



12-1974

**Characteristics, roles, and training problems of agricultural extension radio specialists in the United States with application of findings to a Thai situation**

Pote Chumsri

Follow this and additional works at: [https://trace.tennessee.edu/utk\\_gradthes](https://trace.tennessee.edu/utk_gradthes)

---

**Recommended Citation**

Chumsri, Pote, "Characteristics, roles, and training problems of agricultural extension radio specialists in the United States with application of findings to a Thai situation. " Master's Thesis, University of Tennessee, 1974.

[https://trace.tennessee.edu/utk\\_gradthes/8178](https://trace.tennessee.edu/utk_gradthes/8178)

This Thesis is brought to you for free and open access by the Graduate School at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Masters Theses by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact [trace@utk.edu](mailto:trace@utk.edu).

To the Graduate Council:

I am submitting herewith a thesis written by Pote Chumsri entitled "Characteristics, roles, and training problems of agricultural extension radio specialists in the United States with application of findings to a Thai situation." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural and Extension Education.

Robert S. Dotson, Major Professor

We have read this thesis and recommend its acceptance:

Cecil E. Carter, George C. Mays

Accepted for the Council:

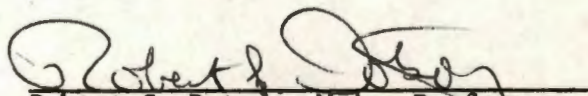
Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

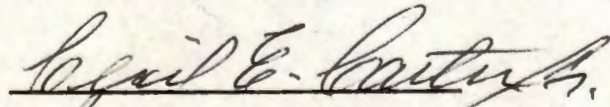
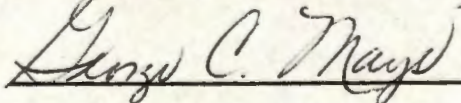
(Original signatures are on file with official student records.)

To the Graduate Council:

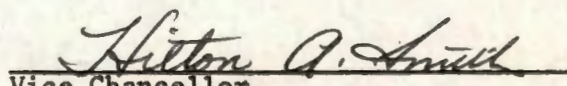
I am submitting herewith a thesis written by Pote Chumsri entitled "Characteristics, Roles, and Training Problems of Agricultural Extension Radio Specialists in the United States with Application of Findings to a Thai Situation." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension Education.

  
Robert S. Dotson, Major Professor

We have read this thesis and  
recommend its acceptance:

Accepted for the Council:

  
Vice Chancellor  
Graduate Studies and Research



CHARACTERISTICS, ROLES, AND TRAINING PROBLEMS OF AGRICULTURAL  
EXTENSION RADIO SPECIALISTS IN THE UNITED STATES WITH  
APPLICATION OF FINDINGS TO A THAI SITUATION

A Thesis  
Presented for the  
Master of Science  
Degree  
The University of Tennessee

Pote Chumsri  
December 1974



## ACKNOWLEDGMENT

The author wishes to thank his major professor, Dr. Robert S. Dotson, for his guidance and help throughout the planning and completion of this study. Appreciation is also extended to Dr. Cecil E. Carter for serving on the thesis committee. Mr. George C. Mays is specially thanked for his aid, his encouragement and unflagging patience during the course of this study.

The author is indebted to the Agency for International Development (AID) for its financial support of his graduate study in the United States. Special thanks go to Dr. S. C. Bohanan, Campus Coordinator and to Mr. Paul K. Teague, AID Extension Specialist, for their understanding and help in starting the study.

The author would also like to express appreciation to all of the respondents who returned the questionnaire. Finally, the author wishes to thank his wife, Mrs. Phannipha Chumsri, for her love, understanding and encouragement throughout his academic years in the United States.

## ABSTRACT

This combination survey, library and descriptive application type of study was done in the United States and related to Thailand for the purposes of: (1) gathering historical information regarding Extension radio work; (2) identifying some of the important characteristics, roles and training problems of Extension radio specialists in the United States; (3) exploring generally accepted approaches used by United States Extension radio specialists for presenting subject matter and teaching methods in agent induction and inservice training; (4) studying the situation with regard to Extension radio work in Thailand, and (5) applying, as nearly as possible, some principles and practices found to be useful in the United States Cooperative Extension radio specialist work as they might be relevant for use in Thailand.

In the United States portion of the study, 32 of 54 states and other geographical area Extension radio specialists responded to a 1974 mail questionnaire. Characteristics of specialists in states responding were found to include the following: (1) most of the radio specialists were employed by the Cooperative or Agricultural Extension Division of the state land grant institutions; (2) titles of Extension radio specialists varied in the states from Extension or Agricultural Editor to Radio and/or Television Specialist and/or Editor; (3) of 65 Extension radio specialists working in the 32 states responding, 41 were full-time radio employees, and 24 were part-time; (4) most radio specialists had



at least the Master's degree, the largest number of majors being in Agriculture and Communication; (5) the following average percents of Extension radio specialist staff time had been expanded in 1973: (a) 70 percent to radio production for broadcast stations, (b) 19 percent to radio production for county Extension staffs, (c) 9 percent to agent training, and (d) 2 percent to other work.

Duties and responsibilities of radio specialists reportedly were: (1) determining agent radio-related training needs; (2) program production; and (3) maintaining good relations with radio stations. Some other duties were cooperating with other offices and program planning.

Twenty-five states indicated that they provided induction and/or inservice training. They were selected for a special study of their practices, procedures and problems. The following important findings related to induction training: (1) writing for radio, radio interviewing and voice-delivery were three key subjects most frequently included; (2) specialist thinking and agent requests were most often listed as induction training determinants; (3) time limitation was the largest induction training major problem related by radio specialists; (4) most radio-related induction training was provided at state level; (5) radio specialists were most frequently the ones responsible for such training; (6) radio specialists and administrators usually were responsible for approval of training; (7) workshops and office visits were the most often mentioned primary Extension methods used for such training; (8) agent products and performance were most frequently listed as measures for training evaluation; (9) most state staffs planned to devote about the



same time to training in 1974 that they had spent in 1973; (10) most states rated the adequacy of their 1973 training effort as "fairly adequate"; (11) an average of 22 agents per state was trained in 1973 in 22 states, members ranging from 3 to 100 in numbers trained.

The following points were made regarding inservice training: (1) writing for radio, nature of radio background, preparation of material, and voice-delivery were four key subjects most frequently included; (2) agent requests and agent plans of work were most often listed as primary inservice training determinants; (3) time limitation was the largest agent inservice training major problem; (4) most radio-related agent inservice training was provided at district level; (5) radio specialists were most frequently the ones responsible for such training; (6) district or area supervisors and administration usually were responsible for approval of training; (7) workshops were the most often mentioned primary Extension method used for such training; (8) agent products, participant evaluation and skill were most frequently listed as criteria or measures for training evaluation; (9) equal numbers of states rated the adequacy of their 1973 inservice training efforts as "fairly adequate" and "not very adequate"; (10) most state staffs planned to devote about the same time to training in 1974 that they spent in 1973; (11) averages of 43 agents per state were trained in 1973 in 24 states, numbers trained ranging from 3 to 200 members.

Concerning the Thai situation, it was found that changwad (similar to state) and amphor (similar to county) Extension worker radio-related induction or inservice training had not been conducted in 1973. However, the numbers of Extension workers at both levels had increased. Also, training in Agricultural communication was seen as being needed more.



and more. As a result of this study, some suggestions are made for induction and inservice training programs for Thai Extension workers. Such induction and inservice training efforts should help Extension agents, both new and experienced, learn how to produce effective radio programs aimed at farmers.

Suggestions for use of findings and further research also were made.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Purposes of the Study . . . . .	2
Definition of Terms . . . . .	3
II. REVIEW OF LITERATURE . . . . .	5
The Historical Development of the Agricultural Extension Radio Work in the United States . . . . .	5
The Historical Development of the Agricultural Extension Radio Work in Thailand . . . . .	10
III. METHOD OF PROCEDURE . . . . .	12
Data Collecting and Instruments . . . . .	12
Data Analysis . . . . .	13
Limitations of the Study . . . . .	13
IV. FINDINGS OF THE STUDY AND DISCUSSION . . . . .	15
Findings in the United States . . . . .	15
Regarding Land-Grant College Divisions Employing Extension Radio Specialists . . . . .	15
Regarding Titles of Extension Radio Specialists . . . . .	15
Regarding Job Descriptions for Extension Radio Specialists . . . . .	19
Regarding Number of Specialists Conducting Extension Work . . . . .	21



## CHAPTER

## PAGE

Regarding Nature of Employment, Scope of Responsibility and Length of Service of the Specialists . . . . .	21
Regarding Highest Degree Attained by Specialists . . .	21
Regarding Number of Specialists Conducting Extension Radio Work . . . . .	27
Regarding Radio Production for Broadcast Stations . . .	27
Regarding Radio Production for County Extension Staff .	32
Regarding Classification of States into Extension Radio Specialist Groups . . . . .	33
Regarding Extension Radio Specialist Staff Time for Training and Teaching . . . . .	37
Regarding Induction Training . . . . .	41
Subject matter of induction training . . . . .	41
Determining the content of induction training . . . .	41
Major problems of induction training . . . . .	41
Levels of induction training . . . . .	44
Responsibility for induction training . . . . .	44
Responsibility for proposing the induction training .	48
Responsibility for approving induction training . . .	48
Responsibility for conducting induction training . .	48
Responsibility for evaluating induction training . .	52
Planning induction training . . . . .	52
Method of conducting induction training . . . . .	52

CHAPTER

PAGE

Measures of criteria used in evaluation of  
 induction training . . . . . 56

Time planned to be spent in 1974 radio-related  
 induction training 1973 . . . . . 56

The adequacy of 1973 induction training as seen by  
 specialists . . . . . 56

Numbers of new workers receiving training in 1973 . . 56

Regarding Inservice Training . . . . . 60

Subject matter in inservice training . . . . . 60

Determining the content of inservice training . . . . 60

Major problems of inservice training . . . . . 64

Levels of inservice training . . . . . 64

Responsibility for inservice training . . . . . 64

Responsibility for proposing inservice training . . . 68

Responsibility for approving inservice training . . . 68

Responsibility for conducting inservice training . . 68

Responsibility for evaluating inservice training . . 71

Planning of inservice training . . . . . 71

Method of conducting inservice training . . . . . 75

Measures or criteria used in evaluation of inservice  
 training . . . . . 75

Time planned to be spent in 1974 compared to time  
 spent in radio-related inservice training in 1973 . 75

The adequacy of 1973 inservice training as seen by  
 radio specialists . . . . . 79



CHAPTER

PAGE

Number of extension workers receiving inservice training in 1973 . . . . .	79
Regarding Formal Courses and Other Training . . . . .	79
Number of present and prospective Extension workers receiving formal and other radio-related training in 1973 . . . . .	79
Brief Summary . . . . .	82
Findings Related to Thailand . . . . .	84
The Situation in Thailand . . . . .	84
Staff Sections Doing Radio Work . . . . .	84
Suggested Application of Findings . . . . .	85
V. SUMMARY AND IMPLICATIONS . . . . .	88
Statement of the Problem . . . . .	88
Purposes of the Study . . . . .	88
Methods of Procedure . . . . .	88
Summary of Findings in the United States . . . . .	89
Regarding Characteristics and Roles of Extension Radio Specialists . . . . .	89
Regarding Radio-Related Agent Induction and/or Inservice Training . . . . .	91
Regarding Radio-Related Undergraduate and Graduate Teaching for Credit . . . . .	93
Summary of Findings in Thailand . . . . .	94
Implications . . . . .	94
Recommendations for Further Research . . . . .	96

CHAPTER	PAGE
BIBLIOGRAPHY . . . . .	97
APPENDIXES . . . . .	100
Appendix I . . . . .	101
Appendix II . . . . .	111
Appendix III . . . . .	118
VITA . . . . .	127





LIST OF TABLES

TABLE	PAGE
I. The Divisions of the State University Employing Extension Radio Specialists in 32 States Responding . . .	16
II. Titles of Position in Extension Radio Programs in 32 States Having Specialists Working Full- or Part-Time . . .	17
III. Number of States Having Job Description and Having No Job Description for the Extension Radio Specialists in 1973 . . . . .	20
IV. Duties and Responsibilities of Extension Radio Specialists in 6 States (1973) . . . . .	22
V. Total Number, Nature of Employment, Scope of Area Responsible and Length of Service of the Extension Radio Specialists in 32 States Responding . . . . .	23
VI. Highest Degrees and Majors of Extension Radio Specialists from 32 States (1974) . . . . .	25
VII. Percents of Total Extension Radio Specialist Staff Time Devoted to Radio Production for Broadcast Stations, County Extension Staffs, Agent Training, and Other Work in 1973 . . . . .	28
VIII. Extension Radio Specialist Staff Time Devoted to Radio Production for Broadcast Stations According to Time Spent on Scripts, Tapes, and Live in 1973 . . . . .	29

CRANES REST

TABLE

IX. Extension Radio Specialist Staff Time Devoted to Radio Production for County Extension Staff, According to Time Spent on Scripts, Tapes and Other Items in 1973 . . . . . 34

X. States and Other Geographic and Political Subdivisions in Extension Radio Specialist Groups A, B, C, and D of This Study . . . . . 36

XI. Numbers of States by Regions Regarding Extension Agent Induction and Inservice Training Provided in Radio Work (1973) . . . . . 38

XII. Percents of Extension Radio Specialist Staff Time Devoted to Agent Training and College Teaching (1973) by Staffs in 25 Group A States . . . . . 39

XIII. Subject Matter Items Reportedly Included in Extension Radio-Related Induction Training for Agents in 25 Group A States (1973) . . . . . 42

XIV. Reported Determinants of Extension Agent Radio-Related Induction Training in 25 Group A States (1973) . . . . . 43

\* XV. Major Problems of Radio-Related Extension Agent Induction Training in 25 Group A States (1973) . . . . . 45

XVI. Levels of Extension Agent Induction Training in 20 Group A States (1973) . . . . . 46

XVII. Responsibility for Radio-Related Extension Agent Induction Training in 25 Group A States (1973) . . . . . 47



TABLE	PAGE
XVIII. Responsibility for Proposing Radio-Related Extension Agent Induction Training in 25 Group A States (1973) . . . . .	49
XIX. Responsibility for Approving Radio-Related Extension Agent Induction Training Proposals in 25 Group A States (1973) . . . . .	50
XX. Responsibility for Conducting Radio-Related Extension Agent Induction Training in 25 Group A States (1973) . .	51
XXI. Responsibility for Evaluation of Radio-Related Extension Agent Induction Training in 25 Group A States (1973) . .	53
XXII. How Extension Agent Radio-Related Induction Training was Planned in 25 Group A States (1973) . . . . .	54
XXIII. Primary Methods Used for Extension Agent Radio-Related Induction Training in 25 Group A States (1973) . . . . .	55
XXIV. Measures or Criteria Used in Evaluation of Extension Agent Radio-Related Induction Training in 25 Group A States (1973) . . . . .	57
XXV. Extension Agent Radio-Related Induction Training Plans of 25 Group A States Regarding Time to be Spent in 1974 Compared to 1973 . . . . .	58
XXVI. Degree of Adequacy of Agent Radio-Related Induction Training in 25 Group A States (1973) as Seen by Specialists . . . . .	59
XXVII. Numbers of Agents Receiving Radio-Related Induction Training (1973) . . . . .	61

TABLE

XXVIII. Items Reportedly Included in Agent Radio-Related Inservice Training in 25 Group A States (1973) . . . . . 62

XXIX. Reported Determinants of Extension Agent Radio-Related Inservice Training in 25 Group A States (1973) . . . . . 63

XXX. Major Problems of Extension Agent Radio-Related Inservice Training in 25 Group A States (1973) . . . . . 65

XXXI. Levels of Extension Agent Radio-Related Inservice Training (County, Area or District and State) Reported in 25 Group A States (1973) . . . . . 66

XXXII. Responsibility for Extension Agent Radio-Related Inservice Training in 25 Group A States (1973) . . . . . 67

XXXIII. Responsibility for Proposing Radio-Related Extension Agent Inservice Training in 25 Group A States (1973) . . . . . 69

XXXIV. Responsibility for Approving Radio-Related Extension Agent Inservice Training in 25 Group A States (1973) . . . . . 70

XXXV. Responsibility for Conducting Radio-Related Extension Agent Inservice Training in 25 Group A States (1973) . . . . . 72

XXXVI. Responsibility for Evaluation of Radio-Related Extension Agent Inservice Training in 25 Group A States (1973) . . . . . 73

XXXVII. Reported Planning of Extension Agent Radio-Related Inservice Training in 25 Group A States (1973) . . . . . 74

XXXVIII. Primary Methods Reported Used for Extension Agent Radio-Related Inservice Training in 25 Group A States (1973) . . . . . 76



TABLE	PAGE
XXXIX. Measures or Criteria Reportedly Used in Evaluating Extension Radio-Related Inservice Training in 25 Group A States (1973) . . . . .	77
XL. Reported 1974 Plans of 25 Group A States to Devote More, About the Same or Less Time to Extension Agent Radio- Related Inservice Training as Expended in 1973 . . . . .	78
XLI. Degree of Adequacy of Extension Agent Radio-Related Inservice Training in 25 Group A States (1973) . . . . .	80
XLII. Numbers of Extension Agents Receiving Radio-Related Inservice Training in 1973 . . . . .	81
XLIII. Numbers of Present and Prospective Agents Receiving Radio-Related Teaching for Credit and Other Training in Six States in 1973 . . . . .	83

## CHAPTER I

### INTRODUCTION

Radio Extension work, as a phase of public information, has been of interest to program people almost as long as the medium of radio has been in general use. It is of special value to rural people in helping to bring them quickly in touch with many developments of which they might not otherwise be immediately informed. J. Clyde Marquis, Director of Economic Information for the United States Department of Agriculture, has said that:

. . . In my opinion, no class of our people has received greater benefit from radio than farm people because it has not only brought them music, entertainment, general news, but it has also brought them market and business information which has been of direct financial value resulting in increased income (3:15).\*

It is generally accepted that radio is one of the mass media especially well suited to agricultural development. Then, Extension radio specialist work is seen as one of the most important channels available to the American Cooperative Extension Service. However, relatively little information was available for the present study of characteristics, roles, and training problems of Extension radio specialists in two countries. This is significant because most farmers in both countries have radio available to get information. Of course,

---

\* Numbers in parentheses refer to alphabetically listed references in the bibliography; those after the colon refer to page numbers.



almost every farm home in the United States has one or more radio receiver (15). However, in Thailand, the number of farm homes having radio reportedly increased from 20 percent to 67 percent between 1964 and 1969 (17). Also, educational statistics showed that the percentage of functionally literate Thai farmers is still relatively low (14:110). Radio is one channel which speaks to all people, literate and illiterate alike.

One way to help Extension workers learn to work effectively with radio may be through exerting adequate efforts at induction and inservice training for staff. Inservice training is not merely a desirable supplement for workers who are already trained. Experts regard it as an integral and essential part of a necessarily continuous training process (1).

To the author's knowledge, no previous studies or surveys had been conducted regarding the characteristics, roles, and training problems of Extension radio specialists in the United States and in Thailand. Therefore, it was hoped that such a study would bring to light principles and practices applicable to Extension radio work in both countries. This study also should provide information of value to administrators, agents, trainers, students and others engaged in Extension radio work.

#### Purposes of the Study

The purposes of this study were:

1. To gather historical information regarding Extension radio work in the United States and Thailand.

2. To identify some of the important characteristics, roles, and training problems of the Extension radio specialists.
3. To explore generally accepted approaches used by the Extension radio specialist in presenting subject matter and teaching methods.
4. To study the situation regarding Extension radio work in Thailand.
5. To apply, as nearly as possible, some principles and practices found to be relevant in the American Cooperative Extension Service radio specialist work to the Thai situation.

#### Definition of Terms

Some of the important terms which occur in this study are defined below for clarification.

New worker training. The term new worker training in this study refers to the orientation or induction training and systematic preparation of new county Extension members regarding radio production. It is usually conducted by Extension radio specialists.

Inservice training. The term inservice training in this study refers to the continuous, regular, on-the-job and systematic preparation of county Extension staff members regarding radio work. It is usually conducted by Extension radio specialists.

Extension radio specialist. The term Extension radio specialist, as used in this study, includes those specialists indicated as having responsibility for Extension radio work.



Changwad. Usually translated province. Thailand is divided into 71 changwads. The governor is the chief executive. He is an employee of the Ministry of the Interior. Each ministry of government is represented on the changwad staff. These representatives are under the administrative direction of the governor but technically have their own ministry and departments. The governor is the chairman of the changwad Agricultural Extension committee (9:3).

Amphor. Usually translated district. A political subdivision of the changwad administered by the Nai Amphor (i.e., roughly translated Sheriff) who reports directly to the governor. A representative of each Amphor serves in the government of the changwad level. There are 509 Amphors. There also are 27 sub-Amphors in Thailand, this term referring to large village government. The Nai Amphor's responsibilities in the Amphor are similar to those of the government in the changwad (9:4).

Muban. Usually translated village, it is a collection of five or more families, averaging about 50 families, or 300-350 people, recognized by the government as an administrative unit. In each Muban, a Puyaiban (headman) is elected (9:4).

Tambol. Usually translated commune or township. A Tambol is usually made up of five to fifteen Mubans. There is a Tambol council made of village headman (Puyaiban), one of whom is chosen as chairman of the council. Other members of the council are chosen from teachers and health officials in the Tambol (9:4).

## CHAPTER II

### REVIEW OF LITERATURE

#### The Historical Development of the Agricultural Extension

#### Radio Work in the United States

The history of Extension radio work in the United States began in the early twenties at the same time as the establishment of the Cooperative Extension Service (4:265). Extension's purpose as stated in the Smith-Lever Act of 1914, which authorized its establishment, was

. . . to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same (11:426).

In carrying out this charge, Extension initially relied on the printed word--newspapers, pamphlets, and other printed matter. But with the development of the radio, vast new opportunities became available. It started when the owners of radio stations in the farm belt felt an obligation to furnish vital statistics to the farmers. This was particularly true of the men responsible for the operation of radio stations owned by the college or university, which had always provided an active Extension service. Purdue, Oregon State College of Agriculture, the University of Wisconsin, Michigan State College, Kansas State College, Cornell University, Texas Agricultural and Mechanical College, and many others were leaders in broadcasting weather, market reports and other informational programs for rural audiences. In a great many instances, the services started by those particular stations and others



not only continued but have expanded, until the present when a fully varied schedule is offered by most of the educational stations related to colleges in the land grant system.

However, such colleges and universities were not only group concerned with reaching the farmers by radio; there were commercial stations as well which felt a similar obligation. The first of these was KDKA in Pittsburg in 1912. Not only in the East and the Middle West, but on the Pacific Coast, stations KPO and KGO in 1924 inaugurated a number of different agricultural programs in cooperation with the College of Agriculture of the University of California and with various statewide cooperatives. Such cooperatives have been going on since the early days of broadcasting; in fact, between 1921 and 1930 there was a mushrooming growth of radio farm programs throughout the country (4).

In January 1931, the National Broadcasting Company and the United States Department of Agriculture joined forces to present five days a week, Monday through Friday, the "Western Farm and Home Hour," originating in San Francisco. NBC furnished the orchestra; the Department of Agriculture, the speakers. This service continued in operation as a separate Western farm service until 1937, when it was discontinued in favor of the "National Farm and Home Hour." The latter arranged to extend its facilities coast to coast. However, in 1938 a new agricultural program, "Western Agriculture," was inaugurated and carried on KGO and eleven other stations until the fall of 1944 (4).

Toward the close of the era of the early beginning of Agricultural Extension, the tremendous advantage radio had over other media in getting

vital market and statistical information to the farmer became apparent. Mr. Mullen had already convinced the department of the necessity and value of making weather reports available to radio stations for broadcasts to farmers. Secretary of Agriculture W. M. Jardian, formerly of the Kansas State Agricultural College and one of the early users of radio in connection with his activities there, decided to establish a full radio service in the Department of Agriculture. The office was charged with:

. . . the duty of making available to educational and commercial radio stations extension programs from the Department, programs, and home making practice (7:151).

Early in 1944, at a meeting held in Chicago, a plan was formulated by agricultural radio directors for a compact and nationwide program to outline and extend the services of agricultural editors. The initial meeting was called to discuss the mutual problems encountered by the various radio farm departments and to crystallize the tested methods to provide better farm information service for all people, from the station owners to the listeners. Other preliminary meetings were held in New York and San Francisco. As a result, a national organization known as the Association of Radio Farm Directors was founded in Columbus, Ohio, in May, 1944. The purposes of the organization, according to their statement, were as follows:

. . . Closer relationship between commercial radio broadcasting, agencies, and farm organization; closer relationship with advertising agencies and other groups interested in reaching the farm people through the medium of radio; closer relationship and better understanding between farm radio broadcasting and the station management; programming of farm radio broadcasts which will keep this type of service on a high plane; developing a farm



service in areas of the United States where it is now lacking; advancing the welfare of those engaged in farm radio broadcasting (4:265).

In 1946, two problems were encountered in Extension radio work: first, there was the problem of location and power of the station presenting such a program; second, a survey was needed to determine the type of farmers served by the station; programs to be designed for dairy-men, poultrymen, and livestock producers (4).

Following solution of the two questions, Judith C. Waller suggested that: the next important point for consideration was to determine where to get the right information program material. There were many sources besides the radio office of the United States Department of Agriculture; the Extension services of the various states also were anxious and willing to send out state adaptation of the government activities (4).

Later, all the radio wire service plans began to provide special agricultural summaries for various groups, such as farm organizations, which covered all phases of agriculture, including among others livestock, food packing, and milk cooperatives. In addition to these, there were summaries for rural youth groups, such as the 4-H Club and Future Farmers of America (FFA). Such younger farm groups have traditionally had colorful material available for broadcasters.

There were so many aspects involved in presenting agricultural programs during World War II years that to cover the subject thoroughly one had to think not only of the production side, but of the business side, the consumer side, and wartime economics generally. Judith C. Waller commented that: .

. . . It must be borne in mind that the standard of living in the rural areas had risen rapidly in the past ten or fifteen years, and where once there was a hit-or-miss contact between dwellers in the cities and on the farms, the farmers, with their more than five million radio sets in 1945, are as well informed on all topics as the urban listeners. The modern farmer of today is employing scientific methods which have lifted the running of his farm to the same standards of efficiency as that of any other industry (4:266).

As never before, the relative importance of agricultural programs in the broadcasting field began to be recognized. With the great war-time demand for food production, the farmer more than ever was depending on his radio for information which would enable him to do his job with the least expenditure of manpower and in the smallest possible amount of time. Therefore, any agricultural program built to serve agriculturists had to be laid out with considerable care and with much thought given to its content.

More recently, the radio service of the United States Department of Agriculture has become one of the busiest offices in the department, sending out material to approximately four hundred and fifty local radio stations and to the networks each day. Most of the stations have operated farm programs, inviting field people from the Department of Agriculture to participate, while in other cases the stations have turned the time over to one or more of the department agencies, thus making the agencies responsible for filling the time (4).

At the present, Extension radio specialists at three levels of government are responsible for Extension radio work:

1. Federal level.
2. State level.
3. County level.



Those at each level have their own duties:\*

1. Federal level. The radio service is a part of the Office of Information or Communication of the United States Department of Agriculture. At this level, the radio section is considered responsible for: (a) cooperative work and planning with those at the state level (the land grant colleges), and (b) providing tape, radio programs, or script news releases to the land grant colleges and news media in the state.

2. State level. At this level, the Extension radio specialists are employed by the state Agricultural or Cooperative Extension Services and/or Agricultural Experiment Stations. The specialist's title in Extension radio programs is known to vary depending on the needs in each state.

3. County level. At this level, radio production is seen as being a part of the work of County Extension Agents. This means each agent is responsible for his or her own programs. Also, many agents provide weekly or daily radio programs and news releases to the news media in their respective counties. The county agents usually get training in radio from the state-level Extension or other specialist.

### The Historical Development of the Agricultural Extension

#### Radio Work in Thailand

Agricultural Extension radio work in Thailand has been carried on in a piecemeal fashion with all departments of the Ministry of

---

\* From an interview with Mr. George C. Mays, Assistant Professor, Agricultural Communication, The University of Tennessee, Knoxville.

Agriculture having their own programs and with little or no cooperation with other Extension divisions. For years, the Thai government had advocated the consolidation of the Ministry's Extension efforts into one comprehensive Agricultural Extension program under one department of Agricultural Extension.

On October 1, 1968, the first positive step in this direction was taken when the Agricultural Extension Department came into existence. It was a consolidation of the Ministry's two largest divisions--those of the Rice Department and the Department of Agriculture. If the new department develops as planned, it will eventually absorb all of the Ministry's Extension divisions, and will be responsible for the planning and implementation of all Agricultural Extension work done by the Ministry of Agriculture (6,12,13).

After the Agricultural Extension Department was established, the Extension radio subdivisions from the two old departments were combined to be a project<sup>\*</sup> of the Training and Information Division in the Agricultural Extension Department.

---

\*The author worked on this project for two years, 1969-1970.



## CHAPTER III

### METHOD OF PROCEDURE

It has been accepted that Extension specialists are responsible for keeping County Extension agents up-to-date in subject matter and teaching methods (5,2,11). Consequently, because of the study's nature, Extension radio specialists were selected as a logical group to provide information.

#### Data Collecting and Instruments

In order to survey the characteristics, roles, and training problems of Extension radio specialists and determine the status of agent induction and inservice training in radio work in 1973, the 1974 list of Extension radio specialists and others responsible for radio Extension programs in the 50 states, District of Columbia, Guam, Puerto Rico, and the Virgin Islands was examined. The list (16) was provided by Mr. George C. Mays, Assistant Professor of Agricultural Communication in Radio and Television, The University of Tennessee, Knoxville (see Appendix I). An eight-page questionnaire was developed and mailed to a specialist in each of the 54 states or other political units which reportedly had specialists working part- or full-time in radio Extension programs (see Appendix II).

To obtain information on the historical development of Thai Extension radio programs, a personal letter was sent to the head of the Public Relations Subdivision, Department of Agricultural Extension,

Thailand. Also, some radio statistics for Thailand were received from the United States Operation Mission (USOM).

#### Data Analysis

All 50 states, District of Columbia, Guam, Puerto Rico and the Virgin Islands were classified into one of four state groups by their characteristics, namely, (1) those states which did not have Extension radio specialist(s) working part- or full-time in 1973; (2) those states which did have such specialists and did have agent induction or inservice training on radio work; (3) those with specialists but not providing training; and (4) those states which did not return the questionnaire. This study was to be concerned mainly with the second group, those states which had such specialists and provided induction and inservice training for agents in 1973.

#### Limitations of the Study

This study was restricted by the following limitations:

1. No previous study was found to have been conducted either in Thailand or in the United States in the area of characteristics, roles and training problems of Extension radio specialists.
2. Eighteen of 54 state or other political units included in this study did not return the questionnaire. Among those not responding were some known to have well-organized and comprehensive radio efforts.
3. It was found that data regarding Extension radio agent training was difficult to obtain because it was integrated with other subject areas.



4. The questionnaire used as an instrument for collecting data in this study could have restricted the findings of the study in many ways. Although the questions were designed to avoid misunderstandings of purposes and terms, the respondents may have interpreted questions in different ways from each other and from that intended by the author.
5. Data considered for the study were only those true for 1973. A number of states reportedly did induction and/or inservice training in former years at different levels and in different ways than they used in 1973.

## CHAPTER IV

### FINDINGS OF THE STUDY AND DISCUSSION

Because of the varied nature of facts collected regarding characteristics, roles and training problems of Extension radio specialists, it was necessary to appropriately classify the data in a logical and convenient form. Information will be presented in simple tables, in all cases possible showing states answers received from radio specialists responding.

#### A. FINDINGS IN THE UNITED STATES

##### Regarding Land-Grant College Divisions Employing Extension Radio Specialists

Reference to data in Table I discloses that 29 of the 32 states (including Puerto Rico) reporting indicated the Extension radio specialists were employed by the Extension division and 22 full-time in Extension. Six states showed employment by the Agricultural Experiment Stations, all of them part-time; 4, one full-time and 3 part-time, reported University Extension or Continuing Education employment, and 2 each indicated college training (both part-time) and other, Rural Department Center or Department of Public Information (one part-time and one full-time).

##### Regarding Titles of Extension Radio Specialists

Table II shows the titles of Extension radio specialists in the 32 states (including Puerto Rico) reporting. About one-third (11)



TABLE I

THE DIVISIONS OF THE STATE UNIVERSITY EMPLOYING EXTENSION  
RADIO SPECIALISTS IN 32 STATES RESPONDING

STATES	DIVISIONS					Total Divisions
	Agricultural or Cooperative Ext.	Agricultural Experi- ment Station	University Ext. or Continuing Education	College Teaching	Other <sup>a</sup>	
Alabama	x					1
Alaska	x					1
Arizona	x	x				2
Arkansas	x					1
California	x					1
Georgia	x				x	2
Hawaii	x					1
Idaho	x					1
Indiana	x	x				2
Iowa	x					1
Kansas	x					1
Kentucky	x					1
Louisiana	x					1
Maine					x	1
Michigan	x	x				2
Mississippi	x					1
Montana	x					1
Nebraska	x	x		x		3
New York	x					1
Ohio	x					1
Oklahoma	x		x			2
Oregon	x					1
Pennsylvania	x					1
Puerto Rico	x					1
South Dakota	x					1
Tennessee	x	x				2
Texas	x	x				2
Vermont		x	x			2
Virginia			x			1
Washington	x					1
West Virginia	x					1
Wisconsin	x		x	x		3
Total	29	7	4	2	2	44

<sup>a</sup>Rural Department Center, Department of Public Information.





TABLE II (continued)

STATES	TITLES OF POSITION								Total Titles
	Extension or Ag. Editor (Asst. or Associate)	Radio and/or TV Specialist (Asst. or Associate)	Radio and/or TV Editor (Asst. or Associate)	Area or District Information Specialist	Communication or Information Specialist	Extension Communication or Information Specialist	Professor; Agricultural Information or Communication (Asst. or Associate)	Other <sup>a</sup>	
Virginia	x			x				x	3
Washington						x		x	2
West Virginia						x			1
Wisconsin		x							1
Total	11	8	6	5	5	4	3	6	48

<sup>a</sup>Farm Advisor, Communication, Extension Research Information, Teaching Campus, Director Radio; Information Officer; Family and Consumer Science Specialist, Farm Fact; State Leader and Manager.

reportedly were classified as Extension or Agricultural Editor (including assistant and associate), while another 8 were simply titled Radio and/or Television specialists (including assistants and associates). An additional 6 states titles their Extension specialists Radio and/or TV Editors (including assistants and associates).

Five states each reported titling their specialists Area or District Information Specialists, and Communication or Information Specialists, respectively, while 4 used the title Extension Communication or Information Specialist. Three reported their title to be Professor, Agricultural Information or Communication (including assistants and associates), comparable to academic titles.

Six states reported a range in titles not classifiable under the above--some more descriptive and some less descriptive of the traditional Extension radio specialist concept.

One state, Texas, reported Extension radio specialists with four different titles. Two other states, Oregon and Virginia, reported use of three different titles and others used two titles each. Other states had only one.

#### Regarding Job Descriptions for Extension Radio Specialists

Table III summarizes findings regarding job descriptions for Extension radio specialists in the states contacted. Though 13 states (including Puerto Rico) reported having job descriptions for the specialists, only 6 enclosed copies with the completed questionnaires (see Appendix III). Twelve other states reported not having job descriptions and 4 more did not respond.



TABLE III

NUMBER OF STATES HAVING JOB DESCRIPTION AND HAVING NO JOB DESCRIPTION FOR THE EXTENSION RADIO SPECIALISTS IN 1973

States Having Job Description for the Extension Radio Specialists in 1973	States Having No Job Description for the Extension Radio Specialists in 1973
Alabama*	Arizona
Alaska*	Iowa
Arkansas	Louisiana
California	Maine
Kentucky	Mississippi
Michigan	Montana
Nebraska*	Ohio
New York*	Oklahoma
Puerto Rico*	Vermont
South Dakota*	Washington
Tennessee	West Virginia
Texas*	Wisconsin
Virginia	
13	12

\* Had job descriptions, but did not send a copy.

Note: Georgia, Indiana, Oregon, Pennsylvania, Kansas, Maine and Idaho did not answer the question.

Study of Table IV discloses that all 6 states sending job descriptions included "program production" and "determining needs" as duties of Extension radio specialists. Three states reported "maintaining good relations with radio station personnel" as a task; and 2 each mentioned "program planning" and "cooperating with other offices." Five additional tasks were mentioned by single states.

#### Regarding Number of Specialists Conducting Extension Radio Work

About one-half (17) of 32 states had only one specialist doing Extension radio work in 1974. Twenty-five states had more than one person. States having the largest number of specialists were Virginia, having 6, and Kansas, having 5, as shown in Table V. The average number per state reporting specialists was about two per state.

#### Regarding Nature of Employment, Scope of Responsibility and Length of Service of the Specialists

A total of 65 specialists did Extension radio work in 1974, 41 of them full-time and 24 part-time. About 48 of 65 worked at the state level, about 15 of them worked at the district or area level, and about 2 of them worked at both or other levels. Iowa had the radio specialist who had the longest service, 32 years (as shown in Table V), while several states (Georgia, Kentucky, and Washington) had agents, among others, with less than one year. Specialists reported by the states had an average length of service of 7.8 years each.

#### Regarding Highest Degree Attained by Specialists

Reference to data in Table VI indicates that about one-half (33) of the 65 Extension radio specialists reported in the 32 states



TABLE IV

DUTIES AND RESPONSIBILITIES OF EXTENSION RADIO SPECIALISTS IN 6 STATES\* (1973)

Duties and Responsibilities of Extension Radio Specialists in 6 States (1973)	Ark.	Cal.	Ky.	Mich.	Tenn.	Va.	Total
Determining Agent Training Needs	x	x	x	x	x	x	6
Program Production	x	x	x	x	x	x	6
Maintaining Good Relationship with Radio Station Personnel	x			x	x		3
Cooperating with Other Offices		x				x	2
Program Planning	x				x		2
Evaluation						x	1
Maintenance of Broadcast Equipment						x	1
Promote Agricultural and Family Events on Radio				x			1
Working with Other Staff	x						1
Other Duties as Assigned by Department Chairman			x				1
<b>Total</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>24</b>

\* Six states that sent the job description.

TABLE V

TOTAL NUMBER, NATURE OF EMPLOYMENT, SCOPE OF AREA RESPONSIBLE  
AND LENGTH OF SERVICE OF THE EXTENSION RADIO SPECIALISTS  
IN 32 STATES RESPONDING

States	Total No. of Radio Specialists	Nature of Employment		Scope of Area Responsible			Length of Service (Years)
		Full-Time	Part-Time	District State or Area	Other <sup>a</sup>		
Alabama	1	1		1			15
Alaska	1		1	1			1
Arizona	3		3	2	1		15, 15, 1
Arkansas	1	1		1/2	1/2		5
California	1	1		1/2		1/2	5
Georgia	2	2		1	1		13.5, 0.3
Hawaii	1	1		1/2	1/2		25
Idaho	1		1	1			10
Indiana	1	1		1			23
Iowa	2	2		2			32, 15
Kansas	5	5		5			17, 13, 12, 6, 4
Kentucky	2	2		1	1		2, 0.1
Louisiana	1		1		1		1.5
Maine	1		1	1/2	1/2		11
Michigan	1	1		1/2	1/2		5
Mississippi	1	1		1			24
Montana	1		1	1/3	1/3	1/3	7
Nebraska	4	1	3	3	1		7, 7, 4, 5
New York	2	2		1	1		4, 4.5



TABLE V (continued)

States	Total No. of Radio Special-ists	Nature of Employment		Scope of Area Responsible			Length of Service (Years)
		Full-Time*	Part-Time*	District	State or Area	Other <sup>a</sup>	
Ohio	2	1	1	2			28, 15
Oklahoma	1		1	1/2		1/2	5
Oregon	2	2		2			21, 1
Pennsylvania	4	4		4			7, 2, 10, 14
Puerto Rico	1	1		1/2	1/2		15
South Dakota	1	1		1			1
Tennessee	1	1		1			8
Texas	4	1	3	3	1		3.5, 2, 2.5, 1.5
Vermont	1		1	1			14
Virginia	6	4	2	2	4		3, 2, 1, 1, 1, 1
Washington	4	2	2	2	2		17, 7, 0.5, 0.7
West Virginia	2	1	1	2			6, 5
Wisconsin	4	2	2	4			5, 5, 5, 5
<b>Total</b>	<b>65</b>	<b>41</b>	<b>24</b>	<b>47-5/6</b>	<b>14-5/6</b>	<b>2-1/3</b>	<b>509.8</b>

<sup>a</sup>Responsible for all.





TABLE VI (continued)

STATE	No. of Radio Specialists	DEGREE				MAJOR								
		Doctorate	Master's	Bachelor's	No Response	Agriculture <sup>a</sup>	Agricultural Journalism	Broadcasting	Communication or Journalism	Home Economics	Public Relations	Speech	Other <sup>b</sup>	No Response
Pennsylvania	1	x				x								
	1			x					x					
	1			x						x				
	1			x									x	
Puerto Rico	1			x		x								
South Dakota	1		x			x								
Tennessee	1		x			x								
Texas	1		x			x								
	1		x						x					
	1			x							x			
Vermont	1		x			x			x					
Virginia	1		x											x
	5			x										x
Washington	3		x			x								
	1		x											
West Virginia	2		x					x						
Wisconsin	2	x							x					
	2		x						x					
Total	65	3	33	24	5	18	1	3	17	3	1	3	2	17

<sup>a</sup>Agriculture, Agricultural Extension Education, Animal Science, Agronomy, Agricultural Education, Agricultural Economics.

<sup>b</sup>Political Science in Mississippi and Biology in Pennsylvania.

responding had completed Master's degrees, 12 majoring in Agriculture, 9 majoring in Communications or Journalism, 6 having majors ranging from Agricultural Journalism to Public Relations and Speech, and an additional 6 not indicated.

Twenty-four had Bachelor's degrees, 6 majoring in Communications or Journalism, 5 in Agriculture, 7 ranging from Home Economics to Biology and Broadcasting, and an additional 6 not indicated.

One specialist in Pennsylvania and two in Wisconsin reportedly had the doctorate, the former majoring in Agriculture and the latter in Communications.

Degree states and major field space were left blank for 5 Extension radio specialists, one each in Montana and New York and three in Nebraska.

#### Regarding Number of Specialists Conducting Extension Radio Work

Seventy percent of the Extension radio specialists' staff time in 1973 was devoted to radio production for broadcast stations (ranging from 10 to 100 percent), 19 percent was devoted to radio production for use by county Extension staff (ranging from 0-80 percent), 9 percent was devoted to agent training (ranging from 0-50 percent), and 2 percent of this was devoted to other work including production for visual media, nonbroadcast recording and special programs (ranging from 0-25 percent) as shown in Table VII.

#### Regarding Radio Production for Broadcast Stations

Reference to Table VIII shows that of the average of 70 percent of Extension radio specialist staff time devoted to radio production for



TABLE VII

PERCENTS OF TOTAL EXTENSION RADIO SPECIALIST STAFF TIME DEVOTED TO RADIO PRODUCTION FOR BROADCAST STATIONS, COUNTY EXTENSION STAFFS, AGENT TRAINING, AND OTHER WORK IN 1973

State or Subdivision	Percent of Extension Radio Specialist Staff Time Devoted in 1973			
	Radio Production for Broadcast Stations	Radio Production for County Exten- sion Staff	Agent Training	Other Work <sup>a</sup>
Alabama	25	25	50	0
Alaska	30	30	30	10
Arizona	85	10	5	0
Arkansas	25	75	0	0
California	95	5	0	0
Georgia	78	20	2	0
Hawaii	75	20	5	0
Idaho	100	0	0	0
Indiana	95	0	5	0
Iowa	75	15	10	0
Kansas	94	1	5	0
Kentucky	90	5	5	0
Louisiana	50	50	0	0
Maine	90	9	1	0
Michigan	90	5	5	0
Mississippi	100	0	0	0
Montana	10	80	10	0
Nebraska	85	5	5	5
New York	40	35	10	15
Ohio	60	30	10	0
Oklahoma	60	40	0	0
Oregon	50	25	25	0
Pennsylvania	90	5	5	0
Puerto Rico	60	20	10	10
South Dakota	90	0	10	0
Tennessee	50	0	25	25
Texas	45	45	10	0
Vermont	93	2	5	0
Virginia	60	25	15	0
Washington <sup>b</sup>	--	--	--	--
West Virginia	60	10	30	0
Wisconsin	95	0	5	0
Average	70	19	9	2

<sup>a</sup>Audio Productions for Visual Media, Nonbroadcast Recording, TV and Special Programs.

<sup>b</sup>Did not answer the question.

TABLE VIII

EXTENSION RADIO SPECIALIST STAFF TIME DEVOTED TO RADIO PRODUCTION  
FOR BROADCAST STATIONS ACCORDING TO TIME SPENT  
ON SCRIPTS, TAPES, AND LIVE IN 1973

STATE	Total Percent of Time for Broadcast Station	SCRIPTS			TAPES			LIVE					
		Percent on Scripts	News	Ed. Features	Public Service Spot	Percent on Tapes	News	Ed. Features	Public Service Spot	Percent Live	News	Ed. Features	Public Service Spot
Alabama	25	22.5	x			2.5							
Alaska	30	30	x		x								
Arizona	87	17		x	x	68		x					
Arkansas	25	10	x		x	15	x		x				
California	95	10	x	x		70	x	x		15	x	x	
Georgia	78	33	x	x	x	19		x	x	26	x	x	
Hawaii	75	35		x	x	30		x	x	10		x	x
Idaho	100					100							
Indiana	95					95							
Iowa	75	20		x		30		x		25	x	x	x
Kansas	94	10		x		28	x	x	x	56	x	x	
Kentucky	90					85	x	x		5	x		
Louisiana	50	25	x	x	x	25	x	x	x				
Maine	90	1		x		86	x	x	x	3	x		
Michigan	90	1	x			86	x	x	x	3	x		



TABLE VIII (continued)

STATE	Total Percent of Time for Broadcast Station	SCRIPTS			TAPES			LIVE					
		Percent on Scripts	News	Ed. Features	Public Service Spot	Percent on Tapes	News	Ed. Features	Public Service Spot	Percent Live	News	Ed. Features	Public Service Spot
Mississippi <sup>a</sup>	100												
Montana	10	5			x	5			x				
Nebraska	85	10	x		x	65	x	x	x	10	x		
New York	40	20			x	20	x	x	x				
Ohio	60					55	x	x	x	5	x	x	
Oklahoma	60	15		x	x	30		x	x	15	x	x	x
Oregon	50	10	x	x	x	40	x	x	x				
Pennsylvania	90					90		x	x				
Puerto Rico <sup>a</sup>	60		x	x	x		x						
South Dakota	90	5	x		x	85		x	x				
Tennessee	50	7	x		x	40		x	x	3	x		
Texas	45	10	x		x	30	x	x	x	5	x		
Vermont	93	8		x		85		x					
Virginia	60	20	x	x	x	40	x	x	x				
Washington <sup>a</sup>													
West Virginia	60					50	x	x		10		x	

TABLE VIII (continued)

STATE	Total Percent of Time for Broadcast Station	SCRIPTS				TAPES				LIVE			
		Percent on Scripts	News	Ed. Features	Public Service Spot	Percent on Tapes	News	Ed. Features	Public Service Spot	Percent Live	News	Ed. Features	Public Service Spot
Wisconsin	95	5		x	x	90		x	x				
Average %	70	12	-	-	-	50	-	-	-	7	-	-	-
Total No. States Reporting <sup>b</sup>	(32)	23	14	14	17	28	15	23	19	14	12	8	3
Average for States Reporting	70	14.5	-	-	-	52	-	-	-	13.8	-	-	-

<sup>a</sup>Averages do not add up since Washington did not answer the question, and Mississippi and Puerto Rico did not give the percents of time devoted to script, tape and live radio work.

<sup>b</sup>Indiana operated on a request-basis only. They trained at district level.

CRANES & CREST



broadcast stations, about 12 percent was spent writing scripts, some 50 percent in recording tapes and 7 percent was spent in making "live" presentations. Two states, Mississippi and Puerto Rico, did not show time spent on scripts, tapes and other, accounting for an additional 1 percent not appearing in the table.

Further, 28 states showed time spent on making tapes, 23 on script preparation and 14 on live broadcasting for broadcast stations.

In addition, it is noted that: (1) 14 states reported spending time on writing scripts for news broadcasts, (2) 14 wrote scripts for educational features, and (3) 17 did scripts for public service spots for broadcast stations.

Further: (1) 15 states produced tapes for news programs, (2) 23 did tapes on educational features, and (3) 19 produced public service spot tapes.

Also: (1) 12 states reported doing live news programs, (2) 8 did live educational features, and (3) 3 produced live public service spots.

Twenty-three states' staff reported spending time on writing scripts for broadcast stations in radio for an average of 14.5 percent of time devoted. Twenty-eight staffs produced tapes for use by broadcast stations for an average of 52 percent of time devoted. Only 14 states reported doing live news programs for an average of 13.8 percent of time devoted.

#### Regarding Radio Production for County Extension Staff

Nineteen percent of the Extension radio specialist staff time was devoted to radio production for the county Extension staff; 6.5 percent

was spent in writing scripts, 11.5 percent recording on tapes, and 1 percent in the other (e.g., liaison between stations and Extension and audio work for slides) as shown in Table IX.

Twelve states reported time spent on writing script for county staff in radio for an average of 16.7 percent of time devoted. Twenty-one had taped programs for county use for an average of 16.5 percent of time devoted. Only 2 states had done other work for use by county staff for an average of 12.5 percent of time devoted.

Also, it is seen that: (1) staffs from 5 states reported spending time on writing scripts for news broadcasts for county Extension use, (2) 12 spent time on scripts for educational features, and (3) 8 states had written scripts for public service spots to be used by county Extension staff.

In addition: (1) staff from 10 states did tapes on news programs to be used by county staff, (2) 15 did educational features, and (3) 10 prepared public service spots.

Staffs in Nebraska and Oklahoma, respectively, reported spending some time on radio work for slides and on serving or liaison between stations and Extension personnel.

#### Regarding Classification of States into Extension Radio

##### Specialist Groups

For study purposes, all states were classified into four groups, as shown in Table X. Definition for the groups also appear below.

Group A. Those 25 states which (1) had an Extension radio specialist or specialists working part- or full-time in 1974,



TABLE IX

EXTENSION RADIO SPECIALIST STAFF TIME DEVOTED TO RADIO PRODUCTION  
FOR COUNTY EXTENSION STAFF, ACCORDING TO TIME SPENT ON  
SCRIPTS, TAPES AND OTHER ITEMS IN 1973

STATE	Total Percent of Time for County Extension Staff	SCRIPTS				TAPES				OTHER		
		Percent on Scripts	News	Education Features	Public Service Spot	Other	Percent on Tapes	News	Education Features	Public Service Spot	Other	Percent on
Alabama	25	22.5					2.5					
Alaska	30	30	x	x	x							
Arizona	10					10	x	x				
Arkansas	75	25		x	x	50	x	x	x			
California	5	4		x		1	x	x				
Georgia	20	14	x	x		6	x	x	x			
Hawaii	20	10		x	x	10		x	x			
Iowa	15					15		x				
Kansas	1					1		x				
Kentucky	5					5			x			
Louisiana	50	30	x	x	x	20		x	x			
Maine	9					9						
Michigan	5					5	x					
Montana	80					80						

TABLE IX (continued)

STATE	Total Percent of Time for County Extension Staff	SCRIPTS					TAPES					OTHER Percent on
		Percent on Scripts	News	Education Features	Public Service Spot	Other	Percent on Tapes	News	Education Features	Public Service Spot	Other	
Nebraska	5											5
New York	35	25		x	x		10		x			
Ohio	30	25	x	x			5	x	x			
Oklahoma	40						20	x	x	x		20
Oregon	25						25	x	x	x		
Pennsylvania	5	5		x	x							
Puerto Rico	20		x	x	x			x				
Texas	45	5		x			40	x	x	x		
Vermont	2						2					
Virginia	25	5		x	x		20		x	x		
West Virginia	10						10		x	x		
Average (31 States)	19	6.6	-	-	-	-	11.5	-	-	-	-	1
Total No. States <sup>a</sup>	(25)	12	5	12	8	0	21	10	15	10	0	2
Average for States Reporting	25	16.7	-	-	-	-	16.5	-	-	-	-	12.5

<sup>a</sup>Hawaii did not answer regarding time devoted to inservice training in 1973.



TABLE X

STATES AND OTHER GEOGRAPHIC AND POLITICAL SUBDIVISIONS IN EXTENSION  
RADIO SPECIALIST GROUPS A, B, C, AND D OF THIS STUDY<sup>a</sup>

Group A	Group B	Group C	Group D
Alabama	Arkansas	Colorado	Connecticut
Alaska	California	Delaware	Massachusetts
Arizona	Idaho	District of Columbia	New Hampshire
Georgia	Louisiana	Florida	Guam
Hawaii	Mississippi	Illinois	Wyoming
Indiana	Oklahoma	Maryland	
Iowa	Washington <sup>b</sup>	Minnesota	
Kansas		Missouri	
Kentucky		Nevada	
Maine		New Jersey	
Michigan		New Mexico	
Montana		North Carolina	
Nebraska		North Dakota	
New York		Rhode Island	
Ohio		South Carolina	
Oregon		Utah	
Pennsylvania		Virgin Islands	
Puerto Rico			
South Dakota			
Tennessee			
Texas			
Vermont			
Virginia			
West Virginia			
Wisconsin			
Total = 25	Total = 7	Total = 17	Total = 5

<sup>a</sup>Key:

- Group A. States having radio specialists who returned the questionnaire and reported induction and/or inservice training of agents in 1973.
- Group B. States having radio specialists who returned the questionnaire and did not provide training in 1973.
- Group C. States for which completed questionnaires were not returned.
- Group D. States not having Extension radio specialists, but returned questionnaires.

<sup>b</sup>Returned incomplete questionnaires.

(2) returned the questionnaire, (3) had conducted agent induction and/or inservice training regarding educational needs of radio in 1973.

Group B. Those 7 states which (1) had an Extension radio specialist or specialists working part- or full-time in 1974, (2) returned the questionnaire, (3) did not have such induction and/or inservice training in 1973.

Group C. Those 17 states which (may or may not have had Extension radio specialist or specialists working part- or full-time in 1974, but (2) did not return the completed questionnaire.

Group D. Those 5 states which reportedly did not have Extension radio specialist(s) working part- or full-time in 1974.

States also were regionally classified, as shown in Table XI. This study was concerned mainly with findings from the 25 states, Group A, so analyses that follow will focus on those states.

#### Regarding Extension Radio Specialist Staff Time for Training and Teaching

A total average of 9 percent of the Extension radio specialist staff time in 25 Group A states was devoted to agent training and college teaching in 1973. An average of 4 were devoted to induction training, 4.6 percent to inservice training, 0.1 percent to graduate teaching, and 0.3 percent to undergraduate teaching. Arizona, New York, Tennessee, Vermont, and Wisconsin were the only five states having Extension radio teaching in college, as shown in Table XII.

Twenty-two state staffs reported conducting induction training in 1973 for new Extension workers in radio for an average of 5.7 percent of



TABLE XI

NUMBERS OF STATES BY REGIONS REGARDING EXTENSION AGENT INDUCTION  
AND INSERVICE TRAINING PROVIDED IN RADIO WORK (1973)

State Group	Total No. of States	Number of States by Regions			
		Southern	Western	Central	Eastern
Group A	25	7	5	8	5
Group B	7	4	3	0	0
Group C	17	4	4	4	5
Group D	5	0	2	0	3
<b>Total States</b>	<b>54<sup>a</sup></b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>

<sup>a</sup>This total includes the District of Columbia (Eastern), Guam (Western), Puerto Rico (Southern), and the Virgin Islands (Southern).

TABLE XII

PERCENTS OF EXTENSION RADIO SPECIALIST STAFF TIME DEVOTED TO AGENT  
TRAINING AND COLLEGE TEACHING (1973) BY STAFFS  
IN 25 GROUP A STATES

STATE	Total Percent of Specialist Time for Agent Training and College Teaching	Percent of Specialist Time for Agent Training		Percent of Specialist Time for College Teaching for Credit	
		Induction Training	Inservice Training	Graduate	Undergraduate
Alabama	50.0	25.0	25.0		
Alaska	30.0	--	30.0		
Arizona	5.0	1.0	2.0	1.0	1.0
Georgia	2.0	1.0	1.0		
Hawaii	5.0	5.0	NA		
Indiana	5.0	-- <sup>b</sup>	5.0		
Iowa	10.0	5.0	5.0		
Kansas	5.0	4.0	1.0		
Kentucky	5.0	--	5.0		
Maine	1.0	1.0	--		
Michigan	5.0	4.0	1.0		
Montana	10.0	5.0	5.0		
Nebraska	5.0	2.5	2.5		
New York	10.0	3.0	4.0		3.0
Ohio	10.0	--	10.0		
Oregon	25.0	10.0	15.0		
Pennsylvania	5.0	4.0	1.0		
Puerto Rico	10.0	NA <sup>c</sup>	NA <sup>c</sup>		
South Dakota	10.0	5.0	5.0		
Tennessee	25.0	10.0	10.0		5.0
Texas	10.0	7.0	3.0		
Vermont	5.0	3.0	1.0		1.0
Virginia	15.0	5.0	10.0		



TABLE XII (continued)

STATE	Total Percent of Specialist Time for Agent Training and College Teaching	Percent Time for Agent Training		Percent of Specialist Time for College Teaching for Credit	
		Induction Training	Inservice Training	Graduate	Undergraduate
West Virginia	30.0	25.0	5.0		
Wisconsin	5.0	0.0 <sup>d</sup>	1.0	3.0	1.0
Average (31 States) <sup>e</sup>	9.0	4.0	4.6	0.1	0.3
Total No. <sup>f</sup> Reporting	(25)	(22)	(22)	(2)	(5)
Average for States Reporting	12.0	5.7	6.7	2.0	2.2

<sup>a</sup>Hawaii did not answer regarding time devoted to inservice training in 1973.

<sup>b</sup>Indiana operated on a request-basis only. They trained at district level.

<sup>c</sup>Puerto Rico did not answer regarding percents of time spent on induction and inservice training.

<sup>d</sup>Used Cordell Hatch kit for individual training.

<sup>e</sup>See Table VII, page 28.

<sup>f</sup>Numbers in parentheses represent actual numbers of states reporting.

time devoted. Twenty-two staffs provided inservice training in 1973 for experienced county professional staffs for an average of 6.7 percent of time spent. Only 2 states provided agent undergraduate radio training for credit and 5 had agent graduate training for credit for average times devoted of 2.0 and 2.2 percent, respectively.

### Regarding Induction Training

Subject matter of induction training. Most states (19) simply reported they had a short course used to teach subject matter during induction training. The main separate subjects consisted of writing (7 states), interview (5 states), voice-delivery (4 states), feature (3), spot (3), and news (2), as shown in Table XIII. Focus was often on individual problems and done on a request basis. Tennessee mentioned 6 subjects, Nebraska, New York and Puerto Rico each listed 4 and Georgia, Kansas, Montana and Vermont had 3 subjects each in new worker training.

Determining the content of induction training. As seen in Table XIV, 22 states in Group A gave induction training in 1973. Nine reported that the content of such training was determined by the specialists. In 8 of the 22 states reporting, "agent requests" determined the content of induction training, and 6 states reported that consultations between agent and specialists determined the content of the training. Texas and West Virginia were the only two states determining the content of induction training with the help of surveys of agents.

Major problems of induction training. Most states (12) reported that the limited time allocated for induction work was the major problem.



TABLE XIII

SUBJECT MATTER ITEMS REPORTEDLY INCLUDED IN EXTENSION RADIO-RELATED  
INDUCTION TRAINING FOR AGENTS IN 25 GROUP A STATES (1973)

STATE	Total No. Sub- jects Mentioned	The Subject Matter of Induction Training in 1973										
		Writing	Interview	Voice-Delivery	Feature	Spot	Content	News	Format	Other <sup>a</sup>	Not Reported	No Induction Training Pro- vided
Alabama	2	x								x		
Alaska	0											x
Arizona	1									x		
Georgia	3		x		x	x						
Hawaii	1									x		
Indiana <sup>b</sup>	1									x		
Iowa	1									x		
Kansas	3	x	x							x		
Kentucky	0											x
Maine	0										x	
Michigan	1									x		
Montana	3	x			x					x		
Nebraska	4	x		x					x	x		
New York	4	x	x	x						x		
Ohio	0											x
Oregon	1									x		
Pennsylvania	1									x		
Puerto Rico	4		x			x	x	x				
South Dakota	2	x								x		
Tennessee	6		x		x	x	x	x		x		
Texas	2			x						x		
Vermont	3	x		x						x		
Virginia	1									x		
West Virginia	1									x		
Wisconsin	1									x		
Total	-	7	5	4	3	3	2	2	1	19	1	3

<sup>a</sup>Examples: Radio short course, How to do program, Nature of radio, "Make Radio Work for You, (USDA 1953)," etc.

<sup>b</sup>Did not indicate time since they operated on a request-basis only at district level.

TABLE XIV

REPORTED DETERMINANTS OF EXTENSION AGENT RADIO-RELATED INDUCTION TRAINING  
IN 25 GROUP A STATES (1973)

Training Determinants	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Misc.	Total
Specialist Thinking			x	x			x							x		x			x				x			9
Agent Request	x					x							x	x			x						x			8
Consultation					x											x				x						6
Agent Plan of Work																							x			2
Survey																								x		2
Discussion of Service Available and a Motivational Talk																										1
Not Reported or No Induction Training		x <sup>a</sup>					x		x <sup>a</sup>																x	6
Total No. Determinants	1	0	1	1	1	1	1	1	0	1	1	2	1	2	0	2	1	3	1	2	1	2	1	1	3	-

<sup>a</sup>Alaska, Kentucky and Ohio did not report induction training in 1973.



There also were other problems such as "agent lack of basic communication skill" (3 states reporting), "new workers were not aware of their functions, lack of interest or were over-confident of their abilities" (3 states), "low administrative or other priority on radio work" (2 states), "travel limitations or great distances" (2 states), and "ineffective follow up" (1 state), as shown in Table XV. Eight states, three of which gave no induction training in 1973, reported no problems.

Levels of induction training. Fifteen states reported providing induction training in Extension radio work at the state level. Five reported induction training was conducted at the county level, and the other five states reported it at district level, as shown in Table XVI. Wisconsin and Maine did not indicate their levels of induction training, though the former used an individual instruction kit for training--probably statewide.

Responsibility for induction training. Fourteen state staffs reported that induction training in 1973 was the responsibility of the Extension radio specialist. (The titles of the position varied from state to state; see Table II, page 18.) Beside the specialists, there were Communications Department staff (9 states reporting), Administrators (8 states), District or Area Supervisors (5 states), Communications Department leader (3 states), and County Personnel (2 states reporting) identified as having responsibility for training, as shown in Table XVII. Some showed several to be responsible for such training, Indiana and Tennessee listing 4 each. Georgia, Hawaii, Puerto Rico and Texas

TABLE XV

MAJOR PROBLEMS OF RADIO-RELATED EXTENSION AGENT INDUCTION TRAINING  
IN 25 GROUP A STATES (1973)

Major Problems of Induction Training in 1973	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Va.	Ver.	W. Va.	Misc.	Total
Time Limitation	x		x					x			x	x	x	x		x					x	x	x	x		12
Agent Lack of Basic Communication Skill												x		x						x						3
New Workers were Not Aware of their Function, They Lacked Interest or were Overconfident								x											x				x			3
Low Administrative or Other Priority on Radio Work																							x			2
Travel Limitation or Great Distances																										1
Ineffective Followup																								x		1
No Reported or No Induction Training		x <sup>a</sup>		x	x	x	x	x <sup>a</sup>	x	x														x		8
Total No. of Problems	1	0	1	1	-	-	-	2	0	-	1	2	1	1	0	1	2	1	1	1	1	1	3	1	-	45

<sup>a</sup>Alaska, Kentucky, and Ohio did not report induction training in 1973.



TABLE XVI

LEVELS OF EXTENSION AGENT INDUCTION TRAINING  
IN 20 GROUP A STATES (1973)

State	Number of Training Levels	Levels of Training			Not Reported or No. Ind. Trng. Given
		County	District	State	
Alabama	2	x	x		
Alaska	0				x <sup>a</sup>
Arizona	2	x		x	
Georgia	2		x	x	
Hawaii	1			x	
Indiana	1		x		
Iowa	2	x		x	
Kansas	1			x	
Kentucky	0				x <sup>a</sup>
Maine	-				x
Michigan	1			x	
Montana	1			x	
Nebraska	1			x	
New York	1			x	
Ohio	0				x <sup>a</sup>
Oregon	1			x	
Pennsylvania	1	x			
Puerto Rico	1		x		
South Dakota	1			x	
Tennessee	1	x			
Texas	1			x	
Vermont	1			x	
Virginia	2		x	x	
W. Virginia	1			x	
Wisconsin	-				x
<b>Total</b>	<b>25</b>	<b>5</b>	<b>5</b>	<b>15</b>	<b>5</b>

<sup>a</sup>Alaska, Kentucky, and Ohio gave no induction training in 1973.

TABLE XVII

RESPONSIBILITY FOR RADIO-RELATED EXTENSION AGENT INDUCTION TRAINING  
IN 25 GROUP A STATES (1973)

Person Responsible for Induction Training	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Va.	Ver.	W. Va.	Misc.	Total
Radio Specialist	x			x	x	x	x	x		x	x	x		x				x	x	x	x		x			14
Communication Department Staff			x		x	x		x		x	x	x	x							x	x	x				9
Administration				x	x	x							x							x	x		x			8
District or Area Supervisor	x			x														x	x	x						5
Communication Department Leader			x			x													x							3
County Personnel					x		x																			2
Not Reported or No Induction Training Given	x <sup>a</sup>							x <sup>a</sup>	x <sup>a</sup>	x					x <sup>a</sup>	x	x							x	x	8
Total No. Responsible	2	0	2	3	3	4	2	2	0	-	2	2	2	2	2	0	-	-	3	2	4	3	1	2	-	-

<sup>a</sup>Alaska, Kentucky, and Ohio did not give induction training in 1973.



listed 3 each. Five of those states providing induction training did not tell who was responsible.

Responsibility for proposing the induction training. Six state staffs reported that proposing the induction training in 1973 was the responsibility of the Communications staff. Five reported that proposing induction training was a responsibility of Administration. Three noted that making proposals for induction training was the responsibility of the Extension radio specialists, as shown in Table XVIII. Two states indicated county personnel. Again, 5 states having induction training did not identify responsibility for proposals.

Responsibility for approving induction training. Six states reported that approving induction training in 1973 was the responsibility of Administration. In another 6 states, it was reportedly the responsibility of the Extension radio specialist(s). Four reported that the District or Area Supervisors were responsible for approving induction training proposal, as shown in Table XIX. In Texas, it was the joint responsibility of three decision-makers, while in Indiana, Puerto Rico, and Tennessee, 2 each were involved. Five state staffs giving induction training did not indicate who was responsible for approval.

Responsibility for conducting induction training. Most states (13) reported that induction training was the responsibility of the radio specialists in 1973. Five states reported that the communication staff in general had responsibility for conducting such training, as shown in Table XX. Montana and Puerto Rico indicated 2 classifications

TABLE XVIII

RESPONSIBILITY FOR PROPOSING RADIO-RELATED EXTENSION AGENT INDUCTION TRAINING IN 25 GROUP A STATES (1973)

Responsibility for Proposing Induction Training (1973)	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Va.	Ver.	W. Va.	Misc.	Total
Communication Department Staff							x			x			x							x	x	x				6
Administration			x			x								x						x	x		x			5
Radio Specialist	x											x								x						3
Communication Department Leader			x																x							2
County Personnel				x				x																		2
District or Area Supervisor																										0
Not Reported or No Induction Training Given		x <sup>a</sup>						x <sup>a</sup>	x <sup>a</sup>	x					x <sup>a</sup>	x	x		x				x	x		9
Total No. Responsible	1	0	1	1	1	1	1	1	0	-	1	1	1	1	1	0	-	1	-	1	3	1	1	-	-	

<sup>a</sup>Alaska, Kentucky, and Ohio did not report induction training in 1973.



TABLE XIX

RESPONSIBILITY FOR APPROVING RADIO-RELATED EXTENSION AGENT INDUCTION TRAINING PROPOSALS IN 25 GROUP A STATES (1973)

	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Misc.	Total
Responsibility for Approving Induction Training Proposals (1973)																										
Administration				x	x	x							x							x	x					6
Radio Specialist						x	x				x									x	x					6
District and Area Supervisor	x																		x	x	x					4
Communication Department Leader						x													x							3
Communication Department Staff																					x					2
County Personnel																										0
Not Reported or No Induction Training		x <sup>a</sup>							x <sup>a</sup>	x	x													x	x	9
Total No. Responsible	1	0	1	1	1	2	1	1	1	0	-	-	1	1	1	0	-	1	2	1	2	3	1	1	-	-

<sup>a</sup>Alaska, Kentucky and Ohio did not report induction training in 1973.

TABLE XX

RESPONSIBILITY FOR CONDUCTING RADIO-RELATED EXTENSION AGENT INDUCTION TRAINING  
IN 25 GROUP A STATES (1973)

Responsibility for Conducting Induction Training (1973)	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Misc.	Total
Radio Specialist	x				x	x	x		x	x	x		x				x	x	x		x				13
Communication Department Staff		x									x									x		x			5
Communication Department Leader																		x							1
Administration																		x							0
County Personnel																									0
District and Area Supervisor																									0
Not Reported or No Induction Training	x <sup>a</sup>							x <sup>a</sup>	x					x <sup>a</sup>	x	x						x	x		8
Total No. Responsible	1	0	1	1	1	1	1	0	-	1	2	1	1	1	0	-	2	1	1	1	1	1	1	-	-

<sup>a</sup>Alaska, Kentucky, and Ohio did not report induction training in 1973.



responsible for the conduct of training. Neither administration nor supervisor nor county staffs were responsible in any state.

Responsibility for evaluating induction training. In eight states, the evaluation of induction training was the responsibility of the specialists. Seven staffs reported that it was the responsibility of the Communication staff, as shown in Table XXI. Supervisors (3 states reporting), and county personnel (2 states) also were responsible. In Indiana, 4 different classes were listed as being involved in evaluation. Four other states mentioned 2 classifications each.

Planning induction training. Seven states reported the induction training was planned cooperately by the Extension radio specialist(s) and other Extension staff members. Another seven indicated that it was planned by the radio specialist only. Four noted that the planning was done by the communication or information staff as a team assignment, as shown in Table XXII. Four states respondents did not indicate that induction training was planned.

Method of conducting induction training. Respondents from 12 states reported that "Workshop" was the primary method used for conducting radio-related induction training in 1973. Six reported using the "Office Visit," five "Discussion Meeting," two each reported "Teaching Aids" and "Lecture," and one reported "Laboratory" as shown in Table XXIII. Montana used 4 different methods and Alabama 3 for presenting radio-related training to new workers.

TABLE XXI

RESPONSIBILITY FOR EVALUATION OF RADIO-RELATED EXTENSION AGENT INDUCTION TRAINING  
IN 25 GROUP A STATES (1973)

Responsibility for Evaluating Induction Training in 1973	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Misc.	Total
Radio-Television Specialist	x			x										x						x						8
Communication Department Staff			x		x	x		x				x	x							x						7
District or Area Supervisor				x															x							3
County Personnel					x		x																			2
Administration																										1
Communication Department Leader																										1
Not Reported or No Induction Training		x <sup>a</sup>							x <sup>a</sup>	x	x				x <sup>a</sup>	x	x			x				x	x	10
Total No. Responsible	1	0	1	2	1	4	1	1	1	0	-	2	1	1	0	-	-	1	-	2	2	1	1	-	-	

<sup>a</sup>Alaska, Kentucky, and Ohio did not report induction training in 1973.



TABLE XXII

HOW EXTENSION AGENT RADIO-RELATED INDUCTION TRAINING WAS PLANNED  
IN 25 GROUP A STATES (1973)

State	How Induction Training Was Planned			Not Reported or No Ind. Trng. Given <sup>a</sup>
	By Radio Specialist	By Com. & Infor. Staff	Cooperatively by Specialist and Other	
Ala.		x		
Alaska				x <sup>a</sup>
Arizona	x			
Georgia			x	
Hawaii			x	
Ind.			x	
Iowa	x			
Kansas	x			
Kentucky				x <sup>a</sup>
Maine				x
Mich.	x			
Mont.			x	
Nebr.		x		
New York	x			
Ohio				x <sup>a</sup>
Ore.			x	
Penna.				x
P. R.				x
S. Dak.	x			
Tenn.		x		
Texas		x		
Ver.	x			
Va.			x	
W. Va.			x	
Wisc.				x
Total	7	4	7	7

<sup>a</sup>Alaska, Kentucky, and Ohio gave no induction training in 1973.

TABLE XXIII

PRIMARY METHODS USED FOR EXTENSION AGENT RADIO-RELATED INDUCTION TRAINING  
IN 25 GROUP A STATES (1973)

Primary Extension Method Used <sup>a</sup>	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Misc.	Total
Workshops	x			x	x	x	x	x					x	x		x		x		x				x		12
Office Visit	x			x			x							x					x							6
Discussion Meeting	x							x		x											x					5
Lecture												x														2
Teaching Aids												x														2
Laboratory													x													1
Personal Letter																										0
Not Reported or No Induction Training		<sup>b</sup> x							<sup>b</sup> x	x					<sup>b</sup> x		x					x			x	7
Total Methods	3	0	1	2	1	1	2	2	0	-	1	4	1	2	0	1	-	2	1	1	2	-	-	1	-	

<sup>a</sup>Lecture and laboratory were specified by respondents. Other methods were provided in a checklist.

<sup>b</sup>Alaska, Kentucky, and Ohio did not report induction training in 1973.



Measures of criteria used in evaluation of induction training.

"Product" was emphasized most frequently by induction training evaluators in 6 states, "Performance" was mentioned the second-most often by those in 5 states. Other methods of evaluation, in descending order of frequency of mention, were pretest and posttest, skills, and knowledge test. Montana was the only state mentioning "Opinion--word of mouth" (see Table XXIV). Four states reportedly used two different measures or criteria for evaluation, namely: Alabama, Oregon, Puerto Rico, and Tennessee. Six states having induction training did not respond.

Time planned to be spent in 1974 radio-related induction training 1973. Fourteen states reported they planned to spend about the same amount of time and seven reported they planned to devote more time to radio-related induction training in 1974 than in 1973, as shown in Table XXV. None planned to spend less, though one state, Maine, which provided induction training in 1973 did not report.

The adequacy of 1973 induction training as seen by specialists.

Eleven out of 21 states reported 1973 induction training was "fairly adequate," while 5 states reported "not very adequate." Alaska, Arizona, Georgia, Indiana, and Kansas reported "inadequate" (as shown in Table XXVI). Wisconsin did not rate their training.

Numbers of new workers receiving training in 1973. The number of new workers receiving training in 1973 ranged from 3 workers in Hawaii, Maine, and Vermont to 100 workers in Texas. Only five states trained more than 30 new workers in radio work. There were approximately 489

TABLE XXIV

MEASURES OR CRITERIA USED IN EVALUATION OF EXTENSION AGENT RADIO-RELATED INDUCTION TRAINING IN 25 GROUP A STATES (1973)

Measure or Criterion Used to Evaluate	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Maine	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Misc.	Total
Products	x															x		x	x	x				x		6
Performance			x	x				x					x									x				5
Pretest, Posttest						x								x							x					3
Skills	x																		x							3
Knowledge Test					x											x										2
Opinion-Word of Mouth												x														1
Not Reported or No Induction Training		x <sup>a</sup>					x		x <sup>a</sup>	x <sup>a</sup>	x				x <sup>a</sup>		x						x		x	9
Total Methods	2	0	1	1	1	1	1	1	0	-	-	1	1	1	0	2	-	2	1	2	1	1	1	-	1	-

<sup>a</sup>Alaska, Kentucky, and Ohio did not report induction training.



TABLE XXV

EXTENSION AGENT RADIO-RELATED INDUCTION TRAINING PLANS  
OF 25 GROUP A STATES REGARDING TIME TO BE SPENT  
IN 1974 COMPARED TO 1973

State	Time to be Spent on Training in 1974 Compared to 1973			Not Reported or No Ind. Trng. Given <sup>a</sup>
	More	About the Same	Less	
Alabama		x		
Alaska				x <sup>a</sup>
Arizona	x			
Georgia	x			
Hawaii		x		
Indiana		x		
Iowa		x		
Kansas		x		
Kentucky				x <sup>a</sup>
Maine				x
Michigan		x		
Montana		x		
Nebraska	x			
New York		x		
Ohio				x <sup>a</sup>
Oregon	x			
Penna.		x		
Puerto Rico	x			
S. Dak.		x		
Tenn.	x			
Texas		x		
Virginia		x		
Vermont		x		
W. Virginia	x			
Wisconsin		x		
Total	7	14	0	4

<sup>a</sup>Alaska, Kentucky, and Ohio did not report induction training in 1973.

TABLE XXVI.

DEGREE OF ADEQUACY OF AGENT RADIO-RELATED INDUCTION TRAINING.  
IN 25 GROUP A STATES (1973) AS SEEN  
BY SPECIALISTS

Adequacy of Induction Training (1973)	Ala.	Alaska	Ariz.	Cal.	Ga.	Ha.	Ind.	Iowa	Kans.	Ky.	Mich.	Mont.	Nebr.	N.Y.	Ohio	Ore.	Penna.	P.R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Misc.	Total
Very Adequate																								x		1
Fairly Adequate	x					x	x	x			x	x	x	x	x	x	x	x		x	x	x				11
Not Very Adequate					x						x						x		x					x		5
Inadequate				x	x		x		x																	4
Not Reported or No Induction Training		<sup>a</sup> x													<sup>a</sup> x										x	4

<sup>a</sup>Alaska, Kentucky, and Ohio did not report induction training in 1973.



in all states reporting who had received induction training in 1973, as shown in Table XXVII. Size of total state staff had an obvious influence on number as did turnover of staff.

#### Regarding Inservice Training

Subject matter in inservice training. The main separate subjects consisted of writing for radio (5 states), the nature of radio background (4 states), preparation of material, presentation, voice delivery, and "based on request" (4 items reported by 3 states each), how to do radio, theory (2), nature of station personnel (2), news (2), content (2), and interview (1 state reporting). Five states, as seen in Table XXVIII, simply reported they had a radio short course used to teach subject matter during inservice training. Indiana mentioned 6 subjects, New York 5, Alabama and Pennsylvania each listed 4 and Virginia included 3 subjects in inservice training. Maine did not report having inservice training in 1973.

Determining the content of inservice training. Most states (12) reported "Agent request" as determining the inservice training in radio work. Four states reported that the content of the inservice training was determined based on "Agent plans of work." In 3 states, training was determined by "Specialists," in 2 by survey and in another 2 through consultation, as shown in Table XXIX. Indiana and Texas were the only two states determining the content of inservice training with the help of surveys of agents. Indiana listed 5 determinants, while Oregon and South Dakota had 2 each. Most other states listed only one.

TABLE XXVII

## NUMBERS OF AGENTS RECEIVING RADIO-RELATED INDUCTION TRAINING (1973)

State	Number of Agents Receiving Induction Training
Alabama	20
Alaska	0 <sup>a</sup>
Arizona	10
Georgia	40
Hawaii	3
Idaho	17
Iowa	10
Kansas	55
Kentucky	0 <sup>a</sup>
Maine	3
Mississippi	25
Montana	25
Nebraska	30
New York	25
Ohio	0 <sup>a</sup>
Oregon	40
Pennsylvania	14
Puerto Rico	30
South Dakota	5
Tennessee	34
Texas	100
Vermont	3
Virginia	5
West Virginia	30
Wisconsin	25
Total	489

<sup>a</sup>Alaska, Kentucky, and Ohio did not report induction training in 1973.



TABLE XXVIII

ITEMS REPORTEDLY INCLUDED IN AGENT RADIO-RELATED INSERVICE TRAINING IN 25 GROUP A STATES (1973)

The Subject Matter of Inservice Training in 1973	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Wis.	Total
Writing	x					x							x						x		x					5
Nature of Radio														x									x			4
Background						x								x												4
Preparation of														x												3
Material							x							x												3
Presentation	x												x													3
Voice-Delivery						x							x													3
Content						x															x					2
How to do Radio, Theory									x																	2
Nature of Station							x																			2
Personnel																							x			2
News																										2
Interview	x					x																				1
Based on Request																										1
Radio Short Course <sup>a</sup>	x																							x		3
Not Reported or																										3
No Inservice																										5
Training																										10
Total	4	1	-	-	-	6	2	-	1	0	1	-	-	5	1	-	4	-	2	1	2	-	3	1	1	-

<sup>a</sup> Specific subjects not mentioned.

<sup>b</sup> Maine did not report inservice training in 1973.

TABLE XXIX

REPORTED DETERMINANTS OF EXTENSION AGENT RADIO-RELATED INSERVICE TRAINING  
IN 25 GROUP A STATES (1973)

Training Determinant	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa.	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Wis.	Total
Agent Request		x				x	x		x					x	x	x		x	x	x				x	x	12
Agent Plan of Work	x				x	x										x						x				4
Specialist Thinking					x	x				x									x							3
Consultation					x	x																				2
Surveys						x																x				2
Not Reported or No Inservice Training			x	x				x		x <sup>a</sup>		x	x	x									x			8
Total	1	1	-	-	1	5	1	-	1	0	1	-	-	1	1	1	2	-	1	2	1	1	-	1	1	-

<sup>a</sup>Maine did not report inservice training in 1973.



Major problems of inservice training. Nine states reported at least one major problem of radio-related inservice training. Those in 4 states reported 2 major problems. Seven staffs reported the main problem to be "Time limitation." A second problem was "Agent lack of interest," 3 states reporting. "Agent lack of background," "Diversity of media discussed in program," and "Lack of specialist manpower," as shown in Table XXX, were other problems. Sixteen states, one of which gave no inservice training in 1973, reported no problems related to 1973 training.

Levels of inservice training. Twelve states gave such inservice training in Extension radio work at the district level. Six reported inservice training was conducted at the state level, and the other five states reported it at the county level. Six states gave such training at 2 levels, eleven gave it at only one level, as shown in Table XXXI. The seven other state staffs providing 1973 inservice training in radio did not report the level(s) of training.

Responsibility for inservice training. Most states (14) reported that inservice training in 1973 was the responsibility of the Extension radio specialist. (The title of the position varied from state to state; see also Table II, page 18.) Besides the specialists, those listed as responsible were Administration (8 states), County Personnel (6), District or Area Supervisor (6), Communication Department staff (3) and Communication Department leader (2 states reporting) identified as having responsibility for inservice training, as shown in Table XXXII. Most showed several to be responsible for such training, Tennessee, Texas and

TABLE XXX

MAJOR PROBLEMS OF EXTENSION AGENT RADIO-RELATED INSERVICE TRAINING  
IN 25 GROUP A STATES (1973)

Major Problem of Inservice Training in 1973	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Wis.	Total
Time limitation	x	x				x	x		x						x								x		x	7
Agent lack of interest	x							x												x						3
Agent lack of background														x												1
Diversity of media discussed in program																									x	1
Lack of specialist manpower																										1
Not reported or no inservice training			x	x	x	x	x	x		x <sup>a</sup>	x	x	x		x	x	x	x	x		x	x	x	x		16
Total	2	2	-	-	-	-	1	-	2	0	-	-	-	1	1	-	-	-	-	1	-	-	-	2	-	-

<sup>a</sup>Maine did not report inservice training in 1973.



TABLE XXXI

LEVELS OF EXTENSION AGENT RADIO-RELATED INSERVICE TRAINING (COUNTY, AREA OR DISTRICT AND STATE) REPORTED IN 25 GROUP A STATES (1973)

State	Number of Training Levels	Level of Training			Not Reported or No Inservice Training Given
		County	District	State	
Alabama	1		x		
Alaska	2		x	x	
Arizona					x
Georgia					x
Hawaii	1			x	
Indiana	2	x	x		
Iowa	1	x			
Kansas					x
Kentucky	1		x		
Maine					x <sup>a</sup>
Michigan	1		x		
Montana					x
Nebraska					x
N. Y.	1			x	
Ohio	2		x	x	
Ore.	1	x			
Pennsylvania					x
Puerto Rico	1		x		
South Dakota	1		x		
Tennessee	2	x	x		
Texas	1		x		
Vermont					x
Virginia	2		x	x	
West Virginia	2	x		x	
Wisconsin	1		x		
Total	-	5	12	6	8

<sup>a</sup>Maine did not report inservice training in 1973.

TABLE XXXII

RESPONSIBILITY FOR EXTENSION AGENT RADIO-RELATED INSERVICE TRAINING IN 25 GROUP A STATES (1973)

Inservice Training Responsibility	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Mis.	Total
Radio Specialist	x	x		x	x	x		x	x	x	x			x	x	x	x	x	x	x	x			x	x	14
Administration		x		x	x					x	x			x	x					x	x					8
County Personnel						x	x												x	x				x	x	6
District or Area Supervisor		x						x											x	x	x				x	6
Communication Department Staff																					x		x			3
Communication Department Leader					x																			x		2
Committee of all or part of above							x				x		x	x	x						x		x		x	6
Not Reported or No Inservice Training			x	x			x	x		x <sup>a</sup>	x	x	x	x		x						x				9
Total	2	3	-	-	3	3	2	-	2	0	3	-	-	3	3	-	-	1	3	4	4	-	2	3	4	-

<sup>a</sup>Maine did not report inservice training in 1973.



Wisconsin listing 4 each. Alaska, Hawaii, Indiana, Michigan, New York, Ohio, South Dakota and West Virginia listed 3 each. Eight states providing inservice training did not tell who was responsible.

Responsibility for proposing inservice training. Five states reported that proposing inservice training in 1973 was the responsibility of the Extension radio specialist. Four reported that it was the responsibility of Administration, and 4 other states reported that it was the responsibility of the County Personnel. Kentucky and Tennessee were the only 2 states in which inservice training was a responsibility of the district or area supervisor. Texas and Virginia were the only 2 states in which the Communication staff was responsible for proposing the inservice training, as shown in Table XXXIII. Again, 9 states having inservice training did not identify responsibility for proposals. In five states, 2 each were listed as having responsibility. Others listed only one.

Responsibility for approving inservice training. Six states reported that approving inservice training in 1973 was the responsibility of the district or area supervisor. Five reported that approving of the inservice training was the responsibility of the administration, as shown in Table XXXIV. In Tennessee, Texas and Virginia, approval was the joint responsibility of two decision-makers. Ten state staffs giving inservice training did not say who was responsible for approval.

Responsibility for conducting inservice training. Most states (13) reported that conducting inservice training in 1973 was the responsibility

TABLE XXXIII

RESPONSIBILITY FOR PROPOSING RADIO-RELATED EXTENSION AGENT INSERVICE TRAINING  
IN 25 GROUP A STATES (1973)

Responsibility for Proposing the Inservice Training (1973)	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio.	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Wis.	Total
Radio Specialist	x	x											x							x			x			5
Administration				x	x					x			x													4
County Personnel							x												x	x				x		4
Communication Department Staff																					x		x			2
District or Area Supervisor									x											x						2
Communication Department Leader																										0
Committee of All or Part of Above																							x			3
Not Reported or No Inservice Training			x	x			x			x <sup>a</sup>		x	x	x		x	x	x				x				10
Total	1	1	-	-	1	1	1	-	1	0	2	-	-	2	1	-	-	-	1	2	2	-	2	1	1	-

<sup>a</sup>Maine did not report inservice training in 1973.



TABLE XXXIV  
 RESPONSIBILITY FOR APPROVING RADIO-RELATED EXTENSION AGENT INSERVICE TRAINING  
 IN 25 GROUP A STATES (1973)

Responsibility for Approving the Inservice Training in 1973	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Wis.	Total
District or Area Supervisor	x							x											x	x	x			x		6
Administration		x				x									x					x	x					5
Communication Department Leader																								x		1
Communication Department Staff																							x			1
Radio Specialist																										1
County Personnel																										0
Committee of All or Part of Above							x							x									x			3
Not Reported or No Inservice Training			x	x	x			x		x <sup>a</sup>		x	x	x		x	x	x				x				11
Total	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	2	2	2	2	1	1	-

<sup>a</sup>Maine did not report inservice training in 1973.

of only one party, namely, the Extension radio specialists. Two states reported that the Communication Department staff in general had the responsibility for conducting such training, as shown in Table XXXV. Virginia indicated 2 classifications responsible for the conduct of training. Neither Administration, nor the Communication Department leader, nor County Personnel, nor District or Area Supervisors were responsible in any state.

Responsibility for evaluating inservice training. In 7 states, the evaluation of inservice training in 1973 was the responsibility of the Extension radio specialists. Three states reported that it was a responsibility of the Communication Department staff, as shown in Table XXXVI. County personnel (2 states reporting), Administration (1), Communication Department leader (1) and District or Area Supervisor (1) also were responsible. Indiana, Tennessee, Virginia and West Virginia listed 2 different parties each as being involved in evaluation.

Planning of inservice training. Six states reported that inservice training was planned by the Extension radio specialists. Four indicated that it was planned by a cooperative committee. Besides the specialist, there were other persons who planned the inservice training; Agent (2 states), Information staff (1), staff Administration Committee (1), Supervisor (1), Training specialist (1) and Extension Institute leader (1 state reporting), as shown in Table XXXVII. Ten state respondents did not indicate how inservice training was planned. In three states, two responsible parties were indicated (i.e., Puerto Rico, South Dakota and Tennessee).



TABLE XXXV

RESPONSIBILITY FOR CONDUCTING RADIO-RELATED EXTENSION AGENT INSERVICE TRAINING  
IN 25 GROUP A STATES (1973)

Responsibility for Con- ducting the Inservice Training in 1973	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Mis.	Total
Radio Specialist	x	x		x	x	x			x	x	x			x	x	x		x	x	x				x	x	13
Communication Department Staff																					x					2
Administration																										0
Communication Department Leader																						x				0
County Personnel																										0
District or Area Supervisor																										0
Committee of All or Part of Above																							x			1
Not Reported or No Inservice Training			x	x			x	x		x <sup>a</sup>		x	x	x		x						x				10
Total	1	1	-	-	1	1	-	-	1	0	1	-	-	1	1	-	-	1	1	1	1	-	2	1	1	-

<sup>a</sup>Maine did not report inservice training in 1973.

TABLE XXXVI

RESPONSIBILITY FOR EVALUATION OF RADIO-RELATED EXTENSION AGENT INSERVICE TRAINING  
IN 25 GROUP A STATES (1973)

Responsibility for Evaluating the Inservice Training in 1973	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Mis.	Total
Radio Specialist	x					x		x					x						x					x		7
Communication Department Staff		x																			x					3
County Personnel						x																		x		2
Administration											x															1
Communication Department Leader					x																					1
District or Area Supervisor																									x	1
Committee of All or Part of Above		x																					x			3
Not Reported or No Inservice Training			x	x			x	x		x <sup>a</sup>		x	x			x	x	x				x				11
Total	1	1	-	-	1	2	-	-	1	-	1	-	-	1	1	-	-	-	1	2	1	-	2	2	1	-

<sup>a</sup>Maine did not report inservice training in 1973.



TABLE XXXVII

REPORTED PLANNING OF EXTENSION AGENT RADIO-RELATED INSERVICE TRAINING  
IN 25 GROUP A STATES (1973)

Responsible for Planning Inservice Training	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Mis.	Total
Radio Specialist				x	x				x					x				x	x						x	6
Cooperatively by Committee						x									x					x						4
Agent																		x	x							2
Information Staff	x																									1
Staff Administration Committee		x																								1
Supervisor																				x						1
Training Specialist																							x			1
Extension Institute Leader																								x		1
Not Reported or No Inservice Training			x	x	x		x	x	x	<sup>a</sup> x		x	x	x	x		x					x				11
Total	1	1	-	-	1	1	-	-	1	0	1	-	-	1	-	1	-	2	2	2	-	-	1	1	1	-

<sup>a</sup>Maine did not report inservice training in 1973.

Method of conducting inservice training. Most states (11) reported "Workshop" as the primary method used for conducting radio-related inservice training in 1973. Five reported using "Office visits," two each "Discussion meeting" and Teaching aids" and one reported "Personal letter," as shown in Table XXXVIII. Alabama, Indiana, Kentucky, New York, Oregon, Puerto Rico, and South Dakota used 2 different primary methods each for presenting radio-related inservice training. Ten providing training did not indicate primary methods used.

Measures or criteria used in evaluation of inservice training. As shown in Table XXXIX, 6 evaluative measures or criteria were reported by 12 states responding to this item. Seven states evaluated their radio-related inservice training in terms of the "Products" (e.g., tapes). Three states each reported using "Participation evaluation" and "Skill" of the agents, and 2 reported "Knowledge test." The other methods, reported by only 1 state each, were class activity and pretest and post-test. Michigan was the only state that used 3 different measures or criteria for evaluation, while Alabama, Oregon and Tennessee used two methods. Twelve states having inservice training did not respond.

Time planned to be spent in 1974 compared to time spent in radio-related inservice training in 1973. Ten states reported that they planned to spend about the same amount of time, and five reported that they planned to devote more time to radio-related inservice training in 1974 than in 1973, as shown in Table XXXX. Only 2 planned to spend less, though 7 states, Alabama, Arizona, Georgia, Iowa, Kansas, Montana



TABLE XXXVIII

PRIMARY METHODS REPORTED USED FOR EXTENSION AGENT RADIO-RELATED INSERVICE TRAINING  
IN 25 GROUP A STATES (1973)

Primary Extension Method Used	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Nebr.	N. Y.	Ohio	Ore.	Penna.	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Wis.	Total
Workshop	x	x		x	x	x			x	x	x			x		x				x	x				x	11
Office Visits	x													x		x		x						x		5
Discussion Meeting									x										x							2
Teaching Aids						x													x							2
Personal Letter																				x						1
Not Reported or No Inservice Training				x	x		x	x		x <sup>a</sup>		x	x	x	x		x					x	x			11
Total	2	1	-	1	2	2	-	-	2	0	1	-	-	2	-	2	-	2	2	1	1	-	-	1	1	-

<sup>a</sup>Maine did not report inservice training in 1973.

TABLE XXXIX

MEASURES OR CRITERIA REPORTEDLY USED IN EVALUATING EXTENSION RADIO-RELATED INSERVICE TRAINING  
IN 25 GROUP A STATES (1973)

Measure or Criterion	Ala.	Alaska	Ariz.	Ga.	Ha.	Ind.	Iowa	Kan.	Ky.	Maine	Mich.	Mon.	Neb.	N. Y.	Ohio	Ore.	Penna	P. R.	S. Dak.	Tenn.	Tex.	Ver.	Va.	W. Va.	Mis.	Total
Products	x									x						x			x	x				x	x	7
Participant Evaluation		x				x														x						3
Skill	x									x										x						3
Knowledge Test					x											x										2
Class Activity											x															1
Pretest & Posttest													x													1
Not Reported or No Inservice Training			x	x			x	x	x	x <sup>a</sup>		x	x	x	x		x	x				x				13
Total Methods	2	1	-	-	1	1	-	-	-	0	3	-	-	1	-	2	-	-	1	2	1	-	-	1	1	-

<sup>a</sup>Maine did not report inservice training in 1973.



TABLE XL

REPORTED 1974 PLANS OF 25 GROUP A STATES TO DEVOTE MORE, ABOUT  
THE SAME OR LESS TIME TO EXTENSION AGENT RADIO-RELATED  
INSERVICE TRAINING AS EXPENDED IN 1973

State	Plans for Time in 1974 Compared to 1973			Not Reported or No Inservice Training Given
	More	About the Same	Less	
Ala.				x
Alaska		x		
Ariz.				x
Ga.				x
Ha.		x		
Ind.		x		
Iowa				x
Kan.				x
Ky.	x			
Maine <sup>a</sup>		x		
Mich.		x		
Mon.				x
Nebr.				x
N. Y.		x		
Ohio			x	
Ore.	x			
Penna.		x		
P. R.			x	
S. Dak.	x			
Tenn.	x			
Tex.		x		
Ver.				x
Va.		x		
W. Va.		x		
Wis.	x			
Total	5	10	2	8

<sup>a</sup>Maine did not report inservice training in 1973.

and Nebraska, which provided inservice training in 1973, did not report. Maine, which reported no inservice training in 1973, did not plan to start in 1974.

The adequacy of 1973 inservice training as seen by radio specialists.

Specialists in 7 states reported 1973 inservice training was "fairly adequate," while 7 states reported "not very adequate." Those in 3 states reported training was "inadequate." West Virginia was the only state that reported "very adequate," as shown in Table XLI. Arizona, Georgia, Iowa, Kansas, Montana, Nebraska and Vermont did not rate their 1973 inservice training efforts.

Number of Extension workers receiving inservice training in 1973.

The number of Extension workers who were trained by the Extension radio specialists in 1973 ranged from only 3 Extension workers in Arizona and Hawaii to 200 in Texas. Only four states, Alabama, Kentucky, Tennessee, and Texas, trained more than 50 Extension workers in radio work. There were 812 in all states reporting who had received such inservice training in 1973, as shown in Table XLII. Five states did not report numbers trained.

Regarding Formal Courses and Other Training

Number of present and prospective Extension workers receiving formal and other radio-related training in 1973. Arizona, Georgia, Tennessee, and Wisconsin were the only four states teaching an undergraduate radio Extension course for prospective agents. Wisconsin was the only state



TABLE XLI

DEGREE OF ADEQUACY OF EXTENSION AGENT RADIO-RELATED INSERVICE  
TRAINING IN 25 GROUP A STATES (1973)

State	Very Adequate	Fairly Adequate	Not Very Adequate	Inadequate	Not Reported or No Inservice Training Given
Ala.		x			
Alaska				x	
Ariz.					x
Ga.					x
Ha.		x			
Ind.				x	
Iowa					x
Kan.					x
Ky.		x			
Maine <sup>a</sup>				x	
Mich.		x			
Mon.					x
Nebr.					x
N. Y.		x			
Ohio			x		
Ore.			x		
Penna.			x		
P. R.		x			
S. Dak.			x		
Tenn.		x	x		
Tex.					
Ver.					x
Va.			x		
W. Va.	x				
Wis.			x		
Total	1	7	7	3	7

<sup>a</sup>Maine did not report inservice training in 1973.

TABLE XLII

NUMBERS OF EXTENSION AGENTS RECEIVING RADIO-RELATED INSERVICE  
TRAINING IN 1973

State	Number of Agents Receiving Inservice in 1973	Not Reported or No Inservice Training Given
Alabama	150	
Alaska	26	
Arizona	3	
Georgia	40	
Hawaii	3	
Indiana	30	
Iowa	15	
Kansas		x
Kentucky	65	
Maine		x <sup>a</sup>
Michigan	30	
Montana		x
Nebraska		x
New York	30	
Ohio	30	
Oregon	40	
Pennsylvania	20	
Puerto Rico	15	
South Dakota	10	
Tennessee	65	
Texas	200	
Vermont		x
Virginia	50	
West Virginia		x
Wisconsin	50	
<b>Total</b>	<b>812</b>	<b>6</b>

<sup>a</sup>Maine did not report inservice training in 1973.



having a radio Extension course for present and prospective agents at both graduate and undergraduate levels. Hawaii and Idaho were the only two states having other training (the nature of such training was not specified). The number of students who were taught for credit by the Extension radio specialists in 1973 ranged from 15 students in Arizona and Georgia to 32 in Tennessee. There were 87 prospective agents who received undergraduate training for credit, 5 present or prospective who received graduate credit and 30 agents who received "other" training, as shown in Table XLIII.

#### Brief Summary

Findings from the United States part of the study appearing above suggest the great variety of needs and corresponding Extension approaches found in each state. Further, the findings of the study revealed the increased influence of Extension radio programs, the characteristics and role of Extension radio specialists themselves, and some basic induction and inservice training practices followed by the specialists in most states. First of all the main duties or job description tasks of the Extension radio specialist were found to include planning, producing, determining, and serving agent radio-related training needs. Secondly, induction and inservice training programs given by specialists in 1973 emphasized agent needs, while in turn agent needs were based on the needs of the people they (i.e., the agents) served. States and situations where training was based on requests seemed to fit in with an overall pattern of nonstructured classes. Thirdly, the main problem of induction and inservice training was the limited staff time

TABLE XLIII

NUMBERS OF PRESENT AND PROSPECTIVE AGENTS RECEIVING RADIO-RELATED  
TEACHING FOR CREDIT AND OTHER TRAINING IN SIX STATES IN 1973

State	Number of Present and Prospective Agents Receiving Training in 1973		
	Formal Undergraduate	Formal Graduate	Other Training
Arizona	15	0	-
Georgia	15	-	-
Hawaii	-	-	16
Idaho	-	-	14
Tennessee	32	-	-
Wisconsin	25	5	-
<b>Total</b>	<b>87</b>	<b>5</b>	<b>30</b>



available. Some specialists said they were simply too busy, had a staff or the importance of radio-related training; all believed the agents needed it. Fourth, many states used a variety of primary training methods to meet the induction and inservice needs of agents. Fifth, diverse kinds and numbers of content (i.e., subject matters and teaching methods) were included and emphasized in induction and inservice training at the various levels. Sixth, evaluation of the training was regarded as important, whether or not it was included in the sessions themselves. Many evaluative methods were reported from the various states. "Product" evaluation was emphasized the most, while some staffs had evaluated 1973 radio-related training efforts by using questionnaires and discussions with the agents.

## B. FINDINGS RELATED TO THAILAND

### The Situation in Thailand

No specific induction and radio-related inservice training was given to Thai Extension workers in 1973. However, it was noted that some applicable approaches and methods of working with rural people through mass communication had been included in Extension worker induction training (i.e., called preservice training in Thailand (8).

### Staff Sections Doing Radio Work

There have been two staff sections doing Extension radio work in Thailand since 1968, namely:

1. Agricultural Radio Program Section. This section is responsible for producing the Extension radio programs. The programs

are put on magnetic tape and sent to 11 radio stations in 8 changwads: Bangkok, Cheingmai, Lampang, Sakol Nakorn, Phra, Yala, Nakornrajasrma, and Ubolrajthanee, each week. Three programs per week is the average, and each program is about 30 minutes or longer.

2. Agricultural Radio Station Section. The radio station broadcasts six and one-half hours of Agricultural radio programs daily, seven days a week from its own station in Bangkok. Surveys have shown these broadcasts are being listened to in 50 of the 71 changwads of the Kingdom. Requests for information related to these broadcasts have come from as far away as Chiengrai. Programming includes farm interviews, subject matter discussion, market and crop news, and information and publicity about forthcoming agricultural events and meetings, interspersed with music and some purely entertainment features. Mahlam\* and other ethnic means of communicating with rural people are used extensively in both the live broadcasts and the recorded broadcasts (6, 12, 13).

#### Suggested Application of Findings\*\*

In light of the findings related to the foregoing United States survey and the researcher's knowledge of a Thai Extension situation, the suggestions appearing below may be applicable to Thai Extension radio-related induction and/or inservice training.

---

\* Mahlam is a kind of popular folk music in the North Eastern part of Thailand.

\*\* Suggestions are not in order of importance because of the lack of information.



1. Each year from 30 to 50 new officers are recruited to do Thai Extension work. They receive six months of preservice (induction) training. The months of induction training provide a period primarily devoted to classroom training which does not now but might appropriately include an Extension radio course. Such a course might include the introduction, principles, procedures and the nature of Extension radio programs; the nature of station personnel; and practice in the actual preparation of materials.

2. It might be helpful to keep the Extension radio workers at the changwad or amphor level, particularly those who are responsible for radio programs in each changwad, up-to-date in radio subject matter and methodology. The Department of Agricultural Extension, in cooperation with other agencies, possibly government as well as private, could provide such training. (Also, efforts could be made to find out in detail the educational needs of the farmers that could be met via radio. Then, too, the inservice training needs of the Extension radio worker in this particular area are obviously important and could be established.

3. Some appropriate inservice training methods which have proved to be effective elsewhere and could be used in the Thai situation are (a) workshops, (b) office visits, (c) teaching aids, (d) discussion meetings, and (e) personal letters.

4. Some subject matter and teaching methods which should be considered for use in Thai inservice training are: (a) nature of radio background, (b) writing for radio, (c) voice-delivery, (d) content, (e) interview, (f) news, (g) presentation, (h) nature of station personnel, (i) preparation of material, (j) spot, (k) format, and (l) teaching aids.

5. Radio specialists, particularly those who work in the area of agricultural radio programs or the other rural radio programs, might profitably attend inservice training programs conducted by the Department of Agricultural Extension or other agencies in radio-related subjects for which they are responsible. Academic leave could be considered if necessary.

6. Consideration might be given to allowing changwad and ampor agricultural or rural development personnel to participate in radio-related training meetings, workshops or seminars for the purpose of coordination and greater Extension radio use effectiveness.



## CHAPTER V

### SUMMARY AND IMPLICATIONS

#### Statement of the Problem

The American Cooperative Extension Service works with the people of the United States for better and richer home lives. The Thai Agricultural Extension Program has claimed the same for the rural Thais. Prior to the present study, there was little information available regarding what Extension radio specialists are like, how they work in their area of responsibility, and how they train agents.

#### Purposes of the Study

The purposes, therefore, of this study were: (1) to gather historical information regarding Extension radio; (2) to identify some of the important characteristics, roles, and training problems of Extension radio specialists; (3) to explore generally accepted approaches used by Extension radio specialists in presenting subject matter and teaching methods; (4) to study the situation regarding Extension radio work in Thailand; and (5) to apply, as nearly as possible, some principles and practices found to be relevant in the American Cooperative Extension Service radio specialist work to the Thai situation.

#### Methods of Procedure

Historical data for this study were secured from various Extension studies and reports, official publications and personal interviews and

letters. A questionnaire was developed for the purpose of gathering the most recent (1973-74) data. It was sent to 54 Extension radio specialists, i.e., one specialist in each state or geographical subdivision having Extension radio specialists working full- or part-time in 1974. General information needed for the study was obtained from Mr. George C. Mays, Assistant Professor of Agricultural Communication, The University of Tennessee. Thirty-eight of 54 states representation returned the questionnaires. Of the 38, five did not have Extension radio specialists and one did not return a completed questionnaire. These 32 questionnaires were available for study. To obtain needed data, personal letters were sent to the Thai Public Relations Department in the area of radio, and to the Head of Agricultural Information in Thailand. Some radio statistics also were received from the United States Operation Mission (USOM) in Thailand. Simple tables were used for analysis of data. Special attention was given to 25 states (referred to in the study as Group A states) which had complete questionnaires, had radio specialists in 1974 and had conducted induction and/or inservice training related to radio work agents in 1973. Those conducting undergraduate and graduate radio work for credit also were studied.

#### A. SUMMARY OF FINDINGS IN THE UNITED STATES

##### Regarding Characteristics and Roles of Extension Radio Specialists

In the United States, it was found that in 1974 most of the Extension radio specialists, those in 29 of 32 states reporting, were employed by the Agricultural or Cooperative Extension Service.



Specialists in seven states were Agricultural Experiment Station employees. Those in 10 states were employed by two or more divisions of the land-grant universities.

Titles of Extension radio specialists varied from Extension or Agricultural Editor (including Assistants and Associates), 11 states reporting, and Radio and/or Television specialists (including Assistants and Associates), eight states reporting, to Radio and/or Television Editor (including Assistants and Associates), six states reporting. Other titles also were commonly used. Twelve states used more than one title.

Thirteen states reporting had job descriptions for their Extension radio specialists; six of them sent copies for inclusion in the study.

The main duties and responsibilities of Extension radio specialists in the six states sharing copies of their job descriptions were: (1) Determining agent radio-related training needs, all six states reporting; (2) Program production, again all six states reporting, and (3) Maintain good relations with radio stations, three reporting. Some other duties were cooperating with other offices and Program Planning.

There were 65 Extension radio specialists working in 32 states. The number per state ranged from one to six. Most (41 of 65) radio specialists were full-time employees, the remainder being part-time. Also, most (about 48 of 65) had statewide responsibilities. Average length of service was about eight years.

Most (36 of 65) radio specialists had at least a Master's degree, largest number of majors (35 of 65) being in Agriculture or Communication (including Journalism).

The average desposition of total Extension radio specialist staff time in the 32 states was as follows: (1) 70 percent was devoted to radio production for broadcast stations; (2) 19 percent was devoted to radio production for county Extension staff; (3) 9 percent was devoted to agent training; and (4) 2 percent was devoted to other work.

Regarding Radio-Related Agent Induction and/or Inservice Training

Extension radio specialists in 25 of 32 states conducted agent induction and/or inservice training in 1973 regarding Extension radio work. Some of those not providing training in 1973 had done training earlier. Also, some planned to give such training in 1975.

Group A state Extension radio specialists averaged spending 12 percent of their total time in 1973 on agent training. Twenty-two state staffs each reporting percent of time spent on induction and inservice training averaged about 6 percent and 7 percent, respectively.

Induction training. As far as radio-related induction training is concerned, the following summary points may be made:

1. Writing for radio, radio interviewing and voice-delivery were three key subjects most frequently included.
2. Specialist thinking and agent requests were most often listed as induction training determinants.
3. Time limitation was the largest induction training major problem related by radio specialists.
4. Most radio-related induction training was provided at state level.



5. Radio specialists were most frequently the ones responsible for such training.

6. Radio specialists and Administrators usually were responsible for approval of training.

7. Workshops were the most often mentioned primary Extension method used for such training.

8. Agent products and performance were most frequently listed as criteria or measures for training evaluation.

9. Most state staffs planned to devote about the same time in training in 1974 that they spent in 1973.

10. Most states rated the adequacy of their 1973 training efforts as "fairly adequate."

11. An average of 22 agents per state was trained in 1973 for Group A states--ranging from 3 to 100 in numbers trained.

Inservice training. Regarding radio-related inservice training, the following points were found to be true:

1. Writing for radio, nature of radio background, preparation of material, and voice-delivery were four key subjects most frequently included. Also, some based the subject matter on requests.

2. Agent requests and agent plans of work were most often listed as primary inservice training determinants.

3. Time limitation was the largest agent inservice training major problem reported by radio specialists.

4. Most radio-related agent inservice training was provided at district level.

5. Radio specialists were most frequently the ones responsible for such training.

6. District or area supervisors and administration usually were responsible for approval of training.

7. Workshops were the most often mentioned primary Extension method used for such training. Office visits also were used.

8. Agent products, participant evaluation and skill were most frequently listed as criteria or measures for training evaluation.

9. Equal numbers of states rated the adequacy of their 1973 inservice training efforts as "fairly adequate" and "not very adequate."

10. Most state staffs planned to devote about the same time in training in 1974 that they spent in 1973.

11. An average of 43 agents per state was trained in 1973 from Group A states--ranging from 3 to 200 members per state trained.

#### Regarding Radio-Related Undergraduate and Graduate Teaching for Credit

Regarding radio-related teaching for credit, the following summary points may be made:

1. Five states reported undergraduate radio-related agent training for credit and two had graduate training.

2. On an average 22 students per state were trained in undergraduate courses, ranging from 12 to 32 students trained. Wisconsin reported 5 students were trained in a radio-related graduate course in 1973, while Hawaii and Idaho mentioned 16 and 14 members, respectively, were trained in other special training (i.e., neither induction, inservice nor for credit).



## B. SUMMARY OF FINDINGS IN THAILAND

In Thailand, it was found that systematic Changwad and Amphor Extension induction or inservice training programs regarding Extension radio work had not been conducted in 1973. However, the members of Extension workers at both levels had increased. Also, training in Agricultural communication was seen as being needed more and more.

Two staff sections had been doing Extension radio work in Thailand starting in 1968, namely:

1. Agricultural Radio Program Section. This section was responsible for producing the Extension radio programs. The programs were being put on magnetic tape and sent to 11 radio stations in 8 changwads each week. Three programs per week was the average, and each program was about 30 minutes or longer.

2. Agricultural Radio Station Section. The radio station section was broadcasting six and one-half hours of Agricultural radio programs daily, seven days a week, from its own station in Bangkok. Programming included farm interviews, subject matter discussion, market and crop news, and information and publicity about forthcoming agricultural events and meetings, interspersed with music and some purely entertainment features.

### Implications

As a result of the findings related to the foregoing United States survey and the experience of the researcher, the suggestions appearing below appear to be applicable to Thai Extension radio-related induction and/or inservice training.

1. Since each year from 30 to 50 new officers are recruited to do Thai Extension work and since they receive six months of induction training and many are expected to do radio work, this training might appropriately include an Extension radio course. Such a course might entail study of principles, procedures and the nature of Extension radio programs.

2. Since the Department of Agricultural Extension commonly provides courses in methodology and communications, it would seem appropriate that they offer radio-related inservice training for Extension agents at the changwad level. Supervisors and agents could assist in making decisions regarding specific course content.

3. Based on the experience of Extension radio specialists in the United States, some appropriate inservice training methods which could be used effectively are (a) workshops, (b) office visits, (c) teaching aids, (d) discussion meetings, and (e) personal letters.

4. Based also on the experience of the United States specialists, some subject matter and teaching method items which might be included in inservice training are: (a) the nature of radio background, (b) writing for radio, (c) voice-delivery, (d) content, (e) interview, (f) news, (g) presentation, (h) nature of station personnel, (i) preparation of material, (j) spot, (k) format, and (l) teaching aids.

5. Since radio specialists themselves have responsibilities for production, training and other services, they too have special training needs. Thus, it would appear desirable for them to receive radio-related inservice training conducted by the Department of Agricultural Extension



and/or other agencies. Academic leave might be considered if necessary for training.

6. Since changwad and amphor agricultural or rural development personnel have the potential for Extension radio work, they too could be given the opportunity to participate in meetings, workshops or seminars in radio. Better production and coordination should result.

#### C. RECOMMENDATION FOR FURTHER RESEARCH

The author recommends that the present study be continued and expanded to get more information concerning Extension radio programs from state, federal, and county levels of Extension Services. Sharing of findings among Extension radio specialists might result in development of induction and inservice training program curricula useful in more than one state. Additional consideration might be given to the development of programmed instruction materials like that noted for Wisconsin.



**BIBLIOGRAPHY**



## BIBLIOGRAPHY

1. Batten, T. R. Training for Community Development: A Critical Study of Method. London: Oxford University Press, 1926.
2. Bergstrom, J. W. Consensus Between Extension Specialists and the Resident Staff on the Role of the Specialist. Review of Extension Research, Extension Service Circular 532, July 1960.
3. Brunner, Edmund de Schweinitze, Radio and the Farmer: New York, The Radio Institute of the Audible Arts, 1953.
4. Judith C. Waller, Radio the Fifth Estate: The National Broadcasting Company, The riberside press, USA., 1946.
5. Kelsey, Lincoln David, and Cannan Chiles Hearne. Cooperative Extension Work. Ithaca: Comstock Publishing Associates, 1963.
6. Milford W. Atwood, Extension Advisor, "Report on Agricultural Extension Training and Activities in Thailand." Office of Agricultural Development United States Operations Mission Agency For International Development, Bangkok, Thailand, November 1970.
7. Morse Salisbury, Contribution of Radio to Informal Adult Education. Education on the air, USDA., 1930.
8. Personal Correspondence of the author. Letter from K. Tebhusadin Na Ayouthaya, Head of Public Relation Section, Department of Agricultural Extension, Thailand. February 14, 1974. (Translated from Thai.)
9. Poonsook Na Takuatoong, "Cooperative Extension Inservice Training Programs for Home Agents Regarding the Educational Needs of Pre-school Children and Suggested Application in South Thailand, 1968-1970." Unpublished Master's thesis, The University of Tennessee, Knoxville, 1971.
10. Ringler, W. E. Role of Extension Specialists and Their Status in Relation to Research and Teaching Personnel in Agronomy and Soils Department of the North Central Region, Review of Extension Research, Extension Service Circular 521. Washington: U. S. Government Printing Office, July, 1959.
11. Smith-Lever Act, Public Law 360, 84th Cong., 1st sess., Chapter 798, S.2098 in H. C. Sanders (ed.) "The Cooperative Extension Service," Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966.

12. Thailand, Agricultural Extension Radio Plan in 1973. Division of Training and Information, Department of Agricultural Extension, Ministry of Agriculture. Bangkok, Thailand. (Translated from Thai.)
13. Thailand, History of Agricultural Extension Radio Station. Division of Training and Information, Department of Agricultural Extension, Ministry of Agriculture, Bangkok, Thailand. (Translated from Thai.)
14. Thailand, Statistical Yearbook Thailand. National Statistical Office, Office of the Prime Minister, Bangkok, Thailand, 1963.
15. U. S. National Association of Broadcasters, Radio USA. NAB Public Relations Aid, 1771 N Street, N. W. Washington 6, D.C., 1962.
16. USDA. Agricultural Information Staff in State Land Grant Universities 1973. Information Service, U.S. Department of Agriculture, Washington, D.C., March 1973.
17. USIS, Thailand, Northeast Radio Media Survey 1969, Bangkok, Research Office USIS., 1969.





**APPENDIXES**

APPENDIX I





THE UNIVERSITY OF TENNESSEE  
Institute of Agriculture

Agricultural Extension Service  
P.O. Box 1071  
Knoxville, Tennessee 37901

January 10, 1974

J. Cordell Hatch  
Radio-TV-Audio Aids Editor  
The Pennsylvania State University  
401 Agricultural Administration Building  
University Park, Pennsylvania 16802

Dear Mr. Hatch:

We are conducting a brief study related to characteristics, roles, and training problems of Extension radio specialists. We need and would appreciate your help in answering the questions on the enclosed form as they relate to your state.

Our suggested deadline for collecting the data is February 1, 1974. A postage-paid envelope is provided for returning one copy of the completed questionnaire.

A summary of the findings will be sent to you when completed. Please accept our thanks in advance for your help.

Best personal regards.

Sincerely.

George C. Mays  
Assistant Professor  
Radio-Television

GCM:js  
Enclosure  
(Questionnaires, 2 copies)

THE UNIVERSITY OF TENNESSEE AND  
THE U. S. DEPARTMENT OF AGRICULTURE COOPERATING

---

 Name of Respondent

---

 State

---

 Title of Position

## QUESTIONNAIRE

 CHARACTERISTICS, ROLES AND TRAINING PROBLEMS  
 OF EXTENSION RADIO SPECIALISTS

1. How many communication specialists doing radio work does your state Extension (Cooperative or Agricultural) Service currently have? \_\_\_\_\_
  - a. How many of the above are full-time? \_\_\_\_\_
  - b. How many are part-time? \_\_\_\_\_
  
2. How many of those in Question #1 above, in 1973, were responsible for:
  - a. The total state Extension radio effort? \_\_\_\_\_
  - b. District or area efforts? \_\_\_\_\_
  - c. Other (please specify) \_\_\_\_\_
  
3. What are the official titles of those doing Extension radio specialist work in your state?
 

  
4. Please indicate the length of service in years for each radio specialist cited in Question #1 above. \_\_\_\_\_
  
5. In which divisions of the State University are Extension radio specialists in your state currently employed? (Please check those that apply)
  - a. College teaching (resident instruction)
  - b. Agricultural Experiment Station
  - c. Agricultural or Cooperative Extension
  - d. University Extension or Continuing Education
  - e. Other (please specify) \_\_\_\_\_
  
6. If one or more radio specialists are currently employed in college teaching, by what college or colleges are they employed? (Ag., Com.)
 

---



7. Are there current job descriptions for the positions titled in Question #3 above?  Yes  No. If so, may we have a copy of each for study?  Yes  No. If so, please send with completed questionnaire in return mail envelope.
8. How many of the present Extension radio specialists in your state have as a highest degree earned: (Please check and indicate majors)
- a. A doctorate (Majors - \_\_\_\_\_)
- b. A master's degree (Majors - \_\_\_\_\_)
- c. A bachelor's (Majors - \_\_\_\_\_)
- d. Other (please specify) \_\_\_\_\_
9. What percent of total radio specialist staff time was devoted in 1973 to each of the following: (Note: a + b + c should add to 100%)
- a. Radio production for broadcast stations (Total % = \_\_\_\_\_)
- (1) Script \_\_\_\_\_ % (Please check Nature:  News,  Educational feature,  Public service spots,  Other (Specify) \_\_\_\_\_)
- (2) Tape \_\_\_\_\_ % (Please check Nature:  News,  Educational feature,  Public service spots,  Other (Specify) \_\_\_\_\_)
- (3) Live \_\_\_\_\_ % (Please check Nature:  News,  Educational feature,  Public service spots,  Other (Specify) \_\_\_\_\_)
- b. Radio production for county Extension staff (Total % = \_\_\_\_\_)
- (1) Script \_\_\_\_\_ % (Please check Nature:  News,  Educational feature,  Public service spots,  Other (Specify) \_\_\_\_\_)
- (2) Tape \_\_\_\_\_ % (Please check Nature:  News,  Educational feature,  Public service spots,  Other (Specify) \_\_\_\_\_)
- (3) Other (Please specify) \_\_\_\_\_ % \_\_\_\_\_
- c. Agent Training (Total % = \_\_\_\_\_)
- (1) Induction (new agent) training \_\_\_\_\_ %
- (2) Inservice training for professionals \_\_\_\_\_ %

(3) College teaching for credit

- a. Undergraduate \_\_\_\_\_ %  
 b. Graduate \_\_\_\_\_ %

(4) Other (please specify) \_\_\_\_\_

d. Other (please specify) \_\_\_\_\_ Total % = \_\_\_\_\_)

10. If you provided radio-related induction (new worker) training in 1973:

a. Of what did it consist (i.e. training content and time devoted for each part)?

b. How was content determined? (e.g. agent requests, agent plans of work, specialist thinking, surveys, consultation)

c. What major problems did you encounter impeding maximum induction training effectiveness?

d. Where was induction training conducted (e.g. county, area, district, state, or other bases)?

e. Who was responsible for proposing the new worker training? Approving it? Conducting it? Evaluating it?

- (1) Proposing? \_\_\_\_\_  
 (2) Approving? \_\_\_\_\_  
 (3) Conducting? \_\_\_\_\_  
 (4) Evaluating? \_\_\_\_\_

f. How was the new worker training planned? Conducted? Evaluated?

(1) How planned (e.g. cooperatively by committee)?

(2) How conducted (e.g. teaching aids, office visits, discussion meeting, personal letter, workshop or other method)?

(3) How evaluated (e.g. products, skill or knowledge tests)?



- g. Do you plan in 1974 to devote (please circle one) MORE, ABOUT THE SAME, or LESS time to radio-related new worker training than you did in 1973?
- h. Please check how adequate you feel 1973 radio-related new agent training was in 1973.

_____ (1) Very adequate	_____ (3) Not very adequate
_____ (2) Fairly adequate	_____ (4) Inadequate

i. Comments:

11. If you provided radio-related inservice (other than induction) training in 1973:

- a. Of what did it consist (i.e. training content and time devoted to each part)?
- b. How was content determined (e.g. agent requests, agent plans of work, specialist thinking, surveys, consultations)?
- c. What major problems did you encounter impeding maximum inservice training effectiveness?
- d. Where was the inservice training conducted (e.g. county, area, district, state, or other bases)?
- e. Who was responsible for proposing the inservice training? Approving it? Conducting it? Evaluating?
- |                 |       |
|-----------------|-------|
| (1) Proposing?  | _____ |
| (2) Approving?  | _____ |
| (3) Conducting? | _____ |
| (4) Evaluating? | _____ |
- f. How was the inservice training planned? Conducted? Evaluated?
- (1) How planned (e.g. cooperatively by committee)?

(2) How conducted (e.g. teaching aids, office visits, discussion meeting, personal letter, workshop or other method)?

(3) How evaluated (e.g. products, skill or knowledge tests)?

g. Do you plan in 1974 to devote (please circle one) MORE, ABOUT THE SAME, or LESS time to radio-related inservice training than you did in 1973?

h. Please check how adequate you feel 1973 radio-related inservice training was in your state in 1973.

_____ (1) Very adequate	_____ (3) Not very adequate
_____ (2) Fairly adequate	_____ (4) Inadequate

i. Comments:

12. If you provided radio-related undergraduate college teaching for prospective Extension agents in 1973:

a. Of what did it consist (i.e. course outline or description and hours of credit)?

b. How was content determined?

c. What major problems, if any, did you encounter?

d. Where was the course (or were the courses) offered and taught?

e. Who was responsible for the instruction?

f. Do you plan in 1974 to devote (please circle one) MORE, ABOUT THE SAME, or LESS time to radio-related undergraduate teaching than in 1973?



g. How adequate do you feel your undergraduate course(s) in radio related to Extension was/were in 1973?

\_\_\_\_\_ (1) Very adequate                      \_\_\_\_\_ (3) Not very adequate  
 \_\_\_\_\_ (2) Fairly adequate                      \_\_\_\_\_ (4) Inadequate

h. Comments:

13. If you provided radio-related graduate college teaching for present and/or prospective Extension agents in 1973:

a. Of what did it consist?

b. How was course content determined?

c. What major problems, if any, did you encounter?

d. Where was the course (or were the courses) offered and taught?

e. Who was responsible for the instruction?

f. Do you plan in 1974 to devote (please circle one) MORE, ABOUT THE SAME, or LESS time to radio-related graduate teaching than in 1973?

g. How adequate do you feel your graduate course(s) in radio related to Extension was/were in 1973?

\_\_\_\_\_ (1) Very adequate                      \_\_\_\_\_ (3) Not very adequate  
 \_\_\_\_\_ (2) Fairly adequate                      \_\_\_\_\_ (4) Inadequate

h. Comments:

14. If radio-related training was provided for Extension agents other than that mentioned above in Questions 10-13:

a. Of what did it consist?

- b. How was content determined?
- c. What major problems did you encounter impeding effectiveness?
- d. Where was it conducted?
- e. Who was responsible for proposing it? Approving it? Conducting it? Evaluating it?
- f. How was it planned? Conducted? Evaluated?
- g. Do you plan in 1974 to devote (please circle one) MORE, ABOUT THE SAME, or LESS time to such other training than you did in 1973?
- h. Please check how adequate you feel such 1973 training was.
- |                           |                             |
|---------------------------|-----------------------------|
| _____ (1) Very adequate   | _____ (3) Not very adequate |
| _____ (2) Fairly adequate | _____ (4) Inadequate        |
- i. Comments:
15. How many Extension agents in your state received the following radio-related training conducted by Extension radio specialists in 1973?
- a. Induction (new worker) training \_\_\_\_\_ (No. received training)
- b. Inservice training \_\_\_\_\_ (No. received training)
- c. Undergraduate instruction \_\_\_\_\_ (No. receiving instruction)
- d. Graduate Instruction \_\_\_\_\_ (No. receiving instruction)
- e. Other training \_\_\_\_\_ (No. receiving training)
16. If others (e.g. subject matter specialists, industry personnel, professors) assisted Extension radio specialists in training in 1973, please indicate below:
- a. Who assisted in induction (new worker) training? \_\_\_\_\_
- b. Who assisted in inservice training? \_\_\_\_\_
- c. Who assisted in undergraduate instruction? \_\_\_\_\_



- d. Who assisted in graduate instruction? \_\_\_\_\_
- e. Who assisted in other radio-related training? \_\_\_\_\_

17. Comments:



Signature \_\_\_\_\_

Date \_\_\_\_\_

APPENDIX II

22





Extension Service  
U.S. Department of Agriculture  
Washington, D. C. 20250

March 1973

Persons Responsible for Extension Programs in Radio

(States having either full- or part-time Extension radio specialists in this field are indicated by an asterisk (\*). For states without specialists, the name of contact persons are listed.)

<u>State</u>	<u>Name and Title</u>	<u>Headquarters</u>
*Alabama	Vernon C. Bice Radio & TV Editor	Auburn University Auburn, Ala. 36830
*ALASKA	James A. Smith, Extension Editor	University of Alaska Fairbanks, Alaska 99701
*ARIZONA	Gordon J. Graham, Head Agricultural Editor	College of Agriculture University of Arizona Tucson, Ariz. 85721
*ARKANSAS	Charles Johnston Assistant Editor	University of Arkansas P.O. Box 391 Little Rock, Ark. 72203
*CALIFORNIA	Terry Schnitter Communications Spec. - Radio-TV (Davis)	University of California Agricultural Extension Service 2200 University Ave. Berkeley, Calif. 94720
COLORADO	D. J. Dallas Radio-TV Specialist	Colorado State Univ. Fort Collins, Col. 80521
CONNECTICUT	Arland R. Meade, Agricultural Editor & Head, Agricultural Publications	College of Agriculture & Natural Resources University of Conn. Storrs, Conn. 06268
DELAWARE	Jerry L. Webb Agricultural Editor	College of Agricultural Sciences University of Delaware Newark, Delaware 19711

<u>State</u>	<u>Name and Title</u>	<u>Headquarters</u>
DISTRICT OF COLUMBIA	Joseph C. Paige, Director	Federal City College 1424 K Street, N.W. Washington, D.C. 20005
FLORIDA	Don Poucher, Assistant Communications Specialist Radio-TV	University of Florida G022 McCarty Hall Gainesville, Fla. 32601
*GEORGIA	Roland D. Brooks, Jr. Radio Editor	College of Agriculture University of Georgia Athens, Ga. 30601
GUAM	Carol J. Cozan, Information Director, Cooperative Extension Service	University of Guam Land-Grant Programs P.O. Box EK Agana, Guam 96910
*HAWAII	Fortunato Teho Associate Specialist in Radio-TV	2500 Dole Street, Krauss Hall University of Hawaii Honolulu, Hawaii 96822
*IDAHO	M. William Stellmon Agricultural Editor and Head Dept. of Agricultural Information	College of Agriculture University of Idaho Moscow, Idaho 83843
ILLINOIS	Clifford W. Scherer Coordinator, Film-Radio-TV	College of Agriculture University of Illinois Urbana, Ill. 61801
*INDIANA	H. S. Tyler, Information Specialist (Radio-TV)	Agricultural Administration Building Purdue University Lafayette, Ind. 47907
*IOWA	Dale R. Williams, Associate Editor (Radio-TV)	Iowa State University Morrill Hall Ames, Iowa 50010
*KANSAS	Jack M. Burke, Associate State Leader & Manager, Radio Station KSAC	Kansas State University Manhattan, Kansas 66506
*KENTUCKY	Ronald D. Francis Information Specialist Radio-TV	College of Agriculture Agr. Experiment Sta. Bldg. University of Kentucky Lexington, Ky. 40506



<u>State</u>	<u>Name and Title</u>	<u>Headquarters</u>
*LOUISIANA	H. Red Hebert, Assistant Specialist (Radio-TV)	College of Agriculture Louisiana State Univ. Knapp Hall, University Sta. Baton Rouge, La. 70803
*MAINE	George Wildey, Information Specialist (Radio-TV)	University of Maine Orono, Maine 04473
MARYLAND	John W. Wagner, Jr., Associate Editor--Radio-TV	Agricultural Divisions University of Maryland College Park, Md. 20742
MASSACHUSETTS	Radie H. Bunn Publications Officer	Stockbridge Hall University of Mass. Amherst, Mass. 01002
*MICHIGAN	Roger A. Brown, Television-Radio Editor	109 Agriculture Hall Michigan State Univ. East Lansing, Mich. 48823
MINNESOTA	Raymond S. Wolf Information Specialist (Radio)	Dept. of Information & Agricultural Journalism Institute of Agriculture University of Minnesota St. Paul, Minn. 55101
*MISSISSIPPI	Ralph J. Ballew Extension Editor	Mississippi State Univ. Mississippi State, Mississippi 39762
MISSOURI	Harlan C. Lynn Information Specialist (Radio-TV)	1-98 Agriculture Bldg. University of Missouri Columbia, Missouri 65201
*MONTANA	Carl L. Isaacson Director of Staff Information	Montana Hall Annex Montana State University Bozeman, Mont. 59715
*NEBRASKA	James Randall, Assistant Extension Editor (Radio)	College of Agriculture University of Nebraska Lincoln, Nebraska 68503
NEVADA	Larry Kirk, Radio-TV Editor	University of Nevada Reno, Nevada 89507

<u>State</u>	<u>Name and Title</u>	<u>Headquarters</u>
NEW HAMPSHIRE	Henry W. Corrow, Jr. Extension Editor	Taylor Hall Univ. of New Hampshire Durham, New Hampshire 03824
NEW JERSEY	Max D. Kirkland Radio-TV	P.O. Box 231 College of Agriculture & Environmental Science Rutgers University New Brunswick, New Jersey 08903
NEW MEXICO	Neil A. Stueven, Associate Agric. Editor (Radio-TV)	Drawer 3AI New Mexico State Univ. Las Cruces, New Mex. 88003
*NEW YORK	Katherine E. Barnes News & Radio Section	State Colleges of Agric. and Life Sciences, & Human Ecology Cornell University Ithaca, N. Y. 14850
NORTH CAROLINA	Reese Edwards Radio-Television Editor	North Carolina State Univ. University Station Raleigh, N. C. 27607
NORTH DAKOTA	James R. Kenward, Electronic Media Specialist	North Dakota State Univ. of Agric. and Applied Science State University Station Fargo, N. Dak. 58102
*OHIO	R. Richard Howard, Associate Extension Editor	Cooperative Extension Service The Ohio State Univ. 2120 Fyffe Road Columbus, Ohio 43210
*OKLAHOMA	Harold Dedrick, Assistant Director (Radio-TV)	Oklahoma State Univ. Stillwater, Okla. 74074
*OREGON	Arnold C. Ebert, Extension Broadcast Comm. Specialist	Adm. Serv. 422 Oregon State Univ. Corvallis, Ore. 97331
*PENNSYLVANIA	J. Cordell Hatch, Radio-TV- Audio Aids Editor	The Pennsylvania State University 401 Agr. Adm. Bldg. University Park, Pa. 16802



<u>State</u>	<u>Name and Title</u>	<u>Headquarters</u>
*PUERTO RICO	Eduardo J. Criado, Radio and TV Editor	Cooperative Extension Service Univ. of Puerto Rico Mayaguez Campus Box AR Rio Piedras Puerto Rico 00928
RHODE ISLAND	John N. Rippey, Public Information Officer	Univ. of Rhode Island 16 Woodward Hall Kingston, R. I. 02881
SOUTH CAROLINA	Harry Durham, Director University Comm. Center	Clemson University Clemson, S. C. 29631
*SOUTH DAKOTA	Daniel A. Johnson, Extension Radio & TV Production	South Dakota State Univ. University Station Brookings, S. Dak. 57006
*TENNESSEE	George C. Mays, Assistant Professor, Radio & Television	University of Tennessee P.O. Box 1071 Knoxville, Tenn. 37901
*TEXAS	Larry A. Quinn, Radio-TV Specialist	Dept. of Agric. Comm. Services Bldg. Texas A&M University College Station Texas 77843
UTAH	Francis E. Jones Radio & Television Specialist	Utah State University Logan, Utah 84322
*VERMONT	Thomas J. McCormick News-Radio Specialist	University of Vermont Burlington, Ver. 05401
VIRGIN ISLANDS	Morris R. Henderson Assistant Director	Virgin Islands Cooperative Extension Service, College of the Virgin Islands P.O. Box 166, Kingshill, St. Croix Virgin Islands 00850
*VIRGINIA	Damon Flanary Director, Radio Services	Virginia Polytechnic Institute and State Univ. Blacksburg, Va. 24061

<u>State</u>	<u>Name and Title</u>	<u>Headquarters</u>
*WASHINGTON	James L. Johnson Extension Editor	401 Phase II Washington State Univ. Pullman, Wash. 99163
*WEST VIRGINIA	Dennis R. Godfrey, Extension Specialist (Radio & TV)	Appalachian Center Evansdale Campus West Virginia Univ. Morgantown, West Va. 26506
*WISCONSIN	Glen Broom Agricultural Radio	1450 Linden Drive Univ. of Wisconsin Madison, Wisc. 53706
WYOMING	Vern E. Shelton Agricultural Editor	Office of Information Communication Services Box 3413 Univ. of Wyoming Laramie, Wy. 82070



APPENDIX III



ARKANSAS

JOB DESCRIPTION

Assistant Extension Editor

Agricultural Extension Service  
University of Arkansas College of Agriculture and Home Economics  
United States Department of Agriculture, Cooperating

Works under the immediate supervision of the Extension Editor and gives technical assistance and leadership in the field of mass communications with major responsibility for radio, TV, and visual aids; represents subject matter as relates to supplying information and teaching through mass media and acts as liaison between all departments of the College of Agriculture and Home Economics, USDA, and the state and county workers and farm people; studies, analyzes and organizes information from all sources and prepares for the use by others; coordinates information program with state-wide farm and home program; motivates acceptance of recommendations, activities and plans by state and county workers; prepares basic educational material and trains county Extension agents in its use; and helps prepare annually a plan of work for the editorial office.

Working with other members of the editorial staff, coordinates efforts with them and staff members of the entire organization to best serve Agricultural Extension Service and representatives of news outlets.

Works with all employees to help get useful information effectively presented to the people. Keeps abreast of the main activities being carried out by Agricultural Extension Service in order to be prepared to help promote these programs through varied media.

Attends training meetings as needed with the Extension staff, both Negro and white, to teach them latest techniques to present the latest subject matter to farm people and help them make more effective use of such teaching devices as news stories, radio and television appearances, and audio-visual aids.

Gives special assistance in development of a long-range projected county agricultural program, including among other things, farm and home development, rural development, rural community improvement, marketing, consumer education, and public affairs.



Maintains good relationships with administrators, supervisors, research workers and other specialists; keeps in close touch with the Experiment Station Editorial Office and other governmental information offices; maintains good relationships with working members of press, radio, and television; and works closely with members of business, civic, and religious organizations in coordinating programs of interest to rural people of the state.

CALIFORNIAPOSITION DESCRIPTION

1/1/74

## I. Title

Extension Communications Specialist, Radio

## II. Nature and Purpose

- A. To provide the general public information and educational audio news releases about UC Agricultural Extension and the Experiment Station via commercial news broadcasting stations.
- B. To encourage and train other Agricultural Extension specialists and Farm Advisors in the use of the broadcast media.

## III. Major Duties/Responsibilities

- A. Produce radio tap news releases to inform and educate radio listeners primarily through interviews with Ag Extension specialists. This requires that the radio specialist keep abreast with activities of all specialists statewide by telephone, newsletters, personal contacts, reading publications, including magazines and newspapers, or other means to keep informed about Agricultural Extension.
  - 1. The ability to produce radio news releases requires that this specialist serve as writer, producer, creator, commentator and coordinator; be aware of commercial broadcaster's needs; have a commercial broadcaster's speech delivery; and commercial broadcast experience in these disciplines. Effective commercial broadcast experiences gives the specialist knowledge of microphone technique, speech delivery, timing, editing, tape recorders, and reporting.
- B. Produces by the above same means, 60-second daily radio spots in the Family and Consumer Sciences series featuring five different disciplines: clothing, consumer spending, nutrition, home furnishings, and human relations.
- C. Narrates, edits, and records audio instructional materials to assist in training Extension specialists, 4-Her's, farm advisors, and others.
- D. Assists visiting broadcast personnel with contacts, or other ways to help them accomplish their assignment.



#### IV. Relationships

- A. Organizational: This specialist is responsible to the Assistant State Director for administration and to the program leader for subject matter.
- B. Coordinating: A coordinating relationship exists with all other Ag Extension and Experiment Station specialists, especially other communication specialists in television, visual aids, and writing; provides resource audio tapes and technical assistance to specialists, farm advisors, and 4-H youth advisors, on audio requirements for instructional and training materials.

Provides technical assistance in audio work with other on-campus units such as audio-visual and Public Affairs; also provides assistance to campus public information coordinator and/or department public information coordinator, such as the medical school with media contacts. Also acts as consultant in assisting same with broadcasting information and direction.

Also maintains association with commercial broadcasters to keep abreast of clientele needs, ideas and knowledge; promote understanding in specialists role of service to broadcasters.

#### V. Qualifications

- A. Skill in broadcast operations, communications and reporting; ability to work with people in and out of Extension; self-motivating; must have goals, ideals, and positive attitude.
- B. Minimum education and experience: Bachelor's Degree in speech communication, radio/television, or communication arts, or other closely related field. One year experience in broadcast media as announcer, news editor, and production.

KENTUCKY

POSITION TITLE: Information Specialist - Radio and Television

LOCATION: University of Kentucky, Lexington, Kentucky

MAJOR RESPONSIBILITIES:

1. Assist in radio and television program production to reach agricultural and consumer audiences. Specific radio duties include voice work, editing, program duplication and distribution, writing radio news copy, and providing special news reports for radio stations. Specific television duties include on-camera performance (video and film), operation of 16mm sound camera, film editing and distribution of filmed news spots to television stations, writing scripts and news copy and coordination of television art work.
2. Provide leadership in training Extension personnel in the use of radio and television.
3. Other duties as assigned by department chairman.

ACADEMIC PREPARATION AND REQUIREMENTS:

1. Master's degree preferred but will consider applicants with a combination of bachelor's degree and experience in extension communications. Degree may be in Agriculture with courses or experience in communications or may be in Journalism with agricultural experience.
2. Must be able to communicate effectively through use of camera, recorders and other electronic equipment.

SALARY: Commensurate with qualifications and experience.

OTHER BENEFITS: Civil Service retirement, group life and health insurance, vacation and sick leave.

APPLY TO: Dr. Milton E. Morris  
Public Information Department  
138 Ag. Experiment Station Bldg.  
University of Kentucky  
Lexington, Kentucky 30506



MICHIGAN

## Job Description

Radio-TV Editor

**Regular Duties:** Produce regularly scheduled radio and television programs for Michigan commercial and educational broadcast outlets. Train Cooperative Extension personnel in the use of radio and television. Maintain relationship with news and farm broadcasters in Michigan and Midwest. Promote agricultural and family events on radio and television.

**Periodic Duties:** Produce at various intervals, at least four radio tape services for distribution in Michigan and the Midwest. Consists of interviewing persons on campus and in the field, editing, timing, writing cue sheets, and mailing. Produce a 10-minute television program for two television outlets in Michigan, 5 times a week. Promote annual events such as Farmers' Week.

**Occasional Duties:** Prepare and perform training sessions in the use of broadcasting for non-broadcast personnel. Promote one-time-only events (prepare promotional "packages" for stations). Aid my supervisor in teaching principles to University students. Produce occasional television "series" for use on stations throughout Michigan and the U.S. Prepare programs for conferences.

TENNESSEE

## Job Description

Assistant Professor, Radio and Television

The assistant professor of agricultural communication responsible for providing leadership for effective radio and television phases of extension programs shall be directly responsible for the (1) planning and production of appropriate services to radio stations, for (2) determining training needs in this field and for (3) maintaining good relationships with radio station personnel. He shall provide joint leadership in developing effective use of television, in determining training needs in this field, and in maintaining good relationships with television station personnel. He shall be jointly responsible for the direct development and production of a weekly television program for the Institute of Agriculture and shall be responsible for the distribution of this program. He shall assist in the development and conduct of communication training programs on assignment by the department head.



VIRGINIA

## OUTLINE OF DUTIES OF EDITORIAL ASSISTANT FOR RADIO

March 1971

- 40% Generally to assist the radio director, secretary, and two student workers in coordinating all activities in the radio studio. Broadcast activities include four tape news services. Efforts are continuing to broaden radio activity on campus and state wide as a working news agency. The present four are the "Agri-Business Show," the "Home and Garden Show," the "Farm and Home Show," and "Perspective." Material needs to be developed for university research activities, conservation and wildlife, ecology, pollution, and outdoor recreation. There is some opportunity in preparing material for television and film features, and for general news feature writing and public relations.
- 30% Daily responsible for coordinating with the secretary the schedules for State Specialists to record programs and to conduct interviews in studios around campus and throughout the state. Considerable concern and attention should be given to duplicating, shipping, and receiving radio tape services to over 100 stations in Virginia.
- 10% Sharing responsibility with the director for teaching radio broadcast and recording techniques to State Specialists, program leaders, and Extension Agents during the regular course of duty and during in-service training. Frequent consultation with Extension Agents in the field on improving radio presentations.
- 10% Aiding the director in assessing the needs and demands of the media for special programing.
- 10% Responsible for general operation and maintenance of broadcast equipment and concern for needed upgrading of existing equipment to improve quality of radio services. Should show interests and concern with personnel improvement and quality production for communication media and its particular application as an educational tool at Virginia Tech.

## VITA

Pote Chumsri was born November 12, 1945, at Changwad Lampang in the northern part of Thailand. He received a Bachelor of Science degree in Rural Education, Kasetsart University, Bangkok, Thailand. After working as a Communicator in The Department of Agricultural Extension for two years, he was selected by the Department and the Agency for International Development (AID) to have three-weeks' observation on the Public Relations and Audio-Visual Programs in Taiwan. In 1972 he won an AID scholarship for graduate study in the United States.

He was married in March, 1973, to Phannipha Vongvirat, a Thai graduate student in pharmacy, University of Minnesota. They both expect to return to work for the Thai government after completing their study in the United States.