AN EXAMINATION OF THE COOPERATIVE COGNATION BETWEEN VOCATIONAL AGRICULTURE INSTRUCTORS AND COUNTY EXTENSION AGENTS IN PLANNING AND CONDUCTING THE ADULT PROSPECTUS OF INSTRUCTION IN OKLAHOMA

by

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CHAPTER I

THE PROBLEM

The rapid expansion of adult education in our public schools, the unprecedented changes in farming and in other agricultural occupations, and the emerging divergence of opinions of school administrators, teachers, county agents, and extension specialists concerning the essential elements of an effective program of adult education have led to a need for determining the most harmonious operating relationships among workers in the field of adult education.

Statement of the Problem

It was the purpose of this study: (1) to investigate activities and factors in working relationships of county extension agents and teachers of vocational agriculture in regard to planning and conducting the adult prospectus of instruction in Oklahoma; (2) to determine differences in opinions regarding these working relationships; (3) to compile a list of suggestions made by in-service workers, which would aid in planning and conducting similar programs in the future; and (4) to make, on the basis of the findings, recommendations that will improve cooperation between the two agencies.

Importance of the Study

The necessity of the extension workers and teachers of vocational agriculture working together cooperatively is rarely questioned. Since these two agencies are of primary concern in the preparation of the adult educational prospectus in Oklahoma, they must realize the need for an increased cooperative effort in working toward a similar ultimate goal.

All will agree that there is a need for adult education if the philosophical concept that education is a continuous process is accepted. This phase of advanced public education has rapidly begun to expand within the past few years.

Today adult educators face a problem of meeting the needs of urban as well as rural people. In the past, these two professional groups were primarily concerned with the needs of the rural population.

Interest in these problems, along with the fact that there has been a lack of scientific investigation in this area, prompted the writer to conduct this study to ascertain the deterrents and incentives to cooperation between these two professional groups in conducting adult programs of instruction.

Limitations of the Study

While the population for this investigation may be considered the teachers of vocational agriculture and the extension service county agents in Oklahoma, it is hoped that inferences may be drawn for cooperative work between other such organizations both within the state and outside the state.

A questionnaire, the instrument used for collecting the data, contained five phases. The first phase dealt with information about respondents. The second, third, and fourth contained twenty-seven activities or factors relating to cooperative activities which were thought to be involved in the working relationships between agents and teachers of vocational agriculture. The fifth phase of the questionnaire was an open end, fill in response which allowed respondents to list three activities or factors, not included in the other parts of the questionnaire, which they felt would tend to affect cooperation. The writer felt this fifth phase would allow respondents to add these items which had not been included in the other parts of the questionnaire.

The total number who responded to the questionnaire consisted of thirty agents, 100 percent of the randomly-selected population of agents, and fifty vocational agriculture teachers, 83.33 percent of the randomly-selected population of teachers.

Clarification of Terms Used

Glory seeking. Throughout the report of this investigation, the term, "glory seeking," shall be interpreted as meaning a selfish concern in relation to individual workers trying to build a false public image by the art of introspective promotion.

Advisory council. This term shall be interpreted as meaning a group of individuals who serve to deliberate together in planning and organizing areas of instruction (18).*

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*Refers to bibliography reference.

In-service training. The term, "in-service training," refers to that training which is offered while the employee is on the job or while he is on study leave. Thus in this sense it can be distinguished from formal education (9).

CHAPTER II

REVIEW OF LITERATURE

Benchmark Studies and Original Organizational Purposes

The Reports Committee of the Adult Education Association of the U.S.A. (19) in a review of educational progress found that in ancient times organized education was for adults. Most of the great teachers in history such as Confucius, the Hebrew prophets, Aristotle, Plato, and Jesus devoted their energies, not to the development of the immature, but rather to that of the mature adult mind.

The American educational enterprise, however, has evolved the principle that adult learning is optional. Thus here in America professional adult education is a young profession (19), being only thirty-four years old as compared with the eighty-four year old library profession, the eighty-seven year old social work profession, and the one-hundred-three year old public school teaching profession. Adult education has grown more rapidly in its first thirty-three years than did most other professions, but it is still only partly ready for the overwhelming responsibilities now confronting it. The Committee reported that the agencies of adult education must clarify their respective tasks of establishing between themselves orderly working arrangements and interrelated planning to insure that the resources of adult education are used effectively.

The two agencies primarily responsible for rural adult education are the Cooperative Extension Service and Vocational Agriculture. The Cooperative Extension Service (20) was authorized by the Smith-Leaver Act passed by Congress in 1914, and the Vocational Agricultural program (1) was instituted by the Smith-Hughes Act of 1917. These two agencies have contributed to our adult educational system in Oklahoma extensively throughout the years. Although the two separate agencies are both sponsored by the federal government, they have not worked cooperatively, hand in hand, as best they could throughout the past forty years.

A joint agreement, listed in Appendix K, was drawn up in Oklahoma in 1927 between Vocational Agriculture and the Cooperative Extension Service. In this, the first and final agreement that the two professional groups have ever written up concerning any form of cooperative work, it was stated that the two forces are going to try to keep a realistic distinction between the vocational work of the schools, which properly belongs to them, and the extension work for those who are not enlisted in the vocational schools.

Hamilton, (7) in a benchmark study of adult education, recognized a need for a "key group" or "advisory-board" system in planning, organizing, and conducting classes but failed to see the need of county agents cooperatively sharing a seat on the advisory council. Hamilton's study was directed toward the Vocational Agriculture teacher and his problems in organizing and conducting adult classes.

Most of the early studies conducted in the area of adult education are related to non-cooperative work between the two organizations. Many good ideas in methods of organizing and in types of programs have

been noted; but very few, if any, relate directly to a cooperatively planned program.

Deterrents and Incentives in Cooperative Organization of Adult Programs

There are a number of inherited attitudes which not only hinder clarity of thinking but apparently contribute to the inertia and complacency of our present beliefs, thereby making constructive action in organizing most difficult. The National Education Association in its Eleventh Yearbook (12) said, "There is probably no greater barrier to the achievement of a life of common consent and mutual understanding today than the deep-lying historic belief that man is essentially selfish."

Several recent studies reveal this selfish attitude to be truly a major factor in cooperative relationships. Bryant (3) in a recent report on all phases of cooperative work between the two organizations in Oklahoma said, "The strongest single deterrent to cooperation manifested is evidently the policy of requiring boys to drop out of 4-H Club when they enter vocational agriculture." He also found that the attitude of "win by any means" was a major anti-cooperative element. Thus Bryant's study revealed a "glory seeking" selfish concern in relation to the youth work as being the main deterrent to cooperative work.

Bryant's recommendations were all centered around a joint promotion through administrators of the two organizations in encouraging cooperative work. He stated, "If prejudice barriers were lowered, there is

surely some common ground for coordinated effort; adult education would be a good starting subject."

A recent study in Michigan by Omar (13) revealed that there was no relationship between age, college degrees achieved, and length of experience of teachers and their opinions regarding the desirability of carrying out activities for implementing educational programs in agriculture. However, among agents a significant relationship was found to exist between background characteristics and opinions regarding one of the activities of implementing educational programs. The activity was "having teachers and agents serve on each other's advisory committees." The older agents, who had more experience and who had achieved higher college degrees, seemed more in favor of the activity than those who were younger. A significant relationship was also found between those having college degrees compared with the remaining agents; they viewed the factor as having a negative effect on educational programs in agriculture.

Omar found twenty implications, all of which encouraged and supported close working relationships between the two professional groups; however, his investigation included all activities and factors in working relationships, not just the adult educational phase.

Peterson (14) in an article on cooperative work between county agents and vocational agriculture teachers pointed out that "There is more to be done than all can accomplish." In his county he stressed cooperative work for greater accomplishment.

The Steps Used in Organizing and Developing a Cooperative Adult Educational Program, and the Type of Instructional Material Offered

Henderson (8) states:

> The organizing, administering, and conducting of adult farmer classes cannot be done in an unorganized manner if we are to achieve a highly successful adult farmer program. It should be a carefully planned, carefully conducted program specifically designed to meet the needs of farmers in an area.

Henderson (8) is also credited with saying, along with Garrett (6) and Allison (2), that no completely definite plans of procedure for organizing and conducting a highly successful adult farmer education program can be outlined that will apply to every situation.

In describing our ultimate goal in respect to organization, Stevens (17) in the Young Farmer Magazine says:

> There are thousands of young men enrolled in hundreds of good young farmer associations across the nation. The workings and methods of these associations may differ, but in every case the members are working toward the same goals--better farming and better citizenship.

Bryant (3) in a recent survey in Oklahoma found that 75 percent of the vocational agriculture teachers responding and 78 percent of the county agents responding indicated joint participation in adult education.

Hamilton (7) is noted as saying that an advisory board would be a good method of gaining the interest of the adults, of planning and organizing the classes, and of setting up the adult program.

In the text, Learning to Work in Groups, by Miles (11) the planning group is discussed. Miles says, "The make-up of the planning group will

vary according to the setting and the type of program in question." Typically, it might include interested persons from a list like this:

1. The initiator.
2. Some or all assessors.
3. Key authority persons (principal, superintendent, board member).
4. Outside consultants (if any) who will be actively involved in the program as trainers, speakers, etc.
5. Representatives of different kinds of people who will be in the program (elementary and secondary teachers, area chairmen, curriculum workers, etc.)
6. Persons with special skills or interests in the area of group behavior, who may serve as trainers in the program.

Miles advocates that the planning committee size should consist of not over eight or ten, and that one person could fill several of the roles above. (For example, a teacher who is an assessor, and also represents area chairmen.)

In a recent interview another method of organizing and developing was pointed out by Dr. Harold Casey (5), Southeast District Supervisor of the Oklahoma Cooperative Extension Service. Dr. Casey said, "We have found that charging a small enrollment fee will aid the attendance at meetings in that those initially enrolled feel compelled to attend the meetings in order to get their money's worth."

The Oklahoma Cooperative Extension Service last summer initiated a new administrative unit, the University Extension. All extension activities were placed under the leadership of one administrator, the Dean of University Extension.

This integration of the University Extension made the agricultural extension program part of a larger cooperative unit in that it now includes Business Extension, Engineering Extension, Continuing Education Division, Arts and Science Extension, Educational Extension, and all other units of Oklahoma State University which engage in extension programs. The main purpose of this new structural organization is to aid the cooperative formulation of programs in that teams of specialists from several colleges and departments of the university may more easily work together on joint projects (15).

The Need of Future Cooperative Work Between The Two Professional Groups

The following report reflects the current limitations in knowledge about cooperative adult education in Oklahoma. A progress report of the National Young Farmer Study by V. R. Cardozier (4), which was viewed by school superintendents, principals, teacher-trainers, and supervisors of agricultural education, indicated that practically all, about 80 percent, of the agriculture educators and a substantial majority of the administrators did not think that other agencies, such as the Agricultural Extension Service, were in a better position to meet the educational needs of farmers than was vocational agriculture.

Adult programs are below their educational potentialities in most communities in Oklahoma, as well as throughout the nation. This attitude is in agreement with the feeling expressed by Gordon L. Berg, Editor of the County Agent and Vo-Ag Teacher Magazine, in that he was concerned with how slowly the adult program of vocational agriculture has developed. Yet these nationally noted writers fail to recognize,

or at least to express, the idea of a joint cooperative effort between the two organizations in aiding and formulating adult programs. In meeting the needs of our rapidly increasing population, educators are going to have to try something different if they are going to serve adults better or even as well as they have in the past.

In transforming the future of adult education, we should redefine education as a lifelong process rather than as a function of youthful years. With the emergence of a theory of teaching how to learn rather than what to learn, the role of adult education in society would begin its transformation.

If youth education should start flooding the adult student body with graduates who perceive learning as a lifelong process and who have learned how to learn, then adult education can become an instrument for helping individuals and society to realize to an increasing degree the enormous untapped power of human potentiality.

The central challenge of the modern adult education movement is to educate adults about the meaning of education, and especially to help the educators of youth to re-examine the effects of what they teach in the schools on the quality of the learning their children engage in when they become adults.

The highest priority subject matter for adult education in the immediate future is education about education. If that policy succeeds, then all education would become unified into a "lifelong education movement." To accomplish such a task, the entire educational forces must cooperate in planning and evaluating educational work (9).

CHAPTER III

METHOD AND PROCEDURE

Instrument Preparation

A questionnaire which included thirty-four factors which might affect working relationships between county agents and vocational agriculture teachers was constructed.[1] The questionnaire also had an open end phase which allowed respondents to add three additional items affecting cooperation which they felt were not included.

The questionnaire was first prepared and presented for consultation to state leaders in Agricultural Education and in Cooperative Extension. The presentation of the questionnaire to the leaders was made by personal interviews, using the questionnaire and the research proposal as the bases for consultation. Consultants were asked to evaluate the questionnaire in terms of its clarity to respondents and its brevity and completeness of the items. They were asked to delete those items which they believed had repetition in meaning or insignificance in direction. The leaders were asked also to suggest items which had been omitted.

Items on the questionnaire were rated in two different ways: "is" and "should be." To make it easy for the respondents to follow the

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[1]See questionnaire in Appendix D.

rating pattern, the following description was listed for both factors in the following manner: extreme negative importance, slight negative importance, neutral importance, slight positive importance, extreme positive importance, and "don't know" or "can't say."

The same questionnaire was sent to the county extension agents as was sent to the vocational agriculture teachers.

Research Hypotheses

Hypothesis

County agricultural agents view more activities or factors with a more positive attitude than teachers, thus indicating they feel cooperation "should be" regarded higher than it "is" presently.

Corollary Hypotheses

A. Older respondents perceive the need for cooperation more positively than younger respondents do.

B. Respondents with higher college degrees view cooperation more positively.

C. Respondents with more total years of experience see the need for cooperative activities more than those with less experience.

D. Agents and teachers with more tenure in the present location will view cooperative activities or factors more favorably than those with less.

E. Respondents from counties which have a total population over 15,000 will have more positive views on cooperation in respect to importance than those whose population is under 15,000.

Population of the Study

A random sample of thirty counties was drawn by means of a table of random digits (10). Two vocational agriculture teachers within each of the thirty counties were also selected by means of this table of digits.

The county extension agent in each of the counties completed the questionnaire for the extension service.

Only the counties where there were at least two vocational agriculture departments were used in obtaining the random sample, which qualified the population by eliminating Osage, Cimarron, and Cherokee counties. Seventy-four counties were eligible for participation in the study.

When a two-teacher department turned up in the random selection, the teacher with the greatest tenure completed the questionnaire. All thirty of the agents selected to participate in the study responded. Fifty of the sixty teachers, or 83.33 percent, responded.

Justification for population selection:

1. County extension agents for agriculture predominantly carry out educational work in agriculture which could be easily compared with educational work carried out by teachers of vocational agriculture.
2. Other county extension personnel at the county level were excluded because of the difference in nature of their subject matter and clientele from those of teachers of vocational agriculture.

3. It was felt that a sample of approximately 25 percent of the Oklahoma counties could adequately represent the state.
4. It was also believed that a random sample of two vocational agriculture teachers could adequately represent the beliefs of the vocational agriculture teachers in the county. In most instances the area covered within the counties represented the county well. See Appendix H for the exact locations covered.

Oklahoma Area Covered by the Study

Respondents from thirty counties out of the seventy-seven counties in the state were requested to participate in the study. In twenty-eight of the thirty counties, respondents from both professional groups participated. In the other two remaining counties, only agents responded; the teachers did not respond. Figure 1 shows the counties covered by the study and the groups who participated.[2]

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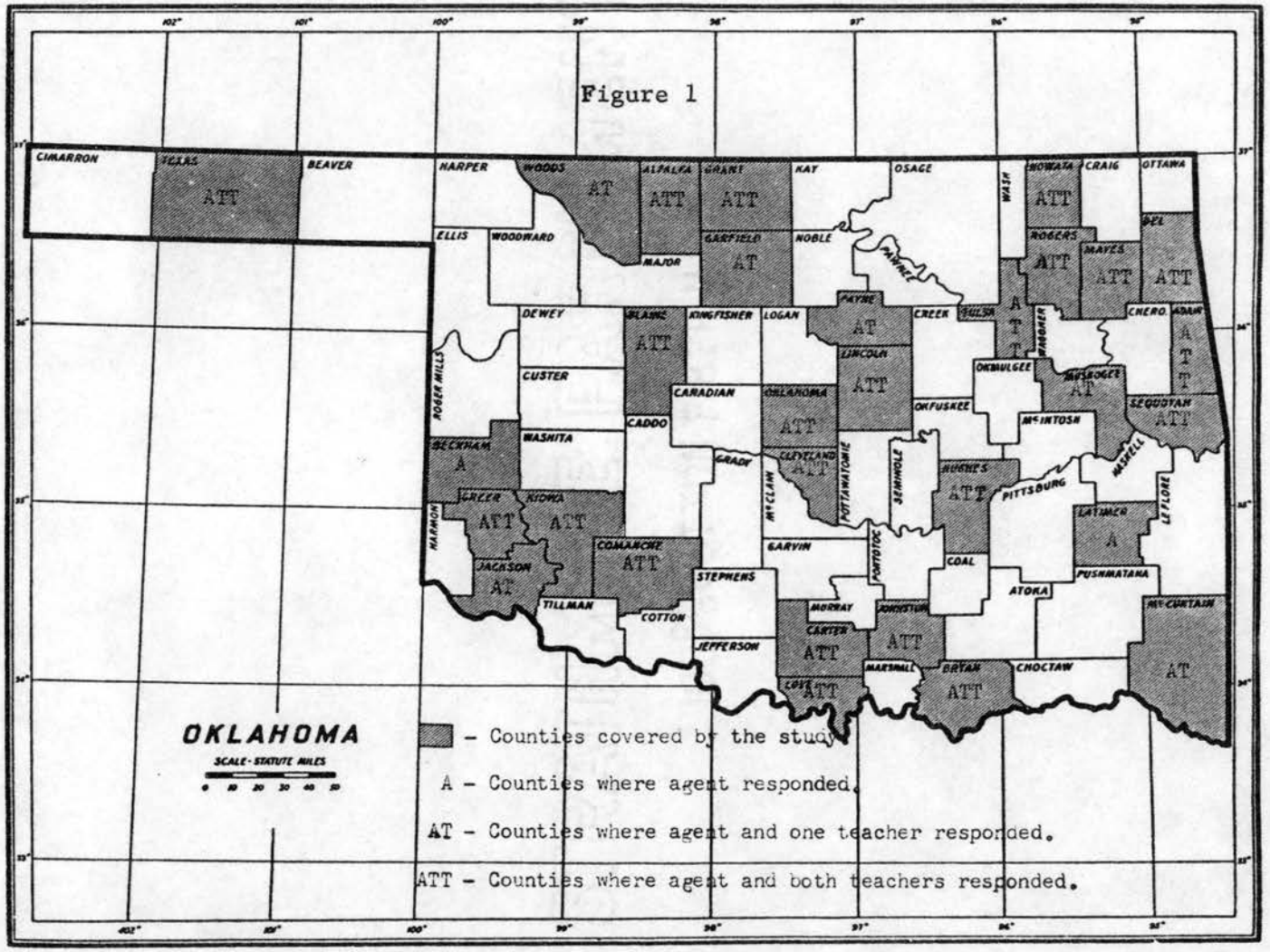
[2]See map of participating counties for exact locations covered, Appendix H; also see table of counties which participated, Appendix I.

Figure 1


OKLAHOMA
SCALE - STATUTE MILES
0 10 20 30 40 50
- Counties covered by the study.
A - Counties where agent responded.
AT - Counties where agent and one teacher responded.
ATT - Counties where agent and both teachers responded.

Methods of Collecting the Data

To reach the population described above, the questionnaire was mailed. Code numbers were given to each respondent for providing and insuring anonymity. A self-addressed, stamped envelope was enclosed with each questionnaire.

Leaders in Agricultural Education and the Cooperative Extension Service signed an endorsement on the cover letter which was attached to the questionnaire.[3] In addition to this step, the Cooperative Extension Service sent a separate letter, four days prior to the time when the questionnaire was mailed out, alerting the agents to the forthcoming questionnaire.[4]

On the second day after the first mailing, the responses started to come back. By the second week, 90 percent of the agents and 35 percent of the teachers had responded. The first follow-up letter, along with another questionnaire and a self-addressed, stamped envelope, was sent the third week. At the beginning of the fifth week, 96.7 percent of the agents (all but one) and 58.3 percent of the teachers (all but twenty-five) had responded. The second follow-up letter and a second copy of the questionnaire, along with another self-addressed, stamped envelope, were sent one month from the first mailing.[5] Two months after sending out the original questionnaire, the total number who had

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[3]See cover letter in Appendix A.

[4]See cover letters in Appendixes B and C.

[5]See cover letters in Appendixes F and G.

responded was 100 percent of the agents and 83.33 percent (all but ten) of the teachers.[6]

Processing the Data

Code numbers were assigned for items and information collected. Information was transferred from the questionnaire directly to the individual IBM cards. Each respondent had an IBM card which carried basic information about his individual responses.

To assign values to the individual responses, the following system was used.[7]

	Extreme neg. importance	Slight neg. importance	Neutral importance	Slight pos. importance	Extreme pos. importance	Don't know or can't say
is - - -	[1]	[2]	[3]	[4]	[5]	[0]
should be	[1]	[2]	[3]	[4]	[5]	[0]

Negative:

(1) 5-1 (2) 4-1 (3) 5-2 (4) 3-1 (5) 4-2 (6) 5-3

(7) 2-1 (8) 3-2 (9) 4-3 (10) 5-4 (11) 1-1 (12) 2-2

(13) 3-3 (14) 4-4 (15) 5-5

Positive:

(16) 1-2 (17) 2-3 (18) 3-4 (19) 4-5 (20) 1-3 (21) 2-4

(22) 3-5 (23) 1-4 (24) 2-5 (25) 1-5

Thus there were twenty-five combinations of responses which could appear on the cooperative programing area section of the questionnaire.

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[6]See Appendix table I.

[7]See Appendix D.

A value assignment of fifteen to a factor indicates neutral importance, over fifteen of positive importance, and under fifteen of negative importance.

Presentation of the Data

The Mann-Whittney U Test was used to determine the level of significance and the association of the various activities or factors involved in the questionnaire that could be dichotomized. The Kruskal-Wallis (16) one way analysis of variance test was used to test the significance of data which could be assigned to three or more groups.

The determinant levels of confidence used were .05 and .10. Significance noted at the .05 level could not be subject to over three errors due to chance on the twenty-seven activities or factors. Significance at the .10 level could not be subject to more than five errors on the twenty-seven activities or factors.

Tables were drawn up illustrating the various comparisons of factors. A brief explanation of each table was given. A summary was made at the end of the study which outlined the most significant factors which were discovered therein.

Background Characteristics of Respondents

Four background characteristics of respondents were used as independent variables in this study. These characteristics were (1) age, (2) college degrees achieved, (3) length of experience, and (4) tenure in present location. The characteristics on these tables were set up as frequency counts.

A fifth variable was used in the analyses: it was total population within the counties. One-half of the counties had populations over 15,000 and one-half under that number. This balance gave an equal group division for comparisons.

1. Age:

Table I shows the classification of respondents by age. Teachers of vocational agriculture were somewhat younger proportionally than the county extension agents. The largest group of teachers was 25-30 years of age. This group constituted 22 percent of the teachers. In comparison with the agents, variation in the age of the teachers was greater and there was an increasing tendency toward a younger age. One agent failed to record his age.

TABLE I

CLASSIFICATION OF RESPONDENTS' AGES BY YEARS

Respondents		Age by Years							
		-25	25-30	31-35	36-40	41-45	46-50	51+	Total
County Agents	N	0	0	1	7	3	13	5	29
	%	(0)	(0)	(34.0)	(24.1)	(10.3)	(44.8)	(17.2)	(100)
Teachers of Vo. Ag.	N	4	11	6	9	9	5	6	50
	%	(8.0)	(22.0)	(12.0)	(18.0)	(18.0)	(10.0)	(12.0)	(100)
Total	N	4	11	7	16	12	18	11	79
	%	(5.1)	(13.9)	(8.9)	(20.3)	(15.2)	(22.8)	(13.9)	(100)

2. College Degrees Achieved:

Extension agents seemed to have more graduate education than did teachers. Table II shows that 60 percent of the agents had the master's degree. The percentage of teachers who had the master's degree was 40 percent. The difference in level of education between the teachers and the agents might be related, among other reasons, to age and length of time in the position. Agents were older and had been in their positions longer. Another interesting notation in the table is that more teachers than agents received the master's degree out of state, 12 percent of the teachers as compared with only 3 percent of the agents.

Three of the frequency distributions which were originally set up in the table had no respondents falling in their categories. These were (1) Bachelor of Science out of state, (2) Bachelor of Science out of state and Master of Science in, and (3) both out of state.

TABLE II

CLASSIFICATION OF RESPONDENTS BY COLLEGE DEGREES

Respondents		Bachelor of Science In State	Master of Science		Total
			Both in State	B.S. In M.S. Out	
County Agents	N	12	17	1	30
	%	(40)	(57)	(03)	(100)
Teachers of Vo. Ag.	N	27	17	6	50
	%	(54)	(34)	(12)	(100)
Total	N	39	34	7	80
	%	(49)	(43)	(09)	(100)

3. Length of Experience:

Table III shows that teachers of vocational agriculture seemed to have fewer years experience than county extension agents. The highest proportion of the two groups, however, was fairly equal. The largest number of teachers had had between 16-20 years experience; this proportion constituted 32 percent of their group. The highest proportion of the agents also had had 16-20 years of experience, which constituted 33 percent of their group. Twenty-one of the teachers as compared with only one agent had fewer than eleven years of experience.

TABLE III

CLASSIFICATION OF RESPONDENTS BY LENGTH OF EXPERIENCE

Respondents		Experience in Years					
		-5	5-10	11-15	16-20	21+	Total
County Agents	N	0	1	10	10	9	30
	%	(0)	(3.3)	(33.3)	(33.3)	(30.0)	(100)
Teachers of Vo. Ag.	N	8	13	9	16	4	50
	%	(16.0)	(26.0)	(18.0)	(32.0)	(8.0)	(100)
Total	N	8	14	19	26	13	80
	%	(10.0)	(17.5)	(23.7)	(32.5)	(16.2)	(100)

4. Tenure in Present Location:

Extension agents seemed to have slightly more tenure in their present location than teachers did. Table IV shows that 33.3 percent of the agents had been situated in their present location fifteen years or over. The highest proportion of the teachers, on the other hand, also had had at least fifteen years of tenure which portion constituted 24 percent of their group.

TABLE IV

CLASSIFICATION OF RESPONDENTS BY YEARS TENURE IN PRESENT LOCATION

Respondents		Tenure in Years						
		-2	2-5	6-8	9-11	12-14	15-	Total
County Agent	N	4	8	4	3	1	10	30
	%	(13.3)	(26.7)	(13.3)	(10.0)	(3.3)	(33.3)	(100)
Teachers of Vo. Ag.	N	9	11	7	4	7	12	50
	%	(18.0)	(22.0)	(14.0)	(8.0)	(14.0)	(24.0)	(100)
Total	N	13	19	11	7	8	22	80
	%	(16.2)	(23.7)	(13.7)	(8.7)	(10.0)	(27.5)	(100)

5. Total Population of Counties:

One-half of the counties had a population over 15,000, and the other half had a population under 15,000. The equal division offered a good basis for comparisons regarding county population. These comparisons are made later in Chapter IV.

TABLE V

CLASSIFICATION OF RESPONDENTS BY TOTAL COUNTY POPULATION

Respondents		County Population 15,000-	-15,000	Total
County Agents	N	15	15	30
Teachers of Vo. Ag.	N	25	25	50
Total	N	40	40	80

CHAPTER IV

ANALYSIS OF ACTIVITIES AND FACTORS INVOLVED IN WORKING RELATIONSHIPS

It was believed that the identification of activities and factors involved in working relationships between county extension agents and teachers of vocational agriculture would help both professional groups formulate a realistic picture of the activities being carried out and would give them an insight into areas needing improvement.

In this chapter responses of agents and teachers with respect to activities of working relationships and the factors involved were recorded in terms of the mean average value as determined by the value assignments indicated on page nineteen. A mean value of fifteen was neutral; a figure over fifteen was positive, indicating a factor or activity is of positive importance in respect to cooperation. A value under fifteen indicated that the mean respondents viewed a factor or activity as having negative importance, that is to say respondents believe the effect of the activity or factor on cooperation between agents and teachers in the future "should be" regarded less important than it "is" at the present.

Part I

Activities and Factors Involving Personal Relationships

This part of the chapter is concerned with the analysis of activities and factors relating to personal factors which are involved in cooperation. Table VI showed the recorded mean values representing those agents' and teachers' views regarding personal factors. The mean values for teachers and agents are significantly different at the .10 level for "similarity or difference in age."

Item nine, "Individual promotion (glory seeking)," received a very low mean score from agents and teachers. Bryant (3) discovered "glory seeking" to be a major deterrent in connection with youth programs. The writer, through data in Table VI and the open end fill in response to the questionnaire given in Appendix Table I, found "glory seeking" to be a major deterrent in all phases of cooperative work.

Table VII showed the mean relationship of age and respondents' opinions on how personal factors affect cooperation. In respect to significance none of the age groupings showed to be significant at the .05 or the .10 levels set up by the writer as supporting the hypothesis; however, Table VII indicated that the respondents who were less than twenty-five years of age appeared to have more positive views toward cooperation than those in the older age groupings.

TABLE VI

MEAN EFFECT OF PERSONAL FACTORS ON COOPERATION BETWEEN AGENTS AND TEACHERS

Activities or Factors	Agents[a] N=30	Teachers N=50	Mean Difference
1. Similarity or difference in our age.	13.1	12.2	+.84#
2. Variation in formal education (degrees obtained, course of study).	14.0	13.4	+.63
3. Variation in total years experience as educators of adults.	14.6	13.6	+.91
4. Tenure in present location.	13.1	14.4	-1.40
5. Personality of the other worker.	13.2	13.4	-.25
6. Variation (type and amount) of inservice training.	14.4	14.3	+.17
7. Initiative in contacting one another.	14.8	15.4	-.64
8. Degree of personal friendship.	14.4	14.7	-.31
9. Individual promotion "Glory seeking."	11.1	12.8	-1.70

#Significant at .10 level by the Mann-Whittney U Test.

[a]Responses are mean values as determined by the value assignments given on page 19. This system will be used on the following tables.

TABLE VII

MEAN EFFECT OF PERSONAL FACTORS ON COOPERATION
BY AGE OF RESPONDENTS

Activities or Factors	Age in Years						
	-25 N=4	25-30 N=11	31-35 N=7	36-40 N=16	41-45 N=12	46-50 N=18	51+ N=11
1. Similarity or difference in our age.	12.0	12.0	12.7	11.7	14.6	12.0	13.1
2. Variation in formal education (degrees obtained, course of study).	13.3	11.9	12.3	13.6	13.3	15.1	14.3
3. Variation in total years experience as educators of adults.	10.5	13.8	12.7	14.3	14.5	15.2	13.5
4. Tenure in present location.	16.0	14.2	12.5	14.1	15.6	13.5	12.5
5. Personality of the other worker.	18.0	13.9	13.7	11.3	13.4	13.5	13.8
6. Variation (type and amount) of inservice training.	18.0	14.5	14.2	14.0	12.8	14.7	14.9
7. Initiative in contacting one another.	18.8	15.6	12.7	15.1	15.0	15.1	15.4
8. Degree of personal friendship.	17.5	14.1	14.7	14.4	16.1	13.9	13.9
9. Individual promotion "Glory seeking."	13.5	12.5	14.2	11.0	12.9	11.0	12.2

Table VIII exemplified the mean relationship between college degrees achieved and respondents' opinions regarding personal factors involved in cooperation.

There were three instances where significant variation between means existed. Those teachers and agents with higher college degrees viewed all three of these factors more positively than those with less education.

Another interesting relationship revealed by the data in Table VIII was that respondents with a degree granted out of state viewed the factors, for the most part, more negatively than those with only degrees granted in state. Table II revealed that respondents with degrees granted out of state represented 9 percent of the total responding population.

Data in Table IX indicated differences between length of experience and respondents' views regarding cooperation relating to personal factors. One factor had significant differences between the groupings. The significant factor was the presence of "variation in formal education (degrees obtained, and course of study)." Those agents and teachers with more experience felt the factor should be regarded as being a more important contribution to cooperation than it is presently. The opinion substantiated the findings on Table VIII in that those respondents with more formal education had more positive views toward cooperation.

TABLE VIII

MEAN EFFECT OF PERSONAL FACTORS ON COOPERATION
BY LEVEL OF DEGREE

Activities or Factors	Bachelor of Science	Master of Science	
	In State N=39	Both in State N=34	B.S. In M.S. Out N=7
1. Similarity or difference in our age.	12.7	11.7	12.5
2. Variation in formal education (degrees obtained, course of study).	14.3	14.3	12.9
3. Variation in total years experience as educators of adults.	14.2	14.9	13.6
4. Tenure in present location.	13.2*	16.4*	14.1*
5. Personality of the other worker.	12.2*	17.0*	13.7*
6. Variation (type and amount) of inservice training.	14.1	14.0	14.6
7. Initiative in contacting one another.	15.1	15.6	15.1
8. Degree of personal friendship.	14.2#	16.9#	14.6#
9. Individual promotion "Glory seeking."	10.9	11.6	13.2

*Significant at the .05 level by the Mann-Whittney U Test.
#Significant at the .10 level by the Mann-Whittney U Test.

TABLE IX

MEAN EFFECT OF PERSONAL FACTORS ON COOPERATION
BY LENGTH OF EXPERIENCE IN YEARS

Activities or Factors	Experience in Years				
	-5 N=8	5-10 N=14	11-15 N=19	16-20 N=26	21+ N=13
1. Similarity or difference in our age.	11.3	12.5	12.2	12.9	13.2
2. Variation in formal education (degrees obtained, course of study).	12.3#	12.9#	12.7#	14.6#	14.6#
3. Variation in total years experience as educators of adults.	11.0	14.0	14.4	14.9	13.5
4. Tenure in present location.	14.6	13.9	13.8	14.4	12.8
5. Personality of the other worker.	15.0	13.9	11.5	13.4	14.3
6. Variation (type and amount) of inservice training.	15.1	14.6	14.2	13.7	15.0
7. Initiative in contacting one another.	17.0	14.9	14.6	15.2	15.1
8. Degree of personal friendship.	15.6	14.1	15.3	14.4	13.8
9. Individual promotion "Glory seeking."	12.6	13.8	11.4	11.7	11.8

#Significant at .10 by the Kruskal-Wallis test.

In reviewing the data revealed in Table X on tenure we find only one item showed significance between groups, and it failed to exemplify any direct pattern of responses. Based upon the findings in Table X, it would be reasonable for one to say there is no direct correlation between tenure and cooperation. Table IV, which gave the tenure of agents and teachers, indicated the largest grouping of agents and teachers had over fifteen years experience. The null form of Corollary Hypothesis D was supported in respect to Table X indicating there is no correlation between tenure and views on cooperation.

Table XI showed the mean opinions of respondents who are from a county with a total population of 15,000 as compared with those whose population is under 15,000.

Significance was found on five factors in Table XI: (1) Similarity or difference in age, (2) Variation in formal education (degrees obtained, course of study), (3) Personality of the other worker, (4) Variation (type and amount) of inservice training, and (5) Degree of personal friendship. Respondents who were in a county whose population was over 15,000 viewed these items as having a more important effect on cooperation than those from the smaller counties.

Of the nine activities and factors listed in Table XI, only one was viewed by the respondents from the smaller counties as having a positive effect on cooperation. It was "initiative in contacting one another." Thus the null form of Corollary Hypothesis E is rejected for items 1, 2, 5, 6, and 8. Respondents from larger counties perceived these items with a more positive view in respect to cooperative importance than respondents from the smaller counties.

TABLE X

MEAN EFFECT OF PERSONAL FACTORS ON COOPERATION
BY YEARS TENURE IN PRESENT LOCATION

Activities or Factors	Tenure in Years					
	-2 N=13	2-5 N=19	6-8 N=11	9-11 N=7	12-14 N=8	15+ N=22
1. Similarity or difference in our age.	11.7	12.8	13.0	11.1	14.0	12.4
2. Variation in formal education (degrees obtained, course of study).	12.3	13.2	13.9	13.9	13.5	14.4
3. Variation in total years experience as educators of adults.	11.8	14.0	15.0	15.3	15.7	13.5
4. Tenure in present location.	13.0	13.4	13.9	14.1	16.4	14.0
5. Personality of the other worker.	13.2	13.8	11.8	11.4	13.3	14.2
6. Variation (type and amount) of inservice training.	15.8	14.1	14.8	13.8	14.0	13.9
7. Initiative in contacting one another.	16.1	15.7	13.2	15.6	14.9	15.2
8. Degree of personal friendship.	15.7	14.6	15.3	15.0	15.9	13.0
9. Individual promotion "Glory seeking."	13.3#	12.8#	14.1#	11.3#	14.5#	9.5#

#Significant difference between groupings at .10 by the Kruskal-Wallis test.

TABLE XI

MEAN EFFECT OF PERSONAL FACTORS ON COOPERATION
BY POPULATION WITHIN THE COUNTIES

Activities or Factors	County Population 15,000+ N=40	-15,000 N=40	Mean Difference
1. Similarity or difference in our age.	12.8	12.3	+.45#
2. Variation in formal education (degrees obtained, course of study).	14.1	13.1	+1.00#
3. Variation in total years experience as educators of adults.	14.7	13.1	+1.60
4. Tenure in present location.	14.4	13.5	+.90
5. Personality of the other worker.	13.9	12.8	+1.10#
6. Variation (type and amount) of inservice training.	15.1	13.6	+1.50*
7. Initiative in contacting one another.	15.1	15.2	-.13
8. Degree of personal friendship.	15.3	13.9	+1.40*
9. Individual promotion "Glory seeking."	12.6	11.6	+1.00

#Significant at .10 level by the Mann-Whittney U Test.
*Significant at .05 level by the Mann-Whittney U Test.

Part II

Activities and Factors Involving Planning and Conducting Educational Programs

Part II of this chapter is concerned with the analysis of activities and factors in respect to planning and conducting educational programs.

Table XII showed the mean opinions of agents and teachers in regard to planning and conducting adult educational programs. None of the activities or factors in the table are noted as having a significant mean difference.

It was interesting to note that factor seventeen, "Conflicting dates of important engagements or time conflicts in getting together for cooperative work," was viewed as having a negative effect on cooperation by both agents and teachers.

Item eighteen, "Working together with youth programs (4-H, FFA joint planning, etc.)," was viewed as having a negative effect on cooperation. This attitude supports Bryant's (3) findings; he found the youth programs were a major controversial problem.

Table XIII showed the mean relationship of age and opinions of respondents regarding the effect of cooperation on planning and conducting educational programs. There were no significant differences between the means of the various age groupings. Thus Table XIII offers support to the null form of Corollary Hypothesis A. The hypothesis states that the older teachers and agents will have more positive views toward cooperative items.

It is interesting to note that factor sixteen, "Serving as consultants (in an advisory capacity) on each other's advisory councils,"

was given a more positive view by the younger teachers and agents. However, Omar's (13) findings which were reviewed on page seven indicated that the older agents seemed more in favor of the activity than those who were younger.

Table XIV exemplified the mean relationship between college degrees achieved and respondents' opinions regarding factors relating to planning and conducting educational programs.

The difference between means of the groupings was significant in two instances; on both of these occasions those agents and teachers with the master's degree had more positive views toward cooperation.

Another interesting relationship which the data in Table VIII (respondents' cooperative views in respect to personal factors) exemplified was further substantiated in Table XIV; this factor was the indication that those respondents with the master's degree granted out of state viewed cooperation more negatively than those with degrees granted in state.

Data in Table XV indicated that respondents (all of whom happened to be teachers) who had fewer than five years experience viewed cooperative activities related to planning and conducting educational programs more positively than respondents with more experience. Perhaps these young workers viewed cooperation positively because they were having difficulties in getting their programs started and wanted all the help they could get.

TABLE XII

MEAN EFFECT OF FACTORS RELATING TO PLANNING AND CONDUCTING EDUCATIONAL PROGRAMS ON COOPERATION BETWEEN AGENTS AND TEACHERS

Activities or Factors	Agents N=30	Teachers N=50	Mean Difference
10. Sharing the responsibility for publicity concerning county educational programs.	14.2	15.4	-1.30
11. Consulting each other's special abilities and knowledge in problem situations.	16.5	16.6	-.12
12. Exchanging printed and duplicated materials or any other educational facilities.	14.6	16.8	-2.20
13. Conducting joint demonstration projects or county field days.	16.0	16.7	-.68
14. Discussing community needs pertaining to adult education in agri.	16.4	16.1	+.26
15. Willingness to serve a portion or all of the residents in the county.	16.3	16.1	+.16
16. Serving as consultants (in an advisory capacity) on each other's advisory councils.	15.5	15.7	-.17
17. Conflicting dates of important engagements or time conflicts in getting together for coop. work.	14.3	14.9	-.65
18. Working together with youth programs (4-H, FFA joint planning, etc.).	16.5	16.4	+.11

TABLE XIII

MEAN EFFECT OF FACTORS RELATING TO PLANNING AND CONDUCTING EDUCATIONAL PROGRAMS ON COOPERATION BY AGE OF RESPONDENTS

Activities of Factors	Age in Years						
	-25 N=4	25-30 N=11	31-35 N=7	36-40 N=16	41-45 N=12	46-50 N=18	51+ N=11
10. Sharing the responsibility for publicity concerning county educational programs	16.5	15.6	14.5	15.3	15.3	14.8	13.5
11. Consulting each other's special abilities and knowledge in problem situations.	18.5	16.0	16.5	17.1	16.3	17.9	14.4
12. Exchanging printed and duplicated materials or any other educational facilities.	19.8	17.2	14.3	15.3	17.1	16.3	13.8
13. Conducting joint demonstration projects or county field days.	18.7	14.7	15.6	17.4	16.9	17.2	15.2
14. Discussing community needs pertaining to adult education in agriculture.	19.5	16.8	15.6	16.4	15.1	17.3	14.4
15. Willingness to serve a portion or all of the residents in the county.	16.0	17.6	16.5	16.6	14.5	16.1	16.3
16. Serving as consultants (in an advisory capacity) on each other's advisory councils.	18.7	16.0	15.4	16.9	13.8	15.8	14.3
17. Conflicting dates of important engagements or time conflicts in getting together for coop. work.	13.0	15.1	13.1	13.7	16.3	15.6	14.2
18. Working together with youth programs (4-H, FFA joint planning, etc.).	16.3	16.3	16.6	17.1	15.8	18.1	13.6

TABLE XIV

MEAN EFFECT OF FACTORS RELATING TO PLANNING AND CONDUCTING EDUCATIONAL PROGRAM ON COOPERATION BY LEVEL OF DEGREE

Activities or Factors	Bachelor of Science In State N=39	Master of Science Both in State N=34	Master of Science B.S. In M.S. Out N=7
10. Sharing the responsibility for publicity concerning county educational programs.	14.4	17.7	15.0
11. Consulting each other's special abilities & knowledge in problem situations.	16.0	17.4	17.0
12. Exchanging printed and duplicated materials or any other educational facilities.	15.4	18.1	16.1
13. Conducting joint demonstration projects or county field days.	16.2	19.0	16.2
14. Discussing community needs pertaining to adult education in agri.	16.1	15.9	16.4
15. Willingness to serve a portion or all of the residents in the county.	15.8	18.3	16.2
16. Serving as consultants (in an advisory capacity) on each other's advisory councils.	15.1	18.2	15.6
17. Conflicting dates of important engagements or time conflicts in getting together for coop. work.	14.6#	18.0#	14.2#
18. Working together with youth programs (4-H, FFA joint planning, etc.).	16.3*	19.7*	15.9*

#Significant at .10 level by the Mann-Whittney U Test.
*Significant at .05 level by the Mann-Whittney U Test.

TABLE XV

MEAN EFFECT OF FACTORS RELATING TO PLANNING AND CONDUCTING EDUCATIONAL PROGRAMS ON COOPERATION BY LENGTH OF EXPERIENCE IN YEARS

Activities or Factors	Experience in Years				
	-5 N=8	5-10 N=14	11-15 N=19	16-20 N=26	21+ N=13
10. Sharing the responsibility for publicity concerning county educational programs.	15.0	15.4	16.2	14.2	14.4
11. Consulting each other's special abilities and knowledge in problem situations.	19.3#	14.5#	17.5#	16.5#	15.8#
12. Exchanging printed and duplicated materials or any other educational facilities.	19.9	14.9	16.6	15.6	14.6
13. Conducting joint demonstration projects or county field days.	18.6	14.1	17.2	16.7	16.2
14. Discussing community needs pertaining to adult education in agri.	20.8#	14.7#	16.4#	15.8#	15.6#
15. Willingness to serve a portion or all of the residents in the county.	18.3	15.5	16.8	15.3	16.6
16. Serving as consultants (in an advisory capacity) on each other's advisory councils.	19.0	15.8	16.4	14.5	15.0
17. Conflicting dates of important engagements or time conflicts in getting together for coop. work.	15.7	13.2	14.3	15.5	14.8
18. Working together with youth programs (4-H, FFA joint planning, etc.).	18.0	15.9	17.1	16.6	14.6

#Significant at .10 by the Kruskal-Wallis test.

Table XVI showed that there is a complete randomization between mean values when they were broken down into segments relating to tenure. Based upon the data in Table XVI one could reasonably assume there is no direct correlation between tenure and cooperation relating to planning and conducting educational programs. One activity, however, number sixteen, "Serving as consultants (in an advisory capacity) on each other's advisory councils," showed that those respondents with less tenure had more positive views. This finding is in conflict with one made by Omar (13) which was outlined on page seven of the review of literature. Omar said the agents who were younger and had less college education were more opposed to the activity. The writer feels a partial explanation can be derived from Table IV which found that twenty of the thirty-two respondents with fewer than five years tenure were teachers. Teachers throughout the study have tended to have more positive views on cooperation.

Table XVII showed that teachers and agents differed significantly on two program planning and conducting items: (1) Sharing the responsibility for publicity concerning county education programs and (2) Willingness to serve a portion or all of the residents in the county.

Table XVII also showed respondents from the larger counties indicated stronger desires toward more cooperation on six of the nine items. Only two items in the entire table were viewed as having negative importance and these views represented respondents from the smaller counties. These positive views from the urban areas indicated that in an effort to serve all of the residents in the county, cooperation was used. This is in direct correlation to Peterson's (14) proverb

outlined on page seven of the review of literature. Peterson pointed out that "There is more to be done than all can accomplish."

TABLE XVI

MEAN EFFECT OF FACTORS RELATING TO PLANNING AND CONDUCTING EDUCATIONAL PROGRAMS ON COOPERATION BY YEARS TENURE IN PRESENT LOCATION

Activities or Factors	Tenure in Years					
	-2 N=13	2-5 N=19	6-8 N=11	9-11 N=7	12-14 N=8	15+ N=22
10. Sharing the responsibility for publicity concerning county educational programs.	16.7	15.6	13.2	14.0	16.0	14.4
11. Consulting each other's special abilities & knowledge in problem situations.	17.0	17.1	15.8	16.4	18.5	15.7
12. Exchanging printed and duplicated materials or any other educational facilities.	17.3#	17.2#	13.0#	15.6#	18.4#	15.0#
13. Conducting joint demonstration projects or county field days.	16.5	16.8	14.5	15.6	20.0	16.1
14. Discussing community needs pertaining to adult education in agri.	16.7	17.4	14.1	14.7	18.6	15.7
15. Willingness to serve a portion or all of the residents in the county.	15.1	16.9	17.9	15.9	15.5	15.9
16. Serving as consultants (in an advisory capacity) on each other's advisory councils.	17.6	16.4	14.0	15.3	14.9	15.0
17. Conflicting dates of important engagements or time conflicts in getting together for coop. work.	15.6	14.1	13.6	16.5	16.0	14.2
18. Working together with youth programs (4-H, FFA joint planning, etc.).	17.5	16.8	15.5	16.3	17.0	15.9

#Significance noted between groupings at .10 by the Kruskal-Wallis test.

TABLE XVII

MEAN EFFECT OF FACTORS RELATING TO PLANNING AND CONDUCTING EDUCATIONAL PROGRAMS ON COOPERATION BY POPULATION WITHIN THE COUNTIES

Activities or Factors	County Population 15,000+ N=40	County Population -15,000 N=40	Mean Difference
10. Sharing the responsibility for publicity concerning county educational programs.	15.7	14.3	+1.40*
11. Consulting each other's special abilities & knowledge in problem situations.	16.9	16.3	+.53
12. Exchanging printed and duplicated materials or any other educational facilities.	16.0	15.9	+.05
13. Conducting joint demonstration projects or county field days.	16.8	16.1	+.70
14. Discussing community needs pertaining to adult education in agri.	16.0	16.6	-.59
15. Willingness to serve a portion or all of the residents in the county.	16.9	15.4	+1.60#
16. Serving as consultants (in an advisory capacity) on each other's advisory councils.	15.5	15.7	-.18
17. Conflicting dates of important engagements or time conflicts in getting together for coop. work.	15.2	14.1	+1.10
18. Working together with youth programs (4-H, FFA joint planning, etc.).	16.0	16.9	-.90

*Significant at .05 by the Mann-Whittney U Test.
#Significant at .10 by the Mann-Whittney U Test.

Part III

Activities and Factors Involving Evaluation of Educational Programs

Part III of chapter IV is an analysis of activities and factors involved in evaluation of educational programs.

Table XVIII showed the mean opinions of agents and teachers in regard to evaluation. Two factors or activities are noted as having significance: (1) Lack of clarity in where we should stand as prescribed by the Smith-Leaver and Smith-Hughes acts and (2) Change in the need and demand posed by adult students in our area today.

Of the significant items, "Change in demands posed by adult students" was viewed as being the most important in respect to positive effect on cooperation. While reviewing related literature, the writer failed to find any other studies that related this factor to cooperative work. The data on Table XVIII supported the writer's belief that this was an important factor.

Item twenty-four, "Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA," received very negative views from agents and teachers. Item twenty-four in Table XVIII further corroborated item eighteen in Table XIII. Bryant's (3) findings also concluded that youth programs are a major controversial problem.

The data in Table XIX indicated the relative mean values of respondents' opinions regarding effect of cooperation in the evaulation phase of educational programs. The differences in the means of the

various age groupings were not significant enough to offer support to the hypothesis which predicted that older respondents would have more positive views toward cooperation.

TABLE XVIII

MEAN OPINIONS OF AGENTS AND TEACHERS IN REGARD TO EFFECT OF COOPERATIVE ACTICITIES AND FACTORS RELATING TO EVALUATION OF EDUCATIONAL PROGRAMS

Activities or Factors	Agents N=30	Teachers N=50	Mean Difference
19. Discussing factors affecting the failure or success of educational programs in the county.	17.1	17.6	-.42
20. Publicizing results of effective educ. programs which have been conducted within the county.	16.7	16.4	+.28
21. Difficulty in scheduling joint meetings--teachers are tied up during the day and agents in the evening.	14.8	16.0	-1.30
22. The views passed down from state levels, either for or against cooperation.	15.3	15.2	+.02
23. Lack of clarity in where we should stand as prescribed by Smith-Leaver and Smith-Hughes acts.	15.4	14.0	+1.40#
24. Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA.	13.6	12.2	+1.40
25. Working out standards & criteria for evaluation of all adult work being conducted within our county.	15.1	16.4	-1.30
26. Change in the need and the demand posed by adult students in our area today.	17.6	16.2	+1.50*
27. Recognition of the complementary roles of voc. agri. and extension.	15.9	16.3	-.39

#Significant at .10 by the Mann-Whittney U Test.
*Significant at .05 by the Mann-Whittney U Test.

TABLE XIX

MEAN EFFECT OF EVALUATION FACTORS ON COOPERATION BY AGE OF RESPONDENTS

Activities or Factors	Age in Years						
	-25 N=4	25-30 N=11	31-35 N=7	36-40 N=16	41-45 N=12	46-50 N=18	51+ N=11
19. Discussing factors affecting the failure or success of educational programs in the county.	18.3	16.4	16.4	17.1	9.3	18.5	16.0
20. Publicizing results of effective educ. programs which have been conducted within the county.	16.5	14.9	16.3	17.4	18.0	17.4	14.2
21. Difficulty in scheduling joint meetings--teachers are tied up during the day & agents in the evening.	17.3	16.0	13.0	15.9	18.2	15.1	13.9
22. The views passed down from state levels, either for or against cooperation.	16.3	14.3	15.0	15.5	16.0	16.1	13.5
23. Lack of clarity in where we should stand as prescribed by Smith-Leaver and Smith-Hughes acts.	14.0	14.2	14.2	16.0	14.5	14.8	12.9
24. Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA.	14.0	11.6	12.0	13.4	12.2	13.4	11.9
25. Working out standards & criteria for evaluation of all adult work being conducted within our county.	14.8	14.5	16.9	16.7	18.3	15.2	14.9
26. Change in the need and the demand posed by adult students in our area today.	18.0	15.9	14.9	17.8	17.3	17.1	15.8
27. Recognition of the complementary roles of voc. agri. and extension.	17.5	15.9	17.7	16.9	14.5	17.3	13.7

Items in Table XX, showing mean relationship of degrees and opinions regarding the effect of cooperation in evaluation of education programs, showed no significant differences between means. Indication of support, however, was given to the findings of Tables VII, XIII, and XX. These findings were (1) Respondents with the master's degree have more positive views toward cooperation than those without and (2) Respondents with the master's degree received out of state have more negative views than those who had both degrees granted in state.

According to Table XXI respondents (all teachers) with fewer than five years experience had more positive views on cooperation in activities relating to evaluation of educational programs. They felt that these activities should have greater effect on cooperation than they do presently.

The writer feels one of the reasons why these respondents view cooperation positively is that they are having difficulties in getting programs initiated and feel they can use all the help they can get.

Table XXII indicated that there is no direct correlation between respondents' views regarding the effect of cooperation in evaluation of educational programs and tenure in their present location. The mean scores were completely randomized, indicating no significant relationships were present. Activity twenty-one, "Difficulty in scheduling joint meetings--teachers are tied up during the day and agents in the evening," was viewed as having positive importance by those having fewer than two years tenure. This result might indicate that teachers and agents are busier during their first two years in a location than they are later.

TABLE XX

MEAN EFFECT OF EVALUATION FACTORS ON COOPERATION BY LEVEL OF DEGREE

Activities or Factors	Bachelor of Science In State N=39	Master of Science Both in State N=34	Master of Science B.S. In M.S. Out N=7
19. Discussing factors affecting the failure or success of educational programs in the county.	18.1	17.4	16.8
20. Publicizing results of effective educ. programs which have been conducted within the county.	16.6	19.0	16.1
21. Difficulty in scheduling joint meetings--teachers are tied up during the day & agents in the evening.	15.3	16.0	15.7
22. The views passed down from state levels, either for or against cooperation.	15.2	14.8	15.4
23. Lack of clarity in where we should stand as prescribed by Smith-Leaver and Smith-Hughes acts.	14.6	15.6	14.2
24. Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA.	12.4	12.6	13.0
25. Working out standards and criteria for evaluation of all adult work being conducted within our county.	16.4	17.9	15.2
26. Change in the need and the demand posed by adult students in our area today.	17.1	16.0	16.4
27. Recognition of the complementary roles of voc. agri. and extension.	16.4	15.6	15.9

TABLE XXI

MEAN EFFECT OF EVALUATION FACTORS ON COOPERATION BY LENGTH OF EXPERIENCE IN YEARS

Activities or Factors	Experience in Years -5 N=8	5-10 N=14	11-15 N=19	16-20 N=26	21+ N=13
19. Discussing factors affecting the failure or success of educational programs in the county.	19.0*	15.6*	17.9*	18.7*	15.5*
20. Publicizing results of effective educ. programs which have been conducted within the county.	16.3#	14.6#	18.5#	16.6#	15.8#
21. Difficulty in scheduling joint meetings--teachers are tied up during the day and agents in the evening.	16.6	15.5	15.2	16.2	14.2
22. The views passed down from state levels, either for or against cooperation.	16.0	14.4	15.3	15.7	14.8
23. Lack of clarity in where we should stand as prescribed by Smith-Leaver and Smith-Hughes acts.	16.0#	12.7#	15.5#	14.8#	13.8#
24. Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA.	12.1	13.5	12.2	12.2	14.0
25. Working out standards & criteria for evaluation of all adult work being conducted within our county.	14.1	15.8	17.2	16.0	15.2
26. Change in the need and the demand posed by adult students in our area today.	17.9	14.9	17.5	17.2	15.8
27. Recognition of the complementary roles of voc. agri. and extension.	17.0	15.9	17.5	16.2	13.7

*Significant at .05 by the Kruskal-Wallis test.
#Significant difference between groupings at .10, Kruskal-Wallis test.

TABLE XXII

MEAN EFFECT OF EVALUATION FACTORS ON COOPERATION BY YEARS TENURE IN PRESENT LOCATION

Activities or Factors	Tenure in Years					
	-2 N=13	2-5 N=19	6-8 N=11	9-11 N=7	12-14 N=8	15+ N=22
19. Discussing factors affecting the failure or success of educational programs in the county.	19.3	17.0	16.6	17.3	16.6	17.5
20. Publicizing results of effective educ. programs which have been conducted within the county.	18.4	16.1	15.2	14.6	19.3	16.3
21. Difficulty in scheduling joint meetings--teachers are tied up during the day and agents in the evening.	19.1	13.7	15.3	14.4	15.5	15.7
22. The views passed down from state levels, either for or against cooperation.	16.4	13.2	16.1	15.1	16.5	15.5
23. Lack of clarity in where we should stand as prescribed by Smith-Leaver and Smith-Hughes acts.	15.3	13.6	15.5	12.9	15.1	14.9
24. Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA.	13.7	12.6	12.1	13.7	13.6	11.7
25. Working out standards & criteria for evaluation of all adult work being conducted within our county.	16.8	14.9	15.6	16.6	19.5	14.9
26. Change in the need and the demand posed by adult students in our area today.	16.7	17.4	16.6	17.5	15.0	16.5
27. Recognition of the complementary roles of voc. agri. and extension.	16.9	15.9	16.6	16.9	16.3	15.3

In referring to Table XXIII, one finds no definite existing pattern between the opinions of respondents from counties of different size regarding the effect of evaluation activities on cooperation. Of the nine activities, none showed any significant difference between the means; therefore, the null form of Corollary Hypothesis E relative to cooperative effect of evaluation of educational programs cannot be rejected. Corollary Hypothesis E, however, was affirmed on Tables X and XVI, indicating respondents from counties with higher population did view cooperative items as having a more positive effect on cooperation.

Item twenty-two, "The views passed down from state levels, either for or against cooperation," was viewed by the respondents from the smaller counties as having a higher positive effect on cooperation than it was by those in larger counties. This indication might mean that state agencies give more support, supervision, and individual attention to the smaller counties.

TABLE XXIII

MEAN EFFECT OF EVALUATION FACTORS ON COOPERATION BY POPULATION WITHIN THE COUNTIES

Activities or Factors	County Population 15,000+ N=40	-15,000 N=40	Mean Difference
19. Discussing factors affecting the failure or success of educational programs in the county.	17.4	17.5	-.07
20. Publicizing results of effective educ. programs which have been conducted within the county.	16.8	16.3	+.51
21. Difficulty in scheduling joint meetings--teachers are tied up during the day and agents in the evening.	15.8	15.3	+.43
22. The views passed down from state levels, either for or against cooperation.	14.8	15.7	-.96
23. Lack of clarity in where we should stand as prescribed by Smith-Leaver and Smith-Hughes acts.	14.0	15.0	-1.00
24. Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA.	13.1	12.3	+.87
25. Working out standards and criteria for evaluation of all adult work being conducted within our county.	15.9	15.9	+.02
26. Change in the need and the demand posed by adult students in our area today.	16.7	16.7	-.03
27. Recognition of the complementary roles of voc. agri. and extension.	16.0	16.3	-.32

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose of the Study

This study has as its objectives: (1) to investigate activities and factors in working relationships of county extension agents and teachers of vocational agriculture in regard to planning and conducting the adult prospectus of instruction in Oklahoma, (2) to determine differences in opinions regarding these working relationships, (3) to compile a list of suggested incentives, made by inservice workers, which would aid in planning and conducting similar programs in the future, and (4) to make on the basis of the findings recommendations that will improve cooperation between the two agencies.

Method and Procedure of the Study

On the basis of the literature reviewed, and consultation with leaders of the Cooperative Extension Service and Agricultural Education, a questionnaire was prepared as the instrument for collecting the data.

The questionnaire contained five phases. The first phase dealt with information about respondents. The second, third, and fourth contained twenty-seven activities or factors relating to cooperative activities which were thought to be involved in working relationships between agents and teachers of vocational agriculture. Respondents

were asked to check each activity or factor twice, once for the present involvement of the activity or factor and the other for the way they felt the activity or factor should be viewed in the future. The fifth phase of the questionnaire was an open end fill-in response which allowed respondents to list three activities or factors not included in the other parts of the questionnaire which they felt would tend to affect cooperation. Responses to phase five were given in Appendix I.

The same questionnaire as that mailed to teachers was mailed to agents.

A random sample of thirty counties in Oklahoma was taken. Within these counties the agent and two vocational agriculture instructors were requested to respond.

All of the thirty agents requested to participate responded. Of the sixty teachers requested to participate in the study, fifty responded; this represented 83.33 percent of the teachers.

Responses were recorded on IBM cards, each respondent having an IBM card which carried basic information about his individual responses. Mann-Whittney and Kruskal-Wallis (16) were used to test the hypotheses of the study. Age, degrees achieved, length of experience, tenure in present location, and total county population were used as independent variables. The determinant levels of confidence used for accepting the research hypotheses were .10 and .05.

Summary of Findings

After the data were collected and tabulated, they were examined statistically in an attempt to answer the questions of concern in this study. The following is a summary of the most important findings.

The null form of the major hypothesis is as follows: There are no differences in views between agents and teachers when viewing activities or factors relating to cooperation. The null hypothesis was not rejected although tables VI, XII, and XVIII found the following items which showed a significant difference at the .10 level: (1) Similarity or difference in age and (2) Lack of clarity in where we should stand as prescribed by the Smith-Leaver and Smith-Hughes acts. A third item which rejected the null hypothesis at the .05 level was as follows: "There is necessity for change in the need and the demand posed by adult students in our area today."

In general, teachers' responses had a higher mean level than the agents' showing the distribution of the responses to be in the opposite direction than that which was expected.

The null form of Corollary Hypothesis A is as follows: There is no difference in cooperative views between older respondents and those who are younger. The null form of this hypothesis was supported; the data in the three tables relating to this propositus (VII, XIII, and XIX) showed no significant variation between the means of the various age groupings.

The null form of Corollary Hypothesis B states: There is no difference in respect to cooperation between respondents having higher college degrees and those with lower degrees. The null form of this hypothesis was rejected significantly in five instances, three at the .05 level and two at the .10 level, indicating there was proof that respondents with the master's degree have more positive views toward cooperation.

The data in tables VIII, XIV, and XX indicated that respondents with the master's degree received out of state have more negative views than respondents with Oklahoma degrees. It should be pointed out, however, that the data in Table II showed this particular group of respondents included only seven men, 9 percent of the total responding population in the study.

The null form of Corollary Hypothesis C states: Respondents with more experience will have the same views toward cooperation as those with fewer years experience. Data in tables IX, XV, and XXI rejected the null form of the hypothesis six times, once at the .05 level of significance and five times at the .10 level.

The respondents with the least amount of experience were found to have the more positive views toward cooperation. It should be pointed out, however, that these respondents were all teachers.

The null form of Corollary Hypothesis D states: There will be no difference in views on cooperation between respondents having more tenure in their present location and those who have less. The data on tables X, XVI, and XXII, relating to the hypothesis, indicated there was no direct correlation between tenure and cooperative attidudes. The null form of the hypothesis was rejected on only two instances, and these were at the .10 level.

The null form of Corollary Hypothesis E states: There will be no difference in attitudes toward cooperation between respondents from counties having over 15,000 total population and those having under 15,000. The null form of the hypothesis was rejected on Table XI, regarding the effect of personal factors on cooperation, and Table XVII, relating to the effect of cooperation on planning and conducting

educational programs. The data in Table XXII, which dealt with activities or factors relating to cooperation in evaluation of educational programs, supported the null form of the hypothesis.

The data rejected the null hypothesis on seven items at the .05 significance level and on four at the .10 significance level; therefore, it can be concluded that the respondents from the larger counties are more in favor of cooperation than those from the smaller counties.

Recommendations

The recommendations presented are opinions based on facts presented in this study.

1. Agents and teachers should work more cooperatively in their youth programs. The study showed the youth programs were a major controversial issue in relation to cooperation. The writer feels that if both agencies would try to overcome the problems in youth programs, further cooperation would surely follow in other areas.
2. Agents and teachers in the larger counties, due to the fact that they had more positive views toward cooperation, should set the pace in all areas regarding cooperation. The writer believes if cooperation can be demonstrated to work effectively in larger counties, the smaller counties would in turn follow the edifying pattern.
3. The two agencies should consult one another in areas relating to program planning. Asking one another to serve in an advisory capacity on the other's advisory council would be the best way to be aware of the other's activities.

4. The two state supervisory agencies should write up a cooperative agreement which would encourage cooperation between agents and teachers. The writer believes that a joint cooperative agreement at the state level would reflect feasible cooperative views to the counties.
5. Considerable emphasis should be placed on cooperatively meeting the technological needs of adults. The writer feels adult education not only offers a challenge to educators but places increased demands upon them to keep citizens updated for employment needs.

Suggestions for Further Study

The results of the study suggest further investigation of the following areas:

1. Working relationships between leaders of vocational agriculture and the Cooperative Extension Service at the state level to determine the kind of activities which contribute to cooperation and coordination of their policies.
2. Joint agreements in regard to cooperative work between the two agencies in other states which would offer suggestions and amendments to Oklahoma's old 1927 joint agreement.
3. Opinions of the school administrators toward working relationships between county extension agents and teachers of vocational agriculture.
4. The history of the adult educational movement in Oklahoma.

5. Federal and state interpretations and policies which would tend to help eliminate misunderstanding, overlapping, or separation of powers in regard to cooperative activities.

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APPENDIXES

APPENDIX A

LETTER ALERTING AGENTS TO FORTHCOMING QUESTIONNAIRE

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
OFFICE OF THE DEAN AND DIRECTOR

UNIVERSITY EXTENSION
BOX 1008, STILLWATER

February 4, 1966

TO: County Agents in Certain Counties

SUBJECT: Study of Cooperation between County Agents and Vocational Agriculture Teachers

Mr. Wendell Smith, who is a graduate student on this campus, is interested in getting from county agents and vocational agriculture teachers some indication of the cooperative activities in which they engage and some reasons why these activities are successful or are not successful. By a random sampling process, your county is one of those he wishes to obtain information from.

Shortly you will be receiving from him a questionnaire to which I trust you will respond. I believe the study has value for all of us, as well as for Vocational people. I know you receive many questionnaires, but on examination of the one he has prepared, it seems to me it would require only a minimum of time to complete.

I thought you should be alerted to this so I am taking this means of advising you.

Sincerely yours,

Errol D. Hunter

Errol D. Hunter
Assistant Director

EDH:db

APPENDIX B

FIRST COVER LETTER TO AGENTS

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
UNIVERSITY EXTENSION
OFFICE OF THE DEAN AND DIRECTOR
BOX 1008, STILLWATER

February 7, 1966

Dear

Enclosed you will find a questionnaire concerned with cooperative relationships between you and the vocational agriculture instructors in your county.

From this questionnaire I hope to compile a list of deterrents and enhancements which will aid county extension agents and vocational agriculture instructors in cooperative work.

In planning this master of science investigation, I have worked with the state directors in extension service as well as with the state supervisors in vocational agriculture and the Department of Agricultural Education at Oklahoma State University. Both extension and vocational education have passed full approval on my study, and feel it will be a great asset in future program planning.

Would you please fill in the information and return it to me as soon as possible. Feel free in responding; individual responses will be kept confidential.

Sincerely,

Wendell Smith

Wendell Smith
419 Parker Hall
Stillwater, Oklahoma

Errol D. Hunter
Assistant Director of Programs
Oklahoma Extension Service

Robert R. Price
Professor and Head
Agricultural Education Department

APPENDIX C

FIRST COVER LETTER TO VOCATIONAL AGRICULTURE TEACHERS

OKLAHOMA STATE UNIVERSITY • STILLWATER
Department of Agricultural Education
FRontier 2-6211, Ext. 444
74074

February 7, 1966

Dear

Enclosed you will find a questionnaire concerned with cooperative relationships between you and your county agent.

From this questionnaire I hope to compile a list of deterrents and enhancements which will aid vocational agriculture instructors and county extension agents in cooperative work.

In planning this master of science investigation, I have worked with the state supervisors in vocational agriculture and the Department of Agricultural Education at Oklahoma State University, as well as with the state directors in the extension service. Both vocational education and extension have passed full approval on my study, and feel it will be a great asset in future program planning.

Would you please fill in the information and return it to me as soon as possible. Feel free in responding; individual responses will be kept confidential.

Sincerely,

Wendell Smith

Wendell Smith
419 Parker Hall
Stillwater, Oklahoma

Robert R. Price

Robert R. Price
Professor and Head
Agricultural Education Department

Errol D. Hunter
Assistant Director of Programs
Oklahoma Extension Service

APPENDIX D

THE QUESTIONNAIRE

QUESTIONNAIRE
Code No._____

Return to:
Wendell Smith
419 Parker Hall
Stillwater, Okla.

I. Personal Characteristics:

1. Your age_____.

2. Your college degree(s):

Degree	Major	Institution	Date

3. Total years of your experience as a county extension worker and/or vocational agriculture instructor._____years.

4. Tenure in present school/or county extension department._____years.

II. Cooperative Programing Areas:

In this section items or activities are listed which may effect working relationships between vocational agriculture instructors and county agents. Please respond to the following statements by checking the appropriate squares. Note the first set of squares (denoted by the term "is") relates to the current state of cooperation between you and your county agent or vocational agriculture instructors. The second set of squares (denoted by the term "should be") deals with the effect the factor ought to have (in your judgment) on relationships between county agents and vocational agriculture teachers.

As an example the following response would indicate the agent/or vocational agriculture instructor feels the activity of a joint meeting among state staves currently is of slight positive importance; however, he feels such a meeting should be of extreme positive importance.

	Activities or Factors	Situation	Effect on Cooperation Between Teacher and Agent: Extreme neg. importance	Slight neg. importance	Neutral importance	Slight pos. importance	Extreme pos. importance	Don't know or can't say
A.	A joint meeting, on program planning, among our state supervising staves.	is - - -	☐	☐	☐	X	☐	☐
		should be	☐	☐	☐	☐	X	☐

Personal

Activities or Factors	Situation	Effect on Cooperation Between Teacher and Agent: Extreme neg. importance	Slight neg. importance	Neutral importance	Slight pos. importance	Extreme pos. importance	Don't know or can't say
1. Similarity or difference in our age.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
2. Variation in formal education (degrees obtained, course of study).	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
3. Variation in total years experience as educators of adults.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
4. Tenure in present location.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
5. Personality of the other worker.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
6. Variation (type and amount) of inservice training.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
7. Initiative in contacting one another.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
8. Degree of personal friendship.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
9. Individual promotion "Glory seeking".	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

Planning and Conducting

Activities or Factors	Situation	Effect on Cooperation Between Teacher and Agent: Extreme neg. importance	Slight neg. importance	Neutral importance	Slight pos. importance	Extreme pos. importance	Don't know or can't say
10. Sharing the responsibility for publicity concerning county educational programs.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
11. Consulting each other's special abilities and knowledge in problem situations.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
12. Exchanging printed and duplicated materials or any other educational facilities.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
13. Conducting joint demonstration projects or county field days.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
14. Discussing community needs pertaining to adult education in agriculture.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
15. Willingness to serve a portion or all of the residents in the county.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
16. Serving as consultants (in an advisory capacity) on each other's advisory councils.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
17. Conflicting dates of important engagements or time conflicts in getting together for coop. work.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
18. Working together with youth programs (4-H, FFA joint planning, etc.)	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

Evaluation

Activities or Factors	Situation	Effect on Cooperation Between Teacher and Agent: Extreme neg. importance	Slight neg. importance	Neutral importance	Slight pos. importance	Extreme pos. importance	Don't know or can't say
19. Discussing factors affecting the failure or success of educational programs in the county.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
20. Publicizing results of effective educ. programs which have been conducted within the county.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
21. Difficulty in scheduling joint meetings--teachers are tied up during the day & agents in the evening.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
22. The views passed down from state levels, either for or against cooperation.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
23. Lack of clarity in where we should stand as prescribed by Smith-Leaver and Smith-Hughes acts.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
24. Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
25. Working out standards & criteria for evaluation of all adult work being conducted within our county.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
26. Change in the need and the demand posed by adult students in our area today.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
27. Recognition of the complementary roles of voc. agri. and extension.	is - - -	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

Other Factors

You may or may not know of some other extremely important activities or factors which would tend to effect cooperation.

		Effect on Cooperation Between Teacher and Agent		
	Situation	Extreme neg. importance	Extreme pos. importance	Activities or Factors (Please list below)
28.	is - - -	☐	☐	
	should be	☐	☐	
29.	is - - -	☐	☐	
	should be	☐	☐	
30.	is - - -	☐	☐	
	should be	☐	☐	

THANK YOU FOR YOUR COOPERATION

APPENDIX E

SECOND COVER LETTER WHICH WENT TO TEACHERS AND AGENTS WHO HAD NOT RESPONDED

419 Parker Hall
Oklahoma State University
Stillwater, Oklahoma
February 25, 1966

Dear Mr.

Two weeks ago I mailed you a questionnaire seeking information about working relationships between county extension agents and vocational agriculture teachers. Undoubtedly you have been busy and have not had time to respond.

You may recall that the study was endorsed by leaders of vocational education and the Cooperative Extension Service.

Your answers to these questions are very important to this study. Another questionnaire along with a self-addressed stamped envelope is enclosed for your convenience.

Particular responses will not be identified with individuals; however, cooperating persons will be credited for having helped in this study.

Yours very truly,

Wendell Smith

Enclosure

APPENDIX F

THIRD COVER LETTER WHICH WENT TO AGENT WHO HAD NOT RESPONDED

419 Parker Hall
Oklahoma State University
Stillwater, Oklahoma
March 10, 1966

Dear Mr.

Last month you were mailed a questionnaire seeking information about working relationships between county extension agents and teachers of vocational agriculture.

I know you have been busy and have not had time to respond. However, your answers to these questions are very important to this study.

Your response is the only one missing to complete this study; all of the other twenty-nine agents who were asked to respond have done so.

You may recall that this study was endorsed by Mr. Errol D. Hunter, Assistant Director of Programs, Oklahoma Extension Service.

Sincerely yours,

Wendell Smith

Enclosure

P. S. If you have already mailed your completed checklist, please disregard this request.

APPENDIX G

THIRD COVER LETTER TO TEACHERS WHO HAD NOT RESPONDED

419 Parker Hall
Oklahoma State University
Stillwater, Oklahoma
March 10, 1966

Dear Mr.

Last month you were mailed a questionnaire seeking information about working relationships between county extension agents and teachers of vocational agriculture.

This state wide study is based on the responses of two vocational agriculture teachers and the county agent within each county. The persons chosen to represent the county cannot be changed if valid results are to be obtained.

The county agent of your county, Mr. , and the other vocational agriculture teacher selected, Mr. , have already responded; your response is all that is needed to complete the study in your county.

Particular responses will not be identified with individuals; however, cooperating persons will be credited for having helped in this study.

You should be able to fill out the four and one-half page checklist in five minutes. In case you have misplaced the form, I am including another copy.

Sincerely yours,

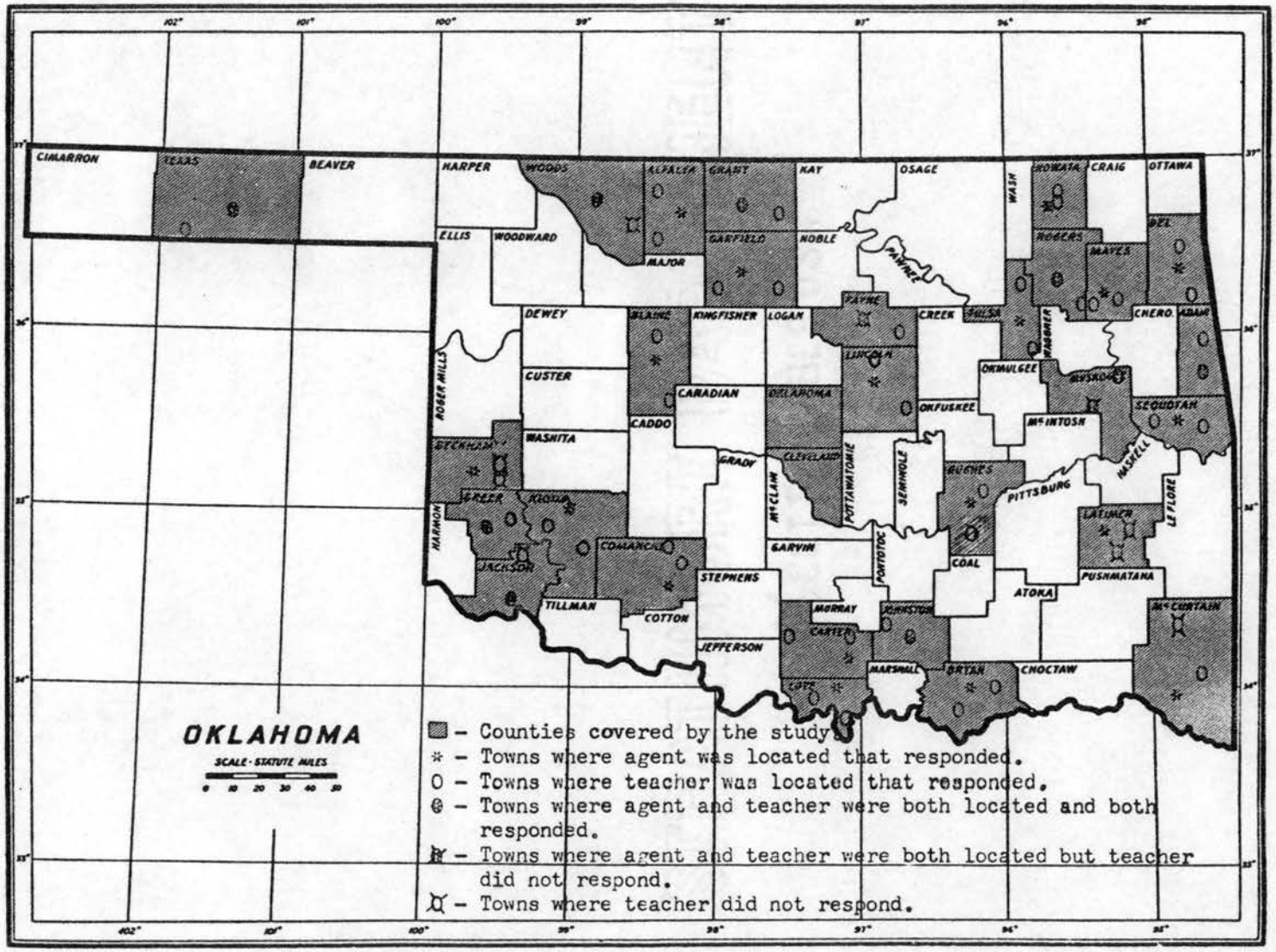
Wendell Smith

Enclosure

P. S. If you have already mailed your completed checklist, please disregard this request.

APPENDIX H

EXACT LOCATION OF AREA COVERED


CIMARRON
TEXAS
BEAVER
HARPER
WOODS
ALFALFA
GRANT
KAY
OSAGE
WASH
NOWATA
CRAIG
OTTAWA
ELLIS
WOODWARD
MAJOR
GARFIELD
NOBLE
PAWNEE
ROGERS
MAYES
DEL
DEWEY
BLAINE
KINGFISHER
LOGAN
PAYNE
CREEK
TULSA
WAGONER
CHERO.
ADAIR
ROGER MILLS
CUSTER
LINCOLN
OKMULGEE
MUSKOGEE
CANADIAN
OKLAHOMA
OKFUSKEE
SEQUOYAH
CADDO
Mc INTOSH
BECKHAM
WASHITA
GRADY
CLEVELAND
POTTAWATOMIE
SEMINOLE
HUGHES
HASKELL
LE FLORE
GREER
KIOWA
HARMON
Mc CLAIN
PITTSBURG
LATIMER
JACKSON
COMANCHE
GARVIN
PONTOTOC
COAL
STEPHENS
ATOKA
PUSHMATAHA
TILLMAN
COTTON
MURRAY
JOHNSTON
Mc CURTAIN
CARTER
JEFFERSON
MARSHALL
BRYAN
CHOCTAW
LOVE
OKLAHOMA
SCALE - STATUTE MILES
0 10 20 30 40 50
- Counties covered by the study.
* - Towns where agent was located that responded.
O - Towns where teacher was located that responded.
- Towns where agent and teacher were both located and both responded.
- Towns where agent and teacher were both located but teacher did not respond.
- Towns where teacher did not respond.

APPENDIX I

COUNTIES AND TOWNS SELECTED FOR SAMPLING AND THOSE WHICH RESPONDED

County (Agent)	Town (Vo-Ag Teacher)	Number of Requests Required for Response I	II	III
Hughes		X		
	Atwood			X
	Dustin	X		
Muskogee		X		
	Fort Gibson		X	
	Muskogee (Cent. Hi.)			
Adair		X		
	Westville	X		
	Stilwell			X
Payne			X	
	Cushing	X		
	Stillwater			
Kiowa		X		
	Lone Wolf	X		
	Mountain Park			X
Rogers			X	
	Inola			X
	Claremore		X	
Woods		X		
	Alva			X
	Dacoma			
Garfield		X		
	Covington	X		
	Drummond			
Lincoln		X		
	Agra		X	
	Davenport		X	
Alfalfa		X		
	Aline	X		
	Burlington			X
Latimer		X		
	Talihina			
	Red Oak			

COUNTIES AND TOWNS SELECTED FOR SAMPLING AND THOSE WHICH RESPONDED

County (Agent)	Town (Vo-Ag Teacher)	Number of Requests Required for Response I	II	III
Grant		X		
	Lamont		X	
	Medford	X		
Beckham		X		
	Elk City			
	Elmer			
Nowata		X		
	Delaware	X		
	Lenapah	X		
Mayes		X		
	Locust Grove	X		
	Chouteau	X		
Oklahoma		X		
	Edmond	X		
	Harrah			X
Johnston		X		
	Tishomingo			X
	Wapanucka			X
Delaware		X		
	Colcord	X		
	Grove		X	
McCurtain		X		
	Battiest			
	Broken Bow	X		
Cleveland		X		
	Lexington			X
	Moore			X
Carter		X		
	Fox		X	
	Springer	X		
Texas		X		
	Texhoma			X
	Guymon		X	

COUNTIES AND TOWNS SELECTED FOR SAMPLING AND THOSE WHICH RESPONDED

County (Agent)	Town (Vo-Ag Teacher)	Number of Requests Required for Response I	II	III
Jackson				X
	Altus	X		
	Blair			
Sequoyah		X		
	Vian	X		
	Roland		X	
Love		X		
	Thackerville		X	
	Burneyville			X
Tulsa		X		
	Bixby	X		
	Collinsville		X	
Blaine		X		
	Okeene		X	
	Geary	X		
Comanche		X		
	Fletcher			X
	Sterling	X		
Bryan		X		
	Achille		X	
	Bokchito			X
Greer		X		
	Granite	X		
	Mangum		X	

APPENDIX J

TOTAL RESPONSE ON INDIVIDUAL ITEMS IN QUESTIONNAIRE

Personal

Activities or Factors	Situation	Effect on Cooperation Between Teacher and Agent: Extreme neg. importance	Slight neg. importance	Neutral importance	Slight pos. importance	Extreme pos. importance	Don't know or can't say
1. Similarity or difference in our age.	is - - -	7	8	48	13	1	3
	should be	9	4	60	7	0	0
2. Variation in formal education (degrees obtained, course of study).	is - - -	6	11	41	20	0	2
	should be	7	6	43	18	5	1
3. Variation in total years experience as educators of adults.	is - - -	4	8	26	33	5	4
	should be	4	7	25	34	8	2
4. Tenure in present location.	is - - -	3	5	25	30	15	2
	should be	3	3	31	24	19	0
5. Personality of the other worker.	is - - -	4	4	16	25	27	4
	should be	3	8	28	11	30	0
6. Variation (type and amount) of inservice training.	is - - -	2	5	24	33	8	8
	should be	3	4	19	33	16	5
7. Initiative in contacting one another.	is - - -	3	8	16	25	27	1
	should be	1	2	22	13	41	1
8. Degree of personal friendship.	is - - -	0	3	23	29	24	1
	should be	1	2	22	20	35	0
9. Individual promotion "Glory seeking".	is - - -	10	15	23	19	9	4
	should be	15	4	43	11	3	4

Planning and Conducting

Activities or Factors	Situation	Effect on Cooperation Between Teacher and Agent: Extreme neg. importance	Slight neg. importance	Neutral importance	Slight pos. importance	Extreme pos. importance	Don't know or can't say
10. Sharing the responsibility for publicity concerning county educational programs.	is - - -	4	17	20	19	19	1
	should be	1	6	29	18	25	1
11. Consulting each other's special abilities and knowledge in problem situations.	is - - -	5	11	15	22	25	2
	should be	1	2	17	18	42	0
12. Exchanging printed and duplicated materials or any other educational facilities.	is - - -	5	5	23	20	26	1
	should be	1	2	17	18	42	0
13. Conducting joint demonstration projects or county field days.	is - - -	7	6	16	25	24	2
	should be	1	2	13	18	45	1
14. Discussing community needs pertaining to adult education in agriculture.	is - - -	3	10	21	25	20	1
	should be	0	3	16	20	40	1
15. Willingness to serve a portion or all of the residents in the county.	is - - -	3	12	22	17	22	4
	should be	1	4	16	19	39	1
16. Serving as consultants (in an advisory capacity) on each other's advisory councils.	is - - -	4	5	28	20	15	7
	should be	0	4	19	26	29	2
17. Conflicting dates of important engagements or time conflicts in getting together for coop. work.	is - - -	2	12	21	18	22	5
	should be	2	5	24	19	28	2
18. Working together with youth programs (4-H, FFA joint planning, etc.)	is - - -	7	8	20	23	21	1
	should be	0	1	20	17	41	1

Evaluation

Activities or Factors	Situation	Effect on Cooperation Between Teacher and Agent: Extreme neg. importance	Slight neg. importance	Neutral importance	Slight pos. importance	Extreme pos. importance	Don't know or can't say
19. Discussing factors affecting the failure or success of educational programs in the county.	is - - -	4	13	27	23	12	1
	should be	1	1	12	33	32	1
20. Publicizing results of effective educ. programs which have been conducted within the county.	is - - -	3	8	24	27	16	2
	should be	1	2	13	27	36	1
21. Difficulty in scheduling joint meetings--teachers are tied up during the day & agents in the evening.	is - - -	5	16	20	26	11	2
	should be	0	5	21	34	19	1
22. The views passed down from state levels, either for or against cooperation.	is - - -	5	13	28	16	10	8
	should be	1	3	32	18	23	3
23. Lack of clarity in where we should stand as prescribed by Smith-Leaver and Smith-Hughes acts.	is - - -	4	12	28	18	9	9
	should be	3	5	32	17	16	7
24. Youth programs seem to be deterrents to cooperation due to 4-H boys dropping out to join FFA.	is - - -	7	9	27	23	7	7
	should be	7	4	46	14	5	4
25. Working out standards & criteria for evaluation of all adult work being conducted within our county.	is - - -	5	12	33	16	9	5
	should be	2	4	26	24	21	3
26. Change in the need and the demand posed by adult students in our area today.	is - - -	2	8	29	25	14	2
	should be	1	2	18	20	38	1
27. Recognition of the complementary roles of voc. agri. and extension.	is - - -	3	10	24	28	15	0
	should be	0	1	23	10	36	0

	Situation	Effect on Cooperation: Extreme neg. importance	Effect on Cooperation: Extreme pos. importance	Teachers' Responses on Other Factors
1.	is - - -	x		Attitudes toward publicity of programs.
	should be		x	
2.	is - - -	x		Viewpoint in clubwork due to age differences in members.
	should be		x	
3.	is - - -		x	Attitude of both parties in wanting to be helpful to each other.
	should be		x	
4.	is - - -		x	Both parties wanting to help the community to the utmost, regardless of where credit goes.
	should be		x	
5.	is - - -	x		Meeting together, on state level basis as well as locally, to formulate roles, programs, etc., that will compliment each other rather than duplicate or compare.
	should be		x	
6.	is - - -	x		The greatest degree of cooperation comes about through the personalities and motives of the two individuals being guided in the proper direction.
	should be		x	
7.	is - - -	x		Extension specialists offering their service to the vocational agriculture teachers.
	should be		x	
8.	is - - -	x		Failure to recognize that the younger teachers and agents have just as good or better abilities as those with experience.
	should be		x	
9.	is - - -		x	Wait until all work is done, then come and try to grab all the credit.
	should be		x	
10.	is - - -		x	Trying always to discredit each other.
	should be		x	

	Situation	Effect on Cooperation: Extreme neg. importance	Effect on Cooperation: Extreme pos. importance	Teachers' Responses on Other Factors (Cont.)
11.	is - - -		x	If you hear complaints about each other let the other know so he can try to correct it.
	should be		x	
				Agents' Responses on Other Factors
1.	is - - -	x		Awareness to others' local civic responsibilities or demands.
	should be		x	
2.	is - - -		x	Working together cooperatively at livestock shows and county fairs.
	should be		x	
3.	is - - -		x	Lack of any cooperation at all between teacher and agent.
	should be		x	
4.	is - - -		x	Relationship between school superintendent, agriculture teacher, and the county extension program.
	should be		x	
5.	is - - -		x	Some agriculture teachers tell boys and parents they cannot belong to both FFA and 4-H Club. They need to be better informed.
	should be		x	
6.	is - - -		x	Adult education meetings, contests, tours, and youth promoting activities.
	should be		x	
7.	is - - -		x	Young teachers try to practice veterinary medicine; this should be stopped.
	should be		x	
8.	is - - -	x		Attitudes of individuals.
	should be		x	

	Situation	Effect on Cooperation: Extreme neg. importance	Effect on Cooperation: Extreme pos. importance	Agents' Responses on Other Factors (Cont.)
9.	is - - -		x	Remarks made by agent's and/or teacher's clientele degrading the other's program.
	should be		x	
10.	is - - -		x	Vocational agriculture instructors trying to maintain or increase membership in order to hold their job.
	should be		x	
11.	is - - -	x		Willingness to think and plan on broad scope.
	should be		x	
12.	is - - -	x		There should be more cooperation of vocational agriculture instructors toward helping and encouraging pre high school students.
	should be		x	
13.	is - - -	x		Concept of role of county agent, i.e., amount of time devoted to 4-H project visits, farm visits, personal assistance to farmers and 4-H members.
	should be		x	
14.	is - - -	x		Attitude toward importance of fairs and shows as educational activities.
	should be		x	
15.	is - - -	x		Agreement of sources of technical information or who should be authorities, i.e., local veterinarian or OSU staff; magazine article or OSU staff.
	should be		x	
16.	is - - -		x	Emphasis on show program.
	should be	x		
17.	is - - -	x		School superintendents and board should post new programs and new personnel involved.
	should be		x	

APPENDIX K

Joint Agreement Between Vocational Agriculture

and

Extension Service

It has been agreed as follows:

1. That at the next enrollment of club members, it is understood between the Extension Service of the Oklahoma Agricultural and Mechanical College and the State Department of Vocational Education, that two different groups will be organized, as follows: One group shall consist of all boys and girls in the State of Oklahoma between the ages of 10 and 21 years, who desire to enroll in 4-H Club work and who are not regularly enrolled as vocational students in a vocational school; and in the second group shall be enrolled in every community where there is a vocational teacher with regularly established vocational courses in agriculture, a group shall be called by a different name than the 4-H Club work, and shall be entirely under supervision of the Smith-Hughes teacher in that community. The 4-H Club work shall be under the supervision of the county agents and their locally appointed leaders, as heretofore provided.

Both divisions are asking the personnel in the field to unite in the harmonious instruction of both groups, and the harmonious operation of both groups. This means that we will have separate contests and separate management as to these two types of organizations, except as otherwise specifically agreed.

2. Both of these forces recognize that a boy or girl in the community from the age of 10 to 14 may and should unite with the 4-H Club work in the community or county, and receive 4 years' training, and that they may and should unite with the vocational school if such is organized in the school in their community after they become 14 years of age and receive such instruction as the vocational school has to offer during the time of their being a member of such school.

3. Students who are not now members of vocational schools, but who have taken courses in such schools, must be recognized and taken care of in the same way. It is agreed that as to such persons, instruction of them, unless they are actually enrolled in regular vocational school classes, is Extension work.

A student who has been enrolled in regular vocational classes, but who is no longer enrolled, shall have the privilege of deciding for himself whether he will enroll in 4-H Club work or join the Vocational Club (F.F.A.) in his community, but shall participate only in the organization which he chooses, and shall not be eligible to participate in exhibits or contests of the other club at the same time.

Where there is no vocational work in the community where a boy is located who has in time gone by been enrolled in vocational classes, or where the vocational work has been discontinued in his community, such a boy should be enrolled in 4-H Club work in his county, if he is under 21 years of age.

4. In the operation of these dual groups, the Vocational forces will be entirely in charge of their own pupils, while the 4-H Club work will be entirely in the charge of the Extension Service of the college. However, the Extension Service offers and stands ready and willing to help in every possible way, and to render service with subject matter specialists to vocational teachers as well as to county agents, insofar as arrangements and time will possibly permit.

5. To the end that there may be good understanding and harmony between the two forces, teachers of vocational education will be invited by the Extension workers to sit in on the making of the county agricultural program in every county where there is a vocational school. Where the Extension work holds meetings within a community where there is a vocational school and a vocational teacher, care shall be taken to invite the teacher if possible to participate in the meeting. Where short-time night schools have vocational teachers, the county agent will also be invited to speak during the progress of the meetings and participate if possible in the instruction.

Where there is a demand for night classes or special courses to be given in a community, the county agent will ask the vocational workers to take the matter up and conduct such night schools or short-time courses.

6. It is understood between the two forces that vocational teachers will not only feel free but will be instructed to ask when necessary for help from the college in its various divisions, and from the Extension Division especially in the answering of technical questions involving the need of specialists.

7. That wherever certain lines of research work seem necessary to be taken up, which involve the ascertaining of facts of a broad nature effecting the agriculture or the agricultural economics of the community or section, it is agreed that they will be taken up in cooperation with the State Experiment Station, so that general research work in agriculture may be thoroughly correlated, and done under the general supervision of the Experiment Station.

8. The A. and M. College will continue to offer such short courses and teacher training courses for vocational teachers of agriculture as may seem desirable to facilitate the effort of the vocational forces in improving the work in vocational education.

9. That for the promotion of good understanding of this agreement, wherever deemed necessary or advisable, the Director of Extension, district agents or other representatives of the Extension Division will hold meetings with the county agent and the proper representatives of the State Department of Vocational Education and Smith-Hughes teachers in a county.

10. That in all of the cooperation the two forces are going to try to keep a good distinction between the vocational work of the schools, which properly belongs to them, and the Extension work for

all boys and girls and adults who are not enlisted in the vocational schools, which lies within the proper function of the Extension Division.

Those who have signed this letter are very happy to make this announcement and particularly to say that it has been brought about with the utmost of harmony and good feeling, and that the details are of the most friendly understanding.

Signed: September 19, 1927

/s/ Chas. W. Briles
CHAS. W. BRILES, State Director Vocational Education

/s/ Bradford Knapp
BRADFORD KNAPP, President Oklahoma Agricultural and Mechanical College

/s/ D. P. Trent
D. P. TRENT, Director Agricultural Extension Service

/s/ E. B. Nelms
E. B. NELMS, State Supervisor Vocational Agricultural Education

APPENDIX L

Oklahoma - Total and Rural Population by Counties, 1960

County	Area in Sq. Miles	Population 1960 Total	Per Sq. Mile	Population 1960 Rural	Per Sq. Mile
Adair	570	13,112	23	13,112	23
Alfalfa	867	8,445	9	8,445	9
Atoka	992	10,352	11	7,475	8
Beaver	1793	6,965	4	6,965	4
Beckham	898	17,782	20	6,675	7
Blaine	911	12,077	13	8,825	10
Bryan	891	24,252	27	13,785	15
Caddo	1275	28,621	22	22,322	17
Canadian	885	24,727	30	10,438	12
Carter	830	39,044	48	15,962	19
Cherokee	782	17,762	22	11,922	15
Choctaw	785	15,637	20	9,350	12
Cimarron	1832	4,496	2	4,496	2
Cleveland	547	47,600	80	10,705	20
Coal	526	5,546	10	5,546	10
Comanche	1088	90,803	83	28,862	26
Cotton	630	8,031	13	5,206	8
Craig	765	16,303	21	10,276	13
Creek	972	40,495	41	17,231	18
Custer	999	21,040	21	6,924	7
Delaware	721	13,198	18	13,198	18
Dewey	977	6,051	6	6,051	6
Ellis	1222	5,457	4	5,457	4
Garfield	1054	52,975	50	14,116	13
Garvin	814	28,290	34	14,667	18
Grady	1092	29,590	27	14,724	13
Grant	999	8,140	8	8,140	8
Greer	637	8,877	14	4,927	8
Harmon	532	5,852	11	2,846	5
Harper	1034	5,956	5	5,956	5
Haskell	614	9,121	15	9,121	15
Hughes	810	15,144	18	9,432	11
Jackson	780	29,736	38	8,511	10
Jefferson	755	8,192	11	8,192	11
Johnston	636	8,517	13	8,517	13
Kay	944	51,042	54	13,628	14
Kingfisher	894	10,635	12	7,386	8
Kiowa	1032	14,825	14	9,693	9
Latimer	737	7,738	10	7,738	10
LeFlore	1515	29,106	18	22,816	14
Lincoln	973	18,783	18	16,259	16
Logan	747	18,662	25	9,160	12
Love	488	5,862	11	5,862	11
McClain	559	12,740	22	9,011	16
McCurtain	1854	25,851	13	20,884	11

Total and Rural Population by Counties cont'd.

County	Area in Sq. Miles	Population 1960 Total	Per Sq. Mile	Population 1960 Rural	Per Sq. Mile
Murray	428	10,622	25	5,885	14
Muskogee	820	61,866	75	23,807	29
Noble	744	10,376	14	5,166	7
Nowata	577	10,848	18	6,685	11
Okfuskee	638	11,706	18	8,870	11
Oklahoma	709	439,506	619	13,999	19
Okmulgee	700	36,945	53	14,443	21
Osage	2293	32,441	14	19,544	9
Ottawa	461	28,301	61	12,879	28
Pawnee	591	10,884	18	8,365	14
Payne	592	44,231	75	11,486	20
Pittsburg	1360	34,360	25	16,941	12
Pontotoc	720	28,089	40	13,742	20
Pottawatomie	797	41,486	52	14,530	18
Pushmataha	1423	9,088	6	9,088	6
Roger Mills	1124	5,090	5	5,090	5
Rogers	713	20,614	30	13,975	19
Seminole	629	28,066	46	10,648	17
Sequoyah	703	18,001	26	14,650	21
Stephens	892	37,990	42	13,954	15
Texas	2056	14,162	7	8,394	4
Tillman	861	14,654	17	8,775	10
Tulsa	572	346,038	605	38,389	67
Wagoner	584	15,673	27	11,204	20
Washington	425	42,347	100	10,475	24
Washita	1009	18,121	18	14,532	14
Woods	1271	11,932	9	5,674	4
Woodward	1232	13,902	11	6,155	5

VITA

Wendell Lee Smith

Candidate for the Degree of

Master of Science

Thesis: AN EXAMINATION OF THE COOPERATIVE COGNATION BETWEEN VOCATIONAL AGRICULTURE INSTRUCTORS AND COUNTY EXTENSION AGENTS IN PLANNING AND CONDUCTING THE ADULT PROSPECTUS OF INSTRUCTION IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Ponca City, Oklahoma, February 17, 1943, the son of George E. and Helen L. Smith.

Education: Attended grade school at Roosevelt Elementary School and Washington Elementary School, Ponca City, Oklahoma; completed Junior and Senior High, Ponca City, Oklahoma, in 1961; received the Bachelor of Science degree from the Oklahoma State University, with a major in Agricultural Education, in May, 1965.

Professional Experience: Managed father's 400 acre farm near Ponca City, Oklahoma, 1958-66; worked part-time as a maintenance manager at the Wentz Pool and Recreational Area, Ponca City, Oklahoma, during the summers, 1962-65.

Member of The Collegiate Future Farmers of America, The Block and Bridle Club, The Oklahoma State University Swimming Team, and The Aggie Toastmasters' Club.