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Feature Stories

Breaking Tradition | Cover Story: Talkin' 'bout My Generation | Balancing a Full House and a Full Classroom
The Evolving Role of Women in Agricultural Education
Involve Local Alumni in your Planning | Achieving Balance Between Being a "Mom" and an "Ag Mom"

Breaking Tradition: The Changing Face of the Ag Ed Profession

By Amber Striegel

In our families we have traditions. Grandpa always says "grace"...Aunt Nell always brings the sunshine salad...and Cousin Scotty always shows up an hour late. It's what we've grown accustomed to, and we embrace it as the norm. But what happens when Nell brings peas and Grandma says the prayer? Is life so jarred that the family can no longer function?

Of course not!

The Ag Ed profession is like a huge family. There are roles and responsibilities that, over time, have become tradition. Change, while it may not always be initially embraced, is welcome and keeps our "family" thriving. This issue of Making a Difference is focused on the changing face of the agricultural education profession. Whether it's gender, age, or family demographics, the profession is a lot different today than it was 30 years ago.

Schools are filled with teachers fresh out of college, teachers nearing retirement and everything in-between. This combination of experience and fresh ideas can make for a vibrant instructional environment. It also can lead to some conflict—and the agriculture classroom is no exception. Read [Talkin' 'bout my Generation: Generational differences can influence teacher relations](#) to learn how teachers of multiple generations, with different teaching styles, share one goal: student success.

Managing a growing family and a growing agriculture program is a delicate balance. Looking only at the hours available in a day, it would seem impossible to do both well. However, some have found that teaching agriculture can

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actually be the ideal career situation for raising a family. Check out [Balancing a Full House and a Full Classroom](#) to discover how two teachers make it work.

From livestock shows to agricultural mechanics to welding, agricultural education classrooms are being led by a growing number of women educators. What was once a predominately male role has evolved to include a host of women tackling the profession. Read [The Evolving Role of Women in Agricultural Education](#) to see how these women break the mold and thrive in the Ag Ed profession.

Also, check out [Perspectives: Achieving Balance Between Being a “Mom” and an “Ag Mom”](#) by Jona Squires, a horticulture teacher at Mid-America Technology Center in Wayne, Okla. She gives a personal account of the challenges and rewards of being both a mom to her children and one to her agriculture students.

Frank Saldaña, executive director of National FFA Alumni, stresses the importance of advisors having a strong alumni support network and give tips and strategies on how to form this bond in his editorial, [Team Ag Ed: Involve Local Alumni in your Planning](#).

Finally, don't miss your chance to respond to this month's Question for the Profession, where Nina Crutchfield, National FFA LPS Specialist asks, [“Are Baby Strollers Really Welcome at Inservice?”](#) Has the Ag Ed profession evolved to be more accepting of those who involve their families so closely with their occupation? Is agricultural education really a family-friendly profession?

We hope you enjoy this month's issue, and don't forget to sign up for our mailing list, which ensures that Making a Difference comes directly to your inbox each month.

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Talkin' 'bout my Generation

Generational differences can influence teacher relations

By Beth A. DeHoff

When [Dean Swafford](#) began teaching, [Lisa Bynum](#) entered first grade, Tracy Dendinger started preschool, and [Brandie Disberger](#) wasn't even born yet. Today, all are agriculture teachers and, if they weren't living in different parts of the country, could be teaching together every day.

Schools are filled with teachers fresh out of college, teachers nearing retirement and everything in-between. This combination of experience and fresh ideas can make for a vibrant instructional environment. It also can lead to some conflict—and the agriculture classroom is no exception.

"Teachers from other generations are great to bounce ideas off of, but some can be pessimistic," says Brandie Disberger, an agriculture instructor and FFA advisor for Southeast of Saline High School in Kansas. At age 29, she was born in 1979 and is thus considered a member of Generation Y, or a "millennial." She teaches in an active style, usually beginning and ending with a class activity. Millennials tend to work in a personal, interactive environment – typical traits of an activity-driven classroom like Disberger's.

Millennials are born in the years from 1977 to 1998. Other generations teaching today include Generation X, born from approximately 1964 to 1976, and baby boomers, born from 1946 to about 1963. These generational birth years vary in estimation, but the result is three generations of teachers working together in U.S. schools. Why should this matter?

In an August 2004 article from the American Psychological Association, authors Diane Theilfoldt and Devon Scheef maintain that each generation shares a common set of experiences, ideas and values—meaning people from

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different generations often have a different approach to work and their priorities. Being aware of these differences can help people understand one another and work together more effectively. (See “Common Traits of Generations” table.)

“Working with staff from other generations can sometimes be very challenging,” says Lisa Bynum, agriscience teacher and FFA advisor for Heritage Middle School in Florida. Bynum was born in 1967 and is a Gen X’er. “Kids today have so many more challenges than when I was growing up, and you have to have patience and a little forgiveness. Sometimes baby boomers are not quite as understanding of how today’s teenagers act.” Bynum also observes that she, herself, is laid back, can’t sit still for long and is very good at multi-tasking, all of which affects her teaching style. While much of this may be Lisa’s personality, it’s also true that Generation X’ers crave a flexible environment, multitask well and accept diversity.

At age 37, Tracy Deninger, agriculture educator for Miami Trace High School in Washington Courthouse, Ohio, is also a Gen X’er. Like Bynum, she notices key teaching style differences between herself and older teachers. “The generation before me was just wired differently. They live this program 24/7; they live and breathe their job,” she observes. “I have hobbies and other things I’m going to pursue. I’m not going to live here. People in my generation work hard, but we won’t work for free.”

The concept that baby boomers are highly dedicated to work is one idea Dean Swafford agrees with. Born in 1951, he is planning on retiring from Savannah R-III High School in Savannah, Mo., this July at the age of 56. Swafford exhibits all the dedication of his generation, but none of the pessimism Disberger refers to. “It’s never, ever been a job to me. The money never made a dime’s bit of difference,” he says. “This is what I do, and I love it.” He says his family also got involved in his career, helping with meetings and going to events. “There were very few times we put family in front of work. We scheduled vacations when ‘Dad’ was going to be home,” he says.

Swafford now teaches with a Millennial agriculture instructor, who he says is a great teacher. “There are immense benefits to working with younger teachers,” he says. “I sit back and let them make their mistakes and give them advice if they ask. But on the other hand, they have such excitement and enthusiasm.” He acknowledges that rather than living to work, as he did, many young teachers work to live. But he says most of them work hard. “You can’t condemn young teachers today who want to devote more time to their family,” he adds.

Clearly, good teachers share more in common than they experience differences, no matter what their age. The next time a teacher from a different generation is difficult to

understand, it may be helpful to remember it could be because of a generational difference hard-wired into their approach to life. It also may be helpful to realize they went into teaching for the same reasons you did, and each generation has much to learn from the others.

For more information on the teachers mentioned in this article, please click on their profiles below:

[Dean Swafford](#)

[Lisa Bynum](#)

[Brandie Disberger](#)

Common Traits of Generations

Millennials	Generation X'ers	Baby Boomers
Wants balance; "work to live"	Want flexibility and freedom	Dedicated to job; "live to work"
Celebrate diversity	Competent and straightforward	Leadership with heart
Personal, interactive style	Individualistic/self reliant	Participative style
Internet; assume technology	PC; use technology	Politically savvy
High expectations; wants opportunity	Wants involvement	Wants recognition of experience

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Questionnaire for Article Source

Name:

Dean Swafford

Occupation/location:

Ag Ed teacher Savannah High School

How long have you been in agricultural education?

34 years—2 yrs. Martin, S.D.; 2 yrs. Mendon, Mo.; 30 yrs. Savannah, Mo.

Why did you want to become an agriculture educator?

Respected ag teachers

Family:

Wife: Nancy – Special Needs Teacher; Son: Marshall – Ag teacher, Son: Brandon – computer expert; Son: Austin – Ag Teacher

Best part about the job:

Working with students and other ag teachers

Favorite quote:

Call it what you want, teach them what you know

Favorite teaching memory:

Too many to pick just one, but working with my own sons was great.



Questionnaire for Article Source

Name:

Lisa Paige Bynum

Occupation/location:

Agriscience Teacher and FFA Advisor, Deltona Florida

How long have you been in agricultural education?

I have taught Agriculture since 1992. While in college, I worked as a veterinary technician for Pet Emergency in Ft. Lauderdale. I also worked the Keeneland Sales for the Thoroughbred Race Horse Sales while in school and worked for Offet Cole Stables, a premier Thoroughbred Breeding Farm in Versailles, Ky.

Why did you want to become an agriculture educator?

This is an interesting question, because actually teaching is not what I thought I would be doing. I had plans of becoming a veterinarian or a bloodstock agent for the thoroughbred racing industry. When those plans didn't work out, my professor from Morehead State University suggested that I think about teaching agriculture. With no FFA background, I was a little concerned, but I gave it a shot and found out I was pretty good at it.

Family:

Married for 14 years to Charlie Bynum, Assistant Principle at Galaxy Middle School. We have no children but have four horses, a dog, a cat and homing pigeons.

Best part about the job:

There are too many things to list! I love helping the children, and I love days when it is sunny and we are working in the garden. I love having pony spa day, or having my 8th graders read to elementary kids on Ag Literacy Day. I love helping the children to realize and reach their potential. I love when kids come back to visit and tell me what a positive difference I made in their lives, or when I get that invitation to weddings and baby showers or kids that I taught 10 years earlier. I love seeing and hearing about my students successes. I love it all!

Favorite quote:

By L. Ron Hubbard: "If one wishes a subject to be taught with maximal effectiveness, he should present it in its most interesting fashion."

Favorite teaching memory:

This is an unfair question because I have so many! One that stands out in my mind, though, was about 10 years ago. I was grooming my horse and singing (didn't know anyone was listening) and one of my students overheard me. He told me about this contest I should try out for called the True Value Country Showdown. The winner gets \$50,000 and a recording contract. So, I sent in a tape and the next thing I know, I am hearing myself on the radio. The night of the finals, when I walked out on stage, I was amazed, flabbergasted, you say it...everything! Out in the audience were several hundred of my students, past students, parents, faculty and even my principal! They were all holding signs and cheering. I didn't win, but they sure made me feel like a star. I definitely had the largest fan club that night!





Questionnaire for Article Source

Name:

Brandie Disberger

Occupation/location:

Southeast of Saline High School, Gypsum, Kan.
Agricultural Education Instructor/FFA Advisor

How long have you been in agricultural education?

7 years, all here at SES

Why did you want to become an agriculture educator?

I enjoyed working with agriculture and youth, this was a great way to combine these interests.

Family:

Husband: Bill Disberger, Agriculture Instructor at Hutchinson Community College

Best part about the job:

Being able to connect with my students through a common interest. Seeing students develop through the agriculture program for several years.

Favorite quote:

"If it is to be, it is up to me!"

Favorite teaching memory:

I have had students who have won, students who have lost, but the best memories are always in the Suburban ride back from event. We rehash the event, and then we just chat about what is going on in our worlds. Every trip I learn more about my students, and we always share a laugh. Students say the darnedest things!



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Balancing a Full House and a Full Classroom

Ag Ed: The ideal profession for raising a family?

By Robin Niehaus

Managing a growing family and a growing agriculture program is a delicate balance. Looking only at the hours available in a day, it would seem impossible to do both well. However, some have found that teaching agriculture can actually be the ideal career situation for raising a family.

Take [Clara Hedrich](#), for example. One of the first women to enter the profession, she has been teaching agriculture in Wisconsin for 32 years. She married her husband Larry shortly after she began teaching, and they now have five children. In addition to teaching, Hedrich serves as secretary for the Calumet County Fair and the Wisconsin Dairy Goat Association, and she and her husband raise dairy goats.

Hedrich has found that teaching allows her the flexibility to make her family the priority they need to be. "As we were planning for our banquet, my high school students knew I would be at school as late as they needed me Monday and Wednesday," she said. "But on Tuesday, I would be at my daughter's track meet when it started."

Setting priorities and recognizing that some things would be left undone has allowed Hedrich to keep her cool, even when it could become overwhelming. She has worked to overlap family and work activities through their dairy goat farm.

"My husband and I decided that one of the best gifts we could give our children was to learn how to work, so we decided to get a farm," Hedrich said. Even though she and

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her husband both have jobs off the farm, raising dairy goats has provided opportunities for them to spend time with their children and for Hedrich to plan lessons for her students, as the goats are part of her animal science class.



Clara Hedrich combines her family's goat farm with her animal science class.

Another unique opportunity to bring family and career together occurs in the summer, when Hedrich allows her students to show some of her goats at the county fair. Her children benefited as well, with all five of them learning how to show along with her students.

"The FFA has so many opportunities, and I do not want to short-change the students in my program," Hedrich said. "On the same hand, you can't brush off your family."

Hedrich appears to have balanced both well. All of her children were FFA members in a neighboring chapter, with four receiving their American FFA Degrees.

[Mark Steber](#), a 17-year agriculture teacher in Illinois, will celebrate his 15th wedding anniversary this year. He and his wife Becky have three children under the age of 10. As they approach the age of 4-H and little league, Steber is stepping down from his leadership role in Region IV of the National Association of Agriculture Educators (NAAE).

Steber served as an officer in the state and regional levels of NAAE at the same time. "You constantly have to challenge yourself," Steber said. "This was a goal of mine, and I decided to do it before my kids got really active in 4H and sports."

Steber has found that the community fostered through agricultural education has benefited his family. "The social aspect has to be part of the business," he said. Steber often takes his family to NAAE conferences, and his wife and children find camaraderie with other teachers' families. Last year, they visited Detroit and Niagara Falls.

But Steber knows that nothing substitutes quality time with his family. "Going hunting, taking family vacations, spending Saturday morning with them instead of going to contests, and going fishing after church are things we enjoy and don't get to do enough of," he said. "Just spend time with them; it doesn't matter what you are doing."

Hedrich and Steber admit that there is no secret formula for balancing work and family, but common themes have helped them both balance a full house and a full classroom.

- Invest time and energy into your marriage. “My wife is an angel,” Steber said. “There is no way you can prepare a spouse to be a good spouse for an ag teacher.”
- Be intentional with your priorities. “Family is number one, but my job is 1.1,” says Steber. Hedrich agreed and said that though she aimed to provide every possible opportunity for her students, she also recognized when her family needed her to stay home.
- Team up with an active alumni chapter, which can be instrumental in taking a team to compete on the same day you need to be at an important family event.
- Learn from other agriculture teachers. Don’t be afraid to ask questions, as countless teachers have likely been in similar situations.
- Look for opportunities to overlap school and family. Officer meetings may be held in your home, teacher conferences become opportunities for family vacations, events may be conducive for a babysitter to accompany you and your children, and after-school time with students in the greenhouse is an opportunity for your children to learn. “There’s a time and place to have your children with, and a time and place not to,” Hedrich said.
- Take advantage of opportunities for your students and children to mentor each other. As an agriculture teacher, you have greater insight into their character and can choose your children’s role models.
- Choose to have a positive attitude and be flexible. Nobody’s perfect, but if you always do your best, you have nothing to be ashamed of.

Perhaps the real key lies in the same characteristics of successful agriculture teachers: a love of people, the desire to succeed and see others excel, an attitude that finds the best way to make it happen and a diligent work ethic.

“There are so many good things that happen on a daily basis that you lose sight of the bad pretty quickly,” Steber said. “Get around positive people. The company you keep and the company you promote in the profession, itself, will make a big difference.”

To learn more about the teachers featured in this article, click on their profiles below:

[Clara Hedrich](#)

[Mark Steber](#)

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Questionnaire for Article Source

Name:

Clara Hedrich

Occupation/location:

West De Pere High School, De Pere, Wis.

Agricultural education instructor 9–12

FFA advisor

How long have you been in agricultural education?

19 years at Chilton High School

13 years at West De Pere High School

Served as state President to the Wisconsin Association of Agricultural Educators

Earned National Board Certification in 2003

Other things in the community: As the children were growing up, served as a 4-H leader and was on the Chilton Catholic School board serving as the president for six years.

I am now currently the Secretary of the Calumet County Fair and Secretary of the Wisconsin Dairy Goat Association.

Why did you want to become an agriculture educator?

I always thought I would enjoy teaching, and I loved agriculture. At the time I graduated from high school, I knew I wanted to do something with agriculture. I grew up on a dairy farm, but the high school I graduated from did not have agriculture or FFA, nor did the neighboring schools. At the time of graduation, I did not know you could teach agriculture, so I decided to become a veterinarian. While in college I learned about teaching agriculture and decided that would be a natural fit for me. I have always enjoyed teaching agriculture and still do. It is enjoyable to come to work.

Family:

Husband Larry - worked for Lunda Construction Co. was an area superintendent for manpower and after 25 years decided to farm full time. The farm consists of 22 acres, and we milk 200 dairy goats. The milk is shipped to Carr Valley Cheese in Mauston. Larry is President of the Quality Dairy Goat Products Cooperative of Wisconsin, through which we ship our milk.

Anna, 28, married to Mike Zastrow; Graduated from University of Wisconsin – River Falls with a degree in Animal Science – Dairy Herd Management. She has worked on farms from 80 cows to 3000. She is currently employed with Animart.

Greg, 26, is a Technical Education Instructor with the Rosendale-Brandon School District in Rosendale, Wis. Graduated from UW- Stout with a degree in Technical Education.

Katie, 22, is a graduate of Northern Michigan University, Marquette, Mich. She has a degree in Marketing and is employed with Target.

Jessica, 20, is a sophomore at the University of Wisconsin – River Falls, majoring in Agricultural Marketing with a Journalism minor.

Heather, 18, is a senior at Chilton High School and plans to attend UW – Whitewater with a major in Human Resource management.

Anna, Greg, Katie, and Jessica were the Chilton chapter FFA president, received their State FFA Degree and their American Degree. Heather is a member of the Chilton FFA chapter but has had an extremely successful career in cross country (went to state twice and was first individual in her section), basketball and track. She has gone to state twice in track and hopes to go again this year.

Best part about the job:

Doing what I like to do. Working with the youth and my own children. I have the opportunity to plan out what I am going to do. The work is self-directed. There is a lot of flexibility and creativity within the job.

I also appreciate the networking within the agricultural education family

Favorite quote:

One thing I have always found interesting is that you never feel like time has gone by or that you have aged because the students that you work with have not aged. You are always working with the same age of students.

When there seems to be more than you have time to do and you feel a bit overwhelmed just remember that the Lord will not hand to you any more than the two of you can take care of.

Favorite teaching memory:

There are many. I always enjoy the “aha!” moment when it all comes together for a student. I have a number of favorite moments, but many deal with the baby goats that I bring into my classroom for my students to work with from my farm.

Other comments:

Set goals for yourself.

Prioritize what you need to get done.

Remember that even if you have a family, you can not short change your students from the many opportunities in Ag Ed and FFA. On the same hand, you must also be fair to your family. Get done what truly needs to get done in a day. The rest can get done tomorrow.

Work smart. Think about who do I know that does this well that may be willing to help me with this. (There are many people out there that if given the chance would be willing to help out, but on the same hand do not expect them to do your work.)

Work with a mentoring agricultural education instructor.

Many agricultural education instructors are always willing to help, that is what makes this profession so special.





Questionnaire for Article Source

Name:

Mark Steber

Occupation/location:

High School Agriculture Instructor / East Richland High School - Olney, Ill.

How long have you been in agricultural education?

17 years:

1991-1994: Marissa High School – Marissa, Ill.

1994-present: East Richland High School – Olney, Ill.

Why did you want to become an agriculture educator?

Formula: Inspired by former ag teachers, loved the ag industry, enjoyed working with young people. Add all three together and you get an ag teacher!

Family:

Wife, Becky – In October we will be married 15 years!

3 kids (2 girls & a boy) Kenna 8, Paige 5 & Dane 4

Best part about the job:

Working with & developing the leaders of tomorrow!

Favorite quote:

Just Do It!

Favorite teaching memory:

Too many to list! We've been very blessed to have so many great students go through our program. The moment contest results are announced and your individual or team is ranked number one always puts a big smile on their face. (What a payoff!) When a student completes a big mechanics project or chapter award application they stand back very proudly and say, "Wow I

never thought we would make it.” (That’s the payoff!) Being in the background to share some of their most favorite memories and accomplishments is awesome!





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The Evolving Role of Women in Agricultural Education

By *Deb Brandt Buehler*

From livestock shows to agricultural mechanics to welding, agricultural education classrooms are being led by a growing number of women educators. What was once a predominately male role has evolved to include a host of women tackling the profession.

"When I started teaching ag education in the late '70s, I was fortunate that the men around me were supportive," explains [Dr. Billye Foster](#), associate professor of agricultural education at the University of Arizona. "Some of the women I knew going into other fields found it much harder. Women in the military, law enforcement and medicine were ostracized more. Fortunately, the field of agriculture, itself, has had a tradition of helping others; the men around me reached out to tutor and mentor me. Even when they weren't too sure about women in the ag classroom, they did help open doors for women."

"When I first started in the '80s," adds [Kathy Conerly](#), an agriscience teacher at Zachary High School in Louisiana, "there were male teachers who wouldn't talk to me. Today, men and women are definitely on a more equal basis. Now we treat one another with mutual respect." Although much has changed since Conerly began teaching, the problem isn't completely gone; however, it has gotten dramatically better.

"In the past, women have generally taught the agricultural sciences, such as horticulture," explains [Linda Chase](#), agricultural mechanics teacher at Abilene High School in Abilene, Kan. Nowadays, more women are teaching content across the agricultural spectrum.

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Chase, herself, has firsthand knowledge, as she has worked hard to make it in the “ag mech” world. She recently completed the Schools Excelling through National Skills Education (SENSE) training, becoming a certified welding educator. Chase was the first female agriculture teacher to go through the program and pass the final exam on the first try.

Both Chase and Conerly sympathize with the challenge of taking over a male teacher’s legacy. “The first couple of years can be hard,” explains Chase. “I learned to not take anything a student said to me personally. I smile, have a good sense of humor and laugh it off. You have to be patient until those students graduate and you get your own students in your classroom.”

Conerly agrees, adding, “After I got my own group of students, they didn’t even realize that there weren’t many women ag teachers.”

Chase’s hands-on approach also helped her overcome student perceptions. “I’ve had to let them know my knowledge and prove it to them. I teach from the center of things. I get just as dirty and messy as they do.”

With the rising number of women agriculture educators, has come a corresponding rise in young women taking agriculture courses. “I find that I now have more girls taking welding and agricultural mechanics,” says Chase. “They are exploring careers in the field and being influenced by the increasing number of women role models.”

Women agriculture educators also face another challenge—balancing a career with raising a family. “You will never see a man, eight months pregnant on the job,” quips Foster. “Women just have a different row to hoe—different responsibilities and concerns than their male counterparts have to deal with.”

Chase agrees. “Lots of women have to put their career on hold to balance the demands of family. You have to have good support at home to juggle the time away for area events or state and national conventions.” Both Chase and Conerly took infants on the road with them in order to attend livestock shows and conventions.

Foster sees this as the biggest call to change in agricultural education. “Young educators who leave after 5-6 years of teaching to start a family rarely return to the classroom. The field of education is rapidly changing. In just a year or two the changes can make it difficult for a teacher to return. We are losing young women by not finding ways to help them stay or return.”

“We continue to try to organize our teachers the way we did 50 years ago,” says Foster. “Today the challenge is convincing school boards and the administration to find ways to utilize talented educators. We need to find ways to

allow teachers to job share or be hired part-time so that they can stay engaged.” Later, when that teacher is ready, she can easily assimilate back into full-time teaching.

Working with pre-service teachers, Foster focuses on how to be the best educator possible. Today’s agriculture educators need to build relationships in the community. “Teachers are really building a mini-corporation in their community. Ag educators need to know where the part-time jobs are, what cool summer internships are available and when applications are due for scholarships,” explains Foster. “These are important pieces for both women and men teaching agriculture today. These pieces can make or break your career. Each educator needs to deliberately build a strong community network because the network, itself, helps you be a better teacher.”

“If the community is still questioning whether a woman can teach agriculture classes, this is all the more important. Having a strong community relationship and network can eliminate potential problems later,” concludes Foster. “I encourage new teachers to focus on building a strong program. It takes time and commitment – and it’s worth it!”

For more information on the teachers in this article, please click on the links below:

[Billye Foster](#)

[Kathy Conerly](#)

[Linda Chase](#)

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Questionnaire for Article Source

Name:

Billye Foster

Occupation/location:

Associate Professor, Agricultural Education
The University of Arizona
Tucson, Arizona

How long have you been in agricultural education?

- Associate Professor, Department of Agricultural Education, The University of Arizona, Tucson, AZ. 2001-present
- Affiliate Associate Professor, Department of Women's Studies, The University of Arizona, Tucson, AZ, 2002-present
- Assistant Professor, Department of Agricultural Education, The University of Arizona, Tucson, AZ., 1995-2001
- Assistant Professor, ad interim, Agricultural Sciences Department, East Texas State University, Commerce, TX, 1994-1995
- Graduate Teaching Assistant, Department of Agricultural Education, Oklahoma State University, Stillwater, OK 1993-1994
- Agricultural Science Teacher, Math, Science and Agriculture Department, Paris Junior College, Paris, TX 1987-1993
- Vocational Agriculture Teacher, West Lamar High School, Petty, TX 1980-1983
- General Science Teacher, Clarksville High School, Clarksville, TX 1977-78

I think that adds up to 25 years this July. I also serve as editor for *The Agricultural Education Magazine*. I hold of the honor of being the only woman to ever hold that position.

Favorite quote:

"Who dares to teach, must never cease to learn." ~John Cotton Dana

Or

"The mind, once stretched by a new idea, never regains its original dimensions." ~ Oliver Wendell Holmes, Jr.





Name:

Kathy L. Conerly

Occupation/location:

Agriscience Teacher, Zachary High School, Zachary, La.

How long have you been in agricultural education?

25 yrs.

Why did you want to become an agriculture educator?

I thought it would be fun and rewarding to share agricultural experiences with high school students, to prepare them for a career or learn life skills.

Family:

Married to Brent, 3 children – Noelle, Lauren, Sean, and Grandson - Bradon

Best part about the job:

When you see the students' eyes light up and they can't wait to try something new.

Also – when you see them 10-15 years down the line and they thank you and say how much you affected their lives.

Favorite quote:

You get out of life just what you put into it.

Favorite teaching memory: (One of many favorites)

I had a particularly active young man a few years ago who had great potential, but lacked the support at home, was into drugs a little, hung out with the wrong group of people and was a behavior problem in most of his classes. He had so many suspensions that he was almost expelled. He lacked motivation and direction. I made him my project for his last two years. After graduating in the bottom of his class, he went into the military, and we

kept in contact. He came home and enrolled in college, and was put on probation the first year. We lost contact for a while. Last May, he came to visit, to give me a graduation invitation. I was so very proud of him for finishing college, in biology of all things. Then he pulled out another piece of paper, with a wide grin. It was his medical school acceptance letter! We cried and laughed and hugged. Who would have thought? We did.



Name:

Linda Chase

Occupation/location:

Agriculture Instructor

Abilene High School, Abilene, Kan.

How long have you been in agricultural education?

I have taught for 10 years. I started in Johnson County, Kansas. My job was to help build and develop ag/FFA programs in the area. I started at Spring Hill High School and then moved into Olathe, developing a program at Olathe North High School, then to Eudora/DeSoto High Schools. I was in the Johnson County area for seven years and developed/started three programs that are still going very strong. I took off one semester to be at home with my kids, and was contacted by two schools during December to start teaching agriculture again in January. My family and I moved to Abilene, Kan., and I have been here for two and a half years.

Why did you want to become an agriculture educator?

I feel that my parents were a strong influence as to my career. My father was a farmer and aircraft fabricator and my mother was a floral design teacher for Wichita Area Vo-Tec. I like to think that I tied both of their careers into one great job for me!

Family:

I have two wonderful children that love having so many "big brothers and sisters" and more babysitters than they can keep track of. My son, Colton, is 7 and my daughter, Cassidy is 3. My husband Mark and I have been married for 10 years. Our biggest reason for moving to Abilene was to be closer to family so we would have more support for my absences due to FFA.

Best part about the job:

I teach something different every block! Yes it is a lot of work with seven preps, but I could not stand the monotony of the same thing each class. I like traveling and sharing that experience with young people.

Favorite teaching memory:

During an FFA chapter banquet, I had a father walk up to me and thank me for “saving two of his kids.” He began to tear up and gave me a big hug. At the time I was shocked and not sure of what he was trying to tell me. He went to explain how his oldest daughter had never been involved with school and there was no FFA for her. She had turned to drugs and a rough lifestyle. He was thrilled that I had helped two of his younger kids succeed in school, graduate and get scholarships to attend college. This was my part in saving two of his children. I remember this being one of the moments that I realized how important my teaching was, and that yes, I do make a difference. This will always be my strongest memory and most meaningful.





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Perspectives



Breaking Tradition | Cover Story: Talkin' 'bout My Generation | Balancing a Full House and a Full Classroom
The Evolving Role of Women in Agricultural Education
Involve Local Alumni in your Planning | Achieving Balance Between Being a "Mom" and an "Ag Mom"

Perspectives: Achieving Balance Between Being a "Mom" and an "Ag Mom"

By [Jona Squires](#), Horticulture teacher, Mid-America Technology Center in Wayne, Okla.

I never thought I would be a soccer mom with a carload of kids, headed to a game, trying to run five errands in between cheering my kids on. However, as an agricultural education teacher, a mother of three kids and a wife to a terrific husband, I am definitely an agriculture mom. Strangely enough, I never really knew that I wore the title of "ag mom." In fact, in those early years, if you would have stereotyped me into that package, I would have been extremely upset because I had been a progeny of agriculture and felt I had earned my spot in the teaching field.

I was reared and geared in agriculture. My father received an agricultural education degree in the early 1970s and started his teaching career in 1976. My mother was a family and consumer science teacher, so teaching was in the family lineage. As a family we raised cattle, sheep and swine. I had earned my fair share of time calving out calves, pulling pigs and dealing with orphan lambs. I couldn't wait to enroll in agricultural education, myself, and participate in FFA events. Our chapter had become very successful and established a legacy in the 1980s for having state officers and national officers. I was blessed to have three fantastic mentors: my parents, Dale and Jan Horton, and my other agricultural education teacher, Brady McCullough. They pushed, guided and inspired me to pursue a degree in agriculture.

In 1998 I started my teaching career at age 30 at the same place where my dad had started teaching—Norman High School. Here I was, beginning a career in teaching the greatest subject in the world, and there was no manual that

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told you how to balance being a mother, teacher and wife. I traded in my Bonneville for a four-door Ford F-250 and joined the agriculture force of Oklahoma. It was scary, fun and challenging—all rolled into one job. There were less than 10 women teaching in 1998 in Oklahoma, and I was one of them. I had a great admiration for those in the profession and looked to them for guidance. However, there were very few teaching who had young kids, were married and co-taught. I felt alone in uncharted courses, but luckily I was fortunate to get involved in several professional organizations: OAETA (Oklahoma Agriculture Teachers Association), OkACTE (Oklahoma Association for Career & Technology Education), NAAE (National Association for Agriculture Education) and ACTE (Association for Career & Technical Education).

My leadership roles started with serving on the OAETA awards committee, which then led to a board member assignment and eventually the vice president of central district. These opportunities allowed me to grow and network with so many people. It gave me guidance and support in areas where I didn't even know I needed it. From these professional development opportunities, I became more active in OkACTE and served on the state awards committee and recently completed a third term on the regional ACTE awards committee. Again, branching out into waters unknown led to fantastic opportunities, and I have continued to learn and grow, as well as gain many great friends. I would challenge all teachers to try to get more involved in their professional organizations. You may think you don't have the time or that it takes away from your job or your family, but I would greatly disagree, and so would my students and my family. Oftentimes, I would take my family to conferences and events. In fact, my kids would always plan our summer around the annual Region IV NAAE conference.

Whether it's been local, district, state or national professional events, I have been more motivated to share new ideas with my students and peers. As an educator, our jobs are always changing, and it takes a lot of support and energy to hang in there. This "ag mom" has traveled a lot of miles, spent many hours with other people's kids with the thought that if it was something I would want for one of my own children, then I should be providing it to others. As my own children have grown older and are more active, my role as an agriculture educator has shifted again. I know I wear two hats – that of an "ag mom" and that of just "mom." For those who feel like there just aren't enough hours in the day to do both, just remember that being a positive role model, cheerleader and companion is what teaching agricultural education and being a mom is all about it. I am proud to be a second generation agriculture teacher who wears a skirt with a "blingy" belt, paints her toenails and cheers her kids on at soccer matches!

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Team Ag Ed



Breaking Tradition | Cover Story: Talkin' 'bout My Generation | Balancing a Full House and a Full Classroom
The Evolving Role of Women in Agricultural Education
Involve Local Alumni in your Planning | Achieving Balance Between Being a "Mom" and an "Ag Mom"

Involve Local Alumni in your Planning

By [Frank Saldaña](#)

With today's busy world and the constant demand for more and more time from the agriculture instructor, it's vital to have volunteer support groups that are ready and willing to help out. The time that you spend in establishing the foundation for a volunteer group will come back to you and your local chapter by tenfold.

So what is your role? As the agriculture instructor and FFA advisor, you are the gatekeeper and an important resource to the FFA Alumni affiliate, just as it will be a tremendous help to you. Here are some important aspects of your role:

- Share your expectations for the agricultural education program. Identify specific areas in which alumni members might provide assistance.
- Communicate with alumni members openly and directly. Clarify roles. For example, the instructor generally directs the program, an advisory committee provides vision, and alumni and other volunteers support efforts to achieve the vision.
- Encourage FFA members and alumni members to work together. The resulting interactions can be valuable "real world" learning experiences for students.
- Recognize and thank alumni supporters.

FFA alumni, as well as other support groups and volunteers, are key in assisting local programs to manage the tremendous amount of information and programs that are available from the various entities that make up Team Ag Ed at the national or state level. In order to make a difference, FFA alumni must be aware of the challenges teachers' experience.

One of the biggest challenges that agricultural education may face at the local and state levels are based on funding

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issues. School districts and state departments responsible for agricultural education have to make very difficult decisions to meet financial budgets. As school officials look for ways to streamline their investments in education to get the most out of every dime, agricultural education can be perceived as too cost intensive. An organized alumni group can often convince those same school officials that the program is worth keeping and investing even more valuable resources. Organized alumni groups can speak louder than any agriculture teacher when it comes to creating awareness and helping others understand that a program is essential to the students and community it serves.

What if FFA alumni, either as a coordinated effort or as individuals, would take the time once or twice a year to write a letter or meet with the school board and administration of their school to showcase the local agricultural education accomplishments? The impact of receiving positive feedback in a world of complaints would speak volumes for the local program and make it very difficult to target with the budget ax. To be most effective, this effort must continue, regardless of the economic situation.

It is critical for FFA alumni to be represented “at the table” as key members of Team Ag Ed at the local and state level. Knowledge of the needs of a local or state program is the key to being able to work in a positive support mode. Help build the capacity of agricultural education by becoming aware of the needs of the program and having those involved with managing the program experience the difference. This, in turn, makes FFA alumni and its members as integral a component to the program as classroom instruction, supervised agricultural experience and FFA.

Contact the National FFA Alumni Association for more assistance and information for local instructors and FFA alumni affiliates. Please contact the association at 317-802-4292 or e-mail me at fsaldana@ffa.org.

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Question for the Profession



Are Baby Strollers Really Welcome at Inservice?

By Nina Crutchfield
Local Program Success Specialist National FFA Organization

It's a fairly new phenomenon in the Ag Ed world. When you look around at professional meetings, you see baby strollers. While someone is presenting a riveting lecture on deductive reasoning or standards-based delivery of instruction, you might hear a faint cry or laugh permeate the room. A few eyes will look sideways, and some teachers will smile, while others frown. The speaker might get a little bent out of shape or, if they're a parent, they might go pick up the little one and carry him/her around while they talk.

One of the articles in this month's Making a Difference is titled, "Balancing a Full House and a Full Classroom." The teachers featured in the article describe how our profession is so great for raising a family. Is that really true, or are we kidding ourselves? I remember the first time a female teacher dared to bring her infant to a summer conference. I listened to the various comments by others: "I can't believe she'd bring a baby that small," "Couldn't she find a sitter?" and, "I bet it starts screaming as soon as the meeting starts." These comments were from men and women, alike. That was nearly 10 years ago. If the teachers in the article believe that we're so open to making teaching agriculture a family affair, then why were those comments made? Has that much changed in the course of 10 years? Or are they the minority?

I would speculate that times have changed. Professional meetings used to be defined as events where spouses and children were left at home so the (male) educator could focus on developing his skills. It was an opportunity to "socialize" after the meetings were over, as well. It could almost be deemed a "good ol' boys" club meeting, if you will. Then, one day, women started showing up at inservice activities. Suddenly, there were teachers who couldn't bear to leave their family behind for a week of meetings and mingling. And why should they? What is going on at a

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summer conference conducted by and for agricultural educators that would make it so sacred that they couldn't bring their kids? I'm proud to say that not only are those strollers showing up at inservice with female teachers pushing them, but the male teachers are bringing their children with them, too.

So, why even ask the question? Even though it's more prevalent than ever, I still observe the frowns from some teachers when they see the kids in tow. I still hear the comments under their breath about how this is supposed to be a professional meeting, not a vacation. We talk about keeping the teachers we have in the classroom if our profession is going to survive, and we've got a whole generation that believes teaching is a career, not a lifestyle. If we want to keep them teaching, we've got to let them truly focus on family and get some work in on the side.

Is agricultural education really a family-friendly profession? Are families a welcomed diversion or an intrusion in professional development? Is the smile that babies and children bring to our faces overshadowed by their interruptions in meetings? Are baby strollers welcome at Inservice? To share your comments and thoughts, please log into the NAAE Communities of Practice at <http://naae.ca.uky.edu:8080/clearspacex/message/1588#1588> .

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Teacher Resources



Safety Exams for All



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Too often we don't focus on the importance of safety exams until an accident happens. Will your exams stand up in a legal inquiry? Are they valid in relation to the material taught? Are all of your students able to effectively interpret the questions asked? This website from Denver public schools provides a good listing of [safety instruction materials and matched exams](#) for many of our pieces of shop equipment. A great feature, not often found, is that they have a complementary set of student materials and exams in Spanish. Think about that: If your student isn't fluent in English, yet you test his understanding of shop safety on an exam in English, would that stand in a court case? If you do use these materials for your program, don't forget to adapt them to meet the specifics of your shop's equipment.



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While at the Denver site, look at the [math in CTE lesson plans](#). While they aren't specifically written for agriculture, many could be adapted to your courses. The workshop plan lesson and reading a ruler both could be utilized in entry level agricultural mechanics courses. Additional lessons are available in many business applications.

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PowerPoint Search Feature

Attention PowerPoint users: Remember when you created that PowerPoint on animal reproduction or plant leaf arrangement last year? Remember thinking that if you could just find that one picture or diagram, your presentation would be complete? Wouldn't it be easy if you could just do a google search for other PowerPoints on the topic? Now you can! Just follow the instructions below.

1. Go to <http://www.google.com>.
2. Click on "Advanced Search."
3. Under the "File Type" option, select "Microsoft PowerPoint (.ppt)"
4. In the "All These Words" field, type in the key words of the topic you are teaching, e.g., animal reproduction. (Shortcut: You could just go to Google and type animal

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reproduction filetype:ppt.)

Other great tips can be found at:

http://www.tammyworchester.com/Tips/Tammys_Technology_Tips_for_

Professional Development in Horticulture

Are you building your first greenhouse this summer and wish you had a better understanding of how to maximize its use? Or do you want to learn more about landscape and turf grass? Don't miss this summer's edition of horticulture workshops from Hummert International. Both workshops are offered at their Earth City, Mo., location just outside of St. Louis. These workshops are designed for agriculture educators, and space is limited, so reserve your spot soon.

- Greenhouse Operation and Management—June 27-28; cost: \$275.00.
- Landscape Design and Turf Grass Management—July 31-Aug. 1; cost: \$225.00.

Visit www.naae.org for course details and registration information. <http://www.naae.org/links/workshops/>

Alternative Energy Thoughts

What would you do with 270 tons of turkey guts and 20 tons of pig fat? Please don't say "host a barbeque!" Check out [Discover magazine](#) to learn how a slaughter plant in Missouri is handling the byproduct from their facility. Additional information on this process can be found at [Changing World Technology's](#) website. While you're there, click on the video tab and look at the "searching for sweet" and "reprogramming sheep" videos. Interesting information to stimulate discussions.

"All in One" Agriculture Information Site

Trying to stay current with all the agriculture programs, policies, organizations and news can be an impossible feat. [Ag1Stop](#) might be the answer you're looking for. This website has been designed to be a "one stop" site that allows users to easily access information and resources concerning agricultural regulatory program requirements, implementing conservation programs and sustainable practices, and agricultural policy updates from national websites and organizations located in all 50 states. Links to national and state commodity trade associations and environmental groups have also been listed. This reference website allows the user to access multiple federal and state agencies and non-governmental organizations for online information through the use of one Internet location, rather than navigating multiple agency websites.

Resource for Agricultural Math Examples

If you are in need of some math examples and/or case studies or are looking for a way to incorporate math into your agriculture curriculum, you should check out <http://www.math.dartmouth.edu/~matc/eBookshelf/index.html>. It features ready-made examples relating to different areas, some of which could be related to agriculture, especially in an agribusiness application. There is no fee to download; however, you will need to supply your name and e-mail.

Where Does All This Stuff Come From?

"Build a common-ground bridge of understanding and respect between urban youth, rural youth and their natural resource providers."

This is the mission of [Provider Pals](#), an organization created to build a link between students in urban settings with those whose occupations provide the "stuff" that we all use in our daily lives.

Provider Pals® exists because of a number of current realities: In the United States and Canada, there is a large and growing resource linkage problem. Our largely urbanized culture (80% of us now live in urban areas) has lost track of where their "stuff" comes from. This disconnection between consumption and production is problematic for all involved in addressing the difficult decisions we face in protecting the natural environment, while continuing to provide the products society consumes. It is especially problematic for those who live in, work in, love and manage the environment.

Bruce Vincent, founder, was passionate about bridging this gap. He designed Provider Pals® based off of years of experience trying to fulfill this mission. He built a program that uses education and once-in-a-lifetime opportunities to produce lifelong understanding and respect between urban and rural cultures. Provider Pals encourages people to discuss their cultural realities, embrace their differences and celebrate their similarities. Find out more about this program and the opportunities it offers at [Provider Pals](#).

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FFA Buzz

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Days of Service Landscape Contest

The National FFA Organization's National Days of Service team wants your chapter's best creative landscaping ideas for one of our 2008 National Days of Service project sites. Which service site? The Indiana State Fair Grounds, which attracts more than 2 million visitors annually. The chapter with the winning plot plan will receive national recognition, be commemorated through Indiana State Fair Grounds signage, be featured in various publications and will receive \$2,000 to conduct a landscaping project in their local community! All submissions must be postmarked or e-marked by June 13, 2008.

The main aspects of the desired plot plan are:

- Accessibility
- Sustainability
- Creating a vibrantly aesthetic environment
- Innovation
- Cost effectiveness



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For administrative questions, please contact Damon Spight at dspight@ffa.org or call (317) 802-4413. For additional plot information and images, please contact Justin Armstrong at jarmstrong@indianastatefair.com or call (317) 927-7559

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Million Hour Challenge

MHC encourages members across the country to improve their communities through civic engagement. Project hours contributed by members and advisors are captured to provide recognition within FFA as well as in the communities themselves. Awards will be given during the 2008 National FFA Convention to the chapters having the greatest number of community service hours in the following categories—Environment, Government, Social/Human Service, Healthy Lifestyles and Education. The awards total \$12,500. Eligible project hours are those earned during the Oct. 2, 2007 to Oct. 1, 2008 period. Hours from all programs above are eligible for the Million Hour Challenge. Please

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remember, hours must be entered by advisors into the Million Hour database to earn credit.

Living to Serve Grant Opportunities

Sponsored by the National FFA Organization through grant funding from the United States Department of Agriculture (USDA), the Living to Serve program will provide more than \$130,000 in grants and awards to chapters or members nationwide.

Grant applications for the next round of LTS project funding are now being accepted. Visit www.ffa.org/ltsgrants or click "Apply for Grants" on the home page.

LTS grants are available for the following FFA programs: Washington Leadership Conference (WLC), Partners in Active Learning Support (PALS), National Days of Service (NDoS), and the H.O. Sargent Diversity Award. In addition, the Million Hour Challenge program is now offering more chapter awards, now for different service categories.

Find out more about these great opportunities and the Living to Serve state grants. Visit the website, or contact the Living to Serve program staff at 317-802-4413 or lts@ffa.org.

Agri-Entrepreneurship Program

When submitting your applications to state, please submit all applications. Your state staff will then submit all applications to us, not just the state winners. All applications are eligible at the national level regardless if they were the state winner or not. In fact, last year we had three winners from Ohio; two from the same chapter! If your state does not have a state competition, you may submit applications directly to National FFA. More information is available at:

[http://www.ffa.org/index.cfm?
method=c_programs.AgEntrepreneurship](http://www.ffa.org/index.cfm?method=c_programs.AgEntrepreneurship)

If you have more than one application from your chapter, please indicate the chapter winner. And remember the chapter level award is now \$150 and there isn't a matching fund requirement.

For more information, contact Deborah Sellers at dsellers@ffa.org.

Watch Episodes of FFA Today!

If you missed the RFD-TV broadcast of FFA Today! on April 24, don't despair! The show is posted online at www.ffa.org, along with [previous episodes](#) and other great video stories. Want to know when we've added something new? Then sign up for our [FFA video feed](#) or subscribe via [iTunes](#).

Chapter Video Contest

Encourage your state's chapters to enter the Chapter Video Contest! Each month, a winner will be featured on the FFA Today! television show and on ffa.org. Members can show why their chapter is special or make a video promoting FFA. They can even create a segment educating others about an important issue like environmental awareness or childhood obesity. Winners will be chosen based on quality of content, quality of video and adherence to guidelines. For past winners visit ffatoday.ffa.org and click [here](#) for contest details.

Million Can Challenge

Thanks to the 2007-2008 participants, the Million Can Challenge has helped in the fight against hunger by raising over 700,000 nonperishable food items!!

National FFA Alumni, in partnership with Toyota, needs your help reaching the million can goal. Can Hunger—Million-Can Challenge canned food drives will be held at 12 locations across the nation this year and in 2009. The program is designed to encourage FFA members and alumni to partner with their local Toyota dealership to raise food and funds to support the hungry. Application and further details can found on the alumni website at www.ffa.org/alumni.

CONVENTION NEWS

National Band, Chorus and Talent applications now available

Do you have students with musical abilities? The National FFA Band, Chorus and Talent programs are a great way for members to divulge their creative side, while participating in the national convention.

So, have them tune up their horns, exercise their vocal chords or put on their dancing shoes and audition to be part of the National FFA Band, Chorus or Talent. It is an exhilarating experience they will never forget!

Download applications at http://www.ffa.org/index.cfm?method=c_convention.bandchorustalent. Applications are due by July 1.

First Edition Advisors Planning Guide Online Now

It's here—the Advisors Planning Guide – First Edition! Check out ffa.org now to start planning your convention experience. Each April, FFA advisors know to expect the Advisors Planning Guide – First Edition in advance of the annual national FFA convention. This guide contains important housing and preliminary event information. This year, the publication is available online only at ffa.org; no print copies will be produced. Please pass this information along to other advisors.

This August, advisors will receive a hard copy of the Advisors Planning Guide—Second Edition. In 2009 both publications will only be available online. Questions? Contact Julie Woodard, jwoodard@ffa.org.

OTHER NEWS

Save and Relax with the Wyndham Hotel Group

The Wyndham Hotel Group, featuring 10 hotel brands representing more than 6,500 hotels on six continents, is now offering a 10 percent discount off the “Best Available Rate” to FFA advisors, members, families and alumni.

To obtain this discount through the Wyndham Hotel Group FFA Discount Program, just make your reservation on the Internet or by phone and provide the FFA corporate discount number [1000005345] at the time of booking. Please note: If your hotel choice is a Wyndham Hotel or Resort, you must make reservations by phone to qualify for the discount.

- For Internet reservations, go to the [Wyndham Hotel Group FFA Discount Program](#) (the landing page will read Tripwards® Wyndham Worldwide).
- For phone reservations, call 1-877-670-7088 and follow the prompts.
- From FFA Marketplace, go to <http://www.ffa.org/ffamarketplace/index.htm>, then click on Wyndham in the travel section.

Jacob Ross Parish Memorial Scholarship

Jacob Ross Parish was a proud 2007 graduate of Lockhart High School, in Texas and was attending Austin Community College when an automobile accident took his life. Jacob was a student advisor for FFA and wanted to be an agricultural education teacher and FFA advisor. He won many awards for his livestock and played soccer and football. Jacob loved to hunt and fish with his best friend, his dad, and shared their “stories” with anyone who had time to listen. Jacob never met a stranger and always had the time to talk and listen.

Jacob's mom, Kathy Parish, worked for DMX in Austin, Texas. Co-workers, friends and family wanted to do something special to remember Jacob, so they established The Jacob Ross Parish Scholarship Fund. The donors wrote that they wished “to remember and recognize, with unconditional love, Jacob Ross Parish, whose dream was to (A) become an Agricultural Teacher and (B) live the Future Farmers of America's (“FFA”) motto of “Learning to Do, Doing to Learn, Earning to Live and Living to Serve”, by establishing The Jacob Ross Parish Scholarship Fund.”

In the three months following Jacob's passing, the endowment grew to more than \$100,000. This endowment

will, in perpetuity, provide scholarships for FFA members who shared Jacob's interests.

If you would like to contribute to this endowment, please contact Bobbie Donahue at bdonahue@ffa.org.

Contact Us - FFA Mission - Agricultural Education Mission

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