

THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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THE THIRD ROOM

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"The rooms in this area will serve the needs of our expanding community adult education activities," the young superintendent of schools in Hector, Minnesota, explained as he pointed to the front main floor wing toward the center of town. He was showing the blueprints of the new school building to Dr. Harry W. Kitts and the writer as they were visiting supervising teacher centers last fall. As he proffered folding chairs in his small temporary office in an old frame dwelling, Superintendent Bergee, whether intentionally or not, was inviting comments from his University of Minnesota friends.

A significant mental comparison was inevitable. How different was this picture of a community where adult citizens had shared in the planning of their new public education facilities to contribute to their own continued development, as well as that of their children, from the typically narrower vision of a generation ago. How often one has walked into older buildings where the only door, other than those of an inadequate office and rows of uniform classrooms, was one carrying the imposing yet forbidding designation of "Board of Education."

In the modern concept of adequate housing for a complete program in vocational agriculture, a third room for agriculture is every bit as essential as are the rooms for general adult educational purposes referred to above. Young and adult farmers will make frequent use of a room easily accessible to them during daytime hours. Stopping at the high school on their way home from the morning trip to town to deliver milk at the receiving plant, or from a shopping trip for farm supplies, can be an ideal time for a committee meeting, a problem-solving conference with one of the agriculture instructors, the use of soil, seed, moisture, milk or other testing equipment, or for help with farm mechanization or work simplification changes.

While one or both instructors are busy teaching high school groups in the agriculture classroom and in the farm mechanics shop, there are many times when one or several high school students can very profitably work on FFA committee activities and on their individual farming programs in the combination conference-laboratory-library-office,—the area which is here being called *the third room*.

The idea proposed is based on the point of view that even though there is need for office and filing space, need for a departmental library, need for functional, up-to-date laboratory facilities, and need for a conference table, all of them can best be provided in one common area. A democratic attitude of self-directed, mutual acceptance of responsibility by farmers for their own community program is promoted.

Instructors may conclude, and justifiably so, that the functions outlined can be performed in an existing two-room agriculture department. Where this is now being done, the farm mechanics shop space is adapted to serving a majority of the informal small group and individual instructional needs during the school day. Just as many teachers have found that farm machinery and equipment maintenance and repair activities are especially well suited to the progressive development of more comprehensive young and adult farmer phases of complete programs, they have found that out-of-school persons appreciate the friendly, informal atmosphere of being welcome in their working clothes any hour of the day and on the evenings when the instructors regularly are there.

Last spring at a county area career day conference where the writer substituted for Dr. Milo J. Peterson, who was unable to be present, he met a fine group of FFA seniors from the Hector school. Their progress toward establishment in farming was so far advanced that they quickly stated that their guidance needs did not include an interest in information about attending college. They steered the small group discussion to an outline of ways and means of continuing to use their own local vocational agriculture department through the young farmer program.

It was clear that they had a mature insight into the objectives which Mr. Wendall Smith, their agriculture instructor, had developed in his long tenure in their community. It is not too far removed to consider that the very progressive planning for the broad community adult education program, to which Superintendent Bergee proudly referred as he exhibited the building plans, had been profoundly influenced by the complete program in vocational agriculture which the farmers of the area long have had.

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YOUTH OPPORTUNITIES

By GORDON I. SWANSON

The following is reproduced from a talk given recently by Mr. Gordon Swanson, Department of Agricultural Education, University of Minnesota, to a Youth Conference at Alexandria, Minnesota.

In my efforts to present something meaningful that would supplement your theme of "Youth's Opportunities and Responsibilities," I decided to ask a number of people what they thought might be of concern to a group such as is assembled here. I told what you folks were like; that you were ambitious and resourceful; that you were characterized by sound decisions and that your only desire today was to build a framework upon which to continue making sound decisions that will affect your home, your community, your nation and perhaps the world. I told them that you had gathered together to do this job in the midst of duck hunting season and on the Saturday of an important Minnesota football game.

The first man I questioned was an athlete. I met him at 6:30 last Sunday morning during what will perhaps be my last round of golf in 1952. His answer was very direct. He said "Tell them to try just a little bit harder and to let success serve as their guidepost rather than their failures."

I questioned the second person, a salesman for the Reynolds Metal Company, on a flight between Minneapolis and Chicago. He felt very sure that the "opportunities and responsibilities" for youth had not only its roots, but its complete development, deeply imbedded in the family.

The third person, a vice-president of one of Canada's largest oil companies, was generally concerned about the international situation and specifically with the tensions that are a part of our life from day to day and from year to year.

Many of you undoubtedly know the story of the lady in a hotel that suddenly made a frantic call to the bell captain. She explained that her room was located on the court and that in an opposite room was a man who had failed to close the blind. He was completely without clothing and was parading about the room in a "most horrifying" man-

ner. The bell captain explained that he would need to come to her room first in order to locate the room of the culprit. After examining her room he confessed that he could see nothing irregular in any of the other rooms within view of hers. Indignantly she said "Mr., just get up on that chair and you'll see what I mean!"

At this point I'd like to take you up on the chair with me and describe the picture presented by the three gentlemen mentioned earlier.

First, we see the world becoming divided into two major camps. One of the camps is made up of the slave states who are looking to communism for their leadership and direction. The other is made up of the free states who are looking to you and me and our neighbors for their leadership and understanding. Each of them are camping in the shadow of the cloud of Hiroshima, Nagasaki, and Bikini. Somehow we would all like to change that picture, but we don't quite know how. We feel somewhat like the little girl who was attending a movie with her father and about half way through the show she said "Daddy, please change the channel."

This picture characterized the tensions of living from day to day and from year to year. If we look more closely we see that many of our institutions have developed in view of the pressures and tensions of 20th century living. Much of our school program is the result of tension. Take for example our school lunch program, driver education, and the various psychiatric services. Perhaps this is a weakness of the system as it yields this way and that to react to various pressures thrust upon it. But also a strength, since it preserves the very foundation of democratic action. No one can challenge the adaptability of American youth after Bataan, Guadalcanal, Normandy Beach or a Korean winter. Hot or cold, wet or dry, starved or tortured, the youth in our camp have always possessed the courage and skill to come back. Our institutions most certainly do not produce a product without a backbone. More than that, they have produced men and women of great artistic, cultural, scientific, and technical achievements, those of steadfast faith, of spectacular and heroic exploits, and of confident, quiet dedication to the little things of everyday living, of duty, and of neighborliness, of kindness and of unselfish and forgiving love and devotion. Those achievements give us confidence and faith, but it is difficult to know what effect they have on the tensions that surround our everyday living.

Looking into the foreground of the picture we see the world's greatest institution, the family, a place where motherhood is held in high esteem and a place where family solidarity is cherished as one of the riches of everyday living. Destruction of the family as an institution is perhaps the most rapid way to destroy a nation. This has been de-

monstrated in Europe and Asia where conquerors have attempted to hold mothers, wives, and children as hostages. The women of the world have a great responsibility to cherish and protect the family. Nations have survived war, flood, and famine but no nation could survive long without the family keystone to give it strength and stability.

Finally, how can we try just a little harder to reach the goals we have set for ourselves and how can we be satisfied with just a little success to guide our actions in everyday living? Success is a bright sun that makes ridiculously unimportant the little flecks of failure. There are many stories to illustrate this point. During the French and Indian War a young American officer capitulated to the enemy. But we never think of George Washington as one who surrendered to the French.

One of the "failingest" men that ever lived was a man who was always trying experiments that were unsuccessful. But we never think of Thomas Edison as a failure.

And then there is the record of futility that has not been surpassed in all of baseball's history. The record of a man who stepped up to the plate and struck out 1,330 times during his major league career. But that isn't how you remember Babe Ruth. His 714 home runs completely overshadowed his numerous strike outs.

We can step down from the chair now and summarize everything with this little story. A boy was standing at a curb when a smartly dressed man approached his new car and was about to enter when the boy said

"Mr., how much did that car cost?" The man said, "I don't know, Sonny," and proceeded to enter the car. The boy said, "You don't look like a fellow who would steal a car, Mr." The man then felt the need for explanation and said, "Sonny, I don't know how much this car cost because you see, it was given to me by my brother." The boy said "I wish" and then he stopped. The man, of course, knew exactly what he was going to say. Then the little boy said, "I wish I could be a brother like that." The man came slowly over to the boy and took his hand. He said, "Sonny, would you like a ride in my car?" The boy said, "No, I'm much too dirty." The man led him to the car and assured him that it would be a privilege. The man drove to the boy's home, a small alley apartment. The boy asked the man to wait a few minutes while he went in the house. He came out carrying a smaller brother who had been crippled by a childhood disease. He said, "Bud, this man's brother gave him that car; some day I'm going to be a brother like that."

I'm sure you will all agree that we can focus more clearly on the opportunities and responsibilities for youth if we spent less time saying "I want" something and more time saying "I want to be" something. Certainly there is a place where everyone may lend a hand. And, as you know, there are four things we can do with our hands: we can wring them, fold them, put them in our pockets, or lay them on something that needs to be done. Who knows, maybe it isn't so difficult to change to another channel.

Directory of Vocational Departments of Agriculture for the School Year 1952-53

Post Office	Teacher of Agriculture
Ada	A. L. McMahon
Adams	Merle Schwartzau
Aitkin	John Soderlund
Akeley	Harry Peirce, Jr.
Albany	H. B. Gilboe
Alango (P.O. Angora)	Robert Anderson
Albert Lea	Donald Paulson
	Lowell L. Ross
Alexandria	Clarence Hemming,
	Raymond Ahlfors
Annandale	Elroy Homuth
Anoka	Henry Hammer
Appleton	Norman Brakken
Ashby	Keith Kapphan
Austin	Leland Arneson,
	Don Ritland,
	P. J. Holand
Balaton	Roland Bjorklund
Barnesville	Clarence Ebert
Barnum	Robert Johnson
Battle Lake	Gordon Ferguson
Baudette	Robert Borchardt
Belgrade	Ervin Demuth
Bemidji	Leon Johnson,
	Dalton Seeling
Bertha	Wallace McKay
Big Fork	Richard Anderson
Blackduck	Earl Ogren
Brainerd	E. A. Gray
Brookston	John V. Reitz
Browerville	Vernon Linn
Buffalo	Windsor Streiff
Butterfield	Merald Johnson
Caledonia	Wayne Rowe
Cambridge	Willard Erickson

Post Office	Teacher of Agriculture
Cannon Falls	Carl Ostrom
Canton	Raymond Klug
Cherry (P.O. Iron)	Charles Malovrh
Chaska	Douglas Bade
Chisago City	Alfred Heichel
Clarissa	Elmer M. Fragodt
Clarkfield	J. W. Nelson
Clearbrook	John Hest
Cleveland	James H. Dice
Climax	George Nornes
Clinton	Donald Frederick
Cloquet	Milliard Olson
Cook	Anthony Grebene
Comfrey	Clifford Benson
Cotton	Robert Stevenson
Cromwell	R. Abrahamson
Crosby-Ironton	W. A. Frey
(P.O. Crosby)	
Danube	Ramsey Johnson
Dassel	Milton Korpi
Dawson	A. M. Schwandt
Deer River	Raymond Anderson
Detroit Lakes	Omer Swenson
	Clayton Olson
Eagle Bend	
Eden Valley	Gerald Herbert
Elbow Lake	Gunnar Berquist
Elk River	R. G. Kezele
Embarrass	Paul Torma
Evansville	James Edman
Eveleth	W. J. Ryan
Fairfax	Frank Dalke
Fairmont	J. H. Tschetter
Faribault	Layton Hoysler,
	Paul Marvin

Post Office	Teacher of Agriculture	Post Office	Teacher of Agriculture
Farmington	H. Schmiesing	Nevis	C. Perry Schenk
Felton	Lester Kylo	New Prague	Peter Dylla
Fergus Falls	E. J. Halverson	New Richland	R. L. Palan
Floodwood	Ralph Zauhar	New Ulm	Edward Fier
Foley	Ignatius Brady	North Branch	Jack Steeves
Forest Lake	Tom Jansa,	Northfield	Ruben Hovland,
	Lee Sandager		Alan Cook
Fosston	Liey Kahl,	Northome	Clayton Bray
	Leland Frederick	Norwood-Young America	C. Thoreson
Franklin	Edwin Lentz	(P.O. Norwood)	
Frazeo	Lambert Schilling	Okabena	Emery Krech
Freeborn	Lemar Ketelslager	Olivia	Odell Barduson
		Ortonville	R. H. Hoberg
		Owatonna	Leo Keskinen
			Tom Raine
Garden City	Verl Rollings	Park Rapids	A. C. O'Banion
Glencoe	A. G. Sandahl	Paynesville	L. Hillbrand
Graceville	Paul Hasbargen	Pelican Rapids	Dale Magnusson
Grand Rapids	Gerhard Erickson	Perham	Carl Radke
Granite Falls	J. G. Undlén	Pemberton	Keith Weagel
Greenbush	Darrel Sand	Pillager	M. Klingenberg
Halstad	Peter Fog	Pine City	A. A. Hoberg
Harmony	Edward Harms	Pine Island	
Hastings	Ernest Palmer	Pipestone	R. J. Knutson
Hawley	Truman Tilleråas	Plainview	Bruce Oxtón,
Hayfield	Russell Scott		Raymond King
Hector	James Swanson	Plummer	Kenneth Monson
Henderson	Francis Zupfer	Preston	Loyal W. Joos
Hendrum	Wayne Boisjolie	Princeton	R. L. Stende
Herman	Howard Knoblach	Proctor	Cyril Milbrath
Hibbing	Sulo Ojakangas		
Hills	Wendell Erickson	Red Wing	Deane Turner
Hinckley	Richard Mitton	Redwood Falls	Nate Bovee
Hitterdal	Deibert Sand		Loren Waugh
Hopkins	H. W. Firmage	Renville	John Husby
Houston	Kenneth Ziebarth	Rochester	W. O. Woodman
Hutchinson	R. W. Eberhart	Roseau	Jack Freeman
		Rushford	Harold Swanson
Jackson	Donald Doll		
		St. Charles	Frank P. Tolmie
Karlstad	Hans Behrens	St. Clair	E. C. Sand
Kelliher	Peter Reuter	St. Cloud	E. J. O'Connell
Kennedy	C. R. Forsline	St. Peter	Clarence Dowling
Kenyon	Lloyd Larson	Sanborn	Gerald Zenk
Kimball	R. Stansfield	Sandstone	Donald Larson
		Sauk Centre	Kayle Becker
Lake City	Harry Johnson	Sebeka	Orville Thomas,
Lake Crystal	Ernest Freir		Delbert Harrington
Lakefield	Gene Bonzer	Slayton	John Larson
Lakeville	Marvin Merbach	Sleepy Eye	Robert Novotny
Lancaster	Howard Hansen	Spring Grove	Carmen Nohre
Lanesboro		Springfield	Cecil Fenling
Le Center	Roger Hamstreet	Staples	William Olson
Le Roy	Arnold Schroeder	Stephen	Einar Wisanen
Lewiston		Stewart	Gordon Johnson
Lindstrom-Center City	Robert Rohner		
(P.O. Lindstrom)		Taylor Falls	Wallace Shodean
Litchfield	Joe Duncomb	Thief River Falls	Stanley Nelson
Little Falls	William Fortman,	Thompson Township	George Saks
	Joe Raine	(P.O. Esko)	
Littlefork	Wilho Kemp	Tracy	Harland Beucler,
Long Prairie	Noel Hatle		Morrell Seeds
Luverne	Garland Anderson	Two Harbors	William House
		Tyler	Donald Nelson
Mabel	L. D. Richards		
Madelia	Malcolm Brandt	Ulen	Erling Rongli
Madison	Dwight Quam	Villard	Archie Holmes
Mankato	Harold Sandhoff		
Maple Lake	Karl Maki	Wabasha	C. C. Hickman
Marietta	Merton Aldrich	Waconia	Vernon Bruhn
Marshall	Loyal J. McCann	Wadena	John Hill
McIntosh	Elmer J. Sorenson	Warren	Eldon Senske
Meadowlands-Toivola	Elias Ogann	Warroad	John Anderson
(P.O. Meadowlands)		Watertown	Vernon Richter
Melrose	Malcolm Bren	Westbrook	Arthur Watson
Milaca	George Records,	Wheaton	Selmer Kittleson
	John R. Larson	Williams	Logan Grant
Milan	Leslie Hanson	Willmar	Michael Cullen
Minneapolis	Clifford Luke	Willow River	Irvin Pracher
(Roosevelt H. S.)		Windom	Wendall Francis
Minnesota Lake	Marvin Thomsen	Winnebago	Don Baustian
Montevideo	R. E. Hubbard,	Winona	Glenn Anderson
	Glenn D. Eden	Winthrop	Harvey Jones
Montgomery		Worthington	Kenneth Johnson
Moore Lake	Edward Schwochert	Wood Lake	Daniel Dereschuk
Mora	Lawrence Nelson		
Moorhead	Leo Maattala		
Motley	Kenneth Ostlund		
Mountain Lake	James Crawford		