

DISTINGUISHED LECTURE

The Distinguished Lecture has by tradition been a highlight of the annual AATEA Breakfast meeting held during the Convention of the American Vocational Association. *The Journal* is used as a means of providing wide distribution of the Lecture within the profession. The Distinguished Lecture for 1978 was presented on December 5, 1978, at the Convention in Dallas, Texas.

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VOCATIONAL AGRICULTURE: LEADERSHIP, LAURELS, LAMENTS, AND LEGISLATION

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Since some of us might use the AP and UPI football ratings as basic references from September 1 to January 1, it seemed appropriate for me to try my hand at picking, without ranking, the top ten factors (quality indicators) in our profession to receive laurels and laments.

First, lauders frequently commend the professionalism of agricultural educators. Fifty years ago this month the National Vocational Agricultural Teachers Association was organized in Philadelphia, Pennsylvania. Sam Stenzel and James Wall (1973) in their Silver Anniversary Publication of the National Vocational Agricultural Teachers Association stated, "It seemed the vocational agriculture teachers continuously excelled in their leadership when given organizational responsibilities." Writing in the January, 1929, issue of *The Agricultural Education Magazine*, R. W. Gregory pointed to an even earlier professional organization when he stated that "Vocational agriculture teachers throughout the United States have always been loyal in their support of professional organizations. . . 39 states have associations affiliated with the American Vocational Association. . . Quite frequently it has been the vocational agriculture teachers in their own organizations who have furnished the impetus for a state vocational association." The strength of our professional organization(s) has always been at the grassroots level--the local teachers, with

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the support of teacher education and supervisory staffs, uniting to protect, promote and improve vocational education for students.

Some of us can recall discussions among our stalwarts of 30 years ago on the question, "Do we need an American Association of Teacher Educators in Agriculture (AATEA)?" Noting the business transacted and the contributions to our profession of the now viable AATEA makes the earlier question seem something like, "Do we need cars, Xerox or typewriters?" For samples of such contributions one needs only to review *The Journal*, the annual summary of Innovations in Agricultural Teacher Education, or the recently-developed "Standards" (Crawford, 1977).

This leads directly into lamentations. Why is the profession so slow to adopt or adapt and utilize the Standards? The needs are truly great! Post secondary professional personnel have not been really integrated into our professional organization. Legislation and organizational structure have caused a severe weakening of the U. S. Office of Education and state level leadership. This makes grassroots involvement even more critical. Perhaps most lamentable is how our professional organizations are funded. What an impact the profession could make on the next nine factors if we emulated our friends in the legal and medical professions in their funding of the American Bar and Medical Associations!

Second, any serious lauds would find high on the list the teacher preparation for vocational agriculture instructors. The teacher is indeed the key to quality instruction, probably impacting 95 percent of the success of the program. It is not clear why or how agricultural education has attracted many capable and dedicated people committed to a sound philosophy--the vocational philosophy depicted by Gene Love from this platform last year (Love, 1978).

One thing that can be stated with certainty is that more than six decades ago excellent forward thinking went into the construction of the Smith-Hughes Act, designating 14 percent of the allocated federal monies for teacher education. It specified that teacher education should be assured before a state could expend any of the other vocational education funds.

The requirements of occupational experience and a baccalaureate degree proved insightful. The student teaching program in agricultural education has long been the envy of teacher educators in other disciplines across the country because it involved full-time, realistic, off-campus teaching experience, under the tutelage of a proven mentor.

Although laudable, there are also points for lament. Agricultural educators ranked teacher education third behind curriculum development and funding as major concerns according to Stewart, Shinn, and Richardson (1977). The subheading of Improving the

Pre-service Education Program for Teachers of Vocational Agriculture was ranked as being of greatest concern. There seems to be no clear solution to the persistent problem of attracting an adequate supply of teachers who are competent, committed and qualified.

Teacher education programs must identify the competencies essential for success as teachers of agriculture, and accommodate the acquiring of these by students who do not have the traditional occupational experience. Programs must be designed to accommodate non-agricultural education majors, and even non-agricultural college graduates from agriculture/agricultural industry, either as instructors, paraprofessionals and/or aides under appropriate supervision.

Compounding the frustrations associated with the traditional teacher preparation programs are the increasing complexities of agricultural technologies and comprehensiveness of curricula requiring specialty teachers. An alternative off-campus, multi-media, multi-staff effort should provide essential elements of education for these types of teachers. Providing proper instruction and supervision would require the joint efforts of qualified local teachers, administrators and directors, district supervisors and itinerant teacher educators. Such joint efforts would pay gigantic dividends.

Third, the follow-up in-service program, closely aligned to the pre-service preparation of professional vocational education personnel in agriculture is likewise laudable. Teacher educators have for years conducted on-site instructional visits to new instructors, which is a technique for extending and evaluating the pre-service preparation. (As coordinator of Nebraska's first year teacher course, meeting year-round on a monthly basis and in four different geographical areas of the State, I continue to hear expressions of amazement and appreciation from local school administrators about our good service and how great it would be if other teacher education programs would provide such follow through.) Commendable indeed have been the construction of curriculum materials and conduct of workshops to assist teachers to improve instruction in agriculture. Also, in most states, flexible graduate programs have provided realistic "practitioner" degrees at the masters degree level, balancing theory and application.

On the other hand we stand to be criticized for a lack of systematic development of "core" and "specialized" curriculum materials enabling teachers to keep current with the increasingly comprehensive and complex, broad-base instruction most teachers are called upon to provide in today's work setting. Donald Eshelby, reporting on a survey in the *Voc Ed Magazine* (November, 1978), makes it clear that teachers desire basic core materials which allow for individual selection of components for localizing to community needs.

Looking at our research record, it seems appropriate to repeat only a concern expressed by the 1970 AATEA Distinguished Lecturer,

Dave McClay. "I am afraid we have failed to do the research necessary to justify our programs to the public. As competition for educational monies becomes more severe, we will need more solid data to back up our claims of excellence (and efficiency in terms of cost benefits) than we have thus far accumulated" (McClay, 1970).

The time is at hand when agricultural educators must develop a unified model of inservice preparation for professional personnel, utilizing local education and industry, teacher centers, state department of education and university personnel and other resources.

Fourth, laudably, the Smith-Hughes Act set forth as its purpose, the preparation of present and prospective farmers for proficiency in farming. Our forerunners realized the need and the importance of immediacy, the direct affect of application of new knowledge on the farms of our nation. The years of growth in continuing education for adult and young farmers was commendable. However, the current demise is deplorable. Gene Bottoms pointed out (*Voc Ed*, November, 1978) that in ten years the adult population (ages 25-44) will have grown to 132 percent of that in 1975, and that vocational education should be serving at least ten percent instead of the current four percent. He suggests that we could do much to reduce the half million annual small business failures, including many in agriculture. He further suggests steps for stemming the tide. Practically no off-farm adult agricultural education is offered. There are reasons, of course-- increases in numbers of students, of courses and of daily teaching assignments for high school teachers. Also, some expect the community colleges to assume that responsibility. One lamentation is that they have not been properly prepared philosophically, professionally or fiscally to fulfill that function. Professional personnel preparation programs must recognize the problems and develop a model(s) to prepare instructors for the roles of conducting and/or coordinating agencies and resources in providing continuing agricultural education for farm and non-farm adults and young farmers. There is no magic to the order in which the Smith-Hughes Act listed the words "present" and "prospective." But, what has happened to the philosophy and priority of continuing education?

Fifth, agricultural educators have been lauded as pioneers in involving the laity to keep the teacher and program in tune with the times and local community needs. The use of advisory councils to assist in program development, implementation and evaluation has for many decades been a trademark of successfully localizing the vocational agriculture program.

Lamentably, inactivity and/or non-existence of such councils in agricultural education and other areas of vocational education has resulted in their being mandated in current legislation. The profession must recognize, with renewed insight, the importance of, yet the impossibility of legislating effective use of advisory councils. It can be accomplished only through preparation of and follow-up assistance to professional personnel.

Sixth, in the same vein, lauditive efforts, inculcating all facets of the student's life have made instruction in agriculture relevant. Community education is a current "in" term in other disciplines, while agricultural educators have for decades individualized and personalized education through involvement of students, home and farm, school and community. Vocational education for students with special needs, another "in" word, has long been accommodated in agricultural education by individualizing instruction, on the premise that all have special needs. That is, each student maintained accounts on his/her own occupational experience program and learned common knowledge in the classroom as well as acquiring and applying solutions to individual problems in the classroom, laboratory and on-the-job under expert supervision of the teacher. However, our agriculture teachers are ill-equipped to utilize the new supporting consultative staff, materials and services which are available.

Although agricultural education was for years lauded for its multi-period classes which permitted hands-on learning in the community laboratory, that has been largely and lamentably lost.

Lauds are due the profession and Dave McClay (1978) for the identification of competencies required in many agricultural occupations.

We lament that instructors, at high school and post-secondary levels may be inadequately prepared to utilize the information. With the vast array and complexity of content to be taught, there has been insufficient recognition and standardization of basic agricultural principles--the animal, plant and soil sciences, mechanics, economics and management--and to the development of "core" curriculum materials to assist teachers, especially in single teacher departments. Sufficient aids and approaches have not been developed to enable the teacher to compensate for the lost multi-period time frame and for the multiple preparations required to teach the resulting additional courses.

Seventh, further laud is the project method--learning by doing. Supervised occupational experience (SOE) has been successfully pioneered, proven and promulgated as the key to vocational education in agriculture. Terms similar to "discovery learning" and "principles approach" in the sciences and modern mathematics as well as the experiential activities of 4-H and Junior Achievement reflect efforts, both in and outside the school system, to emulate that model.

The now "in" words of "entrepreneurship" and "creating career opportunities where no job exists" have been used by agricultural educators for half a century. Students of vocational agriculture have identified needs, envisioned opportunities, engineered and produced agricultural equipment and emerged as successful entrepreneurs. The same is true for creating specialty markets for crops and livestock products.

One lamentation on this matter is that neither the public or the profession has recognized, publicized and capitalized fully upon the contributions made nor the opportunities for further contributions in the future. Gene Bottoms in the *Voc Ed Magazine* (October, 1978) commented that many rural agriculture teachers have assisted their students to develop their own businesses. Such an approach to entrepreneurship needs to be developed by other vocational teachers.

Perhaps the one single factor to be most lamented in vocational education today is the confusion about the essentiality of and approaches for conducting SOE programs. The rapid growth in numbers of students in vocational agriculture, especially those with non-farm backgrounds, and the increasing multiplicity of courses (short duration courses and students) and expansion of instruction for off-farm agricultural occupations requiring more teacher supervision has caught the profession ill-prepared. As a result SOE programs, the element which makes education vocational, is nonexistent with thousands of students.

With professional negotiations and restraints on after-hours work by teachers as well as legal work-age limits on students in agribusinesses and a lack of available land and school laboratory facilities, serious efforts by the profession will be required to further develop realistic school-based alternatives, if indeed under-age students of vocational agriculture are to receive the benefits of supervised occupational experience. Further efforts must be exerted to assist local instructors to prepare for and promote, both within the school and the community SOE options of acceptable scope and duration in production agriculture, services, environmental protection and resource conservation. Although learning is more thorough and retained longer, W. H. Martin, in an April, 1978, presentation to the AVA Agricultural Education Advisory Council made the point that "survival of out-of-school supervised occupational experiences for all students each year (all year) seems doubtful."

Eighth, laureate educators-legislators, in recognition of the structure of public education, provided that vocational education conform with the world of work--around the clock, around the calendar-- and should not start or stop when the school bell rings. Supervised occupational experience programs, essential to each vocational area, are linked directly to year-round supervision, especially in agriculture. Agriculture is unique in that crop and livestock concerns and all those related thereto, are most active during the summer months at school vacation time. The conditions cannot be duplicated or taught effectively at any other time of the year.

Researchers continually lament the fact that local school administrators do not believe the summer program is a good investment. Regretably, too many teachers have taken advantage of their employers and pursued their own interests at the expense of conducting sound agricultural education programs. Some spend too much time away from

students and outside the community. I maintain that most teachers conduct worthwhile summer instructional programs. However, too many fail to involve and inform their administrators, advisory councils and other publics about their summer programs.

Ninth, lauds perhaps come to agricultural education most frequently for its enhancement of learning and leadership through its integrated student organization--the FFA. The FFA is an exceptional vehicle for publicity, and contests are excellent carriers. Contests are for learning! I can't help reflecting on the recent rash of resignations of football coaches. When will it happen to losing vocational agriculture/FFA coaches? This will happen when and where competition is overemphasized and successful teaching-learning becomes synonymous with winning.

The FFA is envied and emulated by other areas of education across the nation and around the world. It has fostered fellowship and cooperation, effective organizational operation, services to rural communities and individual leadership development. *Individual* is emphasized lamentably, for in too many cases the FFA effectively isolates itself from the community. It is superficial. Leadership development in the future must acknowledge the fact that as an individual leader one will have little or no real impact on important decisions affecting agriculture, rural life, economics, culture or government. The FFA must learn more about uniting with other community agencies and organizations on common concerns.

Building Our American Communities (BOAC) could very well be the best thing to come to the FFA since blue and gold. However, I lament that the FFA has failed to seize upon the opportunity and to utilize the great potential of BOAC to unify seriously with other agencies and organizations to impact important decisions on real community issues.

Tenth, we lend only limited lauds to leadership for legislation from within the profession. Notable exceptions include the late M. D. Mobly, a past Director of AVA, and Milo Peterson and Gordon Swanson. These people were effective spokesmen in our behalf with the Federal government. I consider this a bedrock issue, and will elaborate in more detail on it. Some of you will not agree with my list, especially on this issue. You are thinking rather that if one does a good job the program will speak for itself and gain the necessary public support and financing. To that point, I simply remind you that vocational education did not reach its pinnacle of success without Federal funds stimulating matching funds from state and local governments. Look around you and count the quality factors being lost or reduced as funds are withdrawn.

Virtually all of the aforementioned items have and will continue to require favorable legislation/policy and financial encouragement for solution. For instance, which of the factors could be accomplished in the absence of adequate qualified teacher education personnel and

supervisory staffs at local, state and national levels? Lamentably, should recent funding and administrative trends continue, specialized agricultural education staffing will be nonexistent. What is to be done to stem the tide?

The solution is two-pronged, personal and professional or individual and organizational. For too many years the profession has relied upon a professional staff person and a single member of congress to carry its flag into the battle on the "Hill." It is perhaps unfortunate that it worked so well for so many years. It worked with the AVA Director as the number one lobbyist in Washington and a respected member of congress as the key committee chairman under the old seniority system. The profession has been spoiled and become dependent. To be sure, effective professional organization and congressional advocates will be required in increasing numbers as will state- and national-level member-leaders. It will be increasingly necessary for the membership individually and collectively to encourage and support such leaders financially and otherwise.

The first essential for easing the problem lies at the very grassroots level with *you*. The first step is for each individual--you and me--to become informed and the second step is for you and me to become involved. The latter represents a different stance for public servants!

To become informed, agricultural educators need to know about a number of things.

1. Agricultural educators need to know about the members of Congress who represent them. It is a well known fact that the best way to influence a member of Congress is through the constituents from his/her own district. Research is replacing wining and dining as a means of influence. It is important to know the legislator's voting pattern or leanings, "pet bills," personal interests, district, family, club memberships and occupation. It is important to know the economic, political and human impact of various legislative proposals on the legislators home district.
2. Agricultural educators need to know the contributions of vocational education to individuals in their home community, state and nation. Two examples are: (1) the one-to-four dollar cost-benefit ratio of adult farm business management education in Minnesota (one-to-nine dollar community benefits) and (2) the more subjective testimony of a student now established in his/her own business.
3. Agricultural educators need to know about the situation with regard to legislation/policy and funding. For example, the fact that in the five year period of 1974-79 Federal support for vocational education has decreased by about one-third--30 percent as compared to the Gross National Product, 33 percent relative to the total Federal budget and 43 percent compared to the total education budget.

The Federal education budget for this year is 20 percent higher than last year, while the vocational education budget is only up seven percent. Secretary of the Department of Health, Education and Welfare, Joseph Califano, is advocating a \$200 million cut from vocational education funds for 1980. Vocational education is, to quote Secretary Califano, ". . . one of the Department's least effective programs." (In Nebraska, if we have an ailing cow, we do not shoot her, but invest in a veterinarian and medication to try to improve her condition.) The Federal situation conveys the urgency for grass-roots efforts. Further, there is virtually no resource in the U.S. Office of Education to which any vocational education service area can go for planning, coordination and leadership. And many states are following the same pattern.

4. Agricultural educators need to know about related legislative proposals such as CETA, the U. S. Department of Agriculture, Youth Employment, the Small Business Administration, the Elementary and Secondary Education Acts, the Displaced Homemaker Bill, Higher Education and Lifelong Learning Legislation.

5. Agricultural educators need to know about the procedures and processes involved and priorities in a participatory democracy.

6. Agricultural educators need to know that almost a million youth drop out of school each year without job skills, and another two million handicapped and disadvantaged high school students are not in vocational education.

7. Agricultural educators need to know about the successes in vocational agriculture, such as the phenomenal 80 percent completion rate with 70 percent of the graduates gaining employment in agriculture. Enrollments of handicapped and disadvantaged students increased 50 percent in a recent two year period. Enrollment in vocational agriculture has grown 30 percent in ten years, but still does not reach its proportionate share of the labor force. More than half of the students in vocational agriculture are preparing for off-farm agricultural occupations.

8. Agricultural educators need to know about the needs and requirements to improve agricultural education and the priorities and goals of the profession, including other areas of vocational education. For example, a number of factors were identified for the improvement of agricultural education by the AVA Agricultural Education Committee on Legislation. These include an adequate supply of qualified personnel; pre- and in-service preparation for teachers, teacher educators and supervisors; curriculum development; research data; student organizations; continuing education and entrepreneurship education. However, in addition to funding, legislative goals important to agricultural education (and also considered important to all areas of vocational education) include the following:

specific identification for agriculture and each service area, adequate state- and national-level supervisory staff, adequate teacher education staff, and supervised occupational experience programs essential to each vocational education area and, especially in agricultural education, tied to year-round instruction.

9. Agricultural educators need to know who their allies are and their priorities and goals. We have potential allies who need to be identified and developed both inside and outside of vocational education. Examples include the AVA Committee on Professional Personnel Preparation, agricultural cooperatives, Land-Grant colleges, junior colleges, and farm equipment, chemical and gardening associations.

Just as being informed is important, involvement is essential. Once you are personally acquainted with your legislative delegates and are informed about the program, the difficult part is done. The results are close at hand.

Personal contact should be made with the policy makers. Channels of communication must be opened and kept open. This can be facilitated by a campaign contribution, such as \$50 at the state level or \$100 at the Federal level.

All communication should be simple and straightforward, such as in person; by telephone, telegram, or letter; or at congressional breakfasts and similar events. The strategy should be to tell them what you are doing and that your work makes a difference. Show them excellent vocational programs in action. Tell them what your program should be doing that it is not doing and why. Tell them what they can do to help, why they should do it, and the consequences, should help not be forthcoming.

Assess your own capabilities and opportunities to contribute. Each teacher educator is in a key leadership position. Legislators need one person whom he or she recognizes as a source of sound information on selected topics. I plead with you--commit yourself now to be that one vocational education source-person so recognized by your district or state legislator. With one recognized vocational education spokesperson per legislator across the United States, the task of the state and national professional associations would be much more simple and successful, but not eliminated.

The following information is from "Strategies for Influencing Policy--State and National Legislation in Agricultural Education" (Horner, 1978). Based upon the premise that state vocational education laws, structure and plans are to a great extent formed in response to Federal legislation, and that the quality of vocational education impacts and is greatly influenced by such legislation,

it is believed that professional organizations should indeed exert organized efforts to gain a voice in legislative policy making.

Today, lobbying (once a dirty word) is not only honorable, but is expected and even essential. Congress depends upon professional organizations. They are in the best position to provide the most effective and useful intelligence base for influencing legislation. Such activity utilizing organizational and individual leadership and expertise should be a prime function of professional organizations. The effectiveness of individual effort is directly proportional to the quality of effort generated by the organization represented.

While no activity is more effective than direct, face-to-face communication in influencing legislative decision-makers, the impact of the personal contact is enhanced when supported and supplemented by staff action of the organization. Such action, both preceding and subsequent to individual contact must be of high order and must involve the membership as well as the staff of the organization.

Few organizations and agencies have sufficient strength until they unite with others to achieve mutually beneficial results. As implied earlier, agricultural education has friends throughout agriculture. Vocational agriculture has served well through its program of instruction, community service and leadership development, and has, in turn, received recognition and support.

In today's activist climate, agricultural education should look beyond previously accepted parameters of activity. It needs alliances, and to be effective they must be mutually beneficial. Friends imply mutual respect and affection; alliances imply mutually supportive action.

Since the agricultural education profession is concerned primarily with persons engaged in agriculture, it seems logical that alliances can best be achieved by reference to individuals, businesses or organizations having ties with the same clients.

A first step toward enlisting allies is establishing criteria for their identification. Some criteria are: strong linkage with agricultural education leadership and with their "grassroots" clientele, such as memberships in cooperatives and local franchises for agricultural supplies and products; mutual benefits from success of agricultural education; likelihood that an ally can influence decision makers; an organization of good repute; and a record of past cooperation.

An alliance is more demanding than a friendship. It is a two-way street. To gain an alliance is to gain responsibility. It goes beyond previous perceptions of the role of agricultural education. State associations should assume leadership in implementing the

identification of potential allies. The question is simple: Which individuals, businesses or organizations meet one or more of the aforementioned criteria? The list of proposed allies needs to include names, addresses and telephone numbers, and the contact person, along with the geographical area in which it conducts business.

The identification of potential allies is merely an academic exercise if they are not utilized. After identifying potential allies, mutual concerns should be explored and defined. These areas should be the basis for forming the alliance(s) for local, state, regional and national activities. The closer such involvement is to the home base of an ally, the more effective it is apt to be. This is one way to develop and use personal contact from an organizational base.

Such alliances are for sharing influence toward achieving specific goals, not for seeking direct financial aid. Agricultural education needs power to promote its purposes, and it should come in part from allies working through legislative bodies. Time given by the lobbyist of an organization in meeting with elected officials, officials of agricultural businesses or agencies can send letters or make personal contacts with members of Congress, and communication with their constituents illustrate the tools of power and influence of an alliance. Obviously, agricultural education must reciprocate.

Influencing policy affecting agricultural education at the national level can be done with our *Communication/Impact Network*. The network communicates essential information to members of the organization, its U. S. Office of Education Officials, and AVA personnel with the intent being to educate on achievements and needs, priorities and common goals and to secure support. To supplement and strengthen the nationwide network, special "Super Network" assignments were made for agricultural educators who were recognized and respected by legislators, to contact and "educate" Congressional members on key committees.

It should be said at this point that with the recent movement of federal monies and responsibilities back to the states, state-level legislation and plans have become increasingly important determinants of state and local programs of vocational agriculture. It follows, then, that impacting on state legislation and state plans is imperative. A good example occurred when the AVA *Membergram* (summer, 1978) reported successes by vocational education service areas, advisory councils and/or state associations in Florida, Georgia, North Carolina, Oklahoma, Washington and Wisconsin to broaden and stabilize the base funding for up to 22 percent increase and/or special items such as curriculum, guidance staff, facilities, programs for the disadvantaged and handicapped, homemakers in transition, and in defining vocational education as an integral part of education for purposes of state foundation funding.

In May, 1978, Jasper Lee reported a successful Mississippi model at Maryville, Missouri, in a Conference for Leadership Training of Agricultural Educators. The model involves aggressive, coordinated and unified efforts by local and state agricultural educators, teaming up with agricultural industry to achieve favorable legislation for year-round instruction and supervised occupational experience. This model starts at the grassroots level. Legislative action may start at the state level, but pressure starts with the people.

To be effective in influencing legislation at the state level also requires continuous communication and coordinated team efforts of teachers, teacher educators, state supervisors and allies. Responsibility for leadership may be done by the state association of agricultural education and/or through the state vocational association, whichever is ultimately more advantageous to agricultural education. The legislative committee should have state-wide representation and continuity to insure on-going access to all members of the state legislature.

The legislative committee should develop standard operating procedures for district, state and national activities, monitor legislative proposals, prepare legislation and provide inputs for the state plan. They will engage "impact" forces to communicate with allies and legislators. Since state and national plans have essentially the same steps, individuals with a keen interest and desire to assume leadership would likely serve on both committees. Personal contacts at the local level through teachers, clientele of agricultural education and allies are very important. Involvement of allies and public officials in vocational agriculture and FFA activities presents the opportunity for effective impact.

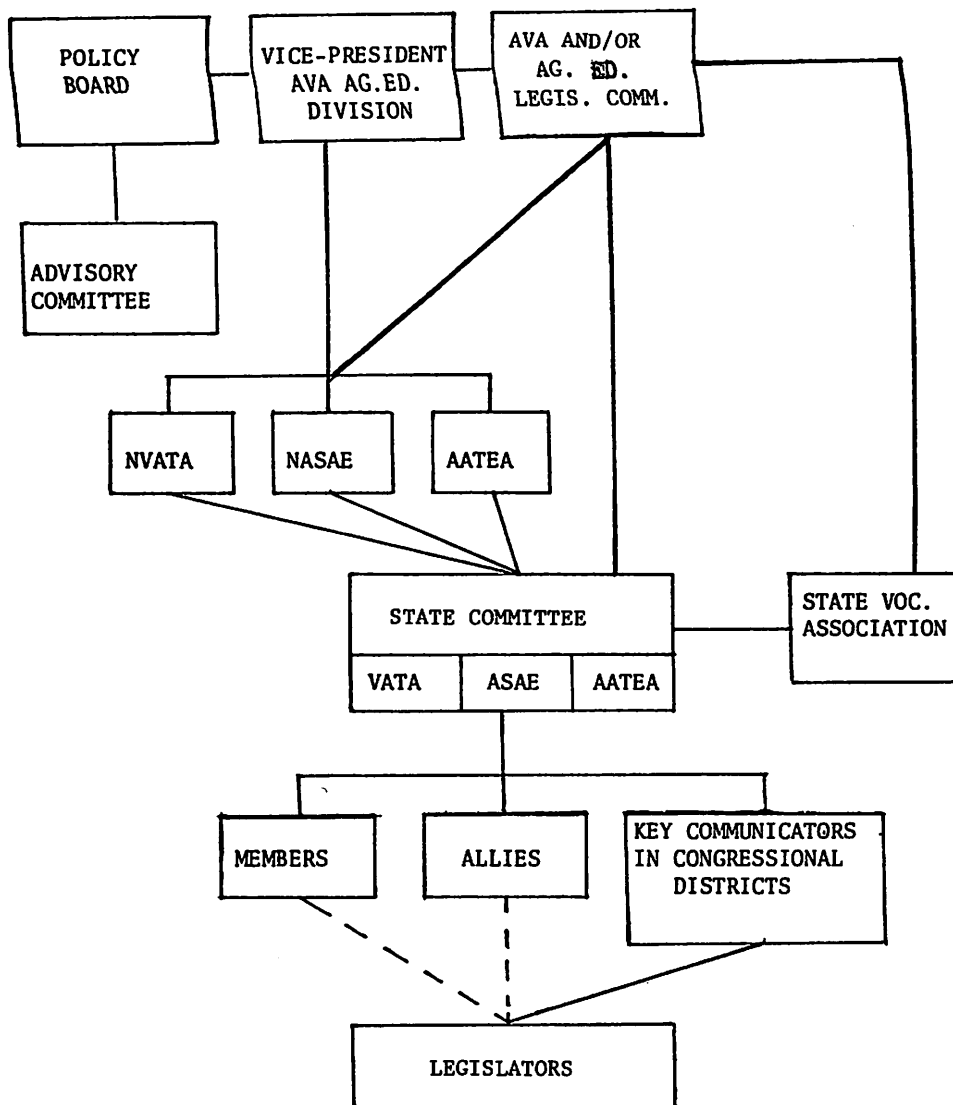
Communication among members of the profession, its allies and lawmakers supporting its position is vital to the success of any effort to influence legislation for agricultural education.

Two procedures are essential. One is to provide a base of information primarily via the printed word, such as with newsletters. The other is to provide a rapid contact (alert roster) for critical developments, such as a pending vote. The latter will be by telephone or personal contact. Flowcharts have been developed for national-level communications and impact activity. These can be readily adapted for use at the state level.

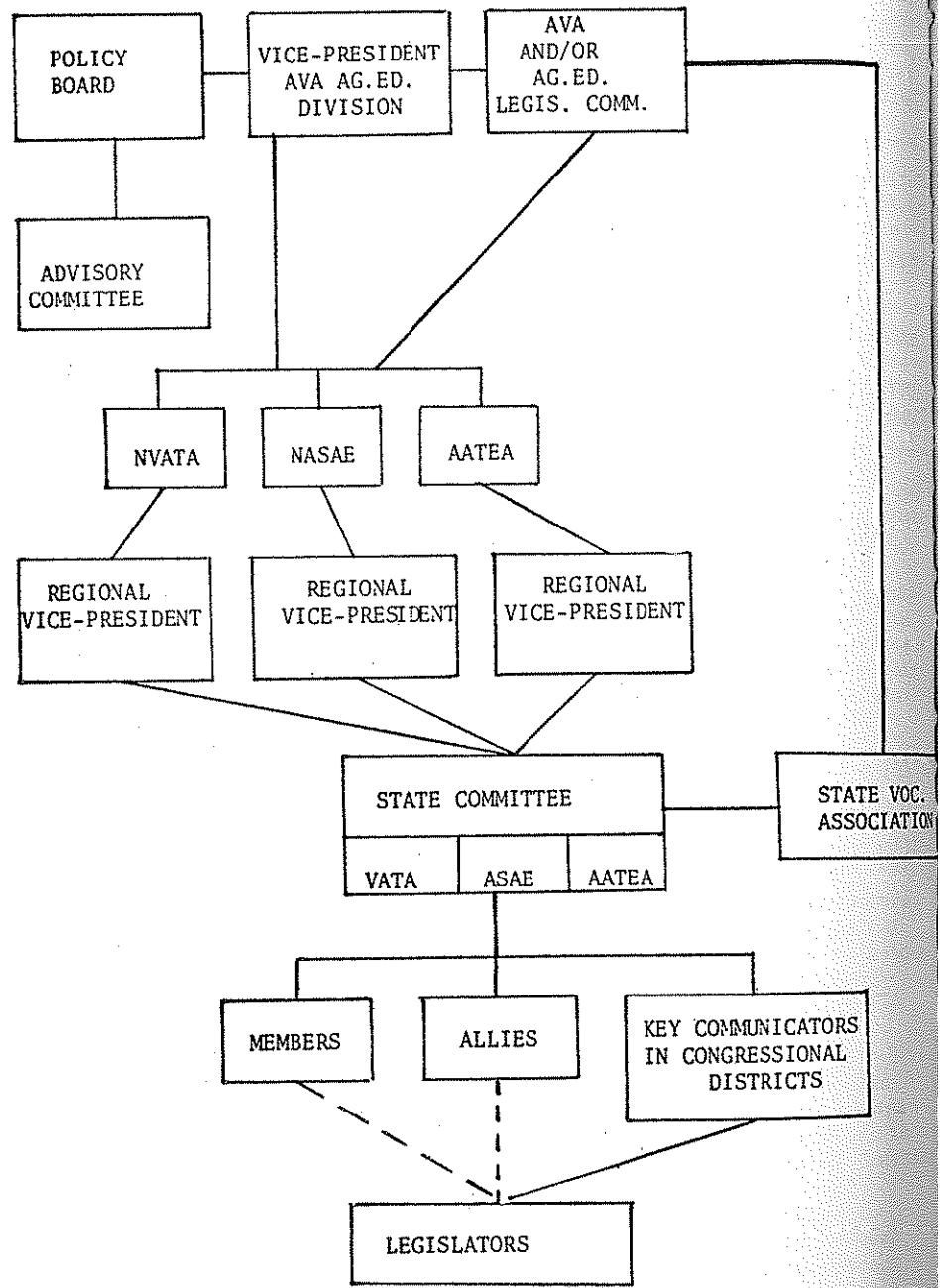
The flowchart relating to written information outlines a plan to place information in the hands of each member of the agricultural education organizations as well as a plan to utilize communicators in each state to channel information to allies and key members of Congress.

The flowchart relating to telephone procedure is designed to immediately provide information to, and urge action by, key members of Congress. At each echelon a person would be assigned to contact

National Level
 FLOWCHART FOR COMMUNICATION/IMPACT ON
 LEGISLATION ABOUT AGRICULTURAL EDUCATION
 (Written Information)



National Level
 FLOWCHART FOR COMMUNICATION/IMPACT ON
 LEGISLATION ABOUT AGRICULTURAL EDUCATION
 (Telephone Procedure)



four to ten other persons in his/her area until legislators in every district in every state have been contacted.

This may have been the rebirth of the "good news--bad news" era. I have attempted to remind us all of some of the factors in our great agricultural education heritage and to point to what at least I see as some real concerns facing us today, with special focus on the legislative arena. The necessity, and steps for personal as well as professional association involvement impacting policy making have been emphasized. That is grassroots leadership--laurels, laments and legislation.

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