

College of Home Economics. Strengths for the Food Product Development course were derived by combining the academic training, the interests, and aptitudes of each class members. Rapport in class discussions was established readily as different students' knowledge and interests were focused on particular problems. When the quarter ended, their evaluations of the course and suggestions provided ideas that improved the course materially the second time it was taught. This method for structuring a course in Food Technology was received enthusiastically by members of the class. The actual experience of developing a new product gave students a working knowledge of situations they might face in the future as food technologists and food scientists. In general, courses in Food Technology and Food Science need to be evaluated and revised to better equip students with a basic

understanding of situations in the food industry. Other instructors could consider adapting the approach used in teaching this course to other courses in the food area.

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Courses In Canadian Universities On The Economic and Management Aspects of Cooperatives

Paris Andrew

A survey revealed that only eight Canadian universities offer courses concerning the economic and management aspects of cooperatives. They are University of Alberta; Carleton University; Ecole des Hautes, Quebec; Sir George Williams University; St. Francis Xavier University; University of Guelph; University of Manitoba; and University of Regina. Contents of the courses and academic credit given for them varies among the universities.

Some economists believe that problems confronting the Canadian economy can be overcome by cooperatives and that more universities should therefore offer courses on cooperative organization with orientation in the management sciences. Following are descriptions of the courses presently offered that might serve as patterns for the development of new courses.

Outlines of Cooperative Courses

University of Alberta

Department of Agricultural Economics: Theory and Practice of Cooperation, non-credit course. Contact person, Professor J. Richter.

Description. The economic and sociological principles of cooperation; evaluation of such organizations; cooperative law and taxation; management and finance of cooperatives.

Carleton University

Department of Continuing Education: Theory and Practice, a non-credit course. Contact person, Professor Laidlaw. (an internationally known expert on cooperation).

Description. The course provides better understanding of cooperatives for employees of cooperatives, government officials, international development workers, and persons interested in forming cooperatives. The cooperatives are studied as business organizations with a social orientation; history, principles, and operating methods; influence of cooperatives on the Canadian economy; and cooperatives as a world-wide movement. Cooperatives examined include housing, credit unions and farming.

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Ecole des hautes — Quebec

Department of Business Administration: Economic Theory of Cooperation, three credit hours. Contact person, Professor Albert Angers. This course is offered in the third year of Business Administration degree.

Description. Part 1 — Cooperatives as an institution. The substance, organizational process, and nature of cooperatives. Integration processes of cooperatives, place of cooperatives in the economic world, international organization, and the cooperative movement in Quebec and Canada.

Part 2 — Economic theory of cooperative activity. Cooperation as an economic system, structure of cooperative economy, vocabulary of economic theory related to cooperative economy, elements of micro economic analysis in true perspectives of the cooperative economy, and the cooperative economy as a sector in mixed economic systems.

Sir George Williams University

Department of Economics, Economics N-468 (447): Theory and Practice of cooperations, six credit hours. Contact person, Professor Davidovic (chief editor of the Canadian Journal of Public and Cooperative Economy).

Description. This course deals with the effect of cooperatives on economic and social development with emphasis on Quebec and Canada. Among topics discussed are the origins and development of the cooperative economy, difference between cooperative, capitalist, and communist economic systems; economic, social, educational, and moral transformations taking place under cooperative influence, and the role of cooperation on the international political scene. More specifically: definition and terminology of cooperatives, historical highlights, principle cooperative systems, development and role of cooperation, cooperation as an economic system, social repercussions of cooperative action, cooperatives as educational institutions, university teaching of cooperation, cooperatives as form of enterprise, cooperatives legislation, economics of cooperation, cooperative centralization, financing of cooperation, labor relationship within the cooperation structure, political impact of cooperative neutrality, cooperation and international politics, the cooperative economy in Canada, and the role of cooperatives in Quebec.

St. Francis Xavier University

Department of Sociology, Sociology 282: Sociology of Cooperation, three credit hours. Contact person, Professor Cujes.

Description. The course focuses on social aspects of economic cooperation in pre-industrial, industrial, and post-industrial societies. A history of cooperation; economic cooperation as an expression of the social process of cooperation; the social relationship of cooperatives and their relations with community; contemporary problems and options for the future.

University of Guelph

Department of Consumer Studies, The Consumer and Cooperatives, 28-482, a credit course. Contact person, Professor Joan Simon.

The course is based on seminars. Many different topics from the consumer field are selected by the participants of this course and the department. The seminars are geared to the selections of consumer problems, i.e., retailing of food and banking.

University of Manitoba

Department of Agricultural Economics, 61.303: Cooperative Organization, three credit hours. Contact person, Dr. Paris Andrew.

Description. Origins and development of cooperatives. Difference between cooperative, capitalist, and communist economic systems; principle types of cooperatives; the role of agricultural cooperatives in economic and social development; the economic efficiency of cooperatives; mobilization of human resources for rural development through agricultural cooperatives; cooperatives and environment; collaboration with governments and other national and international institutions; influence of cooperatives on the Canadian economy; the role of manager and board of directors in cooperatives; marketing; financing agricultural cooperatives; labor relations; factors that enhance or hinder member involvement, recruitment; participation of members; contemporary problems of cooperation and the future.

University of Regina

Department of Economics, Economics 264: The Theory and Practice of the Cooperative Movement in the Canadian West, four credit hours. Contact person, G. C. Church.

Description. The philosophy of the movement in the nineteenth century and how the principles of cooperation were applied to the producer and consumer of western Canada. Also encompasses the economic role of marketing, producing, consumer, and financial cooperatives.

LETTERS TO THE EDITOR

Dr. Jack C. Everly, Editor

NACTA Journal

608 W. Vermont

Urbana, IL 61801

Re: "The Quality of Student Learning"

The concern of our university in the quality of teaching is that we may improve the quality of learning. Students learn not only from their lectures, laboratories, textbooks, reference material, and from their general reading; but they also learn from their association with faculty and graduate assistants, their shoulder-rubbing with other students of similar or dissimilar cultures and interests, from activities, and from the many resources of a major university.

Studies have shown that college of agriculture students, generally, are more "authority-minded" than students in many other university areas (U. of Cal. and U. of Nebr. studies). Simplistic answers to complex problems may be their general demand. I suppose most students prefer to have an absolute provided rather than an "I am not certain" answer. At the same time, students need to learn to question, albeit without so completely disorienting themselves that they become pessimistic or cynical non-participants in our society.

Professors who philosophize on an agricultural subject, who give alternatives, or who express questions about existing ideas, processes, or plans for the future, may find that unthinking students prefer the more dogmatic teacher. The California studies indicate that many agricultural professors were somewhat similar to their students in authoritarian attitudes. God forbid that students should be photo-copies of their professors! At the same time, no one denies the educational effect, usually for the good, of older academicians and hopefully, wiser ones, upon youth. Almost all students seem to want to learn. Our concern must be to make certain that we provide all possible adjuncts to the learning process but that we make it clear to the student that he has embarked on a "do-it-yourself project."

A university must bear witness to the truth and teach students how to think critically and analytically. Science and logic help students to question what they read and hear but to question with that "restless search of the human spirit for truth" that former President Butler of

Columbia described as "the reason that universities were brought into being," our *raison d'être*.

In colleges such as ours, we must give each student a comprehension of the basic sciences — biological, physical, and social. One of our prime jobs is to make certain that our students understand the scientific process, the forming of propositions, the gathering of data, and the critical analysis of evidence. Upper level students can benefit from special problems and theses that give them a glimmer of the scientific process. Our faculty must provide in our instruction in agricultural technology those recent research results that approach, as near as possible, the "truth."

Then, I hope that we will give the student an understanding of learning that will make him appreciate the necessity for continuing education throughout life. Will the student read all his life? What will he read?

We must provide the student with a basic understanding of the social, economic, and political environment in which he will spend the rest of his days. Our university course requirements in the social sciences are minimal, to say the least.

No student becomes a full human being without an appreciation of aesthetic values. The ugliness of many of our cities and towns as well as our roadsides bespeaks our failure to inculcate some aesthetic values in life. Much of the total enjoyment possible in the University of Illinois experience is lost to those students who fail to examine and support our artistic productions and concerts, museums, and galleries.

Can we not encourage our students to communicate more effectively, both orally and in written form? Our alumni admit their shortcomings in these areas. Should we not demand that reports, term papers, themes, and even written examinations be both intelligible and grammatically acceptable? If we accept inferior rhetoric from students, we give our approval, implying that we do not think it is important to write well.

At some point we shall probably conclude that Plato was correct when he stated, "The ultimate aim of education is the training of character," for without it, the rest is chaos, not erudition. Johns Hopkins stated, "The object of a university is to develop character, for it misses its aim if it produces learned pedants or simple artisans or cunning sophists." We teach moral values in the university when we write rules and counsel against plagiarism and cheating; when we demand an honest hour of work from each student employee for an hour's pay; when we express contempt for shoddy workmanship or demagoguery.

The present dissatisfaction with universities for not having solved all the problems known to *Homo sapiens*, or for failing to exhibit ultimate wisdom not only in the faculty but in the new graduates is, of course, infantile. Educators, students, and the public basically realize that there is no substitute for understanding; and learning is the basis of that understanding. This university will, as always, do its best to improve understanding, but it never promises panaceas.

All learning takes effort. An alert and energetic faculty that is searching and experimenting provides an example to students. Youth has to learn the proper use of time and resources for this knowledge marks the end of adolescence. May we hope that, as Woodrow Wilson said, "College teaches the discrimination between the worthless and the worthwhile."

Then, how do we measure the quality of learning in our college? We have excellence in our faculty and our library, a little less than excellence in many of our facilities, and a high calibre entering student body, both undergraduate and graduate. I believe that the potential is here for a high quality learning experience. For many students, however, an extra push or a spur by the individual faculty member, some encouragement, some special interest in the student as a growing person — these can bear dividends. The measure of our graduates is being taken by employers; our graduates tell us where we fall short, and the accomplishments of our former students constantly grade us as distinguished or mediocre. May we be ever alert to our grade reports!

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