

Contribution and Significance of Research: Agricultural biotechnology issues have garnered the lion's share of attention in recent popular media events. Unfortunately, the majority of Americans often times hear only one side of this extremely complex issue, the negative side. This research study strikes at the very core of the importance of an integrated agricultural biotechnology curriculum, not only for North Carolina agriculture teachers, but also for agriculture teachers nationwide. The more knowledgeable teachers become in biotechnology concepts and curricula, the more prepared they will be to effectively teach these concepts to our nation's students. Given the success of the integrated agricultural biotechnology curriculum in North Carolina and other states choosing to follow this model, our nation's populace will not be so easily swayed by emotionally based media hype about "monster foods" being produced for their consumption.

Although this study does not provide all the answers as to how agricultural educators will help transform our national perception of biotechnology issues in agriculture, it does an outstanding job of laying the groundwork for where to begin this process, that being with the agriculture teachers themselves. This study was well founded in its theoretical framework and the authors did an outstanding job of relating the findings to Locke's Motivation Sequence. Clearly, agriculture teachers are less likely to adopt, or even have "intentions" of adopting new curricula, if they are not knowledgeable of curricula content, or if they have a poor perception of the value of the curricula in meeting federal or state guidelines. The authors should be commended for conducting this sound research study in exploring the factors affecting North Carolina agriculture teachers' intent to adopt an integrated agricultural biotechnology curriculum.

Procedural Concerns: The authors did an excellent job of reporting the theoretical framework, research methodology and findings in this study. One concern noted was that no description was included about the scales used in this study. Additional explanations would provide a more complete understanding of the responses.

Questions for Consideration: In agreement with the conclusions, implications and recommendations found in this study, what might the North Carolina Department of Education do to promote adoption of the integrated agricultural biotechnology curriculum in all current agricultural education programs? It would appear that if more individuals outside of the agriculture classroom were informed about the agricultural biotechnology processes and products, they would insist that an integrated agricultural biotechnology curriculum be taught in the classroom. What solutions might exist for extending this curriculum beyond the classroom setting to other educational settings such as 4-H youth groups and/or adult education settings?