

**THE IDENTIFICATION OF PROBLEMS ENCOUNTERED BY  
OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS IN  
PLANNING AND PRESENTING TELEVISION PROGRAMS**

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383107

Dedicated to  
my children

FRANK DAVID AND ROB ROY

MAY IT SERVE AS AN INSPIRATION

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## CHAPTER I

### INTRODUCTION

In the past several decades major mass media for communication with the general public has been by use of newspaper and radio. In very recent years, however, television has expanded swiftly, as it captivated the interest of people; so that now it ranks well within the top three ways in which ideas, concepts and impressions are dispersed throughout the nation's population.

To maintain any social, political or educational program over a period of years a sizable proportion of the public must give approval. Such approval can only occur when people are sufficiently familiar with the operation and the achievements of the program.

It is obvious to those engaged in work in vocational agriculture that there is a continuous need for familiarizing the public with the activities and accomplishments of the vocational agricultural program. Only through continuous efforts to acquaint the public with the programs can sound public relations be built and sustained.

The rapidly increasing use of television for bringing educational programs to viewers has confronted educators with problems heretofore unencountered.

A recognition of the nature and magnitude of these problems has been the major motivating factor in the authors attempt of this study.

### Statement of the Problem

The major problem undertaken was to determine the problems more commonly encountered by Oklahoma vocational agriculture teachers and Future Farmers of America members in producing program telecasts.

An increasingly large number of chapters in Oklahoma are becoming involved in producing programs for telecasting. These programs cover a wide range both in type and subject matter. These programs apparently are, in general, well received by the public. However, teachers report that they have encountered many problems in planning and directing successful presentations. A possible major contributing factor to this is that teachers of vocational agriculture have received little or no training in this area.

### Purposes of the Study

The major purpose of this study was to determine what problems are more frequently encountered by vocational agriculture teachers in preparing and presenting program telecasts.

Contributing purposes were to determine:

1. The type of programs, subject matter covered and the time most desirable for presenting telecasts

2. What conclusions have been reached by teachers subsequent to the presentation of programs
3. What methods teachers use to publicize telecasts in the local community
4. The reaction of teachers to a proposal for participation in television and radio methods clinics and workshops.

#### Scope of the Study

Only the vocational agriculture teachers and the respective Future Farmers of America chapters which they advise who have produced and presented one or more telecasts were included in this study. By limiting the investigation to teachers and chapters which had produced and presented one or more telecasts, the study was based more upon an evaluation of experiences, with less emphasis on opinions of the participants.

The geographic area included in this study was the State of Oklahoma. Schedules were mailed to all of the 399 vocational agriculture teachers in Oklahoma.

#### Need for the Study

Increasing attention of educators throughout the nation has focused upon the expanding concept that public schools should be directly concerned with improving all aspects of living in the community as a continuing process in the lives of the people.

"In recent years, classroom procedures have become more and more democratic, involving (a) student participation in the planning and directing of learning activities, and (b) much less recitation and more laboratory activities."<sup>1</sup>

Television offers an excellent medium for practicing such democratic teaching procedures.

For departments of vocational agriculture this means increasing attention to instructional television programs with all-day students, young and adult farmers and rural people in their communities. Because of the expanding opportunity for use of this excellent medium the need for studies and investigations in this area are obvious. The objective of such studies being primarily to make teachers acquainted with the opportunities television has to offer them in their work.

#### Review of Literature

While an ever increasing number of studies are being attempted as measures of the effectiveness of television presentations, apparently no study of this kind confined to agricultural education has been made in Oklahoma. Due to the newness of television, most vocational agriculture teachers have delayed employing television either as a teaching or promotional medium. At the present time many vocational agriculture teachers in Oklahoma have not as yet produced a television program.

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<sup>1</sup>Harl R. Douglas, Secondary Education, The Ronald Press, New York, 1952, p. 476.

In an interview with the author about this problem Tom T. Hamilton<sup>2</sup> commented as follows:

There is a great reluctance by new vocational agriculture teachers and by some that have been in the field of teaching for some time to produce television programs. If we could find the basis for this unwillingness or hesitancy we would then be in a better position to help correct them, at least to some extent.

If we could group the more pressing and important problems confronting teachers and Future Farmers of America in preparing and presenting the telecasts we would be able to present them at television clinics and plan workshops to help overcome this reluctance and provide for more assurance.

Byrle Killian<sup>3</sup> who was also interviewed at the same time commented upon the importance of the problem as follows:

Television programs are playing an increasingly important part in our overall Future Farmers of America and vocational agriculture programs. We desperately need additional information on their problems in our effort to help teachers produce better programs.

There have been many magazine articles written about the general field of television as related to education. F. J. Van Bortel<sup>4</sup> of the University of Chicago, in an article entitled "Is Television an Academic Responsibility," sums up the current situation in commenting as follows:

I believe that those who make a profession of knowledge must take the responsibility for its communication to the public we profess to serve.

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<sup>2</sup>Tom T. Hamilton, Assistant Executive Secretary of the Oklahoma Future Farmers of America Association, January 7, 1957.

<sup>3</sup>Byrle Killian, Assistant State Advisor of Oklahoma Future Farmers of America, January 7, 1957.

<sup>4</sup>F. J. Van Bortel, "Is Television an Academic Responsibility," American Association of University Professors Bulletin, Vol. 39, Summer, 1953, No. 2.

If we genuinely believe that the interests to which we devote ourselves are more constructive and worthwhile than the program material that currently dominates TV, we have an obligation to do something about it. Until recently, it has not been possible to teach the general public in any organized way. Now the channels set aside for educational TV have created an opportunity to do just that. If what we do is to be effective, it will be necessary to inject a little showmanship into education.

Only a very few Oklahoma FFA programs have been televised from educational television stations. Future Farmers of America presentations have been largely televised by the larger commercial stations in the state. Serving as a resource consultant in a class of agricultural education graduate students discussing the current television situation in Oklahoma Earl R. Schweikhard<sup>5</sup> had this to say:

Here in Oklahoma we telecast on the average four television programs a week. There are four major stations that do the largest part of the telecasting. . . . On a fifteen minute program we usually use two and one-half to three minutes of film. . . . The biggest problem is the teacher himself. . . . Only Florida is close to Oklahoma in the scope of FFA television programs produced. . . . It would cost around \$177,000 a year at commercial rates to pay for the programs we get free.

Only one previous study was discovered which dealt directly with the problems as outlined for this study as confined to television programs presented by vocational agriculture classes and/or members of local Future Farmers of America chapters. The study by Howard J. Hartshorn<sup>6</sup> was confined to responses of area advisors and teachers of vocational agriculture, in addition to a survey of television facilities as found in the State of Pennsylvania.

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<sup>5</sup>Earl R. Schweikhard, Executive Secretary of Oklahoma Future Farmers of America, January 11, 1957.

<sup>6</sup>Howard J. Hartshorn, "The Development of Future Farmers of America Television Programs in Pennsylvania," (unpub. M.S. Thesis, Pennsylvania State University, 1954.)

Hartshorn found that four television stations had telecast all of the Future Farmers of America chapter programs in Pennsylvania. About ten percent of the vocational agriculture teachers of Pennsylvania had produced all the programs. There were thirty television stations operating, and their managers and program directors exhibited a friendly attitude toward FFA television programming. The teachers producing the telecasts indicated that there were definite advantages to be gained but also some difficulties to overcome in producing telecasts. A major problem encountered by teachers was reported to be the time required and the extra work involved in producing a telecast. It was found that a single program required, on the average, fifteen hours of the teacher's time. The teachers felt that programs in which real objects, specimens, or people were used were superior to programs in which substitutes were used. About all of the major phases of vocational agriculture had been subjects for presentation on FFA programs. In closing his study Hartshorn had this to say: "This field or area of educational television does offer practically unlimited opportunities for further research."<sup>7</sup>

One rural television survey conducted in a New York county on the reaction of viewers to a farm show, "Neighborhood Lane," listed six steps for improvement.

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<sup>7</sup>Ibid.



Gerald McKay<sup>8</sup> listed the six steps for improvement as:

1. Use more local people
2. Use one host to tie the program together
3. Demonstrate as much as possible
4. Select subjects that are seasonable
5. Let people know ahead of time what the program will be
6. Use animals.

To improve farm program telecasts and to create more interest, Phil Alampi,<sup>9</sup> Farm and Garden Editor, WRCA-WRCA-TV, New York, had these suggestions:

You can save yourself a lot of work and studio problems by relying on pictures of large items in the form of telops, flip cards, or film. A tractor with its 12 attachments are best shown by visuals, rather than by the actual presence of the items in the studio.

You can actually put action into your visuals by 1) "suspending items in air" with double face tape, which is easily put on and taken off. 2) cut out "windows" with pull-through scenes or items, and 3) overlays.

A great medium is at your command. Command it creatively, imaginatively and effectively. Your management, viewers, and sponsors will like and buy it!

Color slides are increasing in their use on television programs. George F. Johnson<sup>10</sup> presented three points on color slides for a color television program.

We recently had the opportunity of checking a great variety of color slides on a color TV closed circuit. I gained three points which I believe are worth keeping in mind: 1) Slightly over-exposed slides seem to televise better in color than the normal or under-exposed slides.

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<sup>8</sup>Gerald McKay, "Spotlighting Communication Methods," Better Farming Methods, January, 1957, p. 10: From Video News prepared by Jim Veeder, Extension Television Specialist, Cornell University.

<sup>9</sup>Phil Alampi, "Get Your TV Program Off the Ground," County Agent Vo-Ag Teacher, November, 1955, p. 29.

<sup>10</sup>George F. Johnson, "Audio-Visual Aids Quiz," County Agent Vo-Ag Teacher, February, 1957, p. 58.

2) When taking color slides of objects close-up for color TV use, select a textured background of subdued color rather than a plain white or bright colored one. 3) Avoid extremes in color in the same picture such as dark red and light yellow, or even extreme light and dark intensities of any one color.

The building of interest in a farm television show is not just dependent upon the props or the characters used in the show, but also what the program has to offer in the way of ideas to the concepts and stimulation of thinking aroused in viewers. In order for a farm television program to be successful an understanding of how farm people accept new ideas must be kept in mind. Burton Seeker<sup>11</sup> reported that according to Joe Bohlen and George Beal, sociologists from Iowa State College, the process runs like this:

1. They first become aware of the idea when they hear it for the first time
2. They become interested when they realize it may have an application on their own farm
3. They then have a period of evaluation when they gather more information from neighbors, the county agent, the vocational agriculture teacher, publications and other sources
4. If things are favorable up to this point, they will probably give it a trial
5. Only when all these preliminaries have given a favorable indication is the idea adopted and put to use on their farm.

In order that vocational agriculture teachers make the best use of television as a teaching medium, the five points just mentioned must be kept in mind. "Instead of drawing the audience through a lengthy step-by-step procedure, skim the high points off the step-by-step to show that the idea is workable and practical.

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<sup>11</sup>Burton Seeker, "What Can TV Do For You," Better Farming Methods, October, 1956, p. 56.

Then give them a good long look at the results they might expect."<sup>12</sup>

Although organized FFA telecasting in Oklahoma is of comparatively recent origin, it is very closely related to FFA radio programming. Many of the problems of presenting television programs are comparable to presenting radio programs. Sizemore Bowlan<sup>13</sup> found in his study of radio programs in Oklahoma that 58 percent of the rural radio listeners had heard FFA programs and 29 percent remembered some specific program presented. It was also discovered that 36 percent of those surveyed indicated they preferred the FFA program to that of other farm programs. Bowlan also found that 6 percent of the listeners failed to listen to the entire program because of repetition of previous programs. Repetition was the major fault found by Jack Stratton<sup>14</sup> in FFA television programs. During an interview with the author, Stratton blamed the emphasis which teachers placed upon contests. As an example he cited Soil Conservation contests in which the chapter received a certain number of points for each time they appeared on television with a program of soil improvement. One of the items discussed with Stratton was the results of a television clinic.

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<sup>12</sup>Ibid.

<sup>13</sup>Sizemore Bowlan, "A Survey of FFA Radio Programs in Oklahoma," (unpub. M.S. thesis, Oklahoma Agricultural and Mechanical College, 1941) p. 57-59.

<sup>14</sup>Jack Stratton, Farm Director, Station WKY-WKY-TV, Channel 4, Oklahoma City, Oklahoma, March 5, 1957.

He stated that the one they had previously had been very successful, and he would welcome another chance to meet and discuss problems with vocational agriculture teachers. Another problem discussed at the time of the interview was the time of day to televise FFA programs. Stratton explained that the time was largely determined by the sponsor and was related to the amount for which the sponsor was willing to pay for. The rates on a per minute basis were lower in the mornings and become increasingly expensive as the afternoon and evening progressed. When asked about his feelings of working with vocational agriculture teachers and FFA members in telecasting programs Stratton had this to say: "I think that working with the teachers and FFA members I have some of the most enjoyable moments of my work. As a whole they strive to make the telecast a success in every way."<sup>15</sup>

Wayne Liles<sup>16</sup> when interviewed by the author had relatively the same views as Jack Stratton. He also commented that the FFA programs as presented by chapters and advisors had been very versatile, and that chapters could be depended upon to bring out in a program points that were of immediate interest to the television viewers.

Dewey Rounds,<sup>17</sup> while not having associated with vocational agriculture teachers on a televised program, discussed with the author the friendly attitude teachers had shown to

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<sup>15</sup>Ibid.

<sup>16</sup>Wayne Liles, Farm Director, Station KWTU, Channel 9, Oklahoma City, Oklahoma, March 5, 1957.

<sup>17</sup>Dewey Rounds, Assistant Farm Director, Station KVOO-TV, Channel 2, Tulsa, Oklahoma, February 26, 1957.

him in his dealings with them. When asked about FFA television programs he made the following statement: "At the present time we do not have any farm television programs, but we have in the past and we hope to have some in the future."

The reaction of Bob Thomas<sup>18</sup> was varied somewhat from other farm directors the author interviewed. In discussing the television clinic he expressed the opinion that clinics held at this station previously could not be considered too successful. He mentioned his disappointment over the instance of one teacher in attendance at the clinic and scheduled for a telecast the following week who came to the program with charts that were of a nature that had been advised against at the clinic. Thomas expressed the opinion that the best way to cope with the problems of televising FFA programs was for him to conduct a planning session with the participants about a week before each program was to be presented.

The review of available literature, including the interviews with the farm directors, has shown the need to ascertain the problems of vocational agriculture teachers in presenting television programs in an effort to enable better programs to emerge.

Studies of a similar nature are few and this should help to point up the need for this study as attempted.

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<sup>18</sup>Bob Thomas, Farm Director, KOTV, Channel 6, Tulsa Oklahoma, February 28, 1957.

## CHAPTER II

### INFORMATION AND PROCEDURE USED IN THE STUDY

In general, the information secured and used in the study consisted of:

1. A determination of present interest of students and teachers in television programs
2. An appraisal of the interest of viewers of the local communities in such programs
3. Preference shown by vocational agriculture teachers for types of programs, subjects, materials and time of presentations
4. The extent to which teachers recognize the need for help in preparing and presenting television programs
5. Responses of teachers regarding needs which could be met through a short course or clinic with teachers and television station personnel as participants.

To attempt to resolve some of the problems pertaining to obtaining more participation in television programs, this study was conducted. The study involved the collection and analysis of data and the development of certain conclusions and recommendations.

Conferences were held with members of the State Department of Vocational Agriculture personnel regarding the extent

to which the study could be developed as a cooperative endeavor. A preliminary survey was made with the help of the district supervisors to determine the interest of vocational agriculture teachers in the study. A copy of the survey schedule used can be found in Appendix A.

A schedule was then developed to obtain the information desired for the study and was submitted, along with a letter of transmittal from the State Department of Vocational Agriculture, to all vocational agriculture teachers in the State of Oklahoma. Schedule A, used in securing the information, along with the letter of transmittal, are included in Appendix B. The schedules used in this study were completed and returned by FFA and NFA chapter advisors of the following chapters:

Adair	Davis	Kinta
Alva	Deer Creek	Konawa
Ames	Delaware	Lambert
Bethel	Dewey	Lamont
Bixby	Dill City	Latta
Bristow	Dover	Lawton
Broken Arrow	Drumright	Lenapah
Calvin	Dustin	Lexington
Canton	Eakly	Liberty
Carnegie	Edmond	Limestone Gap
Cashion	El Reno	Lindsay
Chandler	Eufaula	Luther
Checotah	Fargo	Macomb
Chelsea	Fort Cobb	Mangum
Chickasha	Fort Gibson	Marland
Choctaw	Frederick	Marlow
Claremore	Greenfield	Mason
Collinsville	Guymon	Maud
Comanche	Hennessey	Maysville
Cordell	Hitchcock	Meeker
Covington	Hydro	Merritt
Coweta	Idabel NFA	Midwest City
Crowder	Indianola	Minco
Custer City	Inola	Moore

Dale	Kansas	Morris
Davenport	Kingfisher	Moss
Muldrow	Ramona	Tecumseh
Muskogee	Red Oak	Tipton
Newcastle	Rocky	Tonkawa
Ninnekah	Sand Springs	Tuttle
Noble	Sasakwa	Union
Norman	Sayre	Union City
Nowata	Seminole	Velma-Alma
Oilton	Sentinel	Vinita
Okarche	Shawnee	Wagoner
Okemah	Shawnee NFA	Walters
Olney	Sickles	Watonga
Oney	Smithville	Watts
Paden	Sperry	Waurika
Pawnee	Spiro	Weatherford
Perry	Stigler	Welch
Ponca City	Stillwater	Weleetka
Pond Creek	Stillwell	Wellston
Pryor	Stroud	Westville
Quinton	Stuart	Wilburton
Ralston	Tahequah	Yukon

A review of literature on the subject of farm television programs was completed and the findings are indicated in a section of this report as review of literature included in Chapter I.

Tenative interviews were arranged with the farm directors of KVOO-TV, Channel 2, Tulsa; KOTV, Channel 6, Tulsa; WKY-TV, Channel 4, Oklahoma City; and KWTB, Channel 9, Oklahoma City. The farm directors response to questions were recorded during interviews and are included in the review of literature section of this report.

#### Developing Scoring Instruments

Most of the characteristics or factors to be determined were called for in Schedule A, and relative importance was subsequently determined by the percentage of indications



received in each category. The number of vocational agriculture teachers indicating a certain response as their opinions, expression or number or percent, was divided by the total number of vocational agriculture teachers indicating the respective response. In most cases the percentage figure given constitutes a percentage of the total 138 vocational agriculture teachers included in the study. All except scores as computed in Tables 13, 17 and 22 of Schedule A were computed in this fashion. Data as shown in Tables 13, 17 and 22 were computed on a cumulative score basis. The cumulative score was calculated by giving the first preference a score equal to the number of choices the question under consideration called for. As an example of how the cumulative score functioned, a hypothetical question called for ranking the first four choices in order of preference. The first choice would receive the score of four, the second choice three, the third choice two and the fourth choice one. In this manner a first choice would carry four times the amount of importance of a fourth choice.

#### Clarification of Terms

A television program, for the purpose of this study, was defined as one consisting of an appearance on the television network either by picture, film, or live program.

A community, for the purpose of this study, was identified as the local school service area, namely that territory from which pupils come to the school and in which school

patrons reside.

Viewers, for the purpose of this study, were defined as the people watching television programs in their respective homes and did not include viewers of television sets located in public places.

## CHAPTER III

### DATA PRESENTATION AND ANALYSIS

Data presented in this chapter were secured from schedules mailed to each of the 399 high school vocational agriculture teachers in Oklahoma. Of this number, 225 or 56.4 percent of the total schedules submitted were completed and returned. Of the 225 schedules returned, 138 or 61.3 percent, indicated their chapter had presented one or more television programs. In the schedules returned it was found that 87 or 38.7 percent of the local chapters had not presented television programs. Consequently, data from these returns are not included in this study.

Data presented in this chapter were obtained from the opinions, indications and expressions of the 138 vocational agriculture teachers and represents 34.6 percent of the vocational agriculture teachers in Oklahoma.

The information secured does represent over 70 percent of return from the total teachers of the state qualifying as having planned and directed one or more programs.

Television stations received in Oklahoma. There are seventeen television stations telecasting programs that are regularly received in Oklahoma. As shown in Table I, six of

the seventeen are of more importance to vocational agriculture teachers as they have the largest number of viewers. Of the seventeen stations, seven are located outside the State of Oklahoma. Of these seven out-of-state stations four are in Texas, two in Arkansas, and one is located in Kansas.

TABLE I  
INDICATIONS GIVEN BY TEACHERS OF VOCATIONAL  
AGRICULTURE AS TO THE TELEVISION STATIONS  
RECEIVED IN THEIR AREA

Location of Station	Station Call Letters	Channel Number	Teachers Indica- ing: Number
Oklahoma stations			
Oklahoma City	WKY-TV	4	80
Oklahoma City	KWTV	9	78
Tulsa	KVOO-TV	2	54
Tulsa	KOTV	6	54
Muskogee	KTVX	8	46
Ada	KTEN	10	21
Lawton	KSWO-TV	7	9
Ardmore	KVSO-TV	12	3
Enid	KGEO-TV	5	47
*Oklahoma City	KETA-TV	13	3
Texas stations			
Wichita Falls	KSVD-TV	6	7
Wichita Falls	KFOX-TV	3	7
Amarillo	KGNC-TV	4	1
Texarkana	KCMC-TV	6	3
Arkansas stations			
Fort Smith	KFSA-TV	2	3
Fort Smith	KNAC-TV	5	3
Kansas station			
Pittsburg	KODE-TV	7	3

\*Educational station

Stations telecasting FFA programs. It is interesting to note that of the ten stations in Oklahoma, only five of the stations are now telecasting, or have previously telecast, Future Farmers of America programs. The five stations telecasting FFA programs are recognized as having the largest audience of the ten stations in Oklahoma. The five stations not telecasting FFA programs have a much smaller telecasting area and consequently do not reach as many people.

TABLE II  
REPORTS GIVEN BY TEACHERS OF VOCATIONAL  
AGRICULTURE AS TO OKLAHOMA STATIONS  
CURRENTLY TELEVISIONING FFA PROGRAMS

Location of Station	Station Call Letters	Channel Number	FFA Programs Telecast
Oklahoma City	WKY-TV	4	Yes
Oklahoma City	KWTV	9	Yes
Tulsa	KVOO-TV	2	Yes
Tulsa	KOTV	6	Yes
Muskogee	KTVX	8	Yes
Ada	KTEN	10	No
Lawton	KSWO-TV	7	No
Ardmore	KVSO-TV	12	No
Enid	KGEO-TV	5	No
*Oklahoma City	KETA-TV	13	No

\*Educational station

Number of stations received in each area. Almost anywhere in the State of Oklahoma, a viewer has the choice of more than one station. As apparent in Table III, only 3.6 percent of the vocational agriculture teachers indicated that only one station was receivable in their communities.

TABLE III  
INDICATIONS GIVEN BY TEACHERS OF VOCATIONAL  
AGRICULTURE AS TO THE NUMBER OF TELEVISION  
STATIONS RECEIVED IN THEIR AREA

Number of Stations	Teachers Indicating	
	Number	: Percent
1	5	3.6
2	15	10.9
3	75	54.4
4	25	18.1
5	10	7.2
6 or more	8	5.8
Total	138	100.0

The greatest number of teachers indicated the viewers in their communities had a choice of three television stations. The 75 vocational agriculture teachers indicating three choices of stations represented 54.4 percent of the number used in this study. A total of 31.1 percent of the vocational agriculture teachers indicated that in their localities viewers had a choice of from four to six or more television programs at any given time.

Student interest in the presentation of television programs. In Table IV it is interesting to note that 62.3 percent of the vocational agriculture teachers reported their students were only moderately interested in presenting television programs. Although 24.6 percent reported students as very enthusiastic, only 13.1 percent reported students having little interest in presenting telecasts.

TABLE IV

OPINIONS OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING THE INTEREST OF FFA MEMBERS IN  
PRESENTING TELEVISION PROGRAMS

Degree of Interest of FFA Members	Teachers Reporting	
	Number	: Percent
Very enthusiastic	34	24.6
Moderately interested	86	62.3
Of little interest	18	13.1
Total	138	100.0

TABLE V

OPINIONS OF VOCATIONAL AGRICULTURE TEACHERS AS  
TO THEIR STUDENTS INTEREST IN PRESENTING  
TELEVISION PROGRAMS COMPARED TO THE  
PRESENTATION OF RADIO PROGRAMS

Students indicated more interest	Teachers Reporting	
	Number	: Percent
Yes	113	81.9
About the same	21	15.2
No	3	2.2
No comment	1	.7
Total	138	100.0

Student interest in presenting television programs compared to radio programs. It was the opinion of 81.9 percent of the vocational agriculture teachers that students exhibited

more interest in presenting television programs than in participating in the production of radio programs. While 15.2 percent reported student interest as about equivalent between television and radio programs, only 2.2 percent reported student interest inclined more toward radio than television programs. One teacher, representing .7 percent of those reporting, had no comment as to student interest in this particular situation.

Teacher interest in presenting television programs compared to radio programs. As shown in Table VI a very striking difference appears between vocational agriculture teachers as to their interest in presenting television programs compared to presenting radio programs.

TABLE VI  
EXPRESSION OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING INTEREST IN PRESENTING TELEVISION  
PROGRAMS COMPARED TO THE PRESENTATION  
OF RADIO PROGRAMS

Teachers more Interested	Teachers Reporting	
	Number	: Percent
Yes	106	76.8
About the same	20	14.5
No	2	1.5
No comment	10	7.2
Total	138	100.0



Although 76.8 percent of the vocational agriculture teachers are more interested in presenting television programs, 1.5 percent are more interested in presenting radio programs. Fourteen and five-tenth percent have equal interest between television and radio presentations, while 7.2 percent of the vocational agriculture teachers returning completed schedules had no comment to make as to preference.

TABLE VII  
INDICATIONS GIVEN BY TEACHERS OF VOCATIONAL  
AGRICULTURE AS TO THE EXTENT OF RADIO  
PROGRAMS PRESENTED BY LOCAL FFA  
CHAPTERS DURING THE YEARS  
1954-1956

Number of Programs	Teachers Indicating	
	Number	: Percent
0	58	42.0
1	17	12.3
2	27	19.6
3	10	7.2
4	12	8.7
5	2	1.5
6	5	3.6
7	2	1.5
8	3	2.1
9	0	0
10-20	0	0
21-30	0	0
31-40	2	1.5
Total	138	100.0

Radio programs presented by FFA chapters during 1954-1956. It is somewhat puzzling to note that a large number of

vocational agriculture teachers are presently not taking advantage of local radio programs to assist them in their public relations. Although the radio stations are more localized to their area, 42.0 percent of the vocational agriculture teachers indicated their local FFA chapters had not presented a radio program in the past two years. However, it was interesting to note that 1.5 percent of the teachers indicated their local chapter had presented between 31 to 40 radio programs.

Television programs presented by FFA chapters. There is a marked decline in the percentage of vocational agriculture teachers indicating telecast presentations by local FFA chapters as the total number of programs presented per chapter increases. As illustrated in Table VIII, 28.3 percent of the vocational agriculture teachers have presented only one television program while 26.8 have presented two programs. Although this is 55.1 percent of the vocational agriculture teachers reporting, 3.6 percent did indicate their chapters have presented a total of from 10 to 15 programs. The number and percentage of vocational agriculture teachers and chapters presenting programs are constantly increasing as a number of chapters are contacted each week and requested to present television programs. The 138 vocational agriculture teachers included in this study indicated that there has been presented to date a total number of slightly over 400 television programs.

TABLE VIII  
INDICATIONS GIVEN BY TEACHERS OF VOCATIONAL  
AGRICULTURE AS TO THE EXTENT OF TELEVISION  
PROGRAMS PRESENTED BY LOCAL FFA CHAPTERS

Number of Programs	Teachers Indicating	
	Number	Percent
1	39	28.3
2	37	26.8
3	24	17.4
4	20	14.5
5	7	5.1
6	4	2.9
7	1	.7
8	1	.7
9	0	.0
10-12	4	2.9
13-15	1	.7
Total	138	100.0

Students participation in preparing and presenting television programs. Teachers of vocational agriculture included in this study were found to utilize a varying number of students in preparing and presenting television programs. The largest number of vocational agriculture teachers, 21.7 percent, utilized on an average a total of four students per program, and as the number of students participating increases, the percent of chapters presenting such programs decrease. A deviation of this trend, however, is disclosed in Table IX as 9.4 percent of the teachers report from 10 to 20 students participating, and 2.2 percent report from 21 to 30 students

participating in the presentation of television programs.

TABLE IX  
INDICATIONS GIVEN BY TEACHERS OF VOCATIONAL  
AGRICULTURE AS TO THE AVERAGE NUMBER OF  
STUDENTS WHO PARTICIPATED IN PREPARING  
AND PRESENTING TELEVISION PROGRAMS

Number of Students	Teachers Indicating	
	Number	: Percent
1	5	3.6
2	7	5.1
3	26	18.9
4	30	21.7
5	24	17.4
6	17	12.3
7	5	3.6
8	7	5.1
9	1	.7
10-20	13	9.4
21-30	3	2.2
Total		138
		100.0

Importance of television programs as compared to radio programs. An overwhelming number of the vocational agriculture teachers used in this study reported that they considered television programs of considerably more importance than radio programs in their communities. As shown in Table X, 89.1 percent reported that in their opinion, television programs were of more importance to the people than were radio programs.

TABLE X  
 OPINIONS OF VOCATIONAL AGRICULTURE TEACHERS AS  
 TO THE IMPORTANCE OF TELEVISION PROGRAMS AS  
 COMPARED TO RADIO PROGRAMS IN THEIR  
 COMMUNITIES

More important	Teachers Reporting	
	Number	: Percent
Yes	123	89.1
No	12	8.7
No comment	3	2.2
Total	138	100.0

Only 8.7 percent indicated that they felt television programs were of no more importance than radio programs, while 2.2 percent made no comment as to which they considered as the more important in their respective communities.

Percent of farm population having television sets. It is significant for vocational agriculture teachers to realize the possible extent of communication in local communities through the use of television. The majority, 66.0 percent, of the vocational agriculture teachers used in this study reported that in their respective communities from 80 to 100 percent of the farm homes had television sets. Of the 66.0 percent, 8.7 percent estimated that 100 percent of the farm homes had television sets. Only 8.6 percent of the vocational agriculture teachers estimated that less than 50 percent of

the local community farm homes had television sets. The distribution of teachers reporting various percentages of farm homes in their respective communities having television sets is shown in Table XI.

TABLE XI  
EXPRESSIONS OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING THE PERCENT OF FARM HOMES HAVING  
TELEVISION SETS IN THEIR RESPECTIVE  
COMMUNITIES

Estimated Percent	Teachers Reporting	
	Number	: Percent
0 - 9	1	.7
10 - 19	2	1.4
20 - 29	3	2.2
30 - 39	1	.7
40 - 49	5	3.6
50 - 59	11	8.0
60 - 69	8	5.8
70 - 79	16	11.6
80 - 89	41	29.7
90 - 99	38	27.6
100	12	8.7
Total	138	100.0

Extent of local community resident's viewing of farm television programs. Although farm television programs are telecast with the thought of attaining interest among town and city residents as well as the farm population, Table XII indicates that 23.9 percent of the vocational agriculture teachers reported as an estimate only 50 to 59 percent

watching farm programs regularly.

TABLE XII  
ESTIMATES OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING THE PERCENT OF TOTAL LOCAL  
FAMILIES REGULARLY VIEWING FARM  
TELEVISION PROGRAMS

Estimated Percent	Teachers Reporting	
	Number	Percent
0 - 9	6	4.4
10 - 19	15	10.9
20 - 29	13	9.4
30 - 39	9	6.5
40 - 49	14	10.1
50 - 59	33	23.9
60 - 69	13	9.4
70 - 79	12	8.7
80 - 89	14	10.1
90 - 99	7	5.1
100	2	1.5
Total	138	100.0

Only 34.8 percent of the vocational agriculture teachers estimated a range of from 60 to 100 percent of local community residents as regularly watching farm television programs. Slightly over 15 percent of teachers reporting indicated that they felt that less than 20 percent of the residents of the local community were regular viewers of the farm programs. Actually there was a wide range of estimate in these responses, but it seems significant that one-third of the teachers estimated a range of from 40 to 60 percent of local residents as regular viewers of farm programs.

TABLE XIII

ESTIMATES OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING THE PERCENT OF LOCAL FARM FAMILIES  
WHO ARE REGULAR VIEWERS OF FFA TELEVISION  
PROGRAMS PRESENTED BY THE LOCAL FFA

Estimated Percent	Teachers Reporting	
	Number	: Percent
0 - 9	7	5.1
10 - 19	10	7.3
20 - 29	18	13.0
30 - 39	4	2.9
40 - 49	7	5.1
50 - 59	27	19.6
60 - 69	6	4.3
70 - 79	18	13.0
80 - 89	24	17.4
90 - 99	14	10.1
100	3	2.2
Total	138	100.0

Extent of local farm family viewing of FFA television programs. A comparison between the percent of farm families regularly watching FFA programs and of all community families who can be considered as regular watchers, seems to indicate that only a slightly higher percentage of viewers are found among the exclusively farm family group. While 57 of the 138 teachers reporting indicated less than 50 percent of total families as viewers, only 46 teachers reported less than 50 percent of the farm family group as regular viewers. However these data are interpreted it would seem that, in general, teachers of vocational agriculture



do recognize the importance of television programs as a means of acquainting people of the local community with the value of the FFA program in their community.

Observation as to time of day preferred by farm families for viewing or listening to farm television or radio programs.

There is possibly a tendency of farm families to take time out during certain parts of the day to watch or listen to farm television or radio programs. It was definitely the view of vocational agriculture teachers that the hours between 10 and 12 o'clock in the morning and 1 to 4 o'clock in the afternoon were not at all suitable as a time for telecasts or broadcasts of such programs. It was, however, the expression of 63.8 percent of the 138 vocational agriculture teachers that the noon hour constituted a most advantageous time to present programs which should prove of special interest to farm people. There were no significant differences in expressions regarding the suitability of the hours between 6 to 10 in the morning and after 4 in the evening as the time of day farm families prefer to watch or listen to farm programs, as shown in Table XIV.

Observations as to the day of the week farm families prefer to watch farm television programs. A considerable variation was found to exist in expressions of vocational agriculture teachers regarding the day of the week preferred by farm families for viewing farm television programs.

TABLE XIV

OBSERVATION OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING THE TIME OF DAY FARM FAMILIES  
PREFER TO WATCH OR LISTEN TO FARM  
TELEVISION OR RADIO PROGRAMS

Time of Day	Teachers Reporting	
	Number	: Percent
Morning 6 - 10	26	18.8
Midmorning 10 - 12	0	.0
Noon 12 - 1	88	63.8
Afternoon 1 - 4	0	.0
Night 4 - 12	24	17.4
Total	138	100.0

TABLE XV

OBSERVATION OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING THE DAY OF THE WEEK FARM FAMILIES  
PREFER TO WATCH FARM TELEVISION PROGRAMS

Day of the Week	Teachers Reporting	
	Number	: Percent
Sunday	10	7.3
Monday	22	15.9
Tuesday	10	7.3
Wednesday	5	3.6
Thursday	5	3.6
Friday	7	5.1
Saturday	61	44.2
Weekdays M-F	18	13.0
Total	138	100.0

Although 44.2 percent reported Saturday as being the day preferred, 48.5 percent reported weekdays, from Monday to Friday, or some specific day during the week as the day preferred. Only 7.3 percent of the vocational agriculture teachers reported Sunday as the day they feel farm families prefer to watch farm television programs.

Expressions regarding the time of day vocational agriculture teachers prefer to televise a program. The vocational agriculture teachers included in this study gave definite indications as to the time of day they prefer to televise programs. As shown in Table XVI, the cumulative score for this item as expressed by the 138 teachers indicated a strong preference for the noon hour. The cumulative total score for the noon hour was 617. Cumulative scores for second, third, fourth, and fifth choices ranged from midmorning with 430 points down to a cumulative score of only 313 for night programs.

Opinions of vocational agriculture teachers as to the value of FFA television programs as an effective method of promoting desirable public relations. The majority of the vocational agriculture teachers reported that, in their opinion, the program presented by their chapter was of major value in the promotion of desirable public relations in their respective communities. Although 66.0 percent are apparently enthusiastic in recognizing the effectiveness of such programs 5.1 percent indicate that they considered such activities as

TABLE XVI  
INDICATIONS GIVEN BY TEACHERS OF VOCATIONAL AGRICULTURE AS TO THE  
TIME OF DAY PREFERRED FOR TELEVISION PROGRAMS

Time of Day		Number of Teachers Indicating					Total Indications	Cumulative Score*
		1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice		
Morning	6 - 10	21	18	30	19	50	138	355
Midmorning	10 - 12	11	48	38	28	13	138	430
Noon	12 - 1	82	44	9	1	2	138	617
Afternoon	1 - 4	9	13	48	46	22	138	355
Night	4 - 12	15	15	13	44	51	138	313

\*The cumulative score was determined by assigning a score of 5 to 1st choice, 4 to 2nd choice, 3 to 3rd choice, 2 to 4th choice, and 1 to 5th choice.

of questionable value as a medium for maintaining effective public relations. As shown in Table XVII, 28.9 percent of the vocational agriculture teachers believed that the program presented by their chapter helped to some extent in promoting public relations.

**TABLE XVII**  
**OPINIONS OF VOCATIONAL AGRICULTURE TEACHERS AS**  
**TO THE VALUE OF PRESENTING FFA TELEVISION**  
**PROGRAMS AS AN EFFECTIVE METHOD OF**  
**PROMOTING DESIRABLE PUBLIC RELATIONS**

Of Promotional Value Indication	Teachers Reporting	
	Number	: Percent
Yes	91	66.0
To some extent	40	28.9
Very little	7	5.1
Total	138	100.0

Indications of teachers as to an awareness of the existence of a planned schedule of FFA programs for their area. Schedules prepared by the Executive Secretary in the state office of the Oklahoma FFA Association, are mailed to the vocational agriculture teachers in their respective districts. Districts as designated include Northeast, Southeast, Northwest, Southwest, and Central districts in Oklahoma. Such schedules are prepared approximately five to six months in

advance of the program dates and mailed to teachers. Slightly over one-half of the vocational agriculture teachers have indicated they have the schedule on hand. As shown in Table XVIII, 21.0 percent apparently are not aware of the value of the schedule while 12.3 percent made no comment to the question. An example of such a schedule can be found in Appendix C of this study.

TABLE XVIII  
INDICATIONS OF TEACHERS AS TO AN AWARENESS  
OF THE PLANNED SCHEDULE OF FFA PROGRAMS  
FOR THEIR AREA

Aware of Schedule Indication	Teachers Indicating	
	Number	Percent
Yes	92	66.7
No	29	21.0
No comment	17	12.3
Total	138	100.0

Expressions by teachers regarding preference for certain days of the week for telecasting. As compared to the other days of the week, Saturday is apparently the overwhelming choice of teachers as a day for telecasting with 46.4 percent of the vocational agriculture teachers participating in this study so indicating. As is shown in Table XIX, second choice of the teachers is Wednesday, having 12.3 percent followed

closely with either Monday or Friday, each with 10.2 and 10.9 percent respectively.

TABLE XIX  
EXPRESSIONS OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING THE DAY OF THE WEEK PREFERRED FOR  
PRESENTING TELECASTS

Day of the Week Preferred	Teachers Reporting	
	Number	: Percent
Sunday	4	2.9
Monday	14	10.2
Tuesday	12	8.7
Wednesday	17	12.3
Thursday	6	4.3
Friday	15	10.9
Saturday	64	46.4
Week days M-F	6	4.3
Total	138	100.0

Expressions of vocational agriculture teachers as to preference for type of program to be presented. There are three major types of FFA programs which can be recognized as more generally making up telecasts. A commonly used type of program consists of a combination of narrated film with additional presentation by one or more FFA students during the telecast. Narration of the film is generally provided by the vocational agriculture teacher. A second type of program presents previously prepared film with sound, while a third type uses live telecasts produced at the station

without the use of film. As can be seen in Table XX, the cumulative score given expressions of vocational agriculture teachers regarding preference for type of program indicated teacher preference for programs using previously prepared film narrated at the station. Total cumulative score for such programs was 268. Teachers indicated slightly less favor for live programs without film, this cumulative score being 212, while prepared film and sound with a score of only 207 rated third. It seems likely that an increasingly larger percentage of programs prepared and presented by the vocational agriculture teachers and FFA members in Oklahoma will include the use of film to supplement certain 'live' presentation through discussion.

Judgement of teachers regarding the effectiveness of programs using both film and narration compared to live programs without films. The majority of vocational agriculture teachers included in this study judged using film and narration to be more effective than live programs without film. As shown in Table XXI, nearly 65 percent of the teachers judged this to be true, while less than one-third failed to agree. Five and one-tenth percent did not express their judgement regarding the matter.

Expressions of teachers regarding the effectiveness of the use of charts in presenting a telecast. There was a considerable variation of opinion among the vocational agriculture teachers in this study. Fifty-five and eight-tenths



TABLE XX  
EXPRESSIONS OF VOCATIONAL AGRICULTURE TEACHERS  
REGARDING PREFERENCE FOR TYPE OF TELECAST

Type of Program	Number of Teachers Reporting			Total	Cumulative Score*
	1st Choice	2nd Choice	3rd Choice		
Prepared film and sound	41	20	44	105	207
Prepared film narrated at station	56	44	12	112	268
Live telecast without film	41	27	35	103	212
No comment	0	47	47	0	0

\*Cumulative score was found by giving a score of 3 to 1st choice, 2 to 2nd choice, and 1 to 3rd choice.

TABLE XXI

**JUDGEMENT OF VOCATIONAL AGRICULTURE TEACHERS  
OF THE EFFECTIVENESS OF TELECASTS USING  
FILM AND NARRATION COMPARED TO 'LIVE'  
PROGRAMS WITHOUT FILM**

Film plus Narration	Teachers Reporting	
	Number	: Percent
Yes	89	64.5
No	42	30.4
No comment	7	5.1
Total	138	100.0

TABLE XXII

**JUDGEMENT OF VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE EFFECTIVENESS OF THE USE OF  
CHARTS ON A TELEVISION PROGRAM**

Charts	Teachers Reporting	
	Number	: Percent
Effective	45	32.6
Somewhat effective	77	55.8
Of little or no value	16	11.6
Total	138	100.0

percent reported charts as 'somewhat effective', while 32.6 percent indicated they were 'effective.' Eleven and six-tenths percent considered them of little or no value. This variation may have been due to varied experiences with many different types of charts used on television programs. Table XXII presents data and findings regarding the effectiveness of charts on a television program.

**TABLE XXIII**  
**JUDGEMENT OF VOCATIONAL AGRICULTURE TEACHERS**  
**AS TO THE ADEQUACY OF EMPHASIS CURRENTLY**  
**BEING PLACED ON THE FFA ORGANIZATION**  
**THROUGH PROGRAM TELECASTS**

FFA Organization Needed	Teachers Reporting	
	Number	: Percent
More	41	29.7
About right	90	65.2
Too much	7	5.1
Total	138	100.0

Teachers' judgement of the adequacy of emphasis on the FFA organization as currently given on television programs. It was determined the considered judgement of 65.2 percent of the vocational agriculture teachers that sufficient emphasis is currently being placed on the FFA organization through television programs. While 29.7 percent believed that more emphasis is needed, as shown in Table XXIII, 5.1 percent believed there is too much emphasis shown.

Teachers' judgement as to the adequacy of emphasis currently being placed on the complete program of vocational agriculture through FFA program telecasts. Teachers of vocational agriculture apparently are about equally divided in judging that currently the emphasis place on the 'complete program' of vocational agriculture is about right or that more emphasis is needed. It does seem somewhat significant that nearly one-half of the teachers reporting indicated that more emphasis is needed in presenting the 'complete program' of vocational agriculture. As shown in Table XXIV, only 2.2 percent of the respondents believed there was currently too much emphasis shown the 'complete program' of vocational agriculture.

TABLE XXIV

**JUDGEMENTS OF VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE ADEQUACY OF EMPHASIS CURRENTLY  
BEING PLACED ON THE 'COMPLETE PROGRAM'  
OF VOCATIONAL AGRICULTURE THROUGH  
FFA PROGRAM TELECASTS**

Adequacy of emphasis on complete vocational agriculture program	Teachers Reporting	
	Number	: Percent
More needed	64	46.4
About right	71	51.4
Too much	3	2.2
Total	138	100.0

Some of the suggested areas needing more complete coverage were leadership, activities in farm shop, importance of classroom instruction followed by practice in the field, community service and more general knowledge of what the purposes are of the vocational agriculture program and the FFA organization. One teacher had a statement to make that should be of importance to almost every community. "More emphasis on the fact that a boy with interest at home will be a better boy. Curbs delinquency."

Preferences expressed by vocational agriculture teachers regarding subject matter to present on television programs.

As shown in Table XXV, there were two dominant areas of teaching which most of the vocational agriculture teachers indicated as one of six choices made by each individual. The first choice of the greatest number of vocational agriculture teachers was livestock; for which the teachers expressed preference with 578 cumulative score points. Livestock as a subject for presentation, was followed closely by soil conservation to which the respondents assigned 539 cumulative points. After these two first choices there was an abrupt drop in preference to the next two subjects preferred which were leadership and farm mechanics, which received cumulative scores of 323 points and 306 points respectively. It is interesting to note that horticulture, with the lowest score of only 43 points, is apparently not considered by many teachers as worthy of presentation. The first six choices of vocational agriculture teachers figured by the cumulative

TABLE XXV

**EXPRESSIONS OF VOCATIONAL AGRICULTURE TEACHERS REGARDING PREFERENCE  
FOR SUBJECT MATTER AREAS IN PRESENTING FFA TELEVISION PROGRAMS**

Subject Matter	Number of teachers indicating						Total	Cumulative Score*
	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice		
Soil conservation	40	31	22	11	7	9	120	539
Livestock	45	32	18	16	12	4	127	578
Poultry	4	3	7	3	7	10	34	100
Field crops	3	8	16	18	14	18	77	222
Farm shop	11	17	15	14	18	17	92	306
Farm safety	3	8	6	13	15	14	59	165
Dairy	8	9	20	8	11	12	68	231
Leadership	17	15	13	20	11	12	89	323
Equipment demonstra- tion	1	4	7	13	11	7	43	122
Horticulture	3	0	2	1	5	4	15	43
Pest control	1	7	7	10	13	12	50	137
Young farmers	2	2	3	4	10	8	29	74
Adult farmers	0	2	2	7	4	11	26	58

\*Cumulative score was determined by assigning a score of 6 to 1st choice, 5 to 2nd choice, 4 to 3rd choice, 3 to 4th choice, 2 to 5th choice and 1 to 6th choice.

score are livestock, soil conservation, leadership, farm mechanics, dairy, and field crops. This is understandable as these fields of study comprise the major portion of the long time programs and annual teaching plans of most vocational agriculture programs.

Judgements of teachers as to the number of topics to be included in a single program telecast. Table XXVI shows teachers expression as to the number of topics a program should cover.

TABLE XXVI  
JUDGEMENT OF VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE NUMBER OF TOPICS ONE PROGRAM  
SHOULD COVER

Number of Topics	Teachers Reporting	
	Number	Percent
One	114	82.6
Two	15	10.9
Three	3	2.2
More than three	2	1.4
No comment	4	2.9
Total	138	100.0

It was the considered judgement of 82.6 percent of the vocational agriculture teachers that only one topic should be discussed on any one program. This judgement was in agreement

with that of farm directors of the various television stations who also stated that a program presentation should, in general, be restricted to a single enterprise or topic. With only 2.9 percent of the vocational agriculture teachers having no comment to make on the number of topics a single program should include, 10.9 percent expressed their belief that one program should cover two or more topics.

Judgement of teachers as to the amount of time necessary to adequately plan and prepare an effective television program.

Individual differences in ability may explain in some degree the considerable variation in the judgements of vocational agriculture teachers as to the approximate time necessary to adequately plan and prepare an effective television program. As can be seen by examination of Table XXVII, the majority of 68.9 percent of respondents reported the approximate time necessary as 10 hours or less. Although 23.1 percent of the vocational agriculture teachers reported the approximate time necessary was more than 10 hours, 8.0 percent declined to comment as to their time spent in planning and preparing a program. It was interesting to discover only three vocational agriculture teachers, which consisted of 2.2 percent, as having taken more than 40 hours of time to plan and prepare their programs. Differences between the time vocational agriculture teachers judged as necessary for teachers to spend in preparing and planning a program, and that deemed necessary for students to spend were surprisingly slight. The difference between those expressing 10 hours or less as needed by



TABLE XXVII

JUDGEMENTS OF VOCATIONAL AGRICULTURE TEACHERS AS TO  
THE APPROXIMATE TIME NECESSARY FOR TEACHERS TO  
SPEND IN THE PREPARATION AND PLANNING OF A  
SINGLE TELEVISION PROGRAM

Number of Hours Necessary	Teachers Reporting	
	Number	: Percent
1 - 5	44	34.1
6 - 10	48	34.8
11 - 15	13	9.4
16 - 20	8	6.5
21 - 25	3	2.2
26 - 30	2	1.4
31 - 40	2	1.4
41 - 50	3	2.2
No comment	11	8.0
Total	138	100.0

TABLE XXVIII

JUDGEMENTS OF VOCATIONAL AGRICULTURE TEACHERS AS TO  
THE APPROXIMATE TIME NECESSARY FOR STUDENTS TO  
SPEND IN THE PREPARATION AND PLANNING OF A  
SINGLE TELEVISION PROGRAM

Number of Hours Necessary	Teachers Reporting	
	Number	: Percent
1 - 5	52	37.7
6 - 10	38	27.5
11 - 15	11	8.0
16 - 20	9	6.5
21 - 25	3	2.2
26 - 30	1	.7
31 - 40	2	1.5
41 - 50	1	.7
No comment	21	15.2
Total	138	100.0

students and as needed by teachers was only 3.7 percent. Although 15.2 percent of the vocational agriculture teachers did not express their views on the number of hours students needed to plan and prepare a program, otherwise very little variation was found. This similarity is readily apparent through a comparison of Tables XXVII and XXVIII.

Expressions of teachers as to the interest of local school administrators in local chapters participating in television program. As yet, many chapters have not presented a television program. One reason for this may be the fact that some school administrators have little interest in the local FFA chapter participating in such programs. As shown in Table XXIX, 14.5 percent of the vocational agriculture teachers reported their local school administration had little interest in their chapter participating. It is encouraging to discover, however, that 47.1 percent of the teacher respondents reported the local school administration as feeling 'very favorable' toward their FFA chapter presenting television programs. A fraction over one-third of the vocational agriculture teachers reporting expressed the opinion that their local school administration was 'agreeable' toward the FFA chapter participating in the presentation of television programs. Twenty-nine percent of the teachers declined comment as to local school administration reaction to the matter.

TABLE XXIX

OPINIONS OF VOCATIONAL AGRICULTURE TEACHERS AS TO  
THE INTEREST OF THE LOCAL SCHOOL ADMINISTRATION  
REGARDING CHAPTER PARTICIPATION IN TELEVISION  
PROGRAMS

Degree of Interest	Teachers Reporting	
	Number	: Percent
Very favorable	65	47.1
Agreeable	49	35.5
Little interest	20	14.5
Somewhat opposed	0	0.0
No comment	4	2.9
Total	138	100.0

Teacher reports as to the frequency and extent of refer-  
ence to and recognition given school administrators and the  
total school program on FFA program telecasts. An FFA program  
telecast provides an excellent medium for furthering public  
relations by providing opportunity for public recognition of  
the contribution made by school administrators through assis-  
tance to the vocational agriculture program. Data as presented  
in Table XXX reveals the somewhat astonishing fact that only  
50.0 percent of the vocational agriculture teachers recall  
having attempted to include in programs a positive recogni-  
tion to their local school administrators.. Although 38.4

percent report having given occasional or implied recognition, 6.5 percent admit having given little or no recognition to the accomplishments of the local school administration.

TABLE XXX  
REPORTS OF VOCATIONAL AGRICULTURE TEACHERS AS TO  
THE EXTENT OF RECOGNITION GIVEN ACCOMPLISHMENTS  
OF LOCAL ADMINISTRATORS ON PROGRAMS PRESENTED  
BY LOCAL CHAPTER

Extent of Recognition	Teachers Reporting	
	Number	Percent
Positive recognition	69	50.0
Occasional or implied recognition	53	38.4
Little or no recognition	9	6.5
No comment	7	5.1
Total	138	100.0

Teacher indication of the anticipated value of a list of previously presented programs. One very perplexing problem confronting teachers and FFA members as they plan programs is that of avoiding duplication of previously presented programs. As shown in Table XXXI, an overwhelming 92.8 percent of the vocational agriculture teachers reported that a list of the previously presented programs would assist them in their television programs. Only 5.8 percent indicated that they felt that such a list would be of little assistance,

while 1.4 percent had not comment to make as to whether such a list would or would not be of assistance in planning television programs.

TABLE XXXI  
INDICATIONS OF VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE VALUE OF A LIST OF PREVIOUSLY  
PRESENTED FFA PROGRAMS

Would Assist	Teachers Reporting	
	Number	: Percent
Yes	128	92.8
No	8	5.8
No comment	2	1.4
Total	138	100.0

Familiarity of teachers with materials and equipment available for presentation of programs at television studios.

All of the farm directors visited by the author had material and suggestions regarding use of equipment for distribution to vocational agriculture teachers. They also said they would be glad to have the opportunity to assist the vocational agriculture teachers in any way they could. As is shown in Table XXXII, one-third of the vocational agriculture teachers did not have adequate knowledge of the availability of such materials and equipment. Sixty-five and two-tenths percent reported familiarity with materials and equipment

available at studios. Only 1.5 percent of the vocational agriculture teachers failed to comment on this situation.

TABLE XXXII  
FAMILIARITY OF TEACHERS WITH MATERIALS AND  
EQUIPMENT FOR PRESENTATION OF PROGRAMS  
AVAILABLE AT THE TELEVISION STUDIOS

Knowledge of avail- ability of materials and equipment	Teachers Reporting	
	Number	Percent
Yes	90	65.2
No	46	33.3
No comment	2	1.5
Total	138	100.0

Familiarity of teachers with programming aids and suggestions available through the State FFA office. The State Department of Vocational Agriculture has two mimeographed pamphlets for distribution which are designed to aid in offering suggestions for program planning and preparation. Also available for use are motion picture cameras and cameras for still pictures. Both the State Executive Secretary and the assistant executive secretary are available as consultants and render a great deal of assistance to local teachers throughout the state in the preparation of materials and the planning of programs. A copy of the two mimeographed

pamphlets "So --- You're Going to Be On Television," and "Suggested Television Programs By Vocational Agriculture Department," can be found in the appendix E. As shown by Table XXXIII, slightly less than one-half of the vocational agriculture teachers reported that they were familiar with the materials, equipment, and services available through the state office. Forty-seven and eight-tenths percent reported they did not know of the availability of aids and services. Only 3.6 percent had no comment to offer.

TABLE XXXIII  
FAMILIARITY OF TEACHERS WITH PROGRAM MATERIALS,  
EQUIPMENT AND SERVICES MADE AVAILABLE THROUGH  
THE STATE FFA OFFICE

Knowledge of available materials, equipment, and services	Teachers Reporting	
	Number	: Percent
Yes	67	48.6
No	66	47.8
No comment	5	3.6
Total	138	100.0

Appraisal by vocational agriculture teachers of their ability to prepare program materials. Aside from live animals and manufactured items, program materials are divided into four general classifications. These classifications are (1) charts and diagrams, (2) 8x10 or 4x5 inch non-glossy

finished pictures, (3) picture slides, and (4) 16 mm. film. It is interesting to note that findings as shown in Table XXXIV, indicate that 8.7 percent of the vocational agriculture teachers report inability to make a satisfactory chart or diagram. Somewhat over one-half, or 57.2 percent felt that they could perform this task at least to a moderate degree. Approximately one-third, or 34.1 percent reported confidence in their ability to make charts and diagrams adequate for presentation on television programs.

In appraising ability to photograph either 8x10 or 4x5 inch pictures or slides suitable for use in television work, less than one-fifth of the respondents indicated that they felt fully adequate to perform either of these tasks. Although 42.8 percent of the vocational agriculture teachers reported they could photograph 8x10 or 4x5 pictures to a moderate degree of satisfaction, 35.5 percent reported they could not photograph the picture satisfactorily. A very similar response was received with regard to ability to photograph slides with well over one-third of the respondents indicating they felt inadequate in their ability to produce usable slides. Thirty nine and one-tenth percent indicated they felt that they could produce usable slides to a moderate degree of satisfaction while only 23 percent indicated a feeling of full competency.

Self appraisal of ability to film sequence for program on 16 mm. film resulted in only 8.7 percent of the vocational agriculture teachers reporting confidence that they could do



TABLE XXXIV

APPRAISEL BY VOCATIONAL AGRICULTURE TEACHERS AS TO THEIR ABILITY  
TO PREPARE CERTAIN KINDS OF PROGRAM MATERIALS AND AIDS

Type of materials	Teachers Reporting						Total Number : Percent	
	Adequate		To a moder- ate degree		Could not do Satisfactorily			
	Number : Percent		Number : Percent		Number : Percent			
Charts and diagrams	47	34.1	79	57.2	12	8.7	138	100.0
8x10 or 4x5 pictures	30	21.7	59	42.8	49	35.5	138	100.0
Slides	32	23.2	54	39.1	52	37.7	138	100.0
16 mm. film	12	8.7	36	26.1	90	65.2	138	100.0

an adequate job. While 26.1 percent reported they had the ability to prepare 16 mm. film to a moderate degree of satisfaction, the majority, 65.2 percent, reported they felt they lacked this skill.

Teachers' opinion as to the value of attempting to acquaint television farm program directors more fully with vocational agriculture and the FFA. As shown in Table XXXV, the majority, 59.4 percent, of the vocational agriculture teachers reported that in their opinion it would be helpful to acquaint farm program directors more fully with the program of vocational agriculture and the FFA.

TABLE XXXV

OPINIONS OF TEACHERS AS TO THE VALUE OF ATTEMPTING  
TO ACQUAINT FARM PROGRAM DIRECTORS MORE FULLY  
WITH VOCATIONAL AGRICULTURE AND THE FFA

Would be Helpful	Teachers Reporting	
	Number	: Percent
Yes	82	59.4
No	19	13.8
No comment	37	26.8
Total	138	100.0

It seems significant that 26.8 percent of the respondents declined to comment as to their opinion regarding the matter.

Perhaps many teachers have failed to give this matter consideration or to consider it of importance. Thirteen and nine-tenths percent either felt that the directors were already adequately informed or that they might not be receptive to such an attempt, as this percentage of respondents indicated that it would not help to acquaint them more fully with vocational agriculture and the FFA.

Preference of teachers for presenting programs on stations other than those to which they are currently assigned. With the number of different television stations in Oklahoma, as shown before in Table I, it is not surprising that a few vocational agriculture teachers would prefer another station than that on which their programs are currently appearing. As shown in Table XXXVI, 77.5 percent of the vocational agriculture teachers do indicate satisfaction with the station now telecasting their chapter programs.

TABLE XXXVI  
PREFERENCE OF TEACHERS FOR PRESENTING PROGRAMS  
ON STATIONS OTHER THAN THOSE TO WHICH THEY  
ARE NOW ASSIGNED

Prefer other Stations	Teachers Reporting	
	Number	Percent
Yes	20	14.5
No	107	77.5
No comment	11	8.0
Total	138	100.0

Only 14.5 percent of the vocational agriculture teachers definitely indicated preference for another station, while 8.0 percent refrained from commenting on this matter. Of the 14.5 percent preferring another station, 7.8 percent preferred Channel 10 at Ada; 2.2 percent preferred Channel 7 at Lawton; .8 percent preferred Channel 12 at Ardmore; while 3.7 percent preferred Channel 5 at Enid.

Indications of vocational agriculture teachers as to willingness to attend a television and radio short course or clinic. The farm directors of the television stations interviewed by the investigator indicated that a clinic for vocational agriculture teachers had been conducted at each station. Therefore, as might be expected, a large number of the vocational agriculture teachers indicated they had been in attendance at such a clinic. They further indicated that they considered this experience very worthwhile. As shown in Table XXXVII, a large majority of the vocational agriculture teachers indicated willingness to participate in a television and radio clinic while 18.8 percent indicated they would attend only if it were convenient. Only 8.0 percent of the vocational agriculture teachers indicated it would be very hard to find the time necessary for attending a clinic. Although 73.2 percent were interested in attending a clinic only 1.4 percent preferred the clinic to consist of just the problems of producing radio broadcasts. However, 40.6 percent of the respondents expressed preference for limiting such a clinic to a consideration of producing telecasts only, compared

to 38.4 percent whose choice was for a combination study of problems involved in both radio and television programs. Nearly one-fifth of the respondents failed to express any choice as to media to be studied.

TABLE XXXVII

INDICATION OF TEACHERS AS TO INTEREST IN  
ATTENDING A TELEVISION AND RADIO CLINIC ✓

Willingness to Attend	Teachers Reporting	
	Number	: Percent
Yes	101	73.2
Only if convenient	26	18.8
Would be very hard to find time	11	8.0
Total	138	100.0
Preference for:		
Radio only	2	1.4
Television only	56	40.6
Both radio and television	53	38.4
No comment	27	19.6
Total	138	100.0

Expression by teachers as to the time they would be willing to spend in attendance at a television and radio short course or clinic. When data received from the completed

schedules were analyzed it became evident that at least three-fourths of the respondents were thinking in terms of a clinic lasting from one to three days. Although 34.8 percent indicated a willingness to spend two days, and 10.8 percent three days, 30.4 percent were only willing to spend one day. With 16.7 percent making no comment as to the amount of time they were willing to spend, and 2.2 percent preferring only one-half day, the remaining 5.1 percent, as shown in Table XXXVIII, indicated preference of from four to six days.

TABLE XXXVIII

INDICATIONS BY TEACHERS AS TO THE AMOUNT OF  
TIME THEY WOULD BE WILLING TO SPEND  
PARTICIPATING IN A TELEVISION AND  
RADIO SHORT COURSE OR CLINIC

Number of Days	Teachers Indicating	
	Number	Percent
$\frac{1}{2}$	3	2.2
1	42	30.4
2.	48	34.8
3	15	10.8
4	1	.7
5	4	2.9
6	2	1.5
7	0	.0
No comment	23	16.7
Total	138	100.0

Indications by teachers as to month preferred for attending a television and radio short course or clinic. Teachers appear to be in general agreement as to the time of year preferred for attending a clinic. Eighty-five and five-tenths

percent of the respondents indicated preference for summer months, with only 5.8 percent choosing to favor some month during the school year. The remaining 8.7 percent of the vocational agriculture teachers made no comment as to the month they preferred a television or radio short course or clinic be held. Data presented in Table XXXIX indicates the extent of preference for certain specific months during the summer.

**TABLE XXXIX**  
**INDICATIONS BY TEACHERS AS TO THE MONTH THEY**  
**PREFER TO PARTICIPATE IN TELEVISION AND**  
**RADIO SHORT COURSE OR CLINIC**

Month Held	Teachers Reporting	
	Number	: Percent
January	1	.7
February	0	.0
March	0	.0
April	2	1.5
May	4	2.9
June	43	31.2
July	27	19.6
August	22	15.9
September	0	.0
October	0	.0
November	1	.7
December	0	.0
Summer	26	18.8
No comment	12	8.7
<b>Total</b>	<b>138</b>	<b>100.0</b>

Indications by teachers as to the day or days of the week preferred for attendance at a short course or clinic.

As shown in Table XL, 31.9 percent of the vocational agriculture teachers had no comment to make as to the day or days of the week preferred for attendance at a short course or clinic. Although a total of 37.7 percent indicated the desire of a certain day of the week, 30.4 percent expressed their feelings as to any day of the week from Monday to Friday. It is difficult to draw any specific conclusions as to teacher preference from these data.

TABLE XL  
INDICATIONS OF TEACHERS AS TO THE DAY OR DAYS  
OF THE WEEK DESIRED FOR PARTICIPATION IN  
A TELEVISION AND RADIO SHORT COURSE  
OR CLINIC

Day or Days	Teachers reporting	
	Number	Percent
Sunday	0	.0
Monday	19	13.8
Tuesday	5	3.6
Wednesday	7	5.1
Thursday	8	5.8
Friday	1	.7
Saturday	12	8.7
Week days M-F	42	30.4
No comment	44	31.9
Total	138	100.0



Indications of teachers as to the value of reviewing 'model' television programs as an effective technique for use in a short course or clinic. An overwhelming number of the vocational agriculture teachers expressed enthusiasm for having an opportunity for viewing some good television programs at a short course or clinic. The 86.2 percent that would like to view the programs far outnumber the 2.9 percent who question the desirability of such programs. It was somewhat difficult to understand, as shown in Table XLI, why 10.9 percent of the vocational agriculture teachers made no comment to this question.

TABLE XLI

INDICATIONS OF TEACHERS AS TO VALUE OF  
REVIEWING 'MODEL' TELEVISION PROGRAMS  
AS AN EFFECTIVE TECHNIQUE AT A  
SHORT COURSE OR CLINIC

Would appreciate viewing	Teachers Reporting	
	Number	: Percent
Yes	119	86.2
No	4	2.9
No comment	15	10.9
Total	138	100.0

Reports by teachers as to methods used in informing people of the local community about FFA television and radio programs. It is not surprising to note, as shown in Table XLII, 94.2

percent of the vocational agriculture teachers employ the 'word of mouth' system as a major method of informing the people of the local communities about FFA programs. Although 78.3 percent of the vocational agriculture teachers use a story in the local newspaper to inform the people of the FFA programs, a noticeable 52.9 percent use an FFA newspaper column. Only 39.1 percent of the vocational agriculture teachers make use of meetings to announce a forthcoming FFA program while even a lesser number, 36.2 percent make use of bulletin boards. Other methods used by vocational agriculture teachers to notify the people in the communities were by school papers, announcements in school, window displays, a line ring on the telephone, by sending cards and mimeographed letters in the mail and by having the FFA members accept individual responsibility for announcing such programs.

TABLE XLII

INDICATIONS GIVEN BY TEACHERS OF VOCATIONAL AGRICULTURE AS TO THE METHODS USED IN INFORMING PEOPLE OF THE LOCAL COMMUNITIES ABOUT FFA TELEVISION AND RADIO PROGRAMS

Method Used	Teachers Indicating	
	Number	: Percent
Bulletin boards	50	36.2
Meetings	54	39.1
FFA newspaper column	73	52.9
Story in newspaper	108	78.3
Word of mouth	130	94.2

Responses of teachers as to the question of why television stations give FFA chapters time to present programs.

It is interesting to note, as shown by Table XLIII, that 69.6 percent of the vocational agriculture teachers reported they felt they did know why television stations grant FFA chapters time to present programs. Twenty-four and six-tenths percent reported they did not know why time was given to FFA chapters and 5.8 percent made no comment to the question.

TABLE XLIII  
RESPONSES OF TEACHERS TO THE QUESTION OF  
KNOWLEDGE AS TO WHY TELEVISION STATIONS  
GRANT FFA CHAPTERS TIME TO PRESENT  
PROGRAMS

Knowing Why	Teachers Reporting	
	Number	: Percent
Yes	96	69.6
No	34	24.6
No comment	8	5.8
Totals	138	100.0

There was a large variation in the 69.6 percent of the vocational agriculture teachers reasons as to why the stations gave time to the FFA chapters for presentation of programs. A selected number of these reasons as given by vocational agriculture teachers are presented as follows:

"To build local interest in their station."

"To help the FFA organization."

"They receive good instruction for their viewers from the FFA boys."

"To fulfill their obligation to the rural population."

"For the advancement of agriculture in general."

"As a community or public service."

"They have to provide a certain amount of time for such programs of public interest."

"Because of the state-wide interest in the vocational agriculture program."

"It provides them with good public relations with farm people."

"It is part of the Oklahoma way of life and should and does receive some recognition."

"Because the FFA is connected with a good source of farm happenings which are interesting and educational."

"It is good advertisement for feed companies."

"From the time allotted it seems they are used for 'filler' when they cannot get paid advertisement."

"To take up time on the station and to give the farm reporter a program."

Teachers' evaluation of FFA television programs they have observed. A considerable variation was found to exist in evaluations given by vocational agriculture teachers of FFA television programs they have observed. The majority indicated they felt that FFA television programs observed were

in general very good and were well received by people of their communities. Many teachers also recognized that viewing such programs helped people of their communities to adopt better farming methods as well as have a more favorable attitude toward educational programs in agriculture. The following selected quotations were taken from the schedules received from the vocational agriculture teachers included in the study:

"FFA programs are very worthwhile. They do much to promote vocational agriculture and the Future Farmers of America work."

"Being an agriculture teacher, I think they are very good. They are not only interesting, but answer problems confronting farm people."

"They create a great deal of interest among FFA members and most residents of the communities."

"It is one way vocational agriculture teachers and FFA members know what other chapters are doing."

"A good selling point for the FFA chapter."

"Considering the fact that the participants are non-professional, they are in good shape. At times more preparation is evidently needed."

"They are alright as long as they place useful information to the public."

As shown by these quotations, the majority believe that efforts expended in planning and presenting television programs

are well repaid. However, a number of vocational agriculture teachers did indicate that they felt there is still room for improvement of such programs. This is borne out in the following quotations:

"In general, I think they're good, of course, there is always much room for improvement."

"More and better programs would be given if more preparation were made by the advisors and students."

"Many are good, but a few poor ones off-set the good that other good ones have done."

"Some good, some ~~are~~ should have stayed at home."

There were only a very small minority of the teachers expressing a disparaging view regarding FFA television programs. Of the 138 vocational agriculture teachers included in this study, seven made statements as follows:

"We do not have sufficient time to be television or radio stars."

"If they were programmed when they could get a listening audience then I think they would be worthwhile."

"Usually not enough interest among the teachers."

"Do not accomplish much."

"Generally too brief for the objective."

"The time used to prepare them could be used more valuable otherwise."

"The one that can get on the television and news will be the one in the eyes of the public as doing a good job."

In view of the fact that so few teachers consider FFA television programs as of little value it is reasonable to assume that the programs presented by local FFA chapters do assist quite materially in effectively acquainting the public with the vocational agriculture program and in maintaining good public relations.

Responses of teachers as to preference for items to be discussed at a short course or clinic. Although, as previously reported in this study, there have been four television clinics held by Oklahoma television stations for vocational agriculture teachers it is readily recognized that much could still be accomplished in achieving a better understanding of what topics as well as materials and techniques are best suited to the programs. A necessary prerequisite is to determine the problems vocational agriculture teachers recognize as being most important for consideration during a short course or clinic. Representative of responses of teachers as to items they would prefer to be considered are:

- (1) How to prepare and present a program
- (2) Types of programs which are best received by the viewers
- (3) How to secure and arrange information for television programs
- (4) The types of visual aids to use for television
- (5) How to time the program
- (6) Suggested topics for programs
- (7) What is the best way to dress for a program

- (8) Show some good programs that have been presented
- (9) The functions of the television staff personnel
- (10) What 'makes' or 'breaks' a program
- (11) How to take and prepare film for showing on television
- (12) Who can be called upon for assistance in preparing a program
- (13) How much explanatory material should be used on a program
- (14) Number of participants for various types of programs
- (15) What are mistakes to avoid.

It is perhaps noteworthy to record that one teacher indicated that he was very much against a short course or clinic. In answer to the question of what he would like discussed at a short course or clinic he stated the following comment:

"Not interested in TV. Have more to do now than we can handle - was not trained and have no interest in TV presentation programs. Stay where we belong."



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter is presented a summary of the study and of the findings, conclusions which may be based upon the findings, and recommendations relating to future research which may be done in the field of vocational agriculture television programs.

#### Summary

Each of the five district supervisors of vocational agriculture in Oklahoma requested vocational agriculture teachers in his district to complete a preliminary survey form consisting of four questions at the January professional improvement meetings. From these meetings, 201 preliminary surveys were filled out and returned to the author by district supervisors. These returned schedules formed the basis for developing schedule A which was then submitted to all vocational agriculture teachers in the state.

Two hundred and twenty-five vocational agriculture teachers returned schedule A and of this number 138 indicated that they had participated in producing one or more programs.

These 138 vocational agriculture teachers made up the survey population for this study.

Ten television stations were reported as currently telecasting in Oklahoma and of these ten, only five had telecasted or were telecasting FFA programs. Each of seven out-of-state stations were considered as having a sizable audience in Oklahoma. The majority of the vocational agriculture teachers indicated viewers living in Oklahoma communities had a choice of three or more television channels.

Over one-half of the teachers reported that their FFA chapter members are just moderately interested in presenting television programs, although both the vocational agriculture teacher and the FFA members were more interested in presenting television programs than radio programs. This is borne out by the fact that records show Oklahoma chapters as having produced 302 radio programs in the past two years as compared to 407 programs televised. These television presentations were accomplished with an average of from three to six students participating in each program.

Almost all vocational agriculture teachers were agreed that television was of much more importance than radio in their communities. This was shown by the fact that over 100 of the 138 vocational agriculture teachers estimated over 70 percent of the farm population had television sets.

It was the opinion of over one-half of the vocational agriculture teachers that farm families prefer farm television programs to be telecast between twelve and one o'clock on

Saturdays more than at any other time. It was their estimate that more farm families watch FFA programs than watch a regular farm program. It was natural, therefore, that a large number of the vocational agriculture teachers chose the hour between twelve and one o'clock to televise a program for their community.

The majority of the vocational agriculture teachers believed that giving a television program did help materially in promoting public relations in their communities. Teachers indicated that they felt the best day of the week to reach a maximum of viewers was Saturday.

There was little difference in the several types of programs vocational agriculture teachers preferred to present. A few more preferred the use of previously prepared film plus narration by the student or teacher during the program as compared to a program of prepared film and sound or as compared to live telecast alone at the station. Over one-half of the teachers believed that using part film on a program was more effective than programs presented without film. They also believed that charts on a television program were somewhat effective, but that such aids needed careful preparation.

Although a large number of the vocational agriculture teachers believed that sufficient emphasis was placed on the FFA organization and vocational agriculture as a whole on FFA programs, a few suggested that more emphasis should be placed on presenting classroom teaching, farm mechanics, FFA

activities along with the acquainting of the public with the purposes of vocational agriculture. The first six choices of subject matter for presentation on television programs as determined from teacher responses were (1) livestock, (2) soil conservation, (3) leadership, (4) farm shop, (5) dairy, and (6) field crops. Their importance was ranked in the order named. It was also the almost unanimous agreement of respondents that only one subject or topic be discussed on one program.

The approximate time which teachers felt necessary for the planning and preparation of a single television program averaged from one to ten hours. This corresponded closely to the approximate time listed as necessary for student planning and preparation.

A large number of the vocational agriculture teachers believed their local school administrator was favorably inclined toward local chapter participating in television programs. One-hundred and twenty-two teachers reported that they had endeavored to give their local school administrator implied or positive recognition on programs presented by the local chapter.

Ninety-two and eight tenths percent of the vocational agriculture teachers believed that a list of the FFA programs previously presented would assist them in their preparation. Although 65.2 percent indicated that they knew what materials and equipment were available at the television stations for preparation and presentation of programs, only about one-half

of the respondents indicated familiarity with materials, aids and services available through the state FFA office. ✓

Well over one-half of the vocational agriculture teachers considered their ability to prepare charts or diagrams and 8x10 or 4x5 pictures adequate or adequate to a moderate degree, while most of the teachers were not so confident of their ability to produce slides and 16 mm. films satisfactorily for use on television programs. ✓

Many of the vocational agriculture teachers felt it would be helpful to acquaint farm program directors more fully with the vocational agriculture program and the FFA organization. Very few vocational agriculture teachers said that they preferred telecasting FFA programs over a different station than the one on which their programs are currently being telecast. Of the few who did prefer a different station the one most preferred was K TEN, Channel 10, Ada, Oklahoma. This indication was largely from teachers in the immediate area of Ada.

An almost three to one majority of the vocational agriculture teachers reported they would attend a television or radio short course or clinic. There was an almost even division of opinion as to whether the subject of the short course or clinic be television alone or television and radio combined. /

Most of the vocational agriculture teachers indicated that one or two days would be all the time they would be

willing to spend in the short course or clinic. It was shown definitely that the summer months would be the most effective time to hold the short course or clinic with June the choice over July and August by a small margin. There was not a great deal of difference in the day or days of the week preferred by teachers for holding the short course or clinic, although most teachers indicating a choice preferred weekdays, from Monday to Friday over any other specific day. As part of the program for the short course or clinic the vocational agriculture teachers would like to observe a variation of 'model' successful television programs that have been previously presented. Other subjects or items they would like discussed are (1) the proper dress, (2) how to secure information, (3) how to prepare, (4) how to present the program, (5) methods of presenting programs, (6) best use of charts and films, and (7) the details of good television programs. Over one-half of the vocational agriculture teachers were confident that they knew why television stations granted local FFA chapters time to present programs. Responses fall into three main categories, (1) that of building local interest in the station, (2) furthering public relations, and (3) assisting and publicizing the FFA as one of the major youth organizations.

Vocational agriculture teachers report the use of many ways to inform the people in their community about FFA programs to be presented by the local chapter. The two most important ways, or the two ways used most are reported by

teachers to be (1) stories in the local newspaper and (2) by individual contact.

Evaluations by vocational agriculture teachers of FFA programs observed were in general reported as good. They stated that although they felt some programs were in the main very successful, there still exists room for improvement.

### Conclusions

Teachers of vocational agriculture do recognize that a great opportunity does exist for improving and maintaining successful public relations through the use of FFA program telecasts. Taking advantage of the ever increasing interest in television provides abundant opportunity for communicating with more people in the community. Vocational agriculture workers must strive to present their programs at an advantageous time, perhaps during the noon hour and on Saturdays. More farm families apparently are watching farm programs at these time.

Because a large proportion of viewers of FFA television programs are people who live in towns and cities the programs must be entertaining as well as educational. From one of the first six choices of programs previously mentioned, many programs could be planned that would serve both of the aforementioned purposes.

It seems clearly definite that vocational agriculture teachers would welcome the opportunity of attending a short course or clinic. Such a course or clinic would accomplish

more than just acquainting the vocational agriculture teachers with needed information because they would be able to meet and become acquainted with the farm directors and other station personnel. This would contribute toward the production of a higher quality and more effective program.

More training in the planning and presentation of television and radio programs along with making charts and diagrams, 8x10 or 4x5 pictures, slides, and the taking of 16 mm. films is recognized by teachers as being highly desirable.

### Recommendations

Additional research is needed in the area of television programs in order to effectively stimulate vocational agriculture teachers to produce better and more complete programs. The additional research needed would be to ascertain (1) what type of programs the viewers prefer, (2) how to eliminate part of the time necessary to plan and prepare for the programs, (3) how to improve and standardize program materials, and (4) how to best present instructive material to vocational agriculture teachers during a short course or clinic.

It is further recommended that during the month of June, one or two days be spent by the state vocational agriculture personnel with the help of farm directors from the major television stations in presenting to vocational agriculture teachers these items:

- (1) Where and how to secure and arrange information for presenting programs



- (2) What type of visual aids to use during programs
- (3) The proper type and color of clothing for televised programs
- (4) What functions are carried out by television personnel
- (5) How to prepare and present different types of programs
- (6) How to take, prepare, and present film
- (7) Who can be called upon for assistance in preparing programs
- (8) The number of participants for various types of programs
- (9) Mistakes that can be avoided.

It is further recommended that during the next year each state supervisor discuss with teachers the preparation and presentation of television programs at one of the regularly scheduled professional improvement meetings.

It is also recommended that the vocational agriculture teachers give their local school and school administrator positive recognition as to the contribution which they make to the agricultural and educational advancement in rural communities.

All effort should be made to contact the stations that do not telecast FFA programs at the present time to interest them in televising programs of chapters in their localities.

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## **APPENDIX A**

### **Preliminary Survey Schedule**

TO BE FILLED AND HANDED BACK AT P.I. MEETINGS IN  
JANUARY, 1957

Television and radio programs are playing an important part in our overall FFA and Vocational Agriculture program. This is an effort to find out if you are satisfied with the situation as it is, or if you would like to improve it in some way.

Do you need additional information and suggestions in putting on better TV programs? If so, what suggestions do you have?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Do you feel the farm directors need to know more about our Vocational Agriculture and FFA program?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is your local administration interested in your chapter participating in TV and radio programs?

Yes \_\_\_\_\_ No \_\_\_\_\_

A study will possibly be made on FFA Television and Radio programs in an effort to help teachers. Will you cooperate in filling out a questionnaire of this type?

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
(Chapter)

\_\_\_\_\_  
(Teacher)

BK:ew  
1/7/57

**APPENDIX B****Schedule A****Letter of Transmittal**

Please answer all questions possible whether your chapter has presented programs or not. All answers will be confidential. Please return immediately in order that your suggestions may be acted upon.

Chapter \_\_\_\_\_

District \_\_\_\_\_

### Schedule A

1. Please list the television stations which are received in your area. Circle those presenting Oklahoma FFA chapter programs.  
  
\_\_\_\_\_
2. To what extent are FFA members of your chapter interested in presenting television programs?  
  
 Very enthusiastic \_\_\_\_\_  
 Moderately interested \_\_\_\_\_  
 Little interested \_\_\_\_\_
3. Does presenting television shows hold more interest than presenting radio programs?  
  
 For students: Yes \_\_\_\_\_ About the same \_\_\_\_\_ No \_\_\_\_\_  
 For the teacher: Yes \_\_\_\_\_ About the same \_\_\_\_\_ No \_\_\_\_\_
4. How many radio programs has your chapter presented in the past two years? \_\_\_\_\_
5. What is the total number of television programs which have been presented by your chapter? \_\_\_\_\_
6. What is the average number of students who participated in preparing and presenting your television programs? \_\_\_\_\_
7. According to your observation are telecasts of more importance than radio to the people in your community?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
8. What percent of the farm population in your community have television sets? (Estimate) \_\_\_\_\_%
9. As near as can be determined, what percent of the people in your community regularly watch a farm television program? (Estimate) \_\_\_\_\_%
10. What percent of the farm families in your community regularly watch FFA television programs presented by your chapter? (Estimate) \_\_\_\_\_%

11. In your observation, what time of day do farm families prefer to watch or listen to farm television or radio programs? \_\_\_\_\_
12. In your observation, what day of the week do farm families prefer to watch a farm television program? (Circle one)  
Sun. Mon. Tues. Wed. Thurs. Fri. Sat.
13. What time of day would you prefer to televise a program for your community? Rank your preference 1,2,3,4, and 5.

6-10a.m. \_\_\_\_\_ 10-12a.m. \_\_\_\_\_  
12- 1p.m. \_\_\_\_\_ 1- 4p.m. \_\_\_\_\_ After 4 p.m. \_\_\_\_\_

14. In your opinion, does the television program presented by your chapter aid in promoting public relations in your community?
- Yes \_\_\_\_\_ To some extent \_\_\_\_\_ Very little \_\_\_\_\_
15. Do you have on hand the schedule of FFA television programs for your area? Yes \_\_\_\_\_ No \_\_\_\_\_
16. What day of the week would you prefer to put on a television program? (Circle one) Sun. Mon. Tues. Wed. Thurs. Fri. Sat.
17. Which type of FFA program do you prefer to present? Rank in order of preference, 1,2,3.

Prepared film and sound \_\_\_\_\_  
Prepared film and narrated by you and/or students at station \_\_\_\_\_  
Live telecast at the station without film \_\_\_\_\_

18. Do you believe that programs using films taken in the field and narrated on the program by you and/or students are more effective than live programs without films? Yes \_\_\_\_\_ No \_\_\_\_\_
19. In your opinion, how effective is the use of charts on a television program?
- Effective \_\_\_\_\_ Somewhat effective \_\_\_\_\_ of little or no value \_\_\_\_\_
20. In your opinion, do you feel that on FFA programs sufficient emphasis is placed on the FFA organization?
- More needed \_\_\_\_\_ About right \_\_\_\_\_ Too much \_\_\_\_\_



21. In your opinion, do you believe that on FFA programs the complete program of vocational agriculture as a whole is given sufficient emphasis?

More needed \_\_\_\_\_ About right \_\_\_\_\_ Too much \_\_\_\_\_

What areas would you suggest, if any \_\_\_\_\_

22. What subject matter would you prefer to present on television programs? Rank first six (6) choices in order of preference, 1,2,3,4,5, and 6.

Soil conservation _____	Dairying _____
Livestock _____	Leadership _____
Poultry _____	Equipment Demonstration _____
Field Crops _____	Horticulture _____
Farm Shop _____	Pest Control _____
Farm Safety _____	Young Farmers _____
	Adult Farmers _____

23. How many topics (as in No. 22 above) do you believe a program should cover?

One \_\_\_\_\_ Two \_\_\_\_\_ Three \_\_\_\_\_ More than three \_\_\_\_\_

24. What is the approximate time you find necessary to plan and prepare for a television program?

A. Teacher planning and preparation \_\_\_\_\_ hours.

B. Student planning and preparation \_\_\_\_\_ hours.

25. To what extent do you feel your local school administration is interested in your chapter participating in television programs?

Very favorable \_\_\_\_\_

Agreeable \_\_\_\_\_

Little interest \_\_\_\_\_

Somewhat opposed \_\_\_\_\_

26. To what extent do you feel programs presented by your chapter have given your local school and administration recognition?

Positive recognition \_\_\_\_\_

Occasional or implied recognition \_\_\_\_\_

Little or no recognition \_\_\_\_\_

27. Do you feel that a list of the FFA programs previously presented would assist you? Yes \_\_\_\_\_ No \_\_\_\_\_

28. Do you know what materials and equipment are made available at the station for the preparation and presentation of programs?

Yes \_\_\_\_\_ No \_\_\_\_\_

29. Do you know what materials and equipment are made available at the State FFA office for the preparation and presentation of programs? Yes No

30. How adequate do you consider your own ability to prepare the following program materials?

**Check in Appropriate Columns**

	:	:
	: To a mod-	: Could not do
Adequate:	erate degree:	satisfactorily

### A. Charts and Diagrams

B. 8x10 or 4x5 pictures

C. Slides . . . . .

D. 16 mm films . . . .

31. Do you feel that it would be helpful to acquaint farm program directors more fully with vocational agriculture and the FFA?

Yes                      No                      No comment

32. Would you prefer that your FFA programs be on a station other than the one on which they are now?

**Yes**                      **No**

33. If other stations are preferred, which ones?

\_\_\_\_\_

34. Would you attend a television or radio short course or clinic for vocational agriculture teachers presented by television and radio farm personnel if a meeting was arranged? (Check one or both)

Yes \_\_\_\_\_ Radio \_\_\_\_\_  
Only if convenient \_\_\_\_\_  
Would be very hard to find time \_\_\_\_\_ Television \_\_\_\_\_

35. How much time would you be willing to spend in this course or clinic? days

36. What month would you prefer such a course or clinic to be held?

What day or days of the week

37. Would you like to see some good television programs presented at a short course or clinic? Yes \_\_\_\_ No \_\_\_\_
38. What methods do you use to inform the people in your community about your FFA programs so they will be watching or listening? (Check as many as apply)

Bulletin Boards _____	Story in newspaper _____
Meetings _____	Word of mouth _____
FFA newspaper column _____	Others (write in) _____

39. Do you feel you know why television stations give your FFA chapter time to present programs? Yes \_\_\_\_ No \_\_\_\_

If yes, please give a brief statement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

40. What is your opinion of FFA television programs which you have seen? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

41. What would you like discussed at a short course or clinic?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## STATE BOARD FOR VOCATIONAL EDUCATION

## Division of Vocational Agriculture

A. &amp; M. COLLEGE CAMPUS

Stillwater, Oklahoma

February 6, 1957

Sent to: Vocational Agriculture Instructors

Sent by: J. B. Perky, State Supervisor, Vocational Agriculture

Subject: Radio and Television Survey

Gentlemen:

Frank McCalla, a graduate student in Agricultural Education at Oklahoma A & M College, is doing a survey on the effective use of radio and television programs for FFA members. All Vocational Agriculture teachers are asked to cooperate in filling out this survey form. The results of this survey will be beneficial in our State-wide radio and television programs.

JBP:BK:ew

## **APPENDIX C**

### **Example Schedule of FFA Television Programs**

# Example Schedule of FFA Television Programs

## Six-month's television scheduling of programs

### Station KOTV, Tulsa

January 4	Okemah	Ray Holman
January 11	Paden	Joe Holman
January 18	Mason	Leslie Anderson
January 25	Ramona	William Cavin
February 1	Morris	Clyde Matthews
February 8	Beggs	Hollis Long
February 15	Bristow	Earl Powell
February 22	Drumright	Jim Formby
February 29	Oilton	Leonard Widener
March 7	Sapulpa	Quentin Walkup
March 14	Mannford	Alvin Steward
March 21	Pawnee	C. Leonard Bell
March 28	Ralston	Walter McCarley
April 4	Cleveland	Earl Hobbs
April 11	Chouteau	David Burwell
April 18	Salina	Alva Crantham
April 25	Adair	Jim Boston
May 2	Agra	Gerald Meador
May 9	Chelsea	Lee Elgin
May 16	Pryor	William Brandley
May 23	Whitaker	Marvin Best
May 30	Vinita	Vernon McCoy
June 6	Coweta	John Bruton
June 13	Jenks	Ed Perry
June 20	Bixby	Carl Fenderson
June 27	Sand Springs	Clyde Browers

From: Tom T. Hamilton  
 Assistant Executive Secretary  
 Oklahoma FFA Association  
 Vocational Agriculture Building  
 Oklahoma A & M College Campus  
 Stillwater, Oklahoma

## APPENDIX D

### Letters

OKLAHOMA  
AGRICULTURAL AND MECHANICAL COLLEGE

INSTITUTE OF TECHNOLOGY  
SCHOOL OF AGRICULTURE  
AGRICULTURAL EXPERIMENT STATION

DEPARTMENT OF  
AGRICULTURAL ENGINEERING

STILLWATER

February 4, 1957

Dear Sir:

As part of my graduate work I am gathering information concerning television programs that have been presented to date by teachers and Future Farmers of America in Oklahoma.

I am attempting to determine the problems of teachers in putting on shows in order to arrive at some method of improvement in their programs.

I would like to interview you on some of the questions in my schedule. Would it be convenient on February \_\_, 1957? If it is convenient, please drop the accompanying card in the mail so I will know the appointment has been made.

Sincerely yours,

Frank L. McCalla  
Graduate Assistant  
Dept. of Agricultural Engineering



The appointed time is convenient.

Ask for \_\_\_\_\_

when you arrive between \_\_\_\_\_

\_\_\_\_\_  
Name of Station

**APPENDIX E**

**"So --- You're Going To Be On Television"**

**"Suggested Television Program"**

**"Outline of Material Covered At A TV Clinic"**

# USE OF ILLUSTRATIVE MATERIAL:

1. Avoid using objects that will reflect too much light.
2. Be at the station in plenty of time to arrange display to best advantage.
3. Posters and illustrative material should be mounted on non-glossy background. Use something else besides white, if possible.
4. When holding any object, picture, or placard, be sure to hold it from the back. Hold it still. If necessary to turn or move it, turn it slowly.
5. If necessary to point out some detail, point slowly and hold it a short time. Give the cameras time to follow you.
6. Any illustrative material used should tell a definite story and be clear enough to almost explain itself.
7. Pictures, preferably of a dull finish, may be used for illustrations. They should be mounted on a non-glossy cardboard. Avoid using black or white.

## AFTER THE BROADCAST:

Be sure to express appreciation to those responsible for the program. Your contacts will pave the way for the appearance of other groups. Make this an outstanding experience in public relations.

## SELECTING SUBJECTS FOR TELEVISION:

1. Select a subject that your yourself would want to watch demonstrated.
2. Appeal to the type of audience watching according to the time of day, and the day of the week.
3. Avoid subjects which are too technical to be interesting to the average person.
4. Limit the subject. Do not attempt to get too much into one broadcast.

KNOW YOUR SUBJECT THOROUGHLY!

DON'T WORRY! - - IT'LL TURN OUT ALL RIGHT



SO --- YOU'RE GOING TO  
BE ON TELEVISION!

STATE DEPARTMENT FOR VOCATIONAL AGRICULTURE  
Oklahoma A&M Campus  
Stillwater, Oklahoma

# KEEP for FUTURE USE!

## SUGGESTED TELEVISION PROGRAMS BY VOCATIONAL AGRICULTURE DEPARTMENTS

NOTE: These topics are only suggestions. If you have a subject you had rather use, please make sure it is **TIMELY**. Contact one of the FFA Executive Secretaries for any suggestions. Your program should dovetail in well with other programs being presented at the station and definitely NOT duplicate one of them. Also remember, it is required that visual materials be used, either in the form of 16 mm motion pictures, or other pictures appropriate to the station. Or you may use objects in the studio if proper arrangements are made ahead of time and if they can be handled by the station.

REMEMBER, STATIONS AND STATE OFFICE REQUIRE A SHORT OUTLINE OF YOUR PROGRAM TWO WEEKS AHEAD OF TIME.

- September:
1. Home and Community Beautification
  2. Civil Defense - FFA and FHA or FFA Alone
  3. What is an American Farmer
  4. Winter Pastures
  5. Grooming Dairy Cows
  6. Grooming Show Steers
  7. Grooming Show Lambs
  8. Grooming Show Swine
  9. Soil Sampling and Testing
  10. How and Why Set Up Supervised Farming Program
  11. Tractor Maintenance
  12. Soil Conservation, Some Particular Phase That's Timely
  13. Culling Hens
  14. Fire Prevention for Winter Months
  15. Selecting Small Grains Seeds
  16. Fertilizing and/or Planting Small Grains
  17. Selecting Winter Legumes
  18. Fertilizing and/or Planting Winter Legumes
  19. Forestry (Post Lot, etc.)
  20. Producing Quality Eggs

- October:
1. Farm Fencing
  2. National FFA Convention
  3. Safety on the Farm
  4. Choosing and Using Hand Tools
  5. Outdoor Cooking
  6. Hunting and Fishing Safety
  7. Testing for TB and Bangs, Why, How
  8. Skit on Parliamentary Procedure
  9. Building the Emblem
  10. Grades of Market Beef
  11. Hog Classes
  12. Brooding Chicks
  13. Turkey Raising for Thanksgiving
  14. Cutting Doorsteps
  15. Controlling Grass and Forest Fires, Safety
  16. Butchering Hogs for Home Use
  17. Housing Dairy Cattle
  18. Balancing Livestock Rations
  19. Marketing Forest Products
  20. Cutting Rafters

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November:

1. Selecting Meats
2. Thanksgiving Program, The Why of Thanksgiving, How It Applies Now
3. Pruning Demonstration
4. Sharpening and Care of Farm Tools
5. FFA Forestry Activities, Why
6. Livestock Pest Control
7. FFA Broiler Projects, Why
8. Rat Control
9. Farm Welding
10. Egg Candling and Grading, Grades of Eggs
11. Selecting Shade Trees
12. Selecting Fruit Trees
13. Mail Box Improvement, Some Original Ideas
14. Remodeling and Refinishing Furniture
15. Constructing a Farm Pond, Why
16. Spraying the Home Orchard
17. Selecting a Farm Water System
18. Selecting Electric Motors for the Job
19. Proper Electrical Wiring, Results of Inadequate Wiring
20. Wood Fasteners, Uses

December:

1. Selecting Dairy Cattle, Why
2. FFA Dads' and Sons' Banquet - Must be unique or something different
3. Planting Pine Trees
4. Christmas Program
5. Selecting Beef Cattle
6. The Electric Safety Fuse, Types, Uses, Precautions
7. Propagation of Fruit Trees
8. Pig Chain Program, Results
9. Keeping Farm Records, Why, How
10. Making Farm Inventory for Income Tax
11. Farm Income Tax, Some interesting sidelight
12. Controlling Weevils in Stored Grain
13. Producing Clean Milk, Explain Bacteria Count
14. Constructing Gates
15. Laying Cages
16. Installing a Water Pump
17. Pruning Ornamental Plants
18. Making a Farm Budget
19. Selecting a Herd Sire
20. Making and Proper Use of Halters

January:

1. Seed Certification Procedure
2. Social Security for Farmers
3. Treating Posts and Lumber on the Farm, Money Saved
4. Planning Home Gardens for Spring
5. Servicing Tractors and Equipment for Spring Use
6. Upcoming Livestock Shows, How to Judge, Why
7. Soldering
8. Controlling Termites
9. Fertilizer for Cotton in Your Community
10. Fertilizer for Corn in Your Community
11. Bermudas for Your Community (Based on Local Research)
12. Minerals for Livestock
13. Preparing Calf for Spring Livestock Show
14. Selecting Electrical Wiring Materials
15. Using and Caring for Hand Woodworking Tools
16. Treating Seed



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17. Cotton Varieties, pros and cons
18. Corn Varieties, pros and cons
19. Wheat Varieties, pros and cons
20. Lespedeza, Value of, Care of, Planting
21. Forage Crops, Some timely angle

February:

1. Producing Honey
2. Planting Irish Potatoes or Sweet Potatoes
3. Pecan Culture
4. National FFA Week Program
5. Protecting Wildlife
6. Preparing Seedbed for Home Gardens and/or Planting
7. Budding and Grafting
8. Liming the Soil
9. Weed Control
10. Growing Peanuts (Limit to some one or two Phases)
11. Bedding Sweet Potatoes
12. Judging Beef Cattle, Why
13. Judging Hogs, Why
14. Judging Dairy Cattle, Why
15. Feeding Baby Chicks
16. Building Screen Doors Demonstration
17. Painting Procedure
18. Measuring Forest Products
19. Brooding with Infrared Lamps
20. Housing Laying Flock

March:

1. FFA Boy Raising Worms for Bait, Tied in with Farming Program
2. Soybean Production
3. Fowl Pox, Symptoms, Cure
4. Sheep Care
5. Sharpening Knives, Scissor and Hedge Shears
6. Growing Tomatoes
7. Controlling Garden Insects and Diseases
8. Electric Welding
9. Mineral Mixtures for Hogs
10. Individual Calf Pens
11. Post Lot Culture
12. Electrical Fixtures
13. Know Your Grasses, Which is Best for Community
14. Concrete Mixing
15. Making Cuttings
16. Potting Plants
17. Fertilizing Shrubbery
18. Applying Nitrogen to Oats and/or Wheat
19. Farm Shop
20. Gardening

April:

1. Irrigation
2. Grain Sorghum
3. Turning Winter Legumes
4. Seed Production
5. Hog Cholera
6. Controlling Flies
7. Managing the Farm Woodlot
8. Marketing Eggs
9. Green Feeds for Poultry
10. Producing Good Hay

- 4 -

11. Camping, Safety, other features
12. Fitting and Showing Beef Cattle
13. Care of the Garden
14. Know your Weeds
15. Water Safety
16. Pruning Shrubberty
17. Care of Shrubberty
18. Fertilizing the Orchard
19. Spraying the Orchard
20. Heading and Threading Bolts

May:

1. Cotton Insects, Damage
2. Nitrogen for Corn
3. Alfalfa
4. Cotton Diseases
5. Planting Lawns
6. Sudan Grass
7. Using Ammate Fertilizers
8. Using Paint Removers
9. Fitting Handles in Tools
10. Making Oxide of Iron Paint
11. Livestock Show Feature
12. Vegetable Care
13. Building the Emblem or other FFA Ceremonies
14. Selecting and Breeding Ewes
15. Mulching Flower Plants
16. Health, Safety, Hobbies
17. Insects of Lawns
18. Lawn Care
19. Household Insects and Their Control
20. Stain Removal and Chemistry Learned by FFA Boys

June:

1. Drink More Milk, Why
2. Producing Pure Milk and/or Milk Products
3. Food Processing
4. Choosing and Using Fresh Fruits and Vegetables
5. Home Freezing
6. Selecting Dairy Cattle
7. Operating and Maintenance of Combines
8. Operating and Maintenance of Tractors
9. Operating and Maintenance of Farm Trucks
10. Irrigation
11. Poultry Grading
12. Cooperative Marketing
13. Summer Activities, Why, Where, for FFA Boys
14. What Makes a Grade A Dairy

July:

1. National Farm Safety Week
2. Tractor Safety
3. Safety on the Farm
4. Safety in the Home
5. Adult Farmer Classes, Former FFA Boys
6. What Vo-Ag has Meant to Me
7. Market Type Of Hogs
8. American Farmer Candidate
9. Clipping the Dairy Cow



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10. Rope Work
11. Carpentry
12. Farm Shop
13. Care of Tools
14. Refinishing Furniture

August:

1. How We Select Barrows for the Show
2. How We Select Steers for the Show
3. How We Select Lambs for the Show
4. Fair Exhibits
5. Grades of Cotton
6. Harvesting Cotton
7. Marketing Cotton
8. Storing Machinery for the Winter
9. Planning the Farmstead
10. Care of Ornamental Plants
11. Care of the Lawn
12. Home Sanitation
13. Back to School Preparations, Some Special Feature
14. Preparing a Judging Team for the Livestock Shows

TH:ew  
9/13/56



OUTLINE OF SOME MATERIAL COVERED  
AT A TV CLINIC

Opening remarks \_\_\_\_\_, Vo-Ag District Supervisor.  
Explanation of program, introductions \_\_\_\_\_, Executive Secretary, FFA.

APPEAL AND PURPOSES

- I. Appeal of TV is so great that it reaches all groups, ages, sexes.
- II. How we can use TV:
  1. Present our program to public
  2. Improve cultural level of community
  3. Improve homes
  4. Improve ways of teaching
  5. Develop better community relations
- III. TV is an extension to education:
  1. Way of reaching more people
  2. Way to improve present way of life
- IV. What TV offers:
  1. Have large audience participation but speak to small group (2-6 persons).
  2. Utilizes students in program building (TV program)
  3. Chance to present new ideas to public
  4. Immediacy factor give greater impact
  5. TV can teach recommended methods
  6. TV can influence public relations
  7. New educational experience for students and you
  8. Will improve teaching (gives chance to use master teachers)
- V. By-products of TV:
  1. Way of developing cooperation in the community
  2. Promotes your program in your community
  3. Another means of creating motivation

## SELECTING SUBJECTS FOR TV

## I. Things to consider:

## A. Audience not captive

1. Small captive audience only. Must command audience
2. Must produce a professional type show, most critical time is first minute
3. Adequate personnel to put on show, but not too many
4. Must have facilities - physical and personality
5. Should be handy to rehearse (2-5 times)
6. Teacher should be responsible for program
7. Subject must be adapted to facilities of station
8. Limited number of persons. Five maximum for 15-minute program but entire group can be involved in producing program.
9. Time and space factors:
  - a. People
  - b. Animals
  - c. Demonstration materials
  - d. Movement
  - e. Program preparation
  - f. Opening, presentation, closing.

## B. Types of programs:

- |                  |              |                   |
|------------------|--------------|-------------------|
| 1. Discussion    | 4. Lecture   | 7. Illustrated    |
| 2. Demonstration | 5. Musical   | 8. Special events |
| 3. Dramatic      | 6. Interview | 9. Variety        |

## C. Appeal of types of programs, in order:

- |                               |                           |
|-------------------------------|---------------------------|
| 1. Dramatic - greatest appeal | 5. Illustrated            |
| 2. Demonstration              | 6. Interview              |
| 3. Special events             | 7. Discussion             |
| 4. Musical                    | 8. Lecture - least appeal |

## D. Musts for a program:

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1. Timeliness               | 5. Titling                           |
| 2. Interesting presentation | 6. Cost factor consideration         |
| 3. Challenging              | 7. Taste representative of community |
| 4. How                      |                                      |

## WHAT HAPPENS TO A SCRIPT

- I. Be sure to develop a purpose for your program
- II. Select subject for program within range of your facilities:
 

<u>Visual</u>	<u>Props</u>	<u>Audio</u>
1. A script excepting dramatic is <u>never written in full</u>		
2. Outline audio script - to explain the picture which camera will present - 2 - 6 persons in a home is your audience. Informal is the only way		
3. 52% more retention through visual than oral		
4. Props give the life to the program		
5. Make outline before rehearsal - send outline to station 2 weeks in advance		
6. Write one minute more script than you actually need		
7. Handle only one problem on a show - probably best to give a solution		
- III. Build your picture series
- IV. Add audio script (on program where teacher is master of ceremonies and where possible):
  1. Opening - 15 sec. FFA march or song appropriate to organization
  2. Backdrop with emblem or other appropriate items
  3. Title of program
  4. Pewter gray and black and white are colors to use - blending with shades of gray.

## TYPES OF PROPS

- I. Life blood of the show:
  1. Human clothing should be any pastel shade - don't wear white shirts, especially without a coat - contrast color with backdrop in dress
  2. Visuals to use (all TV stations):
    - a. 2 x 2 slides (35mm)
    - b. 16 mm movies
    - c. 8 x 10 photo on matte finish
    - d. Charts done in heavy lines
    - e. Maps done in heavy lines
    - f. Graphs done in heavy lines
    - g. Models
  3. Visuals to use on specific stations, plus all of the above
    - a. KOTV, Channel 6, Tulsa
      - \* 4 x 5 prints
      - \* 2 $\frac{1}{4}$  x 3 $\frac{1}{4}$  prints
    - b. KWTU, Channel 9, Oklahoma City
      - \* 2 $\frac{1}{4}$  x 3 $\frac{1}{4}$  prints (or 4 x 5 prints with subjects toward center of picture)
    - c. Other \_\_\_\_\_
  4. Posters, charts, maps and graphs should be done on gray background - 1 tube gray pewter to one gallon white flat pigment makes satisfactory gray background.

5. Ratio of picture on TV screen is 4 high by 5 wide
6. In lettering, make letters and numbers 1/11 the height of critical area
7. Don't crowd too much into your charts and graphs
8. Photograph lettering on gray background
9. Use props

II. Select your props:

A representative of the TV station should discuss problems of their station as to:

1. Financial
2. Size of studio, space available
3. Camera
4. Props available
5. Programs

Outlined programs for a year

Tour of station

Adjourn

## **VITA**

**Frank Lloyd McCalla**

**Candidate for the Degree of  
Master of Science**

**Thesis: THE IDENTIFICATION OF PROBLEMS ENCOUNTERED BY  
OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS IN  
PLANNING AND PRESENTING TELEVISION PROGRAMS**

**Major Field: Agricultural Education**

### **Biographical:**

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