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**Is State Supervision of
Agricultural Education
Needed in the 21st Century?**

Building and Putting Out Fires

By Terry Heiman

When I meet people outside the Agricultural Education profession they frequently ask me what I do. As a state supervisor, this is a difficult question to answer in a few words that do not sound bureaucratic and immediately cause their eyes to glaze over.

The theme for this issue of the *Magazine* asks "Is State Supervision of Agricultural Education Needed in the 21st Century?" From reviewing the articles in this issue of the *Magazine* I find that I am not alone in attempting to define supervision in Agricultural Education. State supervision has been difficult to define since its inception in 1917. The difficulty arises from the complexity of what supervisors do...working with people and organizational structures to affect Agricultural Education.

To simplify things, I tell those that ask that "I build fires and put out fires." Of course they usually chuckle or look more confused and ask more questions. I explain that building fires for Agricultural Education is a positive opportunity to increase and improve programming for secondary, postsecondary, and adult students; build shared purpose with industry and communities; and maybe barbecue a few sacred cows. When I put out fires in Agricultural Education I am acting as an advocate for students; teachers; an educational program; and the food, fiber, and natural resource industry I believe in.

The purpose of this issue is to help the profession define the need, benefits, and future directions of supervision for Agricultural Education. The articles in this issue all add to this process by discussing the history, form, function, location of authority, and potential future structures of supervision of Agricultural Education. Obviously, one size does not fit all!

What is happening in your state or region to grow, nurture, expand, and improve Agricultural Education? After you reflect on this question and review the ideas in this issue, you may find it is time to build or put out some fires.

Terry Heiman is Director of Agricultural Education at the Missouri Department of Elementary and Secondary Education, Jefferson City, MO.



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Article Submission

Articles and photographs should be submitted to the editor, regional editors or theme editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed double-spaced, and include information about the author(s). One hard copy and one electronic copy of articles should be submitted. A recent photograph should accompany the article unless one is on file with the editor. Articles in the magazine may be reproduced without permission.

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Is Federal Supervision of Agricultural Education Needed in the 21st Century?

By Larry Case

Why This Article?

Nationally and in most states, agricultural education professionals, partners, and stakeholders have completed a process for defining a preferred future. As a group, we envision a world where "all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well being." Further, the mission is "to prepare students for successful careers and a lifetime of informed choices in a global agriculture, food, fiber, and natural resource systems."

It is our belief that this vision and mission will move us into the 21st century. It will aid the profession, stakeholders, and others to serve student's educational needs and maintain strong agricultural, food, fiber, and natural resources systems. It will serve the public interest by helping to assure an abundant and safe food supply and raw materials for shelter and clothing, while protecting the environment for future generations.

As we move to carry out our mission, roles both professionally and institutionally, will change. This article is sharing an opinion of how the Federal role could play a part of developing a preferred future for agricultural education.

Brief Historic Overview

Historically, Federal policy supporting agricultural education was much more autonomous and needed more personnel to administer. Funds were allocated by program areas (vocational agriculture, trade and

industrial education, home economics, etc.) Federal staffing clustered around program areas located in Washington D.C. and in four regional offices, which answered to the Federal Board on Vocational Education.

With federal funds supporting program areas, the federal staff had the responsibility to supervise the use of federal dollars. They offered assistance to states and provided leadership for states to develop what was then called "vocational agriculture programming." They also helped states to maintain the infrastructure, i.e. research, teacher training, curriculum development, facility planning, and professional development, to support the programs.

The National FFA Organization was organized in 1928 with a Federal charter being issued by the U.S. Congress in 1950. One primary function of the FFA Charter was to authorize and clarify the relationship between federal staff and the National FFA Organization. It placed in U.S. Code the authority for federal staff to be administratively responsible for leading and managing the organization.

In 1963, the Congress changed the funding patterns for vocational education away from program discipline areas. Over time, the Federal agency reorganized the staffing pattern away from the traditional program discipline areas.

Federal Leadership Today

Today, Federal funds for vocational education are distributed via state grants based on an approved state plan. Federal leadership has

moved from supervision to a catalytic leadership approach. Currently, much more flexibility is being provided to the states in using federal funds for program improvement.

Currently, two staff members are employed as program specialists in agricultural education in the Division of Vocational Technical Education (DVTE). These two positions are still in existence because the National FFA Charter requires two Department of Education positions to fill the roles of National FFA Advisor and Executive Secretary for the National FFA Organization. Other program discipline areas do not currently have federal staff providing assistance.

However, DVTE is reorganizing. The DVTE will be moving to a two-team structure. One of the teams will be titled as the "Program and Educational Reform Team." This group will be focusing on the development of information providing assistance around career areas, and supporting educational reform through vocational technical education. The other team will be the "State Administration Team" which will be working with states on the administration of the state plans for vocational education.

The new structure provides for cross functioning staff responsibilities. All DVTE staff will be involved with at least one state in providing assistance and liaison services for the vocational education legislation. In addition, all DVTE staff will be involved with career clusters and educational reform.

The Agriculture, Food, Fiber, and Natural Resource Systems career cluster is the first area being developed because staffing is in place. Communication technology increases the capacity of the staff to provide information and services to educational professionals and others. As an example, a web site is under development specifically for the agricultural

career cluster. Other activities are scheduled for development.

Congress has also encouraged the Departments of Agriculture and Education to work together to support school based agricultural education. Specifically, the law reads: "It is the sense of Congress that the Secretary of Agriculture and the Secretary of Education should collaborate and cooperate in providing both instructional and technical support for school-based agricultural education."

With this recently renewed federal interest in school-based agricultural education and a new vision and mission, there is an opportunity for agricultural education professionals to develop additional partnerships in pursuit of a preferred future. The preferred future for agricultural education can be achieved through collaborative partnerships from all areas, including the federal government.

How Can Federal Leadership Help in Achieving the Unified Mission of Agricultural Education?

With our foundation as a past of educational programming excellence, maintaining, and building on the connection with the U.S. Department of Education through the National FFA Organizational charter, the agricultural education community will want to continue to partner with the federal agencies that have educational interests. The Department of Education is the most obvious since the nations' educational leaders and other stakeholders recognize the Department as representing and responding to the federal interest in education.

Federal interests include the support of a strong educational system, which will prepare students for productive careers in the 21st century. This includes all aspects of education and is not confined to the vocational technical education com-

munity. These interests are not different from what is envisioned in the preferred future for agricultural education. Partnering with the Department of Education, U.S. Department of Agriculture and other federal agencies will help meet the demands of educational reform initiatives and technological interventions which impact state and local programs.

Opportunities to work together will arise from the anticipated changes needed to accomplish a preferred future. For example, currently, most of the agricultural education programs are public school-based. In the future, the delivery of educational services will become more diverse. Technological innovations of the Internet, distance learning, and other interventions has taken away the need for learners to be in one location. Educational reform alternatives such as vouchers, charter schools, private schools, and home schools are impacting public education policies. Agriculture, food, fiber, and natural resources systems educational programs need to be a part of all delivery systems and a federal presence will aid in making this connection.

The fulfillment of the new mission of agricultural education is in keeping with the federal agenda for education. Federal agencies represent potential resources for achieving the unified mission of agricultural education.

What Does the Future Hold?

One thing is certain about the future – it will be filled with change. Technology will continue to provide the capacity to deliver goods and services differently. It will impact the way government will operate and interface with the public.

As agricultural educators pursue the preferred future, I believe that there is a useful purpose and need for federal leadership in agricultural

education. From past days, the federal role has changed from supervision to catalytic leadership. In the future, making connections and building partnerships will be a major tool for positive change.

Connecting the federal agenda for education with the agenda of agricultural education will best serve the public interest of assuring well-educated, highly motivated individuals who will lead and support the food, fiber, and natural resources systems. This will help in sustaining a natural resource base for future generations and provide an abundant and healthy food supply, which will meet the needs of an ever-increasing world population.

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Agricultural Research, Extension and Education Reform Act of 1998.

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Sec. 642. Sense of Congress Regarding Importance of School-Based Agricultural Education.

Larry Case is National FFA Advisor with the National FFA Organization, Indianapolis, IN.



State Supervision Versus State Leadership:

How to Make It Work... Not Why It Will Not Work

By Marshall Stewart

As the agricultural education community embarks on a new century, many challenges must be addressed. A central challenge will lie in the way that the agricultural education program is structured, implemented and governed at the state level. The answers to these challenges of structure, implementation, and governance will be determined by the choice made at the state level to this question: "Do we supervise agricultural education or do we lead agricultural education?"

Supervise is defined in Webster's dictionary as to direct or inspect the work, actions, or performance of. This definition clearly indicates an element of control and/or authority. Webster, on the other hand, defines lead, as to conduct, guide, or influence along a way. This definition implies a greater emphasis on persuasion and/or salesmanship. The respective definitions of these words provide one with valuable insight into the state governance models that are being used today and will be used in the future for the agricultural education program. For the purposes of this article it is helpful to consider which, if either, of these words are more important, significant, and/or compelling.

To supervise or to lead...that is the question! Supervision, as defined by Webster, can be viewed as a style or strategy of leadership. Leadership in this case is a much broader approach and responsibility. This broader view requires a shift in thinking from a management (supervision) context to a leadership context. In essence, this shift requires one to think broadly about the trends, issues, and concerns of the program. In the words of Warren Bennis, "To move from doing things right to doing the right things." Certainly, the leadership model presents the opportunity to have greater long-term influence and to set direction for the program rather than accepting the direction that is brought on by other influences.

Traditionally, state agricultural education programs, like others in career and technical education, have had state supervisors. These supervisors have served as the authority figures for the state programs that they served, with responsibility for funding, teacher placement, and program quality. More recently, these models have eroded across the nation, with more of the decisions regarding funding and program quality residing at the local level. Many in the agricultural education profession have expressed considerable concern and outrage for this change in emphasis. However, the erosion has occurred in spite of the agricultural education profession's concern, with the majority of the state agricultural education programs today having seen a gradual reduction in state staff.

With the shift of power and control to the local level, one might reasonably think that there is less need for state supervisors (i.e. less supervisory duties, thereby less need for people). However, this notion is based on the idea that

state staffs are needed for supervision duties. Herein, lies the crux of the "supervision/leadership" issue. If state staff personnel are expected to supervise only and there is less to supervise since the local level now has greater responsibility for program management, maybe the critics are right or at least have a good argument and we do not need as many state supervisors in agricultural education. On the other hand, if the role of state staff is repositioned to focus on leadership of the agricultural education program, (i.e. visioning, strategic planning, analysis, marketing, collaboration, partnering, etc.) the argument for the need to expand state staff could be made. In fact, through the leadership model there are and will be so many opportunities to provide leadership and support for local agricultural education programs that

more state "leadership" staff capacity will be critical to the future of the program.

Leadership will require that state staff focus on doing the right things more than doing things right. This new leadership focus for state agricultural education staff requires a major shift in thinking. Can agricultural education survive in a world where state staff personnel move to a role of facilitation and coordination? Can agricultural education maintain quality programs in a world where control and authority is local? Will new agricultural education programs be opened under a state leadership model? Will agricultural education enrollments grow through state leadership? Will agriculture teachers attend professional development activities in a world where they make the choice to or not to participate?

Can year-round agricultural education programs (12-month contracts) be maintained without state supervisors? These questions merely scratch the surface of challenges of the New World that one will face with a shift from state supervisors to state leaders. The answers to all these questions must be yes. In the words of George Bernard Shaw: "Some people look at the challenges of the world and say why, I look at the world and say why not?" State staff must focus on how to make it work, not why it will not work.

References

Bennis, W. (1989). *Why Leaders Can't Lead*. Jossey-Bass Publishers, San Francisco, California.

Marshall Stewart serves as State Agricultural Education Coordinator in North Carolina. He is also currently serving as President for the Agricultural Education Division for the Association for Career and Technical Education.



Since January 1996, the North Carolina Agricultural Education Program has been based in the Department of Agricultural and Extension Education at NC State University in Raleigh, North Carolina. The program is led by a five member State Agricultural Education Team. The focus of the team is to provide leadership and coordination for the agricultural education program. The team utilizes influence and persuasion (i.e. leadership). Since 1996, enrollment has grown by 8,000 students in grades seven through twelve. An average of six new programs have been opened and eight teacher positions per year have been added per year since 1996. In 1998, a new core curriculum was introduced with greater emphasis on science, technology, business, and leadership in agriculture. The opportunity to be based at NC State University has provided a stronger linkage between the agricultural research-base and technical expertise of the university and the agriculture teachers across the state.

What Are We Doing Today That Gives a Glimpse of the 21st Century State Leadership Model?

By Ronald L. Reische

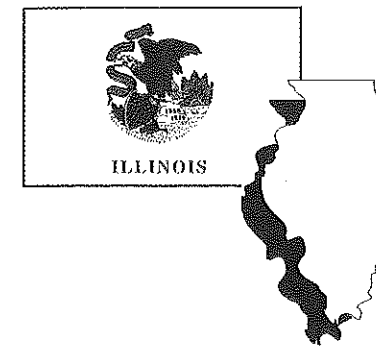
The number of models for state leadership of Agricultural Education is almost, if not identical to, the number of states in the union! Does this mean that there are no foundational underpinnings that are fundamental to the development, implementation, improvement, expansion, and evaluation of Agricultural Education programming? To the contrary, there are a number of quality indicators or process variables that have been generally accepted since the early 20th century that will continue to be important components related to successful programs. In many cases it is the varying level of importance attached to each of these quality indicators that has helped shape each state's model for state leadership. The intent of this article is not to establish and defend an exhaustive list of quality indicators. It is rather to look at several functions related to or contained within the term leadership and examine how this has evolved to the current operational model for the State of Illinois. This will be done through a brief historical perspective, identification of key groups, partnerships, and events and an organizational chart that attempts to graphically portray the model. Please keep in mind that this model for the 21st century has evolved over the last two decades of the 20th century!

Agricultural Education in Illinois followed the path that most Midwestern states traveled in the early 20th century as vocational agriculture

programs and FFA chapters were established in rural communities for boys living on farms. A very specific, rigid formula was used to establish, operate, fund, and evaluate local programs. The program focus was narrow (i.e., farming) and district supervisors employed by Board of Vocational Education provided rigid oversight. Because the program had a narrow focus based on sound quality indicators and obviously met local needs, it was very successful.

Over the last four decades there have been several major changes in Illinois that forced Agricultural Education to either evolve to meet the changing needs or cease to exist. An increasing level of local autonomy has led to a resistance to state-prescribed curricula. There has been a consolidation, at the state agency level, of the functions of the Board of Vocational Education (career and technical education) into the Illinois State Board of Education (ISBE) office along with the rest of K-12 education. This was accomplished initially by the establishment of the Department of Adult, Vocational, and Technical Education within the ISBE. Currently, functions related to vocational education are less centralized within the agency and there is no longer one separate department or division for ALL aspects of vocational or career and technical education. The day to day administration of vocational student organizations has been moved out of the state education office and only partially funded through a state

contract. The Agricultural Education profession to serve the FFA, FFA Foundation, and the state agriculture teachers association established an administrative office, the Illinois FFA Center. A steadily dwindling farm population brought about by technology, efficiency, and a variety of other factors has changed the societal focus away from agriculture to some extent. Many young people have to go back to a grandparent or even a great grandparent to establish a connection to production agriculture. Employment opportunities in production agriculture have decreased while those in agribusiness and agriscience have skyrocketed. A broader program focus across a wide spectrum of occupational opportunities has made the programs more appealing to both young men and women. A growing realization has developed that young people completing educational programs at all levels up through the university are not adequately prepared to meet the challenges of the 21st century workplace. This has proven particularly true in terms of the practical problem solving/critical thinking skills and general workplace skills that were associated by many with the vocational agriculture programs and rural upbringing of students in the early 20th century. Children are "expected" to attend college and are counseled towards college preparatory "tracks" that many times totally exclude career and technical education. Many members of the consuming public are unaware of many of



the issues that affect the food and fiber system. The success of the agricultural industry brought about by modern agricultural methods and the resulting abundance has removed to some extent the spotlight from agriculture.

By the early 1980s these changes brought Agricultural Education to a turning point. Declining levels of supervision, funding, staff development, curriculum development, and local support had led to a rapid downward spiral of Agricultural Education. Agricultural leaders from all levels of Agricultural Education came together with leaders from the agricultural industry to create a new vision for Agricultural Education and a new structure and to seek adequate resources.

In the Illinois Model for Leadership in Agricultural Education, state-level functions are as follows:

Leadership – Leadership is a function of the membership and/or leadership of ILCAE, ICAE, ISBE, FCAE, IAVAT, IACCAI, and IAEC.

Legislative Advocacy – Primarily the role of ILCAE and the teacher professional organizations (IAVAT, IACCAI)

Supervisory, Administrative, Regulatory Functions – Concentrated at the state-agency level related to operationalizing leadership direction through funding, program approval, and program evaluation.

(continued on page 17)

Groups Involved in Agricultural Education in Illinois

ILCAE – The Illinois Leadership Council for Agricultural Education is a voluntary grassroots agricultural industry group focused on the expansion and improvement of Agricultural Education programs at all levels. Primarily an advocacy group focused on legislation, funding, and promotion. Responsible for legislation that established the Illinois Committee for Agricultural Education (ICAE) and the Agricultural Education line item in the Illinois State Board of Education (ISBE) budget.

ICAE – The Illinois Committee for Agricultural Education is a 13-member committee established by legislation and appointed by the Governor to advise both the governor and state education agency concerning Agricultural Education K-adult. Six members must be appointed from the ILCAE.

ISBE – The Illinois State Board of Education is the state agency responsible for K-12 education, including career and technical education. Three professional Agricultural Education consultants serve in a supervisory administrative capacity related to program approval, funding, and regulatory requirements.

FCAE – The Facilitating Coordination in Agricultural Education Project is supported with funds from an identified Agricultural Education line item within the ISBE budget. Project staff includes a coordinator and five district professional staff charged with improving education in and about agriculture, kindergarten through adult levels.

IAECC – The Illinois Agricultural Education Coordinating Committee is made up of the professional staffs of the ISBE, FCAE, Illinois FFA Center, and the members of the University Council for Agricultural Education (teacher educators).

Illinois FFA Center – The Illinois FFA Center is a non-governmental, state-level administrative office with two full-time professional staff serving the Illinois Association FFA, the Illinois Foundation FFA, the Illinois FFA Alumni Association, and the Illinois Association of Vocational Agriculture Teachers.

Illinois Foundation FFA – The Illinois Foundation FFA is a foundation established to receive and disburse funds to support quality FFA programs in Illinois.

Illinois FFA Alumni Association – The Illinois FFA Alumni Association supports and promotes the FFA organization and its activities and Agricultural Education at every level. The focus of the association is the local chapter affiliate.

FFA – The Illinois Association FFA is a vocational student organization for students enrolled in Agricultural Education programs at the junior and senior high levels.

IAVAT – The Illinois Association of Vocational Agriculture Teachers is a professional organization for agricultural education teachers at all levels.

IACCAI – The Illinois Association of Community College Agriculture Instructors is a professional organization for postsecondary agricultural education teachers.

PAS – The Illinois Postsecondary Agricultural Student (PAS) Organization is a vocational student organization for students enrolled in Agricultural Education programs at the postsecondary level.

Statewide Agricultural Literacy Programs – Several statewide initiatives, both formal and informal, are being conducted in Illinois. The FCAE project serves as the coordination point between these initiatives and the rest of Agricultural Education.

What Will be the Role of State Supervisors in the 21st Century?

By Ernest D. Gill

Each state has in place an educational agency that is charged through state statute with the oversight of public instruction. This agency, be it the State Department of Education or the Office of Public Instruction, provides leadership through long-range planning and providing professional guidance and technical assistance to the state's educational system. The staff consults with and advises local school districts and their personnel; they also assist the state legislature, the Governor, and the public in all aspects of the state's public elementary and secondary programs. Even though each state has an agency responsible for the delivery of public instruction, the internal structure and delivery of services may vary dramatically.

In relation to vocational education over the past 35 years, we have seen these agencies switch from providing services through the traditional program discipline areas to various other alternatives. Some states have elected to provide no services by program discipline areas and others have maintained the traditional program discipline areas. Other states have elected to pursue line item legislation to provide services to the program areas or to create a separate agency to monitor and provide these services.

The Present

Since the United States Congress passed the Smith-Hughes Act in 1917, fifteen more acts or amendments have been passed providing for

vocational education in agriculture. With each piece of legislation came a certain amount of confusion that tested our ability to meet the new initiatives and still maintain our fundamental philosophical beliefs in vocational agricultural education.

These legislative acts also resulted in structural delivery changes from the Federal level to the state and local levels. The most recent change is the passing of the Carl D. Perkins Act of 1998. The Act specifies three broad themes: strengthen academics; broaden opportunities; and send more funds to the classroom. Within these broad themes is the challenge for state supervision to shift from compliance monitoring and management to performance management. This means from monitoring rules to producing results for multiple customers; from administration of existing resources to creating and identifying new opportunities and developing partnerships; and from single/grants to multiple feature/purpose.

In light of the shift to performance management, some things will stay the same. There will continue to be an emphasis on integration of basic and advanced academic skills, the general occupational skills (SCANS), and attainment of skills in regards to standards in agricultural education. Tech Prep initiatives will continue to gain momentum as we develop seamless, articulated programs from the secondary to postsecondary levels. Program improvement and use of technology in the classroom will be emphasized as we prepare students for all aspects of the industry. Other responsibilities that will remain important are to develop, approve, and monitor program quality; monitor the eligible recipient compliance with the Carl Perkins Act; plan and deliver professional development activities; and ensure the infusion of the FFA as an integral part of new and existing programs.

The Future

Agricultural Education has a strong heritage providing a solid foundation on which to build our future. The changes that have occurred through legislation have provided us with a valuable education and our ability to adapt to these changes have prepared us well for the future. To quote management leader Peter Drucker, "The best way to predict the future is to create it." This is very appropriate for agricultural education. Within the parameters of the new Carl Perkins Act, the role of State Supervisor will be to facilitate the process of creating our future. From past days, the Federal role has changed, as has the state role. As a result of the new legislation further change will occur. We will likely see State Departments of Education restructure and take a different approach to the services provided and information required.

The public, over the past several years, has become more critical of all of education. Consequently, embedded in the legislation is greater accountability. Contained in the law are core indicators of performance. State staff will be evaluating student attainment of established skill proficiencies; student attainment of secondary school diploma, proficiency credential or postsecondary degree or credential; placement retention, and completion of postsecondary education or various types of advanced training; and student participation in and completion of VTE programs leading to nontraditional training and employment.

To be accountable to these core indicators of performance a different structure of services provided and delivered is needed as their requirements are more than state supervision can provide, both in time and resources. Alliances or teams may need to be formed to provide the resources to deliver the services

required. Each team could be made up of specialists to not only meet the requirements of the law but also to meet the needs of students, programs, and the business and industry workforce. Team composition might consist of program specialists (State Supervision and FFA staff), workforce development specialists (JTPA, Workforce Investment Act staff, Job Service, or others), student services specialists (financial aid, nontraditional employment specialist, special populations, or others), and state services (tech prep, licensure, legislative, resource specialist, or others). Cross training would be required and a higher level of service to meet core indicators of performance could be achieved.

This approach to performance management will allow us to engage stakeholders to develop linkages to work toward a common vision. Future linkages, partnerships, and alliances, both internally and externally, statewide, and locally, will determine the ability of agricultural education to achieve its preferred future. The role of state supervisors will be to facilitate this process as we progress into the 21st century.

Ernest D. Gill is Program Manager of Agricultural Education, CO.
(no photo)

The Agricultural Education Magazine Editor-Elect

Call for Applications

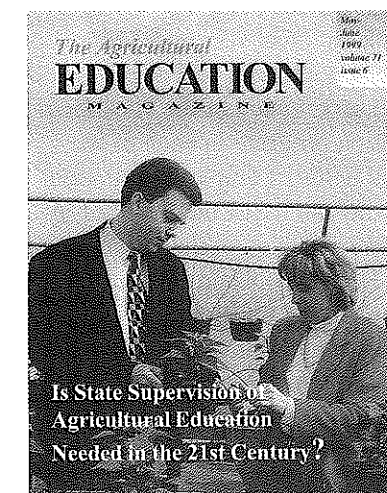
The Editing-Managing Board of *The Agricultural Education Magazine* has issued this Call for Applications for the position of Editor-Elect of the magazine. The Editor-Elect will serve a one-year term from January 1, 2000 until December 31, 2000. The Editor-Elect will then assume the duties of Editor of *The Agricultural Education Magazine* for a three-year term, 2001-2003.

Any interested individual should submit five (5) copies of the following materials to the Search Committee.

1. Letter of Application stating why the applicant is interested in becoming Editor-Elect and describing any changes or innovations the applicant believes would improve *The Agricultural Education Magazine*.
2. Letter of Support from the applicant's immediate supervisor indicating the applicant has the administrator's support in undertaking this professional responsibility and that the administrator will provide necessary secretarial or student assistance to produce a high quality professional publication.
3. Complete vita of the applicant.

Five copies of the above materials must be postmarked by August 1, 1999 and mailed to:

Dr. James J. Connors, Chair
Editor-Elect Selection Committee
The Agricultural Education Magazine
Department of Agricultural and
Extension Education
University of Idaho
1134 West 6th St.
Moscow, ID 83844-2040



Is State Supervision of Agricultural Education Needed in the 21st Century? A Teacher Educator's Perspective

By Don R. Herring

Formal supervision in agricultural education nationwide began with the passage of the Smith-Hughes Act in 1918. Two major roles of state supervisors were identified, that of supervision (promotion of the work of the teacher) and inspection (safeguarding of federal funds). Fulfilling this dual role was a difficult assignment (Hillison, 1998).

The first statement of administrative policies based on the interpretation of the Smith-Hughes Act was issued in 1917 as *Vocational Education Bulletin No. 1*. The third revision of this publication by the United States Department of the Interior, Office of Education (1937) had this to say about state supervision:

The strength of the educational program in any locality and therefore in any state is dependent upon the vision and ability of the teachers and supervisors employed. It is therefore important that a State board should make provision for the effective administration of vocational education by the appointment of a director, and for the supervision of the vocational education program in each of the several fields by employing supervisors who can assist the Director in the administration of the program, and guide local school administrators and teachers in the development of their respective local programs adapted to the needs of the communities. (p. 21)

Hillison (1998), in charting the changing role of state supervisors of agricultural education over the years, stated:

The peak of the formal influence for the agricultural education supervisor appears to have occurred in the 1960s. As with most extremes, regression set in and the powerful supervisor of so many decades became the much weaker consultant of the 1970s. Responsibilities became more generic and across-the-board. Local administrators, often in the form of vocational directors or area administrators, assumed more responsibility. (p. 281)

Several factors are at work as we consider the question of whether or not the original concept of the necessity of state supervision is still viable as we move into the 21st century. One of my colleagues, Glen Shinn, believes those trends in public education such as larger schools with a more sophisticated educational infrastructure, increasing local control of schools, and diverse forms of schooling (home schooling, charter schools, and academies) will influence the role of supervision in the future. Other factors include the trend towards decreased numbers of state and regional personnel and decreased power in the control of money, curriculum, and teacher issues. Too, we are seeing greater use of communication technologies and networking. All of these factors impact the role of supervision (G. C. Shinn, personal communication, March 14, 1999).

I would answer a qualified "yes" to the question, "Is state supervision of agricultural education needed in the 21st century?" Certainly, a strong

presence in State Departments of Education is important. But the necessity of state supervision depends on the role state supervisors choose to execute in the future. I am less enthusiastic about state supervision being critical if their role is based on old models and paradigms. I am very enthusiastic in support of this presence if the role of state supervisors embraces the challenge of moving from primarily a supervisory or management role to becoming transformational leaders and change agents. This is not to say that many state supervisors have not already made that transition; others just need to follow suit.

A Problem of Role Identity

My hunch is that there is considerable diversity in the models of supervision employed from state to state. Most states have experienced considerable downsizing in supervisory staff over the last 20 years, and the roles of state supervisors have sometimes changed by necessity because of reorganization in State Departments of Education. Some have assumed broader roles with other vocational disciplines, or even supervisory roles in general secondary or post-secondary education. In many states, roles formerly performed by state supervisors, particularly related to the planning, supervision and implementation of FFA activities had to be assumed by local agricultural science teachers.

The ambiguous nature of the role of state supervisors is not unique to agricultural education; it apparently exists across the discipline of educational supervision. According to Daresh and Playko (1995), "Educational supervision is a field in search of a definition" (p. 7). Wiles and Biondi (1986) state that "supervision is a complex and difficult leadership role in the field of education" (p. 3). So, while it may not be an easy thing

to do, what I am proposing is that state supervisors be proactive in charting the course of their profession as we move into the next millennium.

I realize there are constraints and barriers to overcome - some quite difficult. But, if state supervisors are to make a qualitative difference in the agricultural education programs in their respective states, a dynamic leadership role is required.

Leadership vs. Management

While it is rather obvious that leaders in any organization require both leadership and management, Covey (1989) makes an important distinction: "Management is doing things right; leadership is doing the right things. Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall" (p. 101). He further states that "the metamorphosis taking place in most every industry and profession demands leadership first and management second" (p. 101). Covey makes a further distinction between leadership and management: "Leadership deals with vision - with keeping the mission in sight - and with effectiveness and results. Management deals with establishing structures and systems to get those results. It focuses on efficiency, cost-benefit analysis, logistics, methods, procedures, and policies" (p. 246).

Kotter (1996) in his book, *Leading Change*, states: "Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles" (p. 25). He believes that successful transformation of an organization involves 70 to 90 percent leadership and only 10 to 30 percent management. While recognizing that managing change is important, Kotter believes that for most organizations, the greater challenge is leading change. Tichy and Devanna (1990) contend

that transformational leaders take on the responsibility for revitalizing an organization. Their role is to define the need for change, create new visions, mobilize commitment to those visions by those in the organization, and ultimately transform the organization.

The implications for state supervisors of agricultural education appear clear. Proactive, transformational, visionary leadership is needed that will result in a revitalization of secondary agricultural science programs in the public schools. As Daresh and Playko (1995) state: "Implicit within any leadership role, whether director of a private corporation or educational supervisor, is a responsibility to foster the type of change that will stimulate continuous growth and development in an organization" (p. 177).

Responding To A New Era in Agriculture

One way of looking at the role of state supervision needed in the 21st century is to examine the recent report, *A New Era in Agriculture: Reinventing Agricultural Education for the Year 2020* (National Council for Agricultural Education, 1998). One section of the report identifies goals which must be met if agricultural education is to achieve the stated mission to "prepare students for successful careers and a lifetime of informed choices in the global agriculture and natural resources systems" (p. 2). I have selected specific objectives within each of the four goals that appear to relate directly to the leadership role of state supervisors. The following actions are suggested:

1. One of the key roles of state supervision will be to provide quality in-service education and professional development for teachers. A review of recent studies on the delivery of staff development and in-service activities for teachers conducted by

Daresh and Playko (1995) revealed the following:

- There is a great dissatisfaction with, or at least lack of interest in, existing procedures associated with most staff development and in-service education programs and activities.
- Staff development and in-service education participants want to be involved with planning, implementing, and evaluating their learning experiences.
- Staff development and in-service education participants prefer learning activities and programs that make them engage in a process. They do not wish to be mere passive observers of presentations by others. In addition, demonstrations were more highly valued than lecture presentations.
- Both staff development and in-service education are viewed as more effective when they are part of training that continues over an extended period of time. Short-term, one-shot sessions were viewed negatively (p. 360).

2. State supervisors should see that local teachers are exposed to the latest and best educational technologies available. While leaders in the local schools can and should be a valuable resource for teachers in this arena, there are many sources that relate specifically to agricultural education that teachers need to know about. Because of the rapid changes in educational technology, this is an area where teachers need continuing staff development and in-service education. Knowledgeable consultants and resource persons should be utilized to enable teachers to stay on the cutting edge of educational technology.

3. State supervisors should constantly be on the lookout for

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State Supervision or State Leadership? A New Paradigm

By Rosco C. Vaughn and Zane J. Vaughn

Today's challenges for agricultural education are complex. Strong state leadership is needed to meet these challenges and to move the program to new heights. During the early years of agricultural education's existence, leadership was provided by state supervisors who often enforced the rules and regulations of the Smith Hughes Act by threatening to withhold federal funds from local schools and teachers if they failed to comply with state and federal guidelines. During those days, supervisors generally visited schools and observed first-hand how local programs were conducted and how federal funds supported students and teachers at the local level. State supervisors wielded a tremendous amount of power over agricultural education and maintained rigid standards for selected areas of the program.

Who are the State Leaders of Today?

The current scenario is much different. State agricultural education leaders often do not control the flow of funds into local schools. They may have no statutory authority for requiring local schools to make programmatic changes. In many states they seldom visit local agricultural education programs. And the way they influence change at the local level is much different than the methods used by supervisors in the past. Supervisors who were highly effective in the early part of this century would need to change dramatically to be effective in today's society. Another variable that complicates the modern scenario is that state leadership for agricultural

education now comes from many sources. There are still states where leadership is provided by the state education agency; however, the source of leadership varies among states. Independent contractors, state universities, state departments of agriculture, and even local schools are providing state leadership for agricultural education. It may shock some to learn that state leadership may come from sources other than from those individuals charged with this responsibility. Teachers often look to other teachers for leadership when they are unable to find satisfactory direction and guidance from other sources.

The Paradigm Shift

There is a difference between supervision and leadership. According to Webster, supervision is a critical watching and directing of activities or actions while leadership is defined using the more positive tones of providing direction or guidance. History indicates that great leaders have possessed the qualities to fascinate, direct, and inspire others to accomplish goals and objectives that appear to be of great importance at a given time. It is difficult to define leadership because its parameters are as broad as the diversity of the people it encompasses. According to Yukl, "leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished." Today, local teachers and students are more knowledgeable about their options and opportunities and they often exert great influence over their peers. Knowledge and information are expanding at accelerating rates and

people are having difficulty keeping abreast of change in today's world. These factors contribute to the complexity of providing effective leadership today. Agricultural education doesn't need the supervisors of yesterday to meet the needs of the 21st century. However, there is a great need for individuals best described by Dr. Gary Moore, Professor of Agricultural and Extension Education at North Carolina State University as "super visionaries." The modern need is for leaders with great vision and ability to inspire others. Whether or not we accept Dr. Moore's "super visionary" concept, the need for individuals to step forward and lead the profession is great.

The Role of National Leadership

The role of national leaders should be to empower and to support individuals willing to accept the challenges of state leadership. We don't need more critics of our profession but we do need more positive individuals to develop concise goals and clear direction for others to follow. Some influential individuals are advocating that national leaders work directly with teachers and their students. While this structure may work reasonably well, a more effective system provides for strong leadership, and plenty of it at the state and local (action) levels. We only need to look at the military to learn that strong leadership on the battle lines, guided by sound goals and plans from the rear echelon, determines the outcome of war. Without strong leaders to guide and implement the battle plans victory will

not come. And without strong state and local leaders agricultural education will not succeed.

What is the New Leadership Paradigm?

In past years, there was time to try new things, adjust, and even to abandon unworthy ideas and refocus on other areas. Today, things change so quickly there is little time to make corrections before it's too late. Leaders of today are challenged to analyze huge amounts of information and to make decisions rapidly. It is very difficult to envision the long-term future when every day brings great change and great challenges. Yet the need to focus on goals and objectives continues to be highly important. Young teachers just entering the profession need guidance and direction from strong leaders.

Business and industry use teams to effectively plan and deliver products for their customers. Educators need to look at this model, particularly in light of the decreasing number of agricultural education leaders available, to establish the vision and long-term goals for agricultural education.

New teachers should be under the guidance and direction of mentors. Agricultural education has long prided itself on its ability to create future leaders by developing the leadership abilities of the students enrolled in the program. Now we need to look at the opportunities we provide our teachers for developing their personal leadership skills and abilities. Michael Honeycutt, a first year teacher in North Carolina, believes it is important for new teachers to have a good grasp of the expectations of state leaders so they can be successful. He believes new teachers need to know how to contact their state leaders and they need assurances that leaders welcome and have helpful answers for their questions. First year teachers who have a personal

relationship with their state leadership are more likely to seek assistance at critical points and therefore are more likely to successfully overcome the obstacles of the first year of teaching.

States and local schools that follow the Reinventing Agricultural Education for the Year 2020 guidelines will develop a clear vision and set of goals using a team leadership approach. These visions and goals will guide young teachers in designing their programs to meet local needs. Additionally, the local programs will operate within a framework that provides for state and national recognition.

Moving Forward in the New Paradigm

Two of the biggest issues facing agricultural education today are the shortage of high quality teachers and the capacity for providing leadership for agricultural education at the national and state levels. For agricultural education to survive, the profession must develop creative ways of dealing with these two issues. The proud heritage of agricultural education will not sustain the program into the future. The profession must boldly deal with these two issues and find new ways of providing high quality leadership. People want to be part of a dynamic profession.

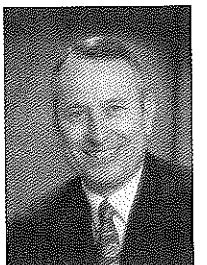
The most important component for growing any profession is leadership that establishes a compelling vision and a clear action agenda for achieving the vision. Reinventing Agricultural Education for the Year 2020 has provided the process for leaders to establish their vision and action agendas. New teachers entering the profession are looking to the super visionaries, super leaders, and super leadership teams to move agricultural education to new heights. Whether or not new teachers remain in the profession depends on their commitment to the vision and action

agenda established by leaders of the profession. Today's teachers are not asking for the state supervision of yesteryear but prospective and new teachers desire and need strong state leadership in the new paradigm.

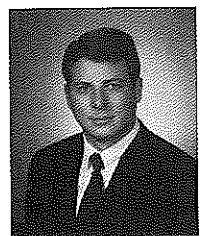
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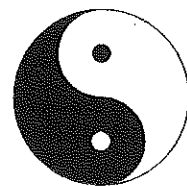


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The Yang and Yin of Supervision

By Gary Moore



Ancient Chinese writings describe the yang and yin. Yang and yin refer to the opposites that balance nature such as night and day, north and south, and the sun and moon. Yang is the dominant force and yin is the lesser of the forces.

During my 38 years of involvement in agricultural education, I have observed the equivalent of yang and yin in state supervision. I would classify supervision prior to the 1960s as the yang and supervision after the 1960s as the yin. Which was better and which should we strive for today?

The Yang of Supervision - Pre 1960s

State supervisors operating under the Smith-Hughes Act (as interpreted and implemented by the Federal Board for Vocational Education) wielded enormous power. They were responsible for ensuring that agricultural education activities conducted within the state were in compliance with federal rules and regulations and were of high quality. Following are some examples of their "quality control" efforts (based upon my personal experiences and observations):

1. Regulated teacher responsibilities. While teaching vocational agriculture in Ohio, I was assigned a one hour study hall to supervise on Friday mornings (the modified block schedule I taught on resulted in a light teaching load on Fridays). I contacted my district supervisor and informed him of this. Within 24 hours the decision was reversed. The supervisor had threatened to pull vocational

funding from the school.

2. Audited SAE records. Prior to the 1960s teachers had to complete annual reports listing the scope, yield, and profit or loss for each student's farming program. It was not unusual for a state supervisor to examine student record books and even pick a student at random for a surprise visit. I have SAE reports from the 1930s with red markings showing that the state supervisor checked the math on each column and corrected mathematical errors.

3. Observed teaching. While teaching high school my district supervisor observed me teaching at least twice a year and sent detailed reports of his observations to me and to the high school principal.

4. Verified that students had experience programs that qualified for advanced degrees and proficiency awards. During the later part of the 1960s I applied for the American Farmer degree. One of the state supervisors in Texas, where I lived, came out to my ranch to verify that I did indeed qualify for the degree. In Louisiana a team of state staff and teacher educators spent a week on the road visiting the finalists for state FFA proficiency awards. Winners were selected, not just on the basis of a paper application, but on what was observed.

5. Directed teacher education efforts. While a graduate student at the Ohio State University, I participated in joint meetings of teacher educators and the state supervisory staff. It was not uncommon for the head state supervisor to berate the teacher educators for not performing

in the manner that he expected. Since federal vocational education funds were under his control, and he was providing some financial support for teacher education, he believed he controlled the teacher education program. And in reality, prior to the 1960s, state supervisors approved the hiring of teacher educators.

During the Smith-Hughes era, supervisors were often described as being "the shadow across the door." They had clout, made sure the provisions of the Smith-Hughes Act were being followed and worked diligently to assure that teachers and teacher educators were conducting quality programs.

The Yin of Supervision - Post 1960s

The Vocational Education Act of 1963, subsequent federal vocational education legislation, and a changing society led to a decline in state supervision. In 1957 there were 223 state level supervisors; this number dropped to 130 by 1997; a decline of 40%. Not only did the numbers decline, the responsibilities and mode of operation also changed in state supervision. Some of the changes that I have observed include:

1. Changing the name from supervisor to consultant. Some state staffs no longer supervise; they provide advice if they are asked to do so. In at least one state, the state staff can not go into a school unless they are invited.

2. No state level leadership or greatly diminished leadership. In several states there is no longer a state supervisor for agricultural education. In other states, the number of supervisors have been reduced dramatically.

3. Broader duties. In a number of states the supervisor has been assigned additional responsibilities that have diluted the agricultural education

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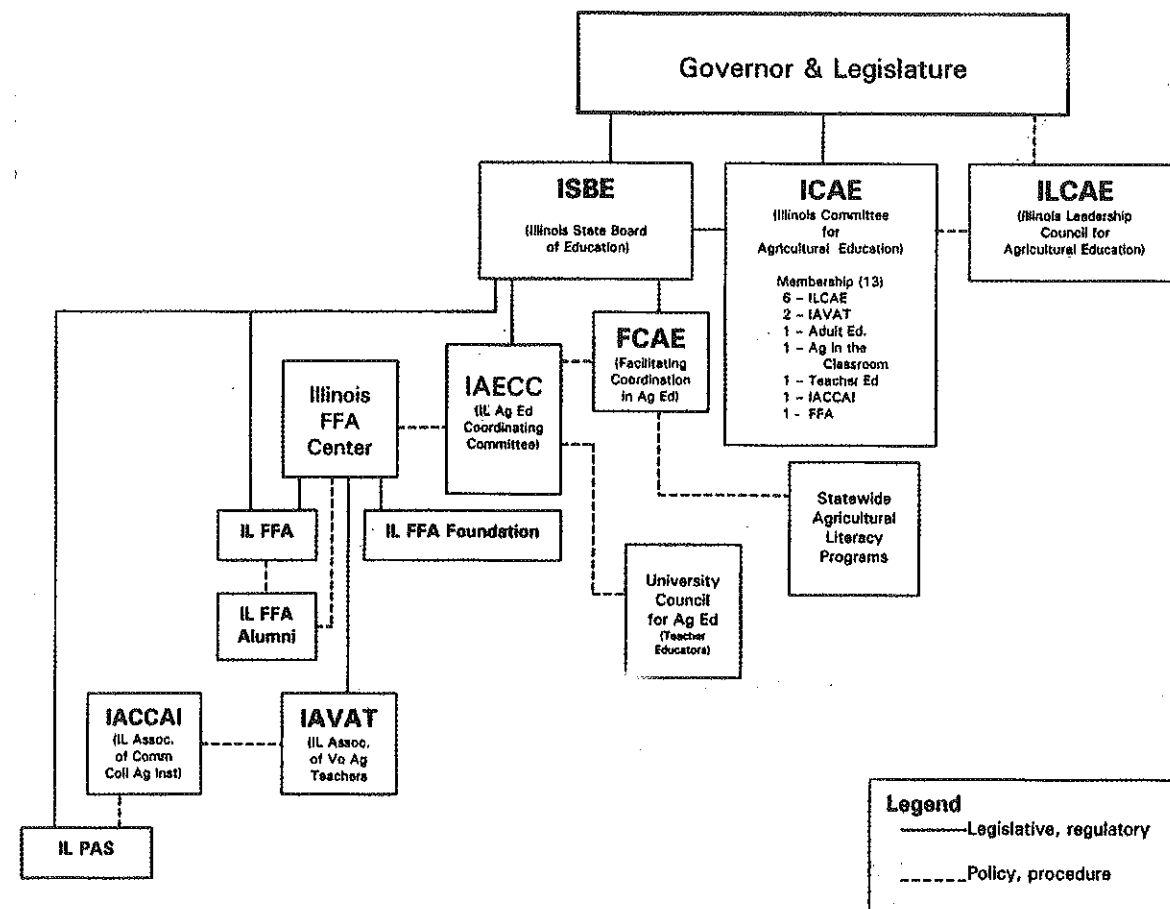
What Are We Doing Today...

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Illinois Model For Leadership in Agricultural Education

Please Note:

An attempt has been made to provide a graphical depiction of the Illinois Model for Leadership in Agricultural Education. While all the listed groups or institutions work together throughout the year, for the sake of simplicity, only those connections resulting from legislation, regulation, or policy are delineated. This should in no way be taken to imply that every entity does not work with all of the others on an ongoing basis.



Coordination, Facilitation - Primarily the responsibility of the FCAE and IAYAT professional staff to develop and put in place inservice, instructional materials, technical assistance, and activities that advance the previously agreed upon leadership agenda. Primarily the FCAE staff handles coordination and facilitation beyond the scope of the teacher professional

organization and vocational student organization realm.

An attempt has been made to provide a graphical depiction of the Illinois Model for Leadership in Agricultural Education. While all the listed groups or institutions work together throughout the year, for the sake of simplicity, only those connections resulting from legislation,

regulation, or policy are delineated. This should in no way be taken to imply that every entity does not work with all of the others on an ongoing basis, as the need arises.

Illinois' prominence as an agricultural state prompted the need for, and has led to the development of, an

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What Will State Supervision in the Twenty-First Century Look Like?

By Chuck Miller

State supervision takes on many different forms depending upon what part of the country in which one lives, but it contains the same basic needs of curriculum development, professional development, and vocational student organization operation no matter where a person lives. Research of agriculture teachers across the country indicates that supervision for Agricultural Education is anywhere from non-existent to as many as eight people in a state. So what is the difference? What is it that state supervision should provide? The Carl Perkins Act provides funds for state leadership. Each state develops state leadership in many different ways thus the difference in the number of supervisors per state. Generic or general supervision has become the buzzword in recent years indicating that some core commonalities exist that states feel are important for all vocational education regardless of the area of specialization. Those commonalities include, but certainly are not limited to, curriculum development, professional development, and vocational student organizations.

Curriculum Development

There exists in every state a need for development of curriculum for each vocational area; this need will not change in the next century. Providing for this need on the state level allows each state to be more uniform, cost effective, and time

effective in its approach to technical subject matter and will create a standard for each student in that state.

One must also consider the idea of national teaching standards for agricultural education. Because Americans live in a mobile society, it is important to establish national certification similar to those in the automobile industry so that all students possess a core knowledge of specific vocational areas. The standards however must be developed by the industry of agriculture to insure their effectiveness. With this national certification students in the future will be able to increase their employment opportunities to include any state. State supervision could play a vital role in this national initiative in the future.

Should curriculum development be left to the state or the local level? This debate will probably continue for a long time, but the facts are that planning on the state level provides for the most effective and economical means for curriculum development. If each school within the state had to repeat the process, it would become very repetitive and certainly involve more time and money. The old adage, "Don't reinvent the wheel," certainly fits in this discussion. State supervision provides a good source of putting together the curriculum and coordinating with teacher education staff and teachers within a state. It can provide the "big picture" as Dwayne Fisher from Iowa explains.

Professional Development

Professional development in education has changed much over the past few years. It has gone from a good idea to a required activity for all teachers as they prepare for the next century, and certainly it will become even more important in the next century as educators see an increased importance placed on teachers to be more technically prepared and ready for the challenges of our students. State supervision in this area provides an opportunity for coordinating of technical development for all teachers in a state. It is more cost effective to bring in resources from a major industry to a group of one hundred or more than it would be for the local district to bring the same person into the local school. As time restraints hit all educators and professions, most sources of professional development today would prefer to work with larger groups to facilitate their time and efforts.

There is a need for personal professional development for those entering education, but perhaps the professional teachers need to assume more of that role than state supervision as educators work to better the profession. In many states the ability of state supervision to work one on one with teachers seems to be a thing of the past. State leadership in supervision allows for a great opportunity to better prepare our profession for the future in a more effective manner especially in the next century.

Vocational Student Organizations

Vocational student organizations require an enormous amount of coordination and development at the state level as students test and validate their skills developed in the program. Skill events require students to participate in a performance review of their knowledge through performance based activities. What are those skills and how does one determine those skills required for different schools in the state should be the role of state supervision. Leadership skills and program development are other key components of these programs as well and again the state level provides the most efficient methods of completing these important parts of the programs.

Ideas from Educators

As professionals when we look across the country, we see many ideas about what role educators would like to see from their state supervision. Terry Nickels from Washington would like to see assistance in "partnership development with industry, vocational funding along with teacher retention along with helping administrators to better develop and conduct quality agricultural education programs." Nearly every teacher contacted in the twenty-state survey indicated the need for assistance with teacher inservice and curriculum development for individual states. Furthermore, the teachers stated that supervisors' roles have changed greatly in recent years to include more responsibilities beside Agricultural Education.

The Future

It cannot be denied that state supervision can play an important role in the future as we begin another century. Their roles across the states as we know today vary considerably. They are involved from specific Agricultural Education to generic

supervision. What is best is yet to be determined. We do know however that supervisors' roles, just as educators' roles, are changing as education reforms to better meet the needs of students. It seems very cost effective and time effective to allow state supervision to coordinate curriculum development, professional development, and vocational student organizations within a state. The days of on-site personal visitation and support may be a thing of the past as state supervision takes on a more general role of working with larger groups. State supervision will play an important role in the next century as we prepare to meet many new challenges.

Chuck Miller is an Agricultural Education Instructor at Lancaster Senior High School at Lancaster, OH.



The Yang and Yin of Supervision...

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efforts. In several states one person has been assigned the responsibility of supervising and coordinating all vocational student organization activities.

In my opinion, the yin era of state supervision has led to a decline in program quality in agricultural education.

Restoring Yang and Yin to Supervision in the Future

According to Chinese philosophy, yang and yin are to be in balance or harmony. Neither of the two conditions of supervision described above show this balance or harmony. However, there is hope on the horizon. Leadership in agricultural education is achieving a sense of balance and harmony in some states. The articles in this issue describing events in Illinois, North Carolina, and South Carolina are models that appear to be working. In Maryland, an Agricultural Education Foundation has emerged to provide state level leadership in the absence of a state presence. There are alternatives to what has existed previously. The agricultural education profession must be creative in seeking alternative ways to achieving yang and yin in state level leadership.

State level leadership is needed in agricultural education in the 21st century. But it will need to be different than what we had during much of the 20th century. In the states where change has occurred, teachers have partnered with agricultural organizations and industry to work with the state legislature to bring about change. We shouldn't be sitting on our hands decrying the decline in state level leadership, we need to be proactively developing the new model that will carry us through the 21st century.

Gary Moore is a Professor and Director of Graduate Programs in the Department of Agricultural and Extension Education at North Carolina State University in Raleigh, NC.



Clemson University Support for Young Farmers

By Tommy Gladden

In 1996, Clemson University assumed state supervision responsibility for Agricultural Education in South Carolina from the State Department of Education. In January of 1997, I started as the state leader and the next month two regional coordinators assumed their positions. With a state staff of three located across the state, Clemson University began to rebuild the Agricultural Education program. That effort focused on program improvement and expansion to link with secondary programs in the university.

Compared to the previous system operated through the Department of Education the current structure provides many advantages. Our secondary instruction programs have improved and expanded. Our Agricultural Education enrollment at Clemson University has grown. The most significant change of our new system could be our adult education program. Clemson University's Extension Service has always been involved in adult education through its public service mission. With the addition of the secondary teachers, Clemson University can now deliver adult instruction in an effective manner where the learner has the advantage of a seamless, continual educational system. County agents, extension specialists, and agriculture teachers are working together for the benefits of all learners.

Our executive committee has truly assumed an educational focus. Our officers assure that all state activities include more added educational value. Social and recreation objectives, yet important, are of lower priority than the educational goals. The executive

committee sponsored a bus trip to the Southeastern AgExpo in Moultrie, Georgia. Our state convention included workshops for chemical licensure and computer applications. This focus is only promoted through the addition of Clemson University resources. A list of available resources, presenters, and programs is provided to the chapter level by the Clemson staff to simplify local chapter educational programs.

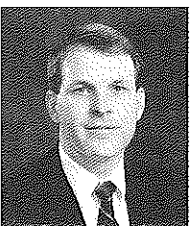
Prior to 1996, Young Farmers and Clemson Extension competed for dollars, students, and programs. Now without competition, our Young Farmer Organization has grown from a wealth of resources through cooperation. For example the support of the university's communications department, who provides news coverage and printing media, work to benefit our Young Farmers. Specialists and researchers from campus and throughout the state network travel to make chapter meetings and farm visits. At the local level county agents and teachers work cooperatively to establish community-based goals and objectives.

Young Farmer membership has grown. In just two years our membership has doubled to over 600 members. Our former partners and sponsors now enjoy a relationship with a respected land grant university. New partners have been added because of our university affiliation. This growth has placed our state association in a leadership role in this state as the national organization has witnessed our resurgence.

Being involved in the planning and prioritization process with the university has brought on a new beginning in our program. We can

maximize our potential through cooperation. We have become involved in the university's outreach efforts, the grant process, and the professional development program. Our involvement in the teacher preparation puts the state leadership in a perfect position to develop new teachers with skills in adult education.

Tommy Gladden is State Leader for Agricultural Education at Clemson University, Clemson, SC.



Go To The Head Of The Class...

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Answers

1. A
2. B
3. D
4. C
5. D
6. C
7. B
8. A. According to the 1957 Vo-Ag Teachers Directory and Handbook there were 223 state, district, and area supervisors and FFA leaders; the 1997 Agricultural Educators Directory lists 130 individuals in these positions.
9. B
10. D

Is State Supervision of Agricultural Education Needed in the 21st Century...

(continued from page 13)

opportunities for new agricultural education programs to be established in schools where they do not exist. Opportunities for new programs may be particularly abundant in many states for non-traditional students in urban and sub-urban settings. Also, opportunities for delivering agricultural education via distance education technologies should be explored.

4. State supervisors should serve as the catalyst to bring together different groups and organizations that can have a positive impact on enhancing the literacy level of all students in agricultural and natural resources. There are a number of groups and organizations with excellent resources and the willingness to be involved. The problem appears to be the lack of a coordinated effort to bring it all together in a meaningful way.

5. One of the key roles of state supervisors that can pay large dividends is that of facilitating partnerships and alliances with groups whose presence is vital to the success of agricultural and natural resources education. The business-industry community, professional agricultural associations, parents, students, alumni, and other stakeholders have key roles to play. State supervisors have a broad base of contact and can play a key role in bringing these groups into the communication loop and encouraging their support and participation in developing shared vision, mission, and goals.

Other leadership activities suggested by Shinn include the following:

- ◆ Assisting with needs assessment and program planning.
- ◆ Assisting with the interpretation of federal and state educational policies.
- ◆ Assisting with program evaluation and impact assessment.
- ◆ Synthesizing and communicating new knowledge and encouraging innovation (G. C. Shinn, personal communication, March 14, 1999).

Summary

State supervisors of agricultural education can have a vital role to play in the success of agricultural education in the 21st century if a new vision of their role is embraced, one of being proactive, transformational leaders. Being more concerned about leadership than management will be a key to their success. Important elements of their role will be (1) providing high quality staff development and in-service education, (2) helping teachers stay on the cutting edge with educational technology, (3) being on the look-out for opportunities for new agricultural education programs to serve non-traditional students, (4) building collaborative relationships with other groups to deliver agricultural literacy to all students, (5) building partnerships and strategic alliances with groups and organizations whose presence is vital to the success of agricultural education in the next millenium, (6) assisting with needs assessment and program planning, (7) assisting with interpretation of federal and state educational policies, (8) assisting with program evaluation and impact assessment, and (9) synthesizing and communicating new knowledge and encouraging innovation.

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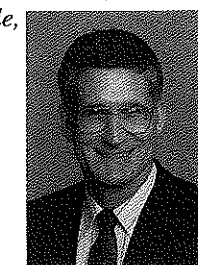
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Leadership In Agricultural Education

A Blueprint for Curriculum Design

By Glenn A. Anderson

Julian Campbell retired from the Virginia Department of Education in 1982. He left an agricultural education program with a strong foundation and a model program that included a complete curriculum for all aspects of the industry of agriculture. Through his leadership, Virginia was one of the first states to develop agricultural education programs in horticulture, agribusiness, conservation and forestry, and agricultural machinery service.

Mr. Campbell began his work in agricultural education and the FFA at Amherst High School in central Virginia where he completed a four year program in vocational agriculture. He was reared on a farm in Amherst County. He served the Virginia FFA Association as State Secretary in 1938-39. He received his B.S. degree in Agricultural Education from Virginia Tech University and his MA in Education from Michigan State University.

Following a four-year tour of duty as an officer in the U.S. Army, he began his career in education. He taught agriculture for four years at Appomattox and Rustburg High Schools. In 1948 he was appointed as Assistant Supervisor for Institutional On-Farm Training for the Virginia Department of Education. In 1953, he was appointed as Assistant State Supervisor of Vocational Agriculture and Executive Secretary-Treasurer of the Virginia Association FFA. In 1958 he was named the State Supervisor of Agricultural Education. He served in this position until his retirement in 1982.

During his years of service to agricultural education, Mr. Campbell provided leadership to the FFA, the Young Farmers of Virginia, and to the teachers. Also, he provided leadership on the national level by serving as national FFA Treasurer from 1961-82. He was president of the National Association of Supervisors of Agricultural Education in 1964. He holds the Honorary State Farmer and Honorary American Farmer Degrees. He was presented with the Distinguished Service Awards by the Virginia FFA and the National FFA.

In a recent conversation with Mr. Campbell, he commented on the changes in agricultural education during the time he served as State Supervisor. Some of the most important changes he discussed were:

- The merging of the NFA with the FFA
- The enrollment of females in agricultural education and their membership in the FFA
- The expansion of agricultural education from strictly production agriculture to include horticulture, conservation and forestry, agribusiness, and agricultural machinery service.
- The development and growth of agricultural education in the middle schools

Although he provided leadership in each of the four areas, the expansion of the agricultural education program in Virginia was a direct result of his vision and guidance. He began

to explore the possibilities of revising agricultural education in Virginia in the early 1960's. He recognized the need to include instruction in all areas of agriculture and not just production. He organized his staff and formed various teacher committees to study the curriculum and make suggestions for major revisions. Pilot programs were conducted and recommendations were received. In 1966 Mr. Campbell presented the new curriculum format for agricultural education in Virginia. In July of 1966, he addressed the teachers of vocational agriculture and suggested that they should adjust their instructional program in accordance with the changes occurring in agriculture. He outlined an agricultural program that teachers could use to effect the changes in instruction and curriculum. This was the beginning of the expanded agricultural education program in Virginia. Production Agriculture remained a strong component of the program, but was joined by the following:

Agricultural Machinery Service
Agricultural Supplies
Ornamental Horticulture
Conservation and Forestry

During the 1966 teacher's conference, Mr. Campbell announced extensive plans for teacher inservice programs and curriculum development. He recognized that the success of the new programs would depend upon the ability of the teachers to deliver the instructional program. He directed his staff to provide inservice

statewide and to develop instructional materials to make the teaching of these new programs feasible.

Today, Virginia is still using the agricultural education model developed in the 1960's under the leadership of Julian Campbell. Some of the program titles have changed, we have added some semester and specialized courses, and we have continued to revise and update the curriculum to meet the occupational demands of the agriculture industry, but the basic foundation remains the same as developed during the leadership of Julian Campbell.

During our recent discussion concerning agricultural education, Mr. Campbell offered the following advice to agricultural educators:

- 1 Evaluate programs and make revisions based on occupational needs
- 2 Keep up-to-date with technical changes in agriculture
- 3 Make use of new instructional technology
- 4 Strengthen the Supervised Agricultural Experiences
- 5 Emphasize management in the instructional program
- 6 Conduct complete programs
- 7 Provide for the needs of all students

Mr. Campbell is still active in many agricultural organizations including the Virginia Tech Agriculture Alumni, the Ruritan Club, the Friends of the Industry of Agriculture, and several garden and horticulture clubs.

Julian and his wife Helen live in Richmond. They are the parents of four children and have eight grandchildren. Their hobbies include traveling, flower gardening, growing houseplants, and Virginia Tech Football.

Mr. Campbell has provided leadership for agricultural education on the national and state levels. He deserves the recognition as a leader in agricultural education.

Glenn A. Anderson is an Agricultural Education Specialist in the Virginia Department of Education (no photo)

Scatterscrew and the Supervisor...

(continued from back cover)

old Bob Craig on that, but I got tied up. I forget what happened now. Oh, yeah, Adolph Kramer had a sick cow that day. I turned my classes back to the study hall and by George, I stayed out there until away in the night."

"Cow died. I'm afraid."

"Yeah, I never could figger out that case. The other district meeting I clean forgot all about."

The Area Supervisor looked at the hammer again and carefully carried it to the back of the room.

"Your shop program is fine, I guess."

"Now, you can say that again. Even if I do say so myself, they's few shop programs that will beat mine. I've got three boys making self-feeders, one building a trailer, four overhauling a car, and some other on little jobs. Lamp making on the lathe and such as that."

The Area Supervisor ran his fingers under his collar and took a deep breath muttering to himself.

"What are you counting to ten for?" Joe asked curiously. The supervisor got up hastily and tried to keep from looking at Joe.

"I've got so dadblasted much to do, Joe, I can't get anything done!" he

shouted. The veins in his neck were swelled.

"I know how it is..." Joe started to say, but the supervisor hastily rushed out the door.

Joe watched him take off in the Ford.

"He ought to know better than to spin them tires like that. Man, he sure is in a rush. Well, that's over. Guess everything was in pretty good shape."

He lit a cigar and sat down to try to decide out which way to start that afternoon. Projects, FFA meetings just so much to do!

"I wish I had me a nice easy job like that supervisor," he mused. "Looks like promotion has a way of passing a man by that sticks strictly to his work."

He thought a while about writing up his program for some big farm magazine or maybe putting on a radio program. He even looked through some old farm magazines to see how other teachers got so much publicity.

Heck. A man puts on a program, they will know about it sooner or later, he decided looking at the clock.

"Doggone! Nearly time for school to be out and another afternoon shot! Maybe I'll have time to get something done tomorrow," he muttered.

This story was written in the 1950's and describes state supervision as it existed in Texas at that time

webmaster@agedmag.edu

By Matt Raven

sites on the web

The supervision provided by state departments of education is critical in coordinating the efforts of agricultural education on the state level. An important part of supervision is providing agricultural educators with the information needed to conduct a comprehensive agricultural education program. The Web is a perfect medium to accomplish this task. This month's webmaster@agedmag.edu concentrates on five Web sites that are maintained by state departments of education. Also, five other useful sites were reviewed. Each Web site review provides the location, a description, and a rating of 1 to 5 bookmarks (with 5 being the best). Be sure to email me (raven@ra.msstate.edu) the URL of a Web site that you feel should be included in a future installment. Please place *Ag Ed Web Site* in the subject header of the message.

Wisconsin Department of Public Instruction (<http://www.dpi.state.wi.us/dpi/>)

This site is a professionally done site with a wealth of information. The site is easy to navigate and contains links to several internal and external Web sites, with an emphasis on libraries and K-12 schools. There is a section (<http://www.dpi.state.wi.us/dpi/dlsis/aged>) which provides information specific to agricultural education. More state supervisors should make sure that agricultural education is part of their department's Web site. (☆☆☆☆)

Oklahoma Department of Vocational and Technical Education (<http://www.okvotech.org/>)

This is a comprehensive site dedicated to vocational and technical education. It is well designed with links to other useful sites. Agricultural education has an excellent section on this site (<http://www.okvotech.org/aged/aged.htm>) and is a good example of what can be done to augment the services that supervisors provide local programs (except for the overuse of animated graphics). This site is an excellent resource for agricultural educators. (☆☆☆☆)

California Department of Education (<http://goldmine.cde.ca.gov/>)

This extensive site is obviously targeted toward California but has resources and ideas that are relevant for any state. This site is very comprehensive in nature and well organized. The E-Rate and Y2K sections are prime examples of the quality of information this site provides. The lack of an agricultural education section is a disappointment. (☆☆☆☆)

Ohio Department of Education (<http://www.ode.ohio.gov/>)

The Ohio Department of Education also has an extensive Web site with information useful to any agricultural educator. The site is easy to navigate and

well organized. Of special interest is the agricultural education section (<http://www.ode.ohio.gov/www/ve/ag/ag.htm>) which is a good example of how state supervisors can use the Web to disseminate information to agricultural educators in their state. (☆☆☆☆)

Missouri Department of Education - <http://www.dese.state.mo.us/>

The Web site for the Missouri Department of Education is another full service Web site. For example there is a section for job opportunities, another for recent news, as well as useful publications. There is also a section devoted to agricultural education (<http://www.dese.state.mo.us/divvoced/agric/index.html>) which is complete in nature. This section of the Web site is another excellent example of state supervisors using the Web. (☆☆☆☆)

Farm Source - <http://www.farmsource.com/>

Monsanto sponsors this outstanding site. This superbly designed site is full of features including up to the minute agricultural news, agricultural directories, weather, and related links. However, the Ag Training section alone is worth visiting this site. Registration is necessary but it is free and quick. FarmSource is a must entry on your bookmark list. (☆☆☆☆)

Well Connected Educator - <http://www.gsh.org/wce/>

The Well Connected Educator™ is the online publishing center and forum for the K-12 community to read, write, and talk about educational technology. This site provides columns, articles, stories, and features regarding the use of technology in teaching. If you are interested in the use of technology in teaching then this is a great site to have in your bookmarks. It is well-designed and easy to use. (☆☆☆☆)

National Agricultural Statistics Service - <http://www.usda.gov/nass/>

If you want a statistic related to agriculture this is the site to use. This site bills itself as the fact-finding site of U.S. agriculture and it lives up to its billing. The site is well organized, fast, flexible, and extensive. Reports are offered as either text or PDF (Adobe Portable Document Format) files and go back five years. An efficient search function is provided. If you need data for a report or a speech this should be the first place you go. Another required entry on your bookmark list. (☆☆☆☆)

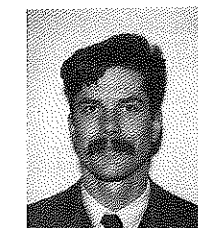
National Pork Producers Council - <http://www.nppc.org/>

This is the official Web site for the National Pork Producers Council. This site has a wide range of features from pork recipes to pork-related research. There is a section for kids as well as teachers and parents. Teachers are able to order free educational materials from this site. This site would benefit from better navigation aids. Overall an excellent site for any animal related course or unit. (☆☆☆☆ 1/2)

Agribusiness in a Global Environment - <http://www.ais.msstate.edu/AGE/>

The purpose of the Agribusiness in a Global Environment Web site is to acquaint junior-high and high-school students with the many opportunities for international trade of agricultural products and to make them familiar with some of the factors affecting global marketing. This site was a special project of the National Council for Agricultural Education and was funded by the USDA Foreign Agricultural Service. This is an easy to navigate site with an extensive amount of learning activities and content organized into ten lessons designed specifically for agricultural educators. This site would be an excellent resource for any agricultural business class or unit. (☆☆☆☆)

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Supervision and Agricultural Education

This issue's quiz focuses on supervision in agricultural education. There have been substantial changes in agricultural education over the decades. Supervision has also changed substantially. Go to the Head of the Class if you can answer these supervision questions.

1. One of the first states to hire a state level supervisor of agricultural education was Massachusetts. In what year did this occur?
 - A. 1909
 - B. 1913
 - C. 1916
 - D. 1918
2. Which piece of federal legislation authorized the hiring of supervisors of agricultural subjects in the various states?
 - A. Smith-Lever Act of 1914
 - B. Smith-Hughes Act of 1917
 - C. George-Reed Act of 1929
 - D. George Barden Act of 1946
3. During the 1950s, state supervisors:
 - A. Required detailed accounts of each agricultural students' supervised experience program from the agricultural teacher
 - B. Approved of the hiring of teacher educators at the state universities
 - C. Often visited the farms of state proficiency award candidates and American degree candidates to certify the candidates qualified for the recognition
 - D. All of the above were typically done by state supervisors
4. The professional organization specifically for agricultural education supervisors is the:
 - A. American Association for Agricultural Education
 - B. National Association of Agricultural Educators
 - C. National Association of Supervisors of Agricultural Education
 - D. National Association of Agricultural Education Supervisors
5. The above organization was started in 1962. In what state is it incorporated?
 - A. South Dakota
 - B. West Virginia
 - C. Louisiana
 - D. Vermont
6. The annual meeting of the agricultural supervisors' organization is held in:
 - A. Conjunction with the AVA (now ACTE) Policy Seminar in the Spring in the Washington DC area
 - B. Conjunction with the annual AVA (now ACTE) convention in December
 - C. Conjunction with the National FFA convention
 - D. Conjunction with the national meeting of the National Education Association
7. At one time there were 13-14 federal education officials with responsibilities in agricultural education. However, the language found in one of the vocational education laws started the "downsizing" of federal leadership in agricultural education. An excerpt from the federal law states"

"Federal Control
 Sec. 16. Nothing contained in this part shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system"

This section comes from:

 - A. The George-Barden Act of 1946
 - B. The Vocational Education Act of 1963
 - C. The Educational Amendments of 1976
 - D. The Carl Perkins Act of 1984

8. Over the 40 year span from 1957 to 1997 the number of state, regional, and district supervisors in agricultural education dropped about:
 - A. 40%
 - B. 30%
 - C. 20%
 - D. 10%
9. One of the emerging trends in state level supervision during the past 5 years is to move agricultural education supervisory positions from the state department of education:
 - A. to the state department of agriculture
 - B. to the state university
 - C. to the state Farm Bureau headquarters
 - A. to the state department of labor
10. During the 1930s, one state supervisor led a gallant effort to admit girls into the national FFA. The national FFA delegates went behind closed doors and a national FFA official even visited a state attorney general over this matter. Who was this rogue state supervisor?
 - A. H. O. Sampson of New Jersey
 - B. W. A. Ross of Wyoming
 - C. Harry Sanders of Virginia
 - D. Rufus Stimson of Massachusetts

What Are We Doing Today...

(continued from page 17)

Agricultural Education network committed to improving and expanding education in and about agriculture. Joint ownership of the leadership agenda has resulted from involvement of business, industry, education, and community representatives from the grassroots level up through the state level. Establishment of a clear direction for Agricultural Education has impacted the search for adequate funding. Industry and community leaders are comfortable supporting a system that works. State agency and legislative leaders listen when constituents attach value to proactive efforts. Resources soon follow to support those efforts and activities.

A simple, direct-line, hierarchical model does not provide an adequate framework to address the many challenges in Agricultural Education today. If we continue to do things the way we have always done them, we will continue to get what we have always gotten. To move ahead it is necessary to meet the challenges of change. Agricultural Education in Illinois is flourishing as a result of vision, teamwork, and a strong commitment to creating a preferred future!

Ronald L. Reische is Principal Consultant of Agricultural Education, Secondary Education Division at Illinois State Board of Education.



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SCATTERSCREW AND THE SUPERVISOR

By E. V. Walton

It's that dadburned Area Supervisor again!" Joe Scatterscrew moaned. He turned away from the window and hastily picked up a pair of burdizzios, a vaccinating syringe and some pruning shears from the floor. He grabbed a stack of papers, books, bulletins from the desk and put them in the filing cabinet, trying to remember which reports were overdue. VE21, for sure, and maybe VE22 he thought. He couldn't be sure. There were so many of them. Hurriedly he brushed off the top of his desk with his sleeve, swearing at the worm medicine someone had spilled.

"Hello, Joe," Jake Thomas called from the door. "How goes it?" Joe shook hands and wiped his brow.

"Man, I've never had so much to do in my life. Some days I stay on the run until away in the night!"

"That so? How many boys do you have this year?" "Twenty-six. Up a little from last year. Enough to run a man to death supervising projects, holding FFA meetings, and stuff like that."

"Let's take a look at your project books, Joe. You ought to have some pretty good projects. Of course, I haven't gotten your V.A. III preliminary report yet."

"Well, I tell you. I've been so dadburn busy, I haven't got around to ordering books for V.A. I yet and my V.A. III boys are keeping their books at home. I am going to have them brought in one of these days and that's a fact."

The supervisor sat down and stared at the calendar. November and no project books yet! "Well, let's get your roll book and go over it. Maybe we can tell something about their supervised farming..."

Joe looked through his desk, the filing cabinet, the bulletin files and

finally found the roll book in the shop. They looked at it together.

"Beamer, Dill Pickle. What's he carrying?" the supervisor asked pleasantly.

"Old Dill is a town boy. He had 25 chickens last year and I don't exactly recall if he had made up his mind this year. Seems like I do recollect him saying something about switching over to rabbits."

The Area Supervisor chewed thoughtfully on a Tums before he could bring himself to speak. "Willie Skrabanek?"

"Now that's a real good boy. Lives on a good farm. He's got a quarterhorse filly and a dairy calf."

"Continuation project from last year?"

"Yep. Quarterhorse will bring him maybe two hundred, two-fifty when he gets her raised. Willie don't have to keep much of a record though. The calf and filly run on the pasture."

"Pee Wee Page?"

"He's got a purebred gilt. She farrowed the other day." The supervisor felt a little better. "Good! Good!" "Man, that boy sure had hard luck. Farrowed nine pigs and that fool gilt rolled over on five of them!"

"What kind of facilities did he have?"

"Well, to tell you the truth, I've been so dadblasted busy; I haven't been out there in some time now."

"When, to be exact?"

"Well, it seems to me like I was out there last Spring when he got the gilt. I make so many of these trips..."

The Area Supervisor got up and walked around the room a few times and raised a couple of windows. Joe thought he looked like his lunch hadn't set too well and after the supervisor looked out the window a few minutes,

he spoke in a muffled voice with his eyes closed.

"How's your FFA Chapter?"

"Well, we organized again last week. Got some good officers. We had to sort of reorganize. There's so dadblasted much going on these days we couldn't meet last May..."

"Last——when!? How about summer meetings?" "Well, you know how it is. The boys got kinda scattered and I kept on the jump so the summer was gone before I could hardly turn around, looks like. I figgered we better wait til this Fall, when school kinda simmered down."

The supervisor stuck his head out the window and took a deep breath before he turned to Joe. His voice was very quiet.

"Joe, tell me. No. Let me guess. Don't say anything. Just let me try to guess." He swallowed hard. "You kept so busy with things and all that you haven't had time to hold any farm meetings on insect control, social security, winter legumes, and that new hybrid corn."

Joe looked at him in surprise. "How did you know that? It does beat all how good you keep track of things with all you have to do. I ain't hardly seen you at all and you stand right in that very spot and tell me how busy I been! By George!"

The supervisor picked up a heavy shop hammer, looked at it a moment, closed his eyes, and laid it down as far away as possible.

"That's right! I've hardly seen you. You missed two good district meetings on concrete and farm electricity. That's right. I've hardly seen you."

"Yeah. I kinda wanted to hear

(Continued on page 23)