

M I N U T E S

JOINT MEETING OF THE NATIONAL BOARD OF DIRECTORS

AND

NATIONAL OFFICERS OF THE FUTURE FARMERS OF AMERICA

Alexandria, Virginia

July 15-18, 1985

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MINUTES  
JOINT MEETING OF THE NATIONAL BOARD OF DIRECTORS AND  
NATIONAL OFFICERS OF THE FUTURE FARMERS OF AMERICA

Alexandria, Virginia  
July 15-18, 1985

Monday, July 15, 1985

The day's activities included orientation and selection of American Farmers, Honorary American Farmers, VIP and Distinguished Service award recipients; briefing and orientation on standing committee responsibilities and operation of the strategic planning process.

Tuesday, July 16, 1985

Standing committees were in session the entire day.

Wednesday, July 17, 1985

The meeting of the Board of Directors and National Officers of the Future Farmers of America was called to order at 8:15 a.m. in the Washington Room of the National FFA Center, Alexandria, Virginia, by the National FFA President, Steve Meredith. All members of the Boards were present.

Board of Directors

Robert A. Crawley, State Supervisor, Agricultural Education, Little Rock, Arkansas  
Floyd J. Doering, State Supervisor, Agricultural Education, Madison, Wisconsin  
Duane M. Nielsen, Deputy Director, Division of Innovation and Development, U.S. Department of Education, Washington, DC  
Jerry Paxton, Vocational Agriculture Teacher, Encampment, Wyoming  
Les Thompson, Branch Chief, State Administration Branch, Division of Vocational Education, U.S. Department of Education, Washington, DC  
Lee Traver, Chief, Bureau of Technology, Trade and Agriculture Programs, Albany, New York  
Rosco Vaughn, State Supervisor, Vocational Agriculture Education, Las Cruces, New Mexico  
J. W. Warren, Chief, Programs Development Section, Division of Vocational Education, U.S. Department of Education, Washington, DC

Ex-Officio Members

Larry D. Case, Chairman of the Board, and Senior Program Specialist, Agriculture, Division of Vocational Education, U.S. Department of Education, Washington, DC  
C. Coleman Harris, Secretary, Board of Directors, and Program Specialist, Agriculture, Division of Vocational Education, U.S. Department of Education, Washington, DC  
David A. Miller, National FFA Treasurer, and Section Chief, State Department of Education, Baltimore, Maryland



Board of National Officers

Steve Meredith, National FFA President, Glendale, Kentucky  
Michael Gayaldo, National FFA Secretary, Kelseyville, California  
Mike Barrett, National FFA Vice President, Mead, Nebraska  
Graham Boyd, National FFA Vice President, Pinetown, North Carolina  
Nanci Mason, National FFA Vice President, Collins, Mississippi  
Brad Bass, National FFA Vice President, Mt. Vernon, Texas

Consultants

William E. Drake, Professor and Coordinator, Agricultural and Occupational Education, Cornell University, Ithaca, New York  
Clinton O. Jacobs, Professor, Agricultural Education, University of Minnesota, St. Paul, Minnesota  
Gary W. Leske, Associate Professor, Agricultural Education, University of Minnesota, St. Paul, Minnesota  
Edwin L. Love, Professor, Agricultural Education, University of Arkansas, Fayetteville, Arkansas  
Walt Schuh, President, NVATA, Bow, Washington  
Myron Sonne, President Elect, NVATA, Letcher, South Dakota  
Ralph Thomas, Vice President, NVATA, Woodward, Oklahoma  
Craig Wiget, Vice President, NVATA, Mt. Blanchard, Ohio

Others present for all or portions of the meeting

Wilson W. Carnes, Administrative Director, FFA, Alexandria, Virginia  
Virginia  
Robert W. Cox, Executive Director, National FFA Alumni Association, Alexandria, Virginia  
Dennis Shafer, Director, National FFA Supply Service, Alexandria, Virginia  
Jay Householder, President, National FFA Alumni Association, Junction City, Ohio  
Arnold Cordes, State FFA Executive Secretary (Retired), Madison, Wisconsin  
Eldon E. Witt, State FFA Executive Secretary, Roanoke, Illinois  
Rob Hovis, Supervisor, Agricultural Education, Columbus, Ohio  
George Wardlow, University of Minnesota, St. Paul, Minnesota  
Mack Smith, Iowa State University, Ames, Iowa  
Glenn D. Luedke, Director of Advertising, The National FUTURE FARMER magazine, Alexandria, Virginia  
John M. Pitzer, Senior Editor/Electronic Communications, The National FUTURE FARMER magazine, Alexandria, Virginia  
Bill Stagg, Associate Editor/Audio Visual Specialist, The National FUTURE FARMER magazine, Alexandria, Virginia  
Ted E. Amick, Program Specialist/Contests, FFA, Alexandria, Virginia  
Tony Hoyt, Program Specialist/Leadership, FFA, Alexandria, Virginia  
Cameron Dubes, Director of Information, FFA, Alexandria, Virginia  
Lennie Gamage, Program Specialist/International, FFA, Alexandria, Virginia  
Robert A. Seefeldt, Program Specialist/Awards, FFA, Alexandria, Virginia  
Bernie Staller, Executive Director, National FFA Foundation Sponsoring Office, Madison, Wisconsin  
Steve Greene, Assistant Executive Director, National FFA Foundation Office, Madison, Wisconsin  
Dwight Horkheimer, Computer Consultant, FFA, Alexandria, Virginia



1. INVOCATION - The Invocation was given by Nanci Mason, Vice President, Southern Region.
2. SEATING OF NEW BOARD MEMBERS - Jerry Paxton, (first practicing Vo-Ag Teacher to serve on the Board) Encampment High School, Encampment, Wyoming (USDE Representative); Rosco Vaughn, State Supervisor, Las Cruces, New Mexico (Western Region) and Robert Crawley, State Supervisor, Little Rock, Arkansas (Southern Region).
3. OVERVIEW OF NATIONAL OFFICER ACTIVITIES - President Steve Meredith gave a brief overview of the National Officers' activities - Learned a lot on the trip to Japan; have visited 152 Businesses and Corporations, picking up some new sponsors and had good public relations with others; attended 75 - 100 banquets; 50 state conventions; attended some summer camps; and, looking forward to State Presidents' conference and the National FFA Convention.
4. REPORT OF NVATA - The report was presented by Walt Schuh, President, NVATA (See Appendix A)
5. REPORT OF AATEA - Dr. Gary Leske presented the following report: The AATEA appreciates the opportunity to have input into the actions of this Board and wishes to thank Dr. Case for his very fine leadership of agricultural education and the FFA.
6. REVIEW AND ADJUSTMENTS IN AGENDA - Dr. Case requested that on critical issues coming from the Board that all members be present to vote.
7. NOMINATING COMMITTEE TO SELECT REPLACEMENT FOR J. W. WARREN ON BOARD OF TRUSTEES - Les Thompson and Jim Warren were appointed as a committee. The rotation system will be followed. Report to be submitted later in the meeting.
8. APPROVAL OF PREVIOUS MINUTES AND GOVERNING COMMITTEE MINUTES - It was moved by Mike Barrett (Mr. Thompson), seconded by Brad Bass (Dr. Nielsen) and carried to approve the January 1985 Minutes; and the Governing Committee Minutes of February 12, 1985, April 8, 1985, May 20, 1985 and July 1, 1985. (See Appendix B)
9. REPORT OF THE TREASURER - Mr. David Miller, National FFA Treasurer, reported on the FFA Consolidated Statement of Income and Expense for the 10-month period of September 1, 1984, through June 30, 1985.  
  
MOTION - It was moved by Graham Boyd (Mr. Doering)\*, seconded by Nanci Mason (Mr. Traver) and carried to accept the Financial Report of the National FFA Treasurer.
10. REPORT AND RECOMMENDATIONS - NATIONAL COUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION IN AGRICULTURE - Dr. Case, Chairman of The Council reported that the Council is working to establish itself financially. The Council has launched the National Study, and a task force to develop a National Conference on Postsecondary and Adult Education is being appointed. The Council is finding it difficult to identify seed money and is asking for a \$2,000 investment to the National Council for Vocational and Technical Education in Agriculture. This is meant to be an annual amount.

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\*Parentheses indicate joint action by the National FFA Officers and Board of Directors.



MOTION - It was moved by Graham Boyd (Mr. Vaughn), seconded by Brad Bass (Mr. Traver) and carried that the Board endorse the general concept for financing the National Council for Vocational and Technical Education in Agriculture as presented and pledge \$2,000 to the support of that concept with payment to be made following approval by the Governing Committee of the more detailed plan and projections for financing the Council.

11. NATIONAL POSTSECONDARY AGRICULTURAL STUDENT ORGANIZATION (NPASO) REPORT - Dr. Case next reported that the NPASO had a successful National Conference in Jackson, Mississippi, March 19-21, 1985 and next year's Annual Conference will be held in Bismarck, North Dakota March 17-20, 1986. Two new states, Arkansas and California, have recently been chartered.

MOTION

- It was moved by Graham Boyd (Mr. Warren), seconded by Brad Bass (Mr. Paxton) and carried to accept the NPASO report.

12. SOUTHERN REGION AMERICAN FARMERS - Mr. Robert Crawley gave the report of his committee and recommended that John Scott Edwards, Tennessee, be named as Southern Region Star Farmer and Scott Fred Cochran, Georgia, be named as Southern Region Agribusinessman and that 117 candidates be recommended to receive the American Farmer Degree and that 4 candidates from Alabama, 3 from Louisiana and 1 from Tennessee be rejected.

MOTION - It was moved by Graham Boyd (Mr. Traver), seconded by Mike Barrett (Mr. Thompson) and carried that John Scott Edwards, Tennessee, be named as Southern Region Star Farmer and Scott Fred Cochran, Georgia, be named as Southern Region Agribusinessman, and to approve the 117 American Farmer candidates from the Southern Region.

13. CENTRAL REGION AMERICAN FARMERS - Mr. Rosco Vaughn gave the report of his committee and recommended that Michael Arends, Minnesota, be named as Central Region Star Farmer and Timothy Dean Price, Wisconsin, be named as Central Region Agribusinessman and that the 197 candidates be recommended to receive the American Farmer Degree.

MOTION - It was moved by Michael Gayaldo (Mr. Thompson), seconded by Nanci Mason (Mr. Traver) and carried that Michael Arends, Minnesota, be named as Central Region Star Farmer and Timothy Dean Price, Wisconsin, be named as Central Region Agribusinessman.

MOTION - It was moved by Mike Barrett (Mr. Vaughn), seconded by Brad Bass (Mr. Crawley) and carried to accept the 197 candidates for the American Farmer Degree from the Central Region.

14. EASTERN REGION AMERICAN FARMERS - Mr. Floyd Doering gave the report of his committee and recommended that David Sutherland, New York, be named as Eastern Region Star Farmer and Valerie Parks, Ohio, be named Eastern Region Agribusinessman and that 139 candidates be recommended to receive the American Farmer Degree and that 1 candidate from West Virginia and 1 from North Carolina be rejected.

MOTION - It was moved By Mike Barrett (Mr. Doering), seconded by Nanci Mason (Mr. Vaughn) and carried that David Sutherland, New York, be named as Eastern Region Star Farmer, and Valerie Parks, Ohio, be named Eastern Region Agribusinessman, and to approve the 139 American Farmer Candidates from the Eastern Region.

15. RECOMMENDATIONS OF CANDIDATES FOR THE HONORARY AMERICAN FARMER DEGREE, VIP CITATION AND DISTINGUISHED SERVICE CITATION - Mr. Warren, Chairman, presented the following report:



The committee recommends acceptance of 80 Teachers of Vocational Agriculture for the Honorary American Farmer Degree at the 1985 National FFA Convention. (See Appendix C)

MOTION - It was moved by Graham Boyd (Mr. Warren), seconded by Brad Bass (Mr. Traver) and carried to accept the recommendation.

The Committee recommends the Honorary American Farmer Degree to be bestowed upon 93 candidates at the 1985 National FFA Convention. (See Appendix D)

MOTION - It was moved by Brad Bass (Mr. Thompson), seconded by Mike Barrett (Mr. Vaughn) and carried to accept the recommendation.

The committee recommends that the following individuals receive the VIP Citation at the 1985 National FFA Convention:

Virgil Martinson, Wisconsin  
Laurence Pressly, Missouri  
Frank Stover, South Carolina

Carl Thomas, West Virginia  
Francis Tuttle, Oklahoma

MOTION - It was moved by Nanci Mason (Mr. Doering), seconded by Michael Gayaldo (Mr. Vaughn) and carried to accept the recommendation.

The committee recommends that the R. J. Reynolds Industries, Inc., Winston Salem, North Carolina; Pfizer Incorporated, New York, New York and Meredith Company/Successful Farming, Des Moines, Iowa, receive the Distinguished Service Citation at the 1985 National FFA Convention.

MOTION - It was moved by Graham Boyd (Mr. Paxton), seconded by Brad Bass (Mr. Crawley) and carried to accept the recommendation.

16. STANDING COMMITTEE REPORT - LEADERSHIP - Dr Nielsen, Chairman, expressed appreciation to the committee and presented the following recommendations:

MOTION - It was moved by Brad Bass (Mr. Doering), seconded by Graham Boyd (Mr. Thompson) and carried to approve as a Special Project for funding by the National FFA Foundation the National Agriscience Scholarship Program.

MOTION - It was moved by Graham Boyd (Mr. Paxton), seconded by Mike Barrett (Mr. Warren) and carried to expand the National FFA Career Show by including exhibitors from companies that are involved in appropriate fund-raising for FFA chapters abiding by the stipulations set up for exhibitors.

MOTION - It was moved by Mike Barrett (Mr. Doering), seconded by Graham Boyd (Mr. Crawley) and carried to approve Sections V and IX of the Program of Activities with appropriate changes.

SPECIAL REPORT PHASE I - STUDY COMMITTEE ON NATIONAL FFA OFFICER SYSTEM - Mr. Arnold Cordes, Chairman introduced the committee members - Eldon Witt, Illinois and Rob Hovis, Ohio and then called on Mr. Hovis to present part of the report followed by Mr. Cordes and Mr. Witt. The Standing Committee on Leadership recommended that the Board approve the National FFA Officer System Review Committee Report (Part one) and that this report be attached to the Board minutes and mailed to the states (See Appendix E).

MOTION - It was moved by Graham Boyd (Mr. Thompson), seconded by Mike Barrett (Mr. Doering) and carried to accept the report.

MOTION - It was moved by Brad Bass (Mr. Doering), seconded by Graham Boyd (Mr. Paxton) and carried to commend the special committee for the outstanding work and exceptional in-depth study.

The meeting was recessed at 12:00 noon.

Wednesday Afternoon, July 17, 1985

The meeting was reconvened at 1:00 p.m. with all members of the Boards present.

17. ADMINISTRATIVE ITEMS OF BUSINESS - Mr. Wilson W. Carnes, Administrative Director, stated that the administrative staff of the National FFA Center meets frequently to discuss business items. He then reported on current long-term agreements with the National Organization as follows:

1. A ten-year agreement with the American Royal Association of Kansas City, to hold the National FFA Convention in Kansas City.
2. A ten-year lease agreement with NVATA, Inc. with approximately four (4) years remaining.
3. A loan between the FFA Organization and the National FFA Foundation (listed in the Financial Report.)
4. A ten-year agreement with the National FFA Alumni Association providing rent-free office space, and authorizes participation in the FFA Foundation Executive Sponsor's Program.
5. A five-year agreement with AgriData Resources, Inc.

Mr. Carnes then called on Mr. Dennis Shafer, Director of the National FFA Supply Service. Mr. Shafer indicated that in past years the Supply Service collected state sales taxes from 25 states, plus Virginia. It was learned that most mail order companies collect state tax only in states where they own property or have paid agents. After communicating with the 25 states in question and review of a decision of the U.S. Supreme Court, a decision was reached that the Supply Service no longer has to collect state taxes on purchases other than the state of Virginia. We are still awaiting a final decision from 3 or 4 states.

Mr. Harris announced that the two outstanding Annual Reports mentioned during the January Board meeting were received two weeks after that meeting.

MOTION - It was moved by Mike Barrett (Mr. Traver), seconded by Nanci Mason (Dr. Nielsen) and carried to accept the report of Administrative Items of Business.

18. STANDING COMMITTEE REPORT - RESEARCH - Dr. Gary Leske, Chairman, reported that in an effort to stimulate research activities, the committee developed an agenda of priority research questions. Suggested topics were obtained from the Board and others during the January Board meeting. The committee reviewed these topics in the preparations of "The FFA Research Agenda for 1985-86." (See Appendix F)

MOTION - It was moved by Mike Barrett (Mr. Doering), seconded by Michael Gayaldo (Dr. Nielsen) and carried to approve The FFA Research Agenda for 1985-86 and disseminate it to head teacher educators, state supervisors and other appropriate persons.



AGRIBUSINESS EDUCATION AND RELATED INCENTIVE PROGRAMS - Dr. George Wardlow, Assistant Professor, University of Minnesota, presented a research report on agribusiness education including a proposal for an Agribusiness Skills Contest. (See Appendix G) The proposal was discussed at great length.

MOTION - It was then moved by Brad Bass (Mr. Traver), seconded by Mike Barrett (Mr. Vaughn) and carried to refer the research report and proposal for an Agribusiness Skills Contest to the National Advisory Committee on Contests, the National Delegate Contest Committee and the National FFA Strategic Agribusiness Committee for further study and consideration.

19. WESTERN REGION AMERICAN FARMERS - Mr. Bob Crawley, Chairman, presented the report and recommended that Paul A. Burrell, Fairview, Oklahoma, be named Western Region Star Agribusinessman, and Byron L. Tlucek, Melba, Idaho, be named Western Region Star Farmer; and 188 candidates be approved to receive the American Farmer Degree; and that four (4) applicants from Texas and one (1) applicant from Utah be rejected.

MOTION - It was then moved by Nanci Mason (Mr. Crawley), seconded by Michael Gayaldo (Mr. Doering) and carried that Paul A. Burrell, Fairview, Oklahoma, be named Western Region Star Agribusinessman, and Byron L. Tlucek, Melba, Idaho, be named Western Region Star Farmer.

MOTION - It was then moved by Michael Gayaldo (Mr. Crawley), seconded by Nanci Mason (Mr. Paxton) and carried that 188 American Farmer candidates from the Western Region be approved to receive the American Farmer degree and presented to the delegates at the 58th National Convention for final approval.

20. STANDING COMMITTEE REPORT - CONTESTS AND AWARDS - In the absence of Mr. Thompson, committee chairman, Mr. Crawley presented the committee report.

PROGRAM OF ACTIVITIES - The committee recommends approval of the Program of Activities Contests and Awards section as amended for 1985-86.

MOTION - It was moved by Brad Bass (Mr. Paxton), seconded by Nanci Mason (Mr. Doering) and carried to approve the Program of Activities Contests and Awards Section as amended for 1985-86.

NATIONAL FFA POULTRY CONTEST - Since one of the co-sponsors has withdrawn support in 1986 of the Poultry Contest, it is recommended that the National FFA Board of Directors request the National FFA Foundation to solicit funding for one-half of the contest through the January Board meeting.

MOTION - After considerable discussion it was moved by Michael Gayaldo (Mr. Doering), seconded by Mike Barrett (Mr. Traver) and carried that the National FFA Board of Directors request the National FFA Foundation continue to solicit Special Project funding for the Poultry Contest through the January Board meeting; if funding is not achieved by the January Board meeting the contest will be reconsidered.

PROPOSAL TO INCREASE VISIBILITY AND USE OF THE NATIONAL FINALISTS IN PROFICIENCY AWARDS - The proposal was submitted by the FFA Center Administrative Review Group (Messrs. Case, Carnes, Shafer, Harris). The group agrees with this proposal in concept in that it provides an educational experience and increases visibility for the FFA. If the plan is approved by the Board, the group asked that the following provisions be implemented:



1. That the visitations to commodity headquarters all be scheduled within one 30-day period. It is important that these activities be operated as one program, conducted during one month for most effective staff utilization.
2. That the program be operated as a pilot in 1986 with up to ten (10) proficiency award areas.
3. That an evaluation of the program be presented to the Board in January of 1987.
4. That the continuation of the program in 1987 and future years be based on the January 1987 evaluation.

MOTION - It was moved by Nanci Mason (Mr. Paxton), seconded by Michael Gayaldo (Mr. Traver) and carried that the proposed visibility tour for National Proficiency Awards finalists be submitted to the Foundation Board of Trustees for Special Project funding for up to ten proficiency areas at a budget of \$5,400; that an evaluation of the program be presented to the Board in January of 1987 for consideration for this program to continue after 1987.

EDUCATIONAL OBJECTIVES AND ADMINISTRATIVE CRITERIA FOR THE NATIONAL FFA CONTEST PROGRAM STUDY - The study, prepared by Mack W. Smith and Alan A. Kahler, Department of Agricultural Education, Iowa State University was distributed to the Board. (See Appendix H) Mr. Smith then presented a slide presentation of educational objectives.

It was recommended that the Board accept the Educational Objectives as stated on page 4 of the study and the Administrative Criteria on page 5, be referred to a panel or committee appointed by the National FFA Advisor, for study and evaluation.

MOTION - It was then moved by Brad Bass (Dr. Nielsen), seconded by Nanci Mason (Mr. Traver) and carried to accept the Educational Objectives as stated on page 4 of the study. The study be referred to a committee from the Board for the purpose of finalizing a set of criterias to be reported at the January meeting.

MOTION - It was moved by Mike Barrett (Mr. Thompson), seconded by Nanci Mason (Mr. Warren) and carried that the National FFA Board of Directors commend Dr. Mack W. Smith and Dr. Alan A. Kahler for a job well done on the study "Education Objectives and Administrative Criteria for the National FFA Contest Program."

NATIONAL FFA PARLIAMENTARY PROCEDURE STUDY - A National FFA Parliamentary Procedure Study Committee met in Kansas City, Missouri, July 2-3, 1985, chaired by Paul M. Day, Minnesota. Representatives of each of the professional organizations, NVATA, NASAE, AATEA as well as the FFA were in attendance. The study committee reviewed responses to a survey in 36 states. (See Appendix I)

The Study Committee by a 6-2 vote, approved to recommend the following to the National FFA Board of Directors:

1. Establishment of a National FFA Recognition Program for voluntary use at the State level. The activity should include:
  - a) Emphasis in the National Chapter Award Program; and
  - b) Appropriate Recognition (certificate, trophy, plaque) for State Contest winners.

2. Not to establish a National FFA Parliamentary Procedure Contest.
3. A National Activity/Contest in Parliamentary Procedure should be included in the National Programs of Activities, of the National FFA organization for the use of Human and Financial Resources.

In addition, the committee unanimously recommends that the Board of Directors:

1. Include Vocational Agriculture instructors in future surveys and Base Data Collection Activities, and
2. Commend the Carthage FFA Chapter, its advisors, members and the Alumni affiliate for initiating and sponsoring a National Parliamentary Law Contest and urge the Chapter to continue this invitational activity.

The study and recommendations were discussed by the Board. Walt Schuh, President, NVATA, pointed out that the NVATA passed a resolution in support of a National FFA Parliamentary Procedure Contest.

MOTION - It was then moved by Mike Barrett (Mr. Paxton), seconded by Nanci Mason (Mr. Traver) and carried to commend the Carthage, Missouri FFA Chapter, its advisors, members and FFA Alumni affiliate for initiating and sponsoring a National Parliamentary Law Contest and urge the chapter to continue this invitational activity.

TRAVEL EXPENSES OF NATIONAL CONTEST TEAMS TO AND FROM KANSAS CITY - A request was received by NVATA Region I, to study and give serious consideration to increasing the funding awarded to State winning teams. It was pointed out that the travel allowances had not been adjusted in 29 years. Mr. Seefeldt provided other travel expenses/allowances in comparison. The group was in agreement that the Foundation Review Committee take a look at all travel cash awards.

MOTION - It was moved by Brad Bass (Mr. Paxton), seconded by Mike Barrett (Mr. Doering) and carried that the staff review travel allowances available and present the information at the January Board meeting.

MOTION - It was further moved by Graham Boyd (Mr. Paxton), seconded by Nanci Mason (Mr. Crawley) and carried to accept the Standing Committee Report on Contests and Awards.

21. REVIEW OF FFA/FFA FOUNDATION OPERATING RELATIONSHIPS AND REVIEW COMMITTEE - Dr. Case reported that the FFA Foundation Review Committee reviewed the operating relationships between the FFA Organization and the FFA Foundation. (See Appendix J) He stated the committee is not recommending any policy changes.

MOTION - It was moved by Nanci Mason (Mr. Traver), seconded by Brad Bass (Mr. Doering) and carried to accept the report of the FFA Foundation Review Committee.

22. REPORT OF THE NATIONAL FFA FOUNDATION OFFICE - Mr. Bernie Staller, Executive Director of the FFA Foundation Office, presented a brief update on ongoing activities.

Steve Greene gave a visual presentation on Planned Giving Seminars and distributed Planned Giving Fund brochures to the group.



MOTION - It was then moved by Graham Boyd (Mr. Doering), seconded by Brad Bass (Dr. Nielsen) and carried to accept the report of the FFA Foundation Office and to commend the staff for a job exceptionally well done.

23. REVIEW AND APPROVAL OF 1986 NATIONAL FFA FOUNDATION BUDGET - Bob Seefeldt distributed copies of the 1986 preliminary National FFA Foundation Budget and led an item by item review.

MOTION - It was moved by Mike Barrett (Mr. Thompson), seconded by Brad Bass (Mr. Crawley) and carried to accept the 1986 National FFA Foundation Budget.

24. STANDING COMMITTEE REPORT - CONSTITUTION AND BYLAWS - Mr. Lee Traver, Committee Chairman, presented the committee report and the following actions were taken:

MOTION - It was moved by Mike Barrett (Mr. Paxton), seconded by Brad Bass (Mr. Thompson) and carried that the Board of Directors approve and submit to the 1985 Convention Delegates the following amendment to Article VII, Section A, Paragraph 2, second sentence:

"States meeting their quota may submit up to five (5) additional, ranked, qualified candidates for consideration to fill quotas not met by other States."

MOTION - It was moved by Brad Bass (Mr. Crawley), seconded by Graham Boyd (Mr. Vaughn) that the Board of Directors approve and recommend to the 1985 Convention Delegates the following Constitutional amendments:

Article X. and Article XIV, Section A, 1 - Delete "Office of Education, Department of Health Education and Welfare" and insert U.S. Department of Education.

Article XIV, Section B - Delete "Office" and insert U.S. Department.

MOTION - It was moved by Michael Gayaldo (Mr. Warren), seconded by Brad Bass (Mr. Thompson) and carried that the Board of Directors approve and recommend to the 1985 Convention Delegates the following Constitutional amendment:

Article XIV, Section B - Delete the word "members" and insert representative and further delete the word "staff."

MOTION - It was moved by Graham Boyd (Mr. Thompson), seconded by Nanci Mason (Mr. Vaughn) and carried that the Board of Directors approve and recommend to the 1985 Convention Delegates the following Constitutional amendment:

Article XVI, Section A - Delete "15" and insert 1.

MOTION - It was moved by Nanci Mason (Mr. Vaughn), seconded by Mike Barrett (Mr. Paxton) and carried that the Board of Directors approve and recommend to the 1985 Convention Delegates the following amendment to the Bylaws:

Article III, Section F - Delete "Office of Education, Department of Health and Education and Welfare," and insert U.S. Department of Education.

MOTION - It was then moved by Brad Bass (Mr. Crawley) seconded by Graham Boyd (Mr. Vaughn) and carried to accept the report of the Constitution and Bylaws Committee.

The meeting was recessed at 5:01 p.m.

Thursday Morning, July 18, 1985

The meeting was reconvened at 8:30 a.m. with all members of the Boards present.

25. STANDING COMMITTEE REPORT -- INTERNATIONAL DEVELOPMENT & HALL OF ACHIEVEMENT -- Mr. Warren, chairman, presented the committee report and the following recommendations:

MOTION -- It was moved by Michael Gayaldo (Dr. Nielsen), seconded by Nanci Mason (Mr. Doering) and carried to continue support of the WEA outbound and inbound programs, including support of new program possibilities; and the Proficiency Award Winners Travel Seminar funded by the FFA Foundation.

MOTION -- It was moved by Michael Gayaldo (Mr. Traver), seconded by Brad Bass (Mr. Thompson) and carried that (1) the states be requested to indicate the person responsible for coordinating the international program within the state, and (2) the national staff convey ideas to State Advisors for designating an individual as state coordinator of international programs in those states where the state office is not in a position to coordinate the program.

MOTION -- It was moved by Brad Bass (Mr. Thompson), seconded by Graham Boyd (Mr. Doering) and carried to approve the international experience program for the eight "Stars," subject to Special Project funding by the National FFA Foundation.

MOTION -- It was moved by Mike Barrett (Mr. Paxton), seconded by Brad Bass (Mr. Doering) and carried to approve the "Joint China-FFA Rural Development Assessment Project" and request special funding from the National FFA Foundation to secure the \$18,500 identified in the budget.

At this time, Mr. Gamage gave the report stating that this is the last year of the agreement with USAID for the Panama project. He also reported the support of the U.S. Information Agency was in excess of \$200,000. They are funding a program with Kenya and promised to fund a program with Hungary. The FFA Foundation provided twenty (20) scholarships this year. The students who participated in the inbound and outbound program totals 444 this year. Mr. Gamage reported on the Hall of Achievement in that the "Achievers" are being updated.

MOTION -- It was moved by Mike Barrett (Mr. Paxton), seconded by Nanci Mason (Mr. Thompson) and carried to approve the International area of Program of Activities, subject to final budget approval and results of the Strategic Planning process.

MOTION -- It was moved by Brad Bass (Mr. Crawley), seconded by Mike Barrett (Mr. Traver) and carried to accept the report of the International committee.

Dr. Case commended Mr. Gamage for an excellent job.



26. STANDING COMMITTEE REPORT -- PUBLICATIONS, INFORMATION AND SUPPLY SERVICE  
-- Mr. Paxton gave a brief report of the committee and then presented their recommendations.

AG ED NETWORK ADVISORY COMMITTEE -- The formal agreement between the FFA and AgriData Resources, Inc., which was approved by the National FFA Board of Directors, originally called for an advisory committee of ag educators to provide input and advice as to the quality and future of the Ag Ed Network. A lengthy discussion followed giving the pros and cons.

MOTION -- It was moved by Mike Barrett (Mr. Doering), seconded by Brad Bass (Mr. Warren) and carried that the Board of Directors approve and request of the Board of Trustees to fund an Ag Ed Network Advisory Committee (\$8,000).

FFA DISPLAY AT AGRICENTER INTERNATIONAL, MEMPHIS, TENNESSEE -- AgriCenter International has offered free exhibit space to the National FFA Organization at their new permanent agriculture exposition center in Memphis, Tennessee. The facility, which opens October, 1985, may serve as a site for many regional FFA activities.

MOTION -- It was moved by Brad Bass (Mr. Warren), seconded by Mike Barrett (Mr. Crawley) and carried that the Board of Directors approve and request the Board of Trustees to fund a display (\$27,000) for AgriCenter International.

PUBLIC RELATIONS MATERIALS -- It was recommended by the committee that:

1. The National FFA Reporter's Handbook was originally developed in 1977 and has been reprinted twice, in 1979 and 1982. It is proposed that it be redeveloped and updated reflecting modern electronic communications, etc. that has come about since the book was first published. Budget: \$11,300.
2. It is proposed that along with the Reporter's Handbook, an Advisor's Public Relations Guide be prepared with the cooperation of the National FFA Alumni Association and NVATA to aid instructors in understanding how public relations can positively affect their program. Budget: \$9,225

MOTION -- It was moved by Michael Gayaldo (Mr. Thompson), seconded by Nanci Mason (Mr. Doering) and carried to accept the proposal for revision of the Reporter's Handbook and the Advisor's Public Relations Guide.

At this time Mr. Bob Seefeldt introduced a group of gentlemen from Yeman. He was showing an example of how policies are made in the organization.

NATIONAL AGRICULTURE EDUCATION COMPUTER SERVICE -- It was recommended that the Board of Directors approve the development of a National Agriculture Education Computer Service to be incorporated into the existing program division and Supply Service activities. The purpose and objectives of the program are as follows:

1. To provide the opportunity to preview agricultural, educational and general purpose software programs in their schools before purchasing them.
2. To provide a beneficial service to high school and postsecondary vocational agriculture instructors, state supervisors and teacher educators across the United States.

3. To provide a valuable, educational effort and service for FFA and agricultural education in meeting needs for computer software and/or other computer related materials.
4. To provide a central, national source for group purchasing of agricultural, educational and general purpose software programs.
5. To provide a means of making available, promoting, and/or marketing to other members and non-members of the group, software or other computer related materials which they have developed.
6. To provide a valuable information source to FFA members, advisors, alumni, relevant to available computer usage in the vo-ag classroom along with the usage and availability of computer software or other computer related materials.

MOTION -- After considerable discussion of the pros and cons, it was moved by Nanci Mason (Mr. Warren), seconded by Brad Bass (Mr. Doering) and carried to accept this recommendation.

NATIONAL AGRICULTURE EDUCATION COMPUTER NEWSLETTER -- It was recommended that the National FFA Organization secure funding (as a Special Project proposal) for the development, production and mailing of a National Agriculture Education Computer Newsletter.

MOTION -- It was moved by Nanci Mason, seconded by Mike Barrett and carried to accept the recommendation. Dr. Nielsen moved to sustain, seconded by Mr. Thompson but did not carry. Chairman Case called for the vote which resulted in: Ayes - 3; Nays - 5. MOTION FAILED.

MOTION -- It was moved by Michael Gayaldo (Mr. Doering), seconded by Nanci Mason (Mr. Thompson) and carried to accept the National Program of Activities Sections regarding Publications, Information and Supply Service.

Mr. Paxton, chairman, commended Dennis Shafer for a job well done. He also reported increased distribution of the PSAs. He expressed appreciation to the local vo-ag instructors. He reported there will be a PSA campaign in 1986.

MOTION -- It was moved by Mike Barrett (Mr. Warren), seconded by Michael Gayaldo (Mr. Thompson) and carried to accept the report of the committee.

27. NEW BOARD OF TRUSTEES MEMBER -- Mr. Thompson announced his committee's nomination for the Board of Trustees, Mr. Jerry Paxton.

MOTION -- It was moved by Mike Barrett (Mr. Warren), seconded by Brad Bass (Mr. Traver) and carried unanimously to accept the nomination of Jerry Paxton as a member of the Board of Trustees to start beginning January 1, 1986, continuing through the two-year term.

28. STANDING COMMITTEE REPORT -- POLICY -- Mr. Crawley, chairman, gave the report of the Policy Committee and presented their recommendations.



MOTION -- It was moved by Nanci Mason (Mr. Thompson), seconded by Mike Barrett (Dr. Nielsen) and carried to strike out "Board of Directors and National Officers" and insert "Governing Committee" in Policy O. National FFA Supply Service, No. 3 (Page 21).

New Policy reads: All catalog items shall have prior approval of the Governing Committee.

Dr. Nielsen introduced Mr. Stan Elsen who taught 35 years at Grant, Nebraska. Mr. Elsen spoke briefly.

MOTION -- It was moved by Graham Boyd (Mr. Thompson), seconded by Brad Bass (Mr. Paxton) and carried to add "and be unmarried" to Policy C. National FFA Convention, No. 10 (American Royal Queen candidacy).

New Policy reads: All candidates for the American Royal Queen shall be active FFA members or past FFA members and shall be not less than 17 years or over 21 years of age and be unmarried as of the opening day of the Convention at which the queen shall compete.

MOTION -- It was moved by Nanci Mason (Mr. Paxton), seconded by Graham Boyd (Mr. Thompson) and carried to accept the report of the Policy Committee.

MOTION -- It was moved by Graham Boyd (Mr. Paxton), seconded by Brad Bass (Mr. Warren) and carried to accept the final approval of the 1985-86 National Program of Activities as presented with all the changes that have taken place at this Board meeting.

Steve Meredith commended the vo-ag instructors for making the PSA campaign the success that it was.

MOTION -- It was moved by Mike Barrett (Mr. Traver), seconded by Graham Boyd (Mr. Vaughn) and carried to recognize officially the efforts of local vo-ag instructors/FFA advisors in making the PSA campaign a success.

29. NATIONAL FFA ALUMNI ASSOCIATION REPORT -- Mr. Jay Householder, president, introduced members of the National FFA Alumni Council -- Dewey Stewart, Jim Wells, Shirley Davis, Gary Maricle, Eldon Witt, Randy Meyer, Lamar Branch, Larry Reese and L. H. Newcomb.

Mr. Householder reported both membership and Life membership increased this year. He submitted the budget of \$15,660 and recommended a proposal for videotape presentations be used to lead their efforts in communications for recruitment of new members. He requested approval of the Alumni Report and that the proposal from Project Clear Window be submitted to the National Board of Trustees for possible sponsorship.

Mr. Householder then presented to Dr. Case and Steve Meredith a check for \$10,000 from the Alumni to the FFA Organization as repayment of a loan.

MOTION -- It was moved by Nanci Mason (Mr. Doering), seconded by Michael Gayaldo (Dr. Nielsen) and carried to send the proposal for the Alumni videotape presentation recommended by the National FFA Alumni Association to the Board of Trustees for consideration.

MOTION -- It was moved by Graham Boyd (Mr. Doering), seconded by Mike Barrett (Mr. Crawley) and carried to accept the Alumni Report and express deep appreciation for the \$10,000 check.

The meeting was recessed at 11:52 a.m.

Thursday Afternoon, July 18, 1985

The meeting was reconvened at 1:00 p.m. with all members of the Boards present.

30. SPECIAL COMMITTEE REPORT -- STRATEGIC PLANNING - Dr. Rosco Vaughn, Chairman, reported the committee was charged to do four (4) things. First, to look at the Mission Statement of the Strategic Plan; second, the purposes; third, to group the purposes into two (2) groups based on priority order and fourth, make some input on the objectives that are outlined in the Strategic Plan.

MOTION - It was moved by Nanci Mason (Dr. Nielsen), seconded by Michael Gayaldo (Mr. Doering) and carried that the Mission Statement on page 7 of the Strategic Plan be amended to read as follows:

"The mission of the FFA at the National level is to provide leadership, goods and services to assist individuals and groups in their pursuit or support of the aim and purposes of the FFA".

PURPOSE STATEMENT - It was recommended the purpose statement read as follows:

Section IV

Purpose of the National FFA Staff Activities

1. To evaluate and make recommendations to broaden the base of FFA operations.
2. To establish and operate a system for research, development and evaluation to assist in the mission of the National FFA.
3. To provide assistance in strengthening the operational systems of state associations and local chapters.
4. To promote a positive image and understanding of FFA, the instructional program and the industry to members of agricultural and educational communities, supporters, and the general public.
5. To provide programs and activities needed by state associations and local chapters in response to emerging trends and new technologies in agriculture.
6. To focus resources on leadership and personal development for FFA members.
7. To expand the opportunities for agribusiness students to participate in the FFA.
8. To support and assist teacher education programs.



MOTION - It was moved by Brad Bass (Mr. Warren), seconded by Graham Boyd (Mr. Traver) and carried to accept the recommendation.

MOTION - After considerable discussion, it was moved by Brad Bass (Mr. Crawley), seconded by Graham Boyd (Mr. Paxton) and carried to amend the motion so that the title of the purpose statement read: "Purposes of the Strategic Plan of Activities for the National Leadership of FFA".

PRIORITY GROUPINGS - It was recommended that the priority grouping of purposes be:

FIRST GROUP - #1 Broaden base	SECOND GROUP - #2 R & D
#4 Image	#3 State assistance
#6 Personal development	#5 Programs
#7 Agribusiness	#8 Teacher education

MOTION - It was moved by Michael Gayaldo (Mr. Traver), seconded by Nanci Mason (Mr. Warren) and carried to accept the recommendation.

STRATEGIC PLAN - OBJECTIVES - It was recommended that the Board accept the objectives in concept as amended by Monday's Committee report. (See Appendix K).

MOTION - It was moved by Brad Bass (Mr. Warren), seconded by Mike Barrett (Mr. Crawley) to accept the recommendation.

MOTION - It was moved by Brad Bass (Mr. Paxton), seconded by Mike Barrett (Mr. Crawley) and carried to accept the report of the Strategic Planning Committee.

31. STANDING COMMITTEE REPORT -- FINANCE COMMITTEE - Mr. Floyd Doering, Chairman, introduced the members of the committee.

3% SET-ASIDE POLICY FOR OPERATING RESERVE - It was recommended that implementation of the 3% set-aside policy for an operating reserve fund be postponed until September 1, 1987.

MOTION - It was moved by Michael Gayaldo (Mr. Warren), seconded by Nanci Mason (Mr. Thompson) and carried to accept the recommendation.

AUTHORIZATION FOR AUTOMOBILE (VAN) SOLICITATION - It was recommended that the FFA Board of Directors request that the FFA Foundation Board of Trustees authorize the Foundation staff to solicit an automobile (Van) to replace the Station Wagon at the FFA Center.

MOTION - It was moved by Brad Bass (Mr. Paxton), seconded by Graham Boyd (Mr. Thompson) and carried to accept the recommendation.

1985-86 BUDGET - Mr. Doering called upon Mr. Dave Miller, National FFA Treasurer, who went through the budget phase by phase with the revisions and led a discussion. This was followed with a visual explanation and overview of the budget led by Mr. Coleman Harris. Mr. Miller thanked the staff for their hard work on the budget. Mr. Doering then continued with the committee report. He commended the Administrative staff on their hard work on the budget.

MOTION - It was moved by Graham Boyd (Mr. Thompson), seconded by Nanci Mason (Mr. Warren) and carried to approve the 1985-86 budget as revised. (Available from FFA Administrative Director upon request)

1986-87 MEMBERSHIP DUES - The FFA Board of Directors recommend to the 1985 Convention Delegates that dues be increased by \$.50 for the 1986-87 fiscal year.

MOTION - It was moved by Mike Barrett (Mr. Doering), seconded by Brad Bass (Mr. Traver) and unanimously carried to accept the recommendation.

MOTION - It was moved by Mike Barrett (Mr. Warren), seconded by Graham Boyd (Mr. Paxton) and carried to accept the report of the Finance Committee.

32. REPORT OF CONSULTANTS - Mr. Walt Shuh, President, NVATA, presented the report of the teacher consultants. (See Appendix L)

MOTION - It was moved by Michael Gayaldo (Mr. Warren), seconded by Nanci Mason (Mr. Thompson) and carried to accept the report from the consultants.

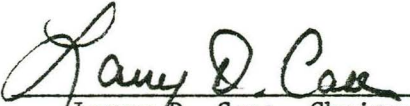
33. ANNOUNCEMENT OF NOVEMBER BOARD MEETING - Mr. Harris announced the next Finance Committee meeting will be held Monday, November 11, 1985, 9:00 a.m. to 10:30 a.m. at the Vista Hotel in Kansas City, Missouri. The National FFA Board of Directors will meet Monday, November 11, 1985, 1:30-5:30 p.m. and Tuesday, November 12, 1985, 8:00-10:00 a.m. at the Vista Hotel in Kansas City, Missouri.


34. MOTION - It was moved by Michael Gayaldo (Mr. Traver), seconded by Brad Bass (Mr. Crawley) and carried that the National FFA Advisor, Dr. Case, appoint a committee of three (3) to evaluate the requirements and selection process of the American Farmer Degree. The committee membership shall include: One (1) State Supervisor, one (1) National Staff member, and one (1) National Officer. They will give their report at the July Board meeting in 1986.

35. NEW LEGISLATION - Mr. Thompson commented about the involvement of teachers in The Carl D. Perkins Vocational Education Act. He encouraged the NVATA to support, with their teachers across the country, more involvement in local planning of vocational education programs in the new legislation. He stated under this new legislation they are talking about program improvement. He expressed this is an opportunity for things you could never get before. Mr. Thompson said he would like to see teachers, when they meet in their state groups or on the national level, to discuss Title 2-B, Program Improvement Activities, set some priorities that would affect the ag teachers across the country in the things that are needed in improvement and take those priorities to the local superintendent and to the State Board through local application. "The process is there but if you don't get involved it's not going to happen." Mr. Thompson also stated not to forget Title 2-A. He encouraged the ag teachers to be familiar with the new legislation.



36. COMMENTS BY NATIONAL FFA ADVISOR - Dr. Larry Case, National Advisor, complimented the National Officers on their growth and professionalism. He offered congratulations to them and much success in the future. He also recognized the outstanding efforts of the Board of Consultants and extended appreciation to Mr. Walt Schuh. Dr. Case then thanked the Board of Directors and the professional staff of the National FFA Organization for their dedication and hard work, and recognized the National FFA Foundation for their quality work and dedication. He stated he sensed a tremendous undercurrent of cooperation and team work emerging from the above groups. He commended all for a job well done and said this is a historical Board meeting.
37. REPORT FROM NATIONAL OFFICERS - Steve Meredith, President, expressed on behalf of the national officers and the 434,084 FFA members, appreciation to the Board and Consultants for the insights and incentives that they provide. He said they are excited about the opportunities that are still available in vocational agriculture and FFA today. Steve said they are accepting the challenge that Secretary of Agriculture Block offered to the national officers, titled "Carry the Banner." Secretary Block said it is their responsibility as young people in this organization to "carry the banner" for the agricultural industries and for the vocational education systems. Steve said they are trying to respond to that challenge and are going to continue to carry that banner and invited the Boards to work with them in this challenge.
38. ADJOURNMENT - With no further business to come before the Board, it was moved by Brad Bass (Mr. Warren), seconded by Mike Barret (Mr. Thompson) and carried to adjourn the meeting at 4:05 p.m.

  
Larry D. Case, Chairman

  
C. Coleman Harris, Secretary

**APPENDIX**

**MINUTES  
FFA BOARD OF DIRECTORS  
AND  
BOARD OF NATIONAL OFFICERS**

**Alexandria, Virginia  
July 15-18, 1985**

## NVATA REPORT TO THE NATIONAL FFA BOARD OF DIRECTORS

Since the last National FFA Board of Directors meeting, the NVATA has held six regional conferences for members and state officers. The major thrust at the conferences was leadership development. Also, there were updates from the American Vocational Association and the National FFA Center. An FFA representative presented the computer software proposal at all six conferences.

The NVATA met with the AVA Ag Ed Policy Committee to review and finalize plans of ag educators during the AVA Convention. The convention is scheduled for December 6-10, 1985 in Atlanta, GA. The ag educators will have their headquarters in the Hilton Hotel.

The NVATA has just completed a very busy but productive July meeting. The board authorized a leadership development workshop sponsored by Elanco Products, as well as authorized the development of a national award program proposal. Reports were made by consultants from the National FFA Center and the National Young Farmers organization. The Executive Director reviewed plans for the NVATA national convention, and recipients for national NVATA awards were selected.

NVATA would like to commend Dr. Larry Case for his forward thinking in the development of the strategic planning reports. NVATA also wants to commend Dr. Case for his work on The National Council and the project development of the National Academy of Sciences special study.

The NVATA also wishes to commend the National FFA officers for their dedication and hard work this spring and summer.

Respectfully submitted,

WALT SCHUH

NVATA President

MINUTES

GOVERNING COMMITTEE

NATIONAL FFA ORGANIZATION

February 12, 1985

A meeting of the Governing Committee was held on February 12, 1985, at 11:00 a.m. at the U.S. Department of Education in the office of the National FFA Advisor. Present were: Dr. Larry Case, Chairman, J. W. Warren and Les Thompson, members, and Wilson W. Carnes, Administrative Director who also serves as Editor-in-Chief of The National FUTURE FARMER.

After a thorough review of the recommendations, it was moved by Jim Warren, seconded by Les Thompson and carried to move Mrs. Dottie Hinkle from Grade 8, Step 2, to Grade 9, Step 1, effective on her anniversary date of January 31, 1985.

The above action was taken based on the efficient manner Mrs. Hinkle has operated the Circulation/Membership Department resulting in considerable savings to FFA.

After further discussion and review of finances, it was moved by Jim Warren, seconded by Les Thompson and carried that the following statement be inserted in the minutes:

"The Governing Committee in discussion with the Center Administration encourages the continued monitoring of income and expenditures to keep expenses in line with income."

Respectfully submitted,

  
C. Coleman Harris, Secretary



MINUTES

GOVERNING COMMITTEE

NATIONAL FFA ORGANIZATION

April 8, 1985

A meeting of the Governing Committee was held on April 8, 1985, at 10:30 a.m. at the U.S. Department of Education in the office of the National FFA Advisor. Present were: Dr. Larry Case, Chairman, J. W. Warren and Les Thompson, members, and Wilson W. Carnes, Administrative Director.

Based on the recommendations of his supervisor and the Administrative Director, it was moved by Jim Warren, seconded by Les Thompson and carried to grant a merit increase of one step to Mark Cavell, moving him to Grade 9, Step 5. This action was based on Mark's capable work as a programmer and is in line with salaries for comparable work in this area.

After a review of the revised job description, it was moved by Les Thompson, seconded by Jim Warren and carried to accept the revised job description recommended by Dennis Shafer, Director of the FFA Supply Service, and change the job title from Secretary to "Secretary-Administrative Assistant to the Director, Supply Service," and to grant Debbie Quigley a merit step increase to Grade 7, Step 3.

Respectfully submitted,

  
C. Coleman Harris, Secretary

MINUTES

FUTURE FARMERS OF AMERICA

GOVERNING COMMITTEE

MAY 20, 1985

The meeting of the Governing Committee was conducted with the following members; Dr. Larry Case, Chairman, Les Thompson, and J. W. Warren.

It was moved by Les Thompson, seconded by Dr. Warren and carried that after the presentation to the Governing Committee, including discussion of each item for cost, quality, stocking and shipping procedures, that the twenty-one (21) new items be approved for presentation in the 1985-86 supplies catalog for sale to members and others.

Respectfully submitted,

  
C. Coleman Harris, Secretary



MINUTES  
GOVERNING COMMITTEE  
NATIONAL FFA ORGANIZATION


July 1, 1985

The meeting of the FFA Governing Committee was conducted at the U.S. Department of Education in the office of the National FFA Advisor. Present were: Larry D. Case, Chairman; Jim Warren and Les Thompson, members; C. Coleman Harris, Secretary, and Wilson Carnes, Administrative Director and Editor-in-Chief of the FFA magazine.

It was moved by Jim Warren, seconded by Les Thompson and carried to approve the plan to assign William F. (Bill) Stagg to The National FUTURE FARMER with the title of Associate Editor and to divide his work and responsibilities 75% to the magazine and 25% to audio visual work for FFA. It is further agreed and understood that Mr. Stagg will be responsible directly to Mr. Carnes. This plan will remain in effect until changed by appropriate action.

It was moved by Les Thompson, seconded by Jim Warren and carried to grant Bill Stagg a merit increase of one step to Grade 11, Step 4, effective immediately because of his increased responsibilities in addition to his normal step increase scheduled for his anniversary date of September 1, 1985. This action is not intended to change the anniversary date.

Respectfully submitted,

  
C. Coleman Harris, Secretary

1985 HONORARY AMERICAN FARMERS (TEACHER)

ALABAMA

Herman Garrick, Clarke County High School, P.O. Box 937, Grove Hill, AL 36451  
Charles Mayfield, Russellville High School, P.O. Box 730, Russellville, AL 35653  
Donald Wilson, Clements High School, Route 5, Box 344, Athens, AL 35611  
Larry Wilson, Douglas High School, P.O. Box 300, Douglas, AL 35964

ARIZONA

Fred Bennett, Tolleson Union High School, 9419 West Van Buren, Tolleson, AZ 85353

CALIFORNIA

Richard Boucher, Tulare Union & Western H.S.'s, 755 East Tulare Avenue, Tulare, CA 93274  
Steve Gomes, Merced High School, P.O. Box 2187, Merced, CA 95340  
Alton McRae, Mariposa Co. High School, P.O. Box 127, Mariposa, CA 95338  
Richard Regalo, Merced High School, P.O. Box 2187, Merced, CA 95340  
James Siewert, Tranquillity High School, P.O. Box 457, Tranquillity, CA 93668

COLORADO

Dennis Everhart, Woodlin School District R-104, Box 185, Woodrow, CO 80757

CONNECTICUT

Frank Wilson, Lebanon Reg. Voc. Ag. Center, Route 207, Lebanon, CT 06249

FLORIDA

Robert Philpot, Williston High School, 427 West Noble Avenue, Williston, FL 32696  
Thomas Weber, Riverview High School-Sarasota, One Ram Way, Sarasota, FL 33581

GEORGIA

John Barnes, Jr., Gilmer High School, P.O. Drawer "S", Ellijay, GA 30540

IDAHO

Kent Scott, Malad High School, 181 Jenkins Avenue, Malad, ID 83252

ILLINOIS

Allen Hornbrook, Paris High School, 300 Block South Main Street, Paris, IL 61944  
C. Eugene McGrew, Bushnell-Prairie City H.S., Walnut Street, Bushnell, IL 61422  
Ronald Smith, Bond County C.U. #2, 1008 North Hena, Greenville, IL 62246

IOWA

Dean Gerzema, Buffalo Center Rake Comm. H.S., Box "J", Buffalo Center, IA 50424  
Mahlon Peterson, Delwood/Lost Nation H.S.'s, Elwood, IA 52226  
Ronald Ressler, Hudson Community School, 245 South Washington, Hudson, IA 50643

KANSAS

James Housman, S.E. Kansas Area Vo-Tech Sch., 501 West Elm, Columbus, KS 66725

#### KENTUCKY

Alva Bennett, Ohio County High School, Highway 231 South, Hartford, KY 42347  
Thomas Cochran, Johnson Central High School, Route 276, Box 202, Paintsville,  
KY 41240  
Jerry Greer, Barren Co. High School, Route 6, Glasgow, KY 42141

#### MARYLAND

Dale White, South Hagerstown High School, 1101 South Potomac Street,  
Hagerstown, MD 21740

#### MICHIGAN

Cyrille Valliere, Alma High School, 1500 Pine, Alma, MI 48801

#### MINNESOTA

Norman Brakken, Montevideo Sr. High School, 13th and Williams Avenue,  
Montevideo, MN 56265  
Harry Peirce, Jr., St. Charles High School, 858 Highway 14 East, St. Charles,  
MN 55972  
Robert Roesler, Sherburn High School, Sherburn, MN 56171

#### MISSOURI

Donald Forster, Milan C-II School, 373 South Market Street, Milan, MO 63556  
John Jones, Lockwood R-1 School, Lockwood, MO 65682  
Hubert Shuler, Smithville R-2 School, Box 290, Smithville, MO 64089  
Roger Wolf, Chillicothe Area Vo-Tech Sch., 1200 Fair Street, Chillicothe, MO  
64601

#### MONTANA

Duane Gebhardt, Cascade High School, Box 307, Cascade, MT 59421

#### NEBRASKA

Kent Zeller, Ravenna High School, 740 Carthage, Ravenna, NE 68869

#### NEW JERSEY

Jay Rupell, Warren Hills Reg. Sr. H.S., Jackson Valley Road, Washington, NJ  
07882

#### NEW YORK

Alfred Chapin, Jr., New Berlin Central School, New Berlin, NY 13411  
Warren Giles, Penn Yan Academy, Court Street, Penn Yan, NY 14527

#### NORTH CAROLINA

Guy Cutler, Bath High School, P.O. Box 160, Bath, NC 27808  
James Langdon, Jr., South Johnston High School, Route 3, Four Oaks, NC 27524  
Tommy Leonard, Orange High School, Route 4, Box 220, Hillsborough, NC 27278  
William Neill, Jr., Clarkton High School, P.O. Box 127, Clarkton, NC 28433

#### NORTH DAKOTA

Frank Schander, Northwood Public School, Box 250, Northwood, ND 58267



#### OHIO

Richard Burkholder, Bowling Green High School, 530 West Poe Road, Bowling Green, OH 43402

Robert Buxton, River View High School, 26496 SR 60 North, Warsaw, OH 43844

Samuel Harvey, Cardington-Lincoln High School, 349 Chesterville Avenue, Cardington, OH 43315

T. Dwain Sayre, Mohawk Local High School, 295 S.H. 231, Sycamore, OH 44882

Michael Shertzner, Bowling Green High School, 530 West Poe Road, Bowling Green, OH 43402

#### OKLAHOMA

Alvin Beadles, Thomas High School, Box 190, Thomas, OK 73669

Van Chew, Konawa Public School, Box 125, Konawa, OK 74849

Wayne Dimmick, Newkirk, Box 91, Newkirk, OK 74647

Larry Meeks, Skiatook High School, Box 217, Skiatook, OK 74070

#### PENNSYLVANIA

Stephen Kline, West Snyder High School, R.D. #1, Box 292, Beaver Springs, PA 17812

Guy Naugle, Jr., Red Lion Area Sr. High School, 200 Horace Mann Avenue, Red Lion, PA 17356

Clair Zerby, Cowanesque Valley High School, Westfield, PA 16950

#### SOUTH DAKOTA

Dewayne Siebrasse, Flandreau Public High School, 600 First Avenue West, Flandreau, SD 57028

#### TENNESSEE

James Dyer, White House High School, P.O. Drawer "A", White House, TN 37188

Richard Ledford, Bradley Central High School, 1000 South Lee Highway, Cleveland, TN 37311

#### TEXAS

Ronald Appleton, Waxahachie High School, Old Dallas Hwy. 77, Waxahachie, TX 75165

Joseph Button, Beckville Ind. Sch. Dist., P.O. Box 37, Beckville, TX 75631

Lawrence Fryer, Waelder High School, P.O. Box 247 - Avenue "C", Waelder, TX 78959

Don Ham, Dalhart High School, 801 Oak Street, Delhart, TX 79022

Thomas Heffernan, Pleasanton High School, 831 Stadium Drive, Pleasanton, TX 78064

Wesley Odell, Canyon High School, 1510 IH 35 East, New Braunfels, TX 78130

Calvin Scott, Loop High School, Box 917, Loop, TX 79342

M. Dale Thomas, Honey Grove I.S.D., 200 Hickory St., Honey Grove, TX 75446

Perry Woods, Henrietta High School, 1700 E. Crafton Street, Henrietta, TX 76365

Charles Yarbrough, Honey Grove High School, 200 Hickory Street, Honey Grove, TX 75446

#### UTAH

Earl Thomsen, Spanish Fork High School, 99 North 300 West, Spanish Fork, UT 84660

VIRGINIA

William Gwathmey, King & Queen Central H. S., King & Queen Court House, VA  
23085

Dennis Smith, Broadway High School, P.O. Box 367, Broadway, VA 22815

WASHINGTON

Lyle Holt, Connell High School, Connell, WA 99326

Kenneth Milholland, Olympia High School, 1302 North Street, Olympia, WA 98501

Dennis Wallace, Yelm High School, P.O. Box 476, Yelm, WA 98597

WEST VIRGINIA

Harold Skidmore, Braxton County High School, Route 1, Box 112, Sutton, WV  
26601

WISCONSIN

Clark Anderson, Spring Valley High School, 200 Sabin Street, Spring Valley, WI  
54767

Roland Hanson, East Troy High School, Graydon Avenue, East Troy, WI 53120

Glenn Linder, Pecatonica Area Schools, 704 Cross Street, P.O. Box 117,  
Blanchardville, WI 53516

1985 HONORARY AMERICAN FARMER (OTHER)

Deloria Arends, Route 1, Box 71, Willmar, MN 56201

Roger Arends, Route 1, Box 71, Willmar, MN 56201

John Attebery, Associate Professor, Southern Arkansas University, Magnolia, AR 71753

Inez Barrett, R. R. 1, Box 5, Mead, NE 68041

Renald Barrett, R. R. 1, Box 5, Mead, NE 68041

R. Kirby Barrick, Jr., Associate Professor, Ohio State University, 2120 Fyffe Rd., Columbus, OH 43210

Gary Bartley, Executive Director, Florida FFA Foundation, Inc., 2916 Apalachee Pkwy., Tallahassee, FL 32301

Joe Bass, Route 1, Box 116, Winnsboro, TX 75494

Nancy Bass, Route 1, Box 116, Winnsboro, TX 75494

Victor Bekkum, Assoc. Prof., Ag. Engineering, Iowa State University, 214-A Davidson Hall, Ames, IA 50011

Joe Bethea, Public Affairs Manager, Alabama, Chevron U.S.A., Inc., P.O. Box 4158, Montgomery, AL 36101

Hallet Boyd, Route 1, Box 5, Pinetown, NC 27865

Inez Boyd, Route 1, Box 5, Pinetown, NC 27865

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NATIONAL FFA OFFICER  
REVIEW COMMITTEE REPORT #1  
ARNOLD CORDES, CHAIRMAN  
ROB HOVIS  
ELDON E. WITT

\*For a copy of the complete study contact  
C. Coleman Harris at the National FFA Center



NATIONAL FFA OFFICER REVIEW COMMITTEE REPORT NO. 1  
to  
BOARD OF DIRECTORS - NATIONAL FFA ORGANIZATION  
July 20, 1985

PART 1 - MISSION OF THE COMMITTEE

"NATIONAL OFFICER NOMINATION PROCEDURE--It was recommended that the Board approve an outside committee including, but not limited to, a former national officer, a state executive secretary and an outside expert (a person knowledgeable in the procedures and activities to be studied) to review the national officer nomination procedure, national officer orientation, training and experience programs, national officer scheduling and other activities and report at the November Board meeting.

MOTION -- It was moved by Chuck Duggar (Mr. Thompson), seconded by Melody Lawson (Mr. Warren) and carried to accept the recommendation."

This motion by this Board at their July, 1984 meeting, launched the action on which this Committee is reporting to you today.

In early September, 1984, this Committee was selected:

Arnold Cordes (retired)  
Executive Secretary, Wisconsin  
5945 South Hill Drive  
Madison, WI 53705

Rob Hovis  
Supervisor, Agricultural Education  
State Department of Education  
Room 910, State Office Building  
65 South Front Street  
Columbus, OH 43215

Eldon Witt  
State FFA Executive Secretary  
204 Husseman Street  
Box 466  
Roanoke, IL 61561

Its first meeting was held at the National FFA Center on October 3, 4 and 5. Dr. Larry Case, Coleman Harris and Tony Hoyt presented the charge to the Committee. They stressed that people and programs benefit from periodic evaluations. They indicated that an evaluation of the National FFA Officer program and all of its tangent processes and activities had never before been conducted. They identified the areas of concern, as they viewed them, as follows:

- a. Nomination and election procedures of national officers.
- b. Schedules of national officers -- "burn-out" problems.
- c. Training of national officers.
- d. Expectations of national officers.
- e. Relationship of national officers with co-worker groups, i.e., Board of Directors, Foundation staffs, State Staffs, etc.
- f. The role of national officers after exiting; is FFA the end?

Larry Case said, "The whole gambit needs to be reviewed."

With that statement the floodgates of information were opened to the Committee. The files were shared and the concerns and suggestions out of the past were placed on the table. Correspondence relative to the topic was studied, and input from all plausible sources was sought. Dr. Clause and Dr. Warren reported to the Committee their observations, their feelings, and efforts toward providing total equity of all involved in the officer election process. Ron Wineinger and John Pope also had input one afternoon.

A panel of consultants was selected and made available to the Study Committee:

Walt Schuh  
President, NVATA  
786 Ershig Road  
Bow, WA 98232

Roscoe Vaughn  
President, NASAE  
State Department of Education  
New Mexico State University  
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Vice President  
Member - Public Relations and  
Human Resources  
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Jan Eberly  
1059 Ranger Road  
Fallbrook, CA 92028

Ron Wineinger  
Rt. 2, Box 107  
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An air of eagerness seemed to prevail to make the most concerted effort possible and resolve this perennial concern. With generous input from all at that time, the charge to the Committee ended, the people left, and the Committee was alone with their task.

## PART II - PROCEDURES FOLLOWED BY THE COMMITTEE

The Review Committee established a Plan of Action to approach the task at hand, covering their activities throughout the course of the year. The Committee was prepared to report to the Board of Directors at their November meeting with the first report and review plans. (See Appendix Exhibit A)

The plan called for open hearing at the National FFA Convention. Dr. Larry Case issued the hearing notices on October 16 to all State FFA Advisors and Executive Secretaries, and Head Teacher Educators. (See Appendix Exhibit B) Hearings were conducted daily in Room 206, Municipal Auditorium, Kansas City, Tuesday, November 6 through Saturday, November 10. In addition, all the national officer candidates were invited Friday evening for an exit interview. Attendance at these hearings reflected strong interest in the work of the Committee; discussions were active, sometimes intense, but always aimed at improving the status quo.

"Sifting and Winnowing" seemed to be the next process. The Committee identified several target audiences to include in follow-up surveys:

1. State Staffs and Teacher Educators (current)
2. Past members of the Nominating Committee - 1975-1984
3. Candidates for national FFA office (not elected) 1975-1984
4. Candidates for national FFA office (elected) 1975-1984

Survey instruments pertinent to each group were prepared (see Appendix Exhibits C, D and E for Surveys C, D and E), and included such questions and statements as were considered germane from their vantage point. Every statement or suggestion offered by anyone during the hearings was included in the appropriate surveys to determine agreement or disagreement, and/or degree thereof. Each suggestions thus offered through hearings would receive a "public opinion vote" and thus indicate the level of support for that particular suggestion. In addition, each respondent was provided additional space to add comments to any or all questions. The Committee found this to be very helpful in assessing grassroots feelings on many matters. Consultants to the Committee reviewed the proposed survey and reacted to them. The revised forms were then mailed to respondents. While the survey instrument may not have received an A by a candidate in a doctoral program, it did provide the Committee with the information they sought.

Obtaining mailing addresses of the survey target audience was indeed a challenge. Because FFA members of the past ten years involved are a very mobile audience, state staffs were contacted to update the last available mailing address of these FFA members of the past 10 years.

Response to the three Surveys:

<u>Survey</u>	<u>Surveys Sent</u>		<u>Responses</u>	<u>Percentage</u>
	<u>Number</u>	<u>To</u>		
C	212	N.O. Candidates	45	21.2
	66	Past N.O.'s	16	24.2
	<u>278</u>	Total	<u>61</u>	<u>21.9</u>
D	73	Nominating Committee	31	42.5
E	96	State Staff		
	93	Teacher Educators		
	<u>189</u>	Total	74	39.2
	540	Grand Total	164	30.4

While the Committee had anticipated a great survey response than 30.4%, probably many who appeared at the hearings in November felt they had already had their opportunity for self-expression.

The Review Committee also conducted an independent study, from information available, to determine the state source of nominating committee members; the frequency of state representatives on the nominating committee; the relationship, if any, of nominating committee members later being N.O. candidates; and the number of these elected. This information is reported in Appendix Exhibit F.



As a result of the hearings conducted, the comments received and observations made by the committee, thirty major findings were identified regarding the current process. The pattern followed in setting forth this information below is:

Finding statement

- survey letter and question number for locating the survey questions which address that finding
- a summary of the survey response to that finding
- the recommendation of the Review Committee
- the rationale for the recommendations

1. Some National officer candidates are not adequately trained or prepared for the experience of running for office, and some states do not know how to prepare a candidate.

Survey C, question 1 and 3; Survey D, Part I, question 12;  
Survey E, Part I, question 1 and 3.

Past Officers:	73% received state help 70% felt the help was adequate
Candidates not elected:	65% received state help 50% felt the help was adequate
Nominating committee members:	2.76 satisfied that candidates were adequately prepared
Combined Staff:	92% provide state help 69% felt help is adequate
Supervisors:	94% provide state help 68% felt help is adequate

RECOMMENDATION:

We recommend that all states desiring to field candidates for National office develop a specific program for preparing the candidate for the experience. We recommend that the minimum state preparation be that set forth in Part IV of this report.

RATIONALE:

As with all vocational agriculture and FFA activities, this experience should be designed to have primary educational value for all student participants, whether they are or are not elected to office. At the very least, students deserve to be taught the lesson before they are given the test. It is the responsibility of each state to develop and carry out an enriching educational program to prepare their candidate. These preparatory experiences should develop knowledge and skills which will be useful to the candidate in other adult leadership roles following his or her candidacy for National FFA office. If all states follow such a program, then the differences among candidates as seen by the nominating committee are more likely to be truly the result of differences on their ability, and not simply the result of differences in the degree and quality of their preparation.

2. Some candidates do not have the full endorsement of their State Staff.

Survey E, Part I, question 2

Supervisors: 12% said they had signed applications for candidates in whom they did not have complete confidence as to their suitability for the position.

RECOMMENDATION:

We recommend that a more detailed statement of recommendation be required from the State Staff by the National Organization. We recommend that State Staff accept the full responsibility for eliminating from competition those would-be candidates in their state in whom the staff does not have complete confidence. We recommend that any applicant whose state staff recommendation is not signed, or whose, State Staff recommendation is not favorable be eliminated from the competition prior to the National convention.

RATIONALE:

Since the nominating committee is likely to be unaware of any previous questionable behavior on the part of the candidates, it is unfair to permit those who have not served faithfully and responsibly to provide competition for those who have served faithfully and responsibly. Further, it is unfair to the students who constitute the nominating committee to expect them to make decisions which adults are reluctant to make. Article IX, Section C of the National FFA Constitution states: "The State's candidate shall be approved by the State Advisor...Those declared not eligible may file an appeal with the National Advisor...The FFA Governing Committee shall vote on any appeal..." It therefore appears to be properly within the State Advisor's authority to withhold his or her recommendation from any candidate not considered worthy of the trust placed in National officers.

3. There is a lack of understanding in states as to what actually happens during nominating committee proceedings, which has contributed to the development of myths, exaggerated accounts of what takes place during interviews.

Survey E, Part II, question 1

Supervisors and  
Teacher Educators combined: 52% did not have an adequate understanding of nominating committee procedures  
Supervisors: 45% did not have an adequate understanding of nominating committee procedures

RECOMMENDATION:

We recommend that several aspects of previously secret committee procedures become public information, shared with State Staff via The State Guide to National FFA Activities and other means. The score sheets and other items proposed are in Part IV of this report.

RATIONALE:

The Nominating Committee's past questions have been secret to the point that some adult leaders are suspicious of the proceedings. There are two primary problems created by this situation. One is that they are not sure if the committee is using the right criteria in selecting the officers. The other is that it becomes difficult to prepare a candidate for an experience which is not clearly understood.



4. The present selection system relies too heavily on subjective criteria.

Survey D, Part I, question 13; Survey E, Part II, question 2

Nominating Committee members: 3.83 satisfaction level that the committee was not too much impressed by charisma and other cosmetic features.

Supervisors and  
Teacher Educators combined: 52% said the present system relies too heavily on the image of the candidate.

Supervisors: 54% said the present system relies too heavily on the image of the candidate.

#### RECOMMENDATION:

We recommend the adoption and use of objective criteria and score cards by the committee. We further recommend that each candidate participate in the same number and kind of interviews, and that the Nominating Committee members' ballots be collected and placed in a sealed ballot box after each interview.

#### RATIONALE:

The committee which we observed did have some lists of criteria to guide their thinking. We feel that these materials were not specific enough. We observed some instances in which members of the committee were unduly influenced in their voting by other more out-spoken members of the committee. As a result, some candidates suddenly lost support which they had "earned" in previous interviews. Prompt collection and recording of the committees' score cards after each interview would serve to protect the standing of the candidates from capricious changes in the opinions of the committee.

5. The State Guide to National FFA Activities lacks information pertaining to National officer elections.

Survey E, Part II, question 3

Combined Staff: 58% said the information was inadequate

Supervisors: 53% said the information was inadequate

#### RECOMMENDATION:

We recommend that whatever procedure is adopted for electing National officers it be described in writing in chronological sequence and included in the State Guide, along with samples of the various evaluation instruments recommended in this report for use by the committee, if these instruments are adopted.

#### RATIONALE:

Just as a teacher informs the students as to which pages of the text will be covered on the test, so, we believe, should staff and candidates be aware of how the system works, and what types of interviews and tests the candidate will experience, so that those candidates who desire to prepare themselves will spend their time and effort on those things which will help them be ready for the nomination process, and thus make the experience more educational. A lecture or an experiment or a field trip in any subject is always more enriching and worthwhile if one does the required reading in advance. Officer candidate preparation should be well aimed and purposeful, much like doing the required reading before watching a demonstration or taking a test.

6. The supervised occupational experience of some National officers has been marginal.

Survey C, questions 4, 5, & 6; Survey D, Part I, question 14;  
Survey E, Part I, questions 4, 5, & 6

Past Officers: 82% said candidates should not be expected to have a strong, on-going SOE at the time of their candidacy. 55% of the candidates not elected agreed.

Nominating committee members: Gave a 3.30 satisfaction rating that they gave considerable emphasis to the candidate's SOE as an important aspect of their qualifications. 73% of the past officers felt that SOE should be an important factor in the selection process. 61% of the candidates not elected felt it should not. 33% of the past officers and 38% of the candidates not elected said SOE was not important in the selection of the National officer candidate within their state.

#### RECOMMENDATION:

We recommend that National officer candidates be required to earn their American Farmer Degree according to the same criteria as other American Farmers from their state, that the practice of giving the degree substantially on leadership accomplishments be discontinued immediately, that the quality of the candidates' SOE be considered when selecting the state's nominee, that the nominating committee award credit to the candidates for their SOE program according to a quantifiable, objective plan proposed in Part IV, and that candidates have a strong, on-going SOE at the time of their candidacy.

#### RATIONALE:

Supervised occupational experience makes vocational agriculture vocational. If National officers are to effectively communicate with, relate to, and motivate members, it is essential that they themselves shall have developed a strong supervised occupational experience. If National officers are to be conversant with farmers and agribusiness persons, and knowledgeable in informing the public of agriculture today, then they must have experienced for themselves the practical side of agriculture as found through occupational experience. It is not expected that incumbent National officers should be attempting to manage a dairy herd at home and also travel 100,000 miles for the FFA. But we have drifted into the situation where some candidates have promptly dropped their SOE or reduced it to a negligible level "just as soon as they could get away with it," meaning that some candidates have had no occupational experience program for a period of as long as 19 months prior to serving as a National officer! How can a candidate be an effective representative for a program in which he or she has not participated for the past year or more?

7. Some National officers have lacked basic writing and grammar skills

Survey C, questions 7 & 8; Survey E, Part I, questions 7 & 8

Past Officers: 90% felt these skills should be a criterion in the selection process

Candidates not elected: 88% felt these skills should be a criterion

Combined Staff: 92% felt these skills should be a criterion



#### RECOMMENDATION:

We recommend the Nominating Committee consider examples of the candidates writing and grammar skills during the selection process, including the written statement "Why I Desire to Serve as A National Officer", and other samples of writing which the candidates may be asked to produce at the convention.

#### RATIONALE:

The quality of written and oral communication of National officers is a reflection upon the entire organization. The committee has seen examples of less than desirable written communications from National officers. As role models for FFA members, National officers must set a good example in regard to these skills, since we know that the employability of our students may be influenced by their ability to write and speak well. It is therefore important that students develop a positive attitude about acquiring these skills.

8. It appears to be the attitude of some State Staff that all National officer training is the responsibility of the National FFA Staff.

Survey E, Part II, question 16

Combined Staff: 72% said that State Staff (including teacher educators) should share in the teaching and coaching of National officers.

#### RECOMMENDATION:

We recommend the State Staff review a National officers' performance with them whenever an officer is in their state on official business. The Staff should point out strengths and areas for improvement directly to the officer, and then inform the National Staff of their observations. We further recommend that the National Staff solicit this type of assistance from the State Staff.

#### RATIONALE:

The National Staff does not have sufficient time or travel funds to be present for each National officer performance across the nation. Yet corrective instruction must be given as the officers learn their job, particularly during the first several months of their term of office. Just as a State Executive Secretary would want local teachers to step in and give some coaching to a State officer in their absence, so the State Staff has an obligation to provide the same guidance to National officers in the absence of National Staff. The committee has learned that in many instances State Staff have observed National officer performance or behavior which needed improvement, and they told everyone but the officer!

9. The Nominating Committee did not have time to study the applications of the candidates, nor was there sufficient time to adequately train the committee.

Survey D, Part I, question 15 and 16; Survey E, Part II, questions 4 and 5

Nominating committee members: Registered a 3.46 satisfaction rating that they had sufficient time, and a 3.67 satisfaction that they were adequately trained.

Combined Staff: 87% felt that a training session in interviewing skills for committee members would be desirable.  
97% of the Supervisors felt that time between interviews should be provided to read the background information on the candidates.

#### RECOMMENDATION:

We recommend that the Nominating Committee be assembled in Kansas City earlier than in the past, and that a structured training program such as that set forth in Part IV of this report be followed to prepare them for their work.

#### RATIONALE:

A task of such importance cannot be hurried. An awareness of the candidates background will help the committee select the most appropriate questions for the candidate. Further, a committee training program involving outside expertise will make serving on the Nominating Committee a more enriching educational experience.

10. Not all candidates are properly counseled to prepare them for success or failure.

Survey C, question 11; Survey E, Part I, question 11

Past Officers:	60% confirmed the need for such counseling
Candidates not elected:	71% confirmed the need for such counseling
Combined Staff:	91% of the State Staff confirmed the need for such counseling

#### RECOMMENDATION:

We recommend that each state include in its in-State candidate preparation program, a discussion time or counseling session with appropriate staff, parents, past candidates, and similar persons. Candidates should have alternate plans in mind if they are not elected.

#### RATIONALE:

The competition for National office has become extremely intense over the years to the degree that many candidates devote all their attention to it, and thus fail to develop alternate plans to follow if they are not elected. The sense of let-down for some candidates who were not elected has been quite severe and psychologically difficult to cope with. On the other hand, some candidates who were elected seemed unaware of the immediate commitments expected of them upon election. It seems appropriate then, that someone in the home state should point out such things to the candidate, and help him or her to identify a path to follow if he or she is not elected.

11. Some National officers are not compatible with the National FFA Code of Ethics and other accepted moral standards.

Survey C, questions 12 and 13; Survey D, Part I, question 17 and Part II, question 15; Survey E, Part I, question 12 and 13

Past Officers:	90% said adherence to these standards should be stressed. 50% said their state had some means of determining whether candidates were adhering.
Candidates not elected:	100% said adherence should be stressed. 40% said their state had some means of determining adherence.
Nominating committee members:	a 4.04 satisfaction rating that the committee was able to determine adherence was registered. 70% were opposed to a confidential evaluation of each candidate by all other candidates.
Combined Staff:	99% (100% of supervisors) said adherence should be stressed. 64% of the supervisors said their state had some means for determining adherence.



## RECOMMENDATION:

We recommend that staff in all states maintain an awareness of the behavior of candidates from their states, and that they withhold their approval from the applications of candidates whose conduct has not been compatible with the Code of Ethics or other accepted moral standards. We further recommend that each candidate be asked during an exit interview with a National Staff member whether he or she is aware of any improper conduct of other candidates.

## RATIONALE:

National officers are expected to be role models, and occupy a place of high prestige in the organization. Their behavior is by noticed by members and others. Improper behavior has a demoralizing affect on members, betrays the trust placed in the officer, and tarnishes the public image of the organization. It is difficult to determine whether a candidate truly lives up to the ideals of behavior expected of National officers, but the committee is aware of some damaging instances of poor conduct by National officers and feels compelled to address the issue.

12. Undue stress and pressure is placed on the candidates due to unnecessary confinement in the hot box.

Survey D, Part I, question 18; Survey E, Part II, questions 6 and 7

Nominating committee members: Registered a 3.88 satisfaction that it was necessary to confine candidates to the hot box even when only one region was being considered.

Combined Staff: 56% felt candidates were confined longer than necessary. 70% favored period of leave from the hot box for periods of relaxation.

## RECOMMENDATION:

We recommend that during their preparation time, the Nominating Committee determine an interviewing schedule which indicates when only certain regions will be interviewed, and that the other regions be released during these sessions. We further recommend that the committee recess during the convention sessions which hold greatest popular appeal, so that members and candidates may enjoy highlights of the convention.

## RATIONALE:

It was the observation of the committee that since there were times when only certain regions were being considered, the other candidates could have benefited from some time away from the hot box. The prolonged confinement in the intensified atmosphere of the hot box may have adverse effects on some candidates. It has been argued that having candidates experience such pressure will help the committee determine whether candidates could bear up under the pressures of office if elected. However, confinement in the hot box is not much paralled to any pressurized situations encountered by incumbent officers.

13. The 1984 candidates were very receptive to a written test as a means of demonstrating their knowledge of FFA and vocational education.

(and)

14. The Committee used limited valuable time to determine knowledge that could best be determined by a written test.

Survey D, Part II, question 8; Survey E, Part II, questions 8 and 7

Nominating committee members: 70% did not feel that a comprehensive written test on FFA and vocational education knowledge would be a better method of determining what the candidates know than asking selected random questions.

Combined Staff: 91% favored the Nominating Committee's use of random sample questions to determine candidates knowledge of FFA and vocational education, and 54% also favored the use of a comprehensive test to determine such knowledge

RECOMMENDATION:

We recommend the use of a comprehensive written test to determine the FFA and vocational education program knowledge of the candidates.

RATIONALE:

It was the observation of the committee that the Nominating Committee would have more time available for assessing the thinking ability of the candidates if interview time was not used to probe with random questions to determine the candidates knowledge of FFA facts. A comprehensive exam could measure fairly completely what the candidate does and does not know, whereas a random question may happen to strike the one area in which the candidate's knowledge is weak or be one area in which it is strong. Either way the committee could be misled. The 1984 candidates almost unanimously approved the concept of a written exam, feeling that they would thus be guaranteed full credit for all they knew from their hours of study and preparation.

15. Time available for group dynamics and interaction was limited.

Survey D, Part II, question 9; Survey E, Part II, question 10

Nominating committee members: 71% would like to have had the opportunity to involve all candidates in group discussion situations to determine their skills in group dynamics.

Combined Staff: 95% said the ability to lead group discussion effectively should be a part of the select process.

RECOMMENDATION:

We recommend that group dynamics exercises be incorporated into the interviewing scheme, as suggested in Part IV of this report.

RATIONALE:

National officers spend a great deal of time interacting with members in classes and other small group situations at camps and leadership conferences. Their ability to be effective in these situations should be a factor in the selection process.

16. Not all candidates were observed equally by member of the Nominating Committee outside of the interview room.

Survey D, Part II, questions 10 and 18; Survey E, Part II, question 11

Nominating committee members: 58% said they would have wanted to observed all candidates equally outside the interviews as in assigned observation. 48% said all candidates were not observed equally outside the room by their committee, though some candidates were so observed.

Combined Staff: 72% said members of the Nominating Committee should arrange opportunities to observe candidates at convention functions other than the interviews.



#### RECOMMENDATION:

We recommend a series of planned one-on-one "Getting to Know You" experiences, as outlined in Part IV, for the purpose of seeing the candidates in an environment outside the interview room.

#### RATIONALE:

In some cases in the past, only selected candidates have been identified for observation at selected meal functions, etc. It is the feeling of the committee that such observations may be useful, but that it should be done on a very uniform basis, and in an "open" manner.

17. Some National officers have indiscretely promoted candidates for National office.

Survey D, Part II, question 11: Survey E, Part II, question 12

Nominating committee members: 92% said they did not hear National officers mention candidates whom they considered to be good prospects for National office.

Combined Staff: 38% (45% of the Supervisors) said they were aware of such indiscretions.

#### RECOMMENDATION:

We recommend that as a regular part of National officer orientation, officers be strictly enjoined from promoting or endorsing in any manner the candidacy of any member desiring or intending to run for National office.

#### RATIONALE:

Past violations of this recommendation may well have been the outgrowth of innocent conversations, but the attitudes of incumbent officers have substantial influence over state officers and other members, some of whom may eventually serve on the nominating committee. It is essential that nominating committee members be as open-minded and free from influence as possible in their consideration of each candidate.

18. Additional adult guidance could be used in the nominating process, without compromising the sovereignty of the committee.

Survey D, Part II, question 12; Survey E, Part II, question 13

Nominating committee members; 63% felt that time could be saved by having adult consultants to the committee prepare materials, such as exam questions, problem situations for group discussion, etc.

Combined Staff: 81% approve of involving additional adult expertise in limited ways, such as preparing exam questions, discussion questions, tabulating scores, etc.

#### RECOMMENDATION:

We commend the performance of Dr. James Clause and Mr. James Warren for their skillful handling of a most delicate procedure. We recommend a further involvement of selected adults from each major group in the agricultural education family, as suggested in Part II.

#### RATIONALE:

Student committee members time could be diverted from some of the planning function to more important tasks of getting to know candidates better and evaluating their

performances more thoroughly if adults could share in the planning and administrative aspects of the procedure. Such adult participation would also serve to enlighten a substantial number of state staff, teacher educators, teachers, and others as to the exact operation of the committee.

19. The current adult advisors have been confined or restricted in their ability to provide direction.

Survey D, Part II, question 5; Survey E, Part II, question 14

Nominating committee members: 79% of the nominating committee felt the degree of influence of the adult advisors was just right at the present time.

Combined Staff: 85% of the staff said the advisors should be free to suggest changes, and rule on problem situations which arise.

#### RECOMMENDATION:

We recommend that the adult advisors be authorized to suggest changes, guide planning, and rule on problem situations throughout the procedure, and that the committee be informed of their role and authority.

#### RATIONALE:

The expertise of Dr. Clause and Mr. Warren is such that the committee could benefit from their increased participation in the process.

20. The abrupt reassignment of committee chairman to serve on the Nominating Committee reduces the effectiveness of the committee structure.

Survey D, Part II, question 13; Survey E, Part II, question 15

Nominating committee members: 96% were content with being taken on short notice from a preassigned committee to serve on the Nominating Committee.

Combined Staff: 88% favored a proposal to select the Nominating Committee at the same time as the other committees.

#### RECOMMENDATION:

We recommend that the Nominating Committee be appointed at the same time as the other standing committees. The announcement of the members of this committee could be withheld if it is deemed advisable.

#### RATIONALE:

We attribute the Nominating Committee members strong support for the current practice to the great honor and prestige associated with serving on the Nominating Committee. But we are concerned that some damage is done to the committees from which these members were drawn, in that the original committee is left with an unprepared chairman to guide its work. We recognize that the purpose behind this practice was to guarantee the secrecy of the members of the Nominating Committee, so as to eliminate any "lobbying" of the committee members by candidates or their friends in advance of the convention. However, we believe that the benefits of more in-depth training of the Nominating Committee, and more stability of the leadership of the remaining convention committees is worth any risks which might be taken regarding the "lobbying" of the committee. In any case it is doubtful that prudent candidates would engage in such activity, since it is equally likely that nominating committee members would react negatively to such efforts on the part of a candidate.



21. Discussion of some candidates' performance was unduly weighted by some vocal members of the Nominating Committee.

Survey D, Part I, question 9

Nominating committee members: Registered a 4.16 satisfaction rating that the committee was not unduly influenced by individual members.

RECOMMENDATION:

(Refer to the recommendations under finding #4 and others above regarding increasing the objectivity of the selection system by using sealed score cards, tally sheets, a written exam, and increased adult participation.)

RATIONALE:

We observed a notable swaying of committee members' opinions as a result of some very subjective observations persuasively expressed by selected committee members. This is, undoubtedly one of the prices one pays for having a "democratic" selection committee. However, we believe that it is the responsibility of adult leaders, acting as teachers, to infuse more subjectivity into the system.

22. Several sources of information have indicated that on some occasions over the years, candidates have been subjected to periods of silence and staring.

Survey D, Part I, question 5, Part II, question 14;  
Survey E, Part II, question 17

Nominating committee members: Registered at a 4.52 satisfaction voting that there were no unfair circumstances created.  
68% said they did not feel that this procedure helped them select the best candidates.  
Combined Staff: 83% said they did not feel that such practices would help select the best candidates.

RECOMMENDATION:

We recommend that future committees be enjoined from using this or similar interviewing techniques which do not parallel actual situations in which a National officer might be.

RATIONALE:

In view of the limited time available to the committee to assess the suitability of all candidates, it is the opinion of this committee--supported by the surveys--that interviewing experiences should parallel actual situations in which a National officer might be. A National officer would, in any situation, know who he was and why he was present at a given activity, and would thus have a definite identity on which to base his actions while at that activity. But when candidates are merely called before the committee with no instruction given as to the supposed circumstance they are in, or whether they should react as a candidate, an incumbent officer, or some other identity, it places the candidate in a situation in which he can do very little with confidence and certainty that he is responding appropriately to the situation at hand.

23. The Nominating Committee was not always in agreement as to the number of interviews which a given candidate had been given.

Survey D, Part I, question 19

Nominating committee members: Registered a 4.46 satisfaction rating that committee kept its records accurately enough to know at any time how many interviews each candidate had been given.

RECOMMENDATION:

(Refer to previous recommendations regarding the use of a tabulation record and score cards.)

RATIONALE:

A subjective selection process would require that all candidates receive an equal number of interviews. In order to be sure this was achieved, accurate records must be kept.

24. A high degree of personal dissatisfaction among candidates at the completion of the interviewing process indicated that the committee did not get to know them.

Survey D, Part I, questions 6, 7, and 20.

Nominating committee members: Registered a 3.96 satisfaction rating there were no other kinds of information or evidence of the candidate's abilities which the committee should have considered.  
Registered at a 3.84 satisfaction rating there were no important aspects such as persona' intellect, morals, judgement, SOE, etc. w. which the committee did not deal.  
Registered a 4.17 satisfaction rating they got to know the candidates in sufficient depth as to make good and fair choices.

RECOMMENDATION:

(Refer to the previous recommendation regarding the institution of a "Getting to Know You" experience.)

RATIONALE:

It is "normal" that, where competition is so keen, and the prize so great, some candidates will feel the committee never got to know them. However, two facts caused us to pay a lot of attention to this criticism: 1) this feeling was expressed by a substantial majority of the candidates, and 2) it was expressed after the interviews were completed but before the results were known. Thus none who expressed such feelings could have known with certainty that they would not be elected.



25. Some questions were not realistic to the role of a National officer.

Survey D, Part I, question 4

Nominating committee members: Registered a 4.28 satisfaction rating the committee created the right interviewing experiences to parallel actual National officer experiences.

#### RECOMMENDATION:

We recommend the use of adult and outside consultants and advisors to counsel the committee as to the appropriateness of the interviewing strategies under consideration.

#### RATIONALE:

Virtually no one polled in our surveys wanted to see the students lose sovereignty in the ultimate selection process. However, in fairness to the candidates, and to help select the most suitable officers, candidates should be subjected only to those interviewing strategies which parallel the National officer role.

26. A high degree of personal dissatisfaction among candidates at the completion of the interviews indicated that 1) not all candidates had observed the National FFA Code of Ethics and other accepted standards of conduct--even while attending the convention as a candidate, and 2) many other candidates were aware of this, and 3) the candidates recognized the Nominating Committee was not aware of this, and they saw no precedented means of informing them.

Survey C, question 12; Survey E, Part I, questions 12 and 13

Past Officers:	90% felt that adherence to the Code of Ethics and other standards should be stressed.
Candidates not elected:	100% felt that adherence to the Code of Ethics and other standards should be stressed.
Combined Staff:	99% favored stressing adherence, and 57% had some means for monitoring compliance.

#### RECOMMENDATION:

We recommend an exit interview for all candidates in order to bring an educational closure to the experience, and that candidates be given the opportunity to state any knowledge they have of improper behavior by the candidates.

#### RATIONALE:

This was one most difficult problem to deal with. Our original proposed solution did not receive sufficient support in the surveys to go forth with it. We recognize that no one is perfect, and we have no desire whatever to create an atmosphere in which candidates are encouraged to "spy and report" on each other. On the otherhand, one can certainly sympathize with a candidate who observes irresponsible behavior on the part of a fellow candidate, and realizes the candidate may soon be installed as a national youth leader and role model. The committee has received other reports about National officer behavior unbecoming the position and the organization. Many persons are quite concerned, and the committee strongly urges that standards be enforced strictly and that National officers unwilling or unable to maintain acceptable behavior be relieved of their office.

27. The Review Committee sensed a tension during the first interview between the nominating committee and the candidates.

--committee observation--

RECOMMENDATION:

- We recommend an informal reception prior to the beginning of the interviews, at which candidates and nominating committee members are the guests of honor and where the two groups can intermingle socially.

RATIONALE:

It is natural that both groups will be somewhat tense early in the process, but the tension we observed was due to a high degree of uncertainty about what each group was like. It was like two strangers attempting to work on some project together without first having said "Hello, my name is..."! We believe the interview process will get off to a smoother, faster start if the "ice" can be broken at some type of social activity first.

28. Interest was expressed in increasing the number of National officers to increase leadership opportunities, and spread the existing workload over more people.

Survey E, Part II, question 18

Combined Staff: 85% said six officers was sufficient  
83% were opposed to a proposal to increase  
the number from six (6) to somewhere between  
ten (10) and fourteen (14)

RECOMMENDATION:

We recommend the number of National officers remain at six.

RATIONALE:

There is not sufficient support in the field to increase the number at this time.

29. Interest was expressed in holding various types of regional eliminations, prior to the National convention.

Survey D, Part II, question 16; Survey E, Part II, question 19

Nominating committee members: 57% opposed the establishment of a regional screening committee to select the top three candidates from each region.

Combined Staff: 72% were opposed to the establishment of such a procedure.

RECOMMENDATION:

We recommend that each state continue to be eligible to nominate one candidate for competition at the national level.

RATIONALE:

There is not sufficient support in the field to establish a regional elimination at this time.



30. Strong interest was expressed in the student nominating committee remaining sovereign in the election process.

Survey D, Part I, question 22, Part II, questions 6, 12, and 17  
Survey E, Part II, question 20

Nominating committee members: Registered a 4.25 satisfaction rating that FFA members alone should hold voting powers in the selection process.

93% felt the present procedure is sound.

55% opposed the involvement of former National officers as members of the committee.

57% opposed the involvement of former National officers in any way in the selection process.

54% opposed the involvement of others, such as board members, teachers, professors, or "rank and file" FFA members.

63% approved having the assistance of others to prepare materials.

Combined Staff: 71% felt FFA members alone should hold voting powers in the selection process.

#### RECOMMENDATION:

We recommend the Nominating Committee remain entirely composed of student members. We recommend that only student members of the Nominating Committee be permitted to vote in selecting National officers.

#### RATIONALE:

We recognize some problems in the current system of selecting National officers. However, as educators, we feel that the answer is not to take the students out of the picture, or dilute their influence, but to teach them how to do the job better.

#### FOR THE RECORD:

The committee also raised some questions on the surveys which were not related to the major findings above, but which were of a more general nature.

The following are the responses to those questions, just for the record.

Past Officers: 60% do not think a candidate's age should be a selection factor, however, 100% of those who did think it should be a factor favored older officers.

75% felt that candidates should have continued their education beyond high school.

57% felt retiring officers should receive some counseling upon return to "civilian" life.

#### Candidates not elected:

61% opposed considering age as a selection criterion.

68% felt candidates should have continued their education.

43% felt retiring officers should receive some counseling.

#### Nominating committee members:

Registered a 4.60 satisfaction with the slate of officers their committee selected.

A 4.44 satisfaction with the manner in which the committee planned and conducted role-plays and other situations.

A 4.48 satisfaction with the procedure by which the committee formulated and directed the questions asked of the candidates.

A 3.76 satisfaction that membership on the committee does not give one an unfair advantage as a candidate in subsequent years.

A 4.56 satisfaction that such a committee is the best selection method.

A 3.54 satisfaction that all interviews allowed candidates to be relaxed and at their best.

83% of those who later observed the officers they helped select were satisfied with them.

100% were unaware of any cheating or leaking of questions, etc.

96% felt they were qualified to serve.

92% said state or regional biases were not an obstacle to the work of the committee.

Combined Staff:

53% felt age should be a selection factor, the majority favoring older officers.

53% did not feel that candidates should have continued their education.

66% favor counseling for retiring officers.

We respectfully submit the foregoing recommendations, and propose examples for applying them in Part IV, which follows.



The procedures followed by the Evaluation Committee and the summarized results of the testing instruments combined with the verbal testimonies of participants confirmed the basic beliefs of agricultural educators across the nation. The most often quoted beliefs were:

1. Final selection of national officers is a sovereign responsibility of the nominating committee and election is a sovereign responsibility of the delegates.
2. Agricultural educators and State Staff share a major role in the development of a National Officer. Local chapter officers become State Officers and State Officers become National Officers. To quote an old phrase "as the twig is bent so the tree will grow". If agricultural educators and state staff fulfill their role, then National Officers will perform, to acceptable traditional expectations with ample ability to lead the organization to new and improved programs. With the same philosophy traditional values, such as Code of Ethics, are accepted as the responsibility of all.
3. Agricultural educators and State Staffs can be involved in the development and election of a National Officer in an acceptable advisory capacity.
4. State Staffs share a responsibility with National Staff in the recommendation and presentation of a well qualified National Officer candidate.
5. Candidates need an eviable and identifiable background knowledge of FFA, vocational education, and agricultural issues as developed through qualified basic and fundamental experiences in SOE and leadership activities.

With these basic beliefs and concepts in mind the Evaluation Committee recommends the following National Officer selection procedure.

#### STATE SELECTION

All states are encouraged and need to develop a standard identifiable National Officer candidate selection process that assures the nomination of a candidate well versed in agricultural knowledges and skills as evidenced by a candidate well qualified to be awarded the American Farmer Degree. Knowledge of the FFA and related organizations of the FFA structure must be commonplace knowledge of all candidates. Accepted levels of speaking abilities, parliamentary procedure knowledge and communication skills should be a requirement of the selection process. Acceptable human values and adherence to the desired Code of Ethics is a prerequisite of candidate selection.

#### STATE PREPARATION

Following selection the state should develop a well planned candidate training program. The committee recommends a minimum State Preparation program.

1. Encourage the development of adequate knowledge of FFA, vocational education and vocational agriculture
 

a. history	f. alumni	k. awards
b. philosophy	g. Foundation	l. SOE
c. personnel	h. parliamentary procedure	m. 4-H
d. legislative	i. NVATA	n. FFA programs
e. membership levels	j. PAS	o. Young Farmers

- p. inter-relationship with VSO's, AVA, NASAE, AATEA
  - q. develop knowledge of State, National, International agricultural policy and situations.
2. Submit candidates to a series of mock interviews and video taping.
- a. one discussion leader type interview where candidate is the leader.
  - b. one "witness stand" type interview or general "what if" questions.
  - c. one agri-business interview to determine status and policy.
  - d. one mock news conference with media.
  - e. a question and answer session with state education official to improve knowledge of:
    - school funding
    - graduation requirements
    - drop out rate
    - placement rate
    - per cent of local, state and federal funding
  - f. one public dining/table talk situation in a "fancy" restaurant.
3. In addition the preparation program should include:
- a. several speaking engagements
  - b. one day visit to a local agriculture department to make presentation to Vo-Ag classes.
4. General recommendations include:
- a. Buy candidate a new jacket
  - b. Select candidate by June 15th
  - c. States should nominate only those candidates in whom state staff and state officers have complete and unqualified trust and confidence.
  - d. States should not feel pressured to field a candidate every year.

#### NATIONAL OFFICE - A GUIDE TO STATE ACTIVITIES

1. The National Office needs to revise the National Officer Candidate section as a part of the "Guide to State Activities". The section needs to include the National Officer Candidate application with instruction to include fifteen (15) copies of their American Farmer application as presented the year the Degree was received. Candidates receiving the degree in previous years would complete the section updating the degree information. The candidate section would also include the latest comprehensive knowledge test that will be presented to all candidates. Equal opportunity and equal knowledge is a desired feature of this Evaluation Committee. In addition the Candidate section should contain necessary information pertaining to structure, personnel, program sponsors, and related organizations that is desirable knowledge to be possessed by individuals aspiring to be national officers. The section should contain all information pertaining to the election process including score cards and suggested activities for state selection and preparation.



## SELECTION OF NOMINATING COMMITTEE

1. Nominating Committee should be best qualified of the delegates.
2. Each state should have a Nominating Committee member at least once in each ten year period.
3. Nominating Committee should be selected same time as other standing committee members. Advance notification can be to nominating committee members only.
4. Chairman, Co-Chairman and Secretary should be named at this time and be a part of the advance notification.

## SCHEDULE AND TECHNIQUES OF NOMINATING COMMITTEE

1. Nominating Committee arrive in Kansas City one day earlier than delegates
  - a. for  $\frac{1}{2}$  day of training
  - b. for  $\frac{1}{2}$  day of reading candidates applications
2. Nominating Committee receive instruction on interviewing techniques by an agribusiness person whose profession is personnel interviewing.
3. Structure/Schedule National Officer candidates observation at meal functions.
4. No "silent treatment" situations or "trap" questions designed to eliminate unwary candidates.
5. First interview should be a discussion among 4-6 candidates (or by regions) and the Nominating Committee for a period of 1-15 minutes. (Eliminate the 2 minute specials)
6. All situations should be realistic.
7. At least one substantial interview should be of the non-threatening, non conjured, free flowing nature occurring among the candidates with Committee observing.

Examples of topics could be:

  - a. discuss previous year's National Committee reports
  - b. how to spend free time
  - c. how to celebrate Christmas
  - d. how to enjoy a vacation
8. Do not ask a candidate to give a speech instantaneously which they would, in reality, only give after much preparation.
9. One or two interviews should be problem solving situations. Perhaps round table discussions among 4-6 candidates responding to typed case study problems - have same number of problems as candidates - each takes a turn as discussion leader.
10. Real life questions could be solicited by staff from past officer teams. Questions such as "who would you invite to a banquet if you could invite any ten people you wished?" could prove to be interesting and revealing.
11. Committee to score candidates individually without discussion among themselves.
12. Committee Secretary to keep a record of the number of interviews of each candidate, the ballots taken, and committee policies agreed upon.
13. Committee must discipline its procedures to permit adequate time between all interviews for scoring and reviewing next candidates application.

14. After each interview the ballot scores are placed into "LOCKED" ballot box. Candidates cannot lose points once earned. Adult advisors are the keepers of "LOCKED" box.
15. Committee should narrow the field of candidates by objective scores not "gut" feeling or other unwritten criteria.
16. Every candidate will go through entire interviewing process to determine the total cumulative score on all facets of the interview process.
17. All candidates to be given a private "final interview" preferably by adult advisors.
18. Score card totals should identify top 2 or 3 candidates from each region.
19. Barring any personal conflict the top scoring candidates from each region becomes the candidate for National President.
20. One of the remaining three candidates plus the candidate that was regional runner up to the President becomes the Secretary.
21. The remaining high scorer from each Region becomes the Vice President.
22. It would be highly desirable for Committee to release Candidates by regions at specific times when not needed.
23. Current National Officers should avoid "name dropping" of individuals they consider to be strong candidates.
24. Committee should be informed of previous problems of National Officers.  
(No names mentioned)

#### SAMPLE 1985 NATIONAL OFFICER ELECTION SCHEDULE

Sunday, November 10, 1985

Nominating Committee arrive and check in by late evening.

Monday, November 11, 1985

- |                        |  |
|------------------------|--|
| 8:00 a.m. - 8:30 a.m.  | -Tony Hoyt addresses Committee on problems of past National Officers.  |
| 8:30 a.m. - 11:30 a.m. | -Committee orientation and training by an agribusiness personnel specialist.   |
| 11:30 a.m. - 1:00 p.m. | -Lunch   |
| 1:00 p.m. - 4:30 p.m.  | -Committee thoroughly reads the applications, recommendations, and "Why I Desire to Serve as a National FFA Officer" statements from each candidate. |
| 4:30 p.m. - 7:00 p.m.  | -Dinner and relaxation for Nominating Committee  |
| 7:00 p.m.              | -Candidates arrive late afternoon to be checked in by 7:00 p.m.  |
| 7:00 p.m. - 9:30 p.m.  | -Nominating Committee's Reception for the Candidates.<br>(Sponsored by Cordes, Hovis, Witt as a Special Project)                                     |

Tuesday, November 12, 1985

- |                        |  |
|------------------------|--|
| 7:00 a.m. - 8:30 a.m.  | -Breakfast "Getting to Know You"   |
| 8:30 a.m. - 11:30 a.m. | -Committee develops and practices their interview strategy.  |
| 8:30 a.m. - 11:30 a.m. | -Candidates take examination and meet with National Foundation Sponsor representatives for practice interviews (Business/Industry personnel people |



identified by National Foundation Staff) The interviewers to give candidates an evaluation and corrective instruction in their interviewing and conversational skills.

The examination will be developed by four members of the FFA Board of Directors.

- one Federal Staff
- one NASAE Consultant
- one AATEA Consultant
- one NVATA Consultant

The examination could be developed during the July Board of Directors meeting, presented to Mr. Case who will oversee the development of an accurate key and the duplication of multiple copies. The authors of the examination will proctor the examination, score the examination and place the individual scores on the score card. The score card will be placed in the "locked" ballot box. The SOE will be scored by the remaining consultants to the Board and score cards placed in "locked" ballot box.

- |                        |  |
|------------------------|--|
| 11:30 a.m. - 1:00 p.m. | -Lunch "Getting to Know You"   |
| 1:00 p.m. - 2:00 p.m.  | -Committee and Candidate registration<br>(Vista Hotel)                   |
| 2:15 p.m. - 5:00 p.m.  | -Interviews  |
| 5:00 p.m. - 7:00 p.m.  | -Dinner "Getting to Know You"  |
| 7:30 p.m. - 9:00 p.m.  | -Interviews  |
| 9:00 p.m. - 10:00 p.m. | -"Getting to Know You" (coffee shops, ice cream shops<br>as individuals) |

Once each day scores on individual score sheets will be recorded by Presidents of NVATA, NASAE, AATEA and place in "locked" ballot box.

Wednesday, November 13, 1985

- |                        |   |
|------------------------|---|
| 7:00 a.m. - 8:15 a.m.  | -Breakfast ("Getting to Know You") ??           |
| 8:30 a.m. - 11:30 a.m. | -Interviews                                     |
| 11:30 a.m. - 1:00 p.m. | -Lunch ("Getting to Know You") ??               |
| 1:00 p.m. - 5:00 p.m.  | -Interviews                                     |
| 5:00 p.m. - 7:00 p.m.  | -Dinner ("Getting to Know You") ??              |
| 7:30 p.m. - 9:00 p.m.  | -Attend Vespers                                 |
| 9:00 p.m. - --         | -Candidates rehearse for American Farmer Degree |
| 9:00 p.m. - 9:30 p.m.  | -Committee Planning Meeting                     |

Thursday, November 14, 1985

- |                        |  |
|------------------------|--|
| 7:00 a.m. - 8:15 a.m.  | -Breakfast   |
| 8:30 a.m. - 11:30 a.m. | -Interviews  |
| 11:30 a.m.             | -Tabulator Committee deliver scoring<br>reports to adult advisors            |
| 11:45 a.m. - 1:00 p.m. | -Superior Chapter or other Luncheons   |
| 1:00 p.m. - 5:00 p.m.  | -Interviews  |
| 5:00 p.m. - 6:30 p.m.  | -Dinner  |
| 6:30 p.m. - 9:30 p.m.  | -Interviews (or attend evening session according<br>to status of interviews) |

Friday, November 15, 1985

7:30 a.m. - 8:45 a.m.	-National Prayer Breakfast
9:00 a.m. - 11:30 a.m.	-Interviews (Private by Adult Advisors)
11:45 a.m. - 1:30 p.m.	-American Farmer Luncheon
2:00 p.m. - 5:00 p.m.	-American Farmer Ceremony
5:00 p.m. - 7:00 p.m.	-National Leadership Dinner
7:00 p.m. - 9:00 p.m.	-Interviews
9:00 p.m. - 10:00 p.m.	-Wrap Up with Candidates

#### GENERAL OBSERVATIONS

1. The installation oath should include a pledge to follow the Code of Ethics.
2. Motions and seconds of retiring addresses should be limited as to length and content.
3. Excessive emotional displays should be reserved for retiring officers "party".
4. National Officer Candidates and Nominating Committee should be identified with identifying ribbons or silk flowers.



THE FFA RESEARCH AGENDA FOR 1985-86  
Submitted to the  
National FFA Board of Directors  
for approval

July 17, 1985

What critical factors/issues will impact the FFA in the next 10 years?

What is the relationship between contest competencies and requirements of the related occupations?

How is "excellence in education" promoted in vocational agriculture?

What should be the FFA's level of involvement in curriculum development and distribution?

What leadership competencies are developed in FFA?

Which leadership skills developed in FFA are transferable to adult career roles?

Why is vocational agriculture enrollment decreasing?

Why is FFA membership decreasing?

What are the reasons for the (big) membership drop after the sophomore year?

What information is needed in the FFA-vocational agriculture data base?

Where should FFA be heading -- what are our priorities?

What are vocational agriculture students wants/needs from FFA?

Which strategies are most effective for informing counselors about vocational agriculture - FFA - SOE and SOEP's?

What criteria are appropriate in designing competency based FFA degree programs?

AGRIBUSINESS EDUCATION  
AND RELATED  
INCENTIVE PROGRAMS

A RESEARCH REPORT  
AND PROPOSAL FOR

THE RESEARCH COMMITTEE  
OF THE NATIONAL  
FFA BOARD OF DIRECTORS

BY

GEORGE WARDLOW  
ASSISTANT PROFESSOR  
UNIVERSITY OF MINNESOTA  
TECHNICAL ASSISTANCE - GLEN BOETTCHER

PRESENTED:  
JULY, 1985



## INTRODUCTION

Vocational agriculture has enjoyed an illustrious past in the United States. Based on sound educational methods for teaching the application of agricultural sciences, it has become an important program in many rural schools in this country. Vocational agriculture became an established curricular offering during a period in our history when a great proportion of the workforce of the United States was engaged in production agriculture.

The composition of the workforce has since changed. No longer is a great percentage engaged in production agriculture. The agriculture industry has evolved such that, while a large proportion of our population is still employed in agriculture, the greatest numbers are employed in occupations which support production agriculture. Of paramount concern to agricultural education is whether the educational program has evolved with the industry. Does vocational agriculture education serve the agricultural industry to its fullest potential? Does vocational agriculture provide educational opportunities to meet the needs of its potential clientele? Or is vocational agriculture simply maintaining its efforts in those areas which served its historical needs?

The obvious and apparent difference in the agricultural industry which would seem to have the greatest implication to vocational agriculture is the increasing numbers of careers in the supporting agribusiness sector while the number of career opportunities in production agriculture is not increasing. Yet vocational agriculture education has and continues to provide programs for those who seek to enter careers in production agriculture.

The Future Farmers of America has been an effective incentive program to encourage students to excel in their agricultural studies. Awards and contests have provided recognition programs for students. These recognition programs have become positive influences upon the vocational agriculture

curriculum itself. The charge has increasingly been made in recent years from inside as well as outside the profession that the vocational agriculture curriculum, and along with it the FFA incentive programs, is becoming decreasingly responsive to the career needs of its clientele. In effect, the vocational agriculture program has not changed with the changing career opportunities in agriculture. Vocational agriculture continues to offer programs which emphasize production agriculture and the incentives continue to promote these programs.

A review of the current awards and contests sponsored for vocational agriculture students on a national level indicates that this charge may be well founded. Of the twelve national contests sponsored through the FFA, no less than eight promote education in production agriculture practices. Of the remaining four, two are "consumer oriented" and two are speaking contests.

It would seem that the FFA is neglecting to provide incentives in the many career opportunities which exist for its graduates in non-production related agriculture. If this is true, then of even greater concern is the assumption that if the incentive programs do not exist for this purpose, neither does the opportunity exist for students to study and prepare for these careers in vocational agriculture coursework.

#### PURPOSE OF THE STUDY

The national organization of the Future Farmers of America, through its research committee of the national board of directors, recently issued a request for proposals to study the current status of programs which provide incentives for the development of agribusiness skills. The request further sought to identify alternative incentives for this purpose. Specifically, the proposal sought answers to the following questions:

1. What general agribusiness skills are being taught?
2. How may the development of these skills be encouraged at the national level?



The request sought the following specific items as a result of the study:

1. A list of agribusiness skills appropriate for agribusiness students.
2. Suggested procedures for assessing, recognizing and encouraging competence in these areas.
3. Sample documents needed for implementing the assessment, recognition, and encouragement of competence in these areas.

#### PROCEDURES

This study was conducted as two major activities. The first was a research activity to determine the extent to which agribusiness skills were being taught in vocational agriculture programs and were being recognized through incentive programs in each state. The second activity was a development project wherein accumulated data were utilized to develop a prototype incentive program. Agribusiness education was defined as education in non-production agriculture or areas which support production agriculture.

To determine the level of instruction in agribusiness skills, the head state supervisor for agricultural education in each state was contacted. The intent of the project was explained to these individuals and each was asked to identify the types of instructional programs in which agribusiness education was being taught and if the State Association was offering any type of incentive programs in agribusiness education.

Twenty-four states responded positively to the request for this information. In each case, either the state supervisor responded or the request was referred to a state curriculum specialist or vocational agriculture instructor. Non-response error was not considered to be a major threat to these findings since the number of states who do not have these types of programs is small and the non-respondents may represent those states in which these programs do not exist. For these reasons it was assumed that those states which do not offer agribusiness education programs were represented among the respondents. Further, the objectives of this project as previously stated were not jeopardized by nonresponse error.

## RESULTS

Of the 24 responding states, ten indicated that they did have some type of organized curricular offering in agribusiness education. An additional nine states reported that they had either individual schools teaching it as a course or that individual schools had incorporated some form of agribusiness education into their curriculum. Five states indicated that they had a state agribusiness skills contest, while two other states reported that they had a contest at less than the state level (see table 1). Several additional states reported that they had a "farm business" contest which seemed to indicate that they felt these programs reinforced the same concepts as an agribusiness skills contest.

A synthesis of the curriculum materials submitted by the states revealed several common areas of competencies in agribusiness education. These competencies were each listed and then organized into like categories. These common competencies are represented in outline form in Appendix 1.

The outline revealed that agribusiness competencies may be taught to students as two major functional areas, an agribusiness owner - manager area and an agribusiness employee area. The owner-manager area would require competence in certain skills beyond those required of an agribusiness employee. These skills would include concepts such as: starting an agribusiness, financial planning, and personnel management.

Methods of providing incentive programs for education in agribusiness were explored. FFA proficiency awards currently number 29 and, although the greatest proportion of these are production oriented, adding one or more new awards to serve as agribusiness incentives would likely meet with resistance from within the profession. The current FFA degree system allows for recognition of members who excell in agribusiness, but is oriented to provide emphasis of ownership rather than placement in agribusiness as an



employee.

The FFA contest system appears to offer the most efficient method for integrating agribusiness education into the vocational agriculture curriculum through an incentive program. Currently ten team activities and two individual activities exist within the contest system. The two individual activities are public speaking contests and promote "leadership" competencies. Two of the ten team contest promote competencies necessary to become efficient consumers of agricultural products. The remaining eight contests promote competencies necessary to become efficient producers or employees in production agriculture. Not one contest exists exclusively to provide incentives in obtaining competencies in owning, managing or being otherwise employed in a non-production agribusiness. Few award or degree alternatives exist to provide incentives for competencies in gainful employment in non-production agribusiness.

## A PROPOSAL FOR AN INCENTIVE PROGRAM

Vocational agriculture should provide effective incentives for students who wish to enter careers in non-production related agribusiness. To this end, the following incentive program is proposed.

A contest should be added to promote education in competencies and skills essential to employees in agribusinesses. A second contest should be added within two years following the first to promote education in competencies and skills necessary for owners and managers in agribusiness. This two year delay between the initiation of these contests is suggested to allow sufficient time for analysis and revision of the original contest. The format and guidelines for the agribusiness employee contest are represented in Appendix 2.



Table 1

State Response to Request for Information  
on Agribusiness Education Programs

State	No Response	No Offering	Agribusiness Curriculum		Contest	
			State Curriculum	Individual Schools	State Level	Less than State Level
Alabama			x			
Alaska	x					
Arizona			x			
Arkansas	x					
California		x				
Colorado	x					
Connecticut	x					
Delaware				x	x	
Florida	x					
Georgia	x					
Hawaii	x					
Idaho				x		
Illinois				x		
Indiana	x					
Iowa			x		x	
Kansas			x			x
Kentucky				x		
Louisiana	x					
Maine	x					
Massachussets	x					
Maryland	x					
Michigan	x					
Minnesota			x		x	

Continued on page 2

Table 1 (Continued)

State	No Response	No Offering	Agribusiness Curriculum		Contest	
			State Curriculum	Individual Schools	State Level	Less than State Level
Mississippi			x			
Missouri			x			
Montana			x			
Nebraska				x		
* New Hampshire						
Nevada	x					
New Jersey	x					
* New Mexico						
New York	x					
North Carolina	x					
North Dakota				x		
Ohio		x				
Oklahoma			x			
Oregon	x					
Pennsylvania			x	x		
Rhode Island	x					
South Carolina	x					
South Dakota			x	x		
Tennessee	x					
Texas	x					
Utah	x					
* Vermont						
Virginia		x				
Washington	x					
West Virginia	x					

\*Responded but had no offering



## "APPENDIX 1"

### AGRIBUSINESS EDUCATION COMMON COMPETENCIES AND SKILLS

- I. How agribusiness functions
  - A. Agribusiness is big business
    1. The agricultural industry
    2. The free enterprise system
    3. Supplies and service expenditures
  - B. The different types of agribusiness
    1. Types of agriculture
    2. Types of agribusinesses
    3. Types of businesses and how they function
  - C. Developing an awareness of business structures, determining methods of doing business
    1. Analyze sole proprietorship
    2. Analyze partnerships
    3. Analyze principles of Cooperatives
    4. Analyze corporations
  - D. The primary business activities in agribusiness
  - E. What is involved in starting an agribusiness
    1. Starting your own business
    2. Defining management responsibility
      - a. Establish management policy
      - b. Evaluate management by objective
      - c. Analyze profit center management
    3. Determining company growth
      - a. Establish company growth
      - b. Evaluate reasons for growth
      - c. Establish methods of growth
      - d. Analyze limitations to growth
    4. Developing financial plans
      - a. Complete financial statements
      - b. Complete profit and loss statement
      - c. Analyze cash flow
      - d. Develop ratio analysis
      - e. Evaluate alternative investment decisions
  - F. Assessing agribusiness management principles
    1. Define management
    2. Analyze management components
    3. Evaluate business activities
    4. Determine business organization
- II. Business Money Management
  - A. Analyzing business taxes
    1. Determine income tax
    2. Determine real estate tax
    3. Determine social security tax

B. Agribusiness Financing

1. Determining capitalization of a business
  - a. Evaluate equity capital
  - b. Analyze debit capital
  - c. Determine sources of borrowed funds
  - d. Determine information needed by lenders
  - e. Determine evidence of debt
  - f. Analyze methods to reduce capital needs
2. Developing an awareness to banking
  - a. Complete the bank deposit
  - b. Complete the monthly bank statement
  - c. Operate the cash register
  - d. Write checks
  - e. Endorse checks
  - f. Balance the checkbook
3. Analyzing credit and interest
  - a. Identify types of credit
  - b. Determine advantages and disadvantages of credit
  - c. Determine requirements for extending credit
  - d. Evaluate costs of extending credit
  - e. Determine interest rates
  - f. Determine credit policy
  - g. Analyze the truth-in-lending act

C. Identifying business insurance

1. Determine vehicle insurance
2. Determine liability insurance
3. Establish employee hospitalization
4. Evaluate employee group life insurance
5. Evaluate employee accident insurance
6. Evaluate worker's compensation
7. Establish property insurance coverage

D. Determining depreciation

1. Define depreciation
2. Evaluate the types of depreciation
3. Calculate business depreciation

E. Evaluating agribusiness law

1. Interpret the law
2. Preparation of agreements and contracts
3. Interpret the privacy act

III. Human relations in agribusiness

A. Personal management

1. The role of the employee in an agribusiness
  - a. Practical steps to help you succeed
  - b. Lines of authority
2. Knowing yourself
  - a. Personality triangle
  - b. Career clusters
  - c. Personality assessment
3. Personal development, developing the individual student
  - a. Recognize and perform acceptable individual behaviors
  - b. Conduct a personality inventory
  - c. Develop the individual personality
  - d. Adjust individual personality
  - e. Manage the use of time
  - f. Demonstrate good grooming
  - g. Employ social graces
  - h. Improve on the individual's learning ability

4. Developing good work habits
    - a. Establish attendance promptness
    - b. Determine work quality
    - c. Follow business rules and policies
    - d. Complete work to the best of one's ability
    - e. Cooperate with fellow employees
    - f. Identify unsafe and inadequate work habits
  5. Setting professional goals
    - a. Guidelines for setting goals
    - b. Setting career goals
    - c. Guidelines for setting goals
    - d. Acquainting students with agricultural occupational careers
      - 1) Appraise individual financial standing
      - 2) Analyze agricultural occupational career opportunities
      - 3) Determine preparation requirements for specific agricultural occupational careers
      - 4) Establish future financial goals
      - 5) Establish an occupational career preparation program
      - 6) Locate job opportunities
      - 7) Prepare for the interview
      - 8) Interview for the job
      - 9) Make post interview contacts
      - 10) Determine first-day job responsibilities
      - 11) Complete occupational experience program
  6. Social and personal competencies needed by employees
- B. Knowing others
1. Maslow's Hierarchy of Needs
  2. Success and failure on the job, work ethics in agribusiness
  3. How to deal with others
    - a. Handling customer problems
    - b. Handling employee problems
  4. Criticism
- C. Problem solving in agribusiness
- IV. Verbal communication
- A. How to present an idea
  - B. Effective listening and answering skills
  - C. Business communications systems
    1. Using the office intercom and FM radio
    2. Telephone conversation rating schedule
    3. Developing telephone communications techniques
      - a. Practice accepted telephone etiquette
      - b. Accept and record telephone messages
      - c. Relay telephone calls to practice
      - d. Accept telephone orders
  - D. Communication through action
- V. Written communications
- A. Expressing yourself on paper
    1. The office memo
    2. A sample agribusiness letter
    3. Written communications
  - B. The business letter
    1. Letter placement
    2. Writing letters



- C. Preparing resumes, letters of application, and letters of inquiry
  - 1. Writing a letter of application
  - 2. Letter of application skeleton
  - 3. Sample letter of application
  - 4. Sample resume format
  - 5. Sample application for employment
  - 6. Developing written communications skills
    - a. Interpret verbal information
    - b. Interpret written information
    - c. Write business letters, memos and technical information
    - d. Report ideas and information verbally

#### VI. Selling and sales

- A. Selling in agriculture
- B. Skills you need to develop for selling in agriculture
- C. Sales
  - 1. Develop sales personality
  - 2. Develop knowledge of product
  - 3. Identify kinds of customers and their needs
  - 4. Makes sales presentation
  - 5. Follow-up and repeat sales
- D. Determining the needs and wants of customers
  - 1. Product analysis
  - 2. Dealing with customers
- E. Preparing for and approaching the potential customer
  - 1. Five steps in making a sale
  - 2. Where to locate information on products and services
  - 3. Selling approaches
- F. Presenting agricultural supplies and products
- G. Techniques of suggestion selling
- H. Ways to handle resistance
- I. Overcoming objections
  - 1. Do's and Don'ts of closing a sale
  - 2. Utilizing technical experts in dealing with customers

#### VII. Advertising and display

- A. The value of promotion in agriculture
- B. How advertising is used in agribusiness
- C. The different types of advertising media
- D. Advertising and promotion
  - 1. Prepare newspaper advertising
  - 2. Prepare radio advertising
  - 3. Prepare direct mail advertising
  - 4. Prepare TV advertising
  - 5. Prepare magazine advertising
  - 6. Prepare billboard advertising
  - 7. Prepare place of business display
  - 8. Develop advertising budget
  - 9. Prepare advertising calendar

- E. Developing written and illustrated messages
- F. Using broadcast media effectively
- G. Using direct mail effectively
- H. Designing agribusiness displays
- I. Constructing displays
- J. Maintaining and increasing the effectiveness of displays

#### VIII. Business procedures and records

- A. Business procedures and records and why they are needed in agribusiness
- B. Agribusiness customer transactions
  - 1. Agribusiness customer transactions
  - 2. Sample city sales tax table
  - 3. Example of pricing policy for an agribusiness
  - 4. Exempt and non-exempt farm items
  - 5. Problems in figuring sales tax
  - 6. Problems in figuring discounts and terms of sale
- C. The function and preparation of the sales ticket
  - 1. Completed sales ticket
  - 2. Sample sales ticket
  - 3. Problems for figuring sales tickets
- D. Business procedures and records
  - 1. Identify types of sales tickets
  - 2. Prepare sales tickets
  - 3. Determine discounts
  - 4. Determine tax exempt items
  - 5. Determine sales tax
  - 6. Complete daily sales distribution
- E. Handling credit and billing procedures
  - 1. Credit application form
  - 2. Credit statement
- F. Inventory control, replacement, and pricing
  - 1. Figuring selling price of merchandise
  - 2. Preparing inventory records
    - a. Identify inventory systems
    - b. Evaluate inventory records and forms
    - c. Determine inventory replacement
    - d. Determine inventory control
- G. Basic recordkeeping and banking services
  - 1. Deposit ticket
  - 2. Important parts of a check
  - 3. Some errors to avoid in writing checks
  - 4. A bank statement
  - 5. Sources of information for a bank reconciliation
  - 6. Problems in working with banking services
- H. Sales and purchasing records
  - 1. Problems in recording cash receipts
  - 2. Problems in recording cash payments
  - 3. Problems in recording sales and purchases in journals
  - 4. Developing purchase orders
    - a. Identify the purpose of purchase orders
    - b. Complete purchase orders
  - 5. Evaluating accounts receivable
    - a. Define accounts receivable
    - b. Evaluate the components of accounts receivable
    - c. Complete accounts receivable forms

6. Determining margin and mark-up
  - a. Calculate wholesale costs and freight charges
  - b. Calculate overhead costs
  - c. Establish mark-up
- I. Insurance and losses
  1. Definitions of insurance terms
  2. Insurance and losses
- J. Using the cash register
  1. Cash register - identification
  2. Use of the cash register
  3. Problems for using a cash register
- K. Using the adding machine and electronic calculator in agribusiness
  1. Adding machine part identification
  2. Electronic calculator part identification
  3. Home key position
  4. Adding machine part identification
  5. Electronic calculator part identification
  6. How to operate adding machines and electronic calculators
  7. Problems to work with on an adding machine
  8. Problems to work with on an electronic calculator
- L. Using microfiche viewing equipment
  1. Parts of a microfiche viewer
  2. Using microfiche
- M. Money management
  1. Sample budget
  2. Common expenses
  3. Money management
  4. Income and expense record
- IX. Microcomputers in agribusiness
  - A. How microcomputers are used in agribusiness
    1. Ways microcomputers are used in agribusiness
    2. Sources of microcomputer software
    3. Microcomputers in agribusiness
    4. Determine specific sources of agricultural software
  - B. Operating the microcomputer
    1. Major components of the microcomputer
    2. Flow of computer information
    3. Apple II keyboard
    4. Radio Shack TRS-80 Model III keyboard
    5. Handling a floppy diskette
    6. Inserting a floppy diskette
    7. Utilizing computer data
      - a. Secure program
      - b. Obtain computer printout
      - c. Evaluate data
      - d. Implement decision and alternative



## "APPENDIX 2"

### AGRIBUSINESS SKILLS CONTEST

#### Objectives

The purpose of the Agribusiness Skills Contest is to promote the development of essential knowledge and skills necessary for careers in agribusiness. The objectives include the following:

1. To promote an understanding of the principles of agribusiness management.
2. To promote instruction in the process of obtaining a job in agribusiness.
3. To promote the development of skills necessary in selling agricultural products.
4. To promote the development of human relations skills necessary in a career in agribusiness.

#### Contest Format

##### Part I - A Written Test

The written test of the Agribusiness Skills Contest is designed to test each team member in his/her understanding of a broad range of content relative to working in an agribusiness career. Multiple choice questions, some related to example problem situations, are the basis for the exam. These questions are designed to test the higher order learning of the students which is necessary in order to apply concepts to actual situations. Cognitive and affective learning levels will be determined by this examination.

1. The exam will consist of 50 multiple choice questions.
2. Each participant will be allowed 60 minutes to complete this portion of the contest.
3. This portion of the contest will constitute 100 points of the total.

##### Part II - Problem Solving Situations

Three independent problem situations will be presented to the team. Each team member will be selected at random by identification letter to participate in one of the situations. This portion of the contest is designed to test the contestants' abilities to handle specific situations which might occur in obtaining a job and working in agribusiness.

##### Section A - Obtaining a Job

One team member will be selected to participate in this portion of the contest. This is designed to test the skills needed in preparing for and obtaining a job in agribusiness.

1. The team member participating in this portion of the contest will be chosen at random by identification letter prior to the contest.
2. This portion of the contest will constitute 100 points of the total points of the contest.
3. This portion of the contest will include the following components:
  - a. Preparation of a job application (25 points).
  - b. Preparation of a letter of application for a job (25 points).
  - c. Interview for a job (50 points).

#### Section B - Selling in an Agribusiness

One team member will be selected to participate in this portion of the contest. This is designed to test the skills needed in a career in agribusiness sales.

1. The team member participating in this portion of the contest will be chosen at random by identification letter prior to the contest.
2. This portion of the contest will constitute 100 points of the total points of the contest.
3. This portion of the contest will include the following components:
  - a. Product knowledge.
  - b. Sales display arrangement.
  - c. Selling a product to a "customer."

#### Section C - Customer Relations

One team member will be selected to participate in this portion of the contest. This is designed to test the human relations skills needed in customer relations.

1. The team member participating in this portion of the contest will be chosen at random by identification letter prior to the contest.
2. This portion of the contest will constitute 100 points of the total points of the contest.
3. This portion of the contest will allow the student to solve a customer problem which relates to and may include the following components:
  - a. Return of merchandise sold.
  - b. Merchandise defective.
  - c. Lack of understanding in use of merchandise.

#### Rules and Regulations for Contest

1. Three-member teams will work individually.
2. The total score for each individual will be computed to



- recognize high-scoring individuals in each area of the contest. The total score for the three individuals will be added to constitute a team score for the purpose of recognizing the high-scoring team in the contest.
3. The general rules as listed in the National FFA Contest Bulletin will apply to this contest in regards to team eligibility.
  4. Tied scores will be broken by using the highest score on the job sales contest, followed by the high score on the job interview and the human relations problem.
  5. The contest will be conducted in the following manner:
    - a. Each team will be assigned a team number and each team member a contestant letter prior to the contest.
    - b. The contest will begin with each contestant completing the written test. One hour will be allowed for the test.
    - c. During the administration of the written test, the contest chairperson will randomly assign contestants with the identification letter A to one of the three problem components of the contest. All contestants with the letter B will be randomly assigned to one of the two remaining components, and those with the letter C will be assigned the remaining component.
    - d. Upon completion of the written exam, all contestants participating in each of the specific problem components will be escorted to their respective contest areas.
  6. Component, Obtaining a Job
    - a. Upon assembling as a group, these contestants will be given a specific job in a specific type of agribusiness for which they must prepare a letter of application, complete a job application form, and interview.
    - b. The group will be given 30 minutes to prepare a written letter of application and complete a job application form for the specific job. This must be done only at this time, documents prepared prior to the contest will be disqualified. The contest chairperson will have the final decision in determining the authenticity of these documents.
    - c. Each contestant will be interviewed for the job by a panel of two judges for a period of time not to exceed 10 minutes. Prior to the beginning of the interview, the contestant will deliver the letter of application and application form to the judges. The judges may ask questions which pertain to these documents.
    - d. Upon completion of the interview, the judges will evaluate the contestant and complete a contestant rating form (attached).



7. Component, Selling in an Agribusiness

- a. Two groups of 12 products which are commonly sold in agribusiness will be provided in a separate "observation room." This will include products and product information so that the contestant may become familiar with those items he/she is expected to sell.
- b. Upon assembling as a group, these contestants will draw for the order in which they will compete.
- c. Each contestant will be given 15 minutes in the observation room immediately prior to their sales performance to become familiar with the products. During this time the contestant may choose which group of products he/she wishes to sell.
- d. At the end of the observation period, the contestant will enter the "sales room" where the sales performance will occur. This room will have two groups of products identical to those in the observation room available to the contestant.
- e. The contestant will be allowed three minutes to arrange a display of the 12 products on a sales counter.
- f. A "customer" will enter the room and indicate an interest in an item or items of merchandise.
- g. It will then be the contestant's responsibility to determine the customer's need, explain the merchandise, and make the sale.
- h. Ten minutes will be allowed for the contestant to demonstrate his/her sales ability, complete a sales slip, and package the merchandise. A time keeper will give a verbal signal after seven minutes and nine minutes have elapsed. A penalty of five points will be deducted for each minute or major fraction thereof that the contestant exceeds the time limit.
- i. The customer's copy of the sales receipt will be given to the customer and the original copy will be given to the judges before the contestant leaves the room.
- j. The sales will be treated as a cash or a charge transaction with no money being exchanged.
- k. The contestant will be judged by three judges according to the attached score sheet. A total of 100 points is possible on this component of the contest.
- l. Items to be sold will be selected from the following list representing the major instructional areas:
  1. Seed, crops, and plant supplies.
  2. Nursery, forestry, and greenhouse supplies.
  3. Machinery supplies and tools.
  4. Small implement supplies and tools.
  5. Chemical items common to home, forestry, and field use.
  6. Livestock supplies.
  7. Small animal care supplies.

8. Component, Customer Relations

- a. Prior to this portion of the contest, the contest chairperson will select a realistic customer relations

problem which may occur in an agribusiness operation.  
Types of problems which may be used are:

1. Return of merchandise sold.
  2. Defective merchandise.
  3. Lack of understanding in use of merchandise.
- b. Upon assembling as a group, these contestants will draw for the order in which they compete.
  - c. The contestant will perform in a room in which a "customer" will enter and explain a specific complaint.
  - d. The contestant will attempt to work with the customer to determine the basis for the complaint and determine the proper course of action to resolve the issue.
  - e. Ten minutes will be allowed for the contestant to demonstrate his/her customer relations skills.
  - f. The contestant will be scored by three judges according to the attached scoresheet. A total of 100 points is possible on this component of the contest.



EDUCATIONAL OBJECTIVES AND ADMINISTRATIVE CRITERIA  
FOR THE NATIONAL FFA CONTEST PROGRAM

by

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A Report to the  
National FFA Board of Directors

# Educational Objectives and Administrative Criteria for the National FFA Contest Program

## Introduction

Currently, the National FFA Organization conducts twelve national contests in the areas of agricultural mechanics, dairy, dairy foods, farm business management, floriculture, forestry (beginning 1985), livestock, meats, nursery/landscape, poultry, and two public speaking contests (National FFA Contests Bulletin No. 4).

The contests have been and are recognized as educational activities that are a natural outgrowth of the vocational agriculture instructional program. They are used by teachers to make vocational agriculture classes more interesting and to encourage the development of special skills (Official Manual, 1984).

In order for the National Contests to continue as quality educational activities, they must be continuously evaluated and revised. Evaluation requires that criteria relating to administrative functions and educational objectives reflecting desired outcomes of the contests exist. The problem previous to this study was, that no educational objectives had been established for the national contests as a whole, and the administrative criteria developed was either inadequate or not used.

## Purpose and Objectives

The purpose of this study (Smith, 1985) was to establish overall educational objectives and administrative criteria for



the National FFA Contests. More specifically, the objectives of this study were to: 1) identify educational objectives for the National FFA Contests in the areas of vocations and careers, basic skills, personal development, sociological and cultural development, health and leisure, and subject matter; and 2) identify administrative criteria for the addition, change, or discontinuing of a National FFA Contest.

#### Procedure

A modified Delphi technique was used to formulate the educational objectives and administrative criteria. Through a series of three questionnaires, input was received from a Delphi panel of thirty-three members that generated possible objectives and criteria, and later identified those objectives and criteria felt to be most important.

The thirty-three member panel consisting of National FFA Board members, contest superintendents, special advisory committee for the national contest members, and industry representatives began by responding to the first questionnaire and formulating one hundred and twelve objectives in six separate concern areas and fifty-six criteria in three separate concern areas. These objectives and criteria were combined and refined, according to comments received from the panel and developed into a second questionnaire.

The second questionnaire had the panel rank the objectives and criteria in order of importance in each of the concern areas. The objectives and criteria consistently ranked more important by the panel were then further refined and merged, according to

comments from respondents and served as the basis for the third questionnaire.

The third questionnaire presented one list of twenty-seven objectives and three lists of criteria and requested that respondents rate the importance of each objective or criteria. Importance was indicated, based on a five point scale (1 = no importance and 5 = utmost importance). The mean importance rating of each educational objective and administrative criteria was calculated and those objectives rating 3.5 or above and criteria rating 3.4 or above were recommended to the National FFA Board of Directors.

### Results

The educational objectives formulated were, for the most part, either within the cognitive and/or psychomotor domain. This was expected given the vocational education and industrial orientation of those involved in the study. Five of the nineteen objectives, however, were within the affective domain, while two objectives were determined to have elements of all three domains.

The panel members generally desired to have the objectives written in measurable terms. Words that indicated behaviors hard to measure were changed to words indicating more measurable behaviors.

The administrative criteria selected reflected the concerns of the delphi panel that: 1) the national contests have national significance, 2) the topic area represented by a contest be representative of and complimentary to the curriculum of vocational agriculture nationally, 3) the content of a contest

reflect the competencies and knowledge required currently within the area represented by a contest, 4) the contest be evaluated every 3 years by appropriate individuals to ensure educational value and quality, 5) the contest be in agreement with stated objectives (overall and individual), and 6) the contest have adequate resources to provide a quality educational experience.

The Delphi technique proved to be an effective tool in the formulation of the educational objectives and the administrative criteria. Modification of the third questionnaire to provide a five point importance rating scale was considered both effective and efficient in collecting the desired data from the Delphi panel.

The educational value of the contests as instructional tools were implied by the Delphi panel. The panel, however, did caution that the contests should not be the focus or become the end toward which instruction in vocational agriculture is directed.

#### Conclusions and Recommendations

As a result of this study (Smith, 1985), the following educational objectives and administrative criteria were formulated for and recommended to the National FFA Contest Program.

##### Educational objectives

- Demonstrate the ability to recognize and perform quality work.
- Demonstrate the use of scientific, problem-solving, and decision-making skills and abilities through practical application within the contest area.
- Demonstrate ability to apply the needed agricultural technical knowledge in the contest area.
- Demonstrate competencies learned in the vocational agriculture program.



Demonstrate competencies needed for employment in agricultural occupations related to the contest area (affective and cognitive as well as psychomotor).

Demonstrate knowledge and skills in completing tasks common to occupations in agricultural areas focused on by the contest.

Use correct "basic skills" in completing agricultural tasks in contests.

Demonstrate common organizational and manipulative skills and abilities required in contest area that are related to those necessary in agribusiness and industry.

Demonstrate safety procedures and recognize health hazards in occupations within a contest area.

Exhibit positive attitude toward being successful in agricultural occupations.

Demonstrate judgement through oral or written responses, completion of tasks, and recognition for work well done.

Describe current industry standards, procedures, and technology.

Demonstrate ability to locate and properly use resource information and/or technical assistance required to complete tasks in pertinent areas of agriculture.

Demonstrate the ideals of honesty (in its broad aspect), respect, consideration, service, etc., to others.

Demonstrate team work (working with others toward a common goal) and good relationships with others whether at work or otherwise.

Demonstrate leadership potential and management ability.

Exhibit a positive attitude towards lifelong learning.

Recognize that competition is critical and essential to the competitive free enterprise system.

Demonstrate goal setting ability by meeting the challenge of participating in a contest.

#### Administrative criteria

##### Adding Contests.

The new national contest must compliment the content and instruction of pertinent agricultural education areas taught in vocational agriculture classes nationally.

The content of the proposed new contest must be judged appropriate to existing conditions and trends in the agricultural business or industry it represents by a 5-10 member review panel consisting of representatives from the industries and businesses represented by the contest.

Adequate resources must be available to conduct the contest ie. financial (industry sponsorship), facilities, equipment, staffing, etc., in a way that provides a quality educational experience for participants.

Proposed national contests must be approved by the Special Advisory Committee for National Contests and the National FFA Student Delegate Contest Committee before being considered by the National FFA Board of Directors.

Thirty or more states should be providing instruction in the topic area in which the contest is proposed.

Specific educational benefits (minimum of three) not otherwise provided through existing state and local programs shall be stated in support of the proposed contest.

Twenty-five or more states must petition for a new national contest to the National FFA Board of Directors.

#### Discontinuing Contests.

Contest content is outdated or irrelevant as perceived by a panel of business/industry representatives, a polling of past contest participants, and evidence secured through studies of the contest.

Contest deleted only after input from industry and/or agribusiness people, vo-ag teachers, contest committee, and past contest participants has been received and approves its deletion.

Lack of resources and/or support to provide a quality educational experience for participants.

Contest is not in agreement with the national and/or individual contest objectives.

The cost of a contest financially and time wise outweighs the benefits derived by the number of students participating.

Less than 25 states are conducting a state contest and/or entering their teams in the national contest.

Less than 25 states are providing instruction in the area covered by the contest.

#### Changing Contests.

Evaluations by vocational agricultural educators (local, state, and national), agribusiness and industry representatives, sponsors, past participants, and other interested parties every three years are made to update and/or redirect the contest.

The contest is not focused on skills and competencies required by workers in the industry which the contest represents.

Contest does not utilize application of knowledge gained or developed in the instructional program.

The contest content is not in agreement with the stated national or individual contest objectives.

Topic of contest is no longer a major part of the curriculums in most schools and states.

Current contest does not use instructional materials of the instructional program it represents.

The National FFA Contests were generally accepted by the Delphi panel as having educational value as an instructional tool and should remain a part of the total program of the FFA and vocational agriculture. The contests, however, should never become the focus or the end toward which instruction is directed.



As such, those who are involved with the contests should make every effort to ensure that contests result from instruction and not instruction from contests.

It was recommended that: the National FFA Board of Directors and National FFA Contest Program Staff carefully review the objectives and criteria formulated, the contests be evaluated every three years, the formulated objectives be used to aid in the planning and operation of present and future national contests, the administrative criteria be used when decisions have to be made concerning adding, changing, or discontinuing a national contest, the educational objectives and administrative criteria be approved by the National FFA Board of Directors and published in the National FFA Contests Bulletin No. 4, the inclusion of more than just past contest participants and their FFA advisors be considered when conducting evaluative research on any national contest.

Further research was suggested to determine the effectiveness of these objectives in influencing local, state, and national contests, and criteria in adding, discontinuing, or changing national contests. Research was encouraged to study the contests as a whole and individually to identify changes needed, whether formulated objectives are being met, and if competencies required by the contests were representative of agricultural industry and vocational agriculture instructional programs nationally. Additionally, states were encouraged to conduct similar studies to identify objectives for state FFA contests.



## References

National FFA Organization. 1984. Official FFA manual. National FFA Organization, Alexandria, Virginia.

Smith, Mack W. 1985. Educational objectives and administrative criteria for the National FFA Contest Program. Unpublished Ph.D. dissertation. Department of Agricultural Education, Iowa State University, Ames, Iowa.

AGENDA

NATIONAL FFA PARLIAMENTARY PROCEDURE STUDY

1:00 p.m., July 2-3, 1985

Crown Center

Kansas City, Missouri

- 1) Call to order.
- 2) Why are we here? Ted Amick, Program Specialist, Contests.
- 3) Analysis of Survey Results.
- 4) Pros and Cons of a National Parliamentary Procedure activity as perceived by the Professional Organizations.
  - a) AATEA
  - b) FFA
  - c) NASAE
  - d) NVATA
- 5) Decision time.
- 6) Recommendations.
- 7) Committee Report to the Board of Directors.
- 8) Other items.

REPORT OF THE NATIONAL FFA PARLIAMENTARY PROCEDURE  
ACTIVITY STUDY COMMITTEE

Crown Center, Kansas City, Missouri  
July 2-3, 1985

The committee meeting was convened at 2:00 p.m. by the Chairman Paul M. Day, Minnesota.

The following committee members were present: Mike Barrett, FFA Vice President, Jim Honey, Vo Ag Instructor, Carthage, MO.; Clarence Pearson, Vo Ag Instructor, Oakville, WA., Marion D. Fletcher, Assistant Supervisor, Arkansas, Joe Raunika, Stillwater, Oklahoma, Lee A. Traver, New York Education Department, W. Schuh, Vo Ag Instructor, President, NVATA, Bow, Washington, Paul Vaughn, President AATEA, Las Cruces, New Mexico and Paul M. Day, State Supervisor, Minnesota.

Ted Amick, Program Specialist, Contests, welcomed the members, reviewed the reasons for establishing the committee, as well as outlining the specific responsibilities for this meeting.

The committee reviewed the responses to the survey prepared by Mr. Amick and completed by the State Supervisors in thirty-six states. (Appendix 1)

Representatives of each of the professional organizations, NVATA, NASAE, AATEA, as well as the FFA (Mike Barrett) were provided an opportunity to express the opinions and feelings of their respective organization.

The pros and cons of a National Activity Contest were developed. (Appendix 2)

An overriding concern of the committee prompted the development of the following preamble: The Study Committee recognizes the importance of Parliamentary Procedure as a necessary and useful competency in the Vocational Agriculture curriculum.

The Committee is sympathetic to the expressed desire of the FFA members, the Vocational Agriculture Instructors and others for a National FFA Parliamentary Procedure Contest.

Following extensive discussion, the Study Committee by a 6-2 vote, approved to recommend the following to the National FFA Board of Directors:

- 1) Establishment of a National FFA Recognition Program for voluntary use at the State level. The activity should include:
  - a) Emphasis in the National Chapter Award Program; and
  - b) Appropriate Recognition (certificate, trophy, Plaque) for State Contest winners.
- 2) Not to establish a National FFA Parliamentary Procedure Contest.
- 3) A National Activity/Contest in Parliamentary Procedure should be included in the total review of the present and potential programs, in the National Programs of Activities, of the National FFA organization for the use of Human and Financial Resources.

In addition, the committee unanimously recommends that the Board of Directors:

- 1) Include Vocational Agriculture instructors in future surveys and Base Data Collection Activities and
- 2) Commend the Carthage FFA Chapter, its advisors, members and the Alumni affiliate for the initiating and sponsoring a National Parliamentary Law Contest and urge the Chapter to continue this invitational activity.



The cōmmittee meeting was adjourned at 10:45 p.m.

Submitted by

Paul M. Day  
Chairman

### REASONS FOR A NATIONAL PARLIAMENTARY PROCEDURE CONTEST (PRO)

Provide an opportunity for more FFA members to be involved in the National Convention.

Provide additional recognition for state associations, local chapters and individual members.

Promote uniformity in state contests.

Serve as motivation for increased chapter participation in Parliamentary Procedure activities.

Increase incentive for individuals (students) to learn Parliamentary Procedure.

One of the leadership areas that can be taught on a nationwide basis in all option areas.

Enhance the image of and generate increased support of Vo Ag/FFA from non Agricultural and Agricultural publics because of the member's knowledge of Parliamentary Procedure.

### REASONS AGAINST A NATIONAL PARLIAMENTARY PROCEDURE ACTIVITY (CONS)

Adequate proficiency in Parliamentary Procedure can be developed at the state level.

Parliamentary Procedure Contests above the state level would become more theatrical or canned.

Increased pressure on states to participate because there is a National Contest (activity).

Additional costs incurred by state associations, chapters, and individuals participating in a national activity.

Loss of instructional contact time for students competing above the state level.

# PARLIAMENTARY PROCEDURE STATE SURVEY

## SUMMARY

1985

36 States

1. Does your state FFA association currently have a parliamentary procedure contest?        Yes        No.

If YES:

-- Number of members on your state team       .

<u>STATE</u>	<u>YES</u>	<u>NO</u>	<u>NUMBER</u>
Alabama		X	0
Arizona	X		6
Arkansas	X		7
California	X		5
Connecticut	X		11
Idaho	X		6
Illinois		X	0
Iowa	X		5
Kansas	X		6-7
Kentucky	X		10
Maine	X		8
Maryland	X		6-8
Minnesota	X		6 - Not less than 6 nor more than 10
Mississippi	X		5
Missouri	X		5-7
Montana	X		6
Nebraska	X		min of 7 max of 9
Nevada	X		4
New Hampshire	X		7
New Jersey	X		7
New Mexico	X		7
New York	X		11
North Carolina	X		6
Ohio	X		6-12
Oklahoma	X		12
Oregon	X		6
Pennsylvania	X		8
Rhode Island	X		5-10
South Carolina	X		5
South Dakota	X		7
Tennessee	X		6
Virginia	X		8
Washington	X		6
West Virginia	X		7
Wisconsin	X		5-7
Wyoming		X	0

TOTAL

33

3



1. (Continued)

-- Does your state require a written test as a part of your contest?

\_\_\_\_\_ Yes \_\_\_\_\_ No;

If yes, how many members take the test? \_\_\_\_\_ All, \_\_\_\_\_ Number

<u>STATE</u>	<u>YES</u>	<u>NO</u>	<u>NUMBER</u>
Alabama		X	
Arizona	X		All
Arkansas		X	
California		X	
Connecticut	X		All
Idaho		X	
Illinois		X	
Iowa		X	
Kansas	X		All
Kentucky		X	
Maine		X	
Maryland		X	
Minnesota	X		
Mississippi		X	
Missouri	X		All
Montana	X		All
Nebraska	X		All
Nevada	X		All
New Hampshire		X	
New Jersey		X	
New Mexico		X	
New York	X		All
North Carolina		X	
Ohio		X	
Oklahoma		X	
Oregon		X	
Pennsylvania		X	
Rhode Island		X	
South Carolina		X	
South Dakota		X	
Tennessee		X	
Virginia		X	
Washington	X		All
Sub-district & districts levels only.			
West Virginia		X	
Wisconsin		X	
Wyoming		X	
TOTAL	10	26	

1. (Continued)

-- Does your State Contest include quizzers from other teams?

\_\_\_\_\_ Yes \_\_\_\_\_ No. If yes, give number of quizzers \_\_\_\_\_.

<u>STATE</u>	<u>YES</u>	<u>NO</u>	<u>NUMBER</u>
Alabama		X	
Arizona		X	
Arkansas		X	
California		X	
Connecticut		X	
Idaho		X	
Illinois		X	
Iowa	X		5
Kansas		X	
Kentucky		X	
Maine		X	
Maryland - "We do not use quizzers from other teams. We do use 2 participating judges who may make motions during the contest. Each judge may participate 2-4 times during a team's demonstration."			
Minnesota		X	
Mississippi		X	- Judges ask one question of each member.
Missouri		X	
Montana		X	
Nebraska		X	
Nevada		X	
New Hampshire		X	
New Jersey		X	
New Mexico		X	
New York		X	
North Carolina		X	
Ohio	X		3
Oklahoma		X	
Oregon		X	
Pennsylvania	X		Based on number of teams.
Rhode Island		X	
South Carolina		X	
South Dakota		X	
Tennessee		X	
Virginia		X	
Washington		X	
West Virginia		X	
Wisconsin		X	
Wyoming		X	
TOTAL	3	33	

## 1. (Continued)

-- How long do your teams have to prepare after they are given items of business by the judges or contest officials? \_\_\_\_\_ # minutes.

<u>STATE</u>	<u>MINUTES</u>
Alabama	N/A
Arizona	0 - Rotation on floor
Arkansas	0
California	0
Connecticut	5
Idaho	0
Illinois	0
Iowa	0
Kansas	1
Kentucky	0
Maine	0
Maryland	0
Minnesota	2 - Without talking to other members or the Advisor
Mississippi	10
Missouri	2
Montana	0
Nebraska	1
Nevada	0
New Hampshire	0 - Some teams take a 1 or 2 min. recess
New Jersey	3
New Mexico	0
New York	20 - 0 for business introduced by judge during meeting
North Carolina	0
Ohio	20
Oklahoma	N/A
Oregon	1
Pennsylvania	2
Rhode Island	0
South Carolina	0
South Dakota	2
Tennessee	0 - Except the secretary has 2 min. to prepare the minutes after the meeting is adjourned
Virginia	0
Washington	2
West Virginia	0 - The items are not available until they are seated for the demonstration
Wisconsin	0 - Immediate
Wyoming	0



-- Is parliamentary procedure a part of the vocational agriculture instructional program in vo-ag departments in your state?

-----Yes \_\_\_\_\_ No. If yes, what is the number of schools offering this in your state? \_\_\_\_\_.

<u>STATE</u>	<u>YES</u>	<u>NO</u>	<u>NUMBER OF SCHOOLS</u>
Alabama	X		275
Arizona	X		48
Arkansas	X		249
California	X		256 - about 80%
Connecticut	X		20
Idaho	X		100%
Illinois	X		350
Iowa	X		267
Kansas	X		109
Kentucky	X		160
Maine	X		6
Maryland	X		70
Minnesota	No Response		
Mississippi	X		85%
Missouri	X		245 - Part of core instruction
Montana	X		Taught as part of the vo-ag I core curriculum
Nebraska	X		131
Nevada	X		All
New Hampshire	X		All
New Jersey	X		40
New Mexico	X		100%
New York	X		150
North Carolina	X		Nearly All
Ohio	X		350 +
Oklahoma	X		All chapters in core curriculum
Oregon	X		103
Pennsylvania	X		200
Rhode Island	X		6
South Carolina	X		Most of 140
South Dakota	X		All
Tennessee	X		Approx. 205
Virginia	X		All
Washington	X		est. 75%
West Virginia	X		All
Wisconsin	X		? - Hesitate to say all
Wyoming	X		42
TOTAL	35	0	

1-No Response

\_\_\_\_ Yes \_\_\_\_ No. Parliamentary Procedure is included in the teacher education program in preparing vocational agriculture teachers.

<u>STATE</u>	<u>YES</u>	<u>NO</u>
Alabama	Very little	
Arizona	X	
Arkansas	X	
California	X	
Connecticut		X
Idaho	X	
Illinois	X	
Iowa		X - Is optional with Ag Ed Club
Kansas	No Response	
Kentucky	X	
Maine	No Response	
Maryland	X	
Minnesota	No Response	
Mississippi		X
Missouri	X	
Montana	No Response	
Nebraska	X	
Nevada	X	
New Hampshire	X	
New Jersey		X
New Mexico	X	
New York	X	
North Carolina		X
Ohio		X
Oklahoma	X	
Oregon	X	
Pennsylvania	X - Limited	
Rhode Island	X	
South Carolina	X - Limited	
South Dakota		X
Tennessee	X	
Virginia	X	
Washington	X	
West Virginia	X	
Wisconsin	X	
Wyoming		X
	-----	-----
TOTAL	23	8

1-Very Little 4-No Response

2. If the National FFA Board of Directors approve a National FFA Parliamentary Procedure Contest:

Yes \_\_\_\_\_ No \_\_\_\_\_ Our state would participate in the National Contest

Yes \_\_\_\_\_ No \_\_\_\_\_ Our state would modify our current State Parliamentary Procedure Contest to that of the National Parliamentary Procedure Contest.

STATE	PARTICIPATE		MODIFY	
	YES	NO	YES	NO
Alabama		X	No Response	
Arizona	X - Travel support would be a factor		Undecided	
Arkansas	X		X	
California	Depends on what format the national contest was developed.			X
Connecticut	X		X	
Idaho		X		X
Illinois	? ?		? ?	
Iowa	X - If all team members serve as chairman.			?
Kansas	X			X
Kentucky	X			X
Maine		X		
Maryland	X		X	
Minnesota	X			X
Mississippi	X		X	
Missouri	X			X
Montana		X		X
Nebraska	Probably		Probably	
Nevada	X		X	
New Hampshire	*X		**	
*We would not be interested in a contest based largely on a written test format. We would compete in a contest appropriate to our situation here in N.H.				
**We would modify our contest if it improved our contest.				
New Jersey	X		X	
New Mexico	X		X	
New York	X			?
North Carolina	X			X-Only if national contest is better
Ohio	X		X	
Oklahoma	X		X-Probably would	
Oregon		X		X
Pennsylvania	X		X	
Rhode Island	X		X	
South Carolina	X		?	
South Dakota	X			X



2. (Continued)

<u>STATE</u>	<u>PARTICIPATE</u>		<u>MODIFY</u>	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
Tennessee	X		No Response	
Virginia	*X		No Response	
*Depends on funding - with number of students involved it would be very costly to get team to Kansas City.				
Washington		X	X	
West Virginia	X		X-Would Likely	
Wisconsin	X		X	
Wyoming	X		No Response	
TOTAL	28	6	13	11

1-Depends on format  
1-?  
4-No Response  
4-?  
1-Undecided  
1-Probably

If marked yes: What format would you recommend for choosing the top team from each region to participate in the national contest:

a. Each state should have \_\_\_\_\_ # (fill in) members of their teams complete a written examination on parliamentary procedure at the National FFA Convention with the highest scoring team from each region competing in the national contest.

b. Same regional runoff in each region as in the current National FFA Public Speaking programs.

c. Other: (Please specify)

<u>STATE</u>	<u>A</u>	<u>B</u>	<u>C - OTHER</u>
Alabama-No Response			
Arizona		X	
Arkansas		X	
California		X-Probably would work best	
Connecticut		X	
Idaho	No Response		
Illinois		X	
Iowa		X	
Kansas		X	
Kentucky		X	
Maine	No Response		
Maryland		X	
Minnesota	All	X	Combine a & b
Mississippi		X	
Missouri	All	X	Same procedure as followed for other FFA contest i.e. Public Speaking, Extemp.
Montana	All		See no educational benefit in parliamentary procedure contest beyond the state level

2. (Continued)

<u>STATE</u>	<u>A</u>	<u>B</u>	<u>C - OTHER</u>
Nebraska	Not Logical	X-Seems Most Logical	
Nevada		X-With the exception that a student could participate in the parliamentary procedure contest & public speaking, if a regional winner in both.	
New Hampshire	*	X-Suggest a team format. That thought immediately suggests logistics which may not be possible for us to overcome. It seems to me that the value of the team effort is the bottom line reason for the contest, so to suggest that a team of fewer members using a test based approach does not appeal to us.	
*This is an assumption we don't want to make at this time!! This would be an I.Q. test on P.P.			
New Jersey		X	
New Mexico			X-One team selected by each state.
New York		X	
North Carolina		X-This would seem to be the only logical way to handle it.	
Ohio		X	
Oklahoma			X-Need to have meeting of those who will be in charge of regional meeting as we do with other contests such as meats, poultry, horticulture, etc.
Oregon		No Response	
Pennsylvania		X-4-With the two highest scoring teams from each region competing in the national contest.	
Rhode Island		X	
South Carolina		X	
South Dakota		X	
Tennessee		X	
Virginia		X	
Washington	X-6	X	
West Virginia		X	
Wisconsin		X-State winners compete.	
Wyoming		X	

3. & 4. Please indicate the size of team you would prefer for participating in a National FFA Parliamentary Procedure Contest and length of time you feel a team should be allowed to perform in the national contest:

<u>STATE</u>	<u>6 MEMB.</u>	<u>7 MEMB.</u>	<u>8 MEMB.</u>	<u>LENGTH OF TIME</u>
Alabama	No Response			
Arizona	X			?-Like our format where all teams are on the floor at the same time rotating through the chair.
Arkansas		X		15 minutes
California	5 member works well for many reasons.			15 minutes
Connecticut			X	20 minutes
Idaho	No Response			
Illinois		X		15 minutes
Iowa	X-Iowa has 5 members			10 minutes
Kansas		X		8 minutes
Kentucky		X		12-15 minutes
Maine	No Response			
Maryland			X	12-15 minutes
Minnesota	X			12 minutes
Mississippi	X			10 minutes
Missouri	X			No Response
Montana	X			30 minutes
Nebraska		X		15 minutes
			X	20 minutes
New Hampshire	X-1st	X-2nd		20 minutes
New Jersey			X	10 minutes
New Mexico		X		15 minutes
New York			X-11	17-23 minutes
North Carolina	X			12-15 minutes
Ohio	X			5 minutes
Oklahoma			X-12	15-18 minutes
Oregon	No Response			
Pennsylvania		X		20 minutes
Rhode Island	X			15-20 minutes
South Carolina	X-Would prefer 5			8-10 minutes
South Dakota		X		12 minutes
Tennessee	X			15 minutes
Virginia		X		15-20 minutes
Washington	X			7 minutes
West Virginia	X or	X		8-14 1/2 minutes
Wisconsin	X			10 minutes
Wyoming			X	10 minutes



5. Do you support the addition of a National FFA Parliamentary Procedure Contest to the current National Contest program?

If yes: indicate the year you would recommend this contest start as a National Contest activity in Kansas City: 1986, 1987 or 1988.

<u>STATE</u>	<u>YES</u>	<u>NO</u>	<u>YEAR</u>
Alabama		X	
Arizona		X	
Arkansas		X	
California		X	
Connecticut	X		1987
Idaho		X	
Illinois		X	
Iowa		X	Unless each team member rotates to serve as chairman.
Kansas		X	
Kentucky	X		1988
Maine	No Response		1988
Maryland	X		1986
Minnesota		X	1988
Mississippi	X		1988
Missouri	X		1986
Montana		X	
Nebraska		X	
Nevada	X		1986
New Hampshire	*X-The idea is good-logistics are pretty heavy as costs of travel increase.		
**At this point I am not certain. I have become less certain than I was formerly. Perhaps parliamentary procedure is not in or of itself upbeat enough for 1985-1990. Perhaps we need to combine it. Right now it is taking up a lot of time - our state contest is at least 100 mins. long."			
New Jersey	X		1987
New Mexico		X	
New York	X		1988
	If it meets new contest criteria.		
North Carolina		X	
Ohio		X	
Oklahoma		X	
Oregon		X	
Pennsylvania	X		1987-Trial & make permanent in 1988.
Rhode Island	X		1988
South Carolina	X		1986
South Dakota	X		1988
Tennessee	X		No Response
Virginia	X		1988
Washington		X	

5. (Continued)

<u>STATE</u>	<u>YES</u>	<u>NO</u>	<u>OTHER</u>
West Virginia	X		Any year would suit us. The later date would provide more time for financial planning, etc.
Wisconsin	X		1988
Wyoming	X		1988
	<hr/>	<hr/>	
TOTAL	18	17	
	1-No Response		

Please indicate in the following or attached letter why you took this position:

Alabama	"We have enough contests."
Arkansas	"The state staffs are over worked at the present time. We do not need any additional contest at this time."
California	"I am opposed to proliferating national contests - this activity is not closely related to the idea of integral to instruction."
Connecticut	"Basic to education program."
Idaho	"We have enough contests at present. Another contest requires administration. A contest should enhance instruction. A national contest will not enhance instruction. It is already being taught."
Illinois	"Expansion of an activity beyond its educational value to a vast majority of vo-ag students. Impact on states on the addition or expansion of another contest in preparation for national finals. Past experience has shown that students concentrate more on manipulation of contest rules rather than attainment of additional parliamentary procedures at this level."

5. (Continued)

Iowa	<ol style="list-style-type: none"><li>1. We have enough national contests.</li><li>2. There is too much difference in each state's contest.</li><li>3. There would be pressure to change our state contest.</li><li>4. What purpose would it serve? Training has reached its peak at state level competition.</li><li>5. Too much time would be spent in training teams.</li></ol>
Kansas	"There are too many other areas more important that need to be taught."
Kentucky	"This contest is very motivated and creates a great deal of enthusiasm. FFA is recognized as a leader in parliamentary procedure, this would be good recognition at the national level."
Maine	No Response.
Maryland	"Parliamentary Procedure has been an integral part of the vo-ag curriculum and an outlet for recognition should be provided above the state level."
Minnesota	"The time required by the team to participate, additional expense for travel to regional and/or Kansas City. What does a national contest prove?? I am opposed to adding this contest when we desperately need agribusiness contests such as job interview, salesmanship, etc."
Mississippi	"I feel that since no other area is teaching this ability that we should. This ability will be a great use to our members through church, civic or professional meetings."
Missouri	"The contest is a natural outgrowth of the instructional process in Missouri. It has traditionally been very competitive and universally taught in all schools. The concept that knowledge and use of parliamentary procedure is a life long skill is supported and noted frequently by business, industry and alumni."



5. (Continued)

Montana	"I see no educational benefit in a parliamentary procedure contest beyond the state level."
Nebraska	See attached survey.
New Hampshire	"The problems connected with this are greater than most other teams because of the numbers involved and the wide range of formats used at the local levels."
New Jersey	"FFA is known for these skills but we have no national contest to recognize ability. National rules will set state rules."
New Mexico	No Response.
New York	"The competencies demonstrated by this contest have been recognized, fostered and envied for years by agri-business organizations. They are practical skills needed for success in agriculture. Like any contest, it should meet criteria for addition of contests."
North Carolina	"There are too many formats in states to merge into a national contest; we now have as many competitive events as can be managed; national contests should have an agricultural base or component — not general."
Ohio	See attached letter.
Oklahoma	"Very difficult to come with a consensus of guidelines that would accommodate each state. We question whether it would increase our participation in our state."
Oregon	"The educational value of contests past the district, sectional and state level is minimal. The fiscal burden on a state winning team (school or chapter) to attend the national contests is too great for the motivational or educational value that appears to be the result for 6 members."

5. (Continued)

Pennsylvania	"Top leadership development activity. These competencies have great carry over into other organizations."
Rhode Island	"Because parliamentary procedure is a major event at most, if not all, FFA activities."
South Carolina	"This is an integral part of the instructional program and an important phase of leadership training in our state."
South Dakota	"We have in place a well functioning parliamentary procedure contest and it would be relatively easy to adjust this to national participation. The additional finances necessary to send the team to national competition would need to be addressed."
Tennessee	"It is an integral part of the instructional program — The FFA is recognized by leaders in business, industry, agriculture education and government for the members extensive training in parliamentary procedure."
Virginia	"One of best contest to develop leadership skills."
Washington	"We do not feel that there is justification for another new contest at this time without review of total contest offerings. Parly. Law should be more a part of the instructional program at the local level."
West Virginia	No Response
Wisconsin	"If you've ever been to local meetins of a variety of political entities & others, you are keenly aware that parliamentary procedure utilized is not necessarily that of Roberts Rules of Order."
Wyoming	No Response

6. As an alternate to a National FFA Parliamentary Procedure Contest would you favor the development of a recognition of existing State Parliamentary Procedure contests by the National FFA Organization through some type of plaque or award to state winning teams? In this case, NO National FFA Parliamentary Procedure contest would be developed but have recognitions for existing state programs?

<u>STATE</u>	<u>YES</u>	<u>NO</u>
Alabama	X	
Arizona	X	
Arkansas	X	
California	X	
Connecticut	X	
Idaho	X	
Illinois		X
Iowa	X	
Kansas	X	
Kentucky		X
Maine	X	
Maryland		X-"We already provide 1st & 2nd place banners to the top teams."
Minnesota	X	
Mississippi		X
Missouri		X
Montana		X
Nebraska	X	
Nevada		X
New Hampshire	X-"At least until 1988."	
New Jersey		X
New Mexico	X	
New York		X
North Carolina		X-I do not see the need for this step. We have other state level contests for which national recognition is not and should not be expected
Ohio	X	
Oklahoma	X	
Oregon	X	
Pennsylvania	X	
Rhode Island	X	
South Carolina	X	
South Dakota	No Response	
Tennessee		Other-"I would say yes—only, if it is not possible to have a national contest."
Virginia	X-"If national contest does not become a reality."	
Washington	X	
West Virginia	X-"Only if there is not sufficient interest for a national contest."	
Wisconsin		X
Wyoming		X

TOTAL

22 12 1-Other 1-No Response



7. As an alternate to a National FFA Parliamentary Procedure Contest or the state recognitions listed in question #6, would you favor the development of a National FFA Agribusiness Contest which would include economic principles and non-farm financial concepts, salesmanship, interview, and a practicum on operating business or board of directors meetings (including parliamentary procedure)?

<u>STATE</u>	<u>YES</u>	<u>NO</u>
Alabama	?	?
Arizona	X	
Arkansas		?
California		X
Connecticut		X
Idaho	X	<u>Maybe??</u>
Illinois		X
Iowa		X
Kansas	X	
Kentucky	X	
Maine	No Response	
Maryland		X
Minnesota	X	
Mississippi	X	
Missouri		X-"The agribusiness contest is a <u>separate issue</u> . It should be dealt with on its <u>OWN</u> merit.
Montana		X
Nebraska		X-"But excluding parliamentary procedure."
Nevada		X-"I need more information."
New Hampshire		"This approach is possible, but as written here it would include too much material to prepare for naturally."
New Jersey		X
New Mexico	X	
New York	X	
North Carolina		X-"Could have potential."
Ohio		X-See attached letter
Oklahoma		X
Oregon		X
Pennsylvania	X	
Rhode Island		X
South Carolina		X-"This should be considered for a separate activity in the future."
South Dakota	No Response	
Tennessee		X
Virginia		X
Washington		"Needs further study."
West Virginia		X
Wisconsin		X
Wyoming	X	
TOTAL	13	17 2-No Response, 2-? 1-Needs further study

8. Instead of a National FFA Parliamentary Procedure Contest as we suggest the development of the following appropriate and related National FFA activity:

<u>STATE</u>	<u>RELATED NATIONAL FFA ACTIVITY</u>
Alabama	No Response
Arizona	A competency based contest centered around demonstration of an ability to plan organize and operate an agricultural business.
Arkansas	No Response
California	Not necessary to have a national activity — other than we have now. It is easy to get schools involved but getting local districts to see how it remains an integral activity at the national level is hard to do.
Connecticut	No Response
Idaho	No Response
Illinois	No Response
Iowa	Iowa has added 2 new state contests: (1) Job Interview (2) Ag Sales
Kansas	Implement the suggested activity in #7. The opportunities for agribusiness awards and contest are quite limited. They need to be expanded if we are sincere about preparing students with skills in this occupational cluster.
Kentucky	No Response
Maine	No Response
Maryland	No Response
Minnesota	Secure a sponsor to provide state champion plaques. Obtain for the American Institute and Parliamentarians or similar organizations, instructional materials for instructors & chapters - including examinationa (copies) for certification.

8. (Continued)

Mississippi	No Response
Missouri	No Response
Montana	No Response
Nebraska	Please do not consider additional activities; there are too many as is.
Nevada	No Response
New Hampshire	Alternate #7 listed above has merit - Certainly the job interview contest is important to all levels - A test oriented contest will only appeal to the very best students.
New Jersey	No Response
New Mexico	No Response
New York	No Response
North Carolina	No Response
Ohio	Interview Contest Salesmanship Contest Small Engines Contest - Operated differently than the Big "E" type.
Oklahoma	Continue to improve our present contest (keep on high school level) - Funding of new contest and state cost of sending a team may be a burden.
Oregon	No Response
Pennsylvania	No Response
Rhode Island	No Response
South Carolina	No Response
South Dakota	No Response
Tennessee	No Response
Virginia	No Response
Washington	No Response
West Virginia	No Response
Wisconsin	No Response
Wyoming	No Response



9. Please check below the national contests your state FFA association will be entering teams in the 1985 national contests in Kansas City this fall.

AG - Agricultural Mechanics	FO - Forestry
D - Dairy	LV - Livestock
DF - Dairy Foods	MT - Meats
FM - Farm Business Management	NL - Nursery/Landscape
FL - Floriculture	P - Poultry

STATE

Alabama	AG, D, FL, FO, LV, NL
Arizona	AG, D, FM, LV, MT, NL
Arkansas	AG, D, DF, FM, FL, FO, LV, MT, P
California	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Connecticut	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Idaho	AG, D, DF, FM, LV, MT, NL, P
Illinois	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Iowa	AG, D, DF, FM, FL, LV, MT, NL
Kansas	AG, D, DF, FM, FL, LV, MT, NL, P
Kentucky	AG, D, FM, FL, LV, MT, NL
Maine	Probably two teams, but do not know yet.
Maryland	AG, D, DF, FM, FL, LV, MT, NL, P
Minnesota	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Mississippi	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Missouri	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Montana	AG, FM, LV
Nebraska	AG, D, DF, FM, LV, MT, NL, P
Nevada	AG, D, FM, FL, LV, MT, NL
New Hampshire	AG, D, DF, FL, FO, LV, NL, P
New Jersey	AG, D, DF, FM, FL, LV, NL, P
New Mexico	AG, D, FM, FL, LV, MT, NL, P
New York	AG, D, DF, FM, FL, FO, LV, NL, P
North Carolina	AG, D, FM, FL, FO, LV, NL, P
Ohio	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Oklahoma	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Oregon	AG, D, DF, FM, FL, LV, MT, NL, P
Pennsylvania	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Rhode Island	D, DF, FL, LV, NL, P
South Carolina	AG, FM, FL, LV, NL
South Dakota	AG, D, DF, FM, LV, MT, NL, P
Tennessee	AG, D, FL, LV, NL
Virginia	AG, D, FM, FL, FO, LV, MT, NL, P
Washington	AG, D, DF, FM, FL, FO, LV, MT, NL, P
West Virginia	AG, D, DF, FL, LV, MT, NL, P
Wisconsin	AG, D, DF, FM, FL, FO, LV, MT, NL, P
Wyoming	AG, D, FM, LV, MT, P

FFA/FFA FOUNDATION OPERATING RELATIONSHIPS

1. Products produced as a result of FFA Foundation sponsorship may be sold through the FFA Supply Service. The pricing will be determined by the Director of the Supply Service, the same as with any other Supply Service item. It is recommended that all FFA Foundation special project proposals include a statement regarding this operating procedure.
2. The National FFA Foundation will have the sole responsibility for seeking and accepting funds. Proposals for funding from government agencies shall be jointly presented by the appropriate organization and Foundation staff. In all cases the Advisor, Executive Secretary and Executive Director of the Foundation shall be kept informed on the plan of action regarding the funding of these projects. Exceptions can be approved by the National Advisor.
3. Appropriate sponsor recognition, including that placed on published materials, must be agreed upon between the FFA organization and the FFA Foundation. The Executive Secretary will be responsible for implementing the sponsor recognition plan as agreed upon between the Organization and the Foundation.
4. Foundation funded Projects shall operate within budget. Anticipated deviations from the budget shall be brought to the attention of the Executive Secretary in advance of any expenditures. Major concerns shall be presented to the Foundation Review Committee for resolution.
5. Established policies will be followed when carrying out FFA programs and activities funded by the FFA Foundation. These policies include those regarding meals, lodging and travel. Exceptions shall be approved in advance by the Foundation Review Committee.
6. The FFA Foundation Budget shall have line items within individual projects which include, where necessary, cost for interns, consultants, contracted services, staff travel, group meals and other appropriate expenditures. The Foundation Review Committee will review and recommend the annual budget for Board approval.
7. Permanent staff salaries and FFA Center administrative costs to operate FFA programs, funded by the National FFA Foundation, shall be paid by the FFA Organization.
8. Groups (such as, universities, states, NPASO, NCTVEA, and alumni) receiving funds through FFA Foundation funded activities will provide a detailed accounting of the use of these funds to the FFA Foundation Review Committee. Unexpended funds will be returned to the Foundation. This procedure shall be a part of all agreements.



## REPORT OF CONSULTANTS

It is my pleasure to make this report to you. With some regrets, I make this report as this will be last Board meeting. I have served on this Board for three years and have found it a real education.

Every vo-ag teacher should have this opportunity during their time they teach to serve on the National FFA Board of Directors. It is a real education and inspiration. This Board brings together the total vo-ag family;

- The member
- The classroom teacher
- The teacher educator
- The state supervisor
- The national office
- The national organization

all with a common goal-to direct and improve the vocational agriculture and Future Farmer program.

At this time I would like to bring to you the observations and recommendations of the consultants to the Board.

#### Commendations

1. History was made at this Board meeting with the seating of a classroom teacher as a voting member of the Board. This is something that has been needed for some time.
2. The strategic planning as presented by Dr. Case is what has been asked for by the teachers and others. It is the only way to be able to give direction to the organization.
3. Dr. Case is to be commended for his forward and aggressive thinking and leadership in carrying out his duties as Senior Program Officer.
4. The selection of a committee to review the national officer selection process and their report.
5. The consultants appreciate getting the agenda and Board meeting materials well in advance of the Board meeting.
6. The consultants continue to support the committee concept structure used during the Board meeting as well as free and full debate of all issues.
7. Commend the national officers for an excellent Board meeting and their excellent participation in the committee activities.
8. Commend Mr. Paul Kidd and his staff for the fine meals secured at noon and the buffet on Thursday night.
9. Commend the Board for their dedication and deliberations and continued consultation with the consultants to the Board.



10. The consultants also want to thank the Center staff for the excellent hospitality and help in completing our work.

We as consultants have several recommendations:

1. Make sure all policy changes are printed up and sent out to all Board members and consultants.
2. Continue to strive for positive relations between program service areas.
3. Develop a system of data collection that will include teacher input.
4. To develop strategic plans and leadership that will create an improved quality program at the local level that will precipitate higher quality applications for the American Farmer degree.
5. Generate an effective criteria to evaluate American Farmer selection process.
6. Communicate the intent, nature and results of the strategic planning effort to the agriculture education profession at all levels.

I would like to say on behalf of all the consultants, thanks for the opportunity to serve on the Board as a consultant, and also for the sincere leadership and dedication of all people involved.

Respectfully submitted,

s/ Jalt Cohen  
AWATA Consultant