Trends and Issues in Education in the Agricultural Sciences

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I AM pleased to report to you on behalf of the Committee on Educational Policy in Agriculture, as its Chairman. As you may know, the Committee was formed three years ago by the Agricultural Board of the National Academy of Sciences—National Research Council.

The NAS—NRC is a private, nonprofit organization of distinguished scientists and engineers dedicated to the furtherance of science and its use in the general welfare. It advises the Federal Government in scientific matters, most recently through its Committee on Science and Public Policy, which will advise Congress on a continuing basis.

The Agricultural Board brings together outstanding scientists to study basic problems confronting agriculture.

You may be familiar with its committees on Plant and Animal Pests, Soil and Water Conservation, preservation of indigenous strains of maize, among others. The Board Chairman and Secretary are respectively, M. B. Russell and Howard B. Sprague, who are immediate past president and current president of the American Society of Agronomy.

The Agricultural Board asked the Committee on Educational Policy in Agriculture (CEPA) to review trends in undergraduate education in the agricultural sciences and make recommendations for the future. Financial support for the Committee is provided by the National Science Foundation, which is also supporting college-level committees or commissions in the biological sciences, chemistry, physics, mathematics, engineering, geography.

Other members of CEPA are: Daniel G. Aldrich, Jr., Chancellor of the new Irvine Campus of the University of California.