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AN EVALUATION OF PARLIAMENTARY PROCEDURE PROGRAMS IN
SOUTH DAKOTA FUTURE FARMERS OF AMERICA CHAPTERS

BY

CALVIN E. WILLEMSEN

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A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Arts, Major in
Speech, South Dakota
State University

June, 1974

150

AN EVALUATION OF PARLIAMENTARY PROCEDURE PROGRAMS IN
SOUTH DAKOTA FUTURE FARMERS OF AMERICA CHAPTERS

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Arts, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

ACKNOWLEDGEMENTS

I wish to thank my advisor, Dr. Wayne Hoogestraat, Head of the Department of Speech at South Dakota State University, for his advice and guidance in the writing of this thesis.

The cooperation received from the Future Farmers of America chapter advisors in South Dakota was appreciated. Without their attention in completing the questionnaire, this thesis would not have been possible.

Dr. Hilding Gadda, professor of education, offered suggestions that were helpful in the completion of this thesis.

The enduring motivation and support of my wife, Lynne, was essential during this writing and the entire graduate program.

CEW

TABLE OF CONTENTS

| Chapter | Page |
|--|------|
| I. INTRODUCTION | 1 |
| Origin and Statement of the Problem | 1 |
| Procedures | 2 |
| Scope and Limitations | 6 |
| Footnotes | 8 |
| II. OBJECTIVES AND STANDARDS | 9 |
| Source of Objectives and Standards | 9 |
| Objectives and Standards for Evaluation of the FFA's Instruction in Parliamentary Procedure | 11 |
| The Instructional Period | 12 |
| Motions and Procedures to be Covered | 13 |
| Behavioral Objectives to be Achieved | 16 |
| Instructional Resources to be Made Available | 18 |
| Questionnaire Preparation | 22 |
| Footnotes | 23 |
| III. PARLIAMENTARY PROCEDURE INSTRUCTION IN SOUTH DAKOTA FFA CHAPTERS | 26 |
| Introduction | 26 |
| Questionnaire Response | 26 |
| Enrollment in Schools Responding | 27 |
| Size of FFA Chapters in South Dakota | 28 |
| Chapters with Some Parliamentary Procedure Instruction | 29 |

| | |
|---|-----------|
| Year of Primary Parliamentary Procedure Instruction | 30 |
| Review After the Primary Instruction Year | 32 |
| Number of Instructional Periods | 33 |
| Instructional Methods Used | 35 |
| Motions and Procedures Covered | 38 |
| Expected Performance of Behavioral Objectives | 41 |
| Basic Text | 45 |
| Use of the Advisor's Teaching Guide on FFA | 48 |
| Use of The New FFA, Student Performance Objectives | 49 |
| Use of Additional Supporting Resources | 50 |
| Random Comments Concerning Parliamentary Procedure Instruction | 52 |
| Summary | 54 |
| IV. SUMMARY AND CONCLUSIONS | 57 |
| Summary | 57 |
| Conclusions | 58 |
| Implications for Further Study | 60 |
| BIBLIOGRAPHY | 62 |
| APPENDICES | |
| A. Letter to Mr. Hunsicker | 64 |
| B. Letter from Mr. Hunsicker | 65 |
| C. Letter from Mr. Gustafson | 66 |
| D. Letter from Mr. Gray | 67 |
| E. Letter from Mr. Seefeldt | 68 |

F. Questionnaire 69
G. List of South Dakota FFA Advisors 73
H. Questionnaire Cover Letter 76

LIST OF TABLES

| Table | Page |
|---|------|
| 1. Size and Number of Schools Responding | 28 |
| 2. FFA Chapter Size in South Dakota | 29 |
| 3. Year of Primary Parliamentary Procedure Instruction . . | 32 |
| 4. Number of Parliamentary Procedure Instructional Periods | 34 |
| 5. Teaching Method Used Most Frequently | 37 |
| 6. Number and Percentage of Instructors Indicating Inclusion of Motions and Procedures in Their Instructional Program | 40 |
| 7. Number and Percentage of Instructors Expecting Student Performance of Specified Behavioral Objectives | 44 |
| 8. Additional Instructional Resources | 51 |

CHAPTER I

INTRODUCTION

Origin and Statement of the Problem

Since education at the high school level is training many students to go directly into the business and professional world as well as preparing them to attend other schools, it may be beneficial to look at one aspect of high school education to see if the students in that area are being offered adequate preparation for the challenge they face in today's world.

The Future Farmers of America is a national organization of secondary school students studying vocational agriculture. As part of its course of instruction, FFA offers a section on parliamentary procedure. According to the book Modern Parliamentary Practices, "Over ten million Americans go to national, state, and regional conventions each year and spend approximately 1.2 billion dollars at these meetings."¹ Thus, the FFA becomes a vital link in the preparation of these young people in the skills of parliamentary procedure.

The purpose of this study is to ascertain how and to what extent the program of the Future Farmers of America in South Dakota attempts to prepare its students in the skills of parliamentary procedure. In order to fulfill the above purpose, two sub-questions needed to be answered: (1) What are the

objectives and standards set by the national and state FFA organizations and, (2) What is actually being offered by local FFA chapters.

Procedures

The following steps were taken in the process of completing this study.

A. The sources cited below have been surveyed to discover if any research like or comparable to the study suggested has been completed:

Auer, J. Jeffery. "Doctoral Dissertations in Speech: Work in Progress." Speech Monographs, annual issues, 1951-1969.

Cain, Earl R., ed. Speech Abstracts. Long Beach, Ca.: Department of Speech Communication, 1970-1971.

Dow, Clyde W. "Abstracts of Theses in the Field of Speech." Speech Monographs, annual issues, 1946-1965.

Index to American Doctoral Dissertations. Ann Arbor, Michigan: University of Michigan, 1966-1969.

Knower, Franklin H. "An Index to Graduate Work in Speech." Speech Monographs, annual index, 1928-1969.

Martin, W. Howard, ed. What do Studies Show?, Summaries and Interpretations of Research in Selected Areas of Agriculture Education. Danville, Illinois: Interstate Printers and Publishers, 1952.

Nelson, Max. "Abstracts of Dissertations in the Field of Speech." Speech Monographs, annual index, 1966-1969.

Research Committee, Agriculture Education Division, American Vocational Association. Summaries of Studies in Agriculture Education. Danville, Illinois: Interstate Printers and Publishers Association, 1963-1965.

D. A list of all active FFA chapters in South Dakota was compiled. There were sixty active high school FFA chapters in South Dakota in the spring of 1973. This information was made available by Dr. H. W. Gadda.²

E. A questionnaire was prepared which was intended to collect information concerning the degree to which local chapters are conforming to the selected standards and objectives (see C above) in their instruction in parliamentary procedure.

F. The questionnaire was sent to four individuals presumed to be knowledgeable concerning FFA, parliamentary procedure, and questionnaire use. This pre-testing was done to assure useability and practicality. Pre-testors of the questionnaire were: Dr. H. W. Gadda and Dr. Clark Hanson, of the South Dakota State University Agricultural Education Department, both of these men are former high school vocational agriculture instructors; Dr. Wayne Hoogestraat, instructor of the parliamentary procedure course offered at South Dakota State University and the author of a textbook on parliamentary procedure; and Dr. Ben Markland, a suggested expert on the phrasing and form of questionnaires and professor of journalism at South Dakota State University.

G. The questionnaires were mailed to the 60 South Dakota local chapters of the FFA with a request that they be completed and returned by the chapter advisor. All FFA chapters in South Dakota received questionnaires. A second mailing of the questionnaire was sent to instructors who did not reply to the first

request. After this second mailing, responses were received from all but three of the chapter advisors. This information will be explained more fully later in this writing.

H. Data from the returned questionnaires was analyzed in order to make a judgment as to what appeared to be the status of instruction in parliamentary procedure at the local chapter level in South Dakota high schools. This judgment utilized the statement of objectives derived from material provided by the national and state headquarters of the FFA in step C as the evaluative criteria, along with other available sources. Other incidental items of evidence pertinent to the foregoing determination were also utilized.

I. Finally, conclusions were drawn concerning the instruction of parliamentary procedure as it is offered by local South Dakota FFA Chapters. Conclusions were drawn concerning: (1) What materials are provided by the national and state FFA organizations, (2) How closely South Dakota Chapters adhere to the selected criteria, and (3) What is the status of parliamentary procedure in South Dakota FFA chapters.

Scope and Limitations

This research paper is not intended as an assessment of the instruction in parliamentary procedure for all classes at the high school level in South Dakota. It is limited to FFA affiliated instruction.

FOOTNOTES

¹Wayne E. Hoogestraat and Donald E. Sikkink, Modern Parliamentary Practices (2nd ed.; Minneapolis: Burgess Publishing Co., 1966), p. 1.

²Hilding W. Gadda, Professor of Education, South Dakota State University, Brookings, South Dakota.

CHAPTER II

OBJECTIVES AND STANDARDS

Source of Objectives and Standards

It was indicated in Chapter I that objectives and standards for instruction in parliamentary procedure were presumed to be set by the national and state organizations of FFA. Appendix A contains a copy of a letter sent to Mr. H. N. Hunsicker, the national advisor of the FFA. In that letter information was requested concerning standards and materials supplied to local chapters with regard to the instructional program in parliamentary procedure. Mr. Hunsicker's reply was that "most of the activities in parliamentary procedure take place within a State," (See appendix B).¹ He further suggested that specific state advisors be contacted in this regard.² Thus, a letter was written to Mr. E. W. Gustafson, state FFA advisor for South Dakota, requesting information about standards and objectives with regard to instruction in parliamentary procedure.

Mr. Gustafson indicated that the state FFA organization offers no specific criteria for local chapters to follow. He replied that it is up to local chapters to carry on the instruction in parliamentary procedure.³ Apparently the state organization does not supply local chapters with any resources that were not already supplied to this author by the national office of the

FFA. Mr. Gustafson suggested contacting Dr. H. W. Gadda if any other questions arose.⁴ (A copy of the Gustafson letter is enclosed at Appendix C.)

Prior to contacting Mr. Hunsicker this author had talked with Dr. Gadda and received substantial information which was useful in preparing this writing. However, none of this information is pertinent to the standards and objectives for instruction in parliamentary procedure and cannot be utilized at this point.

Mr. Hunsicker, additionally, informed this author that he had forwarded copies of the original letter of request to Mr. William Paul Gray, National Executive Secretary of the FFA, and to Mr. Robert A. Seefeldt, Manager of FFA Contests and Awards.⁵ Mr. Gray apparently understood the letter as a request for information about state FFA Parliamentary Procedure contests. He did, however, send several of the instructional resources and teacher guides used by the FFA. Mr. Seefeldt replied that state associations should be able to "provide answers to the questions proposed."⁶ (The letters from Mr. Gray and Mr. Seefeldt are included in Appendices D and E, respectively).

The following materials were received by this author from the office of Mr. Gray:

1. Advisor's Teaching Guide⁷
2. The New FFA, Student Performance Objectives⁸
3. Parliamentary Guide for the FFA⁹
4. Handbook for Conducting FFA Meetings.¹⁰

Objectives and Standards for Evaluation of the
FFA's Instruction in Parliamentary Procedure

Neither the national nor state FFA offices provided a specific inclusive list of objectives and standards with regard to instruction in parliamentary procedure. Therefore, it was necessary to devise the objectives and standards from the sources provided by the national and state offices, sources received from Dr. Gadda, and other sources available. The Parliamentary Guide for the FFA¹¹ and Handbook for Conducting FFA Meetings¹² are sources that the National FFA Organization provided. Therefore it was assumed that material included in these two sources was deemed necessary and important and should be reflected in the objectives and standards. The Advisor's Teaching Guide¹³ and The New FFA, Student Performance Objectives¹⁴ were also used to establish behavioral standards and objectives. The final source used was the 1972 Official Manual of the Future Farmers of America¹⁵ (Official Manual), which was procured from Dr. Gadda.

The following objectives and standards for instruction in parliamentary procedure have not been compiled by either the national or state FFA organization; therefore, it cannot be called the plan of instruction in parliamentary procedure for the FFA. However, it is based solely on materials received from the national and state organizations and parliamentary authorities. It is reasonable to believe that it represents a usable statement of instructional objectives and standards for use by the FFA.

The Instructional Period

The first segment of instruction in parliamentary procedure explored for specific objectives and standards was the instructional period. Several sources indicated that instruction in parliamentary procedure should definitely be included in the classroom during vocational agriculture classes. A Handbook for Conducting FFA Meetings strongly recommends using "real life situations" for effective learning.¹⁶ The Advisor's Teaching Guide included language to the effect that instruction in all facets of parliamentary procedure should take place during the freshman year in high school (9th grade). It further indicated that the material should be reviewed throughout all four years of instruction in vocational agriculture at the secondary level.¹⁷

Not one of the sources provided, mentioned the length of proposed instruction. In an attempt to arrive at a suggested length of instructional period, several high school texts which included chapters on parliamentary procedure were reviewed. One text, An Introduction to Speaking by Wilbur E. Gilman, Bower Aly, and Hollis L. White,¹⁸ offered most of the same topics for instruction in parliamentary procedure as the FFA suggests. This text suggests that at least ten class hours be spent on studying the parliamentary procedure material presented.¹⁹ A Guide Book for Teaching Speaking and Listening in the Senior High School edited by Oliver W. Nelson suggested that two weeks be spent studying parliamentary procedure.²⁰

Considering then that all procedures are to be covered during the freshman year using "real life" practice sessions, it seems apparent that a minimum of two weeks (one hour per day for ten school days) should be spent teaching parliamentary procedure. Thus, the standards set for the overall instructional period in parliamentary procedure taught in vocational agriculture classes appear to be:

1. A minimum of ten instructional periods (hours) should be mandatory.
2. All facets of instruction in parliamentary procedure should be covered during the first year of vocational agriculture classes.
3. Some areas of instruction should be reviewed each year.
4. "Real life" situations should be used for effective learning of parliamentary procedure.

These standards were incorporated into the questionnaire sent to all South Dakota FFA chapter advisors.

Motions and Procedures to be Covered

A determination of the motions and procedures to be covered in the FFA's instruction in parliamentary procedure was the second area of inquiry. A comprehensive roster of motions and procedures was compiled from the several sources available.

A Handbook for Conducting FFA Meetings, one of the resources procured from the national office, suggests the following as motions to be covered:

1. The Main Motion
2. Division of the Assembly
3. The Motion to Amend
4. The Motion to Refer to a Committee

5. The Previous Question (Close Debate)
6. The Motion to Table
7. The Motion to Postpone Indefinitely
8. The Motion to Postpone to a Certain Time
9. The Point of Order
10. The Appeal
11. Motion to Suspend the Rules
12. The Question of Privilege
13. The Request for Information
14. The Request for Parliamentary Information
15. The Request to Withdraw a Motion
16. The Motion to Reconsider
17. The Motion to Take From the Table
18. The Motion to Repeal or Rescind
19. The Motion to Recess 21
20. The Motion to Adjourn.

While not listing the motions by name, the Advisor's Teaching Guide includes the following procedures as those which should be included in the FFA's instructional curriculum:

1. How to Make a Motion (Main Motion)
2. How to Introduce New Business (Main Motion)
3. How to Secure a Vote
4. How to Modify, Change, or Improve the Original Motion (Amend)
5. How to Stop Discussion
6. How to Delay Action on a Motion
7. How to Enforce the Rules
8. How to Make Requests
9. How to Take Care of an Emergency
10. How to Consider a Motion the Second Time
11. How to Interrupt or End the Meeting.

The Parliamentary Guide for FFA devotes one chapter to each of the following motions:

1. Main Motion
2. Lay on the Table
3. Previous Question
4. Refer to a Committee
5. Amend
6. Point of Order
7. Appeal From the Decision of the Chair
8. Suspend Standing Rules
9. Division of the Assembly

10. Nominations
11. Parliamentary Inquiry
12. Leave to Withdraw a Motion
13. Adjourn
14. Call for the Orders of the Day.²³

Because the previously stated motions and procedures were mentioned as necessary items to the FFA's instruction in parliamentary procedure, it was reasoned that the following composite list of motions and procedures should be included in the instruction of parliamentary procedure. The motions and procedures cited in the various sources were not worded similarly and sometimes were not even labeled as motions. Therefore, the author used Modern Parliamentary Practices²⁴ and tried to arrive at common accepted names for any motions and procedures that appeared to be similar.

This final composite list of recommended motions to be included in the instructional program is presented below:

1. Adjourn
2. Recess
3. Question of Privilege
4. Call for the Orders of the Day (not mentioned in Modern Parliamentary Practices)
5. Appeal
6. Close Nominations
7. Division
8. Nomination
9. Parliamentary Inquiry
10. Point of Order
11. Suspend Rules
12. Withdraw
13. Postpone Temporarily
14. Close Debate
15. Limit Debate
16. Postpone Definitely
17. Refer to Committee
18. Amend
19. Postpone Indefinitely
20. Resume Consideration

21. Rescind
22. Reconsider
23. General Main Motion.

The preceding roster of motions and procedures was used in preparing a portion of the questionnaire sent to local chapter advisors in South Dakota.

Behavioral Objectives to be Achieved

The Advisor's Teaching Guide makes clear that the functional use in a business meeting of each motion and procedure is one of the behavioral objectives in the parliamentary procedure program.²⁵ Even though the other sources do not specifically state the functional use of motions and procedures as a behavioral objective, it seems reasonable to assume that the FFA would desire its members to know how to use each procedure and motion it presented.

A Handbook for Conducting FFA Meetings lists the following as points FFA members should know:

1. How to take part in a meeting
2. How to conduct a meeting
3. How to protect the rights of the members of the chapter so that all are treated fairly.²⁶

This handbook describes in detail some of the behavioral objectives listed above. It devotes one chapter to suggestions for using the gavel. Members should know what one, two, and three taps of the gavel mean, and when and for what reasons a chairman uses the gavel. The handbook also offers a chapter on nominating committees and election procedures.²⁷

The Parliamentary Guide for FFA deals specifically with the offices of secretary and treasurer. It devotes parts of a chapter to preparation of secretary and treasurer's reports. Members should be able to prepare a secretary's and a treasurer's report and know what action must be taken on each. This text also presents information intended to prepare members to participate in committees.²⁸

While the Advisor's Teaching Guide does not mention any objectives not already mentioned in this writing, it does re-emphasize the proper use of the gavel as an objective to be achieved; although it does not state specifically what "proper use" is.²⁹ The New FFA, Student Performance Objectives also stresses some of the previously mentioned behavioral objectives. It states that:

1. FFA members should be able to serve as committee members.
2. FFA members should be able to serve as committee chairmen.
3. Any FFA member should be able to serve as an officer.³⁰

The Official Manual offers three general behavioral objectives that appear to be the overall general objectives of the FFA's instruction in parliamentary procedure. They are:

1. Every FFA member should be able to take part in a business meeting.
2. Every FFA member should be able to conduct a business meeting.
3. Every FFA member should be able to protect the rights of the minority while carrying out the will of the majority.³¹

The preceding objectives were recorded as they appear in the respective texts. It may be noted that many are not worded as behavioral objectives. When compiling the following composite roster of behavioral objectives, every effort was made to make the wording comply with criteria set forth by Robert F. Mager in his book Preparing Instructional Objectives.³²

A list of behavioral objectives prepared by combining and rewording objectives from available sources follows:

1. Every FFA member should be able to use the gavel properly.
2. Every FFA member should be able to take part in a nominating committee.
3. Every FFA member should be able to carry out the duties of an organization secretary and prepare a secretary's report.
4. Every FFA member should be able to carry out the duties of an organization treasurer and prepare a treasurer's report.
5. Every FFA member should be able to carry out the duties of a committee chairman.
6. Every FFA member should be able to take part in a committee meeting.
7. Every FFA member should be able to take part in the election of officers.

The preceding behavioral objectives were used when preparing the questionnaire sent to all South Dakota FFA Chapter advisors.

Instructional Resources to be Made Available

Suggested instructional resources to be made available to the students in local chapters were compiled by reviewing sources of instruction in parliamentary procedure made available to this author by the National FFA Headquarters.

The New FFA, Student Performance Objectives lists no resources to achieve the objectives it offers.

A Handbook for Conducting FFA Meetings,³³ Parliamentary Guide for FFA,³⁴ The Official Manual,³⁵ and Advisor's Teaching Guide on FFA³⁶ all include Robert's Rules of Order as one resource which each local chapter should make available for its member's use.

Parliamentary Guide for FFA also cites Leadership Training and Parliamentary Procedure for FFA (Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1958) as another resource book.³⁷ The reason given in the Parliamentary Guide for FFA for recommending Robert's Rules of Order and Leadership Training and Parliamentary Procedure for FFA is that these sources can be used as references for more detailed and complex parliamentary situations and for parliamentary study questions and practice problems.³⁸

Two of the available sources included fairly lengthy lists of suggested instructional resource material for the study of parliamentary procedure. The Advisor's Teaching Guide on FFA suggests the following in addition to Robert's Rules of Order. These appear as they did in the text with no authors or publishers listed:

1. The Official FFA Manual
2. Helps in Mastering Parliamentary Procedure
3. Film Strip--"The How in Parliamentary Procedure"
4. Past State and National Convention Proceedings
5. Parliamentary Procedure
6. How to Hold a Better Meeting.³⁹

The 1972 Official Manual includes the following suggested resource materials in addition to Robert's Rules of Order (while

the following entries are not in proper bibliographic form, they have been reproduced as they appear in the manual):

1. How to Hold a Better Meeting (Frank Snell, Harper and Brothers, New York, N.Y.).
2. Leadership Training and Parliamentary Procedure for FFA (Gray and Jackson, Prentice-Hall, Englewood Cliffs, New Jersey).
3. Parliamentary Procedure (Alice F. Sturges, McGraw-Hill Book Co., Inc., New York, N.Y.).
4. Practical Parliamentary Procedure (R. M. Cruzan, McKnight and McKnight, Bloomington, Ill.).
5. So You Were Elected (Bailard and McKown, McGraw-Hill Book Co., Inc., New York, N.Y.).
6. When You Preside (S. S. Sutherland, Interstate Printers and Publishers, Danville, Ill.).
7. A Handbook for Conducting FFA Meetings (K. L. Russel, Interstate Printers and Publishers, Danville, Ill.).
8. Advisor's Guide for Teaching FFA (National FFA Center, Alexandria, Virginia 22309).
9. So You Want to be an Officer in the FFA (Cornell Misc. Bulletin 40, New York State College of Agriculture, Ithaca, New York).⁴⁰

As indicated, The 1972 Official Manual does include author, publisher, and address of publisher for resource materials suggested; however, no copyright dates were given.⁴¹

Parliamentary Guide for FFA⁴² was not suggested by any other source as additional resource material; nevertheless, since it was supplied to this author by the National FFA Headquarters it is mentioned here as a possible resource.

Following is a composite list of recommended resources drawn from the foregoing sources. These resources are listed insofar as possible in corrected bibliographic form with the information available.

Books, Manuals and Pamphlets

- Bail, Joe P. So You Want to be an Officer in the FFA. Bulletin No. 40, Ithaca, New York: New York State College Press.
- Bailard and McKown. So You Were Elected. New York: McGraw-Hill Book Co., Inc., 1946.
- Cruzan, R. M. Practical Parliamentary Procedure. Bloomington, Illinois: McKnight and McKnight, 1953.
- Future Farmers of America. 1972 Official FFA Manual. Alexandria, Virginia: National FFA Supply Service, 1972.
- Gray, Jarrell D. Parliamentary Guide for FFA. Wolfe City, Texas: Hennington Publishing Co., 1964.
- Gray and Jackson. Leadership Training and Parliamentary Procedure for FFA. Englewood Cliffs, New Jersey: Prentice-Hall, 1958.
- National Convention Proceedings. Alexandria, Virginia: National FFA Center.
- Robert, Henry M. Robert's Rules of Order, Revised. Dallas: Scott, Foresman and Co., 1951.
- Russel, K. L. A Handbook for Conducting FFA Meetings. Danville, Illinois: Interstate Printers and Publishers, 1955.
- Selland, Larry and Torrence, Dennis. Advisor's Teaching Guide on FFA. Washington, D.C.: Department of Health, Education and Welfare.
- Snell, Frank. How to Hold a Better Meeting. New York: Harper and Brothers.
- Stewart, W. F. Helps in Mastering Parliamentary Procedure. New Concord, Ohio: Coop Printshop.
- Sturges, Alice F. Parliamentary Procedure. New York: McGraw-Hill Book Co., Inc.
- Sutherland, S. S. When You Preside. Danville, Illinois: Interstate Printers and Publishers.

Film Strip

- "The How in Parliamentary Procedure." Danville, Illinois: Interstate Printers and Publishers.

The preceding list of instructional resources was used as a basis for a section in the questionnaire intended to determine the status of resource materials available at the local chapter level in South Dakota.

Questionnaire Preparation

The compilations from the preceding subsections were used in preparing a questionnaire. The questionnaire was pre-tested by sending it to Dr. H. W. Gadda, Dr. Clark Hanson, Dr. Wayne Hoogestraat, and Dr. Ben Markland.

The pre-testers, whose qualifications have been mentioned in the previous chapter, were asked to make remarks concerning changes which would make the questionnaire less ambiguous, more concise, or to suggest elimination of unrelated or irrelevant questions. The questionnaire that appears in Appendix F is the final corrected copy.

The questionnaire, with a cover letter explaining the purpose of the questionnaire, and a note by Dr. Gadda explaining how the study would be of benefit to the FFA, was mailed to all FFA chapter advisors in South Dakota on April 27, 1973. Names of the chapter advisors and their schools appear in Appendix G.

FOOTNOTES

¹H. N. Hunsicker, personal letter, September 22, 1972.

²Ibid.

³E. W. Gustafson, Personal letter, November 6, 1972.

⁴Ibid.

⁵Hunsicker letter.

⁶Robert A. Seefeldt, personal letter, October, 1972.

⁷Larry Selland and Dennis Torrence, Advisors Teaching Guide on FFA (Washington, D.C.: Department of Health, Education and Welfare).

⁸National FFA Organization, The New FFA, Student Performance Objectives (Washington, D.C.: Department of Health, Education, and Welfare).

⁹Jarrell D. Gray, Parliamentary Guide for FFA (Wolfe City, Texas: Henington Publishing Company, 1964).

¹⁰Kenneth Lee Russell, A Handbook for Conducting FFA Meetings (Danville, Illinois: The Interstate Printers and Publishers, 1955).

¹¹Gray.

¹²Russell.

¹³Selland and Torrence.

¹⁴National FFA Organization.

¹⁵Future Farmers of America, The 1972 Official Manual of the Future Farmers of America (Alexandria, Virginia: National FFA Supply Service, 1972).

¹⁶Russell, p. 5.

¹⁷Selland and Torrence, pp. 9-10.

¹⁸Wilber E. Gilman, Bower Aly, and Hollis L. White, An Introduction to Speaking (New York: The MacMillan Company, 1962).

¹⁹Ibid., pp. 250-51.

²⁰Oliver W. Nelson, ed., A Guidebook for Teaching Speaking and Listening in the Senior High School (Seattle: University of Washington Press, 1960), p. 27.

²¹Russell, pp. 22, 27, 28, 33, 34, 36, 39, 40, 41, 43, 45.

²²Selland and Torrence, pp. 9-10.

²³Gray, pp. 12-16, 18-19, 21-30.

²⁴Wayne E. Hoogestraat and Donald E. Sikkink, Modern Parliamentary Practices (2nd ed.; Minneapolis: Burgess Publishing Co., 1966).

²⁵Selland and Torrence, pp. 9-10.

²⁶Russell, p. 5.

²⁷Ibid., pp. 13, 15, 29-32.

²⁸Gray, pp. 32-34.

²⁹Selland and Torrence, p. 9.

³⁰National FFA Organization, pp. 3-4.

³¹Future Farmers of America, p. 63.

³²Robert F. Mager, Preparing Instructional Objectives (Belmont, California: Fearon Publishers, 1962).

³³Russell, p. 5.

³⁴Gray, p. 2.

³⁵Future Farmers of America, p. 63.

³⁶Selland and Torrence, p. 10.

³⁷Gray, p. 2.

³⁸Ibid.

³⁹Selland and Torrence, p. 10.

⁴⁰Future Farmers of America, pp. 119-120.

⁴¹Ibid.

⁴²Gray.

CHAPTER III

PARLIAMENTARY PROCEDURE INSTRUCTION IN SOUTH DAKOTA FFA CHAPTERS

Introduction

As has been indicated earlier, questionnaires were mailed to all South Dakota FFA chapter advisors. Chapter III is an analysis of data procured from the returned questionnaires.

Questionnaire Response

Questionnaires were sent to sixty South Dakota high school with vocational agriculture instructors. However, one instructor served two schools, and that instructor indicated that he returned only one questionnaire, because he used the same parliamentary procedure instructional program in both schools. Thus, there were only actually 59 possible parliamentary procedure instructional programs to evaluate.

Fifty-six out of a possible fifty-nine questionnaires were returned for a return percentage of ninety-five. Therefore, results of this study should be a relatively accurate indicator of the status of parliamentary procedure instruction in vocational agriculture (FFA) classes in South Dakota high schools.

Enrollment in Schools Responding

Question number one on the questionnaire sent to South Dakota FFA chapter advisors was used to obtain information about the school enrollment. Question one asked, "How many students are enrolled in grades 9-12 in your school the second half of the 1972-73 school year."

Analysis of question number one indicated that there were four high schools with student enrollments in grades nine through twelve with more than one thousand students, whose vocational agriculture instructors returned questionnaires. Five instructors from schools whose enrollment was between five hundred and one thousand students mailed replies. Replies were received from eleven instructors whose school enrollments were between two hundred-fifty and four hundred ninety-nine; twenty-two instructors whose school enrollments were between one hundred twenty-five and two hundred forty-nine; and fourteen instructors whose school enrollments were fewer than one hundred twenty-five students. The lowest enrollment in grades nine through twelve from responding instructors was twenty students. Table 1 indicates the frequency of replies in each student enrollment category.

Responses to other questions will be compared according to these various enrollment categories in order to ascertain whether differences exist in parliamentary procedure instruction between small and large schools. Over half of the respondents indicated

that their school had fewer than two hundred fifty students enrolled in grades nine through twelve.

TABLE 1

SIZE AND NUMBER OF SCHOOLS RESPONDING

| Number of Students in Grades Nine through Twelve | Number of Instructors Replying |
|---|-----------------------------------|
| More than one thousand | 4 |
| Between five hundred and one thousand | 5 |
| Between two hundred fifty and four hundred ninety-nine | 11 |
| Between one hundred twenty-five and two hundred forty-nine | 22 |
| Fewer than one hundred twenty-five | 14 |

Size of FFA Chapters in South Dakota

Question number two on the questionnaire asked, "How many students are active members of the FFA in your school the second half of the 1972-73 school year?" FFA chapter size in South Dakota varied from chapters with more than seventy-five members to a chapter with fifteen members.

Analysis of returns indicates that there were five chapters with more than seventy-five members, sixteen chapters having between fifty and seventy-five members, thirty-two chapters with thirty to forty-nine members, and three chapters with fewer than thirty members.

Table 2 indicates the number of FFA Chapters in each of the various size categories, and also the chapter sizes of the various enrollment categories.

TABLE 2
FFA CHAPTER SIZE IN SOUTH DAKOTA

| School Enrollment | Size of FFA (Active) Chapter | | | |
|-----------------------|------------------------------|-------|-------|--------------|
| | Over 75 | 50-75 | 30-49 | Less than 30 |
| Over 1,000 | 2 | 1 | 1 | |
| Between 500 and 1,000 | | 3 | 2 | |
| Between 250 and 499 | 1 | 5 | 5 | |
| Between 125 and 249 | 2 | 5 | 15 | |
| Less than 125 | | 2 | 9 | 3 |
| Total | 4 | 16 | 32 | 3 |

The preceding table seems to indicate little relationship between school enrollment and FFA Chapter size. Over half of the FFA Chapters in South Dakota had between thirty and forty-nine members.

Chapters with Some Parliamentary
Procedure Instruction

"Do you include a unit on parliamentary procedure in your classes?", was the third question on the questionnaire. Fifty-five of fifty-six respondents indicated that they include a unit in parliamentary procedure in their vocational agriculture classes.

The instructor that indicated not including a parliamentary procedure unit was from a school whose enrollment was between one hundred twenty-five and two hundred forty-nine students. Parliamentary procedure instruction is included in all but one vocational agriculture class in South Dakota, according to responses

received from FFA chapter advisors. Thus, all but one instructor met the established criteria of including parliamentary procedure instruction (see page 12).

Year of Primary Parliamentary Procedure Instruction

The purpose of the fourth question on the questionnaire was to ascertain what year the primary instruction in parliamentary procedure was offered in South Dakota vocational agriculture classes. Question four stated, "During which year of class do you offer the primary unit of instruction in parliamentary procedure?"

The largest number of respondents, forty (seventy-three percent) answered that the ninth grade or freshman year was when they offered the "primary" instruction in parliamentary procedure.

Only two instructors use the sophomore year for primary parliamentary procedure instruction, one instructor gives primary instruction the junior year, and one the senior year.

Twenty percent of the programs use a combination of years for instruction. Four of the respondents said they spend equal time on parliamentary procedure each year. One instructor gives basic instruction in grades nine and ten and "intensified" instruction in grades eleven and twelve.

One questionnaire indicated that only officers received "primary" instruction.

One instructor gives primary instruction to freshmen and then again to seniors.

Two of the respondents used both the junior and senior years for primary instruction, while two others offered equal instruction in grades nine, eleven, and twelve.

One instructor that indicated he used the junior and senior years for primary instruction stated later in the questionnaire (question fourteen) that he uses these years because, "I have only juniors and seniors in Agriculture and these students are able to take Ag for only one year." Four instructors indicated that they include special training for ninth grade students in addition to the normal classroom instruction. These teachers said the ninth graders form a "Greenhand Chapter" or "Freshman Chapter," elect officers, and conduct business meetings. Again this information was garnered from question fourteen on the questionnaire.

Table 3 gives the primary instruction period according to the school enrollment size.

While the primary period of parliamentary procedure instruction varies greatly in South Dakota vocational agriculture classes, over seventy percent of the programs have the primary instruction during the ninth grade year. Eleven instructors use a combination of years for instruction and indicated none as being primary instruction years.

Only six programs did not meet the criterion of covering instruction in parliamentary procedure the first year of vocational

agriculture classes (see page 13).

TABLE 3
YEAR OF PRIMARY PARLIAMENTARY PROCEDURE INSTRUCTION

| School Enrollment | Year of Primary Instruction | | | | |
|-----------------------|-----------------------------|-----------|--------|--------|-------|
| | Freshman | Sophomore | Junior | Senior | Other |
| Over 1,000 | 3 | | 1 | | |
| Between 500 and 1,000 | 5 | | | | |
| Between 250 and 499 | 8 | 1 | | 1 | 1 |
| Between 125 and 249 | 13 | | | | 8 |
| Less than 125 | 11 | 1 | | | 2 |
| Total | 40 | 2 | 1 | 1 | 11 |

Review After the Primary Instruction Year

A majority of the instructors (seventy-one percent) reported that they review parliamentary procedure after the primary instructional period. The percentage of those who review (seventy-one percent) corresponds closely with the percentage that offer primary instruction the freshman year (seventy-three percent).

Twenty-six instructors (forty-seven percent) indicated review each year. Of the seventy-one percent who used review in succeeding years, seventy-five percent used the sophomore year, eighty percent the junior year, and seventy-five percent the senior year for reviews.

One instructor commented on how he includes review by noting in answer to item fourteen that he reviews parliamentary

procedure during grade ten while preparing his students for the Chapter Farmer Degree. He reviews in grade eleven by holding a "Junior's Leadership School," and during grade twelve he has individual review for executive council members and officers.

Approximately half of the programs achieved the established criteria of reviewing some areas of instruction each year (see page 13). While this percentage may be low, it should be noted that seventy-one percent of the instructors use some review though not each year.

Number of Instructional Periods

Question number six asked, "approximately how many classroom periods (hours) do you spend on parliamentary procedure during the year of the primary unit of instruction?"

Forty-nine percent of the instructors indicated that they use fewer than ten periods of classroom time for instruction in parliamentary procedure. Where returns were categorized to school size, exactly one-half of the instructors in schools with over one thousand students spend less than ten classroom periods on parliamentary procedure instruction. All of the instructors in schools of five hundred to one thousand students spend more than ten periods on parliamentary procedure. Thirty-six percent of the teachers in schools of two hundred fifty to four hundred ninety-nine students allocate less than ten periods to parliamentary procedure instruction. Sixty-two percent of the instructors in schools of one hundred twenty-five to two hundred forty-nine students spend

fewer than ten periods on instruction. Almost as many, fifty-seven percent, of the instructors with less than one hundred twenty-five students allot less than ten periods.

Fifty-one percent of all instructors use more than ten periods on parliamentary procedure instruction. Of this fifty-one percent, thirty-six percent allot between ten and fifteen periods, thirteen percent spend between sixteen and twenty periods, and only one instructor uses more than twenty periods.

Table 4 indicates responses to question six. Again the responses are divided according to school enrollment.

TABLE 4
NUMBER OF PARLIAMENTARY PROCEDURE INSTRUCTIONAL PERIODS

| School Enrollment | Number of Instructional Periods | | | |
|-----------------------|---------------------------------|-------|-------|--------------|
| | Less than 10 | 10-15 | 16-20 | More than 20 |
| Over 1,000 | 2 | | 1 | 1 |
| Between 500 and 1,000 | | 5 | | |
| Between 250 and 499 | 4 | 4 | 3 | |
| Between 125 and 249 | 13 | 7 | 1 | |
| Less than 125 | 8 | 4 | 2 | |
| Total | 27 | 20 | 7 | 1 |

Over one-half of all instructors indicated that they devote more than ten instructional periods to parliamentary procedure. Ten periods were established as the minimum necessary for parliamentary procedure instruction (see page 34).

There appeared to be a difference between the different schools enrollments when analyzing the numbers of instructional periods. Fourteen of the twenty instructors (seventy percent) with over two hundred fifty students enrolled in their schools indicated devoting more than the minimum of ten periods on parliamentary procedure. However, only fourteen of the thirty-five instructors (forty percent) with school enrollments of less than two hundred fifty devote more than ten periods of instruction to parliamentary procedure. In South Dakota FFA advisors from schools of more than two hundred fifty generally spend more periods teaching parliamentary procedure than do instructors from the smaller schools.

Instructional Methods Used

Question number seven asked the respondents to, "rank the following methods of instruction from 1-4 according to frequency of use." The methods were lecture, reading and testing, "real life" practice sessions, and others.

The most frequently used teaching method for parliamentary procedure by the vocational agriculture teachers was "real life" practice sessions. Sixty percent of those instructors surveyed indicated that "real life" practice was the most frequently used method of instruction.

Lecture was listed as the second most used method. Twenty-five percent of the instructors employed lecture most often. Thirteen percent of the vocational agriculture instructors

surveyed used the reading and test method most. Of those surveyed, one instructor wrote in an answer. He noted that he uses "Question and answer discussion. Demonstration at meetings." most frequently in parliamentary procedure instruction.

"Real life" practice sessions were listed as one of the methods used by ninety-six percent of the teachers. Only two of the fifty-five instructors surveyed indicated that "real life" practice sessions were not included in their teaching methods.

Several instructors reported "other" methods of instruction used as secondary methods. Six teachers, about eleven percent, used audio-visual materials to aid instruction. Five instructors reported contests and demonstrations as a method of instruction. Independent study was a method reported by three of those surveyed. Chapter officers critique of the class, study guides, and discussion were each reported once as a secondary method of instruction.

While it was possible to obtain information about which teaching method was most frequently used, it was not possible to derive the percentage of time devoted to each method.

Table 5 displays the most frequently used teaching methods; the teaching methods are also categorized according to school enrollment.

The following quotations are taken from item fourteen on the questionnaire. Item fourteen asked the instructors to provide information about their instruction on parliamentary procedure.

TABLE 5
TEACHING METHOD USED MOST FREQUENTLY

| School Enrollment | Teaching Method | | | |
|-----------------------|-----------------|---------------------|-------------------------|-------|
| | Lecture | Reading and Test | "real life" practice | Other |
| Over 1,000 | 1 | | 3 | |
| Between 500 and 1,000 | | 1 | 4 | |
| Between 250 and 499 | | 2 | 8 | 1 |
| Between 125 and 249 | 9 | 2 | 10 | |
| Less than 125 | 4 | 2 | 8 | |
| Total | 14 | 7 | 33 | 1 |

One instructor noted that,

practice is the most important method of teaching parliamentary procedure. I divide the class into elected groups of officers and have each present problems in the class for review and criticism by the rest of the class and by the instructor.

Another added,

we have each student conduct various abilities--the other students score them--act as critics of his performance. Check him for correctness of procedure--voice--actions--etc.

Yet another instructor believes that

the best teaching is experience they get doing a mock meeting--and then encourage them to use same in the next regular FFA meeting.

In response to item fourteen, one instructor suggested,

"Use a lot of role playing with students acting in different capacities." Another stated, "I have each student act as chairman and handle an item of business in the primary unit. We draw motions from a hat."

The previous quotations seem to support what the questionnaires revealed: FFA chapter advisors believe the role playing and practice are an important teaching tool for parliamentary procedure. Fifty-three of fifty-five instructors indicated that they used "real life" practice sessions as one means of parliamentary procedure instruction. Thus, all but two respondents meet the established criteria of including "real life" practice sessions in their instruction (see page 13).

Motions and Procedures Covered

Item eight on the questionnaire was used to retrieve information concerning content of the vocational agriculture instructor's program in parliamentary procedure. This item read: "Please check each of the following motions or procedures covered during your primary instructional unit on parliamentary procedure. (Be careful to check only those taught to all students.):."

Table 6 shows the complete roster of motions and procedures listed on the questionnaire.

The number and type of motions and procedures covered during the instructional period in parliamentary procedure varied widely. One instructor indicated that he covered only the main motion and the motion to amend, while eight of the instructors indicated that they covered all of the motions and procedures listed in question eight on the questionnaire.

All instructors included the general main motion in their instructional program. Fifty-four of the fifty-five (ninety-eight percent) also cover the motion to amend, and the nomination procedure.

Ninety-six percent of the instructors included instruction on the motion to adjourn, while ninety-five percent included the point of order and the motion to refer to a committee.

While ninety-eight percent of the instructors covered the procedure of nomination, only ninety-one percent covered the motion to close nominations. The motion to call for a division of the house was covered by eighty-nine percent of the teachers surveyed.

The general main motion, the motion to amend, nomination, adjourn, point of order, refer to a committee, close nominations and division were procedures and motions covered by approximately ninety percent of the instructors.

The procedure of appealing the decision of the chair was covered by eighty-two percent of the instructors.

Motions and procedures that between seventy and eighty percent of the instructors included in their program of instruction include: the motion to reconsider, the question of privilege, the motion to recess, the motion to withdraw, the motion to close debate, and the motion to postpone indefinitely.

Sixty-four percent of the chapter advisors indicated that they included instruction on how to use the motion to rescind; sixty percent of those surveyed included the parliamentary inquiry.

The motions to postpone temporarily and to postpone definitely were included in the instructional program of fifty-six percent of the teachers. The "call for the orders of the day" was covered by fifty-five percent of the instructors.

The last motion or procedure to be included by at least half of the instructors was the motion to suspend rules. Fifty-three percent of South Dakota's vocational agriculture instructors included this motion in their instructional program.

TABLE 6

NUMBER AND PERCENTAGE OF INSTRUCTORS INDICATING INCLUSION OF
MOTIONS AND PROCEDURES IN THEIR INSTRUCTIONAL PROGRAM

| Motion or Procedure | Percentage of Use | Number of Instructors |
|--------------------------------|-------------------|-----------------------|
| General Main Motion | 100 | 55 |
| Amend | 98 | 54 |
| Nomination | 98 | 54 |
| Adjourn | 96 | 53 |
| Point of Order | 95 | 52 |
| Refer to a Committee | 95 | 52 |
| Close Nominations | 91 | 50 |
| Division | 89 | 49 |
| Appeal | 82 | 45 |
| Reconsider | 75 | 41 |
| Question of Privilege | 73 | 40 |
| Recess | 71 | 39 |
| Withdraw | 71 | 39 |
| Close Debate | 70 | 38 |
| Postpone Indefinitely | 70 | 38 |
| Rescind | 64 | 35 |
| Parliamentary Inquiry | 60 | 33 |
| Postpone Definitely | 56 | 31 |
| Postpone Temporarily | 56 | 31 |
| Call for the Orders of the Day | 55 | 30 |
| Suspend Rules | 53 | 29 |
| Limit Debate | 47 | 26 |
| Resume Consideration | 40 | 22 |

The motions noted in the previous table were established as motions recommended to be included in the FFA's instructional program (see pages 15-16). By comparing responses from the questionnaires with this established criterion the following general conclusions can be made about the motions and procedures that are a part of the instructional program:

1. Each of the recommended motions or procedures was included by some of the instructors.
2. All motions except the motions to limit debate and resume consideration were included in the instructional program of at least half of the instructors surveyed.
3. The general main motion was part of the instructional program of all of the instructors surveyed.

Expected Performance of Behavioral Objectives

In an effort to obtain information concerning what behavioral practices were expected by South Dakota FFA advisors, item nine on the questionnaire stated, "Please check each of the following tasks that you expect each student to be able to perform after the instruction in parliamentary procedure:." Following this request a list of ten behavioral objectives were presented, followed by blank spaces for additional objectives to be added. The exact objectives presented in item nine on the questionnaire are located in Table 7 of this chapter.

The expected student performance regarding specific behavioral objectives varied greatly. One instructor expected

his students to perform only two of the functions listed, while twelve instructors expected their students to be able to perform all of the specified tasks.

One task was expected to be performed by every student who received parliamentary procedure instruction from the FFA instructors surveyed. That task was "to take part in a business meeting as a member."

The function that was expected to be performed least by each student was "to be able to carry out the duties of a treasurer and prepare a treasurer's report." Only forty percent of the instructors expected their students to be able to carry out the treasurer's duties.

Only a few more instructors (forty-four percent) expected each student "to be able to carry out the duties of a secretary and prepare a secretary's report."

There was a jump in the percentage of instructors who expected their students to be able to perform the next least performed tasks. Those tasks were: "to be able to participate at a nominating committee meeting," and "to be able to carry out the duties of a committee chairman." Sixty-five percent of the instructors surveyed expected each student to be able to function in the above tasks.

Three-fourths of those surveyed indicated that they expected each student "to be able to conduct (chair) a business meeting." The same number of instructors expected their students

"to properly present each motion checked in question eight." Thus, one of four instructors did not expect his students to be able to properly present all of the motions that they indicated they covered during their parliamentary procedure instruction.

"To be able to carry out the duties of a committee member and prepare a committee report," was cited as an expected, performed task by eighty percent of the instructors. Eighty-two percent of the teachers expected each student "to be able to use the gavel properly, knowing what one, two, and three taps are used for in FFA meetings."

"To be able to prepare for using proper procedures for nominating and electing officers" was listed as an expected, performed task by eighty-five percent of the teachers surveyed. Thus, this became the task second most expected to be performed by the instructors.

Table 7 shows the number of vocational agriculture instructors who expected each of their students to be able to perform the designated behavioral objective.

Two instructors added responses to item nine. The responses were: "to be good strong members carrying out the will of the majority," and "to be able to properly 'move' a motion, amend and dispose of it."

In addition, one instructor commented about the behavioral objective, "to be able to conduct (chair) a business meeting," in item fourteen on the questionnaire. The instructor noted

that, "each student in each class has an opportunity to preside as president during practice sessions."

TABLE 7

NUMBER AND PERCENTAGE OF INSTRUCTORS EXPECTING STUDENT
PERFORMANCE OF SPECIFIED BEHAVIORAL OBJECTIVES

| Behavioral Objectives | Percentage of Use | Number of Instructors |
|---|----------------------|--------------------------|
| to take part in a business meeting as a member. | 100 | 55 |
| to be able to prepare for using proper procedures for nominating and electing officers. | 85 | 47 |
| to be able to use the gavel properly, knowing what 1, 2, and 3 taps are used for in FFA meetings. | 82 | 45 |
| to be able to carry out the duties of a committee member and prepare a committee report. | 80 | 44 |
| to be able to conduct (chair) a business meeting. | 75 | 41 |
| to properly present each motion checked in question eight above. | 75 | 41 |
| to be able to carry out the duties of a committee chairman. | 65 | 36 |
| to be able to participate at a nominating committee meeting. | 65 | 36 |
| to be able to carry out the duties of a secretary and prepare a secretary's report (minutes). | 44 | 24 |
| to be able to carry out the duties of a treasurer and prepare a treasurer's report. | 40 | 22 |

By comparing the behavioral objectives established as necessary in the instructional program in Chapter II (see page 18) with the responses to the questionnaire, the following general judgments can be made:

1. Expected performance of behavioral objectives varied greatly. Several instructors expected students to perform all of the specified tasks, while one instructor expected only two of the cited functions to be performed.

2. "To take part in a business meeting as a member" was the objective every surveyed instructor expected of his students.

3. Preparation of secretary's and treasurer's reports were the items of behavior least expected by the South Dakota instructors.

Basic Text

Question number ten asked each respondent, "Do you provide a text book or basic reference book to your students for study in parliamentary procedure." If a "yes" answer was indicated, question ten also asked the instructor to provide the title and author of the text or basic reference.

Seventy-six percent of the instructors, who include a program of parliamentary procedure, indicated that they provided "a text book or basic reference book" to students for study in parliamentary procedure.

The book mentioned most often as a text or basic reference was the Official FFA Manual. Sixteen instructors indicated this

as a text or basic reference, one other cited a book he called the "FFA Handbook;" not being able to locate a book by that name, this author assumes that the instructor was using a common name for the Official FFA Manual; thus, it appears that this book was a basic reference for seventeen instructors.

It should be noted that seven instructors mentioned more than one text or basic reference, even though space was later provided for listing "additional supporting resources."

Leadership Training and Parliamentary Procedure for FFA was cited as the text or basic reference by twelve instructors. This book's authors were listed by the instructors as Gray and Jackson. One additional instructor listed only "Gray and Jackson" as a text; this author assumes that this instructor also used Leadership Training and Parliamentary Procedure for FFA because it is the only parliamentary procedure text available that was co-authored by Gray and Jackson. Thus, it is assumed that a total of thirteen instructors used the book Leadership Training and Parliamentary Procedure for FFA by Gray and Jackson as the text or basic reference.

Four instructors said they used Robert's Rules of Order as a text or basic reference; three indicated using The How in Parliamentary Procedure by Russell. This last basic reference appears to this author to be a filmstrip even though the instructors did not indicate that it was in their answers to this question. This author believes this to be true because a filmstrip

by the same name and publisher (Interstate Printers and Publishers) was listed as possible resource material in the Advisor's Teaching Guide on FFA. The How in Parliamentary Procedure by Russell was listed as a filmstrip by several instructors in answer to a later question which will be noted later in this writing.

Two instructors mentioned A Guide to Parliamentary Practice by Henderson and Rucker as a text or basic resource. One instructor listed "Parliamentary Procedure and FFA" as a resource, but cited no author. This writer could not find a book named "Parliamentary Procedure and FFA." Thus it becomes impossible to provide the name of the book's author. "Parliamentary Procedure Simplified" was also listed by one instructor, but again no author was listed, nor could one be located.

An author named Stewart was cited by one instructor, this writer notes that W. F. Stewart wrote a book entitled Helps in Mastering Parliamentary Procedure; and this book was listed in Chapter II of this writing as a possible resource. Thus this author assumes that the book Helps in Mastering Parliamentary Procedure by W. F. Stewart is the text used by one instructor.

W. H. Witt's book A Guide to Parliamentary Procedure was mentioned as a text or primary reference by one instructor, as was A Handbook for Conducting FFA Meetings by K. L. Russell.

There were four instructors that said they used a basic reference or text, but then did not list either a text or an

author. One teacher said he used a text, but listed only "parliamentary procedure text" as the book.

The forty-two instructors who said they used a text or basic reference listed nine different books and a filmstrip as the basic reference or text.

While over three-fourths of the respondents said they provided a basic reference or text for students to study parliamentary procedure, the text used varied to a great extent and there appeared to be little similarity in text selection. The Official FFA Manual was the specific text used most often, but it was used by less than one-third of the respondents. In order for the FFA's parliamentary procedure instruction to have continuity between schools, it would appear that a common basic text or reference would be a necessity.

Use of the Advisor's Teaching Guide on FFA

The Advisor's Teaching Guide on FFA contains several sections dealing with objectives for the development of proficiency in parliamentary procedure. In an effort to ascertain how many instructors use this resource question eleven read, "Do you use a copy of the Advisor's Teaching Guide on FFA, by Selland and Torrence?"

Of the fifty-five respondents who included parliamentary procedure instruction in their classes, twenty-seven (forty-nine percent) said they used the Advisor's Teaching Guide on FFA,

twenty-seven also said they did not use the book and one gave no answer.

Only half of those responding indicated use of the Advisor's Teaching Guide on FFA. Thus, this resource does not help create a uniform instructional program throughout all South Dakota chapters because only about half of those surveyed use the guide.

Use of The New FFA, Student Performance Objectives

The New FFA, Student Performance Objectives contains several "tasks to be performed" by FFA members, with regard to leadership development and parliamentary procedure. "Do you use a copy of The New FFA, Student Performance Objectives, made available by the National FFA?", was question twelve on the questionnaire.

Of those instructors who indicated teaching parliamentary procedure, eleven (twenty percent) said they used The New FFA, Student Performance Objectives, forty-two (seventy-six percent) said they did not, and two (four percent) did not answer the question.

Use of The New FFA, Student Performance Objectives by a majority of the instructors should lend continuity to the state-wide instructional program. However, less than one-fourth of the chapter advisors surveyed indicated use of this manual.

Use of Additional Supporting Resources

An attempt was made on the questionnaire to retrieve information concerning additional supporting resources available to students for study of parliamentary procedure. Item thirteen asked instructors to, "Please list any additional supporting resources available in your school which are available to students, such as books, pamphlets, filmstrips, etc. on parliamentary procedure. Please give specific titles, authors or editors, and sources.

At least thirty different supporting resources were listed by the instructors. It was impossible to determine the exact number because some listed words such as, "filmstrip" or "others" or "audic tapes," even though a request was made to give specific titles, authors and editors.

The supporting resource listed most often was Robert's Rules of Order, listed by eighteen instructors. Nine instructors listed the Official FFA Manual as an additional supporting resource.

The largest number of additional resources listed by one instructor was seven.

Eight of nine instructors (eighty-nine percent), with over five hundred students in their schools said they provided additional supporting resources. Seven of eleven instructors (sixty-four percent) in the two hundred fifty to four hundred ninety-nine student category provided additional resources. In the one hundred twenty-five to two hundred forty-nine student category fifteen of twenty-one (seventy-one percent) of the instructors provided

additional resources. A complete listing of the additional supporting resources reported by the vocational agricultural instructors and the number of instructors that indicated they provided the resource are presented in Table 8.

TABLE 8

ADDITIONAL INSTRUCTIONAL RESOURCES

| Resource-Author | Number Using |
|---|--------------|
| <u>Robert's Rules of Order</u> , Robert | 18 |
| <u>Official FFA Manual</u> , FFA | 9 |
| <u>Leadership Training and Parliamentary Procedure for FFA</u> , Gray and Jackson | 5 |
| <u>Handbook for Conducting FFA Meetings</u> , Guslin | 4 |
| <u>A Guide to Parliamentary Practice</u> , Witt | 3 |
| <u>Parliamentary Procedure in Action</u> (Filmstrip), Russell | 3 |
| <u>The How in Parliamentary Procedure</u> , Lussel | 2 |
| <u>Modern Parliamentary Practices</u> , Hoogestraat and Sikkink | 2 |
| <u>Parliamentary Procedure Made Easy</u> (Filmstrip), Russell | 2 |
| <u>When You Preside</u> , Sutherland | 2 |
| <u>A Guide to Parliamentary Practices</u> , Henderson and Rucher | 2 |
| <u>FFA and You</u> ; Bender, Clark, and Taylor | 1 |
| <u>A More Effective FFA</u> , (no author given) | 1 |
| <u>Helps in Mastering Parliamentary Procedure</u> , Stewart | 1 |
| <u>The President, Secretary, Treasurer, and Committee in Action</u> (Nasco) | 1 |
| <u>Parliamentary Practices</u> , Henry | 1 |
| <u>FFA Guide to Parliamentary Procedure</u> , (no author given) | 1 |
| <u>Mr. Chairman</u> , Forland | 1 |
| <u>A More Effective FFA</u> , Wall | 1 |
| <u>Mister Chairman</u> , (no author given) | 1 |
| <u>Practical Parliamentary Procedure</u> , Cruzan | 1 |
| <u>Senior Manual for Group Leadership</u> , Jones | 1 |
| Other: self programmed materials, overheads, tapes, filmstrips | 2 |

A total of twenty-two respondents indicated that Robert's Rules of Order was either used as a basic text or reference or provided as an additional reference. Chapter II of this writing established Robert's Rules of Order as one resource that should be made available for all members to use. However, only forty percent of the instructors make this resource available.

It appears that larger schools provide more supplementary resources than smaller schools. Eighty-eight percent of the schools with over five hundred students provide additional resources, while only fifty-eight percent of the schools with fewer than one hundred twenty-five students provided additional resources.

Random Comments Concerning Parliamentary Procedure Instruction

Item fourteen on the questionnaire asked the instructors to provide additional information about their program of parliamentary procedure instruction that had not already been noted by previous portions of the questionnaire. Several responses to item fourteen have been noted previously in this writing as they applied to the various areas being reported. Some of this additional information did not apply to previous sections and is included here.

One respondent noted that, "This year our FFA officers had the opportunity to demonstrate the mechanics or proper use of parliamentary procedure for 4-H club leaders in our county."

Another instructor noted that he would also, "Use district leadership training for FFA officers." This respondent added no further information, but apparently some FFA districts hold leadership training workshops on parliamentary procedure.

A district meeting was also noted by another instructor. He said, "We participate in the District II [the state is divided into several district organizations] Ritual Contest which involves parliamentary procedure and the FFA ceremonies. This event is held shortly after school begins." Another respondent said, "We try to hold a leadership training session and parliamentary procedure contest each year on a district wide basis." He added that "Officers primarily are given a review of proper procedure and duties of their office." Another instructor indicated that he had a "Study quiz used for officers before going to District Leadership School and Conference."

Two other instructors indicated that they would like to have district or state parliamentary procedure contests. One said, "I would like to see a standard parliamentary procedure contest set up for the FFA on district and state level." The other instructor noted that, "Instruction in this area is much more interesting and more easily taught if a ritual and parliamentary procedure contest is held at the district level. Maybe it should be at the state level!"

Only one respondent indicated that parliamentary procedure instruction, in addition to that provided in vocational agriculture

classes, is offered in his school. The instructor reported, "Also our school has a 9-week course in parliamentary procedure as part of the English program." This instructor was from a school that had an enrollment of between one hundred twenty-five and two hundred forty-nine.

From these random responses to item fourteen on the questionnaire, the following statements seem appropriate:

1. Some of South Dakota's FFA districts provide leadership training conferences and parliamentary procedure contests for chapter officers. Some chapter officers also receive other opportunities within the local community to practice and exhibit their parliamentary procedure skills.

2. There seems to be an interest on the part of some instructors to hold more parliamentary procedure contests.

3. At least one school that offers parliamentary procedure instruction in vocational agriculture classes also has parliamentary procedure instruction in other classes.

Summary

All except three South Dakota high school FFA advisors returned the questionnaire intended to retrieve information concerning the status of parliamentary procedure at the local chapter level. Respondents indicated that school size varied from twenty to over one thousand students; and that FFA chapter size varied from fifteen to more than seventy-five members.

All but one of the respondents indicated inclusion of a parliamentary procedure program in their vocational agriculture classes. In the schools that have a program of parliamentary procedure instruction, almost three-fourths have a unit of primary instruction the freshman or ninth grade year. Approximately three-fourths of the instructors also indicated reviewing of the primary parliamentary procedure material in at least one succeeding year. Almost half of the instructors indicated spending less than ten class periods on parliamentary procedure, however, one instructor used more than twenty class periods for this instruction.

"Real life" practice sessions proved to be the most popular instructional method by the FFA chapter advisors. All except two of those surveyed indicated use of this method.

The number of motions and procedures covered during instruction varied from only two of those specified to all of the twenty-three listed.

There was also a wide variation in the number of behavioral objectives that the respondents expected their students to be able to perform. One instructor indicated that he expected his students to perform only two of the listed tasks while twelve instructors indicated they expected their students to perform all ten of the tasks listed on the questionnaire.

Over three-fourths of the respondents indicated use of a basic text or reference book for parliamentary procedure instruction. However, there was great variation in the reference used. Just

under half of the instructors used the Advisor's Teaching Guide on FFA and only twenty percent used The New FFA, Student Performance Objectives. Many supporting resources were used by the respondents. Robert's Rules of Order and the Official FFA Manual were used either as a basic or reference text by approximately half of those surveyed.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

This study was undertaken as an attempt "to ascertain how and to what extent the program of the Future Farmers of America in South Dakota attempts to prepare its students in the skills of parliamentary procedure."

In the effort to make the above determination, two sub-steps were completed. First, materials were procured from the national and state FFA organizations in order to discover what standards and objectives these offices provided to local chapters. Several sources of information were received from the national organization; these sources were combined with other materials on parliamentary procedure and formed into evaluative criteria for FFA secondary school instructional programs in parliamentary procedure.

The second sub-step involved the formulation and sending of a questionnaire intended to retrieve information concerning the status of parliamentary procedure instruction as it actually exists at the local chapter level in South Dakota. The questionnaire was based on the established criteria from sub-step one. Copies of the questionnaire were mailed to the fifty-nine FFA Chapter advisors in South Dakota. Fifty-six of the fifty-nine

questionnaires were returned; results of this survey were tabulated and evaluated in terms of the established criteria.

Conclusions

From the data procured, the following conclusions have been drawn:

1. The national and state FFA organizations do not provide a detailed course of instruction or set of criteria on which local chapters can base their total parliamentary procedure program. However, they do provide guides and general sources of information from which some evaluative criteria can be derived.

2. Instruction in parliamentary procedure was included in the vocational agriculture programs of nearly all South Dakota secondary schools having FFA chapters. Thus, most South Dakota FFA chapters met the established criteria of including some parliamentary procedure instruction.

3. The ninth grade year was the most popular year for the "primary" instructional period in parliamentary procedure. Almost three-fourths of the instructors met the criterion of including instruction in parliamentary procedure during the first year of vocational agriculture classes.

4. In a majority of the programs parliamentary procedure was reviewed each year after the "primary" instructional period. Thus, half of the programs met the established criterion of review each year; in addition, three-fourths of the instructors reviewed periodically, even though not each year.

5. Approximately half of the programs met the established criteria of spending at least ten classroom periods on parliamentary procedure during the "primary" instructional session.

6. Nearly all of the programs met the established criterion of using "real life" practice sessions as a method of instruction.

7. Coverage of all motions and procedures was not accomplished by the majority of the programs. However, the main motion was included in the parliamentary procedure program of all respondents. The motions to limit debate and resume consideration were the most frequently neglected.

8. Every program met the established behavioral objective--to have each student be able "to take part in a business meeting as a member." Expected performance of other behavioral objectives varied greatly. Preparation of the secretary's and treasurer's reports were the behavioral objectives least taught in South Dakota programs.

9. While most programs provided a basic reference or text, as was called for in the criteria, there appeared to be little similarity in text selection.

10. The Official FFA Manual was the text used most often, but it was used by less than one-third of the instructors.

11. Less than half of the programs were in conformity with the requirement of providing Robert's Rules of Order for student use.

12. The Advisor's Teaching Guide on FFA and The New FFA, Student Performance Objectives were not widely used in South Dakota chapters.

Implications for Further Study

This writing by no means exhausts the possibilities for studying parliamentary procedure instruction offered by the FFA through vocational agriculture classes. Nor are the findings of this study descriptive of the total FFA parliamentary procedure program. Such a composite picture can only be developed by combining the results of this study with additional inquiries. To accomplish this goal, other studies such as the following might be undertaken:

1. A study might be undertaken to determine how competent students are in parliamentary procedure skills after the FFA's instructional program is completed.
2. A study might be undertaken to determine the qualifications of the instructors in the FFA's parliamentary procedure instruction.
3. A study might be undertaken to compare the parliamentary procedure programs of FFA chapters in several states.
4. The criteria established in this writing could be used to evaluate parliamentary procedure instruction in other classes in secondary schools.

5. After a lapse of time, a similar study could be made using the same schools to ascertain changes in parliamentary procedure instruction in South Dakota vocational agriculture classes.

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Personal letter from Mr. William Paul Gray, September 27, 1972.

Personal letter from Mr. E. W. Gustafson, November 16, 1972.

Personal letter from Mr. H. N. Hunsicker, September 22, 1972.

Personal letter from Mr. Robert Seefeldt, October 4, 1972.

APPENDIX A

September 14, 1972

H. N. Hunsicker
National FFA Advisor
Office of Education
Dept. of Health, Education, and Welfare
Washington, D.C. 20202

Dear Mr. Hunsicker:

As a graduate student I am trying to ascertain how and to what extent the Future Farmers of America attempts to prepare its students in the skills of parliamentary procedure.

My proposal has been accepted by the graduate faculty committee. I feel my first goal is to describe what objectives and standards are set by the national organization for local chapters to follow. This is my reason for writing you. If possible I would like to receive from your office materials and standards supplied to local FFA chapters for instruction in parliamentary procedure. Specifically, I would like to obtain the suggested length of instructional period, motions and procedures to be covered, behavioral objectives to be achieved, instructional resources made available, and any other data which you feel might be significant to a study of this type.

If mailing cost of the materials is a problem I would be happy to send you a check for mailing expenses.

If your office cannot help me in this study, would you suggest someone who might be helpful.

Thank you for your consideration.

Sincerely,

Calvin E. Willemsen
Speech Department
South Dakota State University
Brookings, South Dakota 57006

APPENDIX B



OFFICE OF
NATIONAL ADVISOR

Future Farmers of America

THE NATIONAL ORGANIZATION FOR STUDENTS OF VOCATIONAL AGRICULTURE

In Cooperation With

OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE - WASHINGTON, D. C. 20202

September 22, 1972

Mr. Calvin E. Willemsen
Speech Department
South Dakota State University
College of Arts and Science
Brookings, South Dakota 57006

Dear Mr. Willemsen:

The FFA always has been interested in the development and abilities of parliamentary procedure among its membership. Numerous States have State Contests which originate in local High School FFA Chapters. Unfortunately the National FFA Organization has only fragmentary information available since most of the activities in parliamentary procedure take place within a State. I am forwarding your letter to Mr. Wm. Paul Gray and Mr. Robert Seefeldt at the National FFA Center, P. O. Box 15160, Alexandria, Virginia 22309 with hopes that they may have material which will be of help to you.

I believe you can obtain much more valuable information and response to the questions which you have raised if you will write direct to several other States which have outstanding parliamentary procedure training programs in operation. These States and individuals who could provide you with the responses are as follows:

- West Virginia - Mr. Guy E. Cain, Executive Secretary, West Virginia Association, FFA, State Department of Education, Charleston, West Virginia 25305
- Virginia - Mr. J. M. Campbell, State Supervisor, Agricultural Education, State Board of Education, Richmond, Virginia 23216
- Pennsylvania - Mr. James C. Fink, State Supervisor, Agricultural Education, Box 911. Harrisburg, Pennsylvania 17126

I am also enclosing a list of the State FFA Advisors, and if you so desire you may write to those individuals in other States, than the ones I have mentioned above. I hope the foregoing suggestions will be of help to you.

Sincerely yours,
H. N. Hunsicker

H. N. Hunsicker
National Advisor
Future Farmers of America

Enclosures

APPENDIX C



DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

AGRICULTURAL EDUCATION SERVICE

222 WEST PLEASANT DRIVE

PIERRE, SOUTH DAKOTA 57501

TEL. (605) 224-3423

November 6, 1972

E. W. GUSTAFSON
STATE SUPERVISORE. B. OLESON
STATE DIRECTOR

Mr. Calvin E. Willemsen
Department of Speech
South Dakota State University
Brookings, SD 57006

Dear Mr. Willemsen:

Thank you for your letter of November 2. As to the work done in our State in regard to the development of skills in parliamentary procedure, the instruction is carried on by the local chapter advisor, on the district level by the advisors, and our State Officers do attend a three-day leadership training workshop in Kansas City, Missouri. The materials used are those which you apparently have - the Instructor's Guide and the FFA Manual.

I would urge you to visit with Dr. H. W. Gadda, at South Dakota State University, as he will be able to answer any other of your questions.

Sincerely yours,

E. W. Gustafson
State Supervisor
Agricultural Education

EWG:drp

APPENDIX D



Future Farmers of America

The National Organization for Students of Vocational Agriculture

In Cooperation With

OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

National Executive Secretary

Reply to:

National FFA Center
Alexandria, Va. 22309
Phone: 703-360-3600

September 27, 1972

Mr. Calvin E. Willemsen
Speech Department
South Dakota State University
College of Arts and Science
Brookings, South Dakota 57006

Dear Mr. Willemsen:

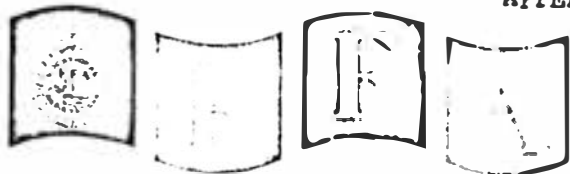
Your letter to Mr. H. N. Hunsicker has been referred to me. I suggest you contact Mr. Gerald Barton, Consultant, Agricultural Education, Career Education Division, State Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319, for information on their Parliamentary Procedure Contest. You might also contact Mr. Darrell Anderson, Supervisor, Agricultural Education, State Board for Community Colleges and Occupational Education, 207 State Services Building, Denver, Colorado 80203, since they also have an excellent program in Parliamentary Procedure.

Enclosed are several pamphlets I hope will be of value to you in your study. You should be especially interested in the Performance Objectives booklet.

Sincerely yours,

Wm. Paul Gray
National Executive Secretary

APPENDIX E



NATIONAL FFA CENTER, P.O. BOX 15160, ALEXANDRIA, VIRGINIA 22309 • PHONE: (703) 360-3600 • CABLE: FFCENTER

October 4, 1972

Mr. Calvin E. Willemsen
Speech Department
South Dakota State University
College of Arts and Science
Brookings, South Dakota 57006

Dear Mr. Willemsen:

As Mr. Hunsicker stated in his letter of September 22 most State FFA Associations do conduct Parliamentary Procedure contests. Since this is a state sponsored activity we are at this time unable to provide answers to the questions you proposed. However, I would like to encourage you to continue with your study by contacting the State FFA Advisors as suggested by Mr. Hunsicker.

If possible I would certainly like to receive a copy of your completed study.

Sincerely,

Robert A. Seefeldt
Manager
FFA Contests and Awards

APPENDIX F

QUESTIONNAIRE

1. How many students are enrolled in grades 9-12 in your school the second half of the 1972-73 school year?
- a. More than 1,000
 - b. Between 500 and 1,000
 - c. Between 250 and 499
 - d. Between 125 and 249
 - e. Fewer than 125 (actual number _____)
2. How many students are active members (do not include out of school members) of the FFA in your school the second half of the 1972-73 school year?
- a. More than 75
 - b. Between 50 and 74
 - c. Between 30 and 49
 - d. Fewer than 30 (actual number _____)
3. Do you include a unit on parliamentary procedure in your classes?
- a. Yes
 - b. No (if "no" answer no further questions, and please return questionnaire).
4. During which year of class do you offer the primary unit of instruction in parliamentary procedure?
- a. Freshman (9th grade, Ag I)
 - b. Sophomore (10th grade, Ag II)
 - c. Junior (11th grade, Ag III)
 - d. Senior (12th grade, Ag IV)
 - e. Combination of classes (Specify which _____)
5. Is there organized classroom review of parliamentary procedure in subsequent terms after the primary instruction?
- a. Yes (if "yes" when? _____)
 - b. No
6. Approximately how many classroom periods (hours) do you spend on parliamentary procedure during the year of the primary unit of instruction?
- a. Fewer than 10 periods
 - b. Between 10 and 15 periods
 - c. Between 16 and 20 periods
 - d. More than 20 periods (actual number _____)

7. Rank the following methods of instruction from 1 - 4 according to frequency of use. (#1 most frequently used, #2 second most frequently used, rank only those methods used)

- a. lecture
- b. reading and testing
- c. "real life" practice sessions
- d. Other (explain) _____

8. Please check each of the following motions or procedures which are covered during your primary instructional unit on parliamentary procedure. (Be careful to check only those taught to all students.):

- a. Adjourn
- b. Recess
- c. Question of Privilege
- d. Call for the Orders of the Day
- e. Appeal
- f. Close Nominations
- g. Division
- h. Nomination
- i. Parliamentary Inquiry
- j. Point of Order
- k. Suspend Rules
- l. Withdraw
- m. Postpone Temporarily
- n. Close Debate
- o. Limit Debate
- p. Postpone Definitely
- q. Refer to a Committee
- r. Amend
- s. Postpone Indefinitely
- t. Resume Consideration
- u. Rescind
- v. Reconsider
- w. General Main Motion
- x. Others _____
- y. Others _____
- z. Others _____

9. Please check each of the following tasks that you expect each student to be able to perform after the instruction in parliamentary procedure:

- a. to properly present each motion checked in question eight above.
- b. to take part in a business meeting as a member.

(question continued on the next page)

- c. to be able to conduct (chair) a business meeting.
- d. to be able to use the gavel properly, knowing what 1, 2, and 3 taps are used for in FFA meetings
- e. to be able to participate at a nominating committee meeting.
- f. to be able to carry out the duties of a secretary and prepare a secretary's report (minutes)
- g. to be able to carry out the duties of a treasurer and prepare a treasurer's report.
- h. to be able to carry out the duties of a committee member and prepare a committee report.
- i. to be able to carry out the duties of a committee chairman.
- j. to be able to prepare for using proper procedures for nominating and electing officers.
- k. Others _____
- l. Others _____
- m. Others _____

10. Do you provide a text book or basic reference book to your students for study in parliamentary procedure?

- a. Yes, author and title of the book used: _____
- b. No _____

11. Do you use a copy of the Advisors Teaching Guide on FFA, by Selland and Torrence?

- a. Yes
- b. No

12. Do you use a copy of The New FFA, Student Performance Objectives, made available by the National FFA?

- a. Yes
- b. No

13. Please list any additional supporting resources available in your school which are available to students, such as books, pamphlets, filmstrips, etc., on parliamentary procedure. Please give specific titles, authors or editors, and sources.

- 1. _____
- 2. _____

- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

14. Please provide any additional information about your instruction on parliamentary procedure that may be helpful to me in this study.

APPENDIX G

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
 AGRICULTURAL EDUCATION SERVICE
 222 WEST PLEASANT DRIVE
 PIERRE, SOUTH DAKOTA 57501

V O C A T I O N A L A G R I C U L T U R E D E P A R T M E N T S

1972-1973

E. W. Gustafson, State Supervisor, Agricultural Education, 222 West Pleasant Drive, Pierre, SD

| Post Office-Zip Code | Name of School | County | Teacher of Agriculture |
|-----------------------|---------------------|-----------|------------------------|
| 1. Alcester-57001 | Alcester H.S. | Union | James Quick |
| 2. Baltic-57003 | Baltic H.S. | Minnehaha | E. R. Dobberstein |
| 3. Beresford-57004 | Beresford H.S. | Union | Errol Johnson |
| 4. Brandon-57005 | Brandon Valley H.S. | Minnehaha | Robert J. Pollmann |
| 5. Bridgewater-57319 | Tri-County H.S. | McCook | Dean Stryker |
| 6. Brookings-57006 | Brookings H.S. | Brookings | J. E. Kleinsasser |
| 7. Canton-57013 | Canton H.S. | Lincoln | Erwin D. Anderson |
| 8. Centerville-57014 | Centerville H.S. | Turner | H. J. Munkvold |
| 9. Chamberlain-57325 | Chamberlain H.S. | Brule | Leonard J. DeBoer |
| 10. Chester-57016 | Chester Area H.S. | Lake | Rolland Heiden |
| 11. Clark-57225 | Clark H.S. | Clark | Dennis Pagel |
| 12. Clear Lake-57226 | Clear Lake H.S. | Deuel | Jerome Nolz |
| 13. Colman-57017 | Colman H.S. | Moody | Glen Davis |
| 14. Dell Rapids-57022 | Dell Rapids H.S. | Minnehaha | James Pollmann |
| 15. DeSmet-57231 | DeSmet H.S. | Kingsbury | Laurence Gebur |
| 16. Doland-57436 | Doland H.S. | Spink | James Thoreson |
| 17. Egan-57024 | Egan H.S. | Moody | Thane Wells |
| 18. Elk Point-57025 | Elk Point H.S. | Union | Steve Thiesse |
| 19. Elkton-57026 | Elkton H.S. | Brookings | V. M. Johnson |
| 20. Emery-57332 | Tri-County H.S. | Hanson | Dean Stryker |

APPENDIX G--Continued.

| | | | |
|-------------------------|-----------------------|-------------|------------------------------------|
| 21. Flandreau-57028 | Flandreau H.S. | Moody | David Acheson |
| 22. Garretson-57030 | Garretson H.S. | Minnehaha | James Kurtz |
| 23. Geddes-57342 | Geddes Community H.S. | Charles Mix | Gail Sperlich |
| 24. Gettysburg-57442 | Gettysburg H.S. | Potter | Robert Vanorny |
| 25. Harrisburg-57032 | Harrisburg H.S. | Lincoln | Jeffrey Paulson |
| 26. Hoven-57450 | Hoven H.S. | Potter | Ernest Wingen |
| 27. Huron-57350 | Huron H.S. | Beadle | Wilmer Burton and Robert Mincer |
| 28. Lake Preston-57249 | Lake Preston H.S. | Kingsbury | Tom Dagel |
| 29. Lemmon-57638 | Lemmon H.S. | Perkins | Lorin Catchpole |
| 30. Lennox-57039 | Lennox H.S. | Lincoln | Alvin Dykstra |
| 31. Letcher-57359 | Letcher H.S. | Sanborn | John Wangberg |
| 32. Madison-57042 | Central H.S. | Lake | Francis Murphy |
| 33. Marion-57043 | Marion H.S. | Turner | George Wells |
| 34. Martin-57551 | Bennett County H.S. | Bennett | Kenneth Willert |
| 35. Menno-57045 | Menno H.S. | Hutchinson | Robert D. Johnson |
| 36. Milbank-57252 | Milbank H.S. | Grant | Harold E. White |
| 37. Miller-57362 | Miller H.S. | Hand | Robert Beach |
| 38. Newell-57760 | Newell H.S. | Butte | Robert Johnston |
| 39. New Underwood-57761 | New Underwood H.S. | Pennington | Thomas Warren |
| 40. Pierre-57501 | Pierre H.S. | Hughes | Lawrence J. Venner |
| 41. Pollock-57648 | Pollock H.S. | Campbell | James Kanabel |
| 42. Rapid City-57701 | Rapid City H.S. | Pennington | Arden Cronlund |
| 43. Redfield-57469 | Redfield H.S. | Spink | Richard Larson |
| 44. Salem-57058 | Salem H.S. | McCook | Dennis Schroeder |
| 45. Scotland-57059 | Scotland H.S. | Bon Homme | Thomas Fergen |
| 46. Sisseton-57262 | Sisseton H.S. | Roberts | Marlin Jenner |
| 47. Sturgis-57785 | Sturgis H.S. | Meade | Jon G. Jones and Karl Williams |
| 48. Tulare-57476 | Tulare H.S. | Spink | James Ludens |
| 49. Tyndall-57066 | Tyndall H.S. | Bon Homme | Richard Ortman |
| 50. Viborg-57070 | Viborg H.S. | Turner | Sherman Hanssen |

APPENDIX G--Continued

| | | | |
|------------------------------|------------------------------|------------|--------------------|
| 51. Volga-57071 | Sioux Valley H.S. | Brookings | Palmer Eidet |
| 52. Wall-57790 | Wall H.S. | Pennington | Steven Heilman |
| 53. Watertown-57201 | Multi-District Career Center | Codington | Lynn Johnson |
| 54. Watertown-57201 | Watertown H.S. | Codington | Clarence R. Hall |
| 55. Webster-57274 | Webster H.S. | Day | Ernest Christensen |
| 56. Wessington Springs-57382 | Wessington Springs H.S. | Jerauld | Clark Heydon |
| 57. Willow Lake-57278 | Willow Lake H.S. | Clark | Richard Lubinus |
| 58. Wilmot-57279 | Wilmot H.S. | Roberts | Calvin Pietz |
| 59. Winner-57580 | Winner H.S. | Tripp | Orval Graber |
| 60. Wolsey-57384 | Wolsey H.S. | Beadle | Robert Booze |

APPENDIX H

April 24, 1973

South Dakota FFA Chapter Advisors

Dear Sir:

The enclosed questionnaire is being sent to all FFA chapter advisors in South Dakota. Its purpose is to ascertain how and to what extent the FFA attempts to prepare its members in the skills of parliamentary procedure. This study is being done to partially fulfill work necessary for receiving my Master's Degree at SDSU.

The study is not an attempt to classify instructors or programs as "satisfactory" or "unsatisfactory." Rather, it represents an effort to establish the status of instruction in parliamentary procedure offered through FFA programs. All returns will remain completely anonymous.

Pretesting of the questionnaire indicates that it will require only a few seconds of your time if your school does not participate in FFA parliamentary procedure activities and will take approximately ten minutes if you do.

Please return the enclosed questionnaire in the self-addressed, stamped envelope as soon as possible. Thank you for your consideration.

Sincerely,

Calvin E. Willemsen
1817 Lincoln Lane
Brookings, S. Dak. 57006

APPENDIX H--Continued.

I have worked with Calvin Willemsen on this research project, and its findings will be valuable and useful in our programs as we deal with parliamentary procedure in the FFA. I hope you will comply with Cal's request as detailed above.

Sincerely,

Hilding Gadda
Professor, Agricultural Education
SDSU