

A STUDY OF OPINIONS AND ATTITUDES EXPRESSED BY
COUNTY EXTENSION AND VOCATIONAL AGRICULTURE
TEACHERS IN OKLAHOMA REGARDING THE NATURE
AND EXTENT OF DESIRABLE COOPERATIVE
WORKING RELATIONSHIPS.

BY

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CHAPTER I

STATEMENT OF PROBLEM

Close and harmonious operating relationships between extension workers and local teachers of vocational agriculture are particularly essential. Workers in both fields are public servants engaged in educational work, many times both with the same individuals. And both services are maintained by public tax monies.

The necessity of the extension workers and teachers of vocational agriculture working together cooperatively is rarely questioned. However, down through the years there has been some evidence of a lack of cooperation between the two agencies. To the writer's knowledge, no attention has been directed toward determining to just what extent these two agencies are cooperating in their efforts to reach the rural people of Oklahoma, nor to the factors contributing to the growth and maintenance of good working relationships, where such relationships do exist. A knowledge of what the present situation is, and what factors are responsible for this situation, should be valuable to field personnel of both agencies, and it could be of even greater value to future extension agents and vocational agriculture teachers if properly applied in the training process.

It is with these needs and possibilities in mind that this study was undertaken.

Brief History of Agencies Involved

There has been a marked development of agriculture education in rural areas throughout the state of Oklahoma during the past 40 years. The two agencies largely responsible for this growth are the Agriculture Extension Service, authorized by the Smith-Lever Act passed by Congress in 1914, and the Vocational Agriculture Program, instituted by the Smith-Hughes Act of 1917. Though two separate agencies, both are sponsored by the Federal Government, and both are concerned with the education of the rural people. In view of this fact, it is of necessity that the breadth of the two agencies' activities would bring them into very close association with each other. The objectives and functions of extension workers in the field of 4-H Club work and extension teaching on the adult level are especially closely related with the teachers of Vocational Agricultural work in their supervised farm practice program and their young farmers and adult evening classes in Vocational Agriculture. It is only through the joint efforts of both groups that a contribution to the general welfare of rural people can be achieved to any great extent.

Purpose of the Problem

This study deals with the working relationships of the agricultural extension service (county agents) and the vocational agriculture teachers in Oklahoma. The problem is analyzed into the following objectives:

1. To determine how many meetings are held jointly each year to plan county agriculture programs.

2. To determine if there should be any change in the number of meetings held each year.
3. To determine the level of joint participation in fairs, shows, and contests and at what level this participation is greatest.
4. To determine the level of joint participation in adult, youth, school, and other programs.
5. To determine the rate of cooperation between vocational agriculture teachers and county agents, and to discover "why" if it is anything less than excellent.
6. To determine what the county agents and teachers felt were deterrents and enhancements to cooperation.

Scope of the Study

This study is based on the returned questionnaires of the county agents and vocational agriculture teachers who work in the same town in Oklahoma. There are 72 such counties in Oklahoma. The other 5 counties in Oklahoma do not have vocational agriculture programs in the county seat. One of the questionnaires sent to one vocational agriculture teacher was returned because of incomplete address. The response was so great and so rapid from the other participants that it was not deemed necessary to send the returned questionnaire again.

CHAPTER II

REVIEW OF THE LITERATURE

A review of literature was made to determine research that had previously been reported with reference to the working relationship between vocational agriculture teachers and county agriculture agents. A selected number of the available studies are reviewed in this chapter.

Lemons¹ established that in eastern Tennessee, Extension Service and Vocational Agriculture leaders have met several times and developed a memorandum of understanding regarding relationships. A copy of the memorandum is shown in the appendix.

The study of Lemons revealed that 68 percent of the county agents and vocational agricultural teachers rated their working relationships as either good or excellent, while 32 percent rated them fair or poor.

Lemons found that the greatest deterrent to good working relationships was due to vocational agriculture teachers urging high school boys to give up 4-H Club work. Other causes given were: duplicating efforts of same group, conflict passed down to county level from high authorities, and overanxiety to get individual credit for work done.

The most common suggestions for improving working relationships were: the organization of a county agricultural club or a council of

¹James R. Lemons, A Study of the Working Relationships of the Agricultural Extension and the Vocational Agriculture Program in East Tennessee. (Thesis, M.S., University of Tennessee, 1958).

all agricultural workers in the county and for all workers to have in mind the welfare of the people that they serve rather than an attempt to gain personal recognition and glory.

Also included in the appendix is an agreement drawn up in Oklahoma which sets forth a plan of cooperation between the two agencies.

Davis² wrote an article in 1929 concerning cooperation between the county agents and vocational agriculture teachers in Texas. In the article he discusses the organization of the "Agricultural Club of the Lower Rio Grande Valley of Texas." The club consisted of vocational agricultural teachers, county agents, and experiment state workers. It was formed for the purpose of bringing about closer working relationships among the three groups of workers, and for the purpose of formulating an agricultural program for the valley. It was said of this program: "The people of the vicinity are now fully aware that united forces have more power in thinking, in doing, and in getting results. The people know this, not because they have heard it, but because they have seen it."

This organization had the following objectives:

- (1) Every teacher will cooperate as much as possible with the county agent and all extension workers in the promotion of their work.
- (2) Every teacher will organize a chapter of Future Farmers of Texas and terrace at least one farm.
- (3) Every teacher will hold at least two evening schools.

²C. L. Davis, "County Wide Agricultural Cooperation in Texas," Agricultural Education, 1:3, September 1929.

- (4) Each teacher will hold at least one terracing demonstration.
- (5) Each teacher will do his best to organize a bull circle.
- (6) Have each boy make \$1.00.
- (7) Each worker try to reach 150 men and boys in evening classes.
- (8) Every teacher will do his best to cooperate at all times.
- (9) Pay twenty-five cents per month fees for incidentals.
- (10) Every teacher will keep in mind at all times that he has a better opportunity than any other man to help farming.

Lane³ explained how vocational agriculture teachers had cooperated with the Extension Service in regard to Soil Conservation Service. They had cooperated with the county agents by conducting classes with adult farmers, part-time farmers and all-day students on the subject.

Peterson⁴ in an article on cooperation of county agents and vocational agriculture teachers pointed out that the work of both groups led to the same goals for agriculture and that "There is more to be done than all can accomplish." In his county many projects were carried out as a joint enterprise between the two workers.

Bundy⁵ reports that in a county in Ohio the county agent helped establish the department of vocational agriculture. The two workers have regular meetings together. Neither worker tries to start a project in the county without first consulting the other. The vocational

³C. H. Lane, "Teachers of Vo-Ag Aid the Adjustment Program," Extension Service Review, 5:55, April 1934.

⁴J. C. Peterson, "Agents and Teachers Cooperate," Extension Service Review, 9:90, June 1934.

⁵Vernon Bundy, "An Ohio Cooperative Agreement," Agricultural Education, 1:3, September 1929.

agriculture teacher serves as leader of the 4-H Club until he develops that ability in one of his students. "The 4-H Club is a perfect feeder for vocational agriculture," said the teacher.

In New York an agreement⁶ was reported between county agents and vocational agriculture teachers in the effect that teachers who wished to do 4-H Club work must confer with the county agent in regard to this work. The Extension Service, in some cases, paid mileage to the vocational agriculture teachers for doing 4-H Club work. All reports were made through the county agent's office.

In a study⁷ made in New York concerning the interests, activities, and problems of rural young people, it was found that the 4-H Club held the interest of young men until about 15 or 16 years of age. The 110 rural boys involved in the study joined the 4-H Club at the average age of 12.4 years and they dropped out at the average age of 15.1 years.

Horn⁸ made a study in Ohio in 1939 to determine to what extent teachers of vocational agriculture and county agents were conducting joint programs of activities. Questionnaires were distributed to 383 teachers of vocational agriculture and county agents in the state. Completed questionnaires were returned by 76.6 per cent of both the vocational agriculture teachers and county agents from whom replies were

⁶C. E. Ladd, "The New York Agreement," Agricultural Education, 1:7, September 1929.

⁷W. A. Anderson, Interests, Activities and Problems of Rural Young Folk (Ithaca, New York: Cornell University, 1935), pp. 27-28.

⁸T. J. Horn, "A Study of the Activities and Interrelationships Between the Department of Vocational Agriculture and the Agricultural Extension Service," (Unpublished M.S. thesis, Ohio State University, Columbus, 1939), p. 53.

received were conducting joint programs of activities and interrelationships. The vocational agriculture teachers reported a total of 145 joint activities and interrelationships.

Rutherford⁹ conducted a study in California in 1939 with the purpose of developing recommendations which should govern the working relationship of county agents and vocational agricultural teachers in that state. This study points out that cooperation between the two agencies should be undertaken on the basis of equality. It was recommended that an agreement should be drawn up. This agreement should not only clearly define the functions of each agency, but also provide for a definite plan of action and cooperation

Suggestions on Ways to Improve Working Relationships

The suggestion most frequently given by the workers as a way to improve present working relationships between the two agencies was the organization of a county-wide Agricultural Club consisting of representatives of all agricultural workers in the county. Other suggestions given by a number of workers were more joint planning, more social and recreational activities, and more workers having the welfare of the people in mind, forgetting personal publicity and self-glory.

D. M. Rutherford, "Analysis of the Relationships Existing Between the Smith-Hughes Agricultural Program and the Agricultural Extension Service," (Unpublished M.S. thesis, University of California, Berkeley, 1939), p. 127.

Recommendations¹

Upon the completion of this study, the following recommendations are made:

1. Each county to have a joint planning committee composed of the agricultural leaders in the county and representing each agricultural agency in the county. The purpose of this Committee (or Council) would be coordinated planning of the agricultural education program of the county. This would involve:
 - A. Exchanging ideas between agencies in the county to secure better coordination, better evaluation, and a more complete development of plans and activities.
 - B. Determining the specific agricultural education needs in the county. (This would involve surveys, studies, cooperative assembling of research data, cooperative interpretation of research data, et cetera.)
 - C. Deciding by mutual planning upon the media to be used and the activities to be developed to meet these educational needs.
 - D. Deciding on the appropriate responsibilities and activities of each agency and each individual involved in the educational program. This would involve a complete understanding of the existing laws and agreements. It might involve the working out of an agreement on the local level. In such case, this local agreement should conform to the State agreement.

¹Ibid., p. 4.

E. Establishing a core of unity and a spirit of cooperation and coordination in the development of the activities in the county.

This would involve:

1. Conducting more activities jointly between the agencies involved. (FFA--4-H Club shows, fairs, contests, et cetera.)
2. Preventing undesirable duplication of programs and efforts. (Vocational agriculture teacher using Community Club as evening adult class, duplication of projects in both FFA and 4-H Club, et cetera.)
3. Keeping in mind that the welfare of the people in the county should be the first consideration. This involves making every effort to render efficient service to the people rather than promote the interests of any one organization or gain personal recognition for work done.
4. Informing the public on joint activities in such a way that it:
 - (a) reflects the contributions of each organization.
 - (b) helps the public to understand better the purposes and functions of each organization.
 - (c) shows the unlimited leadership opportunities of each organization.
 - (d) solicits the support of each organization by showing that each is working for the improvement of farm life.
5. Making an honest effort to develop and maintain good working relationships with a spirit of cooperation prevailing at all times. When problems arise, ask, "How can the situation be improved?", rather than, "Who is to blame?"

2. That the same coordinated planning outlined above be followed by administrative heads at the district and state levels so that their working relationships will not interfere with the cooperative efforts at the local level.

CHAPTER III

MATERIAL AND SELECTION OF SUBJECTS

The information for this study was secured by means of a questionnaire which was sent to each county agent and vocational agriculture teacher in Oklahoma who work in the same town. There are 77 such counties in Oklahoma; therefore, 144 questionnaires were mailed.

The data collected for the study are opinions of the county agents and vocational agriculture teachers involved. Since opinion is merely what one thinks or believes, the data collected from each worker is necessarily subjective, but a consensus of all these opinions of the workers who responded may become objective.

Furthermore, this study reflects the opinion of the workers who responded only at the time the questionnaire was answered. As situations change, the opinions toward them may also change.

TABLE I

TOTAL RESPONSE OF EXTENSION WORKERS AND VOCATIONAL AGRICULTURE TEACHERS

Agriculture Leader Questionnaire	Number Sent	Number Returned	Per Cent Response
Vocational Agriculture Teachers	71	60	84.5
County Agents	72	64	88.8

Table I shows the response to the questionnaire. The fact the table shows 72 total questionnaires for county agents and 71 total for vocational agriculture teachers is caused by failure of the author to secure the correct address for one vocational agriculture teacher.

TABLE II

RESPONSE AS TO FREQUENCY OF JOINT MEETINGS

Number	Total Response	0		1		2		3		4		5		More than 5	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
County Agents	63	3	4.76	2	3.17	13	20.6	11	15.8	12	19.0	15	23.3	7	11.1
Vocational Agriculture Teachers	60	3	5.0	5	8.33	11	18.3	9	15.0	15	25.0	10	16.6	8	13.3

Table II shows the number and per cent of those answering question number 1-A of the questionnaire. The question was: "The county agriculture agents and vocational agriculture teachers in our county cooperate approximately as follows: (a) We meet together and plan county agriculture program the following number of times each year."

TABLE III
 EXPRESSIONS AS TO NEED FOR FREQUENCY OF JOINT MEETINGS

	Total Answering	MORE		LESS		AS IS	
		No.	%	No.	%	No.	%
County Agents	45	21	46.65	0	0	24	53.31
Vocational Agriculture Teachers	49	12	26.50	0	0	36	73.57

Table III shows the number and per cent of those answering question number 1-B of the questionnaire. The question was: "We need to meet (more, less, as is) each year."
 circle one above

TABLE IV
 PARTICIPATION OF COUNTY AGENTS AND VOCATIONAL AGRICULTURE
 TEACHERS IN FAIRS, SHOWS, AND CONTESTS

	Vocational Agriculture Teachers		Total	County Agents		Total
	Number	Per Cent	Response	Number	Per Cent	Response
FAIRS	59	98.3	60	61	95.3	64
Local level	36	61.0	59	36	59.0	61
County level	57	96.6	59	60	98.3	61
State level	17	28.8	59	40	65.5	61
SHOWS	58	96.6	60	62	96.9	64
Local level	35	60.3	58	38	61.3	62
County level	56	96.5	58	62	100	62
State level	18	31.0	58	35	56.4	62
CONTESTS	50	83.3	60	59	92.2	64
Local level	31	62.0	58	36	61.0	59
County level	50	100	58	20	35.6	59
State level	12	24.0	58	20	35.6	59

Interesting note--One vocational agriculture teacher wrote in that they cooperate in a tri-county contest also.

TABLE V

JOINT PARTICIPATION OF COUNTY AGENTS AND VOCATIONAL AGRICULTURE TEACHERS

60 Vocational Agriculture Teachers Responding			64 County Agents Responding		
	Number	Per Cent	Number	Per Cent	
Adult Education	45	75.0	50	78.1	
Youth Programs	39	65.0	58	90.6	
School Programs	16	26.6	24	36.5	

Interesting note--One vocational agriculture teacher wrote in: "No joint participation."

Table IV and V show the major activities of joint participation by vocational agriculture teachers and county agents.

Miscellaneous Joint Participation Activities

The last part of question number 3 on the questionnaire asked the participants to list activities of joint participation other than the 3 programs called for in the question. The replies are listed below:

COUNTY AGENTS

1. Stubble mulch field days, etc.
2. Tours, demonstrations.
3. Field days, tours, judging contest, associations and schools.
4. Breeders Association (beef).
5. Livestock clinic--land judging--stubble mulch demonstrations, tours, surveys.
6. Bangs control--screw worm control.
7. Civic organization.
8. Earquets, fair, board activities.
9. Soil Conservation Service, instructor and his classes are invited to adult field day.
10. Soil Conservation District, Chamber of Commerce activities.
11. Use the vocational agriculture instructor and members on weekly radio program.
12. Radio programs.

VOCATIONAL AGRICULTURE

1. Breed Association meetings.
2. Civic clubs.
3. Community service.

4. Soil Conservation Service.
5. Breeder Association.
6. County livestock show and land judging.
7. Chamber of Commerce.
8. Soils fair.
9. Field days.
10. Career's Conference Social event.
11. Fairs, contests, Chamber of Commerce.
12. School assembly, Lions Club program.

TABLE VI
 EXPRESSIONS AS TO NEED FOR LEVEL OF JOINT PARTICIPATION

	46 Vocational Agriculture Teachers Responding		51 County Agents Responding	
	Number	Per Cent	Number	Per Cent
More	14	30.5	27	52.9
Less	0	0	0	0
Same	32	69.5	24	47.1

Table VI shows number and percent of the county agents and vocational agriculture teachers responding to question 3-B. The question was: "In my opinion (more, less, the same amount of) joint participation is needed.
 circle one above

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Table VI shows number and percent of the county agents and vocational agriculture teachers responding to question 3-B. The question was: "In my opinion (more, less, the same amount of) joint participation is needed. circle one above

TABLE VII

RESPONSES AS TO RATING OF COOPERATION

60 Vocational Agriculture Teachers Responding64 County Agents Responding

	Number	Per Cent	Number	Per Cent
Excellent	30	50	31	48
Good	20	33.3	26	40.6
Fair	7	11.66	7	10.9
Poor	3	5.0	0	0

Interesting to note that 50 vocational agriculture teachers and 57 county agents rated in excellent and good representing 83.3% and 89.0% respectively. Also 10 vocational agriculture teachers and 7 county agents rated fair to poor representing 16.6% and 10.9% respectively.

The question was: "How would you rate cooperation between vocational agriculture teachers and county agents in your county?" Excellent _____ Good _____ Fair _____ Poor _____

Inconclusive Responses

After asking the participants to rate cooperation in their county, the question continued thus: "If cooperation is less than excellent, in your opinion what causes the lack of cooperation?"

The reply was very light but the rating given and the reason for it are listed below.

COUNTY AGENT

- (Fair) Lack of communication--jealousy--stubborn vocational agriculture instructor.
- (Good) We show in separate classes at shows and fairs.
- (Good) Lack of communication.

VOCATIONAL AGRICULTURE TEACHER

- (Good) Lack of understanding about programs.
- (Good) Too many FFA events and 4-H events are not in conjunction with one another.

In response to the following questions, the replies were:

- a. Is it FFA vs 4-H Club competitive friction?

	County Agent	Vocational Agriculture Teacher
YES	11	18
NO	14	16

- b. Is it the fact 4-H boys drop out of 4-H to go into FFA upon entering high school?

	County Agent	Vocational Agriculture Teacher
YES	10	18
NO	16	10

Cooperation Deterrents

In response to the question to list any deterrent to cooperation other than FFA--4-H competitive friction and 4-H drop out, the following suggestions were given.

COUNTY AGENTS

1. Time--lack of it. With 15 vocational agriculture departments and 15 different school schedules, it is impossible to schedule a time when all can be there.
2. Lack of time to assist other programs.
3. Lack of initiative.
4. Competition in fairs and shows, not resolving to the fact that there is a place for both.
5. Do not take part in educational programs sponsored by extension--short courses, etc.
6. Everyone seems busy and go their own way.
7. The insistence on the part of the vocational agriculture instructor that there is a state ruling that prohibits boys from being members of both 4-H and FFA.
8. Eighth grade boys should be told the whole truth and let them decide which organization can do him the most good. Advantages and disadvantages of both organizations should be explained to him.
9. Perky makes 4-H boys drop 4-H if they enter FFA.
10. Some 4-H boys want to stay in 4-H and also belong to vocational agriculture.
11. Personalities.

12. Busy schedules of both.
13. Conflict of personalities of teachers and agents.
14. Orders from State and Federal levels.
15. We have too many agents and teachers that go to extremes to win for his own glory, regardless how it might affect the boy or girl.
16. Fair Superintendents, field days--county judging schools and contests.
17. No choice but to enter FFA upon entering high school.
18. Pressure on vocational agriculture teachers to hold members overshadows their judgement.
19. Due to location of teachers.
20. Personality conflicts and jealousy.
21. Boys should be allowed to participate in both FFA and 4-H if they so desire.
22. Win by any means.
23. In some cases where boys have wanted to remain in 4-H work and have been compelled to drop it, the boys have lost interest in both 4-H and FFA. Also, it has worked a hardship on some boys who were capable of carrying on both 4-H and FFA work. The hardship being a college scholarship that might have been made available through 4-H.

I feel that when a person is compelled to not engage in either or both 4-H or FFA or Boy Scouts or other worthwhile youth activities, things are not as democratic as we would like to think it is.

VOCATIONAL AGRICULTURE

1. Pig sales.
2. Lack of time.
3. County agent wants all of the publicity and credit. He tried to promote dual enrollment.
4. In some instances, they want to set it up but fail to help shoulder the responsibility for carrying it out.
5. Lack of understanding about programs.
6. School officials do not cooperate.
7. Too many FFA events and 4-H events are not in conjunction with one another.
8. The agriculture teacher works with them without credit. In some cases FFA boy has a little brother or sister.
9. Assistant agent difficult to work with.
10. Personality of the two individuals.
11. Personality differences.
12. Egostistical, selfish attitude of county agriculture agent.
13. Our county agent tries to hold high school boys in 4-H and they are masters at publicity for themselves.

Cooperation Inducements

In response to the question, "List any types of activities which might increase cooperation." The following suggestions were given:

COUNTY AGENTS

1. Joint meetings.

2. This is hard to answer. I have been fortunate to have worked with 25 different vocational agriculture teachers in this county. I went to school to Mr. Heise at Cameron 28 years ago, and we have worked together for 18 years since the war in this county.
3. A county-wide organization of professional workers.
4. Periodic meetings at request of supervisors.
5. We have no social participation--this could help.
6. Agreement on boys having a choice in high school.
7. More vocational agriculture attendance at adult meetings.
8. More community activity involving leadership in both groups.
9. Programs of joint responsibilities.
10. Quarterly meetings of all agriculture agencies in the county.
11. Boys should have a choice of either 4-H or FFA or both.
12. Let the vocational agriculture instructor be the leader for both FFA and 4-H in his community and get credit for both.
13. State coordination.
14. Better relationships in the two organizations--county agents and workers, and adviser help in both programs--both for same cause.
15. More understanding of each program (desire to help young people).
16. Overall look at needs and realization that both are trying to do the same.
17. All 4-H boys to participate in 4-H projects.
18. Joint meetings in adult education. We are planning many of these at present such as short course in horticulture.

19. More advised cooperation from higher officers. I am told that one teacher who was 4-H coach for several years was ordered to stop coaching 4-H or be fired. This isn't good relations.
20. Get to know each other better personally.
21. Vocational agriculture teacher take more look at and interest in total picture of agriculture.
22. Agents and teachers both realize we are working to help the youth both in FFA and 4-H.
23. Letting the outstanding students belong to both 4-H and FFA in high school.
24. Better working relations at state level of supervisory.
25. Allowing boys to continue in 4-H club work as well as FFA.
26. Assist county agents and extension service with adult educational programs by being present at all meetings and field days--at least offer to help.
27. High level cooperation and understanding--then see that these ideas are presented to field workers--both sides.

VOCATIONAL AGRICULTURE

1. Form young stockmans club.
2. Form joint soil laboratory.
3. Our cooperation is good compared to most counties, but we have a strong FFA group and we can make our own image. In this county, we supply practically all the participants in county contest, so we try to provide the leadership for these contests.

4. Patrons and school understanding, vocational agriculture teachers visit county agent's office more.
5. Have a planning conference each year.
6. More work on their part.
7. Have equal age limit for both organization.
8. More information programs and local contests.
9. Could schedule more and better adult education programs.
10. County agent and agriculture teacher oriented more toward serving the needs of family farmers needing educational assistance. Less emphasis on winning headlines or recognition by playing up insignificant contest winnings, or gold keys, scholarships, etc.
11. If they (county agents) would not hog the publicity.
12. Have more of the field days on Saturday or at night---it is hard to get out of school.
13. Work to lessen State office fostered friction.
14. Work could be coordinated on the state level.
15. Work together more.

CHAPTER IV

SUMMARY AND CONCLUSIONS

1. It was evident from the high percentage of response that the subject of this study was of keen interest to those contacted.
2. The evidence indicates that most county agents and agriculture teachers meet from two to five times each year to plan joint programs.
3. The majority of the county agents and vocational agriculture teachers felt that they were meeting often enough; however, there were enough in each field who felt otherwise to warrant an increase in frequency of meeting.
4. The most significant medium of cooperation was evidently the joint participation in fairs, shows and contests.
5. There was evidence that at least three-fourths of both vocational agriculture teachers and county agents participate in joint adult education programs; however, it was felt by a significant number that more coordination in this area would help.
6. It may be inconclusive, but if the percentages dealing with the ratings of need for more, less, or same amount of joint participation were compared, the county agents seemed to feel joint participation needed to be increased more than did the agriculture teachers.

7. 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.
8. A significant number of county agents and agriculture teachers felt that the attitude of "win by any means" was a major anti-cooperative element.
9. One outstanding problem, as evidenced in the "write-in questions" was the tendency of individual workers in both extension and vocational agriculture to try to build a false public image by the art of subjective news publication, i.e. "Glory seeking."

Implications and Recommendations

In weighing the total evidence as gathered from this study, the author concludes that personality differences, schedule conflicts, subjective publicity and possible indifference at all levels constitute alleged and experienced deterrents to cooperation between the agencies as seen by those responding. The attitude of many of the workers would probably be changed toward their respective counterpart if they would get to know each other on a more personal basis. The following quote by a Greer County worker would seem to adequately summarize the situation and constitute a recognized positive approach toward exploration and implementation of cooperative efforts.

"Vocational agriculture instructors and extension agents cooperate and assist each other on nearly all activities. I help judge their events and they return the same for me. We also assist in securing livestock projects and help the youth regardless of what organization they belong to. Our responsibility is to help Greer County adults in

any way possible and not to be jealous or bicker over whether we are 4-H or FFA."

Definite recommendations for planning and implementing cooperative activities are offered as follows:

1. A concerted effort should be made at all levels to coordinate as much as possible the adult education program. As a guiding principle all should adhere to the philosophy that vocational agriculture is charged with a more organized and formal approach to adult education while the role of the Cooperative Extension Service is somewhat more general in nature. Adherence to this philosophy need not exclude joint effort in meeting educational needs of constituents.
2. There should be some required undergraduate preparation of extension workers in professional course work, or courses which include philosophy and methods in education.
3. The county agents and agriculture teachers in each county should develop an agriculture council. This council should include all professional agriculture leaders in the county. The frequency, location and subject of each meeting should be determined by the participants.
4. There should be an attempt to establish a direct line of communication between the District Extension Agents and The District Supervisors of vocational agriculture. This might be in the form of an annual meeting at Stillwater where they are all located. If prejudice barriers were lowered, there is surely some common ground for coordinated effort, adult education would be a good starting subject.

5. Vocational agriculture teachers should be counseled to recognize that the county agent is actually an arm of the Extension department of Oklahoma State University and that it is necessary for proper administration of the extension services to have an absolute channel of responsibility. This could cut down some of the jealousy encountered when an agriculture teacher must submit his requests for bulletins and extension specialists through the local agricultural agent.
6. It is recommended that Oklahoma State University set up short courses on promotion and publicity in which both extension workers and agriculture teachers are encouraged to participate. These courses should emphasize appropriate and fair reporting of events.

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APPENDIX

APPENDIX
Exhibit A
QUESTIONNAIRE

Please check the blank nearest the correct answer.

1. The county agriculture agent and vocational agriculture teachers in our county cooperate approximately as follows:

- A. We meet together and plan county agriculture programs the following number of times each year.

none _____ twice _____ four _____

once _____ three _____ five _____

If more than five, how many? _____

- B. We need to meet (more, less, as is) each year.
circle one above.

2. The vocational agriculture teachers and county agriculture agents in our county participate together each year in the following activities:

Fairs _____	Shows _____	Contests _____
Local _____	Local _____	Local _____
County _____	County _____	County _____
State _____	State _____	State _____

3. The vocational agriculture teachers and county agriculture agents in our county participate together each year in the following activities:

Adult Education _____	School Programs _____
Youth Programs _____	Others (list) _____

In my opinion (more, less, the same amount of) joint participation is needed. circle one above.

4. How would you rate cooperation between vocational agriculture teachers and county agents in your county.

Excellent _____ Good _____ Fair _____ Poor _____

If cooperation is less than excellent, in your opinion what causes the lack of cooperation?

- A. Is it FFA vs 4-H Club competitive friction? Yes _____ No _____

- B. Is it the fact 4-H boys drop out of 4-H to go into FFA upon entering high school? Yes _____ No _____

- C. List any other cooperation deterrent you might think appropriate:

- D. List any types of activities which might increase cooperation:

APPENDIX

Exhibit B

MEMORANDUM OF AGREEMENT BETWEEN THE STATE DEPARTMENT
OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION,
AND THE UNIVERSITY OF TENNESSEE AGRICULTURAL
EXTENSION SERVICE ENTERED INTO ON THE 29th
DAY OF APRIL 1957 IN NASHVILLE, TENN.

The passage of time and pressure of activities in our rapidly moving society often makes us lose sight of the primary objective of many of our programs, thus a lack of understanding and appreciation develops. This memorandum is created to re-emphasize that the primary purpose of high school vocational work, FFA, FEA, and 4-H Club activities is to offer capabilities and become better farmers and homemakers and more useful citizens. The field of activity and the need for such educational opportunities is much greater than either agency or youth organization has the facilities to fully meet. In the interest of accomplishing the most good for the greatest number of boys and girls of Tennessee, of making the efforts of each agency and each organization as useful and constructive as possible, and to help the activities of each to supplement the other, the following policy is agreed upon and set forth:

That representatives of the Agricultural Extension Service shall not discourage any boy or girl from enrolling and participating in vocational agriculture or vocational home economics and FFA or FEA organizations. Likewise that Vocational Education personnel shall not discourage any boy or girl from enrolling and participating in 4-H Club work. That single or joint enrollment, participation, and organizational membership is a decision that shall be made by each boy or girl concerned and that he or she shall have complete freedom in making the decision.

That only 4-H Club projects under the supervision of Extension representatives may be used in 4-H Club competition, awards of recognition programs. Likewise that only programs and activities under the supervision of Vocational personnel may be used in FFA or FEA competition, awards or recognition programs.

To obtain the broadest understanding of this policy statement, each organization or agency involved shall make every effort to familiarize all affected personnel and the rural people of Tennessee as to its intent, purpose and scope.

UNIVERSITY OF TENNESSEE
AGRICULTURAL EXTENSION SERVICE

/s/ C. E. Frohn
President

/s/ Webster Pendergrass
Dean

/s/ V. W. Darter
Director

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

/s/ Guill E. Cope
Commissioner

/s/ G. E. Freeman
Director

APPENDIX

Exhibit C

AGREEMENT DRAWN UP IN OKLAHOMA

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 to consist of students regularly enrolled in such vocational courses, which group shall be called by a different name than the 4-H Club work, and shall be entirely under the 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 some 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.C.) 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 vocational school and a vocational teacher, care shall be taken to invite the teacher ^{as} 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 ^{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, 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 of most of 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

VITA

Bert Bryant, Jr.

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF OPINIONS AND ATTITUDES EXPRESSED BY COUNTY
EXTENSION AND VOCATIONAL AGRICULTURE TEACHERS IN OKLAHOMA
REGARDING THE NATURE AND EXTENT OF DESIRABLE COOPERATIVE
WORKING RELATIONSHIPS

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