

A STUDY OF FINANCING FUTURE FARMERS OF  
AMERICA CHAPTERS IN NORTH  
CENTRAL KANSAS

by

LYLE CHARLES BERGES

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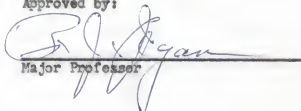
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TABLE OF CONTENTS

	PAGE
INTRODUCTION . . . . .	1
STATEMENT OF THE PROBLEM . . . . .	2
DEFINITIONS. . . . .	3
PROCEDURE. . . . .	4
LIMITATIONS. . . . .	4
REVIEW OF LITERATURE . . . . .	4
SUMMARY. . . . .	10
FINDINGS . . . . .	11
SUMMARY AND CONCLUSIONS. . . . .	29
BIBLIOGRAPHY . . . . .	34
ACKNOWLEDGMENTS. . . . .	35
APPENDIX . . . . .	36

LIST OF TABLES

TABLE	PAGE
I. Vocational Agriculture Departments and FFA Chapters in the North Central Kansas District . . . . .	12
II. Comparison of FFA Chapter Income with Teachers' Experience in Teaching in the North Central Kansas District . . . . .	14
III. Mean Income Per Boy in the Smaller FFA Chapters as Compared to the Mean Income Per Boy in the Larger FFA Chapters in the North Central Kansas District. . . . .	16
IV. Comparison of Teaching Experience in the Present School in FFA Chapters Above the Mean Income with FFA Chapters Below the Mean Income in the North Central Kansas District. . . . .	17
V. Money Raising Activities Used in the North Central Kansas District by FFA Chapters in the 1966-67 School Year. . . . .	18
VI. Money Raising Activities that the FFA Members Seem Most Interested in Doing in the North Central Kansas District	20
VII. Money Raising Activities that Have Been Unsuccessful in the Past Years in the North Central Kansas District. . . . .	22
VIII. Teacher Ranking of Classes on Willingness to Work in the North Central Kansas District. . . . .	23
IX. Expense Activities of FFA Chapters in the North Central Kansas District. . . . .	25

## TABLE

## PAGE

X. FFA Chapter Expenses Paid by the School District in the North Central Kansas District . . . . .	26
XI. Restrictions Placed on FFA Money Raising Activities by Administrators or School Boards in the North Central Kansas District . . . . .	28

## INTRODUCTION

The writer of this report in his experience as a teacher of vocational agriculture from 1962 to 1967 observed that every year the FFA chapter was faced with the problem of how to finance its activities. A further observation was that any FFA chapter, in order to have a good program of work, needed to have sufficient money for its various expenses. Sound money raising activities, then, were needed to cover the expenses of the chapter.

While studying the needs of FFA chapters in developing money raising projects as expressed in the literature by writers in the field and from observations of the researcher in this study, the following questions were compiled as those which should be answered by FFA chapters selecting money raising projects.

1. Is the activity agricultural related?
2. Is the activity educational?
3. Is the activity accepted by the community?
4. Does the school approve of the activity?
5. Will the activity be of financial benefit?
6. Does the activity compete with businesses down town?
7. Does the activity risk losing money?
8. Does the activity involve all of the members?
9. Is the activity interesting to the boys?

An additional assumption was that FFA chapters would benefit from knowing what activities had been considered successful or unsuccessful by other FFA chapters in the North Central Kansas District and that such

knowledge would avoid a waste of their time on money raising activities which had been considered unsuccessful.

#### STATEMENT OF THE PROBLEM

The objectives of this study were to find what fund raising activities the FFA chapters in the North Central Kansas District were using, what activities were considered to be successful by the teachers, what activities were considered to be unsuccessful by the teachers, and to find the average income per chapter and per member from money raising activities. The study was designed to find the answers to the following questions.

1. What fund raising activities were considered to be successful by the teacher?
2. What fund raising activities were considered to be unsuccessful by the teacher?
3. What amount of money did each chapter earn in the 1966-67 school year?
4. Did the school place any restrictions on fund raising activities? If so, what kind?
5. Did one class seem more willing to work than the other classes?
6. Was there any relationship between the teachers' years of teaching experience and chapter income?
7. Did the members prefer one certain fund raising activity over others?
8. Did the board of education finance any of the chapter's activities?

9. How many fund raising activities did each chapter have in the 1966-67 school year?
10. Did the chapter accept any gifts or donations?

#### DEFINITIONS

Certain terms were set aside for special definitions as they applied to the study. The definitions may or may not reflect the common usage definition for the period of the study.

FFA--As used in this study refers to the Future Farmers of America organization of students of vocational agriculture.

Financing--Money raising activities of the local FFA chapters

North Central Kansas District--That district which was designated the North Central Kansas District by the Kansas Vocational Agriculture Teachers Association.

Successful Money Raising Activities--Those activities which were considered successful by the teachers

Instructor Experience--Number of years that the instructor has taught vocational agriculture

FFA Chapter--Those high school organizations of students studying vocational agriculture which were in good standing with the Kansas Association of Future Farmers of America as stated in Article III, Section B, of the National Constitution.<sup>1</sup>

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<sup>1</sup>Official Manual for Future Farmers of America (Alexandria, Virginia: Future Farmer Supply Service, 1963), p. 21.

Vocational Agriculture Department--As used in this study referred only to those departments which were teaching vocational agriculture in North Central Kansas.

#### PROCEDURE

This was a normative study of what fund raising activities FFA chapters in the North Central Kansas District were conducting. Data for the study was collected by questionnaires returned from twenty-five of the twenty-seven vocational agriculture teachers in the North Central Kansas District. A letter was sent to each teacher in the district indicating the purpose of the study and requesting that they complete and return the enclosed questionnaire. When the questionnaires were returned a number was assigned to the school to allow tabulation of the data without the school being identified.

#### LIMITATIONS

This study was limited to FFA chapters in the North Central Kansas District and to the fund raising activities of these chapters. The study also was limited to those chapters which had the same vocational agriculture teacher throughout the whole 1966-67 school year. The list of chapters included in the study is in the appendix of this report.

#### REVIEW OF LITERATURE

Lloyd Higgs stated, "Each chapter should prepare a yearly budget of receipts and expenses. The amount of money needed to operate a



chapter depends largely on its program of work."<sup>2</sup>

Because the FFA is based on agriculture and has educational policies the FFA chapter should earn money through agricultural activities that have some educational value.<sup>3</sup>

Bender, Clark and Taylor in their book stated that it is not good for a chapter to raise more money than is needed for the budget. It is possible that the group might become disinterested in money making activities and other projects if the money is not going to be spent on activities in which they will be participating. If the chapter has more money than they need they might become stale and self satisfied.<sup>4</sup> Ivan Jett did not agree with Bender, Clark, and Taylor that a chapter should not raise more money than is needed for the budget. He suggested that a chapter should always try to keep a surplus in the treasury so that it will not be necessary to bother the public about small things and that an FFA chapter should always estimate far more money than needed because very few financial goals are ever attained.<sup>5</sup> Rao Parker agreed with Bender, Clark, and Taylor that a chapter should not raise more money than

<sup>2</sup>Lloyd J. Phipps, Handbook on Agricultural Education in Public Schools (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965), p. 327.

<sup>3</sup>Ibid., p. 328.

<sup>4</sup>Ralph E. Bender, Raymond M. Clark, and Robert E. Taylor, The FFA and You (Danville, Illinois: The Interstate Printers and Publishers, Inc.), pp. 235-236.

<sup>5</sup>Ivan Jett, "Financing the F.F.A.," The Agricultural Education Magazine, 13:97, November, 1940.

is actually needed to carry out its program of work.<sup>6</sup>

Timmons indicated that, first, a sound, educational program of work must be developed. Second, a sound, adequate budget must be developed to aid in the successful carrying out of the planned program. Such a budget will provide for the activity planned and also will have a reserve to meet some unforeseen emergencies.

A chapter with a large number of activities will require more money to carry out its activities than a chapter with few activities. The chapter advisor must be ever mindful of the fact that the FFA is an educational program. The activities engaged in must always be educationally sound, as must be the method of making and spending the money involved.<sup>7</sup>

Vernon Luther agreed with Phipps and Timmons in that a chapter should have a budget. Luther said the chapter should plan the amount of money needed in a budget at the beginning of the year based on the activities listed in the program of work. The money raising activities should be listed also.<sup>8</sup>

A. E. Ritchie said a well planned chapter budget, the first step in the finance program, will serve as a guide for the amount of money

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<sup>6</sup>Rac K. Parker, "Utah Studies Future Farmer Fund Raising Activities," The Agricultural Education Magazine, 37:156-157, December, 1964.

<sup>7</sup>Guy Timmons, "Money, Money, Everywhere, But Few Drops of Learning," The Agricultural Education Magazine, 37:89-90, October, 1964.

<sup>8</sup>Vernon V. Luther, "Financing the FFA Program," The Agricultural Education Magazine, 25:130, December, 1952.

needed to carry out the chapter's activities. The members can see what the funds will be used for and should be able to make a better decision concerning which money raising activities to sponsor.<sup>9</sup>

Herschel Staats also agreed that the first step in planning how to finance FFA activities is to decide on the chapter's program of work and then set up a budget to see how much money is needed. He said a chapter should plan to raise a little more than is needed in case the chapter does not reach its goal or unexpected expenses are encountered.<sup>10</sup>

Lindsay wrote there have been a number of ways to finance FFA chapters. Methods that proved successful in one community might not be satisfactory in another community. Each chapter has to determine what methods are applicable and satisfactory in its community. The community service needs will be an important factor in determining the kind of financial projects that should be used in the community.<sup>11</sup>

Mr. A. E. Ritchie, teacher at Hilliard, Ohio, says:

When F.F.A. boys decide on money raising activities, they should inform the local people of the purpose for which the money will be used. A community is more likely to get behind the F.F.A. boys and give them real support when they know how constructively the money is used.<sup>12</sup>

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<sup>9</sup>A. E. Ritchie, "Ways and Means Are Important," The Agricultural Education Magazine, 22:71, September, 1949.

<sup>10</sup>Herschel L. Staats, "Financing FFA Activities in the Northwest Kansas District" (unpublished Master's report, Kansas State University, Manhattan, Kansas, 1964), p. 30.

<sup>11</sup>K. W. Lindsay, "Financing the Chapter," The Agricultural Education Magazine, 22:71, September, 1949.

<sup>12</sup>Ritchie, loc. cit.

Jett believed that when selecting a method of raising money for a chapter, the chapter should select a method that suits the community. The teacher should know the community, its policies, practices, principles, ideas, wealth, leaders and morals. If the chapter does not know these things about the community and the financial activity fails, the chapter must blame itself and not the community.<sup>13</sup>

According to Seamans, the Livingston, Texas, FFA chapter sets up its program of work to render the most service possible to the community and still allows some opportunity for the chapter to get paid for its services. The Livingston chapter has been able to finance its program of work by rendering many services that people want and are willing to pay for because they know the money will be used for the benefit of the chapter.<sup>14</sup>

Statts suggested that activities be planned so the people in the community know what is being done. He also suggested making sure the community is satisfied with the results of the projects. The longer a teacher is in one community the better his chances are of knowing what activities will be successful.

Hinkle said that after the money raising project has been selected there is still the problem of how it is going to be handled. Who is going to do the work? Money raising projects must be selected that will

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<sup>13</sup>Jett, loc. cit.

<sup>14</sup>J. E. Seamans, "Financing a Chapter," The Agricultural Education Magazine, 18:155, February, 1946.

challenge the boys to want to do the work and not leave all the work for the teacher.<sup>15</sup> Herschel Staats found that in Northwest Kansas the sophomores were the most willing workers followed by the freshmen, then the juniors and seniors.

Money raising activities for FFA chapters can be of two types: nonagricultural and agricultural. Vernon Luther believed the instructor should select the agricultural types and work them into the FFA and vocational agricultural programs as instructional devices. The future farmers have so many ways of making money of the agricultural type that they need not have to bother with such items as paper drives and bake sales.<sup>16</sup> Nonagricultural activities such as concessions at games should be avoided because other school clubs which have few ways of earning money like to control these methods of financing their organizations. Better school relationships may be fostered if the FFA does not compete for these sources of finances.<sup>17</sup>

Another area that should be avoided is a money making activity that competes with an existing business.<sup>18</sup> Luther also stated that the activities should not infringe on local people who are using the same item for a living.

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<sup>15</sup>Edgar N. Hinkle, "Do Earnings and Savings Projects Present a Problem in Your Chapter?", The Agricultural Education Magazine, 32:15, July, 1959.

<sup>16</sup>Luther, loc. cit.

<sup>17</sup>Phipps, loc. cit.

<sup>18</sup>Ibid., p. 329.

## SUMMARY

In the literature reviewed a summary was made to list a number of the fund raising activities which had been declared as successful for different FFA chapters. Some of the fund raising activities listed were:

- A. Construction of shop articles
- B. Repair of farm equipment
- C. Growing livestock or crops
- D. Community services--vaccinating, pruning and spraying fruit trees, landscaping farmsteads, treating seed, etc.
- E. Scrap drives--paper and iron
- F. Selling agricultural products
- G. Concession stands
- H. Prize money from fairs
- I. Raffles
- J. School farm
- K. Slave auction
- L. Selling calendars
- M. Sponsoring entertainments--carnivals, movies, dances, socials, wrestling matches, etc.
- N. Pancake suppers
- O. Dues.

Also listed in the literature were sound criteria to consider when developing a fund raising activity for an FFA chapter. Some of the suggested criteria were:

- A. Is the activity of educational value?
- B. Does the activity develop leadership?
- C. Is the activity acceptable in the community?
- D. Is the activity related to agriculture?
- E. Is the activity legal?
- F. Does the activity have the approval of school authorities?
- G. Does the activity compete with local businesses?
- H. May all members participate?
- I. Will the activity provide a fair financial return?
- J. Does the activity take a lot of the pupil or teacher's time?
- K. Does the activity develop cooperative abilities?
- L. Will the activity provide a desirable experience in business?
- M. Does the activity involve too much financial risk?
- N. Does the activity render a service to the community?

#### FINDINGS

The findings of this study were summarized in tables. The tables were totaled and the averages were rounded off to the nearest tenth.

In Table I a summary is presented of the chapters' incomes and expenses, number of boys in the chapters, and the instructors' number of years of teaching. The incomes of the chapters ranged from a low of \$129 to a high of \$3500 for the 1966-67 school year in the North Central Kansas District. The expenses of the chapters ranged from a high of \$3300 down to \$100. From the twenty-five chapters that responded to the questionnaire, the chapter membership varied from seventeen to seventy-two

TABLE I

VOCATIONAL AGRICULTURE DEPARTMENTS AND PYA CHAPTERS IN THE  
NORTH CENTRAL KANSAS DISTRICT

School number	Years instructor taught	Years instructor taught in present school	Number of boys in the chapter	1966-67 chapter income	1966-67 chapter expense
1	9.0	9.0	45	\$ 478.00	\$ 448.00
2	1.5	1.5	31	230.00	263.00
3	9.0	1.0	46	368.27	111.32
4	18.0	11.0	72	1409.00	1314.00
5	7.0	2.0	42	1890.00	1870.00
6	8.0	8.0	28	120.00	160.00
7	14.0	1.0	43	400.00	310.00
8	2.0	2.0	17	225.00	150.00
9	18.0	17.0	23	951.00	875.00
10	1.0	1.0	30	145.00	137.50
11	18.0	18.0	55	750.00	700.00
12	19.0	17.0	24	1073.41	1056.60
13	3.0	2.0	54	3500.00	3300.00
14	8.0	4.0	26	977.83	879.13
15	5.0	5.0	20	808.09	757.19
16	23.0	9.0	32	920.64	831.36
17	1.0	1.0	47	240.00	227.00
18	9.0	1.0	47	798.76	700.00
19	1.0	1.0	30	145.00	137.50
20	8.0	6.0	48	1743.87	1443.17
21	3.0	3.0	40	1500.00	1400.00
22	1.5	1.5	21	1052.45	921.11
23	10.0	3.0	27	375.00	267.00
24	3.0	1.0	44	1800.00	1740.00
25	1.5	1.0	23	530.00	480.00
Total	201.5	127.0	915	\$22422.32	\$20408.88
Mean	8.1	5.1	36.6	\$ 896.89	\$ 816.35
Mean income per boy		\$24.51		Mean expense per boy	\$22.30



in a chapter. The instructors years of teaching experience varied from one year to twenty-three years, the average number of years being eight. The instructors years of experience in the same school varied from one year to eighteen years. The average number of years in the same school was 5.1 years. The mean income per boy in the North Central Kansas District was \$24.51 and the mean expense per boy was \$22.30. The average income per chapter was \$996.59 while the average expense per chapter was \$816.35.

In Table II it is shown that there were ten teachers in the district with one to five years of teaching experience whose chapters earned an average of \$936.75 or \$39.86 above the average. Five teachers with five to nine years of experience had chapters with an average income of \$1107.96 or \$211.07 above the average chapter. There were four chapters in the district whose instructors experience ranged from nine to thirteen years. These four chapters had an average income of \$505.01 or \$391.88 below the average income. The remaining six chapters had an average income of \$915.84 or \$18.95 above the average chapter income. The experience of these six instructors were thirteen years and over.

The teachers with five to nine years of teaching experience had chapters that ranked highest in chapter income. This group was followed by the group of chapters whose instructors experience ranged from one to five years. The teachers with thirteen or more years of experience ranked third and the last group was those who had nine to thirteen years of teaching experience.

TABLE II

COMPARISON OF FFA CHAPTER INCOME WITH TEACHERS' EXPERIENCE IN  
TEACHING IN THE NORTH CENTRAL KANSAS DISTRICT

Years teaching experience							
1 to 5		5 to 9		9 to 13		13 and over	
School number	Chapter income	School number	Chapter income	School number	Chapter income	School number	Chapter income
2	\$ 230.00	5	\$1890.00	1	\$ 478.00	4	\$1400.00
8	225.00	6	120.00	3	368.27	7	400.00
10	145.00	14	977.83	18	798.76	9	951.00
13	3500.00	15	808.09	23	375.00	11	750.00
17	240.00	20	1743.87			12	1073.41
19	145.00					16	920.64
21	1500.00						
22	1052.45						
24	1800.00						
25	520.00						
Total income	\$9367.45		\$5539.79		\$2020.03		\$5495.05
Mean income per chapter	\$ 936.75		\$1107.96		\$ 505.01		\$ 915.84

The mean income per boy in a small chapter was compared with the mean income per boy in a large chapter in Table III. The smaller chapters were distinguished from the larger chapters by using the average number of boys per chapter (36.6) in the district as the dividing number between the two groups. This division made thirteen small chapters and twelve large chapters. The thirteen small chapters made up of 332 boys had an income of \$7553.42. This was a mean income per boy of \$22.75. The twelve larger chapters had an income of \$14868.90 for a mean income per boy of \$25.50. The larger chapters earned on the average \$2.75 more per boy than did the smaller chapters.

A comparison of teaching experience in the present school of the FFA chapters above the mean income with those chapters below the mean is shown in Table IV. There were fourteen chapters with an income below the mean income of \$896.89. The teachers in this group have been in the present school a total of 53.5 years for an average of 3.8 years. The eleven schools with above average income had teachers with an average experience of 6.7 years in the present school. The mean income of the fourteen chapters with below average income was \$400.94. The eleven above average income chapters had a mean income of \$1528.11.

In Table V is presented a summary of money raising activities used by FFA chapters in the North Central Kansas District. The activity that was used most frequently for raising money was dues. Twenty-four of the twenty-five chapters used this as one of their ways to help finance their chapter. Selling shop projects as a means of chapter income was used by one-half of the chapters. Eleven of the chapters raised part of their

TABLE III

MEAN INCOME PER BOY IN THE SMALLER PFA CHAPTERS AS COMPARED TO  
THE MEAN INCOME PER BOY IN THE LARGER PFA CHAPTERS  
IN THE NORTH CENTRAL KANSAS DISTRICT

Smaller chapters*			Larger chapters*		
School number	Number of boys	Income	School number	Number of boys	Income
2	31	\$ 230.00	1	45	\$ 478.00
6	28	120.00	3	46	368.27
13	17	225.00	4	72	1400.00
9	23	951.00	5	42	1890.00
10	30	145.00	7	43	400.00
12	24	1073.41	11	55	750.00
14	26	977.83	13	54	3500.00
15	20	808.09	17	47	240.00
16	32	920.64	18	47	798.76
19	30	145.00	20	48	1743.87
22	21	1052.45	21	40	1500.00
23	27	375.00	24	44	1800.00
25	23	530.00			
Total	332	\$7553.42		583	\$14868.90
Mean income per boy		\$ 22.75	Mean income per boy		\$ 25.50

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

TABLE IV

COMPARISON OF TEACHING EXPERIENCE IN THE PRESENT SCHOOL IN PFA CHAPTERS ABOVE THE MEAN INCOME WITH PFA CHAPTERS BELOW THE MEAN INCOME IN THE NORTH CENTRAL KANSAS DISTRICT

Chapter income below \$896.89*			Chapter income above \$896.89*		
School number	Years in present school	Chapter income	School number	Years in present school	Chapter income
1	9.0	\$ 478.00	4	11.0	\$1400.00
2	1.5	230.00	5	2.0	1090.00
3	1.0	368.27	9	17.0	951.00
6	8.0	120.00	12	17.0	1973.41
7	1.0	400.00	13	2.0	3500.00
8	2.0	225.00	14	4.0	877.82
10	1.0	145.00	16	9.0	920.64
11	18.0	750.00	20	6.0	1743.87
15	5.0	808.09	21	3.0	1500.00
17	1.0	240.00	22	1.5	1052.45
18	1.0	798.76	24	1.0	1800.00
19	1.0	145.00			
23	3.0	375.00			
25	1.0	530.00			
Total	53.5	\$5613.12		73.5	\$16809.20
Mean number of years in present school	3.8		Mean number of years in present school	6.7	
Mean income		\$ 400.94	Mean income		\$ 1528.11

\*The mean income per chapter from Table I is \$896.89.

TABLE V

MONEY RAISING ACTIVITIES USED IN THE NORTH CENTRAL  
KANSAS DISTRICT BY FFA CHAPTERS IN  
THE 1966-67 SCHOOL YEAR

Nature of the activity	Frequency
Fees	24
Sold projects made in shop	12
Selling calendars	11
Prize money from livestock and machinery shows	9
Selling safety materials	7
Selling agricultural related items	7
Hunting chapter equipment	6
Concessions	6
School farm	5
Popcorn machine	4
Service to farmers	4
Income from school district	4
Donations	4
Barbecues	4
Selling nonagricultural related items	4
Raffles	3
Selling advertisements for athletic programs	2
Grain show	1
Prune trees	1
Greenhouse	1
Pecans	1
Slave auction	1
Basketball game	1
Donkey basketball game	1
License directory	1
Awards	1
Selling chapter owned pipe and steel	1
Pop machine	1
Carnival	1
Fireworks	1
Total activities	139

finances by selling calendars. Prize money from livestock and machinery shows helped increase the income for nine of the FFA chapters in the North Central Kansas District.

Selling safety materials and selling agricultural related items were two of the money raising activities that occurred seven times on the questionnaire response. Two activities that occurred six times were renting chapter equipment and concessions. Five chapters had a school farm as one of their money raising activities. Money raising activities that were listed four times on the questionnaires were popcorn machine, service to farmers, income from school district, donations, barbecues, and selling nonagricultural related items. Raffles were used by three chapters to raise money while selling advertisements for athletic programs provided some income for two chapters.

There were thirteen activities that occurred once on the questionnaires. These thirteen activities were grain show, prune trees, greenhouse, pecans, slave auction, basketball game, donkey basketball game, license directory, awards, selling chapter owned pipe and steel, pop machine, carnival and fireworks.

The money raising activities that the FFA members seemed to be most interested in doing are listed in Table VI. Three chapters had no preference in the kind of activity they had. One chapter had no choice as to the kind of activity they preferred as they were limited to only one activity by the school administration.

The money raising activities that the FFA members preferred, in the order that they occurred, were construction of shop projects, fair

TABLE VI

MONEY RAISING ACTIVITIES THAT THE FFA MEMBERS SEEM  
MOST INTERESTED IN DOING IN THE NORTH  
CENTRAL KANSAS DISTRICT

Nature of activity	Frequency
No preference listed	3
Construction of shop projects	3
Fair exhibits	2
Barbeque	2
Slave auction	2
Selling	2
Raffles	2
Concessions	2
Renting chapter equipment	1
Selling seeds	1
Calendars	1
Grain show	1
Greenhouse	1
School farm	1
Selling advertisements for programs	1
Carnival	1
Pop machine	1
Popcorn machine	1
Sponsoring basketball game	1
No choice (limited to one activity)	1
Total activities	20
	30



exhibits, barbecue, slave auction, selling, raffles, concessions, renting chapter equipment, selling seeds, calendars, grain show, greenhouse, school farm, selling advertisements for programs, carnival, fireworks, pop machine, popcorn machine, and sponsoring a basketball game. Of the eighteen preferred activities seven could be classed as relating directly to agriculture, nine were related to concessions or selling and three were of the entertainment type.

Presented in Table VII is a summary of money raising activities that were reported having been unsuccessful in past years in the North Central Kansas District. Of the fifteen activities that were reported unsuccessful ten of these or sixty-seven per cent could be classed as selling. The unsuccessful money raising activities reported by the instructors were selling school booster plates, selling cheap or inferior products, door to door selling, selling unwanted items, selling Christmas cards, selling pecans, selling safety equipment, selling agricultural related items, selling candy or food, operating a concession stand, raffle, gilt ring, test plot, blue rock shoot, and donations.

The teachers ranking of classes on willingness to work is shown in Table VIII. Three teachers indicated that there was no difference in class willingness to work. The remaining teachers ranked the classes one to four with one the most willing to work and four the least willing to work. The mean was figured for each class. Rated by this system, the freshman class was found to be the most willing to work while the senior class was the least willing to work. The sophomore class ranked second in willingness to work and the junior class ranked third.

TABLE VII

MONEY RAISING ACTIVITIES THAT HAVE BEEN UNSUCCESSFUL IN  
THE PAST YEARS IN THE NORTH CENTRAL KANSAS DISTRICT

Nature of activity	Frequency
<b>Selling</b>	
School booster plates	2
Cheap or inferior products	2
Door to door	1
Unwanted items	1
Christmas cards	1
Pecans	1
Safety equipment	1
Agricultural related items	1
Candy, food, sweatshirts	1
Concession stand	1
<b>Others</b>	
Raffle	1
Gilt ring	1
Test plot	1
Blue rock shoot	1
Donations	1
Total 15	17

TABLE VIII

TEACHER RANKING OF CLASSES ON WILLINGNESS TO WORK  
IN THE NORTH CENTRAL KANSAS DISTRICT\*

School number	Freshman	Sophomore	Junior	Senior	No Difference
1	2	1	3	4	
2	1	2	3	4	
3	2	1	3	4	
4	1	2	3	4	
5	1	2	3	4	
6	1	3	2	4	
7	2	1	3	4	
8	2	1	3	4	
9					1
10	1	3	4	2	
11					1
12	1	4	3	2	
13	2	1	4	3	
14	4	3	1	2	
15	1	2	3	4	
16	No freshmen	3	1	2	
17	3	4	2	1	
18					1
19	1	3	4	2	
20	4	1	2	3	
21	No freshmen	1	3	2	
22	1	2	3	4	
23	2	4	3	1	
24	1	2	3	4	
25	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>	
Total	35	47	63	67	3
Mean	1.75	2.14	2.86	3.05	

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

Presented in Table IX is a summary of the expenses of FFA chapters in the North Central Kansas District. The expense activities that occurred most frequent among the chapters were FFA pins, awards, and supplies; parent and son banquets; parties; State FFA Convention; district dues; and National FFA Convention. Other expense activities of the chapters that did not occur as frequent were judging trips, educational and pleasure trips, state and national dues, chapter swine herd, fair exhibits, FFA leadership camp, FFA jackets, and camera and film. The expense activities that were listed once were school fairs, National FFA Week, community service, safety meeting, fall grain show, small hand tools, special awards, hunting trips, money making activities, pipe and steel, school annual, and taxes.

There were a total of twenty-six expense activities that occurred for a total of one hundred fifty-six times. For the twenty-five chapters this was an average of 6.2 expense activities per chapter.

A listing of chapter expenses that were paid by the school district is shown in Table X. It was reported that nine districts paid for the chapter's transportation on trips. It is unknown to this writer if this meant the school furnished a car or bus for their use or if the district paid the driver so much per mile or trip. FFA district dues were paid by seven school districts while expenses on judging trips and contests were paid by six school districts.

Some of the other expense activities that school districts paid were State FFA Convention, National FFA Convention, educational trips, FFA leadership camp, lodging, and starting of a swine herd.

TABLE IX  
EXPENSE ACTIVITIES OF FFA CHAPTERS IN THE  
NORTH CENTRAL KANSAS DISTRICT

Activity	Frequency
FFA pins, awards, and supplies	25
Parent and son banquet	22
Parties	21
State FFA convention	17
District dues	15
National FFA convention	14
Judging trips	9
Educational and pleasure trips	7
State and national dues	4
Chapter signs herd	2
Fair exhibits	2
FFA leadership camp	2
FFA jackets	2
Camera and film	2
School farm	1
National FFA week	1
Community service	1
Safety meeting	1
Fall grain show	1
Small hand tools	1
Special awards	1
Hunting trips	1
Money making activities	1
Pipe and steel	1
School annual	1
Taxes	1
Total activities	26

156

TABLE X  
FFA CHAPTER EXPENSES PAID BY THE SCHOOL DISTRICT  
IN THE NORTH CENTRAL KANSAS DISTRICT

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Activity	Frequency
Transportation on trips	9
District dues	7
Judging trips and contests	6
State FFA convention	2
National FFA convention	2
Educational trip	2
FFA leadership camp	1
Start of swine herd	1
Lodging	<u>1</u>
Total activities	31

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Restrictions placed on FFA money raising activities by administrators or school boards are shown in Table XI. Fourteen of the chapters had no restrictions placed on their money raising activities. Of the remaining eleven chapters five were restricted to one money raising activity, two were restricted from selling door to door, one was restricted from selling outside of school, and the remaining three were limited but gave no specific number. Of the twenty-five chapters fifty-six per cent had no restrictions while the remaining forty-four per cent had restrictions of some type.

TABLE XI

RESTRICTIONS PLACED ON FFA MONEY RAISING ACTIVITIES BY  
ADMINISTRATORS OR SCHOOL BOARDS IN THE  
NORTH CENTRAL KANSAS DISTRICT

Activity	Frequency	
No restrictions		14
One major money raising activity	5	
Selling door to door	2	
Selling outside of school	1	
Limited, no specific number given	2	—
Total	11	14



## SUMMARY AND CONCLUSIONS

Every year the FFA chapter was faced with the problem of financing its activities that were included in the program of work. The writer while reviewing the needs of FFA chapters in developing money raising projects as expressed in the literature and from his own experience found that several questions should be answered by FFA chapters when selecting money raising projects. Some of those questions to be answered are:

1. Is the activity agricultural related and is it educational?
2. Is the activity accepted by the community and does the school approve of the activity?
3. Will the activity be of financial benefit or does it risk losing money?

The objectives of the study were to find what fund raising activities were being used by FFA chapters in the North Central Kansas District and what activities were considered by the teacher to be successful or unsuccessful. Some of the other questions that were to be answered by the study were:

1. How much money did each chapter earn in the 1966-67 school year?
2. Did the school place any restrictions on fund raising activities?
3. Did the members prefer one certain fund raising activity over others?
4. Did the board of education finance any of the chapter's activities and did the chapter accept any gifts or donations?

Data for the study was collected by questionnaires sent to twenty-seven vocational agriculture instructors in the North Central Kansas District. Twenty-five of the twenty-seven instructors responded to the questionnaires. The study was limited to FFA chapters in the North Central Kansas District who had the same vocational agriculture instructor throughout the whole 1966-67 school year.

In the North Central Kansas District the average FFA chapter had a membership of thirty-six boys. Each chapter had an average income of \$896.89. The average income per FFA member in the district was \$24.51. The average expense of a chapter in the district was \$816.35 or \$22.30 per boy. The vocational agriculture teacher in the North Central Kansas District had taught an average of eight years with five of these years being in the present school.

There was little relationship observed, in the opinion of the writer, between the size of the FFA chapter and the mean income per boy. The mean income per boy of the smaller chapters was \$22.75 and the mean income per boy of the larger chapters was \$25.50, a difference of \$2.75. Teacher's experience did seem to the writer to have some effect on the chapter's income. Chapters tended to reach their high income during the teachers fifth to ninth years of teaching experience. Teachers with nine to thirteen years of experience appeared to slack off as their chapters had the lowest average income. Teachers with one to five years of experience had below average income chapters as well as the teachers with thirteen years or more of experience. This writer concluded that the longer a teacher was in a community the better he knew the community

and what money raising activities the community will accept and support. It was shown in Table IV that the chapters with above average income had instructors in the present school almost twice as many years as those chapters with below average income.

The money raising activities most often used by chapters in the North Central Kansas District were dues, projects made in shop, selling calendars, prize money from livestock and machinery shows, selling safety materials and agricultural related items, renting chapter equipment, and running concession stands.

The activities that the boys seemed most interested in doing coincided somewhat with the activities most often used. The activities preferred most by the boys were construction of shop projects, fair exhibits, barbecue, slave auction, raffles, concessions, and selling.

The activities that were reported the most unsuccessful were those that could be listed under selling. The others reported were raffle, gilt ring, test plot, blue rock shoot, and donations.

The freshman class was the class adjudged the most willing to work. They were followed by the sophomore class, junior class and the senior class respectively.

The main expenses of the chapters in the North Central Kansas District were FFA pins, awards, and supplies; parent-son banquets; parties; State and National Conventions; and district dues.

Some of the expense activities that some school districts paid were transportation on trips, district dues, and expenses on judging trips and contests.

Fifty-six per cent of the chapters in the North Central Kansas District had no restrictions placed on their money raising activities neither by their administrators nor by their school boards. The remaining forty-four per cent did have some kind of restriction placed on their money raising activities. They either were restricted to one activity or were restricted on their selling activities.

It was concluded from the study that when a chapter is planning on what to have for fund raising activities it is important to have a program of work to follow. The program of work would serve as a guideline for what the expense activities would be and would also serve as a guide for a budget to establish how much money will be required to carry out these activities. After developing a budget the chapter should plan to earn more in case some unexpected expenses arise during the year.

After the expense budget is developed, plan the chapter's money raising activities. These activities should be accepted by the community, have educational value, and should be agricultural related since the FFA is an organization with agricultural interest. These activities should not conflict with downtown businesses and other organizations or groups fund raising activities. These activities should be of such a nature that all the members may participate and that the activities do not conflict with school policy.

After an instructor has become established in a community he gets to know what money raising activities are the most successful and are supported by the community. When certain activities appear to be

successful they should be repeated year from year. New ideas also should be tried but not overused.

If the chapter's money raising activities are to be successful the members must be willing to work, the activity must have community acceptance, and the activities should be well planned.

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APPENDIX



## INSTRUCTORS AND SCHOOLS IN THE NORTH CENTRAL KANSAS DISTRICT

<u>Instructor</u>	<u>School</u>
J. M. Frey	Abilene
Larry Beat	Belleville
Duane McCune	Chapman
Earl Wright	Clay Center
John Morgan	Clifton
Lee Doyen	Concordia
Allan Elstroa	Courtland
Lester Grandall	Ellsworth
Steve Ready	Haddam and Morrowville
Alvin Lampe	Hanover
Darrel Hounkes	Herington
Calvin Stalford	Hope
Harold Severance	Jewell
Lyle Berges	Longford
Mervin Stearns	Manhattan
Marvin Mann	Mankato
Jim Macy	Minneapolis
James Hundley	Randolph
Leslie Olsen	Riley
Norman Trichler	Salina
Carl Wahlmeier	Scandia
Harold Hona	Solomon
Gary Gish	Washington
James Patry	Wilson

QUESTIONNAIRE FOR FINANCING FFA ACTIVITIES  
IN NORTH CENTRAL KANSAS

1. School \_\_\_\_\_
2. Instructor \_\_\_\_\_
3. How many years have you taught vocational agriculture? \_\_\_\_\_
4. How many years in the present school? \_\_\_\_\_
5. How many FFA members are in the present chapter? \_\_\_\_\_
6. Does your chapter set up a budget? \_\_\_\_\_
7. What was the FFA chapter's income for 1966-67? \_\_\_\_\_
8. What was the FFA chapter's expense for 1966-67? \_\_\_\_\_
9. What are the chapter's main expenses? Give approximate amount.
  - 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. Others (briefly explain) \_\_\_\_\_
10. Does the school finance any of the above chapter activities? (Yes-no) If so, which ones? \_\_\_\_\_
11. What are the main sources of chapter income? Give approximate amount.
  - A. Dues \_\_\_\_\_
  - B. Income from school district \_\_\_\_\_

- G. Prize money from livestock and machinery shows \_\_\_\_\_
- D. Fences \_\_\_\_\_
- E. Donations \_\_\_\_\_
- F. School farm \_\_\_\_\_
- G. Slave auctions \_\_\_\_\_
- H. Equipment or items built in school shop \_\_\_\_\_
- I. Calendars \_\_\_\_\_
- J. Selling--Ag related items \_\_\_\_\_ nonag related items \_\_\_\_\_
- K. Service to farmers (castration, vaccination, dehorning and etc.) \_\_\_\_\_
- L. Renting chapter owned equipment \_\_\_\_\_
- M. Carnivals \_\_\_\_\_
- N. Raffles \_\_\_\_\_
- O. Selling safety materials \_\_\_\_\_
- P. Others (briefly explain) \_\_\_\_\_

12. Which of the above activities do the boys seem most interested in doing, if any?
13. Rank the classes according to their willingness to work on money making activities. \_\_\_ Freshman \_\_\_ Sophomore \_\_\_ Junior \_\_\_ Senior
14. Which money making activities were the most successful for your chapter? Briefly explain how they were successful.
15. Which money making activities were unsuccessful? Why were they unsuccessful?

16. Is your chapter limited to the number of money raising activities it may have by your school board or administrator? (yes - no)  
If so, how many and which ones?
17. Is your chapter limited to the number of activities it may participate in such as those listed in question 9? (yes - no)  
If so, how many and which ones?
18. Are there any money raising activities you would suggest an FFA chapter not try?

A STUDY OF FINANCING FUTURE FARMERS OF  
AMERICA CHAPTERS IN NORTH  
CENTRAL KANSAS

by

LYLE CHARLES BERGES

B.S., Kansas State University, 1962

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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

1963

**Problem**--This study was made to find what fund raising activities were used by the FFA chapters in the North Central Kansas District. The study also determined what activities were considered successful by the instructors and what activities were considered unsuccessful by the instructors.

**Method**--Data for the study was collected by questionnaires which were sent to all vocational agriculture instructors in the North Central Kansas District. Twenty-five of the twenty-seven instructors responded to the questionnaires.

**Summary of Findings**--The FFA chapters in the North Central Kansas District had an average income during the 1966-67 school year of \$396.89. The average expense per chapter was \$316.35. The vocational agriculture instructor in the North Central Kansas District had taught an average of 8.1 years with an average of 5.1 years in the same school. Each instructor had an average of thirty-six boys in his FFA chapter. The mean income per FFA member in the district was \$24.51 and the mean expense per member was \$22.30. The size of the FFA chapter had little effect on the mean income per member. The larger chapters earned an average of \$2.75 more per member than did the smaller chapters. The teachers number of years of teaching in the community seemed to the writer to have some effect on chapter income. The teachers in the chapters with above average income had taught in the present school 1.8 times longer than those instructors with the below average income chapters.

The money raising activities that were the most often used were dues, shop projects, selling calendars, prize money from livestock and

machinery shows, selling safety materials and agricultural related items, renting chapter equipment, and operating concession stands. The unsuccessful activities reported were selling, raffle, gilt ring, test plot, blue rock shoot and donations.

The freshman class was the most willing to work, followed by the sophomore, junior, and senior classes respectively. Fifty-six per cent of the chapters had no restrictions placed on their money raising activities while the remaining forty-four per cent had a restriction of some sort placed on their activities either by the school board or the administration.

Conclusion of the study indicated that the first step in planning the financing of an FFA chapter is to develop a program of work from which an expense budget can be made. After the expense budget has been developed the chapter can plan the activities for raising money. More money than needed should be raised in case some activity does not reach its goal or some unexpected expenses arise.

It was concluded also that the money raising activity should be accepted by the community, have educational value, be in harmony with other individuals or groups, and preferably be agricultural related. The money raising activity should allow all of the members to participate and should not be in conflict with school policies.

A recommendation of the study was that when certain money raising activities appear to be successful they should be used from year to year although new ideas should be tried. For the activity to be successful the members must be willing to work, it should have community acceptance and it should be well planned.