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Title of Study: Promotional Activities of Teachers of Vocational Agriculture
in Oklahoma

Number of Pages in Study: 133 Candidate for What Degree: Master of Science

Under Direction of What Department: Agricultural Education

Statement of Problem: This study was made in an attempt to evaluate promotional activities in vocational agriculture programs according to the opinions expressed by sixty-nine vocational agriculture teachers in eastern Oklahoma.

Method of Procedure: Questionnaires were formulated by the writer. One hundred and forty-six of the questionnaires were mailed to all teachers of vocational agriculture in the northeast and southeast supervisory districts of Oklahoma. Sixty-nine teachers returned the questionnaires. This information was tabulated and conclusions drawn.

Findings and Conclusions: The teachers were very definitely interested in all those promotional activities in which they participated. The intensity of interest was directly related to the frequency of occurrence of the promotional activities as was indicated by answers on the questionnaires. The frequency of promotional activities reported was in the following order: (1) parent-son banquets or suppers; (2) radio programs; (3) local collective exhibits; (4) window displays; (5) collective exhibits of state fairs; (6) welcome signs; (7) bands and quartets; (8) television programs; and (9) mothers clubs. The major benefits of promotional activities reported by teachers were favorable publicity to the department and educational value to the students. A small percentage of teachers thought that too much class time was used for promotional activities.

ADVISER'S APPROVAL

Chris White

PROMOTIONAL ACTIVITIES OF TEACHERS
OF VOCATIONAL AGRICULTURE IN OKLAHOMA

By

COLUMBUS WORTH BRUTON

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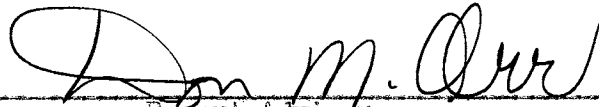
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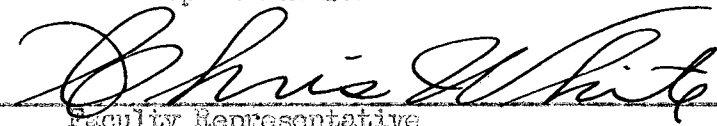
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PROMOTIONAL ACTIVITIES OF TEACHERS
OF VOCATIONAL AGRICULTURE IN OKLAHOMA

APPROVED BY:



Report Adviser



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PREFACE

The writer has served as teacher of vocational agricultural department in Sasakava High School since August, 1948. His predecessor had firmly established promotional activities in this community and a continuation of this policy was fully expected by all concerned. Since the writer was responsible for the success of these activities, he felt it was essential for him to become more familiar with promotional activities connected with vocational agriculture. This need for more detailed knowledge prompted the writer's interest in carrying on the necessary research for this report.

The writer wishes to express his sincere gratitude and appreciation to Professor Don M. Orr, Professor Chris White and Professor Robert R. Price members of the staff of Department of Agricultural Education. Their able assistance and timely suggestions have been invaluable in preparing this report.

Special acknowledgment is due to the sixty-nine vocational agriculture instructors who were so helpful and cooperative in completing and returning the questionnaires which were the principal source of information for this report.

This acknowledgment would not be complete without expressing deserving credit to the writer's wife, Wanda, for her unwavering encouragement and inspiration during the conduct of this study.

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CHAPTER I

INTRODUCTION

Exhibits have proven to be valuable projects for F. F. A. chapters. They provide opportunities for teaching; they serve as good mediums for publicity; they help to develop community spirit; they stimulate farmers and homemakers, and they provide some very valuable experience for boys in cooperative effort and leadership development.¹

Banquets have proven to be very worthwhile activities for "Future Farmer" chapters. It is now customary for most chapters to hold an annual banquet. Banquets are valuable in many ways. They provide an excellent opportunity for training in leadership. They tend to build a stronger bond between the parents and the school. They also provide an excellent opportunity for parents and officials to become acquainted with the Future Farmers of America organization.²

Few events in the school year offer a teacher of vocational agriculture opportunities for more or richer teaching than the planning and conducting of a parent and son banquet, if it is carried out to its maximum possibilities. A banquet may be conducted to the end that parents are invited, a meal is prepared, parents and sons sit down together and enjoy the meal, a program is given, adjournment is reached, an enjoyable evening is over, and everybody awaits the event next year. Such a procedure, in my judgement, is best described as a "lean" banquet, an occasion for rich, diversified teaching that is overlooked, in fact, almost a teaching failure.³

¹A. Webster Tenney, "Planning and Constructing Exhibits", Practical Activities for Future Farmers, p. 41.

²Ibid., p. 201

³W. F. Stewart, "Banquets as Teaching Opportunities", The Agricultural Education Magazine, March 1952, p. 215

Radio is one of our important public relations means, it may and can be used to enrich our instructional program by providing opportunity for boys to learn by doing, to express themselves in writing as well as orally, and to organize their thinking around certain problems related to specific subject matter. One of the beneficial and educational values is to have the boys prepare the script and then to present the broadcast. It is the opinion of the writer that the boys should have the largest share in preparing the program, but under the direction of the teacher who follows some of the basic rules in preparing programs for broadcast.⁴

How will you sell your vocational agriculture program with TV? Here is your chance to let people see those things which you can only talk about on the radio. This is a show with action. There are great opportunities to sell vocational agriculture with television.⁵

A decision to this problem is necessary in the not too distant future. Local radio stations are springing up in many communities throughout the country, each anxious to gain the listening ear of the farm family. They also realize the gold mine of local color and interest present in the vocational agriculture department and F. F. A. chapters in their communities.⁶

Almost all chapters of Future Farmers of America put on one or more radio programs each year. These may be very worthwhile to the local chapter, the broadcasting station, and the radio audience. Most radio stations welcome programs put on by Future Farmer chapters if they are well prepared and well presented.⁷

⁴Denver B. Hutson, "Preparing for Effective Radio Presentation", The Agricultural Education Magazine, July 1952, p. 12.

⁵Carlton E. Johnson, "Selling Agricultural Education with TV", Education Magazine, July 1952, p. 4.

⁶Don Crosier, "Is the F. F. A. Ready for Work in Radio?", The Agricultural Education Magazine, March 1951, p. 209

⁷A. Webster Tenney, "Radio Programs", Programs for Future Farmer Chapter Meetings, p. 259.

CHAPTER II

INTRODUCTION

Statement Of The Problem

An attempt to measure the value and importance of promotional activities in vocational agriculture presents many difficulties. These evaluations can be criticized because the accomplishments shown may or may not have been direct results of any one program or agency. After such an evaluation has been made, there still remains the problem of knowing what the teacher actually thinks about promotional activities in vocational agriculture. The teacher may accomplish certain goals but there is little or no assurance that the people with whom he works recognize this fact.

This study was made in an attempt to evaluate promotional activities in vocational agriculture programs according to the opinions expressed by sixty-nine vocational agriculture teachers in Eastern Oklahoma.

The vocational agriculture teacher is responsible for promotional activities. This study deals with the activities listed below:

1. F. F. A. Banquets or suppers
2. F. F. A. Radio Programs
3. F. F. A. Television Programs
4. F. F. A. Mothers Clubs
5. F. F. A. Collective Exhibits (local)
6. F. F. A. Collective Exhibits (state)
7. F. F. A. Window displays
8. F. F. A. Welcome signs
9. F. F. A. Band or quartet

Reasons For Making Study

The reasons for making this study were primarily personal. The writer hopes, however, that the study will provide others with a method by which they may evaluate the importance of promotional activities in local vocational agricultural departments. The results of this study will serve to inspire, and also furnish information to the writer which will be helpful in improving the quality of promotional activities to the community and chapter. It is also the writer's hope that the study will provide an outlook on promotional activities in vocational agriculture.

Purpose Of The Study

1. To discover the various types of promotional activities carried on by teachers of vocational agriculture in Oklahoma and learn the primary reasons why each type of activity is carried on.
2. To determine what major benefits may be derived from promotional activities by: (1) vocational agriculture departments; (2) individual members of the department; (3) community; and (4) the instructor.
3. To discover the particular problems and difficulties encountered in planning and carrying out the promotional activities by teachers of vocational agriculture in Oklahoma.
4. To obtain suggested solutions to problems encountered.

Method And Procedure

Questionnaires were formulated by the writer after careful thought and study of the promotional activities sponsored by the local teacher of vocational agriculture. After criticism by Professors Orr and White, the final questionnaire was prepared and mailed to one hundred and

forty-six vocational agricultural teachers in the Northeast and Southeast supervisory districts of Oklahoma. Sixty-nine questionnaires were returned, all of which were usable. An explanatory letter and a stamped, return addressed envelope were enclosed with each questionnaire. A copy of the letter and questionnaire are included in the appendix.

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CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

ATMOSPHERE RESEARCHMENT

100% RAG U.S.A.

TABLE I
YEARS TAUGHT BY 69 VOCATIONAL AGRICULTURE INSTRUCTORS

No. of years taught	:	No. of teachers	:	Percent of teachers
1		8		11.60
2		9		13.00
3		18		26.00
4		5		7.25
5		8		11.60
6-10		10		14.50
11-15		5		7.25
16-20		4		5.80
21-26		2		3.00
		69		100.00

TABLE I shows that the teachers included in this study have taught long enough to have had a variety of experiences in promotional activities in vocational agriculture. The wide range in years of experience makes it possible to compare beginning teachers with the more experienced teachers.

TABLE II

PROMOTIONAL ACTIVITIES USED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Promotional Activities	No. of Chapters Having Each Activity	Percent of Chapters Having Each Activity	Total No. of Activities Reported	Average No. of Activities per Chapter Reporting
Banquets or suppers	64	92.8	330	5.15
Radio programs	45	65.2	370	8.2
Television programs	12	17.4	21	1.75
Mothers clubs	7	10.0	14	2.0
Collective exhibits (local)	41	60.0	109	2.66
Collective exhibits (state)	38	55.0	175	4.6
Window displays (local)	37	53.6	189	5.0
Welcome signs	29	42.0	75	2.6
Bands or quartets	23	33.33	39	1.7

TABLE II shows that more teachers reported having banquets than any other promotional activity. There were 64, or 92.8% of the chapters reported having banquets. The primary reasons for having banquets are as follows: publicity for the school, chapter and the F. F. A. members; promotes good will between school, parents and son; has become a custom in the community.

Radio programs and collective exhibits (local) ranked close together in the list of promotional activities. It seems that the reason for their being so high in the list is that both are publicity for the school, chapter, and F. F. A. members.

Mothers clubs last on the list with 7 or 2.0% of the chapters reporting having mothers clubs. They are relatively new to the vocational agriculture program. The teachers reporting think that mothers clubs has a place in the vocational agriculture program. Most schools have a P. T. A. organization.

TABLE III

YEARS TAUGHT AT PRESENT LOCATION BY
69 TEACHERS OF VOCATIONAL AGRICULTURE

No. of years taught	Teachers	
	Number	Percent
1	14	20.3
2	9	13.1
3	17	24.65
4	7	10.0
5	8	11.6
6-10	9	13.1
11-17	5	7.25
	69	100.00

TABLE III shows that the total number of years taught by 69 vocational agriculture teachers in Oklahoma was 298 years. Fourteen or 20.3% of these teachers have taught only one year. While two have taught 16 years and one 17 years. The average number of years taught by this group of teachers at the present location is 4.3 years.

TABLE IV

COMPARISON OF KINDS AND NUMBER OF PROMOTIONAL ACTIVITIES OF TEACHERS,
GROUPED BY YEARS OF EXPERIENCE

Promotional Activities	1-2 Years (17 Teachers)		3-5 Years (31 Teachers)		6-15 Years (15 Teachers)		16-26 Years (6 Teachers)	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Banquets or suppers	16	94.0	28	90.0	14	93.3	6	100.0
Radio programs	7	41.2	18	58.1	12	80.0	6	100.0
Television programs	2	11.7	1	3.2	7	46.66	2	33.33
Mothers Club	1	5.9	2	6.4	3	20.0	1	16.66
Collective exhibits (local)	10	60.0	14	45.2	9	60.0	5	87.33
Collective exhibits (state)	4	23.5	15	48.4	13	86.66	6	100.0
Window displays	6	35.3	15	48.4	11	73.33	5	87.33
Welcome signs	11	64.7	10	32.3	7	46.66	3	50.0
Bands or quartets	1	5.9	10	32.3	7	46.66	3	50.6

TABLE IV shows the teachers with varying amount of experience to the number of promotional activities in which they participate. The group of teachers having 3-5 years experience showed that more of them participated in all promotional activities except television programs and mothers clubs, in which the group having 6-15 years experience had more participation.

The promotional activity rating the highest with the teachers having 3 to 5 years experience was banquets or suppers. There were 28 or 40% of the teachers reporting who had taught from 3 to 5 years.

Mothers clubs were lowest on the list of all the different groups with varying amounts of teaching experience. There were 7 teachers reported F. F. A. mothers clubs.

TABLE V

PROMOTIONAL ACTIVITIES AT THE PRESENT LOCATION USED BY EACH INSTRUCTOR

Promotional Activities	No. of Chapters Having Each Activity	Percent of Chapters Having Each Activity	Total No. of Activities Reported	Average No. of Activities Per Chapter Reporting
Banquets or suppers	61	88.4	228	3.77
Radio programs	44	63.8	259	5.9
Television programs	12	17.4	21	1.75
Mothers clubs	5	7.2	7	1.4
Collective exhibits (local)	36	52.0	98	2.72
Collective exhibits (state)	34	49.3	142	4.2
Window displays (local)	33	48.0	140	4.2
Welcome signs	27	39.0	62	2.3
Bands or quartets	24	34.8	62	2.58

TABLE V shows that banquets or suppers were the highest on the list of promotional activities of the 69 chapters reporting, with 61 or 88.4% of the chapters reporting the activity. Most chapters use banquets to promote good will between parents, school, and community. A few chapters used the banquet as a chapter project to raise chapter funds. Radio programs and collective exhibits (local) ranked close together and were second and third on the list of promotional activities. Radio programs and collective exhibits are used mainly for publicity for the school and community. Mothers club ranked the lowest of the list with 5 or 7.2% of the chapters reporting having mothers clubs. Mothers clubs are rather new to the vocational agriculture program, and many schools have P. T. A.

TABLE VI

REASONS TEACHERS GAVE FOR THINKING THAT PROMOTIONAL ACTIVITIES HAVE
BECOME AN IMPORTANT PART OF THE OVERALL PROGRAMS OF VOCATIONAL
AGRICULTURE

Reasons	Teachers Replying	
	Number	Percent
1. Vocational agriculture students like to belong to an organization which has public recognition.	1	1.45
2. Decrease in rural population.	1	1.45
3. Advertising agency for vocational agriculture.	37	53.6
4. Maintain interest in the overall program.	5	7.2
5. Creates interest among parents and others. They think of the Future Farmers of America as a group rather than an individual.	1	1.45
6. Proves to the public that the business of farming is more than just farming. Farm youth can do as much as others.	1	1.45
7. Through promotional activities vocational agriculture has been accepted as a special program by the public.	1	1.45
8. The public knows of the activities of the vocational agriculture program.	10	14.5
9. Personal recognition for F. F. A. members.	2	2.9
10. Helps sell vocational agriculture to boys, parents, and the community.	4	5.8
11. Helps sell the instructor and his program.	2	2.9

TABLE VI (cont.)

REASONS TEACHERS GAVE FOR THINKING THAT PROMOTIONAL ACTIVITIES HAVE BECOME AN IMPORTANT PART OF THE OVERALL PROGRAMS OF VOCATIONAL AGRICULTURE

Reasons	Teachers Replying	
	Number	Percent
12. Service is what people want.	1	1.45
13. Excellent training for F. F. A. members.	1	1.45
14. Promotion has always been an important part of the program, but in some cases it has been over-emphasized.	1	1.45

TABLE VI shows that out of 69 replying 68 or 98.5% of the instructors said that they believed promotional activities are an important part of the overall program of vocational agriculture. There was one or 1.5% of the 69 teachers reporting that did not believe promotional activities are an important part of the overall program. The instructor answering "NO" has been teaching vocational agriculture for 9 years.

Advertising agency for vocational agriculture ranked the highest on the list of comments, with 37 or 53.6% of the teachers reporting it. Ranking second was the public knows of the activities of the vocational agriculture program. There were a number of comments that were listed by only one instructor.

TABLE VII

REASONS GIVEN BY 35 VOCATIONAL AGRICULTURE TEACHERS WHO THOUGHT THAT PROMOTIONAL ACTIVITIES HAVE INCREASED IN IMPORTANCE MORE THAN OTHER PHASES OF VOCATIONAL AGRICULTURE

Reasons	Teachers Replying	
	Number	Percent
1. Personal satisfaction to the teacher, competition is necessary.	2	5.7
2. Brings vocational agriculture to the public who are not associated with the program.	9	25.7
3. Request for more promotional activities and create more interest.	5	14.3
4. The need for vocational agriculture is greater than ever before and needs the interest of every one in the community.	5	14.3
5. Not so much in importance, but one phase that was and is still deficient.	1	2.85
6. Shows the teacher its worth and the effect of the F. F. A.	2	5.7
7. People are tax conscious and want something for their money.	2	5.7
8. People are more conscious of promotional activities and look forward to them.	1	2.85
9. Without recognition the vocational agriculture program is hard to establish.	1	2.85
10. Value of promotional activities have proven good.	1	2.85
11. Big show needed to get along.	1	2.85

TABLE VII (cont.)

REASONS GIVEN BY 35 VOCATIONAL AGRICULTURE TEACHERS WHO THOUGHT THAT PROMOTIONAL ACTIVITIES HAVE INCREASED IN IMPORTANCE MORE THAN OTHER PHASES OF VOCATIONAL AGRICULTURE

Reasons	Teachers Replying	
	Number	Percent
12. Large enrollment.	1	2.85
13. More participation in shows, fairs, and contests.	1	2.85
14. Our present status in Oklahoma is largely due to vocational agriculture instructors who are good salesmen.	1	2.85
15. City people are more farm conscious.	1	2.85
16. Have had more criticism from other professions.	1	2.85
17. Gave no reasons.	5	

TABLE VII shows that out of 69 reporting 35 or 51% stated that they believed promotional activities have increased in importance more than other phases of vocational agriculture. The statement that received most comments was, brings vocational agriculture to the public which is not associated with the program. There are several comments that are listed by only one instructor.

In most of the local communities, there seems to be a demand for more participation by the local F. F. A. chapter in the different types of promotional activities. The participation in different types of promotional activities is a very good way to sell vocational agriculture to the general public.

TABLE VIII

REASONS GIVEN BY 25 VOCATIONAL AGRICULTURE TEACHERS WHO THOUGHT THAT PROMOTIONAL ACTIVITIES HAVE NOT INCREASED IN IMPORTANCE MORE THAN OTHER PHASES OF VOCATIONAL AGRICULTURE

Reasons	Teachers Replying	
	Number	Percent
1. Have not increased locally.	1	4.0
2. Advertises only when you and your chapter put on a vocational agriculture program.	2	8.0
3. Too many promotional activities are worse than too little.	1	4.0
4. The same as for the past four years.	1	4.0
5. We must have a sound program.	2	8.0
6. F. F. A. members learn by doing.	2	8.0
7. Results of instructors' work are more important, promotional activities are second.	1	4.0
8. Importance of basic teaching is still increasing.	1	4.0
9. The real purpose, training farm youth and adults has increased.	3	12.0
10. Promotional program is no good without community agriculture results. Balance is necessary for continued growth.	2	8.0
11. Promotional activities are important. There are more changes in farming practices now.	1	4.0
12. About equal to other programs.	1	4.0

TABLE VIII (cont.)

REASONS GIVEN BY 25 VOCATIONAL AGRICULTURE TEACHERS WHO THOUGHT THAT PROMOTIONAL ACTIVITIES HAVE NOT INCREASED IN IMPORTANCE MORE THAN OTHER PHASES OF VOCATIONAL AGRICULTURE

Reasons	Teachers Replying	
	Number	Percent
13. Very important while F. F. A. was being established.	2	8.0
14. Very important in ew chapters.	1	4.0
15. We are teaching the foundation of citizenship.	1	4.0
16. All phases have increased considerably.	1	4.0
17. Promote the ideas you want and the ones needed in the community.	1	4.0
18. Gave no reasons.	3	
19. Gave no answer at all.	1	

TABLE VIII shows that 25 or 36.23% of the 69 instructors reporting said they did not believe promotional activities have increased in importance more than other phases of vocational agriculture. There was one of the 69 reporting who did not answer at all. This instructor who did not answer at all has been teaching two years.

The reason given for not increasing promotional activities seems to be largely due to the fact that the community does not demand that the members of the local F. F. A. chapters participate in such activities.

TABLE IX
SUFFICIENT NUMBER OF ACTIVITIES CARRIED ON BY
VOCATIONAL AGRICULTURE INSTRUCTOR

Teachers Replying		
Number	Percent	Way answered
27	40	Yes
42	60	No

TABLE IX shows that out of the 69 vocational agriculture instructors reporting 27 or 40% of them thought they were carrying out a sufficient number of promotional activities in their community.

There were 42 or 60% of those reporting who thought that they were not carrying out enough promotional activities in their community.

TABLE X
REASONS 56 TEACHERS GAVE FOR INCREASING THE NUMBER
OF PROMOTIONAL ACTIVITIES IN THEIR COMMUNITY

Reasons	Teachers Replying	
	Number	Percent
1. Increase interest of students, and inform the public about vocational agriculture.	11	19.64
2. Promotional activities are needed to sell vocational agriculture to the public.	3	5.32
3. Through participation in state, district, and local shows.	3	5.32
4. More worth while promotional activities makes the chapter better.	3	5.32
5. The overall program is improved.	2	3.57
6. Members better trained to carry on an agriculture program in the future.	2	3.57
7. Makes work easier for instructor and more interesting.	2	3.57
8. Promotional activities are needed.	3	5.32
9. Chapter needs assistance of promotional activities.	3	5.32
10. To let the town people know what you are doing with farm youth.	1	1.8
11. Acquaint more people with vocational agriculture program.	8	14.3
12. Each year gives an opportunity for new activities and new ideas for creating community interest.	2	3.57
13. Increase promotional activities by adding welcome signs, project tours, etc.	1	1.8

TABLE X (cont.)

REASONS 56 TEACHERS GAVE FOR INCREASING THE NUMBER
OF PROMOTIONAL ACTIVITIES IN THEIR COMMUNITY

Reasons	Teachers Replying	
	Number	Percent
14. Some patrons have suggested increasing promotional activities.	3	5.32
15. Helps the overall program of vocational agriculture.	5	9.0
16. Encourages vocational agriculture students to try to outdo former vocational agriculture students.	2	3.57
17. F. F. A. members enjoy promotional activities.	1	1.8
18. Good will from people in the community.	1	1.8
19. Teachers not reporting.	2	

TABLE X shows that 56 or 100% of the teachers reporting gave reasons for increasing promotional activities. There were 11 or 19.64% of the teachers reporting who gave the following reasons in increasing promotional activities; to increase interest in students and inform the public about vocational agriculture. Two of the teachers reporting gave no reasons for increasing promotional activities in their community.

A large number of the teachers felt by increasing the number of promotional activities, would help sell the vocational agriculture program in their community as a whole.

TABLE XI

REASONS 7 TEACHERS GAVE FOR NOT INCREASING THE NUMBER OF
PROMOTIONAL ACTIVITIES IN THEIR COMMUNITY

Reasons	Teachers Replying	
	Number	Percent
1. Too much emphasis on promotional activities can be harmful as well as good.	1	14.3
2. Carry on enough promotional activities.	2	28.6
3. Teachers can only do so much.	2	28.6
4. Have a good balanced program.	1	14.3
5. Have been here 9 years and can stay 10 more.	1	14.3
6. Teachers not reporting	4	

TABLE XI shows that 7 or 100% of the vocational agriculture teachers reporting gave reasons for not increasing promotional activities in their community. Four teachers gave no reason for not increasing promotional activities.

Most of these teachers were satisfied that they carried on enough promotional activities in their community. That depends on the community and vocational agriculture teacher.

TABLE XII
PUBLIC REACTION TO PROMOTIONAL ACTIVITIES
IN THE COMMUNITY

Way Answered	Teachers Replying	
	Number	Percent
Enthusiastic	32	46.4
Favorable	37	53.6

TABLE XII shows that the people of the communities were more than favorable toward promotional activities in their community.

There were 32 or 46.4% of the 69 teachers reporting who thought public reaction was enthusiastic. While 37 or 53.6% thought public reaction was favorable.

TABLE XIII
THE KIND OF BANQUET HELD IN THE COMMUNITY

Type	Teachers Replying	
	Number	Percent
Father and son	49	71.2
Parent and son	16	23.2
No banquet	4	5.6

TABLE XIII shows by this study the kind of banquets that are being held in the community and the number of each kind.

There were 65 or 94.4% of the teachers reporting had banquets of one kind or another. They are of great value in that it gives individual members recognition, show accomplishment of the chapter and better relationship between school, chapter, parents, and son.

There were 4 or 5.6% of the teachers reporting who did not have any kind of a banquet. The reason for this is finance and a suitable place for holding a banquet.

TABLE XIV
 TYPE OF PROMOTIONAL ACTIVITY PARTICIPATED IN BY
 THE F. F. A. CHAPTER

Promotional activity	Chapters Having		Chapters Not Having	
	Number	Percent	Number	Percent
Banquets or suppers	64	92.8	5	7.2
Radio programs	45	65.2	24	34.8
Television programs	12	17.4	57	82.6
Mothers clubs	7	10.0	62	90.0
Collective exhibits (local)	41	60.0	28	40.0
Collective exhibits (state)	38	55.0	31	45.0
Window displays	37	53.6	32	46.4
Bands or quartets	23	33.3	46	66.7
Welcome signs	29	42.0	40	58.0

TABLE XIV shows the number of promotional activities participated in by local F. F. A. chapters. There were 64 or 92.8% of the teachers reporting banquets or suppers as the activity with more participation. While 45 or 65.2% of the teachers reporting rated radio programs second, and 41 or 60.0% the teachers reporting rated collective exhibits (local) third on the list of promotional activities.

TABLE XV

TEACHERS RATING OF THE IMPORTANCE OF DIFFERENT TYPES OF PROMOTIONAL
ACTIVITIES THEY HAVE SPONSORED

Promotional Activities	RELATIVE IMPORTANCE										Teachers Reporting
	First No.	Percent	Second No.	Percent	Third No.	Percent	Fourth No.	Percent	Fifth No.	Percent	
Banquets or Suppers	47	90.0	3	6.0	2	4.0					52
Radio Programs	1	2.56	16	4.1	13	33.33	7	18.0	2	5.1	39
Television Programs			3	30.0	3	30.0	2	20.0	2	20.0	10
Mothers' Clubs			2	100.0							2
Collective Exhibits (Local)	4	10.5	13	34.2	12	31.6	8	21.0	1	2.6	38
Collective Exhibits (state)	4	14.3	6	21.4	10	36.0	6	21.4	2	7.14	28
Window Displays	2	6.25	5	15.5	7	22.0	10	31.25	8	25.0	32
Bands or Quartets	3	13.0	8	35.0	4	17.5	7	30.0	1	4.5	23
Welcome Signs	8	28.57	7	25.0	3	10.7	7	25.0	3	10.7	28

TABLE XV shows the overall importance of the different types of promotional activities. According to this study, forty-seven of the teachers reported banquets or suppers to be the most important. Ranking second was collective exhibits (local) with thirty-eight of the teachers reporting. The reason for such seems to be that most of the chapters have local fairs. Thirty-nine of the teachers reported radio programs. This is due to the fact that we have a large number of local radio stations and they are looking for programs to attract the attention of the farming public.

TABLE XVI

TEACHERS OPINIONS CONCERNING THE RELATIVE SUCCESS OF THE DIFFERENT TYPE
OF PROMOTIONAL ACTIVITIES THEY HAVE SPONSORED

Promotional Activities	RELATIVE DEGREES OF SUCCESS								Teachers Reporting
	First		Second		Third		Fourth		
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
Banquets or Suppers	57	90.1	5	8.1	1	1.8			63
Radio Programs	11	26.2	27	64.1	3	7.0	1	2.3	42
Television Programs	6	60.0	3	30.0	1	10.0			10
Mothers' clubs	2	100.0							2
Collective Exhibits (local)	16	38.1	24	57.1	1	2.4	1	2.3	42
Collective Exhibits (state)	10	35.7	15	53.6	3	10.7			28
Window Displays	17	53.1	12	37.5	2	6.3	1	3.1	32
Bands or Quartets	4	19.0	14	66.7	2	9.5	1	4.8	21
Welcome Signs	10	35.7	18	64.3					28

TABLE XVI shows the opinion of the teachers of vocational agriculture to the relative success of promotional activities. Banquets or suppers were rated as the one being most successful. Ranking second in success was collective exhibits (local). Radio programs were third according to this study.

PRIMARY REASONS GIVEN BY VOCATIONAL AGRICULTURE TEACHERS FOR HAVING
EACH PROMOTIONAL ACTIVITY

TABLE XVII

REASONS GIVEN BY 66 TEACHERS FOR HAVING
BANQUETS OR SUPPERS

Reasons	Teachers Replying	
	Number	Percent
1. Has become a custom in the community.	18	27.3
2. Promotes good will between school, parents and son.	14	21.3
3. Publicity for school, chapter, and members.	10	15.2
4. Provides leadership training for boys.	7	10.7
5. Opportunity to get acquainted with other F. F. A. members and program.	5	7.5
6. Honor parents and others.	3	4.5
7. Educational	3	4.5
8. Keeps boys interested in the F. F. A. and vocational agriculture.	3	4.5
9. Entertainment	3	4.5
10. Teachers not replying.	3	4.5

61 or 88.4% of the teachers reporting gave two reasons.

5 or 7.2% of the teachers reporting gave one reason.

3 or 4.4% of the teachers reporting gave no reason.

TABLE XVII shows by this study that F. F. A. banquets have become a custom in most communities. It affords a very good way to create good will between the school, chapter and parents. It also helps advertise the school and F. F. A. chapter.

TABLE XVIII
REASONS GIVEN BY 52 TEACHERS FOR
HAVING RADIO PROGRAMS

Reasons	Teachers Replying	
	Number	Percent
1. Publicity for school, chapter and members.	16	31.0
2. Educational	12	23.0
3. Leadership training for boys.	10	20.0
4. So the taxpayer will know what he is paying for in vocational agriculture.	10	20.0
5. Increase interest among F. F. A. members.	4	6.0
6. Teachers not reporting	19	

15 or 22.0% of the teachers reporting gave two reasons.

37 or 53.5% of the teachers reporting gave one reason.

17 or 24.5% of the teachers reporting gave no reason.

TABLE XVIII shows that 16 or 31.0% of the teachers reporting felt that radio programs were publicity for the school, chapter and F. F. A. members. Twelve or 23.0% of the teachers said that radio programs were educational. It is interesting to note that 4 or 6.0% of the teachers reporting thought that radio programs increased interest.

TABLE XIX
REASONS GIVEN BY 11 TEACHERS FOR HAVING
TELEVISION PROGRAMS

Reasons	Teachers Replying	
	Number	Percent
1. Publicity for school, chapter and members.	5	45.5
2. Educational	3	27.5
3. Informs the people of the work being done by boys in the F. F. A.	2	18.0
4. Provides and stimulates interest in the boys.	1	9.0
5. Teachers not replying	58	

3 or 4.4% of the teachers reporting gave two reasons.

8 or 11.5% of the teachers reporting gave one reason.

58 or 84.1% of the teachers reporting gave no reason.

TABLE XIX shows that 5 or 45.5% of the teachers reporting felt that television programs were good publicity for the school, chapter and F. F. A. members. Three or 27.5% of the teachers reporting said that television programs were educational.

TABLE XX
REASONS GIVEN BY 4 TEACHERS FOR HAVING MOTHERS CLUBS

Reasons	Teachers Replying	
	Number	Percent
1. Closer relationship between son and parents.	2	50.0
2. Helps create good will in the community.	1	25.0
3. Can be of service to the chapter.	1	25.0
4. Teachers not replying	65	

None of the teachers reporting gave two reasons.

4 or 6.0% of the teachers reporting gave one reason.

65 or 96.0% of the teachers reporting gave no reason.

TABLE XX shows that 2 or 50% of the teachers reporting thought that an F. F. A. mothers' club could create closer relationship between parents and son. There were a very large number that did not report a mothers' club. This may be due to the fact that mothers' clubs are relatively new and most schools have P. T. A. organizations. There would be some overlapping of the organizations.

TABLE XXI
REASONS GIVEN BY 56 TEACHERS FOR HAVING
COLLECTIVE EXHIBITS (LOCAL)

Reasons	Teachers Replying	
	Number	Percent
1. Publicity for school, chapter and members.	14	25.0
2. Educational	12	21.3
3. Pride in the chapter and community.	8	14.3
4. Tells the general public about the F. F. A.	10	18.0
5. To stimulate interest among boys.	6	10.7
6. To let the taxpayer know what he is paying for.	6	10.7
7. Teachers not replying	13	

10 or 17.5% of the teachers reporting gave two reasons.

46 or 81.8% of the teachers reporting gave one reason.

13 or 23.1% of the teachers reporting gave no reason.

TABLE XXI shows that 14 or 25.0% of the teachers reporting thought that collective exhibits (local) bring publicity to the school, chapter and F. F. A. members. Twelve or 21.3% of the teachers reporting considered collective exhibits educational.

TABLE XXII
 REASONS GIVEN BY 37 TEACHERS FOR HAVING
 COLLECTIVE EXHIBITS (STATE)

Reasons	Teachers Replying	
	Number	Percent
1. Publicity for school, chapter and members.	14	58.0
2. Educational	7	19.0
3. Competition	6	16.0
4. Chapters selected by state office.	6	16.0
5. Prize money goes into F. F. A. treasury.	4	11.0
6. Teachers not replying	32	

8 or 11.6% of the teachers reporting gave two reasons.

29 or 42.0% of the teachers reporting gave one reason.

32 or 46.4% of the teachers reporting gave no reason.

TABLE XXII shows that 14 or 38.0% of the teachers reporting thought collective exhibits (state) brought publicity to the school, chapter and F. F. A. members, and that 7 or 19.0% of the teachers reporting said they were educational. The large number of teachers not reporting collective exhibits (state) gave the following reasons:
 (1) Too expensive (2) Lack of transportation (3) Distance to travel.

TABLE XXIII
REASONS GIVEN BY 38 TEACHERS FOR HAVING WINDOW DISPLAYS

Reasons	Teachers Replying	
	Number	Percent
1. Publicity of achievements and awards.	19	50.0
2. Educational	10	26.0
3. Increase interest in work of local chapter.	9	24.0
4. Teachers not replying	31	

6 or 8.7% of the teachers reporting gave two reasons.

32 or 46.3% of the teachers reporting gave one reason.

31 or 45.0% of the teachers reporting gave no reason.

TABLE XXIII shows that 19 or 50.0% of the teachers reporting gave the reason for window displays as publicity of achievements and awards of F. F. A. members. Ten or 26.0% of the teachers reporting said window displays were educational. Some of the reasons given for not having window displays were as follows: (1) No location or place for exhibit (2) Too expensive (3) Could not put up an attractive exhibit.

TABLE XXIV

REASONS GIVEN BY 25 TEACHERS FOR HAVING BANDS OR QUARTETS

Reasons	Teachers Replying	
	Number	Percent
1. Entertainment for local banquets, programs, etc.	12	48.0
2. Publicity for community, school and chapter.	5	20.0
3. Educational	5	20.0
4. Good will in the community.	3	12.0
5. Teachers not replying	44	

3 or 4.3% of the teachers reporting gave two reasons.

32 or 32.0% of the teachers reporting gave one reason.

44 or 63.7% of the teachers reporting gave no reason.

TABLE XXIV shows that 12 or 48.0% of the teachers reported bands or quartets were used as entertainment for local banquets, programs, etc. Five or 20.0% of the teachers thought that bands or quartets were educational and brought publicity to the community, school and chapter.

In most cases the band or quartet is coached by the vocational agriculture teacher with outside help from the music teacher or some local person. If the band or quartet is well organized and trained, it will bring lots of publicity to the school and F. F. A. chapter.

TABLE XXV
REASONS GIVEN BY 38 TEACHERS FOR HAVING WELCOME SIGNS

Reasons	Teachers Replying	
	Number	Percent
1. Publicity for community, school and chapter.	26	70.0
2. Good will in community.	10	25.0
3. A welcome to out-of-town visitors.	2	5.0
4. Teachers not replying.	31	

5 or 7.2% of the teachers reporting gave two reasons.

33 or 47.8% of the teachers reporting gave one reason.

31 or 45% of the teachers reporting gave no reason.

TABLE XXV shows that 26 or 70.0% of the teachers reporting considered welcome signs as a source of publicity for the community, school and F. F. A. chapter. A large number reported not having welcome signs, some of the reasons for this was as follows: (1) Expense involved in making signs (2) Location of signs (3) The job of maintaining signs.

General Summary

Among primary reasons given by vocational agriculture teachers for having promotional activities, publicity was listed on eight of the nine promotional activities covered in this study. This includes publicity for the community, the school, the F. F. A. chapter, and the individual members of the chapter. Educational value was mentioned as a reason on seven of the nine promotional activities. The promotion of good will between the school, the parents, and the students, was listed on four of the nine promotional activities. Leadership training for the F. F. A. members was mentioned only on one of the promotional activities as a reason by the teachers reporting.

MAJOR BENEFITS RECEIVED BY THE F. F. A. CHAPTERS
FROM THE FOLLOWING PROMOTIONAL ACTIVITIES

TABLE XXVI

MAJOR BENEFITS RECEIVED BY THE F. F. A. CHAPTER
FROM BANQUETS OR SUPPERS
(38 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Good will of the public.	8	21.0
2. Publicity for chapter.	10	26.0
3. Support of parents.	6	16.0
4. Support of business men.	4	10.5
5. Cooperation of the community.	4	10.5
6. Pride in the chapter	3	8.0
7. Support of the school officials.	3	8.0
8. Teachers not replying	31	

8 or 12.5 of the teachers reporting gave two major benefits.

30 or 47.0 of the teachers reporting gave one major benefit.

26 or 40.5 of the teachers reporting gave no major benefits.

64 teachers had banquets or suppers.

TABLE XXVI shows that 10 or 26.0% of the teachers reporting stated that the major benefit received from banquets or suppers was publicity for the F. F. A. chapter. There were 38 teachers who reported having some form of a banquet and 31 teachers made no reply.

TABLE XXVII
 MAJOR BENEFITS RECEIVED BY F. F. A. CHAPTERS FROM
 RADIO PROGRAMS
 (20 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Publicity	10	50.0
2. Helps promote F. F. A. program as a whole.	5	25.0
3. Educational for F. F. A. members.	5	25.0
4. Teachers not replying	49	

2 or 4.5% of the teachers reporting gave two major benefits.

18 or 40.0% of the teachers reporting gave one major benefit.

25 or 55.5% of the teachers reporting gave no major benefit.

45 teachers had radio programs.

TABLE XXVII shows that 20 teachers reported having radio programs. There were 10 or 50.0% of those reporting who said the major benefit received by F. F. A. chapter was publicity. Forty-nine teachers made no reply. Only 25 percent suggested that radio programs had educational values to high school students.

TABLE XXVIII
 MAJOR BENEFITS RECEIVED BY F. F. A. CHAPTERS
 FROM TELEVISION PROGRAMS
 (6 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Publicity for chapter.	6	100
2. Teachers not replying.	63	

None of the teachers reporting gave two major benefits.

6 or 50.0% of the teachers reporting gave one major benefit.

6 or 50.0% of the teachers reporting gave no major benefits.

12 teachers had television programs.

TABLE XXVIII shows that 6 teachers reported having television programs. All six or 100% of those reporting said that the major benefit received by the F. F. A. chapter was publicity. There were 63 teachers who did not reply.

TABLE XXIX

MAJOR BENEFITS RECEIVED BY F. F. A. CHAPTERS FROM
F. F. A. MOTHERS' CLUBS
(3 Teachers Reporting)

Major Benefits	Teachers Reporting	
	Number	Percent
1. Publicity	2	66.66
2. Helps the chapter with undertakings.	1	33.33
3. Teachers not replying	66	

None of the teachers reporting gave two major benefits.

3 or 43.0% of the teachers reporting gave one major benefit.

4 or 47.0% of the teachers reporting gave no major benefits.

7 teachers had mothers clubs.

TABLE XXIX shows the major benefits the F. F. A. chapter receives from the F. F. A. mothers' club. The number reporting was 3 which is a very small number. The major benefit of most importance was publicity.

TABLE XXX

MAJOR BENEFITS RECEIVED BY F. F. A. CHAPTERS FROM
COLLECTIVE EXHIBITS (LOCAL)
(25 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Advertises chapter.	10	40.0
2. Increases pride in work.	5	20.0
3. Helps in obtaining support of business men	4	16.0
4. Receives prize money.	3	12.0
5. Creates interest in chapter.	3	12.0
6. Teachers not replying	44	

2 or 4.9% of the teachers reporting gave two major benefits.

23 or 56.1% of the teachers reporting gave one major benefit.

16 or 39.0% of the teachers reporting gave no major benefits.

41 teachers had collective exhibits (local).

TABLE XXX shows the major benefits the F. F. A. chapter receives from collective exhibits (local). There were 10 or 40.0% of the teachers reporting who stated the major benefit was advertisement for the chapter. There were 41 teachers who reported having local collective exhibits.

TABLE XXXI

MAJOR BENEFITS RECEIVED BY F. F. A. CHAPTERS FROM
COLLECTIVE EXHIBITS (STATE)
(27 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Publicity for school, chapter and F. F. A. members.	17	63.0
2. Increases pride of the local people.	6	22.2
3. Receives premium money.	2	7.4
4. Creates competitive spirit.	2	7.4
5. Teachers not replying.	42	

None of the teachers reporting gave two major benefits.

27 or 71.0% of the teachers reporting gave one major benefit.

11 or 29.0% of the teachers reporting gave no major benefit.

38 teachers had collective exhibits (state).

TABLE XXXI shows the major benefits that the F. F. A. chapter receives from collective exhibits (state). There were 27 teachers who reported having this activity. Seventeen or 63.0% of the teachers reporting said the major benefit was publicity for school, chapter and F. F. A. members. There was no suggestion of educational values to high school students.

TABLE XXXII
 MAJOR BENEFITS RECEIVED BY F. F. A. CHAPTERS FROM
 WINDOW DISPLAYS
 (20 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Gains publicity for the chapter.	11	55.0
2. Increases pride in chapter.	5	25.0
3. Creates good will.	4	20.0
4. Teachers not replying	49	

None of the teachers reporting gave two major benefits.

20 or 54.0% of the teachers reporting gave one major benefit.

17 or 46.0% of the teachers reporting gave no major benefit.

37 teachers had window displays.

TABLE XXXIII shows the major benefits received by the F. F. A chapter from window displays. There were 20 teachers who reported having window displays. There was eleven or 55.0% of the teachers reporting gave publicity for the chapter as the major benefit received.

TABLE XXXIII
 MAJOR BENEFITS RECEIVED BY F. F. A. CHAPTERS FROM
 BANDS OR QUARTETS
 (15 Teachers Reporting)

Major benefits	Teachers Replying	
	Number	Percent
1. Provides entertainment for the public.	5	33.3
2. Publicity for the F. F. A. chapter and school.	7	46.7
3. Helps attendance at F. F. A. meetings.	3	20.0
4. Teachers not replying.	54	

None of the teachers reporting gave two major benefits.

15 or 65.2% of the teachers reporting gave one major benefit.

8 or 34.8% of the teachers reporting gave no major benefit.

23 teachers had bands or quartets.

TABLE XXXIII shows the major benefits received by the F. F. A. chapter from bands or quartets. There were 15 teachers who reported having a band or quartet. Seven or 46.7% of the teachers reporting gave publicity for the school and F. F. A. chapter as the major benefit received.

TABLE XXXIV

MAJOR BENEFITS RECEIVED BY F. F. A. CHAPTER FROM WELCOME SIGNS
(21 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Publicity for the F. F. A. chapter.	11	52.4
2. Creates good will.	8	38.0
3. Occasionally outsiders visit the chapter.	2	9.6
4. Teachers not replying.	48	

2 or 7.0% of the teachers reporting gave two major benefits.

19 or 65.0% of the teachers reporting gave one major benefit.

8 or 28.0% of the teachers reporting gave no major benefit.

29 teachers had welcome signs.

TABLE XXXIV shows the major benefits received by the F. F. A. chapter from welcome signs. There were 21 teachers who reported having welcome signs. Eleven or 52.4% of the teachers reporting gave publicity as the major benefit received.

General Summary

In regard to major benefits to F. F. A. chapters from promotional activities, publicity for the F. F. A. chapters was listed on all of the nine promotional activities covered by this study. The creation of good will for the F. F. A. chapter was listed on three of the nine promotional activities. It should be interesting to note that educational value, which one would expect to rank high, was mentioned on only one of the nine promotional activities as possible major benefits for the F. F. A. chapters.

MAJOR BENEFITS RECEIVED BY INDIVIDUAL MEMBERS OF THE F. F. A. FROM
THE FOLLOWING PROMOTIONAL ACTIVITIES

TABLE XXXV

MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVED FROM
BANQUETS OR SUPPERS
(63 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Provides leadership training for F. F. A.	9	14.3
2. Educational	9	14.3
3. Recognition of accomplishments.	9	14.3
4. Stimulates interest in vocational agriculture	9	14.3
5. Stimulates pride in a job well done.	11	17.3
6. Chance for boys to present themselves.	7	11.1
7. Responsibility	3	4.8
8. Cooperation	3	4.8
9. Creates a desire for membership by the boys.	3	4.8
10. Teachers not replying.	6	

17 or 26.5% of the teachers reporting gave two major benefits.

46 or 71.0% of the teachers reporting gave one major benefit.

1 or 1.5% of the teachers reporting gave no major benefit.

64 teachers had banquets or suppers.

TABLE XXXV points out that 63 teachers reported one or more major benefits concerning individual members. Stimulates pride in a job well done was reported by 11 or 17.3% of those who had such activities. Provides leadership training by F. F. A., educational, recognition of accomplishments, and stimulates interest in vocational agriculture. Each was reported by 9 or 14.3%. Seven or 11.1% reported chance for boys to present themselves. The following was reported by 3 or 4.8%, each reporting responsibility, cooperation and creates a demand for membership by the boys. Only 14.3 percent reported educational benefits to individual members.

TABLE XXXVI
 MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVED FROM
 RADIO PROGRAMS
 (35 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Leadership training for boys.	15	42.0
2. Educational	10	30.0
3. Confidence in self	2	6.0
4. Pride in self	2	6.0
5. Interest in achievement	3	8.0
6. Reward for his efforts	3	8.0
7. Teachers not replying	34	

6 or 13.3% of the teachers reporting gave two major benefits.

29 or 64.4% of the teachers reporting gave one major benefit.

10 or 22.3% of the teachers reporting gave no major benefit.

45 teachers had radio programs.

TABLE XXXVI indicates that 15 or 42% of the teachers reporting felt leadership training for boys was the greatest benefit received from putting on radio programs. Ten or 30% reported educational benefits as second in importance. Confidence in self and pride in self were each reported by two teachers as 6% for each. Interest in achievement and reward for his efforts were reported by three teachers, or 8% of those reporting, as major benefits. Thirty-five teachers reported on the benefits boys received from putting on radio programs.

TABLE XXXVII
 MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVED FROM
 TELEVISION PROGRAMS
 (12 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Educational	5	42.0
2. Develops leadership	3	24.0
3. Develops the ability to express themselves.	2	17.0
4. Development of certain skills.	2	17.0
5. Teachers not replying	57	

None of the teachers reporting gave two major benefits.

12 or 100.0% of the teachers reporting gave one major benefit.

All of the teachers reporting gave major benefits.

12 teachers had television programs.

TABLE XXXVII indicates that 5 or 42.0% of the teachers reporting felt educational training for boys was the greatest benefit received from putting on television programs. Three or 24.0% reported develops leadership as second in importance. Development of certain skills and the ability to express themselves were each reported by 2 or 7.0% of the teachers reporting. Twelve teachers reported on the benefits boys received from putting on television programs.

TABLE XXXVIII

MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVED FROM
F. F. A. MOTHERS CLUBS
(3 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Helps individual members many ways.	2	66.66
2. Members cooperate with mothers.	1	33.34
3. Teachers not replying.	66	

None of the teachers reporting gave two major benefits.

3 or 43.0% of the teachers reporting gave one major benefit.

4 or 47.0% of the teachers reporting gave no major benefit.

7 teachers had mothers' clubs.

TABLE XXXVIII indicates that 2 or 66.66% of the teachers reporting felt that mothers' clubs help individual members in many ways. One or 33.34% reported that mothers cooperate with members. Only three teachers reported on the benefits boys received from mothers club.

TABLE XXXIX
 MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVED FROM
 COLLECTIVE EXHIBITS (LOCAL)
 (40 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Educational	16	40.0
2. Team cooperation	7	17.5
3. Satisfaction and pride in a job well done.	8	20.0
4. Recognition of accomplishments.	6	15.0
5. Develop skills on part of the boy.	3	7.5
6. Teachers not replying	29	

None of the teachers reporting gave two major benefits.

40 or 97.5 of the teachers reporting gave one major benefit.

1 or 2.5 of the teachers reporting gave no major benefit.

41 teachers had collective exhibits (local).

TABLE XXXIX points out that 40 teachers reported one major benefit concerning individual members. Educational training was reported by 16 or 40.0%. Satisfaction and pride in a job well done was reported by 8 or 20.0%. Seven or 17.5% reported team cooperation as a benefit. Recognition of accomplishments was reported by 6 or 15.0% of the teachers reporting.

TABLE XL

MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVED FROM
COLLECTIVE EXHIBITS (STATE)
(31 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Educational	11	35.5
2. Cooperation	11	35.5
3. Develops interest and pride in F. F. A. members.	5	16.0
4. Recognition of achievements	4	13.0
5. Teachers not replying	38	

1 or 2.6% of the teachers reporting gave two major benefits.

30 or 80.0% of the teachers reporting gave one major benefit.

7 or 17.4% of the teachers reporting gave no major benefit.

38 teachers had collective exhibits (state).

TABLE XL shows that education and cooperation were each reported by 11 or 35.5% of the teachers reporting. Five or 16.0% reported develops pride in F. F. A. members as third. Although 4 or 13.0% reported recognition of achievements as fourth. Thirty-one teachers reported on the benefits boys received from collective exhibits.

TABLE XLI
 MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVED
 FROM WINDOW DISPLAY
 (23 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Educational	8	35.0
2. Recognition of achievements.	8	35.0
3. Cooperation	3	13.0
4. Satisfaction and pride in a job well done.	4	17.0
5. Teachers not replying	46	

1 or 2.7% of the teachers reporting gave two major benefits.

22 or 60.0% of the teachers reporting gave one major benefit.

14 or 37.3% of the teachers reporting gave no major benefit.

37 teachers had window displays.

TABLE XLI shows that each of the following was reported by 8 or 35.0% of the teachers reporting: recognition of achievements, and educational value. Four or 17.0% reported satisfaction and pride in a job well done as third. Although 3 or 13.0% reported cooperation as fourth, twenty-three teachers reported on the benefits boys received from window displays.

TABLE XLIII
 MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVE FROM
 BANDS OR QUARTETS
 (20 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Educational	5	25.0
2. Entertainment	5	25.0
3. Leadership training	4	20.0
4. Confidence in his ability to play an instrument.	2	10.0
5. Recognition	2	10.0
6. Creates interest among boys	2	10.0
7. Teachers not replying	49	

1 or 4.3% of the teachers reporting gave two major benefits.

19 or 83.0% of the teachers reporting gave one major benefit.

3 or 12.7% of the teachers reporting gave no major benefit.

23 teachers had bands or quartets.

TABLE XLIII shows that each of the following was reported by 5 or 25.0% of the teachers reporting, educational benefit and entertainment value. Four or 20.0% reported leadership training as second. Each of the following benefits was reported by 2 or 10.0% of the teachers reporting: confidence in his ability to play an instrument; recognition; and creates interest among boys. Twenty teachers reported on the benefits boys received from a band or quartet.

TABLE XLIII

MAJOR BENEFITS INDIVIDUAL MEMBERS RECEIVE FROM WELCOME SIGNS
(21 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Recognition of achievements.	10	48.0
2. Holds interest and pride.	6	29.0
3. Learns a definite skill	3	14.0
4. Team cooperation	2	9.0
5. Teachers not replying	48	

1 or 4.0% of the teachers reporting gave two major benefits.

20 or 74.0% of the teachers reporting gave one major benefit.

8 or 22.0% of the teachers reporting gave no major benefit.

27 teachers had welcome signs.

TABLE XLIII indicates that 10 or 48.0% of the teachers reporting felt recognition of achievements was the greatest benefit received from welcome signs. Six or 29.0% reported that signs help hold interest and pride as second in importance. Learns a definite skill was reported by 3 or 14.0% of the teachers. Two or 9.0% reported team cooperation. Twenty-one teachers reported on the benefits boys received from welcome signs.

General Summary

Educational value was listed on seven of the nine promotional activities as the most important benefit to individual F. F. A. members by the teachers reporting. Two other important benefits to the F. F. A. members were each listed on five of the nine promotional activities. They were the recognition of individual achievement and personal pride in a job well done. Another good by-product of promotional activities is the valuable leadership training for F. F. A. members. This was listed on three of the promotional activities by teachers reporting.

MAJOR BENEFITS RECEIVED BY THE TEACHER OF VOCATIONAL AGRICULTURE FROM
THE FOLLOWING PROMOTIONAL ACTIVITIES

TABLE XLIV

MAJOR BENEFITS THE TEACHER RECEIVED FROM BANQUETS OR SUPPERS
(55 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Develops a closer relationship with people of the community.	14	25.4
2. Publicity	12	21.8
3. Good will of people	10	18.0
4. Helps sell instructor to community.	5	9.0
5. Personal satisfaction of job well done.	5	9.0
6. Become better acquainted in the community.	4	7.8
7. Helps to gain community support.	5	9.0
8. Teachers not replying	14	

8 or 12.5% of the teachers reporting gave two major benefits.

47 or 73.4% of the teachers reporting gave one major benefit.

9 or 14.1% of the teachers reporting gave no major benefit.

64 teachers had banquets or suppers.

TABLE XLIV indicates that 14 or 25.1% of the teachers reporting believed a closer relationship with people of the community was the greatest benefit received from banquets or suppers. Twelve or 21.8% reported publicity as second in importance. Good will of people was reported by 10 or 18.0%. Helps sell instructors to the community, personal satisfaction of a job well done, and helps to gain community support, were each reported by three teachers or 9.0% of those reporting on major benefits of banquets and suppers. Fifty-five teachers reported on the benefits teachers receive from putting on a banquet or supper. These items are closely related.

TABLE XLV
 MAJOR BENEFITS THE TEACHER RECEIVED FROM RADIO PROGRAMS
 (27 Teachers Reporting)

Major Benefits	Teachers Replying	
	Number	Percent
1. Publicity	14	51.9
2. Educational	5	18.5
3. Establishes one as a leader in agriculture.	5	18.5
4. Good will of the people	3	11.1
5. Teachers not replying	42	

3 or 6.6% of the teachers reporting gave two major benefits.

24 or 53.3% of the teachers reporting gave one major benefit.

18 or 40.1% of the teachers reporting gave no major benefit.

45 teachers had radio programs.

TABLE XLV indicates that 14 or 51.9% of the teachers reporting believed publicity was the greatest benefit received from radio programs. Educational, and establishes one as a leader in agriculture were each reported by two teachers or 18.5% of those reporting as major benefits. Three or 11.1% reported good will of people as fourth. Twenty-seven teachers reported on the benefits teachers receive from putting on a radio program. Forty-five teachers have had radio programs. But only twenty-seven teachers showed that they received any benefits from such activity.

TABLE XLVI

MAJOR BENEFITS THE TEACHER RECEIVED FROM TELEVISION
PROGRAMS
(10 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Recognition.	6	60.0
2. Educational.	2	20.0
3. Creates an interest.	2	20.0
4. Teachers not replying.	59	

2 or 16.7% of the teachers reporting gave two major benefits.

8 or 66.6% of the teachers reporting gave one major benefit.

2 or 16.7% of the teachers reporting gave no major benefit.

12 teachers had television programs.

Table XLVI indicates that 6 or 60% of the teachers reporting felt recreation was the greatest benefit received from television programs. Educational benefits, and creates an interest were each reported by two teachers or 20.0% of those reporting as major benefits. Ten teachers reported on the benefits teachers receive from putting on a television program.

TABLE XLVII

MAJOR BENEFITS THE TEACHER RECEIVED FROM
F. F. A. MOTHERS' CLUBS
(7 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Helps with many activities.	5	71.0
2. Helps maintain interest in F. F. A.	2	29.0
3. Teachers not replying.	62	

1 or 14.3% of the teachers reporting gave two major benefits.

6 or 85.7% of the teachers reporting gave one major benefit.

All of the teachers reporting gave major benefit.

7 teachers had mothers' clubs.

Table XLVII indicates that 5 or 71.0% of the teachers reported that mothers' clubs help with many activities, was the greatest benefit received from F. F. A. mothers' clubs. Two or 29.0% reported that mothers' clubs help maintain interest in F. F. A. as second in importance. Seven teachers reported on the benefits teachers receive from an F. F. A. mothers' club.

TABLE XLVIII

MAJOR BENEFITS THE TEACHER RECEIVED FROM
COLLECTIVE EXHIBITS (LOCAL)
(25 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	10	40.0
2. Educational.	7	28.0
3. Establishes one as a leader in agriculture.	5	20.0
4. Helps one get acquainted in community.	3	12.0
5. Teachers not replying.	44	

2 or 5.0% of the teachers reporting gave two major benefits.

23 or 56.1% of the teachers reporting gave one major benefit.

16 or 38.9% of the teachers reporting gave no major benefit.

41 teachers had collective exhibits (local).

Table XLVIII indicates that 10 or 40.0% of the teachers reporting felt that publicity was the greatest benefit received from collective exhibits. Seven or 28.0% reported educational benefits as second in importance. Establishes one as a leader in agriculture was reported by 5 or 20.0%. Helps one get acquainted in the community was reported by 3 or 12.0% of those reporting. Twenty-five teachers reported on the benefits teachers receive from a collective exhibit.

TABLE XLIX

MAJOR BENEFITS THE TEACHER RECEIVED FROM
COLLECTIVE EXHIBITS (STATE)
(27 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	12	44.4
2. Educational.	7	25.6
3. Competitive spirit.	4	15.0
4. Shows instructor's ability.	4	15.0
5. Teachers not replying.	42	

3 or 8.0% of the teachers reporting gave two major benefits.

24 or 63.2% of the teachers reporting gave one major benefit.

11 or 28.8% of the teachers reporting gave no major benefit.

38 teachers had collective exhibits (state).

Table XLIX indicates that 12 or 44.4% of the teachers reporting felt that publicity was the greatest benefit received from collective exhibits. Seven or 25.6% reported that education was second in importance. Competitive spirit and shows instructor's ability were each reported by two teachers or 15.0% of those reporting as major benefits. Twenty-seven teachers reported on the benefits teachers receive from collective exhibits.

TABLE I

MAJOR BENEFITS THE TEACHER RECEIVED FROM WINDOW DISPLAYS
(23 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	12	52.2
2. Connects teachers with F. F. A.	3	13.1
3. Establishes one as a leader in agriculture.	5	21.6
4. Experience.	3	13.1
5. Teachers not replying.	46	

None of the teachers reporting gave two major benefits.

23 or 62.2% of the teachers reporting gave one major benefit.

14 or 37.0% of the teachers reporting gave no major benefit.

37 teachers had window displays.

Table I shows that 12 or 52.2% of the teachers reporting stated that publicity was the greatest benefit received from window displays. Five or 21.6% reported, establishes one as a leader in agriculture as second in importance. Connects teacher with F. F. A. and experience the teacher receives each reported by two teachers or 13.1% of those reporting as major benefits. Twenty-three teachers reported on the benefits teachers receive from window displays.

TABLE LI

MAJOR BENEFITS THE TEACHER RECEIVED FROM
BANDS OR QUARTETS
(15 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	7	46.6
2. Entertainment for meetings of different kinds.	4	26.7
3. Closer fellowship with F. F. A. members.	4	26.7
4. Teachers not replying.	5	

None of the teachers reporting gave two major benefits.

15 or 65.2% of the teachers reporting gave one major benefit.

6 or 34.8% of the teachers reporting gave no major benefit.

23 teachers had bands or quartets.

Table LI shows that 7 or 46.6% of the teachers reporting indicated that publicity was the greatest benefit received from a band or quartet. Entertainment for meetings of different kinds and closer fellowship with F. F. A. members were each reported by four teachers or 26.7% of those reporting, as major benefits. Fifteen teachers reported on the benefits teachers receive from having a band or quartet.

TABLE LII

MAJOR BENEFITS THE TEACHER RECEIVED FROM WELCOME SIGNS
(17 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	11	64.0
2. Establishes one as a leader in the community.	3	18.0
3. Pride in a job well done.	3	18.0
4. Teachers not replying.	52	

1 or 3.1% of the teachers reporting gave 2 major benefits.

16 or 55.0% of the teachers gave one major benefit.

12 or 41.6% of the teachers reporting gave no major benefit.

29 teachers had welcome signs.

Table LII shows that 11 or 64.0% of the teachers reporting stated that publicity was the greatest benefit received from welcome signs. Establishes one as a leader in the community and pride in a job well done were each reported by three teachers or 18.0% of those reporting. Seventeen teachers reported on the benefits teachers receive from welcome signs.

GENERAL SUMMARY

Publicity ranked highest among major benefits received by the teacher from promotional activities. It was listed on seven of the nine promotional activities by the teachers reporting. Other teachers emphasized the educational value of such activities by listing this as a benefit on four of the nine promotional activities covered in this study. Also listed on four of the nine was the personal benefit to the teacher himself in that his position as a community leader is favorably enhanced as a result of promotional activities. Good will of the community as a major benefit was reported on only two of the promotional activities by the teachers reporting.

MAJOR BENEFITS RECEIVED BY THE COMMUNITY FROM
THE FOLLOWING PROMOTIONAL ACTIVITIES

TABLE LIII

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM
BANQUETS OR SUPPERS
(50 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity for community	20	40.0
2. Recognition of what is being done in community.	10	20.0
3. Good will.	10	20.0
4. Interest in vocational agriculture.	10	20.0
5. Teachers not replying.	19	

10 or 15.5% of the teachers reporting gave two major benefits.

40 or 62.5% of the teachers reporting gave one major benefit.

14 or 22.0% of the teachers reporting gave no major benefit.

64 teachers had banquets or suppers.

Table LIII indicates that 20 or 40.0% of the teachers reporting felt that publicity for the community was the greatest benefit received from banquets or suppers. Recognition of what is being done in the community, good will and interest in vocational agriculture were each reported by ten teachers or 20.0% of those reporting. Fifty teachers reported on the benefits the community receives from banquets or suppers. Sixty-four teachers reported banquets or suppers, but nineteen reported no benefits to the community.

TABLE LIV

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM RADIO PROGRAMS
(23 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	16	70.0
2. Creates interest in farm youth.	7	30.0
3. Teachers not replying.	16	

3 or 6.6% of the teachers reporting gave two major benefits.

20 or 44.4% of the teachers reporting gave one major benefit.

22 or 49.0% of the teachers reporting gave no major benefit.

45 teachers had radio programs.

Table LIV indicates that 16 or 70.0% of the teachers reporting stated publicity was the greatest benefit received from radio programs. Seven or 30.0% reported, creates interest in farm youth as second in importance. Twenty-three teachers reported on the benefits the community receives from radio programs. Forty-five teachers had radio programs, but only twenty-three reported any benefits to the community.

TABLE LV

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM
TELEVISION PROGRAMS
(7 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	4	57.1
2. Develops interest in vocational agriculture.	3	42.9
3. Teachers not replying.	62	

3 or 25.0% of the teachers reporting gave two major benefits.

4 or 33.3% of the teachers reporting gave one major benefit.

5 or 41.7% of the teachers reporting gave no major benefit.

12 teachers had television programs.

Table LV shows that 4 or 57.1% of the teachers reported publicity was the greatest benefit received from television programs. Three or 42.9% reported that television programs develop interest in vocational agriculture as second in importance. Seven teachers reported on the benefits the community receives from television programs. Twelve teachers who had television programs, reported no benefits to the community.

TABLE LVI

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM
F. F. A. MOTHERS' CLUBS
(5 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Help by providing needed equipment.	3	60.0
2. Helping F. F. A. members.	2	40.0
3. Teachers not replying.	64	

None of the teachers reporting gave two major benefits.

5 or 71.0% of the teachers reporting gave one major benefit.

2 or 29.0% of the teachers reporting gave no major benefit.

7 teachers had mothers' clubs.

Table LVI shows that 3 or 60.0% of the teachers reported helped by providing needed equipment was the greatest benefit received from F. F. A. mothers' clubs. Two teachers or 40.0% reported helping F. F. A. members as second in importance. Five teachers reported on the benefits the community receives from F. F. A. mothers' clubs. Seven teachers had mothers' clubs; five reported benefits to the community.

TABLE LVII

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM
COLLECTIVE EXHIBITS (LOCAL)
(20 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	15	75.0
2. Shows the growth and improvement of agriculture in the community.	5	25.0
3. Teachers not replying.	49	

1 or 2.4% of the teachers reporting gave two major benefits.

19 or 46.3% of the teachers reporting gave one major benefit.

21 or 51.3% of the teachers reporting gave no major benefit.

41 teachers had collective exhibits (local).

Table LVII indicates that 15 or 75.0% of the teachers reporting stated that publicity was the greatest benefit received from collective exhibits. Five or 25.0% reported shows the growth and improvement of agriculture as second in importance. Twenty teachers reported on the benefits the community receives from collective exhibits. Twenty-one teachers who had collective exhibits reported no benefits to the community as the result of such work.

TABLE LVIII

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM
COLLECTIVE EXHIBITS (STATE)
(28 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	19	68.0
2. Helps a community to realize its agriculture needs.	4	14.3
3. Pride in a job well done.	5	17.7
4. Teachers not replying.	4	

None of the teachers reporting gave two major benefits.

28 or 74.0% of the teachers reporting gave one major benefit.

10 or 26.0% of the teachers reporting gave no major benefit.

38 teachers had collective exhibits (state).

Table LVIII indicates that 19 or 68.0% of the teachers reporting stated that publicity was the major benefit received from collective exhibits. Five or 17.7% reported pride in a job well done as second in importance; although, 4 or 14.3% reported helps a community to realize its agriculture needs as third in importance. Twenty-eight teachers reported on the benefits the community receives from collective exhibits. Ten teachers who had collective exhibits, reported no benefits to the community.

TABLE LVIX

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM
WINDOW DISPLAYS
(19 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	9	47.4
2. Pride in vocational agriculture and F. F. A.	8	42.2
3. Good will	2	10.4
4. Teachers not replying.	50	

1 or 2.6% of the teachers reporting gave two major benefits.

18 or 48.7% of the teachers reporting gave one major benefit.

18 or 48.7% of the teachers reporting gave no major benefit.

37 teachers had window displays.

Table LVIX shows that 9 or 47.4% of the teachers reporting stated that publicity was the greatest benefit received from window displays. Eight or 42.2% of those reporting, reported pride in vocational agriculture and F. F. A. as second in importance; although two or 10.4% reported good will as third in importance. Nineteen teachers reported on the benefits the community receives from window displays. Sixteen teachers who had window displays, reported no benefits to the community.

TABLE IX

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM
BANDS OR QUARTETS
(15 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	5	33.4
2. Entertainment.	4	26.6
3. Good will.	3	20.0
4. Pride in a job well done.	3	20.0
5. Teachers not replying.	5	

2 or 9.0% of the teachers reporting gave two major benefits.

13 or 56.5% of the teachers reporting gave one major benefit.

8 or 34.5% of the teachers reporting gave no major benefit.

23 teachers had bands or quartets.

Table IX indicates that 5 or 33.4% of the teachers reporting stated publicity was major benefit received from bands or quartets. Four or 26.6% reported entertainment as second. Good will and pride in a job well done were each reported by three teachers or 20.0% of those reporting major benefits from bands or quartets. Fifteen teachers reported on the benefits the community receives from bands or quartets. Twenty-three teachers had bands or quartets, but only fifteen reported any benefits to the community.

TABLE LXI

MAJOR BENEFITS THE COMMUNITY RECEIVED FROM
WELCOME SIGNS
(17 TEACHERS REPORTING)

Major benefits	Teachers replying	
	Number	Percent
1. Publicity.	11	64.6
2. Good will	3	17.7
3. Stimulates interest.	3	17.7
4. Teachers not replying.	52	

None of the teachers reporting gave two major benefits.

17 or 59.0% of the teachers reporting gave one major benefit.

12 or 41.0% of the teachers reporting gave no major benefit.

29 teachers had welcome signs.

Table LXI indicates that 11 or 64.6% of the teachers reported publicity was the greatest benefit received from welcome signs. Good will and stimulates interest were each reported by three teachers or 17.7% of those reporting on benefits the community receives from welcome signs. Twenty-nine teachers had welcome signs, but only seventeen reported any benefit to the community.

GENERAL SUMMARY

Publicity for the community is undoubtedly the major benefit received from promotional activities, and it was recognized as such by listings on eight of the nine promotional activities covered by this study. There is good public relations benefit to the vocational agriculture department in that promotional activities develop interest in the vocational agriculture program. The creation of good will in the community was listed on four of the promotional activities as a benefit by the teachers reporting.

MAJOR PROBLEMS ENCOUNTERED IN PLANNING AND CARRYING OUT
PROMOTIONAL ACTIVITIES IN EACH OF THE FOLLOWING

TABLE LXII

PROBLEMS ENCOUNTERED BY 63 TEACHERS WHEN PLANNING
AND PUTTING ON BANQUETS OR SUPPERS

Problems encountered	Teachers replying	
	Number	Percent
1. Financing.	13	20.5
2. Expense.	8	12.7
3. Planning program.	10	16.0
4. Preparing and serving food.	8	12.7
5. Size of crowd.	6	9.5
6. Lack of equipment.	2	3.2
7. Place to hold banquet.	6	9.5
8. Time in which to prepare.	2	3.2
9. Not enough help.	6	9.5
10. Arranging for a good speaker.	2	3.2
11. Teachers not replying.	6	

31 or 49.4% of the teachers reporting gave two problems.

32 or 50.0% of the teachers reporting gave one problem.

1 or 1.6% of the teachers reporting gave no problem.

64 teachers had banquets or suppers.

Table LXII points out that 13 or 20.5% of the teachers reporting, listed financing banquets or suppers as a problem encountered. Ten or 16.0% reported that planning the program was second. Preparing and serving the food and the expense were each reported by eight teachers or 12.7% of those reporting problems encountered. Size of crowd, place to hold banquet and not enough help were each reported by six teachers or 9.5% of those reporting. Sixty-three teachers reported on the problems encountered from banquets or suppers.

TABLE LXIII

PROBLEMS ENCOUNTERED BY 35 TEACHERS WHEN PLANNING AND
PRESENTING A RADIO PROGRAM

Problems encountered	Teachers replying	
	Number	Percent
1. Preparing material.	10	28.6
2. Boys not trained to appear on radio programs.	7	20.0
3. Too much time spent.	6	17.0
4. Distance from station.	4	11.4
5. Boys participating.	4	11.4
6. Length of program.	2	5.8
7. Need of a tape recorder.	2	5.8
8. Teachers not replying.	34	

3 or 6.6% of the teachers reporting gave two problems.

32 or 71.0% of the teachers reporting gave one problem.

10 or 22.4% of the teachers reporting gave no problem.

45 teachers had radio programs.

Table LXIII points out that 10 or 28.6% of the thirty-five teachers reporting stated that preparation of material was their problem. Seven or 20.0% said that the boys were not trained to appear on radio programs as their problem. Six or 17.0% indicated that too much time was spent on radio programs. Other problems encountered by teachers were: distance from station, length of program, getting boys to participate, and need for a tape recorder.

TABLE LXIV

PROBLEMS ENCOUNTERED BY 12 TEACHERS WHEN PLANNING AND
PRESENTING A TELEVISION PROGRAM

Problems encountered	Teachers replying	
	Number	Percent
1. Organizing programs.	3	25.0
2. Training boys to present programs.	3	25.0
3. Interesting subject.	2	16.6
4. Timing of programs.	2	16.6
5. Distance from station.	2	16.6
6. Teachers not replying.	57	18

None of the teachers reporting gave two problems.

12 or 100.0% of the teachers reporting gave one problem.

All of the teachers reporting gave a problem.

12 Teachers had television programs.

Table LXIV indicates the following problems were reported by two teachers or 25.0% each: organizing programs, training boys to present programs. Selecting an interesting subject, timing of programs and distance from station were reported by three teachers or 16.6% each. Fifty-seven teachers did not reply.

TABLE LXV

PROBLEMS ENCOUNTERED BY 7 TEACHERS WHEN ORGANIZING
A F. F. A. MOTHERS' CLUB

Problems encountered	Teachers replying	
	Number	Percent
1. Selecting leaders.	3	43.0
2. Some jealousy among a few.	2	28.5
3. Organizing a club.	2	28.5
4. Teachers not replying.	62	

None of the teachers reporting gave two problems.

7 or 100.0% of the teachers reporting gave one problem.

All of the teachers reporting gave a problem.

7 teachers had mothers' clubs.

Table LXV indicates very few of the teachers contacted in surveys were interested or had a functioning F. F. A. mothers' club. Three teachers or 43.0% reported, selecting leaders as a problem, while some jealousy among a few organizing a club were shown by two teachers or 28.5% each. Sixty-two teachers did not reply.

TABLE LXVI

PROBLEMS ENCOUNTERED BY 28 TEACHERS WHEN PUTTING UP A
COLLECTIVE EXHIBIT (LOCAL)

Problems encountered	Teachers replying	
	Number	Percent
1. Too much time out of classroom.	9	32.1
2. Usually expensive.	7	25.0
3. Space for exhibit.	3	10.7
4. Attractive exhibits.	4	14.3
5. No facilities.	2	7.2
6. Participation of boys.	3	10.7
7. Teachers not replying.	41	

2 or 5.0% of the teachers reporting gave two problems.

26 or 63.4% of the teachers reporting gave one problem.

13 or 31.6% of the teachers reporting gave no problem.

41 teachers had collective exhibits (local).

Table LXVI indicates that 9 teachers or 32.1% reported that too much time out of the classroom was a problem. Seven teachers or 25.0% listed too expensive as a problem, while 4 teachers or 14.3% indicated ability to construct an attractive exhibit as a problem. Space for exhibit and participation of boys each were reported three times or 10.7%. Limited facilities was reported by 2 teachers or 7.2%. Forty-one teachers did not reply.

TABLE LXVII

PROBLEMS ENCOUNTERED BY 38 TEACHERS WHEN PREPARING A
COLLECTIVE EXHIBIT (STATE)

Problems encountered	Teachers replying	
	Number	Percent
1. Expensive.	13	34.2
2. Too much time out of class.	13	34.2
3. Planning exhibit.	3	8.0
4. Transportation.	3	8.0
5. Artistic ability.	2	5.2
6. Obtaining necessary material.	2	5.2
7. Distance.	2	5.2
8. Teachers not replying.	31	

3 or 8.0% of the teachers reporting gave two problems.

35 or 92.0% of the teachers reporting gave one problem.

All of the teachers reporting gave a problem.

38 teachers had collective exhibits (state).

Table LXVII indicates the major problems are too expensive and too much time out of class. There were reported by 13 or 34.2% each. Planning exhibit and transportation were reported by 3 teachers or 8.0% each, while artistic ability, obtaining necessary material and distance were reported 2 times or 5.2% each. Thirty-one teachers did not reply.

TABLE LXVIII

PROBLEMS ENCOUNTERED BY 21 TEACHERS WHEN PLANNING AND
PUTTING UP WINDOW DISPLAYS

Problems encountered	Teachers replying	
	Number	Percent
1. Space and location.	6	28.5
2. Cooperation of merchants.	5	24.0
3. Ability to construct attractive exhibit.	4	19.0
4. Finance.	2	9.5
5. Time out of class.	2	9.5
6. Use windows of different businesses for displays.	2	9.5
7. Teachers not replying.	48	

2 or 5.2 of the teachers reporting gave two problems.

19 or 51.0% of the teachers reporting gave one problem.

16 or 43.6% of the teachers reporting gave no problem.

37 teachers had window displays.

Table LXVIII shows 6 teachers or 28.5% indicated space and location as a problem. Cooperation of merchants was given as a problem by 5 teachers or 24.0% of those replying. Ability to construct an attractive exhibit was given by 4 teachers or 19.0% as a problem. The following were indicated 2 times each or 9.5% as being problems: finance, time out of class and use of windows of different businesses for displays. Forty-eight teachers did not reply.

TABLE LXIX

PROBLEMS ENCOUNTERED BY 15 TEACHERS WITH BANDS OR QUARTETS

Problems encountered	Teachers replying	
	Number	Percent
1. Lack of musical talent among members.	5	33.0
2. Time and material.	4	27.0
3. Willing workers.	3	20.0
4. Securing help.	3	20.0
5. Teachers not replying.	54	

1 or 4.3% of the teachers reporting gave two problems.

14 or 60.0% of the teachers reporting gave one problem.

8 or 35.7% of the teachers reporting gave no problem.

23 teachers had bands or quartets.

Table LXIX indicates 5 teachers or 33.0% reported lack of musical talent among members. Four teachers or 27.0% reported time and material as a problem, while willing workers and securing help was reported 3 times or 20.0% each. Fifty-four teachers did not reply.

TABLE LXX

PROBLEMS ENCOUNTERED BY 14 TEACHERS IN CONSTRUCTING AND
PUTTING UP WELCOME SIGNS

Problems encountered	Teachers replying	
	Number	Percent
1. Expensive.	6	43.0
2. Location.	4	28.5
3. Keep signs attractive.	4	28.5
4. Teachers not replying.	55	

2 or 7.0% of the teachers reporting gave two problems.

12 or 42.0% of the teachers reporting gave one problem.

15 or 51.0% of the teachers reporting gave no problem.

29 teachers had welcome signs.

Table LXX indicates 6 teachers or 43.0% reported that a problem was the expense, while locating and keeping signs attractive were reported by 4 teachers or 28.5% each. Fifty-five teachers did not reply.

GENERAL SUMMARY

There are many differences in the types of problems encountered in conducting promotional activities. These differences can be attributed, for the most part, to the varying community and school facilities and the extent of cooperation from both students and townspeople. Such factors differ greatly from place to place. The financing of promotional activities was listed as a serious problem by teachers reporting on five of the nine promotional activities. It should be mentioned, also, that another handicap to promotional activities is the fact that such projects take too much time from the classroom work. This was acknowledged on four of the nine promotional activities.

SUGGESTED SOLUTIONS TO MAJOR PROBLEMS ENCOUNTERED

TABLE LXXI

SUGGESTED SOLUTIONS TO PROBLEMS ENCOUNTERED WHEN PLANNING
AND CARRYING OUT BANQUETS OR SUPPERS
(45 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. A well organized program.	9	20.0
2. Sending out invitations.	6	13.0
3. Fund raising program to bear expenses.	6	13.0
4. Detail more planning to F. F. A.	6	13.0
5. Schedule early.	9	20.0
6. 100% membership participation.	3	7.0
7. Teacher stay in background but still be a leader.	3	7.0
8. Home Economic department prepare and serve food.	3	7.0
9. Teachers not replying.	24	

6 or 9.4% of the teachers reporting gave two suggestions.

39 or 61.0% of the teachers reporting gave one suggestion.

19 or 29.6% of the teachers reporting gave no suggested solutions.

64 teachers had banquets or suppers.

TABLE LXXI indicates that a well organized program and schedule early were the most frequently suggested solutions. Each was reported by 9 or 20.0% of the teachers reporting suggestions.

Sending out invitations, fund raising programs to bear expenses and detail more planning to F. F. A. members were each reported by 6 teachers or 13.0% of those reporting suggestions. Teachers stay in background but still be a leader, Home Economic department prepare and serve food, and 100% membership participation, were each reported by 3 or 7.0% of the teachers reporting. Twenty-four teachers did not reply.

TABLE LXXII

SUGGESTED SOLUTIONS TO PROBLEMS ENCOUNTERED WHEN PLANNING
AND PRESENTING A RADIO PROGRAM
(33 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. Use seasonal topics.	5	15.0
2. Plan programs well in advance.	5	15.0
3. Secure sample script.	4	12.0
4. Make recordings on recorder.	5	15.0
5. Secure help from other teachers.	9	28.0
6. Practice by clock.	5	15.0
7. Teachers not replying.	37	

1 or 2.2% of the teachers reporting suggested two solutions.

32 or 71.0% of the teachers reporting suggested one solution.

12 or 26.8% of the teachers suggested no solution.

45 teachers had radio programs.

Table LXXII indicates that 9 teachers or 28.0% think the most important solution is to secure help from other teachers. Use seasonal topics, plan programs well in advance, make recordings on recorder and practice by clock were each reported by 5 or 15.0% of the teachers reporting suggested solutions. Four of the teachers, or 12.0%, reporting listed, secure sample script as a suggestion. Thirty-seven teachers did not reply.

SUGGESTED SOLUTIONS TO PROBLEMS ENCOUNTERED WHEN PLANNING
AND PRESENTING A TELEVISION PROGRAM
(10 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. Spend enough time to properly train boys.	5	50.0
2. Well planned programs.	3	30.0
3. Help of other teachers.	2	20.0
4. Teachers not replying.	59	

None of the teachers reporting gave two suggestions.

10 or 83.3% of the teachers reporting gave one suggestion.

2 or 16.7% of the teachers reporting gave no suggested solutions.

12 teachers had television programs.

Table LXXIII indicates that 5 or 50.0% of the teachers reporting listed, spend enough time to properly train boys as a suggested solution. Three or 30.0% of those reporting indicate, well planned programs as a solution, while 2 or 20.0% of the teachers reporting listed, secure help of other teachers as a suggestion. Fifty-nine teachers did not reply.

TABLE LXXIV

SUGGESTED SOLUTIONS TO THE PROBLEMS ENCOUNTERED WHEN
ORGANIZING AN F.F.A. MOTHERS' CLUB
(8 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. Well planned meetings.	3	37.5
2. Keep meetings on business basis.	2	25.0
3. Call for help only when needed.	2	25.0
4. Help F. F. A. members when needed.	1	12.5
5. Teachers not replying.	61	

None of the teachers reporting suggested two solutions.

7 or 100.0% of the teachers reporting suggested one solution.

All of the teachers reporting suggested solutions.

7 teachers had mothers' clubs.

Table LXXIV shows 3 teachers reporting or 37.5% believe a well planned meeting as being a solution to problems encountered when organizing a F. F. A. mothers' club. Two teachers or 25.0% reported keeping meeting on business basis, while two others reported call for help only when needed. A solution suggested by one teacher reporting or 12.5% was help F. F. A. members when needed. Sixty-one teachers did not reply.

TABLE LXXI

SUGGESTED SOLUTIONS TO PROBLEMS ENCOUNTERED WHEN PREPARING
COLLECTIVE EXHIBITS (LOCAL)
(17 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. Start early.	7	41.2
2. Get local assistance.	3	18.0
3. Build equipment.	2	11.4
4. Follow a score card.	2	11.4
5. Display things boys have made or grown.	3	18.0
6. Teachers not replying.	52	

None of the teachers reporting suggested two solutions.

17 or 41.4% of the teachers reporting suggested one solution.

24 or 58.6% of the teachers reporting suggested no solutions.

41 teachers had collective exhibits (local).

Table LXXV indicates 7 teachers or 41.2% think, to start early is the best solution to the problem. Three or 18.0% of the teachers reporting listed each of the following as solutions, get local assistance and display things boys have grown or make. Each of the following was reported by 2 or 11.4% of the teachers reporting as suggestions, follow a score card and build equipment. Fifty-two teachers did not reply.

TABLE LXXVI

SUGGESTED SOLUTIONS TO THE PROBLEMS ENCOUNTERED WHEN
PREPARING A COLLECTIVE EXHIBIT (STATE)
(21 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. Better planning.	6	28.6
2. Get all assistance possible.	3	14.3
3. Start early.	5	24.0
4. Use prize money to bear expenses.	2	9.4
5. Use impartial judges to judge exhibits.	2	9.4
6. Must have well organized plans.	3	14.3
7. Teachers not replying.	48	

1 or 2.6% of the teachers reporting suggested two solutions.

20 or 52.4% of the teachers reporting suggested one solution.

17 or 45.0% of the teachers reporting suggested no solutions.

38 teachers had collective exhibits (state).

Table LXXVI indicates that 6 or 28.6% of the teachers reporting, listed better planning as a solution. Five or 24.0% reported start early on exhibits as a solution. Get all assistance possible and must have well organized plans were each reported by 3 teachers or 14.3% of the teachers reporting. Use prize money to bear expenses, and use impartial judges to judge exhibits were each reported by 2 teachers or 9.4% of those reporting. Forty-eight teachers did not reply.

TABLE LXXVII

SUGGESTED SOLUTIONS TO PROBLEMS ENCOUNTERED WHEN PLANNING
AND PREPARING A WINDOW DISPLAY
(14 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. Use windows in most public places.	4	28.6
2. Local assistance.	3	21.4
3. Cooperation of civic clubs.	2	14.3
4. All boys have a display.	5	35.7
5. Teachers not replying.	55	

None of the teachers reporting suggested two solutions.

14 or 39.0% of the teachers reporting suggested one solution.

23 or 61.0% of the teachers reporting suggested no solutions.

37 teachers had window displays.

Table LXXVII indicates that 5 or 35.7% of the teachers reporting listed, all boys have a display as a solution to problems encountered when planning and putting up window displays. Four or 28.6% of the teachers reporting indicated to use windows in most public places as a solution. Three or 21.4% of the teachers reporting showed local assistance as a solution. Two teachers or 14.3% reported cooperation of civic clubs as a solution. Fifty-five teachers did not reply.

TABLE LXXVIII

SUGGESTED SOLUTIONS TO PROBLEMS ENCOUNTERED WITH A BAND
OR QUARTETS
(10 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. Secure help of music teachers.	5	50.0
2. Practice during class time.	3	30.0
3. Get boys ready yourself.	2	20.0
4. Teachers not replying.	59	

None of the teachers reporting suggested two solutions.

10 or 43.5% of the teachers reporting suggested one solution.

13 or 56.5% of the teachers reporting suggested no solutions.

23 teachers had bands or quartets.

Table LXXVIII indicates that 5 or 50.0% of the teachers reporting listed, secure help of music teachers as a suggested solution. Three or 30.0% of the teachers reported, practice during class time as a solution. Get boys ready yourself was reported by 2 or 20.0% of those reporting as a solution. Fifty-nine teachers did not report.

TABLE LXXIX

SUGGESTED SOLUTIONS TO PROBLEMS ENCOUNTERED IN LOCATING
AND MAINTAINING WELCOME SIGNS
(11 TEACHERS REPORTING)

Suggested solutions	Teachers replying	
	Number	Percent
1. Keep signs neat.	5	45.5
2. Locate on curve.	4	36.3
3. Ask help of school.	2	18.2
4. Teachers not replying.	58	

1 or 3.4% of the teachers reporting gave two solutions.

10 or 34.5% of the teachers reporting gave one solution.

18 or 62.1% of the teachers reporting gave no solution.

29 teachers had welcome signs.

Table LXXIX indicates that 5 or 45.5% of the teachers reporting listed, keep signs neat, as a solution. Four or 36.3% of the teachers listed, locate on curves as a solution, while ask help of school, was reported by 2 or 18.2% of the teachers reporting. Fifty-eight teachers did not reply.

GENERAL SUMMARY

The solutions to problems connected with promotional activities vary greatly. Despite the great range of possible solutions suggested by the teachers reporting in this study, the more important methods of solving common problems can be summarized briefly. A basic essential of a satisfactory experience in dealing with the everyday issues of promotional activities is careful planning well in advance. It is vital, also, that the vocational agriculture teacher stimulate, secure, and maintain the steady cooperation of other individuals. Active participation by all F. F. A. chapter members is desirable in order to obtain enthusiasm for all projects. Proper financial support is, of course, always necessary to solve difficulties that naturally occur with promotional activities.

SUMMARY AND RECOMMENDATIONS

Teachers included in this study, when considered as a whole, have worked with promotional activities in vocational agriculture long enough to have derived valuable knowledge as to the worth of such endeavors. Although there is a wide range in time of experience on the job--from one to twenty-six years--it is the opinion of the writer that there is sufficient overall experience to substantiate the opinions of these men from their direct observations of promotional activities.

Fourteen, or 20.3 percent, of the sixty-nine teachers used in this study have taught only one year; however, there is an average of 4.3 years of experience for the total group.

In comparing the categories according to years of experience, it was found that the group of vocational agriculture teachers with three to five years experience participated in more of the promotional activities than did those of any other category.

The three promotional activities which were common to the greatest number of the sixty-nine teachers were (1) banquets or suppers; (2) radio programs, and (3) collective exhibits (local). The findings showed that sixty-four F. F. A. chapters held banquets or suppers; forty-five F. F. A. chapters presented radio programs; and forty-one F. F. A. chapters held collective exhibits on the local level.

From the evidence presented by the vocational agriculture teachers who reported in this study, it may be assumed that promotional activities have definite value to the individual F. F. A. members, to the F. F. A. chapters, to the vocational agriculture teachers, and to the communities.

On the basis of the findings of this study, the writer believes that interest in promotional activities can be developed to a greater extent. Moreover, it is the opinion of the writer that this interest can be stimulated in activities other than those considered in this study. It is only natural that teachers emphasize the projects and activities in which they are most interested personally. It is recommended that vocational agriculture teachers make an effort to inaugurate any new promotional activities for which there is an expressed desire by the F. F. A. chapter members and the people of the community.

Since the vocational agriculture teacher is, in most instances, the person responsible for directing all community agricultural activities, there is great opportunity for him to bring the school and community closer together by conducting enjoyable, as well as educational, promotional activities.

It is known, as was pointed out earlier, that banquets or suppers, radio programs, and collective exhibits (local) are highly popular among the chapters under direction of the sixty-nine vocational agriculture teachers reporting in this study. It is, of course, desirable that these practices be continued. In fact, the banquets have, to a great extent, become traditional in many communities. Therefore, the writer feels that it would be wise for vocational agriculture teachers to concentrate on other promotional activities which have not been customary in the past. It is highly possible that, with the proper direction and sincere effort on the part of members, that many other activities could be as valuable and enjoyable to the students and the people of the community.

It was interesting to note that the total number of the more customary collective exhibits (local), participated in by forty-one

departments, was only slightly above the collective exhibits (state), which were conducted by thirty-eight departments. The state collective exhibits give favorable publicity to the entire community, and, therefore, should be encouraged. If community leaders receive favorable publicity on a promotional activity of the vocational agriculture department in the high school, they certainly will be inclined toward more cooperation in any endeavor connected with the vocational agriculture department and the F. F. A. chapter.

Only seven of the teachers reported a Mothers' Club for the F. F. A. chapters. This was discouraging since the writer expected a much larger percentage of chapters would have established clubs. It is believed by the writer that the value of an active Mothers' Club to a F. F. A. chapter is incalculable, and it is recommended that more vocational agriculture teachers promote organization of such groups.

It was surprising, also, to find that only twenty-three of the sixty-nine departments had bands or quartets. There are unlimited possibilities for good community relations as well as enjoyable participation by the F. F. A. members in such endeavors. Even in the smaller schools, there is no justification for the failure to have bands or quartets. There are always some talented boys within the group, and in almost every case, the music instructor would cooperate in the technical training that might be necessary.

The writer wishes to recognize the existence of many unknown limitations and handicaps to promotional activities in many areas. It is certainly true that some communities are better equipped for promotional activities, and the people in some locales are far more cooperative than individuals in other areas.

Although this study shows good results in participation in promotional activities, it is emphasized that there is always room for improvement. The alert and energetic vocational agriculture teacher can, in addition to continuing traditional activities, inaugurate new projects and stimulate more interest by adding new promotional activities whenever possible.

In conclusion, the writer wishes to point out that although promotional activities have an important and established place in the overall program of vocational agriculture, they cannot exist or thrive without three essential factors--leadership, organization, and cooperation.

CHAPTER V

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Civic Club Cooperative with F. F. A.	Bristol, Ben
F. F. A. Promotes School Community Cooperation.	Holdridge, S. A.
Publicity Through F. F. A. Activities	Brown, Leslie

STRATHMORE

100% PARCH

CHAPTER VI

APPENDIX

STRATHMORE PARCHMENT

100% PARCH U.S.A.

THE FOLLOWING IS AN EXAMPLE
OF THE QUESTIONNAIRE THAT
WAS USED IN MAKING THIS
STUDY

Sasakwa, Oklahoma
July 26, 1952

Dear Vocational Agriculture Instructor

I have chosen "Promotional Activities of Teachers of Vocational Agriculture of Oklahoma" as the subject of my graduate problem. In order to obtain information necessary for this study, I have prepared a questionnaire, a copy of which is enclosed. Will you please assist me in this matter by completing the questionnaire and returning it to me as soon as possible.

I am well aware of the fact that most of your time is consumed by official duties and that this request will fall in the category of extra work for you. However, I am certain that you realize the importance of this study to me and I feel sure that you can and will assist me.

A self-addressed, stamped envelope has been enclosed for your convenience in returning this questionnaire when it has been completed.

Yours very truly,

C. W. Bruton
Vo. Ag. Instr.
Sasakwa High School
Sasakwa, Oklahoma

QUESTIONNAIRE ON

PROMOTIONAL ACTIVITIES OF TEACHERS OF VOCATIONAL AGRICULTURE IN OKLAHOMA

 Name of School and address

 Name of Instructor

 Date
Definition of Promotional Activities:

For the purpose of this study promotional activities are the more important extra-curricular activities, particularly banquets, radio programs, television programs, F.F.A. mothers' club, collective exhibits (local), collective exhibits (state), window displays (local), welcome signs and band or quartet, which brings the F.F.A. members in contact with the public and tend to focus public attention more closely on Vocational Agriculture.

1. How many years have you taught Vocational Agriculture? _____

a. How many of each of the following promotional activities have you been responsible for during this period?

F.F.A. Banquets or suppers _____

F.F.A. Radio programs _____

F.F.A. Television programs _____

F.F.A. mothers' club _____

F.F.A. Collective exhibits (local) _____

F.F.A. Collective exhibits (state) _____

F.F.A. Window Displays _____

F.F.A. Welcome signs _____

F.F.A. Band or quartet _____

2. How many years have you taught at the present location? _____

a. How many of each of the following promotional activities have you been responsible for at the present location? _____

F.F.A. Banquets or suppers _____

F.F.A. Radio programs _____

F.F.A. Television programs _____

F.F.A. mothers' club _____

F.F.A. Collective exhibits (local) _____

F.F.A. Collective exhibits (state) _____

F.F.A. Window displays (local) _____

F.F.A. Welcome signs _____

F.F.A. Band or quartet _____

3. Do you believe that promotional activities have become an important part of the overall Vocational Agriculture program? _____

Why? _____

4. Do you believe that promotional activities have increased in importance more than other phases of the Vocational Agriculture program in recent years? _____ Why? _____

5. Do you think you carry out a sufficient number of promotional activities in your community? _____

6. Do you plan to increase or decrease the number of promotional activities in your community? _____ Why? _____

7. Is public reaction to promotional activities held in your community, generally speaking, enthusiastic _____, favorable _____, not favorable _____?

8. Do you feel that you are in a position that you spend too much time and money on promotional activities? _____

9. Do you hold father and son or parent and son banquets or suppers? _____

10. In column (a), please indicate (by check mark) types of promotional activities held at your school.

In column (b), please indicate the overall importance of each activity by placing number 1 opposite the most important activity, number 2 opposite the next most important activity, etc. until you have shown the relative importance of each type activity held.

In column (c), please indicate the degree of success of each type activity held by placing 1, 2, or 3 opposite activity with 1 meaning very successful, 2 meaning fairly successful, and 3 meaning unsatisfactory.

In column (d), please give briefly the primary reasons for holding each type activity, such as, for entertainment, achievement awards, good will, instructions, publicity, etc. There are purely suggestions. Please make reasons brief.

Type of Activity	(a) :	(b) :	(c) :	(d) :
	Importance	Success	Primary reasons for holding this activity.	
Banquets or suppers	1.	1.	1.	
Radio Programs	1.	1.	1.	
Television Programs	1.	1.	1.	
F.M.A. Mothers' Club	1.	1.	1.	

10. (Continued)

Type of Activity	(a)	(b)	(c)	(d)
	Importance	Success	Primary reasons for holding this activity	
Collective exhibits (local)	3	3	1	1.
Collective exhibits (state)	3	3	1	1.
Window displays (local)	3	3	2	2.
Band or quartet	3	3	1	1.
Welcome signs	3	3	1	1.

11. Please show major benefits received, from promotional activities held, by each of the following:

	TEA CHAPTER	INDIVIDUAL MEMBERS
Banquet or suppers	1	1
	2	2
Radio Programs	1	1
	2	2
Television Programs	1	1
	2	2
F.F.A. Mothers' Clubs:	1	1
	2	2
Collective Exhibits (local):	1	1
	2	2
Collective Exhibits (state)	1	1
	2	2
Window Displays (local)	2	2
Band or quartet	1	1
	2	2

11. (Continued)

	F.F.A. CHAPTER	INDIVIDUAL MEMBERS
Welcome signs	: 1	: 1
	: 2	: 2
	INSTRUCTOR	COMMUNITY
Banquets or suppers	: 1	: 1
	: 2	: 2
Radio Programs	: 1	: 1
	: 2	: 2
Television Programs	: 1	: 1
	: 2	: 2
F.F.A. Mothers Club	: 1	: 1
	: 2	: 2
Collective Exhibits (local)	: 1	: 1
	: 2	: 2
Collective Exhibits (state)	: 1	: 1
	: 2	: 2
Window displays (local)	: 1	: 1
	: 2	: 2
Band or Quartet	: 1	: 1
	: 2	: 2
Welcome signs	: 1	: 1
	: 2	: 2

12. Please give major problems encountered in planning and carrying out promotional activities for which you have been responsible, and your suggested solutions to the problems.

	PROBLEMS ENCOUNTERED		SUGGESTED SOLUTIONS
Banquets or suppers	.1 _____	. 1 _____	
	.2 _____	. 2 _____	
Radio Programs	.1 _____	. 1 _____	
	.2 _____	. 2 _____	
Television Programs	.1 _____	. 1 _____	
	.2 _____	. 2 _____	
F.F.A. Mothers Club	.1 _____	. 1 _____	
	.2 _____	. 2 _____	
Collective exhibits (local)	.1 _____	. 1 _____	
	.2 _____	. 2 _____	
Collective exhibits (state)	.1 _____	. 1 _____	
	.2 _____	. 2 _____	
Window displays (local)	.1 _____	. 1 _____	
	.2 _____	. 2 _____	
Band or quartet	.1 _____	. 1 _____	
	.2 _____	. 2 _____	
Welcome signs	.1 _____	. 1 _____	
	.2 _____	. 2 _____	

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REPORT TITLE: PROMOTIONAL ACTIVITIES OF TEACHERS OF VOCATIONAL
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