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# Using Robert's Rules of Order Newly Revised In Brief To Successfully Introduce Parliamentary Procedure To High School Agriculture Students

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USING ROBERT'S RULES OF ORDER NEWLY REVISED IN BRIEF  
TO SUCCESSFULLY INTRODUCE PARLIAMENTARY PROCEDURE  
TO HIGH SCHOOL AGRICULTURE STUDENTS

By

Montgomery E. Elvidge

B.S., Illinois State University at Normal, 2003

A Research Report Submitted in Partial Fulfillment  
of the Requirements for a Master of Science Degree

Department of Plant, Soil and Agricultural Systems

In the Graduate School

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RESEARCH PAPER APPROVAL

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June 29, 2011

## AN ABSTRACT OF THE RESEARCH STUDY OF

Montgomery E. Elvidge, for the Master of Science Degree in Plant, Soil and Agricultural Systems, presented on June 29th 2011, at Southern Illinois University Carbondale

Using Robert's Rules of Order Newly Revised In Brief to Successfully Introduce Parliamentary Procedure to High School Agriculture Students

Dr. Wakefield

The purpose of this research was to investigate the different methods of teaching parliamentary procedure to High School Agriculture Students at the introductory level. The problems that I have had with this topic in past classroom settings really made me stop and focus on improving the curriculum that I was using. This study has really opened the doors for my students to become increasingly more competent with the topic of parliamentary procedure. The ability to instruct students using material that is easier to organize and that is geared more toward the nuts and bolts of the topic is greatly beneficial.

The objectives of this study were to find an easier or less complicated format to use while instructing students on the history, the purpose, and the techniques of parliamentary procedure while maintaining a high level of student involvement.

Results of this research have shown that because of the use of the " *IN BRIEF* " format accompanied with the power point presentations that I developed and the student worksheets, students have become less intimidated by the vast, sometimes overwhelming spectrum of parliamentary procedure.

## ACKNOWLEDGEMENTS

As I conclude the final chapter of this research and take the initial steps toward obtaining my Master's degree, I would like to give thanks to all of those who have helped me along the way.

The successful completion of this Master's program would not have been possible without the support of my committee members at Southern Illinois University. I wish to extend a special thanks to Dr. Wakefield for the hours spent guiding me down this path towards completion.

I would also like to thank my wonderful wife Nikki for all of her love and support. Without your love and help, I never would have made it this far. I truly know that you will always be there for me, for that I Love You.

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## CHAPTER I

### INTRODUCTION

Parliamentary procedure has a very deep history in agricultural education and, more specifically, in the development of leadership skills from within the classroom. From the early days of the National FFA organization, delegates at the first convention in Kansas City were asked to put their parliamentary skills to work; since then, the FFA has utilized that solid foundation of parliamentary law (Conners, 2004). The need for organizational skills and a meticulous set of guidelines to follow is vital for the success of any organization or group, and this is what the basis of parliamentary procedure represents. When presiding officers properly apply parliamentary procedure rules, they have a better chance of turning long, confrontational meetings into short, painless ones (Slaughter, 1999). When students are given the opportunity to develop parliamentary procedure skills, they become better equipped to face the challenges of being a strong and productive citizen and a leader for their communities. Parliamentary procedure is used within several levels of society, from local town councils and school boards all the way up to the Congress of the

United States of America. Besides the development of leadership skills in terms of running meetings, parliamentary procedure also teaches organization, cooperation, quick thinking skills, and the foundation for social skills. For these reasons, establishing a strong parliamentary procedure base for students to engage in sets up the best possible opportunity for success from within the FFA chapter and encourages their personal success post graduation.

#### Purpose of the study

The purpose of this study was to find a better way for my students to gather the basics of parliamentary procedure, while not losing them to lengthy readings and terminology that was often way above their heads. Parliamentary procedure instills the basic organizational, public speaking, and leadership tools that help develop young FFA members into future leaders of their local, district, and state areas. Parliamentary procedure was taught to my freshmen agriculture classes during the fall of every school year in an attempt for them to understand what is going on at our regular FFA meetings. The officer teams are represented by upper classmen; thus, freshmen often feel as if they have very little say on what occurs within their own organization. However, the basics they learn from the parliamentary procedure lessons can help them realize that they too can make a difference in the FFA. The problems that have occurred in the past with the parliamentary procedure text is the overwhelming amount of information that students must get through to seek the real nuts and bolts of how to participate and run a simple meeting. The original copies I had of the *Robert's Rules of Order* were several hundred pages long and are a bevy of knowledge of the fine intricacies of parliamentary rules. The writers of *Robert's Rules of Order* did a wonderful job of organizing and breaking down the guidelines of

parliamentary procedure, yet the grade level that was targeted in this study can easily become overwhelmed by the sheer mass of the book, let alone the reading level inside. Therefore, searching through supplementary curriculum items that would help build that foundation of parliamentary procedure knowledge and not lose student interest along the way becomes quite challenging. The major issue that needed to be addressed was that when taking numerous, shorter supplements from several different authors, it is either too easy to begin repeating material or too easy to miss out on the really basic and essential information that students need to understand this procedure. The *Robert's Rules of Order Newly Revised In Brief* version of this amazing book did everything a parliamentary procedure text should do: spelled out the basics clearly, integrated all of the information into one book, and condensed the information to a more concise 197 pages.

#### Problem statement

To determine if the utilization of *Robert's Rules of Order Newly Revised In Brief* would improve student achievement in parliamentary procedure.

#### Objectives

1. To create instructional materials over parliamentary procedure that will increase student achievement levels.
2. To limit the overwhelming amount of material presented to students over the topic of parliamentary procedure.

## Significance of the problem

After purchasing a set of classroom books, I thought my job was complete, I could assign a reading and we could have wonderful classroom discussions on the previous chapter. Students initially seemed to understand our material well, as they had rather short reading assignments and the material was geared more toward their reading levels. However, this is when my plan fell through and this project began. The students didn't mind the short reading assignments, yet they were still not obtaining all of the necessary information from the readings and classroom discussions. Consequently, I needed to create supplementary worksheets and slide show presentations on my own for this topic that corresponded with the new text. The next step became the foundation for this project. I started writing worksheets for students to respond to as they read that went along with the readings so students would gather the information I really wanted them to learn. Moreover, I even tried to have students outline the chapters before I created the worksheets, but the outlining skills of each individual student varied too greatly to obtain universal achievement throughout the class. I soon resorted to slide show presentations to reach those students who were not strong readers or those who were getting lazy and not covering the material on their own. The slide shows have been designed to assist students with poor reading abilities or students with possible IEPs so that no student falls behind. Through the use of differentiated instruction on this subject area, I am able to design lesson plans that will fit the majority of my student body.

## Background of study

Parliamentary procedure was taught to my freshmen agriculture classes during the fall of every school year in an attempt for them to understand what is going on at our regular FFA meetings. The officer teams are represented by upper classmen; thus freshmen often feel as if they have very little say on what goes on within their own organization. However, the basics they learn from the parliamentary procedure lessons help them realize that they too can make a difference in the FFA. The problems that have occurred in the past with the parliamentary procedure text is the overwhelming amount of information that students must get through to find the real nuts and bolts of how to participate and run a simple meeting. The original copies I had of the *Robert's Rules of Order* were several hundred pages long and are a bevy of knowledge of the fine intricacies of parliamentary rules. The writers of *Robert's Rules of Order* did a wonderful job of organizing and breaking down the guidelines of parliamentary procedure, yet the grade level that was targeted in this study can easily become overwhelmed by the sheer mass of the book, let alone the reading level inside. Therefore, searching through supplementary curriculum items that would help build that foundation of parliamentary procedure knowledge and not lose student interest along the way becomes quite challenging. The major issue that needed to be addressed was that when taking numerous, shorter supplements from several different authors, it is either too easy to begin repeating material or too easy to miss out on the really basic and important information that students need to help understand the material. The *Robert's Rules of Order Newly Revised In Brief* version of this book did everything a parliamentary procedure text should do: spelled out the basics clearly, integrated all of the information into one book, and condensed the information to a more concise 197 pages.

The general purpose of this research paper was to break down chapter by chapter the *Robert's Rules of Order Newly Revised In Brief* and use the most important information from each chapter that would likely benefit student learning the most. Students are better able to learn if they are confident in the person teaching the material, and our confidence as educators comes from true knowledge.

### Terms

Chair- The person chosen by a group who designates who may speak at any given time and to see that the discussion narrows down to specific, precisely worded proposals.

Parliamentary procedure- The name given to the tradition of rules and customs that has been developed in the civilized world for dealing with these problems

Chairman- The presiding officer

Quorum- A minimum number of members who must be present

Agenda- Sets the order of business

Stand at Ease- A brief pause in the proceeding

Motion- A formal proposal by a member, in a meeting

Have the Floor- The authority to speak in a meeting

Main Motion- One whose introduction brings business before an assembly

Germane- Remarks must have a bearing on whether the pending motion should be adopted or not

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The purpose this study was to find a more effective approach for my students to gather the basics of parliamentary procedure, while not losing them in lengthy readings and terminology that is above their heads. Parliamentary procedure instills the basic organizational, public speaking, and leadership tools that help develop young FFA members into future leaders of their local, district, and state areas. From the instructional materials created in this research, agricultural educators may further help develop leadership skills in their FFA chapter with the use of parliamentary procedure. Through the use of fewer text, readings and easier to read material, student achievement at a high level is very attainable. Literature was reviewed for the topics of the importance of parliamentary procedure, the development of leadership, and the importance of public speaking.

## The importance of parliamentary procedure

The use of parliamentary procedure played a vital role from the very beginning of the Future Farmers of America. Delegates who attended the first National Agricultural Education Congress in Kansas City, Missouri in 1928 displayed parliamentary procedure techniques to make key decisions which would forever impact agricultural education and the FFA organization (Future Farmers of America, 1956; Teeney, 1977). Agricultural educators have continued using and teaching parliamentary procedure to students during the last 82 years. The success of a well-oiled organization is attributed much to the ground work laid by strong parliamentary procedure abilities.

Parliamentary procedure is an effective way for aiding in the development of competent and progressive rural leadership. Having a knowledge set of parliamentary procedure is needed by everyone in an organization. In addition to the fact that parliamentary procedure is used in various types of meetings, parliamentary procedure teaches organization, cooperation, discipline, quick thinking, and good citizenship (Stimson & Lathrop, 1972). Parliamentary procedure allows educators to reach every student in a classroom setting and encourages within these students a strong sense of self pride. The ability to think quickly and speak confidently within a group setting are tools that are not focused on in every subject area. Clearly, through experience with this procedure, agriculture students can develop life skills that surpass the FFA chapter and the classroom.

Brannon, Holley, and Key (1989) did research on the impact of agriculture education and the FFA on community leadership. The research showed that of those community leaders who had been members of the FFA organizations, 58% had participated

in a form of parliamentary procedure activities. When Brannon, Holley, and Key (1989) asked the extent to which FFA activities contributed to leadership development, a large majority of past students indicated that parliamentary procedure in agriculture education classes and the FFA had contributed “much” to teaching them how to participate in and conduct meetings (Brannon, Holley, and Key, 1989). In communities throughout the nation, from Chicago to Farmersville, the same methods of conducting meetings stand true. State and local officials are delighted to hear and see how students can develop the key abilities needed to maintain in leadership roles, when is taught in the FFA and agricultural education.

### The development of leadership

#### Section II

“The mission of the FFA is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education” (National FFA Organization, 2001). The use of parliamentary procedure in the curriculum is an amazing tool that enables FFA members to live up to that very mission statement. Premier leadership and potential career success are hard to gauge with every student, yet when you step back and research the leaders in government, local communities, and large firms or organizations, the number of people with ties to the FFA is remarkable. The individuals who excel are significant role models for current students to base their goals on.

It was suggested by Dormody and Seevers (1994) that leadership skills are explained by three factors: achievement expectancy, participation in FFA activities, and gender. They concluded that high expectations held by FFA members combined with a high level of performance expected by others, yielded a positive relationship with the

leadership life skills development scale (Dormody & Seevers, 1994). The ideals that surround the FFA and its mission statement have been researched extensively, over several years and the results show overwhelming signs of positive feedback.

Brannon, Holley, & Key (1989) discovered that Oklahoma community leaders who participated in agriculture and FFA in high school were more likely to be involved in community organizations, school organizations, church groups, agriculture groups, and educational groups (Brannon, Holley, & Key, 1989). Because it is such an integral part of agricultural education, these leaders all must share one aspect in common: a solid background in parliamentary procedure. At every level in the researchers' conclusion about the activities performed by past FFA members, the groups or organizations more than likely used some form of parliamentary procedure to help settle issues from within the membership.

“Agricultural educators should focus on satisfying FFA members' achievement motives when developing FFA leadership activities. Challenging activities that balance cooperative, competitive, and personal development goals should be developed.”

(Dormody & Seevers, 1993) The role of agricultural educators should be to balance the learning load and allow students to participate in activities that will foster the necessary skills for career success in their futures. Fortunately, parliamentary procedure activities encompass the ideas of cooperation, competition, and personal development, all of which are necessary for a successful future.

The student advantages that are expressed in learning parliamentary procedure extend to more than just understanding parliamentary law; more specifically, the growth of public speaking and communications skills are undeniable. “Agricultural communications

has always been an important component of the agricultural education program and an even closer relationship should exist.” (Lockaby & Vernon, 1998) The importance of strong communication skills that students develop through parliamentary procedure pays huge dividends to their future. The ability to communicate a strong, cohesive thought process is a true and necessary life lesson. When students debate, make motions, and run meetings, they are creating skills that are true life lessons, lessons that often overlooked in other subject areas.

Terry, Vaughn, Vernon, Lockaby, Evans, and Rehrman (1994) claimed that a new need to communicate information about modern agriculture due to ever-advancing scientific discoveries exists strongly today. With the ever-changing world around us, the need to stand out in a competitive job market must be instilled in our students so they may succeed in our economy. “Agricultural communications must continually survey the needs and skills required for a career in agricultural communications and then adjust the curriculum accordingly.” (Specker & Rudd, 1998)

## CHAPTER III

### RESEARCH METHODS

#### Purpose

The purpose of this study was to find a promising way for my students to gather the basics of parliamentary procedure and not lose them in lengthy readings or terminology that is above their heads, all while developing strong leadership qualities. I taught parliamentary procedure to my freshman agriculture classes in the fall of every school year in an attempt for them to understand what is going on at our regular FFA meetings.

#### Instrument design

The best way to determine the content that needs to be covered in each chapter of *Robert's Rules of Order Newly Revised In Brief* was to break down the text chapter by chapter. The material for the slide show presentations was selected by the order of most importance. In each chapter, the information that held the most important or most necessary skill set was selected for student achievement. The slide show presentations were

written over a course of a semester, and to further insure the consistency of each lesson, I recruited the help of our English department to review the writings. The Litchfield FFA advisory council was also involved, as they critiqued the material as part of our curriculum development.

The importance of this section illustrates the basics of parliamentary procedure and what was needed for proper classroom instruction. Students are better able to learn if they are confident in the person teaching the material, and our confidence as educators comes from true knowledge.

Chapter 1 spells out the need for rules in a meeting and truly defines the phrase parliamentary procedure. Groups need to understand how to complete and accomplish certain tasks when multiple bodies are all trying to add their own ideas as they go. The foundation of a strong organization is exposed in this chapter as the reader begins to see the importance of the set of rules that determine how meetings are to be handled and executed. The idea of majority rule is the basis for most groups or organizations, and the use of parliamentary rules during a meeting helps accomplish the goals of a group. Not every person in a group will always agree on how things should go, yet differences are usually dissolved during a forum or meeting setting. The chair is introduced in this chapter as the leader of the meeting. The chair designates who may speak at given times throughout the meeting while maintaining proper parliamentary procedure. The role of the chair is defined clearly: he or she maintains order and helps accomplish the goals of the group. This chapter also gives the reader a brief history of parliamentary procedure and shows where and why the set of parliamentary rules have been established. The history of the topic backs up the importance and need for parliamentary procedure.

Chapter 2 defines the role of the presiding officer and the secretary, defines a quorum, and depicts the four standard orders of business in a meeting. The presiding officer or chair basically runs the meeting and maintains order. He or she is usually elected by the group or may be appointed by an electing committee. The secretary's role during the meeting is to keep track of the events that took place during the meeting. They are to take down the minutes of the meeting so they may be read or called upon throughout the course of a meeting. The members of a group may not be required to attend every meeting; however, a quorum is usually set that mandates that a minimum number must be present for the meeting to be pronounced as an official meeting. The four standard orders of business are discussed in this chapter, which really articulates a specific diagram of a meeting. Reading and approval of minutes, reports, unfinished business, and new business are standard operating procedures for most groups and organizations. The final topics covered in Chapter 2 are the chairs' availability to use the recess rules and the use of adjourning a meeting.

Chapter 3 describes the basic use of motions and how to obtain the floor. Students reading through this section really start to understand how to properly address an assembly. Making a main motion and debating a motion are the fundamentals of parliamentary procedure, and from this, students are able to learn to write and sensibly debate an idea for the growth of their organization. The development of appropriate usage of the position of the chair begins to emerge as the central necessity to maintaining order during a meeting. The chair is responsible for yielding the floor for speakers and properly allowing for intelligent debate over main motions. Throughout this chapter, the floor group members are shown the importance of patience and the use of cooperation to accomplish common goals.

The basic rules of voting are introduced at the end of Chapter 3, and the democratic process that parliamentary procedure is founded upon starts to become a reality for the students reading this section.

Chapter 4 is a very short chapter that centers around the use and rules of debate. The speech limits of debate are stated and the chair's responsibility to follow parliamentary rules over debate is pointed out clearly. Who gets preference in recognition to debate is covered while the germane rule is discussed on the relevance and subject of debate. The floor group members are shown the need to speak directly at the chair during debate and to avoid the use of members' names and the appropriate rules of etiquette during an intelligent debate. The chapter closes by listing the debatable motions and how to properly close the debate over a main motion.

Chapter 5 introduces the idea of changing of a main motion to better suit the group. The purpose of an amendment is to seek compromises that will complete tasks for an organization with the highest amount of group agreement. Simple word changes in main motions are very elementary amendments that can strongly affect the result of a main motion being adopted. These word changes are to insert a word, strike out words, or strike out and insert words. The concept of amending an amendment is also covered as a secondary amendment that may only occur once on a main motion. The germane rule touched on again as the concept of sticking to the subject matter at hand. When a motion is voted on and considered settled, the amendment process is over and a motion is then adopted for a group.

Chapter 6 starts giving the reader the power of other simple motions that are used to impact the outcome of a meeting. The idea of referring to a committee and postponing a

motion are covered in this chapter. The rules and concepts of taking a main motion and using the skills of the group to better understand or fine tune a motion for a group in a different setting or in a small group become very relevant in this section. The overall amount of material is very limited in this chapter, yet the importance of the possible impact of these motions is very obvious.

Chapter 7 delves into how groups correct possible mistakes that may have been created. The motions to reconsider, rescind, previous notice, and the renewal of motions are viable options for groups to use when a matter, which was once deemed in one way, may need to be overturned. Parliamentary law states that a motion that has been disposed of, or another motion that is very similar or the same as the original motion, may not be brought up again at that meeting; this is the purpose of these motions. A group may gain knowledge on the topic, or new information may be discovered that will change the views of the voting body. Chapter 7 strengthens the general purpose of parliamentary procedures and the need for these in an organization or group.

Chapter 8 defines the differences between a majority vote, a 2/3 vote, and a plurality vote, as well as when each may be used. A majority vote is used to pass several motions in parliamentary procedure, with one vote over half being the defining factor. A vote with a requirement of 2/3 majority to pass is simply 2/3 of the voting body, while a plurality vote is the common vote used when electing officers when there are 3 or more candidates and simple majority rules do not apply. This chapter also lays down the rules for the chair's usage of his or her voting powers. The chair is not allowed to vote unless a tie has occurred or a ballot system is used. The practice or ways to run a voting procedure are also discussed in depth towards the end of this section of reading. A group may use several

methods to calculate the outcome of a vote from standing formats to ballots, yet when a problem arises, a motion for the division of the house may be called so a recount is enforced. The election and voting section of this text sets a very basic guideline for organizations to follow when running elections.

Chapter 9 diagrams the practice of properly making nominations during a meeting. A nomination comes from the floor during an election or from a nominating committee. The purpose of a nomination is recommending the most qualified candidates for the offices that help govern an organization. In most groups, the nominee must be approved by the chair before that nominee may run for office. Chapter 9 is a very short chapter and only covers this small aspect of elections.

Chapter 10 ranks the order of rules that are usually used by groups. This ranking shows the order of importance and allows for a balance of power to form within an organization. The ranking orders of these rules are as follows:

1. Law – rules prescribed by applicable law
2. Corporate Charter – for incorporated groups
3. Bylaws or Constitution – basic rules predetermined
4. Rules of Order – written parliamentary procedure
5. Special Rules of Order-specific to organization
6. General Book of Rules-open to the group
7. Standing Rule- administrative details
8. Custom- habits of doing business

This list is a great guide for maintaining order and making sure your organization is legitimate.

Chapter 11 is the final chapter that was used for this project. The remainder of *Robert's Rules of Order Newly Revised In Brief* is a rundown of the specific roles of the offices a typical organization may utilize. Chapter 11 is the most exciting lesson to teach since it deals with the point of order and suspending of the rules. Students really enjoy questioning the decision of the chair and observing how it affects the meeting. To correct the chair, if a mistake is made, you interrupt the chair and call out "point of order." This interruption is a form of calling out the chairperson when an error has been made in parliamentary law. To suspend the rules is interesting because it is used when a group wants to break its own rules. These final acts shown in this brief text really encourage students get involved in parliamentary procedure.

Slide show presentations were written for each chapter that was used in this research project. The idea of the study was to, again, get students to a higher level of understanding basic parliamentary procedure using the most effective ways possible. Students were also given supplementary worksheets that were written for each chapter that was covered. The idea was to stress the importance of the foundation material and not get lost in a large text.

## CHAPTER IV

### CONCLUSION AND RECOMMENDATIONS

This chapter deals with answering the objectives that were set forth at the start of this research study and giving recommendations for the use of materials produced. The purpose of this project was to find ways to enhance basic parliamentary procedure knowledge while strengthening leadership skills among students.

#### Objectives

1. To create instructional material over parliamentary procedure that will increase student achievement levels.
2. To limit the overwhelming amount of material presented to students over the topic of parliamentary procedure.

The first objective was to create instructional material over parliamentary procedure that would increase student achievement levels. The foundation of this research was

targeted at this objective. With the use of a shorter text, slide show technology, and supplemental worksheets that are guided towards students' individual learning levels, students became more engaged in learning and showed signs of significant/measurable development. The ability to actually observe the growth of their knowledge base was rather evident with the use of pre-test and post-test evaluations in comparison to the success of past methods. The proof of the retention levels of the material presented became very obvious with the use of in-class mock meeting demonstrations and the test results.

The second objective was very simply gauged on the overall amount of material presented to students in comparison to previous years. Students were given far fewer lengthy reading assignments and more insightful homework problems from material taken directly from the shorter text. The use of the slide show presentations allowed for stronger and more productive in-class discussion over material that was more oriented to their grade level.

The FFA members attended the section career development event and did a very respectable job as they placed strongly in comparison to the results of previous years. The role of career development events is to allow students to take information they have learned in the agricultural education classroom and implement that information at a competitive level. The use of career development events to gauge student development and achievement is an insightful way to show the levels of student mastery of a certain topic.

### Recommendations

The topic of parliamentary procedure can be a very overwhelming when presented to students. The idea of "less is more" has become a powerful concept in my teaching strategies as this idea prevents student burnout over subject matter. In conclusion, the

development of supplemental information for the use of teaching students the basics of parliamentary procedure has been a huge success in my program. Students have excelled in developing basic skills and a strong foundation of parliamentary skills. The short sections of required readings, the slide show presentations, and the worksheets that accompany the readings have made a difference in my students' learning process. Students have gone from disliking parliamentary procedure to encouraging and supplying each other in the classroom, which has resulted in smoother FFA meetings and a stronger leadership in the freshmen FFA members.

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## APPENDICES

## APPENDIX A

## Roberts Rules of Order Newly Revised

### Chapter 1

#### “The “Why and Wherefore” of Meeting Rules”

##### Terms

Parliamentary procedure

Deliberative assemblies

Parliamentary authority

1. Why do we need “Formal Control” of a meeting?
2. What is a “chair”?
3. When does a meeting become full scale?
4. List 5 of the 7 basic duties of a “chairman”.
5. The name “parliamentary procedure” derived from what wording?
6. What civilization had early forms of parliamentary law?
7. Who wrote the first addition of *Roberts Rules of Order*, how many pages did he plan it to be and what was the total number of pages when it was completed?

## Roberts Rules of Order Newly Revised

### Chapter 1 KEY

#### “The “Why and Wherefore” of Meeting Rules”

#### Terms

Parliamentary procedure

Deliberative assemblies

Parliamentary authority

1. Why do we need “Formal Control” of a meeting?
  - **So too many people may talk at once and the group does not lose sight of what the proper subject is**
  
2. What is a “chair”?
  - **The person chosen by a group that designates who may speak at any given time and to see that the discussion narrows down to specific, precisely worded proposals.**
  
3. When does a meeting become full scale?
  - **When the gathering reaches a size of about 12 to 15 people.**
  
4. List 5 of the 7 basic duties of a “chairman”.
  - **Who gets to speak?**
  - **How is the meeting to be kept on track?**
  - **How is the intense disagreement to be handled?**
  - **How can business best be put through when there is no disagreement?**
  - **What if a proposal appears to be not yet in shape for a yes-or-no decision?**
  
5. The name “parliamentary procedure” derived from what wording?
  - **English Parliament**
  
6. What civilization had early forms of parliamentary law?
  - **Ancient Greeks**

**Roberts Rules of Order Newly Revised****Chapter 1 KEY****“The “Why and Wherefore” of Meeting Rules”****(Continued)**

7. Who wrote the first addition of *Roberts Rules of Order*, how many pages did he plan it to be and what was the total number of pages when it was completed?

- **Henry Martyn Roberts published in 1876  
Planed to be 50 pages ended up 176**

## Roberts Rules of Order Newly Revised

### Chapter 2

#### “What happens at a meeting?”

##### Terms

Chairman	Call to order
The Chair	majority
minutes	agenda
secretary	adjourn
quorum	recess
stand at ease	

1. How do you begin a meeting?
2. What are the 4 basic simplified standard orders of business?
3. After opening the meeting what is the chairman’s first duty?
4. List the 6 major steps of a simple meeting starting with, “The meeting will come to order:”

## Roberts Rules of Order Newly Revised

### Chapter 2 KEY

#### “What happens at a meeting?”

#### Terms

Chairman	Call to order
The Chair	majority
minutes	agenda
secretary	adjourn
quorum	recess
stand at ease	

1. How do you begin a meeting?
  - **“The meeting will come to order”**
  
2. What are the 4 basic simplified standard orders of business?
  - **Reading and Approval of Minutes**
  - **Reports**
  - **Unfinished Business**
  - **New Business**
  
3. After opening the meeting what is the chairman’s first duty?
  - **“The secretary will read the minutes”**
  
4. List the 6 major steps of a simple meeting starting with, “The meeting will come to order:”
  - **Open the meeting**
  - **Reading and Approval of Minutes**
  - **Reports**
  - **Unfinished Business**
  - **New Business**
  - **Adjourn**

**Roberts Rules of Order Newly Revised****Chapter 3****“How decisions are made at a meeting: Handling Motions”****Terms**

motion	States the question
main motion	pending
recognizes	debate
have the floor	secondary motions
yield the floor	ready for the question
exact language	abstentions

1. What is the primary purpose of a meeting?
2. How many motions can be on the floor at one time?
3. How do you get to speak at a meeting?
4. How do you make a main motion?
5. What is the secretary's main job?
6. What do you do after making a motion?

### Chapter 3

#### **“How decisions are made at a meeting: Handling Motions”**

#### **(Continued)**

7. When may a motion be considered by a group?
8. If there is no second what happens to a motion?
9. Does the chair have to recognize you to second a motion?
10. How does a chairman “state” a motion?
11. What two duties does the chair have before stating a motion?
12. What is the simplest and most common type of voting?
13. What does a chair ask after the vote is accepted or declined?
14. Write 3 main motions that you have developed on your own and make them good because you will use them the rest of the Parli. Pro. Section.

## Roberts Rules of Order Newly Revised

### Chapter 3 KEY

#### “How decisions are made at a meeting: Handling Motions”

#### Terms

motion	States the question
main motion	pending
recognizes	debate
have the floor	secondary motions
yield the floor	ready for the question
exact language	abstentions

1. What is the primary purpose of a meeting?
  - **The primary purpose of a meeting is for the group to make decisions.**
  
2. How many motions can be on the floor at one time?
  - **Only one main motion may be before the assembly for action at a time**
  
3. How do you get to speak at a meeting?
  - **You stand up immediately after the previous speaker has finished and call out “Mister/Madam President”**
  
4. How do you make a main motion?
  - **To make a main motion, after obtaining the floor you simply say, “I move that...”**
  
5. What is the secretary’s main job?
  - **The secretary’s job is to copy the motions down accurately.**
  
6. What do you do after making a motion?
  - **You immediately sit down.**

**Chapter 3 KEY**  
**“How decisions are made at a meeting: Handling Motions”**  
**(Continued)**

7. When may a motion be considered by a group?
  - **A motion may be considered by the group only after it has been seconded.**
  
8. If there is no second what happens to a motion?
  - **If there is no second, the motion “dies” and is not brought before the group.**
  
9. Does the chair have to recognize you to second a motion?
  - **No, the chair will ask for a second and you just yell out “SECOND!”**
  
10. How does a chairman “state” a motion?
  - **By simply saying “It is moved and seconded that...”**
  
11. What two duties does the chair have before stating a motion?
  - **The chair must determine that the motion is in order at that time.**
  - **The chair must ensure that the motion is clearly phrased.**
  
12. What is the simplest and most common type of voting?
  - **The voice vote**
  
13. What does a chair ask after the vote is accepted or declined?
  - **The chair states “The next item of business is...” or “is there further new business...”**
  
14. Write 3 main motions that you have developed on your own and make them good because you will use them the rest of the Parli. Pro. Section.
  - **I move that**
  - **I move that**
  - **I move that**

**Roberts Rules of Order Newly Revised**  
**Chapter 4**  
**“Debate”**

**Terms**

germane

1. How many times may you speak on a motion or topic and how long may you speak?
2. Can you “save time” or “transfer” it to someone else?
3. Who gets preference in recognition to debate?
4. How do you get the chance to debate a topic?
5. What are the 3 common exceptions to the rule that the person who rises first should be the one to speak?
6. What is the most important rule of debate in relation to personalities?
7. Why do debates not allow personal attacks?
8. When can you call a statement “false” during a debate?

**Chapter 4**  
**“Debate”**  
**(Continued)**

9. True or False -Terms such as “fraud,” “liar,” or “lie” may be used about a member?
  
10. How do you avoid a debate becoming personal?
  
11. Do you ever use members’ names in a debate?
  
12. What motions are debatable?
  
13. Can you extend or limit the time of a debate and if so what vote is required to allow it?
  
14. How do you close a debate immediately?

## Roberts Rules of Order Newly Revised

### Chapter 4 KEY

#### “Debate”

#### Terms

germane

1. How many times may you speak on a motion or topic and how long may you speak?
  - **You may speak in a debate twice on any debatable motion on the same day.**
2. Can you “save time” or “transfer” it to someone else?
  - **No**
3. Who gets preference in recognition to debate?
  - **Usually the person who rises first after the previous speaker**
4. How do you get the chance to debate a topic?
  - **You wait until the person is speaking is finishes and sits down and then you rise and wait for the chair to recognize you to speak.**
5. What are the 3 common exceptions to the rule that the person who rises first should be the one to speak?
  - **First, if you are the maker of the motion, you have a one-time right to preference in speaking about that motion.**
  - **Second, although everyone may speak twice on the same motion on the same day, someone who has not yet spoken on it even once has preference over anyone who has already spoken on it.**
  - **Third, when the chair knows that persons seeking the floor have opposite opinions on the motion, they can alternate pro vs. con.**
6. What is the most important rule of debate in relation to personalities?
  - **Debate the proposal, not the member, is the subject of the debate.**

## Roberts Rules of Order Newly Revised

### Chapter 4 KEY

#### “Debate”

7. Why do debates not allow personal attacks?
  - **It might intimidate many from taking part in the debate.**
8. When can you call a statement “false” during a debate?
  - **Never**
9. True or False -Terms such as “fraud,” “liar,” or “lie” may be used about a member?
  - **False**
10. How do you avoid a debate becoming personal?
  - **You always speak as if you are talking directly to the chair, not directly to other members.**
11. Do you ever use members’ names in a debate?
  - **No**
12. What motions are debatable?
  - **Every main motion and secondary motions**
13. Can you extend or limit the time of a debate and if so what vote is required to allow it?
  - **Yes, but it takes a *two-thirds* vote**
14. How do you close a debate immediately?
  - **Amend**
  - **Commit**
  - **Postpone to a Certain Time**

## Roberts Rules of Order Newly Revised

### Chapter 5

#### “Amendments”

#### Terms

amendments

secondary amendment

a bigger bite

settled

1. What should amendments say?
2. What does the vote on an amendment exactly do?
3. What are the three types of word change amendments?
4. Describe the procedure of amending a motion by “inserting” or “adding” words:
5. Does an amendment need a second?
6. Describe the procedure of amending a motion by “striking out” words:
7. Described the procedure of amending a motion by “striking out” and “inserting” words:



## Roberts Rules of Order Newly Revised

### Chapter 5 KEY

#### “Amendments”

#### Terms

amendments

secondary amendment

a bigger bite

settled

1. What should amendments say?
  - **They should say *Exactly* where in the main motion the change is to be made, and *Precisely* what words to use.**
  
2. What does the vote on an amendment exactly do?
  - **The vote on an amendment does not decide whether the main motion will be adopted, only whether the wording in the main motion will be changed.**
  
3. What are the three types of word change amendments?
  - **Insert or Add Words**
  - **Strike Out Words**
  - **Strike Out and Insert Words**
  
4. Describe the procedure of amending a motion by “inserting” or “adding” words:
  - **“I move to insert the words....before the words....”**
  - **“I move to add the words....”**
  
5. Does an amendment need a second?
  - **Yes**
  
6. Describe the procedure of amending a motion by “striking out” words:
  - **“I move to strike out the words....”**

**Roberts Rules of Order Newly Revised**  
**Chapter 5 KEY**  
**“Amendments”**  
**(Continued)**

7. Described the procedure of amending a motion by “striking out” and “inserting” words.

- **“I move to strike out the words.....and insert the words...”**

8. What are the 3 forms of amendment that apply to whole paragraphs?

- **Insert or Add a Paragraph**
- **Strike Out a Paragraph**
- **Substitute**

9. What are two other names used to describe a secondary amendment?

- **Secondary Amendment**
- **Amendment to the Amendment**

10. How do you amend a secondary amendment?

- **They cannot be amended**

11. What is a simple way to avoid making a secondary amendment?

- **Tell the group in debate that if they vote down the pending amendment, you will then offer a different version**

12. Describe the Germaneness Rule:

- **Any amendment proposed must in some way involve the same question raised by the motion it amends.**

13. Using the same main motion that you have previously created:

- **Amend the motion by “striking out” and “inserting” words;**
- **Amend the amendment on the same motion.**

**Roberts Rules of Order Newly Revised**  
**Chapter 6**  
**“Postponing and Referring to a Committee”**

**Terms**

standing committees

special committee

1. Describe why a group might postpone a motion:
  
2. What type of vote is needed to postpone a motion?
  
3. Is the motion to postpone to a certain time amendable and debatable?
  
4. Why would a group “refer” to a committee?
  
5. Is the motion to “commit” or “refer” amendable or debatable?
  
6. Use the main motion you wrote earlier and “refer” it to a committee:

**Roberts Rules of Order Newly Revised**  
**Chapter 6 KEY**  
**“Postponing and Referring to a Committee”**

**Terms**

standing committees

special committee

1. Describe why a group might postpone a motion:
  - **A group may just want to talk about the matter at a future date, there are a hundred reasons to postpone.**
  
2. What type of vote is needed to postpone a motion?
  - **A Majority vote**
  
3. Is the motion to postpone to a certain time amendable and debatable?
  - **It is debatable and amendable**
  
4. Why would a group “refer” to a committee?
  - **It may take too much time to amend the main motion properly, or additional information is needed.**
  
5. Is the motion to “commit” or “refer” amendable or debatable?
  - **Yes it is amendable and debatable**
  
6. Use the main motion you wrote earlier and “refer” it to a committee:
  - **Students work**

## **Roberts Rules of Order Newly Revised**

### **Chapter 7**

#### **“How Can A Group Change Its Mind?”**

##### **Terms**

reconsider

rescind

previous notice

renewal

1. Why may a meeting never end and how do we prevent this from happening?
2. Who can make the motion to reconsider? (pg.58)
3. Who can second the motion to reconsider? (pg. 59)
4. Describe how you would make the motion to reconsider: (pg. 59)
5. Describe how the procedure to reconsider happens: (pg.60)
6. Who can make motions to rescind and award something previously adopted? (pg.61)
7. Are the motions to rescind and amend something previously adopted treated like main motions? (pg. 61)

## Roberts Rules of Order Newly Revised

### Chapter 7 KEY

#### “How Can A Group Change Its Mind?”

#### Terms

reconsider

rescind

previous notice

renewal

1. Why may a meeting never end and how do we prevent this from happening?
  - **A meeting may never end if those who were defeated in one vote could repeatedly try to overturn the decision by making the group vote on the same matter over and over again.**
2. Who can make the motion to reconsider? (pg.58)
  - **The motion can only be made by a member who voted on the winning side**
3. Who can second the motion to reconsider? (pg. 59)
  - **Any member**
4. Describe how you would make the motion to reconsider: (pg. 59)
  - **“Mr/Mrs. Chairmen, I move to reconsider the vote on the motion relating to.....”**
5. Describe how the procedure to reconsider happens: (pg.60)
  - **After a second to *Reconsider* the assembly will consider the motion again**
  - **After debate the motion to *Reconsider* will be voted on (majority vote)**
  - **If passed the *Original Motion* will be reread and brought before the assembly again**
  - **Debate will occur followed by a vote and the result of that vote will stand**

**Roberts Rules of Order Newly Revised**

**Chapter 7 KEY**

**“How Can A Group Change Its Mind?”**

**(Continued)**

6. Who can make motions to rescind and award something previously adopted?  
(pg.61)

- **Any member that feels a mistake may have been made**

7. Are the motions to rescind and amend something previously adopted treated like main motions? (pg. 61)

- **Yes**

8. How does “Previous notice” affect the vote of the motions to “rescind” and “amend something already adopted?” (pg. 61)

- **Adoption Requires two things: 1) a two thirds vote or 2) a vote of a majority of the entire membership of the voting body**

**Roberts Rules of Order Newly Revised**

## Chapter 8

### “Voting”

#### Terms

majority vote

plurality vote

dark horse

2/3 vote

majority of the entire membership

entire membership

1. Describe what a majority vote is in detail:
2. Give an example of a plurality vote: (pg. 66)
3. Are plurality votes sufficient means for decisions to be made? (pg. 66)
4. What are the chair’s duties during the voting? (pg. 69)
5. When may a chair vote? (pg. 69)
6. Besides the voice method what are 4 other methods of voting?
7. When is an “uncounted” standing vote used?

**Chapter 8**  
**“Voting”**  
**(Continued)**

8. When may a “counted” vote motion be made? (pg. 71)
  
9. When are “ballot votes” used?

## Roberts Rules of Order Newly Revised

### Chapter 8 KEY

#### “Voting”

#### Terms

majority vote

plurality vote

dark horse

2/3 vote

majority of the entire membership

entire membership

1. Describe what a majority vote is in detail:
  - **A majority vote is “more than half” of the votes cast by a quorum**
  
2. Give an example of a plurality vote: (pg. 66)
  - **Ted earns 45 votes, Jay gets 40, and Kate gets 15votes, Ted wins the plurality vote since he receives the most yet does not reach the majority**
  
3. Are plurality votes sufficient means for decisions to be made? (pg. 66)
  - **Yes, we use them mainly to elect our congress**
  
4. What are the chair’s duties during the voting? (pg. 69)
  - **They are to be impartial they may only vote when a tie occurs or a ballot is used**
  
5. When may a chair vote? (pg. 69)
  - **When a tie occurs or a ballot is used**
  
6. Besides the voice method what are 4 other methods of voting?
  - **Standing vote, Show of hands, Counted vote, Ballot**
  
7. When is an “uncounted” standing vote used?
  - **When a 2/3 vote is required, the chair is not sure of the result, when members need more clarification of the results**

**Roberts Rules of Order Newly Revised****Chapter 8 KEY****“Voting”****(Continued)**

8. When may a “counted” vote motion be made? (pg. 71)
  - **When the motion is still before the group**
  
9. When are “ballot votes” used?
  - **They are used mainly for elections and for important votes**

## **Roberts Rules of Order Newly Revised**

### **Chapter 9**

#### **“Nominations and Elections”**

##### **Terms**

##### Nomination

1. What are the two most common means of nominating candidates for office?
2. When is a nominating committee to be used?
3. Is the Motion to Close Nominations a necessary part of the election procedure?
4. How are elections commonly conducted?
5. When does a candidate usually take office?

## Roberts Rules of Order Newly Revised

### Chapter 9 KEY

#### “Nominations and Elections”

#### Terms

##### Nomination

1. What are the two most common means of nominating candidates for office?
  - **From the floor or by a nominating committee**
  
2. When is a nominating committee to be used?
  - **When candidates need to be sorted to through and then elected**
  
3. Is the Motion to Close Nominations a necessary part of the election procedure?
  - **Yes so that there is clarity that the nominations are over**
  
4. How are elections commonly conducted?
  - **They are commonly conducted by a ballot**
  
5. When does a candidate usually take office?
  - **The office is filled when the chair announces the results of the vote**

**Roberts Rules of Order Newly Revised****Chapter 10****“What are the Basic Types of Rules”****Terms**

corporate charter

special rules of order

bylaws

standing rules

rules of order

custom

parliamentary authority

1. What are the Rules of governing an assembly from highest to lowest in authority?
2. What are 4 major purposes of bylaws?
3. Give a common example of “special rules of order:”
4. When can a custom conflict with a written rule?
5. What should be included in a membership booklet?

## Roberts Rules of Order Newly Revised

### Chapter 10 KEY

#### “What are the Basic Types of Rules”

#### Terms

corporate charter	special rules of order
bylaws	standing rules
rules of order	custom
parliamentary authority	

1. What are the Rules of governing an assembly from highest to lowest in authority?
  - **Law, Corporate charter, Bylaws or Constitution, Rules of Order, Standing rules, Custom**
  
2. What are 4 major purposes of bylaws?
  - **Describe the groups purpose**
  - **Spell out the qualifications**
  - **Provide for the group**
  - **May set up an executive board**
  
3. Give a common example of “special rules of order:”
  - **Groups set up rules for length of debate**
  
4. When can a custom conflict with a written rule?
  - **Never**
  
5. What should be included in a membership booklet?
  - **Corporate charter, bylaws, special rules, and standing rules**

## Roberts Rules of Order Newly Revised

### Chapter 11

#### “How are Rules Enforced and How are they Suspended?”

##### Terms

point of order

appeal

parliamentarian

1. How do you make a point of order and why would you do this?
2. Does a point of order need a second or is a vote taken?
3. Does an appeal require a second and who and how many times may people speak concerning an appeal?
4. When may a note be taken on an appeal without a debate? (pg. 91)
5. What type of vote does an appeal require?
6. When would you want to suspend the rules?
7. When “suspending the rules” you do not name the rule that is suspended instead you do what?

## Roberts Rules of Order Newly Revised

### Chapter 11

#### “How are Rules Enforced and How are they Suspended?”

#### Terms

point of order

appeal

parliamentarian

1. How do you make a point of order and why would you do this?
  - **Stand and state “Point of Order” when the chair is in the wrong**
2. Does a point of order need a second or is a vote taken?
  - **No second or vote**
3. Does an appeal require a second and who and how many times may people speak concerning an appeal?
  - **Yes, once**
4. When may a vote be taken on an appeal without a debate? (pg. 91)
  - **Relates to indecorum or a transgression of the rules of speaking**
  - **Relates to the priority of business**
  - **Is made while the immediately pending question is un debatable**
5. What type of vote does an appeal require?
  - **A majority vote**
6. When would you want to suspend the rules?
  - **When you need to pass something that may break an established rule**
7. When “suspending the rules” you do not name the rule that is suspended instead you do what?
  - **You describe what it is you want to be able to do that would violate the rules**

## APPENDIX B

Roberts Rules of Order  
Newly Revised  
*In Brief*

## Chapter 1

The “Why and Wherefore”  
Of Meeting Rules

### Objectives

1. Why do we need rules for meetings?
2. What does a chairperson do exactly?
3. What is Parliamentary procedure and where did it come from?
4. What is the history of Parliamentary procedure?

### Terms

Parliamentary procedure  
Deliberative assemblies  
Parliamentary authority  
Chair

### Why rules

- Have you ever been at a meeting that didn't go well?
- Did the leader keep order?
- Did you feel the group was heard properly?
- Did it take forever to get things done?

### Why rules

- Groups need to know exactly what they want to get done
- Not every person in a group will agree on outcome but majority usually rules

### Why rules

- Problems with large group
  - Many people want to talk at once
  - People wander off subject
  - People lose sight of original goal

### Why rules

- To prevent several problems during group meetings, groups select a “chair”
- **Chair** – a person to help designate who may speak at any given time, runs meeting, and generally keep group on task

### Why rules

- A meeting reaches “full scale” when a group reaches 12 to 15 people
- When “full scale” is met, a group must run a tighter ship

### Why rules

- The chair has several responsibilities:
  - Keep order
  - Keep things fair
  - Determine speaking order
  - Keep meeting on track
  - Handle disagreements
  - Handle general flow of meeting

### Why rules

- Rules have been developed so the chair can run meetings effectively
- Rules keep the meeting fair
- Rules allow people to voice opinions in a proper way

### What is Parliamentary Procedure?

- **Parliamentary Procedure** – is basically rules and customs that has grown up in the civilized world for dealing with problems in meetings

### What is Parliamentary Procedure?

- Parliamentary procedure – has traces that reach back as far as ancient Greeks
- Its basic content has been formed by trial and error in English Parliament

### What is Parliamentary Procedure?

- **Deliberative assemblies** – Organized meetings at organizations
- Parliamentary procedure gives all legislative bodies and organizations a common body of rules

### History of Parliamentary procedure.

- American Parliamentary procedure has evolved a little differently
- Henry Martyn Robert is considered the founder of “Robert’s Rules of Order”
- First published in 1876 and has become the standard for correct meeting procedure

### History of Parliamentary procedure.

- The book has been revised 10 times
- Over 80% of content will be needed less than 20% of the time

### History of Parliamentary procedure.

- Robert’s Rules of Order In Brief is the simple form for just the basics

### Works Cited

Taken from-Robert’s Rules of Order Newly Revised *In Brief*

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Roberts Rules of Order  
Newly Revised  
*In Brief*

Chapter 2

What Happens at a Meeting

Objectives

1. What is the role at the presiding officer and secretary?
2. What is a Quorum?
3. What are the 4 simplified standard orders of business in a meeting?

Terms

Chairman	Call to Order
Minutes	Agenda
Secretary	The Chair
Adjourn	Majority
Quorum	

Officers

- One person is chosen or elected to run or preside over the meeting
- The presiding officer is called the Chairman
- While presiding over the meeting the presiding officer is called "The Chair"

Officers

- The secretary is an elected or appointed official that keeps track of events or minute of the meeting
- A good secretary is important for every group

### Meetings

- Members of every group form or legislature miss meeting
- President Obama missed several senate meetings during his campaign
- A quorum is a minimum number of members that must be present for a meeting to be official

### Meetings

- A quorum is important so groups cannot slide in improper rules or decisions
- Most groups set the quorum as a majority of the members
- Majority means more than half

### Standard Order of Business

- Meetings are usually all ran in a similar manner

### Standard Order of Business

- The chair will call the meeting to order
- Some groups have opening ceremonies (as we do in the FFA) or simple role calls

### Standard Order of Business

Most Meetings Follow a Traditional Order of Business

1. Reading and Approval of Minutes
2. Reports
3. Unfinished Business
4. New Business

### Agenda: An Alternative To Following A Standard Order Of Business

- Some groups do not follow the standard order of business so they adopted an agenda
- An agenda sets out the order of business

### Agenda: An Alternative To Following A Standard Order Of Business

- The chairman usually presents an agenda
- The group may amend the agenda before adopting it

### Adjournment, Recess, and Standing At Ease

- After the business before the group is complete the chair person will ask for any further business
- To adjourn means to close the meeting

### Adjournment, Recess, and Standing At Ease

- If a group wants to take a short break the ask or vote for a recess
- A recess is a break set by a group not an end to the meeting

### Adjournment, Recess, and Standing At Ease

- If a chairman wants a short break yet does not want to dismiss the member he or she may call to stand at ease
- The chair must call the meeting to order after the stand at ease procedure

### Works Cited

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Roberts Rules of Order  
Newly Revised  
*In Brief*

## Chapter 3

How Decisions are Made at a  
Meeting: Handling Motions

### Objectives

1. Define and make a main motion.
2. Understand how to “get the floor” at a meeting.
3. Debate a main motion.
4. Understand what the “question” is and how the chair announces the result of a vote.

### Terms

Motion	States the Question
Main Motion	Pending
Recognizes	Debate
Have the Floor	Secondary Motions
Yield the Floor	Ready for the Question
Exact Language	Abstentions

### The Meaning of a Motion

- The purpose for RROO is to help groups make decisions
- To begin this process a member must make a motion- a formal proposal by a member, in a meeting, that the group may take action on

### The Meaning of a Motion

- A main motion is one whose introduction brings business before a group
- Only 1 main motion is to be discussed at a time

### How You Get to Speak at a Meeting

- The roles for speaking are easy, yet very important for order
- Basically started up and call out “Madam President” , “Mr. President”
- The chair must designate you to speak-this is recognizing

### How You Get to Speak at a Meeting

- After you are designated to speak you “have the floor” to right to speak
- When you finish speaking you then yield the floor- finished or sit down

### How A Motion Gets Before A Group

#### How to Make a Motion

- After you obtain the floor you state your motion
- “I move that...”
- A motion must begin with the phrase “I move”

### How A Motion Gets Before A Group

#### How to Make a Motion

- It is very important that you state exactly what the words of the motion are to be
- Groups vote on exact language, not a vague idea

### How A Motion Gets Before A Group

#### How to Make a Motion

- The secretary’s job after a motion is, made is to copy the exact motion down
- Never come up with language of your own
- After a motion is made sit down

### How A Motion Gets Before A Group

#### Seconding A Motion

- After a motion has been made it must be seconded– at least two people want to consider the motion
- If there is no second the motion fails and will not be considered

### How A Motion Gets Before A Group

#### How to Make a Motion

- To make a second the chair asks for a second and you simply call out "second"
- You may remain seated
- You do not have to be recognized by the chair to call out a second

### How A Motion Gets Before A Group

#### The Chair "States" the Question

- After a motion has been moved and seconded the chair states the question-basically repeats the motion made and proof of a second
- The chair must state the question so the group knows the exact proposal before it
- The chair must repeat the exact wording of the motion made

### How A Motion Gets Before A Group

#### The Chair "States" the Question

- The chair must determine if the motion is in order at the time
- The chair must ensure the motion is clearly phrased

### How The Group Considers A Motion

#### Debate the Motion

- After a motion is stated and before the group it is considered pending-on the floor
- The group then gets to debate the motion- debate is discussion on the merits of the question

### How The Group Considers A Motion

#### Debate the Motion

- After the motion has been made and the chair has stated the question the person who made the main motion gets the first chance for debate on the motion

### How The Group Considers A Motion

#### Debate the Motion

- After all the debate is done on the motion on the floor the chair then can "call for the question"-a vote on the motion
- Most motion require a majority vote yet some need a two-thirds vote
- The chair simply votes, "Those in favor, say aye," all those apposed say "no"
- The secretary helps count the votes

### How The Group Considers A Motion

#### Debate the Motion

- After the vote the chair announces the results and moves on with the meeting
- “Is there any further new business?”

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Chapter 4

Debate

Objectives

1. What are the speech limits on debate?
2. Who gets preference in recognition on debate?
3. Basic rules of debate.

Terms

Germane

A. The Role for Debate

1. Speech Limits in Debate
  - You may speak only twice in one day on a debatable motion
  - You cannot save or transfer time for double

A. The Role for Debate

2. Who gets preference in recognition to debate?
  - You cannot signal to debate while someone is speaking
  - You must wait for the person speaking to finish and sit before rising to debate
  - If you are the maker of the motion you have a one-time right to speak about it
  - Everyone may speak twice over the topic
  - The chair must alternate speakers during debate that oppose

### A. The Role for Debate

#### 3. Stick to the Subject

- Debate must be relevant to the topic of the motion on the floor, the must be germane – must have a bearing on whether a motion should be adopted

### A. The Role for Debate

#### 4. Debate Issues, Not Personalities

- ▶ The #1 rule is to debate the motion not the person
- ▶ If debate allowed for personal attacks it might intimidate people form making valid points
- ▶ If you disagree with someone else's statement you cannot say the statement is false
- ▶ The terms fraud, liar, or lie must never be used

### A. The Role for Debate

#### 5. Formalities that Avoid Personalities

- You must remember that when you debate a motion you must act as if you were speaking to the chair not he other members
- Avoid using members names in debate

### B. Motions that Are and Are Not Debatable

- Every main motion and some secondary motions are debatable

### Debate Motions

- Amend
- Appeal
- Commit
- Main Motion
- Postpone
- Reconsider
- Recind
- Refer

### Non Debatable Motions

- Adjourn
- Previous Question
- Suspend the Rules
- Debate Limits or Extend
- Recess
- Voting Motions

### C. Close Debate Immediately: The Motion for the Previous Question

- Sometimes more or less debate is needed
- A 2/3 vote is needed to limit or Extend Debate

### D. Close Debate Immediately: The Motion for the Previous Question

- If you call for the previous question the debate must stop and a vote will be then taken on the motion
- The previous question call limits a number of secondary motions to be made
- The previous question to end debate must earn a 2/3 vote to pass

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Chapter 5

Amendments

Objectives

1. What is the purpose and construction of amendments?
2. How do you make simple word changes?
3. Describe how you amend amendments.
4. Describe the “settled” rule.

Terms

Amendments  
Secondary Amendment  
A Bigger Bite  
Settled

A. The Purpose and Construction of  
Amendments

- Amendments – are modifications to motion so groups form compromises and complete tasks
- The should say exactly where in the main motion the change should be made
- The main motion will be voted on the “as amended” wording

B. Simple Word Changes

- There are 3 types of simple word amendments
1. Insert a word
  2. Strike out words
  3. Strike out and insert words

### B. Simple Word Changes

- To insert words - you basically add words to the main motion
- To strike out words – you remove words from main motion
- To strike out and insert you do both to a main motion

### C. Amending Paragraphs

- If a main motion is very large paragraphs are amended in the same manor as simple word phrases
- The main differences is paragraphs may be substituted with others

### D. Amending Amendments

- An amendment to a main motion may be amended by a “secondary amendment”
- This secondary amendment can not be amended so basically amendments may only be amended once

### E. Striking to the Subject: The Germane Rule

- Any amendment proposed must pertain to the topic at hand
- The germane rule applies

### F. The “Settled” Rule

- Once a group has decided on the amendments and a vote has been made the matter is considered settled
- The fear of “a bigger bite” – changing a main motion so much it is not close to the same

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Chapter 6

Postponing and Referring to a  
Committee

Objectives

1. Why postpone to a certain time?
2. Why commit or refer?
3. How committee members are chosen.

Terms

Standing committees  
Special committee

A. Postpone to a Certain Time

- If a motion is not needed to be discussed at the meeting but may need to be brought back up later a motion to postpone to a certain time may be done

A. Postpone to a Certain Time

- The postpone motion is amendable and debatable but debate must be only made about the postponing at the motion
- You must not debate about the main motion

### B. Commit or Refer

- If the group feels that a motion may need more information to make it stronger then a motion to refer to a committee may be made
- Requires a majority vote

### B. Commit or Refer

There are 2 types of committees:

1. Standing committee – a group that deals with predetermined topics - ex. (Education Committee)
2. Special Committee – is created for a particular task and resolve after task is complete

### C. How Committee Members are Chosen

1. Standing Committees
  - Usually committees are created by the bylaws of the group, yet the president or chairperson may appoint chairpeople for each committee

### C. How Committee Members are Chosen

2. Special Committees
  - Special committees are usually set up through the bylaws yet the presiding officer may appoint them due to the particular topic

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Chapter 7

How Can a Group Change Its Mind

Objectives

1. How do groups correct mistakes
2. The motion to reconsider
3. The motion to resend or amend something previously adopted
4. Renewal of motions

Terms

Reconsider  
Rescind  
Previous notice  
Renewal

A. Correcting Mistakes

- It is parliamentary law that a motion that has been the group and disposed another motion very similar or the same may not be brought up at that meeting
- There are special motions that may be made to reconsider at motion after the group reflects or new information comes out

B. The Motion to Reconsider

- A member may make a motion to Reconsider-the groups look at the main motion again
- A member may make this motion only if the vote in favor of the main motion
- The reconsider motion may be seconded by anyone

### B. The Motion to Reconsider

- The reconsider motion may only be made at the meeting or the same day a motion has been made
- The motion to reconsider requires a majority vote
- Once it passes the original main motion it may be discussed and voted on again

### C. The Motions to Rescind or Amend Something Previously Adopted

- After a meeting is over you may not reconsider a main motion, so if you change your mind or a topic you must then make a motion to rescind – change your mind due to circumstances

### C. The Motions to Rescind or Amend Something Previously Adopted

- You must also amend something previously adopted – change a main motion due to new circumstances
- Either motion may be made no matter how you voted previously

### C. The Motions to Rescind or Amend Something Previously Adopted

- Both are main motions on the floor
- Previous notice – is the intent to make one of the motions and adoption voting changes for each

### D. Renewal of Motions

- If a motion fails at the next meeting you may make a renewal motion – the same motion that was defeated at the last meeting

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Chapter 8

Voting

Objectives

1. What vote is required?
2. Unanimous consent instead of a vote.
3. Members right to vote.
4. Methods of voting.

Terms

Majority Vote	Plurality Vote
Dark Horse	2/3 Vote
Majority of the Entire Membership	Entire Membership

A. What Vote is Required?

- A majority vote is used to pass several motions in parli pro. Majority is defined as one more half
- Majority is ruled for all those actually voting, abstentions do not count

A. What Vote is Required?

- A plurality vote is different than majority in the chance that 3 people are running for an office and the votes are split. Majority is 1 more than half
- Plurality votes are not sufficient in RPOA

### A. What Vote is Required?

- Some votes or motions require 2/3 of the vote instead of majority, simply two thirds of the voting body

### A. What Vote is Required?

- Majority of the entire membership is basically what it states. A motion must pass by majority of all members present and not present.

### B. Unanimous Consent Instead of a Vote

- Sometimes motions or actions are put into place without going through the procedure.
- These actions are usually common sense functions made by the chair.
- The chair states the purpose.

### C. Members' Right to Vote

- All members must meet predetermined qualifications to vote set by bylaws
- Membership dues paid
- Not suspended

### D. Chair's Participation in Voting

The chair should always stay impartial

The chair only votes:

- a) By ballot
- b) When chair's vote will change, result - tie

### E. More Methods of Voting

1. Standing vote – members stand and they are counted
2. Show of hands – members raise hands and counted
3. Ballot – written ballots are made and counted
4. Voice vote – members say “yeah” or “neah”

### E. More Methods of Voting

- If a method of voting is not perceived as accurate the division of the house may be called.
- Members may want a counted vote to be made.

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Chapter 9

Nominations and Elections

Objectives

1. How to make nominations.
2. How are elections ran?

Terms

Nomination

A. Nomination

- A nomination is a formal proposal to the voting body to fill an office.
- Most offices have nominations from the floor.

A. Nomination

- A nomination from the floor comes from the voting body during the election meeting or process.

### A. Nomination

- Some groups form nominating committees to form a base of candidates for office within a group.
- Candidates are elected from these nominations.

### B. Elections

- Most elections run through a ballot system.
- This ensures that candidates are elected fairly.
- A person is formally approved by the chair.

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## Chapter 10

What are the Basic Types of Rules

### Terms

Corporate Charter	Special Rules of Order
Bylaws	Standing Rules
Rules of Order	Custom
Parliamentary Authority	

### A. The Ranking Order of Rules

1. Law – rules prescribed by applicable law
2. Corporate charter – for incorporated groups
3. Bylaws or Constitution – basic rules predetermined
4. Rules of Order – written parliamentary procedure
  - a) Special rules of order – specific to organization
  - b) General book of rules
5. Standing rule – administrative details (the chair)
6. Custom – habits of doing business

### A. The Ranking Order of Rules

- Law – groups must follow state and federal laws that are written
- You can not make up illegal rules

### B. Members' Copies of the Rules

- A good policy is to have a constitution or bylaws to run your organization

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Chapter 11

How Are Rules Enforced and How Are  
They Suspended

Terms

Point of Order  
Appeal  
Parliamentarian

Objectives

- Describe how rules are enforced during a meeting.

A. Point of Order

- One of the duties of the chair is to make sure rules are followed yet if he or she makes a mistake a member can call them on it.
- To correct the chair, if a problem may exist, you interrupt the chair and call out "Point of Order" – meaning something is wrong

A. Point of Order

- The chair must see if your point is valid or invalid by asking you to state your point
- There is no second required nor a vote taken

### B. Appeal

- The group really has all decision making power when it comes to business
- If you feel that your point of order has been deemed invalid by the chair you may ask for an appeal – to overturn the chair's decision

### B. Appeal

- You do not have to be recognized, you can simply rise and state your appeal to the chair's decision
- This requires a second and a vote will follow taken to determine the correctness of the matter

### C. Suspend the Rules

- In some cases you may wish to do something that the previously adopted rules do not allow
- To suspend the rules it must be seconded and requires a 2/3 vote

### D. Parliamentary Inquiry

- If you are not sure about a particular parliamentary rule you simply ask the chair for a parliamentary inquiry
- This just asks the chair for clarification of a rule or procedure

### E. Parliamentary Role

- A parliamentarian may be appointed by the chair for advice over parliamentary rules
- The parliamentarian can not speak for the chair nor make the decisions, yet they are not to advise them

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