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AGRICULTURAL EDUCATION IN NORWAY

By JOHN NORBY, University of Minnesota

PART II

(This is the second part of an article on agricultural education in Norway by John Norby of the University of Minnesota. Mr. Norby is in Norway for a year studying on the Olaf Halvorson Fellowship of the American-Scandinavian Foundation.)

Lower Agricultural and Horticultural Schools

The State has five lower horticultural schools, one of which is a nursery school. All of these schools are staffed by graduates of the Agricultural College. They are small, usually having a teaching staff of three, with others being called in for special subjects.

These schools usually have a one year and a one and one-half year course, in which both theoretical and practical training is given. There is one school for women with a year's course in theoretical and practical training. Of a total of 859 seeking admission in 1945, only 135 or about 16 per cent were accepted.

The 18 provinces have a total of 33 agricultural schools. These schools receive three-fourths of their financial support from the State and one fourth from the Province. Teachers are graduates of the Agricultural College, except the teachers of small-farming and manual training, who are graduates of the Teachers' College at Sem. The course in these lower agricultural schools is from 3 to 9 months for one group, and from 1 to 1½ years for another group. Of 3558 applicants in 1945, 1389—or 39%—were accepted.

The provinces of North Trondelag and South Trondelag have a total of three traveling or roving schools. These schools have a three to six months' course, usually beginning in the latter part of October and terminating the latter part of April. Lectures are given in forestry, dairying, small farming and agriculture. In 1945, about 75 per cent of the applicants were accepted. In addition, the schools hold a series of evening meetings with lectures and agricultural films. For these, there is no restriction on attendance.

Besides the 33 lower agricultural schools in the Provinces, there are two winter agricultural schools, one in Oslo and the other in Jaeren in Rogaland Province on the lower west coast. The Oslo winter Agricultural School has a 1½ year course, consisting of

two winter sessions during which theoretical training is given, and one summer session giving practical experience on approved farms. This school also has an advanced course for selected students. Of 139 seeking entry to the advanced class in 1945, only 16 were taken. The Oslo winter Agricultural School also has a one year course and a summer course for younger students. The winter Agricultural School at Jaeren is a six months' course.

There are eight schools especially concerned with the problems of the small farmer. The length of the course in the various schools is from six months to a year, with six of them having a one year course, and one having both a one year and a nine months' course. In addition, short courses of one day to a week are given. Of 428 applicants in 1945, 221—or 52%—were accepted. These lower small-farm schools also take a number of younger students for study in the fields of agriculture and diversified farming, horticulture, manual training and dairying. Of 399 seeking entry in 1945, 88—or 22%—were accepted. The one year course for the older student is both theoretical and practical, while the course for the younger student is largely practical. The teachers in these schools were trained at the Small-Farm Teachers' College.

Forestry Schools

Although ordinarily one might not discuss forestry schools as a part of agricultural education, it is necessary to do so when one considers the close relationship between agriculture and forestry in Norway. The Norwegian farmer works the land part of the year and works in the forests, his own or for private companies, during the winter months.

The State has three forestry schools, staffed by graduates of the Agricultural College. The lower agricultural schools and the lower small-farm schools usually have a teacher of forestry, either as a full-time or as a part-time teacher. Opland Province also has a separate forestry school. In each of the forestry schools, there are usually three or four full time teachers. The course of one year is both theoretical and practical, beginning in January with the theoretical aspect,

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and ending in May. There are three weeks of practical training and from September to December, theoretical forestry is again studied. These schools take 24 students each year.

In addition, the State has one school with a ten month course which puts greater emphasis on the practical aspects of forestry. There is also a State nursery school. The Opland Province forestry school is on the same level with the State forestry schools. Three other provinces have five month courses in Forestry at the lower agricultural schools.

Dairy Schools

The State has five dairy schools. The Trondheim dairy school is for both men and women and the course is for three and one-half years. It is divided into four parts; first, a one year practice course, followed by a year of theoretical training, then one year of practice again, and ending with four months of theoretical work. Of 110 applicants in 1945, 25 students were accepted.

The State also has four dairy schools for women only. Three of these schools are for two and one-fourth years, the first year being a practical learner's course, and the remaining period a combination of practice and theory. The fourth school for women only is for one year and ten months, the first year being a learner's practice course and ten months' combined practical and theoretical course to train the women in the art of making gammelost (old cheese), a cheese more powerful per cubic centimeter than Limburger.

Secondary Schools and Agricultural Education

There are two major branches of secondary schools in Norway; the Real School, a five year course which is a combination

of the three year Middle School and the five year Gymnasium, to prepare students for the examination for entry to the University, and the second branch, the Franhold or Continuation School, followed by either the Young People's Schools, Folk High School or the Provincial High School. It is in the second branch that we are concerned as agricultural courses are not taught in the Real School.

Although the Continuation School has been in existence for some time, the law which established the system on a State basis was not passed until November 1946. This school is for pupils under seventeen, and it is a two year course. It is the prerogative of the various communities or school districts to decide whether or not attendance for the first year is obligatory. In the country districts, the school year varies from twelve to thirty-eight weeks. Part of the support is from the State and the remainder from the local school district.

The law passed in 1946 made some important curriculum changes, as it is no longer possible for a school to be strictly theoretical or strictly vocational. The idea is that the Continuation School should be for a general education and not purely a trade school. The State permits the school district to decide whether the curriculum is to emphasize the theoretical subjects or the practical ones. However, at least a third of the lessons in the theoretical school shall be devoted to practical subjects and at least a third of the lessons in the practical school shall be devoted to theoretical subjects. Within the general plan prescribed by the State the local school district is permitted to decide to include in the curriculum any of the following practical subjects: agriculture and horticulture, forestry, fish culture, metal work, leather work, painting or domestic science. The course in agriculture includes lessons in vegetable gardening, pomology, berry culture, animal husbandry and the grain crops. The teacher of agriculture in the Continuation School must have had the one year course in the lower agricultural school and the two year course at the Small-Farm Teachers' School at Sem.

Conclusion

The agricultural educational system has been developed to meet the particular needs of Norwegian agriculture. In the future, education can play a major role in the government's program for agriculture and to increase the productivity of this sector of the economy. In the immediate future, agricultural production must be increased by some 10 per cent over 1938, with a farm labor force reduced by 8 per cent or 9 per cent, if the level of living of the Norwegian people is to be equal to the pre-war level. Here is

a challenge which education must meet to aid in solving this vital problem.

The structure on the upper levels of education is sound and qualitatively high, but emphasis must be placed on removing restrictions on entry to the various schools. Agriculture is an important industry in the Norwegian economy and could use as many trained people as it possibly could obtain. Much work needs to be done on the Continuation School or high school level. Attendance should be made compulsory and the length of the course increased from two years to four years. Each of the Continuation schools in the country districts should have a teacher of agriculture, teaching courses adapted to the needs of the particular area. It is doubtful that this will develop in the near future, for there is a construction problem on the grammar school level which must be solved first.

The structure of the agricultural education system between the Continuation School and the Agricultural College is good, although highly specialized. The schools are small, and one wonders if more efficient use could be made of staff and equipment by permitting larger enrollment. The percentage of students accepted seems to be low.

The Roving Agricultural Schools of the Trondelag Provinces are unique, and shows the ability to adapt the educational system to unusual circumstances.

There has been recent discussion on changing the method of income taxation for the farmer. The new method would entail the necessity of keeping farm records and it is proposed to train the farmers in accounting by adult education courses designed especially for the purpose.

The student-teacher ratio at both the College and Teachers' College is low (8 to 1 and 5 to 1, respectively) compared to American standards. It seems likely that the ratio could be higher without any loss of teaching efficiency. In calculating the student-teacher ratio, it was recognized that at the Agricultural College, research is an important part of the program. Research is carried on at the Teachers' College but to a lesser extent.

The United States could well think about the possibility of instituting agricultural schools, either of a general or specialized type, at a level *between the high school and the college*, situated strategically in the various states. Such schools would be an ideal method for the dissemination of the latest result of research carried on at the agricultural colleges and U.S.D.A., as well as give additional training *above the high school level* to the rural student who cannot, or does not plan to continue his education at the agricultural college.

THANK YOU

In the last issue of THE VISITOR we appealed to readers for copies of the January 1940 and the October 1945 issues of our publication. The response was most gratifying, and to all of you who took the trouble to send copies and to help us replenish our file, THE VISITOR wishes to take this opportunity of saying thank you.

The following people supplied us with copies of the two issues which were missing from our file: Mr. W. H. Evans, assistant supervisor, New Brunswick, New Jersey; Mr. Lloyd L. Hanson, county agent at Ivanhoe, Minnesota; Dr. A. M. Field, professor emeritus of Agricultural Education, University of Minnesota; The Bureau of Public Roads, Department of Commerce, Washington, D. C.; Mr. Clayton Grabow, agriculture instructor at Detroit Lakes, Minnesota; Mr. S. E. Robinson, agriculture instructor at Barnum, Minnesota; Mr. William Frey, agriculture instructor at Crosby-Ironton, Minnesota; Mr. Carl Borgeson of the Agronomy Division, University of Minnesota; Mr. Ray Ahlfors, agriculture instructor at Alexandria, Minnesota; and Mr. Roger Hamstreet, agriculture instructor at Le-Center, Minnesota. If there are others whose names we have missed please forgive us and accept our sincere appreciation for your courtesy and thoughtfulness.

THE ROLE OF EDUCATION IN THE NEXT HALF CENTURY

By W. E. PEIK, Dean, College of Education

(The following is a reprint from the Thirty-sixth Annual University Short Course and Schoolmen's Week program. It was written by Dean W. E. Peik, of the College of Education, and because it is so timely and has such definite implications for agricultural education we have asked his permission to reprint it.)

It is a truism that "the future belongs to those who prepare for it." The quality of that future, be it the future of an individual or of a whole society, is determined by the nature of such preparation. The advancements which our nation has made socially, economically, and politically are outcomes of forces to which education has, to a great extent, given direction and character. To the extent that education has enhanced the status of mankind—and to that extent only—can we educators take pride in its efforts.

The virtues possessed by education today were born of the foresight and energy of those who, in the past, had faith in education and worked to make it an effective social force. Ours must also be a sure faith and an unrelenting effort as we point toward the future.

Thus we are compelled to recognize our great responsibility. It is a fearful responsi-

bility in a world of fear-filled men, where the machine has outstripped morality. It is the responsibility to bring man to a state where his vision of the future will not be a nightmare of conflict.

In our schools today are many citizens of the world of 2000 A.D. They will help build the world of the future. Our efforts must give them wisdom that they may build well. *This is our task; for when we chose to be educators we chose to be the architects for Tomorrow. Let us not forget that. And let us never shirk the responsibility. It is a challenge which must be met, and we are the ones who must meet it.*

SUMMER SCHOOL—1950

As this is being written, summer school does not seem to be a mere two months away. A glance out of the window would suggest that it is November rather than April. Nevertheless, the time has arrived to make plans for attending summer school, pushing along toward that advanced degree, coming in for some special refresher work, or otherwise taking advantage of the opportunities available at the University of Minnesota during the first summer session, which begins with registration on June 12 and 13.

Mr. Harold Kugler, Kansas State College, assisted by Mr. Alvin Donahoo, formerly of Ames, Iowa, will offer work to agriculture instructors and others in the field in techniques of instruction in mechanized farming and farm shop. It was a stroke of good fortune to be able to secure the services of these men and no doubt a significant number of agriculture instructors will be on hand to take advantage of this opportunity. The week before the first summer session starts will see a "curtain raiser" short course dealing with the problems and functions of state supervision in agricultural education. This workshop is national in character and arrangements have been made to secure the services of Mr. James Pearson, of the U. S. Office of Education, to assist in this project. It is sponsored by the Central Regional Research Committee composed of state supervisors Harold Taylor of Indiana, Harry Nesman of Michigan, and G. R. Cochran of Minnesota. Announcements and invitations have already been distributed but if you failed to receive one and are interested in attending please feel free to make plans to do so. Information on this short course may be secured by writing to the Short Course Office, St. Paul Campus, University of Minnesota, St. Paul, Minnesota.

As we approach the summer season, which is always a busy one for those in agricultural education, THE VISITOR suggests that you consider giving a part of the summer

over to professional improvement by attending one of the summer sessions at the University of Minnesota. You may secure a catalog by writing to the Director of Summer Sessions, University of Minnesota, Minneapolis, Minnesota.

THIRTY-FIVE YEARS AGO IN THE VISITOR

Volume II, Number 8, published in April 1915, contains an article entitled "How Schools Care for Traveling Bills." Here are some statements from the article:

"Eighteen instructors use livery as a means of transportation, the school board paying all expenses. The bills ran from \$50 to \$325. Six reported automobiles owned by themselves, for which mileage was allowed in different cases as follows: 15 cents, 10 cents, and 7½ cents. In another case necessary railroad fare and \$2 a day while attending meetings was added.

One school owns an automobile and pays all the expenses involved in transportation, and another hires one at 10 cents a mile for one passenger, 2½ cents a mile for each extra passenger. Two schools own motor cycles and pay all expenses of their use. One of these schools pays necessary livery expense in addition. Four instructors own motor cycles. One of these receives five cents a mile. Another who keeps a horse in addition receives an expense allowance of \$180. Another receives one-half of the expense of using the motor cycle and all necessary livery expenses. One instructor receives no allowance. Two schools report a horse and buggy owned and maintained by the school."

TWENTY YEARS AGO IN THE VISITOR

The issue for October 1930 carries the following announcement: "The following is a list of the progressive communities that have recognized the right of its farm boys and girls to a genuine education by adding the valuable agriculture department to their school offerings:"

Community	Supt. of Schools	Teacher of Agriculture
Albert Lea	A. L. Gaarder	A. F. Dahlberg
Anandale	H. N. Swanson	H. F. Betsinger
Leroy	A. E. Gustafson	Wm. Triplett
Luverne	H. C. Bell	G. W. Edmonds
Northome	B. B. McGinnis	Henry Ronningen
Sauk Rapids	R. V. Melby	Cecil Benton

It is easy to tell someone else what they should do. It is more difficult to motivate them to make the change. That is the difference between "preachin'" and "teachin'".