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Problems and Opportunities Associated with Graduate, Undergraduate Distributive Education and Programmed Instruction

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*This session was an informal discussion on Education
and the FDRS. McLaughlin served as chairman.*

Education is a legitimate and necessary function of the Food Distribution Research Society. The FDRS is unique among food industry associations in that its membership has fairly equal representation from Industry, Government and Academic groups. As a Research Society, the FDRS has always been interested in education as a source of present and future researchers. However, three problems have tended to blunt the overall effectiveness of the educational members.

In the first instance, there has been some disagreement as to what education actually means to the FDRS. After some discussion, it would appear that there are three major and somewhat clearly defined educational areas.

1. Extension Education — Involving both Government and Academic members; and including a growing concern with Consumer Education.
2. Training Education — Involving Industry and Government members with the assistance of the Academic group.
3. Formal Education — Involving both Colleges and Universities, with the essential support of Govern-

ment and Industry.

A second problem concerns the lack of communication between the Formal Education members except on a personal friendship basis. The Food Industry Educational Council which was in existence from 1962 to 1965 had made serious efforts to bring the various institutions together; but the Council faded after some initial successes.

A third problem is that there is no clearly defined function or product for the formal education institutions. It is not clear what kinds of programs are in existence, nor is it clear what kinds of graduates industry is seeking. This again is a problem of communication and more clearly defined policy.

It is proposed, therefore, that the Food Distribution Society create a temporary committee on Food Distribution Education to study these and other related problems. This committee should report in one year on such problems as improved communications, student recruiting, industry and government support, the nature and purposes of the various programs; and recommendations for the future of the committee.