

NEW DEVELOPMENTS AT THE UNIVERSITY OF ILLINOIS

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For the past year the staff has been replanning the Division of Agricultural Education. An extensive document is now in its final revision for submission to the Dean and the Policy Committee of the College of Education. The principal objective is to make the Division in truth a division of agricultural education, rather than a division of vocational education in agriculture.

With no deemphasis of vocational education in agriculture, the Division hopes to serve better those who teach non-vocational courses in agriculture, teachers of subjects other than agriculture who inject or should inject agricultural materials into their courses, school counselors, administrators and members of boards of education and citizens committees, teachers of agriculture in colleges including teachers in non-land-grant institutions and community colleges, extension workers in agriculture, foreign students, and Americans who serve in other countries.

A major effort is being made to secure more time for research and development. Special attention will be given to agricultural education in area schools, counseling about and training for non-farm agricultural occupations, agricultural education in general education, and policy and policy-making for public school education in agriculture. Considerable attention will be given to the preparation of aids to teachers in planning courses and units for the new types of agricultural education in which they are engaging.

The teaching of agriculture will soon be begun in University High School, an institution for gifted children.

The Division provides a general course in adult education, which gives teachers of agriculture a broader view of this field and builds support for adult education among some with whom these teachers work.

The Division has been included in a new Department of Vocational and Practical Arts Education, one of five major departments in the College of Education, but retains an adequate amount of independence. It is hoped that there will be much more cooperative effort among staff members in agricultural, industrial, and home economics education as a result of the reorganization.

There is a shortage of students qualifying for teaching; this year only about 20 will qualify. We expect the shortage to be temporary and it may be a blessing in disguise, since it gives us an opportunity to spend more time on our replanning operations and on research, development, and writing.

In cooperation with the staff in agricultural education of the State Board of Vocational Education, a series of six-page brochures is being prepared for teachers of agriculture, school counselors, administrators, boards of education, and citizens committees. The publications thus far, prepared at the University, have dealt with the varied uses which can be made of teachers of agriculture, the process of making decisions about agricultural education in the school districts, parental relations, and young farmer education. Paul E. Hemp has recently published a comprehensive report regarding contests and awards in Illinois vocational agriculture. A study of the programs and the academic abilities of high

school students in vocational agriculture in comparison with other students was reported by the late George P. Deyoe shortly before his death on July 14.

Other publications to appear soon are a book on policy and policy-making for public school education in agriculture by H. M. Hamlin, a report of a study of the achievements in the University of Illinois College of Agriculture of former students in vocational agriculture by A. H. Krebs, and a report of a study of agricultural occupations in the Gibson City, Illinois, community, also by A. H. Krebs.