

ENHANCING THE UNDERGRADUATE EXPERIENCE: THE ROLE OF A STUDENT ORGANIZATION FOR PRESERVICE AGRICULTURAL SCIENCE TEACHERS

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Abstract

The purpose of this study was to determine if a need exists to establish an organization specifically for preservice agricultural science teachers and if so, the attributes of such an organization. Selected peer preservice agricultural education programs were examined and focus groups were conducted with preservice and inservice teachers. Results indicated that there was a need for an organization and that it should affiliate with the Vocational Agriculture Teachers Association of Texas. The primary purpose of the organization was determined to be the professional development of its members through activities such as (but not limited to): guest speakers, field trips, partnering with local agricultural science programs, attending the state FFA convention, and attending the Texas agricultural science teachers conference.

Introduction/Theoretical Framework

“WANTED: Agricultural Science Teacher. Qualifications: B.S. in Agricultural Education. Candidate is expected to contribute to school’s academic goals. Duties: teacher, advisor, mentor, coach, publicist, veterinarian, agronomist, horticulturalist, mechanic, and bus driver. Immediate success is expected.” Sound familiar? The aforementioned job could be from almost any state. How can agricultural education programs prepare someone for this job?

The *National Standards for Teacher Education in Agriculture* (American Association for Agricultural Education, 2001) provides a framework for doing so. However, various institutional-specific forces affect the degree to which the standards are implemented. For example, at Texas A&M University, rigorous graduation requirements, coupled with a university-mandated core curriculum and a reduction in total hours of the degree plan greatly minimize the flexibility in technical agriculture and pedagogy courses that preservice teachers can take. Furthermore, stringent admission requirements are

causing the majority of preservice teachers to enter the university as transfer students from a community college or other university, often lacking some pre-requisite courses needed for graduation. Anecdotal evidence suggests that other institutions are facing similar issues.

Preservice agricultural education programs at Research I universities face further obstacles, namely the dichotomous pressures of producing both high quality research and excellent undergraduate education. This duality extends far beyond agricultural education programs to the institutional level, often characterized by universities that emphasize research, at the expense of undergraduate education (The Boyer Commission on Educating Undergraduates in the Research University, 1998). In *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, the commission specifically recommended that part of the solution for this disconnect is to cultivate a sense of community among undergraduate students.

The effects of the Boyer Commission’s work can be seen through the strategic vision established at Texas A&M

University, which identified “Enhancing the Undergraduate Academic Experience” as a key imperative to elevate the university as a top tier public institution. Specifically, one goal was to have 100% of undergraduate students involved in co-curricular activities, which include student organizations.

Historically, Collegiate FFA (CFFA) was the student organization for preservice teachers at Texas A&M University. In fact, the chapter was organized in 1931 and an original charter hangs on the wall with other historical memorabilia. However, like many agricultural education departments, over time the departmental teaching focus expanded beyond teacher preparation to include leadership and communications. To accommodate the plethora of interests and career paths pursued by students, CFFA was abandoned and a new, broader focused student organization was formed and exists today. Recently the specific benefits to preservice teachers of involvement in such a broadly focused organization have been questioned. Which leads to the focus of this study, is there a need for an undergraduate organization for preservice agricultural education teachers? More specifically, what role(s) should such an organization fulfill and should such an organization be affiliated with a national group; if so, who?

The theoretical framework for this study lies in Organizational Life Cycle theories, which are a group of stage theories that depict the growth and decline of organizations, much like a life cycle of an organic entity from birth through death. Numerous variations of these theories exist, but the summarized version proposed by Jawahar and McLaughlin (2001) was deemed most appropriate to frame this study. Under this adaptation of Organization Life Cycle theory, organizations progress through four stages: 1) start-up, 2) emerging growth, 3) mature, and 4) decline/transition. Accordingly, the current study focused on stage one of the model, start-up.

Jawahar and McLaughlin (2001) further expanded Organizational Life Cycle theory with Descriptive Stakeholder Theory, which describes the importance of stakeholders during each stage of an organization. During start-up, the risk of failure for an organization is great. According to Jawahar

and McLaughlin, the risk of failure is reduced if the issues most important to stakeholders are addressed. Identifying those important issues is paramount.

Conceptually, the current study focused on the start-up stage of a new organization for preservice agricultural science teachers by identifying the issues most important to stakeholders (current and former students) of the agricultural education program at Texas A&M University. To begin this inquiry, the researchers first examined the research literature on the subject. However, as Myers and Dyer (2004) noted, research that examines this issue is deficient. Therefore, with limited existing theory, a grounded theory approach was utilized in the conduct of this study. Gall, Gall, and Borg (2003) noted that research conducted from a grounded theory perspective “involves deriving constructs and laws directly from the immediate data ... rather than drawing on an existing theory” (p. 626).

Purpose

The purpose of this study was to determine if a need exists to establish an organization specifically for preservice agricultural science teachers and if so, the attributes of such an organization. Data from peer preservice programs and stakeholders would be valuable to achieve the purpose of the study. Accordingly, the following objectives were formulated to guide this inquiry:

1. Describe student organizations at selected peer preservice agricultural education programs.
2. Describe stakeholder opinions about a student organization specifically for preservice agricultural science teachers.

Methods

In order to achieve the purpose and objectives of the study, a qualitative study was conducted with preservice and inservice agriculture science teachers. “The ideal-typical qualitative methods strategy is made up of three parts: 1) qualitative data, 2) a

holistic-inductive design of naturalistic inquiry, and 3) content or case analysis” (Patton, 2002, p. 248).

Three primary data gathering techniques were used: 1) personal communication with program leaders and content analysis of agricultural science teacher organizations, 2) focus group interviews with preservice and inservice teachers, and 3) participant observation during the face-to-face focus groups and via feedback tools using online conferencing.

This study was initiated with a peer review of agricultural science preservice organizations to examine current practice. “Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications” (Fraenkel & Wallen, 1999, p. 405). According to Borg and Gall (1989) a content analysis can be used to cross-validate research findings. E-mail was sent to selected peer programs inquiring about student organizations currently serving preservice agricultural science teachers. Websites and publications that referenced student organizations serving preservice teachers were reviewed.

Focus group techniques were used to capture candid responses from preservice and inservice agricultural science teacher stakeholders. Two research team members unaffiliated with the preservice teacher program conducted the focus group sessions to avoid bias. Current students (preservice teachers) enrolled in an agricultural education program at a Texas A&M University and recent graduates of the same program, currently working as high school agricultural science teachers (inservice teachers), were solicited for participation.

The third technique was participant observation. “[O]bservation allows the researcher to discover the here-and-now interworkings of the environment via the use of the five human senses” (Erlandson, Harris, Skipper, & Allen, 1993, p. 94). During the administration of the focus groups, one researcher served as a facilitator and the other took field notes, including observation notations. Face-to-face sessions included the recording of: 1) tallies with a show of hands, 2) facial expressions, 3)

pauses/speed of response, and 4) demeanor. Because of the unique features of the online conferencing system chosen to collect the focus group data, the researchers had the ability to capture feedback from the online participants also. Online session feedback included: 1) tallies with a “show of hands” electronically, 2) show of expression with “clapping of hands” and “smiley faces,” 3) pauses/speed of response, and 4) indication of agreement and disagreement with “√s” and “Xs.”

Purposive Samples

The coordinators of the preservice teacher education program at Texas A&M University served as gatekeepers in the selection of two purposive samples (preservice and inservice teachers). The first sample (inservice teachers) consisted of exemplary teachers that graduated from the program within the last five years. There were a total of eight inservice teachers who participated in two focus group sessions and through a telephone interview. As recent graduates and current teachers, they possessed relevant information about deficiencies in the preservice program that could be met by a student organization.

The purposive sample of preservice teachers was identified by their enrollment in a required agricultural education course. As current students, they possessed relevant information about the types of activities that would attract them to join such an organization. Due to the size of the class, the students were divided into two focus groups (of 17 and 16 each). Participation was voluntary and informed consent forms were completed by all participants.

Data Gathering Procedures

Focus group interviewing is a guided discussion about a particular topic of interest or relevance to the group and the researchers (Edmunds, 1999). Focus group sessions are moderated and should be kept to small groups in order to capture collective thoughts, opinions, and feelings of the respondents (Berg, 2001). The moderator’s role is to “draw out information from the participants regarding topics of importance” (Berg, p. 111) and to encourage an informal group discussion where respondents can

speak freely. Focus group interviews allow qualitative researchers to collect data in settings and situations where a one-shot collection is necessary and appropriate (Berg).

The researchers followed a focus group protocol that was reviewed by faculty familiar with the preservice teacher program. The protocol included open-ended questions to enable individuals to be as informative as possible in their responses. Two focus group sessions were held with preservice teachers and two focus group sessions were held with inservice teachers. Due to scheduling conflicts, an additional inservice teacher was interviewed via telephone. A PowerPoint™ presentation was used to guide the focus group sessions and to allow participants a way to reflect on each question during discussion. Each focus group session lasted approximately one hour.

The focus group sessions with preservice teachers were held during their normally scheduled class time in a face-to-face format. To allow participation off campus from geographically separated participants, the focus group sessions with inservice teachers used an online conferencing system. Discussion facilitators and participants logged onto the online conferencing system through computers with microphones and were able to talk back and forth and view the same PowerPoint™ presentation.

Focus group sessions were recorded to ensure actual narrative and meaning could be reviewed. Detailed notes were taken during each session and transcribed within a day of collection to ensure reconstruction by a person other than the moderator. The transcripts were then provided to a different member of the research team to review while listening to the recorded session to verify all details and add key points as needed.

Data Analysis

Data collected from the focus groups and interview was analyzed using the constant comparative method (Lincoln & Guba, 1985). Researchers analyzed transcripts of all four focus group sessions and the one interview to determine trends in the data.

Each unit (idea) was initially listed, without placement into categories. Tacit knowledge was employed in making initial judgments for categorization. Colored markers were used to identify themes so that the data could remain in context and provide a visual indication of emerging categories.

The researchers summarized the findings into comparison tables to provide a snapshot of both preservice and inservice teacher perspectives framed by the focus group/interview protocol. A peer debriefing was held with the gatekeepers to review and provide feedback on findings. This debriefing and analysis allowed the research team to further identify themes and constructs. Analysis and coding records are available for an audit trail to ensure trustworthiness of the data.

Trustworthiness Criteria

It is important to demonstrate “truth value” including the ability to prove consistency of procedures and neutrality of findings (Erlandson et al., 1993). In qualitative research it is called credibility, transferability, dependability, and confirmability. Credibility relates to “the degree of confidence in the ‘truth’ that the findings of a particular inquiry have for the subjects with which—and the context within which—the inquiry was carried out” (Lincoln & Guba, 1985, p. 290). This is similar to internal validity. For this study the researchers ensured credibility with triangulation, referential adequacy materials, and peer debriefing. Divergent constructions within the context of the study were collected from two different perspectives--preservice and inservice teachers. Observations, personal communications with program leaders, and content analysis provided different sources and methods to triangulate the data. Referential adequacy with audio tapes of the focus group interviews and document analysis of websites and publications provided further evidence to support the findings. The research team included two faculty members who were directly involved with preservice teacher preparation and two that were not. This allowed the researchers with experience in the context to help with data interpretation (prolonged engagement and

persistent observation) and two researchers to collect and analyze the data without bias. Debriefing assisted the team in refining the inquiry.

Transferability is “the extent to which its findings can be applied in other contexts or with other respondents (Lincoln & Guba, 1985, p. 290). This is often regarded as generalizability. One principle of qualitative research is that no true generalization is possible because each study is context specific. However, naturalistic researchers do not “maintain that knowledge gained from one context will have no relevance for other contexts or for the same context in another time frame” (Erlandson et al., 1993, p. 32). The use of “thick description” with specific quotes from the respondents allows the reader to decide if the findings are applicable to their setting. Transferability can also be ensured through the use of purposive sampling. The research team chose respondents who would be directly impacted by the results of the study (preservice teachers) and those who could provide additional insight into areas of training and development that might be lacking in formal preparatory programs (inservice teachers).

A dependability audit was used to allow an external check on the processes and initial category formulation. All sources and codes were kept in a separate methodological journal. Confirmability is “the degree to which its findings are the product of the focus of its inquiry and not of the biases of the researcher” (Lincoln & Guba, 1985, p. 290). The audit trail served as a confirmability audit with all conclusions, interpretations, and recommendations being traceable to the original data sources.

Findings

Objective 1: Describe student organizations at selected peer preservice agricultural education programs.

Results of this inquiry clouded, rather than clarified the picture. For example, at the University of Arizona, preservice teachers were involved in Alpha Tau Alpha (ATA) and the Jacobs-Cline Society (J. Knight, personal communication, February

23, 2005). Jacobs-Cline Society functions as a leadership and service organization that works closely with Arizona FFA and the Arizona Agriculture Teachers Association, while ATA functions purely as an honorary organization. Preservice teachers at the University of Missouri may belong to the Agricultural Education Society and ATA (B. L. Garton, personal communication, February 23, 2005). The Agricultural Education Society provides services to secondary agricultural education programs, provides professional development for its members, and develops networks among people with similar agricultural interests. ATA functions as an honorary organization. Much like the University of Missouri, the University of Florida offers the Agricultural Education and Communication Society (AECS)/CFFA and ATA (J. E. Dyer, personal communication, March 2, 2005). AECS/CFFA provides members with opportunities to develop leadership and explore issues in agricultural education, extension, leadership, and communications. As with the previous institutions, ATA functions as an honorary organization, recognizing scholastic achievement. Oklahoma State University preservice teachers could be members of CFFA, ATA, and the National Association of Agricultural Educators (NAAE) (J. W. Ramsey, personal communication, February 21, 2005). CFFA membership is open to all majors and serves as an alumni association for former high school FFA members to continue developing their leadership abilities. At OSU, ATA is also an honorary organization, but has a defined purpose for professional development of preservice teachers, while providing service in the context of agricultural education. NAAE membership is used primarily for professional liability insurance.

One issue that emerged from the above-mentioned examination of peer programs was inconsistency of student organization affiliation. Current possibilities include CFFA, ATA, NAAE, or no national affiliation. Association with a particular national organization has long been debated (Carter, 1978; Vaughn, 1978). Vaughn argued that CFFA was the appropriate organization to

affiliate with while Carter presented the opposing view.

Examination of each organization's self-defined purpose or mission provided insight into the differences observed at peer programs. For example, from a historical perspective, Vaughn (1978) reported that, "the major aim of Collegiate FFA is to assist prospective teachers of vocational agriculture to become good local FFA advisors" (p. 2). The focus of CFFA seems to have broadened to cover a plethora of agricultural professions, as indicated by the current purpose statement, "Collegiate FFA enhances the collegiate experience through service and engagement to create premier leaders, enable personal growth, and ensure career success" (National FFA Organization, 2005, p. 2). CFFA (National FFA Organization, 2005) further defines itself by specifying the following purposes:

- 1) developing career and leadership skills for future professions;
- 2) building civic minded leaders;
- 3) serving our communities;
- 4) assisting active FFA members in local, state and national levels;
- 5) to prepare better FFA Advisors;
- 6) promote scholarship;
- 7) social experiences; and
- 8) to serve as a bridge between active FFA membership and the world through a career in the agricultural industry (p. 2).

Membership in CFFA at the local level requires that the student be enrolled in that school or university and have an interest in the advancement of agriculture.

Alpha Tau Alpha is the national honorary professional fraternity for students of agricultural and extension education. The purpose of ATA is to, "...promote the highest standards of agricultural education and a more intimate acquaintance and closer relationship with individuals who have chosen a major in agricultural education or extension education" (ATA, n. d.). Membership in ATA is limited to students who have declared a major of agricultural or extension education and who have at least a 2.5 grade point average (on a 4.0 scale).

NAAE has a very specific mission, "...NAAE seeks to advance agricultural education and promote the professional

growth of agriculture teachers as well as recruit and prepare students who have a desire to teach agriculture...." (NAAE, n. d.). Student membership in NAAE is limited to undergraduates preparing for careers related to agricultural education.

Obviously, organizations with no national affiliation, such as the Jacobs-Cline Society, the Agricultural Education Society, and the Agricultural Education and Communications Society, do not have a single, published, unifying mission or purpose. However, the opinions expressed by Carter (1978) provide some insight into the reason for their existence. He stated, "collegiate organizations for agricultural education students should be used as a tool for extending and enhancing agricultural education classes" (1978, p. 6). Further clarifying the distinction between CFFA and a non-affiliated organization, Carter asserted that CFFA provides students a link to high school FFA (where they have been), while a non-affiliated agricultural education organization provides students with a link to the agricultural education profession (where they are going).

Objective 2: Describe stakeholder opinions about a student organization specifically for preservice agricultural science teachers.

Perceived Benefits of Membership

When asked about incentives/benefits that would make students want to join a new organization, responses varied depending upon the perspective. Benefits were associated with the experiences gained from being in such an organization. Preservice teachers attempted to predict their needed experiences, while inservice teachers identified specific experiences. For example, preservice teachers primarily wanted to gain experience with judging events and contests, to observe quality agricultural science programs, and to gain access to other students and professionals who share their interests. They felt that networking and viewing quality programs would help them in making wise career choices and assist them in locating a job. Likewise, inservice teachers expressed that benefits of an organization for preservice teachers included the ability to bring in outside experts, visit

exemplary programs, and gain an exposure to the profession through hands-on experiences. Furthermore, inservice teachers emphasized that an organization for preservice agricultural science teachers could provide an avenue to practice training teams, locate contest information, and provide guidance on filling in the paperwork necessary to take a team to contest. Inservice teachers also shared that gaining an awareness of required paperwork is critical especially in today's climate in the public schools where keeping good records and documenting events/decisions is critical in cases of litigation or complaints from parents or school administrators.

Inservice teachers expressed a need to learn a variety of classroom management approaches. They emphasized that the role of a teacher requires exceptional planning and multi-tasking skills and the ability to work with diverse student populations (in terms of abilities, interests, backgrounds, etc.). While inservice teachers expressed that they realize a teacher preparation program cannot prepare future teachers for the entire variety of classroom management scenarios they may face, the consensus was that students considering the profession should be aware of what they can and will face on the job. Finally, preservice teachers expressed that a new organization could provide opportunities to gain agricultural mechanics related skills like welding and small machine repair.

Major Activities

Preservice and inservice teachers responded similarly but with different examples regarding the major activities of such an organization. Preservice teachers indicated that a major activity could be to "gain leadership skills," while inservice teachers more specifically stated that the organization could sponsor and work with a high school team. One inservice teacher stated, training a team "takes planning and time to prepare, this models the skills that are needed by a quality agriculture science teacher."

Preservice teachers indicated that the organization could assist with recruitment for the department; similarly, inservice teachers indicated that a major activity of

the organization could be recruiting and working with volunteers. Preservice teachers generally stated that the organization could participate in fundraising and in many campus-wide activities.

In contrast, inservice teachers advocated a narrower focus of the organization that included hands-on activities in the classroom, guest speakers, and field trips. Specific examples included increasing student exposure to working with animals, providing peer advising on selecting college courses, providing support for career development, and assisting with FFA contest administration. One inservice teacher specifically stated that the organization should also serve as a social organization which could be a starting point for networking.

Agricultural Education and FFA Event Participation

When participants were asked about other activities of this new organization, attendance and participation in agricultural education and FFA events were expressed by both preservice and inservice teachers to be a critical component. However, they emphasized that it was important for organization members to do more than just attend. Preservice teachers indicated that attendees should be actively involved with providing hands-on assistance and should see the inside workings of the contests.

It is interesting to note that both preservice and inservice teachers felt strongly that the organization should provide a means for members to attend the state FFA convention and the Texas agricultural science teachers conference. Inservice teachers specifically stated that attendance at the Texas agricultural science teachers conference can help one in the future by allowing preservice teachers to meet other inservice teachers and share ideas. As one inservice teacher stated, "there is a lot of knowledge" at that meeting.

Attendance of the National FFA Convention was perceived by both preservice and inservice teachers to be unnecessary. While it was believed that this event had merit, it was not felt that attendance would increase the skills needed.

Inservice teachers indicated that attendance at state and regional FFA contests would assist preservice teachers in gaining valuable experience. One inservice teacher stated, “until you go as a teacher to the contest – you don’t really know what it is like to supervise students.” However, several inservice teachers shared that observing and assisting with the contests is valuable because participation allows the development of leadership skills, critical exposure to how contests work, and also provides preservice teachers who did not have an opportunity to work with animals in high school.

Organizational Affiliation

The fourth major theme that emerged from the focus group data was affiliation with other organizations that share the goals and missions of the profession. Preservice and inservice teacher responses regarding organizational affiliation were consistent. Both groups felt that benefits could be gained by affiliating with the Vocational Agriculture Teachers Association of Texas.

Preservice teachers had somewhat limited comments regarding affiliation; however, inservice teachers expressed that associating with the Vocational Agriculture Teachers Association of Texas would provide an opportunity to become familiar with the resources available from this organization and could provide networking opportunities. Several inservice teachers expressed strong support for Vocational Agriculture Teachers Association of Texas affiliation indicating that membership provides access to the monthly newsletter and valuable information to what is going on in the field.

In concordance, some inservice teachers expressed strong opposition to affiliating with Collegiate FFA (CFFA). These teachers felt that CFFA was a continuation of high school FFA and that teachers need different skills that would be enhanced much more effectively through participation in the Vocational Agriculture Teachers Association of Texas. One inservice teacher did comment that participation in CFFA can serve as a means of providing continued experience and keep preservice teachers aware of the role that FFA plays.

Summary of Focus Group Findings

In general, both preservice and inservice teachers indicated a need for an organization to serve preservice agricultural science teachers. Inservice teachers expressed concern as to whether or not preservice teachers will recognize the needs for increased experience in events, with the Vocational Agriculture Teachers Association of Texas, and such. As one inservice teacher stated, “it is easy for us to say we should have done ... but what I wanted to do in college may be different.” Another stated, “nothing can prepare you [for being an agricultural science teacher], but you have to be as prepared as you can.” All inservice teachers who participated in the study indicated that an organization focused on the needs of agricultural science students could assist in preparing preservice teachers. They also felt that dues would be appropriate and important. It was shared that paying dues means that you have made a commitment.

Conclusions, Implications, and Recommendations

The purpose of this study was to determine if a need exists to establish an organization specifically for preservice agricultural science teachers and if so, the attributes of such an organization. The findings of this study led to several conclusions.

First, it was concluded that a need exists to establish an organization specifically for preservice agricultural science teachers. A review of selected peer preservice agricultural education programs (Objective 1) revealed that all universities have some sort of organization, thus highlighting a deficiency at Texas A&M University. Additionally, responses received from stakeholders (Objective 2) indicated that such an organization is needed to provide additional educational opportunities for members not currently provided within courses.

Secondly, based on stakeholder input (Objective 2), it was concluded that the organization should focus on the professional development of preservice teachers by providing experiences that

cannot be or are not provided in courses. Such a focus is consistent with selected peer programs and the mission of the NAAE (NAAE, n. d.). Findings specifically identified professional development in the area of examining model agricultural science programs, FFA team preparation, classroom management, and completing required paperwork. The aforementioned professional development can be achieved through field-based experiences or by inviting guest speakers to share their insights at organizational meetings.

Beyond professional development, it was concluded that the organization should provide a social network for members, provide opportunities to develop leadership skills, and serve the function of enlightening other students about careers teaching. Previous research could not be found that corroborated the role of such an organization in recruiting or providing a social network, but anecdotal evidence suggests that organizations in peer programs serve the same role. However, leadership development is within the published purposes of CFFA (National FFA Organization, 2005).

Beyond the above-mentioned activities, responses from participants (Objective 2) led to the conclusion that members of the organization should attend the state FFA convention and the Texas agricultural science teachers conference. Doing so would provide professional development and networking for members. It was also concluded that attendance at the National FFA Convention would provide little benefit to members. Attendance at state events is consistent with similar organizations at peer programs while non-attendance at the National FFA Convention is inconsistent with many of those same organizations.

Finally, based on the data collected, the organization should affiliate with the Vocational Agriculture Teachers Association of Texas. Interestingly, none of the peer programs examined had student organizations affiliated with their respective state agricultural science teacher organizations, although Oklahoma State University reported an affiliation with NAAE (J. W. Ramsey, personal

communication, February 21, 2005). Based on the aforementioned conclusions and given the focus, size, scope, and strength of the Vocational Agriculture Teachers Association of Texas, such an affiliation would benefit members.

It is recommended that teacher educators at Texas A&M University utilize the conclusions drawn from this study to establish an organization specifically for preservice agricultural science teachers. The results of this study have implications for similar organizations at agricultural education programs at other universities. Perhaps it would be worthwhile for leaders of similar organizations to determine if preservice teacher needs are being met by the current activities of the organization or if some of the activities identified in this study would be worthy of inclusion. Additionally, the notion of affiliating with the respective state agricultural science teachers organization may be worthy of investigation.

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