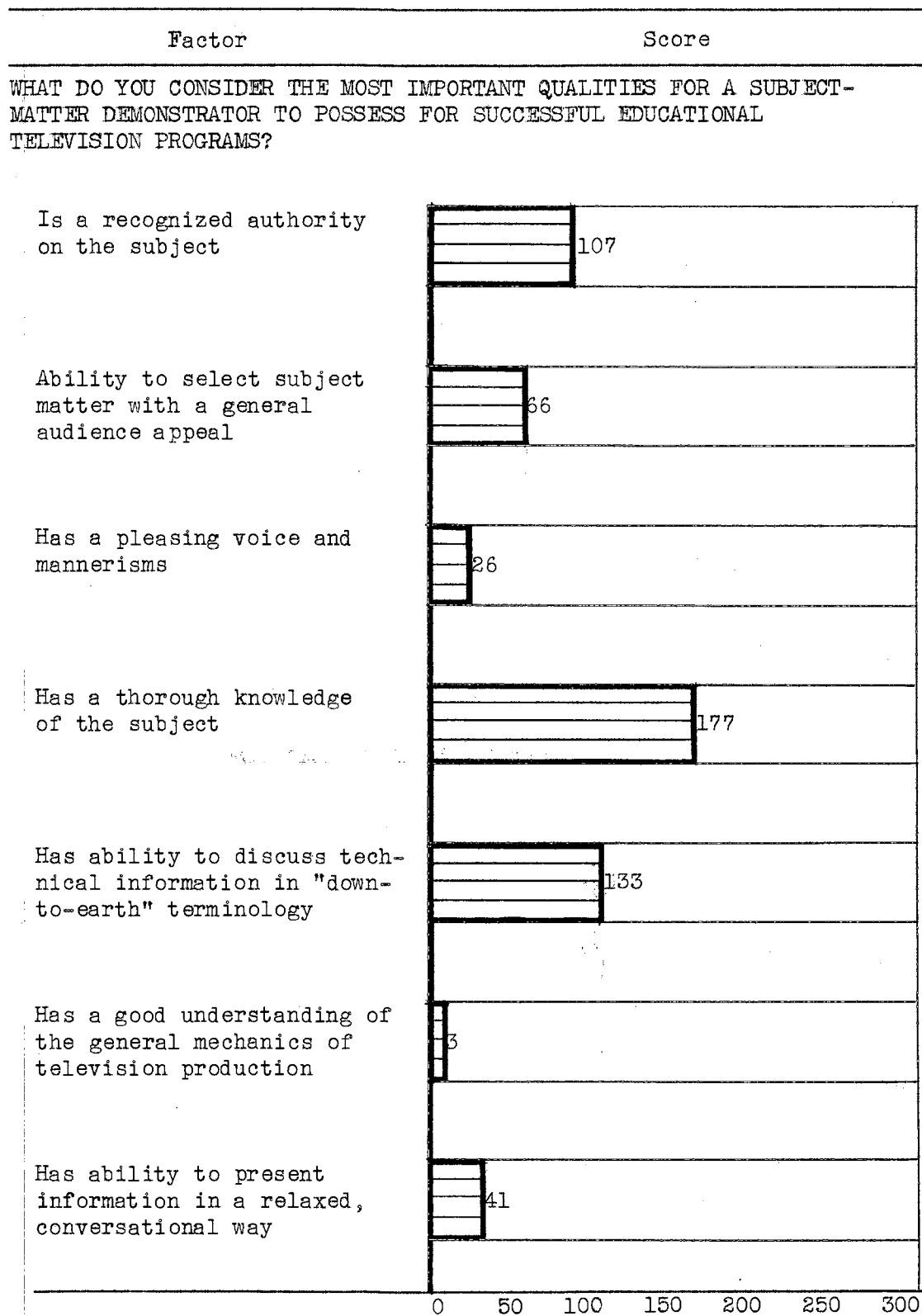
APPENDIX D (Cont'd)



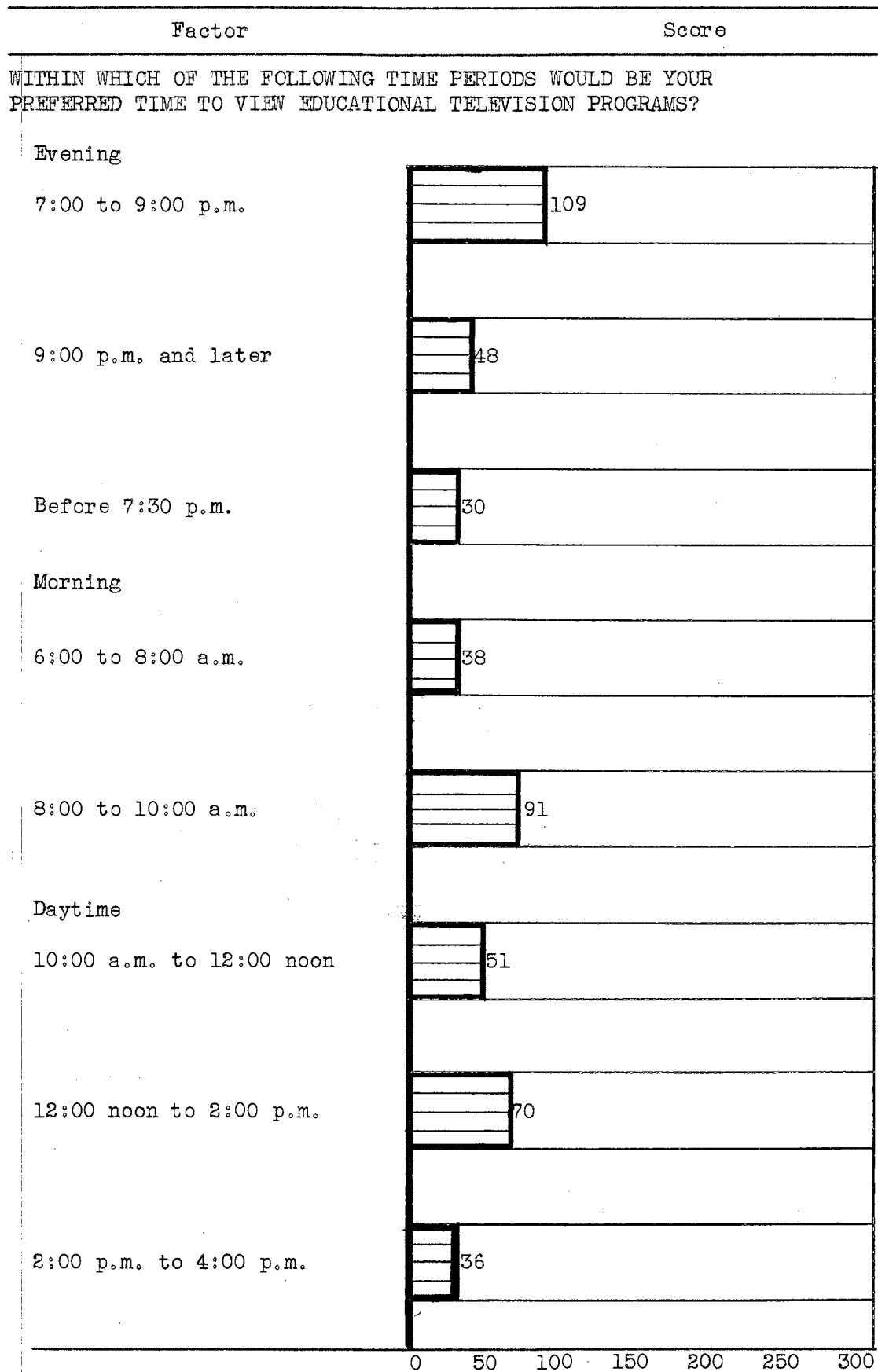
APPENDIX D (Cont'd)



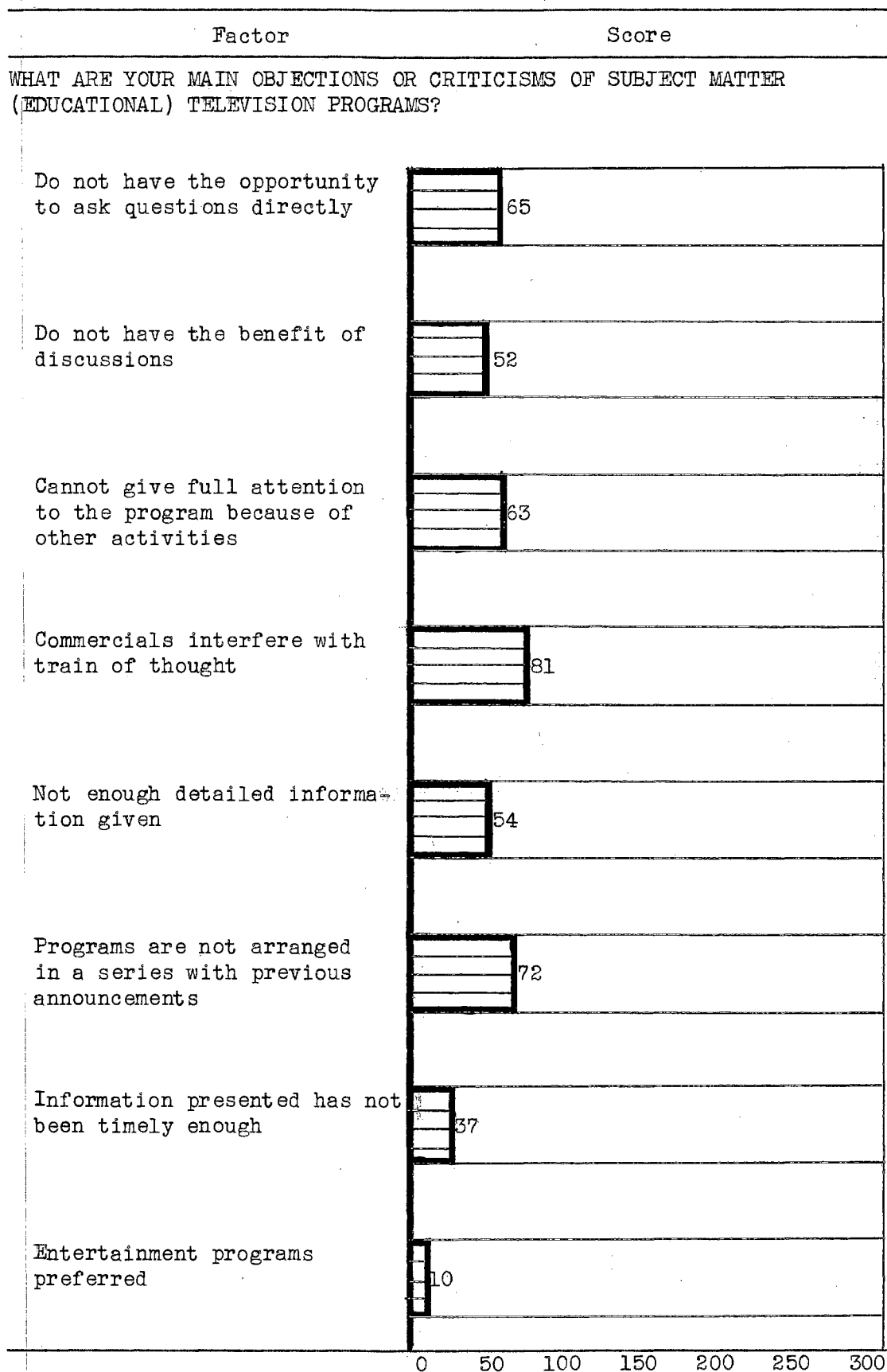
APPENDIX D (Cont'd)



APPENDIX D (Cont'd)



APPENDIX D (Cont'd)



APPENDIX E

SELECTED QUOTATIONS, GROUP I, VIEWERS

Arkansas City, Kansas:

More interesting TV programs on flower and vegetable gardening using all methods of fertilizing, spraying and pruning. Also on insects and their control there could be programs that would help the public to appreciate and protect the beauty of nature. Also help them to find relaxation in hobbies of this sort. I'm sure there are gallons of good nerve tonic in every garden plot. Please get some good programs on the air without too many commercials.

Guthrie, Oklahoma:

Very good plan but let the speaker have time enough to develop his subject. Most of them are cut off before they have told us much.

Perry, Oklahoma:

Subjects regarding nature, animal life, plants and flowers would be a great improvement over some of the types of programs that are being presented. There is too little of this type of program being given through the medium of television.

_____:

It is my opinion that the wonders of nature are being neglected and overlooked.

_____:

If the minds of people were directed to this type of program rather than those programs dealing with vice, crime, and the sordid elements, the whole outlook would be uplifting and much more educational.

Alva, Oklahoma:

Take one subject at a time and discuss it thoroughly.

Oklahoma City, Oklahoma:

Take one topic and be thorough, allow time for viewers to write in their questions and discuss again. Have discussion before the season begins and discuss again as need arises. Be of a local nature--not quotes from books written by eastern or western authors.

_____:

Not enough of this kind of program and not enough publicity given to them.

Oklahoma City, Oklahoma:

Plants that adapt to our own part of state, various pest control and fertilize needed for various plants, also requirement of sun and shade.

Stillwater, Oklahoma:

Materials presented often by amateurs. Information not fully authentic. Lack of local adaptation.

I would like to suggest a regular (every day or weekly) program on landscape and horticultural phases.

Anadarko, Oklahoma:

Arrange program series on different subjects--previous announcements.

Cut out so many westerns and have more educational programs.

Covington, Oklahoma:

Have the program set up independently instead of mixed in something else--as for instance the WKY"TP" Show. If possible have the Sunday Guide state "what will be covered" along with time, etc.

Tulsa, Oklahoma:

A program should be clear, but brief and for the average homeowner. By this I mean to have a program with information to help anyone on any block, in any part of town. Not many people specialize (and if they do, they get their own information). Most people want a little knowledge about a great number of things.

Tulsa, Oklahoma:

I think these educational programs are essential. I think the information given reaches and informs a greater viewing audience than we can conceive. I'm sure many depend upon and look forward to these programs. Keep up the good work.

Enid, Oklahoma:

Good demonstrations--deal with specimens, not just talk.

Lawton, Oklahoma:

To me TV is such a good medium for entertainment that an educational program must be of special interest if it is to compete. If it is of vital interest then most educational programs are too short and leave the viewer unsatisfied.

Blackwell, Oklahoma:

I would prefer pictures of finished landscapes around different type houses plus names of shrubs and plantings, also color.

Qualified speakers familiar with television--and at a time not in competition with other good programs.

Stillwater, Oklahoma:

In regard to the improvement of educational TV programs I believe more and better publicity about the program is very important. I know I have missed many good programs because I didn't know the time or the station etc.

_____:

In the next step I would suggest listeners would be more interested if they were signing up like enrolling for school and would receive a packet of instructions about what to expect and what preparation to make in order to understand the program when it is presented.

_____:

When the listeners have questions about the program if they are assured the questions will be answered if they write in to the station the interest would be greater.

Blackwell, Oklahoma:

It would be, it seems to me, to your advantage to have an expert on landscaping in general for the new residential homes. This could be done in reference to several types of homes.

_____:

Also please discuss the sizes of mature trees and shrubs. Their advantages and disadvantages. Also different soils and how to prepare them for various plants. Also "easy-to-grow" plants, their uses, advantages, and diseases. More about basic horticulture and when to plant instructions. And how to plant.

_____:

What to do in our yards during the year stated as to what the expert has done and will do during the week. (I know I should do certain things but never when to do them.)

APPENDIX F

A study is being made of television as a means of making landscape and related horticulture information available to viewers. Your cooperation in completing and returning this questionnaire will be greatly appreciated. Information provided, individually, will be kept confidential.

J. C. Garrett, Extension Service
Oklahoma State University
Stillwater, Oklahoma

This is one of two questionnaires being sent to specific groups. If you wish to receive a copy or copies of the summary results, please check the category of interest:

- 1. Summary of information from television program directors, educators, etc.
- 2. Summary of information from television program viewers.

QUESTIONNAIRE

Station or Institution Represented _____ City _____

Your Name and Title _____ Box or Street Address _____

WHICH OF THE FOLLOWING FACTORS, IN YOUR ESTIMATION, CONTRIBUTE THE MOST TOWARD THE EFFECTIVE PRESENTATION OF EDUCATIONAL TV PROGRAMS?

(Number your 1st, 2nd, and 3rd choice.)

- | | |
|--|---------------------|
| <input type="checkbox"/> 1. Showmanship ability of demonstrator. | Example: |
| <input type="checkbox"/> 2. Complete rehearsal of program. | () 1. Which. . . . |
| <input type="checkbox"/> 3. Elaborate demonstration materials. | (1) 2. How. . . . |
| <input type="checkbox"/> 4. Pre-program detailed planning and preparation. | (3) 3. When |
| <input type="checkbox"/> 5. A new and different presentation approach. | (2) 4. Where. . . . |
| <input type="checkbox"/> 6. Timeliness of information. | () 5. Etc. . . . |
| <input type="checkbox"/> 7. Other _____ | |

WHAT IS YOUR PREFERRED METHOD OF PROGRAM PRESENTATION OR THOSE CONSIDERED TO BE MOST SUCCESSFUL (CONSIDERING TIME, ECONOMY, CONVENIENCE, ETC.)?

(Number your 1st, 2nd, and 3rd choice)

- 1. "Live" program demonstration.
- 2. "Sound on film" with live introduction.
- 3. Prepared visuals (slides, charts, etc.) with prepared subject matter presented by station personnel.

- () 4. Prepared visuals with transcribed audio by a subject-matter specialist. Introduction and closing by station personnel.
- () 5. Other methods (list): _____

WHAT DO YOU CONSIDER THE MOST IMPORTANT FACTORS FOR A SUBJECT-MATTER DEMONSTRATOR TO POSSESS FOR SUCCESSFUL EDUCATIONAL TELEVISION PROGRAMS?

(Number your 1st, 2nd, and 3rd choice.)

- () 1. Is a recognized authority on the subject.
- () 2. Ability to select subject matter with a general audience appeal.
- () 3. Has a pleasing voice and mannerisms.
- () 4. Has a thorough knowledge of the subject.
- () 5. Has ability to discuss technical information in "down-to-earth" terminology.
- () 6. Has a good understanding of the general mechanics of television program production.
- () 7. Has ability to present information in a relaxed, conversational way.
- () 8. Other: _____

HOW MANY PROGRAMS, CONSIDERED TO BE EDUCATIONAL, HAVE YOU PRESENTED OR ASSISTED WITH THE PRESENTATION DURING THE PAST YEAR? _____

How many of the programs, in any form (sound on film, live program, etc.), pertained to landscape or related horticultural work (landscape planning, selection of plants, culture or use of flowers, lawns, etc.)? _____

WILL YOU INDICATE, ACCORDING TO YOUR EXPERIENCE AND OBSERVATIONS, THE FOLLOWING INFORMATION PERTAINING TO TIME AND LENGTH OF EDUCATIONAL PROGRAMS?

Program length (5 min. etc.)

1st choice, _____ minutes

2nd choice, _____ minutes

3rd choice, _____ minutes

Program time (12:30 p.m., etc.)

1st choice, _____ a.m. or p.m.

2nd choice _____ a.m. or p.m.

3rd choice _____ a.m. or p.m.

HOW IMPORTANT DO YOU CONSIDER THE OFFERING OF SUPPLEMENTARY PRINTED MATERIALS (LEAFLETS, BULLETINS, ETC.) RELATED TO THE PROGRAM SUBJECT TO BE?

(Check one)

_____ Helpful to some extent.

_____ Distinctly an asset.

_____ No value.

WHAT ARE YOUR PERSONAL VIEWS OF LANDSCAPE AND RELATED HORTICULTURE AS TELEVISION PROGRAM MATERIAL: _____

APPENDIX G

TABULATED RESULTS. QUESTIONNAIRE
GROUP II, PROFESSIONAL

Question	Sub Group	1st	2nd	3rd
WHICH OF THE FOLLOWING FACTORS, IN YOUR ESTIMATION, CONTRIBUTE THE MOST TOWARD THE EFFECTIVE PRESENTATION OF EDUCATIONAL TV PROGRAMS?				
Showmanship ability of demonstrator	Spec	8	4	12
	Comm	10	10	6
Complete rehearsal of program	Spec	2	2	1
	Comm	--	3	7
Elaborate demonstration materials	Spec	--	1	--
	Comm	--	--	--
Pre-program detailed planning and preparation	Spec	12	12	6
	Comm	16	8	1
A new and different presentation approach	Spec	2	0	7
	Comm	2	3	10
Timeliness of information	Spec	9	14	4
	Comm	7	16	9
Other	Spec	2	--	2
	Comm	--	1	1
No choice indicated		7	3	11
TOTAL		77	77	77
WHAT IS YOUR PREFERRED METHOD OF PROGRAM PRESENTATION OR THOSE CONSIDERED TO BE MOST SUCCESSFUL (CONSIDERING TIME, ECONOMY, CONVENIENCE, ETC.)?				
"Live" program demonstration	Spec	24	2	5
	Comm	26	5	2
"Sound on film" with live introduction	Spec	10	13	9
	Comm	4	16	12
Prepared visuals (slides, charts, etc.) with prepared subject matter presented by station personnel	Spec	1	4	6
	Comm	--	2	9
Prepared visuals with transcribed audio by a subject-matter specialist. Introduction and closing by station personnel	Spec	--	12	13
	Comm	1	3	6
Other methods (list)	Spec	--	5	--
	Comm	3	5	1
No choice indicated		8	--	14
TOTAL		77	77	77

APPENDIX G (Cont'd)

Question	Sub Group	1st	2nd	3rd
WHAT DO YOU CONSIDER THE MOST IMPORTANT FACTORS FOR A SUBJECT-MATTER DEMONSTRATOR TO POSSESS FOR SUCCESSFUL EDUCATIONAL TELEVISION PROGRAMS?				
Is a recognized authority on the subject	Spec	5	2	1
	Comm	1	1	2
Ability to select subject matter with a general audience appeal	Spec	8	6	5
	Comm	7	6	6
Has a pleasing voice and mannerisms	Spec	1	4	3
	Comm	2	2	7
Has a thorough knowledge of the subject	Spec	6	8	5
	Comm	5	6	5
Has ability to discuss technical infor- mation in "down-to-earth" terminology	Spec	7	8	9
	Comm	9	10	1
Has a good understanding of the general mechanics of television program production	Spec	--	1	2
	Comm	2	1	6
Has ability to present information in a relaxed, conversational way	Spec	9	5	9
	Comm	8	9	5
Other	Spec	--	--	1
	Comm	--	--	2
No choice indicated		7	8	8
TOTAL		77	77	77

WILL YOU INDICATE, ACCORDING TO YOUR EXPERIENCE AND OBSERVATIONS, THE
FOLLOWING INFORMATION PERTAINING TO TIME AND LENGTH OF EDUCATIONAL PROGRAMS?

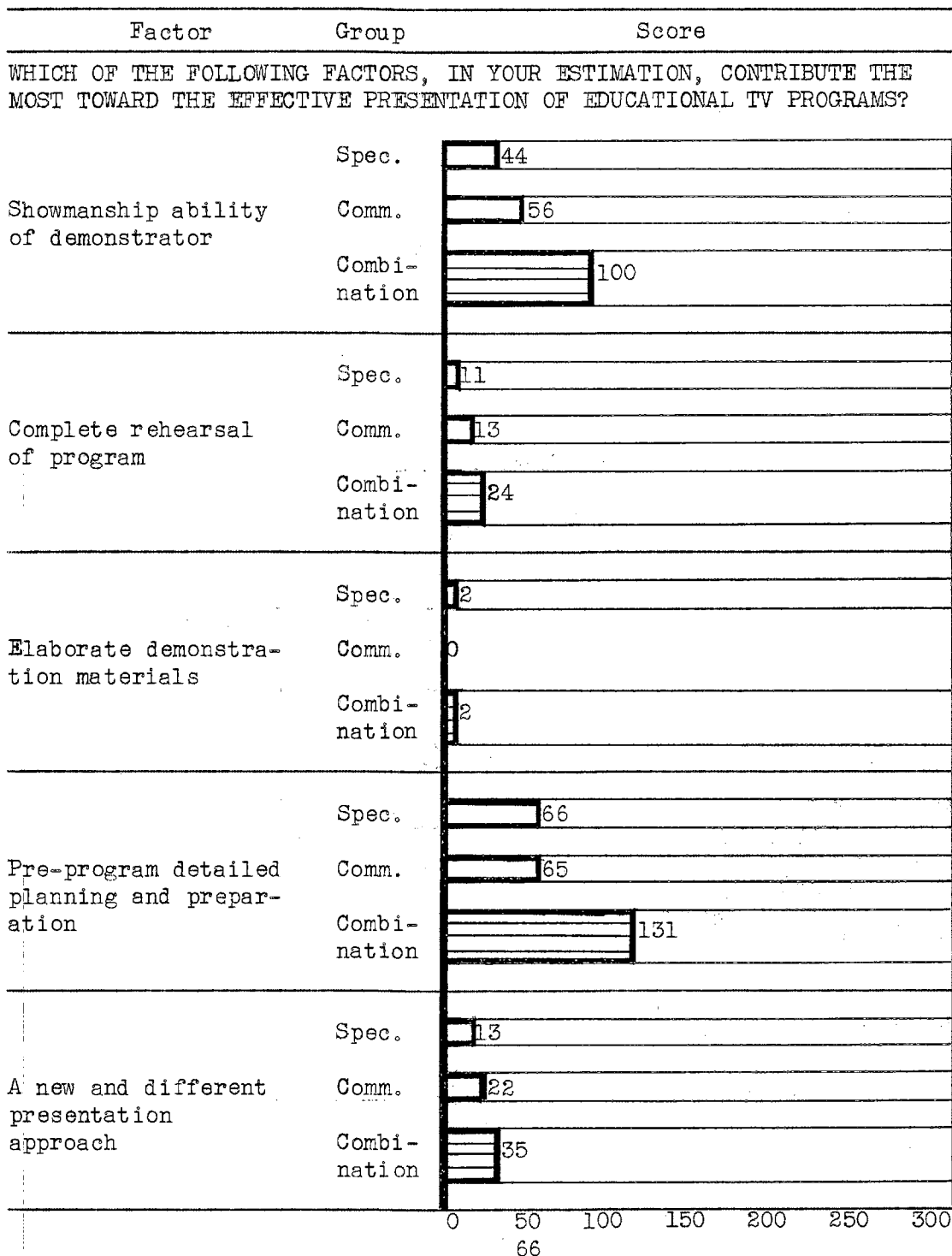
<u>Program Length</u>				
20 to 30 min.	Spec	9	3	5
	Comm	24	14	6
10 to 19 min.	Spec	25	21	14
	Comm	57	32	8
5 to 9 min.	Spec	5	9	12
	Comm	9	16	13
1 to 4 min.	Spec	1	1	7
	Comm	12	4	19
<u>Program Time</u>				
Morning:				
6:00 to 9:00	Spec	6	2	7
	Comm	3	4	5
9:00 to 10:00	Spec	2	1	3
	Comm	6	2	1
10:00 to 12:00	Spec	5	3	6
	Comm	9	2	0

APPENDIX G (Cont'd)

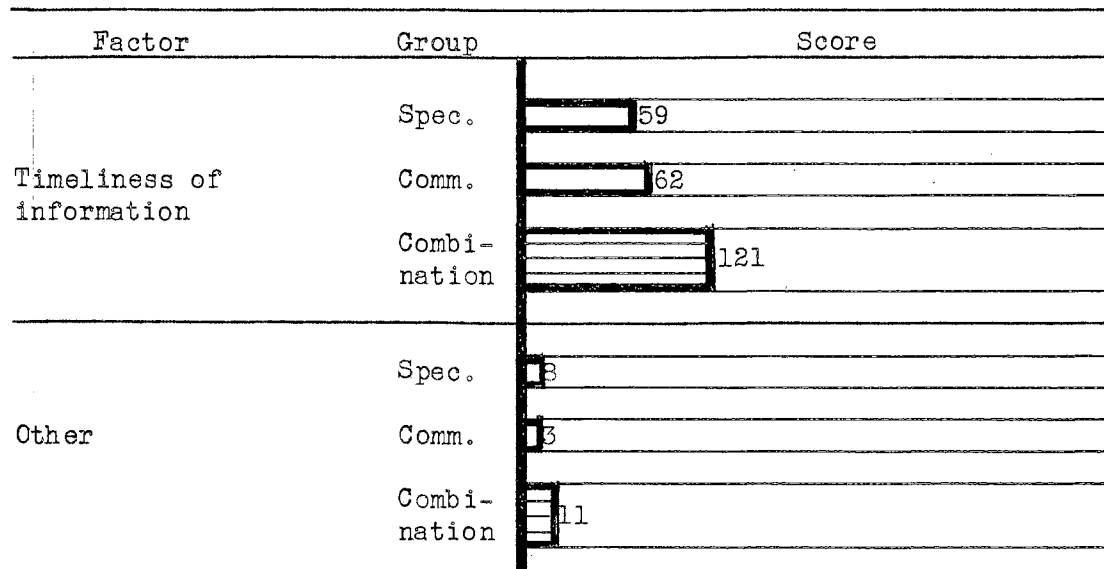
Question	Sub Group	1st	2nd	3rd
Afternoon:				
12:00 noon to 2:00	Spec	14	16	6
	Comm	39	28	5
2:00 to 5:00	Spec	0	2	3
	Comm	0	8	2
5:00 to 7:00	Spec	1	0	2
	Comm	6	2	2
7:00 to 9:00 and later	Spec	7	8	5
	Comm	27	6	7

APPENDIX H

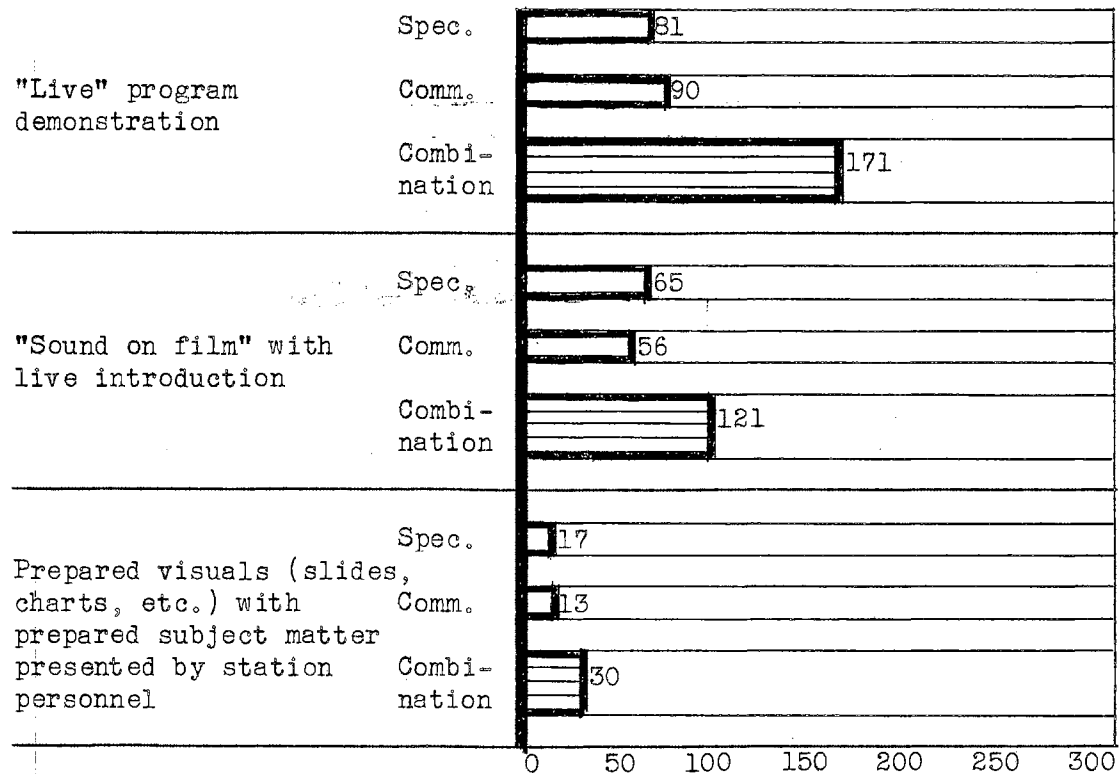
GRAPHIC CHARTS FOR COMPARISON OF SCORES
GROUP II, PROFESSIONAL



APPENDIX H (Cont'd)



WHAT IS YOUR PREFERRED METHOD OF PROGRAM PRESENTATION OR THOSE CONSIDERED TO BE MOST SUCCESSFUL (CONSIDERING TIME, ECONOMY, CONVENIENCE, ETC.)?



APPENDIX H (Cont'd)

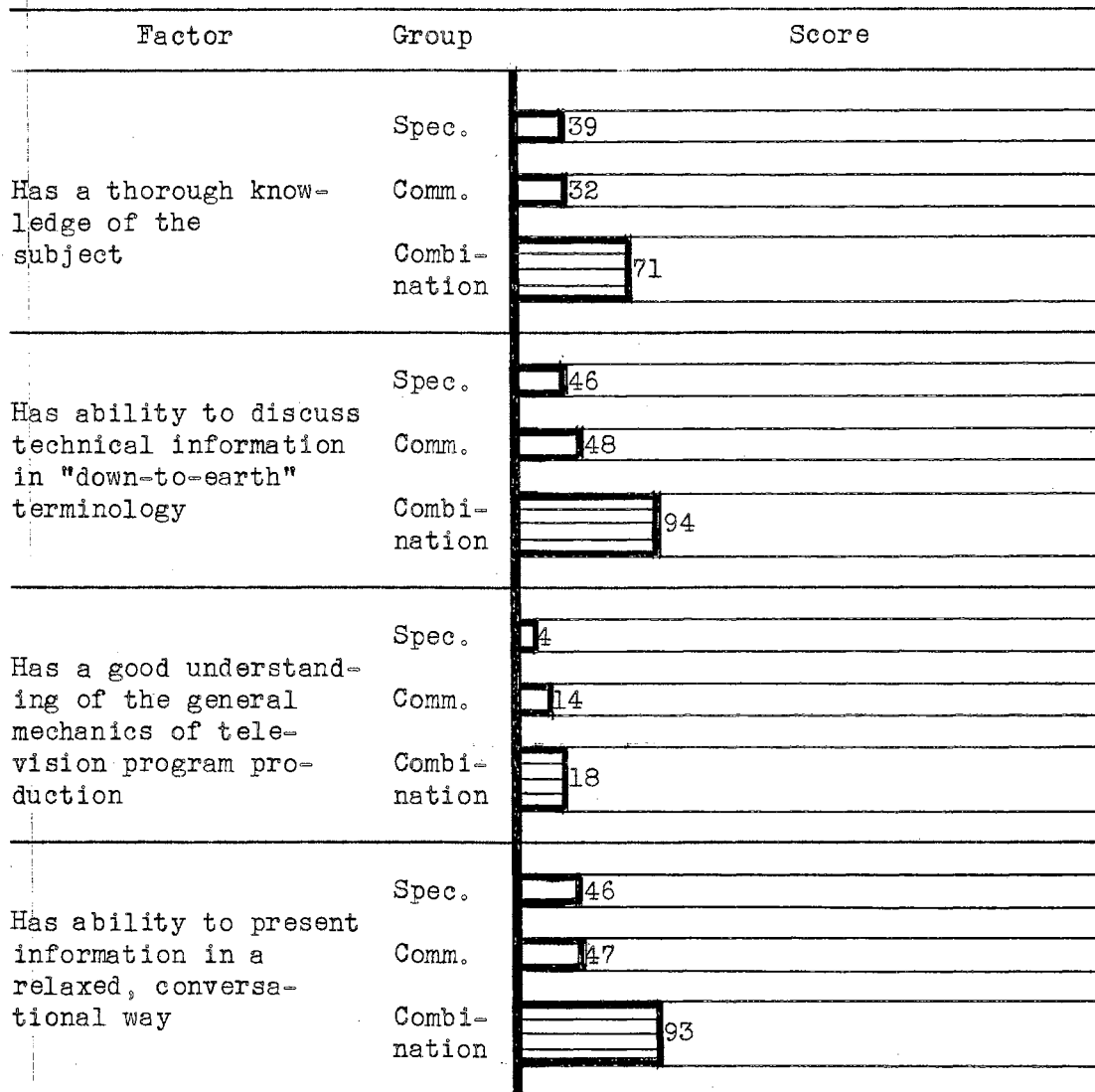
Factor	Group	Score
Prepared visuals with transcribed audio by a subject matter specialist. Introduction and closing by station personnel	Spec.	37
	Comm.	15
	Combination	52
Other methods (list)	Spec.	10
	Comm.	20
	Combination	30

WHAT DO YOU CONSIDER THE MOST IMPORTANT FACTORS FOR A SUBJECT-MATTER DEMONSTRATOR TO POSSESS FOR SUCCESSFUL EDUCATIONAL TELEVISION PROGRAMS?

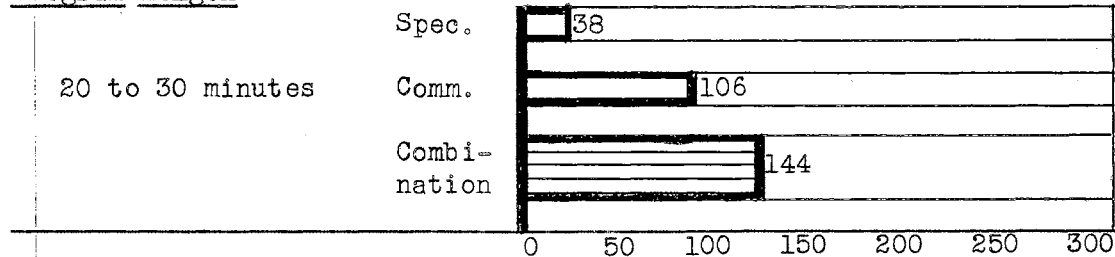
Is a recognized authority on the subject	Spec.	20
	Comm.	7
	Combination	27
Ability to select subject matter with a general audience appeal	Spec.	41
	Comm.	39
	Combination	80
Has a pleasing voice and mannerisms	Spec.	14
	Comm.	17
	Combination	31

0 50 100 150 200 250 300

APPENDIX H (Cont'd)



WILL YOU INDICATE, ACCORDING TO YOUR EXPERIENCE AND OBSERVATIONS, THE FOLLOWING INFORMATION PERTAINING TO LENGTH OF EDUCATIONAL PROGRAMS?

Program Length

APPENDIX H (Cont'd)

Factor	Group	Score
10 to 19 minutes	Spec.	131
	Comm.	241
	Combination	372
5 to 9 minutes	Spec.	45
	Comm.	72
	Combination	117
1 to 4 minutes	Spec.	12
	Comm.	63
	Combination	75

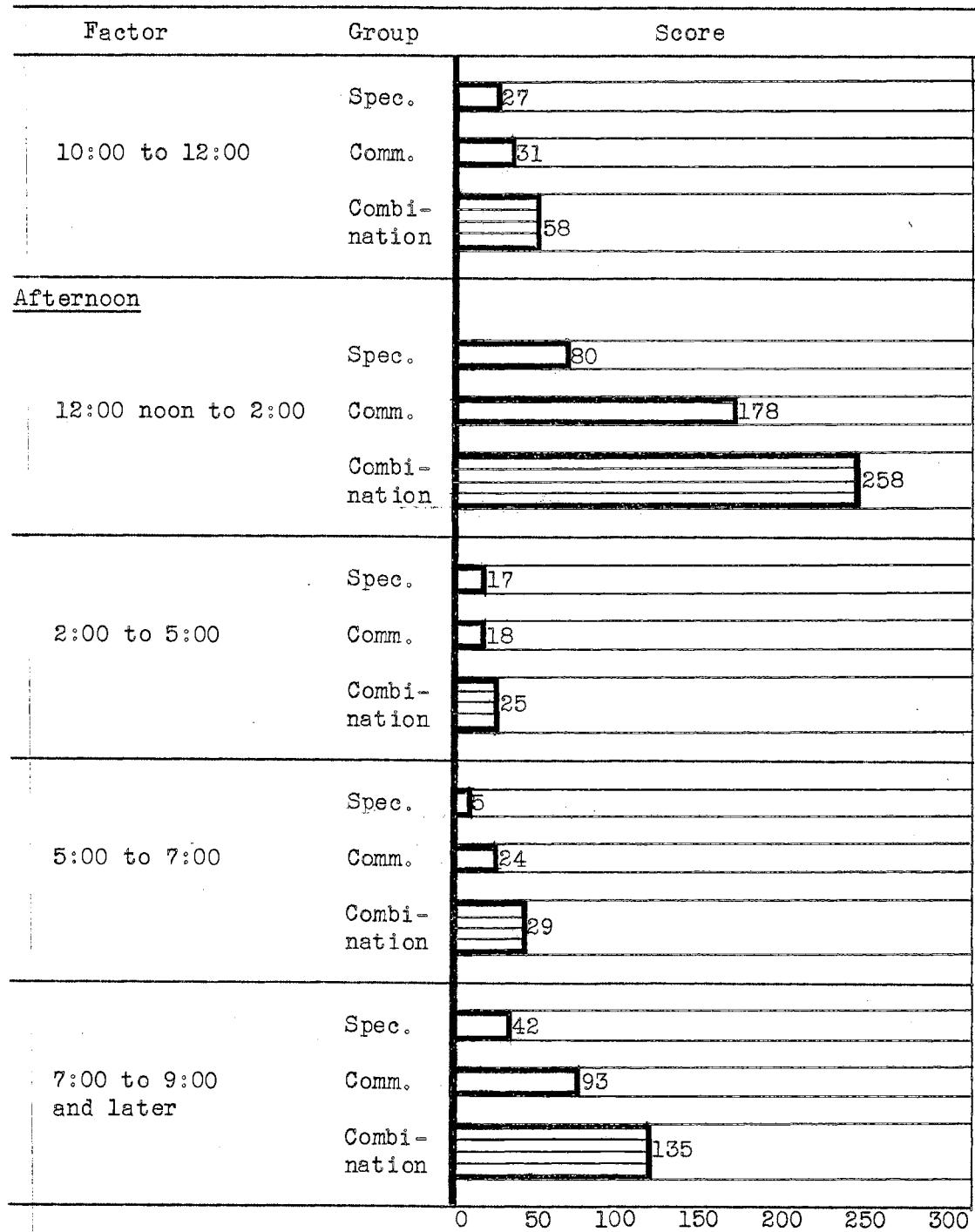
WILL YOU INDICATE, ACCORDING TO YOUR EXPERIENCE AND OBSERVATIONS, THE FOLLOWING INFORMATION PERTAINING TO TIME OF EDUCATION PROGRAMS?

Morning

6:00 to 9:00	Spec.	29
	Comm.	22
	Combination	51
9:00 to 10:00	Spec.	11
	Comm.	23
	Combination	34

0 50 100 150 200 250 300

APPENDIX H (Cont'd)



APPENDIX I

SELECTED QUOTATIONS
GROUP II, PROFESSIONAL

Extension Ornamental Horticulturist
Cornell University:

This subject area lends itself quite well to mass-media presentation, and TV has extremely promising prospects in these regards.

Assistant Extension Editor (TV)
University of Illinois:

Excellent. We presently have such a show on WCIA (TV), Champaign, (commercial), called "Behind the Garden Gate." One-half-hour, 11:30 a.m., Saturdays. Has unique qualities and excellent response.

Farm Director, KOTV
Tulsa, Oklahoma:

Our program (Garden Gate) is top rated in its time period here in Tulsa--response is terrific. Whenever printed materials are offered, we never get less than 150-200 requests each time.

Extension Radio-TV Specialist
Utah State University:

A very excellent field--one that is becoming increasingly important as more and more folks buy homes and face the problem of landscaping, many for the first time.

Television Technician
Texas Agriculture Extension Service:

If these programs are tailored to the individual's ability to accomplish the desired results, and the subject matter is of interest to the homemaker, results should be excellent. I personally believe that programs such as these have more urban than rural appeal and should deal with matters of interest to city dwellers: lawns, propagation, transplanting, fertilizing, care and like subjects. They should certainly be detailed enough so that a complete understanding of any process or idea is possible from one viewing. One idea, process or demonstration only per program.

Extension Radio and TV Specialist
Kansas State University:

It offers one of our greatest contacts to the urban population and I feel it is an extremely high interest, high response topic.

Extension Garden Specialist
University of Connecticut:

I cannot rate this teaching method high enough. Have just completed a 16-weeks series on landscaping--extremely well received. In this state, because of its size, we have close contact with our residents. Because of TV, my audiences have doubled--an extra dividend.

Associate Extension Editor
West Virginia University:

The very best. There is lots of interest in this generally. Good for TV.

Extension Horticulturist
Purdue University:

Very good if properly timed--and if authoritative.

Extension Editor
South Dakota State College:

Excellent. Besides finding a natural across-the-board audience (urban, rural, farm and "rurbon"), the field offers great opportunity for a wide variety of interesting demonstrations.

TV Specialist
Vermont Extension Service:

Excellent--great interest among viewers. Wish we could do more. Feel that landscaping and gardening should be presented all through spring and summer. Our problem is lack of specialists who can plan a whole series. Local nursery men are too busy during growing season.

Associate Agriculture Editor
Virginia Polytechnic Institute:

I feel that landscape and ornamental horticulture are an excellent source of program material. Much of the TV audience will be interested in it naturally. It also reaches an audience not in the normal extension audience and therefore has value in extending Extension's influence.

Extension Specialist Visual Aids
University of Nevada:

In our community, probably ranks with consumer Ed. as No. 1 subject as to audience appeal.

Associate Editor--Visual Aids
University of Tennessee:

Much in demand by urban and rural home-owners. We get more feedback from hort shows than from any other subject. In these days of new homes in subdivisions, there is desire and interest in landscaping. It is a pity that we do not have more good teachers (showmen) in this field. Most of our Hort men take themselves too seriously, and try to make landscape artists out of everybody.

Agricultural Communications
Rutgers University:

The most interesting and successful shows we have are in this area. Next to Food Marketing this is the best field for television programming.

Extension TV Editor
Pennsylvania State University:

Very good. Because of size of material and lack of studio facilities, some of this must be done on film, i.e. planting ornamentals.

Communications Specialist
University of Massachusetts:

One of best ways of reaching an urban audience, who are not familiar with local Extension program.

Information Service
Oregon State College:

Excellent! Can't be beat for wide appeal. Lends itself well to studio presentation, also.

Professor, Floriculture
University of Massachusetts:

Most commercial stations do not spend enough time with the demonstrator. We have had excellent cooperation with Educational TV - WGBH, Cambridge, Thursday evenings 8:30 p.m. to 9 p.m.

VITA

J. C. GARRETT

Candidate for the Degree of

Master of Science

Thesis: TELEVISION AS A MEDIUM FOR DISSEMINATING LANDSCAPE AND RELATED INFORMATION

Major Field: Horticulture (Landscape Design)

Biographical:

Personal Data: Born near Tonkawa, Oklahoma, July 16, 1917, the son of James C. and Martha E. Garrett.

Education: Attended the elementary schools of Kay and Osage Counties in Oklahoma; attended the secondary schools of Ponca City and Burbank, Oklahoma, and graduated from Burbank High School in 1937. Received the Bachelor of Science degree from Oklahoma Agricultural and Mechanical College with a major in Horticulture in June, 1942. Completed requirements for the Master of Science degree at Oklahoma State University in August, 1959.

Professional experience: Commercial landscape consultant, Oklahoma City, Oklahoma, June, 1942 to time of entering the United States Army in December. Served in the Engineer's Corps until October, 1945, with 29 months in the European Theater of Operations with special photographic assignments. After discharge from military service, re-employed as landscape consultant in Oklahoma City until joining the Oklahoma Agricultural and Mechanical College Extension Service, Stillwater, Oklahoma, October, 1946.

Present status: Extension Horticulturist in Charge of Landscaping.

Organizations: Alpha Zeta; Phi Sigma; Association of Southern Science Workers; Epsilon Sigma Phi; and Oklahoma Association of Garden Clubs.