always occupied the top position in all factor groups. The four least preferred activities were administration, attending official social functions, faculty committees at the university level, and conducting workshops.

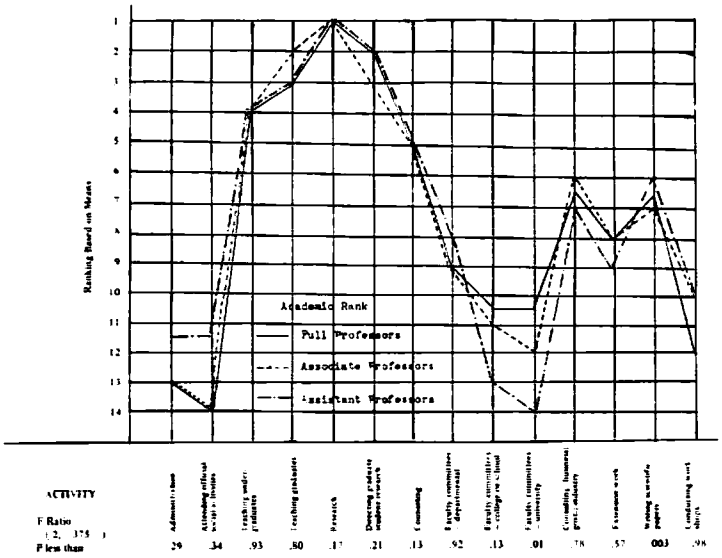

FIGURE 1
Profile of Activity Preference Based on Ranking of Means, Professors by Academic Rank

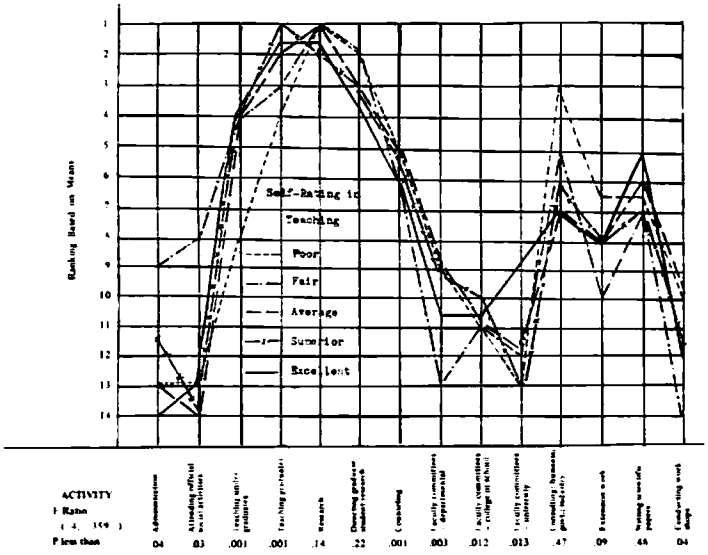

FIGURE 2
Profile of Activity Preference Based on Ranking of Means, Professors by Self-Rating in Teaching

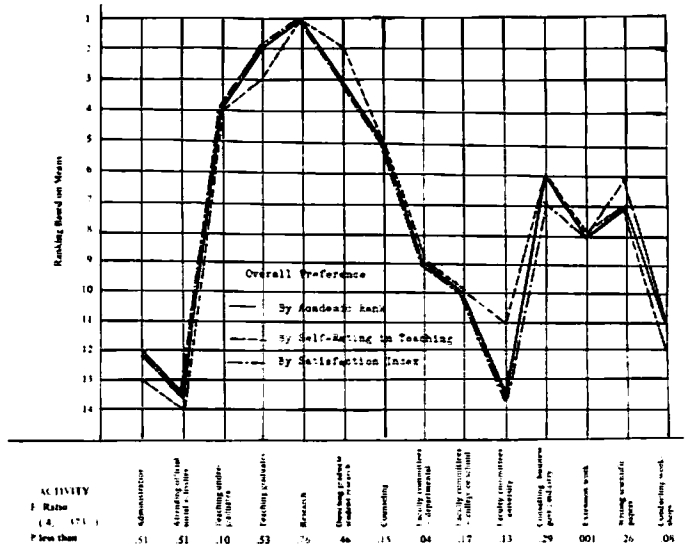

FIGURE 3
Profile of Activity Preference Based on Ranking of Means, Professors by Satisfaction Index

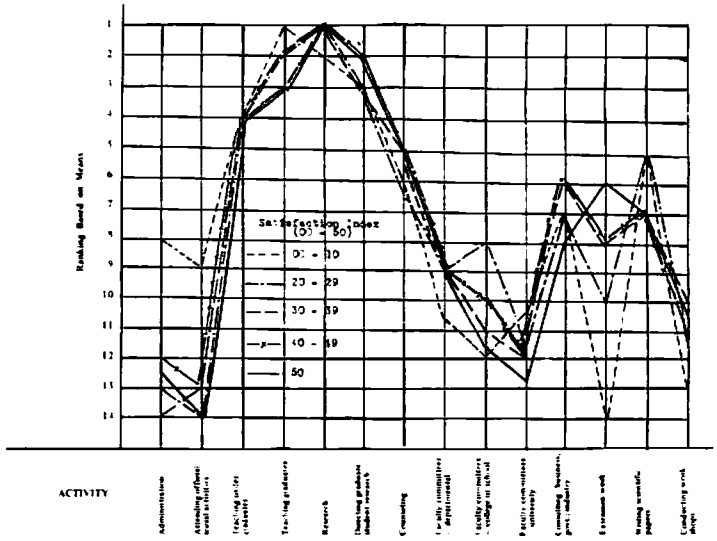

FIGURE 4
Profile of Overall Preference Based on Ranking of Means

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TRAINING

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Teachers of the basic subjects which are preparatory to training in any chosen field know that they would do much better if their practical colleagues and others supported them instead of constantly subjecting them to pressures for applications, in modern parlance "relevance." On the other hand, teachers of Agriculture, the oldest practical subject on the campus other than the ancient triad of theology, law, and medicine, continually stub their toes on schedules, rules, curricula, committees, debates, and the like which originate with teachers of basic subjects, the idealists, academicians, theorists, inmates of the ivory tower.

Common sense says that basic education and ivory towers are important. Wallace Sterling, ex-president of Stanford, asked: "What's wrong with being an egghead?" It is equally evident that training to do needful things and produce, earning a living thereby, is essential.

Why not bring order out of this confusion, eliminating the bickering and waste motion? Why not with everyone's blessing

consign all the basic education to colleges now balanced on the side of liberal arts, calling for a hundred per cent solid education? Free their teachers from the onus of charges that they are impractical oddballs, considered by some to be mere flunkies who spade the ground for the planting of real substance, later training? If this is done, then what happens to training?

Agriculture holds its own with any occupation, but there are many others these days. The big campuses, already devoted more to phases of specific training than to general education, could be literally severed from the educational system, eliminating a confusion that has now almost reached the point of no return. The process has already started, since many universities have a score and more separate "schools." But ambition gets out of hand: the School of Agriculture, for example, has to compete with the School of Arts and Sciences under the same primarily academic aegis.

Suppose that education was left to stress the general background and culture, as a public responsibility. Suppose that the large and heavily practical campuses, now overloaded in all respects, were converted to sets of independent schools frankly devoted to training, defined as an intermediate stage between education and practice. Let those of each occupation run their own schools, even financing them when organization permits. Let them forget the waste in academic schedules. Let them set their requirements as to levels of general education for applicants. Let them discard that old administrative temporal cliché, four years, fitting their periods of training to the occupations, whether days, weeks, months, or years. Let the working week be a normal working week, not a computer-defeating pattern of thousands of courses, catch as catch can, coming at wildly odd hours.

Training has to follow education, so why not make the line clear? Both sides would be more respected than is possible under a confusion which baffles citizens, students, professors, and presidents. Education is aimed at *life* and *living*, at work or otherwise. The work part calls for training. In a broad sense training is apprenticeship, sometimes best done in the field or shop, sometimes requiring a substantial intermediate bridge. Planes or tractors are too expensive and powerful to turn over to a pilot without the bridge of training.

But training is as focused and specific as general education is broad and comprehensive. Sure, each depends on the other. Sure, each includes some of the other. But have you ever wondered how many combinations of five courses can be made from a choice of five thousand? Have you ever noted how many vocational schools, independent and devoted entirely to training, are now operating? Have you ever wondered what proportion of your colleagues are capable as adequate trainers in agriculture as such? The percentage, though high, will be less than a hundred. Do you want a dentist who has been trained by biochemists or one who has studied biochemistry but was trained by a dentist?

The next step may be and perhaps should be an extension of the number and variety of those units now partially segregated within universities as "schools" or "colleges," but making them independent training schools as such, with full dignity and realism. Relatively few professors would have to flip a coin to decide which way they would go, toward the general in their basic fields or toward their professional alliances. The personnel for both exist. Is your school of agriculture hampered by a number of collegiate rules and ways? Conversely, is your school, which stresses practical needs, hampering the general scholars with whom you are now associated?

Growth occurs by adding cells, not by blowing up existing cells. Campuses suffer from overgrowth. They would produce better seed were their creed less devoted to expansion and more dedicated to sane administrative adjustment, built on a philosophy which is now present but is hopelessly entangled.

TEACHING AGRICULTURAL PRICE ANALYSIS: A DYNAMIC APPROACH

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In recent years, increased attention has been given to innovative methods and techniques of teaching undergraduate courses in agricultural economics. Management games have been used in classroom teaching of marketing and in management training programs. Similar types of games have been developed for use in undergraduate farm management courses. In some cases, the students were given the opportunity to actually manage a farm (1). Variations of these games, case studies and other techniques have been tried with varying degrees of success in both extension and classroom teaching (2).

Basically, these efforts are aimed at achieving: (1) personal involvements by the participants in actually making decisions, (2) transfer of classroom principles to real-world problems, and (3) student motivation. In short, these are attempts to inject a dynamic aspect into the course. Some difficulty is encountered, however, in accomplishing these objectives through either the computerized game or the traditional case study in that much realism is lost because of the necessary simplifying restrictions. Accounting for the multiplicity of variables needed to simulate the real-world situation tends to impose so many artificial restrictions that the problem often becomes unrealistic.

AN EXPERIMENT

In an attempt to overcome these limitations and at the same time provide a meaningful experience as a basis for teaching price analysis, a modified market simulation was used as the framework for course activities in the senior level agricultural price analysis course.

The approach is unique in terms of its simplicity, adaptability to current market situations and the student interest which it generates in price analysis. In addition, some of the obvious limitations of games and case studies may be overcome because the dynamics of the actual market operations become a part of the problem. The uncertainties associated with the market place tend to add realism which is lacking in a system of a priori established probabilities.

Normally, computerized games have limited application in price analysis because of the built-in direction of the flow of causation. Games are set up so that decisions have an effect upon price. However, in price analysis, we are concerned also with decisions in response to price change, sometimes even past price change. This approach provides an unusual opportunity for incorporating these aspects into a worthwhile semester project.

PROCEDURE

To simulate a decision-making situation in price analysis, a group of agricultural commodities including livestock, grain and livestock products was selected. Careful attention was given to specifications such as grade, weight and units, as well as specific market quotations to be used. Commodities were selected which both tend to move through open market channels and be traded on the futures market. The number of separate products included was determined by class size.