

THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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CHANGES IN AGRICULTURAL EDUCATION LEADERSHIP

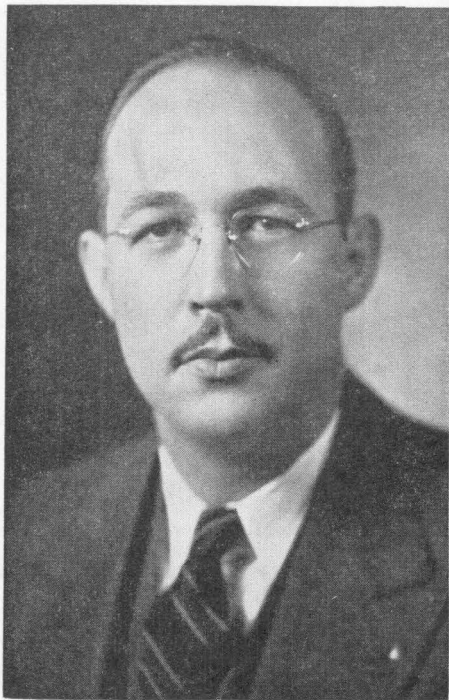
Several important changes in personnel have been made in the agricultural education service in the State Department of Education. Readers of the VISITOR will be interested in these changes and in the type of work to which each person is to give his special attention. This issue of the VISITOR is devoted to a brief story of the activities and experience of each new staff member. Space does not permit a complete account of the achievements of each one. They are all deeply interested in the program of education for rural youth, and we have confidence in their ability to initiate and put into successful operation a sound and effective program in Agricultural Education.

The VISITOR is happy to extend greetings and congratulations to each of these men and to pledge its loyal support and full cooperation in their new positions of leadership.

C. O. AYERS

Mr. C. O. Ayers has been appointed to the position as State Supervisor for Agricultural Education in Minnesota. The appointment became effective August 15, 1944.

Mr. Ayers, although he was born in Butte, Montana is nevertheless a real Minnesotan. He received his grade school preparation at Butte and at Danube, Minnesota, and he graduated from Central High School, Minneapolis. Intermediate to this time, Mr. Ayers received practical farming experience on the family farm at Danube and on farms in five other communities in Minnesota. His interest in farming and in rural education brought him to the University of Minnesota where he graduated from the College of Agriculture in 1929. After graduation he taught agriculture at Two Harbors for five years. This was followed by four years of teaching agriculture at Long Prairie and four years at White Bear Lake. During his spare moments while serving as vocational agriculture instructor and community leader, he found time to carry on a program of graduate work at the University of Minnesota. He qualified for a Master of Science degree in March 1941. For his special research problem, Mr. Ayers presented a study entitled "A Four-Year High School Course of Study in Vocational Agriculture for White Bear Lake, Minnesota." As a part of meeting the requirements for a minor in Dairying, Mr. Ayers made a study of the relationship of dairy management practices to income on 100 dairy farms of the Long Prairie community.



C. O. Ayers

It was from his leadership work in White Bear Lake that he was called to the larger field of service as Assistant State Supervisor from October 1942 to July 1943. With thirteen years of experience as a teacher of agriculture and community leader and one year as Assistant State Supervisor, Mr. Ayers fully qualified for the position of State Supervisor for Food Production War Training. He still holds this position in addition to the new duties that are involved in taking over the responsibility of the office as State Supervisor of Agricultural Education.

C. F. ALBRECHT

Changes in the Vocational Education Division places Mr. Carl F. Albrecht in the position as Assistant State Supervisor for Agricultural Education and acting Executive secretary of the State Association of Future Farmers of America.

Mr. Albrecht was born in Anamoose in

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THE STAFF

A. M. FIELD G. F. EKSTROM L. H. HARDEN
A. M. FIELD, *Editor*

Central North Dakota. He completed grade school in Anamoose and he graduated from the local high school in 1926. In 1928 he enrolled in the College of Forestry at the University of Montana, but the following year he transferred to the College of Agriculture at Fargo, North Dakota and graduated in 1931. He holds a Bachelor of Science degree in Agriculture with a major in Agricultural Education. He was admitted to the Graduate School of the University of Minnesota in 1936.

Mr. Albrecht has had the following teaching experience: 1926-1927, Rural School, Sheridan County, North Dakota; 1931-1935, Vocational Agriculture, State Agriculture High School, Velva, North Dakota; 1935 to 1942, Vocational Agriculture, Fosston High School, Fosston, Minnesota.

In addition to his teaching experience he has had farm experience on the home farm in Sheridan County, North Dakota as well as on farms in the communities of Anamoose, North Dakota, Drake, North Dakota, and Hendrum, Minnesota.

In the fall of 1942 he was employed in the Vocational Division in the State Department of Education as Assistant State Supervisor of Agricultural Education and assigned to the OSYA program. On July 1, 1943, he became State Supervisor of Food Production War Training and served in that capacity until his appointment as Assistant State Supervisor of Agricultural Education and Food Production War Training on October 1, 1944. From the standpoint of practical experience, professional preparation and personal qualities, Mr. Albrecht is well fitted for his new duties and we predict that he will have a high degree of success and a lot of personal enjoyment in his activities.

A. F. DAHLBERG

The new appointee for the position of Assistant State Supervisor for Agricultural Education assigned to the Food Production War Training program is A. F. Dahlberg. Mr. Dahlberg is not a stranger to the program in Agricultural Education. He served thirteen years as teacher of agriculture at Redwood Falls, Mound, and Albert Lea. For the last nine years he has held the posi-

tion as Assistant Professor at the North Central School of Agriculture at Grand Rapids, Minnesota.

Mr. Dahlberg is a native of St. Paul, Minnesota, where he spent his boyhood days and received his early education. He did not find great pleasure in city life because nature had endowed him with a love for the open country and a strong interest in rural life and agriculture. The key note of his life has been service to others. The stories of his activities include active leadership work in FFA, 4-H, American Legion, Hi-Y, rural scouting, Junior Chamber of Commerce, State Agriculture Teacher's Association, Junior Cow Testing Association, and several others including membership in the Minneapolis Apollo Club. He is a graduate of the University of Minnesota with a B.S. degree in Agriculture, class 1917. On recommendation of the faculty of the Graduate School, University of Minnesota, he received the M.S. degree in June 1939.

As a member of the faculty of the North Central School of Agriculture, Mr. Dahlberg had charge of the Poultry Department including the care and management of the poultry flock and teaching classes in poultry to students in the school. He also had charge of the Farm Engineering Department which included instruction in carpentry, farm mechanics, farm motors, and blacksmithing. Other duties included instruction in chemistry and physics and supervision of all student project work.

Through the years, Mr. Dahlberg has maintained his interest in people and community activities. This is evidenced by the following selection of community service experiences in addition to his school duties at the North Central School of Agriculture.

Rural Scouting Chairman, Headwaters Area Council, Boy Scouts of America Scout Commissioner, Pokegama District Scoutmaster, Neighborhood Troup No. 28, North Central School of Agriculture President of Parent Teachers Association for two years at Coleraine President of the Men's Club, Presbyterian Church, Coleraine Commander, And-Quist Post No. 218 American Legion, Coleraine Worthy Patron, Pine Cone Chapter No. 208 O.E.S., Coleraine Choir Director, Community Presbyterian Church, Grand Rapids

During 1944, Mr. Dahlberg received a citation for service in the 4th War Loan Drive, and was recipient of the Silver Beaver Award by Headwaters Area Council, Boy Scouts of America for outstanding service to boyhood. Mr. Dahlberg is a member of Phi Delta Kappa, Honorary Education Fraternity and holds membership in the Kiwanis Club at Hibbing and The Lions Club at Grand Rapids.

The VISITOR extends congratulations on past services and best wishes for continued success in the wider field of service in Agricultural Education.

HARRY PETERSON TAKES NEW POSITION

Teachers of agriculture and other leaders in Agricultural Education expressed regrets when Harry Peterson announced his resignation from the position as State Supervisor of Agricultural Education. Many of us wondered if he had done the right thing for himself and for his program when he left the State Department. After learning about some of his plans, we are convinced that his new position as Educational Director with Midland Cooperative Wholesale of Minneapolis, offers a great challenge in the field of adult education.



Harry J. Peterson

Harry has had an opportunity for the past ten years to experience and observe some of the results which may be expected from an adult education program. In connection with his new work he has visualized the opportunity of formulating a different approach to adult education by having at his command the material facilities in terms of commodities or necessities of life which will make it easier

for organized adults to go one step beyond the planning stage or one step beyond just studying about how to improve conditions. In other words, by getting people to work together they can be taught to do a great many things for themselves.

When Mr. Peterson called at the VISITOR office, he was asked to give a summary of his past activities. He characteristically replied that most people who are interested know what he has done so he wanted to talk about what he is going to do, and, as a matter of fact, is doing. He is intensely interested in his new work and very enthusiastic about its possibilities. The following materials are excerpts from the fascinating story he unfolded the few minutes he was in the VISITOR office. It represents a background for the program to be developed in Mr. Peterson's territory; namely, Minnesota and Wisconsin.

Cooperative business and cooperative activity generally, in Ohio, are organized around the Ohio Farm Bureau. There is considerable advantage in this arrangement because the farmers have but one organization to deal through and all of their attention can be focused on strengthening the whole unified organization. The membership organization is a natural channel for a membership education program.

Earlier in the history of the Ohio Farm Bureau the membership organization held their meetings on a county basis. The local organization was a county unit with officers and committeemen responsible for the county unit. County membership meetings were held in some counties frequently and in other counties occasionally. Whenever they were held either of two things happened. Either the group was so large that only business matters could be considered in the meeting or else the group was so small that it was not representative. In either case there was little or no opportunity to carry on an educational program with the membership.

Generally speaking, the very large gatherings were summer picnics or other special occasions when exceptional effort had been put forth to get the crowd out and when a special program of entertainment was offered. Some of the county units attempted to meet once a month but experience soon proved that unless professional leadership and a program of entertainment was provided for each meeting, they soon became social gatherings or else interest lagged and as a result very few people came to the meetings. In any event it was clear to the Ohio Farm Bureau leadership that the county meetings did not provide a satisfactory medium for membership education. It was also apparent that the leaders in the Farm Bureau were not getting the guidance from the membership which they felt was necessary in order to direct the activities of the Farm Bureau according to the wishes of the membership.

A mistake made all too frequently by leaders of organizations and leaders in education is the assumption that if the leaders and those with professional ability will plan a program to accomplish a given objective, the problem is solved. According to Louis Warbington, who helped organize the Advisory Council Program of group discussion in Ohio, such procedure does not accomplish the objective at all. Warbington says that such a planned program will fail every time because it becomes a program inflicted on the people from above. The professional leaders in putting such a program across are immediately up against a selling problem, a problem of convincing the people that the program is right. The Ohio Farm Bureau has found that their membership is not so easily convinced. Other organizations have found the same to be true. Even if people could be convinced, the program would still be an inflicted one without a trace of true democracy in it.

One of the foundation stones of the Ohio Advisory Council Program according to Louis Warbington and Carl Hutchinson of the Ohio Farm Bureau is faith in people. A faith that if they have correct information available, over a period of time they will arrive at right conclusions of their own accord. To professional leaders the Advisory Council procedure may appear slow and cumbersome. Professional promoters become discouraged and feel that time is wasted. They argue, why should we permit people to fumble around and waste their time arriving at a conclusion which we know now. We could tell the people the right answer immediately.

A discussion group or an advisory council may arrive at the wrong answer to a problem the first five times they try, but if they get the right answer the sixth time we may be sure the question is answered for good and that the group has grown individually and collectively. Warbington states that while the process may seem wasteful and time consuming, in Ohio it has been proven time and again to be the most economical, the quickest, and the most democratic.

Advisory Council Made Up of Neighbors

Each of the twelve people at the original county meeting agreed to invite twelve families to his home for the purpose of presenting the Advisory Council idea to his neighbors who were his friends. At the first meeting a president and secretary were elected and it was decided where the next meeting was to be held. Since there were twelve families in each group, each family would be host to the Advisory Council one month each year. The secretary of the group agreed to submit a copy of the minutes of the meetings to the state office of the Farm Bureau. This provided the means by which the decisions and ideas of the Advisory

Council reached the leaders of the state organization. The meeting minutes for each month were summarized in the state office and made available to fieldmen and Farm Bureau officials. Shortly after the Advisory Councils were organized it became evident to most of the groups that they needed a discussion leader or someone who had given some thought to leading the discussion at the next meeting. These leaders in most cases had no more background than other members of the group. Meetings are held in farm homes and the group sit in a circle or in some informal arrangement.

The Minnesota and Wisconsin Program

In Minnesota the program will be conducted through a community council. This is a group composed of eight to twelve neighbors who get together once a month in their homes to visit with each other, to discuss their problems, and to plan and carry out activities which will enable them to work together. Little or no professional help is needed directly with each group. Outsiders may be invited in occasionally to give information on problems being discussed. Reference materials and books may be secured from many sources. The program will be followed up regularly through correspondence and materials from the regional office and occasional visits to councils will be made by members of the field staff, local association manager, and board members.

The objectives for the program to be established in Minnesota and Wisconsin according to Mr. Peterson are as follows:

1. "To bring about a better understanding among cooperative patrons and also those who are not patrons of cooperatives, as to the advantages of solving social and economic problems through cooperation."
2. "To develop the desire and ability of individuals to work with their neighbors in solving their problems."
3. "To convince club members that their neighbors may not be hard to get along with."
4. "To learn to respect each others opinions, even though we disagree."
5. "To learn to arbitrate differences of opinions and proceed on an action program of advancement mutually beneficial to all people."
6. "To subdue the feeling within individuals that if they can't have their way they will quit."
7. "To increase the patronage of local cooperative associations."
8. "To increase the efficiency in the operation of local cooperatives."
9. "To promote cooperative relations with all organizations."
10. "To bring about voluntary organization of more cooperative associations of all kinds properly located and properly financed."