Young Farmer Education
Our Challenge in Young Farmer Education

Agricultural educators and the country are joining together, linking arms, and speaking with renewed gusto about our "community-based program...". In many states, agriscience is the wave of the future in a move away from the old production agriculture model. Still, the profession expresses concern that we not "throw the baby out with the bath water" and lose many time-honored values of the traditional vocational agriculture/animal agriculture programs.

At the same time, a number of states appear to be stepping back from the traditional commitment to adult education in their communities. This is evidenced by sharp decreases in enrollments in young farmer programs, reduced or eliminated executive director support for young farmer associations, and reductions in numbers of departments offering adult education of any kind.

What is happening to the spirit of the Smith Hughes program—one that originated for "PREDISNT' and prospective farmers..."? It appears that we may have lost our zeal for truly community-based programs—which means serving the needs of adults in our locales, too. This is a worrisome trend, if the aforementioned changes are indeed a prediction of things to come.

During the past six years, it has been my privilege to serve on the National Young Farmers Education Association (NFEA) Board of Directors, representing the American Association for Agricultural Education. In this capacity, I have been involved in most of the major activities of the NFEA. I have gained a great respect for the membership of this national organization, and an even greater appreciation for its leaders. The NFEA has tremendous potential for a position of leadership in the industry of agriculture. The organization is at a crossroads, however, unless the agricultural education profession pulls together behind the NFEA, the "association for educating agricultural leaders" is unlikely to reach its potential.

How can we assist? There are many ways and means. State and national leaders need to communicate the needs and benefits of the program to legislators and the U.S. Congress in order to get favorable legislation passed regarding the program. State staff can put a higher priority on young farmer programs, place primary responsibility for supervision of the program on one or more staff members, and seek the financial support needed to implement strong programs. Teacher educators can incorporate young farmer education into their pre-service and in-service education programs, conduct needed research on the program, and give leadership to the development and dissemination of materials. Teachers of agricultural education—whatever their specialty or setting—can look for ways to provide technical instruction and leadership training for those seeking to enter and progress in the industry of agriculture (this will likely involve agronomists, entrepreneurs, and service workers as well as producers).

In this edition, dedicated to young farmer education, the reader will see a broad spectrum of ways for the profession to offer young farmer education programs under a variety of conditions. The spirit and dedication of the writers is a clear signal that there is clearly a clientele group out there for the profession to serve. The stories that this group of authors have to tell should serve as an inspiration to all of us. Let's do all we can to make this the year of turn around for young farmer/agricultural education in America!

About the Cover
The photograph on the cover of this issue shows a group of Cook County, Georgia Young Farmers enrolled in a class of instruction on insecticide application. The Young Farmers were calibrating printers with inert materials as a practice exercise. The materials and equipment shown here were donated by the Rhone-Poulenc Company for use by the Young Farmers (Photo courtesy of Terrell Works.)

Our Young Farmers Education

FARM TOURS ARE POPULAR EVENTS FOR YOUNG FARMERS.

(Photograph courtesy of Maynard J. Johnson.)
The Light Is Green for Young Farmers and Agriculture Leaders

By GORDON STONE

Mr. Stone is the executive director of the National Young Farmer Education Association.

The title, "paradigm buster," serves as an accurate description of people who are trying to create new means of defining traditional programs.

How do people become "paradigm busters"? A typical path starts with people who attend a seminar and listen to a meeting facilitator outline the challenges facing an organization. They prioritize the strengths and the weaknesses of the organization, then they use "possibilistic thinking" to identify the most appropriate means of addressing the problem. The facilitator stretches the thinking of the attendees so that ideas for solving the problem are creative and border on the impossible. The result of this synergetic "possibilistic thinking" is new ideas that are often outside of the realm of what the group had previously believed was possible. The individuals at the meeting suddenly become "paradigm busters."

"Paradigm busters" are becoming less difficult to recognize. Farm organizations, like agricultural education, are becoming more populated with "possibilistic thinkers," and "paradigm busters" are especially visible in adult agricultural education.

The circumstances that face organizations in adult agricultural education are leaving people no choice but to use "possibilistic thinkers." For example, shifts in the staff assignments at many state departments of education have changed the operating structure for the state associations of young farmers. Also, many agricultural leadership organizations are having to combine resources to find more efficient ways of providing their training programs.

The overall system of agricultural education is experiencing changes. NVATA, FFA, Alumni, NYFEA, and other agricultural education organizations have changed executive directors during the last three years. FFA is determining whether to move the national headquarters and relocate the convention from Kansas City. Change is also occurring in the administrative structures in Washington, DC and around the states.

The changes in adult agricultural education have had a positive impact on NYFEA - The Association for Educating Agricultural Leaders (a.k.a., the National Young Farmer Education Association). The development of the long-range plan, Education for American Agriculture (EAA), occurred as a result of the many shifts in agricultural education funding. EAA has created a very strong focus for NYFEA. Other positives have occurred as well. NYFEA has pleased to have adjusted well to the move of the national headquarters to Montgomery, Alabama. The association has reduced the overall cost of operation, and it is standing on its own financial feet. NYFEA has a large menu of programs and activities that are member-focused.

No longer is NYFEA simply an association that provides an annual convention for young farmers, it is now a full service provider of leadership training, business skill development, support, and community service programs. NYFEA is pleased to offer two annual meetings. Along with the Winter Institute (convention), the Summer Leadership Conference is a second opportunity for NYFEA members.

NYFEA members held a "Wheelbarrow Race for Hunger" at the Summer Business Meeting in Charleston, South Carolina. (Photo courtesy of Gordon Stone.)

NYFEA offers opportunities through participation in direct mail, educational activities. The direct mail program is extremely exciting because, for the first time, it allows NYFEA to deliver educational material directly to the members. Once members are exposed to leadership training and business management courses, they are offered opportunities to solidify their learning through participation in the eight different contests.

Further, individuals are encouraged to apply their learning by participating in community service programs. The NYFEA service program promote agriculture and strengthen the rural community. For example, NYFEA has seen numerous state and local organizations raise food for the hungry by hosting nationally sponsored service projects that teach participants about the origin of food.

Through the changes, NYFEA has also learned the importance of recognizing the individuals who participate. A person who successfully completes a full menu of educational programs, contests and service projects will earn a degree. The association is providing leadership and management degrees to those individuals who participate in the three areas previously described.

EAA is designed to offer individuals across the United States the opportunity to access the same quality of personal development program, regardless of their geographic location or the strength of their local chapter. NYFEA is proud to announce that over the last two years, more than 80 leadership and management degrees have been awarded to individuals successfully completing the EAA program.

As an organization serving over 25,000 people with programs and services, NYFEA is committed to never losing the edge gained through these changes. It is the difficulty experienced over the past few years that has produced the synergy which led to these positive changes. Organizational leaders could have easily tuned and walked away from their troubles, but instead of ducking under the fence and escaping the posture, they decided to fix the holes, repair the broken posts, rehang the gates, and put the field back into production. Taking ground that has been previously farmed for one crop and converting it to another is not an easy process. However, it does allow for new varieties (of ideas) to have a chance to be heard and jell into effective products. In the same way, NYFEA never abandons those products that are winners for the farm. They have to learn from the successes and expand to find new products that are complementary to the old ones.

The updates given by a reporter on the traffic problems at rush hour in America's cities are often mind-boggling. The interactions that travelers are to avoid are often too numerous to comprehend. The listener can learn about all the red lights that are creating back-ups at intersections of the city, but rural people used to be not concerned about red lights. Rarely did the roads haveancies. They could go from point A to point B without the worry of traffic forcing them to stop for a fight to change. You might say the light was always green. The truth is that farmers no longer have that luxury. However, they do control how they look at the traffic lights, stop signs and other road blocks that are beginning to appear in rural communities. Farmers should consider a new way to deal with these traffic lights. Instead of the term red light, they should call them green lights. Red lights are a negative approach. Green lights are positive. Either way, people are faced with situations that are facing their daily routine. All people have the ability to control their outlook on life. Whether people find good or bad in their daily routine is the choice they make.

The following is a list of the programs that are presently available for the participants in NYFEA to utilize and enjoy:

Leaders Understand the Importance of Learning

NYFEA - The Association for Educating Agricultural Leaders is proud to present a series of leadership training programs. They are designed to help individuals develop their natural talents to the fullest. The programs offer helpful ideas that can be easily implemented in many different environments and challenges that face America's farmers and agriculture leaders.

Personal Organizational Power

This program focuses on techniques for saving time in the personal and professional life. Learn

(Continued on page 17)
Establishing a Collegiate Young Farmers Chapter

The Indiana Young Farmers Association (IYFA) offers adult agricultural education to a wide range of people. In our efforts to enhance this organization's outreach, we have extended to college students at Purdue University the opportunity to become members of IYFA. This effort allows the college students to gather together for a common purpose and provide the IYFA with a linkage to future agricultural production and business leaders. In the past, IYFA has been thought of as "just a farmer's organization." This image has possibly kept young people involved in agriculture from joining local IYFA chapters. Although farming is still a very important part of IYFA, all aspects of the agricultural industry play a vital role in IYFA's existence. Successful farming requires intense training combined with an intimate involvement with agriculture. By linking with college students, IYFA hopes to meet the needs of today's growing society and establish a lifetime relationship with these young men and women.

Setting the Groundwork
During an evaluation of its membership demographics, the Indiana Young Farmers Association found that most of its members were engaged in production farming and were older than 25 years of age. When the IYFA looked at the possibilities of encouraging more young people to become involved in the organization, it took a serious look at the emerging edge youth development organization, FFA. What happens to these quality young people after their involvement as an FFA member is completed? We found that those who went to college wanted to continue to be involved in learning about agriculture and developing their leadership skills, and these students also wanted to establish relationships with students in their discipline area. This mixing of students from different majors and career interests is lacking in most collegiate major-specific/career-specific student organizations.

Through cooperative working between the Indiana Young Farmers Association and the state and district offices of the Indiana FFA Association, many of the FFA members wanted to become involved in IYFA to continue their educational experiences and become important agricultural leaders in society. As IYFA looked at how best to meet the needs of these young people, we found that offering a quality young farmer program at Purdue University, Indiana's land-grant university, would begin to meet this need.

A few of the interested students contacted the Purdue Agricultural Education staff and, consequently, a meeting was held between the IYFA Executive Secretary/Treasurer and the Purdue staff. At this meeting, goals, objectives, and potential members of the new student organization were discussed. We also discussed how the new organization would affect the current agricultural education student organization. We did not want to draw students away from it nor have two weak organizations if the same students tried to be heavily involved in both. It was also decided that the new organization should have one advisor from the agricultural education staff and one from another department within the Purdue School of Agriculture. This would provide the linkage to agricultural education, while also attracting students from other majors.

Purdue Students in Agriculture
Purdue University has a long tradition of supporting student learning experiences both inside and outside the classroom. Student organizations are encouraged to help students learn how to help prepare students for their chosen careers and help students become better citizens. The School of Agriculture at Purdue University serves approximately 2,000 students in a total student body of more than 35,000. Student organizations in the School of Agriculture are typically major specific such as the Agricultural Economics Club or career specific such as Block and Bridge. IYFA has a great opportunity to fill a niche by spanning across majors and careers.

Work on establishing a IYFA chapter at Purdue started in the summer of 1995. All of the research and groundwork on starting the chapter was done by a dedicated group of Purdue School of Agriculture students guided by IYFA state staff and Purdue Agricultural Education staff. One of the first tasks was to determine whether the goals and objectives of the IYFA were being met by an existing student organization. Students contacted advisors of School of Agriculture student organizations and the Associate Dean, who advises the School of Agriculture Club Council. After obtaining the "go ahead" from these groups, the next step was to write a constitution. This took the remainder of the summer as wording had to be coordinated with the Purdue Business Office for Student Organizations (BOSO) which approves new student clubs and organizations. Local high school agriculture education teachers/Young Farmer advisors were contacted to address any concerns they might have and to obtain suggestions from them.

Throughout the fall, interested students met to discuss and develop such processes as officer elections, dues structure, bylaws, relationship to IYFA, and advertisement for members. In January, the IYFA chapters select names as well as rules for the chapters, which describe the members as "Young Entrepreneurs." The Purdue students decided on the name "Purdue Students in Agriculture" or PSA. This name describes who the chapter is for, but more importantly, does not limit membership to any particular major or career. Although not an official student organization yet, PSA members, acting as individuals, helped with the IYFA Indiana State Fair activities.

During the Spring of 1996, PSA obtained official recognition as a Purdue student organization and was also chartered by the Indiana Young Farmers Association. PSA members were actively involved in the State Young Farmer Convention and two area events for state officers. At the state convention, other local chapters expressed excitement over PSA and indicated a willingness to work with state's newest Young Farmer Chapter.

At spring meeting, the members elected officers, established committees, and began developing a program of activities.

Purdue Students in Agriculture members are planning to participate in state fair activities again this summer. They also plan to hold a Callout, an organizational meeting to attract new members early in September and to begin following through on the program of activities. The goal of the PSA members is to be the end of the 1996-97 school year, to have 40-60 members representing all of the majors in the School of Agriculture.

Long-Term Plans
What are the long-term benefits to the IYFA? Foremost is the establishment of the niche for college students for which IYFA has been looking. When these students graduate, they will be involved in diverse fields of agriculture across the state, nation, and world. It is our hope that their experiences in Young Farmers will not only help them in their chosen careers, but also encourage them to join, or work to start, Young Farmer educational programs in the communities in which they live. As leaders and professionals in agriculture, we hope they will assist the local agricultural education teacher in providing educational opportunities in agriculture for the community.

Another benefit is the training that a collegiate young farmers organization can give to future agricultural education teachers who join. By establishing relationships with students from other majors and by working within an organization which promotes adult education in agriculture, future agricultural education teachers are encouraged to teach adults and advise local Young Farmer Chapters. One note of caution is that if the majority of PSA members are agricultural education majors, then this benefit is reduced or eliminated. If this occurs, then the organization will probably be dissolved because it would be more effective and efficient to support adult education activities into the existing agricultural education student organization.

If the chapter at Purdue is successful, it is our hope that similar chapters can be started at other agricultural universities across the United States. Anyone interested in starting a collegiate young farmer organization is encouraged to contact either of this article's authors. We are excited about the potential that this organization holds.
Georgia Young Farmer Programs Provide Life Long Learning

Although agricultural educators in Georgia have been providing agricultural education on the post secondary level to adults involved in agriculture for at least fifty years, many state and national leaders blithely speak as though the concept of life-long learning is a new idea. In Georgia, adult education for young farmers has been successful because agriculture education has provided adults in the agriculture industry with structured learning for many years and is positioned to continue well into the next century.

For several years, Georgia has maintained the largest state association involved in the National Young Farmers Educational Association (The 1996 membership for Georgia was 3,438). The remainder of this article will give a brief overview of why I think the Georgia Young Farmer Program has been so successful.

In the early 90's, the Georgia General Assembly appropriated funds to begin eight pilot programs for adult education for young farmers. Primarily, the funds were for teacher salary and travel. These pilot programs proved to be very beneficial to the farmers involved. Currently, there are fifty-two full-time young farmer instructors in Georgia. These instructors are employed for twelve months, which allows agricultural education assistance to continue without interruption. Because instructors are employed year round, they serve not only as a teacher, but also as a leader and resource person. Their role in this leadership capacity is crucial to having a strong local association that is active in state activities. Georgia's success is due almost entirely to the fact that dedicated people are in positions of leadership as advisors year-round. On the local level, a full-time executive director position is funded on the state level.

Young farmer teachers annually develop a course calendar that includes no less than fifteen classes. The classes developed are based on local needs and trends in all phases of agriculture. The classes are normally conducted in the evening when farmers/agribusinessmen are more accessible. The backbone of the young farmer program is the organized instruction based on local needs as identified by participants and local agriculture leaders. To maintain close ties to the secondary education agriculture programs and to provide balance to the delivery of agriculture instruction in local communities, the Georgia Department of Education requires the young farmer teachers to teach one class of agriculture education at the 9-12 level. This class is normally conducted at the beginning of the school year which is the time when the young farmer teacher to have the remainder of the day to work with adults in the community on a one-to-one basis in small groups to build the program.

State Standards require a local system to operate a secondary agriculture education program to receive the 80% funding and benefits of the young farmer program. The State Department of Education has provided young farmer teachers not only financial support, but in addition, it has provided many staff development activities to keep them current with the changes in the agriculture industry.

In 1970, the Georgia Association was organized to complement the on-going instructional program. The primary purpose of organizing the state association was to coordinate local activities at state level and provide leadership opportunities. Annually during the last week in January, the association conducts a convention to recognize outstanding accomplishments by members of local chapters. Many activities are conducted during the convenion to accomplish a broad array of goals. A typical schedule is as follows:

**Convention Highlights**
Friday, January 26, 1996
9:00 a.m. - 10:00 a.m. Exhibitors Complete Set-up in the Atrium
9:00 a.m. - 5:00 p.m. Foyer Exhibit Hall Open in the Atrium
10:00 a.m. - 5:00 p.m. Business Session in Savannah "C"
2:00 p.m. - 3:30 p.m. Show and Sale
Saturday, January 27, 1996
8:30 a.m. - 10:00 a.m. Executive Committee Photo Session
8:30 a.m. - 11:30 a.m. Registration in the Foyer
8:30 a.m. - 12:00 noon Exhibit Hall Open in the Atrium
8:30 a.m. - 9:30 a.m. Biscuit Breakfast in the Atrium
9:00 a.m. - 10:00 a.m. Photo Contest Judging in Savannah "D" and "E"
10:00 a.m. - 11:00 a.m. Farm Management Contest in Oglethorpe A
12:00 noon - 2:00 p.m. Luncheon in Savannah Ballroom
Photography Awards
Farm Management Awards
Speaker: U.S. Congressman Saxby Chambliss
Banquet in Savannah Ballroom
Advisor Recognition
State Officer Recognition
Honorary Membership Awards
Auction
Entertainment: "Georgia Fields"
Dance in Savannah "D" and "E" Featuring Danny Carter and the Southland Band
9:30 a.m. - 1:00 a.m.

Convention activities provide formal and informal opportunities for participants. Many awards are presented over the weekend. The trade show allows participants to garner information on the latest chemicals, seed, tillage practices, marketing, etc., for their farming enterprises. The trade show normally has seventy-five plus exhibitors each year. The convenion participation averages 900 young farmers, spouses, young farmer teachers, and guests.

The convention serves as a showcase of the accomplishments of local chapters. The State Executive Committee works diligently to use the State Convention as a tool to promote the young farmer program to those individuals who can affect the funding and operation of the program.

The State Executive Committee annually holds its spring board meeting at the state capitol in Atlanta during the third week of February. While at the capitol, the officers pay visits to their representatives and senators. Sometimes the legislators will drop by the state board meeting to welcome them to Atlanta and the capitol. Each year this event is scheduled to allow the Executive Committee to participate in the House of Representatives Agriculture Committee weekly meeting. Although the association is non-political, we feel it necessary to keep the legislative branch informed of the role agriculture plays in education and agriculture aware of the accomplishments of the program.

Another major activity that has proven successful is the stimulating interest and activity is the annual summer tour. Each year, a local chapter will serve as host to this event for young farmers and their families to interact with other farm families and view agricultural operations in other parts of the state. Normal attendance is 400 plus adults and children. A normal schedule of events is as follows:

**Schedule of Events**
Friday, July 14, 1995
1:00-5:00 p.m. Registration - Lobby of Till Hall, ABAC
Optional Tours
Pre-registration Required (A minimum of thirty participants are required for the tours to be available)
1:30-3:00 p.m. Coastal Plain Experiment Station
3:30-5:00 p.m. Animal Science Department
5:00-6:00 p.m. Kelley Manufacturing Company
6:00-9:00 p.m. Till Hall Dining Hall
9:00-11:00 p.m. Banquet - ABAC Dining Hall
Saturday, July 15, 1995
7:15-7:45 a.m. Breakfast - Till County Junior High 7:45 a.m. Tennis begin 1:00 p.m. Barbeque Lunch - Till Country Junior High
Typically the tour will showcase members farms, as well as agribusiness in the local area.

**Tour Stops - Saturday, July 15, 1995**
Georgia Vegetable Company, Inc. Georgia Vegetable Company, Inc. is a →
Women's Changing Role in the Young Farmer Association

By: Angela Webb

Ms. Wade is a middle school agricultural education instructor at Bahama Middle School in Bahama, GA.

Youth Farmer Education Programs, and the associations with which they are affiliated, were originally designed to meet the needs of farmers. However, at the time of their establishment, it was assumed that all farmers were men. The contributions of women in agricultural society have been largely ignored throughout history. However, times are changing today, and more women are leading the way in agriculture and agribusiness than ever before.

Why is the number of women entering agriculture increasing at a time when the percentage of farms and farmers is decreasing? Many different factors come into play, one of which is that capable daughters are no longer routinely ruled out when a family decides who will inherit the family farm. Secondly, modern agriculture is full of possibilities for anyone trained in state-of-the-art farm practices, which opens new doors in the industry. Areas such as food brokerage, marketing, sales, food inspectors, dietitians, managers, financial specialists, engineers, animal scientists, and researchers have jobs going unfilled because of a shortage of graduates in these areas of agriculture. Thirdly, many women, when faced with divorce or death of their spouse, are capable of taking over the family farm because of the shortage of graduates in these areas of agriculture. Thirdly, many women, when faced with divorce or death of their spouse, are capable of taking over the family farm because of the shortage of graduates in these areas of agriculture.

Georgia Young Farmers (U.S. Department of Commerce, 1992) there are more than 145,000 female farmers operating in the country, up 11% from 1987. Women now run 7.5% of all U.S. farms and own 40,806 agricultural farms. More than one half of all these female farmers live in the South (Kalbaccher, 1985). So what does this information tell us as educators? We, as educators, need to be aware of women’s increasing participation in farming and resultant educational and social needs, in order to design programs that will help this important part of the population develop appropriate farming and managerial skills.

Agricultural groups such as the Young Farmers Association need to be increasingly sensitive to the special needs and problems facing this growing population.

So how did I become interested in the topic of women in the Young Farmer organization?

It started at home on my father’s South Georgia tobacco farm the first time the local Young Farmer teacher, Ron Snook, came to visit. Ron became a familiar face at our house over the years, stopping by to discuss farm improvements or inviting my dad to the next monthly meeting. Later in high school I began taking agricultural classes and showed livestock in the FFA, which brought me into daily contact with Ron as well as other agricultural instructors. By the end of high school I knew my future would be in agriculture. Due to the influences of teachers like Ron Snook, Joe Lineberger, and Tim Gibson, I became a teacher of vocational agriculture.

Upon graduating from college and entering the job market, I discovered that my gender was occasionally viewed as a disadvantage. Many teachers and administrators assume vocational agriculture/agricultural education teachers are male. Thirty years ago, only boys took agriculture classes and joined the FFA, and only men taught agriculture. Upon further inquiry, I discovered that not only does Georgia have a small percentage of female agriculture teachers, but it has absolutely no female Young Farmer Advisors. After obtaining a teaching position, I was invited to the Georgia Young Farmer leader and discovered that there were no women members or even a women’s auxiliary. Recently, State Executive Secretary Terrell Weeks discussed the role of women in the Georgia Young Farmers Association with me. He explained that the state association has no policy prohibiting women from being members. The association is there to serve anyone actively engaged in agriculture, farming, and agribusiness. The advisors in each local county are in control of recruiting new members, conducting classes, and, ideally, trying to tailor their program to the individual needs of the community. The advisor is also in control of the role women are encouraged or not encouraged to play in the chapter. One county could have no female members and no female participation, whereas the next county could have an active ladies auxiliary or even husband-wife →
Colorado Young Farmer Program: A Unique History and Funding Procedure

By: Ernie Gill and Jack Annan

Mr. Gill is the program manager for agricultural education and Mr. Annan is the executive secretary for the Colorado Young Farmers Education Association.

In 1968, representatives of Northeastern Junior College, Colorado State University, and the State Vocational Agriculture Supervisory Staff began discussing and planning ways and means to increase the amount and quality of adult education in agriculture which was occurring in the state. Out of the discussions and planning evolved an idea which involved several concepts:

1. Regionalizing coordination of efforts through a Northeastern Junior College network
2. Providing in-service training to vocational agriculture teachers in adult education teaching content (Farm and Home Planning initially)
3. Promoting adult education in agriculture with school administration as well as vocational agriculture teachers
4. Providing instructional materials to vocational agriculture teachers to support their efforts in adult education
5. Providing assistance to vocational agriculture teachers in locating and securing resource persons and materials for adult education

The idea was then formalized into an experimental project proposal called “Project 21” which was to begin January 1, 1969 and continue through August 31, 1970. The purpose, as stated in the proposal, was "to demonstrate the effectiveness of a coordinating agency in promoting and developing effective adult education in agriculture in a prescribed region of the state."

Northeastern Colorado, because of its strong agricultural industry and the number of schools offering vocational agriculture, was selected as the region. Twenty-one schools offering vocational agriculture were located in the region, and thus the name “Project 21” was selected.

The proposal was submitted to the Colorado State Board for Vocational Education to be considered for funding, and the Board agreed to allocate the funds requested.

Upon notice that the State Board of Vocational Education had approved the funding of “Project 21”, Jack Annan was selected to serve as the project coordinator.

At the completion of “Project 21”, Jack was selected by the State Young Farmer Program of Education to serve as the first Executive Secretary of the Colorado Young Farmers Education Association, and he continues to serve in that capacity even though he retired from Northeastern Junior College.

The results from “Project 21” led to the following conclusions:

1. Regionalizing coordination of efforts through an institution such as Northeastern Junior College will improve the quality and quality of adult education in agriculture.
2. Providing in-service training to vocational agriculture instructors is important to the success of adult education in agriculture.
3. Providing instructional materials and assisting in locating resource persons will contribute to the success of adult education in agriculture.
4. Involving local administrators in the promotion and development of adult education programs in agriculture will result in programs of high quality.
5. The type of agricultural adult education programs preferred by most communities will lead to the success of adult education programs.

Developing the Colorado Young Farmers Education Association

The last conclusion became evident early in the concept’s development. The number of schools offering adult education in agriculture among the 21 targeted schools increased significantly, and the vast majority of the programs were young farmer programs.

This led to giving Jack Annan, the coordinator of the project, a new duty which was not anticipated when the project was designed: promoting the development of a Colorado Young Farmers Education Association. It was thought that a state organization such as this would promote additional interest in young farmer programs throughout the state and would improve the quality of young farmer programs by providing a forum to facilitate the exchange of ideas. However, the most important reason for promoting a Colorado
Young Farmers Education Association was to increase the emphasis on leadership development which could be provided through local and state young farmer programs and activities. Although the desire to form a state Young Farmer Education Association was shared by all of the local chapters, most of the local chapters were interested in at least exploring the idea further.

Consequently, Mr. Darrell Anderson, who was then the state supervisor of agricultural education in Colorado, put out the call throughout the state for two two day institutes to be held in Sterling, Colorado on February 27 and 28, 1970. Answering the call to this organizational institute were representatives from 15 young farmer groups.

It is interesting to note that of the 15 young farmer groups represented at this organizational institute, 10 came from the schools included in "Project 21". A total of 141 young farmer, 109 young farmer's spouses, and 60 guests attended this meeting.

Formation of the Colorado Young Farmers Education Association

The first item on the agenda was to decide whether or not to form a Colorado Young Farmers Education Association. For the discussion, it was explained that most of those in attendance were in favor of forming a state organization. Thus, it was no surprise that when the vote was taken, all 15 local groups supported the formation of a state association and the first Colorado Young Farmers Education Institute was officially underway, and a state institute has been held annually since that time.

Duties of the position of state officer became the next item of business. Because the number of young farmers in attendance from each chapter varied, it was decided that each chapter would be allotted two delegates, an even number of which to support those to be nominated by other chapters. It was most enjoyable to observe the leadership development which occurred when the local chapters coked with themselves and with other local chapters in deciding upon their actions when the institute was called back to order.

The institute was then recessed in order to allow each of the local chapters to caucus to elect their two delegates and to decide what each local chapter was to do in the way of nominating young farmers for state office or supporting those to be nominated by other chapters. It was most enjoyable to observe the leadership development which occurred when the local chapters coked with themselves and with other local chapters in deciding upon their actions when the institute was called back to order.

What are the Major Components of the Colorado Young Farmers Education Association?

The Young Farmer program is divided into three major categories: instructional program, customized training program, and the Young Farmers Education Association and its activities. Each of the components is equally important to maintain a balanced program that can best meet the needs of all enrolled.

What are the Objectives of the Colorado Young Farmers Education Association?

1. To provide the opportunity for enhanced skill development related to agriculture and the community through group construction and customized training programs.
2. To develop quality leadership skills in those who are enrolled so they can better represent themselves, the organization, and agriculture industry in a more deliberate and effective manner through the effect of a Young Farmer Chapter.
3. To develop a sense of community and service among its members through involvement in local, state, and national activities.
4. To encourage a healthy balance of work and recreation among its members through activities that reflect the shared views and values of its membership.

What Area of the Colorado Young Farmers Education Association?

The Young Farmers Education Association of the Colorado Young Farmers Education Association is divided into three major categories: instructional program, customized training program, and the Young Farmers Education Association and its activities. Each of the components is equally important to maintain a balanced program that can best meet the needs of all enrolled.

Instructional Program

The instructional program is provided under the direction of the advisor. The program is planned, based on the needs of the Young Farmers as they relate to successful establishment or improvement in business. The instruction is usually given at the high school or other locations where facilities are available and adequate content on the instruction given. In most situations, programs are required to have 15 educational meetings per year, or an equivalent number of 50 hours of classroom instruction.

The meetings are determined based on the needs of the student enrolled in the program and the relevant agriculture and community situations that may exist. Because of the nature of agriculture, most programs hold their educational meetings during the winter months while there is not such a demand on the time of those enrolled. However, each program is given the freedom to determine how often and when the meetings will be held.

Customized Training Program

The customized training program is critical to the success of the programs. It is designed to allow each individual student the opportunity to gain individual assistance in areas of their agricultural business where they feel that they are most in need. Most programs have the minimum requirements of 10 contact hours per student per academic year. There have been some variations of this by reducing the hours of contact between student and instructor and having the student agree to self-improvement through involvement in seminars or activities that address their own unique goals and needs.

Young Farmers Education Association and its activities

The Young Farmers Education Association bears the same relationship to the Young Farmers Program as the FFA to the secondary agricultural education program. This integral part of the program allows students to receive the desired leadership skills through operation of the local chapter and its activities, speaking at various public and state meetings, institutes, and representing the organization at professional seminars and functions. Members have the opportunity to gain personal recognition through the awards program at local, state, and national levels.

Each category has specific components to make the program complete. Without each, the program cannot reach the level of success as those who incorporate all three into an entire program.

How are Young Farmers Programs Regulated and Administered?

Most Young Farmer programs are regulated and administered under the supervision of the Colorado Community College and Occupational Education System and its branch community colleges, through local junior colleges, or vocational centers. It is important to note that if the program is offered by an agriculture instructor at a local high school, it should be approved by the administration of that school district. Each individual community college, junior college, or vocational center has specific guidelines that must be followed in order for funding to be approved by the administrative agency. Each semester or year, the advisor to the young farmers is responsible for submitting the required paperwork to the supporting agency to receive payment for themselves and funding for the program.

Unique Funding Procedure

The Colorado Young Farmers Education Association has enjoyed a tradition of success, quality, and stability over the past 27 years. By nearly 15 years, quality of instruction and program stability has been enhanced by funding through grants (legislative funded) by enrolling students in a Community/Junior College or Area Vocational School. This process is supervised and approved by Ernie Gill, the state Program Manager at the Colorado Agricultural Education at the Colorado Community Colleges and Occupational Education System. Each year, the State Board for Community Colleges and Occupational Education allocates a variety of funds for the college and area vocational schools to support their respective tuition rates. Once the tuition is received, the State Program Manager meets with the State Fiscal Office to determine the amount of the "categorical scholarship" approved for that academic year. The state education commissioner and the state Program Manager and are the same whether the college chooses to register the students each term or once per year. The net tuition cost per student (less that $50) will be virtually the same for community colleges, local district college and Area Vocational Schools may, at their option, choose to offer similar scholarships to their Young Farmer students.

This funding process becomes economically feasible and attractive for the Colleges and Area Vocational Schools to offer Young Farmers →
Small Animal Care and Management


American consumers spend more money every year on pet food than on baby food. The pet industry is strong and growing, and a number of universities are considering offering small animal production courses. Small animal care courses are also becoming increasingly popular in secondary agriculture programs.

Small Animal Care and Management is an extensive guide to the subject. The text is divided into two sections. The first covers general topics such as pet ownership, animal rights and welfare, safety, careers, and basic digestion and nutrition. The second section deals with individual species (e.g., dogs, cats) and species groups (e.g., reptiles, birds). I was surprised at the number of species included in the text. The author has included information on anatomy, behavior, handling, reproduction, housing, and diseases. The text is fairly readable, and it is mostly written on an eighth to ninth and a half grade level. However, some of the passages I examined were a bit higher in readability level.

While generally comprehensive, I found the text lacking in certain areas. Feline AIDS was not mentioned with the cat diseases, and chocolate was omitted from the list of dog poisons, and information on the age of the rabbit species and conflicts with other sources. I was surprised that with the inclusion of a chapter on animal rights and welfare, there was no mention of the controversy surrounding the ownership of certain exotic birds. I felt suffocation should have been made of aquatic plants and invertebrates for symbolic and/or decorative use in the section on fish, and was disappointed by the suggested activities at the back of the chapters, that of no interest to students higher-order thinking.

A number of the picture captions didn’t seem to match their pictures. I’m not sure that many of the species covered on avians, reptiles, and amphibians are readily available for pets.

The text has a great number of black and white pictures, but few pictures have human in them. Of course, there is a good mix of ages, but a poor mix gender and race. (Most of the people in the pictures are white females.)

There is a picture of two students and an adult on the cover that, when the picture is used again in the text, the black student is cropped out, and this can cause concerns with textbook adoption committees.

Small Animal Care and Management has it’s faults, but is still a valuable classroom resource. It contains a lot of good information. I don’t believe curriculum should be driven by the textbook. I will be using the text during my student teaching, and will supplement areas which I feel are lacking in the text by electronic and other print sources.

The Light Is Green for Young Farmers and Agriculture Leaders

(Continued from page 3)

to deal with time wasters, manage paper and paper stacks, deals with decision makers, and avoid procrastination and burn out.

The Management Alternative

This program concentrates on developing the four alternative styles of managing one’s interactions with others. Participants learn to manage and motivate other people to peak performance.

The Complete Communicator

Everyone can improve their communication skills and this session focuses on techniques for improved written (visual), oral (auditory), and face-to-face (bisthematic) interactions.

Power Charges for Life—A Championship Attitude

A powerful session on “how to” manage, eliminate, control, and avoid negative stressful situations and people.

An Opportunity to Test Your Skills Through Contests

Making the decision to be a leader is simple.

Learning to be a leader involves practicing and applying new ideas.

“Successful Farming” – Spokesperson for Agriculture

The spokesperson contest encourages American agriculturists to practice their communication skills by delivering a prepared speech, writing agriculturally positive letters, and informing the media about agriculture.

(Continued on page 19)
Ecology of Fish and Wildlife

In the preface to Ecology of Fish and Wildlife, author DeVere Burton states that the basic premise of this textbook is that decisions regarding the management of fish and wildlife populations should be based on reliable research subjected to the peer review process" (p. vii). Having stated this premise, he then lays out the structure of the content contained in the text—namely five sections which discuss 1) Ecology Basics, 2) Ecology of Mammals, 3) Ecology of Birds, 4) Ecology of Fishes, Reptiles, and Amphibians, and 5) Conservation and Management. Overall, each chapter within the major sections is well formatted, clearly defined objectives, lists of new terminology, and subheadings that are logical in their nature. Also, there are several sidebars in each chapter that provide relevant additional information about the chapter topic (usually a career profile or a case study).

The division of content has sound logic, particularly when an author sets out to provide a comprehensive presentation of basic information about a wide variety of fish and wildlife. The author accomplishes this with this book, in my view. However, the focus on presenting these "basics" result in certain constraints which may limit the text's viability as a primary teaching resource for an environmental science or natural resources technology class, especially if student understanding of the complex nature of ecological systems is a curricular goal.

Burton defines ecology as "the branch of biology that describes relationships between organisms and the environments in which they live." He adds that the development of the book would be well advised to focus on these relationships throughout the book. Indeed, the author proceeds to provide topical presentations of facts about each of the five sections listed above. Each chapter provides a compartmentalized treatment of the main chapter topic in much the same way as an encyclopedia presents factual information. As a result, the content of any one chapter does not build upon the context of a previous unit in a synergistic way.

Treatment of the content in this fashion leads to predictable end of chapter exercises, i.e., "List the characteristics that ... or "Describe the ... or "Predict the effects of x on y, if x's increases". These exercises are appropriate for the way that content is presented: The objectives for each chapter are at a fairly low level of cognitive difficulty, the content is presented in a manner appropriate to those objectives, and the end of chapter exercises reflect this. However, the result is that while students may learn many basic facts about the components of ecological relationships, they may have difficulty gaining an understanding of the complex nature of these relationships.

Since ecology is essentially a subject that embodies complex interactions, any approach to teaching ecology should reflect this complexity (as a learning outcome). If a teacher were to use this text as a primary student resource for an ecology or natural resource class, I believe that that teacher would find it difficult to provide adequate intellectual depth to the class content. This text is probably better suited as an additional reference for a teacher (or student).

Teaching ecology and natural resources effectively requires that the teacher take a holistic "systems" approach in selecting teaching resources. Teachers of agriculture, who should be accustomed to using inductive problem-solving strategies in their curriculum, arc well suited to this. New teachers of agriculture often complain that they can't "use just one text" in preparing their lessons, that they have to rely on a variety of sources in building their curricula. This text can, in my opinion, be a good source of basic information for any teacher looking to add to their list of instructional materials for a course in natural resources or environmental science.

References

Women's Changing Role in the Young Farmer Association
(Continued from page 16)
ability to continue farming in the case that tragedy struck, doubts about the place of women in the GYFA, and indications of possible discrimination against women in agricultural related fields. The five items on which the respondents disagreed indicated that most women associated with the GYFA did not feel that they have been discriminated against, nor did they feel that they have been sexually harassed within the organization or in the agricultural industry. The women also indicated that agriculture was not a career choice in their youth. This response may be indicative of negative attitudes toward women in this traditionally male-dominated field.

The following recommendations were made, based on the findings and conclusions:
1. Classes should be offered to help members deal with stress, increase marital tranquility, and how to recognize and deal with sexual harassment and discrimination.
2. Efforts should be made in the GYFA to recognize the contributions of women to, and their importance in, the farm business.
3. Career counseling should be provided to females in order to raise their confidence in being able to enter into, or continue in, agriculture as a life's work.
4. Instructional materials developed or selected for young farmer classes should be gender neutral and appealing to both sexes.
5. Women in agriculture should be polled as to their interests and needs for instructional and social development through GYFA.
6. Women need training in handling rural stress, computers, marketing, communication skills, and balancing commitments.

The Light Is Green for Young Farmers and Agriculture Leaders
(Continued from page 17)
Essay Contest
The essays should promote agriculture and encourage an appreciation for the quality and quantity of food available in the United States.

Photo Contest
A contest that enhances agriculture's image by inspiring photography of farms, agricultural scenes, etc. NYFSA will use the images to educate the general public about the issues facing agriculture.

Chapter Community Service Project of the Year
Winners will be selected for hosting creative projects that accomplish significant good for their local area. Projects generate a positive image for agriculture.

John Deere Credit's—Farm and Ranch Management Contest
By competing in the contest, participants will apply economic, marketing, and management principles to decisions and analyzing the total farm business.

Outstanding Member
The contest provides a means for documenting creative projects and programs.

Outstanding Advisor
A program honoring the top members from each state affiliate.

The nominee must have an active NYFSA chapter and be recommended by May 1 by a state association in good standing with the NYFSA. A state association may submit one nominee. The national winner receives a lifetime membership plus $100.00. Winners are selected based on the local adult agricultural education program.

Have a Desire to Help Others and Strengthen Your Community at the Same Time?
The list of needy people is endless—this fact is illustrated by the ever-growing number of charities. Further, as more and more of America's agricultural practices are being regulated, farmers must recognize that it is critical for them to share the good stories of American agriculture. The list of projects allows for agriculture's positive story to be told while assisting the needy.

Wheelbarrow Race for Hunger
Local organizations will host community service projects that will provide food for the hungry while delivering a positive message to the general public about America's bountiful food supply.

(Continued on page 23)
What do you know about the NVATA?

Most readers of The Agricultural Education Magazine are members of the National Vocational Agriculture Teachers Association (NVATA). How much do you know about your professional organization? The answers will be included in the next issue of The Magazine. GO TO THE HEAD OF THE CLASS if you know the answers.

1. An organization for agriculture teachers was established at the AVA convention in 1928. This organization lasted only two years. What was the name of this organization?
   a. Agricultural Teachers Association of the AVA
   b. National Association of Vocational Agriculture Teachers
   c. National Vocational Agriculture Teachers Association
   d. American Association for Agricultural Education

2. The current NVATA was established at the AVA convention in:
   a. 1930.
   b. 1940.
   c. 1948.
   d. 1952.

3. The first Executive Secretary of NVATA was:
   a. James Wall.
   b. Sam Stensel.
   c. Glen McDowell.
   d. Lionel Cross.

4. The original headquarters for the NVATA was in:
   b. Pomona, California.
   c. Manhattan, Kansas.
   d. Lincoln, Nebraska.

5. The NVATA is incorporated in this state:
   a. Virginia.
   b. California.
   c. Kansas.
   d. Nebraska.

6. In the early years, the small pocket calendar booklet carried by NVATA members was sponsored by:
   a. D-Con.
   c. John Deere.
   d. Farm Journal.

7. On the 25th anniversary of the NVATA, the officers were:
   a. Silver metal lapel pins.
   b. Metallic colored caps.
   c. Custom designed Western boots.
   d. Pink bow ties.

8. In what year did the NVATA move their Executive Secretary and Headquarters to Alexandria, Virginia in order to be closer to Capitol Hill?
   a. 1963.
   b. 1975.
   c. 1979.
   d. 1984.

9. Which past NVATA President also served as AVA President and will soon serve as the FFA Alumni President?
   b. Paul Day.
   c. Dale Butcher.
   d. Glen McDowell.

10. The first female president of the NVATA will take office in December, 1996. This person is:
    a. Brenda Oldfield.
    b. Vickie Lautz.
    c. MoeCee Baker.
    d. Linda Rist.

The following are the answers to the question published in the May, 1996 issue of The Agricultural Education Magazine.

BE: GARY E. MOORE
Dr. Moore is a professor of agricultural and vocational education at North Carolina State University, Raleigh and historian for the American Association for Agricultural Education.

Keeping Agriculture in Agrisience

Editor's Note: This article first appeared as a theme article in the April, 1996 issue of The Agricultural Education Magazine. Due to an inadvertent error in the layout of the article, the column headings of the self-assessment instrument (at the end of the article) Dr. Moss had prepared for the reader, were in reverse order. The article is reprinted again in this issue to correct the error.

For agricultural education, the decade of the 90s belongs to agriscience. Schools now offer agriculture classes which count for science credit towards high school graduation, and in some states these classes are also recognized as laboratory science classes for college admission. Six years ago there was one agriculture textbook with agriscience in the title, today there are nearly a dozen. The National Council for Agricultural Education has provided instructional materials and teacher in-service on agriscience using Fast Plants and Botle Biology, Food Science, and Applied Environmental Science. The attention given to agriscience is significant; curricular changes are occurring rapidly.

Actually, the merging of science and agriculture isn’t just a 1990s phenomenon. Agriculture was taught as a science when it first became part of the school curriculum, and that was 20 - 25 years before the Smith Hughes Act of 1917. The concept of learning science principles through agricultural applications was being written about in the 1800s as well as the 1990s. Although the concept of agriscience may be 100 years old, the content is certainly different, as the knowledge level for both science and agriculture has become more sophisticated.

Benefits of Agriscience

Does agriscience represent an improvement in educational agriculture? Most people seem to think so. Agriscience programs are attracting a new group of students to agricultural education. These students aren’t particularly interested in a career as a farmer, driving a combine or managing a farm-to-finish swine operation. But, they are enrolling in agriscience courses because you can learn [science and agriculture] by doing [science and agriculture] in these classes. In general, agriscience has given agricultural education its new image of being more than farm animals and machinery (you know, the soils and plows metaphor). Agriscience is also perceived as a more rigorous curriculum, probably because of its non-vocational focus and link to a traditional academic subject, science. In an era of school reform, a more rigorous curriculum is another positive for agricultural education. And finally, agriscience is providing education about agriculture, functioning as an agricultural literacy course which is recognized as a critical need for the future. With all these benefits it’s hard to imagine any drawbacks to agriscience.

But wait a minute. In our attempt to integrate science and agriculture and in our rush for a new more sophisticated image are we sacrificing anything? I think it’s possible that we are. Unfortunately, I believe what’s being lost from a few of our agriscience programs is the agriculture. I don’t think it has happened by design. But, as attention shifted towards upgrading the science content of agriscience classes, it shifted away from agriculture in some programs. As new agriscience curricula evolved, it focused on the content and process of learning science primarily through experiments conducted in the classroom. If students get science content, they need to learn the science, agreed. Does that mean learning less agriculture? Is FFA less intracurricular in agriscience? Is SAE less important for agriculture students? I don’t believe so, and it may only require that we re-examine our methods of teaching agriculture. In our search for something new, we don’t have to leave behind certain components of agricultural education which have made the program unique. A strength of agricultural education for the past 70 years has been the integration of classroom instruction, FFA, and supervised agricultural experience. We need to be sure that the curriculum for agriscience (includes the proper mix of all three of these components). If agriscience is to serve a function of agricultural literacy, then agriculture must remain a focus of agriculture courses.

Agriculture is the Application

Agriculture and science are a natural
The Light Is Green for Young Farmers and Agriculture Leaders

(Continued from page 19)

Pizza Party

The program also provides insight into the role of the farmer in producing food. The program is designed to inform consumers about the origin of the food they eat.

Agricultural Exchange

The purpose of this project is to provide information that will support the role of agriculture as an integral part of the overall business and economic community.

Adopt-A-Class

This program is designed to provide farmers and agriculture professionals the opportunity to work closely with a class at a local school.

Product Delivery Through Communication

Through the national magazine, The Leaders for Agriculture, and the newsletter, Essentials of Leadership, the association delivers leadership and business skill training, agricultural issues stories, features on local chapters, clubs, and individuals.

Product Delivery Through Travel

At the annual Winter Institute, Summer Leadership Conference (SLC), and European Exchange, NYPEA delivers educational programs, contests, and service opportunities. Following the seminars, tours, videos and first hand experience are the most common means of providing the information. At the Institute and SLC, contests are conducted and service projects are illustrated.

Members are the Lifeblood of an Organization

NYPEA has designed a membership program for people of all ages. Each program fits the NYPEA mission to provide continuing education to the agricultural community and to motivate the participants to serve others. Membership costs are intentionally low to provide broader access to the programs.

National Ag Leaders Club (Individual Membership)

An individual desiring an opportunity to compete in a nationwide program of service may join the National Ag Leaders Club. The members also receive a free guidebook for hosting a service project. Further, they have free access to the magazine—The Leaders for Agriculture, the newsletter—Essentials of Leadership, and contests. The annual leadership conference, annual convention, educational seminars, and selected videos are available at reduced costs. Members in this category also are able to participate in the leadership degree program. The dues are $40.00 a year.

NYPEA Regular Members (Individual membership)

A participant in this category will receive the newsletter and access to Contests for the $10 ($5 if affiliated with a local chapter) membership cost. The magazine, educational seminars, community service projects, annual leadership conference, and annual institute (convention) are available at discounts. Members in this category also are able to participate in the leadership degree program.

Corporate Members

Corporations and businesses are eligible to show their commitment for the cause of adult education. A $500 annual contribution will allow them the chances for exposure in each issue of the magazine, The Leader for Agriculture. They are also eligible to provide coupons to NYPEA members.

Council of Ag Leaders

Individuals making annual contributions of $1500 or more are eligible to serve on the Council of Ag Leaders. They will be invited to attend an annual event designed to produce a position statement on adult educational topics. They will help shape the future of NYPEA programs and projects and point the organization toward the key issues facing American agriculture. They will provide scholarships for deserving young people to the NYPEA Leadership Conference. It is an elite council that will have no more than 100 members annually.

Community Ag Leaders Club (club and chapter membership)

Community clubs may be formed by simply organizing a group of five or more individuals. To register a community club, just submit a roster of members and dues. The president will serve as a national contact. A quarterly package featuring a project for the club members to host, present, or perform is sent to the club. The package will contain community specific service projects. Dues for a community club are $25 per club per year (plus $40 per member per year).
# Keeping Agriculture in Agriscience

(Continued from 22)

**Is Agriculture Making the Grade in Your Agriscience Program?**

Directions: Grade your performance for keeping agriculture in agriscience. Circle the letter of the grade you deserve.

<table>
<thead>
<tr>
<th></th>
<th>Always True</th>
<th>Mostly True</th>
<th>Sometimes True</th>
<th>Seldom True</th>
<th>Never True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agricultural applications are discussed in classroom instruction prior to student experiments/activities.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>2. The percentage of students with SAE's is as great in agriscience classes as other agriculture classes.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>3. The percentage of students in agriscience classes who join FFA equals that of other agriculture classes.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>4. Students in agriscience classes are given equal opportunities for participation and achievement in the FFA.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>5. I keep current with new agricultural technology by reading agricultural magazines, journals, and newspapers.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>6. I include resource speakers and/or field trips to agricultural businesses in agriscience classes.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>7. I include information on agricultural careers in the curriculum for my agriscience classes.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>8. Students are required to write about agricultural applications of science concepts in lab reports.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>9. A problem-solving approach is used in agriscience classes with real problems encountered by producers.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>10. Quizzes/tests include questions on agricultural applications of science concepts.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
</tbody>
</table>

How did you do? If you earned an A-B average, congratulations. You’ve successfully developed an agriscience program with the proper perspective on the importance of agriculture in agriscience. I encourage you to share how you teach with others in the profession. If your average for the ten statements is barely passing, I encourage you to pick one or two of the statements and go for the A next year. By keeping agriculture in agriscience, we will all be keeping a bright future for agricultural education.