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To the Graduate Council:

I am submitting herewith a thesis written by James R. Lemons entitled "A Study of the Working Relationships of the Agricultural Extension Service and the Vocational Agriculture Program in East Tennessee." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

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A STUDY OF THE WORKING RELATIONSHIPS OF THE AGRICULTURAL EXTENSION
SERVICE AND THE VOCATIONAL AGRICULTURE PROGRAM IN EAST TENNESSEE

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
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for the degree of
Master of Science

by

James R. Lemons

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CHAPTER I

THE PROBLEM

Statement of the Problem

This study has dealt with the working relationships of the Agricultural extension service and the Vocational Agriculture Program in East Tennessee. The problem is analyzed into the following objectives:

1. to provide a descriptive analysis of the legal status of the Agricultural Extension Service and the Vocational Agriculture Program as set forth by the Smith-Lever and Smith-Hughes Acts.
2. to determine to what extent the two agencies are working together cooperatively and receiving beneficial assistance from each other, and to clarify the present situation in regard to overlappings, misunderstandings and conflicts among the two agencies.
3. to survey the workers in both services as to:
 - (a) the factors that promote better working relationships
 - (b) the factors that create less desirable working relationships
 - (c) the importance and influence of each of these factors.
4. to obtain the opinion of the workers in both services concerning the recent agreement between the State Department of Education, Division of Vocational Education, and the Agricultural Extension Service.

5. to offer suggestions for the improvement of the working relationships of these two agencies so that they can work together for the benefit of the people they serve.

Need and Value of the Study

There has been a marked development of agricultural education in rural areas throughout the State of Tennessee during the past forty years. The two agencies largely responsible for this growth are the Agricultural 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 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 farmer 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. The Joint Committee Report on Extension Programs, Policies, and Goals¹ states,

¹United States Department of Agriculture and Association of Land Grant Colleges and Universities, Joint Committee Report on Extension Programs, Policies and Goals (Washington: Government Printing Office, 1948), p. 21.

Close and harmonious operating relationships between extension workers and local teachers of vocational agriculture and home economics 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 overlapping and lack of cooperation between the two agencies. These conflicts have received wide publicity in the newspapers of the State with the result that, in some instances, some consideration has been given to encouraging better working relationships between the two services. But, 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, 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 more especially the factors responsible for this situation, should be of value not only to extension workers and teachers of vocational agriculture now in the field, but it could be of even greater value to future extension service employees and vocational agriculture teachers, since real improvements are usually made from knowing the experiences of the past and having the ability to plan wisely for the future.

It is with these needs in mind that this study is made.

Scope and Limitations of the Study

The information for this study was secured by conducting personal interviews with twenty-five agricultural county agents and fifty teachers

of vocational agriculture. These county agents and vocational agriculture teachers represented twenty-five counties in East Tennessee. There was at least one vocational agriculture teacher interviewed for each county and county agent. The maximum number of teachers interviewed per county was four even though some counties had more than four teachers.

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 may become objective.

Furthermore, this study reflects the opinions of the workers interviewed only at the time the interviews were conducted. As situations change the opinions toward them may also change.

Procedure in Making the Study

Due to the nature of the information desired for this study, it was necessary to use the personal interview method of collecting data rather than a questionnaire form by mail. It was believed that the personal interview would not only be more reliable, but would also result in more information collected in that it gave the interviewer a chance to break down any barriers that might inhibit the giving of the information desired.

A survey form was designed. After being reworked several times to omit some items, to include others and provide clarity and unity, it was presented to Dr. George W. Weigers, Jr., and Dr. A. J. Paulus, Department of Agricultural Education, The University of Tennessee. Following their suggestions for improvement, the writer again revised the form. It was

then used in a personal interview with one county agent and one teacher of vocational agriculture to test its effectiveness and reveal any flaws. Some slight changes were again made and the final draft was made and duplicated. (Appendix A)

Before beginning the interviews the author secured a letter of endorsement from Dr. Vernon W. Darter, Director, Agricultural Extension Service. This letter was mimeographed and mailed to each county agent. The letter gave the date and time that the interviewer would visit the county agent. (Appendix B)

A second letter of endorsement was secured from Dr. George W. Wiegers, Jr., Head, Department of Agricultural Education, The University of Tennessee, and mailed to each vocational agriculture teacher being used in this study. (Appendix B)

The cooperation from both county agents and vocational agriculture teachers was excellent. The interviews were usually conducted in the worker's office, but in a few cases they were conducted in the worker's home.

Before beginning the interview, the writer explained the nature and purpose of the study and assured the worker that the information given would be kept strictly confidential. A copy of the survey form was given to the worker to serve as a guide during the interview. As the questions were discussed, the answers and reactions of the workers were recorded on another copy of the form by the interviewer. All data collected were recorded in the presence of the person being interviewed.

It required on the average of approximately one hour to complete each interview.

The survey was started in June 1957 and completed in June 1958.

The data collected are presented in Chapters III, IV, and V.

Definition of Terms

Future Farmers of America: The national organization of farm boys who are enrolled in vocational agriculture. In Tennessee, FFA is considered an integral part of the total vocational agriculture program and systematic instruction in FFA is usually included in the total teaching program in vocational agriculture.

The aims and purposes of the Future Farmers of America are:²

- (1) To develop competent, aggressive, rural, and agricultural leadership.
- (2) To create and nurture a love of country life.
- (3) To strengthen the confidence of farm boys and young men in themselves and their work.
- (4) To create more interest in the intelligent choice of farming occupations.
- (5) To encourage members in the development of individual farming programs and establishment in farming.
- (6) To encourage members to improve the farm home and its surroundings.
- (7) To participate in worthy undertakings for the improvement of agriculture.

²Official Manual for Future Farmers of America (Alexandria, Virginia: Future Farmers Supply Service, 1956), p. 10.

(8) To develop character, train for useful citizenship, and foster patriotism.

(9) To participate in cooperative effort.

(10) To encourage and practice thrift.

(11) To encourage improvement in scholarship.

(12) To provide and encourage the development of organized rural recreational activities.

4-H Club: An organization composed of boys and girls between the ages of ten and twenty-one, inclusive, who are interested in farming and farm life.

The main objectives of 4-H Club work are:³

(1) To help rural boys and girls to develop desirable ideals and standards for farming, homemaking, community life, and citizenship, and a sense of responsibility for their attainment.

(2) To afford rural boys and girls technical instruction in farming and homemaking, that they may acquire skill and understanding in these fields and a clearer vision of agriculture as a basic industry, and of homemaking as a worthy occupation.

(3) To instill in the minds of rural boys and girls an intelligent understanding and an appreciation of nature and of the environment in which they live.

(4) To provide rural boys and girls an opportunity to "learn by doing" through conducting certain farm or home enterprises and demonstrating to others what they have learned.

³National Committee on Boys and Girls Club Work, 4-H Club Handy Book (Chicago, Illinois, 1939), p. 48.

(5) To teach rural boys and girls the value of research, and to develop in them a scientific attitude toward the problem of the farm and the home.

(6) To train rural boys and girls in cooperative action to the end that they may increase their accomplishments and, through associated efforts, better assist in solving rural problems.

(7) To develop in rural boys and girls habits of healthful living, to provide them with information and direction in the intelligent use of leisure, and to arouse in them worthy ambitions and a desire to continue to learn, in order that they may live fuller and richer lives.

(8) To teach and to demonstrate to rural boys and girls methods designed to improve practices in agriculture and homemaking, to the end that farm incomes may be increased, standards of living improved, and the satisfactions of farm life enhanced.

FFA Advisor: The teacher of vocational agriculture who directs and supervises the work and activities of the local FFA Chapter.

4-H Club Agent: In most counties in Tennessee the 4-H Club Agent is the Assistant County Agent or/and the Assistant Home Demonstration Agent and the 4-H Club is generally organized under their guidance. They meet with the Clubs, help the members select their agricultural or home-making projects, and act as general counselor. It is their duty to encourage 4-H Club work among the parents and children of the county. This 4-H Club work is a part of the extension program as provided for in the provisions of the Smith-Lever Act.

All-day Students: The students in a secondary school who are enrolled in vocational agriculture and receiving systematic instruction primarily in the science and art of farming and farm living.

Adult Farmer Classes: A class for individuals who are farming and who are interested in increasing their farming proficiency through attending regular organized instructional sessions and through supervision on the farm.

Young Farmer Classes: Classes consisting of a group of farmers (usually between the ages of 16 and 25) not otherwise enrolled in school, who are given systematic instruction by the teacher of vocational agriculture to aid them in becoming more proficient in farming.

Community Club: A club organized by the extension service to provide leadership opportunities in the community and improve farm living.

Community Leaders: Local volunteer leaders selected by rural people in a community. They are under the guidance of the county agent to help further the extension program in the community.

Advisory Council: A local group of farmers, business men and other civic leaders organized with the purpose of working with the teacher of vocational agriculture or county agricultural agent regarding the problems of the community or county.

Supervised Farming Program: A combination of study and farming activities carried on by the student enrolled in vocational agriculture on his own farm, or other farm, under the direction and supervision of the school.

Project or Productive Enterprise: A project selected by a 4-H Club member or vocational agriculture student involving partial or entire

management and ownership by the student. In 4-H Club work the term "project" is most commonly used, while in vocational agriculture the term "productive enterprise" is usually used. Essentially the two terms mean the same.

Improvement Project: A project conducted by students of vocational agriculture for the purpose of improving the farm home, the farm business, the farm equipment, or farm livestock.

Supplementary Farm Job: A farm job concerned mainly with the introduction of a new farming practice and the acquisition of new farming abilities, providing experience on the home farm in addition to that offered by productive enterprises and improvement projects.

Joint Enterprise or Joint Activity: An activity conducted jointly by the county agent and vocational agriculture teacher for the benefit or education of the people they serve.

Field Demonstration: A demonstration of improved agricultural methods carried out on farm for the purpose of teaching these improved methods or practices.

Review of Related Literature

Very little is reported in literature in regard to the problem involved in this study. The work that is reported is old and was conducted in distant localities.

Davis⁴ wrote an article in 1929 concerning cooperation between the county agents and vocational agriculture teachers in Texas. In the

⁴C. L. Davis, "County Wide Agricultural Cooperation in Texas," Agricultural Education, 1:3, September 1929.

article he discusses the organization of the "Agricultural Club of the Lower Rio Grande Valley of Texas." The Club consisted of vocational agriculture teachers, county agents, and experiment station 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.
- (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 \$100.
- (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.

Lane⁵ 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.

Patterson,⁶ 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.

Bundy⁷ 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 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 agreement⁸ 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

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

⁶J. C. Peterson, "Agents and Teachers Cooperate," Extension Service Review, 9:90, June 1934.

⁷Vernon Bundy, "An Ohio Cooperative Agreement," Agricultural Education, 1:3, September 1929.

⁸C. E. Ladd, "The New York Agreement," Agricultural Education, 1:7 September 1929.

agriculture teachers for doing 4-H Club work. All reports were made through the county agent's office.

In a study⁹ 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. The main reason for leaving the 4-H Club was because they lost interest.

Horn¹⁰ 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 the teachers and 77.5 per cent of the county agents. One hundred per cent of both the vocational agriculture teachers and county agents from whom replies were received were conducting joint programs of activities and interrelationships. The vocational agriculture teachers reported a total of 145 joint activities and interrelationships.

Rutherford¹¹ conducted a study in California in 1939 with the purpose of developing recommendations which should govern the working

⁹W. A. Anderson, Interests, Activities and Problems of Rural Young Folk (Ithaca, New York: Cornell University, 1935), pp. 27-28.

¹⁰T. 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.

¹¹D. M. Rutherford, "An 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.

relationships of county agents and vocational agriculture teachers in that state. This study pointed out that cooperation between the two agencies should be undertaken on a 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.

A more recent study conducted by Rogers¹² involves the extent and nature of memorandums or understanding between state departments of education and the Agricultural Extension Service. The method used in this study was to contact, by letter, the Director of Extension Service in each of the states in an attempt to obtain copies of Memorandums of Understanding which might be available. Seventeen Memorandums of Understanding were obtained.

In reviewing the reports from the seventeen states it was found that fourteen states were in agreement that separate projects be carried out by members belonging to both programs. Two states stated that the decision should be left up to the boy and his parents.

In regard to activities conducted jointly by the 4-H Club and FFA, twelve states felt that exhibits, fairs, and shows participated in by boys and girls enrolled in vocational agriculture and 4-H Club work would be separate. Two states felt that exhibits, fairs, and shows should be held jointly.

¹²A. N. Rogers, "The Extent and Nature of Memorandums of Understandings Between State Departments of Education and the State Agricultural Cooperative Extension Service Regarding Their Agricultural and Youth Activities," (Mimeographed Summary of Unpublished Seminar Report).

Concerning the question of whether or not to belong to both the 4-H Club and the FFA, six states felt that eligible youth could be members of both a 4-H Club and FFA Chapter, or of either group. Five states felt that every effort possible to prevent duplication of membership should be exercised.

CHAPTER II

THE LEGAL STATUS OF THE AGRICULTURAL EXTENSION SERVICE AND

THE VOCATIONAL AGRICULTURE PROGRAM AS PROVIDED FOR IN

THE SMITH-LEVER AND SMITH-HUGHES ACTS

This chapter will give the legal status of the agricultural extension service and the vocational agriculture program as provided for in the Smith-Lever and Smith-Hughes Acts.

The legislation pertaining to the agricultural extension service will be discussed first.

The Smith-Lever Act

The Smith-Lever Act is "an act to provide for co-operation in agricultural extension between the Agricultural Colleges in the several states receiving the benefits of an act of Congress approved July 2, 1862, and acts supplementary thereto, and the United States Department of Agriculture."¹

The purposes and functions of the act that relate to this study are as follows:

Section 1: Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that in order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of same, there may be inaugurated or in connection with the college or colleges in each state now receiving or which may hereafter receive the benefits of the act of Congress approved July 2, 1862. . . .²

¹Smith-Lever Act, Preamble.

²Ibid., Section I

Section 2: That co-operative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agricultural and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications and otherwise: and this work shall be carried on in such a manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this act.³

In brief then, the provisions of the Smith-Lever Act, as they relate to this study are to aid in diffusing useful and practical information on subjects relating to agriculture to persons not attending or resident in land grant colleges, through field demonstrations, publications, and otherwise.

As can be seen, the Smith-Lever Law is brief and written in general terms, permitting broad interpretations.

The Smith-Hughes Act

The Smith-Hughes Act is "an act to provide for the promotion of Vocational Education; to provide for co-operation with the states in the promotion of such education in agriculture and the trades and industries; to provide for co-operation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure."⁴

The references in the act having to do with its purposes and functions as they relate to this study are as follows:

³Smith-Lever Act, Section 2.

⁴Smith-Hughes Act, Preamble.

Section 1: . . . the sums provided . . . in this act to be paid to the respective states for the purpose of co-operating with the states in paying the salaries of teachers, supervisors, and directors of agricultural subjects . . . and for the use of the Federal Board for Vocational Education for the administration of this act and for the purpose of making studies, investigations and reports to aid in the organization and conduct of vocational education. . . .⁵

Section 5: That in order to secure the benefits of this act . . . any state shall through the legislative authority thereof, accept the provisions of this act and designate or create a state board consisting of not less than three members and having all necessary power to co-operate with . . . the Federal Board for Vocational Education in the provisions of this act. . . .⁶

Section 8: That in order to secure the benefits of the appropriations . . . the state board shall prepare plans showing the kinds of vocational education, . . . kinds of schools and equipment; courses of study; methods of instruction, qualifications of teachers and supervisors; plans for supervision. . . .⁷

Section 9: That the appropriation of salaries shall be devoted exclusively to the payment of salaries. . . .⁸

Section 10: . . . such education shall be that which is under public supervision or control; that the controlling purpose shall be to fit for useful employment; that the education shall be less than college grade and designated to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or farm home; that the state or local community or both shall provide the necessary plant and equipment; that the amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall not be less than the amount fixed by the State Board with the approval of the Federal Board as the minimum for such schools and classes in the state; that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm for at least six months per year; that the teachers, supervisors or directors

⁵Ibid., Section 1.

⁶Ibid., Section 5.

⁷Ibid., Section 8.

⁸Ibid., Section 9.

of agricultural subjects shall have at least, the minimum qualifications determined for the state by the State Board, with the approval of the Federal Board for Vocational Education.⁹

Even though the Smith-Hughes Act is more definite as to its purposes and plans for carrying out said purposes, it too leaves room for varied interpretations and confusion.

The purpose of the act is "to provide for the promotion of vocational education in agriculture." But what shall be the purpose of vocational education in agriculture? The controlling purpose of such education has so often been given in writings, speeches, and discussions as "to train present and prospective farmers for proficiency in farming." This statement of purpose has, in fact, been set forth so many times that it is almost universally accepted among teachers of vocational agriculture, school administrators, and most other workers in vocational agriculture with the assumption that it is a direct quotation from the Smith-Hughes Act. However, a close study of the act reveals that this is a derived statement and is not found in the act itself. The act states, "The controlling purpose of such education shall be to fit for useful employment." The instruction to this end "shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm."¹⁰

The act further states that the instruction shall be given through the public school system and "that such schools shall provide for directed

⁹Ibid., Section 10.

¹⁰Loc. Cit.

or supervised practice in agriculture, either on a farm provided for by the school, or other farm, for at least six months per year."¹¹

Ways in Which the Two Acts Overlap in Legal Provisions

The first way in which the Smith-Lever and the Smith-Hughes Acts overlap is in the purposes for which the two acts were enacted. The purposes are very similar, the purpose of the former being to diffuse useful and practical agricultural information, that of the latter to promote vocational education in agriculture. Hence, both acts provide for agencies whose functions are to disseminate agricultural information. These agencies usually operate in the same community.

Further overlapping lies in the fact that these two agencies are not only dealing with the same subject matter in the same community, but they are also dealing largely with the same people. The Smith-Hughes provisions are for education of less than college grade, and designed to meet the needs of persons over fourteen years of age, while the Smith-Lever provisions do not limit the grade of instruction or age of those to be instructed. Some writers, who have studied the two acts in an effort to clarify their provisions are of the opinion that, originally, it was intended that the Smith-Hughes Act should provide for instruction to continue through the public school age only, and the Smith-Lever Act to provide for the instruction of the adult rural people. A study of the report made to Congress by The Commission on National Aid to Vocational Education, founder of the Smith-Hughes Act, reveals that this is what the

¹¹ Smith-Hughes Act, Section 10.

founder had in mind when it made its report to Congress. In Chapter III of the report under the heading, "Kinds of Vocational Education for Which National Grants Should Be Given," the Commission had this to say:

So far as agricultural education is concerned provisions have already been made for agricultural workers through the Smith-Lever Act through part-time and evening schools. . . .

The Smith-Lever Act provides wisely and liberally through national grants to the States for agricultural education for the mature farmer through farm demonstration and farm extension work, which will carry expert knowledge and advice from the agricultural and mechanical colleges and experiment stations to remote neighborhoods, and reach the man on the farm. While, undoubtedly, this will extend, in some measure, beyond the adult farmer and his wife to the boys and girls of the family, stimulating their interests in the possibilities of farm life, yet the provisions of the Smith-Lever Act need to be supplemented by national grants to the States for teachers, supervisors, and directors of agricultural subjects in district agricultural high schools or in agricultural departments of rural high schools.¹²

The Commission on National Aid to Vocational Education of which Senator Hoke Smith was chairman definitely felt, then, that the adult farmer was taken care of under the Smith-Lever Act. National grants were already provided "wisely" and "liberally" for the mature farmer under the Smith-Lever Act. Only the adolescent or high school group was left out and must be provided for under the provisions of the proposed Smith-Hughes Act. Yet, adult farmer education has become a part of the Smith-Hughes program. True, in his History of Agricultural Education in the United States, explains how this came about. He says:

On their own initiative or by request of the people in the vicinity of the school, Smith-Hughes teachers in a number of

¹²Report of the Commission on National Aid to Vocational Education Together with Hearings Held on the Subject, Document No. 1004 (Washington: U. S. Government Printing Office, June 1914), p. 47.

places undertook extension work among the farmers. In some cases the number of students taking agriculture in the school was small, while the salary of the teacher was relatively large. This made vocational education in agriculture expensive, and the community therefore felt that it was entitled to services from this teacher outside of school.¹³

The teacher had the legal right to do such work because, even though the Commission made the report and recommended to Congress that no further grants were needed in the Smith-Hughes Act for adult education, no definite specifications along this line were actually included in the act itself. As a result of this lack of definite specifications, adult farmer education has been developed under the Smith-Hughes program to the extent that, in many states, it is an expected part of each vocational agriculture teacher's program of work. Whether or not this has hindered the all-day or high school program cannot be definitely said. But the question is often asked, "If a teacher of vocational agriculture has 50 to 60 all-day high school students, will he have time to teach and supervise adult and young farmer classes?" The answer might be found in knowing whether or not the teacher is doing a good job of teaching and providing on-the-farm supervision for the 50 to 60 all-day students.

Another question might be raised as to whether or not the Smith-Lever program is reaching the majority of the adult farmer population through its farm demonstrations, farm-extension work, Community Clubs, et cetera. A study along this line might be beneficial and throw further light on the matter of the overlappings of the two groups and the extent to which they are duplicating their efforts with the same groups.

¹³Alfred C. True, A History of Agricultural Education in the United States 1785-1925 (Washington: United States Government Printing Office, 1929), p. 374.

Further overlappings in the provisions of the two acts continue into the means of instruction. As provided for under the Smith-Hughes Act, the instruction must be systematic, while under the Smith-Lever Act, the instruction is to be in the nature of practical demonstration or "otherwise." The teacher of vocational agriculture may need to use practical demonstration to amplify his organized classroom instruction, while the agricultural extension worker under the term "otherwise" could very well include systematic instruction.

Furthermore, the Smith-Hughes Act provides that agricultural instruction be given through the public school system, and that "such schools shall provide for directed or supervised practice in agriculture." This has led to project work, or productive enterprises carried out on the home farm. This necessitates visits, supervision, instruction, and often practical demonstration at the home farm by the teacher of vocational agriculture if the projects are to be effectively and efficiently carried out. The Smith-Lever workers, in the organization of their agricultural 4-H Clubs, have projects which are very similar to the vocational agriculture program. They too call for on-the-farm supervision. Hence, conflicts and overlappings may easily occur in project work.

History of Working Relationships and Agreements Made Between the Two Agencies

In view of the fact that there are possibilities for conflicts and misunderstandings between the two groups, it is not surprising to find that such has been the case down through the history since the passing of the two acts.

The first misunderstanding occurred in 1918, which was the next year after the Smith-Hughes Act was enacted. During this year representatives of both services found it necessary to get together and form an agreement in an attempt to determine the relationships which should exist between these two agencies in their endeavor to serve the rural people. At this time a document was drawn up. This document was approved by a joint committee of the United States Department of Agriculture and the Federal Board of Vocational Education. (Appendix C)

This memorandum did not prove satisfactory because confusion and unrest continued interfering with the efficient service of both groups.¹⁴

Three years later another committee convened for the same purpose of studying the relationships between the Smith-Lever and Smith-Hughes agencies. The findings of this committee were issued in May 1921 along with an agreement of what the working relationships should be.

(Appendix C)

This agreement also failed to overcome the confusion resulting from the provisions of the two acts, and in 1928, a third conference was held. The report of this third conference was issued in December 1928 and entitled, "Memorandum of Understandings Relative to Smith-Hughes and Smith-Lever Relationships in Agriculture."¹⁵ (Appendix C)

¹⁴Ibid., p. 375.

¹⁵"Memorandum of Understandings Relative to Smith-Hughes and Smith-Lever Relationships in Agriculture," (Mimeographed), p. 7.

In Tennessee, there have also been agreements between the State Department of Education, Division of Vocational Education, and the Agricultural Extension Service to govern their working relationships. On January 22, 1939, an agreement was reached between these agencies. (Appendix C)

Among other things it provided that the vocational agriculture teacher would encourage and assist all boys coming into his classes with 4-H Club projects to complete those projects and turn the records over to the 4-H Club leader or County Agent. This agreement further provided that 4-H Clubs were not to be organized in schools having vocational departments except at the request of the principal of that school.

This State agreement was in conformity with the national one entered into in Washington in 1928 which stated that:

In counties having Vocational Agriculture Departments or Schools, it is recommended that the Cooperative Agricultural Extension Service do not enroll students of Vocational Agriculture for 4-H Club Work.¹⁶

As 4-H Club work grew, it was developed in many high schools having Vocational Agriculture Departments throughout the State with the result that conflicts between the two agencies sometimes occurred.

In March 1949, Mr. G. E. Freeman, State Director of Vocational Agriculture, sent out a letter (Appendix C) in which he pointed out, among other things, that:

(1) Vocational Training in Agriculture is definitely and squarely in the school and is entirely a school activity.

¹⁶Ibid., p. 3.

(2) The Agricultural Extension Service workers are not employees of the County Board of Education and it is not, therefore, a school activity.

(3) The 1939 State agreement provided that 4-H Clubs were not to be organized in schools having Vocational Agriculture Departments, except at the request of the principal of that school.

(4) The 1939 State agreement had not been rescinded.

On October 17, 1950, the Agricultural Extension Service issued a statement of policy with regard to relationships between the 4-H Clubs and Future Farmers of America in the State. (Appendix C) In this policy the Agricultural Extension Service stated:

It is the firm belief of those charged with the administration of the Agricultural Extension Service that the boys and girls of Tennessee and their parents have the right and privilege of determining whether these boys and girls may simultaneously participate in both F.F.A. or F.H.A. youth organizations, sponsored by Vocational Agriculture and Vocational Home Economics, and 4-H Club work, a youth organization sponsored by the Agricultural Extension Service. It is our position that no one has a right to exclude boys and girls of Tennessee from benefits to be derived from either of these educational opportunities because of their membership or activity in either of the above organizations.¹⁷

This statement of policy received opposition from many vocational agriculture workers throughout the State. They claimed that this policy violated the agreement entered upon in 1939, with the result that confusion existed in some counties to the extent that it interfered with the efficient service of both groups.

¹⁷"Statement of Policy of the Agricultural Extension Service With Regard to Cooperative Relationships Between 4-H Clubs and F.F.A.-F.H.A. Organizations in the State of Tennessee," October 17, 1950.

This confusion grew until, in 1957, representatives of the State Department of Education, Division of Vocational Education, and The University of Tennessee Agricultural Extension Service met for the purpose of reaching an understanding. At this time an agreement was reached between the two agencies. (Appendix C)

The following policy was set forth regarding 4-H Club and Future Farmer of America activities in this new agreement:

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 FHA 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.¹⁸

This memorandum of agreement was issued in May 1957, just prior to the time this study was begun. Further discussion of the agreement and the data presenting the opinions of workers in both fields concerning it will be given in Chapter V.

¹⁸"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, Tennessee," Prepared by the Agricultural Extension Service, University of Tennessee (Mimeographed)

CHAPTER III

A RATING OF THE WORKING RELATIONSHIPS OF COUNTY AGENTS AND VOCATIONAL AGRICULTURE TEACHERS IN EAST TENNESSEE AND THE INFLUENCE OF FACTORS PROMOTING COOPERATION BETWEEN THE TWO GROUPS

In answer to the question "How would you rate your working relationships with the (County Agent, Vo-Ag Teacher)?" it can be seen from Table I that 34 per cent of the vocational agriculture teachers and 28 per cent of the county agents interviewed rated their working relationships as excellent.

It is interesting to note that by combining the number of "excellent" and "good" working relationships, a total of 68 per cent is reached for both the vocational agriculture teachers and county agents. This leaves 32 per cent of both groups rating their relationships as either "fair" or "poor." Of this 32 per cent a few more of the county agents rated their relationships as "poor" than did vocational agriculture teachers.

If this particular question had been asked at the end of the interview rather than at the beginning, the workers likely would have rated their working relationships lower. In some cases, after going over the survey form and discussing each factor, the interviewee would realize he had rated his working relationships too high and go back and lower the rating.

In view of the fact that 32 per cent of the teachers and 28 per cent of the agents rated their working relationships as excellent, some

TABLE I

RATING OF THE WORKING RELATIONSHIPS OF COUNTY AGENTS
AND VOCATIONAL AGRICULTURE TEACHERS
IN EAST TENNESSEE

Workers	Excellent Per Cent	Good Per Cent	Fair Per Cent	Poor Per Cent
Vocational Agriculture Teachers	32	36	18	14
County Agents	28	40	12	20

attention is given to the factors that contribute to the growth of this cooperation and the influence of each factor.

The factors of a cooperative nature are presented in two groups. The first group deals with activities in which the agents aid the teachers, and the second group with activities in which the teachers aid the agents.

Influence of Cooperative Activities (Agents Helping Teachers)

From Tables II and III we see that the most influential factor is agents supplying teachers with bulletins. Eighty-eight per cent of the teachers and 80 per cent of the agents felt that this factor had some degree of influence in promoting cooperation, while 50 per cent of the teachers and 72 per cent of the agents felt that this factor had great influence. The one teacher who felt that this factor had had negative influence in promoting cooperation was unable to obtain bulletins in sufficient quantity for teaching purposes. In this case, the County Agent limited the number of bulletins to one per farmer or teacher. This necessitated each student of vocational agriculture going to get his own booklet. However, in most cases, the county agents kept a supply of bulletins on hand and it was a good source of references for the teachers that involved little effort or undue delay in obtaining.

For the factor "supplying the teachers with illustrative materials" the percentages are somewhat lower than those for bulletins. Many times the workers would ask what was meant by illustrative materials. After an explanation of what this would include was given, the comment was

TABLE II

OPINIONS OF FIFTY VOCATIONAL AGRICULTURE TEACHERS CONCERNING THE INFLUENCE
OF COOPERATIVE ACTIVITIES (AGENTS HELPING TEACHERS)

Activity	Total	Degree of Influence						Negative		
		Great		Moderate		Little			None	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent		Per Cent	Per Cent
1. Supplying bulletins	88		50	30		6				2
2. Supplying illustrative materials	60		8	26		24		2		
3. Assisting in securing resource people	68		24	18		26				
4. Assisting in placing vo-ag graduates for employment	26		8	10		8				
5. Assisting with supervised farming programs of all-day students	22			8		14				
6. Assisting with supervised farming programs of adult farmers	38		2	18		18				
7. Assisting with organizing adult classes	20		6	6		8				
8. Assisting with conducting adult classes	24		4	2		18				
9. Assisting in securing FFA members	12					6				6
10. Assisting with FFA Program of work	16			6		8				2
11. Assisting with FFA contests	28		2	10		14		2		
12. Assisting with FFA field trips	28		6	6		16				
13. Assisting with FFA shows and fairs	74		16	24		26		6		2
14. Assisting with FFA fund raising campaigns	8			2		6				
15. Assisting in securing FFA loans	10					8				2
16. Assisting with FFA recreational activities (Banquets, picnics, etc.)	30		10	6		14				
17. Assisting with organization of advisory council	6					6				
18. Assisting with maintenance of advisory council	4			2		2				
19. Assisting with making farm surveys	28		2	10		14		2		
20. Assisting in publicity activities	26			16		6		2		
21. Exchanging equipment	58		16	14		26		2		
22. Assisting with the buying of agricultural products cooperatively	16		6	2		8				
23. County agent substituting for teacher	2		2							

TABLE III

OPINIONS OF TWENTY-FIVE COUNTY AGENTS CONCERNING THE INFLUENCE
OF COOPERATIVE ACTIVITIES (AGENTS HELPING TEACHERS)

Activity	Total Per Cent	Degree of Influence				None Per Cent	Negative Per Cent
		Great Per Cent	Moderate Per Cent	Little Per Cent			
1. Supplying bulletins	80	72	8				
2. Supplying illustrative materials	64	20	28	16			
3. Assisting in securing resource people	80	28	32	20			
4. Assisting in placing vo-ag graduates for employment	48		24	20		4	
5. Assisting with supervised farming programs of all-day students	44		16	24		4	
6. Assisting with supervised farming programs of adult farmers	60		24	32		4	
7. Assisting with organizing adult classes	24	4	16	4			4
8. Assisting with conducting adult classes	56	16	20	16			4
9. Assisting in securing FFA members	28		4	16		4	4
10. Assisting with FFA program of work	20		8	8		4	4
11. Assisting with FFA contests	56	4	16	28			8
12. Assisting with FFA field trips	24	8	8	8			
13. Assisting with FFA shows and fairs	72	20	16	32			4
14. Assisting with FFA fund raising campaigns	8		8				
15. Assisting in securing FFA loans	12			4			4
16. Assisting with FFA recreational activities (banquets, picnics, etc.)	52	24	8	16		4	4
17. Assisting with organization of advisory council	4	4					
18. Assisting with maintenance of advisory council	8	4	4				
19. Assisting with making farm surveys	28		8	20			
20. Assisting in publicity activities	56	4	16	28			8
21. Exchanging equipment	64	24	32	8			
22. Assisting with buying of agricultural products cooperatively	24	4	16	4			

usually made that illustrative materials were made available to the vocational agriculture teachers when such were available to the county agents. But in most cases, illustrative teaching materials were secured from another source.

A close correlation existed between the opinions of both the teachers and agents concerning the factor "assisting in securing resource people." Of the teachers (Table II), 68 per cent felt that this factor was influential, while 80 per cent of the agents (Table III) had the same opinion. Most of the workers who reacted to this factor stated that the county agents either helped the vocational agriculture teachers in securing the resource people from the State University and experiment stations, or that the agents made the services of these specialists available to the teachers whenever such people were in the county.

The factor "assisting with FFA shows and fairs" ranked high in the opinions of both the county agents and vocational agriculture teachers as a factor promoting cooperation. It was usually pointed out by the workers that this was a joint activity involving both the FFA and 4-H Club and was usually named accordingly. Both the agents and the teachers expressed a high regard for the joint livestock shows and fairs held in East Tennessee. Only a very few (2 per cent of the teachers and 4 per cent of the agents) had experienced situations where joint shows and fairs had worked against cooperation between the two groups.

Assisting the vocational agriculture teacher with FFA contests, field trips, recreational activities, and publicity activities exerted considerable influence in promoting cooperation in the opinions of workers in both services. These factors ranked relatively high in terms of the total number indicating some degree of influence and the degree of influence

indicated. In a very few cases (2 per cent of the teachers and 8 per cent of the agents), the factor "assisting with publicity activities" was rated as having negative influence in promoting cooperation. An example of this was the writing of news articles about joint activities involving both the FFA and 4-H Club by one agency which did not meet the approval of the other agency.

The workers were given a chance to identify any other factors not already listed on the survey form. Only one factor, "county agent substitutes for vocational agriculture teacher when he is absent from school," was added to the list. This factor was rated as having great influence.

Influence of Cooperative Activities (Teachers Aiding Agents)

This second group of cooperative activities relates to matters in which the county agents receive aid from the teachers of vocational agriculture.

The factor "assisting with Community Club meetings" ranked first as the factor fostering cooperation in the opinion of both groups, as Table IV indicates. However, in Chapter IV of this study it can be seen that this is also a factor causing conflict and misunderstanding between county agents and vocational agriculture teachers. Under cooperative activities the wording is "assisting with Community Club meetings"; under possible conflicts, it is worded, "vo-ag teacher using Community Club as adult evening class." Perhaps the difference is "assisting" the county agent with his Community Club and "using" his Community Club as an evening class. Or perhaps it is a different group of county agents indicating conflicts in Chapter IV than the group indicating cooperation here.

TABLE IV

OPINIONS OF FIFTY VOCATIONAL AGRICULTURE TEACHERS CONCERNING THE INFLUENCE
OF COOPERATIVE ACTIVITIES (TEACHERS HELPING AGENTS)

Activity	Total Per Cent	Degree of Influence					
		Great Per Cent	Moderate Per Cent	Little Per Cent	None Per Cent	Negative Per Cent	
1. Assisting with Community Club meetings	62	22	16	24			
2. Assisting in securing community leaders	44	10	10	24			
3. Assisting community leaders	54	16	20	16	2		
4. Assisting in securing 4-H Club leaders and/or members	16	2	2	8	2	2	
5. Offering senior vo-ag students as 4-H Club leaders	12		6	2			4
6. Assisting with 4-H Club programs	12	2	4	6			
7. Assisting with 4-H Club contests	32	8	6	10	8		
8. Assisting with 4-H Club shows and fairs	56	10	18	22	6		
9. Assisting with 4-H Club recreational activities (picnics, banquets, etc.)	4			4			
10. Assisting with field trips	38	6	10	14	8		
11. Assisting in checking field demonstrations	24	2	10	10	2		
12. Assisting in making farm surveys	16		6	8	2		
13. Extending use of farm shop facilities	46	8	10	22	6		
14. Exchanging equipment	58	10	16	26	6		
15. Assisting with publicity activities	38		18	14	6		
16. Assisting with the buying of agricultural products cooperatively	26	2	8	16			

Extending the use of the farm shop facilities to the county agents and exchanging equipment were factors exerting great influence in promoting cooperation, as can be seen from Tables IV and V. In the opinion of both groups, the vocational agriculture teacher would be influential in developing better working relationships by extending the use of the farm shop to the county agent when the agent needed the facilities therein. In most cases this created a situation where both workers were willing to share any equipment or facilities possessed by either.

The 4-H Club shows and fairs were usually conducted jointly with the FFA as pointed out earlier. Many teachers and agents felt this to be a very influential factor in promoting cooperation.

Other factors which were rated high in the opinion of the workers as having some degree of influence in fostering cooperation were assisting in securing community leaders, assisting community leaders, and assisting with 4-H Club contests.

The Influence of Experience Factors

The next group is concerned with factors related to experience.

As revealed in Tables VI and VII, the factor most frequently checked by both the county agents and vocational agriculture teachers as having some degree of influence in promoting cooperation was having farm experience. Only two teachers and one agent felt that farm experience had no influence.

Even though the number of county agents who had previously been vocational agriculture teachers is not too great, all of the agents except

TABLE V

OPINIONS OF TWENTY-FIVE COUNTY AGENTS CONCERNING THE INFLUENCE
OF COOPERATIVE ACTIVITIES (TEACHERS HELPING AGENTS)

Activity	Total Per Cent	Degree of Influence						Negative Per Cent
		Great Per Cent	Moderate Per Cent	Little Per Cent	None Per Cent			
1. Assisting with Community Club meetings	76	40	28	4	4			
2. Assisting in securing community leaders	48	16	12	16	4			
3. Assisting community leaders	48	16	24	4	4			
4. Assisting in securing 4-H Club leaders and/or members	32		4	16		12		
5. Offering senior vo-ag students as 4-H Club leaders	12	4		4	4			
6. Assisting with 4-H Club programs	24	8	4	8		4		
7. Assisting with 4-H Club contests	48	8	16	16	4	4		
8. Assisting with 4-H Club shows and fairs	64	8	20	28	4	4		
9. Assisting with 4-H Club recreational activities (picnics, banquets, etc.)	12	4		8				
10. Assisting with field trips	44	8	20	16				
11. Assisting in checking field demonstrations	28	4	4	20				
12. Assisting in making farm surveys	20		4	16				
13. Extending use of farm show facilities	64	16	24	20	4			
14. Exchanging equipment	72	16	24	32		12		
15. Assisting with publicity activities	64	16	16	20				
16. Assisting with the buying of agricultural products cooperatively	36	4	16	16				

TABLE VI

OPINIONS OF FIFTY VOCATIONAL AGRICULTURE TEACHERS CONCERNING THE INFLUENCE
OF EXPERIENCE FACTORS

Activity	Total Per Cent	Degree of Influence					
		Great Per Cent	Moderate Per Cent	Little Per Cent	None Per Cent	Negative Per Cent	
1. County agent had experience as vo-ag teacher	26	22	2	2			
2. Vo-ag teacher had experience as county agent	8	8					
3. County agent had experience as former FFA member	32	18	6	6	2		
4. Vo-ag teacher had experience as former 4-H Club member	30	8	2	18	2		
5. County agent had several years experience as county agent	66	24	14	26	2		
6. Vo-ag teacher had several years experience as vo-ag teacher	76	30	24	22			
7. County agent had farm experience	64	16	32	14	2		
8. Vo-ag teacher had farm experience	84	22	40	22	2		
9. County agent had experience in agricultural positions other than farming	32	6	8	10	8		
10. Vo-ag teacher had experience in agricultural positions other than farming	30	2	8	10	10		
11. County agent had experience in non-agricultural positions	16		2	6	8		
12. Teacher had experience in non-agricultural positions	42	8	2	10	22		
13. Present vo-ag teacher former student of county agent	2	2					
14. County agent former student of vo-ag teacher	2	2					

TABLE VII

OPINIONS OF TWENTY-FIVE COUNTY AGENTS CONCERNING THE INFLUENCE
OF EXPERIENCE FACTORS

Activity	Total Per Cent	Degree of Influence			
		Great Per Cent	Moderate Per Cent	Little Per Cent	None Per Cent
1. County agent had experience as vo-ag teacher	24	20			4
2. Vo-ag teacher had experience as county agent	16	16			
3. County agent had experience as former FFA member	52	16	20	16	
4. Vo-ag teacher had experience as former 4-H Club member	36	4	20	8	4
5. County agent had several years experience as county agent	64	24	20	16	4
6. Vo-ag teacher had several years experience as vo-ag teacher	56	24	24	8	
7. County agent had farm experience	80	16	28	32	4
8. Vo-ag teacher had farm experience	68	16	28	24	
9. County agent had experience in agricultural positions other than farming	52	4	8	24	16
10. Vo-ag teacher had experience in agricultural positions other than farming	24		4	20	
11. County agent had experience in non-agricultural positions	40	4		12	24
12. Teacher had experience in non-agricultural positions	12			4	8

one indicated that this had had great influence in fostering good working relationships. The one county agent who felt that this had been a hindrance rather than a help felt that he received a "raw deal" while teaching vocational agriculture.

Even fewer of the teachers had had experience as county agents. However, of the 8 per cent who had previous experience as a county agent, all of them indicated this factor had great influence on their working relationship.

The influence of the county agents having had experience as former FFA members was some greater than for vocational agriculture teachers having had experience as 4-H Club members. This might be attributed to the county agent's having been a member of the FFA for a longer period of time than the vocational agriculture teachers were members of the 4-H Club. In a few cases the teachers of vocational agriculture considered their former experience in the 4-H Club more valuable than their former experience in the FFA.

Even though several of the workers had had experience in agricultural positions other than farming and in nonagricultural positions, these factors were not rated as being very influential in fostering present working relationships. Neither was there a high degree of consistency in the workers' opinions as to the degree of influence that these factors had (Tables VI and VII). Many of the agents and teachers indicated that their only position since graduation from college had been either as county agent or teacher of vocational agriculture. (Military service was not considered as "other position.")

The only two factors added to the list by the workers under experience were "Vo-ag teacher former student of county agent" and County agent former student of vo-ag teacher." In both cases these experience factors were rated as having great influence.

Influence of Miscellaneous Factors

The factors of an unrelated nature are grouped together and the data presented in Tables VIII and IX.

The factor in this group being checked by the greatest number of workers concerns place of residence. One hundred per cent of the county agents and 98 per cent of the teachers lived in the county where they were employed. However, 36 per cent of the teachers and 20 per cent of the agents did not feel that this factor had any influence on their cooperation. The one teacher who lived in an adjoining county to the one in which he worked felt that this did not have any influence on the working relationships in his situation.

In regard to residence in the same town or city, 34 per cent of the teachers and 52 per cent of the agents were of the opinion that this factor had some degree of influence on their working relationships. The percentage is higher for the county agents because a larger percentage of the total county agents live in the same town that a vocational agriculture teacher does. In most cases the county agent lives in the county seat. This town will usually have at least one vocational agriculture teacher. The remaining vocational agriculture teachers in the county would probably be teaching and living in other communities.

TABLE VIII

OPINIONS OF FIFTY VOCATIONAL AGRICULTURE TEACHERS CONCERNING
THE INFLUENCE OF MISCELLANEOUS FACTORS

Activity	Total Per Cent	Degree of Influence				Negative Per Cent
		Great Per Cent	Moderate Per Cent	Little Per Cent	None Per Cent	
1. Relations developed by predecessors	46	14	16	8	2	6
2. Both live in county where employed	98	14	16	32	36	
3. Both live in same town or city	34	8	10	8	6	2
4. Both have membership in same civic or social organization	22	6	14	2		
5. Both belong to same church	8	6			2	
6. One or both now live on farm	32	2	2	14	14	
7. Both attended same college or university	78	6	40	26	6	
8. Both had same undergraduate major subject	32	8	14	10		
9. Ages of county agent and vo-ag teacher similar	46		10	26	10	
10. One or both had additional professional training	66	6	10	26	24	

TABLE IX

OPINIONS OF TWENTY-FIVE COUNTY AGENTS CONCERNING THE INFLUENCE
OF MISCELLANEOUS FACTORS

Activity	Total Per Cent	Degree of Influence				
		Great Per Cent	Moderate Per Cent	Little Per Cent	None Per Cent	Negative Per Cent
1. Relations developed by predecessors	48	8	16	8	4	12
2. Both live in county where employed	100	16	40	24	20	
3. Both live in same town or city	52	16	28	8		
4. Both have membership in same civic or social organization	44	20	20	4		
5. Both belong to same church	28	24		4		
6. One or both now live on farm	32		4	20	8	
7. Both attended same college or university	76	8	32	28	8	
8. Both had same undergraduate major subject	48	12	16	16	4	
9. Ages of county agent and vo-ag teacher similar	36	4	16	12	4	
10. One or both had additional professional training	52		8	24	20	

In the counties with more than one vocational agriculture department, the county agents were asked if their working relationships were better with the teacher working in the same community or with the teachers in the other outlying communities in the county. There was a lack of consistency in the replies obtained. Some agents pointed out that naturally they had a better chance to work closer with the local teacher and build better working relationships, while other county agents stated that they got along better with the teachers in the outlying communities. "The boys that are out a ways do not bother us and we don't bother them," was a rather common statement among this group of county agents. Likewise, many of the teachers in the more distant communities commented to the effect that "We get along fine out here but Mr. _____ up there in the same town with the county agent doesn't get along at all." This situation seemed to be more true if the county agent and the vocational agriculture teacher in a particular town were both aggressive in their work.

Tables VIII and IX further indicate that 46 per cent of the teachers and 48 per cent of the county agents were of the opinion that the relationships developed by their predecessors had been influential to some extent in promoting their present working relationships. Of this number, 6 per cent of the teachers and 12 per cent of the agents felt that the relationships developed by their predecessors had been a hindrance to their present working relationships. One comment was, "Yes, the extension workers and the vocational agriculture people have always fought in this county and we're still fighting."

From the opinions expressed, attending the same college or university was a factor with some degree of influence in a large number of cases as evidenced by 78 per cent of the teachers and 76 per cent of the county agents checking this factor as being influential. This large number can be attributed to the fact that a large percentage of the teachers and county agents interviewed were graduates of the same university.

Not only were they graduates of the same university, but in many cases they both had the same undergraduate major subject. From Tables VIII and IX we see that 32 per cent of the teachers and 48 per cent of the county agents felt that having had the same undergraduate major subject had been influential to some extent in developing their working relationships. This "same undergraduate major subject" would be, by necessity agricultural education since vocational agriculture teachers are required to have a major in that field in order to receive teacher certification under the Smith-Hughes program.

It can be seen further from these tables that 66 per cent of the vocational agriculture teachers and 52 per cent of the county agents indicated that they had had additional professional training since graduation from the university. However, 50 per cent of the teachers and 44 per cent of the county agents felt that this additional professional training had had little or no effect on their working relationships. This did not mean, they pointed out, that it had not helped them in developing and carrying out their own individual programs of work.

As to the factor of similarity in age, it can be noted that 46 per cent of the teachers and 36 per cent of the agents were of the opinion that the ages of the two workers being similar had some effect on their

cooperation, either pro or con. Of the number who felt that this factor had helped their cooperative efforts, some pointed out that when the teacher and county agent were about the same age they had more in common in the way of interests, family relationships, et cetera. Therefore, their cooperation was greater. However, in some cases, a particular worker was respected by the other worker because of a big age difference and many more years of experience in the service.

Other factors which exerted some degree of influence were belonging to the same civic or social organization in which 22 per cent of the teachers and 44 per cent of the county agents indicated some degree of influence, and belonging to the same church in which only 8 per cent of the teachers and 28 per cent of the county agents were of the opinion that this had any influence in promoting their working relationships. It was the social activities of the church, the workers pointed out, rather than just "belonging" that influenced the working relationships. Reactions to this factor were to the effect that everyone had the right to worship as he pleases and differences of opinion on religious matters did not affect their working relationships in their professions.

CHAPTER IV

THE OCCURRENCE AND INFLUENCE OF FACTORS CAUSING CONFLICTS, OVERLAPPING, OR MISUNDERSTANDING BETWEEN COUNTY AGENTS AND VOCATIONAL AGRICULTURE TEACHERS IN EAST TENNESSEE

This chapter will deal with the factors which cause conflicts, overlappings, and misunderstandings between the county agents and vocational agriculture teachers involved in this study. Some of the factors checked by the workers in this chapter were rated as just overlappings and were not considered conflicts. The workers were aware of the overlapping of efforts but did not let it interfere to a great extent with their cooperative efforts.

As indicated in Tables X and XI, the factors heading the list of conflicts and/or overlappings, in the opinions of the workers involved, were vocational agriculture teacher urging high school boys to give up 4-H Club work and 4-H Club leader urging high school boys to continue 4-H Club work. Boys who had been very active in their 4-H Club work prior to entering high school and had a good 4-H program in operation would, naturally, be encouraged by their 4-H Club leader to continue his 4-H Club work. On the other hand, the vocational agriculture teacher could also see potential for such boys in vocational agriculture, and if the boys enrolled in vocational agriculture they were encouraged to drop their 4-H Club work in order to have a better supervised farming program in vocational agriculture and be more active in the FFA. Many times this would put the boy in an embarrassing situation. Regardless of the decision he would reach, it would affect either his 4-H leader or the vocational agriculture teacher or both.

TABLE X

OPINIONS OF FIFTY VOCATIONAL AGRICULTURE TEACHERS CONCERNING THE
OCCURRENCE AND INFLUENCE OF CONFLICTS AND MISUNDERSTANDINGS

Activity	Total Per Cent	Degree of Influence			
		Great Per Cent	Moderate Per Cent	Little Per Cent	None Per Cent
1. Vo-ag teacher using Community Club as evening class	2	2			
2. Vo-ag teacher urging high school boy to give up 4-H Club work	30	14	6	10	
3. 4-H Club urging high school boy to continue 4-H Club work	40	16	8	16	
4. Vo-ag students entering 4-H Club projects in FFA contests	10	6	2	2	
5. 4-H Club members entering FFA projects in 4-H Club contests	12	2	8	2	
6. High school boys entering a single project in both 4-H and FFA contests	4		2	2	
7. Vo-ag teacher getting credit for farming program that was developed while in 4-H Club work	6		6		
8. 4-H Club leader getting credit for farming program that was developed in vocational agriculture	10	6	4		
9. Vo-ag boys attending 4-H Club summer camp	34		14	20	
10. 4-H Club boys attending FFA summer camp	0				
11. Publication of news articles by one agency when should have come from other agency	12	8	4		
12. One agency giving advice contrary to other agency	14	6	8		
13. One agency trying to lower prestige of other in community by talking to farmers, etc.	14	4	10		
14. One agency expecting other to act as "chore man"	14	2	12		
15. Laxity of rules governing entry of livestock in county fairs	2	2			
16. Agent wanting to charge for bulletins in quantity	2	2			

TABLE XI

OPINIONS OF TWENTY-FIVE COUNTY AGENTS CONCERNING THE OCCURRENCE
AND INFLUENCE OF CONFLICTS AND MISUNDERSTANDINGS

Activity	Total Per Cent	Degree of Influence			
		Great Per Cent	Moderate Per Cent	Little Per Cent	None Per Cent
1. Vo-ag teacher using Community Club as evening class	36	8	12	16	
2. Vo-ag teacher urging high school boy to give up 4-H Club work	76	48	4	12	12
3. 4-H Club urging high school boy to continue 4-H Club work	76	36	20	12	8
4. Vo-ag students entering 4-H Club projects in FFA contests	12	4	8		
5. 4-H Club members entering FFA projects in 4-H Club contests	16	4	8	8	
6. High school boys entering a single project in both 4-H and FFA contests	8		8		
7. Vo-ag teacher getting credit for farming program that was developed while in 4-H Club work	60	32	20		8
8. 4-H Club leader getting credit for farming program that was developed in vocational agriculture	4		4		
9. Vo-ag boys attending 4-H Club summer camp	32	8	8	16	
10. 4-H Club boys attending FFA summer camp	12		4	4	4
11. Publication of news articles by one agency when should have come from other agency	8	8			
12. One agency giving advice contrary to other agency	32	20	12		
13. One agency trying to lower prestige of other in community by talking to farmers, etc.	24	12	12		
14. One agency expecting other to act as "chore man"	20	8	12		

Of the county agents and vocational agriculture teachers who did not consider this a problem, they usually stated that they let the boy make up his own mind without encouragement either way or from either side. However, even these workers admitted that a "let alone" policy such as this was often difficult because they would sometimes be trying to influence the boy or his parents without being fully aware of their attempts to influence.

Along the same line, the factor "Vo-ag teacher getting credit for farming program that was developed while in 4-H Club work" was considered an influential factor by 60 per cent of the county agents and 6 per cent of the vocational agriculture teachers, as indicated in Tables X and XI. One would naturally expect the county agents to be more aware of this factor than the vocational agriculture teachers.

Not only did the vocational agriculture teacher get credit for good farming programs developed in the 4-H Club, but he oftentimes got credit for developing other skills and abilities which were actually developed while under the guidance of the 4-H Club leader, according to the workers. As one county agent stated, "The vocational agriculture department has awards down there in livestock judging that were won by boys we trained."

It would be expected that the factor "4-H Club leader getting credit for farming program that was developed in vocational agriculture" to occur less frequently because of the fact that boys may begin 4-H Club work at a much earlier age than they can vocational agriculture and the FFA. However, there is a small degree of overlapping here as indicated by 10 per cent of the vocational agriculture teachers and 4 per cent of the county agents checking this as a factor having either great or moderate influence in hindering their working relationships.

In regard to the matter of using the same project in both 4-H Club and FFA activities, it can be seen from Tables X and XI that the percentages here are not very high. This is due, mainly, to the fact that, up to the time this study was begun, not many boys belonged to both organizations. If they decided to remain in the 4-H Club they did not become a member of the FFA. This did not leave room for duplication of projects. Many workers were of the opinion that the new agreement between the State Department of Education, Division of Vocational Education, and the Agricultural Extension Service (See Appendix) would leave more room for duplication of projects as pointed out in Chapter V.

From Tables X and XI it can also be seen that the factor "Vo-ag boys attending 4-H Club summer camp was rated by 34 per cent of the vocational agriculture teachers and 32 per cent of the county agents as having some degree of influence. In comparison to this, only 12 per cent of the county agents and none of the vocational agriculture teachers indicated that 4-H Club boys attending FFA summer camp had some degree of influence. This low figure can also be attributed to the fact that 4-H Club members usually did not belong to the FFA in East Tennessee prior to May 1957.

The higher number of cases where vocational agriculture boys attended 4-H Club camp was attributed to the fact that girls were present at the 4-H Club camp and this caused some boys to prefer this camp in preference to the FFA camp where FFA girls do not attend.

In Table XI it can be seen that 36 per cent of the county agents were of the opinion that the vocational agriculture teacher using his Community Club as an evening class was a factor promoting a conflict or overlapping to some extent. In Table X only 2 per cent of the vocational

agriculture teachers were aware of this conflict or overlapping. In Chapter III it was brought out that "vo-ag teacher assisting with Community Club meetings" was rated as the factor having the greatest influence in promoting cooperation (teachers helping agents). As pointed out in that chapter, county agents do not consider the vocational agriculture teacher "assisting" with Community Club meetings as an overlapping or conflict, but they do consider the vocational agriculture teacher "using" the Community Club as a means to fulfill the requirements for his adult evening class as a definite overlapping. This goes back to the questions raised in Chapter II as to whether or not the Smith-Lever people are reaching the majority of the adult farm population through their instructional program, and whether or not the vocational agriculture teacher should be trying to teach adult farmers to begin with if he has an enrollment of high school students large enough to keep him occupied.

Hammonds¹ believes that good farming programs adequately supervised are not possible with the work load that many teachers have. He points out that a teacher with forty high school boys in two classes will work forty-five hours per week provided he allows time for class meetings, adequate preparation for the meetings, a minimum of general school activities which a teacher must perform, his miscellaneous departmental activities, and fifteen hours per week for the supervision of the farming programs of these forty boys.

¹Carsie Hammonds, "Vocational Agriculture As I See It Today" (Speech delivered at the Tennessee Vocational Agriculture Teachers' Conference at the University of Tennessee, Martin Branch, Martin, Tennessee, June 3, 1958), (Mimeographed).

The factors numbered 11, 12, 13, and 14 in Tables X and XI were not rated by a large percentage of workers in either field, but of the workers who did check these factors, they were rated as having either great or moderate influence. It was observed that these factors were checked by the workers who rated their working relationships as "poor" in the first part of the study. For example, a worker would usually not attempt to lower the prestige of the other in the community by talking to the farmers, et cetera, unless the working relationships were "poor" and the two agencies working against each other.

The workers were asked to indicate any factors not already listed in the survey form. Two factors were added to the list. These factors were "Laxity of rules governing entry of livestock and other projects in County Fair" and "County agent wanting to charge for bulletins in quantity." Both of these factors were rated as having great influence.

Causes of Conflicts, Overlappings, and Misunderstandings

From a list of possible causes of the conflicts, overlappings, or misunderstandings, the workers were asked to check the ones which they considered to be the cause of their conflicts.

From Table XII it can be seen that 36 per cent of the county agents and 24 per cent of the vocational agriculture teachers believed that duplicating efforts with same groups was the cause of their conflicts and misunderstandings. A similar cause labeled "Getting into the other man's field" was another factor checked as being the cause of conflict by 18 per cent of the vocational agriculture teachers and 16 per cent of the county agents.

TABLE XII

OPINIONS OF FIFTY VOCATIONAL AGRICULTURE TEACHERS
CONCERNING CAUSES OF CONFLICTS, OVERLAPPINGS,
AND MISUNDERSTANDINGS

Cause	Number	Per Cent
1. Misunderstanding of function as stated in laws and agreements	7	14
2. Failure to comply with existing agreement	8	16
3. Conflict passed down to county level from higher authorities	9	18
4. Getting into the other man's field	9	18
5. Overanxiety to get individual credit for work done	11	22
6. Failure to cooperate; lack of spirit of cooperation	5	10
7. Personality clash	1	2
8. Inadequate professional training	1	2
9. Failure to give credit for work done	3	6
10. Duplicating efforts with same groups	12	24
11. One agency too aggressive	5	10

TABLE XIII

OPINIONS OF TWENTY-FIVE COUNTY AGENTS CONCERNING
CAUSES OF CONFLICTS, OVERLAPPINGS,
AND MISUNDERSTANDINGS

Cause	Number	Per Cent
1. Misunderstanding of function as stated in laws and agreements	11	44
2. Failure to comply with existing agreement	9	36
3. Conflict passed down to county level from higher authorities	17	68
4. Getting into the other man's field	4	16
5. Overanxiety to get individual credit for work done	6	24
6. Failure to cooperate; lack of spirit of cooperation	3	12
7. Personality clash	3	12
8. Inadequate professional training	1	4
9. Failure to give credit for work done	4	16
10. Duplicating efforts with same groups	9	36
11. One agency too aggressive	5	20

It can also be learned from Tables XII and XIII that 68 per cent of the county agents and 18 per cent of the teachers were of the opinion that the conflicts were passed down to the county level from higher authorities. The workers who reacted to this cause usually made statements to the effect that, "We on the local level could get along if the big boys from higher up would leave us alone."

Twenty-four per cent of the county agents and 22 per cent of the vocational agriculture teachers felt that overanxiety to get individual credit for work done was a cause of their conflicts. In these cases the workers were more interested in receiving publicity for their activities than they were in rendering valuable service to the people they served. This fact is brought out further in Chapter VI under "Suggestions for Improving the Working Relationships Between the Agricultural Extension and Vocational Agriculture Workers."

Failure to give credit for work done might be considered the same as overanxiety to get individual credit for work done when looking at it from the other side. This factor was checked by 16 per cent of the county agents and 6 per cent of the teachers as a cause of conflict.

"One agency too aggressive" might go along with this idea of receiving or not receiving recognition for work done. In this case 20 per cent of the county agents and 10 per cent of the vocational agriculture teachers felt that this was a cause of conflict.

Lack of a spirit of cooperation, personality clash, and inadequate professional training were other factors, but these were checked by relatively few workers as can be seen in Tables XII and XIII.

CHAPTER V

OPINIONS OF COUNTY AGENTS AND VOCATIONAL AGRICULTURE TEACHERS IN EAST TENNESSEE CONCERNING THE RECENT AGREEMENT BETWEEN THE STATE DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION, AND THE AGRICULTURAL EXTENSION SERVICE

At the suggestion of Dr. V. W. Darter, State Director of Agricultural Extension Service, the question "What is your opinion concerning the recent agreement between the State Department of Education, Division of Vocational Education, and the Agricultural Extension Service?" was included in the survey form and the workers asked to respond to it during the interview.

The memorandum of this agreement was issued in May 1957, just a month prior to the time the data for this study were collected. Hence, the agreement was fresh on the workers' minds. (A copy of the agreement is found in Appendix C.)

The most effective way of presenting the data concerning this question seems to be to give some of the actual statements collected. The quotes are the exact words of the workers.

Opinions of County Agents

"Be wonderful if it works."

"A big improvement over the old one."

"Finest thing that ever happened to the farm youth in the State of Tennessee."

"It certainly carries more weight than the old agreement."

"If everyone, both on the local level and the higher authorities will comply with it, will be excellent."

"Very fair."

"The simplest and best yet."

"It may not help either the agent or the teacher solve their problems, but it will help the boy solve his."

"The worth of the agreement depends entirely upon the individuals who are expected to keep it. Yet, these individuals had no part in making it. Therefore, I am afraid they won't be willing to keep it."

"It will free the boy. He has been put on the spot too long already."

"It will solve problems of controversy if both sides live up to it."

"Ought to have come a long time ago."

"Don't see how any honest and sincere person could object to anything that is in it."

"It won't be any good unless abided by and I'm afraid it won't be."

"It will not work at lower level unless backed from above where it originated."

"Should be the greatest step forward in developing a sound agricultural program for rural youth."

"This agreement has been long overdue."

"Is exactly what I have always wanted to see."

"I think the agreement is good but I am inclined to believe it will never be carried out."

"A move in the right direction. It lets us free to do what we have always wanted to do."

"It will result in better working relations between both agencies."

"I am sure it will help both agencies if we all abide by it in a spirit of cooperation."

Opinions of Vocational Agriculture Teachers

"Somebody let the gate down."

"Situation worse than what it was."

"It will cause more confusion than ever."

"The result of a pressure group."

"We're going backwards."

"We got the short end of the single tree."

"It will hinder FFA."

"It may cause trouble in our county and we have been getting along pretty well."

"It will be impossible to keep FFA and 4-H Club projects separate. Therefore, confusion will result."

"The Farm Bureau has more power with our Director of Vocational Agriculture than I thought it had."

"It might help counties that have been having trouble, but won't affect us either way."

"It will help solve problems of controversy if workers really want it to help and use it accordingly."

"Won't affect me. I have never made a boy quit 4-H yet, and I don't plan to."

"Don't make a bit of difference with us. It is the thing we have been observing in this county anyway."

"If both parties adhere to the policies set forth, it could be the key to the solution of the problems that have come up."

"We'll go on just like we always have. Let the boys make the decisions."

"It's not specific enough. Leaves room for confusion, especially in project work."

"Not worth a dime. Will weaken both the 4-H and FFA."

"It was a complete surrender of vocational agriculture to the Farm Bureau and the Extension Service."

"It won't work. It is not an agreement we teachers made. We didn't have anything to do with it. Therefore, we can't be expected to abide by it."

"We surrendered all. Let the bars all the way down."

"It was the result of a pressure group at work--namely the Farm Bureau."

"I would have preferred it not have happened, but will abide by it."

"It limits the vocational agriculture teacher's possibilities of developing the FFA."

"It is good because it gives both agencies a fair agreement in writing."

"May be stirring up another hornet's nest rather than solving existing problems."

"Shows what a pressure group can do in a society."

"It could cause trouble in the counties where they have been getting along."

"It was the result of dirty politics."

"I don't believe the vo-ag teacher and the 4-H leader will try to know if the students have two sets of projects. It will be too hard to try and keep them separate."

"In places where trouble has existed, it will create more trouble."

"It will improve relations between the two groups. Was one of the best things that ever happened."

"It won't solve the problem because it does not get to the source of the problem."

"If anyone gained anything it was the Extension Service and the Farm Bureau. We sure didn't."

"Rather not comment."

"Where relations were good, they will probably remain good. But where they have been bad, this will make them worse."

"Not worth the paper it is written on. I don't like to have anything crammed down my throat by somebody else without having a part in the cramming."

"It will create problems in contests. Doesn't give anything definite. Room for too many misunderstandings."

"It is good to have an agreement I guess, even though we didn't help make it."

"Let's skip that question."

"The Farm Bureau and Extension Service claim they stand for the democratic principle of beginning at the roots in forming policies, etc. This shows that they don't really believe this principle because this agreement did not reach the roots until the very last. This kind of working is not sound nor democratic."

"It is fair and will make it possible for better agricultural program in our county."

"Something like that from above won't solve individual problems at the local level. It only adds to them because people resent having someone else try to solve their own individual problems."

"Is just so much hot air."

These two groups of comments speak for themselves and need no interpretations.

CHAPTER VI

SUGGESTIONS FOR IMPROVING THE WORKING RELATIONSHIPS BETWEEN THE AGRICULTURAL EXTENSION WORKERS AND THE VOCATIONAL AGRICULTURE WORKERS IN EAST TENNESSEE

In response to the question, "What suggestions do you have for improving the working relationships between the agricultural extension service workers and the vocational agriculture workers in your county?", the following suggestions were given.

Suggestions of County Agents

"Have joint meeting of all workers in both services at least once a month."

"Leave the decision for participation in 4-H and FFA up to the boy and his parents with both agencies cooperating regardless of the decision made."

"Get together for supper every now and then. A good meal together can help a lot. Perks up our spirits."

"Higher authorities leave us at the local level alone."

"For both groups to keep in mind all the time that the primary purpose of all our work is the welfare of the people we serve."

"Both agencies get to work and stop fighting. There is plenty for all of us to do without fighting over who does what."

"The big boys to stop breathing down our necks."

"Organize agricultural club consisting of all agricultural workers in the county."

"Keep the same good teachers we have in the county now to work with."

"Abide by new agreement."

"More interest in county-wide activities by all workers to develop the over-all agricultural program of the county."

"A County Agricultural Worker's Council."

"Less political leaders and more nonpolitical leaders."

"State and regional personnel let local teachers and agents use their own initiative in developing local programs that meet needs of local people. They don't know our particular needs here."

"Keep high caliber gentlemen like we have as vo-ag teachers."

"Assist each other only at request."

"Vocational agriculture to abide by new agreement."

"County extension workers and vocational agriculture people get together periodically to discuss subjects of mutual concern."

"Keep the county-wide organization of all agricultural workers in operation that we now have."

"Mutual planning and more joint activities."

Suggestions of Vocational Agriculture Teachers

"Let the students handle the problems that arise in regard to membership in any organization."

"Both groups work harder in their own field."

"Sit down together and reason things out."

"Keep the 4-H out of high school."

"Have stronger FFA with greater unity and more outside of school activities."

"Have county council to work out both programs together."

"Get to know each other better."

"Keep FFA and 4-H project separate."

"For both agencies to have the welfare of farm people as their number one objective and forget self-glory."

"Get rid of the present county agent."

"A better understanding of what each is trying to do. Get together and get thoughts together."

"Each person be resolved to render efficient service to those whom he serves regardless of petty differences."

"Worry less about personal credit for work done."

"Keep the same agent we have."

"Have County Agricultural Council with a chairman that rotates."

"Have more justice at county fair with judges to represent both groups."

"Keep in mind that it is the boy or farmer that comes first always."

"A semi-social, professional organization of all agricultural agencies in the county."

"Get a new agent."

"County agent worry less about his own publicity."

"Recreational picnics of agricultural workers and their families pretty often."

"Have more strict rules governing entry of projects in county fair."

"Vocational agriculture teacher work hard to help develop good supervised farming programs with his students. If he does this, he has done enough."

"Closer planning on the part of all agricultural workers in the county."

"Do not let such things as personal recognition interfere with efficient work."

"Make every effort to be friends with each other regardless."

"Make more personal contacts with each other. Get together more often."

"Each one take care of his own group. That will keep him busy."

"Pinpoint agreement a little more. Make it more definite so both will know what we're trying to do."

"Use of common sense and good public relations along with getting together more often."

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Summary

The Problem

This study was undertaken to determine the working relationships of the Agricultural Extension Service and the Vocational Agriculture Program in East Tennessee. The specific objectives were:

1. to provide a descriptive analysis of the legal status of the Agricultural Extension Service and the Vocational Agriculture Program as set forth by the Smith-Lever and Smith-Hughes Acts.
2. to determine to what extent the two agencies are working together cooperatively and receiving beneficial assistance from each other, and to clarify the present situation in regard to overlappings, misunderstandings and conflicts among the two agencies.
3. to survey the workers in both services as to:
 - (a) the factors that promote better working relationships
 - (b) the factors that create less desirable working relationships
 - (c) the importance and influence of each of these factors
4. to obtain the opinion of the workers in both services concerning the recent agreement between the State Department of Education, Division of Vocational Education, and the Agricultural Extension Service.

5. to offer suggestions for the improvement of the working relationships of these two agencies so that they can work together for the benefit of the people they serve.

The information for the study was secured by conducting personal interviews with twenty-five agricultural extension agents and fifty teachers of vocational agriculture representing twenty-five counties in East Tennessee.

The Smith-Lever and the Smith-Hughes Acts

The provisions of the Smith-Lever Act, as they relate to this study, are to aid in diffusing useful and practical information on subjects relating to agriculture to persons not attending land grant colleges. Such information is to be given through field demonstration, publications, and otherwise.

The provisions of the Smith-Hughes Act are for the promotion of vocational education. Such education is to be under the control of public schools, of less than college grade and should fit persons over fourteen years of age for useful employment in the work of the farm. This instruction is to be given with six months supervised practice.

Even though the Smith-Hughes Act is the more specific as to its provisions, both are written in rather general terms, permitting broad interpretations.

Overlappings in Legal Provisions of the Two Acts

Overlapping in legal provisions of the Smith-Lever and the Smith-Hughes Acts is due to the following facts:

1. Both organizations are to disseminate agricultural information.

2. Both deal to a large extent with the same people in the same community.

3. Both are legally entitled to use the same means of instruction.

History of Working Relationships of Two Agencies and Agreements Made

Since the passing of the two acts in 1914 and 1917, there has been a history of confusion and overlapping of efforts between the two agencies.

The first misunderstanding occurred in 1918, just one year after the Smith-Hughes Act was enacted. At this time representatives of both agencies got together and formed an agreement in an attempt to determine the relationships that should exist between the two agencies.

Despite the agreement, confusion and unrest still existed. Three years later another joint committee met for the same purpose. This committee issued another memorandum of agreement in May 1921.

This agreement also failed to overcome the confusion and in 1928 a third joint conference was held. The report of this conference, in the form of a third detailed agreement was issued in December 1928.

In Tennessee, an agreement was reached between the two agencies that conformed to this 1928 national agreement in January 1939. This agreement provided that 4-H Clubs were not to be organized in schools having vocational agriculture departments except at the request of the principal of that school. This state agreement also resulted in conflicts as the 4-H Club grew and extended into the high schools throughout the State.

In March 1949, Mr. G. E. Freeman, State Director of Vocational Agriculture, sent out a letter (Appendix C) in which he pointed out, among other things, that:

(1) Vocational Training in Agriculture is definitely and squarely in the school and is entirely a school activity.

(2) The Agricultural Extension Service workers are not employees of the County Board of Education and it is not, therefore, a school activity.

(3) The 1939 State agreement provided that 4-H Clubs were not to be organized in schools having Vocational Agriculture Departments, except at the request of the principal of that school.

(4) The 1939 State agreement had not been rescinded.

In October 1950, the Agricultural Extension Service issued a statement of policy to the effect that it should be the boys and their parents who should make the decisions regarding membership in youth organizations and that no one has a right to exclude boys and girls from the benefits to be derived from either the 4-H Club or the FFA. This statement of policy met with disapproval of many vocational agriculture workers throughout the State. Confusion existed in some counties to the extent that it interfered with the efficient service of both groups.

In 1957 representatives of both agencies met for the purpose of reaching an understanding. An agreement was reached which set forth the policy that no boy or girl should be discouraged from enrolling or participating in either the 4-H Club or Future Farmers of America.

Findings of Study

When the twenty-five county agents and fifty vocational teachers were asked to rate their working relationships with each other, 34 per cent of the teachers and 28 per cent of the agents rated their working relationships as excellent, 36 per cent of the teachers and 40 per cent of the agents rated their working relationships as good, 18 per cent of the teachers and 12 per cent of the agents rated their relationships as fair, and 14 per cent of the teachers and 20 per cent of the agents rated their relationships as poor.

Cooperative Activities

A total of thirty-nine cooperative activities were listed as having some degree of influence in developing working relationships between the two agencies. These factors are presented in two groups. The first group deals with activities in which the agents aid the teachers. The most influential factor in this group is county agents supplying teachers with bulletins, with 88 per cent of the county agents and 80 per cent of the teachers checking this factor as having some degree of influence in promoting cooperation.

A second factor promoting cooperation to a great extent was county agent assisting in securing resource people. Of the teachers, 68 per cent felt that this factor was influential, while 80 per cent of the agents had the same opinion.

The factors assisting with FFA shows and fairs, contests, field trips, recreational activities, and publicity activities also ranked relatively high both in the total number indicating some degree of influence and the degree of influence indicated.

In the second group of cooperative activities relating to matters in which the teachers aid the county agents, the factor assisting with Community Club meetings ranked first as to the factor promoting cooperation.

Extending the use of farm shop facilities and exchanging equipment were other factors exerting great influence in fostering cooperation.

Experience Factors

Of the various types of experience considered, the findings show that farm experience had the most influence in promoting cooperation.

Even though the number of workers who had had experience in the other's job is not great, the opinions were that this factor had great influence in promoting cooperation also.

The influence of county agents having had experience as former FFA members and vocational agriculture teachers having had experience as 4-H Club members was rated relatively high.

Experience in agricultural positions other than farming and in non-agricultural positions were not rated as being very influential in promoting present working relationships.

Miscellaneous Factors

The factor in the group of unrelated things being checked by the greatest number of workers concerns place of residence. All of the county agents and 98 per cent of the teachers lived in the county where employed. However, 36 per cent of the teachers and 20 per cent of the agents did not feel that this factor had any influence on their cooperation.

In regard to residence in the same town or city, 34 per cent of the teachers and 52 per cent of the agents were of the opinion that this factor was influential.

Forty-six per cent of the teachers and 48 per cent of the agents were of the opinion that the relationships developed by their predecessors had been influential. Of this number 6 per cent of the teachers and 12 per cent of the agents felt that the relationships developed by their predecessors had been a hindrance to their working relationships.

Other factors rated relatively high in this group were attending the same university, having the same undergraduate major subject, and belonging to the same civic or social organization.

Occurrence and Influence of Conflicts

The factors heading the list of conflicts and/or overlappings, in the opinion of the workers, were vocational agriculture teacher urging high school boys to give up 4-H Club work, 4-H Club leader urging high school boys to continue 4-H work, and vocational agriculture teacher getting credit for farming programs that were developed in 4-H Club.

Over one third (36 per cent) of the county agents were of the opinion that the vocational agriculture teacher using the Community Club as an evening class was a factor promoting conflict or overlapping.

Other factors rated relatively high as being influential in causing conflicts were vocational agriculture boys attending 4-H summer camp and duplication of projects in 4-H and FFA shows, fairs, and contests.

The factors, one agency giving advice contrary to other agency, one agency expecting other agency to act as "chore man," and one agency

trying to lower prestige of other agency by talking to farmers, et cetera, were checked by the workers who rated their working relationships as "poor."

Causes of Conflicts

The workers were asked to check the causes of their conflicts, overlappings, or misunderstandings. The causes checked and the number of workers checking each are as follows:

1. Conflict passed down to county from higher authorities--26
2. Duplicating efforts with same groups--21
3. Misunderstanding of function as stated in laws and agreements--18
4. Overanxiety to get individual credit for work done--17
5. Failure to comply with existing agreement--17
6. Getting into the other man's field--13
7. One agency too aggressive--10
8. Failure to cooperate; lack of spirit of cooperation--8
9. Failure to give credit for work done--7
10. Personality clash--4
11. Inadequate professional training--2

Opinion of New Agreement

Most of the county agents interviewed were of the opinion that the new agreement between the State Department of Education, Division of Vocational Education, and the Agricultural Extension Service was a step in the right direction, that it was fair to all, and that it would improve working relationships between the two groups provided it was abided by.

On the other hand, most of the vocational agriculture teachers were of the opinion that the new agreement was a step backwards and that it would add to the confusion in places where such existed and create confusion in other places. In their opinion, the Farm Bureau working with the Extension Service acted as a pressure group to bring the agreement about and, therefore, it was not based on sound democratic principles.

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.

Recommendations

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

- I. 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.
- 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?"

II. 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.

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APPENDIX A



Survey Form

1. Would you rate your working relationships with (county agent __, vo-ag teacher __) as: Excellent __, Good __, Fair __, Poor __?
2. Listed below are some possible contributing factors which may have influenced the conditions fostering your present working relationships. First, check the factors which you have experienced. Then rate each one you have checked as having (1) great (2) moderate (3) little (4) none (5) negative influence on your present working relationships.

A. Cooperation (agents helping teachers).

1. Supplying bulletins ____.
2. Supplying illustrative materials ____.
3. Assisting in securing resource people ____.
4. Assisting in placing vo-ag graduates for employment ____.
5. Assisting with supervised farming programs of all-day students ____.
6. Assisting with supervised farming programs of adult farmers ____.
7. Assisting with organizing adult classes ____.
8. Assisting with conducting adult classes ____.
9. Assisting in securing F.F.A. members ____.
10. Assisting with F.F.A. program of work ____.
11. Assisting with F.F.A. contests ____.
12. Assisting with F.F.A. field trips ____.
13. Assisting with F.F.A. shows and fairs ____.
14. Assisting with F.F.A. fund raising campaigns. ____.
15. Assisting in securing F.F.A. loans ____.
16. Assisting with F.F.A. recreational activities (banquets, picnics, etc.) ____.
17. Assisting with organization of an advisory council ____.
18. Assisting with maintenance of an advisory council ____.
19. Assisting with making farm surveys ____.
20. Assisting in publicity activities ____.
21. Exchanging equipment ____.
22. Assisting with the buying of agricultural products cooperatively ____.
23. Other (List) _____

	<u>Numbers above</u>	<u>Numbers below</u>
Great influence _____		
Moderate influence _____		
Little influence _____		
No influence _____		
Negative influence _____		

B. Cooperation (teachers helping agents).

1. Assisting with Community Club meetings ____.
2. Assisting in securing community leaders ____.
3. Assisting community leaders ____.

4. Assisting in securing 4-H Club leaders and/or members. ____.
5. Offering senior vo-ag students as 4-H Club leaders ____.
6. Assisting with 4-H Club programs ____.
7. Assisting with 4-H Club contests ____.
8. Assisting with 4-H Club shows and fairs ____.
9. Assisting with 4-H Club recreational activities (picnics, banquets, etc.) ____.
10. Assisting with field trips ____.
11. Assisting in checking field demonstrations ____.
12. Assisting in making farm surveys ____.
13. Extending use of farm shop facilities ____.
14. Exchanging equipment ____.
15. Assisting with publicity activities ____.
16. Assisting with the buying of agricultural products cooperatively ____.
17. Other (List) _____

C. Experience

1. County agent had experience as vo-ag teacher ____.
2. Vo-ag teacher had experience as county agent ____.
3. County agent had experience as former F.F.A. member ____.
4. Vo-ag teacher had experience as former 4-H Club member ____.
5. County agent had several years experience as county agent ____.
6. Vo-ag teacher had several years experience as vo-ag teacher ____.
7. County agent had farm experience ____.
8. Vo-ag teacher had farm experience ____.
9. County agent had experience in agricultural positions other than farming ____.
10. Teacher had experience in agricultural positions other than farming ____.
11. County agent had experience in nonagricultural positions ____.
12. Vo-ag teacher had experience in nonagricultural positions ____.
13. Other (List) _____
14. _____
15. _____

Numbers above

Numbers below

Great influence _____.

Moderate influence _____.

Little influence _____.

No influence _____.

Negative influence _____.

D. Miscellaneous

1. Relationships developed by predecessors ____.
2. Both live in county where employed ____.
3. Both live in same town or city ____.
4. Both have membership in same civic or social organization ____.
5. Both belong to same church ____.

6. One or both now live on farm ____.
7. Both attended same college or university ____.
8. Both had same undergraduate major subject ____.
9. Ages of county agent and vo-ag teacher similar ____.
10. One or both had additional professional training ____.
11. Other (List) _____
12. _____
13. _____
14. _____

3. Listed below are some possible conflicts, overlappings, or misunderstandings. Check the ones which you have experienced, then rate each one checked as before.

1. Vo-ag teacher using Community Club as evening class ____.
2. Vo-ag teacher urging high school boy to give up 4-H Club work ____.
3. 4-H Club urging high school boy to continue 4-H Club work ____.
4. Vo-ag students entering 4-H Club projects in F.F.A. contests ____.
5. 4-H Club members entering F.F.A. projects in 4-H Club contests ____.
6. High school boys entering a single project in both 4-H and F.F.A. contests ____.
7. Vo-ag teacher getting credit for farming program that was developed in vocational agriculture ____.
8. 4-H Club leader getting credit for farming program that was developed in vocational agriculture ____.
9. Vo-ag boys attending 4-H Club summer camp ____.
10. 4-H Club boys attending F.F.A. summer camp ____.
11. Publication of news articles by one agency when should have come from other ____.
12. One agency giving advice contrary to other agency ____.
13. One agency trying to lower prestige of other in community by talking to farmers, etc. ____.
14. One agency expecting other to act as "chore man" ____.
15. Other (please list) _____
16. _____
17. _____
18. _____

Numbers

Great influence _____.

Moderate influence _____.

Little influence _____.

No influence _____.

4. In your opinion, what are the causes of these overlappings, conflicts, or misunderstandings?

1. Misunderstanding of function as stated in laws and agreements ____.
2. Failure to comply with existing agreement ____.
3. Conflict passed down to county level from higher authorities. ____.
4. Getting into the other man's field ____.

5. Overanxiety to get individual credit for work done ____.
6. Failure to cooperate; lack of spirit of cooperation ____.
7. Personality clash ____.
8. Inadequate professional training ____.
9. Failure to give credit for work done ____.
10. Duplicating efforts with same groups ____.
11. One agency too aggressive ____.
12. Other (indicate) ____.
13. ____.
14. ____.

5. What is your opinion concerning the recent agreement between the State Department of Education, Division of Vocational Education, and the Agricultural Extension Service?

6. What suggestions do you have for improving the working relationships between the agricultural extension and vocational agriculture workers in your county? Please explain. (Use reverse side for writing, if necessary)

APPENDIX B

OSVME2 (A) CM21

COOPERATIVE EXTENSION WORK
AGRICULTURE AND HOME ECONOMICS
STATE OF TENNESSEE

University of Tennessee
College of Agriculture
U. S. Department of Agriculture
Cooperating

Extension Service
County Agent and
Home Demonstration Work

Date: June 18, 1957

To:

Re:

James R. Lemons, a graduate student at the University, is making a study of the relationships existing between the Agricultural Extension Service and the Smith-Hughes Agricultural Program in East Tennessee.

As a part of this study, Mr. Lemons wants to determine to what extent the two agencies are working together and receiving beneficial assistance from each other, and to better clarify the present situation in regard to overlappings and conflicts among these two services. He also wants to find out the factors that promote better working relationships, the factors that create less desirable working relationships, and the importance and influence of each of these factors.

He has prepared a survey form and is using the personal interview method of collecting data. According to his schedule, he plans to be at your office on _____ at about _____.

We believe there is a need for such a study and we would appreciate your cooperation in helping to make it a success.

(signed) V. W. Darter
Vernon W. Darter, Director
Agricultural Extension Service

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
College of Education

Department of
Agricultural Education

Date: June 14, 1957

To:

From: George W. Wiegers, Jr., Head, Department of Agricultural Education

Re:

We have a graduate student, James R. Lemons, who is making a study of the relationships existing between the Agricultural Extension Service and the Smith-Hughes Agricultural Program in East Tennessee.

As a part of this study, Mr. Lemons wants to determine to what extent the two agencies are working together and receiving beneficial assistance from each other, and to better clarify the present situation in regard to overlappings and conflicts among these two services. He also wants to find out the factors that promote better working relationships, the factors that create less desirable working relationships, and the importance and influence of each of these factors.

He has prepared a survey form and is using the personal interview method of collecting data. According to his schedule, he plans to be at your department on _____ at about _____.

We believe there is a need for such a study and we would appreciate your cooperation in helping to make it a success. If you cannot make the appointment given, please notify me and we will try to arrange for another time.

GWW/fw

APPENDIX C

CRANEHST CREST

MEMORANDUM OF INSTRUCTION IN VOCATIONAL SCHOOLS
AND EXTENSION WORK IN AGRICULTURE

February 21, 1918

In many counties of the various states there will be the cooperative agricultural extension system conducted by the State agricultural college in cooperation with the United States Department of Agriculture and the county under the provisions of the Smith-Lever Extension Act and under other Federal and State legislation. There will also be vocational agricultural instruction carried on by the State board for vocational education in cooperation with the Federal Board for Vocational Education and the county or the local school district under the provisions of the Smith-Hughes Act. Both the extension service and the vocational instruction will deal with both adults and children.

In each State there is a State director of agricultural extension service and an executive officer of the State board for vocational education. It is suggested that these two officials determine upon a plan of cooperation for the State based upon the following general policies or principles.

(1) It is to be understood that all agricultural extension work should be administered by those in charge of extension activities in the state and that all vocational education in agriculture should be administered by those in charge of the vocational schools of the State.

(2) That all extension work with adults done by teachers in vocational schools be in accordance with the plans of the extension system for the State, and in cooperation with the agent who is in charge of the administration of the extension work in the county.

(3) That in counties having vocational schools of agriculture the extension service will conduct its extension work in agriculture with children chiefly through the organization of clubs for the carrying on of definite pieces of work for the improvement of agricultural practice. The practical agricultural work of the schools will chiefly consist of home project work by the students as a part of the systematic practical instruction provided for in the Smith-Hughes Act. It is advised that in such counties a cooperative agreement be made between the extension authorities and the school authorities whereby it will be arranged for the teachers of agriculture to take part in the extension activities with the children within the territory of the school and that such territory be set forth in the agreement.

(4) That in every case care to be taken to see that work which is supported by Federal funds under any of the aforementioned acts will not in any way duplicate or overlap work being carried on in that same community when that work is supported in any part from another Federal fund.

MEMORANDUM OF UNDERSTANDINGS BETWEEN THE SMITH-LEVER
AGRICULTURAL EXTENSION SERVICE AND THE
SMITH-HUGHES AGRICULTURAL PROGRAM

May 10, 1921

It is recognized that the functions, obligations, and responsibilities of the parties to the agreement, as defined by law, may be similar, with the possibility of overlapping, as in the fields of (1) the junior project work of the schools and the junior extension (boys' and girls' club) work of the college both in agriculture and home economics, (2) the part-time and evening homemaking courses of the State board for vocational education and the home economics extension work of the college, and (3) the short-unit courses in agriculture and home economics, in the public schools, and the extension classes conducted by the land-grant colleges. In a spirit of fairness to both groups of interest, this report seeks to present a basis for clear differentiation of the functions of the respective agencies in these closely related tasks. It is proposed that the work in these related fields shall be made a matter of cooperative agreement in the several States. Such cooperative agreement should recognize the following facts and principles:

(1) It is the function, duty, and responsibility of the public school to provide education for all children, and to provide such adult education as is authorized by law.

(2) Under the law, it is the function and duty of the land-grant college of agriculture to maintain extension service. The theory underlying extension service is that it is, first to provide supplemental education for persons engaged in agriculture and homemaking, and, second, to enable the college and the Federal Department of Agriculture to bring their advances in knowledge to farmers and their families who can make the applications. Furthermore, by virtue of its staff of technical specialists and its responsibility for training vocational teachers, the land-grant college is in a position to furnish technical information and advice in the fields of agriculture and home economics to vocational work in the schools.

(3) It is clearly recognized and affirmed that the college of agriculture is the source and authority, in the State, in technical subject matter in agriculture and home economics. The principle should be clearly observed that neither the State nor any lesser administrative unit charged with the supervision of vocational education, should employ any itinerant subject-matter specialists for the purpose of giving technical instruction in any phase of agriculture or home economics. In so far as the vocational schools may have need for the assistance of technical specialists other than the regular vocational teacher or teachers in the local schools, they should look to the college of agriculture to supply such specialists. If, by reason of limitation of funds, the college is unable to meet all demands for aid on technical matters, the remedy is to be found in strengthening

the resources of the college to fully meet the requirements, and not in establishing subject-matter specialists as part of the State vocational system.

(4) There are three types of situation to be considered: (a) Where agricultural and home economics education is fully developed by the local schools, (b) where such education has not yet been undertaken by the local schools, (c) where such education is in process of development by the local schools.

(a) Where the school provides a comprehensive program of agricultural and home economics education which meets the needs of children and adults, through systematic instruction and supervised practice, the extension forces of the land-grant colleges shall not duplicate such work of the schools, but shall rather cooperate with the schools by providing, on request, subject matter, special lectures, conferences, and other similar services. This shall not be interpreted to limit the freedom of the extension forces to prosecute their extension work through local organizations of farmers.

(b) Where the school does not provide such a program of instruction in agriculture and home economics, the extension service of the college should organize extension work. In such localities, the school should give its fullest support and cooperation to the extension workers.

(c) It is recognized that, in some places, schools will be in the process of developing such educational programs. In these cases, the following principles should apply: Extension workers should confine their work with children to those whom the school does not enroll in systematic vocational or prevocational project work, including supervised home practice: unless requested or authorized by school authorities to enroll them. The school should organize its work with adults to provide systematic vocational instructions defined herein. The school should offer its facilities so the junior extension worker wherever the school has not, in reasonable operation, vocational or prevocational project work accompanied by supervised home practice.

(5) Before undertaking junior extension work in any county, the extension division should submit in writing to the county superintendent of schools, the plans proposed for junior extension in that county, and should endeavor to arrange for a basis of understanding and cooperation. Copies of plans, when agreed upon, should be filed with the State department of education for consideration, before being put into operation.

(6) The State department of education should look to the land-grant college to furnish technical subject matter in agriculture and home economics in the form of outlines, leaflets, and bulletins for use in the public schools. It is understood, however, that no such material in agriculture and home economics should be used in the schools until approved by the State department of education.

The highest service in this great field will spring from a spirit of copartnership, or mutual respect, and from intimate association on a clearly defined basis, with the single purpose of serving the complete vocational needs of the communities. When both of the agencies shall have been fully developed on a carefully adjusted basis, there will be large place for them both in every community.

MEMORANDUM OF UNDERSTANDING RELATIVE TO SMITH-HUGHES
AND SMITH-LEVER RELATIONSHIPS

in
Agriculture

January 19, 1928

INTRODUCTION

In 1918 conferences were held between representatives of the Federal Board for Vocational Education, responsible for the administration of the Smith-Hughes Act, and representatives of the United States Department of Agriculture, responsible for the administration of the Smith-Lever Act, looking toward cooperation between these two agencies in promoting an effective system of agriculture. The respective fields of work of the two groups were defined and the relationships of the groups outlined. About three years later a joint committee, representing several groups more or less directly interested in the Smith-Hughes and the Smith-Lever Acts prepared a report, the purpose of which was to interpret this memorandum and to set out more fully what were thought to be desirable relationships and objectives.

These two memoranda have served in considerable degree as guides to both Smith-Hughes and Smith-Lever workers in carrying on their respective activities. When they were prepared, both vocational teaching and extension work were comparatively new. With the development of these two closely related and rapidly expanding lines of public service, problems have arisen which make desirable a restatement of the respective fields of Smith-Hughes and Smith-Lever workers and of the relationships between the two groups.

In conformance with a suggestion of the Secretary of Agriculture, approved by the Federal Board for Vocational Education at its meeting of January 19, 1928, the following memorandum has been prepared to supersede all earlier memoranda.

TEXT OF MEMORANDUM

EXTENSION WORK IN AGRICULTURE

The United States Department of Agriculture, in cooperation with the land-grant colleges, has organized an agricultural extension system which extends throughout the United States including the Territory of Hawaii. This has been done in accordance with a series of acts of Congress authorizing the establishment of such work and making appropriations therefor. This extension work consists of practical demonstrations, and the dissemination of information among men, women, and children through the personal work of county agents, home demonstration agents, boys' and girls' club workers, and technical specialists in various fields of agriculture and home economics. This work covers the various branches of agriculture and home

economics, including marketing and rural organization. It is supplemented by the widespread distribution of publications of the United States Department of Agriculture, the experiment stations, the agricultural colleges, and State departments of agriculture. The instruction and information used in this system of popular education is based chiefly on the work of the United States Department of Agriculture, the State agricultural colleges and the experiment stations.

This extension work is not a systematic course of instruction, but deals with the problems of practice and business on the farm, in the home, or in the rural community. This is expressed in the following quotation from the Smith-Lever Act; "To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same."

As the extension system develops and becomes established it deals more and more with special problems of the farm and rural community rather than with the details of practice with which the farming people are generally familiar. Backed by the research system of agricultural colleges and the United States Department of Agriculture, it brings to the people the new things which have been found worthy of broad trial in actual practice.

VOCATIONAL AGRICULTURE INSTRUCTION

The creation of the Federal Board for Vocational Education and a State board for vocational education in each State, under the provisions of an Act of the 64th Congress, approved February 23, 1917, makes possible a nation-wide organization for the administration of vocational education. The act carries an appropriation for salaries of teachers, supervisors, and directors of agricultural subjects. The money so appropriated is to reimburse schools for expenditures for salaries of teachers to carry on instruction in vocational agriculture or for the salaries of supervisors of such instruction.

Certain standards must be set up by the State board for vocational education and approved by the Federal Board for Vocational Education for schools in which Federal funds are to be used. These standards include, among other things, qualifications of teachers, minimum amount for maintenance, minimum plant and equipment, directed or supervised practice in agriculture, methods of teaching, and type courses of study. In case any of the fund is to be used for salaries of supervisors or directors, a plan of supervision for the State must be set up by the State board with approval of the Federal Board.

This act makes provision for courses of systematic instruction in agriculture, carried on in schools or classes, for those "who have entered upon or who are preparing to enter upon the work of the farm or of the farm home," under a definite plan of cooperation between a State board

and the Federal Board. This systematic instruction in agriculture, however, under the terms of the act, "shall in every case provide directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year."

RELATIONSHIPS

In many counties of the various States there will be the cooperative agricultural extension system conducted by the State agricultural college in cooperation with the United States Department of Agriculture and the county under the provisions of the Smith-Lever Act and under other Federal and State legislation. There will also be vocational agricultural instruction carried on by the State board for vocational education in cooperation with the Federal Board for Vocational Education and the county or the local school district under the provisions of the Smith-Hughes Act. The extension service and the vocational service will deal with both adults and youth.

In each case there are officials charged with the responsibility of administering these acts. It is suggested that these officials determine upon a plan of cooperation for the State based upon the following general policies or principles:

1. It is understood that all agricultural extension work should be administered by those in charge of extension activities in the State, and that all vocational education in agriculture should be administered by those in charge of the vocational schools of the State.
2. Any work participated in by the teacher of vocational agriculture not included in all-day, day unit, evening or part-time instruction, should be done in accordance with the plans of the extension system for the State and in cooperation with the agent who is in charge of the extension work in the county. However, it is recognized that the agricultural teacher must respond to occasional calls for individual help on the part of farmers within the patronage area of his school, but this type of activity which is not systematic instruction should not be sought and should represent but a small and incidental part of his job. It is further recognized that all general community activities of an agricultural nature dealing with persons not enrolled in vocational agricultural classes are in the field of extension work and should be done in cooperation with the agent who is in charge of extension work in the county. Teachers of vocational agriculture or representatives of vocational agricultural work should be invited to participate in all meetings conducted by the extension service for the formulation of county and State agricultural programs.
3. In counties having vocational agricultural departments or schools it is recommended that the cooperative agricultural extension service do not enroll students of vocational agriculture for 4-H Club Work.

4. Care should be taken to see that work which is supported by Federal funds under any of the aforementioned acts will not in any way duplicate or overlap work being carried on in that same community when that work is supported in any part from another Federal fund.

DISCUSSION

An elucidation of some of the matters touched upon in foregoing statements may be helpful in facilitating a clear understanding and harmonious adjustment of the two lines of work within the States.

EXTENSION WORK

The term "extension" work shall be understood to include, aside from special duties assigned by State laws in the several States, cooperative agricultural extension, as defined and provided for in the Smith-Lever Act of May 8, 1914, accepted by the legislatures in the several states. The law provides that such extension work "shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident at said colleges in the several communities and imparting to such persons useful and practical information on said subjects through field demonstrations, publications, and otherwise, and to encourage the application of the same."

Methods or Types of Extension Teaching

Extension teaching is, as a rule, conducted by means of cooperative projects with local agencies or groups. These projects are agreed upon between local members of the farmers' organizations and the representatives of the extension service. They are then carried into effect, usually by the following methods:

- (a) Cooperative demonstrations given in fields and barns and other appropriate places.
- (b) Lectures and addresses before public meetings, including community meetings, meetings of general groups, and meetings of special groups.
- (c) Extension schools, in which instruction in subject matter of immediate practical interest is given over a period usually from three to five days in length, and not exceeding two weeks, in the localities where the students reside.
- (d) Exhibits at fairs, expositions, and other local and state-wide meetings, at which subject matter is graphically presented.

- (e) Supplying technical subject matter through bulletins, leaflets, special memoranda, outlines, and other means.
- (f) Junior extension, or boys' and girls' 4-H Club work.
- (g) Aid in meeting special problems of individual farmers.
- (h) Conference with county officers and representatives to arrange, organize, and supervise demonstration and other work.
- (i) Assisting farmers with their marketing and other economic problems.

VOCATIONAL AGRICULTURE IN PUBLIC SCHOOLS

The Vocational education act makes provision for courses of systematic instruction in agriculture, carried on in schools or classes for those who have entered upon or who are preparing to enter upon the work of the farm or the farm home.

By systematic instruction is meant instruction in regular organized classes which meet at reasonably frequent intervals, at given centers, to pursue a consecutive series of lessons involving lectures, laboratory work, conference discussions on farm problems, occasional field trips and at least six months' directed or supervised practice correlated with the instruction. ^{1/} Systematic instruction should specifically exclude general farmers' meetings, farmers' institutes, and extension classes of less than two weeks' duration.

^{1/} NOTE: Interpretation of directed or supervised practice.

"The term 'practice' implies the performing of the activities, operative or managerial or both, of the jobs taught a sufficient number of times to enable the pupil to reach a certain standard of proficiency. This interpretation should, of course, accord with the objectives set up by the instructor and the pupil. It allows for the training of the operator, the training of the manager, or, as will be found in most cases, the training for both management and operation resulting from a well-organized farm practice program.

"DIRECTED PRACTICE is that practice which is done under specific direction of the supervisor. It implies the giving of definite directions by the supervisor and the carrying out of such directions by the pupil. Directed practices more commonly deals with operative training and is a common form of practice by vocational pupils on school farms.

In order to carry out the intent of the Vocational Education Act, there have developed and are now under way in the States, four types of vocational instruction:

- (1) The All-Day School. - These are schools composed of pupils who are pursuing their education in regular public schools, who do at least six months' of directed or supervised practice in agriculture, and who are receiving not less than 90 minutes of actual instruction in agriculture per day.
- (2) The Day-Unit School. - These are schools in which pupils, pursuing the usual public school course, take a minimum of 90 minutes a week in some short-unit course of instruction in technical agriculture and who do at least six months' directed or supervised practice in agriculture.
- (3) The Part-Time School. - These are schools for persons who are not yet established in farming and who return to school and pursue short-unit courses in technical agriculture and in subjects which improve their civic and vocational intelligence, and who do at least six months' directed or supervised practice in agriculture.
- (4) The Evening School. - These are schools in which persons over 16 years of age, who have entered upon work of the farm, are definitely enrolled for short-unit courses of not less than 10 lessons on one farm enterprise which will supplement their daily employment or will later lead to promotion and supervised practice in agriculture.

BASES FOR AGREEMENTS IN RELATED FIELDS OF WORK

It is recognized that the functions, obligations, and responsibilities of the parties to this memorandum of understanding are closely related in the fields of --

- (1) Boys' and girls' 4-H Club work and the directed or supervised practice of students in vocational agriculture.

"SUPERVISED PRACTICE is that practice performed by the pupil more largely on his own responsibility and over which the supervisor exerts an influence and power of approval. It implies the working out of plans and the carrying out of such plans by the pupil under the general guidance of the supervisor. Supervised practice deals with both managerial and operative training and is a common form of practice by vocational pupils on home farms." (Bulletin No. 112, pp. 4 and 5. Federal Board for Vocational Education).

- (2) Part-time and evening classes in vocational agriculture and the agricultural extension work of the college.

This memorandum presents a basis for differentiation of the functions of the representative agencies in these closely related activities. The work of these related fields should be made a matter of cooperative agreement in the several States. Such cooperative agreements should recognize the following facts and principles:

- (1) It is clearly recognized and affirmed that the college of agriculture is the logical source of information in the State in technical subject matter in agriculture. If the college is unable to furnish technical specialists on request of State or local boards for vocational education these boards may employ special teachers to conduct regular all-day, day-unit, part-time, or evening classes in agriculture. Such employment may include as part-time or evening school teachers practical farmers, who have demonstrated clearly that they have outstanding ability in some particular phase of agriculture, and whose judgment and opinions are universally respected. All instruction given by such teachers must be supplemented by at least six months' of directed or supervised practice.
- (2) In most cases, it is undesirable for Smith-Hughes teachers to act as local leaders of 4-H club work.
- (3) Extension forces, particularly those engaged in 4-H Club work, may well encourage boys and girls of suitable age to take the Smith-Hughes vocational training as good preparation for later becoming 4-H Club leaders and leaders of extension projects with adults.

Cooperation should be the watchword in all Smith-Hughes and Smith-Lever relationships. This means going beyond the letter of the law and doing what one is not obligated to do. Both these laws were instituted in the interests of all the people. Each group, while attending to its own task first, should lose no opportunity to promote, in all practical ways, the work of the other. With this spirit animating both forces good feeling is likely to prevail everywhere and the maximum accomplished in both lines of work.

It is recommended, therefore, that a committee representing the Association of Land-Grant Colleges and Universities, and one representing the National Association of State Directors of Vocational Education, be called to convene in joint conference annually or as often as may be necessary by the administrative officers of the Federal Smith-Hughes and Smith-Lever organizations. It is further recommended that similar committees be appointed in every State to meet from time to time as may be necessary to promote

mutual understanding. Such conferences between administrative groups would seem to be the normal way most effectively to meet the situation.

SIGNED:

U. S. Department of Agriculture:

C. W. Warburton, Director of Extension
C. B. Smith, Chief, Office of Cooperative Extension Work.

Federal Board for Vocational Education:

J. C. Wright, Director
C. H. Lane, Chief, Agricultural Education Service.

APPROVED:

W. M. Jardine
Secretary, U. S. Department of
Agriculture.

APPROVED:

Jas. J. Davis
Chairman, Federal Board for
Vocational Education.

Washington, D. C.,
Dec. 20, 1928.



STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
NASHVILLE, TENNESSEE.

March 9, 1939

To Teachers of Agriculture and Home Economics:

Attached to this letter is a memorandum of cooperation between the Agricultural Extension Service and the Division of Vocational Education in Tennessee.

I want you to study it very carefully and be sure that you understand its provisions.

I believe, Sections 1, 2, and 3 are clear enough with very little explanation. Section 2 includes students enrolled in day unit, part-time and all day classes. Section 4 means simply that new students coming into our classes in the fall, or at the opening of school, will be assisted by us in completing the projects they started in the spring under the County or Home Demonstration Agent, and that the records will be turned over to the Club Leader. After the completion of that project, or that year's cycle, it is definitely agreed that all subsequent practice programs or projects are to be the responsibility of the Vocational Teacher.

In Section 5, it should be borne in mind that "community" means the normal service area of the teacher of Agriculture or Home Economics.

We will continue to organize our out-of-school groups as in the past and nothing in this section is to be interpreted as eliminating these organizations.

As set forth in Section 6, we do not propose to organize out-of-school groups except on a community basis and built around the membership of the classes, and we will cooperate in any effective county-wide educational organization which may be set up by the Agricultural Extension Service.

Very truly yours,

/s/

G. E. Freeman
Director, Vocational Education

GEF/f

MEMORANDUM OF COOPERATION BETWEEN THE AGRICULTURAL
EXTENSION SERVICE AND THE STATE DEPARTMENT OF
VOCATIONAL EDUCATION, WITH BOYS AND GIRLS
ENROLLED IN 4-H CLUBS AND BOYS AND GIRLS
IN HIGH SCHOOL VOCATIONAL DEPARTMENTS

Every opportunity possible should be given all rural boys and girls to have the advantage of the educational work in Agriculture and Home Economics available from the Vocational Division of the State Department of Education and the Agricultural Extension Service of the University of Tennessee and the United States Department of Agriculture. These educational facilities are to aid rural boys and girls in becoming better farmers and home makers, and more useful and constructive citizens. There is a big field of educational activity here, which is far greater than either agency has the facilities to meet. Therefore, with the viewpoint of avoiding any duplication of work, and doing the most effective and constructive work with the greatest number of boys and girls; and, further, from the viewpoint of each line of work supplementing the other, the following relationships are subscribed to by the Division of Vocational Teachers and County Agricultural Agents and Home Demonstration Agents in the several counties of the State of Tennessee.

1. Inasmuch as Vocational Work in Agriculture and Home Economics is systematic instruction much more intensive than can be offered in 4-H Club Work, all 4-H Club boys and girls will be encouraged to enroll in Vocational courses when they enter high school.
2. The Agricultural Extension Service will not solicit students in Vocational Agriculture or Home Economics for 4-H Club Work. Boys and girls who insist on continuing in club work after they have enrolled in Vocational Agriculture or Home Economics will be accepted, but the average youth can accomplish more by concentrating his, or her time and effort on only one of the organizations. County Agents and Home Demonstration Agents will advise boys and girls to discontinue Club Work while they are enrolled as Vocational students.
3. The Agricultural Extension Service will not organize or conduct 4-H Clubs for non-vocational students in High Schools where Agricultural or Home Economics Teachers are employed except on request from school principals.
4. 4-H Clubs are organized early in the calendar year, or at the end of the calendar year, while new students for Agriculture and Home Economics classes are

enrolled just prior to the opening of school in the fall. Club members, who enroll in Vocational Courses in Agriculture and Home Economics, will be encouraged by the Vocational teachers to complete 4-H Club projects for that year, exhibit at fairs and club shows, and submit reports, but will be advised to discontinue club work at the close of that year and until they complete their Vocational training.

5. The Division of Vocational Education will conduct local classes for the out-of-school older youth, but no organization will be set up for this group other than the class in the community and Future Farmer and Home Economics organizations that have already been established in the community.
6. The Agricultural Extension Service will conduct programs for older young men and women, the ages to be approximately 19 to 25. These clubs will be county wide and perhaps district or State wide, but no club will be organized in an area smaller than the county, and systematic instruction will not be undertaken. Members of the part-time Vocational classes are eligible to membership in these clubs. This plan will permit both the Agricultural Extension Service and the State Vocational Department to work cooperatively with the older youth, but will prevent duplication of effort as the teachers will conduct local classes and the county agents will conduct county-wide clubs.

Date: 1/22/39

/s/ G. E. Freeman
Director, Vocational Education

Date: 1/22/39

/s/ C. E. Brehm
Director, Agricultural Extension
Service.

2321 West End Avenue
Nashville, Tennessee
March 2, 1939

TO ALL COUNTY AND HOME DEMONSTRATION AGENTS

Dear Agent:

Please refer to my letter of February 21 addressed to all county and home demonstration agents, and to which is attached memorandum of cooperation between the Agricultural Extension Service and the State Department of Vocational Education, with boys and girls enrolled in 4-H Clubs and boys and girls in High School Vocational Departments.

Concerning paragraph 4 of my letter, I have been reminded that the State Department of Vocational Education is very definitely a part of the public school system of the state, and is required to conduct day-unit classes at the request of county boards of education, but the State Department of Education is not definitely pushing it. In cases where such classes are conducted, however, it is understood that enrollees in these classes will not be solicited for 4-H Club membership. This is adequately covered in Section 2 of the memorandum, and it relates to day-unit, all-day and part-time classes except as otherwise provided for part-time students.

In paragraph 5 of my letter dated February 21, I made the statement "the State Department of Vocational Education, as well as the Extension Service, may work with older youth . . . but no organization will be extended beyond the local community in which the vocational department is located."

This should be interpreted to mean that vocational teachers may conduct several part-time classes with older youth, and that they are usually held in outlying communities, but within the normal service area of the teacher.

Day-unit and part-time students are both eligible for membership in the F.F.A. and chapters may be organized around any of these classes. However, membership in the F.F.A. is restricted exclusively to those who are enrollees in day-unit or part-time classes.

Yours very truly

C. E. Brehm, Director

Cooperative Extension Work
Agriculture and Home Economics
State of Tennessee

CEB:M

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
202 War Memorial Building
Nashville 3, Tennessee

March 9, 1949

Mr. _____

Dear Sir:

I have taken sometime in replying to your letter as in my answer I am doing rather more than simply replying to a letter which you addressed jointly to me and to Mr. Brehm, President of the University of Tennessee.

Vocational Education in Agriculture, or any other type of Vocational Training, is carried on by a qualified instructor employed by a County Board of Education to work as a teacher in one or more of its schools.

The Federal Law providing for this type of education provided that it be administered in the manner indicated above and that the training offered in Agriculture by Agriculture Teachers is to cover all phases of farming carried on in the community in which it is taught and/or by those enrolled in Vocational Agriculture classes, and all phases of the farming program is to be interpreted as the production of crops and livestock, the conservation of soil, farm management, farm finances, accounting, etc., and further provides that the instruction shall consist both of instruction in classroom and actual participation in all of these activities on the student's home farm under the supervision of the instructor so as to insure that both instruction and practices shall be correlated and be applied to the individual's needs. Since this is true the Vocational Agricultural teacher is limited in his supervisory activities and in the enrollment of individuals in any organization to those actually enrolled in his classes.

The above clearly indicates that Vocational Training in Agriculture is definitely and squarely in the school and is entirely a school activity. The same applies to home economics.

The Vocational Agriculture teacher has no boys to work with other than those in his classes and they are high school or junior high school students, and do not affect more than five to ten per cent of the youth in Tennessee eligible for membership either in the "Future Farmer" organization or 4-H Club work. All other farm youth not enrolled in these classes are, therefore, the exclusive responsibility of 4-H Club leaders.

The "Future Farmers of America," to which you referred in your letter, is a voluntary organization of students of Vocational Agriculture, and to be eligible for membership a boy must be enrolled in a class in Vocational Agriculture under an approved instructor and be carrying on a supervised farming program in line with the above.

Not all boys enrolled in Vocational Agriculture are members of the Future Farmer organization since they may elect to become members or not as they choose. They do not automatically become members of the F.F.A. organization by virtue of the fact that they are enrolled in Vocational Agriculture classes. What has been said with reference to Vocational Agriculture students applies in full to students of home economics.

The Agricultural Extension Service, on the other hand, is not authorized under law to conduct organized instructional programs in public schools or elsewhere. Its workers are not employees of the County Board of Education and it is not, therefore, a school activity.

The original Vocational Education Act and subsequent congressional authorizations permit the organization of classes in Vocational Training, both at the high school and elementary school level, but more recently, as you will observe below, we have not been organizing classes for students in the elementary grades.

I have always felt that membership in 4-H Clubs is highly desirable for all farm youth prior to their entrance into an intensive training program such as is provided through Vocational Agriculture and Home Economics in high schools, but I do not feel that Vocational Training in high schools is merely a continuation of a program which is non-school and conducted by voluntary leaders, meeting about twelve times a year.

In his seven hours class work each week under an Agricultural Teacher, a farm boy receives training and supervision in one week's time which is almost the equivalent of the instruction he would receive under a voluntary 4-H Club leader, meeting once a month, in an entire year.

It is obvious too that the instruction and supervision provided by the Vocational Agricultural teacher is much more intensive than is available through any other agency since the total enrollment in Vocational Agriculture classes in Tennessee is approximately 15,000, and practically the same number of Agricultural Extension workers enrolled last year 113,000 4-H Club members. The average number of students per Vocational Agriculture teacher in Tennessee is sixty (60). A boy enrolled in Vocational Agriculture, therefore, and carrying a project under 4-H Club leader would of necessity be receiving instruction and supervision for the project he has under the 4-H Club leader from his Agriculture teacher.

On January 22, 1939, an agreement was reached with reference to the relationships between Vocational Agriculture and 4-H Club work and signed by me, as Director of Vocational Education, and by the then Director of

Agricultural Extension Service. Among other things it provided that the Agriculture teacher would encourage and assist all boys coming into his classes with 4-H Club projects to complete those projects and turn the records over to the 4-H Club leader or County Agent. It was further agreed that county 4-H Club leaders would not solicit Vocational Agriculture students or Future Farmers for membership in 4-H Clubs and while it is not expressly set out in the agreement signed, we in Vocational Education agreed not to organize classes in elementary schools or grades, leaving those students entirely to the Extension Workers.

This agreement further provided that 4-H Clubs were not to be organized in schools having vocational departments, except at the request of the principal of that school.

This agreement was in conformity with an agreement entered into in Washington on December 20, 1928, the latter having been signed by the Director of Extension in the United States Department of Agriculture, the then United States Secretary of Agriculture and the Chairman of the Federal Board for Vocational Education. I should like to call your attention to two items which appeared in this December 1928 agreement signed by these agencies -

- "1. In counties having Vocational Agriculture Departments or Schools, it is recommended that the Cooperative Agricultural Extension Service do not enroll students of Vocational Agriculture for 4-H Club Work."
- "2. Care should be taken to see that work which is supported by Federal funds under any of the aforementioned acts (Vocational and Extension) will not in any way duplicate or overlap work being carried on in that same community when that work is supported in part from another Federal fund."

If the agreement entered into in Washington by the National Heads of the Agricultural Extension Service and by Vocational Education has been rescinded, I have not been so advised.

On February 25, 1948, I did receive a letter from the Director of Agricultural Extension Service in Tennessee in which he stated that the agreement, which had been entered into in Tennessee in January 1939, had served its purpose well and had been the basis of a very fine cooperative relationship between the Agricultural Extension Service and the State Board for Vocational Education in giving farm boys and girls education in Agriculture and Home Economics enrolled in high school Vocational Departments and in 4-H Clubs. He further advised that he was terminating the agreement and notifying all Extension personnel due to the fact that there had been great progress in both lines during the eleven years that the agreement had been in effect.

As Director of Vocational Education, I have never notified the Vocational teachers in this State that the agreement is no longer in effect and we are still adhering to it as originally agreed.

It seems to me that the solution to the problem, which you present, is very simple if the welfare of the boy or girl only is considered. The projects which he carries under a 4-H Club leader are that boy's projects, the animals and crops are his, and do not belong to any particular agency. Likewise, the farming program which he carries on under the instruction and supervision of his Vocational teacher is also his and if this is kept in mind and the objectives of both agencies to better equip youth to meet the problems which he will face in the future as a farm operator are made paramount, it should be relatively easy to determine under certain situations which agency is in position to render the most effective service. I assure you that is my sincere wish.

Very truly yours,

(signed) G. E. Freeman

G. E. Freeman
State Director, Vocational
Education

STATEMENT OF POLICY OF THE AGRICULTURAL EXTENSION
SERVICE WITH REGARD TO COOPERATIVE RELATION-
SHIPS BETWEEN 4-H CLUBS AND F.F.A.-F.H.A.
ORGANIZATIONS IN THE STATE OF TENNESSEE
October 17, 1950

It is recognized that both Vocational Agriculture and Agricultural Extension work are supported by public funds from Federal, State, and County sources, and that these educational opportunities should be available to all rural people, in keeping with the purposes and intent of the Smith-Hughes and Smith-Lever laws.

It is the firm belief of those charged with the administration of the Agricultural Extension Service that the boys and girls of Tennessee and their parents have the right and privilege of determining whether these boys and girls may simultaneously participate in both F.F.A. or F.H.A. youth organizations, sponsored by Vocational Agriculture and Vocational Home Economics, and 4-H Club work, a youth organization sponsored by the Agricultural Extension Service. It is our position that no one has a right to exclude boys and girls of Tennessee from benefits to be derived from either of these educational opportunities because of their membership or activity in either of the above organizations.

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, FHA, and 4-H Club activities is to offer farm boys and girls the maximum educational opportunity to develop their 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 FHA 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 or recognition programs. Likewise that only programs and activities under the supervision of Vocational personnel may be used in FFA or FHA 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. Brehm
President

/s/ Webster Pendergrass
Dean

/s/ V. W. Darter
Director

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

/s/ Quill E. Cope
Commissioner

/s/ G. E. Freeman
Director