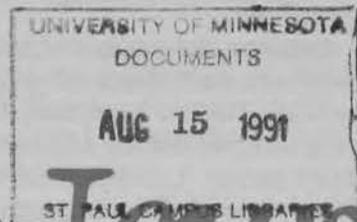


Agricultural News



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Dairy initiatives stress improved profitability

The University of Minnesota's Extension Service and College of Agriculture will implement six dairy initiatives to improve profits for Minnesota dairy farmers.

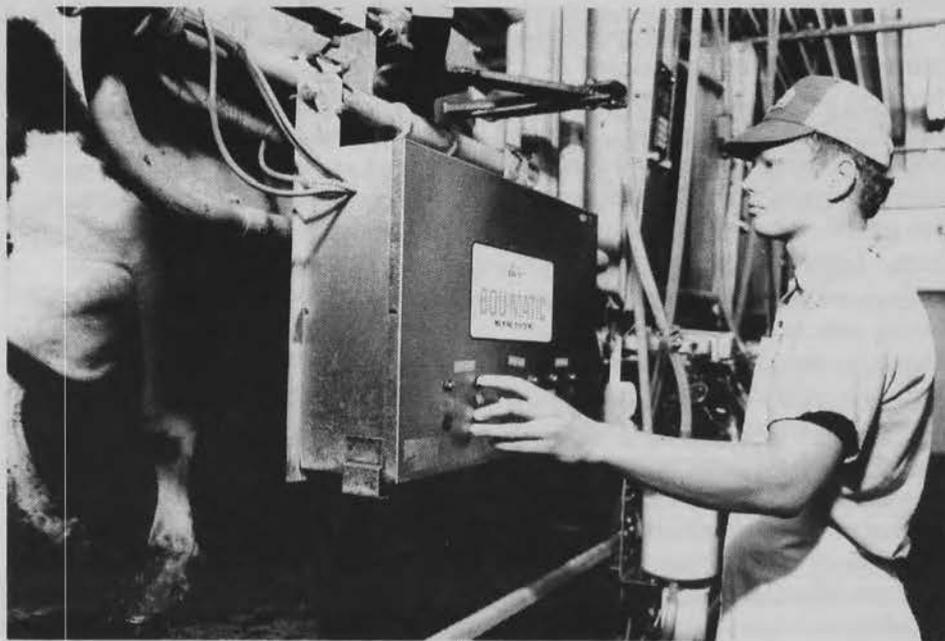
"The dairy initiatives program can have a significant impact on Minnesota's dairy industry. I truly believe that," says Dick Goodrich, head of the Animal Science Department and Dairy Task Force member.

Initiative one starts in August with county agents in the state's dairy counties conducting one-day "information sharing" workshops for producers and dairy industry people.

Panels of top dairy farmers will share information on "What I'm doing to respond to today's dairy situation." Then local industry people, such as veterinarians, feed and equipment dealers and lenders will share a session entitled "What I'm telling dairy farmers now."

The remainder of the initiatives are scheduled to take place from fall, 1991 through 1993.

Initiative two starts in fall, 1991. University of Minnesota faculty members will organize intensive



The dairy initiatives program is designed to improve profits.
Photo by Don Breneman

workshops for extension agents and others who have direct contact with dairy farmers: veterinarians, farm business instructors, feed sales people, cooperative managers, private consultants and lenders.

A continuing plan of action will be developed to support workshop participants in their work with farmers.

Initiative three involves a series of workshops and conferences to improve the profitability of dairying. Publications and other educational materials will be developed.

Initiative four calls for strengthening the University's Dairy Resource Center to develop

Continued on page 2

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Current information available from University of Minnesota Extension: <http://www.extension.umn.edu>.

research, teaching and extension programs.

Initiative five calls for development of a dairy leaders' group to provide unified leadership and a long term vision for Minnesota's dairy sector. Leaders from the dairy sector will be organized to form an active body to discuss dairy issues and formulate positions and actions for the good of the dairy sector.

Initiative six is a two-part dairy research project. Part one is an on-farm case study research project to identify important profit enhancing or profit limiting practices. Farms involved in the study will be used for educational activities and on-farm demonstrations.

Part two is a research project to study how Minnesota dairy farmers make decisions regarding use of new technologies. "Minnesota and Wisconsin dairy farmers need to improve adoption rates for profit enhancing technologies," Goodrich says.

Statewide coordinators are being selected for the six initiatives; as are cluster coordinators and program design/development committee members.

Goodrich will coordinate activities across departments in the Colleges of Agriculture and Veterinary Medicine. The initiative coordinators, agents and faculty members will be the people who'll make the program successful.

—Jack Sperbeck

Sherburne County's rapidly growing urban population coupled with intensive agriculture on pollution-sensitive soils means potential conflict.

"We're getting population pressure from both St. Cloud and the Twin Cities," says agriculture agent **Ken Olson**. Sherburne County has the second largest population growth among Minnesota counties.

"Urban populations and farmers who irrigate and apply chemical fertilizers on sensitive soils represent two very different interests. There's plenty of room for conflict," says Olson, a crops and soils agent whose emphasis is specialty crops.

"Water quality is a big issue here. About half of the 11-county Anoka Sand Plain acreage is in Sherburne County," he says.

This summer he organized three cluster water quality tours for decision makers, agribusiness people and farmers. The bus tours started at the University's Sand Plain Experimental Station, then proceeded to demonstration farms and research sites.

Olson and agents in Anoka and Isanti counties also started a "small acreage options" program for new clientele—suburban landowners. The area has many people on fringes of metropolitan areas with five to 50 acres. "Most have never lived on a farm before and know little about farming practices," Olson says.

"Some of them have grand plans to make lots of money at no cost; others just want a quiet place to live. We try to be realistic and help them understand viable alternatives."

The agents received a creative grant from the Minnesota Extension Service director's office to compile a comprehensive information booklet on crops and soils, livestock, family living and community issues. Others involved were Harvey Buchite, Anoka County; and Jean Anderson, Steve Grosland and Valerie Malmquist of Isanti County.

The grant also included funds to develop teaching materials for workshops. Olson has conducted three workshops in Sherburne County over the past two years.

He also worked on a special assignment for extension's "Managing Our Farm Financial Future" (MOFFF) program. The program developed during the farm crisis days of the early- to mid-80s. "Many families needed help with financial planning and goal setting. That was a more positive step than mediation," he says.

Before moving to Sherburne County, Olson was the agricultural agent in Morrison County for 13 years. He's also been the agricultural and 4-H agent in Meeker County, taught adult farm management at Olivia and Bird Island and farmed for two years near Zumbrota.

—Jack Sperbeck



SCS water quality specialist Don Schuster (with sunglasses) and Sherburne County agent Ken Olson (holding sign) discuss manure management during a recent cluster water quality tour.

photo by Jack Sperbeck

Agricultural News is a publication of the Agriculture Program Area, produced by Educational Development System, Minnesota Extension Service. Ideas for stories and letters to the editor are encouraged. Contact Jack Sperbeck, 447 Coffey Hall, University of Minnesota, St. Paul, MN 55108. Tel. 612-625-1794.

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Gene Pilgram

Eugene Pilgram, 65, died in his sleep July 28 at his home in Watertown.

Gene retired as the assistant director of extension for agriculture in 1983 and started Pilgram and Associates, an international agricultural consulting firm. He recently returned from Swaziland, Africa, where he consulted on a U.S.-sponsored agriculture education program.



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consulted on a U.S.-sponsored agriculture education program.

Extension's November, 1983 Ag Letter was dedicated to Gene. Wrote acting assistant director for agriculture Gerald Miller: "Gene's commitment to a sound program development process has guided us to excellent extension programs in agriculture.

"Thanks, Gene, for devoting those 30 years to the improvement of Minnesota agriculture and to many of us who have had the privilege of working with you."

In a "parting notes" article he wrote, Gene said he appreciated "...The opportunity to write this uninhibited and without deadlines, need for consensus, committee input, etc.

"I shall miss (but not for very long) writing annual plans of work, annual progress reports, position descriptions, legislative requests, grant proposals, special funded project reports, letters of recommendation, letters defending programs or renegade behavior of staff, reports to congressional or legislative people on impacts, justification or potential of specific programs..."

Those of us who knew Gene will miss him.

—Jack Sperbeck

Marketing Programs

Applying Marketing Concepts in Program Planning

In the last issue of *Agricultural News* we shifted from applying marketing concepts to extension program planning to the application of adult learning and instructional strategies. Adult learning theorists divide learning into five major categories or "domains" — (1) knowledge, (2) comprehension, (3) skills, (4) attitudes, and (5) values.

For each domain there are recommended instructional methods best suited to achieving the kinds of outcomes or impacts indicated in our instructional objectives.

In the last issue we discussed the knowledge, comprehension or understanding, and the skills domains, the hierarchy of subdomains within each of these three major types of learning, and the kinds of instructional methods best suited to each. That left the attitudes and values domains to be discussed in this issue.

Knowles defines attitudes as "adoption of new feelings through experiencing greater success with them than with old feelings." Values are described as "the adoption and priority arrangement of beliefs." In extension education, particularly in the adoption of new technology and methods, helping people change their attitudes and values is critical to program success. Learning theorists call attitudes and values the "affective" domain of learning and like the other major domains, it consists of a series of hierarchical stages or steps. The first stage or subdomain is "receiving or attending."

In this stage, learners must first become aware of a need to learn or change, be willing to receive new information, and become attentive to the information. The second stage is "responding" and during it learners must agree to learn, respond to the learning, and achieve satisfaction in responding.

The third attitudinal change stage is "valuing." In order to value the new learning, learners must (1) accept the new value, (2) prefer it, and (3) make a commitment to it.

The fourth stage is "organization" which requires (1) conceptualizing the new value and (2) incorporating it into the learner's value system.

The fifth and final stage is "characterization" which means that learners have (1) incorporated the new value into their generalized set of values and (2) use the new value consistently as part of their overall philosophy or ways of doing things.

The most appropriate instructional methods for changing attitudes include experience-sharing discussion, role-playing, critical incident exercises, simulation games, case method, participative cases, sensitivity training, group therapy, and counseling.

Instructional methods recommended for changing values include value-clarification exercises, biographical readings, role-playing, dramatizations, critical incident exercises, simulation games, debates, symposia, colloquia, lectures, and sensitivity training.

Sources: D. R. Krathwohl, B. S. Bloom, and B. B. Masia, *Taxonomy of Educational Objectives, Handbook II: Affective Domain*; M. Knowles, *Self-Directed Learning: A Guide for Learners and Teachers*.

(More on types of learning, instructional methods, motivation, and program planning in future issues).

Marilyn Grantham

Marilyn Grantham
Program Leader, Agriculture



Campus Profile

Building a new livestock housing unit isn't something a farmer usually does more than a few times a lifetime. And since building "mistakes" last so long, it's critical to get good advice.

That's where agricultural engineer **Larry Jacobson** comes in. As the only Minnesota Extension Service agricultural engineer who specializes in livestock buildings, there's no way he can personally consult with more than a small fraction of Minnesota farmers.

Although he's continually doing farm visits to keep up to date, Jacobson relies heavily on agents, veterinarians, building and equipment contractors and other professionals to "multiply" farm building information to more farmers.



"On my single quarter leave a few years ago I found that building equipment suppliers were very influential in determining what gets

built. Many building contractors go to equipment suppliers and ask 'how should I put this building up?'"

That's when Jacobson started working with colleagues in North and South Dakota to form the Minnkota Builders and Equipment Association. The group publishes a

newsletter and holds a yearly meeting and seminar. The board of directors (Jacobson is a member) meets six times yearly.

"Opposed to trying to work directly with a large number of farmers, we work with groups like this to emphasize professionalism and route our programs to farmers," Jacobson says.

He's looking forward to another ag engineer building specialist coming on board later this year to help share the workload. The new person will primarily work in the dairy housing area.

Originally from Pelican Rapids, Minn., Jacobson has all his degrees from the University of Minnesota. He's been with the Minnesota Extension Service since 1974.

—Jack Sperbeck

Leningrad Delegation Visits Minnesota, Iowa

An agricultural delegation of five people from Leningrad visited Minnesota and Iowa July 19-26.

The group came as a result of a M/I LEAD visit to the Soviet Union in July, 1990. M/I LEAD (Minnesota/Iowa Leadership Empowerment for Agricultural Development) is a program of the Extension Services of Minnesota and Iowa.

Alexander S. Beliakov, deputy chairman of the Leningrad Regional Council of People's Deputies, led the delegation. "Our goal is to have a market economy in place within five years," he said.

Purposes of the delegation's visit were to:

—Get acquainted with farming, management, marketing and agricultural businesses.

—Observe food production, processing and distribution systems.

—Learn about agricultural education and information programs for farmers.

—Explore joint venture business



Gerald Miller, assistant director for agriculture (left), Alexander Beliakov (2nd from right) and interpreters confer during the Leningrad delegation's recent visit to Minnesota. Photo by Don Breneman.

agreements, farmer exchanges and agricultural exchanges.

Extension's Minnesota Agricultural Student Trainee (MAST International) program has offered to accept five applications from the Leningrad region starting in November, 1991.

In addition, yearly exchanges will be continued between Leningrad and M/I LEAD participants. Future exchanges will be based on special interests of the parties, and will be planned to generate practical results.

—Jack Sperbeck