

FINANCING FFA ACTIVITIES IN  
THE NORTHWEST KANSAS DISTRICT

by

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## INTRODUCTION

One of the major problems each year for the FFA chapter is how to finance its activities. For a lively and growing FFA chapter to complete a worthwhile program of work, the chapter must have adequate finances. There needs to be a balance in the program of work between the money raising activities and the other activities.

In choosing a money raising activity there are several things one must consider:

1. Is there educational value to the activity?
2. Will it interest the boys?
3. Will the community accept it?
4. Will it raise enough money to justify the labor and time?
5. Is it legal?
6. Is it safe?
7. Does it compete with local businesses?
8. Will all boys be able to participate?
9. Is the chapter capable of assuming most of the responsibility for it, without it taking a lot of the teachers' time?
10. Does it contribute to the objectives of vocational agriculture?

## STATEMENT OF THE PROBLEM

The objective of this study was to answer the following questions about financing FFA activities in the Northwest Kansas District:

1. What fund raising activities were successful and why were they successful?
2. What type of activities was successful?
3. Does the school finance any activities?
4. Do the boys seem to prefer doing one money raising activity over another?
5. Do different class levels work better than others?
6. What limitations do administrators place on FFA activities?
7. What were some of the unsuccessful money raising activities tried in prior years and why were they not successful?
8. What is the relationship between experience of the teacher and chapter income?

## LIMITATIONS

This study was limited to the thirty-three vocational agriculture departments in the Northwest District of Kansas. All thirty-three teachers in the District were interviewed. The study was limited to the fund raising activities of the

FFA chapters of these thirty-three departments during the 1963-1964 school year.

#### DEFINITIONS OF TERMS

Northwest District--The Northwest District will be defined as that district which is designated the Northwest District by the Kansas Vocational Agriculture Teachers Association.

Vocational Agriculture Department--Those departments teaching agriculture which are reimbursed by the State Board for Vocational Education.

FFA chapter--Those chapters in good standing with the state association as stated in Article II Section B of the National Constitution.<sup>1</sup>

FFA--Future Farmers of America

#### PROCEDURE

An interview check list was made and approved by Dr. R. J. Agan, Head Teacher Trainer, Agriculture Education at Kansas State University.

All vocational agriculture instructors of the Northwest District were interviewed on how they financed their chapter activities. The interviews were made at judging

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<sup>1</sup>Official Manual for Future Farmers of America, 1963, p. 21.

contests, the State FFA convention and the Kansas Vocational Agriculture Teachers Association convention. All teachers were asked the same questions in the same order.

The schools were assigned a random number allowing the results of the interviews to be tabulated and conclusions drawn without having the name of the schools listed.

#### REVIEW OF LITERATURE

The FFA Manual states:

The amount of capital required in any given year depends, primarily, on the annual program of work set up and adopted by the chapter. While certain activities included will involve little or no expense, others will call for some expenditure of money in addition to time, thought, and effort.<sup>2</sup>

In their book Bender, Clark and Taylor stated chapters should first set up a budget to determine how much money they need and then determine how to raise it.<sup>3</sup> If a chapter does not have enough money, the chapter can not carry out all their program of work.

Also it is not good for a chapter to raise more money than is needed. If a chapter has a large surplus to carry over for the next year, it is possible for the chapter to become a "bit stale and self-satisfied," losing their drive.

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<sup>2</sup>Ibid., p. 67.

<sup>3</sup>Ralph E. Bender, Raymond M. Clark, and Robert E. Taylor, The FFA and You (Danville, Illinois: The Interstate Printers & Publisher, Inc., 1962), p. 236.



Kirkland recommends that the resources of the entire chapter be used in planning the fund raising activities rather than a small group and that they consider ways and means of financing each of their proposed objectives.<sup>4</sup>

Chapter dues should be kept to a reasonable figure otherwise they may prevent some boys from joining the chapter. The dues should be adequate to pay the state and national dues and give the boys a sense of belonging. This means the average chapter must have other fund raising activities.

Eggeman points out that the chapter should be sure to have its fund raising activities placed on the school calendar so it will not conflict with other organizations.<sup>5</sup>

Dunhelberger in his study of fund raising activities in the United States found that the means used in various chapters from state to state varied a great deal, especially from region to region.<sup>6</sup>

According to Jett it is hard to tell a chapter how

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<sup>4</sup>Bryant Kirkland, "Raising Funds to Finance the FFA Chapter," The Agriculture Education Magazine, (February, 1944), p. 145.

<sup>5</sup>Herschel Eggeman, "Financing the Chapter," The Agriculture Education Magazine, (January, 1953), p. 169.

<sup>6</sup>Paul C. Dunhelberger, "Financing the FFA Chapter," The Agriculture Education Magazine, (November, 1951), p. 117.

to earn money.<sup>7</sup> Things that are successful in one community might be a failure in another. He says you should know the community, its policies, practices, principles, ideas, heroes, wealth, leaders, and morals.

First, we must not expect anyone to give us money for the sake of giving. We must give something in return. The second principle Jett stressed was to try to do something different. "One good new original idea will pay ten times more than an old one with one half the effort."<sup>8</sup> Remember the FFA will be here a long time so give full measure in what ever is done.

Wall states that FFA fund raising activities should not compete with existing businesses or with other organizations using similar fund raising activities. Do not exploit the program of vocational agriculture in your activities.<sup>9</sup>

It is usually better to have one or two large fund raising activities than to have several small ones. If kept properly informed why the FFA chapter needs money and how the money will be used after it is raised, the community will learn to support one or two fund raising activities of the chapter.<sup>10</sup>

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<sup>7</sup>Ivan Jett, "Finance the FFA," The Agricultural Education Magazine, (November, 1940), p. 97.

<sup>8</sup>Ibid., p. 97.

<sup>9</sup>Stanley Wall, A More Effective FFA (Danville, Ill.: The Interstate, 1956), pp. 123-131.

<sup>10</sup>Ibid., p. 127.

Phipps and Cook advised that FFA chapters use agricultural means to finance their chapters, as it is logical to assume that money earned this way would have some agricultural education value.<sup>11</sup>

Another reason they gave was other clubs in school have fewer ways of earning money so better school relationships may be fostered if the FFA does not compete with these sources.

In studies at the University of Delaware, Vapaa came to the conclusion that fund raising by students in school can be justified only if it furthers worthwhile educational goals.<sup>12</sup>

The financial practices of the chapter should be consistent with the school, but in any situation the treasurers should keep a record of all transactions in the official FFA treasurers book.

#### FINDINGS

Table I is a summary of the years taught by each instructor in Northwest Kansas, the chapter income and the

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<sup>11</sup>Lloyd Phipps, and Glen Charles Cook, Handbook on Teaching Vocational Agriculture (Danville, Illinois: The Interstate, 1956), p. 385.

<sup>12</sup>George K. Vapaa, Fund Raising Activities in a Program of Vocational Agriculture in the High School, Summaries of Studies in Agriculture Education, 1953-1954, p. 97.

TABLE I  
VOCATIONAL AGRICULTURE DEPARTMENTS IN THE  
NORTHWEST KANSAS DISTRICT

School number	Years instructor taught	Chapter income 1963-1964	Number boys in department
1	11	\$ 1,390	55
2	35	1,200	38
3	25	500	36
4	34	175	36
5	14	500	40
6	24	350	19
7	8	500	38
8	26	700	45
9	4	130	17
10	7	300	28
11	6	500	49
12	6.5	1,200	34
13	5	500	44
14	10	637	50
15	3	300	20
16	17	500	24
17	7.5	125	28
18	6	300	24
19	2	400	18
20	1	240	39
21	2	300	23
22	3	518	28
23	2	600	40
24	6	2,500	42
25	12	450	40
26	35	318	42
27	10	450	25
28	11	200	46
29	1	1,747	36
30	1	363	20
31	3	175	35
32	9	200	25
33	5	250	39
Total	354	\$18,518	1,123
Mean	10.72	561.15	34
Mean income per boy	\$16.50		

number of boys in the department. Instructors in Northwest Kansas have taught from one to thirty-five years. The chapter's income ranged from \$125 to \$2,500 a year. There were from seventeen to fifty-five boys in a department. It was found that the average instructor has taught a total of 10.72 years and his chapter earned \$561.15 in the 1963-64 school year. There was an average of thirty-four boys in a department earning an average of \$16.50 each in their chapter money raising activities. There are thirty-three vocational agriculture departments in the Northwest District.

In Table II it was found that there were nine teachers in the Northwest Kansas District with one to four years of teaching experience who had chapters that earned an average of \$515.88 or \$45.27 below average. There were seven teachers with four to seven years of experience who had chapters earning an average of \$768.57 or \$207.42 above average. The four teachers with seven to ten years of experience had chapters earning \$281.25 or \$279.90 below average. The five teachers with ten to thirteen years of teaching experience had chapters who rose to \$625.40 or \$64.25 above average. The eight teachers having taught over thirteen years had an average chapter income of \$532.87 or \$28.28 below average.

Teachers with four to seven years of teaching experience had chapters that ranked highest in chapter income,

TABLE II

COMPARISON OF TEACHERS' EXPERIENCE IN TEACHING AND FFA  
CHAPTER INCOME IN THE NORTHWEST KANSAS DISTRICT

Years teaching experience									
1 to 4		4 to 7		7 to 10		10 to 13		13 plus	
School No.	Chapter income	Chapter income	Chapter income	Chapter income	Chapter income	Chapter income	Chapter income	Chapter income	Chapter income
15	300	9	130	7	500	1	1,390	2	1,200
19	400	11	500	10	300	14	637	3	500
20	240	12	1,200	17	125	25	450	4	175
21	300	13	500	32	200	27	450	5	500
22	518	18	300			28	200	6	350
23	600	24	2,500					8	700
29	1,747	33	250					16	500
30	363							26	318
31	175								
Total income	\$4,643		\$5,380		\$1,125		\$3,127		\$4,263
Mean income per chapter	\$515.88		\$768.57		\$281.25		\$625.40		\$532.87

followed by teachers with ten to thirteen years of experience. Teachers with thirteen or more years of experience ranked third followed by teachers with one to four and seven to ten years of teaching experience respectively. The group of teachers with four to seven years of experience had the highest mean income due largely to the two chapters with \$2,500 and \$1,200 income. The group of teachers with thirteen years or more experience had the same median income as the teachers with four to seven years of experience.

Table III is a comparison of average income per boy of the smaller chapters with the average income per boy of the larger chapters. The chapters were divided between eighteen small chapters and fifteen large chapters. The larger number for small chapters was due to the break between thirty-six and thirty-eight boys per chapter. In the smaller chapters there were 476 boys who had earned \$8,033, in the larger chapters there were 647 boys who had earned \$10,485.

There was an average of 67 cents more per boy in the smaller chapter than the larger chapters. The smaller chapters averaged \$16.87 per boy while the larger chapters averaged \$16.20 per boy.

The conclusion drawn from this table was there was very little difference in the average income per boy based

TABLE III

MEAN INCOME PER BOY IN THE SMALLER CHAPTERS AS COMPARED  
TO THE MEAN INCOME PER BOY IN THE LARGER CHAPTERS  
IN THE NORTHWEST KANSAS DISTRICT

Smaller chapters			:	Larger chapters		
School No.	Income	No. of boys	:	School No.	Income	No. of boys
9	\$ 130	17	:	2	\$ 1,200	38
19	400	18	:	7	500	38
6	350	19	:	33	250	39
15	300	20	:	20	240	39
30	363	20	:	5	500	40
21	300	23	:	23	600	40
16	500	24	:	25	450	40
18	300	24	:	24	2,500	42
27	450	25	:	26	318	42
32	200	25	:	13	500	44
10	300	28	:	8	700	45
17	125	28	:	28	200	46
22	518	28	:	11	500	49
12	1,200	34	:	14	637	50
31	175	35	:	1	1,390	55
3	500	36	:			
4	175	36	:			
29	1,747	36	:			
Total	\$8,033	476			\$10,485	647
Mean income per boy		\$16.87		Mean income per boy		\$16.20



on the size of the chapter. The boys in the smaller chapters earned less total money, but on an average they earned 67 cents more per boy. The difference in income between chapters depends on something besides the size of the chapter.

Table IV is a comparison of years taught in present school with chapters of below average income and chapters of above average income. Twenty-five schools had below average income with a total of \$8,544. Eight chapters had above average income with a total of \$9,974. The below average income chapters had teachers that averaged 6.8 years teaching experience in the present school. The above average chapters had teachers with an average of 9.8 years teaching experience in the present school.

Eight chapters earned \$1,430 or 16 per cent more than the other twenty-five. The teachers in the eight high income chapters have been in the school three years or 44 per cent longer than the teachers in the lower income schools. Of the eight high chapters, two were in the small chapter group and six were in the large chapter group as shown in Table III.

Table V is a summary of money raising activities of the eight FFA chapters in Northwest Kansas that had above average income. The eight chapters had an average of four money raising activities. There were 340 boys in these

TABLE IV

COMPARISON OF TEACHING EXPERIENCE IN THE PRESENT SCHOOL  
IN CHAPTERS OF ABOVE AVERAGE INCOME WITH CHAPTERS OF  
BELOW AVERAGE INCOME IN NORTHWEST KANSAS DISTRICT

Chapter income less than \$561.15*			:	Chapter income greater than \$561.15*		
School number	Years in school	Chapter income	:	School number	Years in school	Chapter income
3	25	\$ 500	:	1	11	\$1,390
4	21	175	:	2	20	1,200
5	6	500	:	8	25	700
6	13	350	:	12	5	1,200
7	6	500	:	14	9	637
9	2	130	:	23	2	600
10	2	300	:	24	6	2,500
11	4	500	:	29	1	1,747
13	4	500	:			
15	3	300	:			
16	13	500	:			
17	3	125	:			
18	2	300	:			
19	2	400	:			
20	1	240	:			
21	2	300	:			
22	3	518	:			
25	12	450	:			
26	21	318	:			
27	7	450	:			
28	5	200	:			
30	1	363	:			
31	3	175	:			
32	5	200	:			
33	5	250	:			
Total	171	\$8,544			79	\$9,974
Mean time taught	6.8 years			Mean time taught	9.8 years	

\* \$561.15 is the average chapter income of all chapters from Table I.

TABLE V

CHAPTERS IN THE NORTHWEST KANSAS DISTRICT WITH  
ABOVE AVERAGE INCOME

School number	Number of money raising activities	Number of boys	Favorite activity
1	7	55	Nursery
2	2	38	Carnival
8	5	45	Wrestling match
12	5	34	Concessions
14	3	50	Light construction and farm work
23	4	40	School farm
24	5	42	School farm
29	2	36	Concessions
	<u>33</u>	<u>340</u>	
Mean	4	42.5	

chapters giving an average of 42.5 boys which is an average of 7.5 more boys than the average chapter. The eight above average chapters earned \$9,974 as shown in Table IV. This gives an average income of \$29.04 per boy or 76 per cent more than the average chapter makes, using the figure of \$16.50 per boy as shown in Table I.

The money raising activities that made the most money for these eight above average chapter were, two had a school farm, two operated concession stands, one did light construction work and farm work, one had a wrestling match, one had a carnival and one had a tree nursery. The chapter with the highest income made \$2,500 from a school farm with five oil wells on it.

Table VI is a list of income sources of FFA chapters in the Northwest Kansas District. The money raising activities listed in order of frequency reported were as follows: dues, build shop projects to sell, concession stand, selling calendars, selling candy, pop, milk, peanuts, snow cone, shock feed, entries in fairs, carnivals, public service, slave auction, gilt ring, popcorn machine, selling farm related items, school farm, work on farm, pancake supper, rat poison sales, fire extinguisher sales, selling pencils, butchering, and selling seat belts. The following items were listed by only one chapter and they were not placed on the table. This does not mean they are of any less

TABLE VI  
INCOME SOURCES FOR FFA CHAPTERS OF THE  
NORTHWEST KANSAS DISTRICT

Nature of activity	Frequency
Dues	25
Build shop projects to sell	15
Concession stand	13
Selling calendars	10
Selling candy, pop, milk, peanuts, snow cone	8
Shock feed	7
Entries in State fairs & Stockton farm mechanic exhibit	7
Carnivals	6
Public service	6
Slave auction	4
Gilt ring	4
Popcorn machine	4
Selling farm related items	3
School farm	3
Work on farm	3
Pancake supper	2
Rat poison sales	2
Fire extinguisher sales	2
Selling pencils	2
Butchering	2
Selling seat belts	2

importance than the ones listed above. The activities listed by one chapter were: tree nursery, selling Christmas cards, assessments, selling minerals for livestock, wrestling match, feeder pig coop, foundation awards, fixing fence, trap shoot, donkey baseball, magazine sales, steam clean motors, donations, five oil wells, Dekalb test plot, wash cars, and plant trees.

Of all the money raising activities listed fifty could be classified as farm related items, twenty-seven were concession, twenty-five had dues, nineteen were public service activities, fourteen sold items eight of which were farm related and six were non-farm related, nine were entertainment activities, one earned FFA foundation awards, one made assessments and one received donations.

Table VII shows the preferred money raising activities of the thirty-three FFA chapters of the Northwest District in Kansas. Fourteen chapters had no preference in the type of money raising activity they conducted while nineteen had a preference. Of these nineteen, seven could be classified as a work project, seven were concession type, four were entertainment and one was selling a farm related product.

Chapters with a preference liked to do a service type activity rather than going out and selling a product. There was little interest in selling items individually.

TABLE VII

PREFERRED MONEY RAISING ACTIVITIES BY FFA CHAPTERS  
IN THE NORTHWEST KANSAS DISTRICT

Nature of activity		Frequency
No preference		14
Concession stand		4
Carnival		3
Pancake supper		2
Farm work		2
Slave auction		2
Tree nursery		1
Wrestling match		1
Shock feed		1
Livestock mineral sales		1
School farm		1
Popcorn sale		1
Total activities	12	33

The money raising activities in order of preference were concession stand, carnival, pancake supper, farm work, slave auction, tree nursery, wrestling match, shocking feed, livestock mineral sales, school farm, and popcorn sale.

Table VIII shows the unsuccessful money raising activities tried in the Northwest Kansas District. These items were not all tried in the 1963-1964 school year but they were activities tried in the past by the instructor and found to be unsuccessful.

Selling has been the most unsuccessful activity tried, 68 per cent or twenty-eight of the forty-one failures have been a selling activity. Farm related activities failed in eight tries or 20 per cent of the time. Entertainment and dues were a failure in five tries or 12 per cent of the time. The unsuccessful activities under selling were magazines, door to door sales, items built in shop, hybrid seed, non-farm related items, unapproved fire extinguishers, hardware, tractor seat cushions, peanuts, calendars, not FFA, candy, items competing with businesses down town, and pancake supper. The unsuccessful farm related activities were picking up corn for half, working on farm, shocking feed during class time, gilt ring and buying boars, and mowing city cemetery. The unsuccessful entertainment and dues activities were bingo, raffles, public service non-farm related, donkey ball game, and dues above State and National. There appears to be less chance of failure



TABLE VIII

UNSUCCESSFUL MONEY RAISING ACTIVITIES TRIED  
IN THE NORTHWEST KANSAS DISTRICT  
IN PAST YEARS

Nature of activity	Frequency
<b>Selling</b>	
Magazines	1
Door to door sales	4
Items built in shop	2
Hybrid seed	1
Non-farm related items	2
Unapproved fire extinguishers	4
Hardware	1
Tractor seat cushions	5
Peanuts	1
Calendars, not FFA	2
Candy	1
Items competing with businesses down town	3
Pancake supper	1
<b>Farm related activities</b>	
Picking up corn for half	1
Working on farm	1
Shocking feed during class time	2
Gilt ring and buying boars	3
Mow city cemetery	1
<b>Entertainment and Dues</b>	
Bingo and raffles	1
Public service non-farm related	1
Donkey ball game	1
Dues, above State and National	2
<b>Total</b>	<b>41</b>

if a chapter tries more agricultural related money raising activities and stays away from selling.

Table IX is a list of limitations administrators place on money raising activities. Chapters were restricted on their selling activities more than any other activity; 50 per cent of the restrictions were on selling. Five chapters could not sell, three could not compete with businessmen down town, two could not sell magazines and three could not have raffles.

The activities restricted were selling, raffles, competition with down town, limit of one money raising activity, competition with other organizations, selling magazines, carnivals, and a limit of two money raising activities. Chapters that had agricultural related money raising activities indicated much less restriction on their activities than those having non-agricultural related activities.

Table X shows how the teachers ranked their classes on their willingness to work at money raising activities. The four classes were ranked one to four, one as the most willing and four as the least willing. Five instructors reported no difference in classes as to their willingness to work. Twenty-eight instructors or 85.2 per cent said there was a difference. The scores were added up and the mean figured. Schools with less than four years of

TABLE IX

LIMITATIONS HIGH SCHOOL ADMINISTRATORS PLACE ON MONEY  
RAISING ACTIVITIES OF FFA CHAPTERS IN THE  
NORTHWEST KANSAS DISTRICT

Name of activity	Frequency	
No restrictions within reason	13	
Do not like selling	5	
No raffles	3	
Can not compete with down town	3	
Only one money raising activity	3	
Can not compete with other organizations	2	
Can not sell magazines	2	
No carnivals	1	
Only two money raising activities	1	
Total activities      8	20	13

TABLE X

TEACHER RANKING OF CLASSES ON WILLINGNESS TO WORK  
THE NORTHWEST KANSAS DISTRICT

Freshman	Sophomore	Junior	Senior	No difference
				1
				1
				1
				1
				1
1	3	2	3	
4	3	2	1	
1	2	3	4	
3	1	2	4	
2	1	3	4	
2	1	3	4	
2	1	3	4	
3	1	2	4	
3	1	2	4	
2	1	3	4	
1	1	2	3	
1	2	3	4	
1	2	3	4	
2	1	4	3	
4	2	3	1	
3	1	2	4	
2	1	2	3	
1	2	3	4	
1	2	4	3	
1	2	3	4	
1	3	2	4	
3	2	4	1	
2	1	3	4	
2	1	3	4	
Total				
48	38	66	82	5
Mean*				
2.0	1.5	2.7	3.4	

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

\*Four chapters with less than four years of vocational agriculture were not included in figuring the mean.

vocational agriculture were not used in figuring the mean.

It was found that the sophomores were ranked as the class most willing to work, with a mean score of 1.5, freshmen were second with 2.0, juniors third with 2.7, and the seniors last with a score of 3.4.

Sixteen different activities listed in Table XI show the main expense activities of the chapters in Northwest Kansas. The parent and son banquet was the most popular activity as thirty-one used this activity, this was followed by State FFA convention, judging contest, parties and dances, and awards. It would be hard to classify the activities as educational, recreational or public relations since most of them would be all three.

The chapters reported 186 activities which would give an average of 5.6 activities per chapter. This did not count the separate judging contests. Some chapters went to several contests while others only went to one or two. In the table credit was given for just going to a contest.

The activities conducted were parent and son banquet, State FFA convention, judging contests, parties and dances, awards, Denver stock show, night meetings, trips, National FFA convention, gilt ring, community service, farming program tour, FFA sweetheart, radio program, sponsor judging contest, and sponsor tractor pulling contest.

TABLE XI  
EXPENSE ACTIVITIES OF THE FFA CHAPTERS IN THE  
NORTHWEST KANSAS DISTRICT

Name of activity	Frequency
Parent and son banquet	31
State FFA convention	29
Judging contests	28
Parties and dances	25
Awards	18
Denver stock show	13
Night meetings	12
Trips	10
National FFA convention	9
Gilt ring	3
Community service	2
Farming program tour	2
FFA sweetheart	1
Radio program	1
Sponsor judging contest	1
Sponsor tractor pulling contest	1
Total activities      16	<u>186</u>

Transportation for these activities was furnished by thirty of the thirty-three schools.

Table XII summarizes limitations administrators placed on non-money raising activities of FFA chapters. Twenty schools or 66 per cent reported no limitations on their activities as long as they kept them within reason. The major limitations were on trips, parties, and activities where school would be missed.

Those that had limitations were no more severe than one would expect to find in any other organization in the school. No school was limited in their activities to the extent that they could not have the average of 5.6 activities per year. If a chapter had all the restrictions placed on it as indicated in Table XII it could still carry out over six of the activities listed in Table XI.

#### SUMMARY AND CONCLUSIONS

The vocational agriculture instructor in Northwest Kansas District has taught school an average of 10.72 years. He has thirty-four boys in his department earning an average of \$561.15 a year. The average income a chapter makes per boy is not related to the size of chapter, small chapters average about the same amount of income per boy as large chapters.

Teachers experience seems to be related to chapter

TABLE XII

LIMITS BY ADMINISTRATOR ON NON-MONEY RAISING  
ACTIVITIES OF FFA CHAPTERS IN THE  
NORTHWEST KANSAS DISTRICT

Nature of activity	Frequency	
No limits within reason		20
Limit to one party	3	
One major trip per year	2	
Limit number of contests attended	2	
Can not miss much school	2	
Only one night program	1	
No night meetings without parents	1	
No banquet	1	
Limit field trips	1	
Total activities      8	13	20



income. Teachers tend to build to a high peak with four to seven years of experience and then drop to their low with seven to ten years experience. After this they level off to about average chapter income. The teachers in the schools with above average income have taught there 44 per cent longer than teachers in the below average income schools. The longer a teacher remains in a school system the more the chapter income will be built up. The chapters with above average income have an average of four money raising activities. Their most popular ones are tree nursery, carnivals, wrestling match, concession stand, light construction and farm work, and the school farm.

The income sources most often used by all chapters are dues, building shop projects, concession stands, selling calendars, selling food items, shocking feed, entries in fairs, carnivals, and public service activities.

The money raising activities the boys preferred were some what different than the most used activities. They were in order of most preferred, concession stand, carnival, pancake supper, farm work, and slave auction.

The most unsuccessful money raising activities could all be grouped under selling. Farm related and entertainment activities made up the remainder.

Administrators most often restricted chapters on selling activities. There was no restriction on farm related activities and few on entertainment type activities.

Teachers ranked their chapters as to the class most willing to work to the class least willing to work. The sophomores ranked as most willing followed by the freshmen, juniors, and seniors in that order.

The most popular activity chapters spent their money on was banquets, State FFA convention, judging contests, parties and dances, awards, Denver stock show, night meetings, trips and National FFA convention.

There were very few limitations on chapter activities as long as the activities were within reason. They should be of an educational nature which require little if any school time missed.

The first step in planning how to finance FFA activities is to decide on the chapter's program of work. After this is accomplished, set up a budget to see how much money is needed. Plan to raise a little more than is needed in case the chapter does not reach its goal or unexpected expenses are encountered.

For an FFA chapter to have the most successful money raising activities there are several things to consider. First find new ideas that will be accepted by the community, ones that will not conflict with other individuals or groups, has educational value, and is preferably an agricultural related activity. Selling items to individuals is usually the poorest way to earn money. Use activities that

can be carried on by the entire chapter. Activities such as school farms, farm work, slave auctions, concession stands, pancake suppers and shop construction jobs have been successful.

Next the chapter should plan these activities so the people in the community know what is being done, making sure the community is satisfied with the results of the projects.

The longer a teacher teaches in one community the better his chances are of knowing what activities will be successful. The people will become accustomed to supporting these activities, if they are building a favorable reputation. After the chapter finds a successful activity it is desirable to carry it on from year to year.

Work with the administrator to see that the chapter activities are approved and are placed on the school calendar.

If the chapter's money raising activities are to succeed, it will depend upon the chapter's imagination, willingness to work and reputation in the community.

## SUGGESTIONS FOR FURTHER STUDY

The writer recommends that follow-up studies of this nature be made in other districts of Kansas.

The writer further recommends that the study be expanded to include the money that chapters received in each project of their money raising activities. This would make it possible to study the average income for each money raising activity.

The writer recommends that a follow-up study of this nature be made on the gold emblem chapters of the state. The reason for this is that they are considered to be the most successful chapters in their FFA activities.

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## APPENDIX



## SCHOOLS IN THE NORTHWEST KANSAS DISTRICT

<u>School</u>	<u>Instructor</u>
Almena	Arthur White
Alton	Bill Woods
Atwood	Jerry Hundley
Bird City	Kenneth Harper
Colby	Charles Schaller
Downs	Allan Watt
Ellis	Robert Schneider
Goodland	Maurice Little
Hays	Edward Schukman
Hill City	Joe Farrell
Hoxie	George Lambert
Jennings	Herschel Staats
Kensington	Jerry Gardner
Lebanon	Darrel Williams
Long Island	Herbert Wenger
McDonald	Fred Hawks
Morland	Ralph Kenworthy
Natoma	R. B. Feldkamp
Norcatour	Harold Loomis
Norton	Phillip Finley
Oakley	Howard Wallace
Oberlin	Don Guinn
Osborne	Jim Macy
Palco	Gaylord Stanton
Paradise	Richard Winder
Phillipsburg	Frank Freeman
Plainville	Marvin Hackmeister
Quinter	W. O. Breeden
Russell	Sam Stenzel
Smith Center	Charles Mantz

School

St. Francis

Stockton

Wakeeney

Instructor

Don Hall

Floyd Blauer

Loren Detwiler

Name \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

FINANCING FFA CHAPTER ACTIVITIES IN  
NORTHWEST KANSAS

1. How many years have you taught school? \_\_\_\_\_ In present school? \_\_\_\_\_
2. What was the FFA chapter gross income for 1963-64? \_\_\_\_\_
3. What is the average chapter income? \_\_\_\_\_
4. How many boys are in the department? \_\_\_\_\_
5. What are your main chapter activities? Explain briefly.
  - a. Banquet
  - b. Trips, pleasure  
pleasure and recreation
  - c. Judging contests
  - d. Parties and dances
  - e. Awards
  - f. State convention
  - g. National convention
  - h. Others
6. Does the school finance any of your activities or partially finance any activities, such as gasoline for trips, if so which ones?

7. What were your successful money raising activities?  
Give a short explanation of each.
  - a. Selling, farm related items                      Amount raised  
   non-farm related items
  - b. Public service, farm related  
   non-farm related
  - c. Calendars
  - d. Working, on farms  
   off farm
  - e. School farm
  - f. Livestock
  - g. Donations
  - h. Building items in school shop
  - i. Dues
  - j. Non-farm means such as fairs and carnivals
  - k. School furnishes money for activities
  - l. Other
  
8. Do the boys seem to prefer doing any of the above activities, if so which ones?
  
9. Do different class levels seem to work better, if so rank in order.    Fr    Soph    Jr    Sr
  
10. What were unsuccessful money raising activities you have tried since you began teaching or ones you would not recommend others to try.
  - a. Selling, farm related items  
   non-farm related items

- b. Public service, farm related  
non-farm related
  - c. Calendars
  - d. Working, on farm  
off farm
  - e. School farm
  - f. Livestock
  - g. Donations
  - h. Building items in school shop
  - i. Dues
  - j. Non-farm means such as fairs and carnivals
  - k. Other
11. Does the administrator or the customs of the community limit you on money raising activities, if so which ones?
12. Does the administrator limit you on any chapter activities such as were listed in question 5? If so which ones.

FINANCING FFA ACTIVITIES IN  
THE NORTHWEST KANSAS DISTRICT

by

HERSCHEL LEO STAATS

B. S., Kansas State University, 1958

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1964

Purpose.--To determine what money raising activities were carried on in the Northwest Kansas District. To determine which money raising activities were most often successful and which ones were unsuccessful and why.

Method.--Data was collected by personally interviewing 100 per cent of the thirty-three vocational agriculture instructors in the Northwest Kansas District on how they financed their chapter activities. An interview check list was used in collecting this data.

Findings and Interpretations.--The vocational agriculture instructor in Northwest Kansas District has taught school an average of 10.72 years. He has an average of thirty-four boys in his department earning an average of \$561.15 a year. Teachers experience seems to be related to the amount of chapter income. The teachers in the chapters with above average income have taught there 44 per cent longer than teachers in the below average income chapters. The chapters with above average income have an average of four money raising activities. Their most popular ones are tree nursery, carnival, wrestling match, concession stand, light construction and farm work, and school farm.

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