Approved [signature] Date 4-11-85

MINUTES OF THE HOUSE COMMITTEE ON AGRICULTURE AND SMALL BUSINESS.

The meeting was called to order by Lloyd D. Polson, Chairperson at

12:25 a.m./~~p.m.~~ on April 4, 1985, 1985 in room 423-S of the Capitol.

All members were present except: Representatives Dean, Hamm, Solbach and Teagarden

Committee staff present:
Raney Gilliland, Legislative Research Department
Mary Jane Holt, Committee Secretary

Conferees appearing before the committee:
Dale Dennis, State Department of Education
Doug Wareham, FFA student, Jackson Heights High School
Betty Williams, Kansas FFA Alumni
Daryl Yarrow, Kansas Association of FFA
Stanley L. Larson, Vocational-Agriculture instructor
Lawrence Foth, Executive Director, State Council for Vocational Education
Bill Fuller, Kansas Farm Bureau
Rod Stewart, President Kansas FFA Alumni
Lloyd E. Barnett, Vocational Agriculture instructor & President elect of Kansas Vocational Association
Representative Marvin Smith

Hearing on S.B. 366 - Establishment of a section on vocational agriculture education as a part of the Division of Vocational and Postsecondary Education of the State Department of Education.

Raney Gilliland reviewed the bill and explained the Senate Committee on Agriculture amended the bill to provide that each of the State Board of Education members would appoint one member of the advisory council; compensate the council for travel and subsistence; and clarify the title by making the bill deal with vocational agriculture education in secondary schools.

Dale Dennis explained the fiscal note would contain travel and subsistence for the advisory council's quarterly meetings at $3,750; an additional staff member with associated costs at $29,000; the additional staff member's travel expenses at $5,000; and an annual report at $500. The total fiscal note would be $38,250.

Doug Wareham addressed the Committee. He cited a 10% decrease in vocational agriculture education since 1979 due to a philosophy of education in the United States which does not recognize the importance of vocational education programs.

Betty Williams testified in support of S.B. 366. She stated the importance of the bill is to support the agriculture economy for the state of Kansas. (Attachment A)

Daryl Yarrow presented testimony in favor of S.B. 366. He stressed that vocational agriculture offers opportunities in many areas other than production agriculture. (Attachment B)

Articles, letters and testimony were presented to the Committee in support of S.B. 366. Agriculture majors turn to other jobs, (Attachment C); testimony of David J. Mugler, Associate Dean of Agriculture and Director of Resident Instruction, K.S.U. (Attachment D); and a letter from Nelson D. Galle, Vice President of Hesston Corporation, (Attachment E).

Stanley L. Larson spoke in support of S.B. 366. He said support provided by the Department of Education has been declining over the last several years in the areas of staffing and funding as well as other areas. (Attachment F)

Lawrence Foth testified in opposition to S.B. 366. He explained the State Council for Vocational Education was established in 1968 to provide business, industry and agriculture input into the state vocational education programs. Mary Shield was appointed to maintain a balance of men and women on the council, which is a federal requirement, and is an agricltural representative. She is well qualified as a farmer and was appointed by the State Board of Education. He stated there has not been any effort to eliminate vocational-education in the secondary schools. Vocational education at all levels is important to the Council, including vocational agriculture, and they are concerned about the quality of the programs as well.

Bill Fuller testified in support of S.B. 366. The Kansas Farm Bureau recommends the state provide additional financial support for vocational programs at the secondary level. He stated vocational agriculture education has been de-emphasized with a reduction in support and personnel. He recommended the capitalization of "future farmers" on line 40.

Rod Stewart stated the 700 members in the Alumni Association support S.B. 366.

Lloyd Barnett said he has attended meetings with the State Board of Agriculture concerning the recommendations on Phase III. The recommendations did not specifically state taking vocational education responsibilities out of the secondary schools and transferring them to the Vo-Tech programs or to satellite centers that would be established, however, that is the impression he received from the meetings. He handed out testimony, (Attachment G).

Representative Marvin Smith appeared in support of S.B. 366.

The Chairman closed the hearings on S.B. 366.

Representative Roenbaugh moved to pass out favorably S.B. 366. Representative Buehler seconded the motion.

Representative Freeman moved and Representative Rezac seconded a motion to capitalize the words "future farmers" on line 40. The motion passed.

Representative Apt explained why she was not going to vote for the bill.

A vote was taken on passing out favorably, as amended, S.B. 366, and the motion passed.

The Chairman adjourned the Committee meeting at 1:45 p.m.

GUEST REGISTER

DATE April 4, 1985

HOUSE OF REPRESENTATIVES
COMMITTEE ON AGRICULTURE AND SMALL BUSINESS

NAME	ORGANIZATION	ADDRESS
Douglas E. Wareham	Future Farmers of America	Rt. 1 Whiting, Ks, 66552
Shane A. New	Future Farmers of America	R.R. 3 Holton, KS. 66436
Tony Tochtrop	Future Farmers of America	Rt. 3 Lawrence, Ks.
Julii Greene	Future Farmers of America	Rt. 3 Box 131 Lawrence, KS 66044
Kristi McKnight		Rt. 3 Box 121 Lawrence, KS 66044
Lori Tochtrop	Future Farmers of America	Rt. 3 Box 129 Lawrence, KS 66044
Bradley Swearingen	Future Farmers of America	Rt. 2 Hiawatha, Ks. 66434
Julie Dahl	Future Farmers of America	RR#1 Box 163 Ellwood, Ks. 66424
Robert M Wareham	Future Farmers of America	Rt 1 Whiting Kansas 66552
Jeanette Barnett		609 Kickapoo Hiawatha Ks.
Dee Barnett		609 Kickapoo Hiawatha Ks.
J Allen Konicek	Kansas Vocational Ag Teachers Asso President	PO Box 175 Rossville 66533
Lloyd E. Barnett	Kansas Vocational Association President-Elect Vocational Ag Teacher	609 Kickapoo Hiawatha, Ks. 66434
Stanley Larson	KVATA	508 Rock Fence Lawrence, KS 66044
Randy Manson	KS FFA STATE PRESIDENT	1530 COLLEGE APTS MANHATTAN, KS 66502
Rick Mohr	KS FFA Alumni	1203 Laramie Manhattan, Ks 66502
Rod Stewart	KS FFA Alumni President	RR2 Washington KS 66968
Kannette Krause	FFA Alumni Member	Washington, KS
Lavaun Stewart	FFA Alumni Member	RR2 Washington, KS
Lawrence Toth	State Council on Vocational Educ.	Topeka
Bettie J. Sullivan	FFA Alumni Nat. Comm. on Stw	Rt #3 Box 152 Girard, KS 66743
Melvin Neufeld		Topeka
Rep Marvin E. Smith		

Senate Agriculture Committee

TO: Legislators
FROM: A Parent

I wish to support the Senate Bill #366 as a concerned citizen and parent.

The importance of the Bill is to support the Agriculture Economy for the State of Kansas.

My main objective is for the importance of training youth for the Agriculture Careers and the Agri-Business Careers. The belief that Vo-Ag or Agri-Business studies are not beneficial is a misconception. So many fields in our area alone stems from the knowledge which comes from the Vo-Ag and Agri-Business Instruction through FFA.

One related field where my own son excelled was Soil Conservation. Today thanks to the Ag Program he is with the Soil Conservation Service in Cimmarron. Record keeping, Science, Biology, Reading, Arithmetic, and Spelling was an important part of the FFA Program. These areas are instituted in the Vocational Agriculture Program. They are stressed for accuracy and knowledge to further a Career in all areas.

Quality and Pride are other areas when the welding class is included. To have a product you produced with an appearance to win in a Judged Event gives confidence and pride in the Program.

I have two sons who have excelled in Leadership, Public Speaking, all phases of the Vo-Ag Program. It goes to show what a program such as this can make of a child. The oldest has been able to cope with problems in Business Adminstration Area. He is twenty-three and has filled in for gentlemen who are going to retire in several counties. He also has his American Farmers Degree in Agri-Business. Several awards in Record-keeping was won by having learned this in the Agri-Business Area in FFA. The confidence he displays he wouldn't have or the goals which were set would have not been reached without the Vo-Ag Program.

The younger son will graduate this May. The four years of FFA has taught him the same things as the older son but others also. Leadership and Public Speaking to fight for Conservation so you and your children will have food and live to have water to drink was one of his goals. Speeches at State and National Levels in FFA and 4-H was his tool. Without the Vo-Ag Instructors to teach this and help him he could not have accomplished this. Judging Livestock, giving reasons, and being able to say why you chose an animal is a Science and study in this area. This comes back to poise, confidence, and believing what you have learned.

The program has combined a learning experience in maintance, wiring, soil management, and budgeting your money. The care of livestock to give shots and determine what ration to feed and believe because they have been taught correctly to use their own judgement is a step in growing up.

In our area alone 65% of all students who come from the program have been successful in other areas related to Agriculture. These are not considered "JUST A FARMER" but are in an AGRI-related Business . The fields are many Doctors, Lawyers, Vets. and Bankers. These are just a few. Lets keep the Vocational Agriculture and Agri-Business Programs in our Schools.

Bettie Williams
Bettie Williams
Parent
FFA Alumni

4/4/85
Attachment A

To: Agriculture Committee of the Kansas House of Representatives

From: Daryl Yarrow, President
Kansas Association of Future Farmers of America

Re: Committee hearing on Senate Bill #366

This morning, I come before the House Agriculture Committee filling a dual role. The first is as a representative of the members of the Kansas Association of Future Farmers of America, the organization for students enrolled in vocational agriculture. I'm also giving you the point of view of a student who has been actively involved in vocational agriculture and the FFA for the past five years.

I tell you quite honestly and on my own initiative that vocational agriculture and the FFA was the most important part of my secondary education and has been one of the most rewarding experiences in my life. I think it would be safe to say that there are literally millions of current and former members that would make the same claim. With agriculture playing such a vital role in the economy and way of life here in Kansas, it is a logical progression to recognize the importance of vocational agriculture instruction in our secondary schools.

It is important to realize that vocational agriculture is not just a program to train students how to farm. It offers opportunities for education and growth in many, many more areas than production agriculture. Because we are vocational, our students have training to enter the job market upon graduation, but our program also gives a great boost to those students who pursue further education. We recognize that continual improvement is necessary to assure that vocational agriculture remains a productive and effective experience. As a student, I see lifelong benefits from my

4/4/85
Attachment B.

involvement in vocational agriculture.

There are three areas that are equally important in making up the total vocational agriculture program. I want to touch briefly on each of these areas and tell you some of the benefits that I and other students have gained and can expect from vocational agriculture and the FFA.

Classroom instruction is of obvious importance in giving students a solid informational background about the many facets of agriculture. Instruction is useful both for students preparing for careers in agriculture and those who will be more remotely associated but will still enjoy the products of American agriculture.

The activities of the Future Farmers of America compose the second area of the total program. We consider the programs of the FFA to be intracurricular because they are an extension of the classroom instruction. The chance to compete for awards and recognition serves as an incentive for our members to become proficient in the skills that are taught in the classroom. Leadership, communication, and cooperation skills are just a few of the qualities that members can acquire through individual and chapter activities.

The third area we stress is the student's Supervised Occupational Experience program. This is an income-generating experience that gives the student an opportunity to have "hands-on" application of the skills that have been acquired in the classroom and honed in FFA activities. The importance of entrepreneurship, independence, financial management, and a problem-solving approach to making sound decisions are stressed through this experience.

Classroom instruction, Future Farmers of America activities, and Supervised Occupational Experience go together to make up an educational

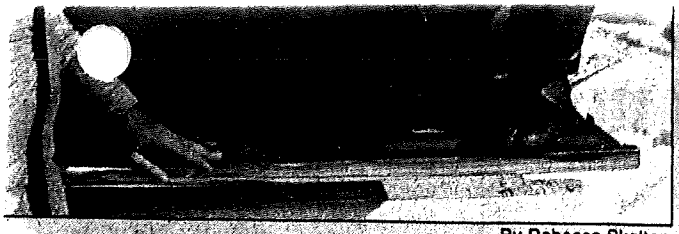
program that instills in students qualities and skills that will be of great worth no matter what career field they enter. Stuart Rosenfeld, a former opponent who now strongly supports the program, says, "... vocational agriculture comes closer than any other educational program to meeting America's need for a revived entrepreneurial spirit and increased productivity." ("Vocational Agriculture: A Model for Education Reform", Education Week, September 26, 1984, p. 24.)

I am grateful for the benefits that I have gained through participation in vocational agriculture and the Future Farmers of America. It is my hope that this program will remain strong in the state of Kansas and across our nation.

Respectfully submitted on April 4, 1985,

Daryl Yarrow

Daryl Yarrow, President
Kansas Association of Future Farmers of America



By Rebecca Skelton
Kennedy, right, with farmer Delmar Helmick of Afton, Okla.

Where the jobs are

24.2 million people worked in these food and agriculture jobs in 1982, the latest figures available.

Category	Employees
Wholesaling and retailing	7.3 million
Food service	3.4 million
Farming	3.0 million
Textiles manufacturing	2.8 million
Farm services	2.2 million
Food processing	1.8 million
Equipment manufacturing	1.6 million
Leather and tobacco processing	940,000
Transportation	796,000
Forestry, fishing and mining	386,000

Source: Economic Perspective Inc.

COVER STORY

FEB. 12, 1985

Ag majors turn to other jobs

Farms failing, but rest of food chain needs workers

By Chuck Raasch
USA TODAY

Alan Kennedy wanted to be a farmer when he graduated in December from the University of Missouri. Instead, he took a job as a $23,500-a-year farm chemical salesman.

"It simply wasn't economically possible" to join his parents' 1,000-acre farm near Trenton, Mo., says Kennedy, who majored in agricultural economics.

Rather than tend cattle and crops, Kennedy, 21, will promote a new wheat fungicide and sell farm chemicals for Ciba-Geigy Corp. That was one of several agriculture-related job offers he received. But, "I'll always consider myself a farmer at heart," says Kennedy, who plans to save money to buy a farm.

His career choice exemplifies an occupational change shaking the roots of American agriculture.

While the 1980s have been times of bankruptcy and exodus on the farm, the job market in other areas of the USA's $1 trillion food-producing industry — the largest segment of the nation's economy — is growing faster than the number of qualified applicants.

Please see COVER STORY next page ▶

major carriers will bring costs down. Within five years, you won't be able to sharply distinguish between the two," says James V. Cammisa Jr., publisher of *Travel Industry Indicators* in New York.

People Express, the prototype discount airline, reported sharply lower 1984 earnings Monday as costs of rapid expansion caught up with the Newark, N.J.-based carrier.

An $8.9 million fourth-quarter loss dropped People's 1984 profit to $1.7 million from $10.4 million in 1983.

Discounters operate at 6 cents per mile; majors at 9 cents. "They will both end up in the middle. We can always an-

transportation professor at Northeastern University in Boston.

"The one thing that gives new airlines quick entry in a market is to cut fares," Molloy says.

But higher start-up costs will limit new entrants' ability to cut fares, says analyst Jessica Gallia of Eppler, Guerin & Turner Inc. in Dallas. And lower labor costs should allow present discount airlines to maintain their edge over other carriers, she says.

For investors, Gallia recommends Southwest ("well entrenched; a price leader in its market") and America West ("improving load factors").

Tax shelters cost U.S. $24 billion last year

By William Giese
USA TODAY

Legal tax shelters cost the federal government $24 billion in taxes in 1984 — about $300 per taxpayer, says a new study.

Shelter investments in such areas as real estate, oil drilling and equipment leasing are most often made by the wealthiest 5% of USA taxpayers, says the report by Public Citizen, founded by consumer activist Ralph Nader.

Of an estimated $65 billion invested in legal shelters in 1984, 82% of the resulting tax benefits went to people with incomes over $100,000, it said.

"It is scandalous that our tax system is handing out more than $20 billion in tax subsidies for wealthy taxpayers to invest in these unproductive shelters at a time of $200 billion deficits," Joan Claybrook, president of Public Citizen, said in releasing the study.

Others, however, warned the findings could be exaggerated.

A spokesman for Robert A. Stanger & Co., which tracks shelter activity, said that, based on investment partnerships alone, Public Citizen's figures were "too high."

Investors typically use shelters to lower taxable income.

Nobody knows the exact extent of shelter activity. The Internal Revenue Service estimates that in 1983 individuals used partnerships to shelter up to $35 billion from taxes.

Public Citizen's report also concluded:

- Real estate-oriented tax shelters have increased commercial real estate prices up to 20% and caused overbuilding in many parts of the country.
- Illegal tax shelters are a fast-growing swindle that cost the Treasury $3.6 billion last year.
- Shelters "are a major threat to the family farm" because they inflate farmland prices, encourage overproduction in certain cases and foster investment by non-farmers.

Big plum: $4.2B deal

Special for USA TODAY

Uncle Sam, the world's No.1 purchaser of telephone time and equipment, is expected to unveil sweeping changes Wednesday in how it buys.

Included is the biggest plum ever for the telecommunications industry: a single long-distance contract worth at least $4.2 billion over 10 years.

Look for joint-venture bids. Interested: most long-distance carriers — and Honeywell Inc., Ford Aerospace Corp. and Electronic Data Systems Inc. Surprisingly silent: IBM Corp.

ONEY: BUYING STOCKS ON CREDIT

4/4/85
Attachment 2

COVER STORY

Ag schools stress science

Continued from 1B

Some authorities warn of a shortage of professionals for such jobs as research, and to process and deliver food in a complex global market.

"American agriculture — some 20% of our nation's gross national product — is seriously threatened by deepening shortages of highly qualified scientists, managers and technical professionals," says the National Association of State Universities and Land-Grant Colleges. "Particularly critical are shortages, predicted during the next 10 to 15 years, of individuals with master's and doctor's degrees in high-technology agricultural disciplines."

Says Terry B. Kinney, head of the Agriculture Department's research service, "There will be a very serious shortage (of scientists) unless something specific is done."

Agriculture schools are shifting their emphasis from farm production — a staple of the post- World War II "fencerow to fencerow" doctrine of feeding the world — to frontiers in genetics, embryo transplants and international relations.

And while farmers are going out of business faster than any time since the 1930s, others in the food chain thrive. Monsanto Co. — world's largest farm herbicide supplier — will have 1,200 researchers in its new $150 million life sciences center near St. Louis by 1987.

In 1983, agriculture supplies were 21% of Monsanto's $6 billion worldwide sales but 60% of the company's $605 million profit. Its last annual report said agriculture "will be an even more important part in the future" as Monsanto invests "heavily in research and development for new products and technology such as plant sciences and feed additives."

The Agriculture Department says 59,000 college graduates with degrees in food and agriculture will be needed annually in the coming years, but 13% of the jobs could go unfilled or be staffed by unqualified people.

With fewer people living on farms and fewer college-age students, the pool naturally attracted to the food industry is shrinking. Enrollment in the USA's 73 land-grant agriculture schools fell 20% between 1978 and 1982 to 71,577.

Meanwhile, thousands of food scientists and educators are reaching retirement age.

Traditional farmers make up only about 3% of today's work force, compared with 20% 50 years ago.

"It takes fewer people out on the land, but in fact, we had 23% of the people living on the farm (in the 1930s) at a time when there was very little agribusiness," says University of Missouri Agriculture Dean Roger Mitchell. "We are still using about the same proportion of the population to get food on the table, so there are other opportunities."

Mounting surpluses (the USA consumes only 61% of the food produced by its farmers), growing environmental and ethical concerns, and the fall of traditional family farms have brought changes to agriculture schools.

Last year, Missouri started an agriculture ethics class. Texas A&M Ag School Dean Harry Kunkel has shifted 30 faculty positions from other areas into biochemistry and plant genetics.

One problem for agriculture schools is that many students' familiarity with food production is confined to the local grocery store. At Michigan State University, where 85% of the incoming students in the College of Agriculture and Natural Resources have no farm background, a new class offers grass-roots lessons in hauling manure, driving tractors and milking cows.

"We wanted to create a program where they could get some hands-on experience and develop some attitudes toward farmers and farming and rural living that would be very helpful when they enter the working world," says Harrison Gardner, coordinator at MSU's 2,250-acre farm 65 miles from the East Lansing campus.

Mary Abfalter, 21, from the Detroit suburb of Warren, was one of 16 students. She had wanted to be a veterinarian, but the course changed her mind. Now Abfalter, who rose at 5:30 a.m. daily to milk cows, wants her own dairy farm, even if farmers have been quitting.

"People will always be drinking milk and eating cheese and there will always be animals," she says. "A lot of my friends from high school can't believe what I am doing when I say I am running around milking cows and cleaning up after them and artificially breeding them ... but I like it."

The MSU class is funded by the Kellogg Foundation, a philanthropic arm of the Battle Creek, Mich., breakfast-food firm, which has given more than $3.5 million in grants to agriculture schools.

"Many people going into key leadership positions in government and institutions today, in contrast to just a generation or two ago, have no experience in the food system or in agriculture," says the foundation's Norman Brown, who hopes other schools follow MSU.

A recent Kellogg grant of $100,000 will fund a "Thomas Jefferson Scholars" program for 12 students at North Carolina State University's School of Agriculture and Life Sciences, where only one-fourth of freshmen have farm backgrounds.

Kennedy, the Missouri graduate, expects drastic changes in his lifetime: more specialization among farmers and continuing advancements in research. He says, "It will be a lot different than we see it now."

KANSAS STATE UNIVERSITY

Associate Dean of Agriculture and Director of Resident Instruction

Waters Hall
Manhattan, Kansas 66506
913-532-6151

TO: Agriculture and Livestock Committee
Kansas House of Representatives

FROM: David J. Mugler, Associate Dean and Director of Resident Instruction

DATE: April 4, 1985

RE: Senate Bill #366

I am pleased to respond to a request by the Kansas FFA Alumni Association to provide information about the need for programs in vocational agriculture and agricultural education at all levels and the shortage of agriculture graduates.

The heartbeat of Agriculture is its people and in fact a human capital shortage is threatening a reliable and competitive American Agriculture. A recent study by the U.S. Department of Agriculture showed that the food and agricultural industry continues to be the mainstay of the U.S. economy, accounting for 20 percent of the gross national product, 23 percent of all jobs in this country and 19 percent of export earnings.

The nation's agricultural system is increasingly based upon high technology and on a high capital investment structure. Concurrently, there is growing evidence of deficits of college educated agricultural scientists, technical representatives, educators; administrators, managers, financial advisers and other professionals in both the public and private sectors.

A 1980 U.S. Department of Agriculture study projects the overall average annual demand for college graduates with expertise in food and agricultural sciences to exceed the available supply by 13 percent through the 1980's. With the number of high school graduates declining, it is quite conceivable that the shortage may even by greater than 13 percent in the near future.

The trend is toward fewer and larger farms, and at the same an expansion in demands for people in the agribusiness. As farms become larger, the farmer relies more on agribusiness men and women who provide services and products for the producers use. They also work in marketing, processing, packaging and distributing the products to the consumer. (See Exhibit A)

This trend is reflected in the placement of Kansas State University's agriculture graduates for the calendar year 1984. Only 20 percent of those graduates entered farming, ranching, or horticultural production careers. The other 80 percent went to agricultural related positions in education, government and agribusinesses or continued their education in graduate school. (See Exhibit B)

4/4/85
Attachment D

The placement of KSU agricultural graduates in occupations and professions has been excellent. Three factors have contributed to this situation.

1) While the number of farms have decreased, agribusinesses have expanded.

2) Many World War II veterans and faculty agriculture are at or nearing retirement age leaving openings in teaching, research and extension at universities and in industry.

3) Undergraduate enrollment at the 70 land grant universities has dropped due to the smaller high school graduating classes. (See Exhibit C)

These factors, coupled with the projection that 8.3 billion people will inhabit our planet in 2025 compared with 4.75 billion people today, indicate a continuing strong demand for graduates with agricultural expertise.

Agricultural mind-power is a basic Kansas and national resource and is essential to the well being of our great state and nation. A strong program of vocational agriculture in our secondary schools is crucial to the success of the overall educational program in agriculture and to the future of agriculture in Kansas.

Areas of Career Opportunities In American Agriculture

Careers Involved In Serving And Producing For Farmers

Careers In Marketing, Processing, Packaging And Distributing Agricultural Products - Serving The Consumer

Courtesy University of Illinois

Exhibit B

April 1985
COLLEGE OF AGRICULTURE
Kansas State University

Jobs and Salaries of Agriculture Graduates

1. Placement of B.S. Graduates for the year 1984

Occupation	Percentage
Graduate Study	19
Education	7
Farm, Ranch, Greenhouse	20
Business and Industry	45
Government	9

2. Approximate average salaries for Ag Graduates of 1984

B.S. Graduates	$16,700
M.S. Graduates	$21,300
Ph.D. Graduates	$28,500

3. Areas of strongest demand for B.S. Graduates

   a. Agricultural Industries and Sales
   b. Feed, Milling, and Bakery Science and Management
   c. Agronomy
   d. Food Science
   e. Horticultural Therapy

4. The College of Agriculture, with 12% of the KSU enrollment, attracts about 23%of the companies that recruit employees on the KSU campus.

CAREER OPPORTUNITIES ABOUND FOR KANSAS STATE AGRICULTURAL GRADUATES

There are three primary reasons why there are more opportunities than graduates trained in agriculture now and in the forseeable future.

1. The agriculture industry is continually expanding, and the strengthening economy makes the future look even brighter. The world population is expected to be 8.3 billion in 2025, up from 4.75 billion today, so demand for food will continue to increase.

2. Many of the post--WWII graduates are nearing retirement age which is leading to an even greater need for agriculture graduates, especially those with advanced degrees for teaching, research and extension at universities and in industry.

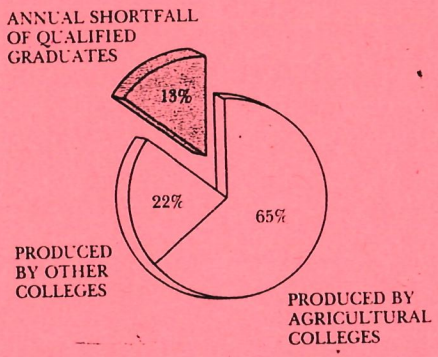
3. Undergraduate enrollment in agriculture at the 70 land-grant colleges dropped from 98,030 students in 1978 to 86,710 in 1982. At K-State undergraduate ag enrollment dropped from 2,344 in 1977 to 1727 in the fall of 1984. The number of ag students in declining along with the number of traditional college-age students.

According to a Michigan State University study, agribusiness job prospects will jump 15.2 percent in the coming year, being surpassed only by opportunities in hotel and motel work. This study also predicted that the average starting salary in agriculture will be $17,586 this year.

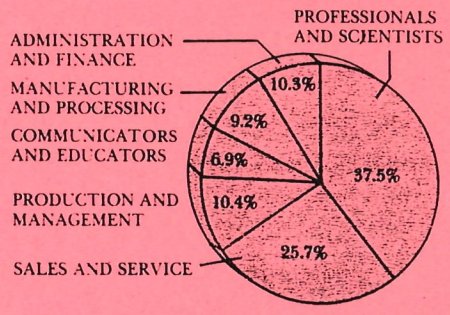
A USDA report says that the need for college graduates in the food and ag science through 1985 will be 13 percent greater than the number of people graduated each year. This means a shortage of 8,000 qualified graduates per year nationwide. Here in Kansas the need for Agriculture graduates is even stronger. One out of six people in Kansas is employed in Agriculture.

Food and Ag Science College Graduates

59,000 needed annually
8,000 short annually



Employment Areas



KSU College of Agriculture department heads report a good demand for graduates. Demand is especially strong in ag sales and management trainee positions; food science; milling, feed and bakery science and management; and crop protection. For example:

*All three women who received the B.S. in milling in December 1983 had their choices of jobs and started with salaries between $22,000 and $25,000.

*Nationwide there are about eight job openings for every food science graduate. All 10 May 1984 KSU food science graduates are employed with companies such as Kraft, Pillsbury and Borden, and many started with salaries between $22,000 and $25,000.

*All 44 of the 1983 agronomy graduates who utilized the KSU Career Planning and Placement Center have taken jobs. Examples include research and development with Monsanto, parent seed production with Garst Seed, consulting for Servi-Tech and work with the Soil Conservation Service.

*The Farm Credit Bank system will need 60 to 70 entry level people in the four-state area, and commercial banks will be competing for those same graduates.

October 1984

HESSTON
CORPORATION

NELSON D. GALLE
VICE PRESIDENT
ADMINISTRATION

March 29, 1985

Kansas Legislative Committee
on Vocational Education

I know you are in the process of conducting a hearing regarding additional emphasis on vocational education in agriculture in Kansas. Since I am unable to be at this meeting in person, please let me use this letter to convey some of my feelings about vocational education in agriculture and the relationship it has for the agri-business community of Kansas.

In the past 20 years Kansas has grown very strong economically as a result of all of the agricultural related businesses and industries. Even though we are temporarily in a recession in agribusiness, nevertheless, Kansas does have the potential of producing food and especially grain more efficiently than any other country in the world. Even today the demand for graduates from our agricultural colleges remains very strong, especially with companies primarily located between the farmer and the consumer, i.e., processing companies.

The need for technicians and managers with a strong background of educational experiences like young people receive in vocational agriculture and through the FFA program is vital to the future of these industries. These young people will be able to receive this important training only if the proper emphasis and training and guidance is given at the State level, through the local administration, and the specific teacher who works on a daily basis with them.

Therefore, I fully support the bill you are considering which will provide for improved supervision of these programs in order that we may maintain the high quality vocational agriculture programs which we have had in the past in the State of Kansas.

Again, I would very much like to be at the meeting. If you have any questions that you feel I could be helpful with, please feel free to call me at (316)-327-6316.

Thank you again for your consideration.

Regards,

Nelson D. Galle

NDG/dg

Hesston, Kansas 67062, Telephone 316 327-4000

4/4/85
Attachment E

TESTIMONY IN SUPPORT OF SENATE BILL NO. 366

On behalf of the Kansas Vocational Agriculture Teachers, I would like to thank you for the opportunity to speak in support of Senate Bill No. 366.

It seems a little ridiculous to me that in Kansas where agriculture and our youth are so important that we have to have a legislative bill to cause our State Department of Education to carry out their responsibilities for Vocational Education in Agriculture.

The support provided Vocational Agriculture by the State Department of Education has been declining over the last several years. This decline of support for high school vocational education can be seen in staffing, funding, policies, recommendations for programs, consultation, communications, appointments, and scheduling of meetings.

In the area of staffing (program specialists), in the early 1960's Vocational Agriculture had a staff of five specialists in Topeka: C. C. Eustace, Director; Frank Carpenter, FFA Executive Secretary; and Marvin Castle, John Lacey, and Harold Shoaf, Program Specialists. Today we have two full-time and one part-time specialists: Les Olsen, Program Specialist in Topeka; Greg Schafer, Executive Secretary for the FFA and Kansas Young Farmers and Young Farm Wives; and Marvin Hackmeister in Manhattan who works part-time with beginning Vocational Agriculture teachers.

It is ironic that as agriculture becomes more technical and requires more knowledge and sophisticated skills in computers, electronics, genetics, embryo transfer, chemicals, mechanics, and management; and as the teacher of Vocational Agriculture needs to keep current with these developments we are getting less and less technical and curriculum support from the State Department of Education.

We have decreasing enrollments in rural areas and fewer farm families. The response we get from many, including our State Department of Education, is that we don't need Vocational Agriculture to educate so many farmers. This approach to evaluation is short-sighted. Our agriculture leaders, agri-businessmen, and farmers need to be educated better than ever if we are to feed this world. Critics should look beyond occupational titles and forecasts, and focus on the program's content, philosophy, and results. Vocational Agriculture was never intended to meet just one

4/4/85
Attachment F

occupational demand, it was meant to improve productivity of all agriculture, not to increase the numbers of farmers. Vocational Agriculture prepares young men and women to adapt to changing demands, to be entrepreneurs in agriculture and agriculturally related businesses, and most importantly, to develop to their fullest, their leadership potential. We need the support of the State Department of Education to help develop strong local programs that are changing to meet the Ag-related occupation demands.

The State Department of Education and the State Board of Education could be helping us to better meet the demands of the Ag-related occupations instead the state department of education is attemtping to force us to conform to the structure of more specialized vocational programs under the guise of "occupational specific". They have proposed to transfer most vocational programs out of the local high school. Vocational Agriculture and the FFA have the attention of high school students, we have their interest, and we educate and serve our students.

Vocational Agriculture will have to change, just as it has been since its beginning in 1917, just as agriculture is changing. We can adjust to these changing times if the State Department of Education does not make us ineffective first. We should be using the good, local four year Vocational Agriculture Programs we have to meet the changing needs of our Kansas high school youth, not trying to put in something different or taking them out of their local high school.

There is reduced support on the part of the State Department for all Vocational Education in the secondary schools. The State Department has been developing policy that would place Vocational Education in the Area Vocational Schools and Community Colleges and make it impossible to have a sound four-year Vocational Agriculture/FFA Program at the local secondary level.

Over the past several years, the State Department conducted a series of studies of Vocational Education known as Phases I, II, and III. From these studies have come directives and recommendations for Vocational Education in Kansas. Each of these Phases, when studied by themselves, looks innocent enough, but when you tie all the recommendations together it would have meant the end to most four-year vocational programs at the secondary level.

While conducting these Phase I, II, and III studies, teachers and students in Vocational Agriculture were not consulted. The public hearings for Phase III were scheduled in the later part of June and in July, and notices of the hearings were sent only to the Superintendent of each school district. These are months when many school offices are closed and personnel are on vacations, therefore, most teachers were uninformed of the hearings. The Vocational Home Economics and Agriculture teachers were able to get many of these policies corrected. But this issue is not dead as the final draft has not been presented to the State Board of Education.

It will be said that a separate advisory council for Vocational Agriculture will be a duplication of effort as there is an existing council for all of Vocational Education. But what has the existing council done specifically for Vocational Agriculture? The State Department of Education did not use the Advisory Council for the Phase I, II, and III studies. They appointed three separate committees.

Vocational Agriculture does have one position on the Vocational Advisory Council. Our representative was Eldon Pankratz, a farmer, but I understand, he has been replaced by a realtor. Who makes the council selections? I know Mr. Pankratz was recommended for re-appointment.

The duties and responsibilities of the Vocational Agriculture Advisory Council are spelled out in Senate Bill No. 366. Another key provision is that an annual report of the council's activities shall be submitted each year to the State Board of Education and to the State Legislature.

Vocational Agriculture and the FFA is the most cost efficient educational program in Kansas in motivating high school students in personal development in the areas of agricultural leadership, entrepreneurship, mechanics, and in classroom instruction. We can not afford to lose this local four-year instructional program for our future high school students.

I urge you to act favorably on this bill. Thank you.

Stanley L. Larson

Stanley Larson
Vocational Agriculture Instructor
Lawrence, Kansas

Vocational Agriculture: A Model for Education Reform

By Stuart A. Rosenfeld

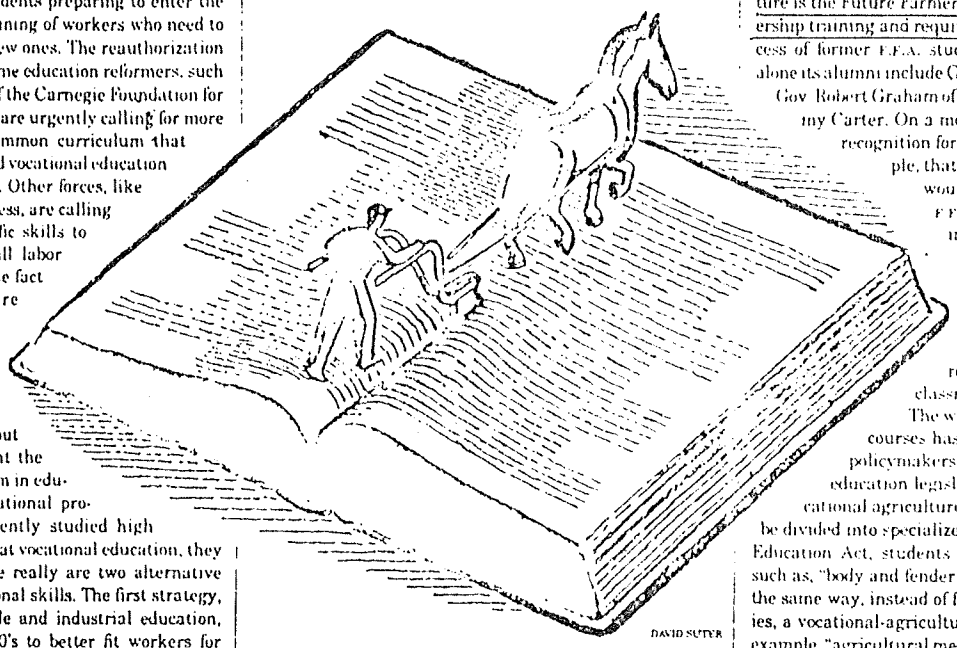
The numerous recent reports on secondary education in America are as revealing in what they neglect as in what they address. For example, precious little has been written about vocational education even though in 1980 more than two-thirds of all high-school students took at least one vocational-education course and about a fourth considered themselves to be following a vocational-education curriculum, according to the National Center for Education Statistics..

Today, the federal government is wrestling with the reauthorization of the Vocational Education Act, which has passed in both houses of the Congress and is under consideration by a conference committee. The act provides funds for the training of high-school students preparing to enter the labor market and for the retraining of workers who need to upgrade their skills or learn new ones. The reauthorization battle comes at a time when some education reformers, such as Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, are urgently calling for more attention to basic skills, a common curriculum that would eliminate "tracking," and vocational education as a self-contained curriculum. Other forces, like the National Alliance of Business, are calling for more training in job-specific skills to provide graduates ready to fill labor shortages. This tension, and the fact that academic programs are bound to compete for funds with vocational programs, promises to add to the confusion of policymakers

After examining the vocational-education system for about five years, I am convinced that the nation should not pursue reform in education at the expense of vocational programs. If those who so diligently studied high schools had taken a closer look at vocational education, they might have noticed that there really are two alternative strategies for providing vocational skills. The first strategy, originally represented by trade and industrial education, was devised in the early 1900's to better fit workers for emerging manufacturing industries and immigrants for American city life. It is based on a traditional factory-production model in which workers automatically accept and follow standard procedures. This strategy was adapted for technical, distribution, office, health, and occupational home-economics occupations as they were added to the vocational curriculum. It has become the standard form of vocational education in the high school and dominates discussions of the future of vocational education

The second strategy applies to vocational agriculture, a program originally intended to hasten the dissemination of scientific agricultural innovations throughout the farming regions by way of the schools, and to provide an education more relevant to rural life than the classical, city education. The strategy behind vocational agriculture is based on a production model in which workers make independent decisions and are encouraged to take initiative. While this form of vocational education is rarely mentioned by policy analysts, it may in fact be a model that could not only disarm the opponents of vocational education but also point the way for the implementation of important educational reforms.

Vocational agriculture characteristically includes many of the activities and approaches currently recommended for the improvement of secondary education in general: training for leadership and entrepreneurship, longer periods of time devoted daily to education, a problem-solving approach to learning, higher-quality teachers, and greater cooperation with the private sector. There is little doubt that it has been effective for agriculture in the past and has contributed to the phenomenal growth in American agricultural productivity since the turn of the century when these programs began.



DAVID SUTER

Can this model be adapted to train students to work in other occupations—particularly new and emerging ones? Will it help meet today's goals for secondary education? Based on what I have seen and learned, I think it will.

The breadth and scope of vocational-agriculture education set it apart from most more narrowly focused trade and industrial programs. The agricultural curricula typically include all of the management, finance, and marketing aspects of farming—skills useful in any small business enterprise. Students are required to actually set up income-generating business projects or experiments and to record all financial transactions and production tasks in order to measure both profits and productivity. Because farming has too many variables to allow put solutions, students must learn to innovate rather than simply remember and follow procedures.

The program's problem-solving orientation is more like the approaches learned in basic engineering and science than those learned in typical vocational-training programs. The effectiveness of vocational-agriculture's problem-solving skills was vividly demonstrated to me by a student from upstate New York who described how her experiments with artificial insemination reduced the maturation period of her family's cattle from 18 to 14 months.

Most of these vocational-agriculture programs are housed in comprehensive high schools, unlike many trade and industrial programs that are offered in physically separate centers. Keeping vocational agriculture in the comprehensive high school makes it easier to combine the vocational with the academic curriculum, answering those critics of vocational education who worry that vocational students do not seek or benefit from academic courses.

One of the most important features of vocational agriculture is the Future Farmers of America, which provides leadership training and requires after-school activities. The success of former F.F.A. students is legendary—in the South alone its alumni include Gov. James Hunt of North Carolina, Gov. Robert Graham of Florida, and former President Jimmy Carter. On a more modest scale, local respect and recognition for the program has meant, for example, that Sears, Roebuck and Co. in Atlanta would hire any applicant wearing an F.F.A. jacket to the interview, according to a former Georgia state director of vocational education. Equally important, the F.F.A. is not just an after-school club; it is an "intracurricular" activity, as an Iowa teacher described it, "directly tied to what goes on in the classroom."

The wide range of vocational-agriculture courses has recently met with criticism from policymakers and educators. Federal vocational-education legislation has tried to "modernize" vocational agriculture by demanding that the programs be divided into specialized functions. Under the Vocational Education Act, students must specialize in narrow fields such as, "body and fender repair" or "home furnishings." In the same way, instead of following a general course of studies, a vocational-agriculture student must specialize in, for example, "agricultural mechanics." Fortunately, many wiser agriculture educators have been able to comply with federal and state requirements by assigning each student to a specialized field on paper, while leaving the broad-based curriculum intact.

Education reformers are again urging more school-business partnerships in education, an involvement that has long existed among vocational-agriculture programs and rural organizations and agribusinesses. Working closely with local business and political groups, students for decades have been able to observe and participate in marketing and buying cooperatives, and other community activities typical of farming regions. At the same time, the curriculum and the time spent with farm organizations help infuse students with the agrarian tradition of independence, cooperation, and self-education.

One of the results of this pedagogy is that vocational agriculture comes closer than any other educational program to meeting America's need for a revived entrepreneurial spirit and increased productivity. Current education policies seem to assume that simply adding a course on free enterprise to the curriculum will inspire entrepreneurial behavior. Entrepreneurship is not, however, something that can be learned from a series of lectures and readings: It is learned by observation and participation, and by being exposed to the risk-taking that farming, for example, requires.

Why haven't these strengths been recognized more widely by policymakers? The answer, in part, is that vocational edu-

Continued on Page 21

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over

class in inner-city Philadelphia. The teach- | dictaphone, and dictator. From *legit* we | *of the Philadelphia Public Schools.*

Vocational Agriculture as a Model for Educational Reform

Continued from Page 24

cation today is charged first and foremost with being responsive to labor-market demands. Thus vocational agriculture is criticized for training farmers when the demand for farmers is unquestionably declining. The federally mandated evaluation criterion, which is based on numbers of students employed in occupations for which they were trained, has become the accepted indicator of success. But this approach to evaluation is shortsighted. Critics should look beyond occupational titles and focus on the program's content, philosophy, and results. Vocational agriculture was never intended to meet occupational demand; it was meant to improve productivity, not to increase the numbers of farmers. It also prepares youths to adapt to demand and to be generally productive.

The danger vocational-agriculture programs face, aside from drastic cutbacks, is that policymakers, instead of adapting their strengths for use in other vocational programs, will force them to conform to the structure of those more specialized vocational programs under the guise of "modernizing." An "agricultural-mechanics" program I observed that was offered in an area vocational center away from the comprehensive high school was simply "auto mechanics" with tractors instead of autos. It had lost the traditional strengths of vocational agriculture.

It would be wrong to look back only with nostalgia at past vocational-agriculture programs. In fact, there have been weak programs and until the 1960's, blacks and women were excluded from the F.F.A. and some other high-quality programs. Minorities and women are still underrepresented in both—but a great deal of progress has been made.

Despite the decline in demand for farmers, between 1972 and 1980 the proportion of all high-school students enrolled in vocational-agriculture programs doubled. This suggests that students recognize the strengths of the program. As a matter of fact, when I visited a vocational-agriculture class in West Virginia recently, all but one of the 18 students said they enrolled in the course to prepare for nonagricultural occupations—even though their school offered a traditional business program.

As educators and policymakers head down the road to the future, they should glance in their rear-view mirrors at the fields and farm animals of an agricultural sector that has recorded an astounding growth in productivity. This growth has been due, in part, to the success of vocational agriculture. With a little imagination on the part of educators, this model could produce not only productive, well-educated employees but also future employers and owners in the industrial and service sectors.

VOCATIONAL EDUCATION
IN
GENERAL EDUCATION

This paper deals with
the education of students
and concerns for their
"total" education.

by

Lloyd E. Barnett

4/4/85
Attachment G.

VOCATIONAL EDUCATION IN GENERAL EDUCATION

In 1917, the Smith-Hughes Act made it possible for Public Secondary Schools to include courses of Vocational Agriculture in their course offerings. Today, all 50 States in the United States, Puerto Rico, Panama, Japan, The Phillipines and a host of other countries have all recognized the need for courses in Agriculture on a vocational basis. From this base other areas of need have developed in the Vocational Education Complex to address the skill needs of students in the high school setting. Today, students are able to include, in their high school program, course work in Agriculture, Home Economics,Office Practices and Business Machines, Industrial Arts (woodworking, metal working, automotive), Practical Arts (health and related occupations), Commercial Arts (painting, drawing, ceramics), and Music (instrumental and vocal); and there are probably other areas as well.

These course areas grew from a need base; a need on the part of students to develop their skills and talents for employment as well as personal pleasure and satisfaction. The need to satisfy both areas is as intense, practical and justifiable today as it was 50 or even 20 years ago.

While it is true that we have progressed from a horse and buggy, do-it-yourself, society to a highly-specialized, High Technology environment today, it is no less important that students in high schools today be fitted with a wide and diverse array of skills and talents to be able to meet the demands of their enviromnemt; both occupational and for personal enjoyment.

It has been estimated that 50-75% of the employment in this country in the years ahead will be in the service and information areas; areas of employment needed to care for the many gadgets and equipment required to operate the High Technology world in which we live and function. To meet this need those employed will need skills and abilities that are taught or will need to be taught in vocational type settings.

It is of interest to note that of the 31 occupations the Bureau of Labor

Statistics says will provide the greatest number of new jobs by 1990, only 5 will require a college degree. For the other 26, secondary vocational education will be the cruicial launching point for entering employment or going on to more advanced preparation in one of these fields at the post secondary level.[1]

The jobs for which vocational education is suitable preparation, in order of numbers of jobs to become available, range from 700,000 secretaries through nurses aides and orderlies, janitors, sales clerks, cashiers, professional nurses, truck drivers, food service workers, general office clerks, waiters and waitresses, stock clerks, kitchen helpers, trades helpers, automotive mechanics, blue-collar-worker supervisors, typists, licensed practical nurses, carpenters, bookkeepers, guards and doorkeepers, store managers, maintenance repairers, computer operators, child-care workers, welders and flamecutters, to 112,000 computer programmers.[2]

In 1983, the National Commission on Excellance in Education published its report now known as"A NATION AT RISK", which shook the foundations of education in the same way the Russian Sputnik did in the 50's. The "A Nation At Risk" report emphasizeses the need for what it called "Five New Basics: (four years of English, three years of mathmatics, science and social studies and one-half year of computer science)."

States and Local Education institutions began to take another look at their curricula and came up with the conclusion they were lacking in the academic disciplines areas, principly, in the math and science areas. As a result the education textbooks have once again been rewritten to include more math and science and to add to the requirements for graduation. Weighting once again, the scales in favor of the students who are preparing for college.

The State of Kansas, which has had a graduation requirement of 17 credits has, since "A Nation At Risk", mandated a change to 20 units required for graduation, effective in 1988. These requirements include 4 units of English, 3 of

Social Science, 2 Math, 2 Science and 1 Physical Education. This represents an increase of 1 unit in each of the math and science areas.

It is true that, between the years 1975 and 1981, the number of students who graduated from high schools and went on to either 2- or 4-year colleges increased from 49% to 52%; this according to a report published in 1983 by the Vocational Education Administration, State Department of Education. While this is the case, that same report points out that of each 100 students who entered the first grade in 1969-70, 96 of them enter high school and only 77 graduated. Of that 100, 40 will enter college and only 18 will graduate from a 4-year program. Yet our high school curricula and requirements are geared toward College-Prep.

U.S. Secretary of Education, Terrel H. Bell, says "While some may believe that vocational education was ignored by the report of the National Commission on Excellance in Education, I fear they have missed the essential point."[3] He goes on to say that "the high school curriculum should also provide students with programs requiring rigorous effort in subjects that advance students personal, educational and occupational goals, such as the fine and performing arts and vocational education. These areas complement the New Basics and they should demand the same level of performance as the Basics."[4]

Indications would seem to point out that Secretary Bell is correct; the essential point of the report, has been missed by those at high levels of educational planning, for the response to the report has been away from preparing students through the "fine and performing arts and vocational education."

Let us return, for a moment, to the Vocational Education Administration report that shows 96 of our original 100 first graders in 1969-70, entering high school. Between the 9th and the end of the 12th grade we have 19 students who drop out of school. The report does not address why. Let us assume the reasons are (1) failing grades and (2) lack of interest as the two major reasons (number 2 contributes directly to number 1). What becomes of these students? Most will

wind up on the rolls of unemployment to be cared for by society. But was it necessary that this be so?

In addition to these 19, add to them the 37 others who do not go on to college after graduation. We now have 56 students who need training to become employable immediately, as compared with 40 students who go on to college. Some of these 56 will enter Area Vocational Technical Schools, Private Trade and Business Schools, Military and Full Time Employment where they will receive training for their jobs, (Darrell L. Parks and Gail H. Henderson, in a report done concerning Vocational Education in Ohio, state a belief that "Employers of the future will increasingly hire personnel with entry level skills, rather than provide on-the-job training."[5] after graduation.

It is also, interesting to note, that only 18 of the 40 will graduate with a degree. What of the other 22?

While the courses in the academics are vital and important to all students (on that I am in agreement with Secretary Bell), the heavy load of academia is not essential to meet the needs of all. There is a need to also address the employability skills of the individual. Currently education is not geared to meet these employability skills but more geared to meet the needs of those entering college. Both are important.

It is at this point that education needs to address the issue of the heavy load of graduation requirements; not for the college-bound students, for they will do a good job of meeting the requirements for graduation and still find time to take the courses to help them develop employment skills and abilities. Nor do we need to concern ourselves with the students in Special Education for their needs are being cared for under Public Law 42-140. It is the students who find themselves between these two student populations; the ones who must struggle to pass the "academic" courses and who will fail some along the way; the students who lose interest in school because they are not able to accomplish and have a taste of success; the student who does not have a good home-life and feels no

backing or support or help from the nome environment. These are the students that education needs to address and must give attention to in the education setting. These are the students who will receive the greatest benefit from more contact with the Vocational Areas in the Public School. It will teach them employability skills; and very honestly, they will probably learn better in the academic areas because they will be able to practically apply the academic concepts in a hands-on setting, thereby benefitting from General Education In Vocational Education.

David J. Purcel, a professor and director of special services in the Department of Vocational and Technical Education at the University of Minnesota in St. Paul, addresses this concept in an article "An Alternative Approach To Learning", in the October 1984 issue of VOCED (the Journal of the American Vocational Association).

It is because of my concerns for this student population and for the improvement of the field of education that I therefore propose the following as alterations to the current educational program:

1) A reduction by 1 unit of the English requirements and the development of an English course that provides a cross-section offering as the last requriement; to include work in creative writing, reading with understanding; preparation and presentation of speeches, and other practical-life-skill English.
2) A reduction by 1 unit in the Social Science requirement.
3) A requirement of at least one and preferably 2 units of study in the fine and performing arts, or in vocational education for graduation.
4) An opportunity for students to transfer 1 unit of vocational education for either 1 unit of science or math (based upon the accountibility of the vocational area showing the applications of math and science in the make-up of the course work). Make it a requirement that the student complete the entire sequence of courses in that area to be able to transfer the vocational for the other.

NOTE: In a recent survey made by the American Vocational Association, 20 states reported that vocational courses can now be counted toward completion of some graduation requirements in math, science or English. Among States that have this option are New York and Virginia.[6]

FOOTNOTES

1. Bottoms, Gene. Now Is The Moment Of Opportunity, VOCED, October 1984, p. 8.

2. Ibid.

3. Bell, Terrel H. Vocational Education And The Education Reform Movement, VOCED, October 1984, p. 33.

4. Ibid, p. 9.

5. Parks, Darrell L. and Henderson, Gail H.. An Agenda For Action, VOCED, October 1984, p. 38.

6. Bottoms, Op. Cit., p. 8..

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4. Farmer, Edgar I. Improving Writing Skills, VOCED, October 1984, pg. 19.

5. Kansas Phase III Vocational Education Committee Report and Follow-up by Vocational Educators in Kansas, 1983.

6. Kansas State Department Of Education, Letter to Chief School Administrators, High School Graduation Requirements, November 18, 1983.

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12. Tannenberg, Dieter. Vocational Student Organizations Make A Difference, VOCED, October 1984, pgs. 45-47.

13. Vocational Education Administration State Department Of Education. Kansas Educational Program and Placement Of Kansas High School Graduates, State Department of Education, School Year 1981.

14. USD #415, Hiawatha High School Graduation Requirements, Counselors Office, Mr. Steve James, Guidance Counselor.

KANSAS EDUCATIONAL PROGRAM

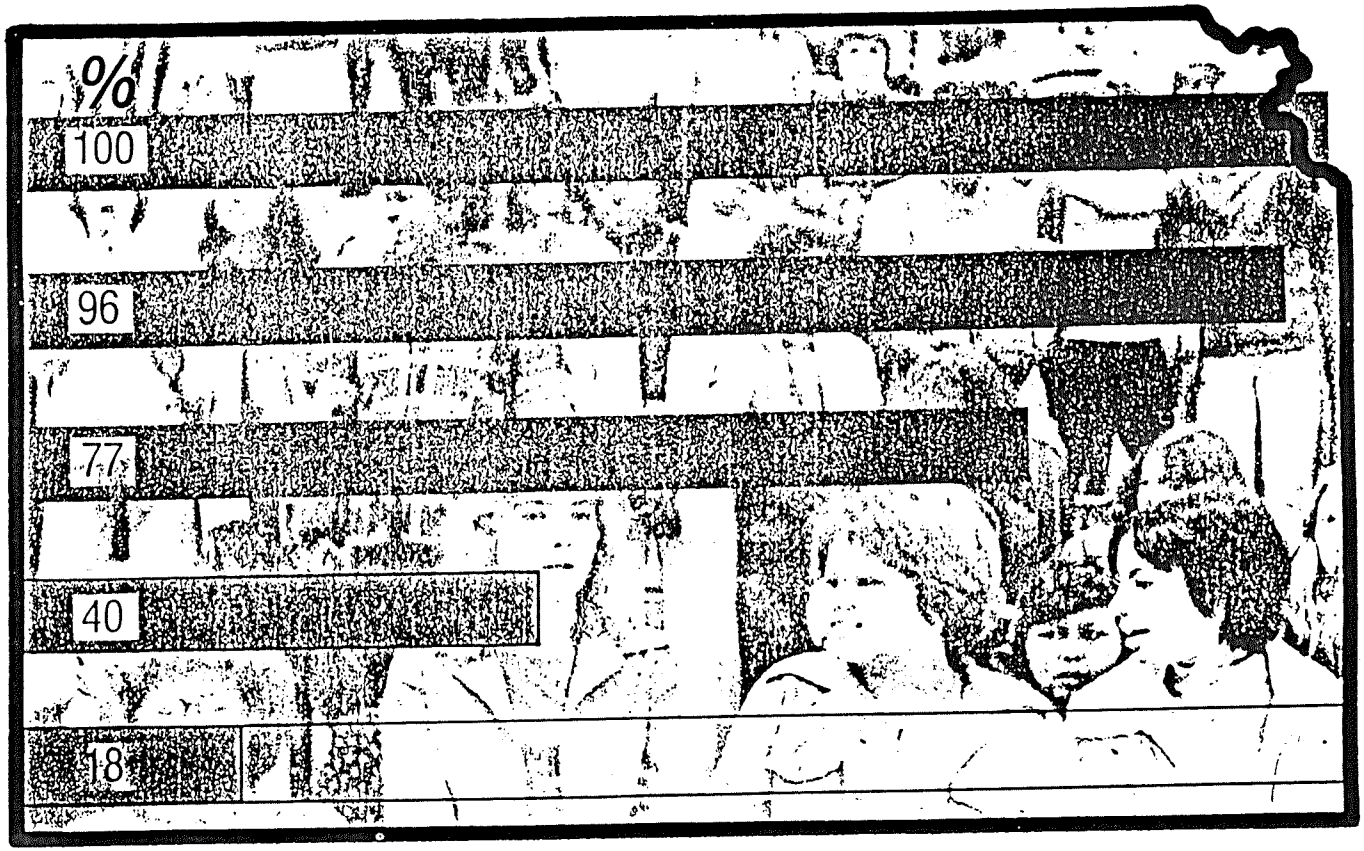
ENTERING FIRST GRADE 1969-70

ENTERING NINTH GRADE 1977-78

GRADUATE FROM HIGH SCHOOL 1981

ENTER COMMUNITY OR 4-YEAR COLLEGE

GRADUATE FROM COLLEGE*



Published (1983) by:
Vocational Education Administration
State Department of Education

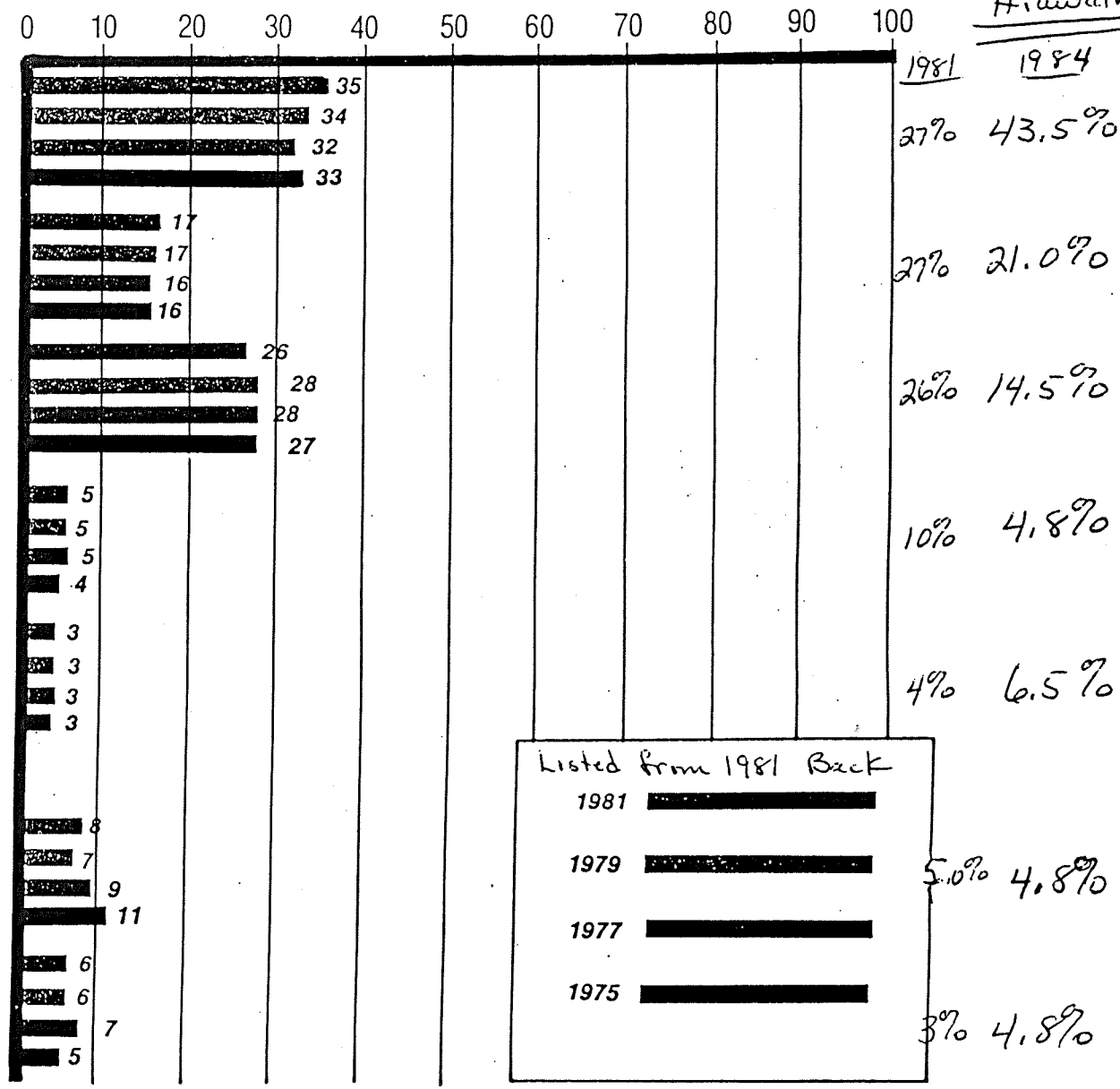
Source:
State Department of Education
School Year 1981

* This figure based on 35% of the starting freshmen finishing a 4-year degree program.

This figure does not account for students transferring to other institutions or dropping out for family or military reasons returning, after a period of time, to complete a degree program.

PLACEMENT OF KANSAS HIGH SCHOOL GRADUATES

(1975, 1977, 1979,1981) PERCENT



4 YEAR COLLEGE ..... %

COMMUNITY COLLEGE.. %

EMPLOYED FULL TIME.. %

A.V.T.S..... %

PRIVATE TRADE, & BUSINESS SCHOOL... %

MISCELLANEOUS (Includes Military, Marriage and Unemployed) ..... %

UNKNOWN ..... %

	Hiwatt 1984
1981	
27%	43.5%
27%	21.0%
26%	14.5%
10%	4.8%
4%	6.5%
5.0%	4.8%
3%	4.8%

Published (1983) by:
Vocational Education Administration
State Department of Education

Source:
State Department of Education Principals' Organizational Reports

Panel says schools squeezing out vocational courses

Associated Press

WASHINGTON — A vocational education panel charged Tuesday that myopic reformers are steering American high schools in the wrong direction with their insistence on more academic courses for all students.

In a sharp break with "A Nation At Risk" and other studies that have spurred states to raise graduation requirements, the commission created by the National Center for Research in Vocational Education charged that vocational courses are being squeezed out of the high school curriculum.

"The assumption is that more academics, which may be the best preparation for college, is also the best preparation for life. This assumption is wrong," declared the National Commission on Secondary Vocational Education, chaired by Harry F. Silberman, an education professor at the University of California-Los Angeles.

The 14-member commission, dominated by vocational educators but also including three business and a labor representative, held hearings in 10 cities over the past year in preparing its defense of vocational education.

The study, which cost $225,434, was carried out with federal funds from the research center's annual allotment from the U.S. Department of Education. The center, located at Ohio State University in Columbus, got $4.6 million in federal funds this year and is getting $5.4 million in 1985.

Linda S. Lotto, the project coordinator, initially declined as "a general organization policy" to disclose exactly how much was spent on the report, but did so after federal officials had already revealed the figure.

The Education Department, which sponsored the "Nation At Risk" report, had no immediate reaction to the vocational study.

The report urges schools not to "provide separate tracks that lead to distinct diplomas" for vocational and academic students. It also recommends that students be allowed to satisfy some graduation requirements in such areas as math, science, English or social studies with vocational courses "comparable in content coverage and rigor."

The report, "The Unfinished Agenda," said that requiring more academics "ignores differences in student interests and abilities" and the needs of students who do not attend college.

"Requiring a third year of mathematics makes little sense, unless it is remedial, for a high school junior who cannot do sixth-grade math," it said.

Some education reformers and business leaders have argued that the best preparation for work, and not just for college, is a solid grounding in the academic basics of English and math. It makes little sense to groom youngsters for a particular, narrow skill since most work requires on-the-job training, anyway, and people frequently change jobs, they argue.

But the new report decries the "educational myopia" of a society that is "obsessively concerned with higher education." High schools value "only the college bound" and overlook "the fact that approximately 80 percent of the jobs in America do not require a college degree and most students will not obtain one."

Although more than half of high school graduates move on to college, the report notes that the high school dropout rate is 28 percent. It complained that high schools have assigned vocational education "second-class status, especially trade and industrial programs."

It said all students "need a mix of both academic and vocational courses and enough elective options to match their interests and learning styles . . . Many young people enter high school already turned off to the learning process. More of the same is not the answer.

"Vocational education can help prepare all of our young people for adult life, not only at work and at home, but also in how they use leisure time."

The report said vocational education should take place primarily in regular high schools, not in regional vocational centers where students may be cut off from extracurricular and social activities.