

A STUDY OF COMMUNITY FAIRS IN OKLAHOMA THAT ARE DIRECTED
BY VOCATIONAL AGRICULTURE INSTRUCTORS

By

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CHAPTER I

INTRODUCTION

PURPOSE AND NEED FOR THE STUDY

The purpose of the study is to secure information concerning the planning and operation of community fairs and to evaluate the activities performed by vocational agriculture teachers in directing community fairs.

SUB PURPOSES

Sub purposes of the study relating to the main purpose are:

1. To determine ways in which community fairs are of benefit to furthering the program of vocational agriculture in local schools and communities.
2. To offer suggestions regarding ways in which vocational agriculture teachers might more effectively organize and direct community fairs.

Vocational agriculture teachers of the state of Oklahoma are constantly assuming additional responsibilities in their respective communities. The need arises for studies to be made on different phases of leadership activities. One of these leadership activities in which many agriculture teachers might promote in the local community is the community fair. In case he is located in a county seat where the county fair is held he may often be called upon to assume responsibilities in connection with the planning and organization of the county fair.

The problem of planning and organizing local fairs has become of special interest to the writer since he has had this responsibility during the last five years while serving as Vocational Agriculture Instructor at Calvin, Oklahoma. With the assistance of two veteran's agriculture instructors, a

community fair was first organized in the summer of 1947 and it is still functioning, the fifth annual fair held on September 1, 1951.

It can be readily recognized that community fairs can do much to establish a teacher of vocational agriculture as a leader in the community if he takes an active part in the planning and operation of them. Local community fairs play a very important role in the successful total fair activities. Through the participation in the local fairs interest is created and stimulated which results in the attendance and often times participation in the larger fairs. This thought is ably expressed by Mr. R. L. Johns, a representative of the Texas Fairs and Expositions. According to Mr. Johns, "Community fairs varying in design can be credited as beginnings for many of the more than 3000 fairs in operation in the United States prior to World War II".¹

Community fairs can be held most any place where the residents of a given area avail themselves of a community center as a place of public assembly. The facilities need not be expansive nor elaborate. A community or county fair, regardless of proportions or duration, is designed as a "community show window" of an education and entertainment nature. It includes the area's best products on display, in the fields of livestock, poultry, horticulture, women's work and human inventiveness. Competitive and educational exhibits inspire more abundant and higher quality production, thus enabling the residents of the area to enjoy a more abundant living. An agricultural fair has as its legitimate purpose the improvement of agriculture. If a real program is afforded, then the event is worthwhile and certainly the teacher of vocational agriculture has an opportunity to render service to his community through taking a large part in

¹R. L. Johns, Panhandle-Plains Dairy Show, Plainview, Texas, Manual No. 10, One Day Festival As A Beginning of the Texas Association of Fairs and Expositions.

its planning and operation.

It has been recognized by many people that our fairs contribute to the economy of American life, bringing together new ideas, and presenting achievements. Nothing worthwhile just happens. The community fair must be planned carefully to assure its success. Such planning requires leadership. Someone must take the reins in hand and "drive the horses" and the teacher of vocational agriculture is in a very unique position regarding the assumption of this responsibility.

The writer is deeply interested in community fairs and is of the opinion that a study of a number of the community fairs in Oklahoma that are directed to a large degree by the local vocational agriculture teachers is desirable. The findings of such a study should be of great assistance to those now directing fairs and especially to both new and experienced teachers who find this one of the duties which they must assume.

At the present time there appears to be little written information available pertaining to community fairs to which interested persons may refer. This lack of information has been expressed by O. B. Jones, President of Texas Fairs and Expositions as follows:

"Unquestionably there has been very little fair literature and what little we find is out of date. The progress in fair management for those who have lived through it for a number of years has moved steadily forward. If I had an independent income, I think the one thing I would do would be fair research work. There is a tremendous need for it and always will be."²

Previous studies regarding community fairs which have been made include one by Wellington³, in Pennsylvania in 1924 and another in Penn-

²O. B. Jones, Why A Fair, Fair Management Manual No. 2 (1949)

³John Wellington, The Community Fair in Pennsylvania, Thesis Study, University of Penn. 1924.

sylvania in 1948 by Starver⁴, as well as studies in Ohio by Albright⁵ in 1934 and in Missouri by McClure⁶ in 1951. A certain amount of agreement seems to be apparent in the examination of these various studies, but since two of them have been made so long ago as to be somewhat obsolete and since all studies were made in other states than Oklahoma, the need for this study is all the more apparent.

The Method of Investigation

The objective type of questionnaire was used in this study. The form was prepared so as to get complete and accurate information in order to present a true picture of the practices followed by vocational agriculture teachers who have the responsibility of planning and directing community fairs in Oklahoma.

The author used the personal interview method in about one-fourth of the total surveys, the remainder were obtained by mail. Thirty-four vocational agriculture teachers who were largely responsible for the operation of a successful community fair in their respective communities were selected. These were selected after conference with a number of vocational agriculture teachers to obtain information regarding the selection of schools suitable for this study. Also contacted were three state and district supervisors of vocational agriculture whose assistance was likewise secured in selecting the schools to be included.

A preliminary questionnaire was designed and presented to the study advisers for correction and suggestions. As a result of this conference a revised questionnaire was made. This questionnaire with an enclosed

⁴H. D. Starver, Agricultural Education Magazine, Vol. No. ____, Trends in Community Fairs in Pennsylvania, August 1949.

⁵R. L. Albright, The Community Fair, Thesis Study, Ohio Univ. 1934.

⁶R. C. McClure, Survey of Community Fairs, Thesis Study Univ. of Mo. 1951.

stamped envelope and a letter of transmittal was sent to thirty-four teachers during the second week of July, 1951. Twelve of these teachers were contacted for personal interview. Returns from interviews and mailed questionnaire were secured from twenty-seven teachers by the second week of August. Three of these could not be included, due to the fact that two of them were Fat Livestock Shows and one failed to indicate the town or community where the fair was held.

In January the study advisors requested that the answers to an additional two questions be secured in order to gain additional information that would be of value to the study. Seven of the Vocational Agriculture teachers were contacted personally at the district Vocational Agriculture Teacher's meeting at Muskogee on January 26th. The two questions were mailed to the remaining seventeen teachers and subsequent replies were received by mail from fourteen teachers, making a total of twenty-one replies received from the supplemental questionnaire.

Briefly the questionnaire and the supplement questionnaire were used to secure the following information from the teachers of vocational agriculture.

1. Circumstances surrounding the organization of the fair.
2. Methods used in financing the fair.
3. Time at which fair is held.
4. Personnel of fair.
5. Organization of divisions.
6. Part played by school personnel.
7. Housing facilities.
8. Types of awards and prizes given.
9. Concessions and entertainment provided.
10. Difficulties encountered by teachers in organizations and operation.

11. Advantages of local fair in furthering the vocational agriculture program.

The survey schedule appears at the end of this chapter.

The Limitations of the Study

The study deals with the activities, progress and opinions of twenty-four vocational agriculture teachers who conduct annual local community fairs in Oklahoma. It is also limited to a study of only those local fairs which are the primary responsibility of the teacher of vocational agriculture.

It is not concerned with county fairs even though it is recognized that teachers of vocational agriculture do assume many responsibilities in connection with them. No effort was made to compare the progress of the development of local fairs since there has been no previous study of this kind made in Oklahoma. No effort was made to compare the progress made in vocational agricultural development in communities that have local fairs as contrasted with those that do not.

The survey could have been somewhat more extensive and in a few cases the teacher might have done a somewhat better job in filling out the survey forms, but as a whole the study seems sufficient.

Livestock shows which generally occur in the spring were not included in the study. Neither were community celebrations, displays which were not of a nature such as to consider them as true fairs.

Local Community Fairs Included in Study

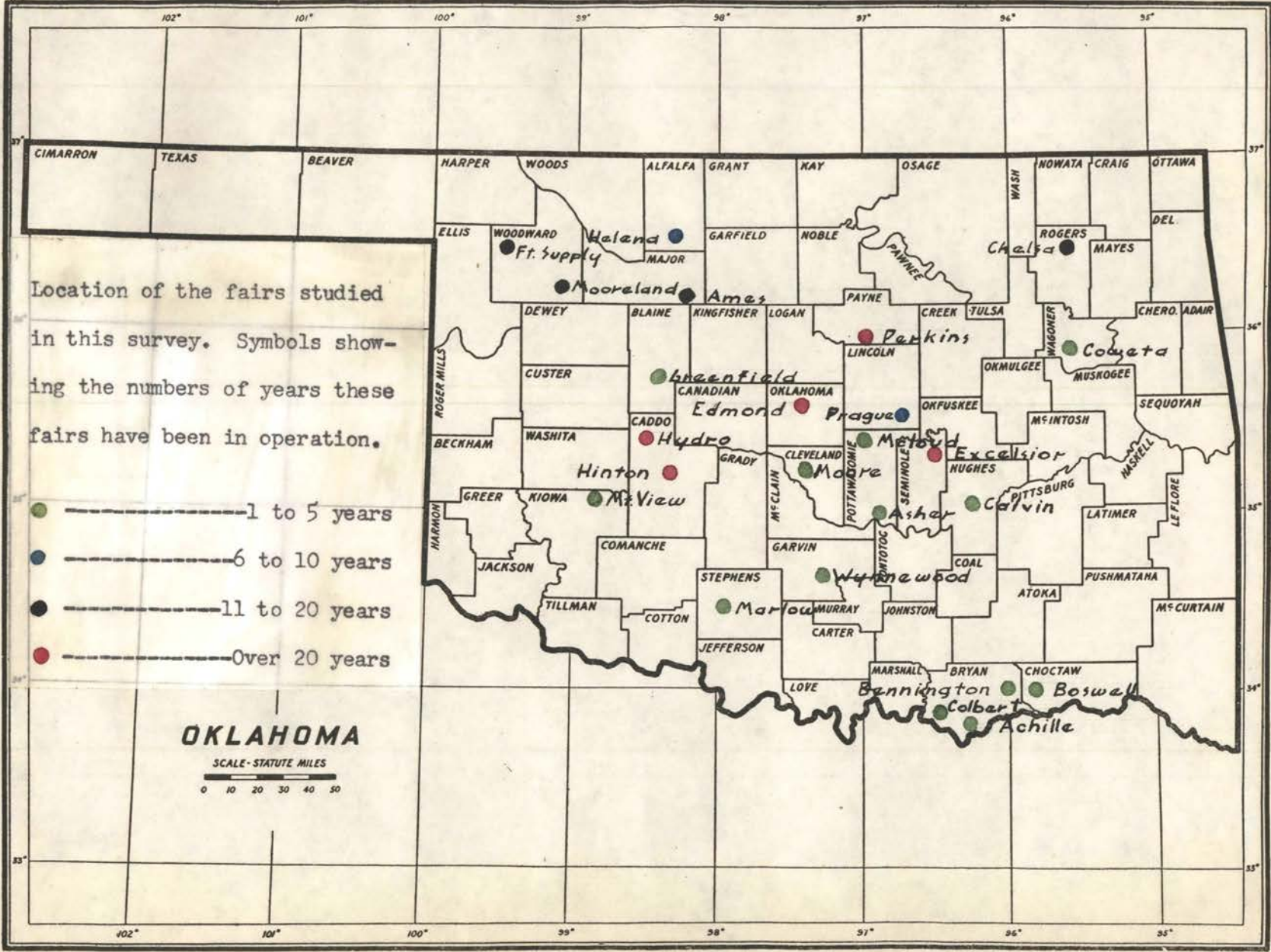
Listed on the following page are the vocational agricultural chapters to which the surveys were sent to and the names of the instructors that gave the information asked for in the survey.

<u>Town or Community</u>	<u>Population</u>	<u>Name of Teacher</u>
Achille	356	H. E. Zachary
Ames	332	W. D. Sumner
Asher	507	M. Milburn
Bernington	513	H. Chitwood
Boswell	962	Bill Stevenson
Calvin	570	D. L. Peck
Chelsa	1642	Lee Elgin
Colbert	602	Raymond Anderson
Coweta	1455	J. C. Bruton
Edmond	4500	Leon Duffle
Excelsior	100	N. L. Hensley
Fort Supply	414	Lloyd Wiggins
Greenfield	303	W. M. Jones
Helena	776	Keith Hoar
Hinton	842	T. R. Foster
Hydro	760	Glyde Quattlebaum
Marlow	842	Earnest Muncrief
Moore	499	Arvle H. Haire
Mooreland	811	R. C. Widner
Mt. View	1075	Olen Joyner
McLoud	619	M. A. Brattin
Prague	1450	Walter Starks
Perkins	728	Paul Evans
Wynnewood	2320	J. V. Coleman

Schools From Which Teachers Returned Completed Survey Supplement Form

Ames	Hinton
Asher	Hydro
Bennington	Marlow
Boswell	Moore
Calvin	McLoud
Chelsa	Mt. View
Colbert	Perkins
Coweta	Pond Creek
Excelsior	Prague
Ft. Supply	Wynnewood
Greenfield	

Eight fair catalogues were included with the returned surveys. These were from Marlow, Ames, Boswell, Mooreland, Prague, Excelsior, Greenfield and Calvin.



LETTER OF TRANSMITTAL

CALVIN PUBLIC SCHOOLS
Agriculture Department
Calvin, Oklahoma

Dear Mr.

Your name has been referred to me as one of the vocational agriculture instructors in the state that is very instrumental in directing a fine community fair in your area each fall. My study, for the final hurdle in my master's work, is a survey of the community fairs that are directed by the agriculture departments of various schools in the state. I hope, by compiling the desired information from about twenty-five instructors that it will be of value to both new and experienced teachers in promoting better fairs in their communities.

If you can spare a few minutes to answer this questionnaire concerning your community fair, I would appreciate it very much.

Yours very truly,

DWIGHT L. PECK
Dwight L. Peck
Voc. Agri. Instr.

encl.

LETTER OF TRANSMITTAL

Dear Mr.

Thanks a lot for the information that you gave me a few months ago concerning your community fair.

I have been asked to try and obtain the following additional information concerning community fairs, which consists of the following two questions.

What major problem or problems have you encountered in directing your local community fair?

In what way do you think the community fair has helped the vocational agriculture program in your community?

Your cooperation in this survey has been greatly appreciated.

Yours truly,

D. L. Peck
Voc. Agri. Instr.
Calvin, Oklahoma

SURVEY FORMS

SURVEY OF COMMUNITY FAIRS

1. Number of years your community fair has been in continuous operation

2. What organization or individuals is responsible for its beginning?

3. Has the fair ever lapsed, if so state dates it started in the beginning and the year or years it lapsed and the year it was put back into operation?

4. Reason for lapsing _____
5. How is the fair financed:
 - A. County fair funds - Percent _____
 - B. Merchandise - Percent _____
 - C. Local cash donations - Percent _____
 - D. Concession sales - Percent _____
6. Who solicits for the cash and merchandise? _____

7. Number of days the fair is held _____ and usually what date or dates _____
8. Is the fair held before or after the county fair _____ if held before how many days or weeks in advance of the county fair? _____
9. Total value of premium money set up _____ Value of merchandise awarded _____
10. Do you have a premium list published? _____, if possible enclose one.
11. List types and kinds of amusements, attractions, and educational phases at the fair: (indicate which are locally sponsored) _____

12. If you think the fair is of educational value to the community, please state in what ways it is _____

 What do others think about its educational value _____

13. Who acts as superintendent of the various departments of the fair?
 FFA members _____ Former FFA members _____ Others _____

14. Does the home economic teachers assist, if so, in what ways _____

15. What help are the FFA boys at the fair? _____

 Number of periods devoted to preparing for and holding fair _____
16. To what extent do local home demonstration club members assist in helping with the fair _____

 Local 4-H Club leaders _____
17. To what extent do members of extension service participate in directing the local fair _____

18. Have you had labor and material donations by members of community? _____
 Explain _____

19. Do you have a fair board, if so how are they selected or elected? _____

20. List the divisions of your fair and the usual number of entries in each:
 Womens division _____ Beef _____ Dairy _____ Swine _____ Poultry _____
 Crops _____ Horticulture _____ Handicraft _____ Hobbies _____
 Others _____
21. List the part your superintendent or principal plays at the fair? _____

22. List the methods and procedures of advertising the fair _____

23. Where is the fair held, at the school (gym., agri. dept., home economic dept.) or other places in town? _____
Do you have buildings for the livestock _____ if not where are they exhibited _____
24. In what way does the community and individuals benefit from the fair? _____

25. Do you have both junior and adult divisions, or are all exhibits entered in the open class? _____
26. Sources of judges and do you pay them, if so how much? _____

27. Estimate the number of people in the community or communities that are eligible to exhibit at the fair, (population of fair territory). _____

28. Do you charge an entry fee? _____
29. Does your fair award ribbons in addition to money or merchandise awards? _____

30. Do you think the fair would have as many entries if the money or merchandise was eliminated? _____
31. Is it required that all animals entered be registered? _____
32. What part do you play in making this fair possible each year? _____

33. Does the FFA chapter operate a concession, if so what and how much is usually made from such? _____
34. Is there more than one vocational agriculture chapter sponsoring this fair? _____

CHAPTER II

HISTORY AND VALUE OF FAIRS

REVIEW OF LITERATURE

We find the history of fairs to be very colorful. They have in all ages been closely connected with the advancement of the arts by which man has made his living, whether it be agriculture, manufacturing or other types of industry. Usually, the more primitive the country and the age, the greater has been the relative importance of the fair, especially prior to the 18th century. Of primary importance has always been the bringing together products of human ideas which otherwise would never have been seen by large numbers of people.

Fairs may be generalized in the scope of their operation. However, there are some specialized expositions which resemble the nature of fairs in most respects. For example, the various livestock shows both great and small, the petroleum expositions, and numerous industrial expositions. These in particular emphasize the educational functions. The late Dr. Henry G. Bennett¹, President of Oklahoma A. & M. College had to say of the background of fairs:

"The agricultural fair is a rural institution found virtually in all western countries. While its genesis is in the market fair of former times, it is not a market but an exhibition aiming chiefly to improve agriculture and provide wholesome entertainment for rural people. In the U. S. and Canada it is generally known as an agricultural fair. In Europe, Australia and some portions of the New World it is known as the agricultural show. In England the agricultural show dates from the last quarter of the 18th century when agricultural clubs and societies were first organized for the purpose of improving agriculture, and the show (fair) was one of the

¹ Bennett, Dr. H. G. "Fairs in Our National Life", address delivered before Oklahoma State Fair Association meeting, Oklahoma City, August, 1949.

chief means of achieving this end. This was only a part of a larger agricultural awakening which came in the wake of the Industrial Revolution. At this time the making of hay from clover and improved grasses became common, as did also interest in breeding better livestock. This movement challenged Arthur Young and the gentlemen farmers to write extensively on agricultural themes resulting ultimately in the establishment of the Board of Agriculture in 1793. Among the earlies of the agriculture show in England were the Lancashire Society Show in 1761."

In the early times fairs were held to centralize the supply and demand of merchandise. The development of the fairs as we know them now in the U. S. has been similar to those in England, although they did not get well under way until 1819. In and around Washington, D. C. in 1804 there sprang up a number of fairs. These probably grew out of a suggestion of the Commissioner of Patents that market days be established for the sale of cattle and local products. However the exhibits of products is believed to have been the main interest because both the city government and private citizens contributed funds for the payment of premiums. In the early fairs it was a common practice for the cattle and other exhibits to be sold at auction at the close of the fair. It was believed that this practice added the zest and enthusiasm for the success of the fair.

Fairs have provided a means for the exchange of ideas and has cradled and kept alive the qualities of pride in workmanship, ambitions, and inspirations. We can also say that the fair is a place where the individual can see clearly his own place and his own relative importance to the community or area in which he lives. Fairs have always provided a means for the individual as well as the community to display, to acknowledge and to be acknowledged, to compete, to gossip and fraternize, to learn and to celebrate. Farmers depended to a large extent upon the agricultural fairs as a means of association. The period 1850 to 1870 is called by some, "The Golden Age of the Agricultural Fair". Some of the important functions of the fair at that

time were to present new ideas, create better social conditions, and to introduce better methods of farming, new types of livestock, grains and fruits: and in promoting the use of farm machinery. Most people working with fairs would agree that at the present time our fairs have much the same general functions as they did 100 years ago. In reading publications printed 30 years ago and even 50 years we find educators and agriculture leaders encouraging the development of community get-togethers. The Bureau of Vocational Education² in Pennsylvania states in a publication of 1920:

"At least once a year, preferably in the fall, one day should be set aside as community day. The purpose of such a day is to give opportunity for patrons to see the work of the school, and to develop a pride in the community and to offer an opportunity for the forming of contracts between patrons and teachers. The program may consist of vocational and athletic contests, and the exhibits of the local talent as well as the nearby schools".

The following recommendation is found in the report of the committee for "Promotional and Community Service Work"³ of the Annual North Atlantic Regional Conference in New York City in 1921: "All schools offering courses in vocational agriculture should consider seriously the advisability of establishing local fairs, vocational days, etc., where none now exist".

We find from a report by the Agriculture Society of Miami County, Ohio in 1846, a statement to the effect that the benefits to be attained from fairs is not as much in the production of extra-ordinary results, as in the discovery of means and processes by which a given result may be achieved with the least expenditure of labor and capital. Community fairs seek to

²Bulletin No. 3, Agricultural Education Series No. 1, Bureau of Vocational Education, Pennsylvania State Dept. of Publications. 1920.

³Annual Report of North Atlantic Regional Conference of Vocational Agriculture: Committee for Promotional and Community Service Work 1921. New York City.

to encourage the cultivation of human skills and intelligence. Thus fairs early came to be recognized primarily "as a premium given to the man rather than to the ram or the bullock."

Over thirty years ago, Prof. R. C. Vogt⁴, who later spent much of his life at the University of Oklahoma, sized up what he thought was needed to give the agricultural fair a larger role in American life.

"There is need for, first, an enlarged concept of the function of the fair in community life, it has often stressed agriculture primarily, if not alone. It should take notice of all phases of farm, village and urban life. Second, there should be two types of exhibits (a) yearly achievements, and (b) cyclorama's of progress made throughout the life of the community. Third, the judging process itself should be made a means of public education, not merely an announcement to a gaping crowd when the results are known; the people themselves should help judge, and be taught to judge. Fourth, too little emphasis is placed on community achievement and social improvement. People live in communities, and the fair should round up the social and economic life of the community as a whole. Fifth, the fair should encourage inter-community sports and athletic competition; it should stimulate the cultivation of the fine arts, music and other crafts. Sixth, the educational function of the fair should be enlarged by evening programs of the "town hall" type dealing with topics of current interest; musical programs, and the things people can do with their own talents."

Heaton⁵ places primary emphasis upon the objective of fairs in that many who attend will be stimulated to improve breeding stock, or produce better crops or do a better job of canning, etc. He states, "the educational phases of fairs should be emphasized and strengthened beyond what most of us do at the present time."

Bennett⁶ stresses the ethical and moral effect of fair participation, inasmuch as he says:

⁴Vogt, R. C. "The Role Which Should Be Played By Rural Fairs and Exhibitions", paper read before meeting of Oklahoma Fair Association, Oklahoma City, July 18, 1918.

⁵Heaton, C. R., Fair Management Manual 4, Texas Association of Fairs. Austin, Texas, 1947.

⁶Bennett, H. G. Op. Cit. page 16.

"As far as the agricultural fair is concerned, it has been improved immeasurably in our time by the participation of serious minded, well bred, forwardlooking young men in FFA chapters and the young men and women in 4-H clubs. The scientific, pure-minded, inimitable skill these young people display in their animals, crops, and homemaking enterprises show us the real stuff from which America is made. They are not interested in wallowing in the "skimming hole" from the molasses pan; but in the refined product. They want to set up a healthy sound agriculture, a decent, clean, spiritually inspiring home life based upon Christian marriage. Their ambition is to bear bright, intelligent and physically beautiful children. They want to produce prize winning calves, lambs, or wheat as the case may be, as means, not ends in themselves, to having homes of their own and to a building of a finer American civilization. These things are not worth working for but nothing has done more toward elevating the fair to a respectable institution than bringing our boys and girls into it to compete in a sportsman like manner for the honors due excellence in any form. In many cases little fairs are entirely local in extent, but have become so well established that they provide much of the color of the entire state of Oklahoma. We find it entirely as impossible to figure the value of any fair in dollars and cents as it is to calculate the value of our public school instruction, or religion or the staggering costs of crime in our nation. Neither can we compute the value of a human life to civilization. The value that a boy or girl receives at a fair by leading him or her to a richer and fuller life can never be measured by simple computation."

A study made by N. D. Starner⁷ in 1946 is similar to this study under consideration. The purpose of Starner's study was to discover the recent trends in attendance, organization, and development of community fairs. He sent out 297 questionnaires, and 162 replies were received. Of these 162 replies, 43 per cent stated that they had conducted a community fair. Conclusion drawn from a study of these replies were as follows:

1. The fairs were most frequently held for a three day period in September.
2. The school building and/or the playground was the most likely place to hold a community fair.

⁷Starner, N. D. "Trends in Community Fairs in Pennsylvania." Thesis study. University of Pennsylvania, 1949.

3. Community fairs are held primarily for the benefit of school or community.
4. The majority of fairs receiving state aid has been increasing.
5. Most frequent types of committees employed were (in order of occurrence); Publicity, entertainment, premium list, program, judging, arrangement, financial, refreshment, and parking.
6. Most frequent methods of advertising employed were: newspapers, posters, entry lists, and booklets.
7. Leading types of entertainment used at the fairs were: baseball games, band music, and motion pictures. A greater number of fairs used three types of entertainment.
8. Adults and junior exhibitors competed together in one class at most fairs.
9. Ribbons and money were the most frequent kinds of awards given, while majority of fairs gave two different kinds of awards: that is, money and ribbons.
10. Grouped in order of their frequency the classes of exhibits were: vegetable, farm crops, chickens, flowers, dairy cows. The average number of exhibits at each fair was 504.
11. The five leading items of expense were: prizes, refreshments, printing, entertainment, lumber and nails, and labor.

Starner sums up his recommendations as follows:

"First, create a definite interest for a community fair among the people of the community by discussing at public meetings operating expenses, methods of raising funds, purposes, and location of the fair. Second, when the people of the community express a desire for an organized community fair, it would be justifiable to call a meeting of all people in the community that are interested in a community fair. Advertise the meeting through such mediums as newspapers, posters, and letters to various organizations. At this meeting the officers and committees should be selected."

A survey by Ray C. McClure,⁸ teacher of vocational agriculture, Huntsville, Missouri of the community fairs in the state of Missouri was completed recently. McClure's purpose was to learn something of the character and nature of the community fairs in the terms of how they were operated, financed, and other useful information that might be of value to interested parties. Survey blanks were sent to 58 teachers of vocational agriculture, selected at random over the state. Thirty-three of them were returned, and the following facts were obtained.

1. Fourteen per cent of the fairs studied offered total premiums of \$1000 to \$1500. Ten per cent offered total premiums ranging from \$1501 to \$1800 and thirty-eight per cent offered total premiums in excess of \$1800. Only 4 fairs were organized and operated solely for juniors.
2. The financing fairs was listed by teachers as a major problem. Of the several methods used in securing premium money, contributions head the list, concessions ranked next, and catalogue advertisement followed in third place.

Of those surveys providing answers regarding livestock entries, the following numbers were shown as averaged.

Beef breeding animals-	-----	34 head
Beef steers-	-----	17 head
Dairy cattle-	-----	32 head
Hogs (breeding) -	-----	58 head

⁸McClure, R. C. "Survey of Community Fairs." Thesis study. University of Missouri, 1951.

Hogs (fattening) - - - - - 15 head

Sheep (breeding) - - - - - 38 head

Nothing of significance was shown in this study regarding types of entertainment and special features provided by the fair. Thirty-eight per cent of the fairs had operated less than five years, indicating a tremendous growth in the popularity of community fairs in recent years in Missouri.

An item of particular interest brought out in McClure's study was the indicated purpose of the fairs as listed by teachers. Over fifty per cent of replies received indicated that the main purpose was to "display and promote improvement in agriculture products", thirty per cent stated the purpose to be that of "improving rural-urban relations", while seventeen per cent listed as a major purpose, "bring crowds to town".

It is evident that investigators through the last fifty years are in agreement that it is only natural for a farmer to believe that his bulls, gilts, lambs or watermelons are the best, and the way for him to really find out the truth is to show them in competition with other farmers at the local fairs. But in addition to being a measuring stick of progress, fairs offer the farm family an incentive to improve the agriculture practices on their own farm. The fair gives them an opportunity to see, and to desire to work for and some day own some of the labor-saving equipment and other devices that they see displayed. That sets up for them a goal to work for, which when attained will increase their standard of living. This is a thought often found as recurring in the literature dealing with fairs.

The participation in fairs is of special value to rural youth in another concept, quite often expressed. J. B. Maltick⁹ in an editorial sums up this agreement well when he says:

"We expect boys receiving Future Farming training and boys and girls in 4-H Club work to do a much better job of farming than did their fathers and mothers, but without the visual education and competitive spirit offered these youngsters by our fairs, their training would be seriously handicapped. Many boys and girls have made up their minds to become farmers because they were regular visitors at the various fairs. Fairs open up a whole new interesting world of possibilities and opportunities for these youngsters. And where else could a farm family spend a day or two having such a good time learning as much about the community, county or state than at the fairs".

Bennett¹⁰ is found also expressing this same idea but extending such benefits to the entire farm family:

"The farm youth are inspired, entertained and educated by seeing, by associating together, and by the exchange of knowledge and experience. Father, mother, sister, and brother all can participate in their respective roles in appropriate forms of competition which stimulates the desire to excell, the will to improve, and a zest for living. The fair stimulates pride of locality, promotes unity in community life, and affords an opportunity for community team work and for individual excellence".

As fair times nears for any community we find it a time of excitement, enthusiasm, and enjoyment for farm people of all ages and conditions of life. Not only is the fair an occasion for celebrating the bountiful harvests, but it is also a time which gives the farmer an opportunity to look upon his own productive efforts in comparison with those of his fellow farmer in the local community and at times with those of the surrounding communities. Our fairs should be, and there is ev-

⁹Maltick, J. B. "Youth and Fairs". Breeders Gazette, p. 106. (September 1951)

¹⁰Bennett, H. G. Op. Cit. p. 16

idence that they are in most instances, a time for producers of farm products and homemaking to observe the better things that he might strive to obtain in the future. They set up for him a standard or goal to work towards. Fairs are a proof of what has happened, of what can be done, in which the results are actually visible and often indisputable.

CHAPTER III
PRESENTATION OF DATA

TABLE I
YEARS OF OPERATION FOR TWENTY-FOUR FAIRS STUDIED

Range of Years of Operation	Frequency Reported	
	Number	Percent
1 to 5	13	54.1
6 to 10	2	8.3
11 to 20	4	16.6
Over 20	5	20.8

A wide variation in the length of time which the fairs have been in operation is to be seen in that oldest fair included in this survey is 47 years old and the youngest has only been in operation for one year. The average age of these fairs is found to be slightly over 12 years. However, since seventeen of them have been in operation for five years or more, it is felt that the study is given a certain sense of validity.

TABLE II
CONTINUOUS OPERATION OF TWENTY-FOUR FAIRS STUDIED

Condition	Frequency Reported	
	Number	Percent
Continuous since inception	12	50.0
Lapsed for period of 2-4 years, reinstated	6	25.0
Lapsed for period over 4 years, reinstated	3	12.5
Question unanswered	3	25.0

The question was asked as to whether the fair had ever lapsed since its beginning and if so, for what reason. Only twenty-one answered this question, and of those, twelve stated that the fair had never lapsed since its beginning. Nine stated that the local community fair had not been continuous, and all of these listed the war as the reason for the temporary discontinuance.

TABLE III
 INITIAL SPONSORING ORGANIZATION
 FOR TWENTY-FOUR FAIRS STUDIED

Sponsoring Organization	Frequency Reported	
	Number	Percent
Local Vocational Agriculture Department	9	37.5
Chambers of Commerce	6	25.0
Farmers of Community (independent)	5	20.8
Local Bank	1	4.1
Local Lions Club	1	4.1
County Fair Board	1	4.1
Unknown	1	4.1

The 24 fairs surveyed in this study were found to have their beginnings in six different organizations. The larger number, constituting over one-third of the total, were found to have been organized by the local vocational agriculture departments, while six were founded by local chambers of commerce. Five teachers gave primary credit to farmers of the community. Just how this was done was not determined. The local bank, local Lions club, and County Fair Board were each given credit for establishment of one fair, while the origin of one was unknown.

TABLE IV
DATE HELD AND DURATION OF TWENTY-FOUR
LOCAL FAIRS AS REPORTED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Date Held	Frequency Reported		Duration	Frequency Reported	
	Number	Percent		Number	Percent
September, 1st week	15	62.5	One day	5	20.8
September, 2nd week	6	25.0	Two days	11	45.8
September, final week	2	8.3	Three days	6	25.0
August, final week	1	4.1	Four days	2	8.3

Regarding the time of year that the fairs were held and length of the fairs, we find all fairs held in the month of September with the exception of one. The distribution according to time of month is shown in Table IV. All the fairs were held one to two weeks before the county fair with the exception of one which was reported as generally held after the county fair. As is also shown in Table IV, over two-thirds of the total were reported as of two days duration or less, indicating that local fairs are not generally planned to consume any great deal of time. These 24 community fairs studied had 72,650 people in their fair territory or an average of 3,025 population in the community that the fair was held for. The average size of the town that these fairs were held in was 990.

TABLE V
FINANCING OF TWENTY-FOUR LOCAL FAIRS AS
REPORTED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Cash Used (Range)	Frequency Reported	
	Number	Percent
\$200.00 and under	3	12.4
\$200.00 - \$500.00	11	46.0
\$500.00 - \$800.00	5	20.8
Over \$800.00	5	20.8
Total using cash	24	100.0

TABLE VI
FINANCING OF TWENTY-FOUR LOCAL FAIRS AS
REPORTED BY VOCATIONAL AGRICULTURE INSTRUCTORS

Merchandise Offered (Value)	Frequency Reported	
	Number	Percent
\$100.00	1	4.2
\$200.00	2	8.3
\$250.00	1	4.2
\$700.00	1	4.2
Not using merchandise	19	79.1

Means of Financing Fairs

The total cash used to promote and hold the 24 fairs in this study amounted, for the year 1950, to \$16,325 or an average of \$680.00 for each fair. In addition to the \$16,325 spent for these fairs in 1950, there was a total of \$1250.00 worth of merchandise listed as awarded for premiums.

Tables V and VI show the number of fairs offering cash and the number offering both cash and merchandise. All fairs reported the use of some cash money for fair premiums. Only 20.8 percent of the fairs studied listed the use of merchandise as premiums in addition to cash.

In regard to the cash used the surveys showed that 59% of the money was obtained from the county appropriations and the remaining 41% was listed as coming from local sources. The range of cash moneys available per fair was from a low of \$175.00 to a high of \$2500.00 with a majority of the fairs reporting in the neighborhood of \$600.00 total cash fund. This cash from the local sources was obtained by solicitation throughout the town and community. This soliciting was listed as done by several organizations using various methods. Nine teachers reported funds raised by a committee appointed by the local fair board of which the vocational agriculture instructor was a member. Seven Vocational Agriculture Instructors reported this as their sole individual responsibility while eight indicated activity involving teachers, FFA boys and Chamber of Commerce members. One fair reportedly was assisted by the local school district donating money for fair premiums.

In none of the 24 fairs studied was an entry fee charged. All gave ribbons for placings regardless of money or merchandise awards also made. All teachers stated they thought entries would decrease if cash or merchandise awards were eliminated.

It is significant that 12 of 19 teachers answering the question said positively that obtaining adequate financing was the major problem in sponsoring a fair in their local community.

TABLE VII
 TYPES AND KINDS OF FAIR PREMIUM LISTS
 REPORTED BY TWENTY-FOUR VOCATIONAL AGRICULTURE INSTRUCTORS

Kind	Frequency Reported		Type	Frequency Reported	
	Number	Percent		Number	Percent
Printed	6	25.0	Had commercial ads	8	33.3
Mimeographed	16	66.6		11	45.8
In county fair catalogue	2	8.3	Not answering	5	20.8

All twenty-four fairs studied had premium lists either printed or mimeographed. A considerable number of teachers indicated that their premium lists did not contain ads or advertisements of any kind. Two stated that they used the same premium list that the county fair used, giving the same or a percentage of the premiums listed in it as their awards. Eight catalogues were received, representing the various types reported.

TABLE VIII
 FACILITIES REPORTED FOR HOLDING LOCAL FAIR
 (24 Schools Reporting)

Facility	Frequency Reporting	
	Number	Percent
Gymnasium	9	37.5
Side of Agriculture Building	6	25.0
Park	5	20.8
Separate Fair Building	4	16.6
Armory	2	8.3
Tents	2	8.3
American Legion	2	8.3
Fair Barn	2	8.3
Community Building	2	8.3
Vacant Building in town	2	8.3
Home Economics Room	2	8.3
Trees	2	8.3
Bus Barn	2	8.3
City Hall	1	4.1
Lumber Yard	1	4.1

Teachers reported the use of a large variety of buildings and other facilities for holding local fairs. More reported the use of the gymnasium than any other single building. The returned surveys would seem to indicate that 13 schools found it necessary to place at least a portion of their

entries in the open. It is also suggested that all the exhibits were not housed in the same building in many cases. In view of the fact that 16 separate facilities are reported, it is difficult to summarize the findings in regard to this manner or to come to any definite conclusion, other than to recognize the adaptability and ingenuity which teachers of Vocational Agriculture and others planning fairs seem to exhibit.

Of twenty schools reporting, twelve stated that they housed the animals and eight reported that they did not. Three fairs reported that they did not have livestock entered in their fair because they did not have facilities for housing livestock.

TABLE IX
 SOURCES OF LABOR AND MATERIALS AS REPORTED
 DONATED TOWARD PREPARATION FOR LOCAL FAIR
 (24 Schools Reporting)

Source	Frequency Reported	
	Number	Percent
Local people	4	16.6
County Fair Board	3	12.5
City Employees	3	12.5
Lumber Yards	2	8.3
School	3	12.5
FFA boys	3	12.5
Veterans Agriculture Training Instructors	2	8.3
Did not receive any	4	16.6

Local people were given most credit toward preparation for fair. Just who these local people were was not determined. The county fair board, city employees and local school people were given equal credit along with FFA boys. It is assumed the work reported here with regard to FFA boys refers to work done outside of school hours. It is also interesting to speculate how the fair work was actually done in the case of the four schools reporting that they did not receive aid from any source. Perhaps, the necessary work was either done with hired labor or was done with the agriculture students during schools hours. It seems unlikely that the teacher could have done all

necessary work by himself.

Thirteen teachers did indicate that they received donations of both labor and materials.

TABLE X
 ASSISTANCE RENDERED BY LOCAL FFA
 MEMBERS IN CONDUCTING COMMUNITY FAIRS
 (24 Schools Reporting)

Assistance Rendered	Frequency Reported	
	Number	Percent
Acting as superintendents	16	66.6
Set up physical equipment	8	33.3
Arranged exhibits	6	25.0
Doing odd jobs	4	16.6
Assisted the judges	3	12.5
Clean up after fair	3	12.5

It is quite evident that the major assistance rendered by FFA members is through acting as division superintendents, while another major activity reported was "setting up the physical equipment." There was not as much activity reported for boys after the fair was over as might have been expected. The conclusion can be reached however that in general the local community fair is to a large extent to be considered an FFA activity.

TABLE XI
 NUMBER OF PERIODS VOCATIONAL AGRICULTURE
 PUPILS DEVOTED TO WORK IN CONNECTION WITH LOCAL FAIR
 (24 Schools Reporting)

Periods	Frequency Reported	
	Number	Percent
Twelve	1	4.1
Ten	1	4.1
Nine	1	4.1
Eight	1	4.1
Seven	3	12.5
Six	3	12.5
Five	5	20.8
Four	2	8.3
Three	1	4.1
Two	1	4.1

In answer to the question as to how many periods were FFA boys out of school to help prepare for fairs in their local communities, only 19 teachers gave a definite reply. Periods listed refer to total school periods missed and not just agriculture class periods devoted to working on the preparation of the fair. Table XI presents the replies received. The average number of periods missed from school was indicated as six.

TABLE XII
 PART TAKEN BY HOMEMAKING TEACHERS IN
 LOCAL COMMUNITY FAIRS AS REPORTED BY TEACHERS
 (24 Schools Reporting)

Part Taken	Frequency Reported	
	Number	Percent
Served as superintendent women's division	8	33.3
Assisted in women's division	5	20.8
Judged exhibits in women's division	2	8.3
Constructed educational booth	1	4.1
Helped a very little	1	4.1
No Homemaking teacher in system	1	4.1
Did not assist in any way	6	25.0

Slightly over seventy-five percent of the teachers reporting stated some definite way in which the homemaking teacher gave helpful assistance in the promotion of the local fair, while twenty-five percent indicated that the homemaking teacher did not assist in any way. Since the survey shows four of the fairs not reporting women's divisions, it seems logical to assume that homemaking teachers did assist in all fairs where their assistance was needed. In half of the cases reported, the teacher served as superintendent of the women's division as contrasted to acting in the capacity of judge in only one fair. It is evident that teachers of homemaking are needed and do render very valuable assistance in most all local fairs.

TABLE XIII

EXTENT OF ASSISTANCE IN CONDUCTING LOCAL FAIRS TEACHERS
 REPORTED RECEIVING FROM OTHER AGENCIES AND INDIVIDUALS

Agencies	Extent of Assistance Reported			
	Number Reporting	Gave Helpful Assistance	Assisted to Some Extent	No Assistance Obtained
County Agriculture Extension Workers	22	5	2	15
Home Demonstration Clubs	22	16	3	3
Local 4-H club Leaders	20	13	2	5
Local School Administrator	21	10	5	6

Table XIII gives information regarding extent of assistance teachers felt they received from other individuals and agencies. While a considerable number in excess of one-half of the teachers reporting said they received no help from the extension workers, this does not necessarily imply that the extension workers were not willing to assist. It can readily be recognized that the question was not asked in such a manner as to reveal whether the vocational agriculture teacher had ever requested such assistance.

It is evident that members of the home demonstration clubs are quite active in promoting work in connection with local fair. This was probably due to the fact that a large number of the entries in the women's division are made by individual club members. It is also evident that the success

of many local fairs is due in no small part to the interest displayed by the home demonstration club members.

It is significant to note that approximately half of the teachers gave credit to their Superintendents of Schools for rendering helpful assistance. Three teachers reported that Superintendents assisted a great deal in the planning of the fair. Six also said they were in a large part responsible for planning the entertainment programs, while one teacher said his Superintendent was a great help in promoting school exhibits.

It is of further interest to note the credit which teachers gave local 4-H club leaders, with regard to rendering services. Two-thirds of the teachers replying indicated that local 4-H club leaders gave helpful assistance in regard to the fair. Several teachers indicated that these local 4-H club leaders were teachers in their local school system.

Teachers seemed quite unanimous in their opinions that the help of other agencies and individuals in the community did lend much toward the success of the community fair.

TABLE XIV
 SOURCES FROM WHICH SUPERINTENDENTS
 FOR LOCAL FAIRS WERE REPORTED DRAWN
 (24 Schools Reporting)

Source	Frequency Reported	
	Number	Percent
Members of local FFA	16	66.6
Former FFA members	10	41.6
Local farmers and stockmen	9	37.5
Homemaking teachers	8	33.3
VATP instructors	5	20.8
Local merchants	4	16.6
Other teachers in local school	3	12.5
Neighboring agricultural teachers	2	8.3
Home Demonstration club members	1	4.1
Local farm wives	1	4.1

All teachers reported the use of either members or former members of the FFA used as superintendents for local fairs while nine reported the use of adult farmers and stockmen. Others who were reported frequently used in the capacity of superintendent were homemaking teachers and VATP instructors.

TABLE XV
 PERSONS REPORTED AS SELECTED
 BY TEACHERS TO JUDGE LOCAL FAIRS
 (24 Schools Reporting)

Persons Selected	Frequency Reported	
	Number	Percent
Vocational agriculture teachers	13	54.1
County agents or assistants	8	33.3
Veteran's agriculture instructors	4	16.6
Home Demonstration Agents	4	16.6
Homemaking teachers	2	8.3
Farmers	1	4.1
College instructors	1	4.1
Any qualified person	1	4.1

In planning a community fair consideration must always be given to the selection of judges of the fair and also as to fees or allowances for their services. Table XV summarizes the findings of the 24 fairs surveyed. Some of these were used at various times throughout the years the fair have been in operation. Teachers indicated that these judges were paid anywhere from five to twenty-five dollars. Five teachers indicated they did not pay the judges anything. Seven stated they only paid them mileage and expenses.

TABLE XVI
 DIVISIONAL ORGANIZATION AND ENTRIES
 IN LOCAL FAIR AS REPORTED BY TEACHERS

Divisions	Number Reporting	Number having this division	Range of Entries	Average number of entries
Women's	20	16	50-700	274
Beef	20	15	10-50	22
Swine	20	16	20-200	73
Dairy	20	17	5-80	20
Poultry	20	18	10-200	50
Sheep	20	2	10-20	15
Horticulture	20	15	20-250	69
Crops	20	20	20-400	147
Handicraft	20	13	5-200	34
Hobbies	20	9	5-300	50

It is apparent that the number of entries in the women's division was relatively heavy in all of the fairs under study which had women's departments. However four fairs did not have a women's department. The writer is of the opinion that if at all possible this division should be included in any fair, and more especially a community fair. When women become interested in a fair the job of advertising and promoting is boosted a great deal.

TABLE XVII
METHODS USED IN FILLING POSITIONS ON
LOCAL FAIR BOARDS AS REPORTED BY TEACHERS
(22 Schools Reporting)

Method	Frequency Reported	
	Number	Percent
Elected	12	54.5
Selected or Appointed	10	44.5
No Functioning Fair Board	2	9.0

Of the schools reporting on this item, over half indicated that their fair board positions were filled by election while slightly less than half stated that they were selected or appointed. Two teachers out of the twenty-two replying to the question stated that they did not have a functioning fair board.

Some teachers indicated that in listing the board as elected they had reference to the practice of calling a community meeting at which time members were nominated and elected to the board.

Some teachers indicated that those selected and appointed referred to the practice of appointment of individuals to the position by members of the official county fair board. Thus, it is quite evident that most teachers have found it expedient to operate with a duly constituted local fair board, which in the majority of cases is elected by a local community meeting assembly.

TABLE XVIII
 METHODS AND PROCEDURES USED IN ADVERTISING
 LOCAL COMMUNITY FAIRS AS REPORTED BY TEACHERS
 (24 Schools Reporting)

Method or Procedure	Number Reporting	Percent Reporting
Newspapers	22	91.6
Fair book	6	25.0
Radio	6	25.0
Placards	5	20.8
Posters	4	16.6
Pamphlets	2	8.3
Hand bills	1	4.1
Bumper strips	1	4.1
Buttons	1	4.1
Letters	1	4.1
Car stickers	1	4.1
Special meetings	1	4.1

By far the most important medium of advertising the local fair used by teachers was the newspaper. One-fourth of the teachers indicated the use of fair books while one-fourth also indicated the use of radio. If placards and posters are considered similar methods, it is significant that 37.5% reported the use of such devices. The use of the term "fair books" may have referred to special messages sent out with the fair catalogues.

TABLE XIX
 ATTRACTIONS AND AMUSEMENTS IN CONNECTION WITH LOCAL FAIRS
 AS REPORTED BY TWENTY-FOUR VOCATIONAL AGRICULTURE INSTRUCTORS

Attraction or Amusement	Frequency Reported	
	Number	Percent
Local talent shows and contests	4	16.6
Local rodeo	3	12.5
Commercially sponsored musical groups	3	12.5
Old Fiddlers Contest	2	8.3
Square dances	2	8.3
Old settlers get-together	2	8.3
State wildlife trailer display	2	8.3
Baseball games	2	8.3
Picture shows	2	8.3
Merchants booths	2	8.3
FHA and FFA educational booths	2	8.3
No attractions or entertainment of any sort	2	8.3

This survey of twenty-four fairs revealed many types of attractions and forms of entertainments. Few fairs had exactly the same sort of attractions and amusements but many were closely related. It seems likely that the forms reported contributed to the individual fair in which they were used. One teacher said that they provided additional educational and social values for the community fair, which in turn tended to bring more people to the fair.

A summarization of the attractions and amusements as listed in Table XIX show two or more fairs employing one or more of the following: Local talent shows and contests, carnivals, local rodeos, feed bands, old fiddlers contest, square dances, old settlers get-together, state wildlife trailer display, baseball games, picture shows, merchants booths, and FHA and FFA educational booths.

Each of the following were listed as used one time by one of the teachers reporting. School bands, home demonstration club booths, kid races, bicycle racing, sack races, fat man's race, hog calling, husband calling, horse pulling contest, horse races, potato race with horses, obstacle races with horses, ducking stool, bingo, prison band, greased pig, greased pole climbing, state forestry display, double bubble blowing contest, amateur hour contests, baby contests, queen contest, boxing, terrapin races, school programs; and chamber of commerce programs.

Teachers reporting two fairs said they had no attractions or entertainment of any sort.

MISCELLANEOUS INFORMATION REGARDING LOCAL FAIRS AS REPORTED BY TEACHERS

1. The average estimation of people in the fair territory of these fairs ranged from 2,500 to 15,000. The average was 3,550 people.
2. Teachers reported fairs evenly divided as to organizing separate divisions for junior and adult exhibitors. Twelve schools reported separate divisions for 4-H club and FFA members, while twelve others reported both junior and adult exhibitors showing in the same classes.
3. Only four teachers failed to answer the question regarding whether the rules of their local fair were such as to require registration of all livestock exhibited. Of the 20 teachers who did answer, only 4 indicated that registration was a definite requirement. While 16 or eighty percent of those replying said that grade animals were eligible for competition in the same classes with registered animals.

OTHER INFORMATION RECEIVED REGARDING FFA ACTIVITIES

1. Fifteen FFA chapters reported operating concession stands at the local fairs. Reports as to profits made from these concessions ranged from \$15.00 to \$300.00. One FFA chapter reported as operating a concession jointly with the local FHA chapter.
2. It is of interest to note that reports showed that seven of the community fairs in this study had more than one FFA chapter exhibiting, compared to a total of seventeen that had only one chapter exhibiting, presumably the local chapter.

LISTED BELOW ARE THE SERVICES TEACHERS REPORTED
PERFORMING WITH REGARD TO THE OPERATION OF THE COMMUNITY FAIRS

"Do the planning and see that everything is operating right."

"Secretary of fair board, get judges, print premium lists, distribute same and write newspaper articles."

"General superintendent."

"Get it set up and keep it going."

"President for seven years."

"Work with fair board."

"Solicit the money and general superintendent."

"All arrangements, supervision, make fair catalogue."

"Assists in many ways."

"President for 15 years and general manager."

"About all."

"Flunkie---do a little of everything."

"Manager."

"Select judges, assist in making premiums lists and getting buildings ready."

"General manager."

"Attend all fair board meetings, fix livestock facilities and secure judges."

"Do most of the managing."

"Select judges, charge of ground and make premium lists."

"General overseer."

"Secretary and most of everything."

"General superintendent."

"Fair manager twice, on agricultural fair committee for six years."

"Doing the advertising and securing the judges."

"Chairman of the fair board."

"Arrange for everything."

"Make fair catalogue."

AGRICULTURE TEACHERS COMMENTS REGARDING
THE BENEFITS OF A LOCAL FAIR TO THE COMMUNITY

Teachers answers with regard to the question, "Of what benefit do you consider the local fair to your community?", varied to a certain degree but the majority stressed social values and the fostering of community spirit, pride, and understanding. Quoted replies were as follows:

- "Opportunity to observe things done by the farmers in the community."
- "Increases the quality of products and livestock produced on the farms."
- "Promotes unity and understanding and striving for higher goals by competition."
- "Develops pride in community work."
- "Farmers and business men get better acquainted."
- "Educational and inspirational."
- "Getting together."
- "Provides an opportunity for a sale of animals produced in the community."
- "Brings people to town."
- "Goodwill in the trade territory."
- "Creates a better community spirit."
- "Helps to educate the townspeople to farm life."
- "Compare products and livestock with others."
- "Big time and to see improved agriculture products."
- "Creates a desire to raise better crops and livestock."
- "Brings farmers together."
- "See progress made by the community agriculturally."
- "Social functions."

AGRICULTURE TEACHERS COMMENTS REGARDING EDUCATIONAL
VALUE TO THE COMMUNITY OF THE 24 COMMUNITY FAIRS HELD

- "Increases interest in better crops and livestock."
- "Marks the progress of a community agriculturally."
- "Creates progressive attitudes among the farmers."
- "Closer association between rural and town people."
- "The people in the town see what is being done."
- "Makes people conscious of agricultural improvements."
- "See what others are doing."
- "Lets people know there is an FFA."
- "Helps to build a community."
- "Promotes agriculture."
- "Makes better neighbors."
- "Creates new ideas."
- "Sets standards or goal for some to strive to attain."
- "Learn how to select and prepare exhibits."
- "Helps to educate people to the value of FFA and other farm organizations."
- "Provides an opportunity for some to learn how to select better livestock."
- "Provides a place for the exchange of farm products."
- "To encourage the improvement of poultry in the community."

ADVANTAGES OF LOCAL FAIRS TO THE VOCATIONAL AGRICULTURE PROGRAM AS REPORTED BY AGRICULTURE TEACHERS

The following are the statements that were given by 21 teachers in answer to the question, "In what way do you think the community fair has helped the Vocational Agriculture program".

<u>Advantage Listed</u>	<u>Number of Teachers Listing</u>
"Good advertisement for vocational agriculture."	6
"Helps to get FFA and 4-H club members to own and show better livestock and crops."	6
"Gets more support for vocational agriculture from the community."	4
"Gives the rural people a chance to show off their products, thus creating a good will toward vocational agriculture."	3
"Instills integrity into FFA members who participate."	2
"Makes a stronger supervised training program among all day boys."	2
"Boys seem to take more interest in agriculture."	2
"People back up program according to interest shown by boys and adults in exhibiting at local community fair."	2
"Makes a stronger department of vocational agriculture"	2
"Helps to stimulate boys to have more entries at the Tulsa, Muskogee and Oklahoma City fairs."	2
"Gives boys outlets for competition, locally."	2
"Gives the vocational agriculture instructor contact with people who otherwise he would never have the chance to contact."	2
"Creates a good will between instructors and farmers."	2
"Makes more people agriculturally minded."	2

"Brings out better feeling within the community concerning a show program at other fairs that the FFA boys might want to show."	2
	1
"Shows boys how to select and prepare crop exhibits."	1
"Centers more interest in the program."	1
"Community fair helps the vocational department get a new barn."	1
"Gets business men interested in the work of a good many of their customers."	1
"Brings together the interested parents of the FFA boys, which helps them to encourage their boys to increase their farming operations."	1
"A better understanding among FFA students and other teachers in the school."	1

A total of 45 benefits of a Community Fair to the Vocational Agriculture Department were listed for an average of 2.1 per teacher.

PROBLEMS CONCERNING LOCAL FAIRS AS LISTED BY TEACHERS

Below are listed the problems teachers indicated they encountered in connection with community fairs. These problems were given by the 21 teachers who answered the question, "What major problems or problem are you confronted with in directing a community fair?"

<u>Problem</u>	<u>Number of Teachers Indicating</u>
"Finances"	12
"Arranging for sufficient amount of room for the exhibits."	5
"Getting interest among the prospective exhibitors."	5
"Getting the superintendents of the various divisions to perform their duties."	4
"Having the merchants to put up displays."	4
"Getting the exhibits to conform to the fair catalogue."	3
"Entertainment."	3
"Securing competent judges."	2
"Teacher doing too much of the work himself."	2
"Making decisions as to whether to include livestock in the fair."	2
"Entering exhibits."	2
"Difficulty in placing proper value on merchandise to conform with money value awarded kindred exhibits."	2
"Deciding on dates."	1
"Night programs."	1
"Paying premiums promptly."	1
"Publishing results of winners in the paper."	1

"Getting desirable carnival."	1
"Securing the services of business men."	1

There were 52 problems submitted by 21 teachers or an average of 2.4 problems per fair.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

It is evident that any study is of little value unless certain purposes are realized and conclusions formed. In this chapter significant findings of various sections are reviewed and an attempt is made to draw certain conclusions there from.

This study included surveys of twenty-four community fairs. A check of available sources indicate that in 1950 a total of forty-four community fairs were directed by vocational agriculture teachers in the state of Oklahoma. Since twenty-four are included in this study, we do have a somewhat comprehensive study of over one-half of the community fairs in the state of Oklahoma.

Teachers seemed to agree that the securing of finances was the greatest problem connected with the direction of community fairs. Finances were listed by 50% of the teachers to be the major problem encountered. Forty-six percent of the teachers listed expenditures of local fairs ranging from \$200 to \$500. Most of them did not consider this adequate in amount. Fifty-nine percent of the total expenses were obtained from county funds, while forty-one percent was obtained by popular subscription. In the case of sixty-six percent of the fairs, the vocational agriculture teacher had the entire responsibility of securing additional funds in excess of that supplied by the county.

Almost without exception, teachers agreed that members of the local Future Farmers of America chapter contributed much toward the success of

the local fair. Sixty-six and six-tenths percent of teachers reported FFA members and former members serving as division superintendents. Other ways in which they served were as helpers in setting up physical equipment, arranging exhibits, assisting judges and in cleaning up after the fair was over.

All except two of the teachers said that the fair was directed through a local fair board. In fifty-four and five-tenths percent of the cases this was an elected board serving more or less independently of the County Fair, while their position in forty-four and five-tenths percent of the cases was appointed through the County Fair Board. With such an organization, it was indicated that the Vocational Agriculture teacher was generally appointed to serve as secretary-manager of such a local board.

That the local fair in Oklahoma serve as a function, involving a considerable representation of the people of the community, can be seen in the many people reported as aiding the fair. Among those people listed as aiding in some specific manner were: Local people, city employees, VATP instructors, homemaking teachers, Home Demonstration club members, local 4-H club leaders, school teachers, school administrators, local merchants, local farmers and stockmen and FFA boys.

The many ways in which women aid in the local fairs are evident in this study. Women are our free advertisers. They either approve or condemn your fair, the exhibits, the premiums offered, the entertainment, the general set-up over the telephone, at the laundry, by mail and telephone, church, club and social groups gatherings. We should not forget these hidden sources of assistance, but we must be sure they are in the

favor of our fair. Perhaps the participation of our women as "opinion maker" is the one most important to us all.

The women have a part in our fairs in many ways, either as an exhibitor, program participant, opinion maker or a spectator. We should encourage them; they will in many cases encourage other members of the family to bring additional exhibits from the home or farm. The women often appear to take their participation more seriously than men do.

Certain major problems revealed in this study were: Getting the exhibits brought in and on time, exhibits brought in that do not confer with the listing in the premium book, getting merchants to put up displays, allotting sufficient space for exhibits and securing suitable entertainment and attractions.

In regard to the benefits that a community receives from a community fair, the following benefits were listed more times frequently by the teachers than others.

"The community fair affords an opportunity for a large number of people to observe things being done by agriculture in the community."

"It develops unity, understanding, and the striving for higher goals through competition and observation."

"It develops pride in community and individual work."

"Farmers and business men get better acquainted."

Vocational agriculture teachers endeavor to sponsor activities that will contribute toward strengthening the vocational agriculture program in their community. The following statements, given by a number of the teachers in this survey, seem to indicate the major reasons why they thought community fairs has helped their vocational agriculture program. Each of these were listed in the study by at least three or more teachers.

"Helps to get FFA and 4-H members to own and show better livestock and to raise and show better quality crops."

"Good advertisement for the vocational agriculture program."

"Helps to get more support for vocational agriculture from the community."

"It gives the rural people a chance to show off their products, thus creating good will toward vocational agriculture."

"Helps to make a stronger supervised training program among the all day boys."

It is evident that vocational agriculture departments do receive much benefit from a community fair with the agriculture teacher and the FFA boys having a major part in its planning and operation.

In conclusion it can be pointed out that a well planned and operated community fair has unlimited values for promoting the well being of the sponsoring organization or individual. It is probable that in the next few years we will see some increase in the number of community fairs in the state of Oklahoma. This presents an opportunity for the local vocational agriculture teachers and other individuals to display real ability in planning and directing an important community-made function. The following outline for the planning and operation of a community fair has been prepared by the author and is offered as a suggested guide for those interested in instigating a community fair in his community.

SUGGESTED OUTLINE FOR ORGANIZING AND
MANAGING A COMMUNITY FAIR

- I. Interest should be created in the community and the area that the fair will include. The following individuals are the ones important to contact.
 - A. Outstanding farmers in the community who are leaders.
 - B. Outstanding businessmen.
 - C. Farm organizations and others interested in agriculture.
 - D. FFA boys.
 - E. Teachers in surrounding rural communities.
 - F. Home Demonstration clubs, 4-H Clubs.
 - G. Other organized groups.

- II. Date should be selected for an organizational meeting.
 - A. This is to be kept in mind while the above contacts are being made.
 - B. After date has been selected, it should be advertised.

- III. An organization of the fair is set up, at this first meeting.
 - A. Select a temporary chairman.
 - B. Elect officers.
 1. President
 2. Manager
 3. Secretary
 4. Treasurer
 - C. Appoint a committee to make constitution and by-laws (if none exist). (Samples of local fair constitutions should be on hand.)
 - D. Set date for next meeting.

IV. Second meeting -- set up and adopt the constitution and by-laws.

V. Set dates of the fair, establish policies and the appointment of the following committies should be made. Their duties should be explained to them in detail.

A. Finance committee.

1. Set up budget.
2. Receive and spend money taken for the operation of the fair.
3. Make prior approval of all expenses.
4. Make reports to the manager and be responsible for an annual report.

B. The following committees must be responsible for the following, or see that it is being done pertaining to their respective departments.

1. Write rules and regulations for their division.
2. Secure judges for their division.
3. Make premium list.
4. Award ribbons and prizes.

Beef Cattle, Dairy Cattle, Swine, and Poultry Committees.

1. Classify all entries into age and weight classification.
2. Make contacts and explain rules and regulations prior to and during the fair.
3. Provide display cards.
4. Make arrangements for the judging of entries.
5. Provide for the safety of the animals and people during the fair.
6. Keep surrounding neat and clean.

- 7. See that interested individuals receive a fair catalogue prior to the fair.
- 8. Cleaning of the area after the fair.

Women's Department

Must be responsible for any of the above that pertains to this department.

Agriculture booth committee

Must be responsible for any of the above that pertains to this department.

Commercial exhibits committee

Must be responsible for any of the above that pertains to this department.

Buildings and Grounds Committee

- 1. Repair old buildings.
- 2. Provide adequate water and lights.
- 3. Provide safety facilities.
- 4. Provide proper rest room facilities.
- 5. Provide for proper cleanliness on the fair grounds.
- 6. Secure adequate fire and police protection.

Entertainment committee

- 1. Determine types of entertainment.

The community likes and dislikes must be considered here. It is always to consider the chance of collecting a little revenue from these forms of entertainment if more money is needed.

Catalogue committee

- 1. Sell advertisement space in catalogue.
- 2. Secure and assemble the material from the other committees, prior to publication.
- 3. See that interested persons receive catalogue, contact committees for mailing list.

Publicity committee

1. See that publicity is carried to the people that will bring exhibits first and secondly the people that would come to see the exhibits.
 2. The publicity should be scattered over a period of a number of weeks before the fair.
- C. A meeting of all committees should be held immediately after the fair is over. This is for the purpose of discussing ways of improving the fair for the next year.

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