

Cooperative Extension Service  
in Texas  
Its Objectives and Relationships

issued by  
The Extension Service  
Agricultural and Mechanical College of Texas and  
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## FOREWORD

IN order to understand the Cooperative Extension Service of the Agricultural and Mechanical College of Texas, its objectives and relationships one must know something of the whole of which it is a part. For this reason the Bulletin is divided into three parts: The Land Grant College; Cooperative Extension Service; and Broadening the Extension Program.

Acknowledgment is hereby made to Mr. Jack Shelton, former Vice Director and State Agent, Texas A. & M. College Extension Service, for the chart which appears on page 24. Mr. Shelton devised this chart for use in an address.

The bulletin is for the use of agricultural organizations and any other groups or individuals that may be interested in the subject it presents.

Suggested programs are available from the Extension Service or preferably may be made by the program committees of the organizations using the bulletin with the help of the County Extension agents or organization specialists.

# Cooperative Extension Service in Texas Its Objectives and Relationships

By Maggie W. Barry, Extension Adviser in  
Rural Organization Work

## I.

There is no finer example of the satisfactory results that may come through the democratic process of government than is revealed in the history of agricultural education in the United States during the past seventy-five years.

The impulse was born with the people and was developed by an organized effort of the people exercising the rights and privileges and recognizing the obligations of citizenship.

Agricultural education was not a state or federally conceived idea nor was it a gift from public benefactor or philanthropist. It began with the creative thinking of a few individuals who realized in the early years of the development of the nation that the foundation of any permanent civilization must rest on the partnership of man and the land; that the degree of happiness, health and content this partnership would bring would depend upon the intelligence, consideration and fairness man would exercise in his use and treatment of the land.

**Morrill  
Land Grant  
College Act**

Agriculture was so vital to the growth of the new country especially in the West and South that a number of community and county agricultural organizations sprang up in the Western states, expanding into state wide organizations, some of them receiving aid for agricultural education from their legislatures in the early fifties. About the same time the National Agricultural Society was formed. Through the joint efforts of these state and national groups and because of a continued expansion of farming, Congress enacted the Morrill Land Grant College Act which was signed by President Lincoln in 1862. This act, a distinguished recent historian calls "the most important piece of agricultural legislation in American history".

The act provided for the gift of public lands to the states and territories. From the sale of these lands funds might be obtained that would provide an income for the "endowment, support and maintenance of at least one college" in each state for the teaching of agriculture and mechanical arts including military tactics; though other sciences and classical subjects were not to be excluded. Under this act the Agricultural and Mechanical College of Texas was established in 1876.

**U. S. D. A.  
Established**

Since the development of agriculture was to be a joint concern of state and federal governments it was necessary that a federal agency should be created to cooperate. In the same year that Congress enacted the Morrill law the United States Department of Agri-

culture was established under the direction of a commissioner. In 1889 this department was given an executive status and the commissioner became the secretary of the department of agriculture and a member of the President's cabinet.

In spite of America's vast land resources, there has been a difficult and complex "agricultural problem" since the 1870's. The industrial revolution, in its vast stride destroying and building, had enriched the industrialist but impoverished the farmer. However, there were many other factors in the problem too numerous to list here and the farmer did not organize for self-protection as did industry, labor and business.

In the forward march of civilization science was the dominating movement and the government determined to give to agriculture the help of this force that was transforming the world.

Hatch Law  
Creates  
Experiment  
Stations

This led to the enactment of the Hatch law in 1887 providing for the establishing of experiment stations in connection with the land grant colleges.

But colleges and experiment stations were not enough. Only a limited number of young men from the farm could attend the agricultural colleges and few of them were able to go back to the farm. A great deal of the knowledge they acquired remained stored in their heads, unused packages of inert information—very little ever reaching the farm and the farmer.

Smith-Lever  
Law Establishes  
Extension  
Service

Vast amounts of valuable information related to farming, ranching and homemaking developed in the research laboratory remained pigeon-holed there. A way had to be found to make all this available to the farm family and applicable to the specific problems on the farm and ranch and in the home. The solution of that difficulty was the Smith-Lever Act passed by Congress in 1914 providing for the Cooperative Extension Service that would give to the agriculturist and the home maker on the farm and ranch and in the home — where the problems existed — information and expert advice as to how these problems might be solved.

The Morrill Act, the Hatch Act and the Smith-Lever Act contain the basic laws authorizing the establishment in every state, in cooperation with the United States, of the three fundamental institutions for agricultural education and advancement—the land grant colleges for resident instruction, the experiment stations for research, and the Cooperative Extension Service for the diffusion of knowledge made available by the other two. The provisions of these laws are so flexible that the cooperative state and Federal systems they created can easily relate themselves to new programs and new policies of the Department of Agriculture without impairing the principles involved in the Acts.

## II.

### Method of Education By Demonstration

The Cooperative Extension Service was the first expression, in the general education of the people, of the effect of the two great dominating impulses of the 19th century—Science and Democracy—although the authors of the Smith-Lever bill may not have been conscious of it. The complexities of economic and political life caused by the far-reaching effects of these two impulses on the simplest processes of living and government made it imperative that the people be educated or perish. The scientific laboratory had given a new method of approach to education. The scientist observed and studied the phenomena around him, analyzed and classified them, used his knowledge and experience and proved the worth of his findings. This is the method of education by demonstration provided for in the Smith-Lever Law. The farmer, ranchman or home maker with the help of the expert analyzes his particular problem, applies to its solution the knowledge of the expert and his own experience and proves their worth. The result—a demonstration. The bill provides that the money appropriated is to be used for the diffusion of useful and practical information on subjects relating to agriculture and home economics and for the encouraging of their application.

The method of education is by giving information through “field demonstrations, publications and otherwise”.

The people receiving the benefits of the bill are those not attending or resident in agricultural colleges in the several communities.

**Rural People  
Receive Funds**

As the basis of distribution of the funds appropriated is the rural population the provisions of the bill have been interpreted as applying to rural people. The word "rural" has been defined by the Bureau of the Census as including towns and villages of less than 2500 population.

The bill further provides that there should be inaugurated in each state in connection with the land grant college, agricultural extension work to be carried on in cooperation with the United States Department of Agriculture.

**Texas Approves  
Act**

A House concurrent resolution approved January 29, 1915, accepted for Texas the provisions of the act.

**Cooperative  
Responsibilities  
of State and  
Federal Directors**

Previous to the convening of the legislature, in June 1914, there had been a memorandum of understanding between the United States Department of Agriculture and the Texas A. and M. College signed by the Secretary of Agriculture and by the President of A. and M. College.

This memorandum is the basic general law in the light of which all questions of cooperative relationship may be determined. Provisions of this agreement are as follows:

1. An administrative agency was to be established by each institution that would be responsible for carrying out the purpose of the Smith-Lever Act.

In accordance with this the College created as one of its divisions the Cooperative Extension Service with a Director, who is representative both of the College and of the Department of Agriculture. In the Department of Agriculture was created what is now the Division of Extension.

2. This federal Division of Extension would have general supervision of all cooperative extension work in agriculture and home economics in Texas in which the Department would participate.
3. Plans relating to work in agriculture and home economics involving direct congressional appropriations to the Department of Agriculture must be planned under the joint supervision of the Director of Extension Service of A. and M. College of Texas, subject to the approval of the President of the College, and the Director of the Division of Extension of the United States Department of Agriculture subject to the approval of the Secretary.
4. The activities of the Service would be enlarged or extended by additional project agreements between the two agencies. All agents appointed for cooperative extension work in Texas in-

volving the use of direct congressional appropriations to the Department of Agriculture are to be joint representatives of the A. and M. College of Texas and the United States Department of Agriculture unless otherwise expressly provided for in the project agreements. The appointees must be agreeable to both parties.

5. Plans for the use of agricultural extension funds are to be made by the Extension Service subject to the approval of the Secretary of Agriculture if they do not involve the use of Department funds.
6. Headquarters of the Cooperative Extension Service must be at the A. and M. College of Texas, College Station, Texas.

### III.

**Director  
Administrative  
Link**

The Cooperative Extension Service in Texas is administratively related to the Agricultural and Mechanical College and its board of directors through the provisions of the Smith-Lever Law and the Memorandum of Understanding between the United States Department of Agriculture and the Texas Agricultural and Mechanical College. The Director of the Extension Service is the administrative link.

**Duties of  
Administrative  
Officers**

Attached to the general administrative office are two vice-directors, an executive assistant, the Rodent Control Service, and the Editorial and Publications Service.

The two vice-directors also are the state agents for administering agricultural and home demonstration work respectively in the entire state. Each state agent's office has an assistant state agent.

The Executive Assistant administers and supervises activities related to budgets and accounting, clerical functions, property and supplies.

Attached to the State Agent's office (men) are the twelve men District Agents who directly supervise the county agricultural agents in the counties included in their respective districts; the Boys' Club Agent; and the Supervisor of Men Specialists, coordinating the work of the men specialists.

Attached to the State Home Demonstration Agent's office are the twelve women District Agents who supervise the work of the County Home Demonstration Agents in the counties of their respective districts; the Girls' Club Agent; and a group of Women Specialists.

The Negro Extension Service is administered through the Negro State Leader of Extension Service under the general supervision of the Director of Extension and the Vice-Director and State Agents of the Agricultural and Home Demonstration Divisions of the Service.

The Negro State Leader administers Negro Agricultural and Home Demonstration work through District and County Extension Agents.

The various administrative units of the entire Service are so coordinated that all the energy and activities of the Service come together in the county for the benefit of the families it was established to serve. This service looks toward a better economic and social level of living for the farm and ranch families of Texas.

While the administrative relationships indicated are in general fairly permanent, as the Extension Service grows there must be enlargement of the general plan, especially of the subject matter groups. The list of the Extension Service staff sent out from time to time will note these changes and relationships.

The Extension Service has cooperative relationships with many other federal and state activities dealing with related subjects.

#### IV.

The Extension Service in Texas is supported by federal, state and county appropriations.

The major federal laws under which the Service operates are: the Smith-Lever, May 1914, Capper-Ketcham, May 1928, and Bankhead-Jones 1935.

**Sources of Revenue**                      The Smith-Lever law gives \$10,000 and the Capper-Ketcham \$20,000 outright to each state. The remaining sum from these appropriations must be matched by the states. The fund appropriated under the Bankhead-Jones Act is a grant that does not have to be matched by the states.

Other funds embodied in the general appropriation to the Department of Agriculture are apportioned to the several states by the department.

**Basis of Appropriations**              The legislature of Texas makes appropriation for the work based upon a budget made by the fiscal authorities of the Extension work in accordance with recommendations made by the administrative authorities of the Service.

The Extension Service out of its federal and state funds apportions a part of the money used for county agents' salaries with certain reimbursements for special travel expense.

**First Authority  
For Extension  
Work in Texas**

Previous to the passage of the Smith-Lever law the Legislature of Texas in 1911 authorized county commissioners to make appropriations for Extension Work. In 1917 and again in 1927 the Legislature authorized county appropriations to be made for the purpose of establishing and conducting co-operative demonstration work in agriculture and home economics. The work must be in cooperation with the A. and M. College of Texas upon such terms as may be agreed upon by the agents of the College and Commissioners' Courts. The courts also are authorized to appropriate and expend such sums of money as may be necessary to effectively carry on the work in the counties. This law is found under Article 164 Revised Statutes, 1936. The County agents' salaries are paid from Federal, state and county appropriations.

The district agent selects the corresponding county agent and determines the salary subject to the approval of the corresponding state agents, the Director of Extension and the President of Texas A. and M. College. While the court does not select or appoint the agent it has always been the policy of the Extension Service never to place an agent not acceptable to the Commissioners' Court in a particular county.

**Agents Not  
Employees of  
County Courts**

While agents are not employees of the Court they are expected to make reports of their work and its progress to the commissioners. Since the work is partly supported by county funds the court natur-

ally feels an obligation to keep in touch with what is being achieved.

Federal and state funds are distributed by the Service according to the respective federal and state laws in regard to appropriations made.

Developing  
Programs  
Rest With State  
Administrative  
Officers

Policy-making, planning and developing programs within the state are the responsibility of the administrative officers of the state

agency in cooperation with subject matter specialists functioning within the agreement of the 1914 memorandum. This is a valuable privilege as it permits a great degree of flexibility so that programs of work may be adapted not only to the farmsteads of county or community but when necessary to individual farmsteads giving the farm family full participation in planning programs that will meet their needs and desires.

## V.

### **Administrative Divisions**

For the purpose of more efficient administration the Extension Service is organized into two divisions, each having an administrative head under the Director. This administrative division is also in harmony with the social organization of the country. A farmstead is made up of a home and the land that sustains it. These are mutually dependent, with the family for whom the homestead exists as the unifying force. The basis for family living is economics. Upon this foundation must be built the superstructure of family life.

In building this foundation and superstructure both the father and mother are homemakers and users of the land for the benefit of the family. Nevertheless the woman is primarily responsible for the conduct of the home and the man for the use and development of the land. For this reason it is essential that the woman should have special training in things that directly pertain to the conduct of the home and the man special training in things primarily related to obtaining an income from the land. Both are equally responsible for the wholesomeness and happiness of the family life. Children should also share in these responsibilities in proportion to their age and understanding.

### **Instruction By Demonstration**

The method is by instruction in better and more skillful practices in doing the things that are primarily the responsibility of each in the life of the family. Instruction

should be given in such a way as to inspire the cooperators with a willingness to demonstrate and adopt these better practices and to impart to each enough of the principles upon which the better practices are based that their many activities may be approached with a confidence of knowledge and experience. The agents and the specialists, if they have the true spirit of the work, will desire to keep before the demonstrator always that the ultimate purpose of the instruction, the knowledge and the demonstration is to bring to the family in the homestead a fullness of living as individuals, parents and citizens. The demonstrator also should be inspired to think of his or her demonstration as something from which others may learn to practice better methods of agriculture and homemaking.

**Land Use As  
A Business**

Of the two divisions of the Service, agricultural work is employed directly with land use as a business, as a source of family food, as a means of self culture and accomplishment and united family enterprise.

In order to achieve these objectives demonstrations range in type from simple crop and stock practices to complete enterprises, such as dairying, animal husbandry, horticulture, cotton production and marketing. Combinations of such enterprises composing whole farm units in successful operation are now serving as demonstrations of all aspects of farm and ranch life.

The Texas Extension Service has had many years experience in aiding and stimulating farm

people to build their own programs in communities, counties, regions and the State, and in the formulation of agricultural policies at these various levels. This experience has also included program building by commodity groups, type of farming groups and others.

**Local Land  
Use Planning  
Committees**

Agricultural problems are being met by developing special and reasonably uniform methods for land use planning and program building by farm and ranch people themselves. The assets and liabilities of every area are being thoroughly appraised by committees of local men and women. All public agricultural and home economic agencies, State and Federal, are being brought together to serve these land use committees, each in its respective functions. By this means all services become one service available to all those whom all agencies serve.

Demonstrations of farming enterprises achieved by 4-H club members, between the ages of 10 and 21 are as effective as those by adults.

**Home  
Economics**

Home demonstration work, the other administrative group, gives special training to women and girls in their particular responsibility to the home and family. The basis of the work is home economics beginning in the home at whatever stage of development the woman or girl may be, moving forward or backward as she is willing to go and her needs are revealed.

**Demonstrators  
Organizations**

In order to achieve the three objectives of the service there have been developed in connection with home demonstration work a series of organizations of demonstrators and cooperators under the guidance and counsel of the agents.

These naturally began with the small community groups and as leadership and an understanding of the value of cooperative action developed a county wide home demonstration council was organized representative of the local clubs. The latter are independent groups controlled by constitution and by-laws of their own making. The county councils are really local advisory committees of the home demonstration staff as well as representatives of the home demonstration clubs of the county.

A few years ago the Texas Home Demonstration Association was organized with the local clubs as the units of membership. Like the clubs this Association is an independent organization with an advisory committee from the home demonstration staff.

**4-H Club  
Girls**

The 4-H club girls are the most important group to which the County Home Demonstration Council is related. The girls' clubs have sponsors who are a special standing committee of the council with the Chairman of Sponsors, a voting member of the body. There are local 4-H girls' clubs and county councils similar in organization to those of the women.

## VI.

The many emergency demands on the Extension Service during the World War, and the consequent effects on agriculture, retarded the most important steps which should have been taken parallel with the special training for home making and for agriculture. This follow-up work now is well under way.

### Whole Farm and Whole Ranch Demonstrations

A new demonstration has been developed centering around not the home, the farm or ranch but the farmstead as a whole—the whole farm or whole ranch demonstration. This step was in recognition of the fact that, while special separate training for the conduct of the home, farm or ranch is essential, the farmstead is something more than just the sum of its two parts. The farm or ranch family is something more than father, mother, and children. It is a social and economic unit of the nation.

The purpose of the whole farm or whole ranch demonstration is to assist farm and ranch families that need technical help in developing a practical and progressive example of farm or ranch management, home making and family cooperation. It is believed these demonstrations will result in improved lands and homes and establish economic foundations upon which can be built super-structures of better living.

**Objective of  
Whole Farm  
Program**

This superstructure of complete living for the family is the ultimate objective of the whole Extension Service, as well as of the whole farm or whole ranch demonstration. It was necessary, therefore, that all programs should include finally the normal physical and mental development of the individual members of the family, and the relations to each other. This, too, has been provided for by a comparatively recent provision for guidance in parent education and child development.

## VII.

As a partial result of the teaching and with the assistance of the Extension Service during the last twenty-five years, various state and federal agencies have been created to assist farm people with certain problems that are national in scope. Most agencies that work directly with farm people use advisory or administrative committees composed of farmers who in many instances were cooperating with the County Extension Agents in developing on their own farms programs of wise land use.

The creation of a relatively large number of new agencies that deal with farm problems made necessary a coordination of these agencies through agricultural policies and programs that would set out definitely not only what is to be done but by whom the plans are to be developed. Land use planning committees, composed of farm people and agency representatives as advisers, are being set up in every rural community, agricultural county and state for this purpose.

**Extension Service  
Assistance to  
Land Use Planning  
Committees**

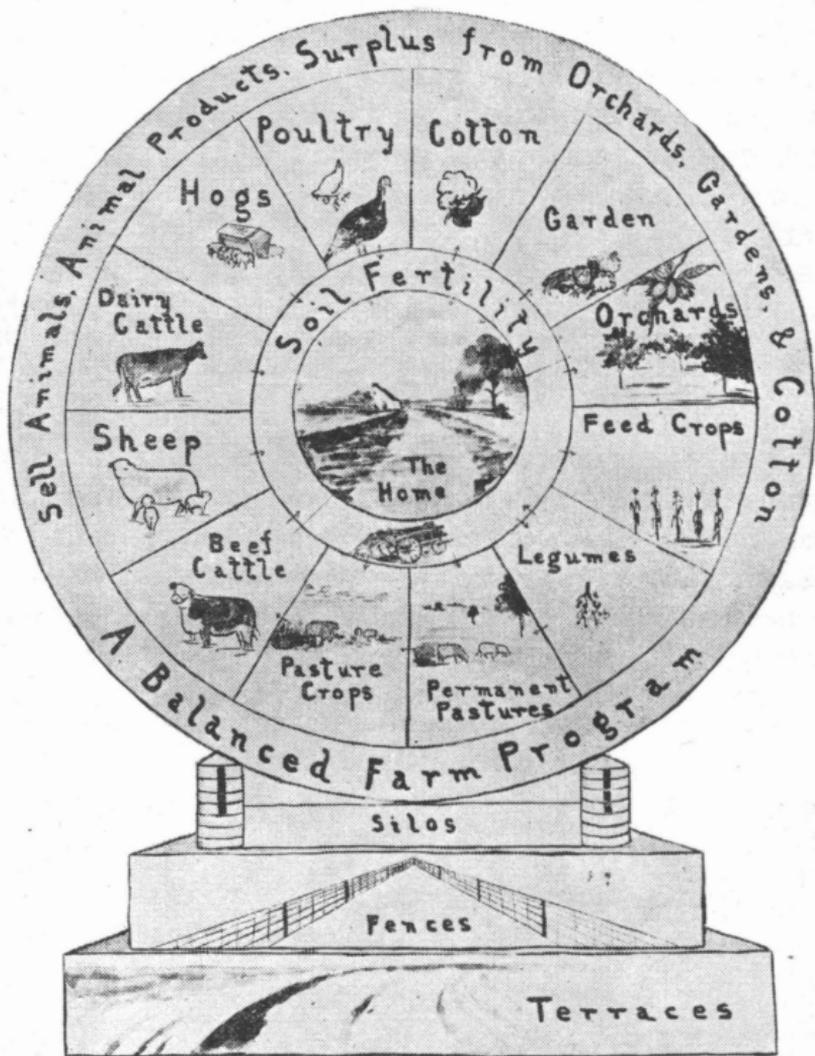
The organization of land use planning committees on all three levels is the responsibility of the Extension Service. Its further obligation is to provide these committees with all available information on local conditions and resources, state and national conditions, and with all scientific data of Experiment Stations or the

United States Department of Agriculture having a bearing on possible solutions of farm problems. This type of work as suggested is not new to Extension workers but it provides them with an opportunity to carry out the Extension Service program on a much broader front than has been possible heretofore.

It would **not** be true perhaps to say that land use planning committees are a conscious outgrowth of the whole farm and whole ranch demonstration. Yet these committees are an application of the same principles for the attainment of the same objectives. Both the demonstration and the committees are a part of the general movement toward planned agricultural programs that wisely executed will insure to farm and ranch families improved economic and social conditions for living.

Besides bringing about a more economical and efficient use of government aids to agriculture, the movement tends to strengthen the solidarity of the rural family as an economic and social unit in its service to democracy.

Perhaps it is not too much to hope that had Goldsmith lived in America in the 20th instead of in England in the 18th century he might have written of the "Revival" of the deserted village and paid tribute not only to the preachers and teachers, but to the county agricultural and home demonstration agents and the demonstrators and cooperators in Extension work.



The chart emphasizes soil fertility as being of basic importance to agriculture; and illustrates the relationship of the land and its use to the farm and ranch homes.

Cooperative Extension Work in Agriculture and Home Economics, Agricultural and Mechanical College of Texas and United States Department of Agriculture Cooperating.

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