

FINANCING FFA ACTIVITIES IN, SOUTHWEST KANSAS

533

1226-5600

by

Alva LeRoy Burch

B.S., Kansas State University, 1971

A Master's Report

Submitted in Partial Fulfillment
of the Requirements for the Degree
Master of Science

College of Education
Kansas State University
Manhattan, Kansas

1973

Approved by:

James Albracht
Major Professor

LD
2668
R4
1973
B8
C.2
Doc.

ACKNOWLEDGMENTS

Acknowledgments are made to Dr. James Albracht, Head of Agricultural Education in the Department of Adult and Occupational Education, Kansas State University, and to Dr. Gordon Price, Professor of Education, Fort Hays Kansas State College, for their help and encouragement in writing the report. Appreciation is also expressed for the assistance of committee members, Associate Professor Howard Bradley of Adult and Occupational Education, and Associate Professor Paul Stevenson of Agricultural Engineering. Appreciation is extended to the vocational agriculture instructors in the Southwest District for the information given on the questionnaires to make this report possible.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	3
Limitations	3
Definition of Terms	4
Procedure	5
II. REVIEW OF LITERATURE	6
III. FINDINGS	9
IV. SUMMARY AND CONCLUSIONS	21
BIBLIOGRAPHY	25
APPENDIX	28

LIST OF TABLES

TABLE	PAGE
I. Vocational Agriculture Enrollment and FFA Membership in the Southwest District	10
II. Comparison of FFA Chapter Income With Teachers' Experience in the Southwest Kansas District	11
III. Mean Income Per Student in the Smaller Chapters as Compared to the Mean Income Per Student in the Larger Chapters in the Southwest Kansas District	12
IV. Comparison of Teaching Experience and Mean Income of FFA Chapters in the Southwest Kansas District	13
V. Fund-Raising Activities Used by FFA Chapters in the Southwest Kansas District	15
VI. Fund-Raising Activities Preferred by FFA Members in the Southwest Kansas District	16
VII. Fund-Raising Activities That Have Been Unsuccessful in the Southwest Kansas District	17
VIII. Teacher Ranking of Classes on Willingness to Work on Fund-Raising Activities in the Southwest Kansas District	18
IX. Expense Activities of FFA Chapters in the Southwest Kansas District	19
X. Limitations Placed on FFA Fund-Raising Activities by Administrators in the Southwest Kansas District	20

CHAPTER I

INTRODUCTION

Agricultural educators have recognized that participation in FFA activities has contributed to the personal development of its members. The FFA is an integral part of the instructional program and serves as a laboratory for students to develop skills related to the personal development taught in the agricultural classroom. Students of all abilities and interests make progress by participating in FFA activities.

In his remarks "Towards New Horizons," H. N. Hunsicker, National FFA Advisor, indicated several strengths of the FFA as follows: (1) it is a single coordinating body of students studying agriculture; (2) it has a definite value on the local, state, national and international levels; (3) the FFA is tied to an educational program in a most unique situation; (4) vocational agriculture and the FFA are synonymous; (5) the FFA is the "whetstone" of vocational education through a built-in system of awards and recognitions; and (6) strong state and national officers who have great influence on inspiring younger members are a tremendous factor in gathering support on all levels of FFA operation.¹

It was observed that one of the main problems confronting the FFA chapter was that of financing its activities. In order for

¹The New FFA: Student Performance Objectives, The National FFA Organization, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. 20202.

a chapter to compete and do well in the state Better Chapter Contest, it must have enough money to adequately finance the projects undertaken and stated by the members in the chapter program of activities.

Money-raising activities should be chosen wisely. Students learn much from well-conceived money-making programs. One of the specific purposes of the FFA is to help members make wise use of financial resources. In addition, cooperation, thrift, and service are emphasized in well-planned fund-raising projects.

A study of related literature indicated that there were several things that a teacher must consider in choosing a fund-raising activity:

- A. Is it legal?
- B. Will it meet the approval of the advisory board, administration and school board?
- C. Is it educational?
- D. Is it agricultural?
- E. Will the activity involve all the members?
- F. Will the activity be competitive with local businesses?
- G. Is the activity one that can be done outside of school without taking a lot of the teacher's time or classroom time?
- H. Will the activity have community support?
- I. Is the activity worthwhile, and does it meet the needs of the community?

With the above questions in mind, the writer developed a study to determine successful fund-raising activities in Southwest Kansas.

Statement of the Problem

The major purpose of this study was to determine how FFA chapters in Southwest Kansas financed their activities. Specific objectives of the study were to find answers to the following questions concerning financing activities in the Southwest Kansas District:

- A. What are the main sources of chapter income?
- B. What are the main sources of chapter expenditures?
- C. What types of FFA activities does the school finance?
- D. Which activities are the boys most interested in?
- E. Is there a difference in willingness to work among the different classes?
- F. Which money-making activities were unsuccessful and why?
- G. Which money-making activities were successful and why?
- H. Does the school board and administration limit the number or type of money-making activity?
- I. Does your chapter have some method to stimulate interest and increase profit?
- J. What is the relationship between teacher experience and chapter income?

Limitations

This study was limited to the FFA chapters of the Southwest District in Kansas and to the fund-raising activities of these chapters. Questionnaires were sent to the sixteen teachers in the Southwest District concerning the fund-raising activities of the chapters during the 1971-72 school year. Twelve teachers

returned the questionnaires with ten usable returns which supplied the data for this study.

Definition of Terms

FFA CHAPTER--An organization of high school students studying vocational agriculture and which are in good standing with the Kansas Association of Future Farmers of America as stated in Article III, Section B, of the national constitution.²

FUTURE FARMERS OF AMERICA--An organization of, by and for students studying vocational agriculture having the primary aim of developing agricultural leadership, cooperation, and citizenship. It is commonly called the FFA.

SOUTHWEST KANSAS DISTRICT--The district which was designated by the Agricultural Section of the Vocational Division of the State Board of Education as the Southwest District. There are sixteen schools with vocational agriculture departments in the Southwest District.

SUCCESSFUL MONEY-RAISING ACTIVITIES--Money-raising activities for financing FFA chapters and which met the approval of teachers, students, administrators and community leaders.

UNSUCCESSFUL MONEY-RAISING ACTIVITIES--Money-raising activities for financing FFA chapters and which did not meet the approval of teachers, students, administrators and community leaders.

VOCATIONAL AGRICULTURE--A study of animal science, crop science, agricultural science, and agricultural mechanics for the purpose of entry into an agricultural occupation.

²Official Manual for Future Farmers of America. (Alexandria, Virginia: Future Farmer Supply Service, 1971), p. 24.

Procedure

The purpose of the study was to determine successful money-raising activities for financing FFA activities in Southwest Kansas. There were sixteen FFA chapters in the Southwest District, and each FFA advisor was asked to rate FFA chapter fund-raising activities for effectiveness.

To plan for the collection of data for the study, the author searched literature for appropriate information. An interview checklist was drawn up and approved by Dr. James Albracht, Head Teacher Trainer of Agricultural Education at Kansas State University.

A questionnaire and a letter of explanation was sent to each teacher in the Southwest Kansas District FFA requesting that they complete and return the questionnaire. Data for the study was taken from the returned questionnaires, and each questionnaire was numbered as it arrived to allow tabulation of the data without knowing the name of the school listed.

After frequency statistics were used to tabulate the responses, the writer analyzed the findings to determine the conclusions and recommendations for the study.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was made to identify studies relative to the financing of FFA chapter activities. Several studies had been made on financing FFA activities, but none were conducted in the Kansas Southwest District of FFA. Reports of studies indicated that successful fund-raising projects were very important for the successful operation of an FFA chapter.

Bender, Clark and Taylor stated that the development of a budget was one of the first essentials in a sound program of financing. There must be a correlation between the budget and the program of activities, as chapters with many activities required more money.³ Phipps agreed with Bender, Clark and Taylor that each chapter should develop a budget and that money-making activities for FFA chapters should be agricultural in nature and have some educational value. Non-agricultural activities such as food concessions at games should be avoided to allow other school clubs to finance their activities. Money-making activities that compete with existing businesses should also be avoided as this causes businessmen to have a bad impression of the FFA chapter.⁴

³Ralph E. Bender, Raymond M. Clark, and Robert E. Taylor, The FFA and You (Danville, Illinois: The Interstate Printers and Publisher, Inc., 1962), p. 232.

⁴Lloyd J. Phipps, Handbook on Teaching Vocational Agriculture (Danville, Illinois: The Interstate Printers and Publisher, Inc., 1956), p. 385.

The Official FFA Manual suggests keeping chapter dues at a reasonable figure; otherwise they may be detrimental to the best interest of the chapter and possibly prevent worthy members from enjoying the privileges and benefits of the FFA. Raising chapter funds was a problem which deserved thought and study on the part of each member, and the group as a whole. Conditions affecting the raising of funds varied in every community. Customary ways and means in one instance may not be acceptable in another.⁵

Bender, Clark and Taylor suggested a few new activities each year to maintain interest and concluded that it generally is not good for a chapter to raise more money than is needed as this makes it possible for the group to become disinterested in not only money-making activities, but other chapter projects as well.⁶ Money-making activities of the FFA enriched the program of instruction and developed interest and pride in agriculture on the part of students according to Bender and Kantner.⁷

Johnson expressed that the involvement of students in cooperative FFA activities such as money-raising projects developed the following qualities: leadership, citizenship, character, cooperation, service, thrift, and patriotism.⁸ Johnson further

⁵Official Manual for Future Farmers of America, op. cit., p. 72.

⁶Bender, Clark and Taylor, op. cit., p. 235.

⁷Ralph E. Bender and Earl R. Kantner, "The FFA in a Changing Vo-Ag Program," The Agricultural Education Magazine, 39:9, May, 1967.

⁸J. T. Johnson, "Opportunity for Leadership," The Agricultural Education Magazine, 41:106, November, 1968.

reported that the FFA would bring about closer cooperation between the school and outside groups in the community.⁹

Stenzel reported that many businessmen attributed the motivating factor of their success to their membership and participation in the FFA chapter activities in high school.¹⁰ The FFA manual stressed the importance of the better chapter awards program for providing individual students with leadership training. Accepting responsibility and practicing thrift were found to be important traits for success in later life. Well executed fundraising activities not only developed individuals but provided revenue to extend and strengthen the FFA as a part of the instructional program in agriculture.¹¹

The review of literature indicated that individual and chapter thrift was very important. The survey of related readings also indicated that the chapter award system was important, and that to carry on an active program of work it was necessary to have adequate financing.

⁹J. T. Johnson, "Youth Organization Aid in Teaching," The Agricultural Education Magazine, 42:102, October, 1969.

¹⁰Samuel Stenzel, "The Leadership Role of the Vocational Agriculture Teacher: A Study of His Participation and Responsibilities in Professional and Community Organizations," Unpublished Master's Report, Kansas State University, 1968.

¹¹Official Manual for Future Farmers of America, *ibid.*

CHAPTER III

FINDINGS

The purpose of this study was to obtain information on how FFA chapters in Southwest Kansas financed their activities. Ten chapters submitted usable returns and the results are included in the findings.

Information in Table I summarized the number of years of teaching experience by teachers in Southwest Kansas. Also included in Table I were the chapter incomes and expenses for the 1971-72 year, number of students in vocational agriculture, and the number of members in the Future Farmers of America. Years of teaching experience for teachers in the Southwest Kansas District of FFA varied from two to thirty-three years, with a mean of 15.35 years. Responses from ten vocational agriculture departments in the Southwest District averaged 65.7 students in vocational agriculture and 46.8 members in the FFA chapters. Mean chapter income for the 1971-72 year was \$826.40 as compared to \$725.00 for chapter expenses. The mean income per student was \$17.64 while the mean expense per student was \$14.55.

The lowest chapter income was \$250 with expenses of \$215, while the highest chapter income was \$1719 with expenses of \$1592. The lowest number of students in vocational agriculture was 21 with 20 members in the FFA chapter, and the highest vocational agriculture enrollment was 188 with an FFA membership of 40. There was an average FFA membership of 71.2 percent for the ten schools.

If the vocational agriculture enrollment of 188 and the FFA membership of 40 for one of the schools were not included in the above totals, the percentage of FFA membership would be 91 percent.

TABLE I
VOCATIONAL AGRICULTURE ENROLLMENT AND FFA
MEMBERSHIP IN THE SOUTHWEST DISTRICT

School Number	Instructor Teaching Experience	Chapter Income 1971-72	Chapter Expense 1971-72	Number of Students in Vo-Ag	Number of Students in FFA
1	33	\$ 900	\$ 825	188	40
2	21	547	318	47	46
3	2	758	475	34	34
4	19	540	540	55	36
5	3.5	1719	1592	57	60
6	13	1600	1555	46	40
7	8	400	400	117	100
8	24	350	330	21	20
9	28	1200	1000	36	36
10	2	250	215	56	56
Total	153.5	\$8264	\$7250	657	468
Mean	15.35	826.40	725	65.7	46.8

*Mean Income Per Student \$17.64 *Mean Expense Per Student \$14.55

*Determined by dividing the total chapter income and expenses by the number of FFA members.

A comparison between experience in teaching and chapter income is given in Table II. It was found that the chapters with the five teachers with teaching experience below the mean had a mean chapter income of \$945.40 or \$119.00 above the average for the district. The five teachers who were above the mean for teaching

experience had an average chapter income of \$707.40 which was \$119.00 below the average chapter income for the district.

TABLE II
COMPARISON OF FFA CHAPTER INCOME WITH TEACHERS'
EXPERIENCE IN THE SOUTHWEST KANSAS DISTRICT

Years Teaching Experience			
Less Than 15.35 Years		More Than 15.35 Years	
School Number	Chapter Income	School Number	Chapter Income
3	\$ 758	1	\$ 900
5	1719	2	547
6	1600	4	540
7	400	8	350
10	250	9	1200
Total Income	\$4727		\$3537
Mean Income Per Chapter	\$945.40		\$ 707.40

The ten teachers in the Southwest Kansas District had an average of 15.35 years of teaching experience. Teachers with the least experience were advisors of FFA chapters with the highest chapter income. However, the teachers with the least experience had the lowest and the highest chapter income of the ten schools.

A comparison of the average income per student in the smaller chapters with the average income per student in the larger chapters were presented in Table III. The chapters were divided according to enrollment in FFA. The seven smaller chapters were those with memberships of less than the mean, and the three larger chapters were those with memberships greater than the mean. The smaller chapters consisted of 252 students who earned \$5895

compared to 216 students in the larger chapters which had chapter earnings of \$2369.

TABLE III

MEAN INCOME PER STUDENT IN THE SMALLER CHAPTERS AS COMPARED
TO THE MEAN INCOME PER STUDENT IN THE LARGER
CHAPTERS IN THE SOUTHWEST KANSAS DISTRICT

Seven Smaller Chapters*			Three Larger Chapters*		
School Number	FFA Membership	Income	School Number	FFA Membership	Income
1	40	\$ 900	5	60	\$1719
2	46	547	7	100	400
3	34	758	10	56	250
4	36	540			
6	40	1600			
8	20	350			
9	36	1200			
Total	252	\$5895		216	\$2369

Mean Income Per Student \$23.39 Mean Income Per Student \$10.96

*The smaller chapters are those with memberships less than the mean. The larger chapters are those with memberships greater than the mean.

The smaller chapters averaged \$23.39 income per student while the larger chapters earned \$10.96 per student. Students from the smaller chapters earned \$12.73 more per student than those from the larger chapters. One could not draw the conclusion that all the larger chapter members earned less money, however, since one of the larger chapters had an average income of \$286.50 per student. The difference between income of the chapters depended on more than the size of the chapter.

Information in Table IV indicated the relationship of chapter income and the years of experience for the chapter advisors. Six schools in the Southwest District had chapter incomes less than the mean and four had chapter incomes greater than the mean. The six chapters with incomes less than the mean had a combined income of \$2845 for a mean income of \$474.16 per chapter while chapters with incomes greater than the mean had a mean income of \$1354.75 or \$880.59 above the mean income for all chapters in the district.

TABLE IV
COMPARISON OF TEACHING EXPERIENCE AND MEAN INCOME
OF FFA CHAPTERS IN THE SOUTHWEST KANSAS DISTRICT

Six Chapters with Mean Incomes of Less Than \$826.40*			Four Chapters with Mean Incomes of Greater Than \$826.40*		
School Number	Years In Present School	Chapter Income	School Number	Years In Present School	Chapter Income
2	7	\$ 547	1	18	\$ 900
3	2	758	5	2.5	1719
4	16	540	6	7	1600
7	5	400	9	9	1200
8	21	350			
10	2	250			
Total	53	\$2845		36.5	\$5419

Mean Number of Years
in Present School 8.8

Mean Income \$474.16

Mean Number of Years
in Present School 9.1

Mean Income \$1354.75

*The mean income per chapter taken from Table I is \$826.40.

One could assume that there was very little correlation between the number of years a teacher was in a school and chapter income. The instructors of chapters of above average income had

9.1 years of teaching experience compared to 8.7 for teachers in the below average income group. The average income for the two groups were \$1354.75 and \$474.16 respectively.

Responses in Table V, page 15, summarized the fund-raising activities used by FFA chapters in the Southwest District. Assessment of dues was the most frequent method of raising money for chapters in the Southwest District. Seventy percent or seven of ten schools sold items built in the school shop as a money-making project while 40 percent of the schools raised money by operating a concession stand at ball games. Selling vests as a money-making project was listed by 30 percent of the schools. Money-making activities that were checked twice on the questionnaire were meal catering, selling agricultural related items, renting chapter owned equipment, magazine sales, prize money from livestock and machinery shows and slave auctions. Items that were used by only one chapter included safety materials, trap shoot, scrap iron, assessment for banquet, soup suppers, mountain oyster fry, sausage supper, taco feed, service to farmers (vaccinating, castrating and dehorning), donations, school district, calendars, school carnival and a donkey basketball game.

Replies in Table VI gave the preference of students for money-making activities in the Southwest Kansas District. Three schools listed slave auctions as the preferred fund-raising activity, while two schools had no preference as to the type of money-making activity conducted by the chapter. Other activities listed by schools were trap shoot, mountain oyster fry, sausage supper, taco feed, and state fair booth. The activities the

TABLE V
FUND-RAISING ACTIVITIES USED BY FFA CHAPTERS
IN THE SOUTHWEST KANSAS DISTRICT

Activity	Frequency
Dues	9
Items built in school shop	7
Concession stand	4
Vests	3
Catering meals	2
Selling ag-related items	2
Using chapter owned equipment	2
Magazine sales	2
Prize money from livestock and machinery shows	2
Slave auction	2
Safety materials	1
Trap shoot	1
Scrap iron	1
Assessment for banquet	1
Soup supper	1
Mountain oyster fry	1
Sausage supper	1
Taco feed	1
Service to farmers (vaccinating and dehorning)	1
Donations	1
School district	1
Calendars	1
School carnival	1
Donkey basketball game	1
Total	49

students were most interested in doing were more service oriented in nature than selling individual items.

TABLE VI
FUND-RAISING ACTIVITIES PREFERRED BY FFA MEMBERS
IN THE SOUTHWEST KANSAS DISTRICT

Nature of Activity	Frequency
Slave auction	3
No preference listed	2
Trap shoot	1
Mountain oyster fry	1
Sausage supper	1
Taco feed	1
State fair booth	1
Total Activities 7	10*

*Seven respondents listed 10 activities.

Information in Table VII showed the money-making activities that have been tried unsuccessfully by FFA chapters in the Southwest District. Competition with other school organizations and local merchants was listed by 40 percent of the schools as a reason for failure of money-making activities. Twenty percent of the schools reported that selling vests was an unsuccessful project. Items that were considered unsuccessful by some chapters were door sales, magazine sales, and sale of inferior products. Door-to-door sale of items was reported as the most unsuccessful type of

money-making project conducted. The instructors reported that fund-raising activities such as those listed in Table VI were the most successful in terms of profit and public acceptance.

TABLE VII
FUND-RAISING ACTIVITIES THAT HAVE BEEN UNSUCCESSFUL
IN THE SOUTHWEST KANSAS DISTRICT

Activity	Frequency
Competition with other school organizations	2
Selling vests	2
Competition with local merchants	2
Door-to-door sales	1
Magazine sales	1
Unapproved safety equipment	1
Inferior products	1
Total	10

Ranking classes according to their willingness to work is presented in Table VIII. Two schools in the evaluation did not have freshmen in vocational agriculture or FFA. The teachers ranked the students according to their willingness to work on money-making activities with one being the most willing to work and four the least willing to work. Under this rating system, the sophomore class was found to be the most willing to work (2.1), and the senior class (3.0) the least willing to work. It was found

that freshmen (2.12) were second in willingness to work and the junior class (2.4) third.

TABLE VIII

TEACHER RANKING OF CLASSES ON WILLINGNESS TO WORK ON FUND-RAISING
ACTIVITIES IN THE SOUTHWEST KANSAS DISTRICT

School Number	Freshman	Sophomore	Junior	Senior
1	0	2*	1	3
2	4	2	1	3
3	3	1	4	2
4	2	3	1	4
5	1	3	4	2
6	1	2	3	4
7	4	1	2	3
8	1	2	3	4
9	1	4	3	2
10	0	1	2	3
Total	17	21	24	30
Mean	2.12	2.1	2.4	3.0

*One represents the most willing to work and four represents the least willing to work.

Replies in Table IX summarized the expense activities of FFA chapters in the Southwest District. Teachers listed nine expense activities which occurred fifty times for an average of 5.5 activities per chapter. District dues and FFA pins, awards and supplies were considered as the two main expense items by 100 percent of the chapters. The annual parent-member banquet was an expense item in 90 percent of the chapters while judging trips were an expense for 60 percent of the chapters. FFA parties and the State FFA Convention were considered expense activities in 40

percent of the chapters. Community service projects were expenditures in 33 percent of the schools with 20 percent of the chapters spending money on the National FFA Convention and educational and pleasure trips.

TABLE IX
EXPENSE ACTIVITIES OF FFA CHAPTERS IN
THE SOUTHWEST KANSAS DISTRICT

Activity	Frequency
FFA pins, awards and supplies	10
District dues	10
Parent-member banquet	9
Judging trips	6
FFA parties	4
State FFA Convention	4
Community service activities	3
National FFA Convention	2
Educational and pleasure trips	2
Total Activities	50

Limitations placed on FFA fund-raising activities by the administrators in the Southwest Kansas FFA District are shown in Table X. One hundred percent of the chapters reported having limitations within reason. Restrictions were placed on 33 percent of the chapter by the administrators for selling agricultural related items that competed with local merchants. One chapter reported that the administration preferred a work day over selling while another chapter was limited to the operation of a concession

stand at ball games. One instructor reported that the administration had limitations of only a few activities with the intention that a few big activities would be better than several small ones.

TABLE X
LIMITATIONS PLACED ON FFA FUND-RAISING ACTIVITIES BY
ADMINISTRATORS IN THE SOUTHWEST KANSAS DISTRICT

Activity	Frequency
Limitations within reason	10
Sell ag-related items that compete with local merchants	3
Limit selling--prefer work days	1
Limit to only a few activities	1
Concession stand only--no soliciting	1
Total Activities	16

CHAPTER IV

SUMMARY AND CONCLUSIONS

The major purpose of this project was to determine the successful FFA fund-raising activities in Southwest Kansas. The writer prepared a questionnaire and mailed it to the sixteen schools which had FFA chapters in the Southwest District. Twelve replies were received, and ten usable returns were tabulated with frequency statistics.

The findings indicated that the years of teaching experience had little effect on the success of money-raising activities. The smaller FFA chapters had a higher income per member than the larger FFA chapters. Success of money-raising activities was largely dependent upon the enthusiasm of the members.

The vocational agriculture instructor in the Southwest Kansas FFA District has an average of 15.35 years of teaching experience. The average enrollment in vocational agriculture was 65.7 students with a mean of 46.8 in FFA who had mean receipts and expenses of \$17.64 and \$14.55 respectively.

The low chapter income was \$250 with expenses of \$215, while the highest chapter income was \$1719 with expenses of \$1592. The low number of students in vocational agriculture was 21 with 20 members in the FFA chapter, and the highest vocational agriculture enrollment was 188 with an FFA membership of 40. There was an average FFA membership of 71.2 percent for the ten schools. If the vocational agriculture enrollment of 188 and the FFA membership

of 40 for one of the schools were not included in the above totals, the percentage of FFA membership would be 91 percent.

No definite conclusions could be drawn concerning teachers experience in teaching and chapter income. The differences in income were primarily due to factors such as enthusiasm of the students and community acceptance. The same was true when one compared incomes of the larger chapters to incomes of the smaller chapters. The mean income per student in the smaller chapters was \$23.39 as compared to \$10.96 per student in the larger chapters. However, there was a wide range in chapter income with several chapters in both groups being far above or far below the mean.

A variety of fund-raising activities was used by FFA chapters in the Southwest District. A total of twenty-four activities was reported as sources of chapter income by teachers. The three most popular activities were: collection of dues, sale of items built in the school shop, and operation of concession stands at ball games. The most successful activities in regard to profit were service oriented in nature. Such activities as slave auctions, fair booths, and meal catering could be considered under this category.

Selling items was the most unsuccessful of fund-raising activities tried by chapters. Competition with downtown merchants, conflicts with other school organizations, and inferior products were problems encountered by several chapters. Examples of unsuccessful activities were selling vests, magazines, and unapproved safety equipment. Success of chapter activities depends upon cooperation from all the students. When teachers ranked their

students on willingness to work on fund-raising activities the sophomore class was ranked first followed by the freshmen, juniors and seniors respectively.

The main expense items for chapters in the Southwest Kansas FFA District were District dues, FFA supplies, FFA banquet, judging trips, FFA parties, State FFA Convention, community service activities, National FFA Convention and educational and pleasure trips.

Very few limitations were placed on chapter fund-raising activities by the administration and school board. Most administrators limited the number of money-making projects and preferred that the chapter limit selling and have more service projects.

One of the first essentials in a sound program of financing is the development of a budget. The budget should be drawn up by the executive committee and approved by the chapter at the beginning of the year. The budget should be planned in conjunction with the program of activities. For this reason, money to finance chapter activities will vary greatly among chapters. The chapters who do several projects that are community service oriented will naturally need more money to operate than the chapters who are less service minded.

After the expense budget has been developed, plans should be made for money-making activities. Since the vocational agriculture program trains students for agriculture, fund-raising activities should be agricultural in nature with some educational value. For the activity to be successful, it must involve all the members and not compete with local merchants or other school

organizations. Community acceptance of activities is essential and easy to obtain if the activities are worthwhile and meet the needs of the community. Generally the most successful activities are those in which the students are most interested in and supported by the community. Such activities can be repeated year after year with good results.

Guidance by the instructor, community acceptance, and student enthusiasm are factors that determine the success of fundraising activities. Strict scheduling of FFA activities to avoid conflicts is also essential for a profitable year.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Bender, Ralph E., Raymond M. Clark, and Robert E. Taylor. The FFA and You. Danville, Illinois: The Interstate Printer and Publisher, Inc., 1962.
- Berges, Lyle C. "A Study of Financing Future Farmers of America Chapters in North Central Kansas," Unpublished Master's Report, Kansas State University, 1962.
- Broeckelman, Robert J. "A Study of the 1971 FFA Summer Leadership and Citizenship Conference," Unpublished Master's Report, Kansas State University, 1972.
- Marrs, Dan R. "A Comparison of Single-Teacher and Multiple-Teacher Vocational Agriculture Departments in the Area of Leadership Development," Unpublished Master's Report, Kansas State University, 1970.
- Newcomb, L. H. "Membership--The Pathway to Leadership," Department of Agricultural Education, The Ohio State University, Columbus, 1972.
- Official Manual for Future Farmers of America. Alexandria, Virginia: Future Farmer Supply Service, 1971.
- Phipps, Lloyd J. Handbook on Teaching Vocational Agriculture. Danville, Illinois: The Interstate Printer and Publisher, Inc., 1956.
- Proceedings of National Workshop for Professional Leaders, Alexandria, Virginia: Future Farmer Supply Service, July 20-26, 1969.
- Staats, Herschel L. "Financing FFA Activities in the Northwest Kansas District," Unpublished Master's Report, Kansas State University, 1964.
- Stenzel, Samuel. "The Leadership Role of the Vocational Agriculture Teacher: A Study of His Participation and Responsibilities in Professional and Community Organizations," Unpublished Master's Report, Kansas State University, 1968.
- The New FFA: Ceremonies, Creed, Aims and Purposes, National FFA Organization, U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.
- The New FFA: Chapter Champions, National FFA Organization, U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

The New FFA: Student Performance Objectives, The National FFA Organization, U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

What is FFA to You? The National FFA Organization, U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

APPENDIX

Chey- enne	Rawlins	Decatur	Norton	Phillips	Smith	Jewell	Republic Wash- ington	Marshall	Brown Donathan
Sherman	Thomas	Shori- dan	Graham	Rooks	Osborn	Hitchell	Cloud	Ottawa- atomic	Memaho
Wallace	Logan	Gove	Trego	Ellis	Russell	Lincoln	Ottawa	Riley	Hitchison
Greco- law	Michi- ta	Scott	Lano	Rush	Barton	Ellis- worth	Salino	Coary	phaw- son
Hamil- ton	Moarkey	Finney	Hodgeman	Pawnee	Staf- ford	Reno	McPherson	Morris	Osage
Ston- ton	Grant	Hack- oll	Ford	Edwards	Pratt	Kingman	Harvey	Chaso	Linn
Wort- on	Stevens	Seward	Clark	Comanche	Barber	Harpor	Sumnor	Butler	Bour- bon
		Meado					Sodwick	Green- wood	Allen
								Elk	Walser
								Chautauqua	Lab- otte
								Mont- gomery	Chero- kee

INSTRUCTORS AND SCHOOLS IN THE SOUTHWEST KANSAS FFA DISTRICT

<u>Instructor</u>	<u>School</u>
Allen Starosta	Dodge City
Gail LaMunyon	Ensign
Oran Nunemaker	Fowler
Dru Richard	Garden City
Alva Burch	Hanston
Larry Wasson	Holcomb
Ken Pfaff	Hugoton
Wayne King	Jetmore
Arthur White	Kismet
James Krehbiel	LaCrosse
Dean Hoppas	Lakin
Hubert Mai	Leoti
Wayne Thompson	Mullinville
Ed Brenner	Ness City
John Minor	Scott City
Herman Schacht	Tribune

ILLEGIBLE DOCUMENT

**THE FOLLOWING
DOCUMENT(S) IS OF
POOR LEGIBILITY IN
THE ORIGINAL**

**THIS IS THE BEST
COPY AVAILABLE**

November 2, 1972

To: Southwest District Vocational Agriculture Teachers

Fellow teachers, I am enrolled in the course, "Seminar in Education" at Fort Hays for the fall semester. One of the requirements of the course is writing the Master's Report. The topic I have chosen for my Master's Report is "Financing FFA Chapters in Southwest Kansas."

I would appreciate it very much if you would take the time to fill out the enclosed questionnaire as accurately as possible and return it at the earliest convenience. Thank you very much.

Sincerely yours,

Alva Burch

Alva Burch

QUESTIONNAIRE FOR FINANCING FFA ACTIVITIES
IN SOUTHEAST KANSAS

Name _____ 5. Teaching experience (years) _____
 School _____ 6. Years in present school _____
 Size of school (number) _____ 7. Vo-Ag enrollment (number) _____
 Size of town (number) _____ 8. FFA membership (number) _____

Please respond to the following:

- A. Does your chapter set up an annual budget? _____
 B. How much are your chapter dues? _____
 C. What was the FFA chapter's income for the 1971-72 school year? _____
 D. What was the FFA chapter's expenses for the 1971-72 year? _____

Please check the amounts expended for the following items:

	AMOUNT	HOW FINANCED?
A. FFA pins, awards and supplies	_____	_____
B. Parent and Son Banquet	_____	_____
C. FFA parties	_____	_____
D. State FFA Convention	_____	_____
E. National FFA Convention	_____	_____
F. District Dues	_____	_____
G. Judging trips	_____	_____
H. Trips (educational and pleasure)	_____	_____
I. Community service activities	_____	_____
J. Others (briefly explain)	_____	_____

Does the school finance any of the above activities? _____ If so, which ones?

What are the main sources of chapter income? Give approximate amounts.

A. Dues _____	I. Calendars _____
B. From school district _____	J. Selling Ag-related items _____ Non Ag-related items _____
C. Price money from livestock and machinery shows _____	K. Selling safety materials _____
D. Dances _____	L. Service to farmers (Castrating, vaccination and shearing) _____
E. School fairs _____	M. Carnivals _____
F. Slave auctions _____	N. Donkey Basketball games _____
G. Donations _____	O. Items built in school shop _____
H. Renting chapter owned equipment _____ Lost equipment _____	P. Others (briefly explain) _____

13. Which of the activities in item 12 do the boys seem most interested in? _____
14. Rank the classes according to their willingness to work on money making activities. ____ Freshman ____ Sophomores ____ Junior ____ Senior
15. Which money making activities were the most successful for your chapter? Briefly explain how and why they were successful.
16. Which money making activities were unsuccessful? Why were they unsuccessful?
17. Is your chapter limited to the number of money making activities it may have by the school board or administration? (Yes - No) If so, how many and which ones?
18. Are there any money making activities you would suggest an FFA chapter not try?
19. Do you have conflicts with other school organizations on your money making activities?
20. Have you devised some unique method that stimulates interest and increases profit? (Such as divide up into teams and give prizes to the top salesman) Please explain.
21. Is the FFA fund and the netal fund combined? _____ If you have a unique situation for either fund, it would be beneficial to us if you would explain it.

Check this box if you would like to have a copy of the findings.

FINANCING FFA ACTIVITIES IN SOUTHWEST KANSAS

by

Alva LeRoy Burch

B.S., Kansas State University, 1971

An Abstract of a Master's Report
Submitted in Partial Fulfillment
of the Requirements for the Degree
Master of Science

College of Education
Kansas State University
Manhattan, Kansas

1973

ABSTRACT

Purpose

The objective of this study was to determine the various types of fund-raising activities used by chapters in the Southwest Kansas FFA District. The study was also designed to find out which activities were the most successful and least successful and why.

Method

Information for the report was obtained through the use of questionnaires which were sent to each instructor in the Southwest District. Twelve of the sixteen schools responded for a 75 percent return. Two of the returned questionnaires could not be used, as new instructors were hired who did not have access to the account books of the previous year.

Findings and Interpretations

The vocational agriculture instructor in the Southwest Kansas FFA District has an average of 15.35 years of teaching experience. The average enrollment for all students in vocational agriculture was 65.7 with a mean of 46.8 in FFA and mean receipts and expenses of \$17.64 and \$14.55 per student respectively.

No definite conclusions could be drawn concerning teachers experience and chapter income. The differences in income were primarily due to factors such as enthusiasm of the students and community acceptance. The same was true when one compared incomes

of the larger chapters to incomes of the smaller chapters. The mean income per student in the smaller chapters was \$23.39 as compared to \$10.96 per student in the larger chapters. However, there was a wide range in chapter income with several chapters in both groups being far above or far below the mean.

A variety of fund-raising activities was used by FFA chapters in the Southwest District. A total of twenty-four activities was reported as sources of chapter income by teachers. The three most popular activities were collection of dues, sale of items built in the school shop, and operation of concession stands at ball games. The most successful activities in regard to profit were service oriented in nature. Such activities as slave auctions, fair booths, and meal catering could be considered under this category.

Selling items was the most unsuccessful of fund-raising activities tried by chapters. Competition with downtown merchants, conflicts with other school organizations and inferior products were problems encountered by several chapters. Examples of unsuccessful activities were selling vests, magazines, and unapproved safety equipment. Success of chapter activities depends upon cooperation from all the students. When teachers ranked their students on willingness to work on fund-raising activities the sophomore class was ranked first followed by the freshmen, juniors and seniors respectively.

The main expense items for chapters in the Southwest Kansas FFA District were District dues, FFA supplies, FFA banquet, judging trips, FFA parties, State FFA Convention, community

service activities, National FFA Convention, and educational and pleasure trips.

Very few limitations were placed on chapter fund-raising activities by the administration and school board. Most administrators limited the number of money-making projects and preferred that the chapter limit selling and have more service projects.

Since the vocational agriculture program trains students for agriculture, fund-raising activities should be agricultural in nature with some educational value. For the activity to be successful, it must involve all the members and not compete with local merchants or other school organizations. Community acceptance of activities is essential and easy to obtain if the activities are worthwhile and meet the needs of the community. Generally the most successful activities are those in which the students are most interested and which are supported by the community. Such activities can be repeated year after year with good results.

Guidance by the instructor, community acceptance, and student enthusiasm are factors that determine the success of fund-raising activities. Strict scheduling of FFA activities to avoid conflicts is also essential for a profitable year.