

A STUDY TO SHOW THE EFFECTS OF THE TEXAS
YOUNG FARMER TOUR OF 1968 ON THE
PROGRAM OF PARTICIPANTS

By

GLEN B. DAVIS

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1955

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
July, 1970

OKLAHOMA STATE UNIVERSITY
THE GRADUATE COLLEGE

To the Members of the Committee:

You are requested to act as a committee for the examination of Glen E. Davis

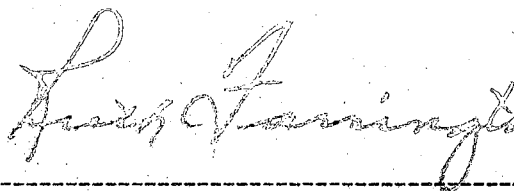
_____ for the master's degree.

This examination is scheduled to be held in 245 Ag. Hall, at 9:00 a.m., on Monday,

May 25, 1970.

Major: **Agricultural Education**

Minor:



Graduate College

COMMITTEE: **Robert R. Price, Chairman**

→ **Jack W. Pritchard**

H. Robert Terry

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Each member of the committee will please arrange to be present during the entire examination.

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OF THE COMMITTEE OF THE CHANGE.**

Name: Glen B. Davis

Date of Degree: July 31, 1970

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: A STUDY TO SHOW THE EFFECTS OF THE TEXAS YOUNG FARMER
TOUR OF 1968 ON THE PROGRAM OF PARTICIPANTS

Pages in Study: 32

Candidate for Degree of Master of Science

Major Field: Agricultural Education

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Finding and Conclusions: Results of the study clearly indicated acceptance of hypothesis number one. For the most part, teachers seem to indicate that the work of their functioning chapters had been greatly improved since returning from the tour. Considerable evidence was found in the expressions of teachers that their chapters were operating on a more democratic basis with involvement and responsibility assigned to and accepted by the rank and file of chapter members. Following the tour several chapters had adopted a constitution and spelled out quite specifically the purposes of their organization. Each of these programs had incorporated ideas from the Texas Young Farmer Tour. It is somewhat surprising to find that hypothesis number two regarding the organization of Young Farmer Chapters by participants not having chapters at the beginning of the tour must definitely be rejected. The same number of functioning chapters was reported after one year as that given prior to the tour. One chapter had been disbanded with one new chapter being organized. It was quite evident, both from observation and through a consideration of the results, that a state organization was needed. Since the study a state organization has been formed with much credit being given to the enthusiastic participants making the tour. It is recommended that further tours of this type be arranged at least on alternate years.

ADVISER'S APPROVAL

Robert H. Price

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Report Approved:

Report Adviser

Dean of the Graduate College

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I would like to express my appreciation to Dr. Robert R. Price, Head of the Agricultural Education Department and report adviser, for his guidance and help in preparing this report.

Indebtedness is also expressed to those individuals on the Agricultural Education staff who at various times over the past two years have given much needed advise and counsel. These staff members include Dr. James Key, Dr. Robert Terry, Dr. Jack Pritchard and Dr. Warren Noland.

I would like to express my sincere appreciation to the entire Oklahoma delegation who participated in the 1968 tour of Texas and whose complete response and cooperation made this study possible.

Special thanks is expressed to Billy Conners, Executive Secretary of The Texas Young Farmers Association for his help in gathering this material.

Especially, I wish to thank my wife, Rose, and my three children, Glenetta, Bart and James, for their untiring efforts, sacrifice and patience. To them, this report is dedicated.

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CHAPTER I

INTRODUCTION

According to the 1964 United States Census of Agriculture (1) the average age of the farm operator in the State of Oklahoma is approximately 52 years, while approximately 20 per cent of these are 65 years and over.

Faced with the fact that there is an alarmingly large number of farmers throughout the country that are approaching the age of retirement, the problem of directing young men into farming and encouraging those young men trying to get established, has become very acute. Due to this fact, there has been an increase in the efforts of vocational agriculture teachers and educators in Oklahoma to organize these young farmers.

There has been considerable research attempted during the past few years concerning the organization of young farmer clubs or chapters. However, much of the research has been limited to the local level and, consequently, does not apply directly to the identification of factors which may greatly influence the success or failure of programs on a statewide basis.

Knowing the situation which existed and trying to ignite a new enthusiasm, Dr. Robert Price, Agricultural Education Department, Oklahoma State University, organized a tour of Texas young farmer chapters in conjunction with Kansas State University. There were 24

vocational agriculture teachers and other agricultural education professionals from Oklahoma who accompanied Dr. Price and the Kansas delegation on a week-long tour in July, 1968.

In August of 1969 over a year since the tour was taken, it was felt advantageous to know the nature and extent of benefits which participating vocational agriculture teachers might have received.

Statement of the Problem

To what extent was the young farmer tour of Texas, participated in by a group of vocational agriculture teachers of Oklahoma in the summer of 1968, associated with the improvement of, or initial organization of, local young farmer chapters?

Assumptions

It was assumed that one year after participation in the tour, teachers could recognize the nature and extent of benefits derived from their participation.

Hypotheses

1. It is hypothesized that in the majority of the departments having a vocational agriculture teacher participating in the tour, that substantial improvement has occurred in the educational programs with young farmers and adults.
2. It is further hypothesized that a majority of teachers making the tour and not having young farmer chapters in operation would achieve a local organization within one year after the tour.

Purpose

The purpose of this study was to determine if the Young Farmer Tour participated in by a group of vocational agriculture teachers from Oklahoma subsequently proved beneficial to them at the local level.

An attempt was also made through the study to evaluate, to some extent, the extent of beneficial carry-over from those programs observed on the tour, this in terms of improvement in their own programs.

It was also the purpose of this study to determine if future tours of this nature would be advantageous and in what areas such a future undertaking could be improved to strengthen our own organizations.

Scope of the Study

The study included twenty-four vocational agriculture teachers and adult educators participating in the Young Farmer Tour taken in July, 1968.

It was felt that individuals included in the study constituted a somewhat representative sample of vocational agriculture teachers throughout the state, since several teachers from each of the five districts in the state were participants.

Teachers in this group were from some of the smaller schools as well as some from the larger schools in the state. Several multiple teacher departments were also represented.

CHAPTER II

REVIEW OF LITERATURE

A review of much research completed concerning the organization and operation of young farmer organizations, especially that done in Oklahoma, reveals that there are many different ideas on the correct procedure to follow in order to establish and maintain an effective organization.

It is the opinion of most of those doing research and publishing material on young farmer organization, that there is no 'one best' way of planning and conducting young farmer chapter activities. There are many varied and different situations which affect the young farmer organizations. Methods which work well for one organization may not work for another. However, some of the methods that have been proven to be effective over a large area, should definitely be taken into consideration.

As was so well stated in the Young Farmer Manual of Texas (4), "to have a successful chapter that will stand the test of time, members must take a lot of pride in the organization and develop a keen sense of loyalty; in other words, develop an esprit de corps." To accomplish this, members must feel a part of the Young Farmer Association. To develop this kind of attitude, officers and committees must take the lead in the planning and carrying out of chapter activities through enthusiastically accepting and exercising

leadership responsibilities. Team work is essential for success. One man cannot 'run the show'. Neither can members develop pride in a program that is run in a disorganized or shoddy manner.

The modern day farmer must have a means of keeping up to date if he is to stay in business and provide the necessities of life for his family. Education, in one form or another, is by necessity a continuous and lifelong process for the farmer. Changes have occurred in agriculture over the past decade with the result that farming has become a complex and intricate business. Price said in his study of young farmer organizations (3), "the last decade has witnessed tremendous growth in the concept that the community should use all of its educative resources presently provided and make a continuous effort to improve them."

Due to the tremendous outlay of capital required to get started in farming it behooves every vocational agriculture teacher to try to encourage those young men who have undertaken the task of getting established in farming, to organize themselves for educational purposes. Price (3), suggested in his dissertation, the occurrence or non-occurrence of young farmer programs as a part of the educational offering of local vocational agriculture departments may be conditioned to a greater extent by the teachers of vocational agriculture than any other factors.

As was stated in the United States Census of Agriculture (6), the average age of farm operators throughout the United States was approximately 52 years. Only in eleven of the fifty states was the average age of all farm operators under fifty years. Less than ten per cent of the farm operators across this country are under thirty-five years

of age. In our section of the United States, slightly over seventy per cent of the farmers were over forty-five years of age. According to recent statistical analysis approximately twenty per cent of all farmers in the State of Oklahoma were over sixty years of age in 1964 (5). The author assumes, due to the statistics cited and the current trend, that these figures would be considerably higher in 1970.

Faced with this alarmingly large number of farmers nearing retirement age and the current changes underway in the government farm programs, it is understandable why vocational agriculture as a whole should be concerned.

As Cannon (2), stated in his introduction to his recent study made on young farmer programs, "A vocational education in agriculture should be given more emphasis and every effort should be made to improve it." Vocational agriculture teachers retain a most favorable position with relation to young farmers because the great majority of these young men have probably been closely associated with vocational agriculture as a result of their former schooling. Because most of them probably have developed a favorable image of the vocational agriculture teacher, they will tend to respect him and rely on him for council at various times.

As was stated by Allison (1), "the teacher should be well prepared to do a selling job prior to embarking on a young farmer program." However, from the experience of the author who has just recently organized a young farmers program, this selling job mentioned by Mr. Allison must be a continuous process.

The local vocational agriculture teacher should not hold any office in the young farmer organization other than that of adviser.

The teacher should not be chairman of a standing committee nor should he act as chairman of the meetings. Active leadership roles should be assumed by chapter officers and committee chairmen with the adviser working behind the scenes to provide assistance that may be needed. Unquestionably, the adviser has a tremendously important role in the operation of a successful program.

From research and studies there is considerable evidence that there is a need for increased efforts on the part of teacher educators and supervisors to provide more first hand experience for teachers in organizing and maintaining active young farmer organizations.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

The purpose of this chapter is to describe the population for the study, the method of data collection, and analysis.

Population

The population for the study included twenty-four vocational agriculture teachers and adult educators who participated in the Young Farmer Tour in July, 1968.

Procedure

Each of the participants in the Texas Young Farmer Tour from Oklahoma was mailed a questionnaire which was developed specifically for the purpose of obtaining the desired information. The instrument was developed by the author with the advice of Dr. Robert Price, Head of the Department of Agricultural Education, Oklahoma State University and Dr. James Key, faculty adviser.

The twenty-four questionnaires were mailed out from Stillwater, Oklahoma, with a cover letter. During the first week of August, a follow-up letter was sent to each of the subjects, inviting them to a breakfast during the 1969 Summer Conference which was held on the Oklahoma State University campus during the second week in August. At this breakfast, the author with the assistance of Dr. Jack Pritchard,

conducted an informal group interview.

After the breakfast, which was attended by twenty of the original population, slides were shown of the tour made of Texas and while this was being done, the author and Dr. Pritchard were unsuccessful in their attempt to record the feed back from the group interview for later analysis.

The information was collected by means of the questionnaire. Of the twenty-four questionnaires sent out, 100 per cent were returned.

From these data, the investigator was able to summarize and form some rather definite conclusions.

CHAPTER IV

PRESENTATION OF DATA

Data presented in this chapter were obtained from twenty-four vocational agriculture teachers and adult educators in Oklahoma. One hundred per cent of the subjects returned the questionnaires.

Table I shows the composition of participants in the Texas Young Farmer Tour during the summer of 1968. Seventy-four per cent of respondents were teachers of vocational agriculture while twenty-six per cent were in other occupations dealing with adult education directly or indirectly. These included a college instructor, a real estate broker, a manpower supervisor, a chemical field representative, a high school principal and a business man. Of the six listing other occupations, three were vocational agriculture instructors at the time the tour in study was made.

As indicated earlier, the investigator was somewhat disappointed to discover that the number of functioning young farmer chapters among participants was, one year later, found to be exactly the same as the number functioning prior to the tour. Data summarized in Table II reveal that while teachers in six of the twenty schools represented reported having young farmer programs prior to the tour, the same number reported as functioning one year later was due to one new chapter being organized while another program became defunct.

TABLE I
COMPOSITION OF PARTICIPANTS IN TEXAS
YOUNG FARMER TOUR - SUMMER 1968

	Present Classification	Classification at Time of Tour
Vocational Agriculture Instructors	17	20
High School Principal	1	0
District Supervisor	1	1
College Instructor	1	1
Real Estate Broker	1	0
Manpower Supervisor	1	1
Chemical Field Representative	1	1
Business Man	1	0

TABLE II
STATUS OF YOUNG FARMER ORGANIZATIONS PRIOR TO AND
ONE YEAR AFTER TOUR AMONG TEACHER PARTICIPANTS

	Number Functioning	Number Organized During Year	Number Not Organized	Number Not Functioning During Year	Total
Prior to Tour	6	0	14	0	20
One Year after Tour	5	1	13	1	20

Table III rates the effectiveness of present young farmer programs by the local teachers compared to certain selected practices and procedures. The results showed that all those having constitutions, had excellent educational programs at each meeting. Those having excellent programs, such programs were arranged for by the members themselves.

Data presented in Table IV show the extent to which those teachers having young farmer programs operating within the framework of a local constitution indicate that they have incorporated parts of the Texas State Young Farmer Constitution into their local program. Results indicated by the number of programs found to be operating with a constitution admittedly was a disappointment to the investigator. It was hoped that the majority of the programs functioning a year after the tour was made, would have adopted at least a token constitution on the local level. Only three of the six functioning programs were operating within the framework of a local constitution.

The study revealed that of those operating with constitutions the major portions of the Texas Constitution used were those stating the purpose and defining organization and membership. Apparently, the majority of the respondents used very little, if any, of the Texas Constitution in drafting the remainder of their constitutions. It was determined from the group interview and the comments made on the questionnaires that the remainder of their constitutions were adopted to fit the specific localities in which the departments were located. From the information provided here, all functioning departments with the exception of one, had revamped their programs after the Texas Tour. It would be very interesting as well as advantageous to see the results of a similar study following formation of the Oklahoma State Association

TABLE III
RATING GIVEN EFFECTIVENESS OF PRESENT YOUNG FARMER PROGRAMS
BY LOCAL TEACHER AS COMPARED TO SELECTED
PRACTICES AND PROCEDURES

Item Reported	Excellent	Good	Average	Poor	Does Not Apply
Educational Program at Each Meeting	3	2	1		
Individual Programs Arranged by Teacher	1	2		3	
Adopted a Constitution	3				3
Officers Function	3		2	1	
Incorporated Ideas Obtained from Tour	1	2	2	1	

TABLE IV
EXTENT OF USE TEACHERS INDICATED THEY MADE OF SPECIFIC PORTIONS
OF THE TEXAS YOUNG FARMERS CONSTITUTION

Teachers Advising Functioning Young Farmer Programs	Number Operating with Constitution	Specific Portion of Constitution	Extent of Usage - Number Indicating			
			All	Much	Very Little	None
6	3	Stating Purpose	1	2	0	0
		Defining Membership	0	2	0	1
		Defining Organization	0	2	1	0
		Qualifications for Officers	0	1	1	1
		Standing Committees	0	0	2	1
		Meetings	0	0	2	1
		Dues	0	1	0	2
		Amendments	1	0	0	2
		Duties of Officers	0	1	1	1
		Procedure	0	0	2	1

in December, 1969.

Findings presented in Table V show the results of the tabulated answers to the question as to why those departments not having organized on the local level, had not done so at the time the study was made.

There were eleven responding vocational agriculture teachers that did not have functioning young farmer organizations on the local level. Seven of these teachers indicated that they still intended to organize programs but had failed to do so at the time the questionnaire was filled out. One teacher indicated that he felt the program was too time consuming, while another teacher declares the community is not interested in such a program. Still another individual expresses doubt as to need for such a program, with the remaining teacher asserting a program had gone defunct because of poor leadership among participating young farmers.

Without a single exception, all the participants responding, indicated they felt the Texas Young Farmer Tour was worthwhile.

Below are a few samples of comments made by the participants concerning the tour.

- Certainly the tour was fine, a lot like a good preacher, I just haven't felt right about my program since.
- This tour provided an opportunity to see active Young Farmer Organizations at work and showed what a state organization could do for chapters at the local level. It also provided opportunities to see how young farmer organizations could be very effective even in small school districts. This tour did more to stimulate me than any course I have taken in school.
- How else could you get the real picture of a program.
- I got an insight on their chapters and it will make it easier for me to organize my chapter.

TABLE V

REASONS GIVEN BY VOCATIONAL AGRICULTURE TEACHERS NOT HAVING YOUNG FARMER PROGRAMS
AS TO WHY THEY HAVE FAILED TO ORGANIZE ON THE LOCAL LEVEL

	Reasons Given					Teachers Leaving Profession	Teachers Maintaining Program	Total
	Too Time Consuming	Community Not Interested	Intend to Soon	No Need	Defunct Program			
Number Responding	1	1	7	1	1	3	6	20

TABLE VI
RATING GIVEN EFFECTIVENESS OF TOUR BY PARTICIPANTS
AS TO SELECTED BENEFITS

Benefit Derived	Very Beneficial	Somewhat Beneficial	Of Little Benefit	Was Not Applicable
Provided Credit Hours for Professional Improvement	13	2	2	
Provided Credit Hours for Master's Program	14	3		
Gave Motivation for Improving Chapters	13	3		1
Gave Motivation for Organizing Chapter	9	5		3
Helped Me See Need for a State Organization	13	4		
Provided Enjoyable Recreation and Fellowship	14	2	1	
Provided Practical "How to do" Information	10	7		
Motivated Sense of the Importance of Young Farmers Programs	11	6		
Motivating Sense of "Helping People Activity" Rather than Required Classes	14	3		
Motivate Desire to Help Other Teachers Organize Young Farmer Programs	5	6	3	3

- The trip gave us some insight as to how a state young farmer program operates.
- I had very faint ideas of how the program worked. This tour gave much insight into the program, how it worked, and the interest shown by young farmers.

One hundred per cent of the vocational agriculture teachers indicated they would recommend a tour of this type for other vocational agriculture teachers as well as all of them replying that they would be interested in a similar tour to visit another state or area.

Data summarized in Table VI show the rating given by the participants of the effectiveness of the tour, according to selected benefits. By reviewing this table, one can see that the participants felt the tour beneficial. With only one exception, the majority rated the tour as very beneficial. This one exception being, to motivate the desire to help other teachers organize programs of their own. This would be expected where the majority did not have programs in their own departments and would concentrate their efforts at home first.

CHAPTER V

SUMMARY AND CONCLUSIONS

The major purpose of the study was to ascertain the possible effectiveness of a tour of Texas Young Farmer Chapters by Oklahoma vocational agriculture teachers in upgrading the nature and extent of young farmer programs in Oklahoma.

Responses from teachers and others engaging in the tour were secured approximately one year after the tour was completed. It was assumed that one year after participation in the tour, teachers could recognize the nature and extent of benefits derived from their participation.

Two hypotheses were examined:

1. It is hypothesized that in the majority of the departments having a vocational agriculture teacher participating in the tour, that substantial improvement has occurred in the educational programs with young farmers and adults.
2. It is further hypothesized that a majority of teachers making the tour and not having young farmer chapters in operation would achieve a local organization within one year after the tour.

Results of the study clearly indicate the acceptance of hypothesis number one is warranted. For the most part, teachers seem to indicate

that the work of their functioning chapters had been greatly improved since returning from the tour. Considerable evidence was found in the expressions of teachers that their chapters were operating on a more democratic basis with involvement and responsibility assigned to and accepted by the rank and file of chapter members.

Following the tour several chapters had adopted a constitution and spelled out quite specifically the purposes of their organization. Each of these programs had incorporated ideas from the Texas Young Farmer Tour.

Educators have taught for years that for a young farmers program to be really effective, we must attempt to prevent the program from being overly dominated by the vocational agriculture teacher. This concept was confirmed by this study where it was indicated that those programs rated as excellent were well organized with the members themselves arranging for the programs.

It was somewhat surprising to find that hypothesis number two regarding the organization of Young Farmer Chapters by participants not having chapters at the beginning of the tour must definitely be rejected. The same number of functioning chapters was reported after one year as that given prior to the tour. One chapter had been disbanded with one new chapter being organized.

It was quite evident, both from observation and through a consideration of the results of this study, that a state organization was needed. Since this study was begun, a state organization has been formed and it would be interesting as well as advantageous to make a study of these same departments after the state organization has been organized long enough to exert an influence on the local communities.

It was further gratifying to note that several of the tour participants reporting not having organized local chapters at the time data for this study were secured have now organized since the Oklahoma State Organization has been perfected.

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5. U. S. Department of Commerce, Bureau of the Census. 1964 U. S. Census of Agriculture. Vol. 1, Part 36, Oklahoma.
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APPENDIX A

QUESTIONNAIRE TO BE FILLED OUT BY PARTICIPANT IN THE YOUNG
FARMER TOUR OF TEXAS DURING THE SECOND WEEK OF
JULY, 1968

Do you teach Vocational Agriculture? Yes____No____

If your answer above was NO, answer questions under B only.

If your answer above was YES, answer questions under A only.

A. 1. Do you have a young farmers program? Yes____No____

2. If your answer above was yes, answer the following; if your answer was no, go to item #6.

a. Do you have a constitution? Yes____No____

If yes, have you incorporated into any part of it,
any part of the Texas Young Farmers

Constitution? Yes____No____

If your answer was yes to the above question, to what
extent did you use the following parts?

	ALL	MUCH	VERY LITTLE	NONE
Stating the Purpose	_____	_____	_____	_____
Defining Membership	_____	_____	_____	_____
Defining Organization	_____	_____	_____	_____
Qualifications for Officers . .	_____	_____	_____	_____
Standing Committees	_____	_____	_____	_____
Meetings	_____	_____	_____	_____
Dues	_____	_____	_____	_____
Amendments	_____	_____	_____	_____
Duties of Officers	_____	_____	_____	_____
Procedure	_____	_____	_____	_____

In the space below, briefly describe those parts which were changed to fit your situation. (Attach additional sheets if necessary)

b. Was your program organized: ____ prior to 1968-69 school term.
 ____ after August 1968.

c. Classify your program: ____ poor, ____ average, ____ good,
 ____ excellent.

d. Indicate the officers you have in your organization.

President____, Vice President____, Secretary____, Treasurer____,
 Reporter____, Other(specify)_____

e. Have you incorporated any ideas you picked up while on the Texas tour?_____ Yes____ No____

If yes, did you use: very few____, few____, several____,
 many____.

3. Check the appropriate column below. Check as to whether you did these things or had these things incorporated into your program prior to taking the Texas Young Farmer Tour.

	Prior to Tour	After Tour	Presently Do Not Have
Developed Program of Work	_____	_____	_____
Program of Work developed by Committee	_____	_____	_____
President Presides at Meetings . .	_____	_____	_____
Regular Meeting Dates	_____	_____	_____
Program Committee	_____	_____	_____
Entertainment Committee	_____	_____	_____
Community Service Committee	_____	_____	_____
Public Relations Committee	_____	_____	_____

4. The program is arranged for by: ____ Ag. Teacher, ____ Program Committee, ____ Other (specify)_____

5. Is an educational program presented at each meeting?

Yes____ No____

6. If you do not have a young farmers program, please check the reason (one or more) below which you feel best expresses your appraisal of the situation. (a) Too time consuming ____;
- (b) Community isn't interested in such a program ____; (c) Have intended to try and organize a program but have not done so yet ____;
- (d) Do not feel a real need for such a program ____;
- (e) Need some help in getting the program started ____;
- (f) Other (specify) _____

7. Do you feel that the Texas Young Farmer Tour was worthwhile?

Yes ____ No ____

Please comment on your answer to question Number 7.

8. Check the importance of the items below as to tour benefits.

	VERY BENEFICIAL	SOMEWHAT BENEFICIAL	OF LITTLE BENEFIT	WAS NOT APPLICABLE
a. Provided credit hours for professional improvement	_____	_____	_____	_____
b. Provided credit hours for Master's Program	_____	_____	_____	_____
c. Gave motivation for organizing a chapter	_____	_____	_____	_____
d. Gave motivation for improving a chapter	_____	_____	_____	_____
e. Helped me see need for a State Organization.	_____	_____	_____	_____
f. Provided enjoyable recreation and fellowship	_____	_____	_____	_____

	VERY BENEFICIAL	SOMEWHAT BENEFICIAL	OF LITTLE BENEFIT	WAS NOT APPLICABLE
g. Provided practical "how to do" information	_____	_____	_____	_____
h. Motivated a sense of the importance of Young Farmer Programs	_____	_____	_____	_____
i. Motivated recognition of young farmer work as a "helping people activity" rather than "holding required classes" . . .	_____	_____	_____	_____
j. Motivated a desire to help neighboring teachers organize young farmer programs	_____	_____	_____	_____
9. Would you be interested in seeing a similar type tour arranged to visit another state or area? Yes _____ No _____				

FILL OUT THIS SECTION ONLY IF YOU ANSWERED NO TO FIRST QUESTION.

B.

10. What is your profession? _____
11. Do you feel that the Texas Young Farmer Tour of 1968 was worth-
while to you? Yes _____ No _____
12. Please indicate in a brief statement or two in the space below
how the tour was beneficial to you or if it was not, why?

NAME _____ LOCATION _____

APPENDIX B

Route #1
Sweetwater, Oklahoma

_____, Instructor
Vocational Agriculture
_____ High School
_____, Oklahoma

Dear _____:

I am making a study of the Texas Young Farmer Tour of 1968 of which you were a participant. This material will be used in my report for the Master's Degree.

Would you please take time from your busy schedule and fill out the questionnaire enclosed herewith and return same to me in the self-addressed, stamped envelope that I am enclosing. Your prompt attention to this matter will be greatly appreciated, as I do need your response.

I assure you that the information contained in this questionnaire will be kept strictly confidential. Only the tabulated results will be made available to the public.

Thanking you in advance for your prompt attention to this matter and I remain,

A Fellow Turtle

Glen Davis
Vo. Ag. Teacher

Enclosure

APPENDIX C

OKLAHOMA PARTICIPANTS IN 1968 TEXAS YOUNG FARMER TOUR

1. Banks, Jess - 712 Arapaho, Stillwater, Oklahoma 74074
2. Davis, Glen B. - Sweetwater, Oklahoma 73666
3. Dean, Ferlan K. - Yale, Oklahoma 74085
4. Goforth, Arlie G. - Medford, Oklahoma 73759
5. Grantham, Alva A. - Cleveland, Oklahoma 74020
6. Guess, James C. - Box 828, Pryor, Oklahoma
7. Harrison, John Jr. - Fort Gibson, Oklahoma 74434
8. Hasenbeck, Henry W. - Fletcher, Oklahoma 73541
9. Holt, Walon D. - Big Pasture, Randlett, Oklahoma 73562
10. Howeth, Lesslie L. - Tonkawa, Oklahoma 74653
11. Jacobs, Floyd R. - Wayne, Oklahoma 73095
12. Kennedy, Ira E. - Lawton, Oklahoma
13. Martin, David L. - Chattanooga, Oklahoma 73528
14. May, Donald G. - Purcell, Oklahoma 73080
15. Nolan, Mickey R. - Hartshorne, Oklahoma 74547
16. Rudy, Donald H. - Alva, Oklahoma 73717
17. Shultz, Fred A. - Laverne, Oklahoma 73848
18. Spencer, Charles - Elgin, Oklahoma 73538
19. Standifer, Jerry - Colbert, Oklahoma 74733
20. Templer, Leo G. - Southside School, Elmer, Oklahoma 73539
21. Thomas, Ralph L. - Woodward, Oklahoma 73801
22. Wade, Sammy - Mulhall-Orlando School, Mulhall, Oklahoma 73063
23. Waits, Jesse L. - Ashton, Kansas 67007

VITA

Glen B. Davis

Candidate for the Degree of

Master of Science

Report: A STUDY TO SHOW THE EFFECTS OF THE TEXAS YOUNG FARMER TOUR OF
1968 ON THE PROGRAM OF PARTICIPANTS

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Cloud Chief, Oklahoma, December 1, 1932,
the son of Mr. and Mrs. C. B. Davis.

Education: Attended Oney Public School, Albert, Oklahoma and
graduated in 1951; received the Bachelor of Science degree
from Oklahoma State University with a major in Agricultural
Education in May, 1955; attended New Mexico State University,
Las Cruces, New Mexico, for two summers; completed require-
ments for the Master of Science degree in July, 1970.

Organizations: Member of the American Vocational Association,
National Vocational Agricultural Teachers Association,
Oklahoma Vocational Agricultural Teachers Association,
National Education Association, Oklahoma Education Associa-
tion and Beckham County Teachers Association.