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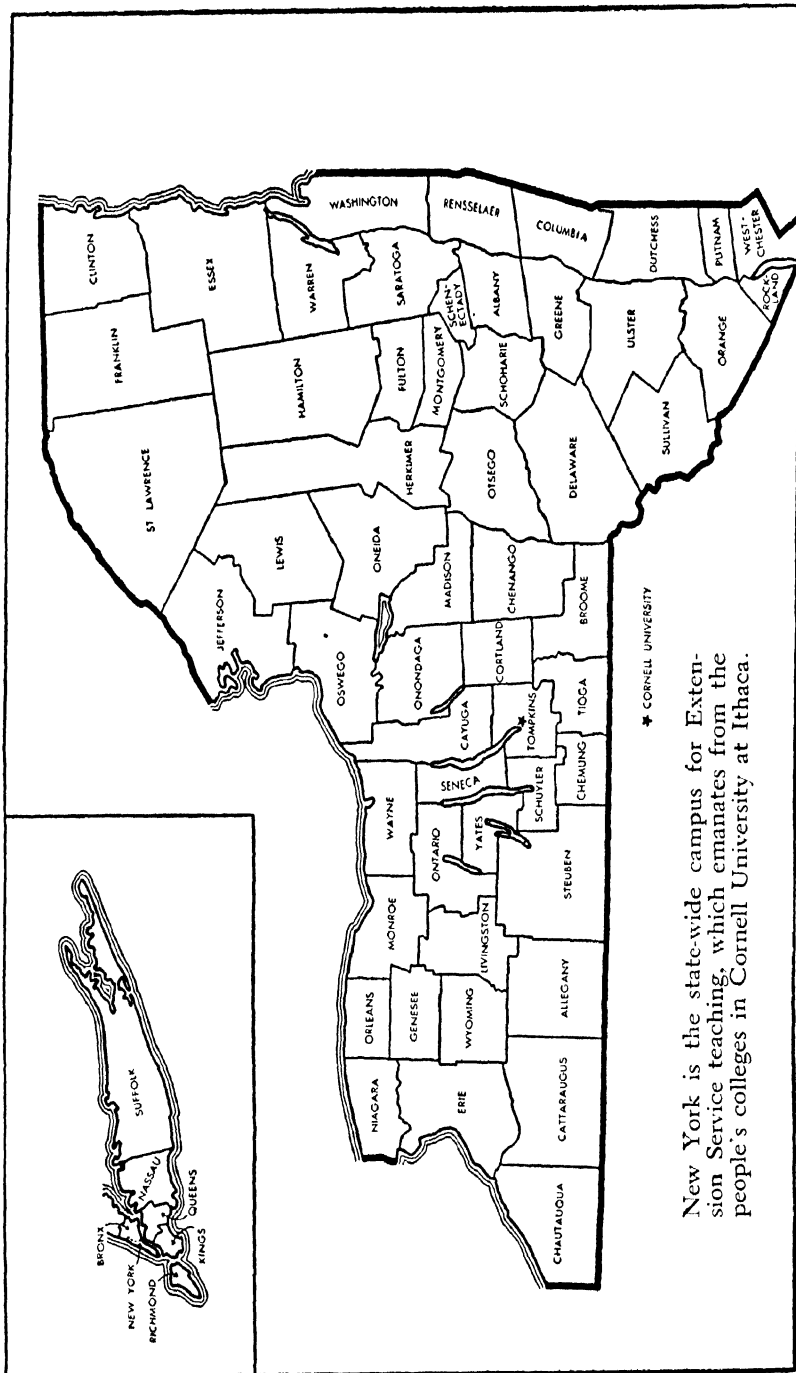
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New York is the state-wide campus for Extension Service teaching, which emanates from the people's colleges in Cornell University at Ithaca.

THE
People's Colleges

A HISTORY OF THE NEW YORK STATE
EXTENSION SERVICE IN CORNELL UNI-
VERSITY AND THE STATE, 1876-1948

Ruby Green Smith

ASSOCIATED WITH NATIONAL AND STATE EXTENSION SERVICE,
1917-1946; EMERITUS PROFESSOR, CORNELL UNIVERSITY

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Dedication

WITH profound respect, this book is dedicated to all associated with the national and state Extension Services of the American Land Grant Colleges and Universities. These associates are democratic teachers who extend the frontiers of public education. In high-hearted comradeship, they bring to the State Colleges glimpses of the knowledge, problems, and wisdom of the people. These itinerant college teachers are in partnership with local leaders. Together, they carry to the people light from the torches of learning that glow within the people's colleges of the United States.

Preface

We cannot solve the problems with knowledge of the present day alone. Prophecy is conditioned on experience and the longer the experience and the keener the appreciation of it, the truer will be our judgements. In all the bewildering opinion and achievement, we must not forget.

—LIBERTY HYDE BAILEY

OBLIGATIONS to the people were implicit in the designation of Cornell University as New York State's "land grant college" on April 27, 1865. Almost three years before, on July 2, 1862, President Abraham Lincoln had signed the Morrill Land Grant Act during dark days of the Civil War. This act provided that lands from the public domain of the United States be given to all states, to help endow in each state at least one state college whose object should be, "without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." ¹

Cornell's genesis may be traced, in part, to this land grant. New York State's share of this national bounty was sought by several colleges. On May 14, 1863, "The People's College," near Montour Falls, was assigned the land grant but lost it through failure to meet the stipulations of the Morrill Act. Meanwhile, two state senators, Andrew D. White and Ezra Cornell, laid plans for the founding of Cornell University, which opened October 7, 1868.

The name of the ephemeral institution, "The People's College," which had closed because it lacked students as well as funds, had ap-

¹ Public Laws of the United States, 1862, Chapter 130.

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pealed so strongly to Ezra Cornell that he urged its adoption for the new land grant college. But the trustees had overruled him and chosen the name Cornell University. Because of these facts, and because the founders intended to make New York's land grant institution truly belong to the people of the state, and since the development of a state extension service has been the chief means of doing so, *The People's Colleges* seemed an appropriate name for this history of the Extension Service of the State Colleges at Cornell.

The first extension work of the new university was the extramural teaching begun by Cornell professors in 1876. Organized extension service first appeared in the Farmers' Institutes (see Chapter IV), which were initiated and financed by the University in 1886. The State Agricultural Society financed the Institutes in 1887, and in that year, at the initiative of farmers, the first public appropriation for extension work was made by the state—\$6,000—to be used for the Farmers' Institutes of 1888. Under the Nixon Act, in 1894 the state appropriated \$8,000 for what was then called "Cornell University Extension." Public support has increased prodigiously since those early appropriations. In 1948, for example, state, county, and federal appropriations, plus local contributions, for the state Extension Service in Agriculture and Home Economics totaled \$3,339,620.

Public appropriations depend upon loyal support from the people. Such support in 1948 provided for agricultural extension work in every county and for veterinary, 4-H club, and home demonstration work in nearly every one. Home demonstration work functions not only in rural New York but in the larger cities and villages, and 4-H club members are not exclusively rural. In New York City interest is growing in proposals to secure, in addition to the extension programs in industrial and labor relations already started there (and in several upstate cities), extension programs in home economics and horticulture.

According to the most common definition, the New York State Extension Service makes available to the people of the state, in the places where they live, Cornell University's cumulative knowledge that relates to agricultural and veterinary science, to home economics, and to industrial and labor relations. This knowledge is augmented continually by research. It is translated into life through its applications to farms,

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homes, industries, and communities. Adults and youths, while engaged in farming, industry, or homemaking, or attending school, elect to study, in their margins of time, what interests them in Cornell's comprehensive curriculum of extension courses.

This definition, however, lacks the human interest characterizing interpretations made by some of the extension students themselves:

A home bureau leader, Grace Austin Powell, wrote: "The Home Bureau is a door in the walls of a home—a door swinging both ways. It swings inward so that from the State Colleges instruction and inspiration may enter; it swings outward so that from the home may come the rich experience and wisdom which years of home life have given to many a wife and mother."

A 4-H club girl said: "I'm learning how to make home a place my father is glad to support, my mother happy to care for, and my friends glad to visit."

A 4-H club boy decided: "I'm going to be a farmer because the 4-H club is teaching me how to make a living and a life by farming."

A farm bureau leader declared: "When I don't know what to do on my farm, I ask our county agricultural agent; if he doesn't know, he asks a college specialist; if he doesn't know, he asks the head of his Cornell University department, or the dean of the State College, or the men in the U.S. Department of Agriculture. If these people don't know, the answer to my problem hasn't been discovered yet, and the extension professors refer it to people who are doing research."

There is vigorous reciprocity in the Extension Service because it is *with* the people, as well as "of the people, by the people, and for the people." It not only carries knowledge from the State Colleges to the people, but it also works in reverse: it carries from the people to their State Colleges practical knowledge whose workability has been tested on farms, in industry, in homes, and in communities. In ideal extension work, science and art meet life and practice. Mutual benefits result for the people and for the educational institutions they support. Thus the Extension Service develops not only better agriculture, industries, homes, and communities, but better colleges.

In reinforcing this reciprocity, the local-leader method of extension teaching is important. Consulting local people has proved significant in the administrative pattern of the University's extension teaching. It has strengthened interest in extension organizations and has ensured

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the vitality of programs. In 1948, more than 32,000 trained volunteer local leaders and community committee members supplemented the agricultural and home economics work of the salaried staff of 383. Incidentally, the personal development of good local leaders—a development shown in poise, co-operative spirit, personal satisfaction in work well done, and quickened understanding of good citizenship—is a by-product of inestimable value.

The Extension Service has grown not only in the broadening of its program and in financial resources but in the number of students. In 1948 Cornell had more than 200,000 nonresident students. The programs taught have grown steadily in scope, specialization, and flexibility until the New York State Extension Service has become one of the most comprehensive in the United States. In contrast with the few agricultural professors who did some extension teaching in the period 1876–1896, specialized teaching was done by twenty-six departments in the Colleges of Agriculture and Home Economics in 1948, and by professors in the Veterinary College and in the School of Industrial and Labor Relations. Extension teaching had become so much a part of the work of the state-supported colleges at Cornell—the Veterinary College, and the Colleges of Agriculture and Home Economics—that when the State School of Industrial and Labor Relations opened in 1945, the curriculum included an extension service as well as resident teaching and research.

The Extension Service has been found quickly responsive to change and to progress, and it has demonstrated that, in democratic education, adaptability is of more consequence than uniformity. It must keep abreast not only of growing knowledge of subject matter but of the ever-varying influences of a changing world upon the extension students. This adaptability is reflected in historical changes in extension methods of teaching and in programs, organizations, and terminology. The New York State Extension Service partnership between the people and their State Colleges has become a fellowship in which practice, science, and art mingle and create fresh currents of thought and action in the stream of the nation's progress.

Educational evaluations occur constantly in the Extension Service because it can continue to function only where its students respond to its programs. Extension teachers are subjected to survival-of-the-

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fittest tests because their students are not working for credits, and their voluntary attendance will cease if the teaching is uninteresting or is not vital to their work or their lives. In addition, extension teachers must overcome countless hazards of travel. Traditionally, they must never fail to arrive at a meeting—for their students gather from widely distant places and should not be disappointed. As obstacles must not halt the U.S. mail, obstacles must not halt delivery of the intellectual goods carried by extension teachers, sometimes on amazingly unaccustomed rounds.

Methods of extension teaching, to be successful, must be readily adaptable and often unorthodox, because the students are of widely varied economic, social, cultural, political, religious, and racial backgrounds. But they all want authentic information, and so common denominators can be found among them. Every teaching method yet devised has been used by members of the Extension Service in this challenge-and-response form of education; and extension teachers are on the alert constantly to study possible adaptations of new methods to their work. Good extension teachers are fired with the immediacy of human needs and with the conviction that constructive attitudes, fortified by authentic knowledge and skills, will improve agriculture, home life, and human relations. What psychologists call “completion of the educative process” is inherent in the methods of Extension Service at its best. Along the educational lines of communication which connect people with Cornell University, knowledge that is transmitted in both directions is transformed into the development of skills and brings about changes in behavior and in attitudes of both the students and their teachers.

The national system of “Cooperative Extension Work in Agriculture and Home Economics,” of which the state Extension Service is a part, is the largest adult education enterprise in the world. Government-sponsored, it is administered jointly by departments of education in the several states, by the land grant colleges or universities, and by what was originally called the States Relations Service and is now the Extension Service of the United States Department of Agriculture. Its parish comprises not only every state in the United States but the territories of Alaska, Puerto Rico, and Hawaii, and its students are

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more than a million, including, in addition to adults, boys and girls of the 4-H clubs and older, out-of-school youths.

Because of the significance of the instruction and of the public relationships involved in the New York State Extension Service, its history merits a score of volumes. No single volume can do justice to the history that has been made as throngs of people—the itinerant university professors and their nonresident students—have moved across Cornell's state-wide campus. Only a gigantic canvas could portray this Extension Service, with its vast scope, rapid tempo, myriad programs and results, and varied human interest. In writing this chronicle of seventy-two years of experiments in educational democracy, it has seemed at times impossible to describe even typical events because the very adaptability of the Extension Service makes change inevitable, and one book can include only a small part of its history. *The People's Colleges*, therefore, is only an attempt to represent what the late Carl Becker said history should be—a “necessary effort on the part of ‘society’ to understand what it is doing in the light of what it has done and what it hopes to do.”

AUTHOR'S NOTE AND ACKNOWLEDGMENTS

With more zeal than discretion, I ventured to write this book without realizing the research involved or the necessity of omitting much authentic information that could not be contained in a single volume. Research meant not only study of the relatively few books that relate to extension teaching, some of which are listed in the Bibliography, but time-consuming pursuit of scattered documentary sources in libraries, files, and archives, and in bewildering bundles of papers that include reports, bulletins, leaflets, periodicals, programs, organizational procedure charts, surveys, sheets of statistics, minutes, illustrative materials, and innumerable letters. These records had to be supplemented by interviews with participants, in an effort to recapture reminiscent fragments of the long chronicle. The mass of information that relates to the state Extension Service is staggering to contemplate,

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fascinating to read, laborious to classify. As I've gleaned historical fragments for this book, I've been reminded of a time when I watched Italians as they made mosaics from tiny pieces set in order. For those who may wish to study some of the multiple facets of which the Extension Service is compounded, there are also vast records in the extension divisions of land grant colleges in other states and of the United States Department of Agriculture in Washington.

After I realized the extent of the work I undertook so blithely, I anticipated the inadequacy of the results presented in this book, despite my earnest desire to do justice to the multitudes who have created the Extension Service segment of New York's history.

I deeply regret that this book cannot contain the voluminous histories of the extramural teaching by the many departments of the State Colleges of Agriculture and Home Economics, some of which make specific references to extension specialists and their work. At my solicitation nineteen of these histories were written by professors designated by heads of departments. If and when all departments prepare promised histories, these interesting records might well constitute a larger second volume of Extension Service history. Those that are written can be consulted now in the departments, or in the library of the State Colleges of Agriculture and Home Economics. At my request, a few county and city Extension Service histories were prepared, and it is hoped that these may be published by the Farm and Home Bureau and 4-H Club Associations of the respective counties.

Another omission is the record of the organizations of the county and city extension workers. These state-wide organizations provide for exchange of experiences; for definitions of and joint action on problems; for recreation; for decisions on advice to give the Colleges; and for the pooling of knowledge. The New York State Federation of County Agricultural Agents is familiarly called "The Sod Busters"; the New York State Federation of Home Demonstration Agents, "The Dough Busters" (nicknamed by A. R. Mann when he was Dean of the State College of Agriculture); and the State Federation of 4-H Club Agents, inevitably, "The Kid Boosters." All of these organizations belong to national federations of professional extension workers.

Thousands of persons have been associated with the Extension Service during its three score and twelve years. It has proved impossible

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to refer to more than a few who have helped to create the Extension Service and to give it inspiration, knowledge, wisdom, and momentum. Emerson said, "There is properly no History; only Biography," and "An institution is the lengthened shadow of one man." In *The People's Colleges* history is the "lengthened shadow" of girls, women, and boys, as well as of men. If biographical sketches in this book seem too idealistic, and estimates of people too laudatory, I venture the claim that the majority of those associated with the Extension Service, for more than brief probationary periods, have been a select company of unselfish, scholarly, public-spirited people who have boundless faith in the American dream.

I regret that I cannot praise justly enough the many persons who have helped with this book. To the late Carl Becker, I am indebted not only for inspiration but for his approval of plans and of several chapters of this history when he was Cornell's historian. I am grateful for generous encouragement by colleagues on the Cornell faculty and for the advice of the Publications Committee of the Colleges of Agriculture and Home Economics.

A few chapters have been written by others whose authorship is indicated and is appreciated. Members of the Cornell faculty whose interest deserves special acknowledgment are Deans Elizabeth Lee Vincent and William Irving Myers, and former Dean Sarah Gibson Blanding; their predecessors, Director Flora Rose and the late Dean Carl E. Ladd, approved plans for this book as proposed by Professor Lloyd R. Simons, Director of Extension. It was he who initiated the idea and designated me to write this chronicle, an assignment in which I've found not only arduous but joyous work.

Among members of the Cornell staff who have been helpful I owe thanks especially to Professors Mary Geisler Phillips, Montgomery Robinson, Charles A. Taylor, and William B. Ward; and to the Extension Secretaries, past and present, Harriet Bliss Stocking, Madeline Church Reed, and Mary North. A few who are versed in book lore have read parts of the manuscript and have given me useful criticisms blended with encouragement: L. Pearle Green, Laretta N. Smith, Ruth S. Ludlum, Charlotte Hilton Green, Stuart Raynolds, and Harold Raynolds, Jr. To those who have sent prepublication orders

for *The People's Colleges*, I express gratitude for their confidence I cannot share.

Appreciation I gladly tender to the staff of Cornell University Press, and in particular to Fatanitza Schmidt, for expert knowledge and good taste.

To readers I venture the hope that this book may communicate to you my respect and enthusiasm for the New York State Extension Service, whose epic sweep stretches the mind and warms the heart. The magnitude of its dynamic contribution to the race between education and chaos has often made my efforts to tell part of its story seem like trying to describe ephemeral clouds or the restless sea.

July, 1948

R. G. S.

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Genesis of the New York State Extension Service

The best acreage for a farmer to cultivate lies within the ring fence of his skull.
—CHARLES DICKENS

IT IS APPROPRIATE that the New York State Extension Service began at Cornell University in agricultural education for farmers. Cornell's founder, Ezra Cornell, was a farmer; the University campus was a farm until 1868; the first President, Andrew D. White, and Mr. Cornell were pioneers in the interpretation and application of the Morrill Land Grant Act of 1862. This act led to establishment of state colleges of agriculture throughout the United States. Dr. White and Mr. Cornell were advocates of democratization of knowledge, with recognition of agriculture and of other relatively new academic subjects as of equivalent rank with the classics. As state senators, they won a legislative fight, which resulted in assignment by the New York Legislature of the federal land grant to a single institution after opponents had urged its division among several colleges.

In the state Senate, the chairman of the Senate Committee on Education, Mr. White, met Mr. Cornell, chairman of the Senate Committee on Agriculture. Cornell University owes its genesis primarily to the fact that the disposition of New York State's share of the national land grant was referred by the Legislature to these Senate committees. After proposals from many existing institutions that the state give the land grant to them, it had been assigned in 1863 to "The People's College" (see Preface). After this college closed, the disposition of New York's share of the federal land grant was under consideration again in the Legislature. While Senators Cornell and White deliberated upon how the state might profit most from the Morrill Land Grant Act, they conceived of what became Cornell University which, on April 27, 1865, was chartered and designated, by the somewhat

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reluctant Legislature, as the land grant institution of New York State.

The Morrill Land Grant Act had codified the conviction of President Lincoln, of Senator Morrill, and of other farsighted citizens, that public education is vital in a democracy. In 1862, the United States had so much unsettled land in various parts of the country that it was said, "Uncle Sam is rich enough to give every man a farm." The Land Grant Act revealed that Uncle Sam was also rich enough to give land to every state to promote public education.

While this national grant of lands to endow colleges in all of the states was under consideration by Congress, Senator Justin S. Morrill of Vermont had appealed to Mr. Cornell for advice and support, as their correspondence reveals. Never dreaming that his journey would eventually help to create his finest memorial, Mr. Cornell had gone to Washington in behalf of the Morrill Land Grant Act. Mr. Cornell therefore had been associated with the progress of federal and state land grant legislation for more than six years before Cornell University opened on October 7, 1868. In appreciation of the significance to education of this act and of the part it played in the founding of Cornell University, the first new building¹ on the Cornell campus was named Morrill Hall, until 1947 the center of the University's administration.

To supplement endowment that might be derived from the federal grant of public lands, Ezra Cornell gave to Cornell University a half-million dollars and his 200-acre farm. Mr. Cornell further enriched the University by his management of the land grant, increasing its value from about \$800,000, for which it would have sold on a glutted market, to approximately \$5,000,000. Most of the states had created this land-glutted market by offering their shares of the land grant at 85 cents an acre; in many states, money from sales of their land grants, on a surfeited market, vanished because capital funds were spent.

Mr. Cornell's letters reveal that his management of New York's land grant led to belated inquiries for guidance from seventeen other states. Before his system of management was authorized, he was subjected to

¹ Cascadilla Hall, built as a sanitarium by Mr. Cornell and his friends, had been given to the University by its owners to help house faculty and students when there were few buildings on Ithaca's East Hill. Famous teachers lived there, including Goldwin Smith, Louis Agassiz, and Burt G. Wilder.

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unjust criticism in New York's legislative debates. He was offering to locate and buy the state's land grant, at depressed market values of the times, and to hold the land for the University, without interest payments to him, until prices would rise and the land could be sold to bring a maximum endowment for the democratic university of which Senators Cornell and White talked. Through Mr. Cornell's management, the value of New York's land grant was multiplied more than five times and permanent endowments were established. These appear in Cornell budgets today as the "College Land Scrip Fund" and the "Cornell Endowment Fund."

To get permission from the Legislature to do this unselfish thing, involving travel and hard work to locate and manage the New York land grant, Mr. Cornell stoically endured charges in the Legislature and in the press that he was a "land grabber," "a swindler," "seeking to build a monument to himself," and "proposing to steal the State's lands." At one crisis in the legislative debate, Mr. Cornell whispered to Mr. White: "If I could think of any other way in which my money would do more for the State, I'd present it to Harvard and give New York legislators no more trouble." Mr. Cornell's proposed management of the land grant was authorized by the Legislature, despite this acrimonious treatment of his offer to spend his own money to help the state. Later, Mr. Cornell was subjected to a legislative investigation of his management of the land grant. Concerning this the *New York Tribune* was quoted in the *Ithaca Journal* of December 20, 1873, as declaring: "It will greatly astonish everyone who knows Mr. Cornell if this investigation does not increase the respect . . . in which he is held." The investigation closed with complete vindication of Ezra Cornell.

Ezra Cornell's interest in agricultural progress was persistent but he did not live to see fruition of his hope for development of what became the State College of Agriculture in 1904. Although there were few students and professors of agriculture at Cornell when he died, December 9, 1874, Mr. Cornell's faith never faltered regarding the importance of educated farm people to agricultural progress.

The College of Agriculture at Cornell has other rural backgrounds in Mr. Cornell's steadfast interest in farming. In 1859 he had organized the Farmer's Club of Ithaca for which he provided quarters, with

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a reading room, books, and periodicals; and he started the Club's collection of native birds and seeds. In 1861, with the help of the weekly *Ithaca Journal and Advertiser*, Mr. Cornell conducted, in Tompkins County, one of the first surveys, in the United States, of a county's farm products. In 1862, Ezra Cornell was elected President of the New York State Agricultural Society, founded in 1832. In his presidential address for this Society's annual meeting, he declared:

We have many farmers who adhere to the old idea that a boy requires a better education if he is to leave the farm and seek a living in another profession, than is necessary if he is to continue on the farm. This is a great and mischievous error. . . . He can no more rank at the head of his profession as a farmer without education, than he could take such rank in the profession of law, or of medicine, uneducated.

A few biographical details may serve to show why the ideals and principles of Andrew D. White and Ezra Cornell led naturally to their desire to found Cornell and to their legislative battle as state senators, to make the still unopened institution the land grant college of New York State. Repeated delays in the state's obtaining educational returns, from the Land Grant Act, continued until after 1864 when Senators Andrew D. White and Ezra Cornell met in Albany. In his *Autobiography*, White described Senator Cornell as "a man of about sixty years of age," (he was fifty-seven) "tall, spare, and austere, with a kindly eye, saying little, and that little dryly. He did not appear unamiable, but there was about him a sort of aloofness: this was Ezra Cornell."

Senator White was described by Carl Becker in *Cornell University: Founders and the Founding*:²

He was a young man—thirty-one years old; slight in stature, alert in bearing; with fine wavy brown hair parted nearly in the middle, worn rather long and running to side-burns; in appearance and demeanor a man suggesting, in some undefinable way, the intellectual and the aristocrat. To the seasoned senators, he must have seemed somewhat fragile and a bit dandified; and I should think the more cultured among them may have wondered whether it might not be that Mr. Matthew Arnold, mistaking

² Ithaca, N.Y., 1943.

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the time and place, had dropped in to deliver a lecture on sweetness and light. It was not so. The young senator was Andrew D. White.

Senators Cornell and White became loyal friends, working wholeheartedly for public welfare in the state Senate and in the creation of Cornell University. White had dreamed of a "new kind of university, worthy of our land and time," as he wrote in a letter to the Honorable Gerrit Smith, printed on pages 145-149 in *Ezra Cornell: A Character Study* by Albert W. Smith, who comments: "Mr. White's letter should have stirred the heart and the financial circulation of any millionaire; but alas! Mr. Smith's reply only gave reasons why he could not join in this splendid undertaking. And so Mr. White's dream was still a dream awaiting the coming of Ezra Cornell with his great heart and golden touch."

Mr. Cornell was in search of ways in which to spend, "for the benefit of mankind," the wealth he had earned since seeing Ithaca for the first time in April, 1828, when, at twenty-one, he had walked the forty miles from De Ruyter to Ithaca. His clothing had been tied in cloth spun by his mother. He had carried his carpenter's tools. His total capital had been \$9.00. Long afterward, Ezra Cornell became a country gentleman. For his farm, he bought land between Cascadilla and Fall Creek gorges, over which he had walked, seeing Ithaca for the first time. It is now part of the Cornell campus where the University "stands firm and fair between torrents rushing endlessly, from far hills to reach the sea." Mr. Cornell spent generously for agriculture and for human welfare, as his fortune accumulated, after his pioneer work in aiding the development of the telegraph. Besides supporting the Farmer's Club of Ithaca, he traveled abroad to study agriculture and returned to Ithaca to finance the introduction of improved seeds and stocks, agricultural fairs, and surveys. In 1864 he endowed the Cornell Library for the city of Ithaca and Tompkins County. His loyal interest in farm people is further recorded in the charter of this library, which contains one of the earliest legislative references to a county library, as recorded in an act of the state Legislature, April 5, 1864. In his address at the presentation of this library, Mr. Cornell said: "This property belongs to you and to the other citizens of the County of Tompkins." Realization of Mr. Cornell's hope regarding county library service was delayed by transportation difficulties. But this

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library, eventually, carried books to rural people in a Bookmobile owned by the county until automobiles became so numerous and books so popular that the automobiles carried the people to the books. Thus this library has become what Ezra Cornell anticipated, not only Ithaca's city library but the Tompkins County library, organized under the state's county library law, which was written and passed with the aid of New York's extension organizations.

These gifts that preceded Ezra Cornell's endowment for Cornell University demonstrated his determination to use his fortune unselfishly as recorded in one of his "Cyphering Books": "My greatest care now is how to spend this large income to do the greatest good to those who are properly dependent on me, to the poor and to posterity."

In his address at Cornell's dedication, Mr. Cornell declared:

I hope we have laid the foundation of an institution which shall combine practical with liberal education, which shall fit the youth of our country for the professions, the farms, the mines, the manufactories, for the investigations of science, and for mastering all the practical questions of life with success and honor. . . . I trust that we have made the beginning of an institution which shall bring science more directly to the aid of agriculture, and other branches of productive labor.

As New York State's land grant college, Cornell University's private endowment has been repeatedly supplemented by public funds. The College of Agriculture first met the public trust involved in public appropriations by its provision of college education, without tuition, for qualified students who could study in Ithaca. As research progressed and knowledge of agricultural science developed, it was realized, in several states, that land grant colleges had further obligations to the people. At Cornell this realization came to certain professors when the University was eight years old. But this ideal of public service by the "People's Colleges" was not fully implemented until an extension service was organized to carry from Cornell to people throughout the state the growing knowledge of arts and sciences.

“Rocks, Storms, and Peril,” 1868-1874

I worked on, forgetful, for the time, of the December storms howling about the house, and of the still more fearful storms beating against the University. . . . The agricultural department long remained a sort of slough of despond; but at last a brighter day dawned.

—ANDREW D. WHITE

AGRICULTURAL education had been given a prominent place in laws relating to the founding of Cornell University, but translation into academic terms of the purposes of this national and state legislation was fraught with so many difficulties that Ezra Cornell didn't live to see his dreams for the College of Agriculture come true. Before his death in 1874, there were only a few Cornell students who elected to study agriculture; many farmers had condemned the whole enterprise as “book farming”; the first professor of agriculture had failed dismally; eminent agriculturalists had disagreed as to whether Mr. Cornell's farm, given to the University, should be conducted as a business operation, as a model farm, or as experimental acres; newspaper editors had been skeptical; even the *Cornell Era*, the first and for years the only Cornell student publication, had published an unsigned article (October 20, 1869) which criticized severely the “Agricultural Department.” But Mr. Cornell never faltered in his belief regarding the significance of education to progressive farming and to satisfying country life. He was convinced that agriculture needs science and that farmers need education.

President White describes¹ Cornell's first agricultural professor:

¹Quotations from White in this chapter and elsewhere, unless specifically credited, are from his *Autobiography* (New York, 1905).

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When we were almost desperate, there appeared a candidate from an agricultural college in Ireland. He bore a letter from an eminent clergyman in New York . . . gave glowing accounts of the courses he had followed, expatiated on the means by which farming had been carried to a high point in Scotland, and ventured suggestions as to what might be done in America. . . . He seemed to me altogether too elegant for the work in hand; but Mr. Cornell had visited English farms, was greatly impressed by their excellence, and urged a trial of the new-comer. He was duly called. . . . An order was given for a considerable collection of English agricultural instruments and for the erection of new farm-buildings after English patterns, Mr. Cornell generously advancing the required money. . . . As farmers saw the new professor walking over the farm in a dilettantish way, superintending operations with gloved hands, and never touching any implement, doubts arose which soon ripened into skepticism.

In those disheartening days, President White said that the work of a few Cornell scientists saved the University from hopeless crisis. Farmers had gained confidence in four members of the Cornell staff—James Law, John H. Comstock, George C. Caldwell, and John L. Stone. These men impressed favorably a delegation of leading farmers who came to see Cornell because they were challenged to do so by a Cornell student who protested their denunciations of the University's agricultural college when they were discussing a plan to urge the state Legislature to revoke Cornell's charter. These farmers and their wives descended, unannounced, upon the Cornell campus. They were amazed to find equipment for scientific instruction, laboratories, libraries, models, and collections of plants and animals, including insects injurious to agriculture. Forthwith, these farmers became enthusiastic friends of the young College of Agriculture. They even urged the state Legislature to appropriate more for its support!

Against this background Andrew D. White records: "From the far-off State Agricultural College of Iowa came tidings of a professor—Mr. I. P. Roberts—who united the practical and theoretical qualities desired. I secured him. . . . As professor and lecturer he has largely aided in developing agriculture throughout the State and Country; and when others were added to him, like Comstock and Bailey, the success of the department became even more brilliant."

“ROCKS, STORMS, AND PERIL”

Andrew D. White lived until 1918. During his last decade it was his custom to walk about the campus in the afternoon; he liked to contrast the teeming life of thousands of students and hundreds of professors with his vivid memories of “rocks, storms, and peril” that had confronted him and Ezra Cornell in transforming Mr. Cornell’s farm into a university. Exquisitely groomed, in his high hat and immaculate clothing, his gloved hand playing lightly with a cane he didn’t need, Dr. White, meeting a Cornell professor on one of these walks in 1915, said, “If the fairies could grant my dearest wish, I would ask that Ezra Cornell might come back. I would like most of all to show him *the greatest Agricultural College in the world*—here at Cornell.”

Cornell's Only Professor of Agriculture in 1874

Rightly, therefore, may a man be said to be influential when all are unanimous in his praise. —CICERO

I UNDERSTOOD the possibilities of agricultural education and I determined to lay the foundations of a College of Agriculture such as had never been conceived," declared Isaac Phillips Roberts, at the close of his first year at Cornell. He had been called to the University in January, 1874, as Assistant Professor of Agriculture, from Iowa State College, where he was Professor and Superintendent of the College farm. He was Cornell's only Professor of Agriculture in 1874, the departure of his predecessor not having been mourned. Professor Roberts was promoted to a professorship in 1875, became Director of Cornell's College of Agriculture in 1879, and, twelve years later, Director of the Cornell University Experiment Station to which federal funds were assigned under the Hatch Act of 1887.

Loneliness of the pioneer would have been his lot during his first years at Cornell but for a few scientists and the President, of whom Professor Roberts wrote: "Andrew D. White took the greatest interest in my work . . . and I think I must have acquired the 'Cornell Spirit,' for by the end of the first year I was loath to give up my place. So much had been done to encourage me that I reconsidered my determination to return to my farm in Iowa." ¹

From his Iowa livestock farm, Roberts had been called into academic life in a way reminiscent of Quinctius Cincinnatus who was plowing when he was interrupted by news that he had been made Roman Dictator. Roberts describes the incident which brought him

¹ Much of the material in this chapter has been taken from Roberts' books, as listed in the Bibliography; most of the quotations in this chapter and elsewhere are from *Autobiography of a Farm Boy*.

from his farm to professorships: "As I was giving the last touch to my fine new barn by building a cupola on it just for looks, I heard a voice at the top of the ladder, and turning, I saw the red head of O. H. P. Buchanan [a trustee of Iowa State College] just above the eaves. Said he: 'Come down from there, young man, I have better work for you to do.'" This was a call to Ames, as Superintendent of the Iowa State College farm. Roberts' good management of the farm led to his appointment as Professor of Agriculture. Of this he says: "President Welch [A. S. Welch, sponsor of the first Farmers' Institute in the United States] had asked me why I could not teach agriculture; I replied because I did not know how. 'But,' said he, 'can't you tell the boys how you have been doing things—I understand you have been a successful school teacher.'" Thus Roberts began to use an educational method which he called "Walks and Talks." He had found no material for teaching agriculture in the Iowa State College library and said he was "driven to take the class to field and farm, there to study plants, animals and tillage at first hand. So again I was shunted onto the right track by sheer necessity."

Professor Roberts was "an obstinate lover of his land, stubborn in his determination to master Nature," as George Washington said of himself. Roberts was born July 24, 1833, of American parents of nine children, on a farm on the west shore of Cayuga Lake, in Seneca County, New York. In honor of I. P. Roberts, this place has been marked by the State Historical Society. Of his mother, Roberts wrote: "We all looked to her for comfort in trouble, for instruction and advice in all our undertakings, and for appreciation in our successes." Of his childhood home, he said: "It was a cooperative, whole-hearted life, each for all and all for each." He studied in school and out, learned carpentry, and taught school while not engaged in farm work, always with the hope that he might own a farm.

In 1854, Isaac obeyed the prevalent call of "go west, young man," settling in La Porte, Indiana, where his earnings, in three years of school teaching and in building houses and barns, enabled him to marry Margaret Jane Marr and to buy 48 acres of land on which he built a modest home (which was later destroyed by fire, while the family was at church). In February, 1862, his young wife revealed her characteristic ability to make prompt decisions. Coming home dis-

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couraged, Isaac said to Margaret: "Let's go west—there is nothing in this country for us!" "I'm ready and have been for a year," she replied.

In winter, they set forth with their baby daughter and household goods, in a two-horse wagon. They made the 18-day journey to Mt. Pleasant, Iowa, where they rented a farm, helping to support this agricultural experiment by Isaac's ability to earn money as a teacher or carpenter. Later, as he contrasted his low professorial salary with a carpenter's high wages, he said: "One might almost conclude that I made a mistake when I exchanged the saw and the hammer for the cap and gown."

But Professor Roberts' professional career revealed his leadership in cap-and-gown circles, although the only academic degree he held was honorary—"Master of Agriculture," granted by Iowa State College. By persistent cultivation of his native ability, he outclassed many of his University colleagues as a teacher, public speaker, executive, and writer.

Professor Roberts was tall and erect, with kindly dignity. His voice was strong and resonant; he directed others by getting their cooperation instead of by giving orders; criticism never swerved him from his avowed purposes; his vitality and vision were mellowed by common sense and humor; he held the young College of Agriculture tenaciously to its well-defined purposes. His philosophy of life included faith in human progress. Of his work at Cornell, Liberty Hyde Bailey says: "He gathered about him many specialists, gave them every facility and equipment he could secure, and left them with great freedom. His hold on the students and on the people of the state was remarkable. His talks and addresses always had practical wisdom combined with vision, he was patient and self-contained under criticism, he made friends and he held them."²

When he came to Cornell, Professor Roberts was dismayed, but not discouraged, to find only 88 acres of tillable land on the University's farm, tuberculous cattle, one of two oxen strong enough to work, no poultry, an impractical barn, few tools, poor seeds, a few work horses, and one Arabian stallion, said to be worth \$15,000. Roberts' comment was: "I have always thought that the decimal point should have been two places to the left." Roberts concluded that Cornell had far from the "model farm" which farmers sometimes came to see. He thought

² Introduction to Roberts' *Autobiography of a Farm Boy*.

longingly of Iowa's rich loam soil, as he contemplated stones in Cornell's fields. Although stones were hazards for an agricultural college, Roberts learned to appreciate that these stones, as well as the location of the campus, give distinctive beauty to the University, in whose finest buildings native stone is used.

Roberts transformed part of the University farm, now used by Cornell athletes, into "Roberts' field." Of this field he wrote: "I merely treated it liberally, for I believe that pastures and boys alike should be treated not too niggardly."

Professor Roberts used graphic, straightforward English, brightened with humor and philosophy. He became such a persuasive speaker on agricultural education that he gave addresses in twenty-three states and in three Canadian provinces. His success as a speaker, after failures, should encourage extension workers. Of his appearances before the State Dairymen's Association, he said, "I was all but hissed off the stage, and the audience utterly discredited my propositions." Discovering that he was too far ahead of the procession, he ventured to present the same paper, 14 years later, for the same organization, when it was "discussed in a friendly and intelligent manner." He remarked, "He who is right can afford to wait for recognition."

Professor Roberts accepted, with reluctant anxiety, an invitation to speak in New York at an elaborate banquet of "country gentlemen" from landed estates suburban to the city. His opening sentence was: "I suppose you have all ploughed." This broke the ice, while white-tie-and-tails farmers laughed at one another. Roberts wore white tie and tails also, borrowed from another Cornell professor who believed that conventional attire would help to reassure Roberts while his knowledge of farming and his philosophy and humor would win this audience of wealthy men who seemed so forbidding to contemplate.

Roberts had wished to decline this invitation, arguing that since it was difficult to sell the idea of education for farming to farmers themselves, it would be impossible to interest businessmen who played at farming. But he captivated this sophisticated audience, some of whom later proved to be "friends at court" when state and federal appropriations were under consideration for Cornell's College of Agriculture. At this country-gentleman banquet, the toastmaster confessed that he and others of the landed gentry in his audience were such poor farmers

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that, like Chauncey Depew, they could say to their guests: "Will you have milk or champagne? They cost me the same."

Extension workers, students, and teachers can find rich resources for thought and action in I. P. Roberts' books. They have a fundamental, universal quality, making them perennially true, despite newer knowledge. Of Roberts' writing, Liberty Hyde Bailey says that it "combines the best teachings of science with the philosophy of farm-practice. It is the ripened judgment of the wisest farmer I have known." Roberts wrote 1,400 articles for the agricultural press and helped to write Cornell's Experiment Station bulletins, which were financed, 1879-1885, by Jennie McGraw Fiske. Mrs. Fiske was the daughter of the man for whom McGraw Hall is named, the wife of Cornell's first librarian, Willard Fiske, and the donor of the University's chimes, rung daily since Cornell's dedication. Roberts' books include: *The Autobiography of a Farm Boy*, which was reissued in 1946 by the Cornell University Press; *The Fertility of the Land*; *The Horse*; *The Farmstead*; and *The Farmer's Business Handbook*. He wrote a memorable introduction in *Ten Acres Enough*, by Edmund Morris.

Some of these books were written after Roberts' retirement in 1903, while he lived in Palo Alto, California, not far from the homes of his children. Cornellians who made pilgrimages to see him in California found him cultivating flower and vegetable gardens. During such a visit, recorded in the *Cornell Countryman* (April, 1928), genial Professor Roberts showed Cornell students his parchment testimonial, autographed by every student and faculty member of the State College of Agriculture in 1923. He liked to contrast these hundreds of names with his memory of the college when there were less than a dozen students and he was the only professor.

He was an eager traveler. He went to France, Holland, Panama, and Canada, and crossed the United States seven times, "for the specific purpose of becoming acquainted with American Agriculture, in order to teach it better to students whose homes were in many places." On many of his journeys, he was accompanied by students for whom he arranged special rates with approachable railroads of that day. Student appreciation of him was expressed by Jared Van Wagenen, Jr., when Dean Roberts died, March 17, 1928. Excerpts are quoted from this tribute in the *American Agriculturist*: "The master . . . talked—not to

—but with us. He discoursed concerning . . . all farm affairs. He spoke too . . . of love and marriage and of children—of religion and politics and community service and high resolves for better living—thus mingling the Science of Agriculture with the Greater Science of Human Relations.”

Director Roberts was blessed with a home life to which he turned from strenuous days. Of his family and profession he writes: “I have been exceptionally fortunate both in my family life with the one woman of my choice and with the three children whom we lovingly reared together and who remained to gladden our declining years. And no less happy in the profession which chose me so early in life and which has always seemed to me the finest in the world and the only one for which I was by nature fitted.”

Professor Roberts, whose portrait, at Cornell, greets all who enter the foyer of Roberts Hall, named in his honor, was a pioneer in the first organized agricultural Extension Service in New York—Farmers’ Institutes. Despite discouragements he persisted until he won the cooperation of New York’s farmers. During thirty years at the helm of Cornell University’s College of Agriculture, Isaac Phillips Roberts’ chief goal was what will always be the goal of agricultural extension teachers—to help bridge the gap between practice and science.

Farmers' Institutes — Pioneer Extension Organizations

I know of no pursuit in which more real and important services can be rendered to any country than by improving its agriculture.

—GEORGE WASHINGTON

TWENTY-NINE years before Andrew D. White characterized the New York State College of Agriculture as "the greatest in the world," it was called the Cornell University College of Agriculture, and its first Director, Isaac P. Roberts, was planning the earliest kind of organization used in extension work. Professor Roberts invited fewer than one hundred farmers to come to Cornell to attend the first Farmers' Institute, February 17, 18, 19, 1886. This was not an exclusive event. All farmers whose addresses were known at the College received invitations. These were written in script by Professor Roberts' neighbor, Mrs. John Henry Comstock—an onerous labor of love, despite the short mailing list of 1886 which contrasts vividly with the University's vast and specialized mailing lists of today. And in contrast with 14,000 people who came to the University for Farm and Home Week in 1939, only 85 made this first farmers' pilgrimage in 1886. They came in response to the effort of the University's teachers to share their knowledge of agricultural science with farmers, and to learn how farmers' interests might be served by New York State's land grant college.

Basic in the philosophy of the Extension Service is the belief that ways and means must be sought whereby the impact of science and practice will be of mutual benefit. A tactful statement of this educational purpose appears on the printed program of this first Farmers' Institute as recorded in the *Report of the Bureau of Farmers' Institutes*, transmitted to the state Legislature on January 15, 1910. It reads, "The purpose of the Farmers' Institute is to ask kindly criticism from

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the farmers and to connect them more closely with the University"; and the hope was expressed that "an annual meeting might be held, also six or seven Institutes throughout the State."

Speakers at the first Farmers' Institute included young Cornell professors who were destined to become famous scholars and educators—Isaac P. Roberts, John Henry Comstock, George Chapman Caldwell, John L. Stone, and James Law. Dr. Law had been enlisted by the University's first President, Andrew D. White, when he went to Europe in search of teachers, laboratory equipment, and books in preparation for Cornell's opening on October 7, 1868. When he waved farewell to Dr. White, as his ship left New York harbor, Mr. Cornell's parting admonition was: "Don't forget the horse doctor!" In London, President White found Dr. Law of the British Royal Veterinary College. He was so scholarly a "horse doctor" that the department of veterinary science at the University later became the New York State Veterinary College (see Chapter XL).

The outlook for agriculture in New York State was dark when Cornell initiated the University's first formalized Extension Service by calling a Farmers' Institute. There was little to justify anticipation of the present interest of farmers, homemakers, and students in their State Colleges. Professor Roberts said to Assemblyman Daniel P. Witter, when he was in search of Farmers' Institute history:

When I came to Cornell in February, 1874, I soon discovered that the farmers of the State had no vital interest in their College of Agriculture. In the early, gloomy days at Cornell I naturally went back in spirit and thought to the sunny prairies of Iowa for light and help. I had been actively connected with the first Farmers' Institute in the United States. . . . All this being fresh in my mind when I came to Cornell, I naturally thought a Farmers' Institute might call the attention of the New York Farmers to the college, especially if it were held at Cornell. After much correspondence with a number of such leading farmers as I had then discovered, an institute program was printed and sent forth to what would now be considered a limited number of public-spirited, progressive farmers of the State, but who were then unknown to me.

In 1885, most of the farmers were indifferent to their State College, agriculture was depressed, soil was depleted, farm production was being reduced, and prices had fallen below fair margins of profit. Farm

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boys and girls were migrating to cities in search of employment which would bring larger financial returns. Conditions confronting New York's agriculture were described in an address by Josiah K. Brown, State Dairy Commissioner. Speaking for the State Dairymen's Association, December, 1888, he declared:

I have neighbors whom I see nearly every day that I know are wearing themselves out in a fruitless attempt to stand up against the mortgage on the farm. . . . I was never so sadly impressed as I have been since these facts came to my knowledge, to know that this grandest and greatest agricultural industry was in such a condition as this. That men who work from four o'clock in the morning until nine o'clock at night on their farms, find it impossible to make money enough to pay the legitimate and ordinary expenses of the family. . . . I believe this condition of things can be remedied; that this cloud can be lifted from the dairymen of this State, and that relief can come to this great industry and to the people engaged in it.

Possible application of science to agriculture was the hopeful note struck in the 1887 report of the State Agricultural Society: "That farming in this state is greatly depressed no one can doubt, but that certain wide-awake, progressive farmers are making money, notwithstanding this depression, proves that it can be done. Therefore, to spread a knowledge of progressive, scientific agriculture among the farmers is a work than which no other can be more worthily prosecuted by the executive committee."

Time was ripe for extension teaching to give to farmers the results of scientific research and to help translate them into agricultural practices. Professor Roberts' first Farmers' Institute, therefore, was prophetic not only of future Institute programs but of the close relationships that were to develop between the people and their State Colleges.¹

During the first Farmers' Institute, the visiting farmers were entertained by the University's President, Charles Kendall Adams; addresses

¹ Since programs of Farmers' Institutes in New York State are in the library of the State College of Agriculture, the temptation to reprint some of these interesting documents here has been resisted. They appear in annual reports of the New York State Commissioners of Agriculture, 1886-1918, and of the State College of Agriculture, 1919-1937, the state Legislature having transferred, in 1918, "the management of Farmers' Institutes" from the State Department of Farms and Markets to the Extension Service of the State College of Agriculture.

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were carefully prepared by faculty members; and modest, courteous statements were printed on the program. The Institute was held in the University's most important assembly rooms that were used for concerts and Commencement and for such nonresident lecturers as James Russell Lowell and Louis Agassiz. On the campus, Cornell's Faculty Room and Assembly Room in Morrill Hall were used, and visitors were shown the University's laboratories. Evening sessions were held in Library Hall, now the reading room of the Cornell (Ithaca) Library.

Like New York's larger rural organizations of today, when meeting in solemn conclave, this first Farmers' Institute did not adjourn without passing resolutions! These included recommendations to the United States Department of Agriculture for investigation and control of diseases among domestic animals, and for taxation and government inspection of "imitation butter"; plans for appointment of a committee of seven "representative farmers" to present to the State Legislature requests and suggestions for a State Board of Agriculture; and a vote of thanks "for the zeal in the organization and perfection of the Farmers' Institute at Cornell University."

Initiative in arranging for a continuation and expansion of Farmers' Institutes was taken by the State Agricultural Society, which was organized in 1832 and is the oldest of New York's rural organizations. A committee of this Society submitted plans for three Farmers' Institutes to be held in 1887—at Lockport, January 13 and 14, at Ithaca, February 16 and 18, and at Oswego, March 1 and 2. This committee report was adopted by the State Agricultural Society at its annual meeting, December, 1886, with an appropriation of \$1,050 from the Society's funds. This money was placed in charge of a Farmers' Institute committee consisting of L. T. Harrison, Major Henry E. Alvord, and J. S. Woodward, with the President of the Society, James McCann, as chairman.

At the close of the Oswego Institute, this committee reported a balance of sufficient funds to hold two more Institutes; one was held at Batavia, March 15, 16, another at Schenectady, March 25, 26. "Noted agriculturalists" were engaged for this series of Institutes, including scientists from Cornell University, the Experiment Station at Geneva, Union College, and Michigan's State Agricultural College. In addition

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to Cornell faculty members, speakers included J. K. Brown, State Dairy Commissioner, Edwin Willets, president of Michigan State Agricultural College, Senator H. R. Low, New York's Lieutenant Governor E. F. Jones, Dr. J. A. Lintner, State Entomologist, and thirteen others.

The importance of these Farmers' Institutes was recognized by the state Legislature of 1887, but not without opposition to what was referred to disdainfully as "class legislation for farmers." After acrimonious debate, the Legislature appropriated \$6,000 and designated the State Agricultural Society to manage expenditure of this first public appropriation for extension work in New York State.

One of the leading advocates for an extension of Farmers' Institutes was J. S. Woodward of *The Rural New Yorker* magazine, who was secretary of the State Agricultural Society. He led the struggle to overcome opposition in the Legislature and was appointed director of Farmers' Institutes in the fall of 1887. After suffering paralysis in December, 1888, Woodward was succeeded by W. Judson Smith, whose assistant was Colonel F. D. Curtis of Saratoga County.

In 1889, J. F. Converse of Woodville was appointed director of Farmers' Institutes. He was assisted by an able newspaper reporter, Charles Jennings of Belleville, whose services helped to interest editors in the Institutes. The 1889 report of the "Bureau of Farmers' Institutes" records appreciation of the work of Charles Jennings: "His services were a prominent factor in helping to overcome opposition to the Institute, which in the early days was, in many places, very strong. For several years it was often difficult to find a paper in the vicinity where the Institute was being held that would publish an account of it, and if the editor accepted the manuscript furnished, it was often rendered worthless by the matter omitted."

Participation by farmers, as arranged for at the first Farmers' Institute at Cornell, has been typical of all of New York's agricultural extension work and of the home economics extension work, which started in 1900. The University's extension teaching has been more progressive and realistic because that policy, as defined in 1886, has been followed consistently. As teachers in the Institutes, successful farmers, called "extension lecturers" or "Farmers' Institute workers," were recruited on a part-time, per diem basis, to supplement the

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teaching of scientists from Cornell and from the Experiment Station at Geneva.

For ten years, extension lecturers were all men. "Women's Institutes" were held at times, and a progressive definition of policy for Farmers' Institutes declared: "It seemed of nearly equal importance that the men as well as the women should hear lectures pertaining to the farm home." It was, however, the men who requested the first woman speaker at Farmers' Institutes—Mrs. Anna Botsford Comstock, whose topic was "The Happier Side of Farm Life." Mrs. Comstock, first woman professor to be appointed on Cornell University's faculty, helped with Farmers' Institutes and taught nature study "as a direct aid to agriculture" (see Chapter V).

In 1900 Professor Liberty Hyde Bailey, later Dean of the State College of Agriculture, brought Martha Van Rensselaer to Cornell, on nomination by Mrs. Comstock, to start extension work with farm women. Response of farm women to Miss Van Rensselaer's work was so eager that in 1907 Flora Rose was appointed to assist Miss Van Rensselaer (see Chapter X). In addition to their work in correspondence and reading courses, in bulletin writing, and in organizing and directing Cornell Study Clubs, Miss Van Rensselaer and Miss Rose took part in Farmers' Institutes. Because of increasing demands for Women's Institutes, other women were engaged as part-time Institute workers. In 1907 this staff included Helen Wells, Mattie J. Dann, Cora Graham, Gertrude Gray, and Harriet May Mills, a leading suffragette of Syracuse, for whom the women's building at the State Fair is named.

Among Institute lecturers who spent many years in the Extension Service were Mrs. Ida Harrington, later State Leader of Home Demonstration Agents in Rhode Island; Mrs. George Monroe of Tompkins County; and Miss Jennie Jones of Oncida County. Of Mrs. Harrington, Mr. Jared Van Wagenen, Jr., a Farmers' Institute lecturer for 46 years, said: "She was always a good sport. . . . She accepted such hardships as long, cold drives behind slow teams and frigid bedrooms in country hotels, with cheerful optimism as being just a part of the day's work while her bubbling comments on folks and things made her a merry comrade."

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Demands for Mrs. Monroe as a speaker persisted for three decades. She revised her talks carefully and prided herself on speaking without notes. She was the mother of two Cornellians, George and Mary. Her husband, a progressive farmer in Tompkins County, was a member of the state Legislature. The Monroes were loyal friends of Cornell. When Mrs. Monroe died in 1946, she was called by Jared Van Wagenen, "The Mother Superior of all of the women who had a part in Farmers' Institutes."

For 25 years, Miss Jennie Jones adapted her popular talks to changing organizations for extension work—Farmers' Institutes, Farm and Home Institutes, Cornell Study Clubs, extension schools, farm and home bureaus and 4-H clubs. Her work illustrates the nature of the contributions by many laymen who were associated with Farmers' Institutes. Their teachings, based on experience in farming and homemaking, were authentic, though sugar-coated with inspirational thought. It is possible to recapture something of the nature of their work by study of Miss Jones's notebook, which she bequeathed to Mary Bowen, Health Supervisor for Syracuse schools and formerly Cayuga County Home Demonstration Agent. "Miss Jennie's" talks were brightened by her home-grown philosophy, flair for publicity, humor, apt quotations and stories, and convictions regarding civic responsibility. Her notebook contains classified quotations—from Aristotle to Carl Sandburg—observations, stories, formulas for dairy and poultry feeds, household budgets and recipes. Miss Jones was a welcome visitor in every home. Like Daniel Witter of Tioga County, Herbert King of Tompkins County, Jared Van Wagenen, Jr., of Schoharie County, and other successful Institute lecturers, she grasped the importance of close relationships between the people and their State Colleges. Van Wagenen and King are Cornell graduates and successful farmers, King on a fine fruit farm in Tompkins County, and Van Wagenen on a progressive dairy farm in Schoharie County where three generations of "Jared's" live (see figure 8). In the language of the people, the best Farmers' Institute lecturers taught a philosophy of life, along with their practical advice on farming and home life. "Miss Jennie's" notebook shows attitudes: "You can imprison a man but not an idea." "We need people who are self-starters." "We don't count until we assume responsibility." "Every forward step in civilization has met

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opposition." "Enthusiasm kindles enthusiasm." "There is a social task for every individual in the country."

Laymen on Farmers' Institute staffs did not teach much scientific agriculture or home economics. However, as Institute lecturers, they taught farm and home practices, stimulated interest of the people in their land grant institution, blazed trails for professional College teachers, and helped to persuade rural people of their needs to organize and to seek the scientific instruction offered by Cornell University.

Farmers' Institutes were rechristened Farm and Home Institutes in 1920. They were effective but infrequent as lines of communication between New York's farm people and their State Department of Agriculture and their College of Agriculture at Cornell. Management of Farmers' Institutes was transferred from Albany to the University in 1918, to be guided by Professor Montgomery Robinson. Associated with him, as adviser, was Daniel P. Witter, who was a successful farmer of Tioga County and an influential member of the state Legislature. Mr. Witter served as one of four "Conductors" who supervised Institutes in adjacent counties. In 1909, his district was southwestern New York. Other conductors were Jared Van Wageningen, Jr., for northern New York, Fred E. Gott for northwestern New York, and Thomas B. Wilson for the Hudson Valley and Long Island. Their alternates were Charles H. Tuck, a popular member of Cornell's faculty in the College of Agriculture and in charge of extension work, 1914-1916; F. R. Stevens of Skaneateles; John G. Curtis of South Greece; Edward Van Alstyne, known as the "Sage of Kinderhook," Columbia County; and Ellis M. Santee of Cortland.

In the fall of 1908 two new methods were used: "days assigned to each county were proportioned to the agricultural interests of the county," as determined by the number of farms and their products; and annual "county conferences" were started. Similar county consultative groups have survived among extension methods unto this day, to provide for home rule and advice from local people. In 1908 the county conferences for Farmers' Institutes included the chief officer of each county agricultural organization and representatives of the State Department of Agriculture and the State College of Agriculture. At these conferences plans were made for programs, places, and the duration of the Institutes.

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State support of Farmers' Institutes was consistent. Annual appropriations increased from \$6,000 in 1887 to \$10,000, 1888-1891; \$15,000, 1892-1897; \$20,000, 1898-1906; \$25,000, 1907-1908, culminating in \$31,000 for 1909. This fund decreased gradually, after 1909, until it was eliminated from state budgets in 1937.

Attendance increased steadily until 1910. Whereas only 85 farmers came to the first Institute, 149,450 farm men and women attended Farmers' Institutes in 1909. If to this number is added attendance at supplementary meetings held by Institute lecturers for 22,697 school children and for 23,750 persons who attended other meetings (which included "Normal Institutes" for training participants and specialized Institutes such as one for beekeepers), total attendance from December, 1908, to March, 1909, was 195,897.

Studies of Institute programs reveal that Farmers' Institutes were held during the winter of 1908-1909 in fifty-four counties—all of New York's counties except the five in New York City and the mountainous counties of Hamilton and Warren. Programs also record music by local talent and the holding of morning, afternoon, and evening sessions. Long days were characteristic of the times, not only for farm and professional people but for store and factory employees.

Mr. Witter, Mr. Van Wagenen, and other conductors showed no hesitation in mobilizing the Cornell professors they wanted for Institute programs. Among fifty-one speakers, eighteen professors from the University's Agricultural, Veterinary, and Home Economics faculties taught at the Farmers' Institutes of 1908-1909. They included Martha Van Rensselaer, Flora Rose, George F. Warren, John Craig, G. W. Cavanaugh, E. O. Fippen, James Law, Veranus A. Moore, E. S. Savage, Charles H. Tuck, H. H. Whetzel, Walter L. Williams, H. H. Wing, and Charles S. Wilson, who later became State Commissioner of Agriculture. The good judgment of those in charge of Farmers' Institute programs is strikingly shown by this list. An interesting echo of the destiny of Institute speakers of 1886 is found in the list of Cornell professors on the Institute programs of 1909-1910. Cornell campus buildings were named in honor of five who were Farmers' Institute speakers in 1886; five more of the University's halls were named, between 1908 and 1947, in honor of the Institute speakers of 1909-1910—Professors Van Rensselaer, Warren, Moore, Wing,

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and Savage. And Rice Hall at Cornell is named in honor of Professor James E. Rice, a Cornell graduate who participated enthusiastically in Farmers' Institutes. He spoke on varied subjects, although his specialty led to his position as head of the Department of Poultry Husbandry in the College of Agriculture.

Beginnings of the specialization which characterizes extension schools (see Chapter VII) appeared in 1896 in some of the Farmers' Institute programs. In addition to generalized "Regular Institutes," and "Normal Institutes" to train Institute workers by study at Cornell and at the Experiment Station in Geneva, there were "Bee-Keepers' Institutes," "Poultry Institutes," and "Cooperative Institutes." These were arranged with the help of the New York State Dairymen's Association, the New York State Fruit Growers' Association, and the Otsego County Poultry Association. They were held during Farmers' Weeks at Cornell and at St. Lawrence University.

The tendency toward specialization led to the gradual substitution of scientifically trained for inspirational speakers at Farmers' Institutes. This trend was more clearly forecast in 1909, when Farmers' Institute work included 4-day Institute Schools; these were held at Alfred, Delhi, and Spencerport, "to present advanced teaching at widely separated sections of the State."

Organized self-help and the co-operation of local people characterize the State Extension Service of 1948. This policy was clearly defined in Farmers' Institutes for 51 years. Sound practices and procedures were explained in the following quotations used annually on Institute programs: "The locality where an Institute is held will be expected to furnish a hall, well warmed and lighted, without cost to the State, and without a collection being taken at any Institute Session. Admission Free." "Everyone interested in Agriculture is invited to attend and take part in the discussions." "Bring notebook and pencil and use them." "Bring the whole family. Women are particularly requested to be present." Report blanks are not new either in New York's extension work; three blanks were printed for Institutes: Conference Report, Conductor's Report, and Local Correspondent's Report. Slips were distributed, at each session of the Farmers' Institutes, to secure "names and addresses of farmers who have attended Institutes, and subjects in which they are most interested."

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Local participation in program planning was another fundamentally sound educational method used for Farmers' Institutes. Report blanks included the following statements: "Please suggest places where you desire Institutes next year, together with the number of days for each and the name of the principal subjects needed on the program. Name them in the order of importance." "Are there one or two persons in your county who have made a marked success in some line of agricultural work, and who are able to lecture upon it? And are able to answer questions about it?" "If sessions devoted to special topics are desired, please state the fact." "Give the name of any agricultural organization in your district which is not represented at your conference." "What are the best hotels?" "If places recommended for Institutes are not on a railroad, state how they can best be reached." "Was interest good? Was the meeting satisfactory? What subjects are the people most interested in?" These queries have a thoroughly modern ring, although they are quoted from Institute programs of 1900. They typify principles of student-teacher relationships which are essential in all forms of adult education.

Inspirational quotations were used on Institute programs, a perennial favorite being George Washington's statement, placed at the beginning of this chapter. After the name Farm and Home Institute was adopted in 1920, Mr. Witter said to the writer of this book: "Please write something special as a tribute to signalize the first use of the word home in the Institute's terminology." With his characteristic courtly dignity and courtesy, he added: "Make it warm, sentimental, romantic, and as idealistic as you can." For several years, on thousands of Institute programs, he used the definition of home that the writer gave him (quoted on p. 554).

References to Farm and Home Institutes appear in early reports of the state's Experiment Stations and, until 1937, in Annual Reports of the State College of Agriculture and of the State College of Home Economics, 1925-1933. Scientists from these institutions discovered that at Institutes they not only taught farmers and homemakers but learned from them. Many resident professors at Cornell like to do extension teaching when their duties allow, because they find that they return to their work at the University refreshed by acquaintances with rural and urban people and by contacts with realities of farm and

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home life. Because of the reciprocity of such work, resident and research professors have always been authorized to do extension teaching when possible. Regulations regarding the use of federal extension funds prevent professors in the Extension Service in agriculture and home economics from accepting any but occasional invitations to speak to college classes, sometimes for the subtle purpose of recruiting extension workers among Cornell students. It is safe to prophesy that exchange professorships between resident, extension, and research professors would strengthen all three of these divisions of the State Colleges of Agriculture and Home Economics. A somewhat similar policy is in successful operation in Cornell's State Veterinary College and State School of Industrial and Labor Relations. In these divisions of the University, any professor may do research, or resident or extension teaching.

Of Mr. Witter, Dean A. R. Mann wrote, in the 1930 Annual Report of the State College of Agriculture: "Much of the success and the continued popularity of the Institutes, and of their progressive adaptation to rapid development in extension teaching methods, has been due to the wisdom and clarity of vision of the late Daniel P. Witter . . . who devoted many years of his life to the service of New York Agriculture."

Mr. Witter's enthusiasm was irresistible. Of him, Professor Montgomery Robinson, Administrative Specialist, who was in charge of Farmers' and Farm and Home Institutes, 1918-1937, says: "He was brought to the College not only because of his experience, but because we loved him." Mr. Witter was spared what he would have considered a tragedy, for he died in 1930, before depression led to a temporary halt in the increases in public appropriations for the Extension Service. After consultation in 1936 with representatives of the people, the University's administrative officials, who were requested to redistribute items in the State College budgets, decided that the appropriation for Farm and Home Institutes could be omitted. Less of this kind of itinerant teaching was in demand because of the widespread development of extension teaching by college specialists in administration or subject matter and by the resourceful county agricultural, 4-H club, and home demonstration agents.

Appraisals of the significance of Farmers' Institutes and Farm and

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Home Institutes are summarized in the 1927 Annual Report of the State College of Agriculture:

From the first this type of educational work proved its worth. For several years it was practically the only means for disseminating to farmers, home-makers, and others, the scientific knowledge gained by the College of Agriculture and the State Experiment Station. . . . In connection with the teaching given in farmers' institutes, a system of field demonstrations and farm-to-farm teaching was inaugurated in 1909 which prepared the way for the establishment of the first farm bureau in 1911. Then followed the home-bureau and the junior-project work. Thus the farmers' institutes have been the forerunner of these various agencies and other lines of extension work.

It seems important to recapture, for this book, something of the spirit of these pioneer extension workers, the Institute lecturers, as delineated by one of them who served as an eloquent Institute speaker for almost a half-century—Jared Van Wagenen, Jr., a Cornell graduate of 1891. Mr. Van Wagenen had the longest tenure among Farmers' Institute speakers—1891–1937. Demands for his public speaking and writing have continued. His biographies of "Century Farmers" have been featured at annual meetings of the New York State Agricultural Society. Near Lawyersville, New York, on his own Century Farm, Mr. Van Wagenen wrote, in 1946, a reminiscent manuscript, "The New York State Farmers' Institute As I Knew It." From that part of it which he regards as his "valedictory for the Old Guard" extracts are quoted:

There is left for me only the difficult task of setting down my considered appraisal of this pioneer educational work as I knew it. Please remember that after thirty years there remain only pleasant—perhaps fond—memories and so it may well be that I am more than kind in what I say. . . . Yes, the best I can say is that we were voices crying in the wilderness and trying to prepare the way. I am afraid—I am afraid—that too often when we should have been trying to inculcate the hard facts of agricultural science we were really holding just agricultural revival meetings and getting folks all pepped up to no purpose. My own efforts that I remember best were such nebulous topics as "The Good Farmer," "Education for the Farmer," and "The Yardstick of Agricultural Civilization." I can imagine a "Subject-matter Specialist" jeering that such hot air fills no milk cans, and doubtless he is correct.

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Our teaching was probably to be condemned in almost every respect—primarily because it was so long on inspiration and so short on information. Nonetheless, we reached—or at least spoke to—a multitude of people. We made of our meetings a sort of rural festival. I am glad to believe that there were many rural communities where the coming of the Farmers' Institute was recognized as one of the high points of the year. . . . It is a satisfaction to record that the Farmers' Institute did not fold up and fade out by slow degrees. I suppose there was never a period when the Institutes were more thoroughly established in the regard of farmers than at the last year of their existence.

When the New York State College of Agriculture took over the work, it was purged of foolishness and froth, and strict professional and pedagogical standards were established. Gradually certain distinctive features of the Institutes faded out and made way for streamlined efficiency. Gone are the "Address of Welcome" by the "Local Correspondent," and the "Response" by the "Conductor." Gone too is the "Prayer by the Reverend So-and-So, Pastor of the Community Church." Gone the "Closing Remarks" by the "Conductor." Gone also the violin solo and the male quartet and the young lady who recited "Curfew Shall Not Ring Tonight." It may be that the old Institute did not generate much light, but it surely did develop a great deal of genial warmth.

And this is my final fling. If by some miracle Edward Van Alstyne could come back again to some large audience and repeat his "Evening Lecture" on "The Making of a Man" or [if] Joe Wing could give his "Wheel Tracks in the Desert"—the story of his experience on the far frontier in the days when there was still a genuine cowboy West—I know there would be a prolonged applause at the end, and that men and women would have something to talk about as they went home.

And also I know this: that the old-type Farmers' Institute never could have survived the coming of the automobile and the radio and the flickering shadows on the movie screen. It passed just in time to escape a painful and lingering death. It has gone on into the limbo of forgotten things, and we who were a part of it in its halcyon days give it "Hail" and affectionate "Farewell."

An appreciation of Mr. Van Wagenen was written by another leading Cornellian, Halsey B. Knapp, who was appointed in 1913 as the first Assistant Professor of Pomology in the State Extension Service. Despite his success he resigned in 1916 to direct the State School of Agriculture at Cobleskill. After seven years there, he became director

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of a similar school in Farmingdale, N.Y., rechristened as the State Institute of Agriculture on Long Island. Director Knapp writes:

If the reader will obtain a sheet of a certain stationery and look in the upper left-hand corner, he will find "Jared Van Wagenen, Jr., Jared Van Wagenen III, Jared Van Wagenen IV, Hillside Farm. Established 1800." The upper right-hand corner concedes that Lawyersville, Schoharie County, New York, where the farm is located, is a small town remote from the thoroughways of life, for the Express, Freight, and Telegraph Office is listed as Cobleskill.

There is such a thing as an agricultural dynasty in this country and here is the evidence of it. Jared Van Wagenen IV is an alert, bright-eyed boy not yet trusted by a sister slightly older to handle the tractor in loading hay, but already it is assumed that in good time he will command and nurture the acres of Hillside Farm and after him his son and his son—none other than a Van Wagenen and no Van Wagenen but a Jared.

Jared, Jr. has a love of farm life, of the land, of the arts of husbandry, and a philosophy of country living which is truly spiritual and prophetic. There is an agricultural culture in this country, and he is one of the great interpreters, exponents, and exemplars of it. Bred on the rolling limestone acres of Hillside Farm, knowing intimately the life of farm folk from milking time to milking time, gifted in the use of the spoken and written word to a degree vouchsafed to few, he has been accorded a hearing for agriculture in places and stations not ordinarily open to a man who milks cows night and morning. It all began with his work in the Farmers' Institutes. These were his first love, and always his first choice has been to talk to farm people in the hamlets and at the crossroads. I pay such tribute as I am able to this statesman, seer, and patriarch.

It is an incident that he was born in 1871—that he was a member of the State Legislature in 1919-20. He would not regard it as incident that the first Jared was his sire, that he was a student of I. P. Roberts at Cornell, doing for those early years the unusual thing of obtaining his Master's degree in Agriculture—there could not have been many before him—that he married Magdalena Lamont in 1896—that together they reared three fine daughters and a son—that he has served faithfully as Elder and School Superintendent of the Reformed Church across the way through the years—that Hillside Farm is today more fertile and productive than he found it.

The "Comstocks of Cornell," Pioneers in Extension Teaching¹

Anybody can be a professor, if he studies hard enough along one line; but it takes a man of wide knowledge of all sciences to be a farmer.

—JOHN HENRY COMSTOCK

PIONEERING in extension teaching was done by Cornell faculty members for a decade before the first Farmers' Institute was held in 1886. John Henry Comstock, Professor of Entomology and Invertebrate Zoology, was the first of Cornell's resident professors to venture into the untried field of extension teaching, when he addressed farmers at a meeting of the Western New York State Horticultural Society in 1876. He spoke on insects injurious to fruits, whereupon he was promptly elected the "Society's Entomologist," without salary. He and other Cornell professors felt the need for field and barn tests of findings from their laboratory experiments. This need increased when their devotion to research, after fulfilling their obligations to do resident teaching, was rewarded in 1879 when the Cornell University Agricultural Experiment Station was established, eight years before the Hatch Act of 1887 subsidized experiment stations throughout the United States. While studies progressed on slender financial resources of the Cornell-financed station, and before the first public funds were appropriated for extension teaching, it was realized by Comstock and by some of his faculty colleagues that agricultural research must be done on farms as well as in laboratories. They also realized that the varied crops, soil, and climate of New York make it impossible to pro-

¹ Parts of this chapter were published in the *Cornell Alumni News*, July 15, 1945. The title of this chapter and many of the facts in it were discovered in an unpublished manuscript by Mrs. Comstock; the book was to have been a biography of Mr. Comstock and an autobiography of Mrs. Comstock.

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vide tests afield for scientific discoveries, even by intensive farming on part of the 200 acres which Ezra Cornell had given to the University, an area not supplemented by land purchases until much later.

Therefore, in margins of time, certain Cornell professors left academic security to study realities of farming and to seek the co-operation of farmers in applying laboratory results to agricultural practice. For the first nineteen years, there were no funds for extension work in Cornell's budget. Agricultural extension followed resident teaching and research, whereas in home economics extension work preceded resident teaching and research. Nevertheless, a spirit of adventure and a burning desire to render public service led several brave professors to leave the scholastic peace of campus classrooms and sheltered laboratories, to try to help improve New York's agriculture. This work required not only a spirit of adventure but a willingness to accept discomforts, in horse-and-buggy days, when infrequent railway trains sometimes ran as fast as 30 miles an hour, and farmers could not be reached by radio, rural organizations, mail delivery, or telephone.

There are no comprehensive records of this pioneering, in such meager archives as have survived for more than a half century. Enough scattered references to this occasional extension work have been found to prove that the following Cornell professors participated: Isaac Phillips Roberts, agriculturalist and Director of the College of Agriculture and Agricultural Experiment Station; George C. Caldwell, agricultural chemist; A. N. Prentiss, botanist; John Henry Comstock, entomologist; John L. Stone, agronomist; James Law, veterinarian; and W. R. Lazenby and Liberty Hyde Bailey, horticulturists.² These men spent money from their salaries (which averaged \$1,000 a year), and many of their evenings and week ends, in planting seeds of co-operation between the University and the people of the state. These seeds now blossom and bear fruit in highly organized, mutually helpful relationships that connect Cornell not only with farms but with industry and with rural and urban homes throughout New York, and with girls, boys, women, industrial laborers and managers, as well as with farmers.

² Six of these young teachers later attained such distinction that buildings on the Cornell campus bear their names—Roberts, Caldwell, Comstock, Stone, James Law, and Bailey Halls.

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Of the earliest pioneering extension work, when the College of Agriculture had only seven professors, Liberty Hyde Bailey wrote, in 1925: "But there were more than seven; for although not then officially connected, Anna Botsford Comstock was a pervading spirit and she has blessed every good work until the present hour."

The first annual report of Cornell's agricultural work, printed in 1897, includes an estimate of the relative merits of various phases of the University's extension teaching. Nature study, Mrs. Comstock's specialty, is ranked as of first importance. Remarkable foresight is revealed in this report's prophetic estimate because it looked forward many years to the time when out-of-door interests, stimulated in children who were taught nature study, might lead them to decide to become farmers, and to appreciate advantages of country life. Decision to pursue the long-range policy of teaching teachers to teach nature study to children, in public and private schools, is even more impressive in view of the agricultural depression of this period and of pressures upon the University to do something immediately about bugs, diseases, markets, and prices which were leading to shifts in the population from rural to urban areas because farmers were discouraged or dismayed. Mrs. Comstock started the now popular method of training local leaders to multiply her teaching, realizing that Cornell could not support enough teachers to meet demands for nature-study lessons.

Since Cornell's earliest extension work was done by John Henry Comstock, and since his wife, Anna Botsford Comstock, was the first woman appointed by the University to do extension work, their biographies are presented in the conviction that their stories will be studied earnestly by all who aspire to be successful extension workers. Not only were the Comstocks pioneers among Cornell's extension teachers, but their superior work has never been excelled in its creative and practical qualities; and their unselfish attitudes and cordial relationships with the people of the state are typical of extension service at its best. The University's prestige was heightened wherever Cornell was represented by the Comstocks.

The renowned Professors Comstock of Cornell might never have met if Mr. Comstock had not been warned against "Godless Cornell,

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where the first year closed with dancing, and Classics were reduced to rank with Science." This denunciation led John Henry Comstock to enter Cornell in the University's second year. Here he guided development of invertebrate zoology, from 1873-1879 and from 1881-1914, and became the world's leading entomologist. He might never have met Anna Botsford if she had heeded the counsel of her teacher at Chamberlain Institute: "You won't have as gay a time as you've had at Chamberlain, for boys at Cornell won't pay any attention to college girls." Anna thought seriously about this, but said: "Cornell must be a good place to get an education; it has all the advantages of a university and a convent, combined." Anna Botsford entered Cornell in 1875, to find the University no convent!

In an address "In Appreciation of Anna Botsford Comstock" when she was guest of honor at the 1929 banquet of the New York State Federation of Home Bureaus, in Willard Straight Hall, Albert W. Smith described her rare beauty and said: "She came to Cornell to prepare for teaching, but when she made this plan she had not foreseen her meeting with Professor Comstock. . . . They were married on Cornell's tenth anniversary."

The lives and growing fame of the Comstocks of Cornell were so interwoven that it seemed appropriate when the late Professor Olaf Brauner painted them together for their portrait, now in the University Library. Both were dedicated to the advancement of science and to the honor of Cornell.

One of the first members of the faculty to translate Cornell's obligation to the people into action was John Henry Comstock. This young Cornellian was convinced that scientific knowledge should be carried to the public, whenever discoveries are made through research. He advocated economic entomology, declaring: "I hope entomologists will learn that it is as important to know what insects do as to know their names."

Professor Comstock was a master of clear, concise exposition. His ability in teaching and in research led to his Cornell appointments as instructor 1873-1876, Assistant Professor 1876-1878, Professor and head of the Department of Entomology and Invertebrate Zoology 1882-1914, and Professor Emeritus 1914-1931. Continuity of his

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service at Cornell was interrupted in 1879-1881, when he was entomologist in the U.S. Department of Agriculture.

From early boyhood, he earned his educational opportunities and much of his living. His father had died in the California gold rush and his mother worked as a nurse in distant cities, while her child, whose letters reveal his pathetic longing for her, worked in various families. Finally, he found work and a foster home in Oswego County, New York, with Captain Lewis Turner, master of sailing ships on the Great Lakes. When old enough to work on these ships, John Henry spent shore leaves in book stores. In Buffalo, he discovered the book which determined his life work—*Insects Injurious to Vegetation*, by Thaddeus W. Harris of Harvard. Comstock found this book at night and hurried to the store next morning, fearing it might have been sold while he had hesitated to pay \$10 for it, because he was saving his wages for more schooling.

When Comstock was a Cornell Junior, he knew so much about insects that his fellow students petitioned the faculty to authorize him to teach entomology. These petitioners belonged to the "Struggle for Existence Club," which had headquarters in a small building in the yard of President Andrew D. White's campus house, now the home of President and Mrs. Day. At "The Strug," food was inexpensive, but table talk was never cheap. Cornell's faculty granted this student petition, enabling Comstock to earn his education by using his fine mind. This was in dramatic contrast with his first work at Cornell, when he unloaded stones for the building of McGraw Hall where he was destined to develop the first entomology department in the United States.

Comstock was an educational pioneer in methods of research and of resident and extension teaching. His studies of wing venation revealed natural relationships as a basis for classification of insects in a system now accepted universally. His manual skill enabled him to design equipment which became standard for museum collections of insects. Because his plans for research with living insects were ready, Cornell was able to act promptly in building the first Insectary in the world—while others were wondering what to do when federal funds from the Hatch Act of 1887, which provided for state experiment stations,

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become available. Certain Cornell professors requested that insects be confined to this Insectary, despite Comstock's assurance that "insects would prefer death to biting a professor." But Andrew D. White and Goldwin Smith donned bee bonnets, in search of learning unlike their specialties.

Need for entomological books led J. H. Comstock to write *An Introduction to Entomology* and *A Manual for the Study of Insects*. Desire to make illustrated scientific books available at reasonable prices led to the organization of the Comstock Publishing Company whose motto was "Through books to nature." Housed first in the Comstock home, the company built, for offices, the chalet on Roberts Place, now headquarters also for the Cornell University Press; this building was given to the University in 1931, with the business, by the Comstocks, Professor Simon H. Gage, and Professor Glenn W. Herrick. The University Publisher, Victor Reynolds, reports continuing sales of J. H. Comstock's *Introduction*, now in its ninth edition (revised, 1940). His *Manual*, which was adopted by thirty colleges within thirty days of its first publication, was in its twenty-second edition when it recently went out of print.

In order to write these and other books, including *The Wings of Insects* and *The Spider Book*, Professor Comstock adopted heroic measures, writing at sunrise before his classes arrived, and stealing away from the social life he enjoyed, while Mrs. Comstock explained his absence; for students, faculty members, and visitors frequented their hospitable homes, at "Fall Creek Cottage" where Baker Laboratory of Chemistry stands, and at "The Ledge," now Professor Lane Cooper's home. For their writing, the Comstocks had other retreats, in McGraw, in the Insectary, and at "The Hermitage," their cottage on Cayuga's shore. Mrs. Comstock said: "Our writing was the thread upon which our days were strung, despite a thousand interfering activities."

"Professor J. H." was friendly and loyal; his face was pale, refined, and sensitive; he loved a good cigar; mentally alert, he was physically active, moving like a flash. While lecturing, he used both of his skillful hands in blackboard drawings of conveniently bilateral insects. His valiant search for truth, in a spirit of high adventure, his teaching and publications brought him recognition, not only in American

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scientific organizations and publications, but in the Société Entomologique de France and in the Entomological Society of London.

When released from executive responsibilities, Comstock continued his research, revised his books, and wrote new ones. Upon his retirement in 1914, he received an appreciation fund from his students and colleagues. Immediately, he gave it to Cornell as the nucleus of other gifts from the Comstocks. These gifts finance the John Henry Comstock Memorial Library and the Comstock Graduate Scholarships.

Anna Botsford Comstock, who was requested, in 1894, to do extension work as a volunteer, defined, organized, and taught in a new field of learning, "nature study," destined to spread from Cornell to schools, colleges, and universities throughout the United States and in other lands. Her educational pioneering in extension teaching began when she made a creative interpretation of the psychological and physical closing of the American frontier, which was accompanied by agricultural depression in New York. Although westward adventures were ending, Mrs. Comstock suggested that discoveries await those who study plants, animals, streams, and stars, without leaving home; that knowledge of nature's ways and forces cultivates imagination, develops love of beauty, and leads to culture through understanding companionship with the universe.

Cornell's nature-study philosophy was initiated by Mrs. Comstock in 1891 as an aid to agriculture. She worked on a "Committee for the Promotion of Agriculture in New York State," organized by the Association for Improving the Condition of the Poor in New York City, where many public dependents had come from farms because of the disheartening struggle for existence in rural New York. This committee decided that "Nature-study is the first step toward contented farming," and that privately financed experiments with nature study would be tried in Westchester County schools, if Mrs. Comstock would direct them.

In 1894, the state appropriated \$8,000 to Cornell, "to encourage nature-study in rural schools." The Cornell faculty was somewhat dismayed by this unanticipated responsibility, most of its members not having thought of school programs since their own school days. The faculty referred the problem to capable Mrs. Comstock, under direc-

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tion of the Dean of the College of Agriculture, Isaac P. Roberts, who assigned its supervision to Professor Liberty Hyde Bailey, in 1895. With encouragement from her scholarly husband, from Dr. Bailey and other members of the faculty, and from her neighbor, Dr. Andrew D. White, Mrs. Comstock ventured into the unknown.

This opportunity to serve the state determined the trend of Mrs. Comstock's professional life and brought to Cornell leadership in the nature-study movement. Enlisting the interest of the State Department of Education, she spoke at teachers' institutes and traveled throughout New York, and in other states, to train teachers to teach nature study and to interpret its relations to a more abundant life and to agriculture. To Mrs. Comstock's extension work, many progressive farmers of today attribute their decisions to farm. Cornell's nature-study philosophy was transplanted to other centers, during Cornell vacations, when Mrs. Comstock taught at Stanford University, at Columbia, and at the University of Virginia.

New York's teachers wished to respond favorably to Mrs. Comstock's persuasive pleas that nature study be added to school programs; they hesitated because they lacked knowledge of nature. Mrs. Comstock admitted that "literature regarding nature was so scattered that large libraries were needed to prepare nature-study courses." By a daring pledge, she reassured the teachers, promising that if they would add nature study to their curricula, she would send them formulated lesson plans. This promise was kept in Cornell's famous Nature Study Leaflets. Mrs. Comstock wrote, illustrated, or edited most of these leaflets until her retirement in 1930, and she induced distinguished members of the faculty to write others.

Demands became so insistent for her Nature Study Leaflets that Mrs. Comstock decided to write the *Handbook of Nature-Study*. When this voluminous manuscript was finished, the question was, could the Comstock Company afford to publish it? The author's husband referred to it playfully, but proudly, as "a desk book with a thousand pictures." After anxious consideration and despite estimates of its almost prohibitive costs, the company decided to risk publishing it, in appreciation of Mrs. Comstock's aid in reducing prices of scientific books. This conclusion was provident, for her *Handbook* became the company's greatest financial asset. Published in 1911, it proved

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to be the best seller among books published by Cornell. With its twenty-fifth edition in press, the Comstock Publishing Company reports that "orders pile up constantly from everywhere." Before 1930, this book of 938 pages had been published in eight languages. More than 140,000 copies have sold in the United States, Canada, Australia, South Africa, Puerto Rico, the Philippine and Hawaiian Islands, India, and South America. Thus Mrs. Comstock's extension service reaches around the world. Teachers call her book their "Nature Bible."

A student of liberal arts, Anna Botsford became interested in science through a Cornell romance, as she and "Harry" Comstock explored Cornell's scientific environment. Their married comradeship led her to study wood engraving in order to illustrate her husband's books, and to specialize in science when, after her marriage, she re-entered the University, to graduate in 1885.

Self-disciplines were involved in Mrs. Comstock's change to science courses, for she loved English and history, saying, "I spent blissful hours in the University Library." In the laboratory, while studying *Corydalis cornutus*, she confided to her diary: "I worked at the beautiful structure of this horrible looking creature's insides, and told Professor Simon H. Gage that this insect was like a stained glass window, since it could only be appreciated when looked at from the inside." She acquired such knowledge of insect anatomy and ecology that her teacher of wood engraving, John F. Davis of Cooper Union, wrote her: "To me your engravings are cause for wonderment. These little insects possess a superlative accuracy such as no mere engraver could give." Mrs. Comstock was the third woman member of the American Society of Wood Engravers. When Professor Comstock finished his monumental *Manual for the Study of Insects*, illustrated by his wife, he said to her, "This is our book."

First woman to join the Cornell University faculty, after four years of assisting as a volunteer, Mrs. Comstock was appointed Assistant Professor on November 8, 1898, as recorded in the 1898 minutes of the Cornell University trustees. Her first professional appointment, in the College of Arts and Sciences, was short-lived, because conservatives in Cornell's administration decided the University's famed liberalism might not survive appointment of women to its faculty, despite recognition of women in Cornell's charter! Less interested in her professional

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prestige than in serving New York's depressed agriculture, through interpretations of the significance of country life, Mrs. Comstock relinquished her assistant professorship to accept the less dangerous title of Lecturer. For seventeen years thereafter, the University faculty, at official meetings, was deprived of the presence but not of the excellent work of this superior human being. Anna Botsford Comstock became one of Cornell's most cultured graduates and one of its most creative and famous authors, artists, speakers, and teachers. She was re-appointed Assistant Professor in 1913, Professor in 1920, and Professor Emeritus in 1922. She was one of the first four women elected to Sigma Xi. After a survey conducted by a national organization, she was declared one of "the twelve greatest American Women."

Mrs. Comstock not only wrote and illustrated manuscripts for publications of the College of Agriculture, but wrote poems and a novel, *Confessions to a Heathen Idol*. She also edited the *Nature Study Review*. Publishers sought her books which, in addition to her novel and her *Handbook of Nature-study*, include *The Pet Book*, *How to Keep Bees*, *Trees at Leisure*, *Ways of the Six Footed*, and, with her husband, *How to Know the Butterflies*.

Because of their strenuous lives, the Comstocks nursed one another through many an illness. Of a physician's prescription that she paint "The Professor's" back with iodine, Mrs. Comstock wrote: "His back was so white and smooth that my artistic instincts were aroused and I painted a lake, with a forest beyond it, reflected in still water. I didn't dare tell the patient until he had recovered what I had done but Dr. Winslow enjoyed telling him of the beautiful outcome of his lumbago."

Mrs. Comstock was delightfully interesting, not only because of her superior teaching, artistry, speaking, and writing, but because of her social grace and radiant personality. With gentle fingers, time silvered the dark wavy hair that framed her lovely face but did not age her shining eyes which sparkled with humor and interest or softened with sympathy. There was an elusive, spiritual light about her presence.

This spiritual beauty is revealed in her portrait at William Smith and Hobart Colleges of which she was a trustee. Her statuesque figure and her characteristic kindly dignity are indicated in a splendid, stained-glass window in Ithaca's Unitarian church. This is the gift of

THE "COMSTOCKS OF CORNELL"

George Russell, an Ithaca lawyer, and a Cornellian. He lived with the Comstocks and was referred to by Mrs. Comstock as "my son." Another tribute to Anna Botsford Comstock was paid by Ithaca's Girl Scouts, whose camp bears her name.

Despite failing health, it was Mrs. Comstock's hope that she might outlive her husband, to interpret his wishes, since he could not speak during four years of paralysis. Fifty-two years of complete companionship had given them what she had described when she wrote: "The telepathy that always existed between us now reached an amazing perfection." But death claimed Mrs. Comstock first, in 1930. Devoted friends of her husband saw him bear her absence silently, bravely, but with his kind eyes filled often with tears, until his death in 1932.

Dr. L. H. Bailey said: "Anna Botsford Comstock blessed us all. She leaves a fragrant memory of high achievement, noble service, unselfish cooperation, constructive counsel, inspired teaching, loving kindness, and unforgettable companionship. Her life was a poem."

The Comstocks entered wholeheartedly into the life of Cornell University; their homes were social centers. They wrote their books between the coming and going of their clamoring students and friends. They traveled throughout New York to do superior extension teaching. Although financial problems beset them until income from their books supplemented their inadequate University salaries, the Comstocks willed to Cornell their estate, unusually large for professors, which had been accumulated from their books, farm, and business enterprises. The University has honored Anna Botsford Comstock in the naming of a women's dormitory and John Henry Comstock in the naming of the entomological library. Cornell has recognized their partnership in naming Comstock Hall and the Comstock Graduate Scholarships.

The culture, friendships, and creative scholarship of the Comstocks gave to their university distinction and inspiration. Through their years of gracious devotion to one another and to science, arts, and letters, and through their skillful extension teaching, their lives were in harmony with the highest ideals of Cornell.

The Extension Service in entomology and in nature study, defined, inaugurated, and given momentum by Professors J. H. and A. B. Com-

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stock, has persisted for 72 years in entomology and 54 years in nature study. Extension specialists in entomology carry forward the work started by "Prof. J. H.," while the nature-study movement, guided for 28 years by "Prof. A. B.," continues under the direction of Professor E. Laurence Palmer, ably assisted by Assistant Professor Eva Gordon. Since Professor Palmer's printed history of nature study³ at Cornell is available at the State College of Agriculture, the continued story is not recorded in this book.

³ *The Cornell Nature Study Philosophy* (Cornell Rural School Leaflet, vol. 38, September, 1944).

Liberty Hyde Bailey, Perennial Pioneer

A life that has been full of honours
reaps influence as its final harvest.

—CICERO

WITH youthful zest and outlook, at 88 and at 90 years of age, Dr. Liberty Hyde Bailey flew to and from South America in 1947 and in 1948, in quest, not of diamonds or gold, but of undiscovered species of plants. These were to be added to the vast collection of more than 200,000 plants which Dr. Bailey and his daughter, Ethel Zoe, have preserved for Cornell. The University has designated this contribution to science as the "Bailey Hortorium," with Miss Bailey as curator. This gift to Cornell includes Bailey's herbarium specimens, his botanical library and photographs, and the building in which the Hortorium is housed. It is located close to the Bailey home in Ithaca.

In order to write books and to continue his research, Dr. Bailey had the courage to retire prematurely, in 1913, from the security of his position on the Cornell faculty as Professor of Horticulture and Dean of the College of Agriculture. Under his leadership, this college became the New York State College of Agriculture in 1904, insuring its future because of the state's rich resources. Generous state appropriations for the last 44 years contrast with the meager budget on which Cornell's College of Agriculture operated from 1868-1904, when limited but distinguished work was done by its few professors, despite handicaps of low salaries and inadequate facilities.

Dr. Bailey served as Dean of the College of Agriculture from 1903 to 1913. While he was on leave, 1910-1911, Dr. Herbert J. Webber, head of Cornell's pioneer Department of Plant Breeding, served as Acting Dean with his characteristic consideration and geniality.

Since Dr. Bailey's interesting life and abundant work are recorded in many books, available in libraries the world around, only a brief

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biography of him is included in this book, although no one has done more fundamental extension service. Bailey has made distinguished contributions to agricultural progress: to the development of research and of academic and extension courses in agriculture, nature study, and home economics; to the solution of problems of rural education; to the satisfactions of country life; and to scientific, poetic, and philosophical literature. It is hoped that extension workers, perhaps intrigued by the glimpses of "L.H.B." recorded in this book, will study his inspiring life by reading at least the partial list of his books given in the Bibliography.

Dr. Bailey was called to Cornell in 1888, when agricultural depression gripped farm people. He knew about farming, having lived on a Michigan farm until he entered Michigan's Agricultural College from which he was graduated with B.S. and M.S. degrees. He studied with Asa Gray, as Gray's assistant at Harvard, 1882-1883. Returning to his Alma Mater, as Professor of Horticulture and Landscape Gardening, he developed, between 1885 and 1888, one of the first departments of horticulture in any college. His honorary doctorates were awarded by many institutions, including the University of Puerto Rico, Alfred University, and the state universities of Wisconsin and Vermont. His travels are not only national but continental. Dr. H. B. Tukey of Michigan State College says: "To confine Dr. Bailey to horticulture would be to do him an injustice. He has been the great leader and great thinker in agriculture and in pursuits affecting the welfare of humanity."

Dr. Bailey's honors and awards for service to humanity and to science include: Veitchian silver and gold medals; medals from the Royal Horticultural Society of London and the National Institute of Social Sciences; the *grande médaille* of the Société Nationale d'Acclimatation de France; Honorary Award medal, Garden Club of America; Arthur Hoyt Scott medal and award, Swarthmore College and Horticultural Society; fellow and president, American Association for the Advancement of Science; chairman, Roosevelt's Country Life Commission, 1908; president, Botanical Society of America; member, National Academy of Sciences, American Philosophical Society, American Society of Naturalists, Horticultural Societies of London, Norway, Japan, China, and New Zealand; first president, Society of

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Horticultural Science; corresponding member, Philadelphia Academy of Natural Science, Royal Academy of Turin, and Société Lyonnaise d'Horticulture. Starting in 1948, the United States National Garden Institute will make "Liberty Hyde Bailey Awards" to youthful gardeners. The latest award to Dr. Bailey was made June 26, 1948, by the American Agricultural Editors' Association for his "outstanding service to agriculture."

Flames of Bailey's genius illumine whatever he does or says and inspire his colleagues, students, and friends, and those who know him only indirectly through his published writings or public speaking. His books, addresses, and conversation contrast vividly with those of the undistinguished throng, for they combine scientific accuracy with literary flavor. He is an eloquent, stirring speaker. His dramatic voice accents rhythmical cadences in his choice of words. Glints of humor, wealth of illustrations, and dignified friendliness mark his lectures, which have proved effective in classrooms, in intimate audiences, in great assembly halls, and in state legislatures.

Dr. Bailey and his loyal friend, the University's first president, Dr. Andrew Dickson White, lived to see their dreams for agricultural education at Cornell come true. Bailey was the only professor of horticulture in 1888 when the College of Agriculture had only a few rooms on the second floor of Morrill Hall and but seven teachers; the horticulture department he started now includes many specialties assembled in the Plant Science building. Bailey prophesied the differentiation of agricultural education that has occurred. In 1947, the State College of Agriculture had thirty departments, housed in more than a dozen large buildings,¹ while the small farm acreage with which its outdoor scientific work was started now extends far toward the eastern horizon. Three divisions of learning fostered by the College of Agriculture—home economics, veterinary medicine, and nutrition—have become separate colleges or schools. The State School of Industrial and Labor Relations was housed for its first year in the traditionally hospitable College of Agriculture.

Bailey Hall, Cornell's largest auditorium, built by New York State, was named in honor of Dr. Bailey. There his portrait faces audiences.

¹ The first building was a dairy building, now incorporated in Goldwin Smith Hall as the north wing.

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This building was the only structure at Cornell large enough to receive the University's pipe organ when its arrival was imminent. There it is installed, financed by Dr. White's gift of \$25,000 which Andrew Carnegie had surreptitiously slipped into his hand on White's eightieth birthday. Friends of Dr. White supplemented this birthday present in order to obtain one of the finest of American organs—so immense that the organ's chimes were installed in the ceiling, and that several rows of orchestra seats had to be removed to provide a stage, with a convex front, because the organ occupied the auditorium's original stage.

Author, scientist, explorer, traveler, lecturer, executive, teacher, and ideal companion in his home and community, Dr. Bailey is perhaps best described, as Elizabeth Barrett Browning characterized Robert, her husband, as "many men in one." Among thousands connected with the state Extension Service, Dr. Bailey is considered to be one of the most gifted, versatile, and creative.

In the library of the State College of Agriculture, the catalogue contains more than a hundred references to Dr. Bailey's publications. Proof that these books and papers are read appears in their worn pages and catalogue cards. Unfortunately, some readers have been unable to resist the temptation to mark philosophic passages which reveal Bailey's inspiring outlook. Fundamental truths about agriculture and country life appear on every page of Bailey's books. In his two volumes, *York State Rural Problems*, he has not only analyzed agricultural and home problems but has laid secure foundations for educational policies and has prophesied a future which has become history since these books were published.

Extension workers can find in these volumes suggestions regarding extension programs and organizations that are timeless; records of the first extension school, a fundamental method in extension teaching; plans for county and state fairs, not yet realized; progressive ideas regarding rural housing, schools, playgrounds; woman's place in agricultural education and agriculture's place in higher education; records of agricultural legislation, surveys, and products; plans for community centers, conservation of natural resources, beautification of rural homes and communities; discussions of the importance of nature study and of public service. An illustration of Bailey's foresight appears in his plea for the federation of agricultural organizations, which he called

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“The Country Bond”—the modern counterpart is the State Conference Board of Farm Organizations.

Bailey’s poetic talent not only appears in his books of poetry but brightens his other writing with imaginative touches, as illustrated in *The Holy Earth*, a convincing argument and guide for conservation of natural resources.

Bailey’s professional foresight seems amazing, when contemplated in the light of history since he wrote in 1907, “The Outlook for the College of Agriculture,” an address of dedication for Roberts Hall. His address, “The College of Agriculture and the State,” given for Farmers’ Week at Cornell, rings as true today as it did in 1909. He said: “The staff of this college is engaged with great activity in unselfish work for the people of the State. . . . Having stated the outlines of the most serviceable type of college of agriculture, the problem of how far it shall be developed must rest with the people themselves.”

In contrast with Bailey’s popular writings as poet, publicist, naturalist, and interpreter of agriculture and country life, he is author or editor of scientific books, such as *The Gardener*, and a number of botanical school and college textbooks. With the assistance of his daughter, Ethel, he wrote, among other important reference works, the several volumes of the *Cyclopedia of American Horticulture*.

The impetus Liberty Hyde Bailey gave to the College of Agriculture is even more qualitative than quantitative, although mere statistics are revealing. Under his deanship, the College of Agriculture became, in 1904, a state college, for which appropriations rose from \$100,000 to nearly a half million; seven buildings, with equipment, were financed by New York; the first state appropriation was made for home economics; faculty members increased from eleven to nearly one hundred, students from less than one hundred to fourteen hundred. His influence on students and faculty was due not only to his brilliant scholarship, but to his philosophy, idealism, originality, and vision.

Bailey stimulated agricultural teachers, students, and statesmen and never overlooked the significance of women and girls in human and agricultural progress. In his survey, as chairman of President Theodore Roosevelt’s Country Life Commission, Bailey included studies of farm home conditions and urged that something be done to “make life less gray and sterile” for farm women, and to improve economic, social,

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and health conditions in rural life. He helped mightily to translate these national recommendations into realities in New York State. Dr. Bailey may rightly be called the "father of nature study and of home economics at Cornell." He trusted to a woman, Anna Botsford Comstock, active responsibility for the development of nature study and for delicate negotiations which led to its introduction in public schools of this and of other states and nations. He brought to Cornell Martha Van Rensselaer, in 1900 and, seven years later, Flora Rose, and helped them to create what has become the State College of Home Economics. His daughter Ethel studied at Cornell after she was graduated at Smith College. Since 1912, Ethel has been associated with her father's work. His other daughter, Mrs. Sara B. Sailor, a Cornell graduate, was Assistant Alumni Secretary at the University at the time of her death.

Although Dr. Bailey was offered many positions of professional leadership, he refused to be diverted from pursuits he had chosen, after he retired from the Cornell faculty. His retirement had been protested by his student and faculty disciples. Aged 55, he had designated July 1, 1913, for his release from administrative responsibilities. This incident is described by Dr. Lewis Knudson in the series on "Cornell's Educational Pioneers" in the *Cornell Alumni News* (November 15, 1944): "Bailey set a date for his retirement. President Schurman made no effort to replace him, feeling certain that Bailey would continue. But when the date for retirement arrived, Bailey did not come to his office and the College was without a Dean." Knudson explains: "When Bailey was a young man he planned his life. The first 25 years were to be devoted to preparation for his vocation, the second 25 years to his vocation, and the balance of his life to be devoted to doing what interested him. This pattern he followed."

This voluntary retirement enabled L. H. Bailey to make important contributions to scientific research and to write more books. It is easier to understand, after reading his poems. He pleads for "the separate soul," despite his democratic interest in people. He writes: "I walk with the crowd, but I live alone." His love of nature, seclusion, and travel appear in many of his poems, including, "Away," "Starlight," "The Wind," "Miracle," "Columbine," "Hermit Thrush," "The

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Great High-Roads," "Summons," "Yonder," "Daybreak," "Discovery," and "Undertone." He writes:

All the world a poem is
To them that hearken to the wind.

. . . .

And my soul goeth out with the winds of the sea
The winds that are timeless and placeless and free.

"Baileywick," the family's summer home on Cayuga Lake, was given to Ithaca's Girl Scouts. Visitors are welcomed in Dr. Bailey's home in Ithaca, where students and professors, scientists and authors, publishers and statesmen find conversation stimulating.

Dr. Bailey's retirement has not made him a recluse. Local and world-wide interests call on his erudition and wisdom, as illustrated in his persistent work for the conservation of Cornell's beauty and botanical resources. He is actively interested in the flora, fauna, and geology of "The Cornell Plantations," a new name suggested by him for the Cornell campus development which includes what was the University's Arboretum, bounded by Fall and Cascadilla Creeks. In February, 1947, Bailey was named honorary vice-president of the local branch of the Organization for the United Nations. Despite these interruptions to his scientific and literary pursuits, Dr. Bailey continues to maintain his lead as one of the most prolific editors and writers of books and magazine articles, and he continues to plan eagerly for future travels to lands afar, in search of a wider knowledge of plants and a deeper understanding of life—although he confesses in his poem "Campanula,"

There are two worlds I know full well—
The world of men and the petal bell.

Many references to Dr. Bailey's extension service will be found in other chapters of this book, and in the Bibliography. (See also *Who's Who in America*, *American Men of Science*, and Bailey's books and other publications in the Cornell libraries.)

Cornell University sought to pay homage to Dr. Bailey on his ninetieth birthday, March 15, 1948. But he spent the day alone as a

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botanical explorer in South America. He flew home in time, however, to be the University's guest of honor at dinner, April 29, in Memorial Hall, Willard Straight. After tributes were paid him as "supreme in his scientific work" and as "chief architect of the State College of Agriculture," Dr. Bailey responded with memorable reminiscences that proved him to be young in heart and in mind. He explained that he had been named "Liberty" because his parents "believed that all should be free."

During the interim between Dean Bailey's resignation in 1913 and the appointment of his successor in 1914, the late William A. Stocking, a respected and beloved professor, served as Acting Dean of the College of Agriculture. He was a Cornell graduate, as was his gracious wife, Harriet Bliss Stocking, who served efficiently as state Secretary of Extension in the College of Home Economics, 1926-1942, after her husband's untimely death. Stocking Hall, at Cornell, was named in his honor. As head of the Dairy Department, Professor Stocking fostered its Extension Service through which scientific guidance has helped consistently to improve New York's most extensive agricultural enterprise.

Extension Schools, 1894-1948

SPECIALISTS are said to know more and more about less and less, while generalists know less and less about more and more. But successful extension specialists are continually learning more about more as well as more about less.

Pioneering in nonresident teaching of agriculture continued in the launching of "extension schools" in 1894 by Liberty Hyde Bailey. This method of conducting extension teaching furnished intensive training in specific fields of agriculture or home economics. It has supplemented and eventually replaced the more generalized Farmers' Institutes and Cornell Study Clubs, which thrived most actively prior to the development of farm and home bureaus and 4-H clubs, described elsewhere in this book. In 1948, extension schools were on the programs of many departments of the State Colleges, their effectiveness, as an extension teaching method, having been demonstrated for fifty-four years.

The first extension school was held in Fredonia. In Bulletin 110, "Extension Work in Horticulture," published by Cornell's College of Agriculture, programs are recorded of schools held during 1895 at Youngstown, August 16-17, Jamestown, October 31-November 2, Lockport, November 29-30, and at Fredonia for a return engagement, December 30, 1895-January 2, 1896.

The program for the first extension school reads: "Conspectus of a School of Horticulture to be held at Fredonia, Chautauqua County, New York, December 26-29, 1894. Under the auspices of the Experiment Station Extension, or Nixon, Bill. Conducted by L. H. Bailey, and a committee of Chautauqua Horticulturalists, consisting of John W. Spencer, S. S. Crissey, I. A. Wilcox, G. Shoenfeld, U. E. Dodge, E. K. Hough, F. W. Howard, L. Roesch, F. M. Southwick, G. Jaarda, J. C. Thies, S. G. Bartlett."

Day and evening sessions were announced with the explanation that each session "is devoted to one topic, and this is placed in the

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hands of an expert in that subject." "Structure" of these schools is recorded in 1899, in College of Agriculture Bulletin 159. Each morning and afternoon session started with "observation upon" its topic. Topics included twigs, fruit buds, seeds, soils, leaves, flowers, fungi, fruits, and the apple. These "observations" by Bailey were followed by presentations by other Cornell professors and by Experiment Station scientists: "How Plants Live and Grow," by W. W. Rowlee, a botanist who guarded and improved the landscape beauty of the Cornell campus for many years; "The Nursery," by Nelson C. Smith, Geneva; "A Brief of the Evolution of Plants," by L. H. Bailey; "Chemistry of the Grape and of Soils," by G. C. Caldwell, Cornell's pioneer in the application of chemistry to agriculture; "Theory of Tillage and Productivity of Land," by I. P. Roberts; and "Commercial Grape Culture in Chautauqua County," by grape growers of the County. Evening lectures were given: "An Analysis of Landscapes," by L. H. Bailey; "A Geological History of Soils," by R. S. Tarr (later co-author of geographies and memorialized at Cornell by a window in Sage Chapel and by the Alaskan boulder seat, southwest of McGraw Hall); and "What are Fungi?" by E. G. Lodeman, instructor in horticulture at Cornell.

These impressive extension school offerings of 1894 compare favorably with the finest modern extension programs. They reveal generous responses by men of Cornell's resident faculty and Experiment Station to the challenges of early state appropriations for extension teaching, as provided in successive bills sponsored by Assemblyman S. F. Nixon of Chautauqua County. In view of the high quality of the teachers, it is not surprising that these appropriations increased from \$16,000 in 1894 to \$35,000 in 1898.

Extension schools were described in the "Announcer of the College of Agriculture" for 1911:

The College of Agriculture is prepared, for the coming year, to place a few extension schools in different parts of the state. In these schools, definite instruction with special reference to the immediate locality concerned will be given. These schools are of one to two weeks' duration, conducted by members of the College staff.

Popular lectures will be given at these schools in the evening, but the days will be occupied by regular instruction on subjects applicable to the region.

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Special attention is given not only to lectures but to demonstrations, quizzes, and general practice periods. The aim is rather to carry a few important lines of study throughout the course than to give a smattering of a large number of subjects. Large classes are not expected nor desired. Twenty-five to seventy-five persons make a satisfactory class.

The schools are placed on request, and only when the local expenses are borne by the members. . . .

The instruction is designed to be somewhat fundamental in character, of such a nature that it interests the listener in the subject because of its intellectual relish, and thereby sets him to thinking. If the farmer thinks correctly, he then does correctly.

Extension schools were referred to by L. H. Bailey in 1898 as "the most exact work which has been done in extension teaching." He said also: "These schools do not in any way conflict with the Farmers' Institutes, but rather are supplementary to the work which they are doing. We believe that the institutes have done and are doing the greatest good to the farming interests, and the itinerant schools are in no sense rivals of them." There were no rival lines of cleavage between New York's various methods of doing extension teaching—a generous policy that is always observed by good extension teachers. Thus extension schools supplemented isolated lectures, Farmers' Institutes, and Cornell Study Clubs. When it became possible for the College of Agriculture to finance additional extension schools, kindly, scholarly Professor Dick J. Crosby, who had served in the U.S. Department of Agriculture, was appointed as the first director for these schools. His successor is Professor Montgomery Robinson, Administrative Specialist.

Professor Robinson ("Monty") has told of his early efforts to schedule some of these specialized schools that are in such great demand in 1948. It was fall. Good-neighboring among farmers was in evidence as they worked together to do the threshing on one farm after another. Whenever "a few are gathered together" for any purpose, such groups have tempted teachers to try to teach, ever since biblical days. Professor Robinson, in company with Floyd Barlow, Otsego County Agricultural Agent, toured the county, stopping wherever threshers were at work. This would have been disastrous but for the wisdom of these "college guys." They took turns everywhere; while one engaged a farmer in conversation, after extracting him care-

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fully from his threshing, the other took the farmer's place at the job. When it appeared that these "young fellows were not afraid of work, didn't mind soiling their hands, and knew the business end of tools," the farmers entered wholeheartedly into this education-threshing game. To the accompaniment of garnering grain, it was decided when and where some of the extension schools would be held. Other approaches were made in other counties. The interest of local editors, librarians, and ministers was sought in the work of "beating the bushes to drum up a crowd" for extension schools in places where they had not been held before.

Before 1915, there were so few specialists in home economics that extension schools were rare, as compared with the number in agriculture, for which Farmers' Institutes had done the plowing of the intellectual soil. In home economics today, departmental training schools held at the College, and in the counties and cities, are comparable with extension schools in their specialization. In her history of home economics at Cornell from 1900 to 1940, published in the Annual Report of the New York State College of Home Economics for 1940, Dr. Flora Rose writes in reference to the period 1913-1917:

A new and important extension enterprise, the extension school, was begun. A school was held for a five-day period in a county requesting this service and guaranteeing an audience committed to regular attendance. A committee of local women made itself responsible for all arrangements, and the department sent the specialist to conduct the school. Lectures, demonstrations, and opportunity for student participation were all included in the program—adult education of a very specific kind. From experience in these extension schools, there developed some of the best present procedures in extension teaching, such as organization, local leadership, short refresher courses for field workers, community responsibility and initiative.

In addition to the field work necessary for the first few years, to get openings when agricultural extension schools were new, experiments that were designed to hold audiences were tried. One experiment consisted of the collection, by county agricultural agents, of an enrollment fee of \$1.00, to be returned at the end of the week to those whose

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attendance record was perfect. This premium on attendance was discarded because, happily, it proved unnecessary.

Such inducements of "your money back" proved needless when such popular teachers as Professors M. F. Barrus, M. V. Slingerland, Cyrus Crosby, and Robert M. Adams took along microscopes, laboratory materials, and specimens to show farmers disease organisms and insects injurious to agriculture, and the hazards involved in raising vegetables, fruits, and livestock. The purpose was to teach fundamentals with which farmers would know how to define if not to solve their difficulties, rather than to give them mysterious prescriptions.

Demands for extension schools in the counties grew steadily. They would probably have overwhelmed the College of Agriculture had they not been supplemented by the organization of farm bureaus, starting in 1911. Educational methods used in extension schools continued to be effective. Training schools comparable with the early extension schools are now held, at Cornell or in the counties, by extension specialists. Many of these schools that are held at the University have been scheduled at the request of organizations of specialized agricultural producers. Schools conducted in the counties since 1914 are arranged through the trained agriculturalists or home economists who are stationed permanently at county seats—the county agricultural, 4-H club, or home demonstration agents.

Extension schools have been financed on state funds since the Nixon Act of 1894, or on federal funds since the Smith-Lever Act of 1914. These government funds financed salaries and travel of specialists, and local expenses were paid locally. Later, local extension service organizations paid part of the travel expenses of specialists, as determined on an equitable zone system which did not penalize counties distant from Ithaca. This system has been discontinued, but county and city extension organizations may make volunteer contributions to the State Colleges to finance programs requested by the people, and for which federal or state provision has not yet been made in College budgets.

In annual reports of the College of Agriculture, records of extension schools appear from 1894 to 1900, when they were discontinued for lack of funds. They were resumed in 1910. Before 1920, modern extension field organizations had been financed; all agricultural coun-

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ties had farm bureaus; about half of them had 4-H clubs or home bureaus; and Syracuse, Buffalo, and Rochester had home bureaus. Although specialists in agriculture and home economics have been in great demand for county, city, and community meetings of extension organizations, extension schools have continued to be an effective method in extension teaching. Comparable training schools, for professional staff members and for laymen, have been arranged by college specialists to further their extension programs in home economics or agriculture. Perennial popularity characterizes such training schools as those in poultry husbandry, farm machinery, food preservation, household arts, sewing machine repair, landscape gardening, floriculture, and forestry. Statistics from 1894 to 1948 reveal a tendency toward shortening extension schools from six-day to intensive one- to three-day periods. For example, in 1930, briefer training schools were held by several departments of home economics, and by the departments of agricultural economics, agronomy, animal and poultry husbandry, plant pathology, rural engineering, vegetable gardening, entomology, and pomology.

Dr. A. R. Mann wrote in 1930, when Dean of the Colleges of Agriculture and Home Economics: "The Extension School or community short-course, is one of the oldest teaching means of the Extension Service. During the past ten or fifteen years this method has undergone many modifications, although retaining its essential characteristic of providing supervised practice exercises or requiring some other form of active response on the part of those enrolled."

Extension schools have usually been held in communities where the people took responsibility for local arrangements. Sometimes extension schools have moved aboard railway cars which had been transformed into exhibit and demonstration centers, enabling specialists to transport more equipment and illustrative material than was possible prior to the use of the fleet of State College cars and trucks. The Lehigh Valley, Lackawanna, New York Central, Erie, and Delaware and Hudson railroads have furnished railroad cars and provided for their transportation and sidetracking, in accordance with the former railroad policy of promoting the state's agriculture by monetary contributions. For many years, the New York Central granted railroad passes to agricultural and home demonstration agents and conducted marketing tours to New York City for them.

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Dramatization through the use of railroad cars was effective, particularly during World War I when exhibit and demonstration cars were labeled "Victory Specials." They toured the state to carry to the people information as to how to co-operate with the United States and the state in war efforts that related to agriculture and home economics. An interesting echo of this long-dormant method of doing extension teaching was heard when the State Colleges of Agriculture and Home Economics substituted a demonstration train, the "Farm and Home Week Special," for the 1946 Farm and Home Week, which had had to be abandoned because of shortages in housing and eating facilities at Cornell.

In 1948, the state Extension Service in Agriculture and Home Economics conducted modern equivalents of extension schools, which have become highly specialized. Although similar schools are still conducted by specialists in various places in the state, the favorite place in which to hold them is Cornell University. Here research and resident professors are available, as well as members of the faculty who are in the Extension Service. Moreover, training schools can be strengthened by visits to Cornell's laboratories, collections, exhibits, libraries, barns, and field experiments. Proof that the people now seek training in short courses at the State Colleges is to be found in the following examples of groups for which the modern equivalents of extension schools are held at Cornell: county agricultural, 4-H club, and home demonstration agents; volunteer local leaders of extension organizations and programs; State Congress of Parents and Teachers; State Nutrition Committee; Emergency Food Commission agents; Farm Security, Rural Rehabilitation, and Agricultural Adjustment employees; rural church ministers; foreign missionaries; and various homemakers' and producers' organizations.

Extension schools epitomized the gradual change in demands of farmers and homemakers for instruction. Transition from the first traces of interest, which appeared in the second decade of the Farmers' Institutes, to a genuine demand for specialized scientific instruction was completed in the extension schools. Assistance in locating early extension schools was given by Edward Van Alstyne of Columbia County, conductor of Farmers' Institutes. He was a farmer who had superior qualities of leadership. He and Montgomery Robinson toured

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New York, in behalf of extension schools, to confer with farm leaders who were "local correspondents" of Farmers' Institutes. This is a memorable example of the harmonious relationships which can exist when a new method of doing extension work is introduced and a leader of an earlier method helps to launch it as one of the evolutionary changes that occur in the progressive development of extension service organizations.

The partnership between farmers and the College of Agriculture that was started in Farmers' Institutes and in extension schools has become so firmly established that agricultural and home economics extension teaching has been done not only by professional scientists of the Colleges of Agriculture and Home Economics but by thousands of practical farmers and homemakers. Notable among these lay teachers, those who have made vivid contributions to supplement the teaching by professionals include: John W. Spencer, Jared Van Wagenen, Jr., Herbert King, C. R. White, Enos Lee, S. L. Strivings, Mrs. A. E. Brigden, Mr. and Mrs. Henry Burden, Mrs. Eliza Keates Young, Mrs. Elston Holton, Frank Smith, Mr. and Mrs. H. M. Wagenblass, Fred Sexauer, Mrs. Ralph Reed, Warren Hawley, R. M. Stanton, Mrs. George Tyler, Mrs. Evalyn Gatchell, H. M. Stanley, Mrs. Wentworth Fay, and Mrs. Helen Murray Fish.

In the administration of extension schools, Professor Robinson has among his executive assistants Mrs. Blanche Monroe, who has served for thirty years. Others, with briefer tenure, were Percy Dunn, and two pioneers in the development of community singing, Mrs. Helen Morgan and Cass Whitney. These singers brightened extension programs by helping to popularize a custom which now finds Americans singing together, whether they can sing separately or not. The spirit engendered in group singing bears fruit in group spirit and in working together. For years music was frowned upon by certain tediously literal-minded interpreters of agricultural and home economics extension work. But the people decided that recreational interludes enhance rather than distract from scientific extension programs. Eventually, recreation and leisure-time activities gained respected places in the Extension Service (see Chapters XXIII and XXV). In 1946, L. R. Simons, Director of Extension, appointed a state committee on recreation and rural arts.

EXTENSION SCHOOLS

Growing requests for training schools at Cornell for specialized groups are in striking contrast with pioneer years when Extension Service workers had to go afield to get a hearing. Schools held at Cornell for a week or less are defined as extension teaching and have been described by Professor Robinson as follows:

Constantly increasing numbers of group meetings for consultation or instruction are held on the campus. The scope and character of these on-campus extension meetings vary greatly. One example is the 4-H Club Congress. Another is the annual Farm and Home Week that offers a program of hundreds of lectures, demonstrations, exhibits, and conferences, with an attendance of 14,000. Short intensive training schools for agricultural, 4-H club, city and county home demonstration agents, and field operatives of other state and federal agencies make up another classification. The larger number are for such groups as seed producers, florists, nurserymen; manufacturers and dealers in feeds, fertilizers, farm machinery, insecticides and fungicides, and other products that farmers buy; breeders of livestock, bankers, credit and marketing agencies; and others who represent growers, producers, processors, or distributors of farm products, or who do business with farmers, as buyers, sellers, or advisers.

During World War II, meetings that involved travel and lodging at crowded Cornell were reduced to a minimum. Despite these wartime restraints, extension schools were held on the campus between July 11, 1944, and June 30, 1945, for the following groups:

Three schools for home economics 4-H club agents, regional workers, and summer assistants; annual flock selection school; New York Poultry Improvement co-operative; conference of New York State Nurserymen's Association; vegetable variety field days of the College of Agriculture and Geneva Experiment Station; conference of U.S. Department of Agriculture and Experiment Station workers on alfalfa breeding; annual nutrition conference for feed manufacturers, sponsored by the Departments of Animal and Poultry Husbandry and the School of Nutrition in co-operation with the American Feed Manufacturers Association; annual New York State Conference of Insecticide and Fungicide Manufacturers; annual meeting, school for growers of certified seed; conference of New York State Butter Manufacturers; three county agricultural agent training schools on fruit, vegetable crops, and potatoes; three schools for Dairy Herd Improve-

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ment supervisors; annual Cornell school for missionaries on furlough; florists' short course; four schools for artificial inseminators; schools on poultry diseases and on egg candling and grading; food preservation school; New York Hereford Breeders' school, show and sale; school for Northeastern Aberdeen-Angus Breeders' Association; four schools for home demonstration agents; school for technicians for Artificial Breeders' Association.

In 1945-1946, restoration of more civilian transportation and release of Cornell facilities by the U.S. Army and Navy enabled the Extension Service to conduct additional extension schools and leadership training conferences at the University. Additions to the schools held and groups served in 1944-1945 included: home economics departmental and administrative schools; State Charities Aid; greenhouse men; Central New York Branch of the American Bacteriologists; Parent-Teachers' Associations; agricultural engineering for rural service men of public utilities; better milking, potato, and vegetable training schools; conferences of representatives of dairy industry, Agricultural Adjustment Administration committee on postwar adjustments; Institute of Public Welfare; New York State Seed Improvement Association; State Nutrition Conference; State Bankers' Association; State Marketing and Distribution Committee; New York State Rural Policies Committee; and the State Extension Service conference.

In a period of restrictions during war and its aftermath, these lists of the people's pilgrimages to the University are evidences of a reversal of the situation which confronted pioneer extension teachers who had to search for audiences. Today the people like to come to Cornell when in need of inspiration and information. They have learned to consider the People's Colleges at the University an important mecca in their minds and lives. They remember appreciatively that Cornell has stretched out to them the inviting arms of an Alma Mater for more than a half-century.

Reporting Progress in Agricultural Extension Work

One demonstration is worth a thousand arguments. —GLADSTONE

REPORTS are considered onerous by some who are obligated to write them; they are compiled less reluctantly by others who are in search of perspective for future work. To the would-be historian, reports are blessed documents. Until 1897, there were no formal reports of what was called, at Cornell, "University Extension." In this period, beginning in 1876, a few courageous professors ventured afield with their learning, in the hope of helping farmers solve their problems.

The first formal report of extension service is in a bound volume, *Cornell University Experiment Station. Tenth Annual Report*.¹ Pages 323-333 are headed as follows: "Bulletin 137, May, 1897. Cornell University Agricultural Experiment Station, Ithaca, N.Y. *Agricultural Extension Work. Sketch of Its Origin and Progress*. Published by the University, Ithaca, N.Y., 1897."

This bulletin was transmitted to the State Legislature in 1898. Because of wide margins, the text of one of the University's archive copies of this book survived a fire, although its pages are scorched. They soil the reader's hands but are worthy of study because they record the story of 1893-1897 with specific references to the extension teaching of agriculture by Cornell. This history of the origin and progress of agricultural extension work does not record the story of two earlier eras in which may be found the real origins of what has become the New York State Extension Service: (1) pioneering in extramural teaching by a few Cornell professors, started in 1876; and (2) inauguration of Farmers' Institutes in 1886, with subsequent state appropriations for their development (as recounted in Chapter IV).

¹ Quotations not otherwise credited in this chapter are from this report.

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The history in Experiment Station Bulletin 137 includes prophetic references to the beginnings of Cornell's nature-study extension teaching, which has become world-famous and was characterized by I. P. Roberts and L. H. Bailey as fundamental to the state's agricultural progress.

The third type of extension teaching in New York, according to this Bulletin, was authorized in the Nixon Act of 1894. This state legislation provided a state appropriation for extension work of \$16,000 "one half of which was to be expended by the Cornell Experiment Station for work in horticulture in the Fifth Judicial Department of the State, an area comprising sixteen counties of western New York."

Assemblyman S. F. Nixon of Chautauqua County secured this legislation in response to initiative taken by grape growers of his county. Encouraged by their associations with Cornell, Chautauqua County farmers, who belonged to the Western New York Horticultural Society, had asked the University's Experiment Station, in 1893, to undertake experimental work in Chautauqua County vineyards. Bulletin 137 records: "We replied that while we should like to take up the investigations, our funds were insufficient to meet the expense without endangering work in which we were already engaged; and this lack of funds would be keenly felt if other sections of the state should also, following the Chautauqua example, ask for help." Thus the fine Italian hand, so familiar among extensioners of today, was in evidence in 1893; and the inevitable response of the people to a challenge followed in 1894, as it follows today! Bulletin 137 continues: "The matter dropped there; but the next winter we heard of a movement among the Chautauqua people to obtain a small state appropriation for experiment work in their vineyards."

Before the Extension Service was organized as a division of Cornell's College of Agriculture, state appropriations for the work were assigned to the University Experiment Station—a sound procedure, because authentic extension work is based on research, although the growth at Cornell of agricultural research and of resident and extension teaching resulted eventually in administrative division of their budgets.

Chautauqua County has the honor of being the first county in New York to seek help formally from the land grant college and to secure

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a state appropriation to pay for it. In contrast with laws fostered by educators and other professional people, in Bulletin 137 it is claimed: "This is the only instance, so far as we know, of a movement for experiment station work which has been initiated and pushed to a final passage wholly by a farming community."

It could not have been anticipated in 1894 that in recent decades an organization of the people's organizations, the Conference Board of Farm Organizations, would carry the torch in search of adequate annual appropriations for the State Colleges at Cornell—a torch lighted in 1894 by farmers of Chautauqua County. It is said that the presence in their neighborhood of Chautauqua Institution for adult education inspired these farmers to turn to Cornell's College of Agriculture for help. This claim is confirmed in a letter of June, 1946, from Chautauqua's County Agricultural Agent, R. W. Cramer. Chautauqua Institution assisted also, with office facilities and in other ways, in the early years of the Chautauqua County Farm Bureau.

Agricultural extension work in 1897 included such superior personnel that this experiment in adult education for farmers while they were engaged in farming could not fail. The Cornell trustees were designated as the "Board of Control." The "Station Council" consisted of the following University staff members: President J. G. Schurman; A. D. White, Cornell's first president; Professors I. P. Roberts, Agriculture, George C. Caldwell, Chemistry, James Law, Veterinary Science, J. H. Comstock, Entomology, L. H. Bailey, Horticulture, H. H. Wing, Dairy Husbandry, and G. F. Atkinson, Botany. Their assistants were M. V. Slingerland, Entomology; G. W. Cavanaugh, Chemistry; and L. A. Clinton, Agriculture. Officers were I. P. Roberts, Director of the College, and E. L. Williams, Treasurer of Cornell. Associated with these University officials was the president of the State Agricultural Society, B. F. Tracy. In pursuance of provisions of Chapter 128, State Laws of 1897, the following persons were "appointed investigators and instructors in the College of Agriculture of Cornell University to serve throughout the state in accordance to the needs of the several localities for a portion or all of the year:" John W. Spencer ("Uncle John"), G. T. Powell, G. A. Smith, M. V. Slingerland, and B. M. Duggar, J. L. Stone, A. L. Kingsley, and C. E. Hunn. A year after

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this impressive staff was chosen, in 1898 Anna Botsford Comstock was appointed an assistant professor at Cornell, to introduce nature study in the public schools; and Liberty Hyde Bailey, who had been called in 1888 from Michigan State College to Cornell, as professor of horticulture, was named "Chief Horticultural Expert," as defined in the Nixon Act of 1894.

With typical foresight, L. H. Bailey, in accordance with the intent of the Nixon Act, outlined the proposed extension work of the College of Agriculture as "conducting investigations and experiments," "disseminating horticultural knowledge by means of lectures and otherwise," and "preparing and printing results."

Bulletin 137 also records:

The enterprise was new and untried; the territory was large, the interests varied, and the demands numerous; and the promoters of the bill had large expectations of the results. The responsibility of inaugurating the enterprise was keenly felt, for a mistake in the beginning might be expected to exert a serious and baneful influence upon future legislation designed to improve conditions of rural life. . . . It was conceived that a small and well digested enterprise, prosecuted by a few carefully chosen men would be better than any bold attempt . . . to carry the work into every part of the fifth judicial department.

Thus extension teachers adopted the method Gladstone immortalized when he declared: "One demonstration is worth a thousand arguments." Illustrations of the effectiveness of this educational method appear throughout the long history of agricultural and home economics extension work in the United States.

An assistant in horticulture, E. G. Lodeman, at his own expense, visited vineyards of the Rhine and of Southern France and Italy, "to fit himself more specifically for certain problems that were presenting themselves." M. V. Slingerland, Professor Comstock's assistant in the Cornell Experiment Station, became entomologist, and Michael Barker was secured from Harvard's Botanical Gardens.

In 1895, a larger share of the state appropriation was assigned to the University's Experiment Station. The work was supervised by I. P. Roberts, Director of the Station. He had been absent the year before. "But immediate charge of it was given" to L. H. Bailey who was destined to achieve greatness not only in extension teaching but in

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the University's resident teaching, research, and administration (see Chapter VI).

Another state appropriation of \$16,000 was made in 1896, to be used in what the new state constitution defined as the "Fourth Judicial Department," comprising twenty-two counties of western New York—a large parish. In 1897, a state appropriation of \$25,000 was provided for the extension work of the College of Agriculture at Cornell. Progress was reported in Bulletin 137: the 1897 appropriation "signals the outgrowth of the work from mere experiment (as chiefly contemplated at first) into the general promulgation of agricultural knowledge." Accompanying the "research in orchards, vineyards and gardens," and "teaching by means of itinerant schools," forty-nine bulletins were published in which "it has been the desire to make the matter attractive and readable, so that the entire bulletin would be prized and kept by the recipient." Experience during the 50 years since this prescription was made for extension bulletins proves that there has been no change in criteria for success.

A touch of ironic humor appears in this 1897 report: "Fortunately, we have been greatly aided by the hard times and the multitudes of bugs and special difficulties. These things have driven people to thinking and to asking for information. The agricultural communities are thoroughly aroused, and now is the time to teach. When one is thoroughly prosperous . . . there is generally little need of teaching him other methods."

This early extension work was designed to discover causes of agricultural depression and to improve the position of farmers. While the law under which it was done confined it to horticulture and to insect enemies of plants, it was realized that comparable difficulties faced the rural population in other areas and in other types of farming. This 1897 report continues: "We conceive that it is impossible to really extend the Experiment Station and the University impulse to the people in such manner that it shall come to them as a living and quickening force, without first studying the fundamental difficulties of the farmers' social and political environment."

Five educational methods were used in 1897, in efforts to evaluate ways of reaching the people. Bulletin 137 reports: "We have tried to ascertain the value of: (1) The itinerant or local experiment as a means

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of teaching; (2) The readable expository bulletin; (3) The itinerant horticultural school; (4) Elementary instruction in the rural schools; (5) Instruction by means of correspondence and reading courses."

Of more than one hundred local experiments, the 1897 report states: "The fundamental purpose of these experiments is to teach by means of object lessons and not to collect scientific facts, although the latter often come as a very valuable incidental result." At "about 40" horticultural schools of two or more days' duration, instructors "gave attention to underlying principles and not to mere facts or methods." The bulletins "being public . . . need no explanation." Correspondence schools are reported as too new to be judged, although 1,600 readers were listed at the close of 3 months. A circular, with questions for the farmer to answer and send to Cornell, followed the reading of certain bulletins. "In this way the readers are kept in close touch with the College of Agriculture, and they are made to think, whether they desire to do so or not."

Nature study is assigned more space in the report of 1897 than any of the other four methods used in extension work, under the Nixon Act. Bulletin 137 claims: "The fundamental difficulty with our agricultural condition is that there is no attempt to instruct the children in matters which will awaken an interest in country life. We have therefore conceived that the place in which to begin to correct the agricultural status is with the children and the rural schools."

Local-leader training started in 1896-1897, when Anna Botsford Comstock taught schoolteachers to teach nature study (see pp. 37-38), for, as Bulletin 137 states: "It will, of course, be futile to attempt to instruct the children of the State in nature-study by means of instructors from Cornell University. . . . We believe that this movement, directed toward the young people of the rural communities, is the most important one which has developed since the consummation of the experiment station idea."

This 1897 report concludes by listing educational methods used in agricultural extension teaching "in approximately the order of fundamental importance," as follows: (1) nature-study; (2) correspondence instruction in connection with reading courses; (3) local experiment and investigation as object-lessons; (4) publication of bulletins "which shall prepare the way for the reading of more extended literature in

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books"; (5) sending out of special lecturers as teachers and investigators, or as itinerant instructors in normal schools and teachers' institutes; (6) itinerant agricultural schools "which shall be equipped with the very best teachers and which shall be given as rewards to the most intelligent and energetic communities." Thus, a half-century ago, Cornell professors recognized the significance of self-help and of self-starters among the people.

Cornell's first printed annual report of agricultural extension work declared:

In conclusion, it must be said that the farmers, as a whole, are willing and anxious to learn. They are difficult to reach. . . . It is astonishing how scant and poor has been the teaching which has even a remote relation to tilling of the soil. . . . Just as soon as our educational methods are adapted to the farmers' needs, and are born of a love of farm life and are inspired with patriotism, will the rural districts begin to rise in irresistible power.

“Heigh, Ho! Come to the Fair!”

The benefit of an agricultural exhibition consists mainly in the opportunity it affords to see the best specimens of a farmer's products, the different kinds of farm stock, and the various farm implements in such convenient proximity as to enable one to make comparisons and form conclusions as to which is best. —EZRA CORNELL

FOR NINETEEN YEARS before the state Extension Service was started in the College of Agriculture at Cornell, the University's founder, Ezra Cornell, was active in promoting agricultural fairs, including the Tompkins County Fair of 1857. He and other leaders in the State Agricultural Society had heard of the work recorded in the *Memoirs of Elkanah Watson*. This book reveals that pioneer work on agricultural fairs was done in Massachusetts. Mr. Watson writes in the *History of the Berkshire Agricultural Society* (1820): “I was induced to notify an exhibition, under the lofty Elm Tree, on the public square, in Pittsfield, of these two sheep. . . . Many farmers, and even females, were attracted to this first novel and humble exhibition. From this lucky incident I reasoned thus: if two animals are capable of exciting so much attention, what would be the effect of a display on a larger scale of different animals?”

Elkanah Watson was a country gentleman who, in 1807, purchased “an elegant mansion with a farm near Pittsfield,” where he had wool from his merino sheep “manufactured by the best artists into a piece of blue cloth.” This piece of blue cloth, Mr. Watson wrote, “may be regarded as the origin of the woolen factories of Berkshire.”

In Mr. Watson's advocacy of exhibits as a way to improve agriculture and domestic industry, he “stood almost alone. . . and exposed to shafts of ridicule and satire.” But he persisted. In 1810 he wrote an “Appeal, on the subject of a Cattle Show” and “appointed

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an exhibition of stock” in October. This “Appeal” closed with this prophetic sentence: “It is hoped this essay will . . . lead to permanent cattle shows; and that an incorporated Agricultural Society will emanate from these meetings.” In 1811 such an agricultural society received a charter from the Massachusetts Legislature, and “a formal and extended festival” was held. For this festival, domestic animals approached from every direction.

The procession [Mr. Watson wrote, was] splendid, novel, and imposing, beyond anything ever exhibited in America. It . . . resulted in exciting attention in the northern states. . . . In this procession were 69 oxen . . . drawing a plough held by the oldest man in the county; a band; the Society . . . each member decorated with a badge of wheat in his hat; a platform upon wheels followed, drawn by oxen bearing a broadcloth loom and spinning jenny, both in operation . . . and another platform filled with American manufactures. The pens were handsomely occupied by some excellent animals.

In New York State, fairs owe their initial impetus to the State Agricultural Society. Although there were several agricultural organizations in New York’s colonial and early statehood days, the oldest one to survive is the New York State Agricultural Society, organized in 1832. Its object, according to its founders, was “to improve the condition of agriculture, horticulture, and household arts.” It meets annually in the state capitol in Albany. Distinguished men and women have given it the support of their membership. “Orators” on its programs include, in addition to governors, famous people from the fields of education, business, and statesmanship. This State Agricultural Society’s annual proceedings are sources of authentic but limited information regarding the evolution of New York agriculture.

In addition to its proverbial loyalty to the State Colleges of Agriculture and Home Economics, the State Agricultural Society, in 1887, financed and directed the first organized field work in extension teaching, though the Farmers’ Institutes, which had been started in 1886 at Cornell. With an appropriation from the state of \$8,000, the Society sponsored also the first “cattle show and fair in the village of Syracuse,” in 1842. From this small beginning, New York has developed one of the greatest of State Fairs, despite some financial failures. Continuity in this persistent effort has been marked by pursuit of

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Elkanah Watson's pattern for a successful fair as "a means of stimulating competition and emulation, where as many interests as possible could be represented." With this pattern as a guide, State Fairs were held in Syracuse in 1841, Albany in 1842, Rochester in 1843, Poughkeepsie in 1844, Utica in 1845, Auburn in 1846, Saratoga in 1847, Buffalo in 1848, and Syracuse in 1849. Other cities where State Fairs were held are New York City (1854), where small public interest led to a deficit, Elmira (1855), and Watertown (1856). After the State Fair had migrated among these cities for 48 years, a permanent location was sought. In 1889, the State Fair was given "perpetual use of 100 acres of land" by citizens of Syracuse. The State Fair has been held there since 1890. Additional areas have been added to the Syracuse gift until, in 1945, buildings and grounds had an estimated value of more than \$5,000,000. The State Agricultural Society developed the State Fair from 1841 to 1899, when it was assigned by the Legislature to the State Department of Agriculture and Markets.

Members of the state Extension Service have worked in co-operation with management of state, county, and community fairs. They have helped to raise standards of exhibits, of programs, and of recreation, through education; to define standards for judging; and to revise premium lists. Exhibits have been placed by departments of the State Colleges and by county farm and home bureaus and 4-H clubs. Members of the State Colleges' faculties, under the guidance of Professor Ralph H. Wheeler, have served on advisory committees and as judges, as have various county agricultural, 4-H club, and home demonstration agents. The State Agricultural Society, State Grange, State Federation of Home Bureaus, State 4-H Club Extension Federation, and State Farm Bureau Federation have given consistent support to the State Fair, for which they have secured distinguished speakers and other guests.

The University's founder, Ezra Cornell, was a leader in maintenance and improvement of the State Fair. He was convinced that it offered educational opportunities for farm people to learn about new farm machinery and methods, better breeds of plants and of livestock, and higher standards for production, grading, and marketing of farm products. As a state Senator, Mr. Cornell was instrumental in securing increased state appropriations for state and county fairs. With charac-

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teristic foresight, he believed public investments in the State Fair's buildings and equipment should lead to the Fair's usefulness for more than a few days a year—a plan not yet consummated but under discussion, in recent years, as a brand new idea! During World War II the State Fair was discontinued while its grounds and buildings were used for military purposes. Since the Fair's grounds and buildings have but recently been released by the federal government, it is expected that the next State Fair may be held in 1949 or later.

In 1930, the State Fair Commission added, as its first women representatives, Vera McCrea Scarles, Ann Phillips Duncan, and Ruby Green Smith. Professor Smith, along with Professors Ralph H. Wheeler and W. J. Wright of the State College of Agriculture, resigned from the State Fair Commission after several years. The New York State Fair Authority now replaces the Fair Commission. This Authority is charged with adapting the State Fair to modern conditions so as to justify the state's investments in it.

Before World War II, the State Fair had developed superior quality in its exhibits and programs. Flowers and fruits in the Horticultural Building made it a paradise of beauty and fragrance. In their uniforms, 4-H club boys and girls were eloquent and decorative, as they presided or demonstrated in their building or moved about the grounds. Farm people sent their best animals, grains, fruits, flowers, and vegetables to compete with products from other farms. Horses and automobiles raced; circus acts, pageants, and plays were staged; balloons, noisemakers, candy canes, photographs, and souvenirs were barked by eager vendors; a Niagara Falls of milk poured over a cliff to call attention to the state's largest agricultural industry, while children, and grown-ups too, watched the exhibit with delight. The Midway was a jolly place with ferris wheels, merry-go-rounds, side shows, movies, ice cream cones, candy, laughter, and a miniature railway whose gay traffic was assured year after year. From New York's Indian reservations, American Indians came to dance and to sell bows and arrows, baskets, pottery, and other products of their handicraft. Bands and orchestras played; spelling bees and singing contests vied for attention.

While their parents had freedom for fun, babies were “parked” for the day in a clean nursery in the care of physicians, nurses, and

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child psychologists. Children in this nursery, and in adjacent play-rooms, were the most alluring features of the Fair, especially for childless people.

Distinguished visitors spoke by radio and from bandstands, sometimes with competition from squawking balloons, ticket sellers, shrill whistles, music, automobiles, or airplanes. Hospitality held sway in the women's building, named for Harriett May Mills, who was a suffragette and once a speaker at Farmers' Institutes. The women's building housed home bureau exhibits which told graphically the story of home economics extension work; in 1937, these exhibits and those of the farm bureaus and 4-H clubs, in other buildings, were characterized by the State Commissioner of Education, Frank P. Graves, as "the best educational exhibits I've seen." For the progressive improvement of these exhibits, members of the state Extension Service have done notable work, especially Professors Ralph H. Wheeler and Bristow Adams.

Special days are designated, among them the state "Governor's Day," "Grange Day," "Farm and Home Bureau Day." As horses, buggies, slow trains, and street cars have been succeeded by motor cars, processions of automobiles and buses, guarded en route by state police, come from all parts of the state and converge at the entrance to the State Fair grounds about which thousands of parked cars resemble an army of gigantic invading beetles.

In the state budgets, many point with scorn at large items for state and county fairs, claiming that fairs are vestigial remnants of an era which passed with the coming of modern transportation and of other educational opportunities for less isolated, modern farm people. This seemingly valid objection can be refuted only by a study of the people who go to progressive agricultural fairs for fun, or for inspiration, education, and the direct exchange of information about seeds, plants, animals, farm machinery, styles in clothing, foods, farm and household management, home furnishings, child care, schools, colleges, the Extension Service, agricultural policies, and civic responsibility. When these people are studied, it is evident that the state gets value received for its investments in fairs. The fairs are important to many New Yorkers. Radiant faces, laughter of children, eager questions, conversations, attentive attitudes toward speakers, delight in a

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day's escape from farm routines and household duties—these are realities. Less tangible educational, economic, and social implications of the fairs, lead many skeptics to replace their disbelief in fairs with conviction that New Yorkers are not yet ready to discard them. Certainly fairs continue to be important to many New Yorkers of city, village, and farm—to the young in years and to adults who are young at heart. They gaily accept the call, “Heigh, Ho! Come to the Fair!”

In 1945 Governor Thomas E. Dewey visited county fairs and congratulated farmers on their “continuing willingness to share their knowledge with one another.” The Governor quoted statistics, collected before the war closed many fairs for the duration. His figures revealed that in 1941 public interest and support made possible 2,000 fairs, in the United States and Canada, attended by 40,000,000 people.

County and community fairs were well attended before World War II. Even during the war, a few of them were continued, despite discouragements offered by heavily laden officials who warned of difficulties of transportation and danger of interference with war work. After V-E and V-J Days, many counties reopened their fairs. The survival power of fairs was indicated in 1947 when county fairs were held in forty-six New York counties with a total attendance of 1,219,274.

At their best, county and community fairs offer some of the advantages of the State Fair, whose forbidding distance deters many from attendance. A fine community fair is to be found in Paris Hill, New York. Under the leadership of Jennie Jones, an extension worker, the village green becomes, annually, a fair for a day. Tables are arranged in a circle, or hollow square. They overflow with local “milk and honey”—preserved foods, cookies, cheese, cakes, butter, bread, handi-craft products, ears of corn and other seeds, flowers, and lively ducks and chickens. A printed program and premiums are financed by advertisements of friendly businessmen in Oneida County. At Paris Hill, people exchange recipes and information, hear the latest news and gossip, trade products of farm and home industry, and find anew how nice their neighbors are.

County fairs are aided financially by the state, sometimes with supplementary county appropriations; often they are dependent, for local support, upon the sale of concessions for serving food and for commercial exhibits and entertainment.

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The meaning of fairs to young people, and to adults who like them, was expressed in her unpublished diary by Anna Botsford Comstock (see Chapter V). She wrote of her life on a farm in Cattaraugus County, when she was sixteen:

The great events of the year were agricultural fairs and their circus performers. How I gloried in the gorgeous spangles of the lady riders in the circus. Seeing this display was a great stimulus to my imagination and a means of real culture, I'm sure. When the family had gone to the village of Otto I would array myself as best I could, and, standing on the back of our pet brood mare, pastured in the orchard, I would do my best to imitate the circus ladies; but my inconsiderate steed usually scraped me off with the aid of a low branched tree. The ladies pavilion at the agricultural fairs was to me a glorious place: there were pictures painted by exhibitors; patch work quilts; embroidered linen; wax flowers; framed wreaths of flowers, or perhaps a family hair-wreath and elaborate beaded cushions and mats. There was a flower show that seemed heavenly. Always in the afternoon there was a game of lacrosse by the young Indians of our Gowanda reservation of Senecas—splendid athletes they were, too. Then, of course, there was the meeting of many friends, which meant much to my parents—and to me, too, who loved everybody.

So long as children's eyes sparkle, when they can go to the fair, and older people treasure nostalgic memories of fairs, they will continue to play a part in American life. People welcomed the reopening of their community and county fairs in 1946. Many anticipate revival of the New York State Fair, when it may become more significant, commercially and educationally, as a year-round exhibit of New York State's agriculture, arts, and industries. This consummation would bring to pass another dream of Ezra Cornell's.

Martha Van Rensselaer and Flora Rose

The home must still accomplish the greatest of all tasks, building the foundations of human health and character. —MARTHA VAN RENSSELAER

The physical, mental, and social environmental influences of homes upon children must become matters of public concern if the State hopes to solve satisfactorily its problems of human conduct. —FLORA ROSE

MARTHA VAN RENSSELAER HALL is named in honor of the valiant founder of home economics education at Cornell University. During thirty-two years of association with Cornell, Martha Van Rensselaer guided the development of home economics; this period included its beginning in extension teaching among rural women of the state, in 1900, and its winning of academic recognition in 1925 as the New York State College of Home Economics, ranking with other colleges in the University.

The contrast is dramatic between present extensive facilities at Cornell for home economics, and Miss Van Rensselaer's first equipment, which consisted of a kitchen table, which she used as a desk, and two chairs, in a small room in the basement of Morrill Hall. From such a center, Miss Van Rensselaer began carrying her inspiring teaching to places remote from the University.

At the suggestion of Anna Botsford Comstock and Liberty Hyde Bailey of the College of Agriculture, Miss Van Rensselaer was called to Cornell in 1900. For seven years she worked alone in her field. After 1907, Miss Flora Rose was associated with her in a perfect partnership.

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At Cornell, home economics started with extension teaching, in correspondence between Miss Van Rensselaer and women on farms of the state. Response of these women to Miss Van Rensselaer's letters was immediate and wistfully appreciative. This letter writing led to a printed "Reading Course for Farmers' Wives." Miss Van Rensselaer and Miss Rose traveled, under arduous conditions, to speak at meetings of rural people and wrote clear, practical bulletins on home problems. The first of these, *Saving Steps*, an excellent bulletin by Martha Van Rensselaer, was published by the College of Agriculture in 1901. In many parts of the state Cornell Study Clubs were organized; in these homemakers studied programs sent from the College. Thus were laid foundations that under Miss Van Rensselaer's continued leadership became the state Extension Service in Home Economics.

Development of an extension service in universities usually follows establishment of resident instruction and research. At Cornell, this was true in agriculture, whereas resident teaching and research in home economics found their initial impetus in Miss Van Rensselaer's extension teaching. The first home economics course offered for academic credit at Cornell was a general survey of home problems and of their solutions, based on experience with extension teaching.

The onward sweep of this new educational movement is revealed in its uninterrupted growth. The first short winter course led to courses for University credit in 1906. Home economics gained recognition as a department in the College of Agriculture in 1908. Continued growth crowded assigned quarters on the top floor in Roberts Hall until in 1910 the state provided \$150,000 for the first home economics building, now Comstock Hall. In 1914, national and state aid for home economics extension teaching offered permanent foundations for home demonstration work. In 1917 and 1918, this work was vastly expanded through war emergency appropriations. In 1918 and 1919, homemakers identified with this war work proved to be unwilling to lose official connections with state and national sources of home economics information, and home bureaus were organized in counties, cities, and communities. In 1919 homemakers associated in these home bureaus joined forces in the New York State Federation of Home Bureaus.

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In 1919, the Department of Home Economics was designated the School of Home Economics in the New York State College of Agriculture. By legislative action in 1925, this School became the New York State College of Home Economics. In 1947, in addition to its resident instruction of 633 undergraduate, 55 graduate, and 192 summer-session students, the College worked directly with 71,995 women and 23,328 girls in home economics extension service organizations throughout the state. This College further extends its extension teaching, as described elsewhere, through an information service to the press, through radio programs, publications, and correspondence, and through the work of state leaders and specialists of the Cornell faculty, and of 4-H club and home demonstration agents. They are assisted by trained local leaders, resident in counties and cities. Small beginnings in research have been augmented by federal funds since 1925 and by state funds since 1945. Demands on the College of Home Economics for extension, for resident teaching, and for research have for years exceeded successive enlargements of its equipment and staff. In 1930 the state helped to meet these demands upon the College, by providing \$985,000 to build Martha Van Rensselaer Hall. Here are housed departments of nutrition, textiles and clothing, housing and design, child development and family relationships, economics of the household and household management, institution management, and, temporarily, the School of Hotel-Administration.

Underlying this development was Miss Van Rensselaer's concept of home economics education as a means by which women's minds could be trained, their capacities released, and their deepest desires satisfied through growth in understanding and direction of their natural social functioning in the care and protection of human life.

At the laying of the cornerstone of the second home economics building at Cornell, June 8, 1932, Director Flora Rose, Miss Van Rensselaer's colleague for a quarter-century, said:

Home Economics at Cornell University is inextricably bound up with the educational vision and purpose of its great leader. She it was who with the foresight and courage which mark true greatness charted the course which home economics was to pursue, and set the example for the bravery and effort needed to achieve its desired goals. . . . To the purposeful effort of Martha Van Rensselaer this building stands as a permanent memorial.

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This quotation reveals Miss Rose's modesty in relation to Miss Van Rensselaer. Many faculty members protested that the state's "million-dollar building" for home economics should be named Van Rensselaer-Rose Hall because Miss Rose had been in partnership with Miss Van Rensselaer from 1907 to 1932. In 1932 Miss Van Rensselaer's death left Miss Rose to carry forward their plans alone, as Director of the College of Home Economics until her retirement in 1940. Director Rose wrote the story of "Forty Years of Home Economics at Cornell" (see Bibliography), to which readers are referred for more detailed accounts of the significant period 1900-1940.

Miss Van Rensselaer and Miss Rose lived together, in their various hospitable homes at Cornell and in their Adirondack mountain retreat on an island in Long Lake. Miss Rose brought to this professional and personal comradeship the experience of wide travel, including residence in Colorado and California, a Bachelor's degree from Kansas State College and a Master's degree from Columbia. Miss Van Rensselaer had graduated at Chamberlain Institute and knew western New York where she had been a rural school teacher, a leader in women's clubs, and school commissioner in Cattaraugus County. She had studied adult education in her neighboring Chautauqua Institution. In order to qualify for appointment on Cornell's faculty, she graduated from Cornell in 1909 in Arts and Sciences, after nine years of association with the University as an assistant to Dr. L. H. Bailey, as an "Extension Lecturer" and as Supervisor of Reading Courses for farm homes.

"The only successful double-headed administration in the academic world" was the characterization of the Van Rensselaer-Rose relationship made by Cornell's third president, Dr. Jacob Gould Schurman. Trained in philosophy and liberal arts, he had been skeptical, at first, about the intrusion of home economics in the Cornell curriculum. To many faculty members, it seemed to be an *enfant terrible* whose persistent, vigorous growth confronted the University administration with problems of scholastic standards, of the appointment of women on the faculty, and of housing additional hundreds of young women who clamored for training that would prepare them simultaneously for marriage or for a profession. When Dean Bailey proposed that home economics be recognized as a department at Cornell, and

that its two teachers be named professors, Melvil Dewey claimed that scholarly President Schurman declared vigorously: "What! Cooks on the Cornell Faculty!—Never!" However, he lived to dine occasionally in the home economics building and to preside at banquets in what had become, before his retirement in 1921, the state-supported School of Home Economics. President Schurman was always a good sport about changing his convictions when evidence justified it, and he had learned to respect the applied arts and sciences in this new field of learning.

Miss Van Rensselaer and Miss Rose guided the development of home economics at Cornell and were identified with its development nationally. They attended the conference at Lake Placid, New York, where home economics had its academic birth in 1899. Mrs. Ellen Richards of the faculty of chemistry at the Massachusetts Institute of Technology was the moving spirit for this conference, which undertook to define and to foster a new field of learning—home economics. Subsequent "Lake Placid Conferences," to further the purposes of the first conference, were sponsored by two of the most ardent supporters of home economics education, Melvil Dewey, while he was librarian of the New York State Library and originator of the "Dewey decimal system" of classification for library books, and Mrs. Dewey. Miss Van Rensselaer and Miss Rose aided in organization of the American Home Economics Association, which they served as presidents and committee members and as contributors to its *Journal of Home Economics*. They also aided in the organization of the New York State Home Economics Association.

Since Miss Van Rensselaer was Director from 1900 to 1932 of the department that became a school and later a college of home economics from which extension teaching emanated, and Miss Rose was Director from 1932 to 1940, readers are referred to other chapters of this book for details of the various phases in the evolution of the extension teaching of the College of Home Economics. It was an evolution from letters to correspondence courses, through reading courses, Cornell Study Clubs, extension schools, itinerant lectures, demonstrations, and exhibits at fairs and on trains, at Farmers' Institutes and Farm and Home Institutes, at Farmers' Week, and at Farm and Home Week, to the culmination, in 1914, in field organi-

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zations, first called home economics departments of county Farm Bureau Associations. These Farm Bureau Associations, as described elsewhere, changed their names to Farm and Home Bureau Associations in 1918-1919, and later "and 4-H Clubs" was inserted before Association in the official name. These county extension organizations are now functioning vigorously, with more than 200,000 members (1948).

Miss Rose and Miss Van Rensselaer deferred to one another in refusing to accept the headship of the Department of Home Economics in 1908, the directorship of the School in 1919, and the directorship of the College in 1925. Therefore they were named "co-heads" or "co-directors." They did divide responsibility. By agreement, Miss Rose was in charge of resident teaching and research, and Miss Van Rensselaer of Extension Service and general administration. However, in adjacent offices and in their homes, consultation was frequent, with resultant co-operative values to all divisions of the College. Both did extension work and were effective public speakers.

Both held audiences at attention by the magnetism of their enthusiasm for home economics, by their knowledge and dignity which were relieved by touches of humor, and by the magic of their musical voices. Miss Van Rensselaer's voice was low-pitched and rich; Miss Rose's is less contralto and more feminine but equally pleasing. Miss Van Rensselaer's days were so filled with duties that she often relied on her ability as a successful impromptu speaker. She could appear serenely before an audience, her arms crossed and her stance somewhat masculine, and if she had not had time to prepare a lecture, she used to perfection the knack of asking leading questions which turned her scheduled address into a lively discussion, thoroughly enjoyed by members of her audiences. Both of these remarkable women practiced what they preached, through their superlatively scientific and artistic housekeeping and hospitality. Their salads, rolls, and "Domecon cake" were famous, and they promoted good nutrition by serving the right food in their homes as well as seeing that it was served in the institution under their management. Vitamin-conscious Miss Rose even included in her contract with their handy man a pledge that he'd take cod liver oil daily. Once she phoned from Ithaca to a Cornell professor, in New York, asking her to take to Miss Van Rensselaer,

in hospital, not two dozen American Beauty roses, but two dozen haliver oil capsules!

Portraits of these pioneers hang in the faculty lounge of the College of Home Economics. Both were tall and impressive. When they set forth to see the president, a dean, the head of a department, or a group of trustees or students at Cornell, or when they went to the state capital to request additional state appropriations, it usually happened that these two constituted an irresistible force which could move a presumably immovable body in the direction predetermined by these resolute women.

Miss Van Rensselaer's analytical description of herself is quoted because it reveals qualities which those associated with her will recognize as significant in explaining her achievements.

Poor at figures and mental calculations.

Orderly, not neat and methodical but just fairly accurate.

Fine grasp of a situation but not patient with mechanical details. Looks carefully after all details, in the carrying out of all enterprises, but would rather engineer the whole and get someone to care for the minutiae.

Works with wonderful dispatch when in good condition but does not know enough to stop when powers are exhausted and then wastes time.

Can work well only when interested.

Can do better with own plans than with someone else's.

Wants to have her own way about her own work and plans but is willing to let other people run theirs.

Is a better captain than lieutenant.

Mind works slowly until fired by stimulus of some enthusiasm then it goes almost too fast for the execution of ideas and faster than words can be written.

Mind not well trained for writing or preparation of addresses but gets it done somehow.

Does not worry and fret only because of dread of consequences.

Said to have power but does not feel conscious of it.

Still, undertakes large things and carries them through because of unwillingness to give up.

When well meaning dislikes to make explanations and smooth things over.

Causes own inefficiency by over-doing. Can't bear to see anyone suffer and exceedingly impatient with anyone who causes her suffering.

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Won't stand arbitrariness but wonders if her tendency to arbitrariness is not strong when impatient with others' delays and worries. Can't bear a screw driver effect but might endure pounding because of shock of hammer.

Too independent, lets people alone who perhaps only need a better acquaintance to form a good opinion.

Easily led but hard to drive.

Reads human nature, has strong intuitions about people. Not physically strong but able to accomplish much by good management.

Does not look ahead far to plan but cares for emergencies easily as they arise.

Slow to take offense and is not revengeful, does not look for trouble, sees good in people if possible. Is not meek.

Miss Van Rensselaer and Miss Rose wrote clear, authentic extension service bulletins,¹ published by the State Colleges. They wrote interesting newspaper and magazine articles. With the collaboration of one of their faculty's professors, Dr. Helen Canon, they wrote the book *Manual of Home-Making*. An archive copy of the first bulletin, *Saving Steps*, a classic in home economics literature, is bound artistically as accession number one in the Martha Van Rensselaer Memorial Library, financed by New York State's home demonstration agents. Appropriately, these books refer to women of achievement. The book plate for this library was designed by Professor Helen Binkerd Young (Mrs. George), third member of the home economics staff at Cornell. Wife of a Cornell professor of architecture, Mrs. Young was a graduate of the University's College of Architecture. She served for several years without salary to aid the young department of home economics. In describing Miss Rensselaer's first bulletin, Miss Rose defined what constitutes good extension-service writing—"simple in expression, warm in human interest, practical in suggestion, rich in understanding of the limitations in material resources in many farm homes."

¹ In attempts to record in this book a list of bulletins and leaflets in the "Cornell Reading-Course for Farmers' Wives," and in the "Reading-Course Lessons for the Farm Home," the writer discovered that no complete file or list exists. Miss Vivien Warters, Librarian of the College of Home Economics, is assembling an archives file which may be consulted at Cornell. This experience illustrates the difficulties encountered in research on extension work—history has been made so fast that there has not been sufficient time to record it.

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Miss Van Rensselaer and Miss Rose not only wrote thousands of letters, and many bulletins; they carried home economics afield by personal trips, in horse-and-buggy days, and later by less tedious vehicles. Miss Rose records what was true of both of them: "Miss Van Rensselaer must frequently stay overnight in a simple farm home, where she always made herself an acceptable guest. Her understanding of their problems made farm women willing to share with her their homely tasks. . . . In this way she both learned and taught many a useful lesson—a way that has never been surpassed . . . for it reached both student and teacher in terms of daily living."

Cornell's traditional policy of bringing distinguished nonresident lecturers to the University was pursued by Dr. Bailey and Miss Van Rensselaer, when resident home economics courses began in 1906 in a short winter course. For this course, young women who have since become famous home economics leaders came to Cornell, among them Mrs. Ellen Richards, Isabel Bevier, Ruth Wardall, Anna Barrows, Marion Talbot, Mrs. Alice P. Norton, Mrs. H. B. Lord, Mrs. Mary Hinman Abel, and Abbie Marlatt.

Another Cornell tradition was invoked for this first home economics course when farsighted faculty members, in keeping with the University's democratic "foundation ideas," welcomed home economics by appearing as lecturers, adapting their specialties to home interests. These lecturers included Liberty Hyde Bailey (horticulture), John Craig (botany), C. A. Martin (architecture), H. N. Ogden (engineering), R. A. Pearson (dairy), J. E. Rice (poultry), and M. V. Slingerland (entomology). From Cornell's nature study staff came Anna Botsford Comstock and John W. Spencer, to bring their blessings and their talented teaching, while physiology was taught by Susanna Phelps Gage, wife of Cornell's distinguished Dr. Simon Henry Gage.

In 1907, Miss Rose was invited to teach the winter short course in home economics for the State College of Agriculture. Near the close of this course, Dean Bailey asked advice from Miss Rose regarding a head for the department of home economics which he had decided to propose in the College of Agriculture. Miss Rose recommended Miss Van Rensselaer, as Miss Van Rensselaer had recommended Miss Rose! Dean Bailey agreed that Miss Van Rensselaer had qualities of leadership needed for the new department, but he demurred

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because he knew it would be difficult enough to win approval for the almost unprecedented appointment of women to the University faculty. Bailey believed it would be impossible to gain consideration for anyone without a college degree, traditional *sine qua non* for college teachers. Undaunted, Miss Van Rensselaer decided that, by working part-time, she'd win an academic degree, and she did.

Meanwhile, in late summer of 1907, Dean Bailey told what was to become the famous Van Rensselaer-Rose team that he had decided to organize a department of home economics, saying: "The task is yours. Upon you I shall rely for effective development. One decision I am not ready to make but time will decide it, that is, which of you is to become head of the department. Frankly, I have not found two people who can work together successfully, on an equal footing, but that is the way I propose to begin this department. Come to me with your troubles."

For the next quarter-century, team work of these two women, backed by men of vision in the Cornell faculty and state Legislature, and by women and girls who welcomed training for their specialities as homemakers, created at Cornell what became the State College of Home Economics.

On October 18, 1911, Cornell minutes record: "Voted that the Cornell University Faculty while not favoring in general the appointment of women to professorships, interpose no objection to their appointment in the Department of Home Economics in the College of Agriculture." Dean Bailey had won another academic victory. With characteristic wisdom, he advised the feminine professors: "For a while, at least, do not take advantage of your rank to attend meetings of the University Faculty. First, let memory of opposition be forgotten."

The young Department of Home Economics, housed on the top floor of Roberts Hall, found itself hostessing many unexpected guests. Often Miss Van Rensselaer and Miss Rose had to transform themselves from teachers to cooks, rushing from their scholastic desks to their small foods and nutrition laboratory, to prepare a meal for distinguished but unheralded guests; for even President Schurman, with meager public facilities for serving food on the campus, found it con-

venient, if unorthodox, to have "cooks on the faculty." On March 20, 1909, Dean Bailey brought to Cornell the Ways and Means Committee of the State Assembly and the Finance Committee of the Senate, to see why the State College of Agriculture needed the \$2,000,000 which Bailey had requested for long-term development. This proposed appropriation included a building for home economics. Dean Bailey wrote to his faculty a letter in which his closing sentence was: "I desire that officers and students cooperate freely to make the day such as will give our visitors an intelligent conception of what the College is trying to do."

The Department of Home Economics was asked to serve a luncheon for fifty official guests. The only place available was the unadorned corridor which connected the fourth-floor rooms assigned to home economics in Roberts Hall. This forbidding setting was forgotten because of artistically served, delicious food, prepared by the home economics professors and their students. At the next session of the state Legislature, during debate on Dean Bailey's request for \$2,000,000, one legislator praised eloquently the salad served at this luncheon; others described other foods on the menu. One senator declared: "I want to vote for the women who taught me to like cabbage." It was scalloped cabbage of which he had had a second helping, although claiming that he had always heretofore "hated the damned stuff." Thus the lowly cabbage played its role, among other more valid reasons, for the large appropriation approved in 1910. This appropriation was made to implement Dean Bailey's 10-year plan for expansion of the College of Agriculture. The gracious hospitality of Cornell's home economics faculty has become traditional, and it is gratifying to know that memories of its earliest example played their part in the good-natured debate that preceded the Legislature's favorable action.

The first home economics building was authorized at a cost of \$154,000 to New York State. This occurred in 1909, a year after the first Farmers' Week at Cornell. People of the state began to assume a proprietary interest in securing public funds for their own State College of Agriculture, where they had found helpful knowledge and genuine hospitality. This interest has become so keen that many organizations of the people not only endorse, but often initiate, state

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appropriations for the State Colleges at Cornell. This responsibility has been well organized by the people themselves, especially in the State Conference Board of Farm Organizations.

During World War I, Professor Van Rensselaer served in Washington, D.C., as head of the home economics division of Herbert Hoover's Food Administration, with the assistance of Professor Claribel Nye, both being on leave from Cornell. In 1930-1931, President Hoover called Miss Van Rensselaer to Washington to participate in his "White House Conferences on Child Health and Protection." After World War I, Miss Rose and Miss Van Rensselaer went to Belgium to conduct nutrition surveys among children. For this work, the King of Belgium awarded to them the Chevalier Order of the Crown. Not without honor in their own country, both professors were awarded honorary Doctor's degrees by Albany State College in 1931, at the suggestion of Eliza Keates Young, a former president of the New York State Federation of Home Bureaus. Miss Rose was honored similarly by Kansas State College in 1937.

Before Franklin D. Roosevelt became Governor of New York, his wife and their Hyde Park neighbor, Mrs. Henry Morgenthau, Jr., became interested in home economics at Cornell; they attended Farm and Home Week regularly. Mrs. Roosevelt had served for many years as a creative member of the Advisory Council of Women, which met at Cornell frequently to help guide the development of home economics. Both Governor and Mrs. Roosevelt had studied the work of the State College of Home Economics and were convinced that it should be more adequately housed because of steadily increasing demands for its resident and extension teaching and because of the need for research. In 1930, on the recommendation of Governor Roosevelt, an item, which eventually totaled \$985,000, appeared in the state budget. When to this item, which passed the Legislature in installments of \$475,000 and \$510,000, were added subsequent appropriations for the building's equipment and furnishings, the proposed "million-dollar home for home economics at Cornell" became a reality. Ground was broken in 1931, the cornerstone laid in 1932, the building occupied in the summer of 1933, and dedicated, as Martha Van Rensselaer Hall, during Farm and Home Week in 1934. More adequate quarters in this building were assigned for the Home Eco-

nomics Extension Service which, with more than 56,000 nonresident home bureau and 4-H club students, had become by 1934 the largest and most generously financed of the three divisions of the College of Home Economics.

The vision of home economics held by Professors Van Rensselaer and Rose went far beyond its first definition, as relating to foods, shelter, and clothing. To clothing, they and their faculty added textiles. To foods were added child care and human nutrition. To shelter's domestic arts were added housing and home architecture. To household management was added economics of the household. To institution management, Miss Van Rensselaer and Miss Rose welcomed the advent of what became Cornell's Hotel Management School, which they aided at its birth and for several years. To these departments was added a department of child training, rechristened as Child Guidance, Family Life, and since 1945, Child Development and Family Relationships.

In adding this sixth department to the College of Home Economics in 1925, Miss Van Rensselaer and Miss Rose had the backing of the home bureaus, which had expressed, in many a resolution, the need of homemakers for authentic instruction in applied psychology. For this relatively new educational experiment, Miss Van Rensselaer and Miss Rose journeyed to New York City and returned with grants from the Laura Spelman Rockefeller Memorial fund of \$13,000 a year for five years. This happened while several institutions were giving deliberate, academic consideration to the question of which department could legitimately foster studies in parent education. At the close of the successful five-year experiment, the state adopted this thriving infant department in home economics and provided funds for it. This department brought to the College of Home Economics the presence of homeless babies—to be cared for until they were healthy, happy, and adopted—and the charms of a nursery school that makes the College of Home Economics more homelike.

Miss Van Rensselaer and Miss Rose were among Cornell's indefatigable educational pioneers, whose toil was in keeping with the University's tradition of blazing educational trails. When Miss Van Rensselaer died in 1932, expressions of appreciation were spread upon the records at Cornell. These tributes are printed in Annual Reports

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of the College of Home Economics for 1932. Quotations that follow indicate their trend.

Only rarely are institutions and persons so closely united in their history and development as were the College of Home Economics and its first Director, Martha Van Rensselaer. Every step in the entire development of the institution, as department, school, and college, was taken under her guidance, and every activity had to the day of her death her closest scrutiny. The memory of her personality and of her fruitful activities, and her ideals of home-economics education which grew and clarified with the years, will be a lasting heritage for the College, as the College, in turn, will ever be a great memorial of her devoted service.—CORNELIUS BETTEN.

The ideal upon which home economics was conceived and built in this University, like Martha Van Rensselaer herself, was magnificent in its simplicity, its genuineness, and its unerring contact with realities. Its concern was to enrich the daily lives of women, even to that last forgotten woman hidden away on a back-roads farm. Its purpose was to make meaningful to them the tasks which were theirs to perform. Martha Van Rensselaer conceived of home economics education as a means by which women's minds could be trained, their capacities released, and their deepest desires satisfied through growth in understanding and direction of their own normal social functioning.—FLORA ROSE.

When Miss Rose retired in 1940 as Director of the New York State College of Home Economics, the trustees of Cornell University expressed the esteem in which she is held, in a resolution adopted January 20, 1940, from which the following extract is quoted:

On her retirement from active leadership of the College of Home Economics, the Board of Trustees of Cornell University salute Director Flora Rose for distinguished services in her chosen field of work, to Cornell and to the Nation. . . . Throughout her career Miss Rose has demonstrated outstanding ability as a progressive educational leader. Her enthusiasm for research has inspired her associates in an aggressive search for new truth. . . . The fine ideals and the sound principles contributed by her will remain and will be attested by the growth and increasing usefulness of the institution for which she has labored.

During the year's interim between the retirement of Director Flora Rose and the appointment of her successor, Professor Mary F. Henry was Acting Director of the College of Home Economics. Miss Henry

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came to Cornell in 1913 to study home economics. She stayed to teach it and to help administer it, in a series of promotions that led to her position as Assistant Dean (1942-1946).

Before coming to Cornell, Miss Henry had graduated from Smith College and had studied at Colorado College in her native state. Her broad, intellectual outlook and her scholarly work contributed much to the development of home economics at Cornell. The clarity of her precise diction, her perspective, and her analytical thinking appear in her letters, in committee records, and in her anonymous writing in annual reports and other publications of the College. She served as chairman of important committees, including those on educational policy, admissions, and publications. She helped to plan and to administer projects in research and courses in resident instruction. When she was Acting Director of the College, 1940-1941, she worked understandingly with the Extension Service, although public relations are foreign to her innate preferences.

Miss Henry's intellectual leadership in the College was characterized by ability to refer crowding events to educational principles which she could inject into discussions with cool ardor. For the 33 years before her retirement in 1946, her work for the progress of home economics was done largely behind the scenes, without the stimulus of public acclaim. With skill she helped to bring ideals and realities into a working measure of agreement.

Succeeding Miss Rose as Director was Miss Sarah Gibson Blanding, whose successor was Miss Elizabeth Lee Vincent (see Chapter XXXII).

The Mountain Comes to Mohammed

The bath of the people is good for public men. —ABRAHAM LINCOLN
If Farmers' Week has ever had a slogan it would be, "The best presented by the best."

—RALPH HICKS WHEELER

THE STATE EXTENSION SERVICE travels in reverse during Farm and Home Week, known as Farmers' Week from 1908 to 1920. People come to Cornell to participate in a comprehensive program arranged by the State Colleges of Agriculture and Home Economics. Multitudes of people from every part of the state, and from other states and nations, course through University buildings and over the campus. Each visitor may choose from a tantalizing array of events. From its inception and for more than thirty years, programs and arrangements were under the chairmanship of Professor Ralph H. Wheeler, Director of Finance for the State Colleges and Assistant Treasurer of Cornell. In recent years this well-defined but complex task has been delegated to Professors Caroline Morton and Lincoln Kelsey.

There are lectures, demonstrations, exhibits, training schools in administration and in agriculture and home economics; debates and public speaking on technical and cultural subjects and on policies of government; serious-minded conferences, interspersed with dramatics, music, lantern slides, plays, pageants, movies, community singing, dancing, and other recreation. There are contests and discussions; special breakfasts, luncheons, dinners, and banquets; and meetings of state organizations and committees. There are opportunities to hear the Governor, other distinguished Americans, and speakers from other nations. There are chances to make state-wide acquaintances, to see interesting leaders of state organizations, and to learn how approach-

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able Cornell's professors are. On display are the most modern machinery and equipment for efficient farming and housekeeping. On their experimental acres, in their laboratories, barns, offices, or classrooms, University professors welcome the people and share with them their knowledge, including latest findings from research.

The mountain comes to Mohammed during Farm and Home Week, whereas Mohammed, in the person of every Extension Service teacher, goes to the mountain for the other weeks of the year. In 1941 more than 14,000 came. They reach somewhat inaccessible Ithaca by trains, buses, automobiles, airplanes, bicycles, on horseback, afoot, or on snowshoes. Chartered buses form caravans, escorted by state police who help in solving parking problems. Some girls and boys come, although most of them wait to come to Cornell for their 4-H Club Congress in June, when they bring their learning and laughter, youth and gaiety to take temporary possession of the campus. Farm and Home Week visitors are mostly adults in search of inspiration and of scientific information about better ways of farming and homemaking. These visitors enjoy comradeship with one another and with faculty members of their State Colleges.

Feeding and housing this multitude, in a city no larger than Ithaca, would seem to call for a biblical miracle. A spirit of hospitality becomes epidemic during Farm and Home Week, for in the catalogue of lodgings may be found guest rooms of Cornell professors and of other Ithacans who wish to help make possible these annual visitations. By systematic organization, with the help of students of the State Colleges, lodgings are found somehow, while all Ithaca facilities for serving food are taxed. Visitors have been served excellent food, with student help, under the skillful guidance of Professor Katharine Harris and her staff of the Department of Institution Management, with aid from the Hotel Administration Department, headed by Professor H. B. Meek. This is a feat that surpasses, numerically, the miracle of the loaves and fishes. It contrasts vividly with conditions in 1913, when another multitude was fed while professors and students were moving into Cornell's first home economics building.

In the 1940 Annual Report of the State College of Home Economics, Miss Rose described the first enthusiastic invasion of the home eco-

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nomics cafeteria (to this day called "Domecon" from "domestic economy," the long-outdated name for home economics):

On the Saturday preceding the Monday of February 10, 1913, when Farmers' Week was to begin, the Department of Home Economics moved into the new quarters. Workmen were still in the building. A part of the equipment had arrived, a part was arriving, a part was on its way and might not arrive. . . . Not until Sunday did the china and silverware appear, but the cabinets to contain them were not yet installed. . . . Student volunteers polished tables, swept floors, scrubbed potatoes, and took care of huge quantities of food which accommodating tradesmen broke the Sabbath to deliver. By Sunday night, refrigerators were operating, a bake oven was in readiness, steam tables and serving counters were in running order, the menu for the first day's meals was made, and the cafeteria would open for Monday's lunch in spite of an alarming unreadiness. . . . The story of that Farmers' Week . . . was amusing and a bit breath-taking. Between the several lectures daily to which these women [Miss Van Rensselaer and Miss Rose] had committed themselves, they fled to the cafeteria to plunge their arms to the elbows in huge kettles of meat waiting to be made into meat loaf; to help in clearing from the floor around an empty dishwashing room what seemed to be acres of soiled dishes; to peel potatoes; to wash vegetables; to slice bread; to hurry, hurry, hurry, and yet to stop in the midst of hurry to greet enthusiastic and congratulatory friends. All the students in the department hurried also. . . . On Tuesday, not a few hundreds, but a full thousand of hungry people proceeded to eat at a single meal all the food planned for that day, as well as the left-overs anticipated for the morrow. Until midnight, each night, every willing and available soul worked valiantly and at top speed trying to be ready for the next onslaught of eager eaters. It was an experience like that of being ship-wrecked and if life were to continue, of having to do battle against almost overwhelming odds. But it ended. A building had suddenly sprung into vigorous life. A challenge had been met successfully, and a new day was ahead for the Department of Home Economics.

For Farm and Home Week, Willard Straight Hall, Cornell's student union building, is usually booked a year in advance; its guest rooms are reserved for distinguished speakers, and sometimes its large Memorial Hall is transformed from a student lounge into a place for luncheons and banquets. Cornell's lecture rooms and laboratories were built to accommodate college classes of scores or hundreds, not

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thousands; therefore it became necessary to repeat parts of the programs in order to seat long queues of waiting people.

Voices of famous people are heard in Cornell's auditoriums, for leaders in every field, respecting the high quality of Farm and Home Week audiences, have made hazardous, wintry trips to Ithaca. Gladly the speakers come—statesmen, poets and other authors; leaders from the worlds of government, labor, business, and professions; presidents of organizations and institutions. A review of Farm and Home Week programs reveals an impressive list of eminent people, including Governors of New York, commissioners of state departments of health, education, social welfare, commerce, and agriculture and markets; members of Congress and of state legislatures; masters of national and state Granges; and presidents of large state, national, and international organizations.

The first Farmer's Week was arranged by the State College of Agriculture in 1908, when Liberty Hyde Bailey was Dean and the State College of Home Economics was a department in the College of Agriculture. Registered attendance increased from about 800 in 1908 to more than 14,000 in 1940. Travel restrictions and war work had reduced registration by 1943.

In the *Cornell Countryman* (February, 1924) Professor R. H. Wheeler has recounted the origin of Farmers' Week and its relation to the Agricultural Experimenters' League of New York:

Although it may have been the outgrowth of several component factors, it was due in the main to the clear vision of our beloved former dean, Liberty Hyde Bailey, who, early in his administrative relationship to the College of Agriculture, saw the need of bringing together once a year those who were interested in all branches of agriculture that they might hear and discuss the latest information and practices applicable to their problems.

Farmers' Week has a very direct relation to the early experiment extension work of the college. In 1893, a group of vineyardists of Chautauqua county asked the college to conduct some experiments in their vineyards. No funds were available that year but through the efforts of these same people, the following year a bill was introduced in the state legislature by S. F. Nixon, assemblyman of Chautauqua county, appropriating \$16,000, one-half of which was to be expended by the Cornell Experiment Station

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in work in horticulture in the Fifth Judicial District of the State, an area comprising sixteen counties of western New York. . . .

The self help idea, helping farmers to help themselves, which so thoroughly permeates every nook of our present day extension service, was one of the fundamental principles of this early work. By 1898 hundreds of farmers had been enrolled to conduct certain tests or experiments and it was seen that in order to secure for the agriculture of the state the most good from these experiments the results must be brought together, compiled, and distributed. But this alone was not sufficient; the results obtained by different experimenters conducting the same experiment were so varied that there was evident need of some agency of bringing these experimenters together. And so soon after 1900 we had formed the Agricultural Experimenters' League of New York, the members of which were to conduct tests and experiments on their farms and to report the results at the end of the year. These results were to be summarized and published. As the league developed, an annual meeting was held to which the members brought their reports and discussed them and had added to their program speeches by members of the college and experiment station staff. In 1907, this annual meeting was considered of sufficient importance, and of such statewide interest, to have it opened to others than members. And so Farmers' Week was born, and in 1908 we had our first Farmers' Week in New York State, which was also the first in the East and one of the first in the whole country.

Events were added and, as attendance multiplied, more programs were necessary to accommodate the crowds. In 1908, 99 events were scheduled; in 1914, the program included 416; in 1940, more than 500. Without the help of students to greet, register, guide, instruct, and entertain visitors, professors would be overwhelmed. Through their committees, students not only handle important work but gain a deeper respect for farmers and homemakers.

Each day at official luncheons for distinguished guests, deans of the State Colleges present speakers of the day to one another, to Cornell faculty members, and to representatives of Cornell students. These students are introduced as the most important products of the State Colleges of Agriculture and Home Economics. Appreciation is always expressed to students and staffs of the department of Institution Management and of the Department of Hotel Administration, as demonstrators of applied nutritional science and of intellectual cookery.

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Farm and Home Week has always been a particularly happy time for deans of the State Colleges. Many farmers and homemakers of the state will recall how it was enjoyed by Directors Van Rensselaer and Rose and by Deans Bailey, Mann, Ladd, and Blanding. These executives had made friends while traveling about the state to address large audiences on the subjects of agriculture and home economics—well seasoned with philosophy and love of country life. As their administrative duties grew heavier, however, they traveled less, and they missed seeing people in their home counties. With the resumption of Farm and Home Week in 1948, the tradition of Cornell hospitality continued under the guidance of Dean Myers of the College of Agriculture and Dean Vincent of the College of Home Economics.

Because of travel and housing restrictions, and demands of World War II on farmers and homemakers, and on faculties and students of the State Colleges, Farm and Home Week had reluctantly been omitted for several years. In 1946, after negotiations with leaders of state organizations and with railroad executives, a substitute for Farm and Home Week was decided upon—the resurrection of an extension teaching method that had not been used since 1918. A special train, called the Farm and Home Special, toured the state. It carried exhibits and Cornell professors. The professors gave demonstrations and talked of many things, especially of latest research findings. People responded enthusiastically to this effort of their State Colleges to make Farm and Home Week travel in reverse.

Farm and Home Week could not be arranged for 1947, but public demand continued and so a four-day “week” was scheduled for April 6-9, 1948.

Genesis of significant state and national organizations is to be found in records of their creation during Farmers’ or Farm and Home Weeks. Many organizations that contribute to human progress were conceived or created on the Cornell campus during these “Weeks.” They include: New York State Farm Bureau Federation, American Farm Bureau Federation, State Federation of Home Bureaus, Associated Women of the American Farm Bureau Federation, State Council of Rural Women, State Conference Board of Women’s Educational Organizations, State Conference Board of Farm Organizations, Grange League Federation Exchange and other co-operative market-

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ing organizations, and the State Land Use Committee, later named the State Committee on Rural Policies.

People who make these pilgrimages to attend Farm and Home Week, feel grateful for educational opportunities offered by the State Colleges. College faculties feel equally grateful. The truth is that although extension, resident, and research faculties of the State Colleges give generously, often to the point of exhaustion, of their time, effort, and knowledge, to make these trips to the University valuable for the people, the faculty learns much too. Associations with people of the state help to revitalize University teaching, through periodic glimpses of what the people do, say, dream, and know. If the founder of the University could come back, he would like these weeks of close, democratic partnership between the people and Cornell, for it was Ezra Cornell's profound conviction that agriculture needs science, that education for the farmer is essential, that women and men should share equally educational opportunities, and that all subjects of instruction should be given equal recognition in the University.

All who participate in Farm and Home Week agree that "the bath of the people is good for public men." And, reverently be it added, the bath of the people is good for public institutions.

Lasting Partnerships Between People and Their Colleges

When tillage begins, other arts follow.
The farmers therefore are the found-
ers of civilization.—DANIEL WEBSTER

MAURICE CHASE BURRITT

STRAIGHTFORWARD, handsome, clear-thinking Maurice Chase Burritt always wanted to be a farmer, but repeated calls to public positions of leadership have continued to summon him from doing in person the work he loves; but these duties never impelled his permanent surrender of farming as a way of life. His executive abilities—and his capable wife—have enabled him to operate indirectly the Burritt family farm near Hilton, New York. He and his widowed mother once ran this farm, the income from which enabled Maurice to graduate from Cornell with a B.S. degree in agriculture in 1908 and an M.S.A. in 1910. In 1911, he married Estella May Buell of Bergen, New York, an inspiring teacher who has shared his life, his work, and his ambitions in ideal companionship. Their children, Helen, Stephen, and Maurice Buell, are Cornell graduates. Wherever the Burritts live, they are leaders in community life.

After his graduation, Mr. Burritt worked for the U.S. Department of Agriculture on farm management in the northeastern states and became editor of the *New York Tribune Farmer*. In 1914 he was called to Cornell, and, as successor to Lloyd Stanley Tenny, served as State Leader of County Agricultural Agents in the College of Agriculture from 1914 to 1916. In 1916, when Charles H. Tuck resigned, as head of the department of extension teaching and the first Director of Extension, his successor was M. C. Burritt. With his friend, Howard Edward Babcock, who was State Leader of County Agricultural Agents, 1916–1919, Burritt was a leader in the establishment of the county

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farm and home bureaus, on a basis so sound that these organizations have grown persistently.

Babcock and Burritt worked together as perfectly as a well-matched team. With democratic zeal, both believe in the wisdom and judgment of the people. Babcock's quicksilver mentality, creative imagination, earnestness, and humor are combined with skill in human relationships and with a persuasive friendliness. Burritt is serious-minded, dignified, brilliant, courageous. With analytical talents, both men think through complex problems and decide upon constructive action. When extension organizations were young, Burritt could be counted upon to stand "steadfast and true," in the background at the College, while Babcock was at his best in meeting people of the state. He inspired them to translate into action this team's well-laid plans for extension organizations. Babcock traveled to every county and city in New York. Both Babcock and Burritt worked as though they had vowed they'd follow the advice couched in Shakespearean English: "Screw your courage to the sticking point, and we'll not fail." Burritt-Babcock integrity and loyalty gave security to their associates in the difficult work of interpreting and launching, throughout the state, a relatively new kind of adult education. Both men had boundless faith in the people, and the people liked it.

The organizations nurtured by Burritt and Babcock recognized the paramount importance of participation by farmers and homemakers in giving local direction to Extension Service programs and organizations and in securing county funds for their support. With Babcock-Burritt aid, the leadership of women in extension organizations was given recognition that led to the first change in the United States of the name "County Farm Bureau Association" to "County Farm and Home Bureau Association." Later, when L. R. Simons was Director of Extension, this name was changed again by insertion of "and 4-H Club" after "Bureau."

"M. C. B." resigned his Cornell professorship in 1924, to return to personal operation of his "Beechwood Farm," where his father had farmed from 1845-1889. But Maurice could not refuse positions which continued to be thrust upon him because of his qualities of leadership. While farming again, after ten years of professional work, Mr. Burritt served as comptroller of the G.L.F. and as president of the State

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Horticultural Society and of the Rochester National Farm Loan Association. He was also chairman of the Monroe-Orleans Council of Boy Scouts and was designated a "Master Farmer" by the *American Agriculturist*.

In 1930, Governor Franklin D. Roosevelt appointed Mr. Burritt, for 10 years, as the first rural member of the New York State Public Service Commission, to which he was reappointed by Governor Herbert Lehman for ten more years. His Albany office is in the State Office Building. Other positions of honor and responsibility continue to call Mr. Burritt to spend time away from his farm home. He is chairman of the State Bank of Hilton, New York, and was twice elected an alumni trustee of Cornell.

He has written scores of articles for magazines and newspapers, including "The Farm Bureau Creed" (see p. 210). He is author of two books, *Apple Growing* (1912), and *The County Agent and the Farm Bureau* (1922). He assisted also in compiling data for *The Burritt Family in America*, a genealogical record of ten generations. Burritt's book, *The County Agent and the Farm Bureau*, although published 24 years ago, continues to be a fundamental reference for students in search of the basic philosophy and methods of the agricultural Extension Service. In this book, used as a text at Cornell, are clearly presented the same sound principles that are being applied in farm bureaus, home bureaus, and 4-H clubs today.

From his home on ancestral acres, Maurice Burritt has ventured, with marked success, into wider worlds of education, journalism, co-operative marketing, banking, public utilities, administration, and government service. Despite his desire to stay on his farm, he is a noble example of one who has translated his respect and love for agriculture into serving it broadly throughout his state. By accepting unsought challenges for public service, he has become such a useful citizen that he ranks high among New York's rural statesmen.

HOWARD EDWARD BABCOCK

Spark plug in every organization and institution with which he is associated, Dr. H. E. Babcock's colorful life is marked by contrasts. The \$150,000,000-a-year business, the G.L.F., for which he laid the

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foundation, is the largest farmer's co-operative business in the world. The present success of this Grange-League-Federation Exchange contrasts vividly with the pathos in Babcock's youthful struggle to get better feed for less money for his father's farm animals. Fresh out of college, he negotiated his first bank loan, bought a carload of dairy feed at wholesale in Buffalo, and arranged to have it shipped to a railroad switch near his father's farm in Chenango County. The car was refused sidetrack service by a feed dealer who controlled the switch nearest the farm. Mr. Babcock says: "I ended by personally hauling the twenty tons of feed, two tons at a time, with a pair of horses, over a dirt road from Norwich, five miles away. I did a lot of figuring while I was hauling this feed. This thinking later was to bear fruit in G.L.F." ¹

Well dressed and perfectly groomed while he presided as chairman of Cornell University's board of trustees during the critical years of 1939-1947, Dr. Babcock could transform himself quickly by changing into appropriate clothes for the work he loves to do on his farm near Ithaca. Leaving his family and farm reluctantly, he undergoes another metamorphosis to go to Washington, D.C., where he has given wise counsel to presidents of the United States—or to Albany, where he has helped guide governors regarding New York State's agricultural policies. Despite his strong desire to stay at home and to be a farmer, he is continually called upon for service to agriculture. His latest appointment by the Secretary of Agriculture was on a national committee of eleven to translate into reality the federal Agricultural Research and Marketing Act of 1946. Of this appointment E. R. Eastman, the editor, wrote in the *American Agriculturist* (November 16, 1946): "Mr. Babcock will bring to the committee a wide experience in farming, in providing farm supplies to farmers, and in promoting better nutrition for everyone." During World War II, Mr. Babcock was appointed State Food Commissioner to direct emergency work on food production and consumption. In 1946 he received an award, at the annual meeting of the American Farm Bureau Federation, for "distinguished service

¹ In this chapter, quotations not otherwise credited are from Mr. Babcock's unpublished autobiography. It was possible to check certain facts regarding his extension work by Mrs. Babcock's diary, which she kindly lent.

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to agriculture” and a citation from the national extension fraternity for distinguished work in the Extension Service.

Another contrast in Mr. Babcock’s life is to be found in his chairmanship of the Board of Trustees of Cornell, whereas he earned his way through the first college he knew—Syracuse University—and afterward brought it such distinction that it awarded him an honorary doctor’s degree. When he first arrived in Syracuse, he had \$35 and a scholarship. He had graduated from high school in Gilbertsville, New York, at sixteen, working on his father’s farm during vacations and for two years before going to college. He earned his way during his first two years at Syracuse by grading lawns, washing dishes, and waiting table; as a junior, he organized a student laundry; as a senior, he was an instructor in botany, having specialized in science. His minor was history, although he had intended to study law and had joined the legal fraternity, Delta Chi. His knowledge of biological science is basic in his successful applications of science to farm practice. Throughout his college years, he suffered from chronic appendicitis. After graduation he had an appendectomy, arranged through a college friend whose father operated without charge. Unable to do farm work then, Babcock decided to study agriculture at Cornell for the summer of 1911. He declares: “This decision was really a turning point in my life.”

From Cornell he went to Albion where he introduced one of the first courses in vocational agriculture. In that school the mathematics teacher was Hilda Butler, whom he was later to marry. Of that year he says: “I had a grand time at Albion. It was the first time in my life I ever had money enough to pay a board bill or buy decent clothes, or go to the theatre. Being entirely unhampered by tradition, I taught some exciting agriculture . . . and . . . developed a track team which about cleaned up the State.” Impressed with Babcock’s originality and ability to teach in a new field, the Superintendent of Schools in Elmira called him as principal and teacher in 1912. There he met one of New York State’s three county agricultural agents, G. P. (“Gad”) Scoville (now a Cornell Professor of Farm Management), then known as Chemung County “Farm Bureau Manager.” Babcock was growing tired of teaching the same science courses. He writes: “It seemed to me

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that 'Gad' was living just the kind of life I would like to live. He was out among farmers knee-deep in their problems." In the spring of 1913, Babcock was offered the position of county agricultural agent in Allegany County "at \$1600 a year, and to furnish a horse and buggy"; and also the position in Cattaraugus County. He accepted the Cattaraugus offer "at \$1800 a year, plus a car." At Olean he was met by F. M. Godfrey, a state senator and Master of the State Grange. Young Babcock would have been impressed more permanently with this courtesy had he not discovered that the county's farm bureau was but a dream, without funds. He decided that he had to finance the bureau and to organize as well as to teach farmers. This situation was typical of the discouragements which the pioneer county agricultural agents encountered. Babcock says: "During this period I learned how to sell a farm bureau to anyone—a farmer, a town merchant, a supervisor, or state official. In those days we county agents received no instruction, and we had to make our own programs. I hit on testing varieties of silage corn and on demonstrating type in dairy cows as two things in which I could specialize. Farmers either were not much interested in county agents or were openly antagonistic, but my two programs soon broke them down." County Agent Babcock pays tribute to a leader in Farmers' Institutes, Edward Van Alstyne, as "one of the really grand figures in American agriculture." Van Alstyne spent several summer days in 1913 in Cattaraugus County arranging for the next winter's Institutes and giving young Babcock "a big lift" for his uncharted farm bureau work.

At the first state meeting of New York's eleven county agricultural agents at Cornell in the fall of 1913, Babcock made such a fine impression at the College of Agriculture that he was invited by Lloyd Tenny (the first State Leader of County Agricultural Agents, 1911-1913) to move to Ithaca and become Tompkins County Agent and Assistant State Leader of County Agents at \$2,400 a year. This offer came opportunely, for he and Hilda were planning to be married October 23, 1913. On their honeymoon they came to Cornell, when the Cayuga valley was glorious in autumn beauty—the place that was to be their home for most of their lives. They must have felt as Ezra Cornell did when he saw Ithaca for the first time and vowed, "This is my home land."

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Flames of Mr. Babcock's genius burned brightly when he was Tompkins County Agricultural Agent and Assistant State Leader at Cornell. He took over the editing of the *Tompkins County Breeders' Journal* for the organization which sponsored his county agent work. This became the *Tompkins County Farm Bureau News*, which led to similar publications in every county in New York and started Babcock on one of his numerous careers—that of a writer. Dr. Babcock's succinct, authentic writing continues to appear in magazines and in editorial work to which farmers turn for agricultural guidance as they turn for spiritual help to the Bible. He has written a weekly page for the *American Agriculturist*, is editor-at-large and columnist for the *Cooperative Digest*, and contributes a column to the *Country Gentleman*.²

In 1914 M. C. Burritt succeeded Lloyd Tenny as State County Agent Leader. The team of Babcock and Burritt decided to organize farm bureaus and to get appropriations for them in every county in the state. This they did within three years! They also defined and tested fundamental policies which shaped the development of the entire farm bureau movement. These included organized self-help, partnerships between farmers and their State College of Agriculture, local direction of programs adapted to local agricultural problems, financial support by county taxes, and a responsible membership organization, with community and project committees, all democratically organized and administered.

When Burritt was named Director of Extension in 1916, Babcock was promoted to Burritt's position as State Leader. Together they helped in the development of home bureaus (described in Chapter XV). During World War I, Babcock, without release from his extension service, was appointed by New York's Governor, Charles S. Whitman, as State Food Commissioner to co-operate with Herbert Hoover's national Food Administration. This work stimulated Dr. Babcock's interest in better human nutrition, in which his leadership has become national.

Babcock's inevitable promotions carried him as far as he could go in the state Extension Service, except for the position of Director of

² For an example of his writing, see his "Philosophy of Co-operative Marketing" on pp. 335-336.

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Extension, and, to quote him, "Maurice Burritt seemed to be in good health." In 1919, Mr. Babcock resigned from the security of his University position to face the hazards of farming. From 1920 to 1922, the Babcocks lived on the David Harum Farm near Homer, while he managed the Crouse farms at Chittenango Station and Homer, in addition to his own farm, which became the nucleus of his present extensive agricultural business on a thousand acres. Babcock's leadership was well established in the New York State Farm Bureau Federation and in the Conference Board of Farm Organizations, both of which he helped to organize and to serve in their formative years in what he called his "perennial secretaryships."

Dr. George F. Warren was watching Babcock and surprised him by offering to appoint him in 1920, as Cornell's first professor of marketing. When Babcock protested that he didn't know much about the subject, Warren countered: "That's good. The buggy maker held back development of the automobile for a fifth of a century." Babcock wanted to accept the challenge, but he hesitated lest it discourage his associates in the G.L.F. That organization was in the throes of being born, with Babcock playing the role of "leading man." The presidents of the Grange, the Dairymen's League, and the State Farm Bureau Federation were counting on Babcock's genius to pilot this precarious new enterprise. He and Dr. Warren therefore agreed to keep the Cornell appointment a secret until he could conscientiously leave the infant G.L.F. Before resigning, Babcock persuaded Fred Porter to take his place on the G.L.F. board; Porter later became president of the board as well as chairman of the Ways and Means Committee of the state Assembly.

Babcock reported for his faculty position at Cornell in the fall of 1920. "With my native lack of caution," he says, "I offered to organize and teach a course in marketing and thereby set up one of the most interesting experiences in my life." Among his eighty students were several who were destined to help stabilize the co-operative marketing movement. Babcock says, "While teaching, I continued to run my farm and the milk route in Ithaca. More than once I peddled milk before I met an 8 o'clock class." He continued to manage the Crouse farms also, dealt in Guernsey cattle, and did some writing, mainly for

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the *Rural New Yorker* (of which he refused the associate editorship), the *Syracuse Post-Standard*, and the *American Agriculturist*.

Meanwhile G.L.F. was not going well. Its public accountant used his system to steal \$40,000, for which he was jailed. G.L.F. lost prestige and business and began to dissipate its capital. Its directors became critical of one another. In June, 1922, led by Harry Bull of Orange County, the directors visited Professor Babcock at Cornell to try to persuade him to become general manager for the disintegrating G.L.F. They told Babcock that he alone could rescue it from bankruptcy and its farmer members from despair.

Babcock says of his Cornell professorship, "It was the most prized post I have ever filled." Most of his friends counseled him against resigning from the University faculty, but Dr. Warren said, "Take the job." Unselfishly, Babcock did so. He was then 33, and he was to receive a salary of \$10,000 plus expenses and an automobile—handsome terms, except that the salary and expenses were not in sight, as Babcock soon discovered. While he studied the balance sheet, trying to find why G.L.F. had no capital, he found that assets of the corporation had been written up "a cool \$100,000." He said: "The bear I had by the tail was 20 per cent worse off than I thought. I remember a sinking feeling. . . . Then I decided on action which saved the G.L.F. A crew went forth and sold stock, in Northern Pennsylvania, in what was really a bankrupt corporation to get the working capital needed." Babcock had had experience in selling G.L.F. stock in 1920, when the Conference Board of Farm Organizations adjourned after tossing the financial and organizational ball to Secretary Babcock. He organized solicitors whom he directed and encouraged over the telephone, until they helped him to perform the unheard of task of signing up about 36,000 New York farmers for \$878,000 worth of G.L.F. stock!

Babcock's achievements in making G.L.F. solvent and the greatest of farmer co-operatives are further evidence of his genius. He has had no chance to travel well-blazed trails. He is a pathfinder. As soon as he clears a path through some wilderness of human affairs, he delegates its care to others he has trained and moves on to blaze new trails, to map the course for new agricultural and educational adventures.

The obtaining of the \$100,000 second capitalization for G.L.F. was

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only the beginning of difficulties that were overcome before the G.L.F. became the agricultural and financial giant it is today. Mr. Babcock attributes much of its present strength to the establishment of its community retail services, the G.L.F. stores. When he proposed these stores which brought the Co-op into the neighborhood of the people, he was recovering from injuries received when an automobile struck him as he rode an unbroken colt. Certain heads of G.L.F. departments petitioned the board of directors to remove him after his proposal, which he had prepared with the aid of his "able secretary, Alice McAnnif." But the G.L.F. directors and most of the employees trusted Babcock and would have undertaken to follow him on a trip to the moon, had he proposed it!

Babcock resigned as general manager of G.L.F., after building a remarkable staff. He sums up his personnel policy: "I admit that I shuffled G.L.F. men around a good deal, but I worked on the theory that there are few men who can't do a good job provided only they are placed right." He gave his employees "plenty of responsibility and freedom of action" in the belief that the best people meet such challenges.

After years of ceaseless activity always faced with tasks that had never been done before, Babcock was exiled, in 1928, to Lake Placid, where physicians prescribed that he "rest in bed, learn to smoke, read as much as you like, and listen to music." He says that for two weeks he was "really depressed for the first period in my life." But after he became reconciled to his temporary banishment, he found inspiration in the mountain scenery and took the opportunity to enrich his cultural background by reading and by listening to music. Perhaps this exile from the "madding crowd" helped to perfect his philosophy. As soon as he began to feel better, he hired a secretary, and for four months at Lake Placid, he handled an immense correspondence concerning G.L.F. affairs, held co-op meetings in his room, and secured the backing of the directors for building the large G.L.F. feed mill in Buffalo.

The feed mill was not the only big building Babcock bought, or built, for the G.L.F. Having established this co-operative's headquarters within reach of Cornell's scientific research, he and E. Victor Underwood bought for G.L.F. the knoll across Six Mile Creek's

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Tioga Street bridge near Ithaca's business center. The Louis P. Smith mansion whose windows framed views of valley, lake, and hills, occupied this site and had to be torn down so that a large, modern office building for G.L.F. headquarters could be built. There it stands, Ithaca's castle of South Hill, a monument to co-operation among farmers.

In the Buffalo mill, Babcock developed the "open formula feeds" of high nutritive values, as based on latest findings from research. During the depression (1929-1934), he arranged for G.L.F. mills to make reinforced, nutritious, delicious cereals at low costs, thereby helping families on reduced incomes, and relief agencies, to buy a maximum of nutritious food at minimum costs.

Excellence in high standards of quality and absolute integrity have marked all of Mr. Babcock's enterprises and have had much to do with his success in all he undertakes. On his farms and in G.L.F., Dr. Babcock is said to make applications of scientific discoveries almost before ink is dry on records of professors engaged in research! Sometimes findings from Cornell's research are applied by Babcock before official publications can be printed. This rapid pace is characteristic of Babcock's thinking and action. Mail is too slow for him. He telephones. Only the speediest secretary can record his rapid-fire dictation. For his health's sake, he has conquered a restlessness that approached perpetual motion. Many men of genius receive recognition after their deaths. With Mr. Babcock, responses have come while he can treasure them. In 1932, the New York Conference Board of Farm Organizations gave him, as a distinguished service award, a trip to Europe—with his wife, knowing that it wouldn't interest "Ed" to go without her. They spent the fall of 1932 in England, France, and Belgium.

During his trials and triumphs, Mr. Babcock has enjoyed the intelligent companionship of his wife. It could be said of Mr. Babcock's strenuous life, as a Cornell professor of English, James Morgan Hart, said of Ezra Cornell's: "However fiercely the storm might rage outside, he could always count upon peace at home, upon understanding sympathy." In trying days of arduous achievement, in frustrating days of illness, and in his victories, Mrs. Babcock has given him unflinching support.

The Babcocks, who have three children, live at "Sunnygables," near

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Ithaca, a hospitable home in a lovely setting on their Inlet Valley Farms, rimmed by wooded hills. To this country life mecca, pilgrimages are made by distinguished people and by humbler folk who are in search of help.

In contrast with the flying he does now and with the comparative ease with which county agents travel today, in 1915 Mr. Babcock endured stoically the two days it took him to drive from Norwich to Ithaca with the horse and cutter he had to furnish, as County Agent and Assistant State Leader (the University having agreed to board his horse). Babcock knew, in 1913, that most farmers were deeply in debt; that many farm practices were bad, including the way cattle and poultry were fed; that dairymen were afraid to discuss co-operative action, lest they be boycotted by firms that bought milk. He knew about milk strikes and about farm home and barn inconveniences. He determined to do something to correct these cruel realities, and a glimpse of how much he did can be gleaned from a partial list of his positions of leadership. In addition to his work with the G.L.F., 1922-1948, he was a moving spirit in the development of the Dairymen's League Cooperative Association, the New York Farm Bureau Federation, the American Farm Bureau Federation, the New York State Federation of Home Bureaus, and the State Conference Board of Farm Organizations. He financed experiments with frozen foods and helped to build the cooperative consumers food store and the "Mother Zero" experimental refrigeration plant in Ithaca. His work in the organization of county farm bureaus and of county and city home bureaus as partnerships between the people and their colleges was based upon such sound principles that this type of organization is still adhered to in New York, after more than a quarter of a century, and has influenced the extension service of the United States. He helped liquidate loans of the Federal Farm Board, served as a director of the Central Bank for Cooperatives, and was adviser for the legislation that created the national Farm Credit Administration. He was given special assignments as a member of President Franklin Roosevelt's "Brain Trust" and has been an adviser to New York's Governors Whitman, Smith, Roosevelt, Lehman, and Dewey. He has been president of the oldest rural organization in the state, the New York State

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Agricultural Society, and of one of the youngest, the National Council of Cooperatives. He became director of the G.L.F. School of Cooperative Administration and its director of research. His published writings are voluminous. He has refused almost as many positions as he has held, including that of New York State Commissioner of Agriculture and Markets.

After bringing action, methods, and results into all of these sections of organized society, he has said:

Summarizing my life to date, I have succeeded in progressing through the fields of agriculture, research, education and co-operative action to the status of a bona fide farmer with only one outside responsibility—chairmanship of the Cornell board of trustees. It is my ambition to spend the rest of my life as a bona fide farmer and as such to use my knowledge of Land Grant college research and education and co-operative action to raise the standard of living of farm people, improve their standing in society and their self-respect and to needle the managements of the farm organizations serving farmers to better and better service. . . . It is my intention to promote the improving of the American diet as a rallying program for agriculture, industry, labor, and the American public at large. My means of promotion will largely be through my influence on my friends, through my contacts and ability to guide the thinking of farm organization leaders, and through writing and speaking as much as my time and energy and the necessary management of my farms will permit me. . . .

“What we need in America is a common program like this,” Mr. Babcock writes, regarding human nutrition, in *Steelways*, “one with enough in it for labor, industry and agriculture—and even the unorganized consumer—to get united backing.”

Cornell University's School of Nutrition, the first of its kind, was organized under Dr. Babcock's leadership in 1941. Its resident and research faculties represent a co-ordination of work that relates to nutrition in existing departments within the University. On October 10, 1947, a new building to house the School of Nutrition was dedicated. It was the gift of farmers of the Northeast and was furnished by the state. It was named Savage Hall in honor of the late animal nutritionist, Dr. Elmer S. Savage of the State College of Agriculture. Dr. L. A. Maynard, director of the Federal Nutrition Laboratory on the

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Cornell campus, is also director of the School of Nutrition. This school represents the consummation of another of Dr. Babcock's creative ideas.

Something of Mr. Babcock's life and methods of work has been presented because of his fundamental contributions to rural organizations and to the state Extension Service, and because those identified with the Extension Service may find in the Babcock story something of what Henry James was describing when he wrote: "The personal history of any absolute genius draws us to watch his adventure with curiosity and inquiry, leads us on to win more of his secret, and borrow more of his experience."

As chairman of the Cornell board of trustees until 1947, when he resigned and became chairman of the executive committee, Babcock's leadership was dynamic but was exercised with self-effacing modesty and disarming gentleness.

In tribute to Mr. Babcock's leadership, and in appreciation of his helping to pilot the University through the stresses of World War II, Cornell's trustees endowed "The H. Edward Babcock Fund for the Promotion of Studies in Nutrition" and presented him with this citation:

Desiring to testify to our appreciation of the important public service rendered by HOWARD EDWARD BABCOCK, LL.D., as Chairman of the Board of Trustees of CORNELL UNIVERSITY during the critical years 1939-1946, and wishing also to express our regard for his sterling character and amiable qualities, we his associates and friends have jointly established in his honor at Cornell University and endowed in perpetuity THE H. EDWARD BABCOCK FUND FOR THE PROMOTION OF STUDIES IN NUTRITION. We have designated Nutrition as the subject of these future studies in the hope of reflecting upon them the fame of Mr. Babcock's pioneer work in the exploration of this field of knowledge so essential to the public health. Given at Ithaca on the 4th of May, 1946.

A History of the County Farm Bureaus of New York State¹

By *Fred Bishop Morris*

IT WAS A SMALL GROUP of Broome County farmers, progressive in their day, who walked over their meadows and pastures with John Barron, New York's pioneer county agricultural agent. For a long time these men had been aware of the problems in the area. They had seen farms abandoned because they had failed to produce enough to provide satisfactory living. Their meadows and pastures were not producing enough of the proper kind of feed for their cattle. They had read about lime and legumes in experiment station bulletins and farm magazines. It was a new experience, however, to have an agricultural college graduate in the fields with them, observing the spotty condition of clover, digging up the roots of thrifty plants, showing them nodules that made the clover plant thrive, and explaining how these small bacteria gathered nitrogen from the air and enriched the soil. It was natural that they regarded this outside expert with a measure of suspicion, but soon Mr. Barron gained their confidences. He stabled his horse in their barns, helped with the chores, and ate at their tables. Barron soon made it apparent to these men that he recognized their practical knowledge and experience, so it was not long until they in turn began to respect him for his technical training and information. Together they attacked the problems, applying science and practice to the grasslands which are the very foundation of Broome County agriculture.

This was the beginning of a partnership between the farmers of the

¹ [Additional records of the agricultural Extension Service appear in many other chapters of this book. See, in particular, Chapters I-IX, XI, XII, XIV, XVI-XXIX, XXXII-XXXIX, XLII. For the work of F. B. Morris, Extension Professor and State Leader of County Agricultural Agents, see Chapter XXXIII, p. 411.—R. C. S.]

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state and the College of Agriculture at Cornell, which in 35 years' time has developed into an educational system, known in the state as the "farm bureau," with 80,000 co-operators in fifty-six counties, 7,000 community committeemen, and thousands of demonstrators of good farm practice.

Much credit for this adult educational system is due to civic leaders such as Byers H. Gitchell of the Binghamton Chamber of Commerce, George Cullen of the D.L. & W. Railroad, the legislative leaders who asked for public support, and official government leaders for their genius in determining the fundamentals, principles, and functions of the first farm bureaus. Equal credit, however, goes to these farm owners and demonstrators who first accepted the idea of the application of science to the business of farming, and who in their intelligent and skillful way made the application themselves on their farms and in their herds and flocks.

This friendly co-operative attack by farmers and county agents on the agricultural problems of the day continues. Today we see them trying out new methods of marketing dairy cattle, calves, and sheep. Within the past few years we have seen a small group of successful farmers and county agents working together on the difficult problems of the application of the new science of artificial breeding of dairy cattle.

It is this partnership between the farmer and his county agricultural agent, which had its simple beginning with the miracle of lime on an acid soil and the pruning of a few fruit trees, that accounts for the steady growth of the farm bureau that deals today with production problems and with the much more complex problems of economics, marketing, and farm planning.

THE FIRST DECADE, 1911 TO 1921

The first ten years' history of the farm bureau is filled with important events and accomplishments. Not only was the structure under which it now operates perfected, but the functions and purposes were clarified, several important agricultural problems were attacked and machinery was established for their solution, and outstanding contributions were made toward the winning of the first World War.

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It was the alert and aggressive secretary of the Binghamton Chamber of Commerce, Byers H. Gitchell, who conceived the idea in 1909 that it would be a good thing for the Chamber of Commerce to devote more attention to the welfare of agriculture in the area surrounding the city. Mr. Gitchell and his associates were actuated by their realization of the fact that farming in the surrounding area was decadent, and that no growing urban community, depending on the trade of the rural territory surrounding it, could long prosper unless the farming in the area was also prosperous. Mr. Gitchell was aided in his campaign to arouse the interest of the Chamber of Commerce in agriculture by the report of President Theodore Roosevelt's Country Life Commission, which presented the facts and figures about farming and indicated the needs for agricultural improvement.

The Chamber of Commerce appointed a committee on agriculture and, with representatives from the New York State College of Agriculture, the United States Department of Agriculture, and the New York State Department of Farms and Markets, arranged a tour of Broome County farms for the purpose of studying farm conditions firsthand. With the aid of the experts, the members of the committee were able to see methods followed by many farmers that were preventing them from making larger farm incomes. Fortunately they were able to visit several demonstration farms that had been established previously by representatives of the College of Agriculture and the United States Department of Agriculture; these showed the opportunities that were possible through the application of modern science to the practice of farming.

It was evident to them that something needed to be done. In consultation with Dr. W. J. Spillman of the United States Department of Agriculture, members of the committee learned about the farm demonstration work which had started in Texas as early as 1903. Under the supervision of a native of New York State, Dr. Seaman A. Knapp, farmers were aided in combating the ravages of the cotton boll weevil. Dr. Knapp had employed field supervisors, later known as *county agents*, who covered large territories in Texas. They traveled by train, since automobiles had not yet become a common method of travel, stopping at stations along the way and hiring saddle horses and livery rigs to visit farmers who agreed to grow 10 to 20 acres of cotton

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according to Knapp's instructions. These co-operators agreed also to keep records, and when the results of the new practices were evident, meetings of neighboring farmers were held to study the results. This idea appealed strongly to members of the Binghamton Chamber of Commerce and to the few farmers who, because of the Chamber of Commerce's interest in farming, had become members. So money for the first co-operative undertaking for the employment of Mr. Barron was contributed by the Binghamton Chamber of Commerce, the United States Department of Agriculture, and the Lackawanna Railroad. The New York State College of Agriculture agreed to give educational assistance to the new project.

The extent of Mr. Barron's territory, the difficulties that he encountered in travel, and the lack of operating facilities would stagger any present-day county extension worker, but, with the sympathetic understanding of the problems of the people and with the spirit of a true crusader, John Barron began his work. The methods which he employed are not unfamiliar to the present-day extension agents. He sent circular letters to the poll lists in the various rural districts, explaining to the farmers the new plan under which he was operating. He used the Binghamton newspapers to inform the public about the novel idea. He attended meetings of the Grange and came in personal contact with many farmers. It was the Grange meetings as much as anything that paved the way for the successful work that followed, and for the organization of the first farm bureau, of which the county master of the Grange, John Quinn, was elected first president. It was John Barron's personal contact with these farmers at meetings and on their farms that made his work successful. He helped them to establish demonstrations and to devise new farm-management systems for their farms. He taught them the extension philosophy of self-help, and impressed upon the people that he was there to help them to help themselves.

Some of the first successful demonstrations in the use of lime were made on the farms of Levi English, on the Corbett farm at Corbettsville, and on Deyo Hill in Broome County.

Before long the farmers were interested enough to come to Barron's office for assistance. These farmers he appointed as community chairmen and encouraged to organize community meetings. As a

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supplement to the community meetings, a few local study clubs, meeting fortnightly and usually in schoolhouses or farm homes, were organized. These clubs were schools for the study of bulletins and agricultural problems in general. It is significant to note that in the second year the new organization under Mr. Barron's leadership, with the aid of these few successful farmers, brought five carloads of lime into Broome County and induced some farmers to use it on their pastures and on their meadows.

Recognizing the value of this new work, the Broome County Board of Supervisors, with only one dissenting vote, made its first appropriation of \$1,000 in 1912 for the furtherance of the work. News of the success of this new experiment in Broome County had spread to other counties, and the Watertown Chamber of Commerce suggested to the state legislature in 1912 an amendment to the county law so the county boards of supervisors might raise and expend money for the general improvement of agricultural conditions. The 1913 state Legislature appropriated the sum of \$25,000 to be contributed to the State Department of Agriculture for the support of county farm bureaus, at the rate of \$600 a year for each county qualifying under the law to receive such aid. With the aid of these public funds, the movement throughout the state spread rapidly. This presented a real problem to the New York State College of Agriculture. The College lacked funds for the new work, but the movement was closely studied, and efforts were made to guide it and to establish it on a firm and permanent foundation.

This was a critical period in the history of the farm bureau. Some definite basis of organization must be devised to make the best use of the sources of public funds that were now available from the United States Department of Agriculture, the New York State Department of Agriculture, and the county boards of supervisors. In addition, chambers of commerce were advancing funds providing office facilities, and railroads appropriated funds and extended gratuitous transportation privileges to the agents. A Chicago corporation provided, through its crop-improvement fund, \$1,000 to the first ten counties to begin the work, but it soon became apparent that one thing was lacking—failure of the system thus far to give a large measure of local responsibility and management to the farmers themselves.

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In 1913 Lloyd S. Tenny was appointed the first State Leader of County Agricultural Agents under a joint appointment of the United States Department of Agriculture and the State College of Agriculture. M. C. Burritt, during the ten years that he served first as Vice-Director and later as Director of Extension in the State College of Agriculture at Cornell, devoted his entire time and energy to the agricultural extension movement in the state. The work of the Broome County Farm Bureau came under the immediate supervision of Mr. Burritt and his assistant and co-worker, Howard E. Babcock. Under the leadership of these men, the conclusion was reached finally that if this new undertaking was to be a permanent success, its supervision and operation must be put in the hands of the farmers themselves. After midsummer, 1913, no new county farm bureau was organized without a county association of farmers back of it, and as rapidly as possible all previously established farm bureaus, some twelve or fifteen in number, were reorganized on this basis. These associations were membership organizations composed of farmers who were required to pay an annual membership fee. The establishment of new farm bureaus was dependent upon the membership of at least 10 per cent of the county's farmers. This indicated the degree of local interest, stimulated self-help, and supplemented the public financial resources of the farm bureau. These farmer members were then given the responsibility of getting appropriations from the county boards of supervisors.

The organization of the county farm bureaus was further implemented by the passage of the Smith-Lever Act in 1914, which established a Washington office of co-operative extension work and departments of extension in each of the land grant colleges. Thus the farm bureau as we know it today is a partnership between the county farm bureau association, which is composed of farmer members, and the New York State College of Agriculture representing the state and federal government.

The chief functions of the farm bureau, as stated by Mr. Burritt, are:

- (1) To maintain an organization through which educational extension work in agriculture and homemaking may be carried on co-operatively by the county, state, and federal governments.

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(2) To furnish efficient and helpful means for collective study and action on the part of the farmers in the improvement of conditions on the farm and in the marketing of farm products.

(3) To provide a local clearing house or headquarters for county and community agricultural activities and for the development of projects of work vital to the welfare of the farms and communities in the counties.

Furthermore, Mr. Burritt has stated very well the fundamental policies governing the early conception of the function of the county farm bureaus. Briefly these policies are:

(1) The definite budgets of receipts and expenditures of conducting the work shall be prepared annually and mutually approved.

(2) Programs of work shall be formulated and annually revised by the committeemen and directed by the officers of the association for such advice and technical assistance of specialists and others as are available. These programs shall constitute the fields of work of the bureaus except as otherwise expressly agreed.

(3) The county agricultural agent shall be employed co-operatively and shall be directed by the officers of the Farm Bureau Association and by the state leader of county agents, representing the public agricultural institutions.

(4) The policies affecting the bureau shall be mutually agreed upon by the officers and the association, and by the state leader of county agents, and shall be written into memoranda of understanding between the co-operating parties.

Fortunately, when the first World War began, this fundamentally sound organization had been established in most of the counties. The great need for increased production during the war stimulated the organization of additional farm bureaus and by April, 1918, fifty-five of the agricultural counties in the state had been organized. (The fifty-sixth county farm bureau in Putnam County was organized on January 1, 1944.)

This extensive organization of county farm bureaus, built up in the short space of six years, 1911 to 1917, together with the executive, advisory, and community committees, worked with county agents and war-emergency assistants to aid materially in the food-production program during the first World War. As in World War II, farm labor

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was the principal problem. The farm bureau offices were used as placement bureaus, and the farm bureau officers and county agents assisted local draft boards in determining what was essential farm work. In co-operation with the State Department of Education, a number of camps were established in cash-crop sections, and boys and girls were released from school to help in the farm-labor emergency. In a number of counties, industries co-operated with the local farm bureaus in releasing employees to help both in planting and in harvesting essential food products. A special war census was taken of 185,000 farms for the purpose of locating supplies and determining the essential needs for food production. In co-operation with the New York State Emergency Food Commission, some forty-five tractors were placed and operated, as well as thirteen tractor ditching machines. These tractors were used in various sections to speed up the plowing and preparation of the fields, but much difficulty was encountered because it was a wet season, and not too much was known about the operation of tractors at that time. The farm bureau office served as a clearing house for the distribution of necessary seeds for an expanded acreage of crops grown. Many tons of nitrate of soda and other fertilizers were distributed for the United States Bureau of Markets to stimulate hay production. Reports were made of the number of bushels of wheat threshed in each county, and farmers were aided in the co-operative marketing of this product.

In April, 1917, all county farm bureau presidents were called to Ithaca for a state-wide conference with the county agents, at which time a state war-emergency program was drafted. Following this meeting, Saturday, April 21, 1917, was set aside for the purpose of holding meetings of patriotic farmers in every community in the state. This was a real test for the new farm bureau organizations because it required responsible leadership on the part of the community committeemen, who called and conducted the meetings and presented the true situation to farmers. The manner in which these committeemen assumed the responsibility and inspired community co-operation was most encouraging. More than 85,000 persons were reached at 1,089 community meetings, which was evidence that the farm bureau's community-organizations system had justified all the efforts that had been put into it.

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In December, 1917, a delegation of farm bureau presidents, under the leadership of S. L. Strivings of Castile, New York, journeyed to Washington, where they met with the Secretaries of Agriculture and War, the Provost Marshal, and the President for the purpose of presenting to these persons the necessity for a more liberal attitude on the part of the government for exempting farm labor from the draft, and emphasizing the necessity of adequate prices if farmers were to produce what was required of them.

By the close of the war, the farm bureau organization had been pretty well completed. Executive committees in each county were functioning in the employment and direction of the county agents, in the handling of finances, and in determining the various policies under which they operated. County-wide advisory councils were established in all counties, and functioned primarily in helping to determine programs. In every community, committeemen had either been elected or selected and were working on membership and on the various phases of county programs.

During this first decade, farm-management demonstration work was well established, and thousands of farm-survey records were taken and interpreted for farmers. This was the beginning of the teaching in this state of those farm-management principles which have been applied by New York farmers over the years in their attack on the problem of increased labor incomes.

Work with the livestock industry had to do principally with the organization of the first dairy-herd improvement associations, and livestock breeders', sheep breeders', and wool growers' associations.

The soil-improvement problems were attacked through demonstrations with lime, fertilizers, and drainage. Hundreds of demonstrations were established with the use of lime and with various kinds and amounts of fertilizers, which proved their worth because of the great variety of soil conditions in New York State. The Truog Soil Testing outfit, which measured the acidity of the soils, first came into use about 1916. Through the aid of soil tests and field demonstrations, a large demand was built up for the use of lime.

Crop improvement occupied a very important place in the many county programs. During this period, through the use of the demonstration method, there was begun a standardization of those varieties of

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corn, oats, and barley that would produce the highest yields. Remarkable progress was made in the potato industry through the introduction of the practice of treating seed potatoes, spraying for blight, and improving seed through hill-tuber unit selection. The potato growers' associations were organized and operated successfully for the purchase of supplies and the marketing of their crops. Results of the spraying demonstrations indicated gains of from 5 to 100 bushels per acre; the yields from the sprayed plots were as high as 200 bushels or more per acre. The very high prices for feed during the war stimulated the interest of the Experiment Station and the county farm bureaus in the extensive use of legumes. Alfalfa demonstrations were established, and much was learned from these demonstrations about the best methods of seeding. Sweet clover was used extensively in an attempt to increase pasture production. In a number of areas in the state many demonstrations were established using winter vetch and soybeans as legumes.

The orchard-improvement program proved to be very popular in the fruit-growing section. Many old orchards were renovated; spraying and dusting demonstrations were held, principally for the control of apple scab and codling moth on apples, *Psylla* in pears, and leaf curl on peaches. The underlying principles of fruit-tree pruning were taught at many demonstrations. The packing, grading, and marketing of fruit received considerable attention in the chief fruit-growing areas.

With the discovery by Professor Rice of a fairly sure method of culling hens, the early poultry programs consisted mostly of culling demonstrations. It was reported in 1917 that some 6,000 persons attended these demonstrations, and more than 203,000 birds were culled.

The initial work that led to the establishment of home bureaus and 4-H clubs was done by these pioneer county agents. Projects for home gardens, canning, and home meat supply, and boys' clubs for corn growing and for the raising of calves and chickens were organized.

Thus it can be seen that during these first ten years work on the essential production, marketing, and organization problems was carried on, the groundwork was laid for a broad extension program to include the whole farm family, and the first marketing and trade associations were started.

It became evident to the leaders in this period that two large prob-

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lems were affecting many farms, which required collective action if they were to be solved. One was the marketing, particularly of milk, and the other was the purchasing of farm supplies. Thus during and following the first World War co-operative organizations were developed in the state—the same organizations that are now dealing so successfully with these problems.

THE SECOND DECADE

During the second decade in farm bureau history, farmers in the state went through a depression that began in 1920 and from which they did not recover until the second World War. This was indeed a trying time for this teen-age organization. The community and county organization which stood the test during the war emergency faced its second real test in the early twenties, during the period of low prices and large surpluses. However, the foundation had been well laid, and under some excellent leadership, both among farmers and public officials, the community and county system was perfected during this period. An excellent system of community program planning was developed under the direction of L. R. Simons; this produced a system of farmer leadership throughout the state, which permitted the farm bureau to continue its contributions to the solution of current-day problems. Two and one-half million acres of the least productive and efficient land went out of production during this period; during the same time millions of acres were farmed on the basis of the best-known farm-management principles by the use of production and labor efficiency, which permitted many farms to survive the severe depression days and to give stability to agriculture in a period when the state and the nation needed this stability.

It was in this period that a number of new and noteworthy extension methods were developed. The campaign plan was used successfully in a number of fields in which specialists, farmer committees, and county agents concentrated their efforts upon single problems of common interest to many farmers and achieved measurable progress. The first service letters were written and distributed as a means of following up the many meetings and demonstrations; these repeated, in attractive letter form, the essential facts and practices that were being taught.

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In the twenties, organization, program planning, and teaching methods were refined, and the farm bureau became established as a permanent institution through which farm people could develop the necessary leadership and the means and facilities for the solution of their current problems.

THE THIRD DECADE

In the depression years of the thirties, the farm bureau and its extensive committeemen's system, which had been perfected during the twenties, made an outstanding contribution. Month after month and year after year in that critical and trying period farmer committeemen, specialists, and county agents faced problems caused by a world-wide depression and sought for those adjustments in farm management and family living that would preserve the family farms in the state.

It is worth noting here that there was great confusion throughout the nation, and in the world for that matter, as to the real causes of low prices. If prices were to be raised and the price level was to be stabilized, it was essential that the causes of low prices and an unstable price level be known. Under the direction of men such as George F. Warren, Carl E. Ladd, and other farm-organization leaders in the state, an effective educational program was conducted on the real causes of the depression. National leaders and national programs were dealing with the effect of the depression and overlooking the necessity of attacking the causes.

During this same time, farm bureau committeemen and county agents, under the direction of Earl A. Flansburgh, were dealing with the enormous task of adapting national legislation, such as the Agricultural Adjustment Act, to the needs in this state. Every effort was made to see that these programs served the best interests of the farmers in the state. This required that much of the time of the county agricultural agent be given to the administrative phases of these new programs, and it was not until 1936 that additional federal money was available for the employment of more assistant county agricultural agents to make it possible for the county farm bureaus to intensify the regular educational programs.

In the thirties many effective educational campaigns were con-

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ducted by the farm bureaus, and they reached large numbers of farmers. The practices taught would either reduce costs of production or increase farm income. It was in this period that the dairy-cattle breeding program in the state surpassed all others in the nation, and the science of artificial breeding was firmly established through an effective artificial breeding association.

In the late twenties and during the thirties a number of counties in the state established agricultural conference committees. These committees were appointed for the purpose of establishing sound, long-term agricultural policies for the counties. Up until this time, program planning had not involved very much time on the part of farm committeemen. They met for an afternoon in county-wide advisory-council meetings, or for an evening in a community meeting for the purpose of determining and planning county and community programs. Conference committees, however, followed a different procedure. Committeemen usually spent two or three days at the College of Agriculture with research and resident staff members, digging into history, looking at the long-time trends of farming in the counties, and studying sound land-use policies, marketing, and such public problems as schools, roads, county government, recreation, and health. They then drafted their reports and had them printed for distribution. These reports have been used by organizations in counties and by the schools and have been extremely effective in giving perspectives and long-time vision to the programs in the counties, as well as in broadening the scope of the agricultural Extension Service.

Another noteworthy change that took place in the program-planning procedure, and which called for greater participation on the part of county committeemen, was the commodity or type-of-farming approach to program planning. Up until this time, programs were talked of in terms of projects, and the various departments at the College promoted a series of agricultural projects dealing with individual problems on the farm. This new approach called for a look at the entire farm business and required the College departments to co-ordinate their work on farm problems rather than concentrating individually on specific farm practices.

Results of this type of program planning have been outstanding. Many hours have been spent by these commodity committeemen,

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especially with farm-management specialists, in determining the essential problems in the counties each year, and sorting these problems on the basis of the outlook and other local factors. Thus farmers, specialists, and county agents have come to recognize basic problems that are holding back farm income and more satisfactory farm living and have been able to concentrate their efforts on these major problems to the end that a real advance has been made in the effectiveness of the farm bureau work.

The farm bureau reached its maturity in the third decade and established a high degree of confidence among the farmers in the state.

FOURTH DECADE

In World War II the farm bureau demonstrated its flexibility and capability of meeting a major emergency. The leaders, both voluntary and paid, assumed in their stride the new and additional responsibilities created by the war. Just as it is impossible for anyone to record adequately the contributions and sacrifices of the soldiers and sailors in World War II, so it is impossible for anyone to state clearly and adequately the praise and the thanks due the thousands of these men who carried the farm-bureau war burdens. There were casualties in the ranks, brought on by the strain of the war service—Leo Muckle, Carl Ladd, Earl Flansburgh, farmers, and a few county agents, whose memory we cherish and whose contributions we respect.

The whole organization in every county in the state devoted itself first to the task of determining the essential farm needs as created by the war. When these had been determined, steps were then taken to meet them. The number one problem, as in the first World War, was farm labor. The experiences of that earlier war proved valuable in handling this problem, although competition for farm labor was much keener in World War II. By setting up adequate state and national machinery, and with close working relationships with local draft boards, however, the labor supply with few exceptions was such as to get the crops in and most of them harvested.

Machinery maintenance and repair were handled by a special corps of district engineers working with the county farm bureaus. County farm bureau committees and county agents did their part in pointing

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out the need for supplies necessary for production, for farm machinery, for priorities of various kinds, and for transportation, and they established a very fine reputation as they worked with many other agencies and war boards to help win the war.

Agricultural war needs were more easily met because of the foresight of the agricultural leaders in the state, who established state and county defense committees as early as 1940 in anticipation of our entrance into the war. These committees functioned throughout the war and were finally dispensed with in 1945.

As soon as the war was over, county agents and county committees were meeting to consider the adjustments that would be necessary in the reconversion period. State and county commodity committees began immediately to look at trends in agricultural prices and events after World War I to see if there might be similar trends following this war. Plans were discussed as to the best ways and means of shifting from a war-production schedule to a peacetime-production schedule. Consideration was given immediately to the necessity of emphasizing again the educational services in connection with marketing. During the war there was no problem in the marketing field. There was a market for all that could be produced. Following the war it was evident that not only would adjustments be necessary in production, particularly of those crops the acreage of which had been increased by price incentive, but that attention would have to be given again to the problems of distribution.

With an increase in both federal and state funds, additional assistant county agricultural agents have been employed by county farm bureaus. This should help to meet the more complex postwar problems. The programs are being broadened to deal not only with distribution, but with housing, rural health, and social and public problems. New ways of planning programs other than through commodity and community committees will be tested. The community approach to program planning will be tried; experiments will be conducted with farm and home planning, all to arrive at better and more effective ways of getting at the current, as well as the long-time, needs of agriculture.

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A TRIBUTE TO THE COUNTY AGRICULTURAL AGENT ²

By *Kenneth D. Scott*

Back in the early days of our civilization, a certain order of monks justified their existence by going about the country removing rocks and other obstructions from the pathways of their fellow men. In some ways the county agent may be said to be similarly occupied. True, he is no monk, and yet, as a public servant, his aim is to remove physical and spiritual stumbling blocks from the ways pursued by farm people. In the doing of it, each month he drives 1,500 miles, organizes and attends 20 or 30 meetings or demonstrations, visits 40 to 60 farms, and confers, in his office, with 150 to 200 people. He also answers hundreds of telephone calls; writes letters, press notices, and radio speeches; edits a monthly magazine; and reports to the College of Agriculture.

Thirty years ago the success of this new extension work was thought to depend on the excellence of the teaching. Later, it was discovered that the attitude of the farmer, his willingness to learn about the new thing, was a factor in determining results. Therefore the county agent tries to perfect, not only his pedagogy and his subject matter, but his understanding of the psychology of rural people; and he tries to learn what there is in human nature that makes the new thing more readily acceptable to some people than to others.

It is through the county agent that the university ceases to be merely a cloistered hall of learning. It is through the county agent, and his co-workers in extension teaching, that the university's influence is extended into all the hills and valleys of his state. He makes available, to all rural people, the results of research. He is the focus and his office is the clearing house for information pertaining to the problems of agriculture and rural living. The county agent's background and experience should make him

² [Requests that there be included in this book an apostrophe that had been presented at a banquet as a tribute to home demonstration agents led to the suggestion that similar apostrophes be written for county agricultural and 4-H club agents. Professor Albert Hoefer wrote of 4-H club agents (see pp. 197-199). Kenneth D. Scott, who contributed this interpretation of the role of county agricultural agents, was a county agent in New York for 26 years, in Warren County and Chenango County. He is affectionately known as "Scotty" by thousands who have heard his gay singing of Scotch songs at extension meetings. From the perspective of his retirement at San Gabriel, California, "Scotty" sent this word picture.—R. C. S.]

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familiar also, with the traditional know-how which farmers have accumulated by trial and error down through the centuries.

It is the county agent's responsibility to keep the general public informed as to the economic and social status of rural people. This he does because he knows that no nation can long endure if the people who do not live on the land become indifferent to the condition of those who feed them.

The county agent loves the earth and those that dwell thereon. He believes in agriculture for its own sake. He excludes no man from his service. He has a sense of oneness with all rural people. They have complete confidence in him. They know that they can depend on him to take their part, with courage and conviction. He must be guided by the principle that it is his duty to furnish the facts and leave farm people to make their own decisions.

There are many other things which occupy the county agent for his 18-hour day. He is the official co-operator with all government programs that relate to agriculture. County agents have done much to develop such programs along sensible lines and have helped to keep their operation free from waste and abuse. The county agent co-operates also with government agencies that need his help. He helps the farmers' own organizations, including co-operative marketing groups. He has helped to promote, explain, and defend organizations for which there was a demand at the grass roots. In spite of criticism and threats, he has continued to give co-operative efforts his help on the principle that all people must eat; that national survival requires that nothing be done to jeopardize the nation's food supply; that, in this competitive and highly organized commercial world, it is senseless for farmers to go it alone, separated from other farmers with whom they have identical interests.

The original purpose of the county agent was to improve agricultural techniques by spreading the understanding of subject matter. With the help of extension specialists, the county agent becomes really versatile. He has to be self-reliant, for he cannot have all of the specialists on hand all of the time. To advise on the merits of a farm, he must know soil types and something of the geology of the earth's surface. He must be something of an entomologist and plant pathologist. He should know something of veterinary science concerning livestock diseases. He must understand heredity and the principles of genetics. He must be informed in agricultural engineering and be quite an agronomist. He must understand meteorology and the influence of weather upon crops, and how elevation above sea level determines crop varieties best suited to a locality. He must be an economist

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and be able to explain why some farms pay better than others. If he can add to this a little rural sociology and psychology, he will be able to show that the nature and character of the men, women, and children on farms have a bearing upon successful operation of farms. He must be able to explain the most uncontrollable factor of all, for behind all good farm practices and high efficiency, the vagaries of unstable prices limit any farmer's success. The county agent should know what is meant when farm organizations decide to work for the establishment of an honest and stable monetary system.

The county agent's work begins with earthy and genetic things. But his sights are raised always upward and onward. He works for better farms through better men, women, and children on farms. He knows that his ideals can be accomplished because he has faith in rural people. He knows that they, like the rest of mankind, come into the world with possibilities. They need, he hopes, only the stimulus of his sympathetic and magic touch to bring out, from their hearts, the permanent and satisfying rural civilization of which he dreams.

Eras of Deans Beverly T. Galloway and Albert R. Mann

THIRD DEAN of the College of Agriculture, Dr. Beverly Thomas Galloway was called to Cornell, in 1914, from Washington, D.C., where he was Assistant Secretary of Agriculture. A graduate of the University of Missouri, he had worked as a botanist in the United States Department of Agriculture since 1887, attaining positions of leadership as Chief of the Division of Vegetable Pathology, 1888-1900, and Chief of the Bureau of Plant Industry, 1901-1912. He is credited with the introduction into the United States of many vegetables and fruits that improved nutrition in America, and of many flowers that grace its gardens. He discovered these botanical gifts that enrich American life while he was an agricultural explorer in China, Japan, India, and North Africa. He experimented with them not only in the laboratories but while farming in Missouri and Maryland. His Alma Mater awarded him an LL.D. in 1904 in recognition of his achievements in botanical science. Mark Twain was Dr. Galloway's companion, as the only other recipient of an honorary degree, at this commencement of the University of Missouri. One of Dr. Galloway's treasures was a photograph of him with Mark Twain, in their academic robes, with doctoral insignia. Dr. Galloway was a member of learned societies and author of scientific, scholarly papers.

Had Dean Galloway known as much about human nature as he knew about plants, particularly about the interesting variety of people who inhabit the campus of a democratic university, his stay at Cornell might have been longer and happier. Any successor to Dean L. H. Bailey would have been under the fire of invidious comparison. President J. G. Schurman brought Dr. Galloway to Cornell while the faculty and students were still in unreconciled dismay after learning that Dr. Bailey had resigned. The barrage of criticism of the new Dean started promptly. He was not prepossessing in appearance or man-

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ner. This brilliant, frail-looking man spoke apologetically but firmly. Those who knew him realized that his conversation could be fascinating and that he was a kindly man; had he known how to do so, he would have handled people as tenderly as he did the flowers, fruits, and vegetables he transplanted to the United States because of his consuming desire for public service. It seems particularly appropriate that this modest man cured the disease that caused forlorn wilting of violets grown along the Hudson River, a disease that threatened the business of florists who supplied bouquets for New York and other cities of the Valley.

Instead of taking time enough to allow his faculty to participate in the consideration of his constructive plans for the College's future, thus making them democratically their own, he moved to place his plans in operation with such cometlike swiftness that he precipitated a professorial rebellion. His reorganization plans included the placing of departments in related groups, such as are now comprehended in the Plant Science division of the College of Agriculture.

Since 1919, extension workers have been familiar with "the project method" whereby plans of work are outlined in advance. This method of fixing responsibility and of defining aims and methods was devised by Dr. Galloway while he was working for the U.S. Department of Agriculture, after he had learned of the Department's sorry experience in shipping lobsters from New England to Puget Sound. These living creatures were valuable because they were products of one of the Department's experiments with several lobster generations. The tender-hearted scientific novice shipped these lobsters with their claws held apart by wooden pegs, "so they wouldn't injure each other enroute," he explained. Unable to feed themselves without their claws, these important lobsters starved to death before reaching their destination. Result—"the project method."

The new Dean's other plans included the establishment of an Information Service; the study of budgets, and of teaching loads; the introduction of a new system for checking expenditures; and insistence upon increased research. Dean Galloway was deeply interested in the Extension Service. In conversation with the writer, Kenyon Butterfield, President of Michigan State College of Agriculture and of

the American Country Life Association, credited Galloway with suggesting to Butterfield's committee on extension work, as early as 1908, the far-reaching conception of "states relations" for the U.S. Department of Agriculture. This idea was defined in the Smith-Lever Act of 1914 and in subsequent legislation which codified a sharing of financial and administrative responsibility for extension teaching between the U.S. Department of Agriculture and the state colleges and state universities.

In 1909, President Butterfield, as chairman of the Extension Committee of what was then called the American Association of Agricultural Colleges and Experiment Stations, conferred with Dr. Galloway, and together they drafted a bill incorporating these ideas for cooperative extension service in agriculture and home economics. The bill was introduced in the House of Representatives promptly, but Congress did not pass it until five years later, although Representative Asbury F. Lever of South Carolina and Senator Hope Smith of Georgia re-introduced it repeatedly after 1911. Thus one of Dean Galloway's many original ideas resulted in a new experiment in government.

Although Dean Galloway conceived of the States' Relations Service (now the Extension Service) in the U.S. Department of Agriculture, this brilliant but cloistered scholar couldn't handle the human relations involved in his position at Cornell. Faculty criticism mounted to mental crucifixion when, in accord with Cornell's democratic traditions and with but two dissenting votes, professors of the College of Agriculture, which then included the home economics faculty, requested the Dean's resignation. Galloway was completely exonerated in an investigation by Cornell's president and trustees, and he was asked to withdraw his proffered resignation. But he resigned in 1916, having decided to return to his plant companions, and was welcomed in the U.S. Department of Agriculture. There he bravely resumed his quiet work for human welfare, despite his heart-breaking experience at Cornell. He worked resolutely at his experiments until the day when he was found dead, beneath one of the trees in his botanical world which he understood so well, and from which he had chosen so many plants whose propagation in the United States blesses everyday life in

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America. Many of his hopes and plans for the State College of Agriculture were good plans. Time proved some of them so worthy that they have been adopted under deans who followed him.

ALBERT RUSSELL MANN

A Cornell graduate, David Starr Jordan, when President of Stanford University, said, "The world steps aside for the man who knows where he is going." This characterization might have been written appropriately concerning Albert R. Mann who was born in Hawkins, Pennsylvania, December 26, 1880, and died in New York, February 21, 1947. Sociologist, professor, editor, humanitarian, and executive, Dr. Mann was a Cornellian whose studies, teaching, and administrative work tethered him for three decades on the University campus. From Ithaca he responded to calls for public service which led to his recognition abroad as well as in the United States.

Credited with the "discovery" of A. R. Mann as an undergraduate at Cornell, Dr. Liberty Hyde Bailey declared: "I've been given credit for discovering Albert Mann; I do not know that anyone should be given credit for recognizing the obvious." When Dean of the New York State College of Agriculture, Bailey chose Mann for his secretary and characterized him as a man possessing "a certain eagerness and forthrightness, promptness . . . who made no conditions as to the kind of work which he did, [who had] honesty of mind, a lack of that fashionable quality of cynicism, clear-headedness, a deep religious conviction, and the desire of a city-born lad for rural life."

As Dean Bailey's secretary, 1905-1908, Mann assisted in preparation of the *Cyclopedia of Agriculture*. He made steady progress, in a striking series of promotions, and carried increasingly important executive responsibilities. Although he was an Assistant Professor of Dairy Industry for three months in 1908, and Professor of Rural Social Organization from 1915 to 1916, he was called away repeatedly from teaching to do administrative work. Given leave by Cornell to become Secretary of the State Commission of Agriculture in 1908, he returned to the University as Secretary, Registrar, and Editor for the College of Agriculture (1909-1914). While on leave for graduate study, he was named Acting Dean of the State College of Agricul-

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ture (1916-1917); he was Dean from 1917 to 1931. He was also Dean of the State School of Home Economics (1917-1925) and continued as Dean (1925-1931) when the school became a college. He was also Director of the State Experiment Station (1923-1931).

During World War I, Dean Mann was federal Food Administrator in New York (1917-1918) and secretary of the State Food Commission. On leave from Cornell (1924-1926) Dr. Mann served as director of agricultural education in Europe for the International Education Board. Returning to Cornell he was enlisted for national service in 1930-1931, as chairman of President Herbert Hoover's Commission on Farm and Village Housing, and as a member of President Roosevelt's Special Commission on Farm Tenancy (1936-1937). He was a member of New York's Flood Control Commission, and chairman of the New York State Planning Board (1934-1937); a member of the National Land Use Planning Commission (1936-1937) and vice-chairman of the Agricultural Missions Foundation. After his chairmanship of the executive committee of the American Association of Land Grant Colleges and Universities, he was named in 1937 an "honorary life member." Other positions of leadership to which he was elected include: presidencies of the New York State Agricultural Society and the American Country Life Commission; trusteeships of Hampton Institute's Farm Foundation, of the Rochester-Colgate Divinity School, and of Cornell. When the University created a new administrative position in 1931, A. R. Mann became Cornell's first Provost.

Dr. Mann's professional life refutes the theory that a university's progress is impeded by inbreeding if its own graduates are appointed to its faculty. He was on the Cornell faculty for 32 years, until he accepted the vice-presidency of the General Education Board in 1937, with headquarters in New York City. He was deeply interested in this Board's definition of its purposes when it was authorized by Congress in 1903 for "the promotion of education within the United States of America, without distinction of race, sex, or creed."

Dr. Mann's plan to retire in 1946 and to make his home in Ithaca again was deferred on urgent calls that he stay on duty for international work of the Rockefeller Foundation. Unable to resist opportunities for public service, he flew from New York to Berlin in January,

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1947, to conduct a survey of war damages and needs of universities in Germany and Austria. He planned to report his findings regarding what should be done to restore higher education in war-ravaged institutions.¹

It seemed fitting when Dr. Mann and Mrs. Mann made plans to live in Ithaca again, for it was homeland to them and to their Cornelian family. Theirs was a co-educational romance, reminiscent of the quip by David Starr Jordan, who said, "Marriages are supposed to be made in Heaven, but Cornell and Stanford Universities are hot rivals for Heaven in that respect." Mary Douglas Judd met Albert Mann when both were Cornell students. Their four children all attended Cornell.

Albert R. Mann was recipient of many honors in the United States and in Europe. Most of Dr. Mann's writings are scattered in the anonymity of annual reports and of plans and records relating to his stewardship of ten administrative positions. In addition to these official documents relating to his executive work, his published writings include constructive addresses presented at meetings of learned societies, editorial work on books and bulletins, and collaboration with L. H. Bailey on the *Cyclopedia of Agriculture* and in the editing of books on agricultural science and country life. He is also author of *Beginnings in Agriculture*, 1911; "Agricultural Education" in the *Cyclopedia of Social Science*; and *College and University Administration*.

The state Extension Service was strengthened by A. R. Mann's stout loyalty and rich experience. He participated for 32 years in furthering the development of Cornell's extension teaching. As Dean, he secured increased funds for extension work; encouraged the development of country and city extension organizations; promoted the change in the status of home economics at Cornell, when the department became a school and when the school became a state college; approved the recognition of home bureaus as co-ordinate in rank and name with farm bureaus; and strengthened the interrelationships between re-

¹ Dr. Mann had agreed to write the biography of Dr. L. H. Bailey for this book, and the author regrets deeply the loss of this contribution by the one best fitted to write it. While returning from his 1947 European trip for the Rockefeller Foundation, which proved to be his last educational quest, Dr. Mann died shortly after he had left the ship in New York Harbor.

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search, resident teaching, and the Extension Service in the Colleges of Agriculture and Home Economics.

When A. R. Mann was named Dean of the College of Agriculture, this position carried with it the positions of Director of Extension, of Resident Instruction, and of Research. Dean Mann liked to refer playfully to his "three Vices," the three men who were his Vice-Directors. This reference seemed fantastic since Dean Mann seemed to have no real vices! His executive ability and willingness to share honors with others was demonstrated when he dropped "vice" from these titles. The stimulating relationships between these divisions of college work were fostered also by Acting Dean Cornelius Betten and by Dean C. E. Ladd, as they are now being strengthened by Deans W. I. Myers and Elizabeth Lee Vincent.

When Provost Mann left Cornell, the tributes paid him included a "farm dinner" arranged by New York's rural organizations, many of which Dr. Mann had helped to create. Guests included Governor Herbert Lehman and other government and educational leaders, editors, and presidents of twenty-three state organizations. With characteristic self-effacement, in response to the night's homage, Provost Mann said:

There is a tendency to individualize or personalize a great movement or a great institution. The tributes you have paid me . . . attach to Cornell . . . The men on the faculty did the work. . . . The privilege of serving the public is one of the greatest privileges one can have. The challenge that comes to everyone is to serve as best he can and make his contribution to the advancement of civilization.

The resolute devotion of Albert Russell Mann to Cornell and to the public good offers a fine example of the late Carl Becker's declaration: "What is needed for the solution of the difficult national and international problems that confront us . . . is more intelligence, more integrity, and a heightened sense of responsibility [and] a more resolute determination to concern ourselves with the public good and to make the sacrifices that are necessary for it."

Rural and Urban Home Demonstration Work

Nothing runs by itself, except
down hill. —THOMAS A. EDISON

BIRTH OF THE HOME BUREAUS

TO BE OR NOT TO BE—that was the question confronting home demonstration work in New York after November 11, 1918. Before World War I, home economics extension work in the state had been organized (1914-1917) as one of several departments in five county farm bureaus. From 1917 to 1919, state and federal war emergency funds had financed urban as well as rural emergency home demonstration work in thirty-eight counties and ten cities, including New York. These wartime funds were to expire June 30, 1919.

It would have been possible to retain only a few county home demonstration agents on small allotments from federal appropriations authorized by the Smith-Lever Act. It would have been feasible to continue the prewar organization as a department within county farm bureaus in which home economics was not co-ordinate with agriculture but with various departments of agriculture. But New York State's share of federal funds for home economics extension were inadequate to meet the clamor by homemakers for the continuance of home demonstration work in twenty-five counties and in Syracuse, Buffalo, and Rochester.

Reorganization and refinancing were necessary to the survival and development of home demonstration work. In November, 1918, H. E. Babcock, State Food Commissioner and State Leader of County Agricultural Agents, and the writer, who was Deputy State Food Commissioner and Assistant State Leader of Home Demonstration Agents, proposed reorganization that would make home economics co-ordinate in rank and in name with agriculture. This plan appealed to those

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valiant champions of home economics, Professors Martha Van Rensselaer and Flora Rose, co-heads of the Department of Home Economics in the State College of Agriculture, and to Florence Freer, State Leader of Home Demonstration Agents. During World War I, the name home bureaus had been used when homemakers in the largest cities in the United States were organized for emergency extension service sponsored by the U.S. Department of Agriculture in cooperation with the U.S. Food Administration. Since "home bureau" combines with "farm bureau" euphemistically, it was proposed that New York's county farm bureaus be asked if they would be willing to change their names to "county farm and home bureaus." Moreover, it was a happy augury that the name home bureau could be used appropriately for organizations associated with both rural and urban home demonstration work, and that its use would accent the essential unity between farm and city homemaking.

Fortunately, the men who determined policies for the state Extension Service had genuine respect for home economics and for women—the Dean of the State College of Agriculture, A. R. Mann, the Director of Extension, M. C. Burritt, and the State Leader of County Agricultural Agents, H. E. Babcock. The genius of these men in organization and administration was a basic factor in the democratic development of New York's extension organizations, firm foundations for which had been laid. These men agreed that homes are the goals of farming, and that home economics should be given co-ordinate rank with agriculture in the extension work of the State College of Agriculture.

Farm bureaus were already organized and financed in 1918 in all agricultural counties of the state. The questions were: Would farm bureaus be willing to change their names to farm and home bureaus? How many women who were associated with home demonstration work during World War I would want it continued? Would they be willing to develop a membership organization? Could they get public appropriations from counties for adult education in homemaking? To all of these questions, the women who were identified with Cornell's wartime Extension Service in home economics in twenty-five counties and in Syracuse, Buffalo, and Rochester answered, "Yes."

The proposed changes in names and in constitutions of the county

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farm bureaus were not easy to achieve. Such changes had not been made in any other states. The proposal involved delicate negotiations that succeeded because of the wisdom and gallantry of leading farmers and of executives at Cornell. The pattern for the reorganization and rechristening was made at the annual meeting of the Onondaga County Farm Bureau Association, November 10, 1918. Mr. Babcock and the writer had made a tentative revision of the constitution of the Onondaga County Farm Bureau Association. The change consisted chiefly of inserting "and Home" in the name of the organization and of adding "and home economics" wherever agriculture was mentioned.

With trepidation, but strengthened by conviction that the proposed changes were right, progressive, and promising, Mr. Babcock interpreted them to farmers, and the writer told the homemakers about them, at separate morning sessions. In the afternoon at the annual meeting of the Farm Bureau Association, all of the proposed changes in the constitution were approved unanimously by the members of the Onondaga County Farm Bureau Association. Thereafter, and until 4-H clubs were added, this extension organization was known as the Onondaga County Farm and Home Bureau Association—first of its kind in the United States.

Finally, after their 1918 and 1919 annual meetings, twenty-four county Farm Bureau Associations—in all but one of the counties where home bureaus were organized—had adopted the new name, Farm and Home Bureau. Also, Syracuse and Buffalo had developed home bureau membership organizations that were supported locally, while the organization of the Rochester Home Bureau was well under way.

There remained only the Broome County Farm Bureau Association to be persuaded to change its name. People of Broome County liked the name "farm bureau" and were proud of their Farm Bureau Association, because it was the first one in the United States and had been the model for organization in other states (see Chapter XIII). For a special membership meeting of the Broome County Farm Bureau Association, Mr. Babcock asked the writer to go to Binghamton as a college representative to present the question of changes in the name and organization of this first Farm Bureau Association. She protested

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that Mr. Babcock might well go himself to handle this strategic situation; but his field schedule wouldn't allow it.

At this special meeting in Binghamton, one of the shortest and most eloquent speeches ever made in behalf of home life was made by a Broome County farmer. He rose and said: "Mr. Chairman, Lady, and Gentlemen: Home is a beautiful word. The oftener we say it, the better. I move the adoption of the new name." The motion was seconded promptly and carried unanimously. Later, Mr. Babcock confessed that at the Broome County Farm Bureau Association's annual meeting, held earlier, this proposal had been rejected!

Subsequently, Broome County became as proud of its home bureau and 4-H club departments as of its farm bureau, its first-born. Throughout the state, it is historically interesting that no farm bureau department has lost its county appropriation or had it reduced, as some feared might happen, when county appropriations were made for the newer home bureau or 4-H club departments in the county associations. Instead, the history reveals that the Extension Service has been enriched and strengthened by having girls and boys, and rural and urban women, as well as farmers, organized co-operatively.

Later, the County Farm and Home Bureau Associations changed their names again—to County Farm and Home Bureau and 4-H Club Associations—for their members realized that the prior change of name had strengthened the extension organizations. Farm and home bureau members believed that closer association with vigorous 4-H club girls and boys would bring the zest and inspiration of the young in heart and in years to the adults. Thus, the 4-H clubs became co-ordinate in rank with the farm and home bureaus in the county associations; and the state Farm and Home Bureau Law was amended to read "The New York State Farm and Home Bureau and 4-H Club Law."

City home bureaus in Syracuse, Buffalo, and Rochester were organized without benefit of federal or state funds. They are affiliated with the Onondaga, Erie, and Monroe County Farm and Home Bureau and 4-H Club Associations. In these counties, rural and urban home bureau departments are co-ordinate in rank, and because of their co-operative relationships, members of these home bureaus help to bridge the gap between country and city life.

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The next problem was financial. Thirty thousand New York state homemakers had taken to the home bureau organizations like ducks to water. Thus twenty-eight home bureau departments were organized by 1920, in places where wartime home demonstration agents had won the people's loyalty. The next questions were how to provide programs for the clamoring, intelligent members of these new home bureaus, and how to "pay the piper."

IN QUEST OF COUNTY APPROPRIATIONS

It was easy enough to decide that the newly organized home bureaus of 1919 should secure county appropriations by following the example of their twin brother organizations, the farm bureaus. It was not easy to obtain county home bureau appropriations, to get them renewed annually, or to get them increased, to keep pace with growing demands for home demonstration work.

In 1919 county court houses were considered by most women as places where it was not quite respectable for them to be seen, lest it be thought they were seeking a divorce or being tried for crime! Comparatively few women had studied civics since their grammar-school days when they never dreamed that county government might touch their lives. With a shock they realized that action on county budgets meant they might keep or lose their home demonstration agents; that rejection of proposed home bureau appropriations would deprive homemakers of their treasured lines of communication between their homes and the School of Home Economics in the State College of Agriculture.

Realistic financial problems confronted the young home bureaus of 1919, but such obstacles could not dampen the enthusiasm of their ardent members. They found that Extension Service funds of the College of Agriculture that could be assigned to home economics extension, if divided among the counties and cities where home bureaus were being organized, could not pay even the modest salaries of home demonstration agents—and that the agents couldn't be itinerant teachers without automobiles. They needed offices also, with furniture, supplies, and equipment; secretaries, books, and telephones; demonstration and illustrative materials. What then seemed a forbiddingly

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large annual minimum budget of \$3,000 was agreed upon by each committee on home bureau organization after anxious conferences with Cornell's state leaders of home demonstration work. Toward meeting this budget, there was in sight a \$600 annual contribution for each county from the State College of Agriculture, and a minimum of \$300 from home bureau membership dues. Potential assets included also the saving of some postage because the franking privilege had been granted to home demonstration agents. With dismay, city home bureau women of Syracuse, Buffalo, and Rochester learned that even the \$600 of Smith-Lever funds would not be available for urban home demonstration agents, although there is nothing in that federal law to prohibit use of these funds in cities. However, the available public funds were inadequate even for the counties.

Home bureau members and state leaders of home demonstration agents learned quickly that they must be prepared, when meeting county supervisors, to explain home bureau plans briefly and to interpret, with conviction, their proposed programs for education in house-keeping and homemaking. They found they must prepare a specific budget covering proposed expenditures, must present this budget to the chairman or clerk of the county board of supervisors, and must defend its proposed use of public taxes before all of the supervisors after discussing it with the county's agricultural or finance committees. Organizers of county and city home bureaus, when meeting county boards of supervisors for the first time, to request appropriations, were accompanied by associate or assistant state leaders of home demonstration agents, who traveled from Cornell to assist and give advice, often in response to urgent calls from home demonstration agents.

Public hearings were held because supervisors wanted to know from their constituents whether this new kind of appropriation for home bureaus would be considered a proper expenditure of public funds. For these hearings, the State College representative and women chosen by the home bureau committees on organization held anxious dress rehearsals in public speaking, with a view to deciding how to interpret the significance of adult education in homemaking to men, most of whom had never heard of the Extension Service in home economics. It was agreed that presentations must be brief, vivid, highlighted by human interest, and based on the records and success of the

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home demonstration work during World War I. Experience in the first counties that made home bureau appropriations showed that some amusing story of domesticity induced a mellow mood among county supervisors, who were to consider a new way of spending the people's money for what only *some* of the people were claiming would be good for *all* of the people. One oft-told tale referred to the failure of a man in love to consider whether the girl he is impatient to marry knows about cooking and how to sew a fine seam, as well as about Latin and how to reveal her charms. As the wedding approached, the bride's father said to his friend: "Mary is a fine Greek scholar, paints portraits, and plays the piano and cello. John is a lucky dog." "Well," his friend replied, "If old John can cook and sew a bit, the marriage should succeed."

By the fall of 1919, ways in which county taxes are raised and spent were familiar to home bureau leaders. Home demonstration agents who survived the withdrawal of wartime appropriations had become influential sources of information for women who sought better ways of doing their housekeeping and homemaking; and the home bureaus had demonstrated the scope of their peacetime programs. Moreover, the public nature of the education offered by the home bureaus had been demonstrated in their open-door policy whereby their home economics teaching is available to all, whether home bureau members or not. It was evident that home bureaus were becoming a part of the system of public education and that public opinion was being strengthened in behalf of more adequate public support for them. Larger county appropriations were requested and granted for 1920 and for every subsequent year through 1948, except during the depression (1930-1935). But for many years, public hearings had to be arranged at which home bureau appropriations were challenged by county supervisors. But the supervisors usually listened with interest to the spirited defense of proposed home bureau budgets, as presented by homemakers who have always been very much in earnest about this form of adult education. Hearings were often prolonged by detailed questions and speeches by the supervisors themselves.

Thus, in many counties, despite admittedly successful home demonstration work, it required careful work on budgets and annual personal presentations of them, as well as of reports and requests, to secure

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renewal or increases in home bureau appropriations. In one county, the appropriation was annually questioned and annually approved for twenty years.

Once, in a county that had made appropriations for extension work for many years, the finance committee omitted all four Extension Service appropriations—for its farm bureau, its county and city home bureaus, and its 4-H clubs. The Director of Extension, M. C. Burritt, sent an S O S to the writer while she was speaking at the annual farm and home bureau meeting in Jefferson County. She was asked to cancel all engagements and proceed at once to Buffalo to try to help get these appropriations restored before the Erie County budget was closed. She was met at the train by local leaders of the extension organizations. They had arranged meetings with the finance committee of the county board of supervisors, to be followed by a public hearing within the hour. Righteous anger of the people over this unanticipated blow from their county supervisors was soon transformed into their emotion-charged eloquence regarding the importance of maintaining connections with the State Colleges and Experiment Stations in order to keep up-to-date regarding applications of art and science to the farms and homes of Erie County. After questions from the floor, the arguments were summarized against as well as for the appropriation. All four appropriations were restored by a unanimous vote, followed by applause. Appropriations for Extension Service in that county have never again been seriously questioned, and Erie has become a county where financial support has been consistently encouraging, with the result that extension programs throughout the county and in Buffalo are among the best in the United States.

During the depression of 1929-1933 county budgets were scrutinized severely, because county supervisors had to meet increased demands for social welfare by aiding families made dependent through unemployment. Services of many kinds that were treasured by the people were eliminated, not only in the field of education but in that of public health. A few county appropriations for extension work were lost in the depths of the depression, but all were restored after economic conditions improved.

One of the most memorable examples of the negotiations involved in securing county appropriations occurred in a county where a thousand

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women joined the would-be home bureau, giving "full measure running over," since only 300 members are required, by unwritten law, to justify requests for county funds. The county's supervisors granted a public hearing after the home bureau's committee on organization had failed for three years to obtain an appropriation. A delegation of home bureau leaders, with the writer representing the State Colleges, waited two hours beyond the time scheduled before being admitted to the public hearing in the court room. Good-natured questions were asked after home bureau members had told of home bureaus in other counties and had presented the proposed budget and a request that the county appropriation be made. After a motion in favor of the appropriation was seconded, a lively protest arose among what seemed to the petitioners to be a majority of the county supervisors. Questions were asked by the supervisors and answered by members of the solicitous home bureau delegation. Finally, a man who seemed to be a natural leader among the supervisors said with proud disdain: "My wife doesn't need the home bureau; she can make twelve pies before breakfast." Home bureau members asked the college representative to answer this challenge. She attempted to do so by saying: "Such an efficient housekeeper might like to be a local leader, to share her knowledge of good management with others." The reply came quickly: "My wife wouldn't care for that." The college representative, somewhat breathlessly and with daring that might have proved disastrous, replied: "Well, maybe there are more important things to do before breakfast than to make twelve pies." "You said it, lady," the county supervisor commented and called for the question. To the delighted surprise of the home bureau delegation, the vote in favor of the home bureau appropriation was unanimous. The man who had evidently suffered long from high-tension housekeeping rushed over to shake hands with the home bureau spokesmen. His parting admonition was: "Don't forget to have the new home bureau work against poison-clean housekeeping. We need less bossy housekeeping because it keeps the family unhappy—and more real homemaking."

County appropriations for New York's home bureaus increased from zero in 1918 to \$335,975 in 1947. Other contributions of \$72,996 from members, and of \$31,300 from community Extension Service

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organizations, brought the local financial support to a grand total of \$440,271 (1947). When to these local funds are added the state and national appropriations for the year, it is clear that home demonstration work in New York state, with financial support of more than a half-million dollars a year, constitutes an impressive educational enterprise.

THE HOME BUREAU ORGANIZATION

New York's home bureaus, farm bureaus, and 4-H clubs are coordinate in rank and in name. Home bureaus provide for co-operation between adult homemakers and government institutions, in the development of better home and community life through public education in home economics. With the aid of the farm bureaus, and on the basis of the experience of the State College of Agriculture in extension teaching of agriculture and home economics, home bureaus were organized after the Armistice in 1918 (see above). They are membership organizations, but their programs are available to all who are interested. They have democratically elected executive committees whose members, with similarly elected executives of the other extension organization, constitute the board of directors for each county's Farm and Home Bureau and 4-H Club Association. This board includes also a representative of the county board of supervisors, and a president who is usually chosen because of prior leadership in extension organizations. Other officers of the board are a vice-president, a secretary, and a bonded treasurer. An executive committee of the directors acts between meetings of the board.

Home bureau organizations differ from farm bureaus in having urban as well as rural members, and in having local organizations known as community home bureaus or home bureau units. These community organizations function under the leadership of elected officers, committees, and local leaders who are trained, by College administrators and specialists, to organize, to give local direction to the extension work in home economics, and to do part of the extension teaching. This is a variation from the organization of the farm bureaus, the community committeemen of which are responsible for membership maintenance and for determination and direction of local programs.

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Although they do not do formal teaching of agricultural subject matter, each farm bureau community committeeman is an expert on one or more of the agricultural commodities produced in New York. Local leaders of the home bureaus, like local leaders of the 4-H clubs, are adults who work as volunteer teachers of home economics or of agriculture. These local leaders make it possible to multiply the numbers of students who could not otherwise be reached by the relatively small numbers of professional agriculturalists and home economists in the Extension Service.

Home bureaus are identical with the farm bureaus in their cooperation with the state, county, and federal governments. They unite groups of adult homemakers so that they may do together what they cannot do separately, and unite them for the specific purpose of their organized participation in adult education in home economics, as provided for in the nation's Cooperative Extension Service. Home bureaus are unique organizations for women because of their connections with the United States Department of Agriculture, with the New York State government, and with the State Colleges at Cornell University. Anyone may join a home bureau and thus go into partnership with Uncle Sam and Cornell, in work to carry to homemakers the latest findings in arts and sciences that may contribute to finer home life and to better individual and community housekeeping. Government sponsorship of home demonstration work is conceded to be sound national and state policy because, as Theodore Roosevelt said, "Homes make the man and woman, and community life makes the nation." In the final analysis, the most important assets of any nation are not its forests, mines, water power, or other material resources, but its people.

In the highly organized world of the twentieth century, homemakers were among the last natural groups in the United States to organize. Business, labor, and farmers had organized. Even children had their Lilliputian clubs. But women had not organized to improve their most universal occupation—homemaking. They had learned much about organized efforts because of their co-operative work in raising money for the churches, and they had banded together in clubs to assist the schools, to study literature, music, and fine arts, to play cards, or to collect antiques. The special appeal of the home bureau organization

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is that it deals frankly with improvement of home and community life—fundamentals in the progress of humanity toward personal satisfactions and good citizenship. It offers women opportunities to pursue educational goals throughout life, while they continue in their roles as homemakers.

In carrying forward the state Extension Service in home economics, the most active persons connected with the home bureaus are the county and urban home demonstration agents, called in some states home advisers or home agents. In New York these government employees are paid from national, state, and county funds. They have the franking privilege, enabling them to send official mail without postage. Each has an office at the county seat, usually in the courthouse or post office. Since 1946 more commodious bases of operations have been planned, and a few established, as "County Agricultural and Home Economics Headquarters." From her office, the home demonstration agent rides forth by automobile to various communities to teach home economics.

Publicly supported home demonstration work is as democratic as the public schools, being available to all who are interested. Home bureau organizations are not exclusive; their functions are to provide local guidance for the State Colleges in order to adapt proposed programs in this kind of adult education to the varied needs and interests of the people and to furnish lines of communication between extension teachers and students.

Home bureaus have functioned efficiently in New York State for 29 years, with striking increases in their memberships and county appropriations and with a consistent broadening of their programs. Starting with zero in November, 1918, they had, in 1947, 72,996 members in 50 counties and in Syracuse, Buffalo, Rochester, Albany, Elmira, Binghamton, Utica, and Niagara Falls; community home bureau organizations totaled 1,609; and teaching by the salaried professional staff was supplemented by that of 19,150 volunteer local leaders, trained to help maintain the extension organizations and to enrich their programs. This home economics extension teaching is done in homes, schools, gardens, churches, libraries, art galleries, parks, museums, markets, home bureau centers, agricultural and home economics extension service headquarters, community houses, theaters,

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and auditoriums. In 1948, through further increases, public appropriations totaled a half-million dollars, and the Extension Service in home economics had been extended to two additional counties and to several cities, with the interest of the people manifest, not only in the four counties not yet organized but in additional upstate cities and in New York City.

These vigorous organizations did not appear, Minerva-like, suddenly. They were the fruits of eighteen years of preliminary work with various methods of extension teaching for homemakers from 1900 to 1918. Martha Van Rensselaer had planted the seeds for these fruits when she started home economics extension teaching in 1900 (see Chapter X). Her letters to farm women received such fine responses that they led to correspondence courses, publications, and subsequent extension teaching under Miss Van Rensselaer's direction, through lectures, discussions, demonstrations, extension schools, and Cornell Study Clubs, and, after 1914, home demonstration work. Miss Van Rensselaer had helped also with "Junior Extension" before it was named 4-H club work.

The Smith-Lever Act of 1914 stimulated extension teaching. It was passed by Congress finally, with reluctant skepticism, several years after it was introduced with the blessings of Republican President Theodore Roosevelt, only to be signed by Democratic President Woodrow Wilson—a bipartisan performance of which both parties have become proud. The genesis of the Smith-Lever Act is to be found in preliminary educational experiments in the states, and in historically important documents, including Senate reports of a survey of farm home conditions and the report of the American Country Life Commission. All of these reports gave convincing evidence that the United States must act to give farmers scientific information which could increase their incomes and agricultural production.

The survey of farm conditions, conducted by correspondence with wives of farmers who were volunteer crop and weather reporters, revealed that health, economic, social, and educational needs of farm women were tragically great (see Chapter XXXVI).

The American Country Life Commission, appointed in 1908 by President Theodore Roosevelt, had as its chairman Dr. Liberty Hyde Bailey, Dean of the State College of Agriculture at Cornell. With his

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consciousness of human values, Dean Bailey not only made recommendations regarding farming but declared: "Something must be done to make the lives of farm women less gray and sterile." This was accepted as true by all who hoped that the United States could avoid the substitution of a peasantry, such as exists in certain older nations, for the fine type of people who had settled on farms as the frontier moved westward but who were undergoing a struggle for existence in many sections of the United States, including parts of New York between 1888 and 1917. This struggle was leading many families to abandon farming and to join in the prevalent shift of population from rural to urban areas.

Despite recommendations of the American Country Life Commission and of leaders in the U.S. Department of Agriculture, skeptical Congressional debates on "Why subsidize the farmers?" delayed action for six years. Perhaps this dangerous delay was due to the fact that the proposed Smith-Lever Act established a new principle in public education by which the United States government and the state governments share financial and administrative responsibility, marking a step beyond the provisions for federal aid to education as designated in the Morrill Land Grant Act of 1862.

The Smith-Lever Act of 1914, and subsequent supplementary federal and state legislation, made public funds available for "Cooperative Extension Work in Agriculture and Home Economics" (see *Laws Relating to the State Extension Service*, in the Bibliography). These laws make federal funds available annually, provided the states make appropriations also—for the purpose of helping to improve American farms and homes.

Pioneer extension teaching of agriculture had been started in New York in 1876, and of homemaking in 1900, as recorded in other chapters. In southern states, the "demonstration work" was started by Seaman Knapp, to combat the boll weevil that threatened cotton crops. In the south, excellent home demonstration work was started early also, without benefit of national aid. Such pioneer extension teaching has developed into the vast co-operative Extension Service throughout the United States through which people who are engaged in the absorbing business of farming and homemaking get help from their state colleges, help one another, and give to the government institu-

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tions with which they are associated the wise counsel of experience.

Although home demonstration agents were authorized in the federal Smith-Lever Act of 1914, appropriations were inadequate to provide for more than a few of them, or even to furnish a full complement of county agricultural agents. At all state agricultural colleges, there was general agreement that agricultural extension service should be developed first, since it is fundamental to remunerative agriculture that is progressive and will continue to interest intelligent people in farming. It was believed that education for better homes would follow in the wake of more scientific and profitable agriculture—a true prophecy.

Despite meager budgets for extension work, New York's College of Agriculture, as is traditional in this state, assigned to its Home Economics Department as much Smith-Lever money as could be spared for starting home demonstration work. Although in many states the lion's share of extension funds are still spent for agricultural teaching, in New York and in most of the southern states generous portions of extension appropriations are assigned to home economics. Thus of the twenty-eight county home demonstration agents in thirty-three northern and western states before World War I, five were in New York.

The first home demonstration agent in New York was Katharine Mills, assigned in 1914 to Erie County. She resigned for the best of reasons, to practice, as Mrs. Hamilton, what she had preached about homes. In Erie County, some farsighted teachers had taught "home work studies" in the schools, notably Sally Patchin in 1913. W. L. Markham, Erie County's Agricultural Agent, took initiative in 1914 in securing local funds to start county extension work in home economics, which was destined to spread to other counties and to cities in the state. Mr. Markham likes to call himself the "Father of the Home Bureau," although the name home bureau was not adopted until 1918. Prior to war emergency appropriations of 1917-1918, home demonstration agents pioneered, with loyal help from farm bureaus and from rural women and their Cornell study clubs, in five counties—Erie, Cortland, Otsego, Chemung, and Jefferson. In these county organizations from 1914 to November, 1918, as described earlier in this chapter, home economics was designated a department of the county

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farm bureaus comparable in rank with agricultural departments rather than with agriculture. Recognition that home economics embraces many departments of knowledge did not occur in the Extension Service organizations until home bureaus were organized.

Before World War I had placed the accent on conservation of food, clothing, and fuel, and on nutrition's relation to health, and despite financial obstacles, 520 home demonstration agents in 15 southern states, and 28 in other states, had made such impressive records of public service that ample provision was made (1917-1918) in the federal wartime budgets for appointment of emergency home demonstration agents in all states. Likewise, in wartime budgets of the U.S. Department of Agriculture and of New York State, appropriations were made to finance emergency urban home demonstration agents. New York State, in fact, did not wait for federal funds with which to start Extension Service in home economics in its cities.

Much of the emergency extension work in home economics ceased when wartime appropriations were discontinued, June 30, 1919. But in twenty-five of New York's counties and in Syracuse, Buffalo, and Rochester, home demonstration work survived, supported chiefly by local funds, although it was an integral part of the regular Extension Service of the State College of Agriculture. When the home economics departments of county farm bureaus were reorganized, after World War I, and named home bureaus, the word home gained its appropriate place, since homes are the real goals of farming, as well as the goals of the professions and of industrial management, labor, and business.

In addition to the appropriations required of states to meet the conditions of the Smith-Lever law, New York has authorized any county to make an appropriation in accordance with the State Farm and Home Bureau and 4-H Club Law (see Bibliography.) Funds are further augmented by dues paid by farm and home bureau members. For 1947 farm and home bureau dues contributed more than \$180,000 in personal support of extension work in New York. Responsibility for county appropriations has now been assumed fully by home bureau members, as it is by farm bureau members and lay leaders of 4-H clubs, in contrast with early procedures that had to be used in obtaining the first county appropriations, when, for example, in 1918-1920, state

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leaders of home demonstration agents had to take the lead in persuading county supervisors that taxes should be used for adult education in homemaking. Since 1936, not only have county and city home bureau women secured county funds but committees of the State Federation of Home Bureaus have proposed and helped secure increased state and federal appropriations for resident teaching and research at the State Colleges as well as for extension.

Counties are the definitive areas selected to co-operate with the State Colleges for joint administration of the Extension Service. Memoranda of agreement are signed annually by the State Director of Extension at Cornell and by representatives of the County Farm and Home Bureau and 4-H Club Associations. New York's population being 83-per-cent urban, many city and village as well as rural homemakers belong to county home bureaus. In 1946, eight counties in which the largest upstate cities are located financed urban home demonstration work also, with some state aid. The New York State Extension Service has had an almost unique experience in fostering some urban as well as much rural home demonstration work for 30 years, because it has been the belief of many professors at Cornell that homes on farms and in cities have more in common than in difference (see pp. 158-173).

Community home bureaus pay expenses of their local leaders, and costs of illustrative and demonstration materials and of meeting places. To do this, they raise money in various ways. Duties of community, county, and city officers, and executive committees are those usually pertaining to such positions. But in addition to the work of collecting and disbursing money, maintaining membership, making reports, keeping records, and helping to adapt programs to local conditions, each member of the community executive committee assumes responsibility for fostering some project in the home bureau organization or program. Secretaries keep the history of community home bureau work and play in records that are filled with human interest; vice-chairmen are responsible for membership work and informational publicity. For this they have been trained by editors from the State Colleges. Home bureau executives are trained in administrative leadership by state leaders of home demonstration agents.

County or city councils of home bureau community officers function

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effectively in certain counties and cities, the first having been organized in Monroe County and the latest in Schenectady County. These are modern versions of the Advisory Councils of 1920-1930. Such groups bring together a sampling of the collective experience and wisdom of hundreds of homemakers. It is a kind of home bureau house of representatives. Some home bureaus have carried organization work still further by creating county or city councils of former home bureau leaders. These councils include past chairmen, vice-chairmen, secretary-treasurers, and home economics project leaders. This plan holds the interest of experienced officers and makes them less reluctant to yield their elective positions when terms expire. Many successful officers of home bureaus are recognized by election to leading positions in the state or district Federations of Home Bureaus. A few have served in advisory executive work of the American Farm Bureau Federation and of the Associated Country Women of the World.

Home bureau members are organized in the New York State Federation of Home Bureaus (see Chapter XXXVII). They belong also to one of the federation's four districts, which comprise adjacent county and city home bureau organizations. Meetings of these district federations provide the stimulus and inspiration of intercounty acquaintances for homemakers who may be unable to attend the more distant meetings of the State Federation. Through this State Federation, New York women belong to the Associated Country Women of the World and to the Associated Women of the American Farm Bureau Federation (see Chapter XXXVIII).

Since 1919, New York's home bureau members have paid annual dues of one dollar. When home bureaus were new and their financial resources precarious, these membership dollars helped in the financial struggle to survive; some home bureaus adopted a sliding scale for dues whereby members could pay from \$1.00 to \$5.00. This membership item in home bureau budgets suffers periodic criticism. At the State Colleges it is considered *a question for the people to decide*; and they have voted consistently in favor of dues, for the dues give members no advantage personally but do supplement public appropriations. Membership dues are spent to give added support to home demonstration work, since the specific uses of government appropriations are restricted; to employ additional secretarial help; to help

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finance training schools for local leaders; and to help support the district, state, national, and international organizations to which every home bureau member belongs. Home bureau contributions enable the State Colleges to finance, with teachers approved at Cornell, extension teaching requested by the people but not included in college budgets, part of the extensive plans for Farm and Home Week at Cornell, and the purchase of books for Extension Service libraries (federal extension funds being illiterate, in that they cannot be spent for books). An illustration of the way in which membership dues have enriched home bureau programs is to be found in the assignment (since 1945) by the State Federation of Home Bureaus of money to employ Mrs. Harlond Smith, a teacher of civics and citizenship, projects not yet provided in the budget of the College of Home Economics.

Until public appropriations for Extension Service are made more flexible and larger, it is anticipated that membership dues will continue essential for progressive development of effective home demonstration work. Members form a nucleus for student personnel. Dues constitute a pledge of loyalty to the Extension Service and provide an impressive annual contribution to its support. For example, in 1946, the average home bureau membership in cities was 2,280 and in counties 1,192, the range being from 437 to 2,643. Membership is subject to annual withdrawal. In 1947 membership contributions from home bureau dues totaled \$72,996 and before the close of the membership year in 1948 had increased to more than \$82,000.

In county and city home bureaus, members are organized in from 25 to 60 community groups of from 10 to 150 members each. Definition of a community, in the home bureau organization, was made after several organizational experiments in which members were grouped unsuccessfully, according to such artificial division lines as school, political, geographical, or judicial districts, or townships. These lines of demarcation cut across more natural cleavages in population. Therefore, for home bureau purposes, a community is defined as the area in which people are associated naturally in the vital concerns of life, because of their work, markets, churches, social centers, and schools.

In view of steadily increasing memberships, and of the many community groups of homemakers who seek to study home economics,

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it has become evident that one home demonstration agent, even with the help of an assistant agent and secretary, cannot do all of the teaching necessary to reach home bureau members, whereas it is the declared purpose of the government that every homemaker will be reached eventually! This goal could be reached, and even the social case work with home economics as a tool could be done, as is often requested by Family Welfare organizations, if appropriations were larger. Meanwhile, volunteer local leaders chosen by home bureau members help with programs and with the home bureau organizations. These lay leaders are trained by home demonstration agents or by specialists or state leaders from the College, at county, district, or state training schools. Each project leader conducts training schools for local leaders from communities, and they share what they have learned at training schools by teaching homemakers in their neighborhoods. Through this plan the teaching by the relatively few government employes can be multiplied because they teach county and city leaders to teach local leaders to teach thousands of homemakers (see Chapter XXII).

The home bureau organization has been perfected, not as an end, but as the means whereby adult education in home economics may be carried forward competently and with dispatch. The program and the ideals that inspire it clothe the organization with beauty and interest. Without them the organization would be as bare as the steel frame of a building. But it is essential that the supporting frame of an organization, as well as of a building, be efficient. Thus collapse of any part of the network of home bureau organizations would disconnect homes from the State Colleges.

Between 1919 and 1945, home bureau members gradually assumed responsibility for securing, through county appropriations and membership contributions, 74 per cent of the annual half-million dollars which finance the New York Extension Service in home economics. Since 1946, state and federal funds for this extension teaching have been somewhat increased.

Because of local contributions by the people and of steadily increasing county appropriations, it has been possible for New York to strengthen its home demonstration work with the aid of more specialists and state leaders than have been appointed in many other

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states. This means that, in addition to the many agricultural projects studied in the home bureaus, Cornell's Extension Service can teach a comprehensive home economics program which includes projects in organization, administration, food, nutrition, clothing, textiles, economics of the household, housing and design, household and institution management, child development, and family relationships. Some home economists refer to this elaborate program as "possible only in opulent New York." The truth is that, in 1945, the state appropriated only 10 per cent of the cost of home demonstration work. The broad programs of the home bureaus have been made possible because generous local financial support has been secured by the people themselves, and because trained volunteer local leaders supplement the teaching of the professional staff. Topics of typical home economics extension programs for adults are outlined in Chapter XXXVI. Goals of home demonstration work have been defined in each state. Among these expressions, those for the home bureaus of Illinois (see p. 215) and New York have been adopted in many states, and in several other nations, with changes of the name home bureau to fit the terminology used in other places (see illustration of the Home Bureau Creed, figure 109).

Definitions of the purposes of home economics, which have important implications in the Extension Service, are quoted from the anonymous Annual Reports of the New York State College of Home Economics and may be attributed to the Directors of the College, Martha Van Rensselaer in 1929, and Flora Rose in 1936.

The purpose of home economics in education is to aid directly in solving problems of home and family life, and to extend this aid to the solution of such of those problems of community life as are extensions of home activities. [1929]

Wherever home economics operates, the current of its effort will always be found to follow its major concern, namely, for the welfare of people, for human life and conditions which contribute to its protection and care. [1936]

In home demonstration work, methods of teaching include the use of every educational method yet devised. In addition to demonstrations, from which official names of county and city home demonstration agents are derived, methods of teaching include those listed on p.

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441; and members of the extension staff are alerted constantly to watch for new teaching methods and to study their possible adaptation to extension teaching. History indicates that home bureaus will continue to spread until they are within reach of every home, because there is something contagious about an organization whose programs are refreshed constantly by exchanges of knowledge between women of the state, and by new learning from college and experiment-station research; whose membership is recruited from experienced homemakers and from young brides and mothers who search eagerly for guidance in their homemaking; and whose methods of organization and program determination furnish opportunities for democratic action.

In the Extension Service, administrative leadership is recognized as a specialty with clearly defined methods and literature. It is studied in home bureaus under the guidance of state leaders of home demonstration agents. Topics include methods and principles of organization, with division of labor, delegated responsibility, and co-ordination of efforts; practice in parliamentary procedure and executive work; public speaking, writing, and committee work; preparation of reports and records; the psychology of co-operative relationships; analyses of the educational, social, and economic structure of counties, cities, villages, states, and nations; the art of presiding; and methods whereby leaders can help to translate plans into action.

Extension Service officers and leaders are encouraged to cultivate qualities of character and of personality that kindle the confidence of others. Since democracy's progress depends on leadership and cooperation by the people, extension organizations are making contributions to that progress. These qualities of leadership are important in the larger unions of states and nations. Thus extension workers can help to infuse into society the leaven of trained leadership, without which democracy perishes. Extension Service leaders have been encouraged to believe in the conquering power of ideas and to act in accord with a motto of the War Department: "A good officer is not afraid of anything, not even of a new idea."

URBAN HOME DEMONSTRATION WORK:
NEW YORK'S UNIQUE EXPERIMENT

What makes a city great? Huge piles of stone
Heaped heavenward? . . .
Truc glory dwells where glorious deeds are done . . .
So may the city that I love be great.—WILLIAM FOULKE

There is more bad housekeeping to the acre in cities than anywhere else—a situation that offers a fertile field for urban home demonstration work. Such work has had official sanction from the state colleges in a few states, including New York; in the latter it was developed in three large cities, without the specific assignment of any but war emergency extension service funds until state aid was authorized in revised legislation in 1946.

There are several reasons for delayed development of urban work. The fundamental legislation that authorized extension service in the U.S. Department of Agriculture, in co-operation with land grant colleges and universities, was designed for improvement of agriculture and of country life, as Congressional hearings prove. This rural intent has been interpreted literally in many states but not in urban New York where home demonstration work has been done for twenty-nine years in Syracuse, Buffalo, and Rochester, and where county agricultural agents in such urban counties as Westchester have responded to city dwellers' requests for help with their horticultural problems.

In keeping with the policy of the United States Congress in writing basic legislation broadly, the Smith-Lever Act of 1914 and supplementary laws that provide for extension work do not exclude city homemakers from definitions of home economics extension work. The early extension appropriations, being inadequate, made rural extension teaching difficult and delayed development of urban extension teaching. Unlike farming, the practice of home economics doesn't stop at the city limits. True democracy will characterize home economics extension work when it is within reach of all homes.

After thirty-four years, the Smith-Lever Act and subsequent legislation based on it—the Capper-Ketcham Act of 1928, the Bankhead-Jones Act of 1935, and the Bankhead-Flanagan Act of 1945—have not yet been amended or supplemented to recognize urban home demon-

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stration work specifically, although city people pay a large share of the taxes that support the public education offered by the Extension Service. In New York the 1940 Census records the state's population as 83.3 per cent urban. Many city taxpayers believe that publicly supported home demonstration work should be available to all homemakers. In many states, city people are requesting that the state extension services in home economics be extended to urban as well as to rural women, and that horticultural extension teaching be done in cities. In New York, until some state funds for city extension work were provided in the 1946 revision of the State Farm and Home Bureau and 4-H Club law, the three city home bureaus were financed by membership dues, contributions, and county appropriations.

At Cornell, every director of extension has encouraged these three experiments with urban home demonstration work for which the State Colleges have furnished publications and the services of state leaders and specialists. The franking privilege has been granted to urban agents. For the Buffalo, Rochester, and Syracuse home bureaus, membership dues and county appropriations began with zero in 1918; they totaled \$53,448 in 1947.

During both World Wars, the U.S. Department of Agriculture and nearly all state agricultural colleges recognized that lines of communication with consumers concentrated in cities were important to agricultural marketing and to winning wars on the home front. Therefore during the first World War the federal government financed emergency urban home demonstration agents, as did also the New York State government. During the second World War New York State again financed such urban agents. These experiments were launched under the disadvantages of temporary personnel and emergency programs, featuring foods and nutrition only; but they gave city women tantalizing glimpses of the adult education in homemaking which emanates from their State Colleges. When wartime financial support ceased in 1919 and 1945, nearly all city home demonstration work suffered collapse, except in New York State.

City home demonstration work is dramatic. It is as varied as the cosmopolitan populations in urban New York State through whose ports pour people of all races, nations, and creeds, of diverse tongues and habits of thought, and of all kinds of educational and cultural

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backgrounds. A city extension audience is a democratic spectacle. In Buffalo, homemakers from Italian, Polish, or Negro sections of the city, and Catholics, Jews, and Protestants meet and mingle; luxury-laden women of Delaware Avenue study beside women whose homes are in slums along railroads or water fronts, or who may be dependent upon the city's welfare funds. In Rochester, representatives of similar segments of the city's life bring together women from all sorts of homes, extreme contrasts being those of East Avenue and those who need to make the most of public relief for their families. In Syracuse, women of DeWitt Place work side by side with those whose financial anxieties are acute. Thus all kinds of women find bonds of unity through the Extension Service. Women of varied racial origins have become Americanized through working together on their home and community problems. At times of stress for state and nation, urban home demonstration work has sometimes been conducted in seven languages, as it was in Utica in 1918. In Buffalo, with college students as translators, home bureau recipes, menus, and suggestions for homemakers who cannot read English have been printed in several languages.

Home bureau organizations and programs for urban and rural homemakers have more in common than in difference. Rural women are no longer isolated, since modern transportation brings them readily to market, to buy or to sell, although some family food, fiber, and fuel may be produced on their home farms. Home demonstration work has often been credited with the fact that city and country women can no longer be identified by differences in the style of their clothing. In the city as in the country, applications can be made of the same principles of home economics. Members of home economics extension organizations are divided into interest, geographical, or community groups in cities as in counties. It is safe to prophesy that publicly supported adult education in home economics, through the American system of the Extension Service, will eventually be as widespread as homemaking.

Urban home demonstration agents, in addition to their responsibility for the teaching and educational administration of typical extension programs, handle problems that arise from the social structure of cities. Examples include requests to teach aliens or newly Americanized women about American cookery and menus; and such questions as

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how to buy in American stores; how to combine social opportunities with doing the family mending, as at the Albany "Mendery," a sewing center showing the ways to mend clothes while alleviating the loneliness of city life; how to explain government regulations; how to apply home economics to budgets of families on relief, referred to the Extension Service by Family Welfare departments; how to use voting, school, recreational, library, and health facilities; how to improve civic services; how to teach in co-operation with their neighboring broadcasting stations, newspapers, schools, and other educational agencies and institutions; how to enrich home economics programs through co-operation with other teachers and with the personnel of art galleries, museums, industries, parks, musical and theatrical centers, and libraries. Urban Extension Service programs have sometimes had far-reaching local, national, or even international significance. Food in large quantities has been saved, and gluts on markets have been cleared by prompt action of thousands of city homemakers. Illustrations will indicate the methods and quick results of this emergency phase of urban extension work. Threatened losses were averted when surplus peaches, tomatoes, and other perishables, produced on New York farms, were moved from overflowing markets into cans or current consumption in Buffalo, Syracuse, and Rochester, because city women acted on facts furnished to home demonstration agents in the food information service from their State Colleges. In 1918, the home demonstration agent in Providence, Rhode Island, reported to the U.S. Department of Agriculture's home demonstration extension service that bananas were going to waste in stores. She was advised to ask aid of newspaper editors, teachers, and block leaders in telling people: "It is patriotic to eat bananas today. It will save nonperishables for shipment to our boys overseas." Menus and recipes were publicized for use of bananas at breakfast, in luncheon salads, in dinner desserts. Response was so immediate that 2,800 bunches of bananas moved off the glutted markets in a few hours; and before this patriotic run on the market could be stopped, Rhode Island dealers had to S O S New York City for more bananas to satisfy awakened consumers!

When Herbert Hoover was U.S. Food Administrator in 1917-1918, he was cabled that our servicemen and European allies must have more wheat. It was not available in American markets. The only way to get

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it was to reduce consumption in the United States, particularly in densely populated cities. Urban home demonstration agents staged campaigns to "save wheat for over there." After conferring with the Washington, D.C., members of the U.S. Department of Agriculture's urban Extension Service, Mr. Hoover had cabled his European representative: "We will find the supplies." And we did. The patriotism of city housewives was not found wanting. Wheat routed for consumption in the United States was rerouted for Europe. The often-unrealized power that can be exerted on markets by intelligently directed city women was illustrated dramatically.

Avoidance of strikes seems remote from the work of urban home demonstration agents. But connections do occur between these aspects of life in industrial cities. For example, in 1918, in a factory producing war materials, laborers of Polish and Italian descent resented American government regulations that required purchasers to substitute a proportion of other cereals for wheat flour needed overseas. Laborers' wives were grumbling and throwing away substitute foods, and a strike was threatened by men who said: "We came over here to be free." The young home demonstration agent went to the section of the city where discontent was rife. As she walked the street, wondering what a home economist could do to help, she was appealed to by a distracted laborer whose wife and baby had just died while he was alone with them. This agent had not had advantages of modern study of family life problems. But she had human sympathy and common sense which all "H.D.A.'s" need. She helped this grief-stricken man through his crisis, met his neighbors, and finally was asked: "Who are you, and what are you doing here?"

She explained that she was employed by the United States government to help homemakers with problems like the one she heard them discussing—what on earth to do with cereals Uncle Sam forced them to buy, in order to get white flour they liked! They were about to use the only weapon they knew—a strike in an essential war industry. The young agent felt overwhelmed, but she was brave. Gently she asked if they'd like her to show them how to use the substitute cereals. They liked her and agreed to call together their discontented wives. They came, bringing babies, cats, dogs, their knitting, mending, and skepticism. The agent found that she had to stir the bread batter outdoors

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in a laundry kettle, and to cook the loaves in an oven that resembled a museum piece from cookery of another day. But her home economics training fortified her, and the bread was pronounced "good, perfectly fine." The threatened strike was called off! Within the next week, these same laborers asked this agent to teach their wives "how to make American pies" and "all about how to cook in English."

According to Americanization Bureau officials, "the best Americanization work in Buffalo has been done by the City Home Bureau." There, Mrs Katherine Norton Britt has been the city home demonstration agent for over 25 years; she has been ably assisted by Buffalo's gifted home bureau chairmen—among them, in early years Mrs. W. B. Hoyt, wife of the first editor of the *Cornell Daily Sun*, and in recent years Mrs. Winifred Corey. Things of home, being universal, offer women of all ages, races, creeds, and cultures immediate bonds of understanding. One happy practice of city extension work is that of inviting women of various racial backgrounds to demonstrate their native arts, crafts, and cookery. Even though these new Americans may not speak English well, the language of pantomime suffices in teaching many domestic practices. Sometimes these interesting features of city extension programs have incidental results in Americanization. Husbands and children of women who are invited to teach for home bureaus gain a new respect for the mothers whose photographs and demonstrations are featured in the local newspapers; the women themselves gain satisfactions and prestige, which stimulates them to learn to be better American citizens; and home bureaus gain through enrichment of their programs by colorful glimpses of home life in other lands.

Since 1919, New York's city home bureaus have had headquarters somewhat comparable with those which since 1944 are gradually being established in county extension work as County Agricultural and Home Economics Headquarters. City home bureau headquarters need to include laboratories, demonstration centers, and auditoriums, as well as offices, unless adjacent auditoriums can be used. In Syracuse and Buffalo during World War I, there were "Thrift Kitchens" and "Canning Kitchens," where astronomical numbers of cans of food were preserved; these kitchens were transformed for peacetime use.

In 1920, the Rochester Home Bureau found in the Chamber of

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Commerce a sort of godfather such as the first county farm bureau found in the Chamber of Commerce in Binghamton in 1911. In the Chamber of Commerce building, the Rochester Home Bureau found shelter and aid, with an office and the use of a large auditorium; when these accommodations became inadequate, and when the home bureau could afford to pay rental, special headquarters were built by the Chamber of Commerce with offices, laboratories, and demonstration centers for foods, household art and furnishings, clothing, and applied arts. In 1945, this same home bureau, where Miss Georgie Watkins has been the home demonstration agent for two decades, was presented with a fine house to use as headquarters for teaching homemaking—an appropriate use for a house that had been a home. Among local women who have given generously of their time to this home bureau, Miss Ruth Putnam and Miss Laura Comstock are notable.

The Syracuse Home Bureau operated for years in a World War I "Thrift Kitchen," where large-scale equipment made it possible to teach canteen and camp cookery to men and boys as well as foods and nutrition to homemakers; another room was equipped for the study of clothing and textiles. At one time there was a women's exchange, but only long enough to demonstrate higher standards of food preparation and packaging. The Syracuse Home Bureau has not yet secured rent-free headquarters, but local resources provide it with ample headquarters in six offices and three large workrooms, while auditoriums are available in the city's schools, stores, and the Museum of Fine Arts. The home demonstration agent, Hazel Reed, guides the effective home economics program that has become traditional in Syracuse. This home bureau has been sponsored with notable success for three decades by Mrs. W. B. Gere, Mrs. M. V. Z. Belden, and more recently by Miss Gladys Bliss. Commodious space was provided in 1945 for the Buffalo Home Bureau in a publicly owned building, as a tribute to the Home Bureau's service to the second largest city in the state.

Home bureau organizations in cities are merely adaptations of those in counties. The city is divided into districts or community units, along as natural lines of cleavage as possible. Members in these community units elect their officers, committees, and local leaders. As in county home bureaus, city home bureaus elect officers and executive

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committee members who are represented on the county board of directors of the County Farm and Home Bureau and 4-H Club Association. Normally, city home bureau programs resemble those of counties (see Chapter XXXVI). During the World Wars, large-scale results were achieved, as is inevitable because of immense city populations (see Chapter XXXV).

Because of the importance of reaching concentrated consumers, an emergency state appropriation was made in 1917 at the suggestion of the first State Emergency Food Commission, whose chairman was H. E. Babcock. Fifty-six emergency urban home demonstration agents taught in New York City under the immediate direction of Dr. Mary Swartz Rose of Columbia University; she helped to choose the agents, several of whom have become famous home economists, such as Day Monroe, and Edith and Mary Barber. Home demonstration agents were provided also for nine upstate cities and for thirty-three counties. Professor Martha Van Rensselaer was in charge of home economics emergency extension programs until she and a member of her staff, Professor Claribel Nye, were called to Washington, D.C., to assist Herbert Hoover in the Food Administration. Miss Van Rensselaer was succeeded by Professor Flora Rose, co-head of the home economics department; and Florence Freer, Agent in Otsego County, was named State Leader of Home Demonstration Agents. Mr. Babcock's first deputy food commissioner was Florence Knapp, afterward in charge of home economics in Syracuse University. She was succeeded, October 1, 1918, by the writer, who had directed war emergency urban home demonstration work of the United States Department of Agriculture (1917-1918) and had organized home bureaus in the largest cities of thirty-three northern and western states, where the name home bureau was used first in the Extension Service. Urban extension programs were restricted to foods and nutrition. Conservation, preservation, marketing and consumption of foods not needed overseas produced impressive results such as are possible only in dense populations. Although this urban extension work was effective, it disappeared when the Armistice of 1918 led to lapse of war appropriations.

During World War II, a second New York State Emergency Food Commission was created under successive chairmen H. E. Babcock, the late C. E. Ladd, and H. M. Stanley. This commission included Cornell

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faculty members L. R. Simons and L. A. Maynard. Temporary state appropriations were made for emergency urban and rural home demonstration work.

City extension work in home economics has not been aided directly by federal funds except during World Wars. But in 1943 national headquarters gave its blessing to urban extension work, when the U.S. Director of Extension, Dr. M. L. Wilson, gave it official sanction. Ever since Pearl Harbor, evidence reveals growing interest in city extension work in home economics and horticulture. This evidence includes correspondence addressed to state Extension Service personnel. Letters of inquiry have been received at Cornell from directors of extension, state leaders of home demonstration agents, and other citizens in many parts of the United States.

In New York City, World War II Extension Service was under the executive direction of one of the State Food Commissioners, Gladys Straus (Mrs. Roger W.), and of Sarah Gibson Blanding, Dean of the State College of Home Economics, assisted by Professors Ruby Green Smith and Frances Scudder.

Superior young women with successful records as home demonstration agents were appointed for the work. Among them was Katherine Norton Britt, urban home demonstration agent in Buffalo, who was granted leave by the Buffalo Home Bureau in 1942 to direct the professional staff. She was succeeded by Frances Scudder, who was given leave by Cornell in 1943 as Assistant State Leader of Home Demonstration Agents and who became State Leader in 1944. The Borough home demonstration agents, all experienced, were Barbara Van Heulen, Genevieve Judy, Mary Fitz Randolph, Adeline Hoffman, Elizabeth Trantum, and Ruth Karns. Lack of funds limited plans for appointment of more than a few additional assistant agents, who were to be especially qualified for work with racial groups in cosmopolitan New York. Only three such agents were appointed—a Jewess who spoke Yiddish and English, and two Negroes. One of the latter, Alice Drew, had been awarded a Cornell Master's degree in nutrition. Mrs. Drew and her assistant were assigned to Harlem, where their work was appreciated and their departure mourned.

Results of this second brief experiment with Extension Service in New York City were recorded by Mrs. Straus in her report of June

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16, 1944, to the State Emergency Food Commission. Mrs. Straus worked faithfully without salary. From her suburban home in Pawling, she came to the Food Commission's office at 247 Park Avenue, New York, to spend arduous hours in volunteer war service. The parish assigned her by the Commission included Westchester, Nassau, and Suffolk counties, with their 360,000 families, as well as Greater New York. In the Long Island counties, Mrs. Straus co-operated with the long-established home bureaus to supplement their food-preservation programs. A feature of these in Suffolk County was a "Nutrition Caravan," a car which went about the county to dramatize the work. In Westchester County, Mrs. Straus became interested in the movement to organize a home bureau and was influential in helping to obtain the first county appropriation for it.

The \$100,000 assigned by the state for World War II home demonstration work in New York City proved to be a meager sum in relation to the density and diversity of this city's population. It provided for reaching only 223,275 families, for meeting acute emergencies in the food situation, and for small samples of possible nutrition teaching. Programs were confined to foods and nutrition. Teaching was geared to help housewives to feed their families and factories their employees in wartime. Training was given in nutrition for schoolteachers, for the Red Cross, and for other organizations. Co-operation for this nutrition program was given by forty librarians, by Boards of Education, and by radio stations and newspapers. Mrs. Straus concluded her report: "Housewives in the metropolitan area have demonstrated their need of scientific nutrition information, and their interest in feeding their families well, despite point rationing and other wartime restrictions." New York City's wartime home demonstration work was discontinued in 1945.

New York State took the lead again in urban extension work when provision for it was made in the State Colleges' first postwar budget. This beginning of peacetime state support for city home demonstration work was authorized in the 1946 revision of the County Law in relation to Farm and Home Bureau and 4-H Club Associations, a revision recommended by the State Emergency Food Commission and supported by the New York State Conference Board of Farm Organizations, acting in concert with the State Colleges of Agriculture and

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Home Economics. The Director of Extension, L. R. Simons, stated that justification for this action by farm organizations was to be found in mutual interests of farm and city people. He explains the new provisions of this law:

This amendment appropriates an additional \$1,500 a year of state funds toward the support of additional home economics work with adults in cities for each county in the state with an urban population of 25,000 or more, provided the county raises an additional \$3,500 specifically for such urban work. Thus, any one of twenty-eight counties in upstate New York is eligible to receive this additional state aid, provided a minimum of \$6,000 is appropriated for all extension work in home economics. The state has also provided funds to maintain a few agents in upstate cities, pending the organization there of regular home economics extension work.

The additional cities covered by the 1946 expansion of urban home demonstration work were Utica, Albany, Troy, Niagara Falls, Tonawanda, Elmira, and Binghamton. For this newer city work, there are no separate city home bureau offices, such as are established in Syracuse, Buffalo, and Rochester. A county home demonstration agent is designated as in charge of both urban and rural extension, with the aid of assistant agents. It is anticipated that this corps of home economists will pool their knowledge, and that any member of the staff, including the agent in charge, may do either rural or urban teaching and administration, as occasions may require.

With fifty-two of New York State's fifty-six upstate and Long Island counties organized, and with 83 per cent of its population urban, the possible parish for extension of home demonstration work is predominantly urban. Added funds will be needed to provide a large personnel for this potentially immense load of city home demonstration work. For in addition to Syracuse, Buffalo, Rochester, and New York City, the state has sixteen cities whose populations, according to the 1940 census, range from 25,000 to 134,646—Albany, Amsterdam, Auburn, Binghamton, Elmira, Jamestown, Kingston, Niagara Falls, Poughkeepsie, Rome, Schenectady, Troy, Utica, Watertown, White Plains, and Yonkers. Of these cities, the ten that do not now have it could qualify for extension service under the 1946 revision of the State Law referred to on page 167. Nine other cities have more than 20,000 people. County home demonstration agents may contemplate

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these stubborn geographical facts and vital statistics with some trepidation. However, most "H.D.A.'s" are heroic home economists who have buoyant confidence in their work. Some of them have already developed city units, as part of their county home bureaus, when importuned to do so by city women. More money will be needed for urban extension service than the minimum designated in the State Farm and Home Bureau and 4-H Club Law. However, the records prove that city women can secure Extension Service funds locally for home demonstration work, and that this form of adult education in home economics can attain civic recognition because of its unique educational contributions to the complex life of large cities.

Experiments in the organization of combined rural and urban home demonstration work, begun in 1946, may prove not only simpler but may bring to pass the realization of a plan whereby the highest efficiency in extension teaching might be attained. This plan would set up in each county a miniature home economics faculty, whose members could collectively teach projects in all departments of home economics. Such a local faculty should include an educational administrator and organizer, the home demonstration agent in charge, and, depending upon the size of the city, from six to fifty assistant home demonstration agents, each with a specialty. This professional county group would reinforce the teaching of local lay leaders and of state leaders and specialists from the State Colleges. Extension Service history proves that there is no basis for the fear that city people would dominate, if associated with rural people in extension organizations. Time has demonstrated eloquently that speaking and organizing ability and other qualities of leadership are abundant among both city and rural people. Associations in the New York State Extension Service between rural and urban people have resulted in mutual respect which promises to help bring into more constructive relationships the country and the cities, for their interdependence is not theoretical but real.

In 1942, comprehensive plans were made at Cornell for home demonstration work in New York City. They were carried forward as far as possible during the war in view of limited funds and of a program that was restricted to foods and nutrition. Since in these plans it was contemplated that a permanent Extension Service in home eco-

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nomics would eventually be established in New York, and since these New York plans could be adapted to other cities, extracts from them are quoted below because of their potential use in the inevitable development of co-operative Extension Service in home economics and horticulture in many cities.

In the world's largest city, New York, the dream for a permanent extension service in home economics has not yet come true, despite excellent wartime work by emergency home demonstration agents. Since the publicly supported Extension Service has an obligation to this vast population, certain homemakers in New York requested that a statement of reasons for New York City home demonstration work and plans for it be prepared. These have been approved by key people in the city's educational, social, health, and civic agencies.

Since more homes are concentrated in New York than anywhere else, this city's population offers challenging opportunities for home demonstration agents. This city's taxes contribute to the support of state Extension Service, upstate and in the nation, and yet New York has shared its benefits only in periods of national emergency during both world wars. New York City is a fertile field for home demonstration work because approximately one-twentieth of the people of the United States live there in 2,218,372 homes, according to 1944 statistics based on ration book records and quoted by the state Emergency Food Commission. To introduce the leaven of home demonstration work into the homes of New York City's almost seven million people seems at first glance to be an overwhelming problem. However, analysis of the structure of any city simplifies the problems. New York's problems are made more complex by the nature of its vast population whose diverse food habits depend upon differing purchasing capacity and varied educational and racial backgrounds. Thirty per cent of the white population is foreign-born, and there are many Negroes. For work in cosmopolitan cities, each home demonstration agent should be prepared not only in home economics but should speak and read the language of the racial group to whose areas she may be assigned. Languages and racial backgrounds to be sought in the appointment of home demonstration agents for New York City include German, Polish, Italian, Jewish, Negro, Russian, Greek, Irish, Spanish, Portuguese, Scandinavian, and Chinese. Each agent should have an understanding appreciation of the cultural values in the various civilizations whose representatives will be among her adult students.

Programs for extension teaching of home economics to adults in this

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city, or *in any city*, will vary surprisingly little from county programs, for extension programs should always be flexible enough to be adapted to varied needs. In most cities, servants have become almost extinct and thousands of older women, as well as brides, need to learn how to do their housework; scarcity of some foods makes important the choice of substitutions that guard health; there is little storage space in most city homes, minimizing the importance of food preservation; markets are so accessible that consumer education will be important; because of the availability of ready-made clothing and textiles, emphasis will be heavy on selection, remodeling, and care of clothing, rather than on construction; nutrition principles will need to be applied for family menus that vary from the luxury tables of Park Avenue in New York, the "Gold Coast" in Chicago, or Nob Hill in San Francisco to the subsistence level of slum sections; and further adaptations will be needed because of the variety in food habits practiced by a population that represents all gradations between those whose families have lived for generations in the United States and immigrants who have but recently seen, for the first time, the Statue of Liberty, Lake Michigan, or the Golden Gate. Teaching of home management and of family life psychology and sociology will vary little from their tenor in upstate New York, except for adaptations to the density of population and the multiple activities of city life. Housing, community enterprises, applied art, and recreation will be easier to teach in cities because good and bad examples are abundant. Co-operation with other organizations can be more widespread and complex but again will not differ in methods from such co-operation in counties.

City home demonstration work should be organized with divisions along each city's most natural lines of cleavage. In New York City, historical subdivisions exist in five boroughs which once were five counties. Other units of organization can be found in any city, in school, marketing, church, racial, or other community groups which divide people as naturally as possible. Official Extension Service organizations such as the home bureaus should be developed among homemakers so as to provide local direction and local financial support for home demonstration agents, to furnish volunteer local leaders, and to serve as lines of communication between the people and their home demonstration agents and State Colleges.

For any future extension service in home economics and horticulture in New York City, it has been agreed, in conferences among those concerned, that there should be an assistant director of extension, in charge, under the supervision of the extension director of the State Colleges of Agriculture and Home Economics; and that there should be an urban

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home demonstration agent in charge of the home economics organization and programs under supervision of members of the Cornell faculty. Associated with her, there should be five other experienced executives as borough agents. They should have as many assistant agents as the size and nature of their borough populations require. There should be an Extension Service office in each borough to supplement the central offices of the assistant director and of the city home demonstration agent. These offices should preferably be in publicly owned buildings.

These plans for New York City Home Demonstration work can be adapted to any city with such changes as may be suggested by studies of each city's social, educational, ethnical, economic, health, commercial, and civic structure.

It is anticipated that plans for a peacetime extension service in home economics and horticulture in New York City will be realized in the near future, and that the program in home economics will be offered to women and girls while the horticultural teaching will be chiefly a program for youths and patterned after upstate 4-H clubs and older youth groups. Lay leaders in New York City have reported that they want their share of the publicly supported state Extension Service, and that they want whatever funds may be appropriated by the New York City Council and by the state to be administered as other state Extension Service funds are administered—by Cornell University as agent for the state, under memoranda of agreement between the city, Cornell, and the future extension service association to be organized by New York City people. Since there are no separate appropriating bodies in the boroughs of New York, they cannot make county appropriations under provisions of the State Farm and Home Bureau and 4-H Club Law. This will necessitate an enabling act by the state Legislature before funds can be appropriated legally by the City Council for extension service. Such legislative action is now pending in a proposed state law entitled "An Act to Establish Cooperative Extension Work in Agriculture and Home Economics in New York City."

State Senator Thomas C. Desmond, in his *Report of the Joint Legislative Committee on Nutrition*, submitted to the State Legislature in 1943, declared: "We should plan now to enlarge the scope of the Extension Service to cover urban, as well as rural areas, when war is over." The Director of Extension, Lloyd R. Simons, presented an

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address, "Developing Urban Home Demonstration Work," at the 1946 annual meeting of the American Association of Land Grant Colleges and Universities. He wrote:

It is evident that the Extension Service is best equipped to conduct organized urban educational activities in horticulture and homemaking, particularly with adults. Plans should be made now for Federal legislation to provide funds toward the expansion of urban Extension programs. I am convinced that not only consumers but also farm men and women would back such a movement. Experience has shown that both producer and consumer are benefited. Therefore, this expansion is in the public interest and for the public good.¹

A TRIBUTE TO THE HOME DEMONSTRATION AGENT

A Lady with a Lamp shall stand
In the great history of the land,
A noble type of good
Heroic womanhood.

—HENRY W. LONGFELLOW

The home demonstration agent is the gaily-serious college graduate who is the American government's itinerant teacher of home economics for adult homemakers in the places where they live. Through the State Extension Service of the State Colleges and the United States Department of Agriculture, she carries to the people her knowledge of arts and of sciences that relate to home and community life. She brings back to the State Colleges the learning and wisdom she gleans from the people, thus helping to develop better colleges as well as better homes.

People watch for her eagerly, as she drives over the landscape in the Extension Service car; she smiles and waves her greetings, stopping where needed, but arriving promptly where people gather to study with her in homes, or in libraries, schools, art galleries, churches, assembly halls, markets, community houses, or gardens. Homemakers come from near and far to learn from her new ways of making housekeeping more efficient, home life more abundant, and neighborliness more delightful.

¹ Director Simons has requested inclusion of another quotation from this 1946 address: "I am indebted to Dr. Ruby Green Smith for the information regarding the beginning of home demonstration work in cities. More than anyone else, she furnished the leadership for this enterprise—nationally as a member of the Federal Extension staff, and later as State Leader in New York."

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The home demonstration agent teaches about home life at its best. She has a six-hour day—six hours after sunrise and another six hours before midnight! This competent, tastefully dressed, well-groomed, friendly young woman knows how to make things go well, to resolve difficulties, to comfort those who mourn, to rejoice with those who are glad. She knows how to care for a baby and to furnish a house; how to help make human relationships more creative; how to prepare nutritious food and to clothe a family in good taste; how to manage the complexities of family or community housekeeping; how to arrange a picture, a room, or a bouquet; how to inspire co-operation while helping people to translate science and art into terms of more satisfying life.

The home demonstration agent likes people, and they like her. She has an absorbing interest in others. She has a sense of humor and knows how to play as well as how to work. She is unselfish in character, resilient in mind, radiant in spirit. She is gracious and has enthusiasm and vivacity that please all who see her. When she enters a room, it seems as though another candle has been lighted.

Her presence is like a golden thread woven into the fabric of American home and community life.

Carl Edwin Ladd

The root of the word "courage" is the Latin word "heart." Carl Ladd put heart into those who came to him for aid when they were troubled or in difficulties.

—BRISTOW ADAMS

By *Edward R. Eastman*,¹ IN COLLABORATION WITH *Van B. Hart*

DR. CARL E. LADD, Dean of the New York State College of Agriculture from 1932 until his death on July 23, 1943, was born on the family farm at McLean, New York, February 25, 1888. He was graduated from Cortland Normal School in 1907, and after teaching school for a time he entered Cornell and was graduated in 1912 from the New York State College of Agriculture.

Dr. Ladd served as Director of the State Schools of Agriculture at Delhi and at Alfred, as Specialist in Agricultural Education in the New York State Education Department, as instructor and extension Professor of Farm Management at Cornell, and as Director of Extension for the New York State Colleges of Agriculture and Home Economics, later becoming Dean of the Colleges. He was secretary of the New York State Agricultural Advisory Commission under Governor Franklin D. Roosevelt and chairman of the Commission under Governor Herbert H. Lehman, chairman of the New York State Planning Council from 1936 to 1938, and chairman of the Committee on Relationships of the Association of Land Grant Colleges and Universities from 1937 to 1943. For several years prior to his death, he also served as a member of the Executive Committee of the Association of Land

[¹ For the work of Edward R. Eastman, see Chapters XXIV and XXVI. Dr. Van B. Hart is Professor of Farm Management, State College of Agriculture, Cornell University. Mr. Eastman says: "In preparing this biographical sketch of Dr. Ladd, my good friend, Van B. Hart, supplied me with factual information about Carl and helped me in presenting it. Carl Ladd and Van Hart were born and grew up on adjoining farms, went to district school together, hunted and fished together, and were lifetime friends and associates."—R.G.S.]

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Grant Colleges and Universities, a member of the New York State Council for National Defense, a member of the New York State War Council, and a member of the National Advisory Council—United Youth for Defense. He was also a member of the New York State Emergency Food Commission and a director of the Farm Foundation, and of the Farm Credit Administration of Springfield, Massachusetts.

Among the scientific and educational organizations and societies to which Dr. Ladd belonged are the American Association for the Advancement of Science, International Conference of Agricultural Economists, New York State Agricultural Society, and American Farm Economics Association. He was a member of the honorary societies of Phi Kappa Phi, Epsilon Sigma Phi, and Sigma Xi.

During 1928, at the invitation of Leonard K. Elmhirst, Dr. and Mrs. Ladd spent 6 months in England where he helped to organize research and teaching in agricultural economics in an agricultural school sponsored and directed by Mr. and Mrs. Elmhirst at Dartington Hall, Devon, England. While associated with the school at Dartington Hall, he traveled extensively in England and Scotland studying conditions and methods on farms and in colleges and experiment stations.

As a result of Dr. Ladd's work in England and his association with Mr. Elmhirst, these two men conceived the idea of organizing an international association of agricultural economists with the object of "fostering the development of the sciences of agricultural economics, and of furthering the application of the results of economic investigations of agricultural processes and agricultural organization in the improvement of economic and social conditions relating to agriculture and rural life." This association known as the International Conference of Agricultural Economists was inaugurated during the summer of 1929, when fifty agricultural economists from eleven countries met at Dartington Hall, England. From this time to his death, Dean Ladd took an active and valuable interest in the affairs of the International Conference of Agricultural Economists, which is now recognized as an outstanding international scientific agricultural association.

In addition to his many other duties, the late Dean edited, with Dr. A. K. Getman, a series of agricultural text books. He was co-editor

with Miss Wyllic McNeal of another series of home economics text books.

Carl was co-author with me of *Growing up in the Horse and Buggy Days*. He was a great lover of old books that dealt with the lives and times of our forefathers, and there was nothing that he loved better than to browse through an old bookstore or an antique shop. He claimed that there was something about the automobiles he drove that made them stop at every antique place along the road in spite of all he could do to keep them going.

Men never know how much of their success is due to their ancestors, but we do know that Carl's ancestry on both sides of the family went back into the pioneer times of America, and his forefathers were among those intrepid folks who helped to clear and settle this country and lay the foundation principles which have made it great. We are sure, also, that a man's immediate family is a potent factor in his success or failure. One could not be with Carl long before he began to give credit to his wife and to show the joy that he took in his children.

A mere outline of a man's history and positions gives but little indication of the personality and character of the man. Carl Ladd was a man of high ability. He was a noted educator, a competent administrator, and an effective leader. But most of all, Carl *had the common touch*, that quality without which no leader is truly great. He loved people, and those who were privileged to know him loved him in return. Few persons have so genuinely represented the wholesome rural life as Carl did. In spite of exceptional opportunities to serve agriculture nationally and internationally he preferred to keep himself identified with the soil and with the New York countryside, where he learned as a boy the rewards and the hardships of life on a farm. I have visited many farms and homes in his company and found that he was more likely to enter by the back door and visit with the family in the old farm kitchen than he was to go into the parlor. The common folk knew intuitively that Carl was one of them.

Despite the many professional honors that came to him, he was still "Carl" to his hosts of friends. He took pride in the fact that janitor, farmer, student, or professor need feel no hesitation in sharing his troubles with the Dean. To talk with him was always a pleasure and a

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privilege, regardless of whether the conversation touched national or international problems, the little acts of daily life, or the joys of friendship.

Carl Ladd's interests were perennially youthful. He maintained a constant interest in the students of the College. He frequently invited groups of them to his office or his home to get their point of view, and he took time from his heavy administrative duties to teach a course in current problems of agriculture. Never was Carl too busy to see the boys and girls of Cornell who wanted to talk over their personal problems with him. Never was other business too important to prevent his sitting down with fathers and mothers when they came to the college to talk about John or Mary. How fitting it was, therefore, that Carl Ladd's legion of friends raised a fund in his name for scholarships at Cornell to help farm boys and girls get an education. This fund has grown rapidly because there are so many who welcome the opportunity, not only to pay tribute to the name of a great man, but to support a cause to which this great man devoted his life. From the beginning of his public work for rural people, Carl was always just as interested in the welfare of the farm home as he was in the farm itself. This interest was manifested in his enthusiastic support of home economics education and extension work, both in his public work and later when he was jointly Dean of the College of Agriculture and the College of Home Economics.

Carl Ladd was a true countryman. He was born on a farm, he was always more or less uneasy when he was off one, and he died in his own farm home. He loved to work with his hands because he had never forgotten the habits of responsibility, of taking care of cattle and crops, learned when he was a boy. He owned a little camp near Ithaca with a few acres of ground to which he loved to retire when the pressures and complexities of his life and business became too great. He knew how the man who works with his hands thinks and feels because he had worked that way himself.

My own friendship with Carl began way back in those pioneer days in extension work when I was a county agricultural agent, or as they called them then, a farm bureau manager, in Delaware County, New York, and Carl was the Director of the State School of Agriculture at Delhi.

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It was at Delhi that he met Miss Frances Clark, the beautiful girl who was then Delaware County's Home Demonstration Agent, and who became his wife. Since his death, Mrs. Ladd has been Secretary of the New York State Federation of Home Bureaus.

One gets some idea of how we have progressed in material ways within one man's lifetime when we remember that in Delaware or any other rural county no longer ago than 1916 there were few paved roads, and the automobile was a comparatively new gadget. It was in the early part of the first World War, and dairymen were desperate because their costs of production were rapidly advancing and the prices which they were receiving for their milk were ruinously low. In their desperation, through their organization the Dairymen's League, the farmers called a milk strike.

Though we were fundamentally opposed to strikes, the situation was so bad and farmers needed help so sorely that Dean Ladd and I rode a Ford car to meeting after meeting all over the highways and byways of Delaware County during that strike to give farmers the facts about the milk marketing situation. When Carl arose to speak, farmers listened. They knew that he knew from personal experience what he was talking about. Also they all loved his sense of humor. He was a grand story-teller and one of the best toastmasters I have known.

From those early days in 1916 when we worked together for better milk prices until the very week of his death, Carl and I rode and talked together and solved all the problems of the world. Unfortunately, they didn't stay solved, so we had to do it all over again the next time. That was the way we wrote *Growing up in the Horse and Buggy Days*. As we traveled long hours together we would reminisce about the country life and folks that we had known, and out of this reminiscing we conceived the idea of putting these stories down in a book. *Growing up in the Horse and Buggy Days* was the result. Carl didn't think much of the effort and neither did I at first, but for his sake I was glad that he knew before he died that the book had won so much popular approval, particularly from farm folks.

In our visits together about the problems of country life, Carl's emphasis was on what could be done to help farm folks not only to make a living but to get something in the way of happiness out of country life. As a teacher of farm management, Carl always recognized that

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farm people must first make an income before they can spend one, and that a good income is necessary to pay for many of the things that contribute to health and happiness. But he never lost sight of the need for helping farm people on the double job of "how to make a living" and "how to live."

The fine balance between the economic problems and the social problems of rural people which Dr. Carl E. Ladd maintained in his thinking, in his teaching, and in his life, are well expressed in the following quotations from talks he gave to farm people and to his students in 1940.

Lasting happiness is not measured by the difference between new and old autos, expensive or inexpensive clothes—a joy in work, living within our income, frugality, honesty, a word as good as a bond, generosity, friendliness, independence, tolerance, helpfulness, a burning, fighting love for freedom—these bring self-respect and happiness. . . .

It seems to me that a good teacher should directly or indirectly teach something of the enduring virtues of the world, something of the philosophy of life, and help his students to see the value of positive thinking.

Lloyd R. Simons

By *William B. Ward*¹

A STRAIGHT-LINE thinker, a skillful organizer, an able administrator, a tireless worker for the betterment of farming and homemaking." That sums up extension workers' opinions of L. R. Simons, Director of the Extension Service since 1932. He believes in leadership. Some say vision is the word, but it might also be called foresight and interpretive ability to call the turns on the needs of the Extension Service and the people it serves and the prospects for tomorrow.

Director Simons looks forward to the time when every county will have both an agricultural and an assistant agricultural agent, as well as equivalent help for homemakers, 4-H club members, and older rural youth. Through his efforts the service has grown and made rapid progress because of its sound programs and increased county, state, and federal financial support. Moreover, extension workers have received many advantages, one of them being the present retirement system.

Those who work with the Director respect him for his drive—"once the path is laid out he gets there." He is forceful and sincere, and underneath a certain "front" he is kind and friendly.

Born in Sardinia, Erie County, on November 8, 1886, Director Simons was farm-reared. Following graduation from the College of Agriculture at Cornell in 1911, he taught agriculture at the Gowanda High School for three years. He then moved to Nassau County as agricultural agent in 1914. Two years later he became a Specialist in Extension Methods for the United States Department of Agriculture. In 1920, called back to Cornell, he was appointed Assistant State Leader of County Agricultural Agents in New York and became State

¹ Professor, Head of Department of Extension Teaching and Information, and Editor and Chief of Publications, State Colleges of Agriculture and Home Economics, Cornell University.

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Leader in 1928. He has held his present position as director of extension since 1932.

Although he came up from the ranks in New York State and has served there almost continuously, Director Simons has been influential in agriculture beyond the boundaries of his native state. During his years with the United States Department of Agriculture, 1916-1920, he conducted workshops in twenty-five states to train persons to organize farm bureaus. Believing in the value of farm organizations, he was one of the first to suggest the possibility of a national organization to operate primarily in the area of education. Later, through the efforts of several farm and agricultural college leaders, the American Farm Bureau Federation was organized. He has rendered service for many years to the American Association of Land Grant Colleges and Universities. For four years he was a member of the committee on Extension Organization and Policy and served as chairman the fourth year. Director Simons also was chairman of the extension service section one year and for three years was chairman of the committee on Older Rural Youth.

In 1936, Epsilon Sigma Phi, of which he is a member, awarded him a certificate of recognition for outstanding service to agricultural and rural life, and in 1944 the American Farm Bureau Federation gave him the "award for distinguished and meritorious service in the interest of organized agriculture."

Director Simons has been known as one of the foremost leaders in his field and has been credited with much of the increase in efficiency and membership of the county extension associations, the improved quality of extension teaching, and the closer working cooperation with other agencies and with farmers and homemakers.

Director Simons agrees with Daniel Webster that "when tillage begins, other arts follow. The farmers therefore are the founders of civilization." Mr. Simons is famous for his knowledge of good organization. He helped to build Extension Service organizations of the state and nation. During World War I, as a member of the national States Relations Service of the U.S. Department of Agriculture, he assisted in the organization of farm bureaus in thirty-three northern and western states. After his return to Cornell, he was promoted until he attained the leading position in New York's State Extension Service.

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(See Lloyd R. Simons' photograph as Director, and a youthful picture of him in a youthful automobile, figures 13 and 10.)

To supplement the Smith-Lever Act of 1914, Director Simons helped to prepare federal and state laws relating to the Extension Service and to get them approved. This legislation provides additional state or federal appropriations for extension work. He worked on state and national committees and commissions during World War II and during periods of peace, depression, and floods. He founded Lambda Chapter of Epsilon Sigma Phi; organized Land Use and other state committees, including the New York State Rural Policies Committee and the Committee on Rural Arts and Recreation; and aided development of the New York and the American Farm Bureau Federations. His revised versions of fundamental documents, including constitutions, bylaws, memoranda of agreement, and financial procedures, have made for more effective extension work.

Perfectly groomed, stylishly dressed, this man who was an Erie County farm boy keeps *his* now silvered, abundant hair, although most has fled from the heads of many men of his age. Distinguished looking, tall, almost austere in bearing, Director Simons has a merry sense of humor and enjoys a good joke. At his administrative staff meetings, opened promptly first thing in the morning, he demonstrates how to adjourn a meeting in an hour, by marching rapidly through a staggering agenda. Such meetings may leave his staff somewhat breathless but with no doubt as to the course charted. People appreciate his kindness and sympathy, which are revealed especially to those who suffer sickness, or sorrow. This tenderness is shown also in his hobbies, music and flower gardening. He loves the flowers he grows and shares. He is devoted to his children and to other young people and is loyal to all who win his confidence.

Recognition of Director Simons' extension service has been given in ceremonial awards. In addition to national awards for his work in adult education, he has received formal recognition of his work for rural youth. He was designated an "Empire Farmer" in 1944 by New York State's Future Farmers of America, for "leadership, scholarship, and meritorious achievement in Agriculture." In 1946, he was given the award of the 4-H clubs of New York State for "outstanding service to rural youth."

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In public addresses and in conversation, Mr. Simons speaks with steadfast conviction and with clarity. Straightforward brevity characterizes his letters and his writing in official documents and bulletins. A sample of his English style is quoted below (see also the Bibliography). Definitions and illustrations of extension policies, programs, and philosophy permeate his publications, which, if assembled, would make a useful reference book.

Director Simons' faith in education, and in the training needed for extension workers, has led him to persist, despite his administrative load, in offering courses of instruction in Cornell's curriculum for extension personnel. Students from New York and from other states and nations have gleaned from these courses the essence of Mr. Simons' long experience with the extension service.

In 1940, Director Simons inaugurated, for the Cornell University station, WHCU, a series of radio programs concerning the Extension Service. His address on that occasion is quoted as an illustration of his method of writing. He gives a bird's-eye view of the vast educational enterprise which he has administered since 1932—one of the most complex of New York State's varied types of public education.

Although extension work has been under way in New York State for many years, the passage of the federal Smith-Lever Act twenty-six years ago gave greater emphasis to the expansion of such activities, because of the increased funds available and because of the better teamwork between federal, state, and county governments.

In the pioneer days every county agent had to blaze a new trail. There were no well-formulated policies, plans, or programs. The county agricultural agent began by demonstrating simple practices—such as growing better potatoes and apples by spraying, increasing milk production by feeding balanced rations, improving the soil by plowing under cover crops or by better rotations. Later, with more experience and maturity, the scope of the activities broadened and farmers were helped with their farm management and marketing problems.

In order to aid the housewife and to give more encouragement to the boys and girls, home demonstration and 4-H Club agents were employed. Thus extension could now deal more adequately with many of the social and cultural problems facing rural people. More subject-matter specialists were added to the state extension staff in order to meet the increasing demands for specialized training and instruction, and to carry back to the

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research workers the needs of farmers, homemakers, and communities.

It soon was evident that little could be accomplished without the cooperation of the people themselves in determining programs and policies, in financing the work locally, and in actively assisting in so expanding the various activities that everyone who would could take advantage of them.

This resulted in the organization of what are now known as the County Farm and Home Bureau and 4-H Club Associations. Legal authority for these county associations is given in subdivision 28-a of the County Law as amended April 16, 1939 (subsequently amended in 1946). Thus a partnership between the rural people and the New York State Colleges of Agriculture and Home Economics was established.

The County Association contains three departments: Farm Bureau, Home Bureau, and 4-H Club. Any person who is sincerely interested in agriculture, homemaking, or community betterment is eligible to membership upon the payment of the prescribed membership fee. The 4-H Club department requires no membership fee. However, because of the public character of the Extension Service, any person may have its benefits without becoming a paid member.

Each department has an executive committee, usually consisting of seven members. The members of the three executive committees, together with the association president and one person from the county board of supervisors, constitute the board of directors of the County Farm and Home Bureau and 4-H Club Association.

The board of directors enters into a co-operative agreement with Cornell University for the proper administration of extension work within the county. With the approval of the University, the directors also sign an agreement with the county board of supervisors regarding appropriations of public funds for extension work within the county.

It is always very difficult to measure the success of any educational enterprise. Probably extension work can best be measured in terms of satisfied co-operators, including 105,000 members of whom 24,000 are leaders and committeemen serving without pay. [By 1946, these numbers had increased to 190,922 members and 32,766 leaders.] These men, women, boys, and girls on the farms of New York State take frequent occasions to express their gratification for the advice and guidance received and adopted. The success of the work can also be measured by continued public support as evidenced by the county, state, and federal appropriations of funds.

Extension has aided materially in developing rural leadership. The op-

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portunity offered rural people to take part in planning and conducting extension activities has enabled many of them to grow into capable, progressive men and women. This is the outstanding accomplishment of the Extension Service and would more than justify its existence if little else had been done.

Time will not permit me to elaborate on specific aids to rural people in this diversified agricultural state. These will be dealt with by other speakers who will talk to you from this station at this hour each week.

Besides its regular functions, the Extension Service in New York State has co-operated in a very substantial way with the new federal programs including rural electrification, rural rehabilitation, farm tenancy, soil conservation, and agricultural conservation.

During the past year, a co-ordinated plan of land use has been developed and put into effect with the Bureau of Agricultural Economics. A state committee of farmers, farm women, business representatives, and technical workers has been formed to study conditions and to make definite recommendations regarding land-use policies and programs. Similar committees are operating in the important agricultural counties.

Extension work means both planning and action. No matter how well planned the yearly programs may be, these are always subject to revision or suspension, to care for emergency situations brought on by such things as war, flood, or drought. The extension worker must always be prepared to drop his organized plans and routine to meet such emergencies. Many experiences of the sort during the past thirty years have shown the advantage to the nation, state, or county of having trained workers on the job.

The extension organization in the counties and in the state is now prepared to meet demands growing out of the present world crisis. It can change its programs and step up its activities to meet any situation. During World War II extension is aiding farm leaders in organizing state and county emergency agricultural defense committees. These committees will be prepared to co-operate fully with county, state, and federal authorities. Their particular duties will be to determine proper procedures, assign responsibilities to participating farm groups, and co-ordinate activities.

When the Smith-Lever Act was before Congress in 1914, Senator Vardaman said: "Now the purpose of this bill is to help the tillers of the land to discover the hidden riches of the soil, to devise methods of cultivation which will lessen the burden of farm life by shortening the hours of drudgery and render more productive the land. Its splendid purpose is to improve the man, enlarge his mental horizon, and give intelligent direction to his efforts. The effect also will be to add comforts to the country home,

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lighten the burdens of women, afford greater opportunities to the boys and girls upon whose shoulders soon must fall the responsibility of home and the burdens of government." The New York State Extension Service has always tried to meet these ideals.

History of the 4-H Clubs of New York State

By *Albert Hoefler*¹

EARLY BEGINNINGS

IN THE EARLY history of this country it was generally accepted that the purpose of education for rural youth was to fit them for occupations other than farming. As farming became more of a business enterprise and the problems of agriculture became more complex, a need for some special training in the field of agriculture and country life was evident. First came the state agricultural colleges. Helpful as these colleges were and are, it was soon apparent that only a comparatively few farm young people could attend and most of those who did attend became teachers and investigators.

The demand for some type of training for those who remained at home was especially pronounced during the period from 1890 to 1900. One of the first organized attempts to meet this demand for service to rural youth was made by the New York State College of Agriculture at Cornell University. About 1896, a movement was started to encourage a greater interest in farming and rural life through the study of nature. Under the leadership of Dr. Liberty Hyde Bailey, Anna Botsford Comstock, John W. Spencer, familiarly known as "Uncle John" (pp. 507 ff.), and others, Junior Naturalist clubs were organized in the rural schools. A membership button was given to each member and a charter to the club. The dues were a letter written each week by each member. Upon the retirement of Mr. Spencer the club idea was gradually dropped and attention given to the Rural School Leaflet.

Mention should be made here of the work of Rufus Stanley of El-

¹ Extension Professor and State Leader of 4-H Clubs, State Colleges of Agriculture and Home Economics, Cornell University (see also Chapter XXXIII).

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mira. Believing that young people needed and desired a greater opportunity for self-development than they were receiving, he organized, about 1900, a small group of boys in and about the city of Elmira to provide this opportunity. A club of 60 boys known as the Omega Club was formed as an outgrowth of a loosely organized group, started in 1886, known as the Rambling Club. During the winter the club met evenings. They worked in groups of fifteen, according to their years in the club, in a woodworking shop where all sorts of articles were made. Workmanship and care of tools were stressed. In the summer each member planted and cared for a small garden on a farm to the west of the city of Elmira. A camping program was set up and pilgrimages were made annually to the College of Agriculture, the Geneva Experiment Station, and the state and national capitols to gain firsthand information and a broader viewpoint. The writer was a member of this club, 1904-1907.

Gradually Mr. Stanley expanded the work into the Chemung County Achievement Club, working in the Elmira city schools where a gardening and homemaking program was developed. Finally the 4-H idea was adopted, and Mr. Stanley was appointed Chemung County Club Agent in 1919.

GOVERNMENTAL RECOGNITION

In 1914, Congress passed the co-operative demonstration act, popularly known as the Smith-Lever Act, which made available federal funds to the different states for the purpose of extending the services of the state colleges of agriculture to the people who could not leave home to attend college. This act greatly strengthened the extension work of the state colleges of agriculture and home economics and made possible the county extension agent system and the appointment of state leaders of boys' and girls' club work.

With the passage of the Smith-Lever Act, O. H. Benson, because of his work in Iowa, was called to Washington and placed in charge of boys' and girls' work for the northern and eastern states. It was Mr. Benson who furnished the inspiration for the name "4-H," the motto, and much of the plan of organization now followed. In 1915 there were 317,601 enrolled in boys and girls 4-H clubs in 47 different states.

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THE WAR PERIOD, 1916-1918

During World War I, the energy of the Extension Service was turned from improvement of farming and homemaking to food production. The slogan was "Food Will Win the War." The fourfold program of the 4-H clubs was temporarily abandoned and the energy of the members devoted to raising food. Additional local, state, and federal funds were provided, and a large staff of temporary agents was employed. The result was a rapid increase in the number of 4-H clubs and club members.

THE READJUSTMENT PERIOD

The period immediately following the close of the war was a difficult time for 4-H clubs. Many local, state, and to some extent federal funds were withdrawn, making it necessary to reduce materially the number of extension agents who had been developing club work. National membership dropped from more than 1,000,000 in 1918 to 636,000 in 1919.

This real blow to many of the enthusiastic supporters of club work was the beginning of a sounder and broader program. Gradually public support increased; methods of organization were perfected; recreation, health education, and community service were added; and the whole program was studied with regard to sound, long-time aims and objectives and the means of attaining them. From a membership of 636,000 in 1919, there has been a steady increase; 1,600,000 bona fide members throughout the United States were enrolled in 1946.

FURTHER DEVELOPMENTS

Miss Martha Van Rensselaer, who had worked with both Dr. Bailey and Mr. Spencer, was the first State Club Leader. Later the responsibility for developing club work, then known as Junior Home Project Work, was placed with the Department of Rural Education, and Professor F. L. Griffin was named State Leader of Junior Extension, February, 1916. For several years 4-H club work was conducted as the Junior Naturalist clubs had been, through the rural schools and in co-operation with the special State Schools of Agriculture. C. O. Du-

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Bois, a teacher in the State School of Agriculture at Alfred University, was one of the first club agents appointed. He organized clubs in Allegany and Steuben Counties during the war period. Other agents were appointed at most of the other special State Schools and in co-operation with the county defense committees in Nassau, Rockland, Montgomery, and other counties. Most of these clubs were discontinued at or soon after the signing of the Armistice. Several city and village school systems appointed school garden supervisors during the war under a special "Director of Agriculture Act" of the Legislature, and received state aid for their employment. Many of the school gardeners were enrolled in the 4-H clubs. Most of these school gardens were discontinued after the war. In Troy, the school garden work developed into one of the first county club agent organizations financed co-operatively by federal, state and county funds, with Albert Hoefler as County Club Agent.

DEVELOPMENT OF COUNTY CLUB AGENT SYSTEM

Professor Griffin resigned as State 4-H Club Leader in November, 1918. He was succeeded by Professor W. J. Wright, Director of the State School of Agriculture at Alfred University, who had been responsible for the direction of the 4-H clubs in Allegany and Steuben Counties during the war period. Shortly thereafter a plan of organization was perfected whereby federal funds, through the State College of Agriculture, and state funds, through the State Department of Education, were made available to counties employing county club agents. The county administrative unit was the county board for Junior Extension composed of representatives of the farm bureau and the home bureau, the district superintendents of schools, and interested organizations. During 1920, eight counties, namely Chenango, Chemung, Erie, Livingston, Oneida, Otsego, Rensselaer, and Westchester, were fully organized and employed full-time county 4-H club agents.

In 1930, the State Department of Education withdrew its financial support of 4-H club work. The State Club Leader's office at Cornell was removed from the Department of Rural Education and was made an administrative division of the Extension Service. In 1931, the con-

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stitutions of the County Farm and Home Bureau Associations were revised, to include a Farm Department, a Home Department, and a 4-H Club Department, all on a co-ordinate basis.

After twenty-four years as State 4-H Club Leader, Professor W. J. Wright retired on December 31, 1942. He was succeeded on February 1, 1943, by Professor Albert Hoefler who had served as Assistant State 4-H Club Leader for eleven years.

THE WAR PERIOD, 1941-1945

During World War II food production was again uppermost in emphasis. The 4-H club staff, both state and county, organized and conducted the Victory Garden program that included nearly 1,500,000 gardens. The State 4-H Club Leader served as executive secretary of the N.Y. State Victory Garden Council, and county 4-H club agents served as County Victory Garden co-ordinators and secretaries of County Victory Garden Councils. Both adults and young folks were Victory Gardeners. Members of 4-H clubs were active in all war programs. For outstanding war work they were given the privilege of naming a Liberty ship "Carl E. Ladd" and were cited by the U.S. Treasury Department for distinguished service in the war finance program.

The war added materially to the duties of county 4-H club agents, and their work was recognized as essential to the war effort by local selective service boards. Six men club agents—Robert G. Smith, Rodney Lightfoote, Ernest Cole, Leslie S. Nichols, Wesley S. Smith, and Marlin Prentice—and two women club agents—Charlotte Waters and Pauline Young—went into active war service.

During the war, 4-H club members tested their activities with the question "Will It Help Win the War?" and were urged to "Feed a Fighter in '44" by producing a ton of food.

With a peak membership of 71,934 in 1944 the state report showed the following 4-H club contributions to the war effort: War stamps and bonds purchased, \$1,052,922; War stamps and bonds sold, \$2,153,660; Milkweed pods collected for life jackets, 107,375 bushels; Tin cans collected, 181,747 pounds; Other metal collected, 938,727 pounds; Scrap paper collected, 2,403,989 pounds; Scrap rubber collected, 36,904 pounds; Phonograph records collected, 6,843 pounds; Books

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collected for servicemen, 15,202; Red Cross donations, \$13,132; Poultry flocks managed, consisting of 417,114 birds; Swine raised, 5,830 head; Dairy animals managed, 23,739 head; Home gardens grown, 38,722; Fruits canned, 1,208,919 quarts; Vegetables canned, 2,466,579 quarts.

READJUSTMENT PERIOD

In contrast to the period following World War I, both state and federal funds were increased after World War II. This permitted an increase in the number of county 4-H club agents and specialists. While 4-H club membership has decreased since the peak year of 1944, it still shows a net gain of 65 per cent over that of the year 1941.

Growth of 4-H Club Membership in New York State

| <i>Year</i> | <i>Number of counties</i> | <i>Number of club agents</i> | <i>Membership</i> |
|-------------|---------------------------|------------------------------|-------------------|
| 1920 | (?) * | 8 | 11,856 |
| 1925 | 23 | 23 | 14,793 |
| 1930 | 29 | 35 | 19,973 |
| 1935 | 33 | 43 | 24,096 |
| 1940 | 48 | 62 | 31,654 |
| 1941 | 49 | 63 | 31,862 |
| 1942 | 51 | 66 | 35,853 |
| 1943 | 50 | 64 | 63,037 |
| 1944 | 50 | 69 | 71,934 |
| 1945 | 50 | 71 | 63,695 |
| 1946 | 53 | 84 | 48,615 |

* Most 4-H Club work carried on by county agricultural and county home demonstration agents.

The state plan is to have two county 4-H club agents in each county, one trained in agriculture and the other in home economics. Counties with large enrollments will employ a third county 4-H club agent.

Counties employing *one* county 4-H club agent in 1947 were: Clinton, Essex, Fulton, Genesee, Herkimer, Lewis, Livingston, Madison, Monroe, Montgomery, Niagara, Ontario, Otsego, Rockland, Schoharie, Schuyler, Seneca, Steuben, Sullivan, Tioga, Wayne, and Yates.

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Counties employing two county 4-H club agents in 1947 were: Albany, Allegany, Broome, Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Columbia, Cortland, Dutchess, Erie, Franklin, Greene, Nassau, Oneida, Onondaga, Orange, Orleans, Oswego, Rensselaer, St. Lawrence, Saratoga, Schenectady, Suffolk, Tompkins, Ulster, Washington, and Wyoming.

Counties employing three county 4-H club agents in 1947 were Delaware and Jefferson.

LOCAL 4-H CLUB LEADERS

For effective 4-H club functioning, each community or neighborhood club has one or more adults in the community to act as leaders or advisers. These leaders are selected by the county 4-H club agents and club members. They serve without pay. The number of local leaders has steadily increased, as follows: 1930, 1,706; 1935, 2,351; 1940, 3,334; 1946, 3,849.

Leaders are trained by county 4-H club agents, college specialists, and others in subject matter, methods of presentation in teaching, and handling of groups.

In many counties local leaders have organized County Local Leader Associations that meet regularly to exchange ideas, to learn more about the techniques of leadership, and for social and recreational programs.

STATE 4-H CLUB CONGRESS

"Brilliant with color and ringing with songs, yells and laughter, the campus took on a merry aspect during the last week in June. The occasion was the fourth annual Junior Field Days for 4-H Club members," says a report for 1925.

"First Annual New York State 4-H Club Congress (Tenth Annual Junior Field Days)" appeared on the cover of the program in 1931.

In 1922 Junior Field Days replaced a program of Farmers Field Days, and in 1931 the name was changed to State 4-H Club Congress. Congress has been held at Cornell every year from 1922 except the war years, 1942-1946, and was revived in 1947 when the twenty-first annual Congress was held.

HISTORY OF THE 4-H CLUBS

During State Congress the University and the New York State Colleges of Agriculture and Home Economics make a special effort to entertain and instruct the groups of 4-H club members and leaders who attend. The guests are housed in the University dormitories and eat in the University cafeterias.

The number of days for the meeting has varied with the years, but usually it is approximately three.

Upon registration the delegates are separated into groups according to subject-matter interest. Instruction is given by specialists, contests are conducted, and demonstrations are presented in the regular classrooms, laboratories, barns, and fields of the University. Addresses are given by outstanding persons at general assemblies.

Recreation and play are important parts of the program, and time is planned for social dancing, swimming, trips to near-by points of interest, tours of the campus and buildings, and other inspirational and recreational features.

The Congress closes with an impressive 4-H Candle Lighting Ceremony, usually held outdoors on the campus quadrangle.

Attendance is based on county quotas and has varied from 600 to 1,500 depending on facilities available.

The purpose of State Congress is to acquaint young folks with their State Colleges, to give them further instruction in subject matter, and to inspire them to improve their work and increase their interest in doing the tasks of farm and home life and in the conduct of their local 4-H clubs and 4-H projects.

NATIONAL 4-H CLUB CONGRESS

Back in 1918, Thomas E. Wilson, president of the Wilson Packing Company, met with a group of eleven 4-H club members at the International Livestock Exposition and invited them to be his guests at luncheon. At this meeting they talked about the opportunities and problems of rural youth and about the 4-H club movement. Mr. Wilson became enthusiastic about the 4-H club idea and has met with the 4-H club delegates at Congress each year since 1918. In 1922, Secretary of Agriculture Meredith made an appeal to businessmen and leaders in agriculture to give assistance to the government in further-

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ing 4-H club work. In response to this appeal, Mr. Wilson and a few others organized and established the National Committee on Boys and Girls Club Work. One of the first co-operative activities of the committee, the government, and college officials was the inauguration of the National 4-H Club Congress in 1922. The Congress has been held each year since and its silver anniversary was celebrated in Chicago in 1946.

The National Committee now consists of twenty-five business and industrial executives. The President of the United States is honorary chairman and Mr. Wilson is chairman. Headquarters are in Chicago, and the committee maintains an office and employs a managing director and staff of some thirty persons. Government and state college officials work very closely with this committee in all undertakings involving publicity, promotion of national, state, and county 4-H contests, printing a national 4-H magazine, securing awards, maintaining a service department, and arranging the details for the annual Congress.

The National Congress is planned by a national 4-H club committee of state 4-H leaders, directors of extension, federal 4-H officials, and National Committee officials. The 4-H delegates are selected by the states, and state winners of contests are provided all-expense trips to attend Congress by the various sponsors and donors under the management of the national committee. Most national winners win 4-H club scholarships.

National Congress, which has always been held in Chicago, attracts about 1,000 4-H club members and 400 leaders, on a state quota basis, from nearly every state in the union and from Alaska and Hawaii.

A total of 501 4-H club delegates from New York State have attended National Congress from 1928 through 1946. From 1943 to 1946 New York State delegates have been awarded seventeen \$200 scholarships as National Contest winners. In 1941 the New York State livestock judging team won national honors, and in 1931, 1942, and 1944 New York State won the National Leadership award for boys. This is the most outstanding and coveted award offered at National Congress.

HISTORY OF THE 4-H CLUBS

NATIONAL 4-H CLUB CAMP

Like a large number of other national gatherings, National 4-H Club Camp was not held during the war years, 1942-1945. The fifteenth National 4-H Club Camp was held in 1941 and the sixteenth in 1946.

New York State has participated each year in sending two outstanding 4-H club boys and two outstanding 4-H club girls selected through state-wide competition based on 4-H club accomplishment. Two state leaders have accompanied the delegates. The camp runs one full week of June in Washington, D.C., and attendance there is considered the most important award that 4-H delegates may receive.

Programs are planned for both delegates and leaders, in both joint and separate sessions, around a general theme that is selected annually.

The purpose of National 4-H Club Camp is to give 4-H club members a firsthand insight into the operations of the national government and the functions of its various departments. The Camp provides an opportunity to learn of the work, the history, and the traditions of the United States Department of Agriculture. The boys and girls see government in action and become acquainted with the nation's capital. They gain a deeper understanding of the ideals, the history, and the people who have shaped the nation. They confer regarding the development of a strong rural leadership and a richer and fuller life for those living in the country.

Camp also provides an excellent opportunity to portray to the public the accomplishments of the 4-H club movement and to enable leaders to confer regarding matters of importance in the future development of the 4-H club program. It helps young people widen their outlook on agriculture and life in general through the travel experiences gained in important centers of historic, economic, and social interest enroute to and from camp and through the many happy contacts with young people and leaders of other parts of the country.

A TRIBUTE TO THE COUNTY 4-H CLUB AGENT

I am the County 4-H Club Agent. Generally, I am farm-reared. My roots are firmly anchored in the land and the traditions of American rural life.

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As likely as not, I have been a 4-H club member. I have had firsthand knowledge and experience in the application of science to farm life through learning by doing. My club experience revealed the principles of group action and co-operative effort to me. I knew about some of the duties of a County 4-H Club Agent, and they appealed to me.

I am a college graduate. My college training supplied further scientific knowledge and understanding to my earlier experiences. My college degree provided a basic qualification for my position as a County 4-H Club Agent.

I have other qualifications, some inherent, others acquired. They are of equal importance, if not of more, to my college training. I love people. I like to work with people. While I have a genuine interest in and am primarily concerned with young people, I also work with adults in groups and as individuals. Because I work with all ages, I must understand them. To understand them, I must be psychologist, sociologist, teacher, and confidant. I inspire young folks. I help them to help themselves by making the ordinary tasks of farm and home more appealing. I put a premium on work and the results of conscientious labor by turning heads, hands, and hearts to many things for a more satisfying rural life. I broaden horizons of others through contests, trips, tours, and visits in search of new ideas and new methods. I add a generous portion of fun to all activities.

My teaching is made more effective by tying it closely to the farm, home, and community through the training of local leaders, club organization, and club functioning.

In addition to my technical knowledge and my varied experiences, reading and study add to my broad knowledge of persons as well as places and things. I am equally at ease in the home, the barn, and the meeting places.

I have a commanding and pleasing presence. I express myself well. I have the ability to plan and the vision to see ahead, enthusiasm for my work, courage to carry it forward, and faith in myself and those with whom I work.

I am honest with myself and with others, exercise good judgment and tact in dealing with people, and render square and unbiased decisions. Kindness, friendliness, tolerance, patience, unselfishness, sympathy, and co-operation are my stock in trade.

Mine is a full life, a life calling for tireless energy. I have good health and must maintain it. I work early and late. I have no set hours of daily work. Morning finds me early at my desk caring for the ramified duties incident to running an efficient office and serviceable program. Afternoons find me in the homes, on the farms, or at sundry club and other meetings.

HISTORY OF THE 4-H CLUBS

Evening may find me many miles from home, explaining the program at a community meeting.

I am the personification and the representative of the Extension Service, county, state, and national. I am the champion of rural youth. My richest reward comes in watching young folks develop in knowledge, in skill, and in their dealings with other people. I am the County 4-H Club Agent.

[During the decade 1937-1947, educational experiments have been carried on for the purpose of offering opportunities for participation in the Extension Service to rural youths who are older than 4-H club girls and boys but younger than most of the farm and home bureau members. The Chemung County Agricultural Agent, Lacey H. Woodward, was a pioneer in this work. He organized a Chemung County Junior Farm and Home Bureau which met with an enthusiastic response from "older rural youths." Programs selected by these youths included studies of agricultural and home economics subjects and recreational features. Through the social life it fostered this Junior Farm and Home Bureau proved to be a matrimonial bureau too. The first youth leaders of these groups were Donald Dann and his wife, Frances. Specialists from Cornell assisted with the program. The success of this Chemung County experiment led to the development of "older rural youth" organizations in several counties. For this promising new extension work, Mr. Woodward was appointed District Agent, and Cornell's Associate Professor J. A. Lennox, Assistant State Leader of 4-H Clubs, was designated to take responsibility for its future development in the state.—R.C.S.]

Extension Service with American Indians

“Great Spirit, let me never judge another man until I have walked two weeks in his moccasins.”

—SIOUX INDIAN PRAYER

Extension Service ranks high among all of the ways in which Americanization work is done.

—AMERICANIZATION BUREAU

OF BUFFALO, NEW YORK

STATE EXTENSION Service in Agriculture and Home Economics on the Indian Reservations in New York makes a real, though inadequate, contribution toward recompense by Americans for the infamous treatment of the first Americans during an ignoble chapter in United States history. In New York 67,000 acres of the land are owned in perpetuity by Indians. These acres constitute the Onondaga, Cattaraugus, Tonawanda, Tuscarora, Allegany, Oncida, and St. Regis Indian Reservations. Dr. Erl Bates, Cornell's Adviser on Indian Extension and one of the chief professional American spokesman for the Indians, says:

The Indians on New York State Reservations are not State Indians. They live on their own land, and the government respects their treaties. It gives every Indian in the State four yards of gingham cloth each year in recognition of this treaty. If it did not do so, you would not have title to the land you own. . . . The treaty which sold this land to the whites provided that the Indian should have the privilege of hunting and fishing “as long as the land should stand, the sun should rise, and the waters run down hill.” . . . On these Reservations live Iroquois Indians. They still speak their native tongue, are still governed by their ancient councils, in which the farmer clan holds first place. In those councils, the Indian mothers have exerted the greatest power since 1600, when they refused to raise any more warriors unless they had control over the right to make war. The ancient council and religion are built around their principal occupa-

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tion down the ages, that of agriculture. In 1550, these Indian farmers created their Iroquois Confederacy, a Red League of Nations, that is still in force today.

Dr. Bates entered the state Extension Service in 1921, after directing the Indian Welfare Movement he had helped to start in Syracuse, New York, in 1912. He writes: "This movement was launched with a fundamental idea that there was much in this ancient civilization to be saved. . . . It was deemed best for the decreasing Indian population to build it up physically on the land." The Indian Welfare Society's first work was done on the Onondaga Reservation, with the co-operation of the Onondaga County Agricultural Agent, Robert Teall, and the Home Demonstration Agent, Gertrude Bower (Mrs. Lovell). Dr. Bates sent one girl and one boy from the Reservation to Ithaca, to study at the Short Course of the State College of Agriculture, in order to prepare them to act as interpreters for the teaching of the Extension Service. During World War I, Gertrude Bower taught nutrition to audiences of Indian women whose pagan and Christian grandmothers decided to meet, for the first time in years, when home economics proved to be a common denominator.

Men and women of the other six Indian Reservations heard of the Onondaga extension work and requested similar aid from Dr. Bates and his Cornell associates. The State College of Agriculture agreed to undertake further educational work with the Indians. This was financed in part by the State College, by Dr. Bates, and by grants from the state Legislature. Dr. Bates also secured \$20,000 for college scholarships to assist Indian girls and boys to train for leadership among their own people.

After the Indians in New York decided that their experience with the state Extension Service was valuable, Dr. Bates was given leave by Cornell to assist in reorganization of the U.S. Bureau of Indian Affairs. He wrote:

The fundamental idea behind the Indian extension program is to build on the best of their ancient civilization and to add those things in ours which will enable them to live better. Since State Extension work with Indians started 26 years ago at Cornell, the population of New York Indians has increased 1½ per cent, the infant mortality rate has been cut by 25 per cent, and deaths from tuberculosis by 34 per cent. Credit for these

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gains should be given also to co-operation by the schools and public health nurses.

Achievements in extension work on New York's Indian Reservations suggest fine potentialities, chiefly because, after decades of understanding friendships with Indian men, women, and children, Dr. Bates has won their confidence in education. Fundamental educational progress has been made with the first Americans; belief in science has replaced Indian superstitions, prejudices, and customs. Before Dr. Bates taught Indian farmers to respect the State Colleges, the Indians had planted diseased corn hopefully, only to produce meager crops; now disease-resistant seed corn, recommended by the College of Agriculture, produces more food with less work. This change is noteworthy because the good seed replaced the ancestral seeds that had been passed from generation to generation to the accompaniment of an Indian ceremony. Since Indian farmers have used corn seeds approved by science, with such fine results, they have been receptive to suggestions for scientific replacement of their ancient stocks of other seeds, and of animals.

Sweet corn on the cob was introduced to "the white man" in 1779 by Lieutenant Richard Bagnall who discovered its use by Indians while he participated in Sullivan's expedition against them in central New York. It was called "papoos corn" because a papoose could cut his teeth on it. Now hybridization and scientific cultivation have produced better varieties of sweet corn. In August, 1947, when the flavor and bouquet of sweet corn, fresh and steaming, were gracing American dinners, a new blight-resistant variety, named Mohawk, was "dedicated" by Indians from New York's St. Regis Reservation. This variety had been developed at the Experiment Station at Cornell. Dr. Bates arranged a special ceremony, on a certified seed farm in Essex County. There "North Country" Indians accepted and christened their namesake, danced seven times around the crop, and sprinkled bits of tobacco around a plant, to sanctify it. In his official blessing, Chief Alex White called Mohawk "a great oat in recognition of a great people."

Indian women have learned from home demonstration agents about better nutrition for their families, with happy results that appear statistically in the reduction of child mortality and the lengthening

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of lives. Census figures reveal that gains in New York's Indian population have occurred simultaneously with the development of extension service with Indians, under guidance of the State Colleges, since 1921.

Dr. Bates has not only directed this work from his headquarters at Cornell but has visited the reservations frequently, winning the confidence of the Indians. Leaders among the Indians serve as a "Cornell Board" for each Reservation. Dr. Bates has secured financial aid that enables young Indian maids and men to go to schools and colleges. Some have studied at Cornell. Most of these trained young people return to their Indian Reservations to teach their people what they have learned. Some of them prefer to work in the larger world which Dr. Bates helped them to discover. Among those who do not return to their Indian Reservations, many are convinced that the best future for their people would involve their assimilation in the cosmopolitan population of the United States. These more adventurous young people seek American citizenship, the granting of which would seem highly appropriate in a land which belonged to their ancestors.

Dr. Bates has encouraged the Indians to retain their picturesque historical customs when they do not jeopardize their health or agricultural progress, to teach their unique skills and crafts to their children, to preserve their ancient ceremonies, and to treasure their music and dances. He has helped them to find markets for products of their industry by teaching them to arrange exhibits to stimulate public interest. The most ambitious of these exhibits, "The Indian Village" at the State Fair, "brings the Indians more than \$2,400 a year," according to Dr. Bates.

Dr. Bates is a strong believer in the extension work of home demonstration agents. He even married one, Miriam Jane Bartlett, who did successful extension work in Saratoga County. He had been a physician in Syracuse, when he became interested in the cause of seeking better opportunities for American Indians. Most of his professional career has been devoted to educational work with native New Yorkers who live on the Indian Reservations. This extension service with Indians has thrown the national spotlight on him, and his counsel is sought frequently by the United States Bureau of Indian Affairs.

Dr. Bates says it is his ambition to erase the words "The Vanishing American" from the schoolbooks of the nation. He concludes: "Be-

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cause the white man has gained from the Indians a political system modeled on their ancient conception that all men are equal in council and . . . a broader and more tolerant viewpoint on religion similar to that of the red man, it is most likely that the real American, if given an American chance in his own America, will continue to give us as much as we give him. Our Indian extension work at Cornell has been successful largely because we have been willing to learn as well as teach."

In the Extension Service, it is the conviction of those who have worked with American Indians that they have much to teach other Americans, such as respect for the good earth and for what Willa Cather refers to in *Death Comes for the Archbishop*: "It was the [1860 Navajo] Indian's way to pass through a country without disturbing anything; to pass through and leave no trace, like a fish through the water, or birds through the air."

Government Appropriations and Local Contributions

PROFESSOR RALPH HICKS WHEELER, Assistant Treasurer of Cornell University and Director of Finance for the State Colleges and Experiment Stations, prepares the complex budgets of the state Extension Service and guards the expenditures. Wheeler was a Cornell student, 1905-1908, and 1909-1912, an Instructor 1910-1912, an Assistant Professor 1912-1917, and he has been a Professor since 1918. "R.H.W." is affectionately called "The Professor." He has not only participated in the financial business of the State Colleges of Agriculture and Home Economics but has taught resident courses, worked on innumerable committees, and served as Acting Director of Extension three times. He has directed the business of these colleges during the phenomenal growth, not only of their public support but of their faculties, research, buildings, equipment, libraries, maintenance, programs, and resident and extension students. His handsome figuring, with extension budgets alone, is in terms of hundreds of thousands of dollars, for Extension Service funds for 1948 totaled \$3,339,620. This total includes county, state, and federal appropriations, which are supplemented by local contributions, throughout the state, from almost 200,000 farmers and homemakers who are enrolled as Cornell's extension students.

Statistical tables, graphs, and detailed records of Extension Service finances have been omitted from this book with reluctance. These records are available at the business offices at Cornell and in annual reports of the State Colleges and Experiment Stations. In more detail, they may be studied in annual reports of the state Extension Service in Agriculture and Home Economics, as prepared for New York State's Education Department and for the extension division of the United States Department of Agriculture.

Financial records of the Extension Service are impressive. They in-

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volve receipt of monies from several sources. Orderly expenditures are made, within classifications agreed upon in accordance with state and federal laws. Unique features about the huge educational enterprises comprehended in the United States system of Cooperative Extension Service in Agriculture and Home Economics include joint financing and administration by the nation and the states, and guidance by definitions of policy and procedure mutually agreed upon by representatives of the United States Department of Agriculture and of the land grant college or university in each state. In New York this co-operative finance includes not only national and state appropriations and agreements, but agreements with the people and appropriations by the counties. Expenditure of these funds is agreed upon for each county in budgets that are approved for the State Colleges by the Extension Director, after they have been negotiated with representatives of the people by state leaders of county agricultural and 4-H club agents and of county and urban home demonstration agents. These budgets must be approved also by the Board of Directors in each County Farm and Home Bureau and 4-H Club Association, and by the county board of supervisors, who handle county taxes.

These public financial resources of the Extension Service are supplemented by the franking privilege, granted for official mail of extension executives, specialists, and field agents. The franked mail of these extension workers reaches staggering proportions, since teaching by mail is an important educational method in extension work. In New York State there are other generous contributions to Extension Service resources. In 1947, members of the farm and home bureaus have contributed additional funds of about \$240,000. Moreover, gifts of time, skill, training, and experience, from more than 30,000 volunteer local leaders and community committeemen, have not only educational but monetary values that supplement extension income, because they save dollars. Parts of the Extension Service budgets are as inflexible as the laws of the Medes and Persians, being assigned legally for specific purposes. Direct contributions by the people themselves are flexible, reflecting their understanding that some of the problems of extension teaching cannot be anticipated. Business management for the Extension Service is made more complex because of the numerous sources of its income; that income has increased annually

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until, in 1948, it is far greater than that of many American and European colleges and universities.

Professor Wheeler is the presiding genius who directs Extension Service expenditures with strict but kindly adherence to regulations designed to give value received on these government and individual investments in education. Professor Wheeler holds these public purse strings according to John Morley's standard: "In my creed, waste of public money is like the sin against the Holy Ghost." And yet, when no one else knows which funds can be used for what, even if the "what" is something new and creative, Professor Wheeler meets the inquiring professor or layman in a way reminiscent of Byron's claim, "Ready money is Aladdin's lamp." The "lamp" with which Professor Wheeler illumines paths for "extensioners" is lighted by a potent mixture of knowledge, patience, resourcefulness, tact, and high standards, not only for accuracy but for ethical use of money that comes from the people.

Ralph Wheeler lived and worked on his family's farm in Ontario County, New York, whenever his school and college work allowed, until he was appointed an assistant in extension at Cornell in 1909. Since then he has lived in Forest Home, Ithaca. There he brought his bride, Jessie Elizabeth Hart. Their children are Cornell graduates.

These was something inevitable about Professor Wheeler's career at Cornell. A boy with less ability and courage would never have gone to college, because for six years he could attend school during winter months only, since he was needed on his home farm.

After attending Canandaigua Academy for three winter terms and one year, Ralph Wheeler came to Cornell with 15½ entrance credits but could be admitted only as a special student because the University's entrance requirements in 1905 included French or German, whereas he had studied Latin! After three years as a special student, he returned to his family farm in 1908 only to be recalled to Cornell in 1909. He completed required work for his B.S. degree in 1912. As an assistant professor he taught public speaking, parliamentary law, and, with the Director of Extension, M. C. Burritt, "Extension Organization and Policy"—courses designed to prepare students for better extension work. He was Acting Director of Extension in 1916, 1924, and 1933.

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Professor Wheeler has always been a fine teacher, not only in his formalized university courses, but, unconsciously perhaps, to all with whom he has worked. He is always patient with faculty, students, and his staff, until each recruit learns to understand the mysteries of financial blanks, rules, regulations, and procedures. Under Professor Wheeler's direction, in 1947, his staff handled appointments, budgets, expense accounts, official purchases, and payrolls, with deductions for taxes, government bonds, retirement, and insurance, for 383 members of the professional Extension Service staff.

Modest Professor Wheeler, when asked for an autobiographical record for this book, didn't mention the following responsibilities he has carried for his Alma Mater. For the first Farmers' Week in 1909, he served on the first student committee, with Charles Tuck, Roy Shepherd, and M. Paul Jones. For a quarter-century Wheeler was in charge of Farm and Home Week programs. After he became a Cornell professor, he worked to raise educational standards of county fairs and of the State Fairs, to improve exhibits and to revise premium lists. He helped to get employees of the State Colleges accepted in the New York State Retirement system. Being a pioneer in extension work, he was a charter member of Lambda Chapter of Epsilon Sigma Phi, national honorary extension fraternity, served as its chief and as perpetual chairman of its scholarship loan committee. He assisted committees whose work led to the granting of sabbatic leave and of faculty rank for professors in extension service.

Professor Wheeler loves to sing and for many years was a member of Sage Chapel Choir and of a popular faculty quartet. He loves flowers and finds time to grow roses. He has helped to represent Cornell at annual meetings of the American Association of Land Grant Colleges and Universities. In 1946, he was active in securing for employees of the State Colleges at Cornell admission to the state salary classification system.

For this book, Professor Wheeler wrote:

One of the cardinal principles of the Extension Service in New York State is to "help people to help themselves." The demonstrated soundness of this hypothesis is reflected in three facts when comparing the Extension Service of today with that of 1894 when the first state appropriation was

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made for Experiment Station extension work in the Fifth Judicial District in western New York.

First, the growth in financial support. The first appropriation was \$8,000; in 1947, a total of \$2,882,695 was spent by the State Colleges of Agriculture and Home Economics and the fifty-six County Farm and Home Bureaus and 4-H Club Associations.

Second, the important fact in this large budget is that the farm and home people themselves are raising over half of this amount in the counties.

Third, the growth in the number of persons participating in this extension program. Through their efforts, they are expanding the program into all corners of every rural county.

I am proud of New York's Extension Service and I regret that some do not recognize that the sound fundamentals were laid down by such pioneers as Liberty Hyde Bailey, Uncle John Spencer, Anna Botsford Comstock, Charles Henry Tuck, and others. I know your writings will bring together a record of this sound beginning with its resultant achievements.

Professor Wheeler has a loyal and efficient staff, which included in 1948 the following: Professor Arthur H. Peterson, an Oberlin graduate with a Cornell Master's degree, who is Associate Director of Finance; Mrs. Madeline Church Reed, a graduate of the State College of Agriculture and formerly State Extension Secretary in the College of Home Economics, who is the gracious personnel Director; and many assistants who have worked for years in the Business Office, among them Ruth W. Burns, Helen C. Roskelly, Melissa Miller, John G. Gudmundsen, G. W. Parker (now retired), and Laura L. Arden, who is the courteous, capable secretary to "the Professor."

In all of his effective work for the Extension Service and for Cornell, most of it behind the scenes, Professor Wheeler has demonstrated the highest standards for employees of democratic governments, as defined by Grover Cleveland—"A public office is a public trust."

Ritualistic

Go put your creed into your deed, nor
speak with double tongue.

—RALPH WALDO EMERSON

ALTHOUGH accent has never been placed on rituals, certain ceremonies and idealistic expressions of goals of the Extension Service are widely used in both adult and youth extension organizations. Those most frequently encountered are recorded in this chapter.

When Maurice C. Burritt was Director of the State Extension Service, he wrote the creed for the farm bureaus. Published in the *State Extension News*, in Mr. Burritt's book, *The County Agent*, and elsewhere, this Creed is a guide to the foundations of Extension Service organizations in New York State.

THE FARM BUREAU CREED

We believe in self-help for ourselves, our community, our country; in our own abilities well developed and properly supported to solve our own problems; and in local and voluntary leadership.

We believe in organization and all that it signifies: group association in matters of common interest and for common ends, for educational, for social, and for economic improvement. We want this organization to be inclusive and not exclusive, based on the interest of individuals and not on their ability to pay, and directed by persons who are leaders because of their soundness, honesty, and forward-looking achievements.

We believe in a program, a definite, carefully considered plan of work, local in conception and in character, which looks toward the solution of the problems which are vital to the welfare of the farm and the home. This plan of action for the organization should be made at home by those most concerned, but with the best expert advice and assistance.

We believe in a partnership between farmers and the public agricultural agencies—between practice and science—for the working out of this program. We hold that the public—the consumer—has as vital if not as direct an interest in agriculture as does the farmer, and as great an obligation to support the program and to help carry it out.

RITUALISTIC

We believe in education and in demonstration as the most important means to the ends of individual and of group improvement and of social and economic betterment—education for efficiency in production, for marketing and for distribution. We believe that it is as necessary and as much in the public interest to teach and to demonstrate efficient methods of buying and selling as it is to show how to produce larger and better crops.

We believe in service as the great end and goal—service to individuals, service to groups and organizations, service to the general public.

The premature death, during World War II, of Earl (“Tiny”) Flansburgh robbed the state Extension Service of one of its great teachers and high-hearted leaders. Professor Flansburgh, while State Leader of County Agricultural Agents, wrote the song “Our Empire State,” to the tune of “Annie Lisle,” the melody used in Cornell’s Alma Mater. He had been inspired to write the song during an annual meeting of the American Farm Bureau Federation in Nashville, Tennessee. New York delegates had been embarrassed when state songs were called for at the banquet, for the only song the farmers from New York could offer was “The Sidewalks of New York.”

Mrs. Flansburgh has said that her husband “composed the words while in the barber’s chair next morning”—probably the only lucid moments he could find in view of the fast tempo of a national A.F.B.F. meeting.

OUR EMPIRE STATE

(Air: Annie Lisle)

New York vales are rich with harvest,
Hills with forests green;
These are all our proud possessions,
These our homeland scene.

Chorus:

Tell the Nation, sing her praises,
Let the echoes swell:
Hail to thee, our State, the Empire,
Hail, we hail thee well.

Dairy cattle dot the hillside,
Trees with fruit weighed low:

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Pastures lush with verdant herbage,
Field crops row on row.

From the Hudson's flowing water,
To the border lake;
Let us always work together,
For the Empire State.

"A Creed for Extension Workers" was written by the late Carl E. Ladd, while he was Dean of the State Colleges of Agriculture and Home Economics. He had also been identified with extension work as an extension specialist and as State Director of Extension.

A CREED FOR EXTENSION WORKERS

Get all the facts before forming judgment; base decisions on facts rather than on emotions, though one may use emotions to present the decision to others.

One should think through objectives clearly and impress them on others even though attainment of the object may seem impossible; sometime, opportunity will come to make progress.

In fighting for a cause, one may have the luxury of losing one's temper only if the cause concerns one individually; if others are concerned, pick one's own time and place to fight with a determination to win.

One who generalizes too much should always force himself to be specific by using actual examples.

If completely baffled by a problem, one should not waste too much time on it; lay it to one side, but keep it in sight; sometime a way will open.

Don't worry over past mistakes; don't hesitate to keep charging ahead.

Nothing is so bad as the anticipation of it.—CARL E. LADD

THE HOME BUREAU CREED

In 1919, at the request of M. C. Burritt, Director of Extension, the Home Bureau Creed was written for publication in the monthly *State Extension Service News*, when it was scheduled to go to press within 24 hours. With misgivings, this creed (see figure 109) was submitted as written under pressure, in margins of time. It has had a generous reception in New York and in other states and in other nations. More than a half-million copies have been sold at cost.

RITUALISTIC

The New York State Federation of Home Bureaus adopted this Home Bureau Creed in 1919 and offered to underwrite costs of its printing and distribution—financing which was never needed. It was printed in various forms by county and city home bureaus whose executive committces requested that the State College of Agriculture arrange to have standard illustrated copies of this creed made in several sizes. The smallest copies are carried in notebooks and purses, or used as illustrations for programs, or at banquets with place cards. Larger copies, in three sizes, appear framed on walls of homes, offices, and community houses.

In response to home bureau requests for illustrated copies of the Home Bureau Creed, Professor Bristow Adams, Editor on the Cornell faculty, hand-lettered it within a decorative border design, painted in harmonious colors. The symbolism of this design has been explained by the artist as follows: "The leaves of oak designate strength; acorns indicate that great growth comes from small beginnings. The evergreen pine signifies constancy of purpose and persistency of growth; at the top, a torch, beacon of progress and gleam of leadership." The original painting hangs in the office of the secretary of the state leader of home demonstration agents in Martha Van Rensselaer Hall at Cornell. This painting was used in making cuts of the creed, and in preparation of tinted lantern slides by Professor Elmer Phillips. The slides were shown first at the twenty-fifth anniversary meeting of the State Federation of Home Bureaus.

New York's Home Bureau Creed has been adopted by extension service organizations in several other states and nations, in some of which it appears under other names to adapt it to local terminology. It appears in the first *Yearbook of the Associated Country Women of the World*, in the records of annual meetings of the American Country Life Association, the American Recreation Association, the American Association of Land Grant Colleges and Universities, in the encyclopedic *Book of Rural Life*, in magazines, and elsewhere. It is sometimes presented when public appropriations for extension work are under consideration. Its sentences have been used in songs, as texts for sermons and editorials, as headings by columnists, and as themes for conventions; they are interpreted in a play, "Dramatization of the Home Bureau Creed," by Ferne Winne, formerly Cortland County

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Home Demonstration Agent. The Creed is said in unison at the opening or closing of Home Bureau meetings in communities, counties, and cities, and at district and state meetings of the New York State Federation of Home Bureaus. But its author believes that these public uses of the Home Bureau Creed are less important than the inspiration which thousands of women testify it gives them for their work and play at home; for copies of it appear on walls beside kitchen sinks, in the seclusion of bedrooms, and in living rooms of New York State homes.

Similar philosophy has been excellently expressed by scholarly Juliet Lita Bane, head of the Home Economics Department, University of Illinois. When she was State Leader of Home Demonstration Agents in Illinois, she wrote this guide for the home economics extension program.

AN AIM FOR THE HOMEMAKER

To have the home—

Economically sound
Mechanically convenient
Physically healthful
Morally wholesome
Mentally stimulating
Artistically satisfying
Socially responsible
Spiritually inspiring
Founded upon mutual affection and respect.

Words for the following "Home Bureau Song" were written by Mrs. Gladys Barkley Wigsten, formerly Home Demonstration Agent in Chemung County. Original music was composed by a Chemung County Home Bureau member, Edith Palmer Beecher. This song is dedicated to Eliza Keates Young of Ulster County, who was President of the State Federation of Home Bureaus for four years, a member of the "Committee of 21," which surveyed rural schools and recommended legislation to equalize opportunities for rural and urban pupils, and delegate to the conference of Associated Country Women of the World, Vienna, Austria, 1933.

RITUALISTIC

HOME BUREAU SONG

Highest ideals of home life,
Engendered by womankind,
Onward and ever upward,
Fulfillment of life to find.

Chorus:

Heart and hand e'er blending
The stronger helping the weak,
All receiving and giving,
Self never seeming to seek.
May each year broaden our vision of life,
Each year help our inspiration to grow,
Homemakers ever worthy the name,
Home Bureau.

Let us give thanks for our women,
Giving themselves and their all,
Let our resolves be strengthened,
Answering the Home Bureau call.

Young voices in song add charm to intervals in 4-H club work and play. Classical songs and songs for special occasions are sung lustily to familiar melodies. Widely used 4-H club songs were written by Fannie R. Buchanan when she was recreation specialist in the Iowa State Extension Service. These copyrighted songs, with words by Miss Buchanan and music by Rena M. Parish, are distributed by Home Publishing Company, Grinnell, Iowa. The titles are: "4-H Friendship Song," "A Song of Health for 4-H Clubs," "Dreaming" (4-H Club Song for Girls), "A Plowing Song" (4-H Club Song for Boys).

The candle-lighting ceremony song which is used at the annual 4-H Club State Congress at Cornell, was written by Bristow Adams, with music by Kenneth S. Clark.

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4-H CANDLE LIGHTING SONG

Let our deeds shed cheerful ray
As candles gleam from ev'ry home
To light wayfarers on their way,
Or welcome back the ones who roam.

Our many 4-H candles' glow
Shall make, in all, a glory bright,
To shine for all, where'er we go,
And make their daily burdens light.

So speed the light that gleams and cheers
That all who see our candles shine
May have great joy throughout the years,
And find the way to things divine.

In the 4-H club initiation ceremonies, the purposes of the organization are summed up in the words of the president: "These clubs are organized to make us better citizens by teaching us how to work and play together, by giving us a means of learning better methods of farming and homemaking and to encourage us to pass these better methods on to others." The national emblem is the green four-leaf clover, with the four white H's, one on each leaflet, signifying the training of the head, the heart, and the hands, and the improvement of the health. The pledge is: "I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living—for my club, my community, and my country."

Many somewhat ephemeral songs, used at farm and home bureau and 4-H club meetings, are written to familiar music, for special occasions, with references to personalities and events of the times.

The prayer used frequently at home bureau gatherings was written by Mary Stewart of Longmont, Colorado. Miss Stewart was Assistant Director of Indian Education in the United States Department of the Interior and State Superintendent of Indian Education in California.

RITUALISTIC

A COLLECT FOR CLUB WOMEN

Keep us, Oh God, from pettiness; let us be large in thought, in word, in deed. Let us be done with fault-finding and leave off self-seeking. May we put away all pretense and meet each other face to face—without self-pity and without prejudice. May we never be hasty in judgment, and always generous. Let us take time for all things; make us grow calm, serene, gentle. Teach us to put into action our better impulses, straightforward and unafraid. Grant that we may realize that it is the little things that create differences, that in the big things of life we are at one. And may we strive to touch and to know the great, common woman's heart of us all, and, Oh Lord God, let us not forget to be kind!

“The Extension Workers' Creed” was written by William Allison Lloyd of the federal Extension Service, United States Department of Agriculture. The version that follows includes a few editorial changes suggested by the chief of Lambda Chapter of Epsilon Sigma Phi, the national extension workers' fraternity, in 1940, and approved by Mr. Lloyd.

EXTENSION WORKERS' CREED

I love the out-of-doors; the smell of the soil; the touch of the rain; the smile of the sun; the kiss of the wind; the song of the birds, and the laughter of summer breezes in the trees.

I love the growing crops; the rustle of the corn; the golden billow of the ripening wheat; the fleecy cotton bursting from the boll; the musky odor of ripening fruit and the shimmer of the grass.

I love God's creatures, great and small, that minister to man's needs. They represent the response of service to kindness and care.

Because I love these things

I believe in the open country and the life of country people; in their hopes, their aspirations, and their faith; in their ability and power to enlarge their own lives and plan for the happiness of those they love.

I believe in the farmer as the Nation's sure defense; the reservoir of its prosperity; its haven of security from those who would despoil it, from within or without.

I believe in the farmer's right to a comfortable living; to such recompense for his capital, labor and skill as will make him the peer of those who work in office, shop or mine; in his right to co-operate with his neigh-

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bors for the security of his business life; and in the service science sends, as handmaid to his common sense.

I believe in the sacredness of the farmer's home; in the holiness of family love, and in the opportunity home should assure to culture, grace and power.

I believe in the country boy and girl; in their longings for opportunity; their right to trained minds, healthy bodies and clean hearts, and in the country's call and claim to their service.

I believe in my own work; in the opportunity it offers to be helpful; in its touch of human sympathy, and its joy of fellowship.

I believe in the public institutions of which I am a part; in their right to my loyalty and my enthusiasm in extending the established principles and ideals of those who seek and find the truth.

I believe in humility. With sincerity of purpose, I offer to work with country man, woman and child, in making the farm prosperous, the country home comfortable and beautiful, the rural community satisfying, and my own life useful.

*Because I love these things and believe these things,
I am an extension worker.*

—WILLIAM ALLISON LLOYD

Ceremonial recognition, by their peers, has been started in the National Federation of County Agricultural Agents and in the National Federation of Home Demonstration Agents. In 1947, these federations made awards for distinguished service to two New York home demonstration agents, Mrs. Mary Schmidt Switzer of Eric County and Mrs. Alice Leete Wheeler of Ontario County; and to two county agricultural agents, Harry Morse of Tompkins County and Howard Campbell of Nassau County. In 1946, Miss Adelaide Barts of Nassau County was acclaimed the outstanding home demonstration agent in New York by the New York State Federation of Home Demonstration Agents. She is the author of the following:

A CREED FOR HOME DEMONSTRATION AGENTS

To believe that homemaking is a woman's most important profession. To believe the homemaker is the hub around which the home revolves, and to remember that through her, the future citizens of her country are created and guided.

RITUALISTIC

To believe in the profession of the Home Demonstration Agent as one in which she gives of herself to many, through her daily association with homemakers, whether as a teacher of technical skills, or as a friend who understands human nature, and knows how to listen.

To believe that the good Home Demonstration Agent must keep in mind that the purpose of the Extension Service is the development of people, and that her own enthusiasm must be the mainspring which helps homemakers to grow and develop into happier, more purposeful people, who appreciate the important roles they play, not only in their own families, but in the larger homemaking of the communities in which they live. To believe that the Home Demonstration Agent helps them to realize that, as no chain is stronger than its weakest link, the strength or weakness of the world depends on its homes.

To believe that the Extension Service affords the opportunity for the Home Demonstration Agent to work with the homemakers of the nation in a great, co-operative enterprise to make and to keep their homes the cornerstones of Democracy.

—ADELAIDE A. BARTS

GOALS OF THE A.C.W.W.

In September, 1947, at the suggestion of "the Executive" of the Associated Country Women of the World, the New York State Federation of Home Bureaus presented, at the triennial conference of this international organization in Amsterdam, Holland, the "Goals of the Associated Country Women of the World," quoted on p. 492.

Local Leadership

Democracy needs leaders . . . but they must be responsible leaders, not bosses. The problem of democracy resolves into the age-old problem of leadership. . . . Democracy . . . will not be saved by reliance on Napoleonic personalities. It must have community leaders. . . . Each man . . . whom his neighbors trust and follow is a leader.

—HAROLD DODDS

IN MORE than two thousand New York communities, volunteer local leaders are in partnership with Cornell University as organizers or teachers in the State Extension Service in Agriculture and Home Economics. Thus in 1946 the local leaders included 9,000 "community committeemen" of farm bureaus, 3,857 "local leaders" of 4-H clubs, and 19,909 "local leaders" of home bureaus. They were elected by their community organizations from among 190,922 members of Extension Service organizations. These volunteers do far more of the educational work of the state Extension Service than can be done by the relatively small professional staff of 383.

Leading New York farmers are chosen to serve as Farm Bureau community committeemen. They give time to the choice, adaptation, and local direction of agricultural extension programs and to maintenance of their farm bureau organizations. Local leaders of 4-H clubs and of home bureaus are trained by college specialists to teach specific phases of agricultural or home economics subject matter, and by state leaders of county and city agents to take local responsibility for their extension organizations. For all three divisions of the Extension Service, volunteer local leaders bring to their work practical knowledge of farming and of home and community life. Thus extension programs are vitalized because science, art, and practice meet, in accord with the fundamental philosophy of extension teaching. Educational

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progress occurs through the impact of farm and home practices upon research in agriculture and home economics. Results of research are woven into the fabric of farming and homemaking because of the organized relationship between the people and their State Colleges. This relationship is expressed most effectively in the vigorous loyalty and work of community committeemen and of local leaders, who bring human interest to Extension Service chronicles.

In 4-H club and home demonstration work, local leadership furnishes proof that when "necessity is the mother of invention" it may have greater benefits than were anticipated. The necessity was the lack of money to employ enough salaried personnel to meet demands of extension students for information on agriculture and home economics. The invention was the local-leader system which was started by calls for volunteers from the communities to meet for specialized training, which they agreed to share with their neighbors.

Local leadership is not new. It is at least as old as Christ, Buddha, or Mohammed, who discovered, trained, and inspired their disciples to set forth and spread their gospels.

Local leadership is not new in New York's Extension Service. As early as 1887, progressive farmers were associated with Cornell professors in work for Farmers' Institutes (see Chapter IV). These farmers were such competent teachers that members of the faculty of Cornell's College of Agriculture selected certain ones (and after 1896 certain homemakers as well) to help conduct and teach at Farmers' Institutes. They taught in their own and in adjacent communities or counties, and some taught throughout the state. Although not all were college-trained, all were successful farmers or homemakers whose practical knowledge strengthened the influence of Farmers' Institutes.

Training schools for local leaders are not new either. "Normal Institutes" for Farmers' Institute workers were arranged by Cornell's College of Agriculture and the State Commissioner of Agriculture. The first such institute was held in August, 1896, at the State Experiment Station in Geneva, New York. Normal Institute programs included farmers and speakers from Cornell, the Experiment Station at Geneva, and the State Departments of Agriculture and Education. This early experiment in training local leaders to teach created such widespread interest that the Normal Institute of 1903 was attended not

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only by New Yorkers but by representatives from eleven states and from Canada.

As a method of extending extension service, local leadership was tried with eminent success by one of Cornell's educational pioneers, Anna Botsford Comstock (see pp. 33-38). When a "State Committee for the Promotion of Agriculture in New York" decided that nature study should be taught "as a direct aid to agriculture" because it would interest young people in farming, Mrs. Comstock was asked to teach it. She and her colleague, Professor Liberty Hyde Bailey, realized that one teacher could not hope to reach personally even a fraction of the children in New York's immense population. Therefore, in 1898, Mrs. Comstock, by enlisting the aid of the State Department of Education, secured the help of local leaders by arranging to teach public school teachers to teach nature study. Although Mrs. Comstock's chief work consisted of her development of nature study as a new field of learning, she responded also to requests which reached Cornell through Farmers' Institutes that she talk with rural women about the advantages of country life. This experience led Mrs. Comstock to suggest Martha Van Rensselaer, when Dr. Bailey decided, in 1900, to bring to the College of Agriculture a woman who could develop correspondence courses for farm women. Local leadership was also used by Miss Van Rensselaer, whose creative letters resulted in the organization of 3,000 farm women in Cornell Study Clubs the officers of which were local leaders. They conducted discussions and kept in touch with Miss Van Rensselaer through letters. Home problems were defined in printed questions sent by Miss Van Rensselaer to homemakers who sent her their answers. This local leadership led to development of one of the earliest of Cornell's correspondence courses and to a series of publications by the College of Agriculture: "Cornell Reading Course for Farmers' Wives," "Reading Course for the Farm Home," "Farmhouse and Garden," "The Farm Family," "Sanitation and Food," and "The Farm Table."

Other early educational experiments with local leadership were carried forward in the extension work of Cornell's College of Agriculture before and after it became a state college. Professors John L. Stone, Charles Tuck, Lloyd Tenny, and M. C. Burritt of the Cornell faculty enlisted the interest of progressive farmers who conducted a series of scientific experiments on their farms in a series of farm

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demonstrations. These were northeastern varieties of the "Farmers' Cooperative Demonstration Work," initiated earlier in the southern states to control the boll weevil which threatened cotton crops.

Another early New York experiment with local leadership proved fruitful—the Experimenters' League, initiated by grape growers of Chautauqua County, New York. These farmers sought the help of Cornell scientists and secured a state appropriation in 1894 to further extension teaching by Cornell professors. This Experimenters' League led to the establishment of Farmers' Week (see Chapter XI).

LOCAL LEADERS IN 4-H CLUBS AND FARM BUREAU COMMUNITY COMMITTEEMEN

The agricultural Extension Service does not lend itself to much of the same kind of local leadership that is possible in the home economics Extension Service, because fewer farmers than homemakers have hours which they can devote to study and teaching. In every community, there are women whose home work doesn't require all of their time, and who prefer to teach home economics to adults or young people rather than to use their leisure time in less rewarding work or play.

In the huge extension organizations that have developed in New York, 4-H clubs were the first to depend upon local leaders to supplement their small professional staffs. Mrs. Nancy McNeal Roman was the pioneer in training adults as local leaders for 4-H clubs. Farm bureaus pioneered in local leadership by providing in their organization for the election of community committeemen, whose decades of cooperation with the State College of Agriculture have contributed effectively to extension work. These community committeemen have become essential to the maintenance of farm bureau organizations and to adequate local guidance for educational programs which are adapted to the agriculture in their neighborhoods.

LOCAL LEADERSHIP, WITH ILLUSTRATIONS CHIEFLY FROM HOME BUREAUS

Since other chapters of this book describe local leadership in 4-H clubs and farm bureaus, the remainder of this chapter will record

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typical examples of local leadership in home bureaus. After home bureaus had been organized, the home economics Extension Service began what has become its elaborate, highly organized system for training local leaders to teach home economics subject matter. But local women, as described above, had long assisted with earlier types of home economics extension work—in local hospitality, entertainment, and speaking at Farmers' Institutes and Extension Schools, and in conducting discussions and correspondence for Cornell Study Clubs. Local leaders had also served as officers and executive committee members in county, city, and community home bureau organizations. Those local leaders, elected by members of the home bureaus, had been trained in administrative leadership by state leaders of home demonstration agents since 1919. They had become skillful as organizers, as presiding officers, and in committee work. Many had become eloquent, persuasive public speakers, and community projects had been taught with the aid of local leaders.

After consultations at the College of Home Economics, the state leaders of home demonstration agents suggested to the twenty-eight home demonstration agents of 1920 that since local leaders were successful in community projects, in public speaking, and in executive and organizational work, perhaps adult local leaders might be willing to teach certain phases of home economics subject matter, if they could attend training schools conducted by home economists, such as Nancy McNeal had conducted in 4-H club work. Since money was not available to provide more specialists and home demonstration agents, it was hoped that volunteer laymen might help professional home economists to meet the skyrocketing demands for more extension service in home economics. Professor Beulah Blackmore, head of the Department of Textiles and Clothing, saw immediately the possibilities of this proposal regarding local leaders. So did the few specialists. All home demonstration agents realized that they might reach many more homemakers if this plan for local leadership were adopted. (This plan eventually proved revolutionary in its success. But its present acceptance by the people and by the State College of Home Economics contrasts sharply with the resistance it met during its first decade. Resistance came from homemakers who wanted to be taught by professional home economists and from certain home econo-

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mists who hesitated to trust extension programs to homemakers who lacked home economics training. Resulting controversy was wholesome because it helped to guard high standards in home economics extension work.)

Plans were made whereby home demonstration agents would undertake to find potential local leaders in community home bureaus and invite them to meet at the county seat for training by home economists. A few venturesome home demonstration agents and a few specialists in clothing and in foods decided to try these "schools" for local leaders. The decision was reached in a mood resembling desperation, because there were less than fifty salaried home economists on the entire state Extension Service staff in 1920, when there were 15,633 home bureau members who were clamoring for extension teaching.

In the adult extension teaching of the School of Home Economics, Professors Beulah Blackmore and Lucile Brewer were pioneers in starting systematic local leadership in subject matter. In the state, the first home demonstration agents to try the local-leader method were Vera McCrea (Mrs. Searles) in Cortland County, Ann Phillips (the late Mrs. Duncan) in Tioga, Adelaide Barts in Chenango, Caroline Morton in Saratoga, Doris Schumaker in Jefferson, Vera Fanning (Mrs. Brush) in Monroe, and Katherine Norton (Mrs. Britt) in Buffalo. Miss Schumaker was subsequently called to the staff of the School of Home Economics at Cornell to assist in the development of the local-leader method of teaching clothing, and Miss Morton and Miss Barts were appointed Assistant State Leaders of Home Demonstration Agents.

Only simpler aspects of subject matter were used in early days of local-leader training, such as the making of dress forms, breads, bound buttonholes, and a two-piece dress. Baffling difficulties were overcome to find qualified as well as willing local leaders, meeting places, equipment, expenses, transportation, and substitutes for local leaders who might be kept at home by family emergencies. The latter problem—after the need was proved beyond question, because epidemics of measles and mumps kept trained local leaders at home—was solved by appointing alternates.

In some of the early experiments with the local-leader method of teaching, the subject matter entrusted to local leaders was too simple

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and lessons were too long drawn out to fit the tempo of homemakers' lives or to hold their interest. For example, when plans were made to teach local leaders a relatively simple household practice, in six training schools, scheduled over a period of six months, it did not appeal to busy women who realized that there were principles to be illustrated in a leisurely pedagogical series of lessons, but whose practicality impelled them to request accelerated lessons. Despite such pioneering difficulties, the local-leader method has enjoyed a steady growth. In 1947 it was used by specialists for certain programs in all departments of home economics and in many agricultural departments of the State Colleges. In home demonstration and 4-H club teaching it has spread to all counties of the state and to nearly all states. Enthusiasm for it is shared by laymen, professional educators, and local leaders themselves—although some artists and scientists of the Extension Service have reservations regarding what phases of subject matter may be taught by local leaders. Thus, while it was deemed safe for local leaders to teach how to make homemade play materials, how to make a kitchen more convenient, or how to cook, it was anticipated that the principles of psychology, of home and institution management, of art, clothing design, and nutrition could not be taught by lay leaders. But home economists have since discovered that the best local leaders were themselves defining principles by basing them upon practices which specialists had taught them to teach, with the result that many professional extension staff members have decided that it may not be safe to prophesy that any phase of home economics will remain immune to being taught through qualified local leaders.

It is now conceded that some of the most superior extension teaching and organizational work in the state has been done by local leaders. The economic, educational, and social backgrounds of these leaders vary widely. Among the 32,766 local leaders of extension work in 1947, there were many with university training. Some were agricultural or home economics college graduates who were glad to be kept up-to-date regarding developments in home economics, agriculture, and teaching methods. All local leaders considered their opportunities for public service and for associations with Cornell as genuine compensation for their volunteer work.

Evolution occurs among volunteer local leaders, whereby the fittest

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not only survive and develop, but their fame spreads from their own neighborhoods to adjacent communities. Then they may become county or city leaders. Those who teach subject matter may be paid a per diem and expenses for teaching which they do outside their home communities. Some local leaders are such competent volunteer teachers that they are paid to teach in other than their home counties, with the approval of the State Colleges. Some have taught throughout the state, serving gratuitously or being paid by Extension Service organizations in the areas served. A few examples of such teachers, recruited through the local-leader method, will illustrate ways in which local leaders supplement the teaching of the professional Extension Service staff.

Mrs. Henry Burden of Madison County is one who taught as a public service, without monetary compensation. "She knows all about flower gardening," her neighbors claimed. The home demonstration agent asked her if she would share her knowledge, not only in her community but throughout her county. Mrs. Burden prepared for this work by having colored lantern slides made from pictures of gardens she had seen in her travels in the United States and abroad. She told of these gardens with charming modesty and genuine scholarship. She followed her presentations with question periods which proved that her neighbors were correct in saying, "Mrs. Burden knows all about flower gardening." Soon she was in demand beyond the borders of her county. At her own expense, she drove through the state, to show people how to grow and to arrange flowers. She was invited to speak at annual meetings of the New York State Federations of Farm and Home Bureaus, to which, for years, she had sent flowers from her greenhouse. Mrs. Burden's talks were so informative and inspiring that she was induced to speak at Cornell during Farm and Home Weeks. Thus through the Extension Service organizations, Mrs. Burden's culture and knowledge of flower gardening reached from her neighborhood to serve her state.

Similar widening horizons of service to homes and farms of the State could be cited for others whose teaching started when they were local leaders. Notable teaching by local leaders that has been in great demand by the home bureaus includes the following: food preparation and preservation by Lillian Smith (Mrs. Herbert) of Onondaga

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County; citizenship by Mrs. Harlond Smith of Delaware County; clothing by Ruth Day (Mrs. Homer) of Chenango County; food preparation by Mrs. Elsie Morris of Rochester; crafts by Mrs. Gladys R. Holton of Monroe County and Mrs. Ellen Thurston of Madison County; nutrition by Mrs. Lucy Swift Hoff, and home management by Mrs. Kenneth Post and Mrs. Nan Rogers Willman of Tompkins County; making candies by Mrs. H. S. McKnight of Nassau County; the literature of family life by Mrs. Erna Boyce of Warren County; and organizational leadership by Martha Henning Eddy (Mrs. Edward), formerly of Saratoga County and now a professor at Cornell. Mrs. Eddy and Mrs. Boyce were called to the College of Home Economics as staff members after several years of local-leader work. Mrs. Paul Munson of Tompkins County held lecture-conferences on international problems; by 1945 there were more demands for her to leave her farm home to teach in other parts of the state than she could meet.

In 1935 the State Department of Health enlisted local leaders of the Franklin County Home Bureau in a campaign against pneumonia, under the leadership of Odessa Dow, Home Demonstration Agent. Dr. Edward Rogers, then in the State Department of Health, taught these local leaders to recognize symptoms of pneumonia and what to do until a physician arrived. Local leaders from the Home Bureau organized a motor corps, to save time of physicians by carrying samples of sputum for laboratory analysis and reports to physicians. Reduction of incidence and mortality of pneumonia in Franklin County were so striking that similar campaigns were conducted in twenty-two counties in 1936. In publications and addresses members of the State Department of Health paid tribute to the character and ability of local leaders of the home bureaus, for although other organizations were invited to participate, home bureau leaders were the only lay leaders who carried this particular "message to Garcia" with a spirit and responsibility rated high by Dr. Rogers.

During World War II, local leaders gave their communities "full-measure running over" from their cumulative knowledge of agriculture and home economics. They resurrected some projects which they had taught in other years, in order to teach the more elementary knowledge of housekeeping, of vegetable gardening, and of farming to new recruits among Extension Service students, including inex-

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perienced farm laborers and war brides. War's accents on food production, distribution, and preservation, and on conservation of food, clothing, time, soils, farm machinery, energy, and fuel were but emergency echoes of regular extension programs which assumed international importance in both World Wars. Trained local leaders throughout the state made it possible for the State Colleges of Agriculture and Home Economics to direct a gigantic wartime program in food production and preservation (1941-1945). Results can be measured only in the somewhat astronomical numbers of tons of food produced and of pounds of frozen, stored, or canned foods. A few examples of the accomplishments in specific counties will help to tell the story.

During World War II, in Cattaraugus County forty-six home bureau local leaders were named "Food Fights for Freedom Leaders." They had had years of training in nutrition, food selection, preparation, and preservation. They became advocates for victory gardens, as directed by the College of Agriculture. They not only promoted vegetable gardens but taught food selection, based on foods available under rationing, and on world needs for food conservation and preservation. Mrs. Frances Graham, Home Demonstration Agent, arranged for them to have Cornell bulletins for distribution and to telephone the County Home Bureau office if they needed help.

In Erie County, where Mrs. Mary S. Switzer is the Home Demonstration Agent in the largest home bureau in New York, demands for the extension programs among the population of a half-million could not be met but for the aid of trained local leaders.

In one county trained local leaders did war work as "community consultants." They had bulletins to distribute regarding agriculture and home economics, published by Cornell and by the New York Emergency State Food Commission. They received many calls from homemakers who didn't know how to feed their families in wartime, and they visited women who couldn't leave home. This "extension of the Extension Service" was assumed as a wartime responsibility by local leaders. Only one of them refused to be a leader for the third year—only because she had moved away!

In Rensselaer County, the Home Demonstration Agent, Mabel Milhan, arranged for trained local leaders to man a wartime "Home Economics Information Center" in Troy, where men and women

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viewed exhibits, watched demonstrations, and asked questions about housekeeping. Monroe County's Home Demonstration Agent, Frances Searles, was the first agent to organize similar information centers in all parts of the county, with trained local leaders in charge as volunteers. Some local leaders became so skillful in teaching by radio that WGY (Schenectady) carried their voices in weekly broadcasts. For these broadcasts scripts were written by a farm woman of Washington County, Mrs. Elizabeth Reed (Mrs. Ralph), a graduate of Syracuse University. Mrs. Reed was a local leader who became a county and district chairman of the extension organization and is now first vice-president of the State Federation of Home Bureaus. The experiences and advice of such leaders added human interest to newspapers and to radio programs, and throughout New York newspaper editors and radio managers gave support to the war work of the state Extension Service.

Extension Service experience in selection of local leaders offers guidance for educators who may wish to adopt this method of teaching. Every community has its natural and potential leaders—men who are the best farmers; women or girls who understand children, who make the best buttonholes, bread, or art objects, those who speak choice English, sing, or play musical instruments. At first, friends and relatives were eager to honor those whom they knew socially by nominating them as local leaders. When the local-leader method of teaching was launched, it became necessary to prevent this "favorite son" type of promotion and also to forestall the election of local leaders for general teaching who might be qualified to teach certain projects but not others. Therefore, for home economics extension programs, extension specialists, state leaders, and home demonstration agents have established the practice of making careful definitions of the qualifications needed by local leaders for each project. Such definitions eliminate, without hurt feelings, ambitious people who are not qualified. Response to this method of selecting local leaders has been gratifying, because neighbors make discriminating choices after qualifications are defined.

Money, time, and travel are saved for professional staff members by their training of local leaders, who in turn can reach thousands whom the Extension Service could not otherwise reach. While neces-

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sity was "the mother of invention" when local leaders were first mobilized, results are infinitely more significant than financial savings, because of intangible human values that do not lend themselves to economic yardsticks. Community extension organizations finance expenses of travel, demonstration materials, and meeting places for local leaders. To secure this money home bureau members prepare community feasts, organize recreation, stage home talent plays, sell products of farm and home industry, or frankly collect contributions for a worthy cause.

It was easier to interest the people than some of the professional extension workers in plans for local leadership. Farsighted agricultural, 4-H club, and home demonstration agents were favorably impressed because they saw in this method the possibility of multiplying the teaching they could do; moreover, knowing the people better than any college staff member did, agents were confident that many homemakers and farmers were qualified and would be willing to give time and effort to this promising method of spreading the gospel of agriculture and home economics. Within a few years, extension workers who considered the teaching of science and art too sacred to be entrusted to laymen changed their minds or changed their professions. Early resistance of the people to being taught by laymen changed to cordial acceptance when they found that their neighbors not only taught authentic knowledge, but brightened their teaching by revealing their own exciting experiences in applying science to farming or to family and community life.

Quantitative proof that trained local leadership has succeeded appears in the annual reports of the Extension Service. In 1946, local leaders taught in all county and city home bureaus, and in every county's 4-H clubs, while community committeemen served farm bureaus in every county in New York.

Programs must be adapted to people's needs and interests. All who participate in extension work, as lay or professional teachers or as leaders of extension organizations, should be represented in the planning of programs. Before a program is selected, detailed information regarding it should reach potential local leaders, through outlines, illustrative materials, and other visual aids, or through tours to farms or homes where similar programs brought results.

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In the New York State Extension Service, experiments with the local-leader method of teaching may be summarized in the following conclusions regarding procedures, results, and recommendations. These conclusions are drawn from records of the annual Extension Service conference committee reports and the experience of specialists, county agricultural and 4-H club agents, home demonstration agents, local leaders, community committeemen, and state leaders.

Selection of community committeemen and local leaders by members of their local extension organizations should be based on clear definitions of the specific qualifications needed for each project. This avoids disappointments. All community committeemen and local leaders must be good teachers, respected, progressive, interested in the subject, and able to attend training meetings. They need imagination, tact, good judgment, and a sense of humor; ability to give directions clearly, to report results, to adjust to new situations, and to see the relation to farming or to family and community life of the practices they recommend. They need a background of experience in farming or in homemaking, with special knowledge in the area of teaching for which they volunteer. Willingness to use their own farms or homes as demonstration centers can be a great asset in their teaching. They will need also the ability to adapt their work to the varied equipment on the farms and in the homes of their extension students.

Suggestions regarding subject matter and teaching methods should be offered by the professional extension staff, both verbally and in writing. Those who serve as local volunteer extension workers should be encouraged to teach what they have been taught at training schools, enriched by their own knowledge and experience, and supplemented by information sent to them from the Colleges through the county agricultural and 4-H club agents or the home demonstration agents. It is hoped that leaders will glean subject-matter information from other sources, but the leaders like to check its accuracy by referring it to the state extension staff, if it is to be used in the name of the Extension Service. While leaders are trained for one year's program, many are willing to continue to teach classes. They can always be influential in spreading their knowledge.

A successful local leader or community committeeman reaches as many people as possible, is enthusiastic in creating interest, maintains

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high standards, encourages completion of all work undertaken, clearly demonstrates processes but doesn't do the work for students, who become independent enough to pass on to others what they learn. The best local leaders believe there is always more to learn and are alert for suggestions regarding future programs.

Local leadership fails only when the leader is not well qualified, and when the time, expense, and work involved are not explained fully to local leaders and to community groups they are to teach. In order to avoid disappointments for extension students, it is essential to provide alternates for local leaders, who may be unable to leave home if emergencies occur. The local leader method not only helps people to develop their qualities of leadership and spreads the influence of the Extension Service, but it leaves in communities trained people who are permanent sources of inspiration and information.

Recognition of the work of volunteer community committeemen and local leaders has been given in various ways at meetings of 4-H clubs and of farm and home bureaus. Community committeemen and other local leaders accept invitations to appear on Farm and Home Week and on 4-H Club Congress programs at Cornell, where they are scheduled for lectures, demonstrations, exhibits, and conferences, and for recreational leadership. State-wide methods for recognition of local leaders, such as the awarding of insignia, have been considered at Cornell, but no action has been taken regarding state awards for adults, although state and national awards are made for achievements in 4-H club work. Recognition in another way has been given community committeemen and local leaders by their election to positions of leadership in county, city, state, national, and international organizations of farmers and homemakers. As in other forms of unselfish service, the real rewards are intangible.

Results of local leadership can never be measured adequately. They include: a far-reaching extension of influence and knowledge from their State Colleges to the people; the growth of leaders who find satisfactions as they develop their ability to teach, to do organizational work, to make speeches, to write, and to give lecture demonstrations; development of skills and changes of practice and attitudes of extension students; and the discovery of an effective kind of public service in which farm bureau community committeemen and 4-H club and

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home bureau local leaders can help to improve American farms, homes, and communities as prime sources of human progress.

In evaluations of the educational methods used in Extension Service, educators rank the local leader method first, because of resultant changes in extension students, in the local leaders themselves, and in professional extension workers.

Local leadership in Extension Service has demonstrated that it is not always true that "a prophet is not without honor save in his own" community. Extension students have learned to appreciate the volunteer work of their neighbors who are local leaders or committeemen; in them they find accessible sources of authentic information regarding homemaking and farming. Local leaders have helped extension specialists, executives, and agents to learn more about how to apply their knowledge of science and art. Local leaders and community committeemen say they like to be brought up-to-date regarding home economics and agriculture, through training schools and conferences; they like to be of service in their communities; they like the county-wide and state-wide friendships that result from their associations with their State Colleges.

On evidence from twenty-six years of experience with home bureau and 4-H club local leaders, and of thirty-four years of experience with community committeemen of the farm bureaus, members of the Cornell University faculty are convinced that some of the best teaching in the state is being done by local volunteers in the state Extension Service. These volunteers supplement agricultural, home economics, and administrative subject matter with the wisdom and efficiency they have gained from the realities of their home and civic life, their farming, and their culture. Professional home economists and agriculturalists who attend training schools to teach homemakers, farmers, girls, or boys learn much from their students. Thus, an ideal of the Extension Service is realized through local leadership, which provides for mutual exchanges of knowledge acquired from science, art, and practice. Such exchanges result not only in better communities, farming, housekeeping, and homemaking, but in better teaching.

We will draw the curtain
and show you the picture. —SHAKESPEARE

READERS may wonder why the illustrations are assembled in a "picture gallery" instead of being distributed at pertinent places in the text. The reasons are that illustrations print better on coated paper, and their arrangement in a special section makes it possible to include more illustrations in *The People's Colleges*. It is hoped that they will supplement the story, since it was not feasible to add to the book's already voluminous manuscript.

These illustrations were selected from more than a thousand photographs collected laboriously by repeated solicitation. Significant charts and statistics were omitted in order to accent human interest. If readers should miss their favorite Extension Service pictures, perhaps they didn't send them! To complete historical groups, the pursuit led to loans from the University's archives and even from framed pictures on office walls. Many readers sent pictures of themselves at their desks—desks cleared for action, cluttered with favorite toys, or barricaded with correspondence; they need not be alarmed at the disappearance of the desks, for to advertise furniture is far too costly!

Pictures of agricultural, veterinary, and home economics practices give mere samples of the life and action for which they stand in the vast extension programs that apply science and art to farms and homes; and since industrial and labor relations deal with the psychological evolution of ideas and attitudes, this particular extension teaching has been portrayed by glimpses of earnest adult students and teachers, working together democratically to throw the light of education and experience on human relations in industry.

Now that Cornell's Extension Service family has grown so large—members of it live in every county of the state—it is believed that picturing a few people may strengthen the kind of *esprit de corps* that characterized the early history of Cornell's extension teaching, when mutual respect arose from personal acquaintance. In 1948 multitudes are engaged in the far-flung Extension Service through which a university goes to the people with the best it has to offer and finds the people responding with enthusiasm and purpose to ever-new adventures in educational democracy.



E Z R A · C O R N E L L
M D C C C Y I I - M D C C C L X X I V

Figure 1. Campus statue of Ezra Cornell, founder of the University.



Figure 2 Andrew D. White, first President of Cornell University.

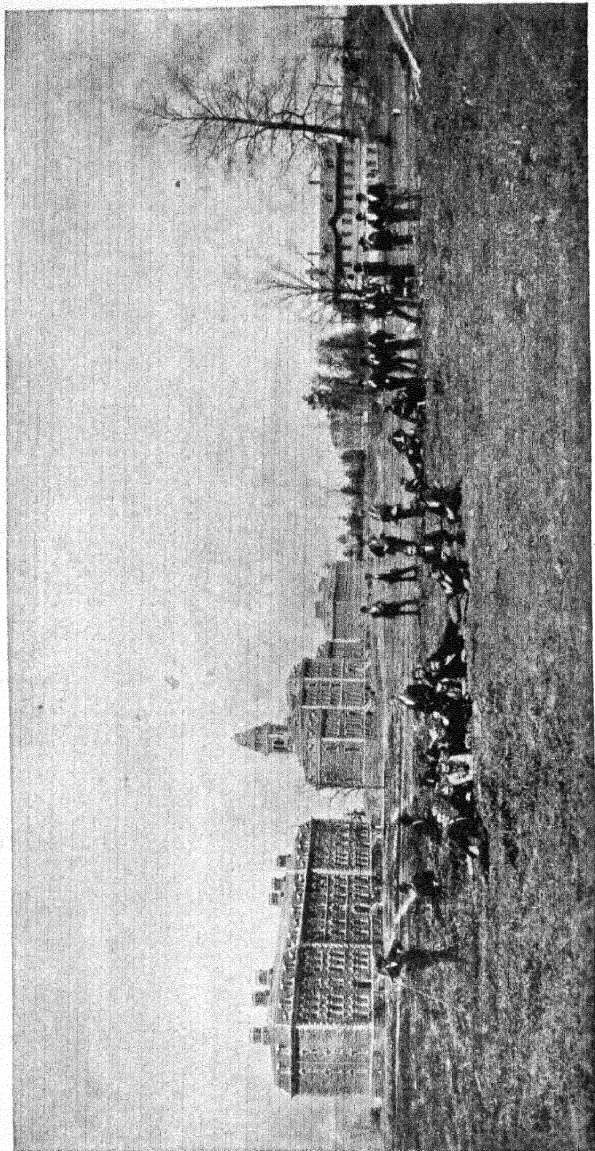


Figure 3. The Cornell quadrangle in 1872. The buildings (left to right) are Morrill, McGraw, and White Halls, Sibley College (west section), and the Laboratory. In Morrill Hall, the earliest academic building, Agriculture was first housed in a few rooms on the second floor and Home Economics in a basement room. The Laboratory, containing "the shops," housed Chemistry and Physics until 1883 and Civil Engineering until 1889. This quadrangle, designed by Frederick Law Olmsted, landscape architect for Central Park, New York City, has become a place of beauty with arching elms, lawns, walks, flowers, and ivied walls.

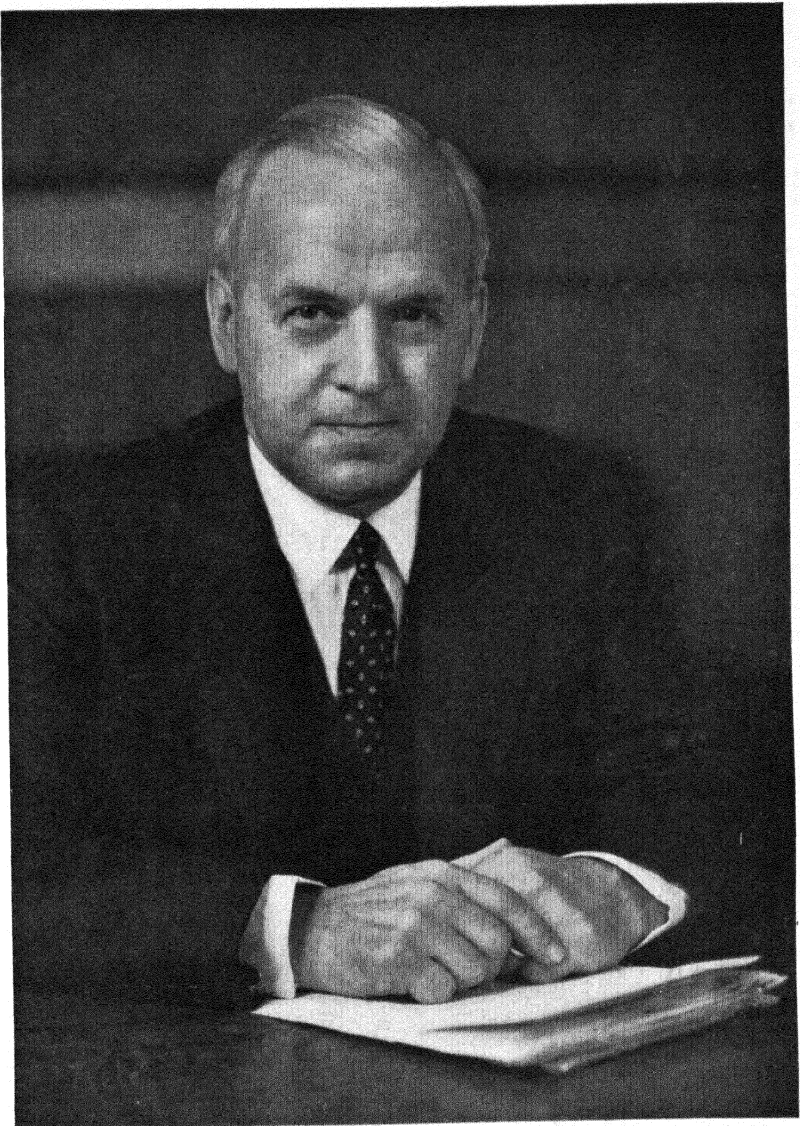


Figure 4 Edmund E. Day, President of Cornell University since 1937

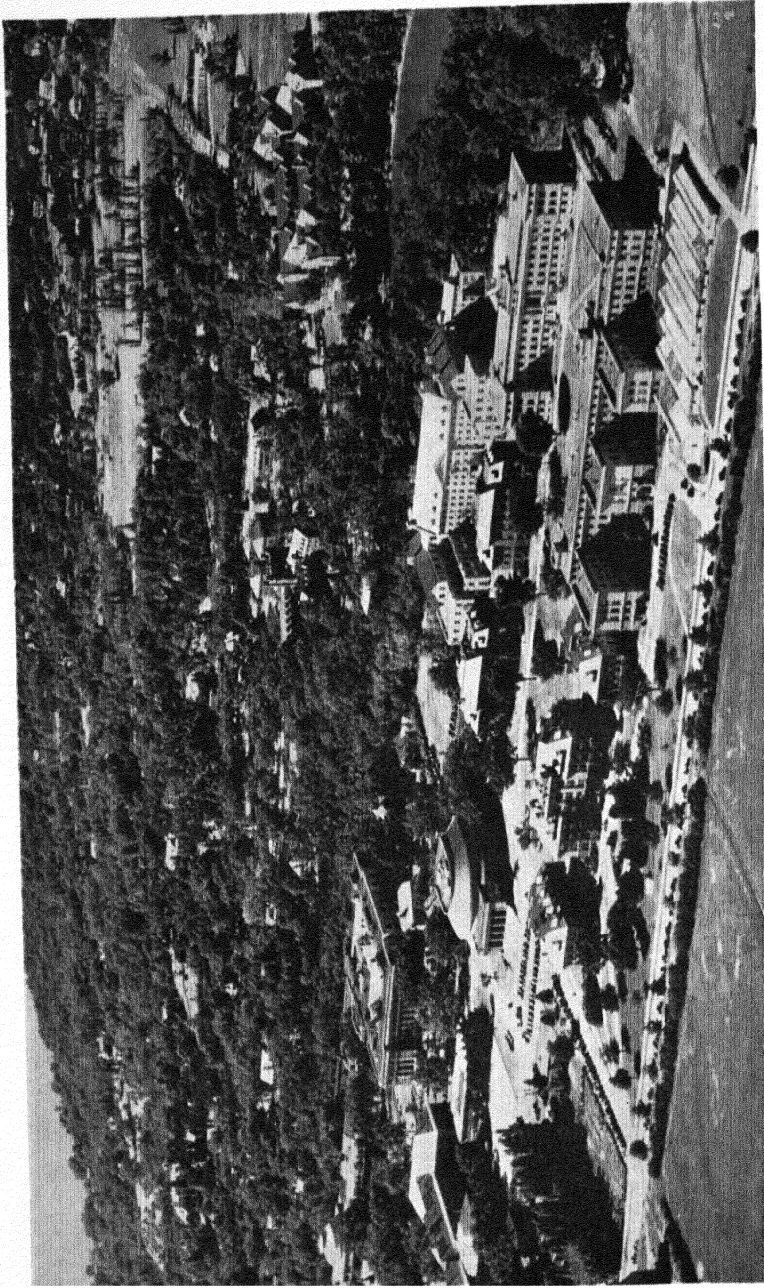


Figure 5 By 1948 the N.Y. State College of Agriculture had so many buildings that not all could be seen even in an airplane view

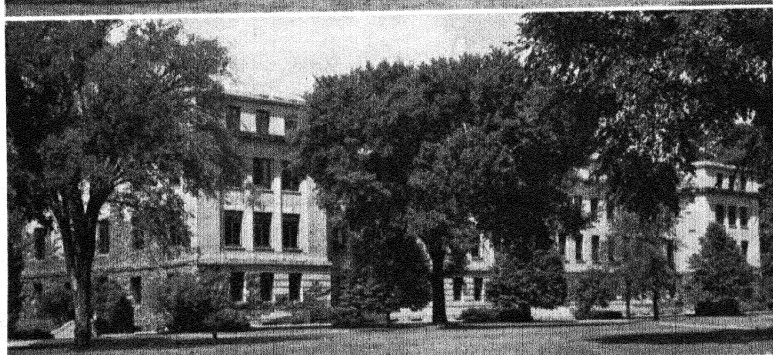
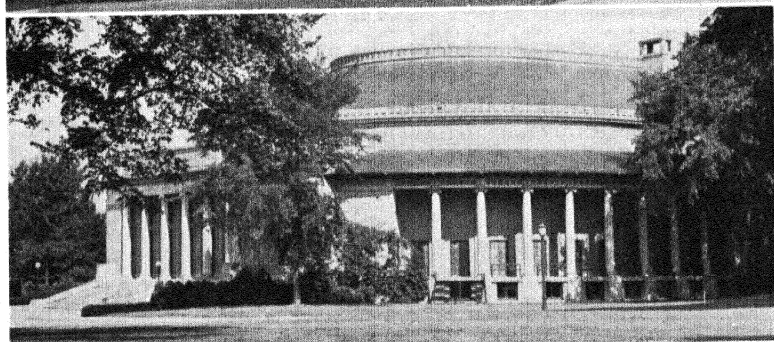
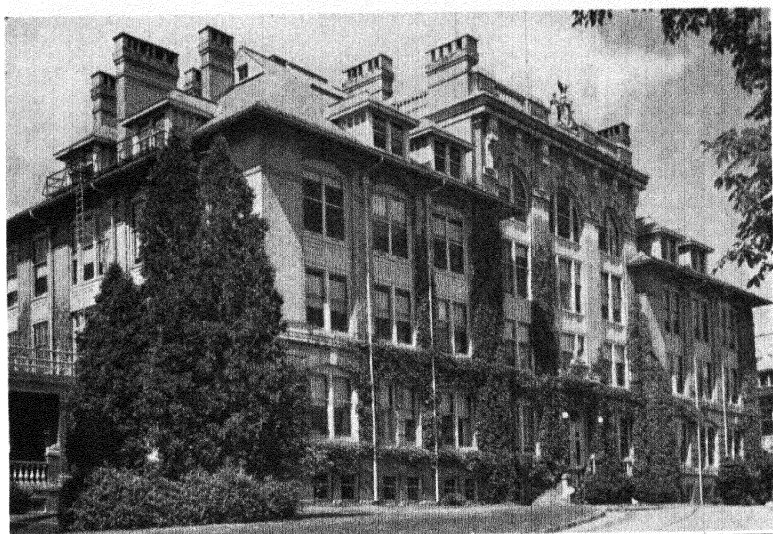


Figure 6. Top to bottom: Roberts, Bailey, and Warren Halls of the College of Agriculture

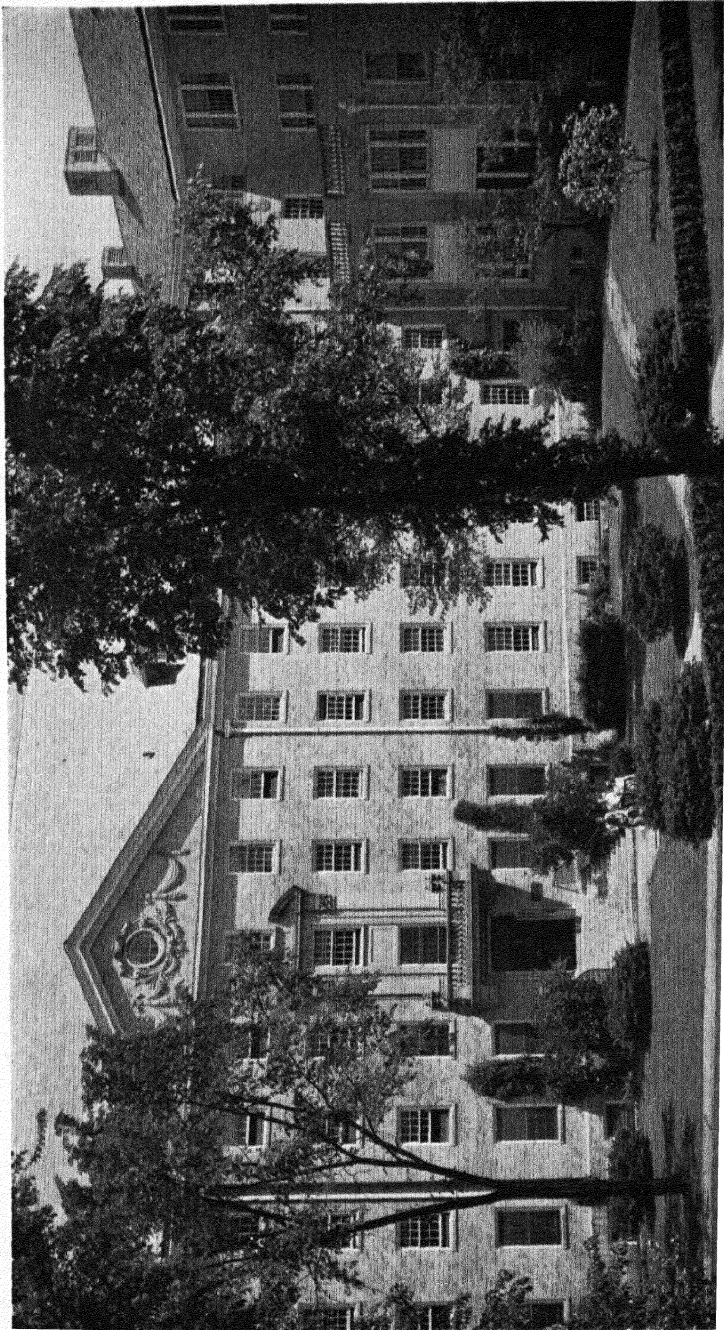


Figure 7. Martha Van Rensselaer Hall, dedicated in 1932, is headquarters for the New York State College of Home Economics.

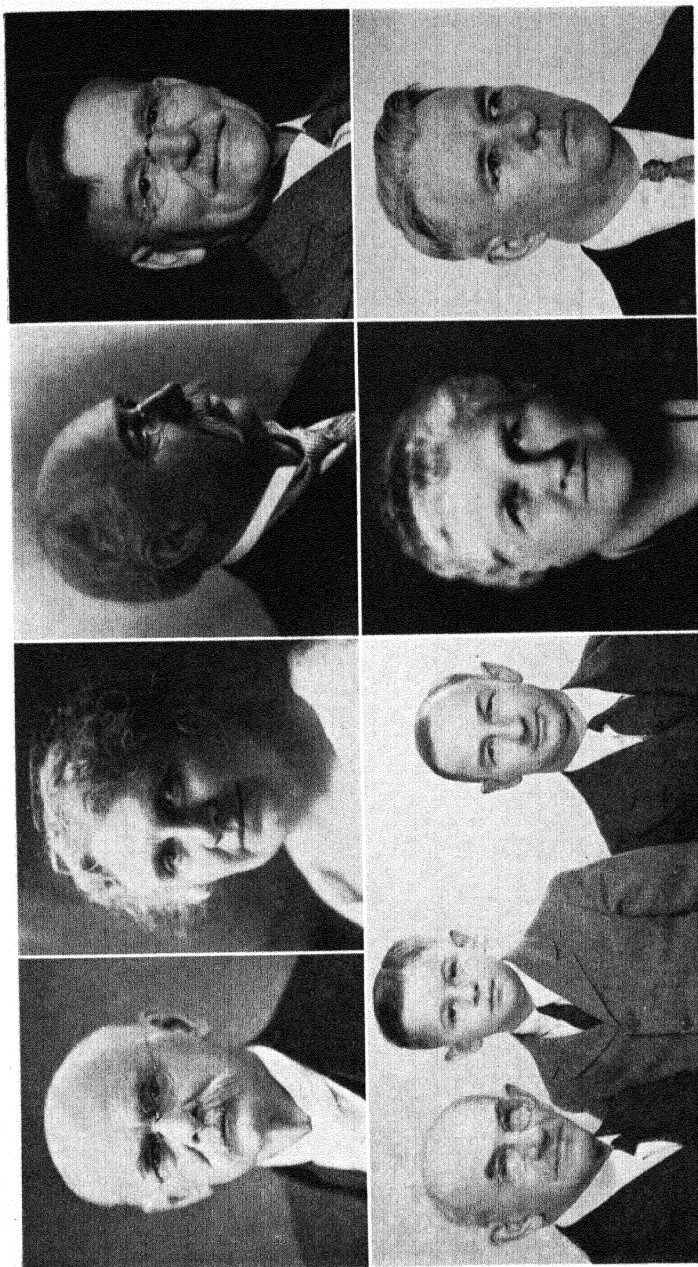


Figure 8. Some of the pioneers in extension teaching. *Left to right upper*, John Spencer ("Uncle John"), James E. Rice, *lower*, Jared Van Wagenen, Jr., with his son and grandson; Mrs. Mary T. Monroe, a Farm and Home Institute Lecturer, John Barron, first County Agricultural Agent in New York State. Pictured elsewhere are James Law (fig. 123), Isaac P. Roberts and Liberty Hyde Bailey (fig. 121), Martha Van Rensselaer (figs. 9, 10, 35, 93, 104) and Flora Rose (figs. 35, 93, 100).



Figure 9. Farmers' Institute Lecturers (1905).

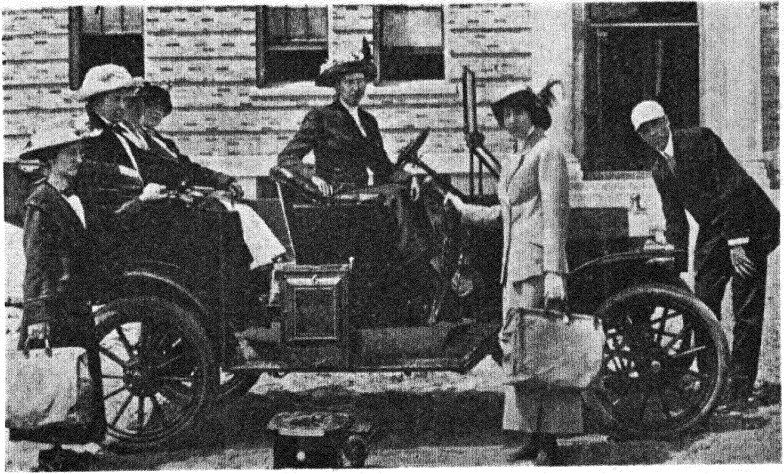


Figure 10 First Extension Service car of the College of Agriculture (1915). Left to right: Claribel Nye, Martha Van Rensselaer, Natalie Thompson, Ruth Graham; Katherine Mills, first home demonstration agent in N.Y. State; Edna Alderman, student driver

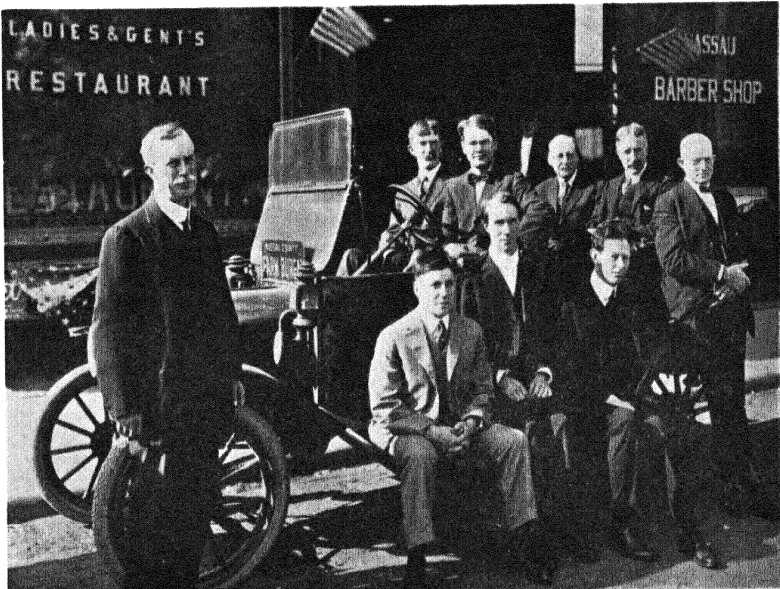


Figure 11 The 1914 Nassau County Farm Bureau car, with the first board of directors and the county agricultural agent. Standing at left Lott Van de Water. On the running board, Henry W. Underhill, Oscar Medans, and C. H. Hechler. Standing at right: E. V. Titus, first chairman. In the front seat at the wheel Lloyd R. Simons, County Agent; with him is G. Thomas Powell. In the rear seat: George M. Hewlett and Julian A. Ripley.

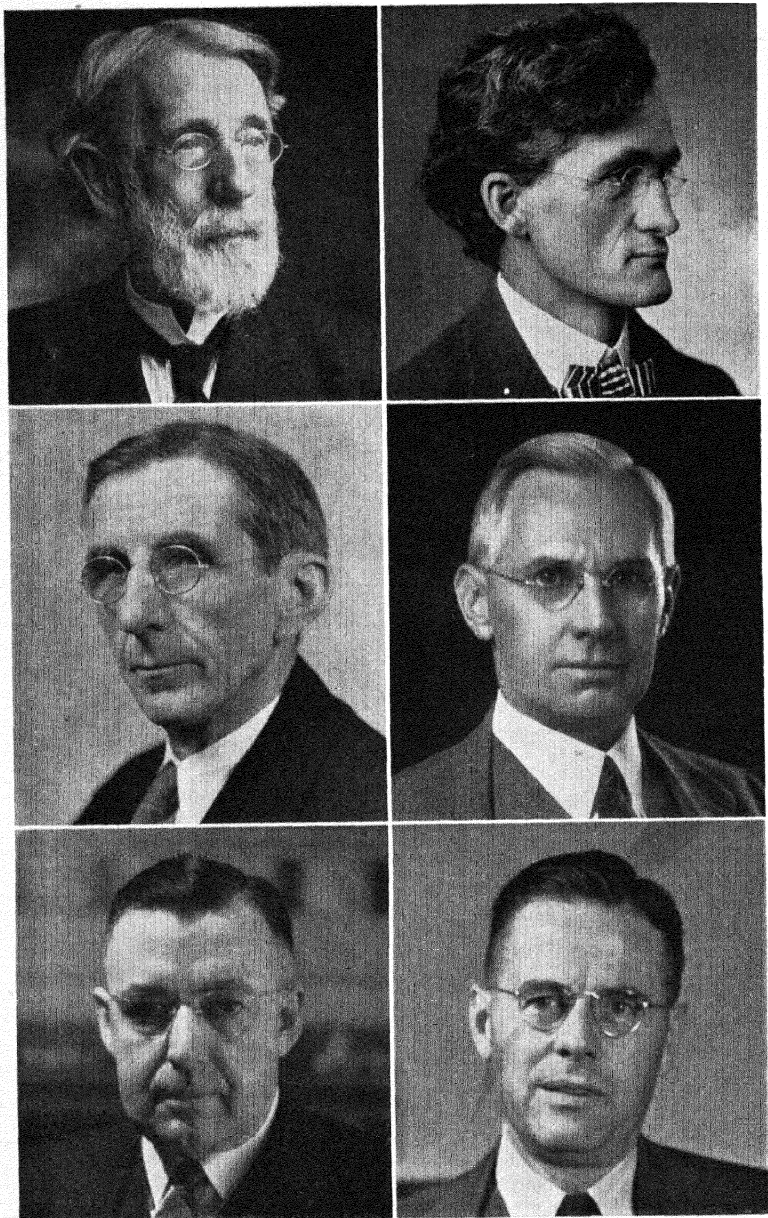


Figure 12. Deans of the College of Agriculture. *Left to right: top row, Isaac Phillips Roberts, Liberty Hyde Bailey; second row, Beverly T. Galloway, Albert R. Mann; third row, Carl E. Ladd, William Irving Myers (present Dean).*

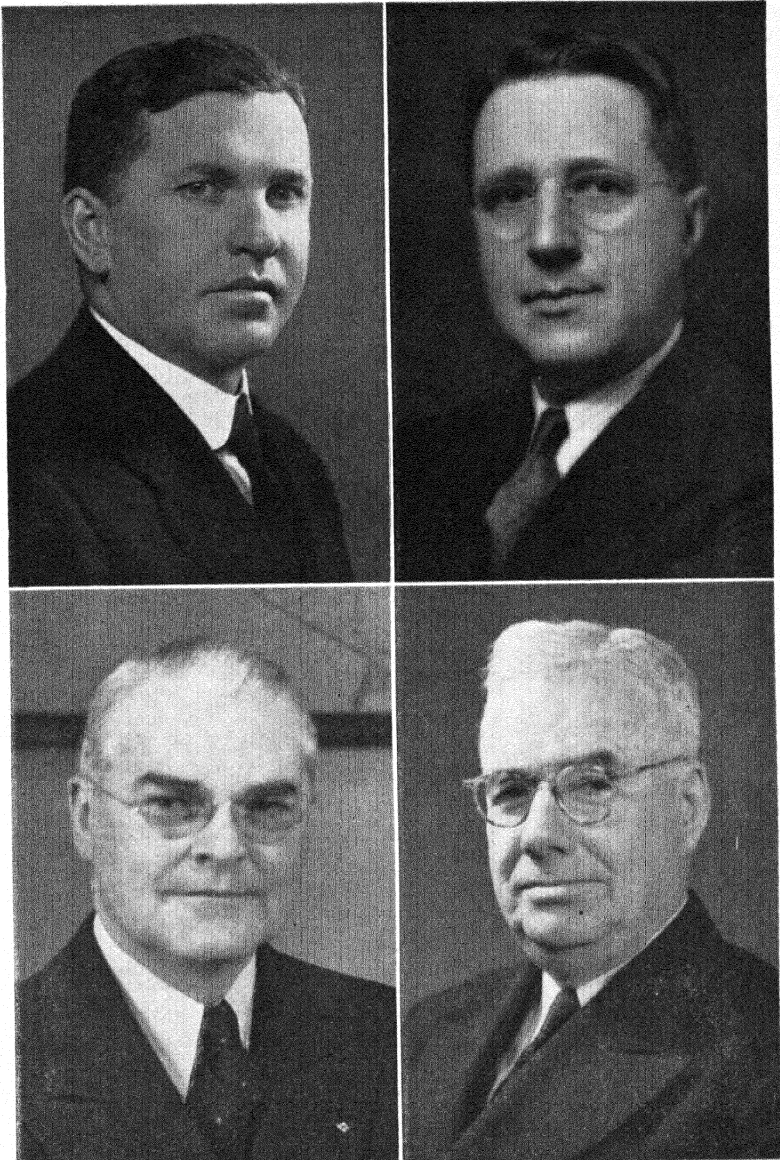


Figure 13 Directors of Extension in agriculture and home economics in New York State top row left to right, Charles Tuck, Maurice Chase Burnitt, second row left, Lloyd R. Simons, present Director (Carl E. Ladd, Director Simons' predecessor, is pictured in fig. 12) Second row right, Milburn Lincoln Wilson, National Director of Extension, U.S. Dept. of Agriculture, since 1940 Graduate of Iowa State College (M.S. Univ. of Wisconsin) he was, in succession, County Agent, Professor of Agricultural Economics, and Director of Extension, Montana State College

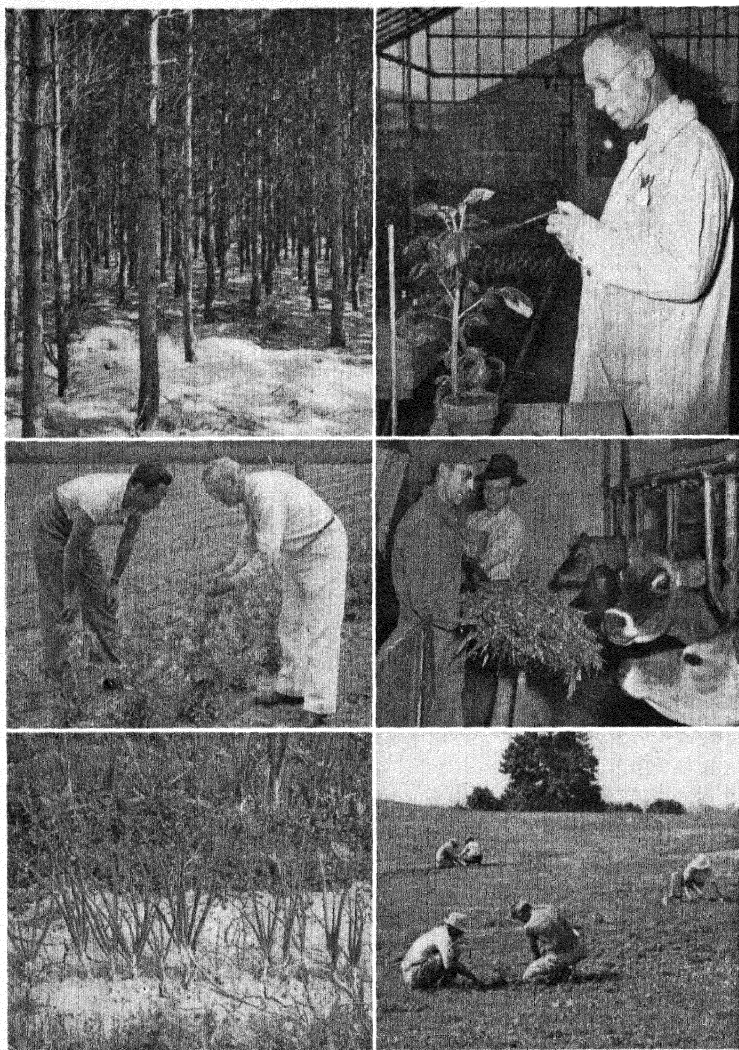


Figure 14. Research furnishes the facts for Cornell's extension teaching. *Upper left:* forest plantation on land of Cornell University (planted in 1915, pictured in 1945). *Upper right:* Donald Reddick, professor in the College of Agriculture, atomizing water suspension of blight spores on potato plant to test for blight immunity. *Center left:* Homer Thompson (*right*), head of the Department of Vegetable Crops, checking on graduate student's research at garden plots of the College of Agriculture. *Center right:* Roger Murphy, graduate student in agricultural economics, checking on labor efficiency in the dairy barn at Cornell. *Lower left:* Results of flame cultivation experiment to eradicate weeds, 1946. *Lower right:* Arthur Gould, State Horticultural Inspector, Department of Agriculture and Markets, with assistants, collecting infected Japanese beetle grubs.

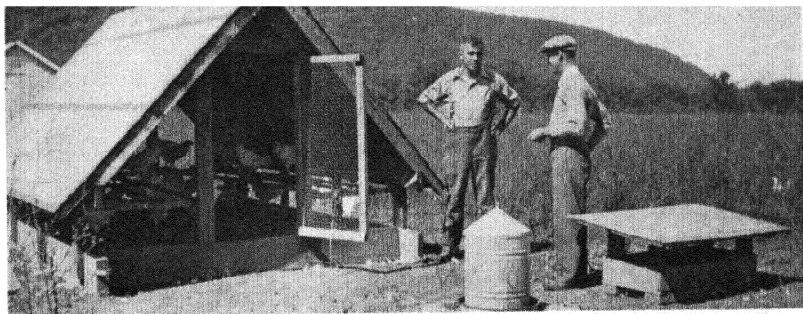


Figure 15. Professor L. E. Weaver inspects poultry range equipment, Chemung County.

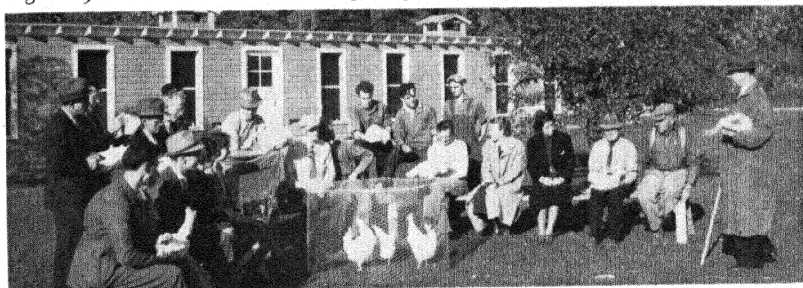


Figure 16. Poultry culling demonstration at Cornell.

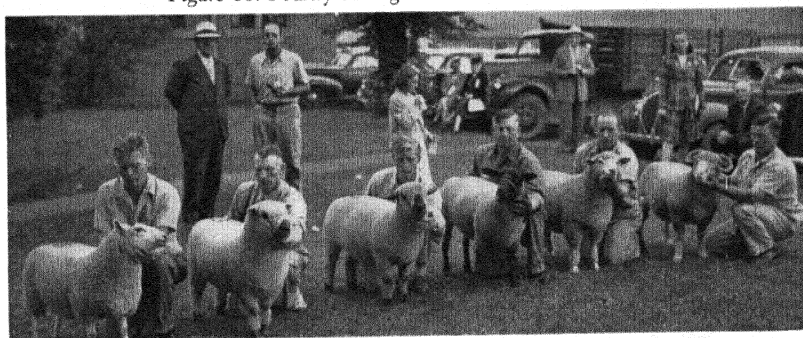


Figure 17. Champion ewes at sheep sales at Cornell, August, 1946.



Figure 18. Potato Field Day, Orchard Park; old and new varieties displayed.



Figure 19. Extension Service engineer, summoned by phone, arrives to make repairs. Farm Machinery program, 1945.



Figure 20. Mobile electrical unit of the Extension Service, repairing electrical motors after Southern Tier flood, May, 1946.

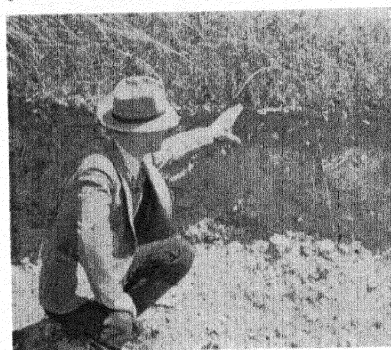


Figure 21. Hugh Wilson, soil conservation specialist, showing farmers depth of topsoil disclosed by roadside cutting.

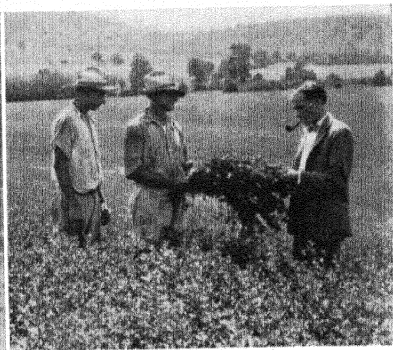


Figure 22. Bert Blanchard (right), Tioga County Agricultural Agent, studies alfalfa grown on Cornell recommendations.



Figure 23. John Barron, first Broome County Agricultural Agent, shows germination of seed corn to James Quinn, President of first Farm Bureau, 1911.



Figure 24. Dan Dalrymple (left), when Niagara County Agricultural Agent, explaining to a farmer insect damage on beans, and suggesting procedures



Figure 25. Navy V-12 Cadets, Cornell University, going to Cortland County to save the bean crop, 1943.

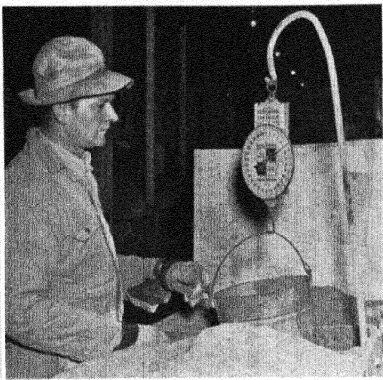


Figure 26. Paul Dean, herdsman, weighing grain for dairy cattle in Cornell University herd.



Figure 27. Class in judging dairy cattle conducted by the Animal Husbandry Department at Cornell, during training school for New York State Bankers' Association.

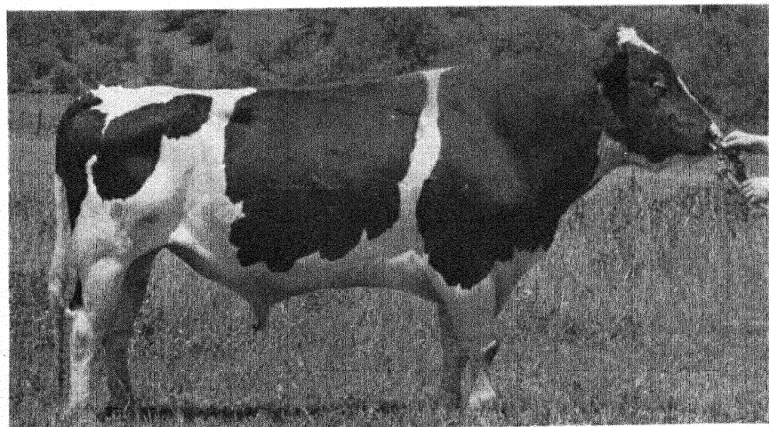


Figure 28. This Holstein bull, pictured at a school for Artificial Insemination Associations, was born in 1936 and had sired 8,076 daughters by 1944.



Figure 29. At the Onondaga Indian Reservation, children of the first Americans like milk and Cho-Cho, the Milk Clown, Syracuse milk campaign, 1925. (The clown was often impersonated by Ulster County farmer, H. M. Eppes.)



Figure 30. First County Agricultural Conference Board, Seneca County, N.Y. Such boards are now (1948) called County Committees on Rural Policies.

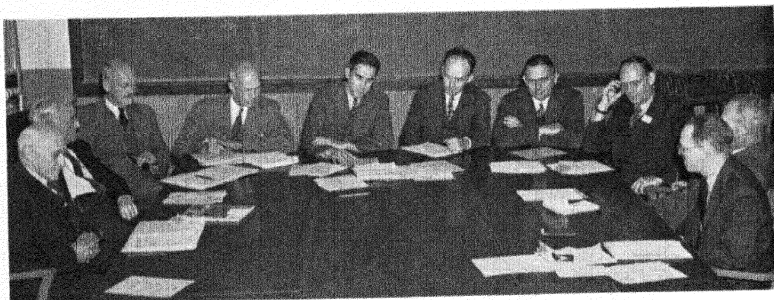


Figure 31. Farmers and Cornell professors pool their knowledge. New York State Dairy Commodity Committee, 1943.



Figure 32. New York State Farm Light and Power Committee whose negotiations for rural electrification helped to lighten and brighten farm work and life in the state. The committee included representatives of state organizations of farmers and members of the Extension Service of the State Colleges of Agriculture and Home Economics. A 1939 photograph.

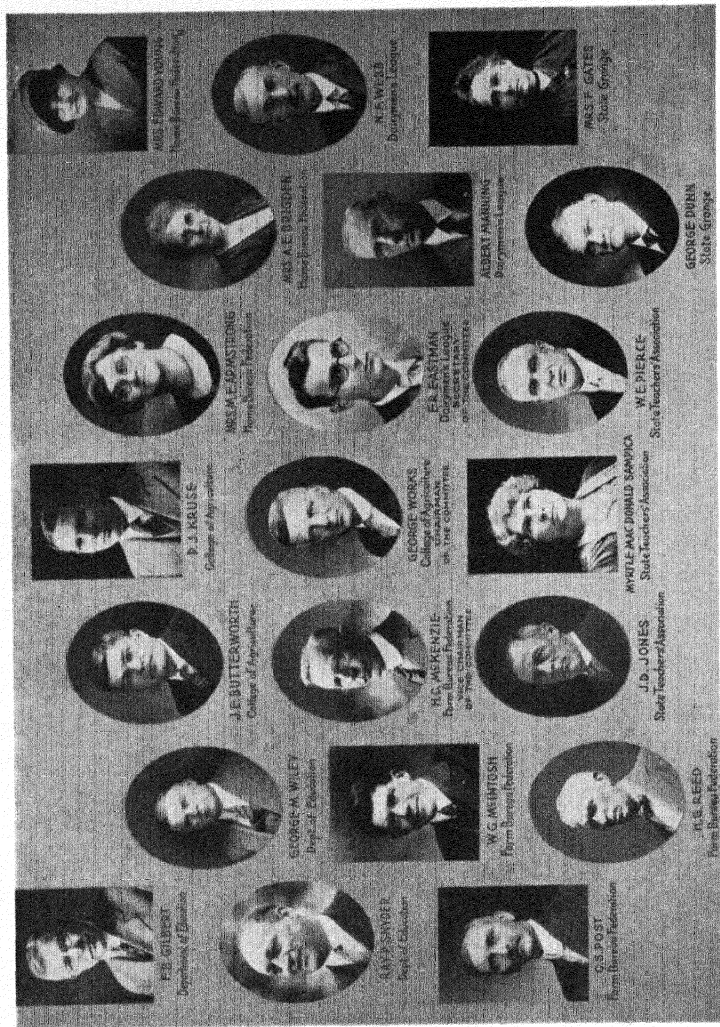


Figure 33: The New York State "Committee of 21" on rural schools included representatives of organizations of the people, associated with a minority of professional educators from the State Department of Education, the State Teachers' Association, and the Department of Rural Education, College of Agriculture, Cornell University.

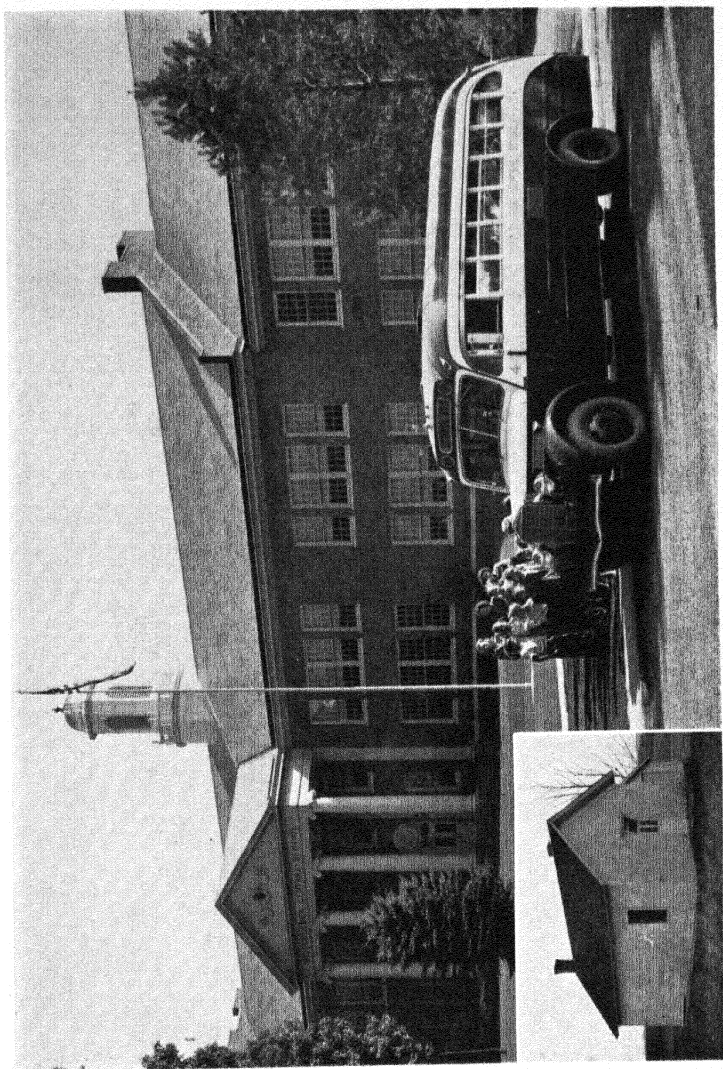


Figure 34. Research and recommendations by the "Committee of 21" led to a revision of the New York State education laws, and to votes by the people to improve or eliminate "little red schoolhouses" (inset) and to create such schools as this Middleburgh Central School, pictured with one of the school buses that transport pupils.



Figure 35. Directors and deans of the New York State College of Home Economics. Upper left: Martha Van Rensselaer. Upper right: Flora Rose. Lower left: Sarah Gibson Blanding. Lower right: Elizabeth Lee Vincent (present Dean). Mary F. Henry was Acting Director from 1940 to 1941. The title Dean was adopted in 1942.

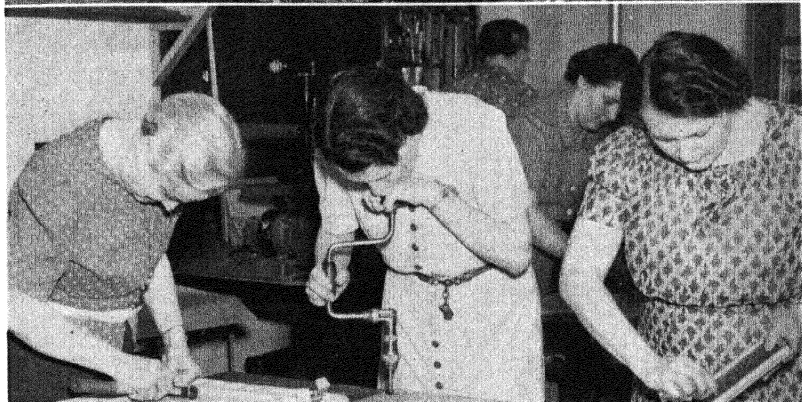


Figure 36. Extension students making homemade play materials in a training school for lay leaders held by the Department of Child Development and Family Relationships.



Figure 37. Younger "students" of the College of Home Economics at the home of Mary G. Phillips (with Marie Fowler, then head of the Family Life Department).



Figure 38. Some of the twins whose mothers studied in Cornell's Twin Study Club in Jamestown, N.Y., under the guidance of Dr. Margaret Wylie of the Home Economics faculty and Virginia Brewster, Home Demonstration Agent, Chautauqua County.

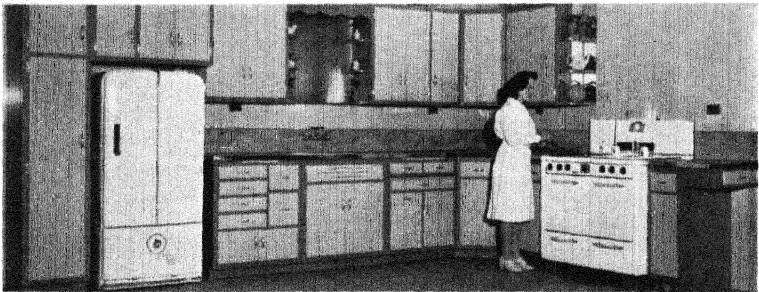


Figure 39. Modern (1948) kitchen of the Buffalo Home Bureau. Business firms gave the equipment. Extension specialists from Cornell helped with plans.



Figure 40. Volunteer teachers who have served Buffalo as local leaders for 10 years. Left to right: Mrs. Eugene Walters and Mrs. Richard Wright, teach bread making.



Figure 41. Mobile home economics instruction. Home Demonstration Agent Amelia Bielaski, who was President of the home demonstration agents' state organization in 1948, testing a pressure cooker gauge for a Wyoming County homemaker.



Figure 42. In Rockland County home demonstration agents and local leaders co-operated with the Red Cross in teaching food preservation.



Figure 43. Mobile kitchen of the College of Home Economics used in World War II.

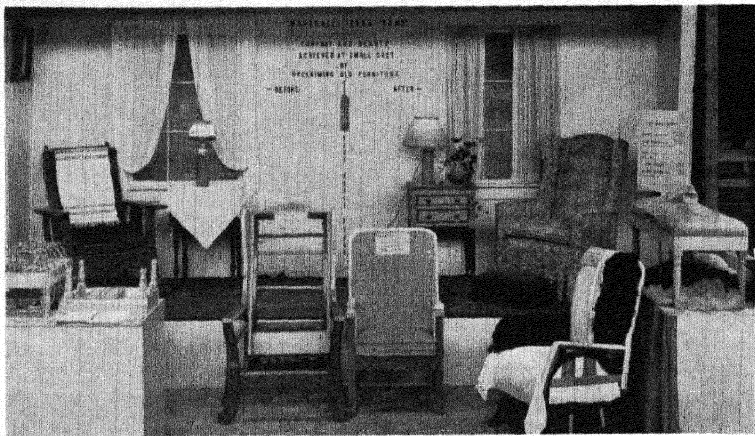


Figure 44. Before and after extension teaching on reclaiming old furniture.

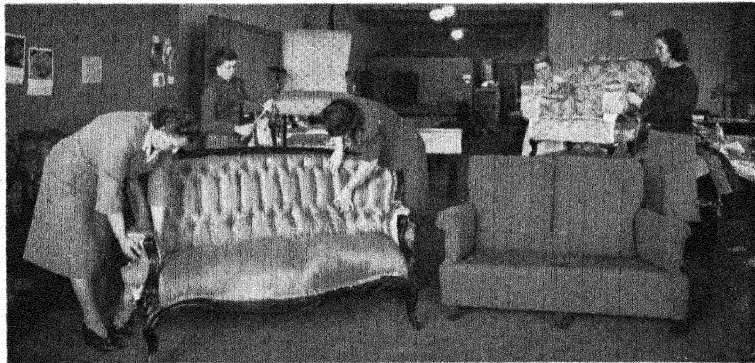


Figure 45. Training school on reconditioning of furniture, Nassau County Home Bureau.



Figure 46. Upholstering class, Suffolk County Home Bureau.



Figure 47. Schenectady County Home Bureau leaders (taught by Extension Specialist Florence E. Wright) decorate old chairs of good design.

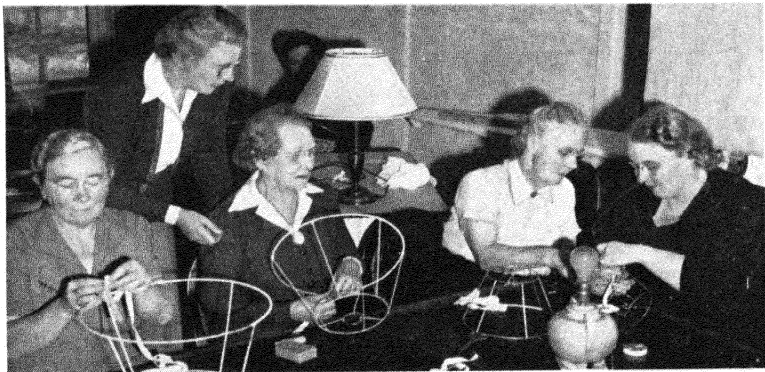


Figure 48. Local leaders learn to make lampshades in Lewis County.



Figure 49. Pottery making, Nassau County Home Bureau.



Figure 50. After the Nassau County Home Bureau moved in, a bare room with folding chairs was transformed into this adult education center.



Figure 51. Lessons in flower arrangement at Nassau County Home Bureau Center.

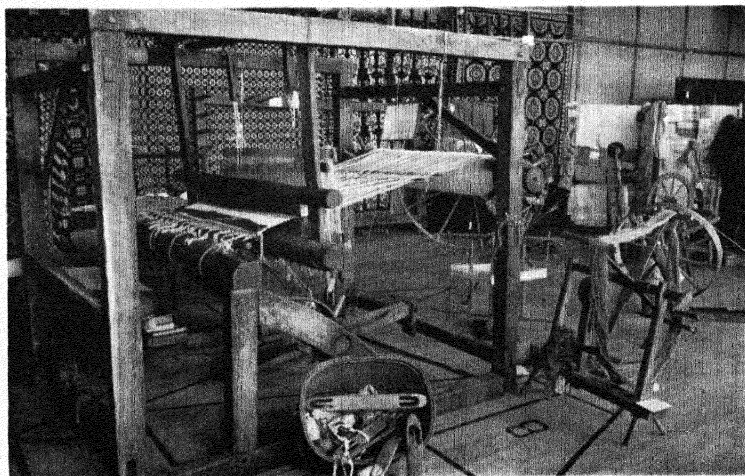


Figure 52. Weaving equipment of the Suffolk County Home Bureau.



Figure 53. First gift of a home to a Home Bureau. This was presented to Monroe County in 1945 as headquarters for the Rochester City Home Bureau.



Figure 54. Surveys show that sewing machines are the most nearly universal pieces of household equipment. Home Bureau members claim that Professor B. B. Robb and other agricultural engineers can fix machines of any age. A Sewing Machine School, 1937.

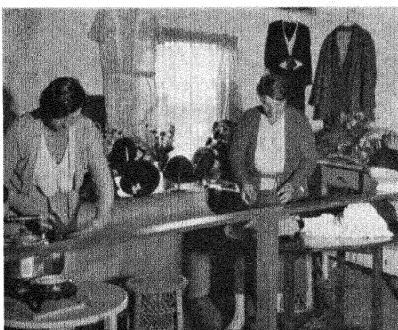


Figure 55. Home Bureau instruction saves money on overhead charges. Local leaders prepare to give a lesson in millinery.



Figure 56. Professor Mildred Carney's teaching included renovating of clothing to conserve textiles during World War II.



Figure 57. Some of the 150 homemakers of the Warren and Washington County Home Bureaus (1945) who modeled dresses they had "made by radio" after instruction by Extension Specialist Helen Powell Smith whose pioneer use of radio was widely acclaimed.

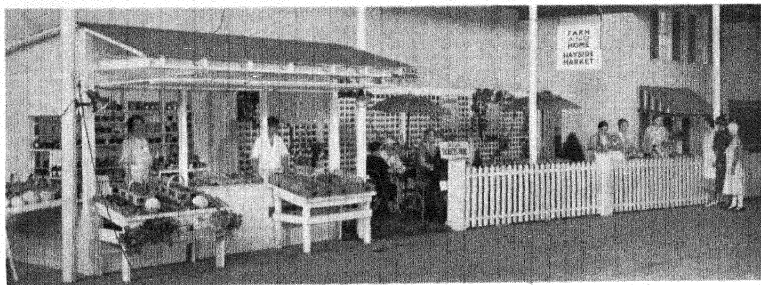


Figure 58. The New York State Federation of Home Bureaus encouraged the marketing of products of home industry. Market exhibit, State Fair, 1923.

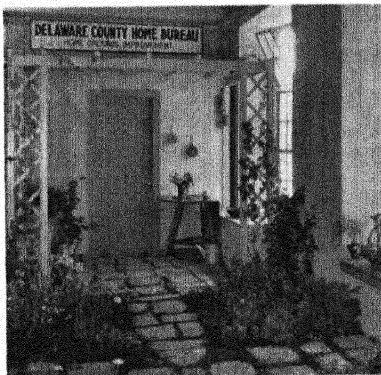


Figure 59. State Fair exhibit of an herb garden arranged by Catherine MacDonald Odell and George Monroe, who taught landscaping of yards for rural schools and farm homes in many counties.



Figure 60. Making Christmas decorations from New York's native plants is taught through the Extension Service. Mrs. E. B. Bickford of Cortland County demonstrated at the State Fair, 1935.



Figure 61. Learning to sew; a 4-H club member's first lesson.



Figure 62. The local 4-H club leader helps a member with his project record.

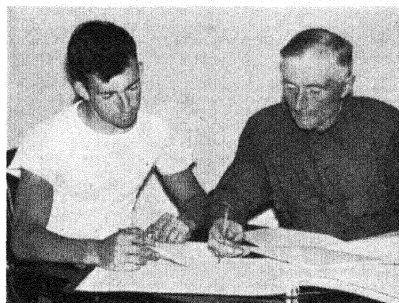


Figure 63. A father-and-son partnership brings about good relationships.

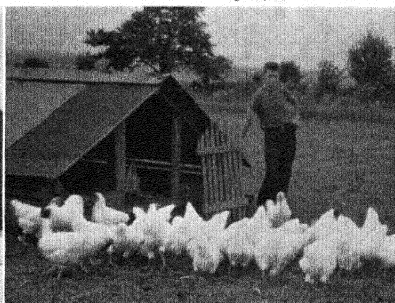


Figure 64. A 4-H poultry club member is proud of his flock.



Figure 65. The board of directors of the New York State 4-H Club Council in action. These directors carry forward the work of the State 4-H Club Council between Council sessions. County delegates to the State Council are elected by the County 4-H Club Councils. One girl and one boy from the 4-H clubs of each county help the state board of directors to plan programs that are designed to improve 4-H club work and play throughout the state.



Figure 66. 4-H club members looking over the beginning of a swine project.



Figure 67. The 4-H club agent and garden specialist meet the 4-H garden club.

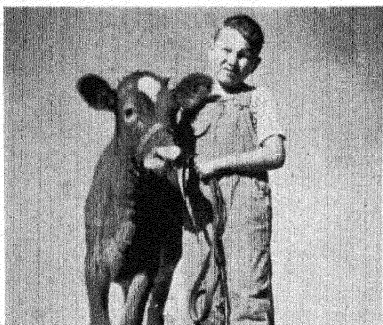


Figure 68. The 4-H club boy and calf grow up together.

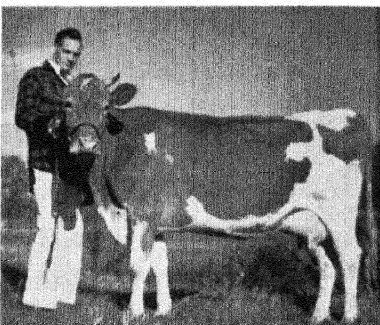


Figure 69. This 4-H club member started with one calf. Today he owns 18 Guernseys.



Figure 70. 4-H club members and officials gather at the dock to look over garden tools which were sent to Germany in the 1948 "Hoes for Hoerfer" campaign of New York State's 4-H clubs. The club members sent 1,323 garden tools and \$1,286.80 for



State Leader Hoefer's extension work with girls and boys of western Germany.

Figure 71. 4-H club scholarship winners being congratulated by New York State 4-H Club Leader Albert Hoefer, as they arrive at Cornell.

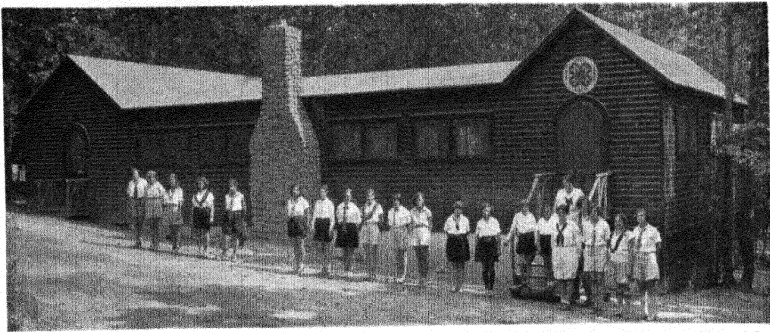


Figure 72. One of the first 4-H club camps for girls, established in 1924 by Dorothy Powell Flint, Nassau County 4-H Club Agent. The camp, financed by contributions, and built in a state park on Long Island, was moved to Riverhead in 1939.



Figure 73. Barrels were made into dainty, feminine dressing-table chairs by 4-H club girls of Glen Head, Long Island, N.Y.

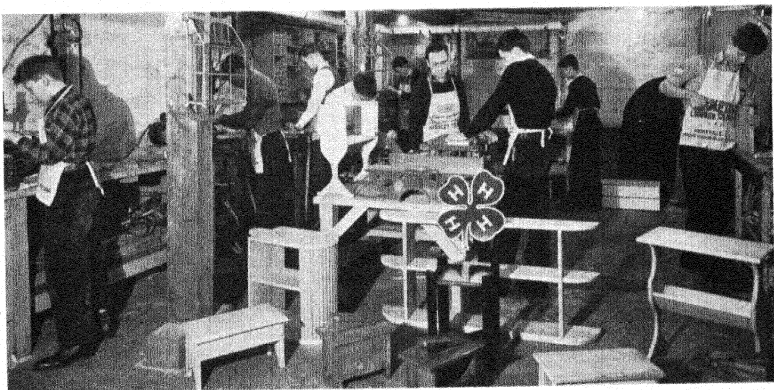


Figure 74. In the carpentry shop project of Nassau County 4-H club boys (1934), local carpenters volunteered their expert help for night classes.



Figure 75. Richard Robinson, Niagara County 4-H Club Garden Champion, and one of the state garden champions in 1945.



Figure 76. Esther Carrigan, Niagara County 4-H Club Foods Preparation Champion, 1945, uses scientific artistry.



Figure 77. Frances J. Young, Niagara County, an enthusiastic dairymaid, has developed a purebred herd of Ayrshires.

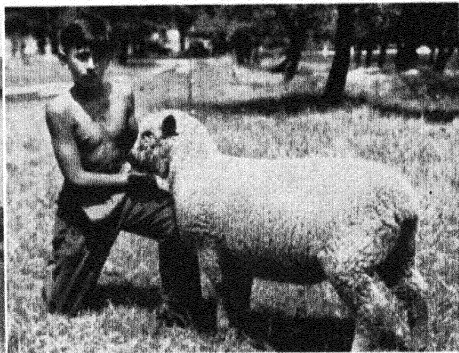


Figure 78. John Depew, 4-H Club Sheep Grower Champion of Niagara County 4-H clubs, 1942, 1943, 1944.



Figure 79. Robert Simm of Nassau County with his Grand Champion (1934, 1935) cock at the State Fair.

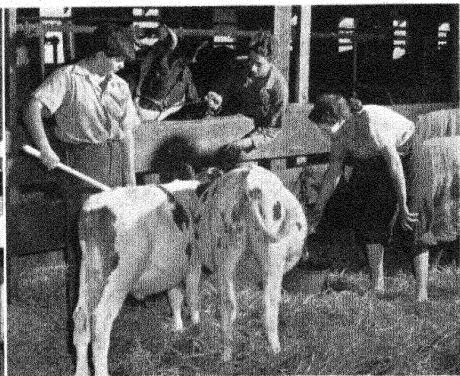


Figure 80. 4-H club girls and boys look after their prize animals scientifically at the Niagara County Fair, 1944.

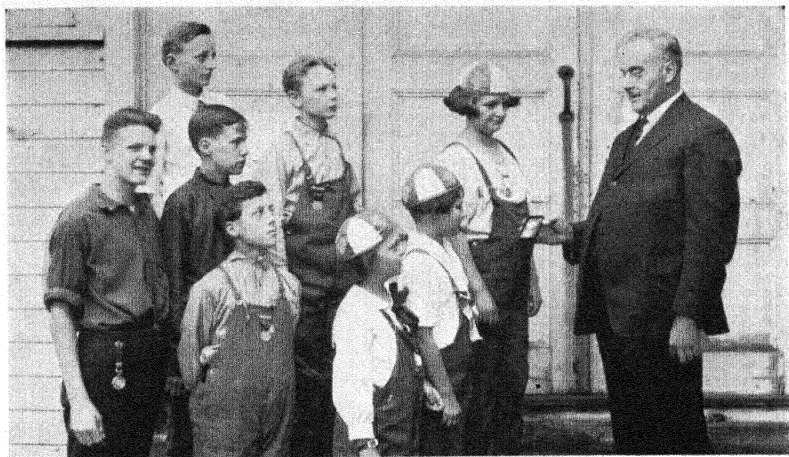


Figure 81. When he was state Commissioner of Agriculture, Bernie Pyrke presented 4-H club medals to winning demonstrators at the State Fair.



Figure 82. First "Junior Farm Bureau," sponsored, 1931, in Chemung County by County Agent Lacey Woodward (first row, left) and 4-H Club Agent Ernest Grant (first row, right). Inset: Frances E. Dann (Mrs. Donald), chairman of first "Junior Home Bureau," Chemung County. Donald Dann is at right of Woodward. Van Hart represented Cornell.

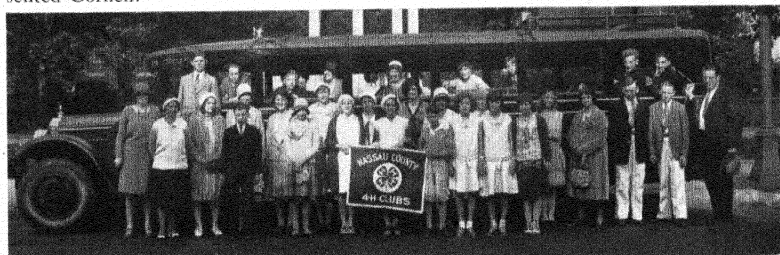
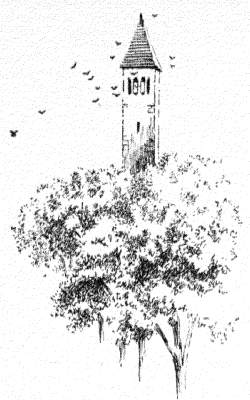


Figure 83. Nassau County 4-H Club delegates leave for Ithaca to attend the 1931 4-H Club Congress at Cornell.



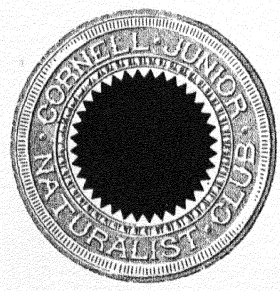
Be it Hereby Known That,

The Fishkill
Junior Naturalist Club

No 2034 of Newfield, N. Y.
 Is organized under the care and direction of the
Cornell University
COLLEGE OF AGRICULTURE,

And that its purpose is the Study of Nature, to the end that every Member thereof shall love the country better and be content to live therein;

And further, That this Document is a Charter acknowledging said Club to be a part in the Extension Work in Agriculture, inaugurated under the Laws of the State of New York.



Given under our Hand and Seal, this Twentieth day of December, 1901, at Ithaca, N. Y.

F. H. Bailey Chief.

Jno W. Spomer Deputy Chief.

Figure 84. 4-H clubs of New York State had their genesis in the Junior Naturalist Clubs: a club charter of 1901.

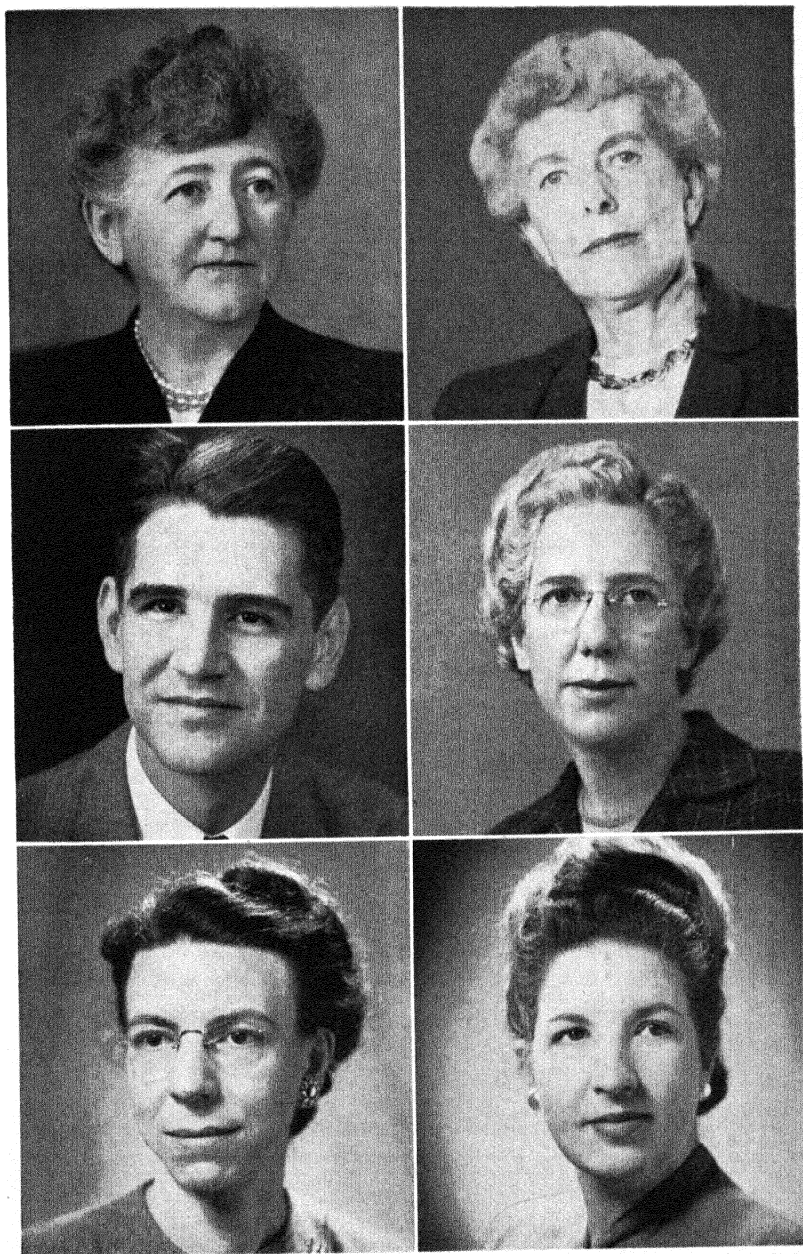


Figure 85. Heads of departments in the State College of Home Economics, whose responsibilities include guidance of extension as well as of resident teaching and research. *Left to right: top row, Beulah Blackmore, Helen Canon; second row, Robert Dalton, Katharine Harris; third row, Catherine Personius, Virginia Truc.*

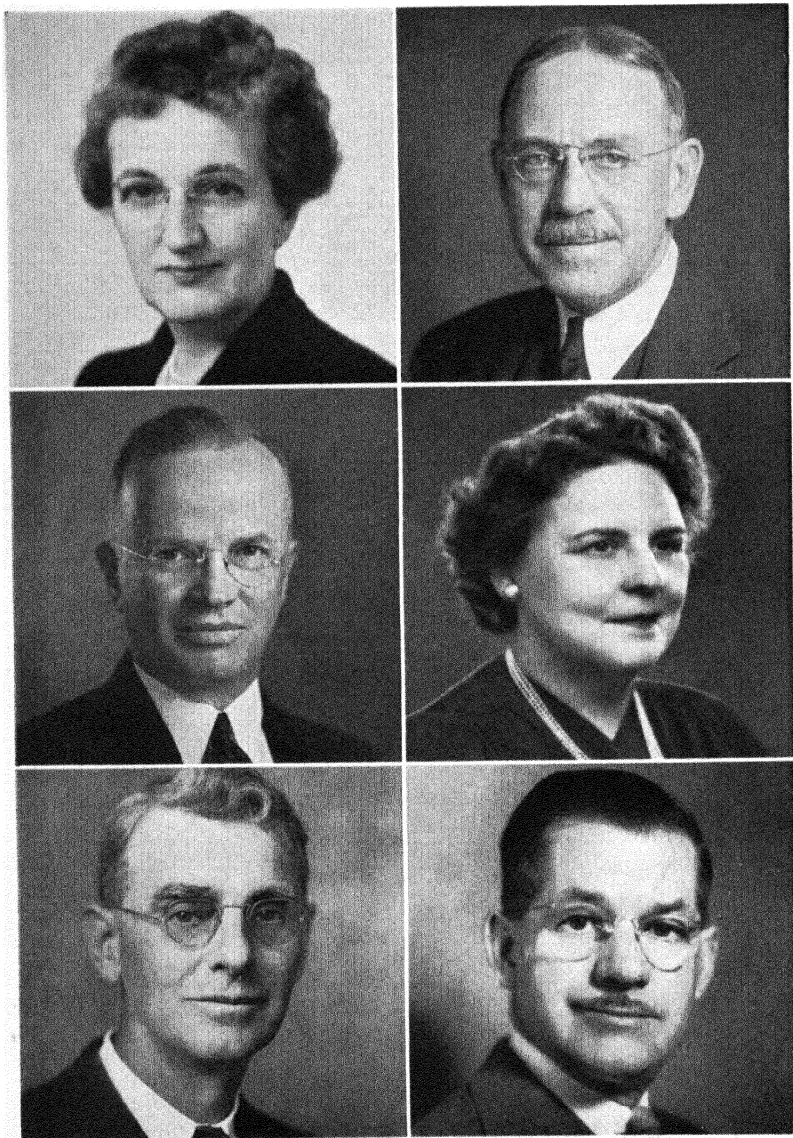


Figure 86. A few of hundreds of professional friends and aides of the state Extension Service. *Upper left:* Claribel Nye, California State Leader of Home Demonstration Agents, a Cornellian and former Associate State Leader in New York. *Upper right:* Professor Emeritus Ralph S. Hosmer, formerly head of the Department of Forestry, Cornell. *Center left:* E. Laurence Palmer, successor to Anna Botsford Comstock as director of Cornell's nature study teaching. *Center right and lower left:* Vera McCrea Searles and Edward R. Eastman, former county extension agents (see Chapter XXVI). *Lower right:* L. A. Maynard, Director of Cornell's School of Nutrition.

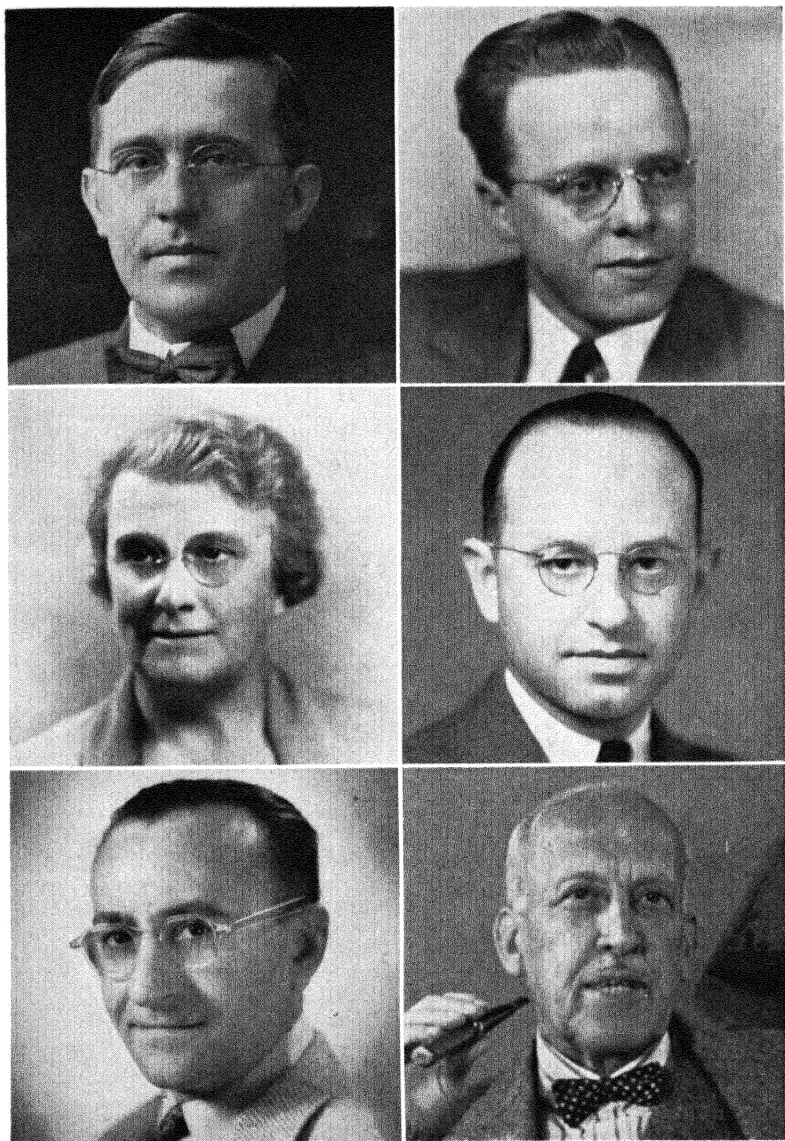


Figure 87. The office of finance and the department of Extension Teaching and Information serve all other departments in the State Colleges of Agriculture and Home Economics. *Upper left:* Professor Ralph Hicks Wheeler, Director of Finance. *Upper right:* Professor William B. Ward, head of the Department of Extension Teaching and Information and Editor and Chief of Publications; *center:* a few of the department staff members, Professors Mary Geisler Phillips, George S. Butts, and (*lower left*), James S. Knapp. *Lower right:* Professor Emeritus Bristow Adams, formerly head of the Information Service and editor.

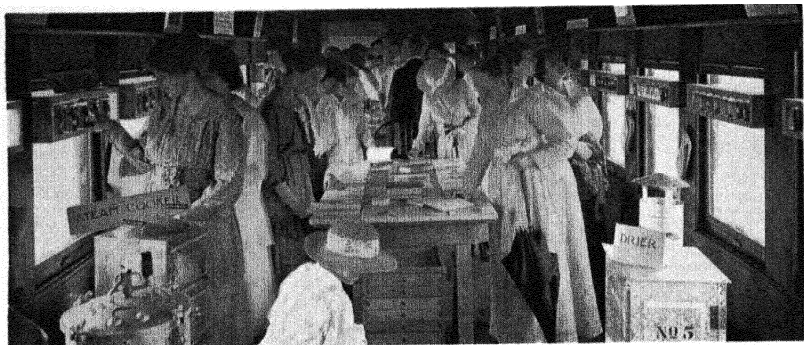


Figure 88. Extension teaching on trains is not a new method. In 1918, Cornell's "Victory Special" furthered World War I programs in agriculture and home economics.



Figure 89. Cornell's "traveling university." When World War II postponed Farm and Home Week, the State Colleges of Agriculture and Home Economics brought science to the people in a Farm and Home special train, which carried exhibits, publications, demonstration equipment, and Cornell professors who interpreted the latest scientific knowledge to thousands of adult and junior farmers and homemakers.



Figure 90. A sample of thousands of adults who come to Cornell from many places to attend Farm and Home Week.



Figure 91. Left to right: A. A. and David Allen and Paul Kellogg recorded jungle sounds in Panama for the U.S. Army.

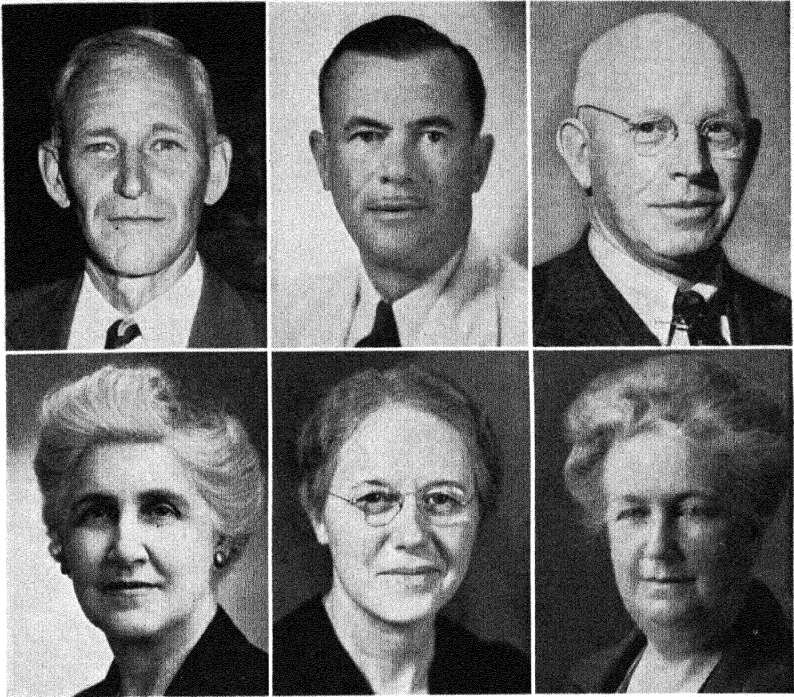


Figure 92. A few of the thousands of persons who have given loyal support to the Extension Service, as officers of organizations, are pictured in figures 92-100. *Left to right: top row*, Warren W. Hawley, Genesee County farmer, president, and Edward S. Foster, secretary, of the N.Y. State Farm Bureau Federation; Frank M. Smith, chairman of the State Conference Board of Farm Organizations; *second row*, Mrs. Wentworth Fay, president (1944-1947), and Mrs. Carl E. Ladd, secretary of the N.Y. State Federation of Home Bureaus; Mrs. Henry Burden, one of the first volunteer local leaders.



Figure 93. Founders of the New York State Federation of Home Bureaus at the first meeting (Cornell, 1919). *Left to right: front row*, Florence Freer, Flora Rose, Mrs. A. E. Bridgen, Martha Van Rensselaer, Mrs. Vincent Riordan, Buffalo; *standing*, Mrs. Anna G. Putnam, Wayne County, Ruby G. Smith, Lillian Backus, Mrs. Lewis Seymour, Broome County, Mrs. Edith Salisbury, U.S. Ext. Service, Mrs. M. E. Armstrong, Otsego County.



Figure 94. Directors of the New York State Federation of Home Bureaus, 1947-1950. Left to right: front row, Mrs. L. M. Hart; Mrs. Ralph Reed, vice-president; Mrs. Lynn Perkins, president; Mrs. Homer Day, vice-president; standing, Mrs. H. W. Bales; Mrs. Blanche Kelsey; Mrs. Frances Todd, treasurer; Mrs. C. E. Ladd; Mrs. James Goold.



Figure 95. New York State Conference Board of Farm Organizations, 1937. Left to right: front row, Raymond Cooper, Mrs. Clair Strickland, Mrs. Evalyn Gatchell, Mrs. Anna Putnam, Mrs. H. M. Wagenblast; second row, E. V. Underwood, Fred Porter, Herbert P. King, J. Roe Stevenson, George Morse, Harold Stanley, L. R. Simons; back row, Warren W. Hawley, Bruce Jones, Frank Riley; at table, Henry Marquart, Chairman; E. S. Foster, Secretary.

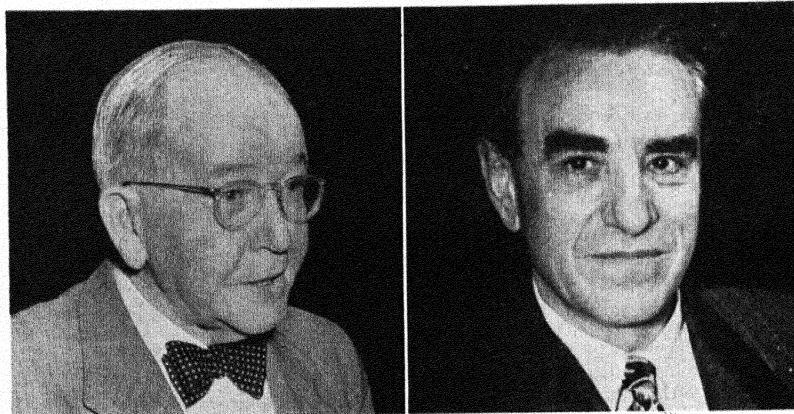


Figure 96. Left to right: Edward A. O'Neal, former President, and Allan B. Kline, President of the American Farm Bureau Federation.



Figure 97. National officers and New York State representatives on the directorate of the Associated Women of the American Farm Bureau Federation. *Left to right*: the first four presidents: *top row*, Mrs. Abbie Sargent (Vermont), Mrs. H. W. Ahart (California); *second row*, Mrs. Elsie Mies (Illinois), Mrs. Roy C. F. Weagly (Maryland); (in December, 1948, Mrs. Raymond Sayre, fig. 99, succeeded Mrs. Weagly); *third row*, executive director, Mrs. Charles W. Sewell. First two northeastern district directors: Mrs. George M. Tyler (Monroe County), Miss Elizabeth MacDonald (Delaware County). Mrs. Tyler and Miss MacDonald, former presidents of the N.Y. State Federation of Home Bureaus, have had Cornell scholarships named in their honor.



Figure 98. On the Peace Bridge between Fort Erie, Canada, and Buffalo, N.Y., delegates from 32 nations dedicated an international tablet after the 1936 meetings in Washington, D.C., and at Cornell, of the Associated Country Women of the World. Hostesses: Buffalo and Erie County Home Bureaus and State Federation of Home Bureaus.



Figure 99. Left: Mrs. Raymond Sayre (U.S.), President of the Associated Country Women of the World. Right: the late Mrs. Alfred Watt (Canada), former President.

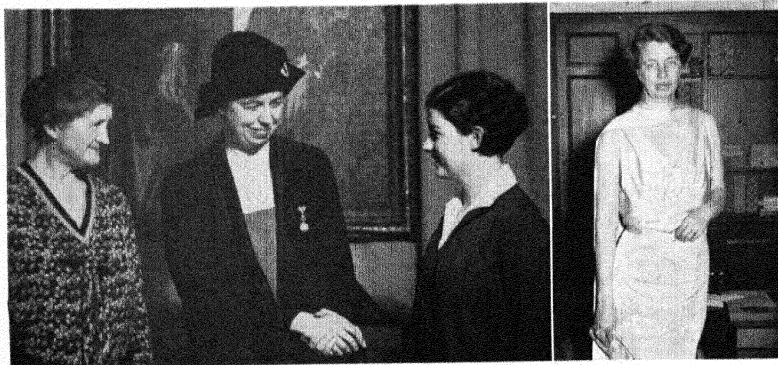


Figure 100. Left: when First Lady of New York State, Mrs. Franklin D. Roosevelt, at Cornell's Farm and Home Week, was introduced by Director Flora Rose to a student. Right: after becoming First Lady of the Land, she attended Farm and Home Week until 1940. By request, for the students' style show, she modeled one of the gowns she wore for her husband's inauguration, as President of the United States, in 1936. She gave this shining blue gown to the College of Home Economics for the Costume Collection.



Figure 101. New York's Extension Specialists of 1947-1948, who had been in the Service for 10 or more years. *Left to right: top row*, Raymond Albrechtsen, Arthur A. Allen, F. E. Andrews, Erl A. Bates; *second row*, W. E. Blauvelt, M. C. Bond, H. E. Botsford, C. G. Bradt; *third row*, S. J. Brownell, James Burke, Donald J. Bushey, Mildred Carney; *fourth row*, Charles Chupp, Ruth Boies Comstock, Joshua A. Cope, W. T. Crandall; *fifth row*, L. C. Cunningham, Dorothy DeLany, Mary E. Duthie, Martha Henning Eddy.

Cornell University's extramural, state-wide teaching of agriculture and home economics is done by these and other Extension Service specialists, who are members of the University faculty (see also pages 280 and 281).



Figure 101 (cont.) Top row: Louis J. Edgerton, Karl H. Fernow, B. B. Robb, Alpheus M. Goodman; second row: Elton K. Hanks, Earl V. Hardenburg, Van B. Hart, Paul Hoff; third row, Louis M. Hurd, Thomas N. Hurd, Paul P. Kellogg, Lincoln D. Kelsey; fourth row, R. W. Leiby, Wilfred D. Mills, R. C. Ogle, Elmer S. Phillips; fifth row, Robert A. Polson, Arthur J. Pratt, C. Beaumont Raymond, Charlotte Brenan Robinson. (Pictures of M. B. Hoffman and R. F. Holland not available.)



Figure 101 (cont.) Top row: Montgomery Robinson, Lillian Shaben, S. R. Shapley, E. S. Shepardson; second row, E. Y. Smith, Helen Powell Smith, W. D. Swope, C. W. Tailby; third row, C. A. Taylor, E. Van Alstine, L. E. Weaver, H. A. Willman; fourth row, Therese Wood, Lacey H. Woodward, Florence E. Wright, Margaret Wylie; fifth row, retired specialists: Lucile Brewer (resigned before retirement); W. G. Krum, E. L. Worthen (picture of M. F. Barrus not available). The late Robert M. Adams.

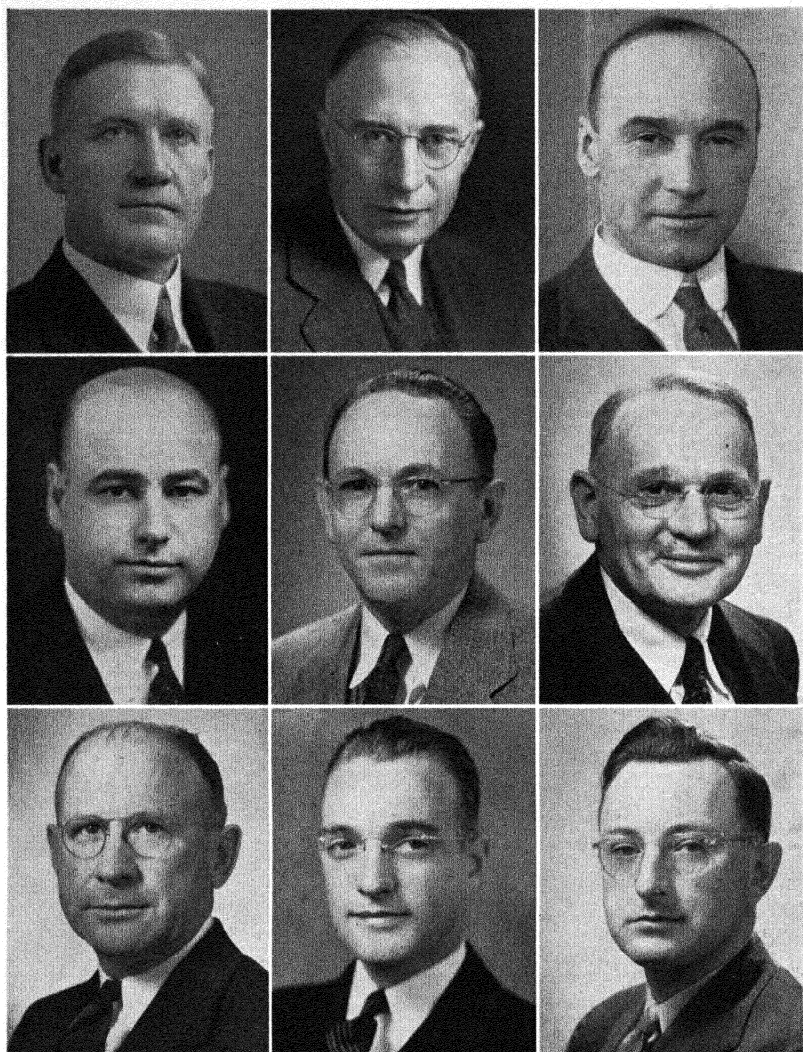


Figure 102. State Leaders of County Agricultural Agents. *Left to right: top row*, Lloyd Tenny, Howard E. Babcock, Jay Coryell; *second row*, Earl A. Flansburgh, Fred B. Morris (present State Leader). (Maurice C. Burritt, Mr. Babcock's predecessor, is pictured in fig. 13; Lloyd R. Simons, Mr. Flansburgh's predecessor, is pictured in fig. 103.) Mr. Burritt and Mr. Babcock resigned their Cornell professorships to farm; both were called repeatedly to positions of public service. Mr. Tenny resigned to work in the U.S. Department of Agriculture, Mr. Coryell to pioneer in co-operative marketing. Mr. Flansburgh died while in the Extension Service. Mr. Burritt and Mr. Simons became Directors of Extension. (See also Chapters XII, XIII, XVII, XXVI, and XXXIX.) Assistant State Leaders of County Agricultural Agents, 1948; *second row, right*, Richard Fricke; *third row*, D. L. Hayes, C. F. Crowe, C. R. Harrington.

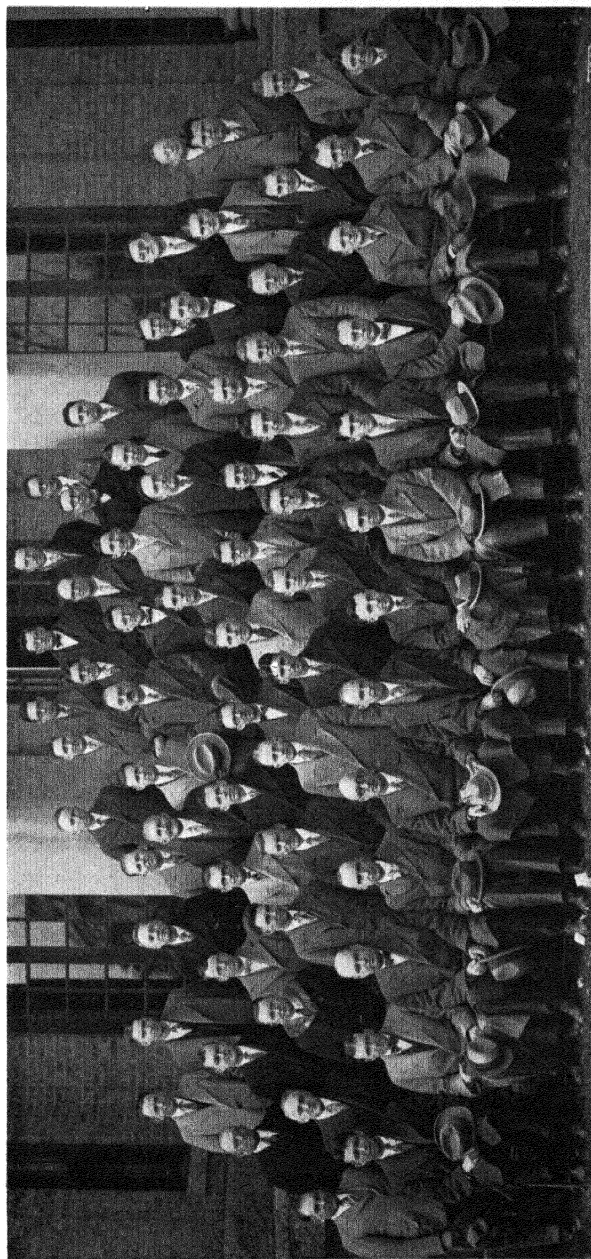


Figure 103. County Agricultural Agents and a few Cornell professors at Annual Conference, State College of Agriculture, 1927. *Left to right: front row, H. J. Metzger, A. R. Blanchard, E. A. Flansburgh, Jay Coryell, R. W. Pease, A. B. Buchholz, C. E. Ladd, A. R. Mann, C. K. Bullock, R. H. Hewitt, R. F. Fricke, George Brainerd, S. H. Fogg; second row, I. B. Hall, C. A. Taylor, Roger Coombs, Earl Merrill, C. M. Slack, Frank Nigman, Robert Clark, Lester Anderson, L. H. Woodward, H. C. Odell, K. D. Scott, E. G. Brougham, R. B. Mihalko, M. E. Thompson; third row, C. W. Radway, C. G. Bradt, L. D. Kelsey, O. G. Agne, A. L. Shepherd, George Czirr, K. E. Paue, E. S. Foster, C. L. Messer, Louis Reiner, Harold Dwinell, Albert Kurdt, M. N. Taylor; fourth row, F. B. Morris, P. H. Allen, C. W. Bush, Jack Curtiss, M. E. Buckman, H. H. Campbell, B. D. Gilbert, C. N. Abbey, Joseph Hurley, T. E. Milliman; fifth row, C. H. Fulliger, D. L. Hayes, H. L. Vaughn, J. C. Otis, L. H. Claus, C. C. Davis; sixth row, C. B. Raymond, L. A. Muckle, Wm. Stempfle, Thomas Murray, Wm. Stokoc, R. C. Palmer; seventh row, Stephen Farley, R. F. Pollard, C. M. Austin, H. C. Morse.*



Figure 104. Left to right: top row, State Leaders of Home Demonstration Agents: Florence Freer, Martha Van Rensselaer, Ruby Green Smith (in 1928), Frances Scudder, present State Leader and Co-ordinator of Extension; second row, Assistant State Leaders of Home Demonstration Agents, 1948: Carrie Williams Taylor, Orrilla Wright, Vera Caulun, Elizabeth Graddy.

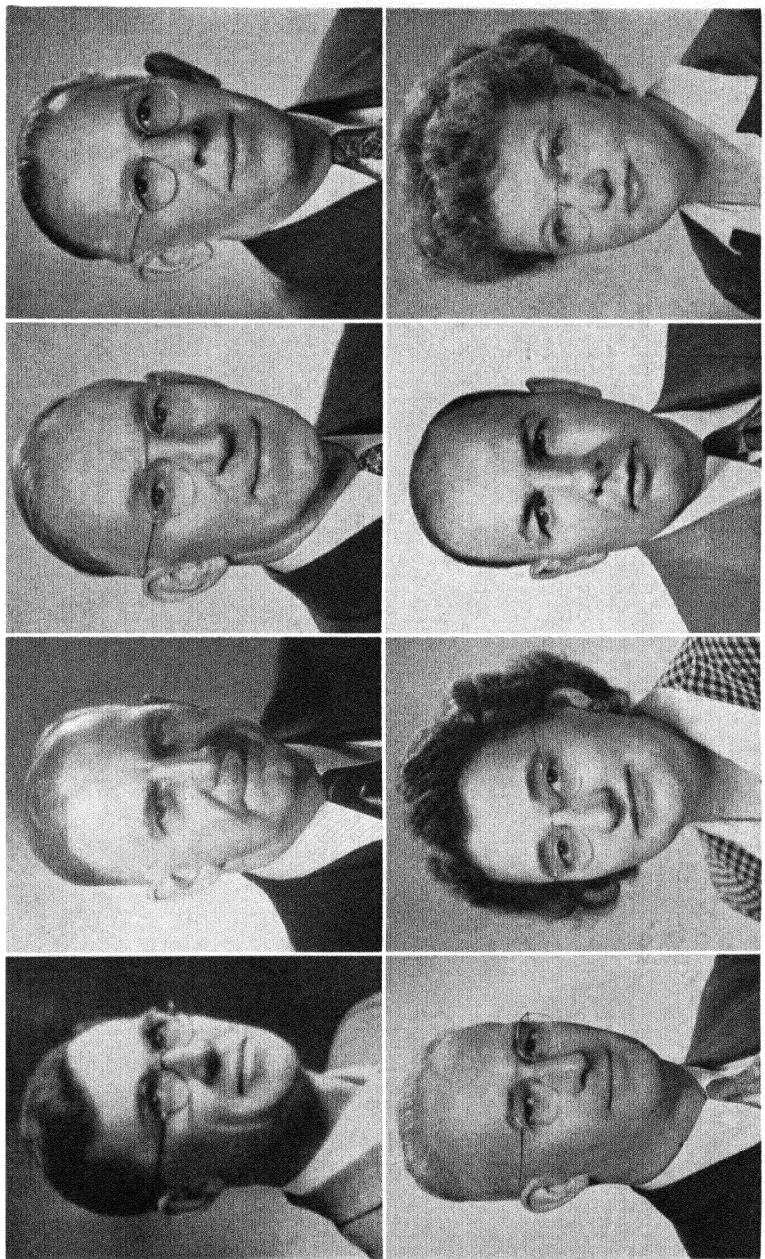


Figure 105. Left to right: top row, State Leaders of 4-H clubs: Frederick L. Griffin, William J. Wright, Albert Hoefer, present State Leader; Assistant State Leaders, 1948: F. E. Heintelman; second row, John Lemox, Iva Mae Gross, D. B. Fales, Martha E. Leighton.

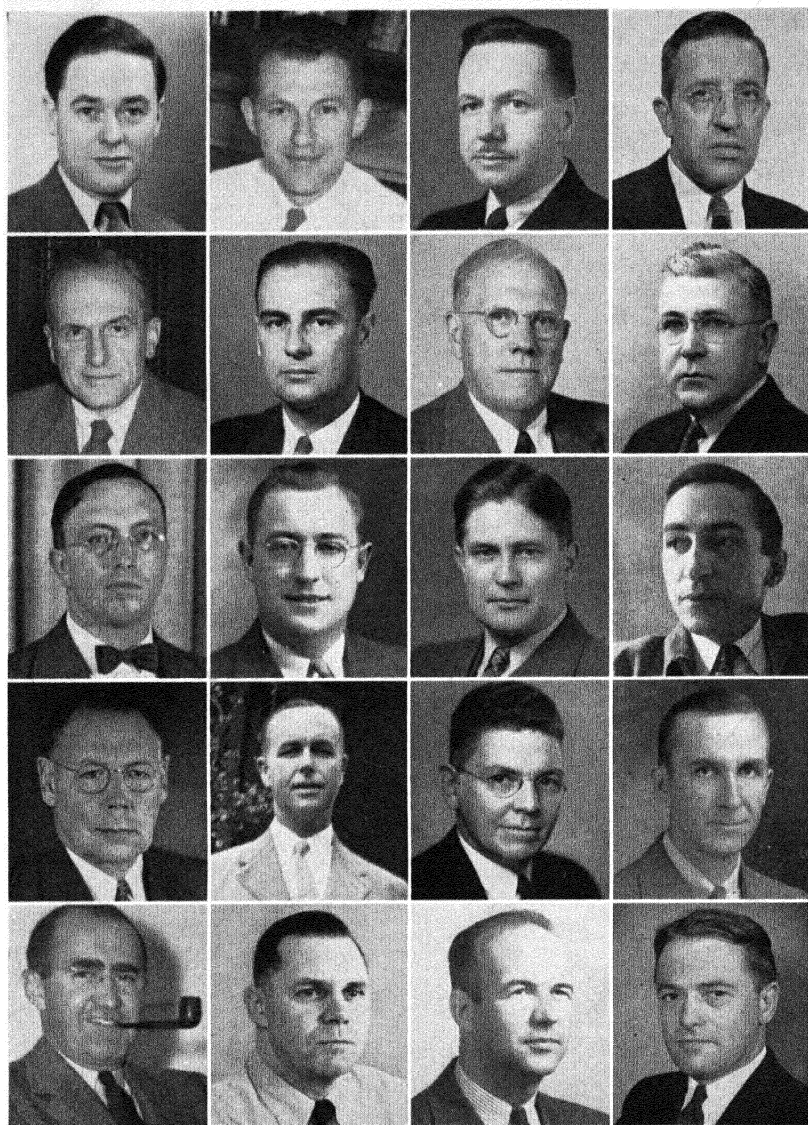


Figure 106. County Agricultural Agents of 1947-1948 who had then been in the Extension Service for 10 or more years. *Left to right: top row, Randall W. Agor, Robert J. Ames, Walter G. Been, Ray Bender; second row, Albert R. Blanchard, Robert A. Boehlecke, Earl G. Brougham, M. E. Buckley; third row, Howard H. Campbell, Russell M. Cary, William J. Clark, Roger W. Cramer; fourth row, Chester C. Davis, Clarence S. Denton, Sherburne H. Fogg, James Q. Foster; fifth row, Milton E. Hislop, Herbert T. Huckle, Herbert E. Johnson, Clifton W. Loomis.*



Figure 106 (cont.) Top row: N. F. Mansfield, C. L. Messer, H. C. Morse, I. B. Perry; second row, K. D. Scott (retired), W. O. Sellers, A. L. Shepherd, C. M. Slack; third row, C. G. Small, G. C. Smith, W. S. Stempfle, W. E. Washbon; fourth row, A. G. West, J. S. White. Figure 107 (lower left). Two generations in the New York State Extension Service: E. G. Brougham and daughter Helen. Figure 108 (lower right). Mrs. Albert Hoefler (née Helen Paine) and Mr. Hoefler have combined records of a half-century in the New York State Extension Service.

The Homemakers' Creed

TO maintain the highest ideals of home life; to count children the most important of crops; to guide them so that their bodies may be sound, their minds clear, their spirits happy, and their characters generous:

TO place service above comfort; to let loyalty to high purposes silence discordant notes; to let neighborliness supplant hatreds: to be discouraged never:

TO lose self in generous enthusiasms; to extend to the less fortunate a helping hand; to believe one's community may become the best of communities; and to co-operate with others for the common ends of a more abundant home and community life:

THIS is the offer of the Extension Service to the homemaker today.

RUBY GREEN SMITH

Figure 109. The Creed adopted by the Home Bureau.



Figure 110. Home Demonstration Agents of 1947-1948, who had then been in the Extension Service for 10 or more years. *Left to right: top row*, Eileen S. Androus (in 1925), Adelaide Barts, Virginia Brewster, Katherine N. Britt, Vera F. Brush; *second row*, Marguerite Dixon, Odessa Dow, Helen Easter, Frances Graham (in 1925), Estelle Jones; *third row*, Ethel McDonald, Lois Mathewson, Rachel Merritt, Mabel Milhan, Everice Parsons; *fourth row*, Hazel Reed, Charlotte Runey, Frances Scarles, Mary S. Switzer, May Truman; *fifth row*, Georgie Watkins, Alice L. Wheeler, Elizabeth Wiegand. Also, the late Ann Phillips Duncan; Sara Kerr, former New York agent, now Nutrition Specialist in South Dakota.



Figure 111. New York's 4-H Club Agents of 1947-1948, who had then been in the Extension Service for 9 or more years. *Left to right: top row*, E. R. Bower, George E. Burkhardt, Harry L. Case, Edward W. Cockram; *second row*, Kenneth Coombs, Merle Cunningham, S. B. Dorrance, Douglas C. Deuel; *third row*, Robert Dyer, George Earl, Jr., Mrs. Dorothy P. Flint, E. B. Fuller; *fourth row*, Ernest C. Grant, John D. Merchant, Melvin J. Merton, Leslie Nichols; *fifth row*, Wilbur F. Pease, Leon C. Pratt, Bert Rogers, Charles C. Smith.



Figure 111 (cont.) Top row, Everdell G. Smith, John L. Stookey, L. G. Strombeck, Harold Sweet; second row, Mrs. Florence Thayer, P. W. Thayer, John D. Walker, Gladys Adams. (Pictures of R. B. Ace, K. R. Miller, H. H. Tozier, Jr. not available.)

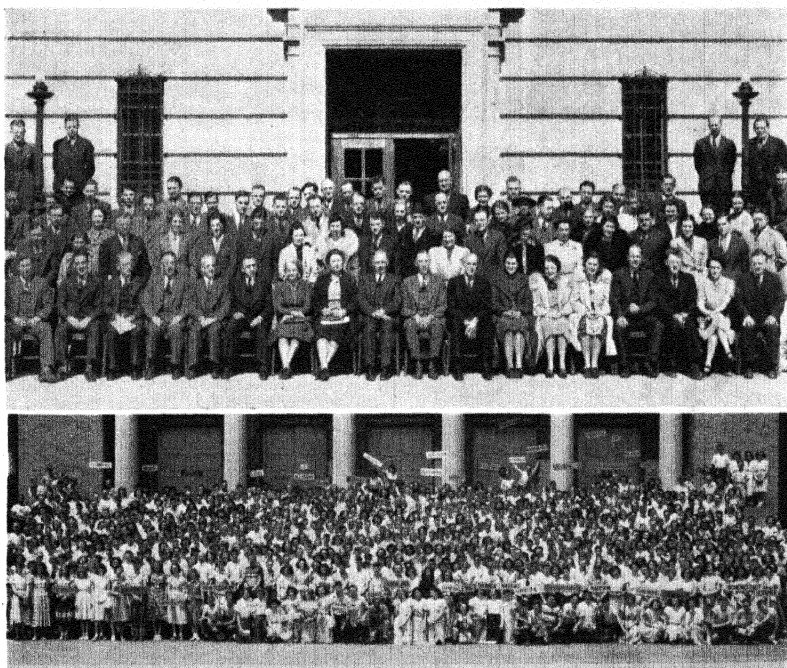


Figure 112. Upper: Conference of county 4-H club members at Cornell, 1938. Lower: Delegates of the State 4-H Club Congress at Cornell, June, 1948.

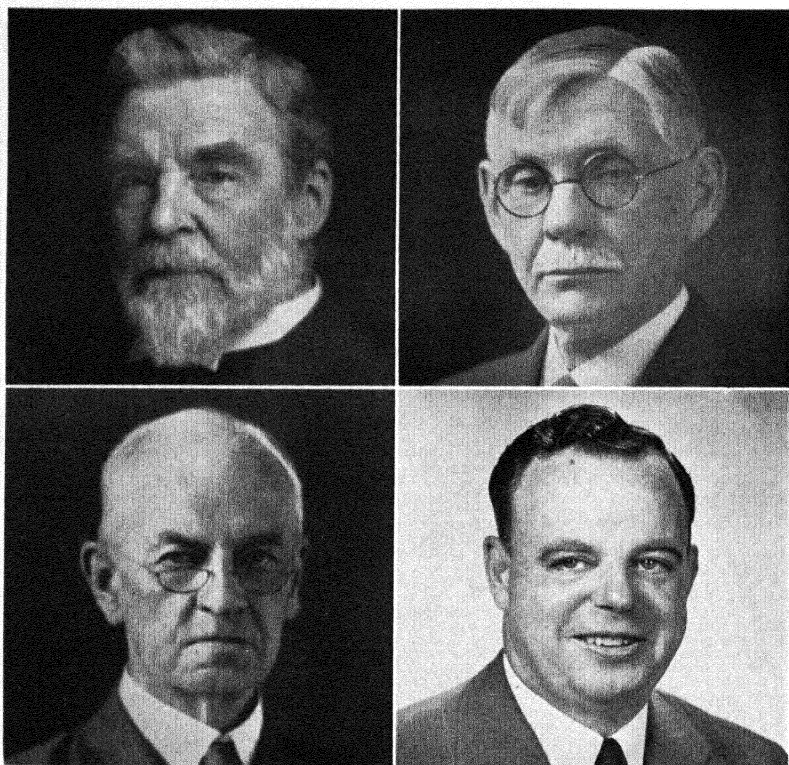


Figure 113. Deans of the New York State Veterinary College. *Upper left*: James Law; *right*, Veranus A. Moore; *lower left*, P. A. Fish; *right*, William Hagan, present Dean.

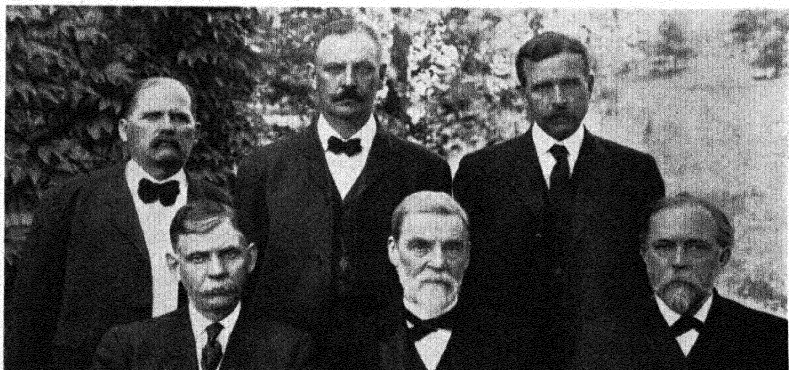


Figure 114. First faculty of the Veterinary College. *Left to right: front row*, Veranus A. Moore, James Law, Simon Henry Gage; *standing*, Walter L. Williams, P. A. Fish, G. S. Hopkins.

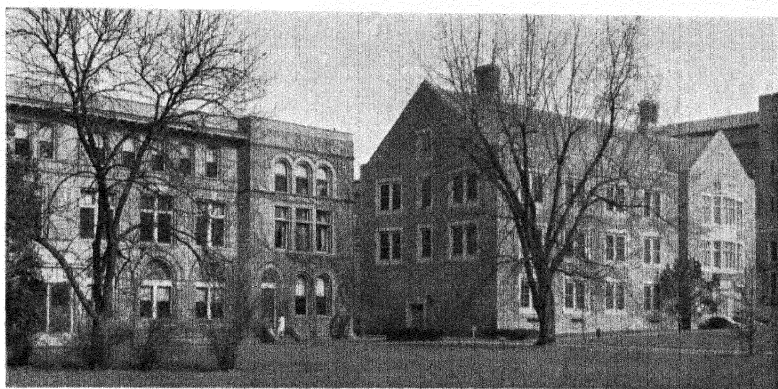


Figure 115. James Law Hall, the administration building of the Veterinary College (at left), is the oldest state building on the campus. It houses offices, a museum, the Flower (Veterinary) Library, and the Departments of Anatomy and Physiology. Veranus Moore Laboratory of Pathology (at right) houses laboratories for pathology and bacteriology, several diagnostic laboratories, an autopsy room, classrooms, and offices.

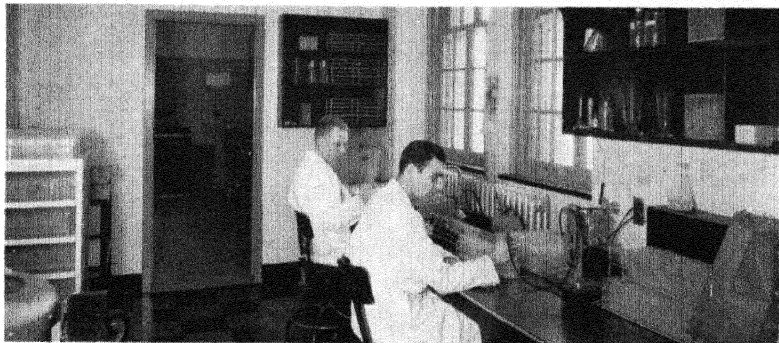


Figure 116. The blood-testing laboratory where thousands of blood tests for detecting animal diseases are conducted each year.

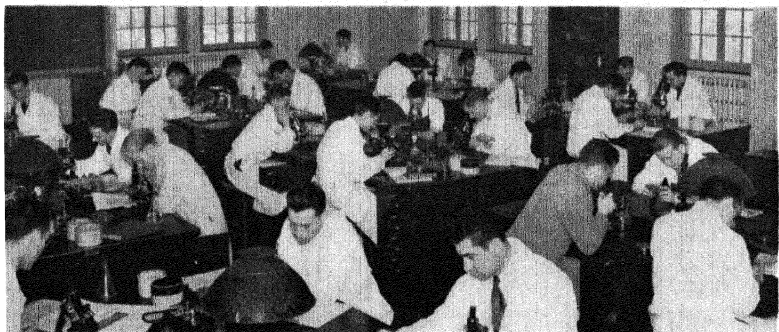


Figure 117. Veterinary students studying bacteriology.

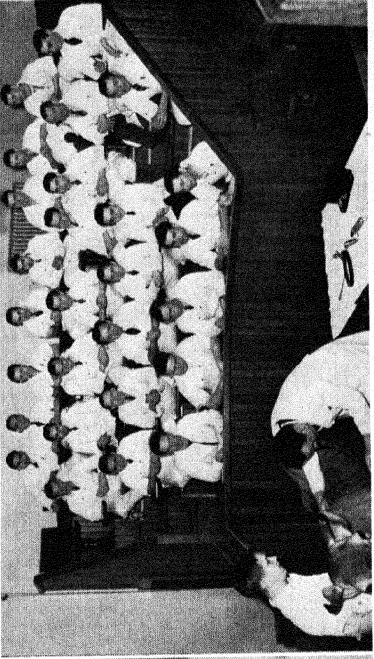
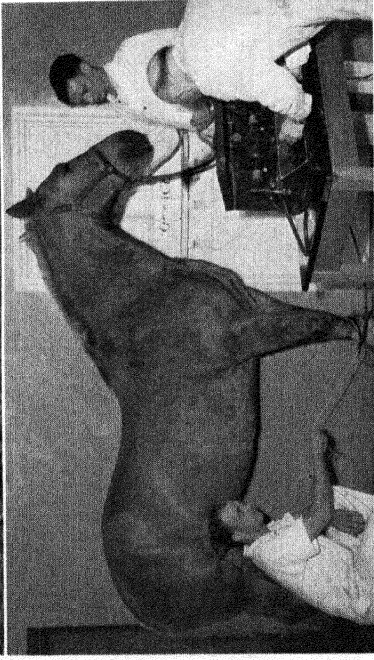
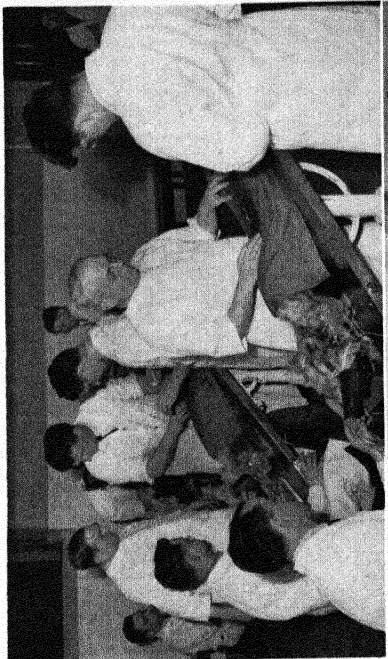
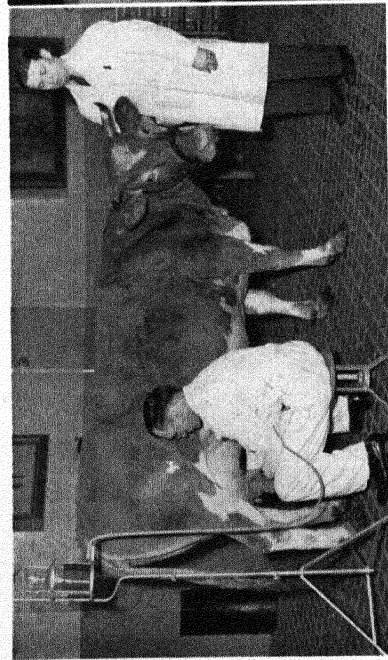


Figure 118. Upper left: Infusing the udder of a cow with drugs to cure mastitis or garget; upper right, students and staff in operating room of Small Animal Clinic; lower left, making an electrocardiogram on a patient; lower right, veterinary class in clinical diagnosis.

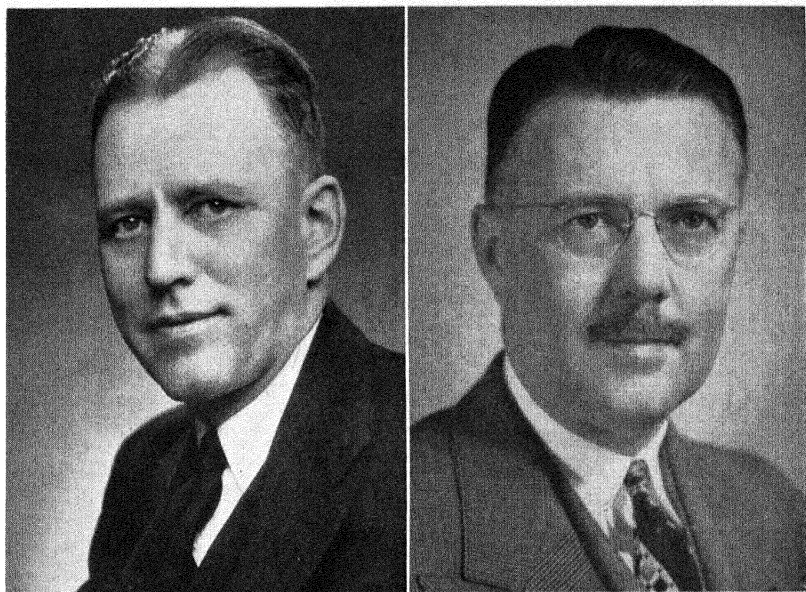


Figure 119. Deans of the State School of Industrial and Labor Relations. *Left:* Irving M. Ives, Dean, 1945-1946; *right,* Martin P. Catherwood, present Dean.

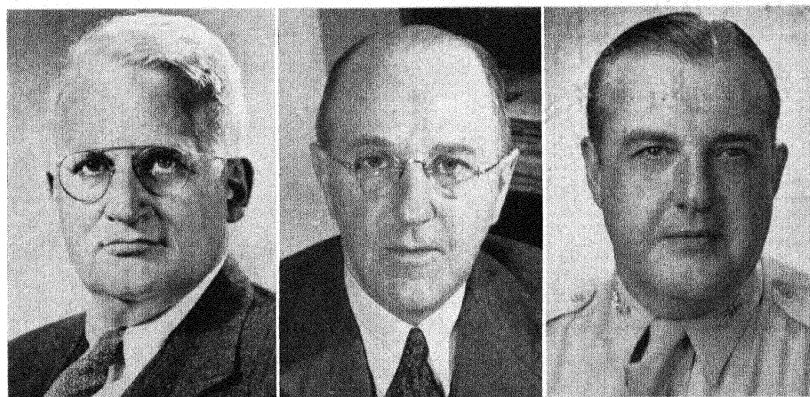


Figure 120. In charge of extension in industrial and labor relations. *Left:* Phillips Bradley, 1945-1946; *center,* Lynn A. Emerson, 1946-1947; *right,* Alpheus W. Smith, 1947-1948. The Extension Division of the New York State School of Industrial and Labor Relations offers educational services for labor and management groups and for the public. In response to requests, representatives of the Extension Division confer with community, labor, and management representatives throughout the state. Following such consultation, the School provides educational programs to meet local interests and needs. The School hopes to make a contribution to mature, increasingly effective relationships among labor, management, and the public.



Figure 121. New York State School of Industrial and Labor Relations at Cornell University. After moving from its first headquarters in Warren Hall, the School has been housed since 1946 in converted Army barracks.

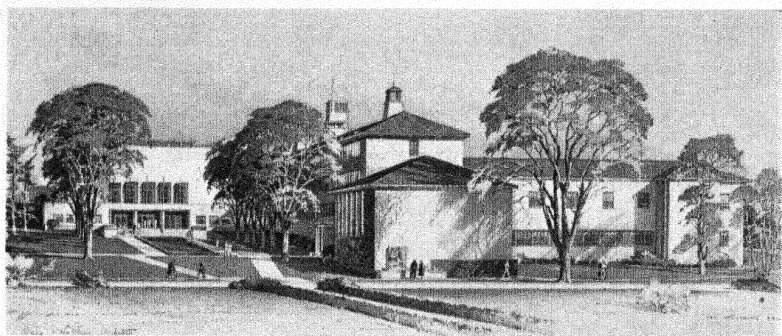


Figure 122. The State Architects' sketch of a building for the New York State School of Industrial and Labor Relations, to be erected on the Cornell University Campus.

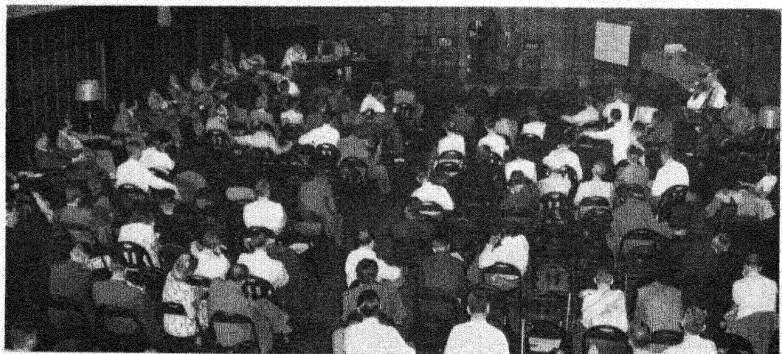


Figure 123. "Working Together in a Democratic Society"; final session, Labor-Management Conference, Cornell University, Aug. 22, 1947. Speaker, Ewan Clague, Director, Bureau of Labor Statistics, U.S. Department of Labor; Chairman, Dr. Arthur S. Adams, then Provost of Cornell.



Figure 124. Part of the extension evening class in "Current Trends in Labor Legislation," conducted at Buffalo State Teachers College, 1947, by Salvatore Cosentino (standing at left), Senior Field Examiner of the National Labor Relations Board.

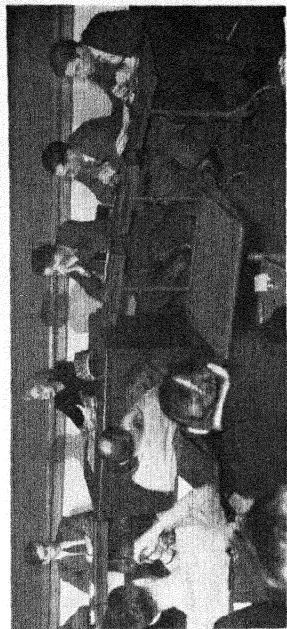


Figure 125. Mrs. Ethel S. Epstein, industrial relations consultant of New York City, acts as mediator for a manager-labor discussion of collective bargaining conducted in West High School, New York City, by Cornell's State School of Industrial and Labor Relations.

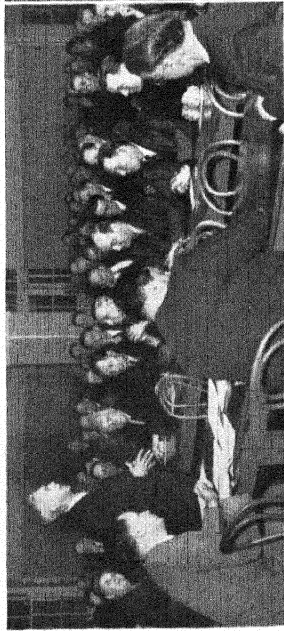


Figure 126. James Robertson, secretary-treasurer, Niagara Falls Federation of Labor, A.F.L., speaks in a panel discussion after talk on "Why Unions?" by Professor John Thurber (seated at left), School of Industrial and Labor Relations, Niagara Falls, 1947.

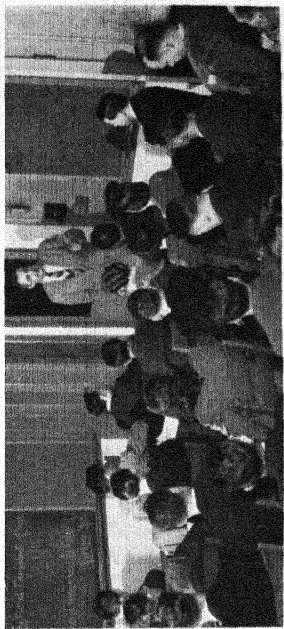


Figure 127. A portion of an extension evening class in "Psychology of Industrial and Labor Relations," conducted in Buffalo, 1947, by Professor Alphens W. Smith (standing), New York State School of Industrial and Labor Relations in Cornell University.

Community Life and the State Extension Service

Home life makes the man and woman;
community life makes the nation.

—THEODORE ROOSEVELT

CASTLES of the Middle Ages sheltered their families from the rest of the world when guards lifted drawbridges which spanned the moats encircling these homes. But modern homes cannot be isolated from community life, and modern farms are no longer self-sufficient; both are dependent upon conditions in the community which are reflected, for good or for evil, in homes. The best farmer of today cannot do his whole duty by producing food and fiber. The best homemaker of today cannot do her whole duty within the tidy walls of her home. She cannot protect her family by poison-clean housekeeping; she may wash on Monday, iron on Tuesday, sew on Wednesday, clean on Thursday, market on Friday, bake on Saturday, and be in condition to scold on Sunday. But all of this work will not shield her family from harm, if community conditions are wrong.

Unlike the situation in George and Martha Washington's day, the modern family, in daily adventures beyond home or farm, is exposed to good or bad conditions in the community's schools, churches, markets, libraries, social life, and recreational centers. Expert individual housekeeping and farming will not avail, if community housekeeping and marketing standards are low and unfair: if the farmer has no adequate outlet for his crops; if the cat sleeps on the bakery's breadboard; if the grocery isn't screened; if disease is not quarantined or prevented; if educational, sanitary, social and spiritual influences at school are amiss; if churches are closed or preaching dull; if recreation is demoralizing or absent.

In the Golden Age of Athens, one of the most brilliant civilizations the world has known was built around the Greek forum, temple,

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market place, and theater. These ancient institutions are comparable with today's schools, churches, markets, and recreation facilities.

To improve community life, co-operative effort began earlier in urban areas than in rural New York, because it was easier for people to get together in cities than in the country—before modern transportation had shrunk distances. However, in the last quarter-century, whenever farm people have decided that there is no sound reason why cities should have better teaching and libraries, better health, better recreation, and better preaching than the country, something has been done about it, in the spirit of Vachel Lindsay's stanza:

Let not our town be large, remembering
That little Athens was the Muses' home,
That Oxford rules the heart of London still,
That Florence gave the Renaissance to Rome.

To enrich rural community life many things have been done by the Granges, home bureaus, 4-H clubs, and farm bureaus of New York. Projects designed to improve community life have been carried forward systematically since 1920 in home bureau programs. Definitions of goals and measurements of results of home demonstration work include "at least one community project at all times on every community Home Bureau program." Impressive records of this work since 1919 prove that when an organization meets obstacles constructively, and when "necessity is the mother of invention," significant results may ensue. The obstacles were lack of money and of home economics trained personnel. The necessity arose because the home bureau type of organization, adopted at the close of World War I met with such immediate response among women that membership grew from zero to 10,855 during 1919 and reached 25,489 in 1921. The School of Home Economics in the State College of Agriculture lacked funds for enough specialists to meet the demands for a home economics program for this vast, far-flung organization of eager homemakers who clamored for direction. Resident faculty members did all they could to help the few home economics specialists to teach home economics for the lusty home bureaus which were making superhuman demands upon resourceful home demonstration agents. But the parish was far too large for the professional staff of specialists, home demonstration agents, and state leaders, numbering approximately one teacher to 750 stu-

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dents. That was an excessive teaching load which even indefatigable extension workers could not carry. A few local leaders had already been enlisted in the home bureau's experiments with training of local talent. But the resultant program offered by salaried home economists and volunteer laymen was too meager to keep the vigorous home bureaus alive.

To help meet this emergency, it was proposed in 1919 that community projects be added to extension programs, in order to supplement home economics projects that related to individual housekeeping, at least until more adequate appropriations would make it possible to appoint additional specialists and home demonstration agents. It was pointed out that community projects could be carried forward by the people themselves, with suggestions from the college as to the methods of organization and the kinds of programs that are involved in community housekeeping. There was some opposition to this proposal in Washington and at Cornell, lest it divert home bureau members from the study of home economics. The answer to that was that although home bureau women liked the home economics program, there wasn't enough of it to go around. By 1920 the School of Home Economics at Cornell had Departments of Clothing and Textiles, Foods and Nutrition, and Household Arts. Pioneer work had been done in household and institution management, and this led to the establishment of the Departments of Economics of the Household and Household Management, and of Institution Management. (The Department of Child Development and Family Relationships had not yet been conceived, except as a vague dream.) Meanwhile, like the monster of mythology which grew so large that it threatened to eat up its parents, the huge home bureau organization swallowed quickly everything the home economists offered and clamored for more home economics. Community home bureau groups began to make paper flowers, when flowers were blooming outdoors, rugs and baskets of questionable artistry, and to do any kind of busy work to keep the home bureaus going. This strong organization dedicated to educational work was being urged by local groups to further their charitable work; and epidemics of social service and of millinery, lamp shade making, and old-fashioned fancy work, not taught by extension workers, swept over the state's home bureaus as irresistibly as tidal waves.

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Happily, the State Federation of Home Bureaus, being in search of a long-term program, saw in the proposed community work something that laymen could direct. It thereupon adopted community programs and has fostered them for twenty-eight years. Fortunately too, Dean A. R. Mann, with his training in sociology and his long association with Dr. L. H. Bailey's philosophy of country life, saw in the proposed community projects fine social implications. Dean Mann, the Director of Extension, M. C. Burritt, and Professor Martha Van Rensselaer stamped with approval the promotion of community projects as a temporary solution of the excess of demand over the supply of home economics programs. These community projects were to supplement studies of individual housekeeping. The question was: who would take responsibility at Cornell for guiding community programs?

Extension work had not been started in rural sociology, except for community singing. Thrifty search for a person already on the payroll led to designation of the writer to guide the work on community betterment which she was advocating—not only because it would help keep the home bureaus alive until they could be given a more concentrated home economics diet, but because of its potential significance in a democracy. I had had some experiences in California and in Ithaca, in volunteer civic work relating to the conservation of natural resources and to the improvement of schools, health, markets, and recreation. These experiences in getting people to work together for the common good encouraged me to launch community programs of the home bureaus hopefully, but not without anxious preparation. This preparation led to the compilation of a list of thirty-six community projects. This list was mailed to all community home bureaus for their consideration in planning long-term community programs. It was sent forth with the following warnings:

Every kind of community work or play recorded here has been successful somewhere but may not be adapted to every community. Thus a rest room is not needed where all are within easy walking distance of their own homes; and a curb market will not survive where nothing is raised within reach of the market except cotton or tobacco. But in every community there is need for intelligent, organized effort in behalf of the beautification of landscapes, of better health and school conditions, of more recreation, including more playgrounds, pictures, music, and books, and

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of more good neighborliness. It is appropriate for the home bureaus to take the initiative in community housekeeping, but they should enlist farm bureaus, 4-H clubs, and other organizations. It is unimportant if some other organization claims credit or seeks positions of leadership for its members in whatever community project may be undertaken.

To launch this work, it is suggested that a "town meeting" type of community conference be called, open to everybody. At such a meeting, some of the community work listed in the enclosed outline could be reported as successful in certain places. In committee-of-the-whole-discussion, community needs and the interests of the people will appear. Decisions must be made by local people as to what will be undertaken. Even if you know that a community has a crying need for playgrounds, don't insist upon arranging places to play if the people prefer to fix up the cemetery! They can learn how to work together even in a cemetery, for they will soon notice that, having beautified the cemetery, something should be done for the quick as well as for the dead. This happened in a village near Cayuga Lake where the bare schoolyard looked so forlorn beside the beautified cemetery that soon flowers and shrubs were planted at school, where they didn't interfere with play, and play equipment was installed, bringing fun and laughter at recess.

No one anticipated that every project suggested in the outline would be carried through to realization somewhere in the state during 1920-1921. But the fine fervor of home bureau members resulted in adoption of one or more of the suggested community enterprises in a thousand communities. Nearly every county and city home bureau community group acted favorably upon the suggestion that each home bureau unit initiate some community housekeeping and invite all who might be interested to participate. In the compilation of annual reports for the next few years, achievements with community projects had to be edited down in length and their dramatic interest soft-pedaled, lest the home economics programs in individual housekeeping and homemaking appear in proportion comparable with the occasional raisins in a bread pudding.

Gradually, as additional extension funds became available, home economics projects took their proper leading roles in Extension Service programs, but community projects, fostered by extension organizations, continue to play their part in the enrichment of New York's community life. These community programs serve as common de-

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nominators for farm and home bureaus and 4-H clubs, whose members represent every variety of educational, economic, racial, and social background. Community projects have served as connecting tissue, have created group spirit and unity, and have furnished experience in co-operation—assets in any educational enterprise.

Community consciousness has permeated the thinking and work of members of the farm and home bureaus and 4-H clubs; and community projects have also come into their own in the home economics and agricultural world. Thus in 1948, nutrition and household management extension teaching reaches out into community living through the application of scientific principles of nutrition and management to improvement of community meals; hot lunches at schools and in factories; menus for social welfare and wartime agencies; well-baby clinics; equipment and arrangement of community kitchens; and consumer-retailer-wholesaler conferences to develop mutual understanding. Clothing and textiles extension teaching has not only helped individuals but has found applications in community sewing centers where women not only save "overhead charges" on their own hats but "find out how nice the neighbors are," as they sew for Red Cross and do other relief work for the ill-clad of many lands. The housing and household art extension work has been applied not only in homes but in adding beauty, adequate and artistic lighting, and comfortable furnishings at extension service headquarters and in community buildings. Institution management, latest home economics department to do extension work, played an important role in war work by improving standards of nutrition and of management in camps and other eating places, for servicemen and for industrial and farm laborers; and by giving expert guidance to more permanent institutions. Family relationships extension programs have enabled trained lay leaders to help guide the rapid development, during World War II, of nursery schools; this department also encourages more playgrounds, story-telling, and singing with children; and gives guidance for neighborhood work in making toys—work that always seems like play. This department's extension work includes a loan library of books on applied psychology.

Agricultural extension programs have long included community work for improvement of community-owned parks and other property; for increases in vegetable and flower gardening; for co-operative "spray

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rings" and other controls of plant and animal diseases; and in the organization of associations to handle specialized agricultural problems, projects, and farm products. Farm bureaus have done notable work in helping to organize successful co-operative marketing in New York State, as recorded in Chapter XXVI. Through farm bureaus, the State College of Agriculture has furnished authentic information for the development of regional markets, of co-ops, and of other marketing enterprises. This has been done in accord with the policy of New York's Extension Service, which has never gone into business as farm bureaus have done in certain states, thereby jeopardizing public appropriations which were made not for business but for education. The farm bureaus and 4-H clubs have co-operated wholeheartedly in community projects initiated by the home bureaus, and the latter have reciprocated by giving loyal support to these other divisions of the Extension Service.

When Dr. Dwight Sanderson came to Cornell to organize the department of Rural Social Organization in the College of Agriculture, he studied records of the community work of the Extension Service, commenting: "Well, extension work such as my department should do is already functioning actively in the state." Those who had fostered community programs welcomed the appointment of specialists in rural sociology. These specialists have given special attention to community organization, to rural libraries, to farm labor, and to surveys of population interests; recreational developments, particularly in music and dramatic arts have flourished, and a traveling loan library of plays has been assembled in the Department. Amateurs have been trained so well that home talent plays succeed within commuting distance of Broadway. In New York State, it has become possible to see historical pageants or to hear choirs and community sings, or bands and orchestras, playing the latest jazz, swing, Beethoven, or Schubert, in villages in the Adirondack or Catskill Mountains, or at rural crossroad centers, as well as in sophisticated cities. These musical and dramatic enterprises are most successfully carried forward by the 4-H clubs, where youth and talent abound.

Perhaps the chief secret of success with community programs is to be found in the careful selection of those that challenge the interests of the people. Another factor in their popularity is to be found in the methods by which community projects have been carried forward.

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They have been launched at "town meetings," announced as open to all. Extension organizations have followed consistently the advice mentioned above—that it is unimportant for members of extension organizations to preside, hold office, or get credit for community improvement, the important thing being to see to it quietly that organized neighborliness never dies, for there will always be work to do for the betterment of community life.

Since community conditions intrude upon farms and homes, modern families must participate in community betterment, from selfish if not from altruistic motives. This fact was illustrated when an old fashioned "good housekeeper" refused to help get drinking fountains for the school, saying: "My three children have private drinking cups of their own." But these children passed their private cups around and brought home the measles. The interdependence of modern life is reminiscent of Thomas Huxley's illustration of biological interdependence. He claimed that the strength of the British navy depended on the number of maiden ladies in England. He explained that maiden ladies keep cats that destroy field mice that destroy nests of bumble bees that pollinate red clover that feeds cattle that furnish steak for the lads of the British navy.

As a traveler passes over New York landscapes, it is gratifying to see bookmobiles on the roads, and play equipment at schools, and to know that the Extension Service is responsible for a great deal of work in helping to get more books to more people and to arrange for more fun for more children. Some of the playground equipment was made or installed by parents and their children on Saturday picnics in schoolyards. Quarrels and fights occur less often when there are places to play that include swings, sand piles, teeter-totters, slides, ball diamonds, and skating rinks. A croquet set will do, even though it may create verbal warfare, because the miniature public opinion that enforces rules of the game furnishes lessons in learning to lose as well as win, to give as well as take—not to mention the game's value in giving practice in use of a certain kind of vocabulary! On playgrounds it is demonstrated that the easiest way to learn the rules of the game of life is to learn the rules of the game in play.

In some places, community horizons were widened to include whole counties. The first county library in New York, in Chemung County,

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received its appropriation from the county supervisors "provided the Chemung County Home Bureau will see that it is carefully spent!" That home bureau accepted the challenge. Until library funds were increased, farm and home bureau members opened their homes as distribution centers and transported books in their family cars, demonstrating need for a bookmobile and the eagerness with which people respond to opportunities for the companionship of books.

The following skeletonized list of community projects of New York State extension organizations will indicate the scope of the work, as recorded in annual reports. Some of these projects, such as the furnishing of hot lunches at schools, and the development of social centers and playgrounds, which were started by home bureaus in 1920 and furthered by many agencies, have attained an extensive geographical distribution. Other community projects have been established in only a few communities, but their growing fame will lead inevitably to their extension to other parts of the state.

COMMUNITY PROGRAMS AND ACHIEVEMENTS, EXTENSION SERVICE, 1919-1947

Beautification of landscapes. Planting for village greens, public parks, cemeteries, church- and schoolyards, avenues lined with trees, flowers, or shrubs; village, countryside, and county campaigns to eliminate dilapidated buildings and advertising that interfere with New York's beautiful scenery. Planting of evergreens as permanent community Christmas trees. Maintenance of flower beds on publicly owned land. Shows designed to promote conservation of wild flowers. Cleanliness campaigns for cities, villages, shops, and factories. Flower-garden and flower-arrangement contests; flower study, shows, and plant exchanges; floral clubs for children.

Better Homes Week. County and city "demonstration houses" prepared by co-operation of community home bureaus. Special sermons, addresses, demonstrations, exhibits, music, or dramatics, to accent the importance of better homes. Co-operation with shops in window displays to interpret home economics.

Churches. Closed churches have been presented to community home bureaus and transformed into community centers. In appreciation for the use of church facilities for farm and home bureau and 4-H club meetings, these Extension Service organizations have helped churches by arranging for landscaping of church grounds and papering, painting, and mending of

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roofs; by helping to furnish equipment, including electric lights, pianos, and conveniences; by contributing money for coal, home bureau memberships for the pastor's wife, mother, or daughter, or by sending the pastor and his wife to Farm and Home Week at Cornell. Co-operative effort to bring about a community church when this is desired by the people, in places where economic pressure has closed churches.

Community meals. The conception of a community feast has been extended, since the coming of automobile transportation, to include people from all parts of a county or city or from adjacent counties or cities. Nutrition principles are applied to community feasts. "County products dinners" are served, as local modifications of "state products dinners" (see p. 324).

Community sewing rooms. An expert seamstress, tailor, or milliner, whose services would be prohibitive in cost for individuals, directs groups each season in making revised versions of clothing at low per-capita costs (expenses being paid by those who participate).

Co-operative farm and household help scheduled in neighborhoods.

Cultural avocational programs. "Better English," public speaking, and composition classes. Civics programs carried forward with aid of local talent and with suggestions from the State Colleges of Agriculture and Home Economics, State Federations of Farm and Home Bureaus and 4-H Clubs, and other agencies; community forums on current events and public problems, and on pending legislation. Music appreciation through studies of great compositions, and their composers; musical performances by bands, orchestras, choruses. Art exhibits studied, when extension meetings are scheduled in or near art galleries. Brief readings of literature at Extension Service meetings. Art centers arranged by home bureaus for study of pottery, drawing, and painting; salaries of art teachers and other expenses are paid by adults who participate.

Emergencies and charitable work. Food and clothing sent for relief of victims of war, flood, drought, earthquakes, and other disasters. Shelter for families whose homes have burned. Flowers to the sick and bereaved. Gifts of emergency accident kits and maternity packs. Loans of expensive sick-room equipment, such as wheel chairs. Cooked foods sent and families assisted during illness. Radios owned by community home bureaus loaned to invalids. Co-operation with family welfare societies to adapt home economics and agricultural facts so as to give maximum aid to underprivileged families.

Fairs of community, county, and state. Farm and home bureau and 4-H club exhibits to interpret extension work in agriculture and home economics. Little country theater for recreation and money raising. Milk bars and other means of providing more nutritious food at fairs. Rest rooms and

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nurseries arranged where babies may be "parked" safely, set up through co-operation among home bureaus, Red Cross, and local health agencies. Playground equipment, with supervised play.

Health. Farm and home bureaus and 4-H clubs give moral support to health regulations; aid in clinics and health examinations, and in campaigns to reduce danger from accidents, pneumonia, and tuberculosis, and to immunize children against communicable diseases. Courses of study in first aid and home nursing, in co-operation with health departments and Red Cross. Co-operation with county health units, as in Cattaraugus, Onondaga, and Suffolk Counties. Co-operation in pledging annual incomes to induce physicians to practice in rural areas. Hot lunches and better sanitation at schools and fairs. Dramatizations of the value to good nutrition of milk and other food products of New York. Cleanliness urged for theaters, shops, streets, bakeries, and schools; persuading merchants to cover exposed candy. Trained home economists and home bureau members help welfare agencies to budget relief funds so as to get maximum returns in health and satisfaction.

Hospitality in the community. Some community houses have been built; others have been bequeathed. Some have been established by refurbishing closed churches, schools, or large homes. Some idle buildings were had for the asking; some were presented voluntarily to home bureaus. (When a perennial bachelor who gave his large house was congratulated, he replied, "It's the only way to get a big family without marrying.") Lookout parking places, or benches at scenic points where travelers might linger. Drinking fountains and community rest rooms. Community celebrations of red-letter days.

Junior Extension in farming and homemaking. Farm and home bureau leaders assist 4-H Clubs by raising money for prizes; by sending winners to 4-H Club Congress at Cornell and to state fairs; by assisting in securing appropriations; and by judging exhibits and demonstrations. These leaders also help to organize young people in Junior Farm and Home Bureaus, or in Future Farmers and Future Homemakers clubs. Girls and boys too old for 4-H clubs and too young for farm and home bureaus are being organized, since 1945, as "Older Youth Groups."

Libraries. Book and magazine clubs, reading circles, and community libraries started. Traveling libraries from Extension Division of State Library encouraged. Gifts of magazines and books to local libraries. County Extension Service office libraries on agriculture and home economics established. County Libraries: a goal toward which farm and home bureaus and 4-H clubs work, in the conviction that vitamins for the soul may be found in books.

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Markets. Farm bureaus have helped establish sound marketing outlets as well as co-operative marketing (see Chapter XXVI). Roadside markets, individual and co-operative neighborhood stands, and exchanges for by-products of farm and home industry have been established. Sales of fruit confections, candies, baked and other foods are favorite ways of financing community 4-H club and home bureau work. Many home bureau women, as well as farm bureau and 4-H club members, are active in co-operative marketing organizations. The Home Bureau Federation conducted sales of home-cooked foods and home crafts at state fairs and, in New York City, at the International Flower Show and at exhibits of "Women's Arts and Industries." In 1947, the State Department of Commerce started to assist homemakers in standardization and marketing of their products.

Newspapers. Recognition of value of the press in any community project; one home bureau chairman said: "We can do almost anything with the help of the newspaper and almost nothing without it." Co-operation of extension organizations with editors includes such courtesies as invitations to conferences and the furnishing by members of copy and news, subscriptions, and advertisements.

Recreation is promoted by 4-H clubs and by farm and home bureaus (see Chapter XXV). There is social significance in home talent plays as well as cash returns. Intercommunity, intercounty, and state dramatic contests are held, the first state contest being financed by the State Federations of Farm and Home Bureaus for Farm and Home Week at Cornell. Play-reading. Other social activities include: community meals, dances, card games, and organized play; concerts, community singing, bands, and orchestras; picnics, movies, rallies, banquets, tours, and vacation camps. Social relations have been established between organizations within the community and between adjacent communities and counties. Varied social affairs are arranged to welcome new members of Extension Service organizations. Nurseries and play schools; playthings arranged for entertainment of children brought to farm and home bureau and other large meetings. Swimming pools, with supervision and lessons. Playgrounds and play rooms in communities, promoted to accent their importance in character development through play's sugar-coated disciplines. Story-telling hours for children: stories are sometimes told by older, shut-in persons, giving them the satisfaction of participation; Extension Service organizations have found that every community has its natural story-tellers. Pageantry: collaboration in writing and presentation of historical pageants to depict history of communities, counties, cities, and state (some with reference to the United States and United Nations).

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Schools. Aid in securing local applications of education laws. Community contributions to schools and equipment include screens, drinking fountains or sanitary cups, window curtaining, hot lunches, sanitary and playground equipment, books, pictures, flags, victrolas, first-aid chests, landscape gardening, and piano tuning. Introduction of agricultural and homemaking courses in schools. Helping to start and to maintain hot lunches, libraries and playgrounds; scholarship prizes. Contributions to scholarships endowed for the State Colleges of Agriculture and Home Economics (see Chapter XXXIV).

Stores. Conferences with merchants to help them select more satisfactory supplies, and to give local merchants, who offer delivery and credit, chances to bid on cash orders which are often sent to distant mail-order houses.

Tours. Historical and geographical tours to see home and farm improvements based on extension programs; "Know your own State Colleges" tours to Cornell; county tours to State Fair and to Farm and Home Week at Cornell.

It is recommended by the state Extension Service that, although not all community projects are adapted to every community, at least one community project should be on every community program at all times, since the following results may be expected: enrichment of the satisfactions of community life; release of extension agents' time; strengthening of extension organizations in power for service; increase of membership and of group spirit; gratifying recognition of farm and home bureaus and 4-H clubs as designed not only for the education of farmers and homemakers but as public service organizations. Community programs contribute to a better civilization, which, as Gilbert Murray of Oxford declared, is "the chief aim of mankind."

The pledge, which has been adopted by hundreds of community home bureaus, and which the Extension Service recommends to other organizations, was suggested in 1920. It is a modification of part of the "Athenian Oath" with which Greek youths pledged allegiance to their city: "I pledge myself to leave Athens not only not less beautiful but more beautiful than I found it." With a broad interpretation of "beauty" as relating to harmonious human relationships as well as to a community's physical beauty, this pledge as applied to community work reads: "I promise to leave my community not only not less beautiful but more beautiful than I found it."

Better Schools Versus the Little Red Schoolhouse

“What can be done for the improvement of rural schools in New York State?”—*Theme of Rural Education Department's conference, Farmers' Week, Cornell University, 1920*

DURING their youth, the State Federations of Farm and Home Bureaus joined other rural organizations of New York State in work which, it was hoped, would equalize school opportunities for all children of the state. By 1920, industrial developments in New York had resulted in such widespread migration away from rural districts that more than two-thirds of the population was concentrated in cities. In most of these cities, assessed valuations were so high that progressive schools could be financed. Many rural districts were unable to support more than primitive one-room schools, taught by underpaid, inadequately trained teachers.

The Rural School Survey of New York State, a book based on factual studies which were directed by the state “Committee of 21,” painted a word picture of the rural school teacher of 1920. “The typical teacher of a one-room rural school in New York State” was twenty-four years old; had taught since she left high school; was one of the older children of a farm family; studied teacher-training late in her high-school course; and had had two weeks of practice teaching, guided by a 45-year-old teacher who had studied in one summer session during the 20 years since her graduation from normal school. “The rural teacher took no courses exclusively designed for the preparation of rural school teachers . . . had no additional education . . . since beginning her teaching four years ago.” She not only did the teaching but did most of the janitor work, and was on the playground at recess. “Neither she nor any of the pupils” had a hot lunch. She rented a

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room within a mile of the school and was expected to help with the housework there. Her salary was \$800 a year. For most farm and village children, high schools were so far away as to be beyond the reach of a majority of rural families, because the nearest city was an average of 20 miles away.

A generous gesture by New York City toward rural New York should be remembered, for a grant was made from the city's "Commonwealth Fund" to finance a "Rural School Survey." Credit belongs to the Assistant State Commissioner for Elementary Education, George M. Wiley, who arranged for this grant to be placed at the disposal of the New York State Board of Regents. The Regents appointed a state "Committee of 21" to study New York's rural schools and to make recommendations to the state Legislature. This committee (which had 22 members) included the following representatives: State Department of Education—F. B. Gilbert, R. P. Snyder and G. M. Wiley; State College of Agriculture—Professors Julian E. Butterworth, Paul J. Kruse, and George A. Works; State Grange—G. W. Dunn, Mrs. F. Gates, and G. C. McNinch; State Farm Bureau Federation—H. C. McKenzie, W. G. McIntosh, C. S. Post, and H. G. Reed; State Federation of Home Bureaus—Mrs. A. E. Brigden, Mrs. Eliza Keates Young, and Mrs. M. E. Armstrong; Dairymen's League—Edward R. Eastman, Albert Manning, and N. F. Webb; State Teachers' Association—J. D. Jones, W. E. Pierce, and Myrtle E. MacDonald. Professor Works was named chairman. This committee was appointed, as requested in resolutions adopted by a Farmers' Week audience at Cornell in 1920, during a conference arranged by the Rural Education Department of the College of Agriculture. A similar resolution was adopted later in that week, by the State Conference Board of Farm Organizations, following an address by John H. Finley, State Commissioner of Education.

Soon Mrs. Brigden's qualities of leadership were recognized by the "Committee of 21," for she was named on its three-member Committee of Direction, with Assistant Commissioner Wiley and Professor Works. Thus Mrs. Brigden became chief spokesman for the people, other members of the Committee of Direction being professional educators. Members of the "Committee of 21" were proud of the fact that a majority of the members of the committee were laymen

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and farmers. Their points of view helped to keep the committee's deliberations in tune with the realities of rural life. The committee did not ignore the welfare of children in New York's vast population in the state's cities and villages, in some of which assessed valuations were so low that state aid for schools was needed as much as in country schools.

Many Cornell professors spoke eloquently about the conditions discovered by the Committee. Professors in the Department of Rural Education made the recommendations of the committee part of the significant extension work that department did, and still does, through scheduling nonresident lectures by its professors, through conducting public discussions that relate to educational problems, and through participating in meetings of civic and educational organizations at Cornell and elsewhere. Other notable contributions by this Department have been made through co-operation with the New York State Congress of Parents and Teachers. This organization has held many of its annual conferences at Cornell. It has been fostered constructively by Dr. Julian E. Butterworth, Dr. Paul J. Kruse, the late Professor Emory Nelson Ferriss, and other members of the Cornell faculty.

The "Committee of 21" was versatile. "Ed" Eastman helped the rural school crusade by his earnest, humane appeals for better schools, both as a speaker and editor; and he is still speaking and writing in behalf of still better schools. Mr. Eastman helped to organize the State Council on Rural Education, of which he was chairman from its creation, January 15, 1944, until 1947. Ray Snyder "stumped the state" for the cause, as did Mr. Manning, and their premature deaths are attributed to their strenuous work in the rural school crusades. Mrs. Young spoke for better schools, with conviction based on her background as the mother of six who had attended primitive rural schools. Assemblyman Daniel P. Witter was one of the best interpreters of the rural school situation. He spoke of how the proposed revisions of the State Education Law would be applied locally.

Diagnosis of the rural school situation in 1921 was made through extensive surveys. Findings were recorded in eight volumes (see Bibliography). An abstract of these volumes was published under the title, *Rural School Survey of New York State*, by the Joint Committee on Rural Schools (Ithaca, N.Y., 1922). Evidence proved that more state

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aid must go to rural schools if the state was to keep faith with democracy by equalizing school opportunities for all children.

Such a conclusion, supported by convincing records, would seem to point toward prompt action in the richest and most densely populated state in the United States. But expectations of this logical result proved premature, having been reckoned without a realization that powerful, selfish interests were mobilizing under banners that proclaimed the virtues of rigid economy in the state budget and the sentimental values of little red schoolhouses. Leaders of this opposition included hard-boiled people who place material above human values, and the kind of well-to-do people who fight any increase in taxes, no matter how worthy the object. Despite the rumblings of a threatened storm of protests against changes in the state's school system, legislation to amend the State Education Law, so as to provide more state aid for school districts with low assessed valuation, was introduced as Downing-Hutchinson Senate Bill 492, later amended as Senate Bill 2117. The state Legislature had barely started consideration of this legislation when hearings were demanded by a well-financed opposition.

This imminent fight did not frighten leaders of the rural organizations which had financed, from their limited resources, expenses for their representatives on the "Committee of 21." For example, after consulting with their constituent home bureaus, leaders of the youngest of the state organizations, the Federation of Home Bureaus, decided to devote nearly all of its income to this crusade for better schools. Among those who filled the State Assembly chamber at hearings on what the opposition called, disdainfully, the "bill to subsidize the rural schools," Mrs. Brigden was conceded to be the most eloquent spokesman, in behalf of the proposed revision of the State Education Law. Even some members of the opposition seemed to enjoy her apt illustrations in her advocacy of the bill.

Leaders of the opposition included one wealthy miser whose large holdings of real estate called for taxes he was amply able to pay. He was in league with a leading rural magazine which lost many subscribers and advertisers, between 1920 and 1924, because of its backward-looking, emotional, editorial pleas that "little red school houses of rural New York, having produced good Americans, are good

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enough for their children and grandchildren." It was discovered that some of the most vehement advocates for retention of "little red schoolhouses" were sending their own children to progressive city schools!

Mrs. Brigden was mentally so quick-on-the-trigger that she transformed the atmosphere at one of these legislative hearings. In reply to the opposition's claim that New York was spending too much for public education, Mrs. Brigden arose in dainty dignity and pointed with pride to the public education item in the state budget. She said: "Isn't it a matter of great pride for you, as it is for all good parents of school children, and as it is for me, as a taxpayer, parent, and grandparent, to find that New York spends a great deal for public education? I hope to see this item in the budget grow larger each year. Don't you?" Applause almost drowned the spontaneous answer "Yes" that came from the audience—except for the silenced but well-to-do opposition.

But the opposition recovered its voice at meetings which its wealthy leaders financed throughout the state. By 1922, the organized opposition became so strong against Downing-Hutchinson Bill 2117 in certain newspapers and at public meetings that the cause of equalization of public school opportunities was seriously jeopardized. Some leaders of organizations which had supported the crusade when it was new and popular decided not to risk its defense while it was under fire. At this state of the battle, when liberal democratic legislation was in dire need of support, members of the "Committee of 21" revealed their moral strength; their advocacy of better schools grew stronger during the four years of work it took to get the State Education Law revised. Inspired by the flaming enthusiasm of their representatives on the "Committee of 21," leaders of the constituent organizations and institutions decided that this cause, which concerned all the children of the state and therefore the state's future, was worth the risk of dying for as state organizations. This decision was important because the proposed legislation was in great need of loyal support; more and more faint-hearted people hesitated to take a brave stand, lest they jeopardize their reputations by being identified with liberal legislation which might be rejected, and which, meanwhile, was being subjected to such unseemly controversy!

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Proposed revisions in the State Education Law, as recommended by the "Committee of 21," included: (1) increasing administrative units by consolidation of school districts and the building of adequate centralized schools; (2) higher salaries and higher standards of training for schoolteachers and supervisors, with salary increments based on summer-school study; (3) modernized school buildings and maintenance, equipment, laboratories, and libraries; (4) improved methods of supervision; (5) transportation of pupils; (6) state supervision, with the appointment of an assistant state commissioner of rural education; (7) increased financial aid from the state for personnel; (8) local option regarding retention of small, but modernized schools for elementary and grammar grades.

In the crusade to inform the people about the proposed revision of the State Education Law, nearly all of the Home Bureau Federation's small income was used in travel and postage. There were so many members in the Federation of Home Bureaus that it would have cost \$600, in postage alone, to send them one letter. Therefore letters were addressed to a thousand chairmen of the community home bureaus, with the request that they read the letters to their members, get them published in local papers, and show them to teachers, officers of organizations, preachers, politicians, editors, and other local leaders.

During this long crusade, without warning Mrs. Brigden would drive over to Cornell's School of Home Economics, bringing with her some large ideas. Once when Dean Carl E. Ladd was asked to suggest three men for a committee, he replied: "Mrs. Brigden." Dynamic Mrs. Brigden never knew where she had left her coat or what time it was. She would arrive at Cornell, asking to see the writer, who was then secretary of the Federation of Home Bureaus, "for three minutes"—sometimes she stayed for three days! She would agree reluctantly to the inevitability of luncheon and dinner interruptions, going home with the secretary and frequently staying all night; for this possibility, her hostess learned the precaution of providing a small nightdress and toiletries. The writer's family agreed that conversations during these visitations of Mrs. Brigden were always interesting, but that, as Macaulay said of Carlyle, "It was like living under Niagara."

On some of these visits, Mrs. Brigden would commandeer me to write a series of letters about the pending state legislation for better

schools and interpreting its costs and significance. Mrs. Brigden would furnish information and inspiration for these letters, and I would SOS my family and friends for help in their mailing without benefit of an addressograph. Miniature snowstorms of these letters went forth to help secure expressions of public opinion regarding the proposed improvement of the schools. Most of the letters bore Ithaca postmarks. But sometimes Mrs. Brigden would wait to take the letters home—this was in order to please her postmaster by huge mailings in Marathon near her farm in the valley, where she loved to lift her “eyes unto the hills” and dream up more work for the Home Bureaus! Mrs. Brigden often started home from Cornell with her automobile seats piled high with these letters about the schools. Such letters were credited by Ray Snyder and other officials in the State Department of Education with playing vital roles in arousing public opinion about New York’s antiquated rural schools of 1920. Telegrams and letters from the people of the state deluged Albany, in response to this ink-and-paper campaign of the Home Bureau Federation. As a result the support from the Governor and the legislators was gained, for they were impressed by their constituents’ public-spirited demand for better schools. As a further measure, the Granges and the farm and home bureaus organized a speakers’ bureau to add the power of the spoken word. Newspapers and magazines began to give support, to the surprise of all except certain crusaders.

The proposed legislation called originally for “compulsory consolidation” of rural schools. This caused such an outcry against “dictatorship by the state” and such fervent protests against the “invasion of democratic procedures” that the word “compulsory” was changed to “optional,” thus referring decisions regarding centralization to the people in each school district. Events proved the wisdom of this democratic change in the legislation for, despite delays in the democratic process, local option has resulted in the building of many modern centralized rural schools that have become sources of state and local pride.

With this final stumbling block disposed of, the revised State Education Law finally passed both houses of the state Legislature after four years of agitation. It was signed promptly by Governor Alfred E. Smith, who could always be counted upon to appreciate the importance of

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public education, although he attained his own recognition through life-long self-education, without much formal schooling.

After the crusade in behalf of better schools proved successful, it was discovered that the Granges, the Dairymen's League, the farm and home bureaus, and the State Teachers' Association had not only survived the ordeal but had been strengthened and had gained new prestige by this public service. It was a dramatic demonstration that they were skillful in statesmanship, and praise was bountiful for the parts they played. Officialdom's appreciation was expressed by the Governor, by state legislators, and by members of the State Department of Education and the State College of Agriculture. The late Ray Snyder was named to a new position of Assistant State Commissioner for Rural Education in recognition of his informed leadership in behalf of better rural schools.

The cause that had enlisted the wholehearted work of the young State Federation of Home Bureaus was this organization's pioneer venture in statecraft and was perhaps the most fundamentally important work it has ever been able to do for the state. The State Conference Board of Farm Organizations expressed its appreciation by inviting the Federation of Home Bureaus to join, and by electing, as its first women members, the Home Bureau Federation's president and secretary.

As a result of its work for better schools, the State Federation of Home Bureaus was revealed as a courageous organization, unafraid to array itself on the right side of a controversy—the right side being the one promising the greatest good to the greatest number. For all of the other and older organizations represented on the "Committee of 21," also, this work made more friends than enemies. It helped them to be recognized as state organizations capable of pursuing to a successful outcome, despite disheartening delays, matters of import to the people.

This work for better schools throughout New York broadened the horizons of all who were associated with it, an experience reminiscent of the founding of Stanford University. Senator and Mrs. Leland Stanford, in the first night of their grief at the death of their only child, decided to devote their millions to founding a university. They found some solace in deciding, "The children of California shall be

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our children." Members of the state's extension organizations have continued to be motivated by their experiences in the better-schools crusade, in which it was clear that the Extension Service was dedicated to the proposition that "The children of New York shall be our children."

Studies included in the survey were made by nineteen scholars under direction of the "Committee of 21." These scholars included C. H. Judd, University of Chicago; W. C. Bagley and Mabel Carney of Columbia; E. R. Eastman, now editor of *American Agriculturist*; and Cornell Professors George A. Works, Julian E. Butterworth, Emory Nelson Ferriss, Theodore H. Eaton, and Paul J. Kruse.

Similar surveys of schools were made in other states, following the pattern of the New York studies, and progressive legislation followed in many states. Thus the crusade for better schools in New York bore fruit beyond the borders of the State.

In New York State, the dream of better rural schools came true. It seemed singularly appropriate that Mrs. Brigden lived to enjoy being neighborly with young people in the centralized school that stands across the street from her home in Marathon. It is fitting also that another centralized school serves Newark Valley, scene of Mr. Eastman's boyhood.

The Extension Service Demonstrates the Values of Recreation

When you play, play hard. When you work, don't play at all.

—THEODORE ROOSEVELT

Humor is the oil that keeps the engine of society from being overheated.

—MILTON WRIGHT

CHILDREN don't play *because* they are young. They are young in order to play and develop. Psychologists claim that play is essential also for adults. This has been substantiated in the Extension Service where there's plenty of work, but it isn't "all work and no play." Recreation crept gradually into extension programs until it is now in as true perspective as it should be in the art of living.

When the Extension Service began at Cornell, farm people were suffering from economic depression, and there were so many people in search of answers to agricultural problems and so few teachers that there was almost no time for play. Nearly everybody seemed committed to the doctrine: "Life is real, life is earnest," but the light touch of humor brightened the instruction of such successful pioneers in extension work as I. P. Roberts, L. H. Bailey, J. H. and Anna Comstock, "Uncle John" Spencer, James Law, Martha Van Rensselaer, "Jimmie" Rice, D. P. Witter, "Charlie" Tuck, Jennie Jones, and Jared Van Wagenen. Local people injected music into Farmers' Institute meetings. Picnics, fairs, home talent plays, maple sirup and cider parties, hay rides, singing schools, and community feasting were popular in rural New York long before extension teaching began.

As acquaintances grew between people of the state and Cornell's

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extension teachers, especially after county agricultural, 4-H club, and home demonstration agents came to live in the counties, it was realized that many people needed to learn to smile again, as much as they needed to learn new ways of farming and of housekeeping. Some of the sad-faced rural people had been victims of real estate sharks who had sold them land that family after family had tried to farm, only to fail. This was before land-use studies, made at Cornell, had helped to guide the state's enlightened land policies, which recommended that land unfit for agriculture be reforested or reserved for public recreation.

After the need for more rural recreation in New York was discovered, the Extension Service encouraged community singing, led by local talent or by part-time employees of the College of Agriculture. Group singing, with all participating, whether or not they could sing, became popular. Home talent plays¹ were patronized, even in Nassau County, less than an hour from New York City's Broadway theaters. At the initiative of the people, local extension programs were brightened by music, dramatic skits, exhibits of arts and crafts, recitations, dancing, and readings.

Historical pageantry, then in vogue, stimulated local pride in neighborhoods and gave prestige to older people who knew the history of other days. Community meals ceased to be chiefly competitive collections of pies and cakes. These feasts became more nutritious and less burdensome to contributors, under the guidance of 4-H club and home demonstration agents, and of nutrition specialists. Horizons were broadened with the coming of automobiles and through tours by extension groups to factories, parks, and art galleries, and to historic and scenic places. County and state meetings enriched the lives of many rural New Yorkers, while their isolation was relieved by cars, telephones, mail delivery, and radios.

¹ The Extension Services in New York and other states are indebted to Professor A. M. Drummond, teacher of speech and drama at Cornell and Director of the University Theatre. He helped to initiate "the Little country theater movement" in the 1920's and to give it expert guidance. Without an official connection with the Extension Service, Professor Drummond has worked with the State Colleges of Agriculture and Home Economics at Cornell to encourage the reading, loan, writing, and production of home talent plays. His publications, including the extension bulletin, *The Country Theatre* (see Bibliography), have played important roles in the recreational community life of New York and the nation.

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Playgrounds and parks were not merely visited; new ones were made by extension service groups. Playgrounds were developed co-operatively, the men and boys building or installing equipment, and the women and girls serving luncheons or suppers, while the children danced round with delight. The children could hardly wait until they could mount the swings, tecter-totters, slides, and jungle gyms, or play in sand boxes. Older girls and boys were just as eager to "play ball."

Landscapes were beautified by local people under the guidance of Cornell horticulturalists and foresters. Extension specialists J. P. Porter, Lucile Smith, James Pond, and their successors, Donald Bushey and J. A. Cope, were in great demand. Flowers, shrubs, and trees, planted where they do not interfere with play, have added beauty to every county in New York, under the stimulus of extension teaching by the State College of Agriculture.

State colleges in many states added recreation specialists to their staffs, because of the keen interest of rural people in better organized recreation, and of city people in better homemade recreation. Not only in the states but in the United States Department of Agriculture official recognition has been given, after many years, to the need of supplementing agricultural and home economics extension teaching with the fostering of recreation. As often happens in the extension service, the people knew this before the colleges did! Specialists in recreation were appointed, somewhat tentatively, if not reluctantly, at first. They have headquarters in rural sociology departments in the state colleges. Some are professors, as are Dr. Mary Eva Duthie and Dr. Robert Polson at Cornell.

More of the music of children's laughter, and more adult poise that comes from work that is interspersed with play have been brought to New York State because state extension teaching has encouraged more music, dramatics, arts, crafts, hobbies, beautification of landscapes, and arrangements for more places to play—in parks, in guarded swimming pools, at school, and at home.

Girls and boys of the 4-H clubs contribute most generously to humor and play in the art of living. Wherever they go, gaiety goes with them to brighten their serious work. They can sing, dance, play games, make speeches, or act dignified or humorous parts in plays and in other

dramatizations. When they gather in their state or national 4-H Club Camps or Congresses, they lift the spirits of all who see them, for the future of America seems safe in their care. When 4-H club members visit Cornell, to attend their annual State 4-H Club Congress, these young people add gaiety to the beauty of Cornell.

The American Recreation Association, after years of work in cities, became interested in rural recreation. It was first recognized on their annual meeting program at Atlantic City in 1924. Dr. C. B. Smith, Chief of Extension Service in the United States Department of Agriculture, spoke from his knowledge of the development of recreation in the national extension service, and the writer spoke on rural recreation in New York State. In 1946, the Director of Extension in New York, L. R. Simons, appointed laymen and professors on a standing state Committee on Rural Arts and Recreation.

People associated with New York's Extension Service responded with imaginative vigor to the call for recreational leadership. Two illustrations are recounted here because they may be useful in future extension work. One is the "New York State Products Dinner," which directors of the State Federations of Farm and Home Bureaus decided to substitute for the usual annual-meeting banquets that had always included imported foods. The secretary of the New York State Farm Bureau Federation, Victor Underwood, and the secretary of the State Federation of Home Bureaus, Ruby Green Smith, persuaded the manager of a Syracuse hotel to ask the hotel cooks to prepare an elaborate dinner from food sent directly from farms, much of it with compliments of the growers. Reassured by the hotel manager's understanding that the purpose of the dinner was to demonstrate the variety of New York's farm products and that this aim had been explained to the hotel cooks, and having taken the added precaution of tipping the right people, the two secretaries breathed sighs of relief over completion of the tasks they had performed to make a success of this first New York Farm Products Dinner. They were happy about the Long Island ducklings, cauliflower, and potatoes, the Wayne county apples, and upstate vegetables; they were particularly pleased with their foretasting of the fruit cocktail in which were mingled grapes, peaches, pears, and apples—gifts from New York's fruit counties. As the five hundred guests were assembling, the Federation secretaries were standing complacently at the doors to guide honored guests

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to the speaker's table, when the headwaiter approached apologetically. He confessed that the chef had dumped citrus fruits into the New York cocktail while saying with disdainful condescension, "No fruit cocktail should be served without oranges, lemons, and grapefruit." Sticking to their New York agricultural guns, the secretaries decided promptly to omit the cocktail course, consoling one another with the fact that the tables were about to overflow with the state's modern equivalents of Biblical milk and honey; that New York's fruits, as well as flowers, were present as table decorations, and that many of them would appear with the ducks, or in the dinner's salads, jellies, fruit dishes, desserts, juices, and jams. Besides, some people always suspect cocktails of harboring intoxicants!

In the end the secretaries had the pleasure of witnessing the enthusiasm of the diners, who didn't seem to miss the fruit cocktail at all but carried the menus home and arranged for "County Products Dinners" in their own counties.

Later, the American Farm Bureau Federation used the same idea nationally. Although ruling out all imports which bring foods from the market gardens of the world into American homes, the A.F.B.F. didn't have to guard against the injection of citrus fruits in the cocktail! This first "United States Farm Products Banquet" was such a success that similar dinners were served in several states.

How pageantry grows, as folksongs, tall tales, ballads, and folklore grow, is illustrated by glimpses of its history in connection with the State Extension Service. Community pageants were followed by county pageants which sent their local authors to libraries and to elderly people in search of local history. Grace Austin Powell (Mrs. G. Thomas) wrote such a pageant, which was presented in Port Byron, New York, in 1921. Ten thousand people were in the audience, although Port Byron's population numbered about one thousand. A baby, three months old, "stole the show" when he awakened as his mother's cue was called. The only way to still his outcry was for the mother to carry him on stage—since "the play must go on." Her lines were so appropriate to this unanticipated Madonna pose that the audience was enthusiastic, and the author realized that perhaps she should have listed a baby among stage properties, despite accepted principles of child care.

The author of this pageant lived on a farm in Long Island. Mrs.

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Powell was a native of Port Byron and a director of the State Federation of Home Bureaus. After the writer, who was then the secretary of the Federation, learned of the success of the Port Byron pageant, she undertook to persuade Mrs. Powell to write a pageant for the 1922 annual meeting of the State Federation of Home Bureaus. It was suggested that the state pageant dramatize the story of New York's agriculture, with high lights on the co-operative relationships between rural people and the state and national governments, and that such a pageant might be called *In Partnership with the Farmer*. That title appealed to Mrs. Powell, who said: "If the college will send me the agricultural and home economics facts, I'll try to write the pageant." Some historical raw materials were sent, and Mrs. Powell's literary ability transformed them.

Presently, installments of the pageant, written in verse and with occasional songs, began to arrive from Mrs. Powell. At the School of Home Economics mail was scanned eagerly for further installments, and they came with exciting regularity. The pageant rang so true, artistically and scientifically, that directors of the Federation of Home Bureaus were told they might safely invite the Farm Bureau Federation to help produce *In Partnership with the Farmer* at the joint session of the annual meeting of the two Federations. This was done in 1922.

In this pageant of American farm life, a farmer tells the history of American agriculture by introducing actors who represent the people and organizations concerned in its progress. In this procession are included farmers George Washington and Thomas Jefferson; the farmer's wife, girls, and boys; Uncle Sam and the Spirit of Cornell University; the farm and home bureaus, and 4-H clubs; co-operative associations; the American Farm Bureau Federation; college specialists; local leaders and committeemen; the rural church; the country newspaper; and the rural school. The pageant closes with the prophecy of the spirit of progress, who pictures the parts rural people will play in a greater America.

New York State's seal, in heroic size, occupied the center of the stage. One of the pageant's best scenes was a parade in which players marched across stage, displaying knight-size shields, each of which bore the name of a New York county. Several years later, a similar

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processional was featured at the annual meeting of the American Farm Bureau Federation, for which the shields bore names of the states.

Dean Albert R. Mann saw *In Partnership with the Farmer* in Syracuse and requested that it be presented at the College of Agriculture during Farm and Home Week at Cornell in 1923. On the evening of February 15, 1923, Bailey Hall was filled. Mrs. Powell, who played the leading role, was the guest of the writer, who said to her afterward: "I was nervous when I saw the great audience in Bailey Hall, weren't you?" Radiant Mrs. Powell replied: "No, I wasn't. When I saw 2,500 people enjoying something I had written, it satisfied my longing to be an author, a desire I've had ever since I can remember—and I was happy. I had found my Alma Mater."

Calls for permission to use *In Partnership with the Farmer* came from county farm and home bureaus. The Federation loaned to many counties the costumes and stage properties that provided for effective presentation of the pageant—a practice that paid dividends in added prestige for the young State Federations of Farm and Home Bureaus.

The writer sent copies of Mrs. Powell's pageant to all state leaders of home demonstration agents in the United States and suggested that this pageant might be adapted to other states by changing New York's agricultural crops, which were featured in it, to cotton, peanuts, tobacco, oranges, or whatever fitted the facts in any state. Within a year, *In Partnership with the Farmer*, with adaptations, was produced in sixteen other states.

At intervals in the serious work of the Extension Service the place of recreation is comparable with its place in home life and in music.

In a musical symphony, varying moods are expressed: andante's slow melodies for dreaming and aspiration; adagio music in accord with heartache, failure, struggle; allegro's quickened tempo in lighter vein, or in triumphant strains; presto, expressing the spirited and gay; and scherzo to express humor, laughter, playfulness. In every life, these musical moods have counterparts. Playful, humorous aspects of a good day for the family are comparable with music's allegro, scherzo, or whimsical allegretto. The spirit of play is like a shining thread when woven into life. Even when smiles are seen through a prism of tears, rainbow colors appear to those who cling, tenderly, to humor and play in the art of living.

Co-operative Marketing and the State Extension Service

I am Cooperative Marketing.

I bring smiles to the faces of wives and children; wherever I go, you will find happier homes, better schools, good roads, fewer mortgages, and more cash.

I am the great developer of rural communities; farmers, merchants, and bankers praise me wherever I am known. Though selfish men may fight me and spread false rumors about me, I keep marching on from victory to victory because I am founded on right and justice—because I apply common sense to the business of farming. Enemies cannot hurt me for I have behind me the combined will and loyalty of countless thousands of real American farmers.

I am Cooperative Marketing.

—RALPH WALDO GREEN

NEW YORK STATE'S Extension Service has adhered consistently to educational purposes, as defined in basic federal and state laws that authorized it, and in accord with its organic association with Cornell University. This is in contrast with the policy pursued in certain states where members of extension organizations have not resisted the temptation to go into business, particularly into insurance and co-operative marketing.

As part of its educational program, the New York Extension Service teaches sound principles and practices of co-operative marketing and interprets state and federal legislation that relates to it. During rapid development of co-operatives, 1921 to 1948, members of farm and

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home bureaus, in association with the Grange and with the extension division of their State Colleges, helped to guide farmers in the creation of efficient co-operatives; however, these have been established as independent business enterprises which have no organizational or financial relationships with Extension Service.

To help man these co-operatives, the Extension Service has accepted, reluctantly, resignations of professors and of county agricultural, 4-H club, and home demonstration agents. A roster of former extension workers who have been enlisted by co-operatives would show large numbers. Examples will indicate that competent personnel for co-operatives has been recruited from experienced extension workers.

Howard Edward Babcock, who ably served the Extension Service and Cornell (see Chapter XII) became the leader of the Cooperative Grange League Federation Exchange, now famous as the G.L.F. Former county agricultural agents who helped to develop the G.L.F. include: Thomas Milliman, Verne Fogg, Jay Coryell, E. V. Underwood, F. O. Underwood, and the late V. B. Blatchley; recent appointments include former county agricultural agents Steve Farley, Harlow Beales, and Henry Page. Professor Lucile Brewer, formerly a popular extension specialist in the College of Home Economics, presided over G.L.F. foods laboratories until she retired in 1946.

Dairymen's League is another co-operative which was fostered originally by people associated with Extension Service. Since dairy products are essential to human and animal nutrition, and since the dairy industry is New York's largest agricultural enterprise, its success is significant to the state's health and to a majority of its farm people.

For the solution of many marketing problems in the state, extension workers have provided facts and pointed the way, notably through the Departments of Agricultural Economics and of Economics of the Household in the State Colleges, and through participation of county and city Extension Service agents in local and state conferences on food information and the economic outlook. Certain farmers and consumers have brought pressure on their State Colleges by requesting that actual marketing of agricultural products be accepted as a responsibility of the Extension Service. This pressure has been resisted. Results of this policy, during a quarter-century, prove that it is more important for the Extension Service to cling to its educational programs, which give

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people facts and prepare them for self-help in marketing as well as in consumption and production of foods and fibers.

Leaders in many co-operative marketing and other business organizations have been given educational training by extension workers. Requests for such help were at first local appeals by farmers to their county agricultural agents or to the State College of Agriculture. Gradually, larger units of marketing organizations sought help from trained agricultural and home economics specialists. Since 1936, on request from the state's specialized co-operatives, which handle New York's varied agricultural crops, special schools have been arranged. Most of these training schools have been held at Cornell where programs can be enriched by calls upon the University's resident, research, and Extension Service faculties, and by use of Cornell's collections, libraries, experimental farms, and laboratories. In many parts of the state, Dr. Lucille Williamson of the College of Home Economics has held conferences on consumer education. In these, local leaders of both private enterprise and co-operatives have assisted.

Leaders of co-operatives now concede that the consistent policy of the state Extension Service toward co-operative marketing, namely, aiding its development through education, not through participation in business, has proved to be not only a wise policy for an educational institution to observe, but a policy which has strengthened co-ops. This policy was transplanted to other states by a Cornellian, a former assistant editor in New York's Extension Service, the late Professor R. W. Green of North Carolina State College and author of the quotation at the beginning of this chapter. He and other practical idealists launched co-operative marketing in several southern states, because they were convinced that better prices for agricultural products were fundamental to human progress. Thus Cornell's basic knowledge of co-ops was transplanted to help more than 90,000 producers in North Carolina and its neighboring states.

This example of transplanting experience gained in New York's Extension Service has been followed by other Cornellians who have carried to other states and nations New York's policies regarding the relation of the educational Extension Service to co-operative marketing.

Fortunately for New York, many extension workers who were re-

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cruited by the co-operative marketing movement stayed in the state. Among those who resigned positions in extension work to become co-operative marketing leaders, biographies of three are included in this book. The following stories of Vera Searles and E. R. Eastman might well be studied in association with the biography of H. E. Babcock and with his "Philosophy of Co-operative Marketing" (p. 335).

Vera Searles, H. E. Babcock, and E. R. Eastman are twentieth-century crusaders in behalf of causes that bear promise of making agriculture more remunerative and country life more satisfying. All three are good farmers. Causes for which they have worked include: better rural schools; more equitable taxation; adequate financial support for the state institutions at Cornell; better marketing of farm products; rural electrification; better understanding between people in government, business, and agriculture; organization of farm people so that voices of rural Americans can be heard in public affairs. All three have worked loyally for Cornell University: Mrs. Searles as a home demonstration agent and on the State College Council; Mr. Eastman and Mr. Babcock in the Extension Service and on the University's faculty and board of trustees.

The leadership of Vera McCrea Searles has been revealed in the co-operative marketing movement and in organizations of rural and urban women. She has served as president of the New York State Federation of Home Demonstration Agents, the New York State Council of Rural Women, the New York State League of Business and Professional Women, and the New York State Conference of Women's Educational Organizations. She has been director of the health and youth divisions of the Dairymen's League and of its Home Department, (1922-1946; she was succeeded by Genevieve Judy, another former home demonstration agent); member of the New York State Council of Agriculture and Markets (1931-1935); chairman of the Women's Committee, New York State Fair Board since 1932; secretary of the New York State Industrial Exhibit Authority (1933-1943); Director of Group Activities, Office of Civilian Mobilization, New York State War Council (1942-1945); member of the Farm Committee of National Safety Council and of the State Conference Board of Farm Organizations.

Mrs. Searles's work led her from her farm home in St. Lawrence

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County, New York, to professional work in the largest city in the world. She had pioneered as a home demonstration agent in Cortland County, New York, during World War I. Although her office was miniature, her following among people was immense. She taught home economics with stout affirmations of its importance. When the new Tompkins County Home Bureau wanted her as home demonstration agent, Cortland County refused to release her; an unprecedented compromise led to her designation as agent for both counties.

Mrs. Scarles has made a unique contribution to agriculture through her work in teaching farm women to understand the significance of co-operative marketing. Farm women who understood this significance were able to encourage farmers to stay in the co-operative and to strengthen the morale of its faltering members. Her Home Department in the Dairymen's League was the first such department in American co-operatives and the only one to survive the first hazardous decade. The department Mrs. Scarles created has served as a pattern for the place of women in co-operative marketing organizations.

Mrs. Scarles can interpret rural and urban women to one another because she has been both rural and urban herself. She refers to her memories of "mother's fragrant kitchen" and to riding with her father to market products of their dairy farm. For 24 years, her headquarters were in New York City. She arranged the first Rural-Urban Conference for women's organizations of the state at Cornell. She says "it is possible to resolve rural-urban misunderstandings in the effective and truly American way—co-operation."

When Edward R. Eastman won the first Alfred E. Smith Award of the New York State Teachers' Association in 1946, he declared, "Here in America, education has always been in the very air we breathe. It has always marched hand in hand with democracy." Mr. Eastman has been identified with educational work in public schools, in the state colleges, in youth organizations, and as a writer. He says it is his consistent purpose "to help farmers make a better living and to help them live better."

Mr. Eastman has been associated with Cornell as a student, as a member of the Extension Service of the College of Agriculture, and as a trustee. "Ed" Eastman entered the Extension Service in 1916 as

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Delaware County Agricultural Agent where he helped to start some of the pioneer home demonstration work also. Appointed Assistant State Leader of County Agents in 1917, he resigned to edit the *Dairyman's League News* until 1922, when he became editor of the *American Agriculturist*.

State extension work did not lose Mr. Eastman when he resigned from official positions in it. He continues to teach agriculture and home economics through some of the most effective methods of extension teaching—conferences, committees, writing, and public speaking.

Mr. Eastman's interest in agriculture and in rural people has never flagged. He lives now on a Tompkins County farm and was born on a farm in Tioga County, N.Y. He learned about rural schools as he walked weary miles home from one (he rode to school at dawn on the milk wagon). In order to graduate from Newark Valley High School, he learned about homesickness, for he had to leave home and live in cold rooms on inadequate diets. Sometimes he attended school late in fall and left in early spring to help on his family's farm, or to work for other farmers. This boy learned early about injustice, when a farmer paid him fifty cents a day for hocking as many potatoes as did men who were paid a dollar. He earned most of his way through school and college. One summer he saved \$30 and deposited it in a bank that failed; poetic justice finally came, however, for he has become a director of the Farm Credit Administration for northeastern states.

One problem of rural life that has held Mr. Eastman's interest is improvement of rural schools. In 1921 he served on the "Committee of 21" (see Chapter XXIV). By 1945, the recommendations of the committee had led the state to help local people to replace 4,721 small, inadequate rural schools by 321 central school districts with modern buildings, transportation of pupils, and a quality of teaching that compares favorably with that in the best city schools. From 1944 to 1947, Mr. Eastman was chairman of the New York State Council of Rural Education, organized by professional educators and the State Conference Board of Farm Organizations. In 1948 he worked for more state aid for all public schools.

Woven into the fabric of his serious work, there is a bright thread of Lincolnesque humor. Mr. Eastman's facility with humorous storytelling helps to make him an interesting companion and a popular

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speaker and writer. Readers of the *American Agriculturist* turn eagerly to his editorial page, one of whose features, "Eastman's Chestnuts," is so popular that these humorous anecdotes have been published in three books, pocket editions of which helped to relieve the loneliness of servicemen and women during World War II.

"I always wanted to be a teacher [when a boy]," he writes. After teaching in public schools, he made further preparation for teaching at Keuka College and at Cornell. He has always continued his teaching not only in school and college positions but in his work as a citizen and writer. He teaches, subtly, a fine philosophy in his books: *The Trouble Maker*, 1927; *These Changing Times*, 1929; *Eastman's Chestnuts*, 1936, 1940, 1945; *Growing up in the Horse and Buggy Days* (with Carl E. Ladd), 1943; *Tough Sod*, 1944; and *The Destroyers*, 1946. Some of the leading farmers claim that without Eastman's editorials "thousands of farmers wouldn't know what to do."

Mr. Eastman arranged for state recognition of "Master Farmers." At his suggestion, awards are made for successful farming, with due regard to parts played by farm women. For this ceremony, he writes family biographies which are read when farmers and their wives are presented to New York's Governors during Farm and Home Weeks at the State Colleges. Several state and national awards for achievements by boys and girls may be traced to Mr. Eastman's interest. He is a member of the National Council, Boy Scouts of America, and of the National Committee on Rural Scouting. He practices his theory of discipline: "I believe . . . that the best way to maintain discipline is to encourage boys and girls to work hard when they work and to play hard when they play, playing with them if possible." Among awards for young people fostered by Mr. Eastman are American Agriculturist Foundation awards; loans for girls and boys who attend vocational schools or their State Colleges of Agriculture or Home Economics; scholarships for Camp Miniwanka and 4-A awards to boys and girls in 4-H Clubs, Juvenile Granges, Future Farmers of America, and Rural Scouts.

For this book, H. E. Babcock has formulated his philosophy of cooperative marketing. It is based on the combination of a theoretical approach, developed while he was Professor of Marketing at Cornell

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University, and on more than 25 years of successful experience with some of the largest farm co-operatives.

A PHILOSOPHY OF CO-OPERATIVE MARKETING

By Howard Edward Babcock

The Agency Function. As a basic premise, farmers must always regard their co-operatives as agencies. These agencies are not ends in themselves. Farmers should use them to get results, and if they are convinced they can't get results there is no point in their making personal sacrifices to save the organization. There are many farm co-operatives which "should be taken out behind the barn and shot" because they never were useful or have outlived their usefulness.

One-Hundred-Per-Cent Farmer Ownership. Farm co-operatives should always be 100-per-cent owned by bona fide farmers. There is no place either in the ownership or management of such co-operatives for consumer, labor, or industrial interests. To admit such groups to farm co-operative ownership and management would confuse the agency function of the co-operative and the integrity of its performance, for which its owners should be held responsible.

Across the Board Service. Marketing is the performance of a series of services through which a consumer gets what he wants, where he is, and when he needs it.

Farmers should use both their purchasing and selling co-operatives to perform all of the marketing services required in the handling of a farm-raised crop or a needed farm supply.

In most cases the same co-operative can be used for both buying and selling.

Co-operatives as Pace Setters. I oppose emphatically monopolies of any kind. Co-operatives are no exception. If a co-operative has monopolistic control of a commodity, or the performance of a service, its management will be soft and unresponsive and a situation may then result in which the co-operative holds an umbrella over high costs and poor services. When a co-operative fails to do a better job than competition, such a condition may occur anyway, and when it does, the co-operative should be spurred back into a pace-setting position or liquidated. As a farmer patron of co-operatives, I have real fear of being manipulated into a situation in which the co-operatives slow down the field in which they operate. Farmers must guard continually against getting into such situations.

Rights of the Individual. Because I regard the co-operative merely as an

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agency and the individual farmer as the important value, I contend that all co-operative services should be rendered with the idea of building up the individual patron's self-respect.

Since most farmers can function efficiently only through community organizations, this means that all farm co-operatives should be operated so that the maximum initiative and responsibility is left with the local units in the community.

Values to Date. In summing up my experience with co-operatives, I am not at all sure of the economic advantages that farmers have gained from the use of farm co-operatives. I am certain, however, that the use of co-operatives has added to the political stature of farmers, and that the growth of the farm co-operative movement in American agriculture has enabled farmers to avoid frustrations and to acquire dignity and self respect.

*Publications, Extension Teaching, and Information Service*¹

THE PRINTED WORD

By Bristow Adams

PIONEERING at Cornell did not stop with the early days of the University, nor with the early days of the College of Agriculture. In 1914 the College of Agriculture established an Office of Publication to handle all phases of informational material, not only for the Extension Service, but also for the Experiment Station and the College. Before this the College's output of print had been fairly large, and Cornell agricultural publications had attained renown. The secretary of the College, Albert R. Mann, who later became Dean, was the editor.

For example, the first bulletin was issued from the Experiment Station but had the extension slant, because it was written for dairy farmers of the state and for others who might wish to build houses for storing fruit. In this bulletin Director Isaac Phillips Roberts described an experimental dairy house built on the Cornell University farm in 1885. More of such bulletins were issued, but about 1895 a series of circulars, which were more popular in treatment than Experiment Station bulletins, was started. Twenty of these were published before the series was discontinued in 1900. A new series, begun in 1908, continued until 1916. In 1913 a series of "memoirs," planned to provide an outlet for scientific papers of high technical character, added greatly to the prestige of the Experiment Station. Memoirs have been published continuously since then, frequency of issue depending on completion of research projects.

¹ Because finance and publications relate to all departments in the State Colleges of Agriculture and Home Economics, Chapters XX and XXVII have been included in this general history. This volume may have a sequel that will include histories of other departments when all become available.—R. C. S.

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Leaflets on nature study, essentially extension publications for use in schools, were first distributed in 1896. In 1907 they developed into the series now known as the Cornell Rural School Leaflets; these quarterlies have added greatly to the reputation of Cornell publications. Other early extension publications were reading courses, started in 1898 for the farmer and in 1901 for the farmer's wife. Those were merged with extension bulletins in 1923.

Although the editorial work of the College, before the establishment of the Office of Publication, was of a uniformly high quality, little attention had been given to presenting through the press, for the benefit of agriculture and homemaking, the results achieved through experiments. At irregular intervals, an eight-page, three-column publication, *The Announcer*, had been sent to some newspapers and individuals, announcing results of experiments and reporting the progress of research. As most of its articles were written in the language of technologists, not in the language of the people, the newspapers used few of *The Announcer's* facts. In 1914 it ceased publication.

In the summer of that year, Beverly T. Galloway, Dean of the College of Agriculture, sought the services of Bristow Adams, who had been working in the United States Forest Service while Dr. Galloway was Assistant Secretary of Agriculture. There Mr. Adams had been doing for the Forest Service the type of work Dean Galloway desired at Cornell—establishing and operating a real information service. In the fall of 1914 Adams arrived at Cornell to assume the position of Professor of Extension, Editor, and head of publication and information; the office was directly responsible to the Dean of the College.

The development of the office was gradual but steady. The most marked and fundamental step was the setting up of the information service through co-operation with the agricultural and rural press. In addition, Professor Adams took over the editorial work of the Experiment station and of the College.

The aim of the publications and information service was to supplement all branches of extension by making the printed word, in bulletins and in the press, another channel through which helpful facts in agriculture and home economics might be brought to the citizens of the state.

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Extension bulletins, as such, were started in May, 1916, as part of an effort to classify numerous series into three groups: Extension Bulletins, Experiment Station Bulletins, and Memoirs (see p. 344). A new series of Extension Bulletins was started in 1917, with larger type, more and better illustrations. As the nation was on the verge of war, this series was of special value.

The progress of the information service was recorded in new undertakings. In addition to the news service, welcomed by the press, extensive work with country newspapers was started. The importance of the country newspaper as an agency equal in influence to the country church and the country school was recognized from the start. A survey of the circulation areas of weekly papers revealed many needs that the College could supply through a regular news service on farming and homemaking.

The country editors and publishers welcomed the aid of the College, and large numbers attended the country newspaper conferences held at the College during Farmers' Weeks. Ribbon awards were given to those papers that had the best front-page make-up and those that had done most in community service. This annual newspaper conference was later moved to the fall, and prominent newspaper men led discussions on country-newspaper editing and publishing. Before World War II, attendance of representatives of the rural and small-town press had reached 108.

Further surveys showed that 42 per cent of New York's newspaper editors preferred straight news, 27 per cent desired feature articles, and 20 per cent wanted both. Only two editors of approximately 600 said they did not use the news sent from the College.

The policy was to send out news alone, and to restrict it to items that would benefit the reader. This policy began to attract attention elsewhere. Up to this time, most publicity releases issued by individuals, industries, and institutions had been devoted to tedious self-laudations, puffs, and editorial utterances that were, at best, thinly veiled advertisements, and, at worst, attempts to rob newspapers by not paying for the advertising space they occupied. Such "free" publicity was naturally hated by the press. The American Association of Agricultural College Editors at its annual meeting at Massachusetts State College, June 30, 1920, passed this resolution:

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Resolved: That this Association endorses the pioneer efforts in "Extension work for country newspapers" made by the New York State College of Agriculture at Cornell University, and recommends that it be brought to the attention of the States Relations Service, United States Department of Agriculture, and to the state directors of Extension, with a view to including "Extension work for country newspapers in the Extension program of other States."

In April of the preceding year, Professor Adams' services had been "lent" to the National Milk and Dairy Farms Exposition in New York City. Only ten days before the opening of the Exposition, it was found that nothing had been done in the way of publicity and advance notices. So Professor Adams went to New York and put on a whirlwind publicity campaign. Because of its success, in 1923 he was made publicity director of the World's Dairy Congress, which had sessions, in sequence, in Washington, Philadelphia, and Syracuse. The publicity received a vote of appreciation from the officials.

A weekly Service Sheet for Country editors, not intended for publication, was initiated to exchange ideas for improved methods in publishing and editing. Much of its material was gathered from the papers themselves and was thus passed on so that all editors might adopt successful practices. Many editors expressed their appreciations for its messages.

From time to time the methods of distribution, which have been under the supervision of Professor Butts since 1928, have been modified. When an addressograph was first installed, the mailing list contained more than 130,000 names. Gradually the shotgun distribution of publications was discarded for rifle-shot distribution to individuals who asked for specific bulletins. This means the adoption of an effective means of announcing bulletins through news items in press and by radio. Now the mailing list has fewer than 60,000 names and is used mainly for sending a quarterly catalog announcing available bulletins. When an emergency arises and an immediate distribution of a bulletin is desired it can be sent out through the county agricultural, home demonstration, and 4-H club agents.

At the meeting of agricultural college editors at New Jersey State College in 1924, in the exhibit of Extension Service material of all sorts in print, Cornell won first prize for its exhibit as a whole and won

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more individual awards than any other college. In 1926 this record was repeated at the meeting at North Carolina State College. The records of Cornell's winnings at such annual meetings have been consistently excellent over the succeeding years; for example, in August, 1935, Cornell placed in four of the six classes—three first and one second award—and also had the sweepstakes prize for the exhibit as a whole.

In 1921, the principal advance was the taking over of the farm study courses and changing them from mere reading courses in College publications to genuine correspondence, or home study courses. Supervision of these courses was taken over by George S. Butts in 1925. Extension specialists in departments furnished the instructional material and graded the papers.

Before 1921 four courses in agricultural journalism had been added to the work of the department, all given by Professor Adams. They were intended largely for prospective extension workers and served a useful purpose for students intending to become writers on agriculture and home economics as well as other subjects.

Shortly after the method of distributing by individual request was adopted the increase in bulletins mailed amounted to seven hundred more copies a day.

By 1922, the work of the Office of Publication was extensive. There were five main divisions: (1) the editing and distribution of publications; (2) the news service to the press of the state, both dailies and weeklies, and to about 100 papers of other states where editors had requested the service; (3) the editing and distributing of the *Extension Service News*, a periodical, started in 1918 and continued until 1931; (4) the instruction in journalism, not only at the College but through news writing schools for county agricultural, home demonstration, and 4-H club agents, and for local correspondents of country weeklies; and (5) functions connected with illustrations, visual instruction, exhibits, and correspondence courses.

The editor was frequently called upon to judge newspaper contests in other states. At Kansas State College he introduced his tribute to the country weekly, which has been reprinted many times, over so long a period that the record of its authorship has been practically lost. It has its place in that long list known as "newspaper waifs."

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I am the country weekly.

I am the friend of the family, the bringer of tidings from other friends; I speak to the home in the evening light of summer's vine-clad porch or the glow of winter's lamp.

I help to make this evening hour; I record the great and the small, the varied acts of the days and weeks that go to make up life. I am for and of the home; I follow those who leave humble beginnings; whether they go to greatness or to the gutter, I take to them the thrill of old days, with wholesome messages.

I speak the language of the common man; my words are fitted to his understanding. My congregation is larger than any church in my town; my readers are more than those in the school. Young and old alike find in me stimulation, instruction, entertainment, inspiration, solace, comfort. I am the chronicler of birth, and life, and death—the three great facts of man's existence. I bring together buyer and seller, to the benefit of both; I am part of the market place of the world. Into the home I carry word of the goods which feed, and clothe, and shelter, and which minister to comfort, ease, health, happiness.

I am the word of the week, the history of the year, the record of my community in the archives of state and nation.

I am the exponent of the lives of my readers.

I am the COUNTRY WEEKLY.

In 1940, when Professor Adams was teaching a summer course in publicity methods in extension at Colorado State College, the college editor at Wyoming State College showed him a Wyoming bulletin on news writing. The first page was given over to "I Am the Country Weekly." The Wyoming editor asked Professor Adams if he knew the author of the piece. The author thereupon autographed the page, to the surprise, and possibly the disbelief, of the author of the bulletin.

By 1924 four extension bulletins dealing with journalistic problems had been printed: *The Country Weekly in New York State*, *The Editorial in the Country Weekly*, *Local Features in the Country Weekly*, and *Reading Copy on the Country Weekly*, all written by M. V. Atwood, associate editor; and a paper by Professor Adams, presented at Kansas State College, was published as a bulletin by that college.

Meanwhile, the Office of Publication had become the training

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ground for some of the best students from the journalism classes, whose work there served them as a sort of graduate study without academic credit. Calls to positions in wider journalistic fields came to many of them, including L. P. Ham, Theodore Kangas, H. A. Stevenson, David S. Cook, and John Spaven. Two of the men elected to stay with the department and are now associate professors: George S. Butts, responsible for distribution of publications and films, for exhibits, and for farm study courses; and James S. Knapp, who conducts the news service. Other graduates of these journalism courses held editorial positions at the state colleges of Ohio, Michigan, New Jersey, Kansas, Maine, New Hampshire, Massachusetts, and Maryland.

News-writing schools for home bureau and farm bureau committeemen, country correspondents, and representatives of other groups continued to be in demand from most of the counties in the state. In these schools the principles of news writing were taught, as they might be applied to the reporting of organization news in local papers. Local editors co-operated in the schools and added much to the practical value of the instruction. After a period of intensive instruction, news items written by those who attended were read and discussed, and suggestions were made for their improvement. Newspaper editors reported that, after a news-writing school in their communities, the papers got more and better news from rural organizations; the organizations said that they got more items in print.

The enrollments in the farm study courses showed increases. A dozen practical courses had large enrollments. Especially popular courses were poultry raising, junior farm mechanics, farm management, milk production, vegetable gardening, the growing of small fruits and orchard fruits, sheep raising, and beekeeping. These carefully supervised farm study courses, had, in 1932, 3,860 enrollments; in the next year, 4,441. Most significant were the completions and certificates of award to the correspondence students—793 and 1,305, respectively. The number of reports received were respectively, 12,832 and 15,935. In 1925 the list of courses had enumerated thirteen subjects, and in 1926, twenty-eight subjects.

These courses have been favorably recognized by other state agencies and by local welfare bureaus as aids to their educational services. For example, there have been students in five state prisons, who hoped

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some day to work on farms; in the Rehabilitation Bureau of the State Department of Education; and on farms maintained by the Children's Aid Society of New York City. The State Department of Education used the courses in helping to establish on farms thirty-nine victims of industrial accidents. A knowledge of these courses is kept before the public by news items, exhibits, and radio talks.

In 1920, the faculty voted that "the Dean, the Vice-Dean, and the Vice-Directors constitute the Committee on Publications." This committee functioned satisfactorily. The editor established the following new classifications for manuscripts: *Memoirs*, papers of a technical character, for the use of technical workers and specialists; *Experiment Station Bulletins*, for results of experiments, tests, and investigations, intended for the farmer, grower, or general reader; *Extension Bulletins* and other extension publications, not for new material but to disseminate practical information. Since 1932, the output of bulletins has averaged more than two a week. In 1932 there were 124 publications; in 1933, 151. This increase was mainly in the extension field.

Other extension activities included service letters distributed by county agents, continued calls for the editor to talk by radio and before agricultural organizations and farm and home bureaus.

In 1934, the office began to work more closely with the federal Department of Agriculture, particularly in connection with the interpretation and distribution of news concerning the activities of the Agricultural Adjustment Administration, the Soil Conservation Service, the Rural Electrification Administration, and Rural Resettlement.

A new home study course, introduced in 1936, was an innovation in that it did not require work on a farm. It was planned to acquaint city persons who might wish to become farmers with the facts about farming as a business, and to teach them how to select a farm in a region suited to the type of farming of their choice. It distinctly discouraged investments in a venture which would be doomed from the beginning.

In the middle thirties, the how-to-do-it service letters, distributed to individual farmers through the offices of the county agricultural agents, had reached an average of 4½ a week. Written by the extension specialists, they were on almost every conceivable agricultural subject.

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The 95 mimeographed service letters had an edition of 415,628 copies; the 126 printed letters had an edition of 1,382,359 copies. To indulge in a few frenzied figures, all of the letters, placed edge to edge, would cover nearly 60 acres.

The Office of Publication up to 1936 had been associated, unofficially, with work on exhibits at the State Fair and elsewhere. Late in that year the supervision of all exhibits of the College of Agriculture was placed under the editor's jurisdiction, with George S. Butts, assistant professor, in immediate charge. In 1937, eight College departments, including the Office of Publication, were represented by exhibits at the State Fair. Several members of the College staff served as judges of exhibits. Professor Adams headed the committee that judged the exhibits of the county home bureaus. He introduced the plan of discussing the merits of exhibits, giving reasons for the awards. These analyses were given before the exhibitors and the home demonstration agents who expected their county home bureaus to exhibit in the future. Professor Adams continued as chief judge until the State Fair grounds were given over to military uses during World War II.

In conjunction with the State Experiment Station at Geneva, in 1936, the Office of Publication had displays at both the Rochester and the Kingston meetings of the State Horticultural Society, a custom since continued. A display of bulletins on flower growing was staged for the annual meeting of the Empire State Gladiolus Society, at Cornell in 1936.

If judged on the basis of "happy are the people whose annals are tiresome," the history of the publication and information work tends to become routine, though it added new activities from year to year. The increasing circulation of news was shown by press clippings. In 1937, the circulation was 323,912,589. The number of service letters issued was 235, with a circulation of 2,141,456.

The headquarters exhibit at the State Fair, a source of information about all three State Colleges—Agriculture, Home Economics, and Veterinary Medicine—had a semicircular background of mural paintings typifying the farm and home activities dealt with by the Colleges. The artist was Dorothy Welty Thomas of the illustrations section. After this exhibit was dismantled, sections of the pictures were used as wall decorations by several of the College departments.

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The supervision of the College of Agriculture post office came under the Office of Publication in 1937. To ensure that the thousands of letters addressed to the College received prompt attention, they were sent to departments whose work was involved. Letters that required answers from more than one department were copied and carbons were sent to departments concerned. A large proportion of the letters required several answers from different departments.

In that year the editor took part in the programs of eleven organizations and groups that met at the State Colleges. Unofficially, through personal co-operation with the administrative office, the editor helped in the work of the University broadcasting station. From the start of the Cornell radio program, Professor Adams had a weekly broadcast, "Let's Read a Book," which has continued for eighteen years. His monthly broadcast, as one of four "Countryside Speakers" on the WGY (Schenectady) "Farm Paper of the Air," continues (1948) after his retirement.

In 1938, the editor reported that news pictures had become so essential a part of the news that the use of college material by the press was bound to fall off unless accompanied by illustrations. For the country weekly papers, the most useful medium for reaching rural readers, stereotype mats must be printed if the Colleges and Experiment Station were to get full use of this channel for conveying facts to the public. The circulation of items was still on the increase and in this year was 326,217,268; but the trend was definitely toward pictures in the news. However, money could be spent for mats only sparingly.

At the request of the New York World's Fair Commission in 1938, detailed plans for the exhibit of the State Colleges at that exposition were submitted, and the resulting exhibit was maintained throughout the World's Fair.

The idea of service to the newspapers and their readers has been carried far afield by the graduates from the courses in journalism. At Cornell the chief result was the wide circulation of the news. Another result was the gift to the editor of a desk set, bearing a gold plate with the inscription: "To Bristow Adams from colleagues in the New York Press Association in appreciation of twenty-five years of distinguished service.")

In the final years of Professor Adams' tenure, increased duties dealt

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not only with news of developments in extension and research at Cornell but also with federal programs, such as agricultural and soil conservation, Farm Security Administration, the food-stamp plan, and federal purchase of surplus commodities. Special emphasis was given to news on land-use planning. Information for consumers was issued and was timed to correspond with harvests of crops, and their appearance on the markets. A new weekly news feature from the College of Home Economics, "Food to Keep You Fit," was not only a part of the program to increase the knowledge of human nutrition but was a forerunner of the nation's concern over the possible trend toward international strife.

The State Fair of 1940 showed the published output of all staff members of the Colleges and Experiment Station. A special rack for displays of bulletins was designed by Professor Butts. He also devised a portable display case for small exhibits. These cases have been in continuous use since; and the design has been adopted by the United States Department of Agriculture and by several Colleges.

With the advent of war the publications underwent a change, mainly in the emphasis on war-emergency bulletins that began to appear in April, 1942. These pamphlets had four pages usually; only a few had eight pages. The bulletins of the war years were devoted mostly to food production, including Victory Gardens. Nearly three million (2,908,149) copies of publications, largely war-emergency bulletins, were distributed. The news service also felt the influence of war needs; 1,508 items were sent to newspapers in 1942, as compared with 1,418 the year before.

During World War II, besides the twenty-two correspondence courses for adults, offered by eight departments of the College of Agriculture, a new course was offered to meet an urgent demand from back-yard poultry keepers. The course aimed only to ensure the success of flocks already started and to help prevent a waste of valuable feed.

With the State's Fair canceled, the State Colleges of Agriculture and Home Economics were represented at a Victory Garden Harvest Show at Madison Square Garden in New York City. This was under the immediate direction of Professor Butts. Of this enterprise a long editorial in the New York *Herald-Tribune* reported: "The great exhibit

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staged by Cornell University continued to draw large audiences right up to closing time last night. . . . This was by far the most educational display ever put on by a New York show." Many spectators said that Cornell's contribution was responsible for the success of the whole affair.

Under the Cornell University statutes Professor Adams was eligible for retirement on June 30, 1943; but because of the war he was appointed for an additional year, when he was made Professor Emeritus. Still without a successor he was reappointed to serve through the academic year of 1944-1945.

During World War II publications and news services continued, not as usual, but at an accelerated pace. The journalism courses were also accelerated as part of the wartime resident instruction, and Professor Adams taught nine consecutive terms. At the end, the classes were almost exclusively of women; most of the men were in the armed forces or on farms in the necessary effort for the production of food. The United States War Department selected several of the Cornell farm study courses for its Armed Forces Institute.

Of the general services, the service letters continued; likewise all mimeographing for the extension administrative offices. The office's addressograph served the State Colleges and Experiment Stations in maintaining approximately fifty mailing lists. The Office ordered and distributed to county extension offices all franked envelopes and similar supplies, totaling about five million pieces annually.

The illustrations section had exceedingly busy years during the war, making illustrations and cover drawings for bulletins, announcements, and leaflets; and covers for material that was mimeographed or silk-screen processed. Motion-picture titles were designed, lettered, and edited, photographs retouched, signs hand-lettered, and exhibit material designed and produced. More than 10,700 hand impressions of silk-screen process printings were made. Outstanding among these were three-panel posters, designed and processed in colors, to publicize the use of soybeans for human food, the fat-salvage campaign, and food-preservation practices. Several were made for the Emergency Food Commission of the State War Council, with which the Office co-operated.

On April 1, 1945, Professor William B. Ward was appointed Editor

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head of the Department of Extension Teaching and Information, and Professor of Extension Teaching, to succeed Professor Adams.

Professor Adams recommended, before he retired, that the publication work be consolidated to include all services in information, publication, and extension teaching. When Professor Ward took over the work the plan was put into effect.²

The Personnel. The following quotations are taken from the resolution on the retirement of Professor Adams.

*Resolution on the Retirement of Professor Bristow Adams,
Adopted at the December, 1945, Meeting of the Faculty of
Agriculture, in Recognition of Able and Valued Service*

Bristow Adams was retired as Editor and Chief of Publications at the New York State Colleges of Agriculture and Home Economics [following] more than thirty years of constructive, pioneering work. . . .

Adams was born in Washington, D.C., November 11, 1875. He . . . left school to work on the . . . *Pathfinder*, a weekly magazine of which he was one of the three co-founders.

A graduate of Stanford University, he [specialized] . . . in art and in English. At the end of his freshman year he was appointed artist of the Bering Sea Fur Seal Commission. . . .

At Stanford he was also editor . . . of the literary magazine, associate editor of the daily newspaper, and editor [and founder] of the *Chaparral*. . . .

Adams' art education was gained at the Spring Garden Institute in Philadelphia, the Corcoran Art School in Washington, and the Barron Studios at Stanford.

After college, Adams returned to work on the *Pathfinder* and later was a free-lance writer and illustrator . . . edited *Forestry and Irrigation*, and was managing editor of a weekly news review, *Washington Life* . . . [which later became] *American Spectator*.

In 1906 he joined the U.S. Forest Service in its Office of Information, editing bulletins and issuing news reports. He was appointed forest assistant on the Choctawhatchee National Forest in West Florida. For his researches in the introduction of exotic tree species, he was elected by Stanford to Sigma Xi.

One of his first contributions to the profession was to establish the agricultural editor as a "service man." His philosophy of how an agricultural

² See the section "Integration of Information Services" in this chapter.—R. C. S.

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college editor can best serve his institution was . . . expressed in his own words at the annual meeting of the American Association of Agricultural College Editors at Wisconsin in 1915. . . . "The best form of publicity in connection with extension work is that which is farthest from the generally accepted use of that word. Truth which will aid the reader carries its own validity." It is more than coincidence that the third resolution of that meeting reads: "BE IT RESOLVED that this Association recommend that the words 'information service' be substituted for the word 'publicity.' . . ."

Adams established courses in journalism at the College of Agriculture. . . . Although the primary purpose of these courses is to help train extension workers, many of the former students have made outstanding careers of journalism and related fields. He also taught . . . Conservation of Natural Resources. . . .

Because of his interest in student enterprises . . . he was a member of the board of directors of the Cornell *Daily Sun* . . . adviser of the Cornell *Countryman*, and member of the Board of Managers of Willard Straight Hall. Also, for twenty-five years, he was faculty adviser for track athletics.

Adams visited England in 1924 and continental Europe in 1926. In 1930 he traveled around the world north of the equator; again he went around the world south of the equator in 1937-1938. Through many public addresses, he shared the experiences of these trips with students and colleagues on the campus and with . . . audiences throughout New York State. He has also given a [regular] series of weekly and monthly radio talks. . . .

During his last year in active service, he was made a member of the administrative committee of the Cornell Plantations and editor of its quarterly publication of the same name. He is continuing in both of these capacities.

Adams is a member of [many] . . . professional and fraternal organizations.

Professor Adams says that a loyal, capable, and industrious editorial staff was largely responsible for the development and success of the activities that were under his charge. The chronology of this personnel starts with Lela G. Gross, appointed in 1911 as assistant editor, the first holder of that position. She had had experience on technical engineering publications of the McGraw-Hill publishing company. Her careful, expert, and painstaking editing of *Memoirs and Experiment Station* bulletins was in large measure responsible for the excellent reputation they achieved in scientific circles and the many awards they won at the annual meetings and exhibits of the American Association of

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Agricultural College Editors. In October, 1942, after thirty-one years spent in the editorial work on these technical publications Miss Gross retired.

Among Professor Adams' first editorial helpers was Ralph W. Green, a Cornell graduate of the class of 1914, a young man of great ability. All Ralph's life was marked by quickness, mental alertness, and ability to meet a situation instantly. He gave the name "Agrigraphs" to the brief items used as "fillers" in the newspapers: they had the widest circulation of any of Cornell's news releases. He had a large part in organizing the activities of the College mailing room. He shortened the initials A.A.A.C.E. (American Association of Agricultural College Editors) to the word ACE and thus christened the monthly magazine which has since been issued by the Association. He went to North Carolina State College at Raleigh and there, as Professor of Economics, he was loved and respected until his premature death in 1946.

In 1913 Clara L. Garrett was added to the staff as artist to prepare illustrations. An increase of work required another assistant editor, Edith J. Munsell, who was succeeded by Ruth Van Deman. Following Miss Van Deman's resignation, Celia Bates and then Katherine Thorp served.

Miss Thorp was succeeded in 1926 by Nell B. Leonard, who has done editorial work on the extension publications since 1921. Her knowledge of type and design, her ability to work in harmony with authors, and her general helpfulness have been greatly appreciated by authors.

Millard V. Atwood, a Cornell graduate, became assistant editor in 1919. He supervised the mailing room, wrote several extension bulletins, was responsible for a large part of the news writing, and helped to foster good relations between the Colleges and the press. He later held the position of associate editor of the Gannett chain of daily papers until his death in 1941.

Mr. Atwood was succeeded by Howard R. Waugh, who resigned in 1938. Waugh died in Albany where he had become secretary of the State Department of Agriculture.

Waugh's successor at Cornell, James S. Knapp, a graduate of the College of Agriculture in 1932, had specialized in agricultural journalism and had been city editor of the *Adirondack Daily Enterprise* at

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Saranac Lake. The news service of the State Colleges of Agriculture and Home Economics has continued to prosper as a result of his industry, originality, and initiative. During World War II, his service was interrupted for some months when he became the University's Acting Director of Public Information. Professors Knapp and George S. Butts (see also p. 343) have had the longest service with the Office of any of the men who graduated from the journalism courses.

In 1931 Dorothy C. Chase, a Cornell graduate, was appointed an assistant editor to assist Miss Gross in editing Experiment Station publications. In 1942 Fatanitzia L. Schmidt, another assistant editor, was appointed. Miss Schmidt, a Cornell graduate, resigned in 1945 to accept the position of assistant editor with the Cornell University Press. Miss Chase and Miss Schmidt maintained the same high standards in editing that Miss Gross had established for Cornell's publications in agricultural and home economics research.

An important addition to the publications work was the establishment of a section of illustration, with Mrs. Dorothy Welty Thomas as illustrator from 1935 to 1945. Versatile and wholly artistic, she vastly improved the cover designs of publications, made bulletin illustrations, designed posters, prepared notable backgrounds for exhibits at the State Fairs and for the New York World's Fair, introduced the use of silk-screen printing, and taught classes in the use of the graphic arts in extension work. Her work grew so that she had to have assistant artists. Chief among these was Mrs. Audrey O'Connor.

HOME ECONOMICS EDITORIAL OFFICE

*By Mary Geisler Phillips*³

At the turn of the century, from her makeshift office, Miss Van Rensselaer sent out the first bulletin for homemakers, *Saving Steps*. Soon after, a letter came from a farmer's wife. She had found the little leaflet so valuable that she drove in one direction while her husband drove in the other to invite the women within a ten-mile radius to come to her house. They would read the bulletin together and discuss

³ Associate Professor and Editor in Home Economics, Department of Extension Teaching and Information, Colleges of Agriculture and Home Economics, Cornell University.

it. Would Miss Van Rensselaer come to that gathering and give the woman more help?

Miss Van Rensselaer accepted the invitation, and the power of the printed word was augmented by her presence. That was the beginning of the service to homemakers now centered in the editorial office of the New York State College of Home Economics. Today it includes the teaching of methods for the dissemination of information; replies to letters asking for help with homemaking; news stories; feature articles for weekly and monthly publications; radio briefs; live radio broadcasts; transcribed radio programs; and visual aids such as colored sound movies, black-and-white movies, slides, posters, and exhibits.

The rural women who met to talk over *Saving Steps* were the first of many to take the "Reading Course for Farmer's Wives," under Miss Van Rensselaer's supervision. In that era, radio had not been invented, magazines were few and those in existence contained little of the wealth of homemaking material found in magazines of today. No wonder that farm women showed an overwhelming eagerness for help from the College through the printed word!

Leaflet after leaflet came from Miss Van Rensselaer's pen in those early years. In 1907, she was joined by Flora Rose who likewise prepared bulletins. Some of the topics were: saving strength; home sanitation; decoration in the farm home; germ life in the farm home, the rural flower garden; food for the farmer's family; flowers and the flower garden; human nutrition; programs for evenings; and the care and feeding of children.

After five years, the reading courses had an enrollment of 18,000 names, and to each individual went a copy of the bulletin to be studied. The first World War gave added impetus to the desire of homemakers for help, and by 1918 the list of readers had grown to 76,000. During these years Miss Bessie Austin, Miss Van Rensselaer's secretary, was a valuable assistant, but as the administrative duties of the two heads of the Department of Home Economics mounted rapidly, most of the editing work and replies to individual letters had to be delegated to a member of the small faculty.

Miss Helen Canon, the present (1948) head of the Department of Economics of the Household and Household Management, was the

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first to take on this duty, and she served in this capacity from 1915 until the Department of Home Economics became the School of Home Economics and the Office of Publications and News Service became a definite division under the Extension Service.

The direction for the work of the department came from the homemakers themselves. From their letters, and from reports that home demonstration workers brought into the college, specialists learned women's most pressing problems and their need for enlightenment on certain topics. Then leaflets were prepared on those subjects. From a list of bulletin titles, the trends of the times can clearly be discerned. For example, in the Annual Report of the Extension Service for 1918, the first World War is plainly uppermost in mind: homemakers were "nutrition-conscious," and they conserved food as never before since the days of the earliest settlers. Bulletins distributed that year were: *Save Sugar and Save Time; What to Do with Beans; The Victory Wheat Plan; For the Meatless Day; Sugarless Sweets; Potatoes for Patriotism; Milk as Meat and Drink; Seven Commandments for Buying Daily Food; Wheat-saving Breads; How to Use Wheat Substitutes; Without Wheat; Corn Meal Once a Day; Make Every Crumb Count; Cereals in the Diet; When Potatoes Are Plentiful; Preserving Vegetables with Salt; Civic Duties of Women; Sugar-saving Desserts and Confections; How to Use the Apple Crop.*

Home demonstration agents were placed in thirty-three counties and nine cities during World War I, and for them the editorial office established a mimeographed source of information—"a monthly compilation of reference material, summaries of recent technical articles, notices and reports of meetings and general happenings in the field of home economics." This was known as the "Touch Box," and the agents used it for reprint in their home bureau publications.

The extension Annual Report for 1920-1921 states: "The written word as a medium for carrying on extension work in home economics has 3 definite channels through which it enters the county home bureau offices. These are (1) bulletins, pamphlets, and mimeographed material prepared and printed by the College or the United States Department of Agriculture, and supplied to agents for distribution or for reference; (2) the Touch Box; and (3) the Extension Service News of the College to which the home economics extension service con-

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tributed records of progress in methods and results of accomplishing Home Bureau work, together with news of the development of the work of agents and specialists in various counties. The Extension Service News goes directly to community committee women and serves to keep the county in touch with the state-wide services."

The valuable Touch Box was dropped somewhere along the way. A monthly, the *Extension Service News*, was published from July, 1918, to June, 1931, with Professor Adams of the College of Agriculture as editor. Articles for the home economics Extension Service were written for this magazine, with the author of this book as contributor and chairman of home economics editorial assistants.

One chapter of the Annual Report for 1921 is headed "Publications and News Service." Here it is recorded that the extension instructor in charge of the editorial office had with her a home economics trained assistant and a clerical assistant. Individual requests for home bulletins numbered 7,132 within the state and 2,994 outside the state. From the list of those available one can trace the progress of homemaking away from wartime concerns and away from the all-consuming interest in food. Women became more aware of the wider responsibilities of the homemaker, and they wanted help on such subjects as household bacteriology, how to make a budget and keep a cash account, club programs on thrift, the economics of good furnishings, the economics of a sound house, and the like. This was the period when fireless cookers and pressure canners became popular, and neighbors pooled their canning to make use of the one pressure canner in the community—usually at the Home Bureau Office.

During 1923, seventeen persons were on the extension staff at the College, and Miss Alice Blinn was in charge of the Publications and News Service. Miss Blinn was graduated from the College in 1917 and immediately became a home demonstration agent in Chenango County. The next year she was brought back to the College as an extension instructor in home economics and in 1921 was put in charge of publications from the College. Except for the year 1924, when she was a member of the homemaking staff of the *Delineator*, Miss Blinn remained in charge until 1926. That year she joined the *Delineator* as research editor, where she remained until 1934. She then joined the *Ladies' Home Journal* staff as associate editor, her present position.

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A trustee of Cornell University and a member of the Home Economics Council, her interest in the College never flags.

During the years Miss Blinn was in charge, first mention is made of news-writing training schools for agents, the preparation of articles for national magazines, and the preparation of photographs, charts, and other illustrative materials for agents' use. Miss Blinn was cognizant of the responsibility of the College to let the people of the state know what the work of the Extension Service meant to homemakers.

She left at a time of crucial importance. In 1925, the School of Home Economics became a college, with all the added responsibilities and opportunities, and with added dignity for the staff. Extension work had developed rapidly, and home bureaus were now organized in thirty-seven counties and three cities. To help meet the growing demands for instruction in homemaking, local leaders were trained by Cornell staff members, not only to teach home economics but to write news. In the development of the home bureau organization, vice-chairmen of the county, city, and community home bureaus accepted responsibility for publicity in the press (and later in radio). These vice-chairmen were trained by editors of the State Colleges, including Bristow Adams, and later, Helen Crouch and Mary Phillips. For this training, news-writing schools were held at Cornell and elsewhere in the state.

Miss Gertrude Matthewson, a graduate of 1923, took over Miss Blinn's office in August, 1926, and held it for a year. Then she married Albert R. Nolin and became a homemaker. Her successor, Helen B. Crouch, took charge in October, 1927, and held the position until February, 1931. A graduate of Syracuse University, with her M.A. from Oregon State University, Miss Crouch was unusually well qualified for the work. How she ever managed to accomplish all she did with no office help is a mystery. On her resignation she outlined the duties of her office, which included press service to dailies and weeklies, a monthly press service for home bureau "Newsies," the College's articles in the *Extension Service News*, articles to several campus publications, and special publicity articles. In addition she edited bulletins, answered letters asking for information, prepared manuscripts for the printer, worked with students in publicity writing, and helped with news-writing schools.

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The years while she was editor were difficult—the age of jazz, the fabulous boom and succeeding crash of 1929, then the depression—all had tremendous impact on the families of New York State, and they needed all the help and encouragement the College and Extension Service could give.

Miss Crouch left the Extension Service to take a position in the Radio Service, Office of Information, in the U.S. Department of Agriculture, Washington, D.C. In 1931, she married Joseph Douglass.

Radio, now a social institution and a flexible medium for news, was in its infancy in 1931, when Mrs. Kathleen Small stepped into the editorship. Before coming to Cornell, she had attended Syracuse University and Drexel Institute. Mrs. Small immediately recognized the potentialities of radio, and in February, 1932, a definite program of broadcasting was put into effect. (For the further use of radio by the editorial office, see pp. 359-364).

An editorial assistant, Elaine Bechtel, was appointed in 1933, and her successor was Mrs. Grace Laubengayer. Mrs. Mary G. Phillips, who had written the first radio scripts, became half-time assistant to work on special articles and to edit bulletins. When a full-time secretary was added to the staff in 1935, the work under Mrs. Small expanded rapidly. Home demonstration agents and county chairmen were helped with plans for press and radio publicity; the office acted as host for groups from organizations that visited the College; and the editor was given considerable responsibility for the home bureau exhibits at the State Fair and for the program for Farm and Home Week.

With the cataclysm of World War II, the activities of this office were geared to winning the war. Again bulletins appeared with such titles as: *Eat Less Sugar for Country and Health*; *Let's Save Fats*; *Meals with and without Meat*; *How to Prepare for Blackouts*; and the like. Every nerve was strained toward helping families meet the emergency, and the tempo of all work was speeded up.

In 1942, Mrs. Small left to take a position with the Women's Land Army, and Mrs. Phillips, who in the meantime had become assistant editor, was made editor, and is the present incumbent (1948). In 1946, the title associate professor was added to that of editor.

With the growth of the College and of the Extension Service, the editorial office has kept pace. An assistant editor, Mrs. Marion Stocker,

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in charge of the press service, an editorial assistant, Miss Dorothy Juanita Albers, in charge of radio work, and two stenographers comprise the office force at present (1947). The first persons to hold these positions, from 1945 to 1947, were Mrs. Gwen H. Haws, Assistant Editor, and Miss Nina Kuzmich, Editorial Assistant. When William B. Ward succeeded Bristow Adams as Editor in Chief of Publications in 1945, a Department of Extension Teaching and Information in the Colleges of Agriculture and Home Economics was established. The home economics editorial office is now a part of that department, and teaching has been added to the duties of the editor.

The objectives as stated in the College's Annual Report for 1946 are as follows: To help homemakers make adjustments to postwar conditions; to keep them informed of the results of research, new trends, markets, and other pertinent knowledge that has to do with the Extension Service, the home, and the community; and to let families of the state know of the happenings in the College and acquaint them with the staff.

To reach these goals, greater use has been made of the press, radio (see p. 362), and visual aids for the dissemination of home economics information; many new bulletins have been issued and reprints of others distributed, and every effort has been made to meet individual requests for homemaking information. During the year 1946-1947, more than 1,500,000 copies of homemaking bulletins were sent out.

The modern trend in the thinking of homemakers throughout the state is toward their responsibilities as citizens of the community and of the world. The seed for this development was planted many years ago when Ruby Green Smith taught "community housekeeping" and awakened women of the Home Bureaus to the part they should take as leaders in their communities. Now that seed is bearing fruit in every county and city that has home demonstration work, and in other women's organizations as well. Again the editorial office is called upon to move along with the rapidly flowing stream of family life and distribute the fruit of that thinking to the families borne on its course.

*Biographical Glimpses of Mary Geisler Phillips.*⁴ Mary Geisler Phillips attained her position as an Associate Professor at Cornell not only because of her scholarship, experience, and authorship but be-

⁴ Prepared by R. G. S.

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cause she adapted her talents to meet urgent needs of the State College of Home Economics. Professor Phillips' first appointment called for half-time work, but she gave "full measure, running over" when she found abundant opportunities to translate into effective publications and radio script the College faculty's knowledge of home economics.

A graduate of the University of Pennsylvania, Mrs. Phillips was a free-lance writer and, besides articles for adults and stories for children, had published several books for children while her three sons were young. She had also been a pioneer script writer for the radio, a teacher of biology and chemistry, and assistant editor for *Botanical Abstracts* and *Biological Abstracts*, and associate editor of *Childcraft*. She had done professional writing at home until the last child was in high school. Her husband is Dr. E. F. Phillips, Emeritus Professor of Entomology at Cornell and world authority on bees.

Mrs. Phillips is a creative writer as well as a skillful editor. Her stories have been published in many magazines, and her books include: *Honey Bees and Fairy Dust*, *Ant Hills and Soap Bubbles*, *Spider Webs and Sunflowers*, *Nature by Seaside and Wayside* (in four volumes), *Things That Go*, *Anything Can Happen*, and *Glimpses into the World of Science*. She credits her oldest son with having started his mother's story writing. She says: "When he was six, he clamored for stories about bees and to know what his father did with them all day."

During World War II, Mrs. Phillips edited the emergency as well as the more academic publications of the State College of Home Economics and worked as one of Cornell's radio speakers and writers.

Since 1945, Mrs. Phillips has done resident as well as extension teaching. A colleague said of her: "She gives to her work an eagerness which is an inspiration to professors and to students." Professor Mary Geisler Phillips says she hopes she "will never be too old to learn new things." This attitude is, in essence, the spirit that gives impetus to the New York State Extension Service.

TWENTY YEARS OF RADIO BROADCASTING ⁵

When radios came into general use, New York State extension workers were quick to use this new facility to get news and informa-

⁵ An abstract of a manuscript by Charles Arthur Taylor. Professor Taylor is an Administrative Specialist in the Extension Service of the College of Agriculture at Cornell. He was a pioneer in college teaching by radio, with a base of operations

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tion to farmers and homemakers. Early dreams of magical results were not realized, but radio proved effective as an additional method of teaching and of making timely and emergency announcements.

When there were only a few stations, extension workers had to travel to Buffalo, Rochester, or Schenectady to use this new medium of mass education. Later local and clear-channel stations covered the state. Early extension radio activities consisted of occasional talks by extension staff members. In 1948 radio programs of the Extension Service were presented daily on more than 44 stations.

To Professor Charles Taylor Dean C. E. Ladd had assigned responsibility for the development of broadcasting by members of the College staff and county extension agents. Under Taylor's direction, this work grew until about 60,000 broadcasts a year were made on New York stations in connection with state extension programs in agriculture and home economics.

Daily programs over a few stations replaced the infrequent broadcasting of staff members. Since 1928 the College has furnished stations in the state with one-page, timely items of interest to farmers and homemakers; in 1948, forty-five weekly briefs were issued by the Extension Service to radio stations in all parts of New York.

In 1929, the Cornell University radio station ⁶ was moved to campus

in the station now called WHCU (Home of Cornell University). Associated with Mr. Taylor in the University's early radio work were Professors Julian P. Bretz of the History and Government Departments and W. C. Ballard, Jr., of the College of Engineering. Mr. Taylor served as a director of the National Association of Educational Broadcasters. Many procedures that he originated in the extension radio services in New York have been adopted elsewhere. The quality of the programs over the years is attested by the frequency with which they have received awards in national competitions of the American Association of Agricultural College Editors. Professor Taylor is a Cornell graduate who entered the Extension Service as the Herkimer County Agricultural Agent. He was called to Cornell as an Assistant State Leader of County Agricultural Agents. He and his wife, Carrie Williams Taylor, Assistant State Leader of Home Demonstration Agents, have spent a combined total of 58 years in the Extension Service. For further details of the radio services see Cornell Extension Bulletin 726.—R. G. S.

⁶ In 1927, under the leadership of engineer George Westinghouse, and with the co-operation of other Cornell graduates in the Westinghouse Corporation and the General Electric Company, these business enterprises gave Cornell equipment for a powerful radio station. Cornell engineers had experimented with radio-telephone communications since 1906 in the Sibley College of Mechanical and Electrical Engineering.—R. G. S.

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studios. Since that date the University station has broadcast daily programs; and manuscripts and briefs, as well as speakers for regular programs, have been furnished to many radio stations. Cornell faculty members have appeared regularly on farm and home programs on station WHCU and sometimes on other stations to supplement the radio work of county extension agents on local stations.

After 1944, leased wires from the WHCU studios in Ithaca to two important radio stations in the state provided more speakers from the State Colleges, reduced travel costs, and saved time.

Seventy-eight extension projects have been given state-wide coverage by the radio service in one year. These included the state milk campaign, agricultural conservation, control of Bang's disease, enrollment in Farm Study Courses, artificial insemination, and promotion of the use of certified seed.

After the College of Agriculture acquired equipment for making transcriptions, programs that were financed and prepared at Cornell were sent to co-operating stations. The Cornell station has been used for rehearsals, as a laboratory, a transcription workshop, and as a training center for classes in radio as well as for broadcasting. Whenever the extension specialists had emergency messages, these were recorded and distributed to stations. The Extension Service also had a part in international short-wave programs for western Europe and for Spanish-speaking countries.

Agricultural, home demonstration, and 4-H club agents have carried radio programs systematically and have studied broadcasting techniques. In 1929, Professor Taylor began to hold radio schools for extension personnel at Cornell and in other parts of the state. The College of Agriculture has offered a course in broadcasting, especially for seniors who planned to do extension work.

Typical programs of WHCU have included seasonal agricultural and home economics information; "Historical Sketches from the New York Agricultural Society" by Eric Peabody; "Know Your Birds" by Drs. Arthur A. and Elsa G. Allen, and Paul Kellogg; "Let's Read a Book" by Bristow Adams; concerts by Cornell's musical organizations; "Poultry School of the Air"; victory garden campaigns; "Farm News Notes," started by the late Earl Flansburgh; "Customs in Other Lands" by foreign students and by faculty members who have traveled abroad;

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"Our Children in a Changing World"; "Living in the Country"; "Public Affairs Series"; "Tompkins County News Notes" by Harry C. Morse; "The Family Life Series"; "This Week in Nature" by E. Laurence Palmer; "As Farmers See It" by farmers; results of research in agriculture and home economics; "Everyday Living in Wartime"; "This Is Your Home," by Mary G. Phillips and home economists; Extension Service programs; and "Public Problems" by Cornell professors.⁷

Because of restrictions on travel, the Extension Service made greater use of radio during World War II; the purposes were to promote war programs that related to agriculture and home economics; to inform the public of government regulations, production goals, nutrition and food requirements, discoveries useful to farmers and homemakers, ways of increasing production and of making better use of available supplies; to give warnings about insects and diseases; and to give news of the agricultural outlook.

A series of transcriptions were prepared by the faculties of the State Colleges for use in foreign broadcasts of the Office of War Information. The records were voiced by foreign students at Cornell and beamed to other countries by OWI's short-wave transmitters.

Among the co-operative programs of WGY and the Extension Service were the victory garden programs in the spring of 1943 and 1944. Demonstration victory gardens were planted near the studios, and programs were televised directly from the garden plots with extension specialists teaching.

"Everyday Living in Wartime," syndicated to thirty-three stations, was a program planned for consumers, to stimulate the use of perishable farm products during their seasonal abundance. In the intervals between the marketing seasons home economics programs of interest to urban and rural homemakers were used.

⁷ Although other than the state schools and colleges at Cornell have not yet been able to finance regular programs over WHCU, professors of other colleges in the University have participated occasionally in radio work, notably the late Martin W. Sampson, Robert E. Cushman, and Walter F. Willcox. In the Extension Service, instantaneous communications have proved significant. To supplement the programs of the State Colleges the University has made a contract with the Columbia Broadcasting System. This allows the Cornell station to use portions of Columbia's programs.

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On August 1, 1945, Louis W. Kaiser, a former Army captain, who had been associated with radio stations in Syracuse and Buffalo, was appointed head of radio services for the State Colleges. Increased demands by the radio stations for material from Cornell prompted an enlargement of the radio services. These developments included: approximately six transcriptions a month, supplied to twenty-nine stations; "Operational Advices" during the crop season—tips that the radio station can use with daily weather forecasts, and that are sent to weather bureau offices, county agricultural agents, and radio stations; and a radio news service to supply important news from the Colleges immediately to farm program directors. Telegrams or special-delivery letters are used to send the news to key stations.

A record of the Cornell chimes introduces the noontime program over WHCU. This program includes market and weather reports, and farm and home talks by extension specialists.

A wire recorder was purchased, increasing the audiences for extension broadcasters, because programs can be recorded on the farm or at a meeting and rebroadcast later.

The first of a series of television broadcasts was inaugurated April 1, 1946, when Professor J. P. Porter (a former successful extension specialist) of the Department of Floriculture and Ornamental Horticulture showed Robert B. Child of WRGB (Schenectady) how to landscape his home grounds. Television broadcasts have been made also by faculty members and students of the College of Home Economics.

*Extension Radio in the College of Home Economics.*⁸ "Deborah Domecon," a script series written in 1931 by Mrs. Mary G. Phillips (who later became Editor in the College of Home Economics) was voiced in dialogue by Cornell students. Incidents in the life of "Debby Domecon," a home economist, dramatized good practices.

In 1938, an entertaining series of weekly dramatic skits, "Roommates and Company," was written, voiced, and directed by women and men students from the Colleges of Agriculture and Home Economics. This series taught home economics gaily, in its relation to college students.

A series entitled "Calling All Cooks" was started in 1940 to em-

⁸ See also the section "Home Economics Editorial Office" in this chapter.

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phasize the use of inexpensive foods for a well-balanced diet. When it was decided that the program should not be limited to food, this series was replaced by "This Is Your Home."

During the war Mrs. Phillips wrote a series of eighteen broadcasts on Home Canning, which was used during the peak of the canning season in 1944. In 1945, another series covering home canning and freezing was prepared and broadcast by Mrs. Phillips with the assistance of nutrition specialists from the College staff. "Home Economics News," a weekly script written and voiced by Mrs. Phillips, reported on "What's Going on in the College of Home Economics." "Homemaking with Polly and Tim" was a series of action-filled scripts that accented good homemaking practices. Another program was inaugurated jointly in 1945 by the Colleges of Agriculture and Home Economics under the title "What's New in Farm and Home Research."

"Let's Make a Dress," a series of fifteen broadcasts, proved that homemaking techniques can be taught successfully through radio. Professor Helen Powell Smith, a specialist in clothing and textiles, wrote and voiced the scripts. Given first in 1944 over station WHCU, this program received the highest award as the most effective for increasing a station's local audience. When the course was repeated over WGY, more than 11,000 women enrolled to make dresses, which were shown in style shows.

The Extension Service of the College of Home Economics has also added weekly briefs that are keyed to timeliness. They emphasize food conservation and preservation, care of clothing and household equipment, and short cuts in homemaking.

VISUAL AIDS FOR EXTENSION WORKERS⁹

The origin of a visual aids service at the Colleges of Agriculture and Home Economics is difficult to define because different branches grew independently and at different times. Charles W. Redwood, the first artist for the Extension Service, was employed in 1912. He served

⁹ This section was written in the Department of Extension Teaching and Information on the basis of facts supplied by Professors Elmer Phillips and William B. Ward.

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all the extension personnel as well as the Office of Publication. He was succeeded, November, 1935, by Mrs. Dorothy Welty Thomas, who resigned in 1945. Mrs. Audrey O'Connor has been head of the art branch of the visual aids office since 1945.

The date when photography was used first as a teaching device is even more indefinite, as each department in the College tried to render a complete service within itself, with part-time help. The most outstanding work was in the Department of Plant Pathology by W. R. Fisher.

Elmer S. Phillips, who entered Cornell in 1928, earned a large part of his college expenses by taking pictures for different departments. Professor Hugh Reed, then head of the Department of Zoology, made available to Mr. Phillips space and equipment in exchange for photographic work. Most of the work in the College of Agriculture was done for Professor Guy MacLeod of the Department of Entomology and for Professor Morris C. Bond of the Department of Agricultural Economics. After graduation in 1932, Mr. Phillips approached Dean Carl E. Ladd with the proposal that the Colleges of Agriculture and Home Economics should have a photographic service to continue the type of work he had been doing as an undergraduate. Dean Ladd, although sympathetic to the proposal, said that neither funds nor demands warranted such an expenditure. Mr. Phillips was hired, however, to work with Professors G. A. Everett and Eric Peabody in teaching public speaking, and with Professor Charles A. Taylor in acting as radio announcer for the College of Agriculture. He continued to take both still and motion pictures for departments in the State Colleges. In 1936, at Dean Ladd's request, Professor Phillips made a motion picture, "When Chick Life Begins," with funds appropriated by a commercial company. Soon, the radio work began to increase because of new services furnished to co-operating stations throughout the state, and the requests for photography increased in proportion to the other work for which Mr. Phillips had been hired. About 1938, in a conference with Dean Ladd, Mr. Phillips pointed out that his work in public speaking, radio, and photography was equivalent to three full-time jobs. With a smile, Dean Ladd replied that he did not want to move him from public speaking, nor did he want to replace him on radio, and that he would like the photographic work continued. This

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was the beginning of a plan for a co-ordinated visual aids service, but Dean Ladd wished to build a demand for the service before requesting an appropriation from the Legislature.

Early in 1943 it was obvious to Director L. R. Simons and the Dean that if food production was important to win the war, means other than specialists' travel would be necessary to disseminate information to farmers and homemakers of the state. Part of the College fleet of cars was immobilized to make them last as long as possible. Train and bus transportation was crowded. The specialists were making only a fractional number of trips in proportion to what may be considered normal. At this time, Director Simons asked Professor Phillips how much money would be required for a visual aids office, how soon it could be established, suggested that the organization should be planned for five years, and that federal funds for such an establishment were almost a certainty. On February 1, 1943, Professor Phillips began to build the visual aids service, aimed particularly at wartime needs.

The more urgent needs were for slide sets and motion pictures to depict all phases of growing and preserving food as well as practical methods for farmers to increase their labor efficiency. It was decided that the new office should produce motion pictures and slides principally in color and with little emphasis on the news or commercial type of photography. One room abandoned by the government Weather Bureau was available, but there were few pieces of departmental equipment. One Eastman Cine Special 16-mm. motion-picture camera with a tripod and other parts came from the Department of Agricultural Economics. Some equipment was purchased after a diligent search by letter, wire, and telephone. Into the "pot" went Professor Phillips' personal cameras, exposure meter, and other equipment. A darkroom, made available by the Department of Entomology, had to be re-equipped and altered. Equipment that could not be purchased was made in the College carpentry shop. Sometimes equipment that could be purchased was not adequate in every respect, so the carpenter shop and outside machinists were called upon to fashion a piece according to Professor Phillips' specifications. Such pieces were a titling bench, a permanent copy stand, an editing table

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for motion pictures, cabinets, and other items. Professor Phillips made some of the equipment in his home workshop.

During three of the war years, approximately thirty motion pictures were made, and 30,000 color slides (2 by 2) were sold to county extension agents. Included among the motion pictures was "Picking Pointers for Apple Pickers," believed to be one of the first farm-labor films in full color. Its plan was followed in other films and proved successful in showing farmers how to save labor and to maintain quality in their farm operations.

In 1945 all visual aids work was co-ordinated and incorporated into the Department of Extension Teaching and Information under Professor William B. Ward. Since the war, the emphasis has changed. The great demand for food preservation has to some extent decreased, and the drastic emergency for farm labor has also been relieved. Despite this fact, visual aids work has continued at such an accelerated pace that in 1945 the heads of various departments in the College requested that additional personnel be employed. Richard A. Maurer was added to the staff. He had studied at a photographic school, had had commercial training in a photographic studio, two years in the South Pacific as photographer on a bomber in the Air Corps, and had taught Air Corps photography in the Midwest. In 1947, through contributions of departments in the Colleges of Agriculture and Home Economics, Gere Kruse was added to the staff. His experience had been similar to that of Mr. Maurer's.

In 1948, the scope of work is different from that in wartime. The office makes motion pictures, slide sets in color, and black-and-white slide sets, takes news pictures, makes photographs for exhibits and bulletins, and performs many other services. The growth of this service is a reflection of Professor Phillips' belief that any story worth telling to the people in the state should be told in every way possible, including the visual aids method. Phillips also believes that quantity production is no measure of effectiveness of his staff. He is a perfectionist and would rather see five complete jobs well done than ten hurriedly executed, poor pieces of work. He and his staff constantly keep in mind four rules which they hope will achieve high quality: (1) The idea for the picture is all important—the picture is merely a representa-

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tion of some idea or fact; (2) Quality of the picture must be the highest; although the picture may not be perfect aesthetically, it must tell a story; (3) The presentation of all factual information must be honest, for without it, extension workers using the picture may feel that photographic liberties have been taken, and that future explanations may be needed; (4) An understanding of the ultimate audience—the farmer and the homemaker—is paramount.

INTEGRATION OF INFORMATION SERVICES ¹⁰

By Dorothy C. Chase ¹¹

The Department of Extension Teaching and Information, with Professor William B. Ward as department head and editor and chief of publications, was set up July 1, 1945, to combine the well-established press, radio, publications, and visual aids services, and the oral expression and journalism courses of the Colleges of Agriculture and Home Economics.

The purpose of the department is expressed in the following objectives:

(1) To popularize and to disseminate to rural and urban people constructive information on agriculture and home economics.

(2) To assist specialists and county agents to make effective use of printed materials, news, radio, and visual aids in extension teaching.

(3) To keep the public informed of all news and information originating at the Colleges, in order to assist in adult and junior education; and to report currently to the public the activities that are financed from public funds.

(4) To teach courses in journalism, oral expression, and other methods of communication with the purpose of preparing students for positions in the Extension Service as well as for effective living as citizens.

(5) To advise the deans, directors, and other administrators of the Colleges concerning the public-relations aspects of educational objectives.

The News Service (1948), one of the veteran services of the Colleges, covers more than 100 daily and 500 weekly newspapers in New York

¹⁰ See also the other sections of this chapter.

¹¹ Assistant Editor, Department of Extension Teaching and Information, Colleges of Agriculture and Home Economics, Cornell University.

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State, as well as leading farm magazines, trade journals, and other periodicals throughout the country. A classified mailing list permits a wide coverage of trade papers, since an important story is sent to all key publications for that particular subject, as well as to the general press. In normal times, a typical yearly output of news and feature stories totals more than 1,300.

The department works closely with county agricultural, home demonstration, and 4-H club agents. The news office sends them "fill-in" stories, to which the agents add pertinent local facts before releasing the stories to the press and radio. Department members work directly with the agents to give news coverage of special events, and also with the research staffs of the Colleges to report recent findings through the press. A further service is extended to farm organizations in handling press information for meetings and conducting training schools in public relations for the Extension Service.

Such features as columns for weekly newspapers, the Service Sheet of information for publishers in rural communities, a garden column, filler material, and agricultural news have proved popular.

To aid in special campaigns such as the Fall Milk Program and the Barn Management Program, special illustrated service letters, in addition to press and feature stories, were distributed.

The Publications Service (1948), another veteran, established in 1888, offers an increasingly wide range of bulletins for farmers, homemakers, and young people, with an annual distribution averaging more than a million and a half bulletins.

The publications are grouped in seven categories: Extension Bulletins, Experiment Station Bulletins, Memoirs, Rural School Leaflets, Annual Reports, Announcements, and miscellaneous publications, with an average annual output in normal times of 65 new publications comprising approximately 2,800 printed pages, and 60 reprints that represent approximately 2,500 printed pages. This is a far cry from 1888 when a lone Experiment Station Bulletin was proudly put forth.

The people of the state hear about these bulletins through the press and radio, and the county and city agents of the Extension Service distribute many of them directly. At the close of the war, the foreign

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exchange service was resumed, and research bulletins were again sent to libraries and institutions in foreign countries.

Another publication, issued jointly by the Cornell University Agricultural Experiment Stations at Ithaca and at Geneva, is the quarterly *Farm Research*, with a mailing list of 20,000, including farmers and extension and research workers. This publication reports current research at the two stations and gives farm people an idea of what is being done to help them save time, money, and labor.

Radio Service (1948). Radio news briefs are released twice weekly to forty stations in New York State. Regular agricultural and home economics programs are released over many stations of the state, and mimeographed copies of all programs are sent to editors, program directors, and county agents. In a recent year, 68,000 letters were received from listeners who requested more than 127,000 Cornell bulletins. Many of such listeners were not associated with farm organizations and had no way of knowing about bulletins except through radio.

In addition to the regular 15-minute farm and home program broadcast six days a week from Station WHCU, specialists from the Colleges broadcast regularly over two of the state's most powerful stations. (For further details of radio services, see also in this chapter the section "Twenty Years of Radio Broadcasting.")

The Visual Aids Service (1948) is constantly increasing its service, not only to the Colleges and to the county extension agents, but to other states and countries. In 1947 it had on file 6,848 black-and-white negatives and had made 5,223 prints. Colored slides on file totaled 3,205, and 1,185 duplicates had been made over the period of a year for specialists, extension agents, and other states and countries.

Since this office was established, forty motion pictures have been made, and in one year forty-three copies of sixteen of these were made for other states and agencies. At least two copies of each film are filed in the loan library of motion picture films and slides, together with films obtained from other sources. The library contains about 400 prints of motion pictures, comprising some 150 titles; these are shown more than 6,000 times a year to audiences totaling at least 260,000 persons.

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The staff of the illustrations studio issues a mimeographed periodical, *The Graphic Extensioner*, containing stencils, instructions for making designs, and helpful suggestions for extension agents and specialists.

The planning and the display of Colleges exhibits are an important part of the work of the department. A notable example was the 1946 Farm and Home Special Train. (For further details on Visual Aids, see the section in this chapter.)

Courses in Journalism and oral expression have helped agricultural and home economics graduates to find a place in the Extension Service and in business through knowledge of how to write and to speak effectively. At the annual three-week Extension Service summer session, instituted in recent years, more than half the states have been represented by enrollees in courses on these subjects.

Farm Study Courses (1948). The helpfulness and popularity of these correspondence courses are attested by the more than one thousand new enrollments each year in recent years, and some 6,000 lessons sent in for correction.

Information Service. For the continuous flow of requests for information this department has maintained an information service since 1915. Requests are channeled to the persons or departments qualified to give the desired information. As many as 60,000 requests have been received in a single year.

The work of the department cannot be measured in terms of the volume of publications distributed, press releases, items clipped from the newspapers, films, slides and pictures produced, or time given to local or network radio programs. Changes in practices are primarily the result of how the individual relates the information to his own or his neighbors' experience. Every effort is made to encourage and promote sound, dependable local information, fairly interpreted.

The Personnel. Professor William B. Ward was appointed Editor on April 1, 1945, and three months later, head of the Department of Extension Teaching and Information of the New York State Colleges

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of Agriculture and Home Economics. He is in charge of the press, radio, visual aids, and publications services of the two Colleges, and of the courses in journalism and oral and written expressions.

Professor Ward was born in Idaho Falls, Idaho, on July 16, 1917. In 1940 he received his B.S. degree from Utah State Agricultural Colleges, and in 1941 the degree of M.S. from the University of Wisconsin.

While in college, he was assistant to the extension editor, correspondent for the Associated Press and Rocky Mountain newspapers, and editor of the college newspaper and athletic publications. He also worked for a year in the editorial department of the *Post Register*, a daily newspaper in Idaho Falls. At the University of Wisconsin he was assistant to the extension editor and graduate instructor in agricultural journalism. His treatise, *Agricultural News in the Daily Press*, was published by the University of Wisconsin in 1941.

For a year and a half, Professor Ward was information specialist in dairy marketing, in charge of public relations on milk marketing agreements and orders for the United States Department of Agriculture. Later he became chief of the Information section of the Agricultural Marketing Administration, which led to his appointment as press chief of the Food Distribution Administration. After the attack on Pearl Harbor, he went to Hawaii to report on food production and distribution for the United States Department of Agriculture.

Professor Ward is a member of Sigma Delta Chi, the national professional journalism fraternity, and of Rotary. His articles on agricultural subjects have been published in many national and regional publications.

George Eric Peabody was appointed professor of extension teaching in 1937. In 1943 he was placed in charge of the courses in oral expression. In addition, he has held the post of assistant director of the Office of Veterans Education since September, 1944. Professor Peabody is a Cornell graduate, with the degrees of B.S. and M.S.

Other members of the staff (1948), besides those mentioned elsewhere in this chapter, are as follows: Betty Burch, Lloyd H. Davis, Chester A. Freeman, Ellen Gabriel (Mrs. H. S.), Francis A. Lueder, Theodore D. Richards, Jr., and Mary Margaret Scofield. In addition, many clerks, secretaries, and assistants give valuable service.

Epsilon Sigma Phi, National Honorary Extension Fraternity

The purpose of this fraternity is to maintain the ideals, preserve the traditions, uphold the morale of the Extension Service, and to develop a spirit of fraternity among its members.

—*Constitution, Epsilon Sigma Phi*

EPSILON SIGMA PHI is the honorary national organization of professional men and women employed in the Cooperative Extension Service of the United States Department of Agriculture and the land grant colleges and universities of the United States.

Alpha Chapter of Epsilon Sigma Phi was founded January 10, 1927, in Bozeman, Montana, at the home of Milburn L. Wilson, who has been national Director of Extension since 1940. Within ten years, this fraternity was established in fifty colleges or universities, with a membership of 2,583. The late W. A. Lloyd of the U.S. Department of Agriculture was founder of the fraternity and author of its creed (see pp. 217, 218).

The first national convocation was held at Reno, Nevada, July 21, 1927, and was attended by delegates from ten states. The national officers elected were: grand director, W. A. Lloyd of Washington, D.C.; grand vice-director, M. L. Wilson of Montana; and grand secretary-treasurer, P. H. Ross of Arizona. New York was represented on the first national executive committee by Ruby Green Smith.

Lambda Chapter, at Cornell University, was founded July 15, 1927, by New York's Director of Extension, Lloyd R. Simons, who was then Assistant State Leader of County Agricultural Agents. He initiated John H. Barron, Ralph H. Wheeler, Earl A. Flansburgh, Jay Coryell, Harry C. Morse, and Ruby Green Smith. With slight chances for competition, officers elected were Mr. Coryell, chief; Mr. Barron, secretary-

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treasurer; Mrs. Smith, annalist; and Mr. Wheeler, Dean of the House of Pioneers.

The House of Pioneers consists of persons identified with extension work before passage of the Smith-Lever Act of 1914. Lambda Chapter pioneers include: Ralph H. Wheeler, Bristow Adams, Claribel Nye, Jay Coryell, Louis Hurd, Walter Krum, Winfred Ayres, Montgomery Robinson, Byron Robb, Arthur Allen; and the late John Barron, Martha Van Rensselaer, Herbert A. Hopper, Cyrus R. Crosby, and George Bush.

It was decided by the seven who organized Lambda Chapter that all extension workers who joined Epsilon Sigma Phi during 1927 and 1928 would be considered charter members. In addition to the seven organizers, the following became charter members: Herbert A. Hopper, Cyrus R. Crosby, Bristow Adams, Louis M. Hurd, Walter G. Krum, Byron B. Robb, Arthur A. Allen, Charles A. Taylor, Gilbert W. Peck, Claribel Nye, Montgomery Robinson, Thomas C. Murray, Arthur B. Buchholz, William J. Wright, Ray F. Pollard, Henry B. Little, John G. Curtis, Clinton B. Raymond, William C. Stokoe, Van B. Hart, Arthur L. Shepherd, Lucile Brewer, Winfred E. Ayres, George W. Bush, Joseph F. Porter, Richard F. Fricke, Rodney W. Pease, John D. King, Kenneth D. Scott, Nancy McNeal Roman, John A. Lennox, Leo A. Muckle, Martha Van Rensselaer, Charles W. Radway, Robert C. Ogle, Albert Hoefler, James C. Otis, Don D. Ward.

Eligibility for membership in Epsilon Sigma Phi is defined as "completion of ten years of work in the Extension Service, as an administrative officer or specialist, with headquarters at the state colleges, or in the U.S. Department of Agriculture; as a county agricultural or 4-H club agent, or as a county or city home demonstration agent." In 1948, the Cornell chapter included 140 men and 59 women.

At Cornell, Epsilon Sigma Phi has honored itself by electing to honorary membership: Liberty Hyde Bailey, an inspiring leader in the development of the state Extension Service; the late Albert R. Mann, a constructive contributor to extension work in his former Cornell faculty positions as Dean of the Colleges of Agriculture and Home Economics and Provost of the University; Flora Rose, former Director of the State College of Home Economics; William I. Myers, Dean of

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the State College of Agriculture; Sarah Gibson Blanding, former Dean of the State College of Home Economics; and Howard Edward Babcock, extension pioneer and former chairman of the Cornell trustees.

The Cornell chapter of Epsilon Sigma Phi was honored by the national fraternity when its highest award, the "Distinguished Service Ruby," was presented to Liberty Hyde Bailey on March 22, 1938. In presenting this award, Lambda's chief paid tribute to Dr. Bailey's leadership, which continues to guide New York extension workers, despite his retirement; and spoke of his distinction as a scholar, speaker, author of scientific books; of his gifts as a poet and philosopher; of his travels as a botanical explorer; and of his collections of plants. Dr. Bailey responded with inimitable comments and with reminiscences of early extension work.

"Certificates of Recognition" for distinguished extension work have been awarded, at national meetings of Epsilon Sigma Phi, to these members of Lambda Chapter: Lloyd R. Simons, Ralph H. Wheeler, Ruby Green Smith, Flora Rose, and H. E. Babcock.

Pioneer work was done by Lambda Chapter when it created a loan fund to assist in the college training of children of Epsilon Sigma Phi members, either at Cornell or elsewhere. All students to whom loans have been made have proved to be good risks, for all loans have been repaid as "nominated in the bond." Because of the success of this plan at Cornell, other chapters of Epsilon Sigma Phi have established similar loan funds, and the national fraternity has established a national scholarship.

Annual meetings of Epsilon Sigma Phi are held in connection with annual meetings of the American Association of Land Grant Colleges and Universities. This honorary fraternity has made important contributions to the progress of its members: officers and committees of Epsilon Sigma Phi have taken initiative and leadership in securing faculty rank for qualified "Professors in Extension Service"; they have done much to create an appreciation by resident faculty members of the necessity of recommending as teachers in the Extension Service only the students who have maintained high standards in their studies, and who possesses fine qualities of personality and character. Epsilon Sigma Phi has also furthered the development of state retirement

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systems, requested preparation of state histories of the Extension Service, and helped to secure sabbatic leaves for Extension Service personnel.

Lambda Chapter of Epsilon Sigma Phi has elected (in chronological order) the following officers who served between 1927 and 1947:

Chiefs: Jay Coryell, R. H. Wheeler, W. J. Wright, L. R. Simons, M. E. Robinson, V. B. Hart, L. A. Muckle, C. E. Ladd, Louis M. Hurd, John H. Barron, Ruby G. Smith, E. A. Flansburgh, Bristow Adams, C. A. Taylor, L. H. Woodward, K. D. Scott, Adelaide Barts, R. F. Fricke, H. L. Case, Margaret Wylie, E. Brougham, and Frances Searles.

Secretary-Treasurers: John Barron, E. A. Flansburgh, J. A. Cope, L. D. Kelsey, Albert Hoefler, C. B. Raymond, G. W. Brandt, F. E. Heinzelman, H. E. Botsford, R. F. Fricke, W. E. Ayres, E. V. Hardenburg, J. A. Lennox, L. E. Weaver, Irving Perry, and David Fales.

Annalists: Ruby G. Smith, R. F. Pollard, W. E. Ayres, Louis M. Hurd, A. Bosserman, B. McDermand, R. F. Fricke, Adelaide A. Barts, Orrilla Wright, Florence Wright, Dorothy DeLany, Helen Hoefler, Lillian Shaben, and Fred B. Morris.

Deans of the House of Pioneers: Ralph H. Wheeler, Martha Van Rensselaer, H. A. Hopper, Bristow Adams.

In 1947, the Cornell chapter initiated the recognition of eminently superior extension work by annual citations for distinguished teaching in a county, for published writing, and for the use of radio in extension teaching. Bristow Adams designed the certificate. Recipients of the first (1948) awards were: Harry Case, for his notable work for more than a quarter-century as 4-H Club Agent in Chenango County; Professor Helen Powell Smith, Specialist in Textiles and Clothing, for her successful pioneering in teaching by radio a series of lessons called "Let's Make a Dress"; and Professor Florence E. Wright, Specialist in Household Arts, for her scholarly extension bulletin, "Three Centuries of Furniture."

Sabbatic Leave and Faculty Rank in Agriculture and Home Economics

And gladly wolde he lerne, and
gladly teche. —CHAUCER

SABBATIC LEAVE

SABBATIC LEAVE for study is a privilege that Cornell University has granted to its resident faculty since early in its history. It was first given to a member of the state Extension Service in 1926. At that time, the University statutes defined a Cornell professor as a teacher who gives instruction on the campus to students enrolled in regular courses, as listed in curricula of Cornell's eight colleges. The University faculty included also the Director of Extension, the Director of Finance, and the Editor of Publications.

Dean Albert R. Mann of the State Colleges of Agriculture and Home Economics, the Director of Extension, C. E. Ladd, and Directors Van Rensselaer and Rose of the State College of Home Economics decided to submit to President Livingston Farrand and the Cornell trustees an application for sabbatic leave which the writer was requested to make as a test case. After the leave had been granted, several trustees confessed that they had "just discovered the Extension Service!"

Academic classification for members of the extension staff whose headquarters are at Cornell became necessary with granting of sabbatic leave to extension workers, since such leave is never granted to the faculty members whose rank is below that of an assistant professor. Thus academic titles of instructor, assistant or associate professor, or professor in extension service, were added to the franking-privilege titles of specialists, of state leaders, and of associate and assistant state leaders.

At that time Cornell's sabbatic leaves were granted, not in the

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seventh year of professorial service, but after seven years of work whereby the privilege was earned, somewhat as biblical Jacob won his wife Rebecca. Cornell has since changed its policy by considering applications for sabbatics after six years of service to the University. Such leave is not a right but a privilege, granted individually; it does not connote the repose implied in the word from which its name is derived. Instead, its granting imposes upon the professor an obligation to spend a semester on full salary, or a year on half-salary, in ways which promise to make the recipient more effective when he returns. In the State Colleges of Agriculture and Home Economics, sabbatic leave for those on federal funds now involves a pledge by the applicant to enroll for specific studies in a college or university.

The granting of sabbatic leave to extension agents—county agricultural, 4-H club, and home demonstration—awaited the leadership of L. R. Simons, Director of Extension, in furtherance of part of the program of the national honorary extension fraternity, Epsilon Sigma Phi. Although county and city extension workers have been made members of state college faculties in several states, they have not been given academic recognition at Cornell, despite their academic qualifications and their importance to the University, which they represent to a multitude of people throughout the State. Now that sabbatic leave has been granted to qualified county extension workers, such faculty rank may come, however, as it did come for extension workers whose headquarters are at Cornell. There was an interval of fourteen years between the granting of the first sabbatic leave to a College staff member of the Extension Service and the acceptance of professors and associate and assistant professors in Extension Service as members of the University and State College faculties.

The first sabbatic leaves for county extension workers were granted, in 1932-1933, to Ann Phillips Duncan, Broome County Home Demonstration Agent; John Lennox, Delaware County 4-H Club Agent; and County Agricultural Agents Leo Muckle of Niagara and Harry Morse of Tompkins. These leaves were granted with the approval of Cornell University and of the United States Department of Agriculture, on recommendations from the State Colleges of Agriculture and Home Economics.

Financial problems are involved in granting leaves for county exten-

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sion workers, because their field work cannot be canceled, as can courses by Cornell's resident professors (by announcement that such courses will not be offered). Moreover, some of the work of resident professors and of extension specialists and administrators can be carried forward temporarily by their Cornell colleagues. For field work in counties and cities, however, substitute agents must be provided, lest student personnel, continuity, and momentum of educational programs be lost. Since county budgets do not provide for salaries of agents on leave, Director Simons arranged to pay from the state Extension Service budgets salaries of acting county agricultural, 4-H club, and home demonstration agents. Thus agents on sabbatic leave receive their regular salaries.

At first only one agent in each of the three divisions of field service could be granted sabbatic leave because of financial limitations. But, before World War II, Director Simons found it possible to arrange for the financing, annually, of sabbatic leaves for two agents in each division of Extension Service. The waiting list of county agents who had served from six to seventeen years was long in 1932. It has grown longer since tenure of office for extension workers has lengthened with improvement in working conditions, including higher salaries and more adequate offices, cars, equipment, and secretarial help.

For the duration of World War II, members of the Extension Service postponed, voluntarily, sabbatic leaves that had been granted, and others delayed applications for leaves. These postponements have lengthened waiting lists of eligible extension workers still more. It is hoped that appropriations may be secured wherewith to bring up-to-date many overdue sabbatic leaves.

Experience has proved that extension workers return from sabbatic leaves with enriched resources and with renewed zeal for their work. As Milton phrases it, they return "enflamed with the study of learning and the admiration of virtue." Professors in Extension Service find that, after six years of work that calls continually for heavy drafts upon all of their resources, sabbatic leaves may prove more effective if their recipients plan to strengthen their resources as teachers by doing things that do not require registration in formal courses of study. They believe, with Mark, that this kind of academic "Sabbath was made for man and not man for the Sabbath." Authorizations that pro-

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vide equivalents for formal study have made leaves for professors in the Extension Service comparable with those of other members of the Cornell faculty. These developments have been in keeping with Cornell's tradition of "freedom with responsibility."

FACULTY RANK FOR PROFESSORS IN EXTENSION SERVICE

For more than twenty years, academic recognition and faculty membership were not granted professors in the Extension Service at Cornell. In 1938-1939, at the initiative of Lambda Chapter of the national honorary extension fraternity, Epsilon Sigma Phi, studies were undertaken to discover whether scholastic records and honors of professors in Extension Service revealed qualifications comparable with those of members of the University's faculties engaged in resident teaching and research. These studies were made by a committee whose members were: Dr. Van Hart, chairman, Director L. R. Simons, Dr. Margaret Wylie, Professors Ralph H. Wheeler, Alpheus Goodman, Earl A. Flansburgh, and Dr. Ruby Green Smith, ex officio, chief of Epsilon Sigma Phi. Reports of this committee on February 14, 1938, and March 22, 1938 were supplemented by studies in October, 1938, by Dr. Wylie and Dr. Smith. These studies were reported at a meeting of the Extension Club, where plans were made for the club to cooperate with Epsilon Sigma Phi in bringing the question before faculty meetings of the State Colleges of Agriculture and of Home Economics. On the Club's committee were Professors S. J. Brownell, and G. W. Hedlund, with E. V. Hardenburg, chairman.

The Faculty of the College of Agriculture adopted a resolution on May 3, 1939: "The faculty of Agriculture respectfully recommends that the Cornell University statutes be amended to provide membership for Extension Professors, Extension Associate Professors and Extension Assistant Professors in the Faculty of Agriculture and in the University Faculty." This resolution was referred by the University faculty to the Committee on University Policy and to a subcommittee consisting of Cornelius Betten, Dean of the faculty, and Professors William I. Myers, Robert E. Cushman, and Donald English, with R. S. Stevens, Dean of the Law School, as chairman.

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This committee's recommendations were approved by the Cornell University faculty February 21, 1940, as recorded, in the latest revision of the University Statutes, in Article IV 3 (a), which defines how the University and separate school and college faculties are constituted. Definitions of the Cornell University faculty thereafter included "extension professors, extension associate professors, and extension assistant professors."

Reluctance of the University faculty to grant the vote to professors in Extension Service was ascribed to the fear expressed by some resident professors that the immense extension staff might act as a majority which could control the faculty electorate. The professors who expressed this fear had not realized that, although professors in Extension Service do constitute a large group, their official duties necessitate their teaching in distant parts of the state, during most of the Wednesday faculty meetings.

The request for University faculty membership for professors in Extension Service resulted in studies of the Cornell statutes which led to other revisions. For example, it was discovered that the dean of the University faculty had not been listed as a member of the faculty! When the statutes had been revised, the University faculty was defined as including not only its dean but professors in the state Extension Service and at the State Experiment Station in Geneva, New York. Another revision in the By-Laws of Cornell University was made by the trustees, May 4, 1946, amending Section 3, Article IV, to eliminate the adjective "extension" in professorial titles of faculty members in the Extension Service. This change had been recommended by the University faculty on December 12, 1945.

Before the Cornell University faculty was asked to consider the admission to the faculty of professors in the state Extension Service, action had been taken by the faculties of the State Colleges of Agriculture and Home Economics whereby professors and associate and assistant professors in the Extension Service were made members of these College faculties, with the vote. This action was taken by the faculty of the College of Agriculture, January 9, 1940, and by the faculty of the College of Home Economics, January 11, 1940.

Because of its historic interest, and since it is the briefest of the documents summarizing studies and arguments which led to admission

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of professors in Extension Service to the faculties, the statement presented by the writer on January 9, 1940, to the faculty of the College of Home Economics, with President Edmund Ezra Day presiding, is quoted.

Mr. President and members of the faculty of the State College of Home Economics: Until President Day, Dean Betten, Dean Ladd, Director Simons, Miss Rose, and Miss Henry helped to bring the question of faculty recognition of professors in Extension Service out of the air for possible action, interest in it often resembled throwing rose petals into the Grand Canyon and listening in vain for an echo. Since I've been asked to speak for professors in the Home Economics Extension Service, I've decided that because so many detailed studies have been made and there is so much that might be said, I'll present only the most important considerations, in writing, to save your time.

On second Thursdays and third Wednesdays of the months, extension professors are less apt to be in faculty meetings than they are to be at work, in places remote from Cornell, throughout the state. However, these extension professors, associate professors, and assistant professors have expressed unanimously their desire for membership in Cornell's college and university faculties. Their lack of academic rank at Cornell is the only consideration that makes work in the New York State Extension Service less attractive than it is in twenty-seven of the Land Grant colleges and universities, where all professors are professors. Only four states grant titles alone—Connecticut, Minnesota, Georgia, and New York. Seventeen states do not grant title or faculty rank. . . .

It would be in keeping with fundamental democratic ideals of Cornell University if the present discrimination against extension professors should be discontinued, for facts reveal that extension professors, as teachers, organizers, and executives, possess academic records, scholastic honors, and abilities that are comparable with those of members of Cornell's resident faculties.

Work of extension professors is done in one of the most delicately difficult and relatively unexplored areas of education. Teaching must be skillful and vivid, if extension teachers are to survive, and must capture and hold the interest of adult students whose attendance is voluntary, and who are not working for diplomas or degrees; teaching must be artistically and scientifically sound because much of it is functional enough to satisfy the requirements of progressive educators, since today's teaching may be applied tomorrow to farm, home, and community life. Environmental con-

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ditions and problems of Extension Service adult students are not theoretical but real. Work with 4-H clubs is equally challenging. In the three Extension Service field organizations, there are more than a hundred thousand enrolled nonresident students of Cornell. Systematically organized educational programs (in whose development the people participate) are being carried forward in more than a thousand classrooms, laboratories, fields, and homes, far from the University's campus. Accumulating knowledge of arts and sciences at Cornell makes of the University a fountainhead of research on which is based the authentic teaching of the Extension Service.

Professorial titles which do not admit their holders to the faculty are rather empty titles. Several extension professors have said: "What's the use of being a professor if you can't belong to the faculty?" This reminds me of a time when Charles Schwab and George F. Baker came to Cornell in a private car to attend a meeting of Cornell trustees. Mr. Schwab said that as Mr. Baker's valet was searching for a lost collar button, he remarked, "What's the use of being a millionaire if you can't have more than one collar button?"

But seriously, there are at least three fundamental reasons why it seems important to add qualified professors in Extension Service to the Cornell faculty:

(1) Extension professors could learn much from association with the resident faculty; (2) Resident professors might become interested in the experience of Extension Service teachers who must be progressive in order to survive; (3) Admission of qualified extension professors to the faculty would be in keeping with Andrew D. White's and Ezra Cornell's "foundation ideas" regarding democracy of subjects and of teaching methods at Cornell.

A more superficial reason does not affect me personally, because of my husband's faculty membership. But many social opportunities are closed to extension professors when organizations issue invitations to members of the faculty. This social inferiority, which is more official than actual, was accentuated by an economic discrimination when extension professors were excluded from the monetary benefits of a recent new University policy which exempts children of Cornell faculty members from payment of tuition—a policy designed to raise professorial salaries indirectly, though negatively, for resident professors. But these social and financial considerations are less pertinent than scholastic facts. You may be interested in one more reference to studies regarding academic records of extension professors.

In the resident and research faculties in this College, as of February and

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October, 1938, 28 per cent had Doctors' degrees; in the extension staff 21 per cent had them. Others in both groups have done graduate work beyond their Masters' degrees and doctorates. Master's degrees were held by 47 per cent of the resident and research professors and by 57 per cent of the extension professors. All extension professors were University graduates with degrees, while the University faculty included a few professors without degrees.

Cornell's present professors in Extension Service have been granted degrees by institutions of recognized standing including: Cornell, Stanford, Columbia, Chicago, and Rochester Universities; Vassar, Grinnell, Western Reserve, and the state universities of Washington, Iowa, Maryland, California, Oklahoma, Michigan, and Nebraska; and the state colleges of Kansas, Oregon, Michigan, Oklahoma, Iowa, and Pennsylvania.

Some extension professors appear in *American Men of Science*, *Women's Who's Who*, *Women of Today* (international), *American Women*, and *Who's Who in America*.

Extension professors have received many scholastic honors: undergraduate scholarships and graduate fellowships for study in the United States and abroad; membership in Sigma Delta Epsilon, Phi Kappa Phi, Pi Lambda Theta, Phi Beta Kappa, and Sigma Xi. Some extension professors have the rare distinction of membership in both Phi Beta Kappa and Sigma Xi. Many are fellows of the American Association for the Advancement of Science. Many have written books as well as articles for popular and scientific publications.

In conclusion, President Day and other members of the Cornell faculty, I am proud to express my conviction, on the basis of evidence, that extension professors, and extension associate and extension assistant professors are worthy of membership in the State College and Cornell University faculties. May I express their gratitude for the skillful guidance given toward solving this problem by many members of the Cornell faculty. We appreciate the fine report of the University Faculty Committee on Educational Policy; and extension professors hope that it may receive favorable consideration by the faculty of the College of Home Economics and by the University faculty.

This presentation was followed by a unanimous vote that extension professors, extension associate professors, and extension assistant professors be made members of the faculty of the College of Home Economics, with the voting privilege. The motion was made by Director Flora Rose and seconded by Assistant Director Mary Henry. Another

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motion was carried—that the faculty of the College of Home Economics recommend to the University faculty similar action.

This action by the faculty of the College of Home Economics, and similar action taken two days earlier by the faculty of the College of Agriculture, resulted in the acceptance by the University faculty, on February 21, 1940, of professors in the Extension Service as members of the Cornell faculty. In this “redress of grievances” for the state Extension Service, Cornell took another step toward realization of the University’s democratic “foundation ideas.”

Administration — A Specialty and an Art

Of the various executive abilities, no one excited more anxious concern than that of placing the interests of our fellow-citizens in the hands of honest men with understanding sufficient for their station. —THOMAS JEFFERSON

ADMINISTRATION is not only a specialty. It is an art—the fine art of harmonious human relationships, of listening, of making pertinent decisions, and of crediting others for their creative work. In the many-peopled Extension Service, good administration and efficient organizations are so essential that training schools in organizational and administrative leadership have been conducted frequently for lay and professional extension workers. At these schools, discussions have included selections from the following topics: a consideration of the “literature” of administrative leadership; discussions of how to build and maintain an organization and to co-ordinate results from a division of labor; how to lead a discussion, to preside with grace and dispatch, and to speak and write effectively; how to handle budgets, to plan educational programs democratically, to do committee work, to prepare records and reports, and to use parliamentary procedure; and how to cultivate qualities of character and personality that kindle confidence.

In the Extension Service, as elsewhere, the anathema of maladministration has sometimes occurred, and it has happened occasionally that executives in extension organizations are so reluctant toward being replaced that, to those who may aspire to succeed them, Thomas Jefferson’s query occurs: “If a due participation in office is a matter of right, how are vacancies to be obtained? Those by death are few; by resignation, none.” However, in the extension organization, pro-

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vision has been made for a democratic method of making changes in executive personnel, for while good administration depends primarily upon the character, training, and personality of the executive, it depends also upon the nature of the organization. If the organization is democratic, as it is in the New York Extension Service, and subject to revision to amend its defects, inadequate executives cannot harm it permanently, although they can retard its progress. They need not be tolerated where democratic ideals are on guard, if democratic practices are at work.

In the Extension Service, it is emphasized that executives are counted upon to guard public relationships, for they can give an organization its intellectual, civic, social, and emotional character and tone. The best administrators are democratic in their methods. Extension Service executives are encouraged to create an atmosphere of anticipation of Cornell University's greater future and to communicate to their associates the joy of belonging with a group that is willing to run risks for great causes.

All of the presidents of Cornell have given support to the Extension Service. They have realized that it functions as part of the nervous system of the University, helping to connect it with the people of the state, and with the state and federal governments. Scholarly President Andrew D. White's appreciation of the public relations of the State Colleges at Cornell was steadfast. President Charles Kendall Adams welcomed the first group of farmers who came to Cornell in 1886. President Jacob Gould Schurman, a philosopher, learned to respect the newer fields of knowledge and the educational methods comprehended in the University's extramural instruction; he accented the importance of high standards of scholarship for extension teachers, thus making a fine contribution to the Extension Service. President Livingston Farrant, by felicitous speaking at Cornell, pledged his allegiance to the Extension Service. President Edmund Ezra Day gave his first address on the Cornell campus at an event arranged by extension teachers and executives. Dr. Day's genuine interest in the Extension Service is more specifically recorded on pp. 393-398.

The Extension Service has been fortunate in having had loyal support from all who have served in the difficult positions of acting presidents, deans, and directors. Cornell does not hamper her faculty mem-

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bers who serve the University in "acting" positions, although, at some institutions, such positions are interpreted negatively as implying a state of animated suspension. These acting executives have participated in programs and hospitality during national, state, and international conferences that have been arranged through the Extension Service. Each of these interim executives has helped to strengthen the University's extramural teaching, thus preserving the Cornell administrative tradition of unfaltering support for the Extension Service.

Dr. Thomas F. Crane ("Tee Fee"), Professor of Romance Languages and Dean of the Cornell faculty, represented President Schurman during many of his absences. Dean Crane was a fluent, interesting speaker who welcomed visitors with consummate grace. Dean Albert W. Smith, Acting President from March, 1920, to October, 1921, the only Cornellian to do the work of a Cornell president, was affectionately called "Uncle Pete." In addition to books of engineering and biography, he contributed volumes to *Cornelliana*, among them *Poems of Cornell*, *Ezra Cornell*, *Bells of Cornell*, *Facing Life*, and several songs in *Songs of Cornell*. Dean Dexter S. Kimball of the Engineering College was Acting President, July-October, 1918, and November, 1929-February, 1930. He is a graduate of Stanford University, an institution sometimes characterized as a "daughter" of Cornell. Professor Kimball's books are basic in engineering. His children are Cornellians. Deans Smith and Kimball had an interest in all that concerns Cornell and were enthusiastic friends of both resident and extension students of the University.

Acting Deans of the College of Agriculture number five—Professors Herbert J. Webber and William A. Stocking; A. R. Mann and W. I. Myers (referred to elsewhere in this book); and Cornelius Betten. Dr. Betten was Acting Dean of the College of Agriculture from 1924 to 1926, of the College of Home Economics from 1925 to 1926, and of both of these Colleges from 1931 to 1932, when he was appointed Dean of the University faculty.

Despite thirty years of administrative work at Cornell Dean Betten maintained his interest in entomology. A great teacher of that subject, Dr. James G. Needham, led him to come to Cornell where he was awarded a Ph.D. Dr. Betten's appreciation of nature has, as a background, his pride in the family farm which his parents had de-

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veloped in a colony of Hollanders on the unbroken prairie of Iowa.

Dean Betten's work, never spectacular, was scholarly and constructive. Of his culminating service to Cornell, 1932-1945, Dr. Betten says he "sought to enlarge the responsibility of the faculty in the administration of the University, particularly in matters that extend beyond the interest of any one college in the University."

Before the title Director of Extension was established, the extension work of the College of Agriculture had as an acting head of the Department of Extension Teaching, Professor Dick J. Crosby, during the absence of Professor Charles Tuck. There have been only two Acting Directors of Extension: Professor Ralph H. Wheeler, Director of Finance and Assistant Treasurer of the University (see pp. 205-209), and Dr. Van B. Hart, Professor and Specialist in Agricultural Economics (see pp. 175-180). Professor Mary F. Henry was Acting Director of the College of Home Economics, 1940-1941 (see pp. 88, 89).

New York's Extension Service is so gigantic an enterprise that, in its administration, the Director of Extension delegates some of his responsibilities to state leaders of agricultural, 4-H club, and home demonstration agents, to directors of finance, to editors, and to administrative specialists.

The first of these specialists was Professor Montgomery Robinson, appointed in 1911. In addition to his work on committees and his preparation of innumerable reports and other documents, he is "co-ordinator of specialists" in the College of Agriculture, is in charge of scheduling for the state-wide agricultural programs, and makes arrangements for extension conferences and for many of the extension schools that are conducted at Cornell. Professor Robinson is a Princeton graduate, with graduate study and experience in agriculture. His knowledge, good will, and tact enable him to handle controversial situations skillfully and to adjust immense demands for extension teaching to the resources of the State Colleges.

As an administrative specialist, Professor Charles A. Taylor is another aide to the Director of Extension. A graduate of the College of Agriculture, and formerly the Herkimer County agricultural agent, he is conscious of both University and field points of view. His varied duties have included collection of historical documents and responsibility for pioneering in the development of Cornell's educational radio

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program. He was the first director of this work after the radio station had been presented to Cornell in 1929 (see Chapter XXVII). Professor Martha Henning Eddy, a Vassar graduate and a past president of the New York State Federation of Home Bureaus and of the Saratoga County Farm and Home Bureau Association, represents Director Simons and the State Colleges, with skill and graciousness, in many of the public relationships of the Extension Service, particularly with other government agencies and with state organizations. A somewhat comparable position is held by Professor Lincoln D. Kelsey, a Cornell graduate and former county agricultural agent. His duties include assistance in the teaching of resident courses of instruction that interpret the Extension Service, and, during recent years, the preparation of Farm and Home Week programs. He was on leave, during World War II, to work with UNRRA on agricultural rehabilitation in Greece. In addition to their regular executive duties, Professors Eddy and Kelsey have served in emergencies, such as flood relief, and in the procurement of farm labor. Extension Service organizations and Cornell University have grown too large for the "town meeting" type of administration. Although it remains important to have all members notified of meetings, resort must of necessity be made to representative government. Thus Cornell's President consults deans who consult heads of departments who consult their faculties, the best of whom like to consult their students, reporting back, up the academic ladder, to the President. When Extension Service problems arise, the Director of Extension consults the President through the deans. Then he consults state leaders and specialists who consult county and city agents who consult the people through their elected executives and local leaders, reporting back through the State Colleges to the President of the University. While this House-that-Jack-built series seems elaborate, it can get results rapidly when occasions require haste. With the aid of radio, the press, telephones, telegrams, and mail, this organization has proved to be a quick way of getting large-scale results during war or floods, or to answer calls for emergency farm labor or for increased consumer buying to save perishable foods. When action can be more deliberate, it has been proved repeatedly that this democratic process gets results effectively because it provides for the psychologically sound participa-

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tion of many. The best connecting links between Cornell and the people are the county and city Extension Service agents, who must perforce be good organizers and administrators, lest this whole educational enterprise perish.

In such a genuinely democratic organization as the Extension Service, it is not always necessary to climb up an organizational ladder and down again, for it is recognized that short cuts are always in order so that anyone in the organization may consult anyone else. In as large an organization as the Extension Service, involving more than 200,000 people, the organization is of necessity complex. So is a pipe organ complex in contrast with a melodeon. Chances for discords are greater from the complex pipe organ than from the simple melodeon; but chances for harmony are greater also.

Loyal, intelligent, courteous members of the secretariat are legion in the history of the New York State Extension Service in the counties and in the colleges. Some whose tenure has been especially significant at Cornell include Mildred Comfort Allick, Laura L. Arden, Alice Barnard, Grace Brown, Ruth W. Burns, Mildred Crance, Louise Dedlow, Catherine Fabbriatore, Mary Field, Velma Gooding, Maye W. Manus, Melissa Miller, Blanche Monroe, Mary North, Ruth Olmsted, Ethel Olson, Madeline Church Reed, Helen C. Roskelly, Fatanitza Schmidt, Harriet Bliss Stocking, Blanche Symons, Amy Whetzel, and Helene Wolff.

State conferences for farm bureau, 4-II club, and home bureau secretaries, preferably at Cornell, have proved worth the time and money they cost. Secretarial morale is raised by association with other extension secretaries and by discussion of their common problems. Extension Service secretaries, working alone most of the time, in offices in all parts of the state, claim that even a day at the University enriches their historical background regarding Cornell and furnishes inspiration and information for their work. The University becomes real to them. They can interpret the Extension Service better after they see the Colleges whose knowledge they are helping to extend. Mere names of Cornell faculty members become personified by acquaintance, revealing the friendliness of the professors to whom secretaries have addressed so many letters.

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The following tribute was used at one of the state conferences for secretaries, and copies of it were afterward requested for distribution in some of the extension offices in the counties.

A TRIBUTE TO THE SECRETARIAT OF THE NEW YORK STATE EXTENSION SERVICE

To Clerks, Stenographers, Secretaries: In the counties and at Cornell, it is you who use so well the oil of diplomacy and the milk of human kindness to keep the University's nonresident teaching running smoothly. You are indispensable in the official family of the New York State Extension Service.

You are remembered gratefully for the tact and courtesy with which you grace the Extension Service offices; for your good-tempered skill with the files; for your sustained interest and patience; for the considerate tone of your cordial voices over insistent telephones; for your cheerful thoughtfulness, as you see extension teachers off happily on their travels, to do their itinerant teaching—and you do not forget to give them all of the amazing things they take along!

Quiescently, you play essential roles and keep your perspective amid snowstorms of letters and reports, complicated schedules, unexpected callers, great mailing lists, and the progress of publications from ideas to completion. When pressures become almost overwhelming, as the people clamor for more and more of New York's Extension Service, your serene behavior illustrates J. M. Barrie's prescription: "Happiness comes often, not from doing what you like, but liking what you do."

Behind the achievements of others, you are on guard to help maintain the network of extension organizations and programs through which New Yorkers are taught applied arts and sciences that make the state's agriculture, veterinary practice, and industrial relations more progressive, and its home and community life more abundant.

Remember always that you do not work alone. You belong to a great company whose work is vital to realization of the ideals and state-wide plans of Cornell University, which enrich education and life through exchanges of knowledge and experience between the people and the people's colleges.

Edmund Ezra Day, President of Cornell University

Government by discussion works best.

—CARL BECKER

EDMUND EZRA DAY, educator, economist, author, and administrator, became Cornell's fifth President in 1937. He was destined to guide the resident faculty, the Extension Service, and the students through the most turbulent decade of the University's history. During the prelude to World War II, through the tragic years of war, and while Cornell faced acute educational problems of war's aftermath, President Day's challenging leadership has never faltered. Across the educational frontiers which confronted the University because of World War II, President Day, with vision, faith, and quiet courage, not only led the way for Cornell but for other institutions. He served as chairman of the National Committee on the Relationships of Higher Education to the Federal Government (1942-1944); chairman of the American Council on Education (1943); president of the American Association of Land Grant Colleges and Universities (1942-1943); vice-president of the Association of American Colleges (1946-1947); and chairman of the Association of Colleges and Universities of the State of New York (since 1941).

The professors of the state Extension Service will remember President Day gratefully, for he was presiding at the meeting in 1940 when they were granted belated academic rank in the faculties of Cornell University and of the State Colleges of Agriculture and Home Economics. Professors who are engaged in Cornell's extramural teaching like to recall that President Day spoke first at Cornell, officially, at a meeting of men and women who had taught in the Extension Service for more than ten years.

Although without previous experience in a land grant institution, President Day at once understood the public relationships of Cornell's

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nonresident teaching. He realized promptly that the Extension Service furnishes sensitive lines of communication between the University and the people of New York State, and between the University and the state and federal governments.

President Day has been awarded three academic and fourteen honorary degrees. His S.B. and A.M. degrees were awarded by Dartmouth, his Ph.D by Harvard. He is a member of many learned societies, including Phi Beta Kappa, the American Statistical Association, the American Economics Association, and the Royal Economic Society of England.

At Dartmouth, President Day made a most important discovery while in college. There he met Emily Sophia Emerson, daughter of one of Dartmouth's most beloved professors. She has been Dr. Day's gracious, cultured companion since their marriage in 1912. They have two daughters and two sons. Although several members of his family studied at other than co-educational institutions, and although, before he came to Cornell, Dr. Day's university work, except at the University of Michigan, was done in nonco-educational institutions, his loyalty to Cornell's women students has been steadfast and democratic, in keeping with one of Cornell's "foundation ideas."

Dr. Day taught at Harvard (1910-1923), resigning to become Professor of Economics and Dean of the School of Business Administration at the University of Michigan (1923-1928). His administrative ability has been recognized in his many executive positions. He has been program director of the Laura Spelman Rockefeller Memorial; director for social sciences with the Rockefeller Foundation and with the General Education Board; director, National Bureau of Economic Research; councilor, National Industrial Conference Board; trustee, Tuskegee Institute; president, World Student Service Fund; statistician, U.S. Shipping Board, and War Industries Board, 1918-1919; president, American Statistical Association, 1927; and U.S. Representative, Preparatory Commission for World Monetary and Economic Conference, 1932-1933.

President Day's astounding record of organizational and administrative work makes it surprising that he has been able to write three books; *Index of Physical Production* (1920), *Statistical Analysis* (1925), and *The Growth of Manufactures*, with W. Thomas (1928).

EDMUND EZRA DAY

Since he came to Cornell, President Day's time has been so absorbed in the University's work and in other public service that his published writings are confined to addresses for learned societies and for Commencements. These thoughtful addresses are remarkable for their foresight regarding education, the problems of which President Day anticipates and defines in terms of challenge and inspiration. Several of his addresses were published by Cornell University Press, in 1941, under the title, *The Defense of Freedom*. This slender book is so timeless that it might have been written in 1948, although some of the addresses bear pre-Pearl Harbor dates. The history of American education in relation to World War II followed so closely Dr. Day's vision and thought that these prophetic addresses seem like blueprints of things that have come to pass.

Democracy is the theme of these addresses, and the style is characterized by the late Carl Becker as "brief, clear, and refreshingly un-academic." The addresses are rich in quotable sentences and are packed with ideas that stimulate thought and action. In nearly every paragraph Extension Service teachers could find subjects for their extension group discussions of democracy, while preachers could find texts for sermons! A few of his sentences are quoted: "There is still reason to believe . . . that the major economic problems of the day can be solved under democratic procedures." "What the democracies need more than anything else . . . is a clear consciousness of high purpose that will impart social unity and individual discipline. . . ." "The cause for which America stands is the cause of humanity. It is a cause that ultimately, whatever the reverses, is bound to prevail."

At Cornell faculty meetings, President Day's democracy can be seen in action. Faculty members appreciate his interest in attending, when possible, not only University faculty meetings, but meetings of Cornell's fourteen School and College faculties. His own words describe well his attitude at these meetings. In his address, "The Threat to Democracy," he wrote: "There is a democratic way of dealing with social issues; it involves discussion, persuasion, balloting, acceptance of the ballot results, continuing review, and, if necessary, revision of the earlier action by the same process. This is the peaceful way of getting along together. A resort to violent or coercive ways of dealing with social conflict is a negation of democracy."

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Woodrow Wilson declared: "I would rather go down to defeat in a cause which is ultimately to win than to win in a cause that is ultimately to lose." During World War II, Cornell University and President Day were criticized in the conservative press and in narrow-gauge academic circles for the introduction of Russian studies at the University. In the controversy about these studies, President Day's attitude was comparable with Dwight Morrow's, on the eve of his departure as U.S. Ambassador to Mexico. He was asked, "What can you, a banker, do in Mexico?" He replied: "I'm going to try to understand Mexico and the Mexicans."

Cornell's pioneering with Russian courses was accompanied by further internationalization of the University curriculum and many additions to the language departments. Since President Day came to Cornell, the University's instruction has been broadened also by the establishment of the Schools of Nutrition, of Business Administration, of Nursing, and of Industrial and Labor Relations. While the latter school was being organized, President Day was warned against its possible emotional and financial entanglements for the University. But this did not divert him from guiding the translation into reality of the University's decision to pioneer in discovering whether education can help to solve industrial conflicts. He said that if perverted education could produce Nazism and Fascism, education based on truth could produce a better civilization.

When Dr. Day came to Cornell, the state Extension Service had resumed its long-term educational programs, which had been adapted to emergencies to help alleviate the depression of the 1930's. In this period, Cornell's nonresident instruction had been strengthened because of its traditional adaptability to economic and social conditions throughout the state, and its public financial appropriations had not suffered the drastic reductions that had handicapped or eliminated many other educational enterprises. As the depression had become less acute, extension programs resumed their normal function of carrying to people of the state Cornell's growing knowledge of sciences and arts that relate to agriculture and to home and community life. After Pearl Harbor, when more extension teaching became imperative, President Day gave wholehearted support to requests for increased public support for the Extension Service.

EDMUND EZRA DAY

In President Day's address before the American Association for the Advancement of Science (1941), he pointed the way to mankind's hope for the future:

Discipline is . . . the ordering of life to some larger and more impelling purpose. . . . The present world conflict is a struggle of fundamentally opposed social disciplines—the authoritarian disciplines of dictatorships and the disciplines of freedom. . . . [The] foundations [of the] discipline of . . . democratic society . . . lie deep in human hope and aspiration. . . . It is a discipline that is responsible and self-imposed. It is the discipline of free men. . . . The fundamental element in the discipline of the mind of the free man is a love of truth. . . . Our schools and colleges must be made to contribute more than they do to the necessary disciplines of our democratic way of life. In part, it is a matter of adult education through all the available media of communication. . . . In the discipline of free men lies the only hope of mankind. . . .

At Cornell President Day's dignified friendliness, his engaging sincerity and alert intelligence, his direct speaking, his staunch character and his faith in human progress are appreciated. He holds his audiences by sheer reasonableness. His quiet, earnest challenges quicken the loyalty of Cornell students, graduates, and professors and stir their pride in the University's dynamic growth. When he presided at the banquet in New York City, February 17, 1947, in honor of five Cornell graduates who won Nobel prizes in 1946, he reviewed the ideals of Cornell University, saying:

"Let us tonight, as Cornellians, rededicate ourselves to the principles for which our University stands—to the disinterested pursuit of truth; the eradication of prejudice and ignorance and bigotry; to the dissemination of knowledge; to intelligent efforts to solve current problems; to the promotion of the democratic way of life; to the betterment by every available means, of the lives of all mankind."

To such principles, the University's State Extension Service is also dedicated, as well as to the principles laid down in the following quotations from President Day's Commencement addresses at Cornell:

We believe in all that freedom has to offer. . . . The other face of the coin of freedom is responsibility, individual and collective. . . . Without

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tolerance, we evade a primary phase of the responsibility which freedom imposes. Without tolerance, there can, in fact, be no real freedom. (1947)

In human relations, there is no substitute for good will. (1939)

Courageous devotion of our individual selves to the progressive liberation of mankind—that is what makes life a truly great adventure. . . . (1940)

Deans Sarah G. Blanding, W. I. Myers, and E. Lee Vincent

Good leaders are always trying to think up new ways for people to get along together better. After all, rules and ways for getting along together are all that government really is. —MUNRO LEAF

MISS SARAH GIBSON BLANDING was the first dean of the New York State College of Home Economics. She came to Cornell in 1941 from the faculty of the University of Kentucky, where she was graduated in 1923 with an A.B. degree. The untimely death of her father would have made college prohibitive for a less resourceful young woman. In preparation for earning her way through college by teaching, she went to Connecticut to study physical education at Arnold College. She returned to Kentucky as an undergraduate instructor at the State University. Later she became Professor of Political Science and Dean of Women. In 1926, she received her M.A. degree from Columbia and in 1928–1929 studied in England at the London School of Economics.

Dean Blanding was president of the National Association of Deans of Women, 1931–1941. Among her latest civic responsibilities are appointments by Governor Thomas E. Dewey on the State University Commission and by President Harry Truman on the National Commission on Higher Education. While at Cornell, Miss Blanding was a member of twelve federal and state committees.

In Cornell's war work and in the University's educational, social, and cultural life, 1941–1946, records reveal Dean Blanding's admirable achievements. Her war work extended beyond the Cornell campus to serve the state and nation. Her respect for extension teaching, her creative suggestions, and her friendliness led to her immediate acceptance by people associated with the state Extension Service.

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Appointed as the third director of the State College of Home Economics, Miss Blanding became its first dean before the close of her first year at Cornell. Thus fields of learning encompassed in home economics attained academic rank that is co-ordinate with that of other colleges in the University. Dean Blanding grasped almost intuitively, the problems of the College of Home Economics and the significance of its Extension Service. In serious conferences, her mind seems as taut as a bowstring, and her grasp of educational policies is analytical and constructive.

Miss Blanding is an enchanting companion. She is slender and lithe, with competent grace. She has intelligent, dark eyes and expressive lips. Her delicately featured, sensitive face is framed by silver-touched dark hair, often beribboned with a crowning band whose color matches her costume. She is described aptly by Katherine Blodgett Hadley, chairman of the trustees of Vassar College, in a leaflet, "From Vassar": "I shall try to describe some of Miss Blanding's qualities which are more elusive. One is her directness. She strips a problem to its essentials with an almost beguiling ease. Another is her remarkable capacity for objectivity. She tackles an idea or situation with openness and freshness. She is frank, completely unpretentious, and has an unusually keen sense of humor. She is friendly, easy, informal, and enjoys knowing people."

Miss Blanding moves with exhilarating speed toward goals in her work. With sprightly steps, she went from one conference to another at Cornell, or took to the air when too closely scheduled to keep engagements by train, bus, or automobile. Sometimes she drove the Colleges' station wagon, filling it with professors whom she not only transported but entertained. Wherever she went, she made friends for the Extension Service and for Cornell.

Men as well as women like to work with her. They like her straightforward ways, her knowledge of good organization, her skill with parliamentary and administrative procedures. She knows how to start a meeting, how to keep its tone and momentum—and she knows how to adjourn it! She applies psychology to smooth troubled waters at conferences, to startle people out of their complacency, or to lower emotional temperatures.

In the breathless episodes of the accelerated work of the College

of Home Economics during World War II, Dean Blanding's cheerful acceptance of scarcity was matched only by her resolute requests for additional state appropriations for the expanding work of the College. Home economics had suddenly assumed world significance, because its subject matter includes knowledge that was needed to help solve human problems, the earth around. Undaunted, Dean Blanding revised plans and secured funds and personnel to make the war effort of the State College of Home Economics effective. She said: "The critical days ahead will require of each of us sound knowledge, unflinching wisdom, intrepid justice, and generous understanding. To share the passion and action of the times should be our chief endeavor."

In seeking new resources to finance the new duties that confronted the College, it proved fortunate that Dean Blanding had accepted invitations to give addresses for many state organizations, although this form of Extension Service threatened to engulf her in continuous travel. She was making friends at court, for her acquaintance with New York people played an important part in public support for increased state appropriations for the College of Home Economics during her tenure. These increases included not only war emergency appropriations but provision for the first state-financed home economics research and for increased state appropriations to support the persistent growth of the College.

When the United States entered World War II, the College of Home Economics became a target for questions from individuals, organizations, and government agencies. Miss Blanding and her staff members were appointed on local, state, and national commissions and committees. Despite personnel replacement problems, Miss Blanding encouraged those who were called away from the College to accept war duties in military and civilian services and organizations.

In December, 1941, Director Blanding acted promptly to mobilize her faculty to meet war's demands. She assigned wartime responsibilities to each staff member, arranged for publication of concise leaflets to supplement the College's more learned publications, and implemented plans for expansion of the Extension Service to counties and cities that lacked home bureaus. She worked with the State War Council and the New York State Emergency Food Commission. She

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helped to define qualifications for WACS and was the only woman member of the U.S. Joint Army and Navy Committee on Welfare and Recreation. Under stress of war's turbulent times and in the less dramatic work of reconversion, Dean Blanding's plans were forward-looking. Although not a home economist, Dean Blanding can defend and interpret it gallantly in vivid English that has given home economics added luster. She has even made it more palatable to many of its former foes among politicians and academicians.

Cornellians mingled with profound regret their congratulations when Miss Blanding's election as the first woman president of Vassar College was announced in 1946. Dr. H. E. Babcock, chairman of Cornell's trustees, said: "Dean Blanding is distinguished by her ability to work with people and inspire them to new visions." The Director of Extension, L. R. Simons, said: "Miss Blanding was an inspiring and gifted leader at Cornell, earning the respect, admiration, and affection of students, faculty, and the many thousands of women who knew her."

To a faculty colleague, who mourned the passing glory of Dean Blanding's presence at Cornell, she said: "I would not be true to my belief that women can do what has always been thought of as a man's job, if I did not accept this presidency. I firmly believe that women must take on larger responsibilities. It is of vital importance that we women do our utmost to help build the kind of world we want." To another professor she confided: "The decision to leave Cornell was the most difficult one I have ever made."

WILLIAM I. MYERS

Since 1943 Dr. William Irving Myers has been Dean of the New York State College of Agriculture and Professor of Farm Finance at Cornell. His leadership in agricultural progress has been established through his achievements in behalf of farm people, not only in New York but throughout the United States. In 1933 President Roosevelt called Myers to Washington, D.C., to help check tragic foreclosures of farm mortgages and to refinance farm operations in the United States. As governor of the Farm Credit Administration, Dr. Myers solved in five years human and agricultural problems that had plagued

the nation for more than a century. He had gone to Washington as deputy governor when another Cornell graduate, Henry Morgenthau, Jr., was governor of the Farm Credit Administration, the position to which Myers was promoted when Morgenthau became Secretary of the Treasury. Dr. Myers' belief that in a democracy "government by discussion works best" is exemplified in the astonishing list of organizations and government agencies with which he has been identified. These include the Cooperative G.L.F.; Federal Farm Mortgage, Federal Surplus Relief, and Commodity Credit Corporations; President F. D. Roosevelt's Commission on Farm Tenancy; Land Committee, National Resources Planning Board; Advisory Council, Agricultural Commission of American Bankers Association; board of trustees, Twentieth Century Fund, Rockefeller Foundation, General Education Board, and Elmira College; Research Advisory Board, Committee for Economic Development; Agricultural Board, National Research Council; executive committees of New York State War Finance Committee and of U.S. Savings Bonds Division for New York State; New York Emergency Food Commissions, 1943-1946 and 1947-1948; board of trustees (chairman) of American Institute of Cooperation, (1944-1948); New York State War Council, 1943-1946; New York State Temporary Commission on Agriculture; and President Truman's U.S. Famine Emergency Committee.

Contemplation of time consumed in meetings of these organizations explains why books which Dr. Myers is qualified to write have not yet been published. Instead, he has spoken to large audiences and has written scholarly, practical papers, to guide his Cornell students, colleagues, and disciples among farm people in meeting changing challenges of the times. In speaking as in writing, Dean Myers combines restraint and clarity that come from mastery of his subjects with friendliness and sincerity which inspire sane action.

Dr. Myers not only knows agricultural economics as a special field of study, in which he was graduated by Cornell University with a B.S. degree in 1914, and a Ph.D. in 1918, but he knows practical farming. He is a farm operator himself, with an R.D. address on the east shore of Cayuga Lake. His loyalty and that of his Cornelian family to their Alma Mater, and their interest in their farm home and in agriculture and rural life, helped the University in persuading Dr. Myers to return

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to Cornell in 1938. He resigned his position as governor of the Farm Credit Administration, which was largely his creation. The mantle of the late George F. Warren, head of Cornell's Department of Agricultural Economics, fell naturally upon the competent shoulders of Dr. Myers. In this department Myers had served as an assistant professor (1918-1920) and as a professor since 1920.

Dr. Myers knows New York's agriculture not only as a farmer, student, and teacher, but as a counselor of farm people. He has traveled so much in the state to speak at so many large meetings that even before he became Dean of the College of Agriculture and began to administer extension work he was often referred to as an extension worker.

Dr. Myers is a member of many professional and honorary societies including the American Farm Economics Association, the Agricultural Economics Association of England, Sigma Xi, Phi Kappa Phi and Epsilon Sigma Phi. His honorary awards include: Honorary Empire State Farmer and Honorary American Farmer, Future Farmers of America; fellowship, International Education Board for the study of agriculture in Europe; award of the American Farm Bureau Federation for "Distinguished Service to Organized Agriculture"; and a citation awarded in 1946 by the U.S. Treasury Department "For patriotic and distinguished service, 1941-1945" in the national war finance program.

Any consideration of Dean Myers' contributions to agriculture, education, and country life would be incomplete without references to his ability and scholarship and to his staunch character and friendly ways, which endear him to his associates. He knows how to resolve controversies and to stimulate constructive action.

Dean Myers' rural statesmanship is based solidly on his knowledge of agricultural economics, which he interprets as basic to the development of sound programs of production and marketing. He and his faculty colleagues in the Extension Service have taught farm men and women to understand statistical tables and to interpret graphs. This is in contrast with earlier attempts by others to use somewhat forbidding charts that some farmers characterized, two decades ago, as "high-brow book-learning."

Dean Myers translates facts of economics into practical programs,

which he presents not only to farmers but to professional groups and to government officials. His World War II work included aid in formulation of national, state, and specialized agricultural programs for many agencies and organizations. Three wartime programs recommended by Dean Myers were used widely in many places in the United States, with adaptations of their principles and practices to varying state conditions: "A Wartime Program for New York Farmers"; "A Wartime Program for the State Extension Service"; and "Suggestions for Farm and Home Management." Quotations from Dean Myers' many wartime addresses indicate the nature of his forthright, courageous advice: "Produce the maximum of essential foods." "Get your debts in shape." "Invest in War Bonds to help win the war and build your financial reserve." "Increase the efficiency of labor in the farm business and the farm home." "Keep equipment in efficient operating condition." "Maintain reasonable inventories of feed and farm supplies." "Develop sound live-at-home programs." "Support sound co-operatives." "Push the New York farm-machinery repair, farm labor, land use, and Victory Garden programs." "[This is] a good time to start farming on good farms for young men with adequate experience, training, savings, and reasonable equity." "Make fullest use of research on problems of agriculture and farm life." "Vigorous, intelligent action by bankers in [handling] agricultural credit will bring good returns in satisfaction and profit. . . ." "In the Extension Service, Farm and Home Bureaus and 4-H Clubs are vital factors in enabling agriculture to do its share in the National Defense Program."

Dean Myers talks easily with farmers, laborers, bankers, women, girls, boys, statesmen, professional people, or laymen. Among the subjects of his addresses are: index numbers; a century of price levels and their relationships to other phenomena; building cycles and banking; investments, farm real estate, and mortgages; agricultural production and marketing; farm credit, wages, crops, and incomes; costs of articles farmers buy and sell; proposed new state or national legislation; population trends; parity and relations of war to prices; soil conservation; and agricultural research and education. He interprets facts and policies in terms of the higher patriotism.

Dean Myers was at the helm of the State College of Agriculture as World War II reached its crescendo. Through hazardous years, he has

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handled momentous issues with understanding and has heartened his associates by calling on his reservoir of unfailing serenity and faith. By strength and affirmation, he helped farm people to play their war roles on the "Farm Front."

In 1946 Dean Myers flew to Mexico on an agricultural mission and in 1947 to Europe to assess war's damage to agriculture and to make recommendations regarding restoration of food and fiber production. In that year President Truman named him to act on the United States nonpartisan committee to advise regarding the European Recovery Plan. Thus his service to agriculture which started in his native state, New York, has become international. Dean Myers has confidence in research and in the Extension Service and deep respect for the land. Such respect was expressed appealingly by George Papashivily in *Anything Can Happen*. In his adopted language, this new American wrote: "Some things you can fool by giving half your work, but never the land. So now . . . I try again and this time to plow my whole self into the furrows; to plant my very best work with the seed."

When war work at Cornell and in Ithaca created housing shortages, it became necessary to substitute for Farm and Home Week a "Farm and Home Special" train. Dean Myers sent the train on its way with one of his characteristic messages to farm people. He said:

One objective of the college has always been to provide the farm family with the information needed to achieve the full life that a farm home offers, along with an adequate financial return. At this time we are making a special effort to find ways to produce more food and better food with less labor, at a time when food production is paramount. You will find on the train many exhibits that will visualize for you results of the most recent research into the problems that face modern agriculture and homemaking. In many cases, the findings are the result of years of study. We realize that we have not been able to provide all the answers to farm and home problems, but we hope you will be encouraged to bring your problems to us. We are here to serve the people of the state, and only by knowing the problems that exist will we be able to do our job well.

With Dean Myers directing the College of Agriculture, people of New York State know they will be consulted when changes are contemplated and that their land grant College will continue to be one of "The People's Colleges."

E. LEE VINCENT

Dr. Elizabeth Lee Vincent graces the position of Dean of the New York State College of Home Economics with scholarship, authorship, and administrative leadership. These qualifications enhance the academic standing of one of the University's younger colleges. Her high scholarship in arts and sciences led to her membership in Phi Beta Kappa and Sigma Xi. Her A.B. and A.M. degrees were granted by the University of Colorado, her Ph.D. by Columbia. She has written four books: *A Study of Intelligence Elements*; *Mental Hygiene for Nurses*; *Growth and Development of the Young Child*, in collaboration with Rand and Sweeny; and *Child Development*, with Breckenridge. Her articles have been published in a score of scientific and popular periodicals.

Miss Vincent taught mathematics before she specialized in psychology; her experience as a teacher of psychology is broad in geographical distribution and in variety of service. While a student at the University of Colorado, she traveled between Boulder and Denver to work with Judge Ben Lindsey in his progressive Juvenile Court; she was associated with public school surveys in Pueblo, Colorado, and with Columbia University's Lincoln School in New York City. She has taught at Cornell, Stout Institute, and Columbia; at the state colleges of Oregon and Utah; and at the state universities of Nebraska, Illinois, Colorado, and Michigan.

In coming to Cornell, Dean Vincent resigned from the faculty of the Merrill-Palmer School where she had had close contact with the field of home economics for twenty years. Other positions she held during her association with this school, from 1926 to 1946, included: lecturer in psychology for the College of Medicine and for the Graduate School of Public Affairs and Social Work in Wayne University; staff member of the Children's Hospital of Michigan; and Lecturer in Medicine and Education at the University of Michigan. She has garnered this wealth of experience since deciding, to quote her, "that children and families and homes were the area in which I wanted to work."

A lover of the outdoors, Dean Vincent was attracted to Cornell by its beauty as well as by its history and traditions. Although she has

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been at the University for so short a time, she has won the respect of the Cornell faculty and the affectionate allegiance of students, of alumnae, and of her college faculty. With quiet efficiency, courteous consideration, knowledge of home economics, and vision for its future, Dean Vincent has shown her skill in psychology while dealing with human relationships in her large educational parish. She is equally at home with her hundreds of young students on the Cornell campus, or with representatives of her tens of thousands of nonresident adult and youthful students in home bureaus and 4-H clubs throughout the state. Dean Vincent has said:

Another reason I am enthusiastic about home economics is because it has an extension program. One of the things which brought me to the New York State College of Home Economics was the fact that here I saw extension workers sitting in session with the resident teaching staff and the research staff. This represents a strengthening of the program in two ways. The extension field can keep in close touch with the latest findings in research; and, conversely, resident teaching and research staffs are kept in close touch with the needs and wishes of the people of the State. We value our connection with the state; it gives our whole program great vitality.

Dean Vincent has brought to Cornell true perspective regarding the relationships of extension service, research, and resident teaching. Her mind is finely tempered, her intelligence alert, and her human sympathies broad, while her staunch character and sensitive, gracious personality give an appropriate atmosphere of home to the State College of Home Economics.

Dean Vincent has written: "Home Economics is one of the few fields of education in which a young woman may prepare for her personal life while, at the same time, training for a professional specialty. This is true because, with all of its highly specialized technical areas, Home Economics is essentially concerned with the home and the family."

State-wide, City-wide, and County-wide

Thou sayest an undisputed thing in
such a solemn way.

—OLIVER WENDELL HOLMES

UNDER THE presumptuous title of "State leaders," men and women who are really modest and industrious do strenuous organizational and executive work for Cornell's State Colleges of Agriculture and Home Economics, as administrative aides-de-camp to the director of extension. These state leaders and the assistant state leaders help to develop and to maintain the human lines of communication which connect the State Colleges with their nonresident students. The most essential persons in this communication system are the field staffs who have headquarters at New York's county seats; they are the agricultural, 4-H club, and home demonstration agents. They hold Cornell appointments, and their salaries are paid from state and federal appropriations assigned to the University, supplemented by county funds. They are itinerant teachers of adult and youthful farmers and home-makers.

The liaison duties of state leaders of the Extension Service agents involve complex responsibilities. Their work includes organization, administration, personnel selection and training, negotiating, budgeting, accounting, help in program planning and scheduling, reporting, working on countless committees, traveling, public speaking, writing, and helping to co-ordinate the composite network of organizations and the diverse projects in the extension programs. As liaison officers, the state leaders must be qualified to interpret, in writing as well as in speaking, every part of the vast educational enterprises of the Extension Service. Their educational parishes involve constructive work with people of varied racial, educational, economic, and social backgrounds.

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It is generally conceded that the best insurance for success as a state leader consists of prior successful experience as one of the three varieties of county or city Extension Service agents. Among fifteen who have served as state leaders in New York between 1911 and 1948, only six have lacked this *sine qua non* qualification—Martha Van Rensselaer, F. L. Griffin, W. J. Wright, Lloyd Tenny, M. C. Burritt, and Ruby Green Smith.

In addition to preferential consideration for those who have had experience as county or city extension agents, Cornell's minimum requirements for state leaders include graduation from a first-rank college or university, with additional training, when possible, in graduate work leading to a Master's or Doctor's degree. Essential though these *vita* records are, there are other *desiderata*, notably qualities of character and personality that win the trust, not only of individuals but of groups of people, because state leaders must be able to stir people to decisions and to action. For these executives, a genuine kind of grandstand appeal is an asset. Nobility and unselfishness of character, and a personality that deserves discipleship as well as acclaim, however, are more important than the magnetism that sways a crowd. Criteria that have been defined for these positions, and for specialists in agricultural and home economics subject matter, include democracy, optimism, enthusiasm, scholarship, poise, fair-mindedness, humor, earnestness, courtesy, ability to speak vividly and to write clearly, loyalty, high ethical standards, and skillful behavior in human relationships.

The following persons have been state leaders of county agricultural agents: Lloyd Tenny, 1911-1912; Maurice C. Burritt, 1914-1916; Howard Edward Babcock, 1917-1920; Jay Coryell, 1921-1928; Lloyd R. Simons, 1928-1932; Earl A. Flansburgh, 1932-1943; Fred Bishop Morris, since 1943. Two of these men became directors of extension—Burritt and Simons. The only other persons to attain this position have been Professor Charles Tuck, head of the Department of Extension Teaching before the title "Director of Extension" was adopted; and an extension specialist, C. E. Ladd, who became the third director. Since biographical profiles of all but four of these men appear elsewhere in this book, references are made here only to the others.

"Charlie" Tuck graduated at Cornell in 1906 and directed all ex-

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tension work from 1909 to 1916, when he resigned to do educational work in China and Russia, 1917-1920, and with the Dairymen's League Cooperative Association, of which he became educational director in 1924.

Mr. Tenny was farm-reared and graduated at the University of Rochester. He resigned before the meteoric development of county agricultural agent work occurred. After leaving Cornell, he held several positions in the U.S. Department of Agriculture and in 1922 became Assistant Chief of the Bureau of Agricultural Economics.

Mr. Coryell, who graduated at Cornell in 1912, resigned to accept work with the G.L.F. because his help was needed by the general manager, H. E. Babcock.

Professor Morris was born in Indiana. After attending Purdue University for two years, he managed a dairy farm in Indiana and spent the next two years in Army service. After World War I, he came to New York as tester for the Dairy Herd Improvement Association in Erie County and later was employed on Dr. George F. Warren's farm near Ithaca. He was graduated from the New York State College of Agriculture in 1922. After a year as Erie County 4-H Club Agent, he became County Agricultural Agent in Oswego County in 1923. During his five years there he developed a complete dairy program. In 1928 he returned to Cornell as an Assistant County Agent Leader, giving special attention to development of the county extension programs in agriculture. In 1936, he spent four months at the U.S. Department of Agriculture in Washington, D.C. and traveled in many states to study administrative methods in extension, before writing Extension Service Circular 260, "Planning County Agricultural Extension Programs," published by the U.S. Department of Agriculture.

Since 1943, Mr. Morris has been a professor at Cornell and the State Leader of County Agricultural Agents. He is interested in a broadening of extension programs, for he is convinced that they should include all phases of rural life. As his initials are F.B., he is often referred to as "Farm Bureau Morris," but he likes to be called Fred. For this book he contributed the chapter, "A History of the County Farm Bureaus of New York State." In April, 1948, he went to Europe (see p. 497).

State Leaders of 4-H Clubs. Before extension work with girls and boys was named 4-H club work, it was known at Cornell as Junior

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Extension. In the earliest programs young people were organized in Junior Naturalist Clubs for nature study under Mrs. Comstock's guidance (see Chapter V).

These clubs were fostered by John W. Spencer (see p. 507) and by Martha Van Rensselaer (see Chapter X), who might be called New York's first incumbent of a state leader's position in Junior Extension. After responsibility for this work was assigned to the Rural Education Department in the College of Agriculture, Professor Frederick L. Griffin was placed in charge and served from 1916 to 1918. His successor, from the same department, was William J. Wright, who became Professor of Rural Education and served as State 4-H Club leader from 1919 to 1943. A graduate of Michigan State College, he had been granted his Master's degree by Pennsylvania State College. Before coming to Cornell, he had done horticultural work in Pacific Coast states, had taught horticulture at Pennsylvania State College, and had held executive positions as assistant to the president of Michigan State College and as director of the State School of Agriculture at Alfred University. He is the author of *Greenhouses, Their Construction and Equipment*. He was held in high esteem by thousands of girls and boys.

Professor Albert Hoefler became State 4-H Club Leader in 1943, after eleven years as Assistant State Leader. He had graduated from the College of Agriculture at Cornell in 1916 and had done pioneer work in Rensselaer County, where he had been named, in 1919, one of the first County 4-H Club Agents in New York, after serving the county as "Director of Agriculture" for World War I garden work. He has had the unique experience of reaching the state leader's position in a field in which he pioneered not only professionally but as a member of the Omega Club (see Chapter XVIII), a nucleus for one of the earliest 4-H clubs in the state. His influence on youth training has spread in New York and other states, and because of his experience he was selected, in 1948, to develop youth organizations in Germany (see fig. 70). The 4-H clubs of the state, in a "Marshall plan" of their own, helped him by sending to Germany garden supplies they collected under the slogan "Hoes for Hoefler."

Mrs. Hoefler (née Helen Paine) is a Cornell home economics graduate with a Master's degree in education. She had been a home

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demonstration agent in Wyoming and St. Lawrence Counties before becoming Assistant State Leader of Home Demonstration Agents and Associate Professor. She resigned her extension position but has since resumed resident work at Cornell as Acting Associate Professor of Education in charge of training students for home demonstration work. Professor and Mrs. Hoefler's combined years of teaching in the New York Extension Service total a half-century.

In 1947, at the national 4-H club camp near Washington, D.C., Professor Hoefler was named chairman of the national committee on 4-H club work in the American Association of Land Grant Colleges and Universities. He is the author of two 4-H club sections of this history (in Chapters XVIII and XXXVII). In New York's 4-H club monthly, *4-Haps*, his messages are well known for their inspirational values and for their formulation of 4-H philosophy.

State Leaders of Home Demonstration Agents. In 1918 Florence Freer became the first State Leader of Home Demonstration Agents. She was a graduate of Columbia and had been a successful Home Demonstration Agent in Otsego County. She resigned in 1920 to become the first postwar Urban Home Demonstration Agent in Rochester. There she did skillful pioneering with the city Home Bureau until she resigned to accept the higher financial rewards of commercial home economics work. Her successor was Ruby Green Smith, who served from 1920 to 1921. In 1921 Mrs. Smith resigned because it seemed appropriate that Professor Martha Van Rensselaer, Director of the College of Home Economics, should have this title, for she had led extension work in home economics at Cornell for 21 years. Mrs. Smith was persuaded to continue her University work whereupon she, with Dr. Helen Canon (now head of the Department of Economics of the Household and Household Management) and Professor Claribel Nye (now State Leader of Home Demonstration Agents in California), were named Associate State Leaders to assist Director Van Rensselaer. These three were in charge, respectively, of home bureau organizational and community project work, of home economics extension programs, and of Cornell Study Clubs. Professor Van Rensselaer had graduated in Arts and Sciences at Cornell in 1909 and had been awarded an honorary doctorate by the State Teachers' College in Albany (see her biography, Chapter X). After

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Miss Van Rensselaer's death, Mrs. Smith became State Leader of Home Demonstration Agents again, serving from 1932 to 1944.

Miss Frances Scudder succeeded Mrs. Smith, July 1, 1944. She is a Cornellian, with graduate study at Columbia and a Master's degree awarded by the University of California. She has traveled widely in the Americas. She entered extension teaching as Oswego County Home Demonstration Agent, after serving as an instructor at Cornell in the College of Home Economics. She became Urban Home Demonstration Agent in Syracuse in 1930. Miss Scudder's influence was felt throughout Syracuse, for she conducted an interesting home economics program and took an active part in civic work. She served also as president of the State Federation of Home Demonstration Agents. In July, 1943, she was appointed Assistant State Leader at Cornell but was granted nine months' leave to do war work in New York City. There she was the second director of the work of the professional home economists who served as "emergency home demonstration agents." Soon after her return from her New York City assignment, she was appointed Professor and State Leader of Home Demonstration Agents. She was president of the New York State Home Economics Association (1945-1946).

Miss Scudder is a native of Cattaraugus County where her father was a dairy farmer. She is an interesting speaker and skillful at presiding. A clear thinker, she has a keen sense of humor, shares credit generously, and is patient in negotiations but becomes persuasively insistent when stirred by conviction.

With Miss Scudder's appointment at Cornell, the state leaderships, for all three divisions of the Extension Service, are safely in the hands of agriculturalists and home economists who have had the advantages of having been "on the firing line" when their headquarters were in New York counties.

For the supervision of the field work of the Extension Service in agriculture and home economics, the state is divided into districts that include from twelve to fourteen adjacent counties and the cities in which home economics teaching is done. Each district is assigned to an assistant state leader of agricultural, 4-H club, or home demonstration agents. Each assistant state leader is a member of the faculty with

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headquarters at Cornell. Assistant state leaders acquire expert knowledge about their territories and are confidants of the extension agents and the extension students with whom they work on organization, administration, plans, programs, state and local situations, educational methods and results, and with whom they share responsibility for the maintenance of efficiency, the preparation of extension budgets, the disbursement of and accounting for public funds, and the making of records and reports. The assistant state leaders assist agents in the formulation of co-ordinated extension programs that are derived from an integration of the agricultural and home economics projects taught by specialists, agents, state and local leaders, and the supplementary educational programs and events in which extension students participate.

The assistant state leaders of county agricultural agents and of 4-H club agents have usually stayed at Cornell, with promotions within the Extension Service of New York. Several assistant state leaders of home demonstration agents, like some of the home demonstration agents, however, have gone elsewhere. Bess McDermand accepted a position in Canada as province leader. Other assistant state leaders have left New York to become state leaders in other states: Claribel Nye in Oregon and in California, and Eunice Heywood in New Hampshire. When Miss Heywood left New Hampshire to join the national extension staff, her successor was a New York home demonstration agent, Sara Kerr, who is now a nutrition specialist in South Dakota. Other New York agents who resigned to become nutrition specialists include Janet Cameron in Virginia and Kathryn Van Aken Burns in Illinois. Mrs. Burns is now State Leader of Home Demonstration Agents in that state. Fortunately for Cornell, two assistant state leaders who received excellent offers in other states elected to remain in New York—Carrie Williams Taylor and Orrilla Wright.

The assistant state leaders of 1947-1948 have all had experience as country agricultural, 4-H club, or home demonstration agents in New York or in other states. All have been awarded one or more academic degrees, after specialization in agriculture or home economics (though many of them have done their graduate work in education). The majority of them have graduated at Cornell from the State Colleges

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of Agriculture or Home Economics. In addition to those already named, the assistant state leaders of 1947-1948 are as follows: (of county agricultural agents) R. F. Fricke, D. L. Hayes, C. F. Crowe, and C. R. Harrington; (of home demonstration agents), Elizabeth Graddy and Vera Caulum; (of 4-H club agents) F. E. Heinzelman, Iva Mae Gross, D. B. Falcs, J. A. Lennox, and Martha E. Leighton.

Extension specialists in agricultural and home economics subject matter teach in all parts of the state and take responsibility for the content and teaching methods to be used in extension programs. These programs are evolved throughout each year and are based on the cumulative suggestions, observations, and recommendations of farmers, homemakers, girls and boys, community committeemen, local leaders, county agricultural, 4-H club, and home demonstration agents, specialists, and state leaders. Extension Service programs are formulated at meetings where all interests are represented and specialists are scheduled as far in advance as possible so as to save time, travel, and money, and to avoid conflicts in the teaching in counties, cities, and communities. In home economics the specialists schedule themselves for a year in advance on specific requests from the 4-H club and home demonstration agents.

Extension specialists are constant students as well as teachers, for they are depended upon to add to their own store of knowledge by keeping in touch with the results of research, and to bring the agents up-to-date regarding new knowledge of subject matter and teaching methods. The important place of specialists in the Extension Service was defined by C. B. Smith and M. C. Wilson: ¹ "Extension specialists . . . tone up the whole extension system, keeping the county agents alert and their teaching accurate. They are as essential to the extension service as are the specialists in medicine and surgery to those professions."

The specialization that appeared in the Farmers' Institutes and that characterized extension schools, as early as 1898, has become characteristic of nearly all administrative and departmental extension programs of the State Colleges of Agriculture and Home Economics.

¹ *The Agricultural Extension System of the United States*, p. 88. (See the Bibliography.)

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In 1948 there were 78 agricultural and 23 home economics specialists on the University faculty; 56 county agricultural agents, 50 home demonstration agents, and 53 4-H club agents. There were associate 4-H club agents in 34 counties; assistant county agricultural agents in 46 counties; assistant 4-H club agents in 27 counties; and assistant home demonstration agents in 35 counties and 3 cities (see personnel list, pp. 418-421).

In the University faculty, extension specialists, state leaders, assistant state leaders, and other members of the administrative staff in the Extension Service rank as professors, or associate or assistant professors. Specialists, executives, directors, state leaders, assistant state leaders, county and city agents who have served in the New York State Extension Service for more than ten years are listed in Chapter XXVIII.

In some of the departmental histories which have been written by heads of departments or by professors designated by them, certain of the 101 extension specialists of 1948 are referred to individually. It is hoped that these histories may be published as a sequel to this book, when historical manuscripts from all departments become available (see p. xiii). Topics of typical programs taught by extension specialists and the teaching methods used are summarized in Chapter XXXVI.

After 36 years, the usual lines of succession in the Extension Service seem to be well established. Apprenticeships are served as assistant agents; the best of these assistants become county agricultural, 4-H club, or home demonstration agents. Experienced agents are promoted to positions as directors, specialists, assistant state leaders, state leaders, or other executives with headquarters at Cornell. Graduate study and travel, after service in the field, increase chances for appointment of agents to the Cornell faculty as well as to specialists' or administrative positions in the extension staffs of other states. Extension agents, however, have sometimes preferred to stay in the counties, and some few have even resigned from state positions at Cornell to return to county work, where they can live near the farms and homes of those for whom the state Extension Service exists.

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WHO'S WHO IN THE NEW YORK STATE EXTENSION SERVICE IN AGRICULTURE AND HOME ECONOMICS (1947-1948)

ADMINISTRATIVE OFFICERS AND SPECIALISTS

William I. Myers, Dean, College of Agriculture; E. Lee Vincent, Dean, College of Home Economics; Lloyd R. Simons, Director of Extension; Ralph H. Wheeler, Assistant Treasurer, Cornell University.

General Administration: M. E. Robinson, Martha H. Eddy, C. A. Taylor, L. D. Kelsey, Dorothy DeLany, Erl A. Bates, Blanche W. Monroe.

State Leaders of County Agricultural Agents: F. B. Morris, R. F. Fricke, D. L. Hayes, C. F. Crowe, C. R. Harrington.

State Leaders of Home Demonstration Agents: Frances Scudder, Carrie Williams Taylor, Orrilla Wright, Elizabeth Graddy, Vera Caulum.

State 4-H Club Agent Leaders: Albert Hoefler, F. E. Heinzelman, Iva Mac Gross, D. B. Falcs, J. A. Lennox, Martha E. Leighton.

SUBJECT MATTER SPECIALISTS

Agricultural Economics: V. B. Hart, M. C. Bond, L. C. Cunningham, T. N. Hurd, C. A. Bratton, L. E. Slater, C. G. Garman, A. W. Van Dyke, J. R. Campbell, M. J. Pickler, A. D. Bond.

Agricultural Engineering: Paul R. Hoff, E. S. Shepardson, A. M. Goodman, C. M. Edwards, A. H. DeGolyer, Keith Gallagher.

Agronomy: E. Van Alstine, S. R. Aldrich, E. M. Kroth.

Animal Husbandry: S. J. Brownell, W. T. Crandall, H. A. Willman, C. G. Bradt, Raymond Albrechtsen, J. D. Burke, G. W. Tailby, Myron D. Lacy, G. R. Johnson, Graydon Brandt, H. W. Carter, G. H. Wellington, R. W. Spalding.

Dairy Industry: Robert F. Holland, J. C. White.

Entomology: R. W. Leiby, W. E. Blauvelt, E. H. Smith, E. J. Dyce, H. H. Schwardt, J. G. Matthyse.

Extension Teaching and Information: W. B. Ward, George S. Butts, James Knapp, Elmer S. Phillips, Nell Leonard, Mary G. Phillips, L. W. Kaiser, Richard A. Maurer, Betty Burch.

Farm Labor: E. K. Hanks, R. L. Nelson, Merle Stout.

Floriculture and Ornamental Horticulture: D. J. Bushey, A. M. S. Pridham, Raymond Fox.

Forestry: J. A. Cope, F. E. Winch, Jr.

Plant Breeding: Alvin A. Johnson, W. D. Swope.

STATE-WIDE, CITY-WIDE, AND COUNTY-WIDE

Plant Pathology: Charles Chupp, W. D. Mills, K. H. Fernow.

Pomology: M. B. Hoffman, L. J. Edgerton.

Poultry Husbandry: H. E. Botsford, L. E. Weaver, E. Y. Smith, L. M. Hurd, R. C. Ogle, F. E. Andrews, W. G. Earle.

Rural Sociology: Robert A. Polson, Mary Eva Duthie, Robert C. Clark.

Soil Conservation: Hugh M. Wilson, Harry A. Kerr.

Vegetable Crops: E. V. Hardenburg, C. B. Raymond, A. J. Pratt, H. J. Carew.

Veterinary: H. G. Hodges, E. N. Moore, J. H. Gillespie.

Zoology: W. R. Eadie, P. P. Kellogg, W. D. Fitzwater.

Child Development and Family Relationships: Margaret Wylic, Edyth Barry, Edward V. Pope.

Economics of the Household and Household Management: Leola Cooper, Mildred K. Wellman, Dorothy W. Cousens.

Food and Nutrition: Nelle Thompson, Lillian Shaben, Therese Wood, Lola Dudgeon, Roberta Cunningham, Elizabeth Vollmer.

Housing and Design: Florence E. Wright, Charlotte B. Robinson, Ruth Comstock, Margaret Steinmetz, Ruby Loper.

Institution Management: Dorothy Proud.

Textiles and Clothing: Mildred Carney, Helen P. Smith, Helen Staley, Mary Wetzstoen, Frances Young.

Extension Secretary: Mary North.

EXTENSION SERVICE AGENTS (1947-1948)

Urban Home Demonstration Agents: Buffalo, Mrs. Katherine N. Britt; Rochester, Georgie Watkins; Syracuse, Hazel E. Reed. *Agents-at-Large and District Agents*: Agricultural, R. E. Kline; Home Demonstration, Rachel Merritt, Alice Gallup; 4-H Club, Ralph Swenson; 4-H Club District Agent, Gladys Adams. *District Older Rural Youth Agents*: L. H. Woodward, Elmira; Robert Marsh, Saratoga Springs; Doris Rice, Watertown; Edna Sommerfeld, Poughkeepsie. *District Agricultural Engineers*: Donald W. Bates, Cobleskill; N. H. Chadwick, Lakemont; Hollis R. Davis, De Ruyter; Gerald Henderson, Penn Yan; Cameron Loomis, Davenport; Everett D. Markwardt, Buffalo; Frank J. Newcomb, Canton; Philip Wilson, Oswego.

COUNTY EXTENSION SERVICE AGENTS, 1947-1948

| County | Agricultural | Home Demonstration | 4-H Club Agents | 4-H Club Assoc. and Asst. Agents |
|-------------|---------------------|-----------------------------|-----------------------|----------------------------------|
| Albany | N. C. Kidder | Dorothy F. Beam | P. W. Thayer | Mrs. Helen E. Parker |
| Allegany | V. C. Stevenson | Helen F. Willerton | Laurence A. Dedrick | Mrs. Cornelia A. Bellows |
| Broome | O. C. Barber | Mrs. Katherine S. Doyle | Edmund N. Moot | Mrs. Louise D. Muzzy |
| Cattaraugus | W. E. Washbon | Mrs. Frances M. Graham | E. M. Veeder | Evelyn Wright |
| Cayuga | C. L. Messer | Elizabeth Wiegand | E. M. Winchester | Mrs. Ruth V. Henry |
| Chautauqua | R. W. Cramer | S. Virginia Brewster | Kenneth L. Coombs | Natalie Phelps |
| Chemung | R. A. Boehlecke | Mrs. Charlotte K. Runey | Ernest C. Grant | Barbara Kenrick |
| Chenango | H. W. Matott | (Mrs. Betty Delavan) | Harry L. Case | |
| Clinton | M. W. Reese | Mrs. Laura R. Owens | George Allen | |
| Columbia | W. M. Barry | Jean L. Kresge | Robert A. Dyer | Mrs. Dorothy H. King |
| Cortland | I. B. Perry | Mildred S. Dunn | Robert P. Blatchley | Adelaide Kennedy |
| Delaware | C. S. Denton | Mrs. Elizabeth S. Young | Harold E. Carley | Mrs. Betty M. Whiteman |
| Dutchess | A. L. Shepherd | Helen Birchard | H. H. Tozier, Jr. | Mrs. Mildred W. Hoag |
| Eric | J. A. Birkland, Jr. | Dorothy A. Graham (Acting) | John D. Walker | Mrs. Margaret L. Edwards |
| Essex | Ray Bender | Mrs. Mary Switzer | Donald Y. Stiles | |
| Franklin | W. D. Brown | Mary E. Early | J. Frank Stephens | Ruth Ann Seacord |
| Fulton | R. W. Agor | Odesa Dow | Homer C. Bray | Florence Titcomb |
| Genesee | C. F. Handy | Barbara F. Dooley | Melvin J. Merton | |
| Greene | E. G. Brougham | Anna M. Jarvis | John D. Merchant | Elsie G. Riemer |
| Herkimer | J. S. White | Mrs. Jessie R. Middlemast | Roger Diehl | |
| Jefferson | W. O. Sellers | Marion G. Jimerson | George A. Earl, Jr. | Helen Benning |
| Lewis | N. E. Jackson | Mrs. Ruth C. Foster | Fred McCloskey | |
| Livingston | R. G. Parker | Rhoda Mekeel | Russell B. Ace | Marion Young |
| Madison | R. M. Cary | Frances E. W. Searles | Leon C. Pratt | |
| Monroe | H. E. Johnson | Virginia M. Bennett | E. B. Fuller | |
| Montgomery | Frank Colling | (Adelaide Barts) Ruth Karns | Rodney F. Hommel | George E. Burkhardt |
| Nassau | H. H. Campbell | May Truman | Mrs. Dorothy P. Flint | Betty Walkley |
| Niagara | L. A. Dickerson | Louise M. Weatherwax | John L. Stookey | Margaret Bull |
| Oneida | M. E. Hislop | | E. G. Smith | |

COUNTY EXTENSION SERVICE AGENTS, 1947-1948 (cont.)

| | | | | |
|--------------|--------------------------------|---------------------------------|---------------------------|------------------------------|
| Onondaga | J. Q. Foster | Mrs. Eileen S. Androus | Howard J. Stelle | Margaret Nyhart |
| Ontario | G. D. Nice | Mrs. Alice L. Wheeler | Edward W. Cockram | Gertrude Lesch |
| Orange | C. C. Davis | Lucy A. Worden (Acting) | Leslie S. Nichols | Mrs. Jean Miller Kirby |
| Orleans | A. G. West | Mrs. Fleeta H. Matson | Kenneth R. Miller | Laura Belle Harter |
| Oswego | N. F. Mansfield | Emily Palmer | Wayne E. Willis | Mrs. Shirley C. Ketchum |
| Otsego | R. J. Ames | Amelia D. Bielaski | | |
| Putnam | H. E. White | | S. B. Dorrance | Mrs. Florence H. Thayer |
| Rensselaer | J. C. Swan | (Mabel Milhan) Ethel Samson | Harold White | Barbara Lilly |
| Rockland | W. J. Clark | Helen Stein (Acting) | Bert J. Rogers | Mrs. Joan R. Liddle |
| St. Lawrence | W. S. Pendergast | Phyllis Storm | Douglas C. Deuel | |
| Saratoga | H. T. Huckle | Estelle E. Jones | Fred Stanton | |
| Schenectady | C. W. Loomis | Winifred Eastwood | John Berney | |
| Schoharie | H. J. Pendergast | Winona Brower | Carl B. Garey | |
| Schuyler | I. A. Davis | Mrs. Mary M. Kelsey | G. William Niles (Acting) | |
| Seneca | H. L. Rhodes | Mrs. Nancy W. Axinn | Frank B. Finnerty | |
| Steuben | W. S. Stempfle | Mrs. Marion F. Owen (Acting) | Wilbur F. Pease | Mrs. Dorothy Schuerch Drober |
| Suffolk | W. G. Been | Mrs. Vera F. Brush | Karl L. Grant | |
| Sullivan | H. W. Clark | | Lloyd C. Strombeck | |
| Tioga | A. R. Blanchard | Ethel McDonald | Robert O. Bale, Jr. | Aleta D. Getman |
| Tompkins | H. C. Morse | Mrs. Marguerite Dixon | Edmund R. Bowser | Margaret Brundage |
| Ulster | (Albert Kurtz) W. H. Palmer | Everice Parsons | | |
| Warren | S. H. Fogg | Harriet A. Toan | Joseph C. Brownell | Alma Cook |
| Washington | C. M. Slack | Vilma Golde | Charles C. Smith | |
| Wayne | C. G. Small | Doris L. Conklin | Merle C. Cunningham | |
| Westchester | M. E. Buckley | Helen Easter | | |
| Wyoming | J. B. Ketcham | Phyllis M. Kenyon | Harold B. Sweet | Shirley Green |
| Yates | G. C. Smith | | Wesley S. Smith | |

Cornell Scholarships Fostered by Extension Service Organizations

Three stonemasons, doing identical work, were asked the same question by a traveler: "What are you doing?" "I'm cutting this stone," the first man replied. "I'm working for seven dollars a day," answered the second. The third, glancing up proudly for a moment, said: "I'm helping to build a cathedral."

IMPRESSIVE financial endowments garnered from individually small gifts mark certain Cornell scholarships that are fostered by the Extension Service. Although tuition is free to state residents in the State Colleges of Agriculture and Home Economics, Cornell has many self-supporting students enrolled and others who must supplement parental support. For such students, Cornell has scholarships, fellowships, and loan funds for which University students may apply. The history of such financial aid for students of agriculture and home economics reveals the effectiveness with which Extension Service organizations have used the power of their co-operative action in the creation of scholarships.

New York's 4-H clubs endowed the "Robert M. Adams Memorial Scholarship" in honor of a beloved Cornell professor in Extension Service (see p. 500). The capital fund was collected through small contributions by girls and boys.

The 4-H club members, when ambitious to attend college, have found friends among bankers, who have financed the "New York State Bankers' Association 4-H Club Scholarships." These scholarships are a useful expression of the interest of citizens who respect the achievements of 4-H club members. The national extension fraternity, Epsilon

SCHOLARSHIPS FOSTERED BY EXTENSION

Sigma Phi, has established a loan fund to aid college students who are children of extension workers (see p. 375).

The interest of the late Dean Carl E. Ladd (see Chapter XVI) in students of agriculture has been memorialized in scholarships. Members of extension organizations have been participants in work for an endowment of \$100,000, which will provide twenty Carl E. Ladd Memorial Scholarships of \$200 each for students in the College of Agriculture. When progress toward this goal had reached \$70,000 in 1947, some of these scholarships were awarded.

Endowment of home bureau scholarships has become traditional in the New York State Federation of Home Bureaus. Nine scholarships, with stipends of from \$120 to \$300 a year, have already been presented to Cornell by the Home Bureau Federation, while collections for a tenth scholarship were started in 1948. The history of these home bureau scholarships began in 1921. No scholarships existed then, when the College was a school in the State College of Agriculture. As soon as the New York State Federation of Home Bureaus had discovered this need, its leaders saw an opportunity to supplement resources of the School by establishing scholarships. Mrs. Lewis Seymour of Broome County, a vice-president of the State Federation, made the first contribution of \$10 at the Federation's Central District meeting at Binghamton in 1921. A resolution was then passed recommending that the State Federation of Home Bureaus might authorize solicitation of scholarship funds from its members. At the 1921 annual meeting of the Federation, delegates voted with enthusiasm for the presentation to Cornell of "Home Bureau Scholarships."

The idea was engaging, but it continued to be only a dream until an advocate of co-operative effort suggested that the Federation might undertake to demonstrate the power of co-operation within a large organization. The directors thereupon suggested that all home bureaus request voluntary ten-cent contributions from their members during June, designated as the Federation's scholarship month. Response was immediate. By November, 1923, \$6,000 was sent to the treasurer of Cornell University for investment. This method of securing large sums through combination of individually small sums demonstrated anew the impressive size of the Federation and the rewards of organized effort.

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The writer, who was secretary of the Federation in 1923, found it effective with home bureau audiences to suggest that scholarship dimes might be compared with little pieces in a mosaic. When placed together by an artist, such pieces created pictures that adorn churches, cathedrals, and other shrines. Comparably, home bureau dimes, when placed together, could create pictures of happy young students. The first endowment consisting of 60,000 dimes, was named the "Carrie Gardner Brigden Home Bureau Scholarship," when Mrs. Brigden retired to become honorary president of the State Federation of Home Bureaus. As first president, she had been active in promoting the scholarship drive.

At the Federation's annual meeting of 1923, delegates described the pride which home bureau members revealed in co-operative work for this first scholarship. By unanimous vote a second scholarship was authorized, to be named the "Martha Van Rensselaer Home Bureau Scholarship," in honor of the founder of home economics at Cornell. Among her many honors, Miss Van Rensselaer prized this one highly, as did everyone for whom home bureau scholarships were named.

The third scholarship was named the "Ruby Green Smith Home Bureau Scholarship." When this scholarship was oversubscribed, the financing of scholarships became a regular part of the program of the State Federation of Home Bureaus.

The fourth was named the "Flora Rose Home Bureau Scholarship," in honor of Professor Van Rensselaer's colleague who shared with the founder, from 1907-1932, in the evolution of home economics at Cornell, and who served as Director of the College from 1932-1940 (see Chapter X).

The fifth Federation scholarship was named the "Ann Phillips Duncan Home Bureau Scholarship," in honor of a beloved home demonstration agent who had been a loyal friend of the State Federation of Home Bureaus. On the day before Mrs. Duncan's premature death, she was happy to learn that this scholarship would first be assigned to help her four children through college and that then it would be awarded students in the College of Home Economics as the other home bureau scholarships are awarded.

All students in the College are invited to submit applications for home bureau scholarships. The applications are referred to the Col-

SCHOLARSHIPS FOSTERED BY EXTENSION

lege's Faculty Committee on Scholarships. Awards are made on the basis not merely of financial need but of superior qualities of scholarship, character, and leadership. Federation officers are asked for advice when home bureau scholarships are awarded. The University gives preferential treatment to its investments of scholarship funds, and thus they yield the highest possible interest.

Prior to the improvement of family incomes during World War II, there were six times as many applications for Home Economics College scholarships as there were scholarships. To help meet this situation, the State Federation of Home Bureaus decided to accelerate its endowment of scholarships. In 1944 a sixth scholarship was endowed, the "Nettie M. Roods Home Bureau Scholarship." A treasurer of the Federation, the late Mrs. Roods had shown great interest in the painstaking task of keeping account of the dimes for home bureau scholarships.

The seventh Federation scholarship was named for one of the brilliant founders of the Federation and its secretary from 1936 to 1944, Mrs. Anna Gage Putnam, a journalist of Wayne County. The eighth home bureau scholarship was named to honor a favorite Cornell professor, Martha Henning Eddy, a former president of the Federation (see p. 390). A ninth scholarship, collected in 1947, was named the "Elizabeth MacDonald Home Bureau Scholarship," in honor of Miss MacDonald of Delaware County, a former Federation president, a rural life leader, and a director of the Associated Women of the American Farm Bureau Federation. The collection of dimes to endow a tenth scholarship, the "Eliza Keates Young Home Bureau Scholarship," was begun in 1948 in honor of the Federation's third president, a leader in the organization's international work. This scholarship may be awarded to students in the College of Home Economics, or it may be used as a fellowship to assist internationally minded women of other lands to come to the United States to study.

As this book goes to press, Cornell University has received 330,000 dimes from home bureau members, and fifty-three students have been granted Cornell University degrees with aid from home bureau scholarships.

In several states, extension organizations have adopted methods used by the New York State Federation of Home Bureaus in establishing

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scholarships. These states include North Carolina, with a scholarship for its retired state leader, Jane S. McKimmon, author of the history of home demonstration work in her state; and California, where the State Leader of Home Demonstration work, Claribel Nye, was formerly Professor, State Leader of Cornell Study Clubs, and Associate State Leader of Home Demonstration Agents in New York.

Home bureau scholarships have usually been awarded at banquets of the State Federation of Home Bureaus during Farm and Home Week at Cornell, with speeches of presentation and the bestowal of checks and illumined scholarship scrolls designed by Bristow Adams. Miss Rose had a special scroll designed for the scholarship named for Miss Van Rensselaer, and this scroll is used also for the scholarship named for Miss Rose.

Homemakers, some of whom never see Cornell, take pride in helping to create these scholarships which enable young people not only to see Cornell but to become Cornellians. For these young people, memories are brighter and work lighter because home bureau members on farms, in villages, and cities, and in meetings at the crossroads, care enough to contribute regularly to a fund that grows large and useful through co-operation. Contributors have been reminded of the collective importance of their individually small gifts by the fable of a small stone in a wall. As it fell from its place in the dam, the stone said: "I'm of no importance." But that night a town was flooded.

Helping to Win World War II on Farm and Home Fronts

Nothing worth having is easy to get.

—THOMAS A. EDISON

EXTENSION SERVICE in agriculture and home economics assumed international import during World War II. It became apparent that much of the knowledge comprehended in the academic fields of agriculture and home economics is essential to the mobilization of many requisites of war and to the solution of problems during war's aftermath.

In wartime programs of the Extension Service in agriculture and home economics, the heaviest accents were placed on food because only the agriculturalists can keep wolves of famine and malnutrition from the door of the world, while home economists know how to use foods so as to combine economy with maximum nutrition. In 1942, the Secretary of Agriculture, Claude Wickard, claimed, "Food will win the war and the peace."

New York State's Legislature acted promptly to create an Emergency State Food Commission in 1942.¹ This commission was similar to one established during World War I. Both commissions were manned largely by people associated with the state Extension Service. Dr. H. E. Babcock served as chairman for the commissions during both World Wars. After organizing the second commission, Babcock resigned, and he was succeeded by the late Dean Carl E. Ladd. Dean Ladd's successor, as chairman of the Food Commission, was Harold M. Stanley, a graduate of Cornell and a leading farmer who has

¹ In 1947, Governor Thomas E. Dewey appointed another New York State Food Commission to guide the state's policies regarding food and nutrition. Of this Commission, five are members of the Cornell faculty—W. I. Myers, Elizabeth Lee Vincent, W. A. Hagan, L. A. Maynard, and T. N. Hurd—and three are Cornell trustees, E. R. Corsi, C. Chester Du Mond, and F. T. Spaulding (represented by Dorothy Lawson). The Commission's office is at Cornell in the School of Nutrition.

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co-operated with the College of Agriculture since his student years. Cornell was further represented on the Commission by W. I. Myers, Dr. Ladd's successor as Dean of the College of Agriculture, L. R. Simons, Director of Extension, Professor T. N. Hurd of the Department of Agricultural Economics, L. A. Maynard, Director of the School of Nutrition and Federal Nutrition Laboratory at Cornell, and Warren Hawley, Cornellian and president of the State Farm Bureau Federation. Dean Sarah Gibson Blanding of the College of Home Economics assisted the Commission as Director of Human Nutrition.

Leading personnel for securing action on recommendations from this Commission proved to be chiefly the professional employees of the State Colleges and leaders in the Extension Service organizations throughout the state. Federal and state war emergency appropriations provided for additional assistant county agricultural agents, for 4-H club and home demonstration agents, and for specialists. At Cornell, Director L. R. Simons organized an Extension Wartime Council in the Colleges of Agriculture and Home Economics to provide for pooling of all of the resources of the State Colleges for war service. This Council planned co-operatively for solutions of new problems and of old problems made urgent by war. Among these problems were the demands for increased food and fiber production and for packaging, marketing, and adjustments in consumption; the nutrition of people, plants, and animals; farm labor and machinery, farm and home equipment, repair, and management; clothing, housing, applied psychology, recreation, and child care; publications, visual aids and radio; and co-operative relationships with other organizations in salvage of vital materials, war bond sales, and war relief. For the Extension Wartime Council, L. R. Simons was chairman, and Sarah G. Blanding, vice-chairman; Charles A. Taylor and Martha H. Eddy were secretaries, and the late C. E. Ladd and W. I. Myers, ex-officio members.

The Council met weekly while the work was gaining momentum. Later, monthly meetings were held, and additional meetings were called when emergencies demanded immediate action. The scope of the Council's work is indicated by the following list of its committees.

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Food for Victory Production, the late Earl A. Flansburgh, succeeded by R. F. Fricke; *Farm Machinery*, B. B. Robb, S. R. Shapley; *Farm Labor*, T. N. Hurd (until called to Albany to recruit farm labor); he was succeeded by L. A. Muckle, whose death led to appointment of Lincoln D. Kelscy, until he left for Europe and was succeeded by R. A. Polson and Martha H. Eddy; *Nutrition*, Clive McCay and Helen Monsch; *Marketing*, W. I. Myers and M. C. Bond; *Victory Gardens*, Homer C. Thompson and Albert Hoefler; *Publications and Information*, Bristow Adams; *Finance*, Ralph H. Wheeler; *Recreation*, Dorothy DeLany; *Reports*, Montgomery Robinson; *Cities and Larger Villages*, Ruby Green Smith; *Better Living on the Farm from the Farm*, Inez Prudent, Orrilla Wright; *Rural Fire Protection*, Van B. Hart, Helen Hoefler; *Discussion Groups*, Martha H. Eddy; *Soil Conservation*, W. C. Huff; *Research*, C. E. F. Guterman.

Findings and recommendations of the Extension Wartime Council were referred to one or more of the following: pertinent college departments; county agricultural and 4-H club agents; county and city home demonstration agents; State War Council; State Farm Bureau Federation, State Federation of Home Bureaus, State 4-H Club Extension Federation; Conference Board of Farm Organizations; State Council of Rural Women; Emergency State Food Commission; Land-Use, and Rural Policies Committees; the divisions of the state and federal government. Recommendations of the Council were interpreted by Extension Service personnel and through the press, radio, and succinct bulletins. The Council served until 1945. Its work illustrated the adaptability of New York's extension organizations and programs to changing conditions and to crises. Policies and programs of the Council were adopted widely in this and in other states. It was no accident, but the result of decades of organized work with the people, on vital programs, that New York's Extension Service was found strong enough to meet the challenges of World War II.

On the day after Pearl Harbor, knowing that reassurances and suggestions would be appreciated by home demonstration agents and by homemakers, Director Sarah Blanding and the writer, then State Leader, sent them a letter which became a frame of reference for the confusing demands which war brought upon the Extension Service in Home Economics. This letter proved useful in New York and in other states; because of this, excerpts are recorded here.

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The tragedy into which Japan's pagan treachery has plunged us calls for immediate translation of our Extension Service organizations and programs into terms of patriotic adaptations to help win the war.

This letter has been prepared in consultation with the Assistant State Leaders [Professors Orrilla Wright, Carrie Williams Taylor, Helen Paine Hoefler, and Eunice Heywood].

Fortunately, farm families are engaged in the patriotic work of increased production of food that will help to "win the war and write the peace." All homemakers and home economists deal with the care of human life. This is as significant in war as in peace. The time has come—

To conserve material and human resources;

To waste no food, to raise it where possible, to use it in season and for maximum nutritive values; to preserve it;

To take care of clothing and house furnishings;

To spend money carefully so as to help finance the war;

To keep physically fit, mentally alert, and spiritually aflame;

To remember that our government-employed home demonstration agents have responsibilities to all homemakers, whether outside or within Home Bureaus;

To share knowledge of home economics and government messages with other homemakers. (If each Home Bureau member could share what she has learned with 80 other homemakers, every home in the state could be reached);

To use Home Bureau experience in community projects to aid civilian defense;

To help keep the laughter of children alive and to guard the nervous tone of homes despite war news; to keep calm and confident;

To interpret democracy to those in our communities who have not yet learned to appreciate the American way;

To help build morale founded upon the moral righteousness and high purposes that guide our nation's policies of truth and honor;

To expand our horizons and audiences, as educators, and to use the power that resides in our Home Bureau organizations, programs, and personnel to give the United States service that is wholehearted, unified, and loyal.

In choosing among many opportunities for work, let us ask: "Does this contribute to winning our war?"

Miss Blanding cleared the decks for action by a more specific division of responsibility within her home economics Extension Service

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faculty. When plans could not be determined by established educational policies of the College, they were considered at faculty meetings, or at meetings of the "Dean's cabinet," consisting of heads of departments, including state leaders of home demonstration and 4-H club agents. When recommendations from home economists involved both agriculture and home economics, they were referred to the extension Wartime Council.

President Day, Deans Blanding, Ladd, and Myers, and Director Simons were quick to realize that the Extension Service would need additional money. They went to the state capitol repeatedly, with proposed plans and budgets, and returned to Cornell with assurances that emergency appropriations would be made to finance constantly increasing demands on the Extension Service. When Miss Blanding asked for the first supplementary \$30,000 from the State War Council for extension teaching, she was accompanied by Mrs. H. M. Wagenblass, past president of the State Federation of Home Bureaus, and Mrs. Vera McCrea Searles, president of the State Council of Rural Women and of the State Conference Board of Women's Educational Organizations. Miss Blanding got results so quickly that authorization by the University's administration had scarcely been completed—whereupon one trustee said to another, "Who's running Cornell anyway?"

This home economics appropriation financed the appointment of a few additional home demonstration agents in counties which lacked home bureaus, the first war emergency leaflets, and the first specialist in institution management, Dorothy Proud. The latter position had long been needed in the Extension Service, as recommended by Professor Katharine Harris, head of the Department of Institution Management. For several years, requests for help had reached the College from those who keep boarders or cater to vacationists. In 1942, these requests changed to SOS calls from many agencies for directions about handling foods in large-quantity cookery. This first emergency appropriation proved inadequate, as was anticipated, since it provided for so few emergency home demonstration agents that each was assigned to teach in several counties, whereas experience had proved that a single county constitutes a large parish for home demonstration work. Moreover, no provision had yet been made to reach consumers in additional

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cities, in this most urban of states, and the money for leaflets on housekeeping in wartime was exhausted. Within a few weeks after publication, these home economics bulletins for adults would get out of print, while thousands of requests for them continued. Publications designed to further war work of county agricultural and 4-H club agents, many of them in even larger editions, were as quickly exhausted because of enormous demands.

Undaunted, Deans Blanding, Ladd, and Myers, and Director Simons prepared supplementary budgets, approved by President Day and Cornell's trustees, and endorsed by H. E. Babcock, chairman of the Emergency State Food Commission, and by Lieutenant Governor Charles Poletti, chairman of the State War Council. These appropriations were granted.

A new feature for such appropriations was the inclusion of state funds for expansion of urban home demonstration work. Fortunately, the State Colleges of New York had pursued a policy of maintaining, in three cities, some of the urban home demonstration work that had functioned in the largest cities of the United States during World War I. Experience, during twenty-three years, with urban home demonstration agents in Buffalo, Syracuse, and Rochester furnished patterns for rapid establishment of urban extension work in home economics in other upstate cities and in New York City. Throughout World War II, members of the extension services of other states sought advice from the state leader of home demonstration agents regarding this urban work (see Chapter XV).

Extension Service organizations carried wartime programs in all of the counties and in the larger cities. Demands for agricultural and home economics information and for co-operation with other organizations and agencies multiplied so much during the war that it became necessary to appoint, in the more densely populated counties, assistant county agricultural, 4-H club, and home demonstration agents, and additional secretarial assistants.

In New York City and in upstate counties that lacked home bureaus, emergency agents worked with existing organizations as a short cut to action. But in several counties, homemakers decided they needed help from the Extension Service on other subjects than nutrition, and in peacetime as well as in war. Before the war ended, these women

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had developed home bureaus and obtained county appropriations in Dutchess, Westchester, and Montgomery Counties, while Otsego and Seneca Counties qualified for regular home economics Extension Service January 1, 1946. Similar permanent development occurred in the work of 4-H club and county agricultural agents, in appreciation of their excellent war work.

All associated with the Extension Service grasped every opportunity to contribute to the war effort. Space limitations forbid reference to the laudable war work of thousands associated with the Extension Service. Those mentioned in this chapter are merely typical examples of the many "extensioners" whose educational work during World War II merits commendation (see professional personnel lists, pp. 418-421). Every extension organization and program felt the impact of the war. National, international, state, county, and city requests for cooperation were met promptly, with adaptations made to local conditions and resources. College departments streamlined their extension programs by applying to them the query, "Will this help to win the war?"

Wartime extension teaching regarding foods and human, plant, and animal nutrition included every phase of agricultural and home economics science that could contribute to increased efficiency in production, marketing, consumption, preservation, or conservation of foods. Accents were placed on the importance to health of the foods which, fortunately, are characteristic products of New York agriculture—dairy and poultry products, meats, vegetables, and fruits. Astronomical numbers of tons of foods were raised on the state's farms, supplemented by victory gardens; and there was unprecedented activity in food preservation.

Not only were adult farmers aided with their war work on food production, but 4-H clubs, home bureaus, and other organizations of boys, girls, and women were guided by the Extension Service in their patriotic work in food preservation and in victory gardens. Notable work was done on victory gardens by professors of the College of Agriculture, for Dr. Homer C. Thompson was chairman, and Professor Albert Hoefler secretary, of the State Committee on Victory Gardens. These men handled this extra extension teaching while Professor Thompson continued to head the Department of Vegetable Crops,

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and Professor Hoefler continued his work as State 4-H Club Leader. In the counties, 4-H club agents were placed in charge and were named Victory Garden Co-ordinators.

Although nutrition, food production, and preservation were the objects for which emergency funds were most promptly appropriated during World War II, even food and nutrition programs could not be carried forward without help from related departments in the Extension Service. Departments directly concerned with the nutrition programs were the Foods and Nutrition, and Economics of the Household and Household Management Departments in the College of Home Economics, the Departments of Animal Husbandry, Dairy Industry, Poultry Husbandry, Pomology, Vegetable Crops, Plant Breeding, and Agronomy in the College of Agriculture, as well as the School of Nutrition. But the foods could not be raised without protection of the sciences represented in the Departments of Entomology, Ornithology, and Plant Pathology, and in the Veterinary College. More food could not be produced without additional farm labor, which became the special concern of the Rural Sociology Department and the Extension Service administration. The Department of Agricultural Engineering was essential to food production and harvesting, because farm machinery needed care and repair, and negotiations for its replacement were important, despite priorities on materials for weapons of war. The Department of Institution Management was involved in quantity cookery; and that of Economics of the Household and Household Management, under the leadership of the head of the department, Dr. Helen Canon, made teaching adjustments to rationing, to the necessity for saving labor, money, and time, and to problems in consumer education. Dr. Lucille Williamson did pioneer work in consumer-merchant conferences. The Agricultural Economics Department was called upon to guide farmers in wartime adjustments in their farm management, production, and marketing. Forestry assumed added importance because of war's demands for wood products, and for maple products while sugar was rationed. The sugar shortage also made apiculture and honey products more essential. Wartime shortages of clothing, textiles, housing, and house furnishings accelerated the extension work of the Departments of Textiles and Clothing and of Housing and Household Arts. Demands continued for the sciences and

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arts taught in the Department of Floriculture and Ornamental Horticulture, as people sought the consolation of beauty in a world bereaved. The Department of Rural Education continued to give expert guidance to the whole Extension Service. The Extension Service of the Department of Child Development and Family Relationships was intensified during the war because of the rapid development of nursery schools and child care centers, and because of needs for the inspiration of books, for recreation, for social relationships, for the making of toys, which became scarce commercially, and for guidance in applied psychology to help families keep mental health and high morale despite the emotional strains of war. Since their introduction at Cornell, the continuity and the adaptability of New York State's extension programs in applied psychology have been developed under the continued leadership of Dr. Margaret Wylie, except during her absence while engaged in graduate study.

Through the Extension Service, all departments in the State Colleges helped to win the war on the farm and home fronts. Many of the regular extension programs proved as valid in war as in peace. Certain programs that were stressed from 1941 to 1945 will illustrate but not do justice to the war work of the Extension Service. Farmers of New York responded patriotically to the challenge that war brought for production of as much food and fiber as possible. Authentic information, to aid in the production, distribution, and consumption of farm products, flowed from the State Colleges of Agriculture and Home Economics and the Experiment Stations, in a steady stream, through the established organizational and informational channels of the Extension Service. The range of this information, from the College of Agriculture alone, was from soil preparation, seeds, and breeds to harvests, flocks, herds, and marketing.

Farm labor problems became acute when farm-trained young men volunteered or were drafted for military service, the while state and nation challenged farmers to increase agricultural production. County agricultural agents and Grange and farm bureau committees advised national and local draft boards against drafting young men whose farm work was essential to food production in large quantities. The work of maintaining the supply of farm laborers became so heavy that Professor T. N. Hurd was appointed by the Governor as State Director of

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Farm Man Power. Two professors were assigned to help mobilize farm labor—Dr. R. A. Polson, Specialist in Rural Sociology, and Mrs. Martha H. Eddy, Administrative Specialist. They persuaded teachers, city women, girls, and boys to help with farm work during vacations. Training schools were arranged for inexperienced farm laborers, who learned fast and won their way to plenty of chances at employment, although farm people were at first reluctant to employ those who came from cities. Problems of housing and feeding itinerant farm laborers were solved in labor camps, and it became necessary to import temporary laborers from Jamaica and Puerto Rico, to enlist more women, and to arrange for permission by the state to enable school children to help on farms, with provision for special safeguards for their welfare. Professors Hurd, Eddy, and Polson did not hesitate to ask help from other faculty members of the Colleges of agriculture and Home Economics, because this farm labor enterprise involved not only mobilizing and transporting farm laborers but responsibility for the morale, housing, food, health, and welfare of these thousands of transplanted people.

The wartime state Food Commission programs, as taught through the Extension Service, included practical interpretations of the government's agricultural and food regulations, with due regard to the maximum nutrition of people, animals, and plants. These programs included scientific guidance concerning: Production and marketing of vast quantities of foods and fiber; seasonal preservation of vegetables, fruits, dairy products, and meats by canning, storage, or freezing; home vegetable gardening, dramatized as "victory gardening," to supplement diets of city dwellers and to enable farm families to enjoy better living on the farm from the farm; conservation of foods needed overseas and of transportation, by use of abundant, perishable foods or foods produced locally; work with state and county nutrition committees.

In addition, field work of college specialists and state leaders was scheduled with victory garden co-ordinators (the 4-H club agents), with farm bureau committeemen, with local leaders of home bureaus and 4-H clubs, and with home demonstration, 4-H club, and county agricultural agents. Training schools for local leaders and home economics staff members were taught by specialists in the Foods and

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Nutrition Department of the College of Home Economics, under the direction of the head of the department, Professor Helen Monsch. Specialists in this department who did notable war work were Professors Lillian Shaben, Inez Prudent, Therese Wood, Linnea Dennett, G. Dorothy Williams, Jeanette Beyer McCay, and Jeannette Gardiner Powell. Professor Helen Paine Hoefler was chairman for the organizational work in food preservation.

Extension teaching of human and animal nutrition during World War II carried Cornell's knowledge not only throughout New York State but to places across the United States and overseas (see Chapter XXXVIII). Dr. Leonard A. Maynard, Director of Cornell's School of Nutrition, gave generously of his time to speak to extension audiences. His faculty colleague, Dr. Clive McCay, left his research to spread his knowledge of nutrition (and of soybeans!) through the Extension Service. Dr. McCay's wife taught nutrition and did editorial work for the Emergency State Food Commission. Both of these Doctors McCay left Cornell temporarily when Dr. Clive became a nutritionist with the rank of a Lieutenant Commander in the Navy.

Dr. H. E. Babcock (see Chapter XII) taught nutrition persistently through his publications and his addresses at state and national meetings. In recent years, one of his theses has been accepted as a policy by the U.S. Department of Agriculture, namely, that if Americans could have an adequate diet, there would be no problem of surplus food crops. Dean W. I. Myers (see Chapter XXXII) did war work in the United States and abroad and served on President Truman's Citizens' Food Committee and Committee on Foreign Aid, and as a financial consultant on war bond sales.

The Department of Rural Engineering in the College of Agriculture, under the leadership of Professors H. W. Riley, Byron B. Robb, and Alpheus Goodman, did such famous work in helping to keep the state's agriculture mechanized during World War II that special state appropriations were made to provide "emergency field engineers" who taught farmers about care and repair of farm equipment. From this same department, extension teachers did less spectacular work in sewing machine schools at which machines of all ages and makes were reconditioned. This teaching helped to reduce consumer demands for new clothing because, with their machines in order, women

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could use the extension clothing programs that placed emphasis on altering and repairing clothes to conserve textiles for war uses. These and other programs relating to clothing and textiles were guided by Professor Beulah Blackmore, head of the department, and by Professors Mildred Carney and Helen Powell Smith.

Because of the near cessation of home building, the scarcity of new furniture, and the dislocation of populations by the war, the care and repair of houses and furnishings assumed new significance in extension programs. Professors Florence E. Wright, Charlotte B. Robinson, and Ruth B. Comstock met mounting requests for lessons on rearrangements, reconditioning, remodeling, and refinishing of furnishings to reduce demands for the new; and there was new interest in handicrafts because of their therapeutic and aesthetic values. "Blackout rooms" were designed at the College of Home Economics at the request of homemakers and factory owners.

Agricultural economics extension programs were adapted to war situations under the direction of Drs. W. I. Myers, M. C. Bond, Van B. Hart, and F. F. Hill. Farm and home management's principles were applied in marketing and in consumer education, to foster better understanding between farmers, manufacturers, middlemen, and consumers. Methods to save money, time, and energy were taught, so as to help farmers to produce more, despite labor shortages, and to release time of housekeepers for war industry, war relief, or farm work, and to enable families to buy war bonds. Extension programs included teaching of better farm management and better use of family incomes, which were often reduced as men were called for military service. The first extension specialist in Institution Management was in great demand because of wartime increases in "feeding the multitude" in canteens, boarding houses, industrial and farm labor camps, schools, factories, and recreation centers for servicemen and women.

From 1941-1948, community work of the Extension Service was dominated by war and reconversion programs. Years of farm and home bureau and 4-H club experience in working co-operatively, in the belief that "one's community may become the best of communities," helped to prepare members of extension organizations to play active parts in civilian war work, since they were acquainted with the methods of organized effort. Community projects of this period included aid to

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“civilian volunteer mobilization,” for which the State War Council office had requested help in its radio work and publications. For this work, leaves were granted by the College of Home Economics to Professor Eunice Heywood, Assistant State Leader of Home Demonstration Agents (now with the national Extension Service), and to Mrs. Kathleen Small, Editor. Other community war work aided by the Extension Service included: Red Cross, war bond sales, home and hospital nursing, organization of “minute men” (including women, girls, and boys, as well as men) to carry government messages to their neighbors, salvage and war relief campaigns, airplane spotting, development of milk supplies and of more hot lunches in schools, and of child care centers, hospitality and recreation for men and women at neighboring military and labor camps, and establishment of more playgrounds and play schools—to keep the laughter of children alive.

Throughout World War II the Extension Service helped in the development of even larger numbers of local leaders than in former years. Thousands of volunteers were mobilized to help home economists and agriculturalists to spread the gospel regarding agriculture, nutrition, and foods.

Work with other organizations during World War II reinforced the co-operative relationships of farm and home bureaus, and 4-H clubs, and of their State Federations, particularly with the following organizations: Departments of Health, Education, Agriculture, and Social Welfare; War Councils and Nutrition Committees; Red Cross, U.S.O., and the State Food Distribution Administration; Extension Division of the State Library; Granges and local and district federations of churches; State Conference Board of Farm organizations, State Federation of Women’s Clubs, State Council of Rural Women, and Parent-Teachers’ Associations.

Extension programs contributed to the creation and maintenance of unity and loyalty within the cosmopolitan population of the State. Interpretations of democracy and its practice in the Extension Service helped aliens and newly naturalized citizens to understand the World War II fight against tyranny. Interest in homes and farming served as a common denominator and a bond of unity among people whose native lands were on both sides of battle fronts.

The Extension Service in agriculture and home economics was

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strengthened by the public speaking on public questions that was undertaken by leaders of thought in Cornell University. In addition to carrying their campus responsibilities, members of the resident and research faculties of the University aided the Extension Service by traveling to speak in many parts of the state.

Despite financial burdens of the war, all public appropriations for the Extension Service in agriculture and home economics were continued, and many were increased, by the county, state, and federal governments. Many county boards of supervisors expressed public appreciation for war work of the Extension Service by increasing county appropriations voluntarily, until in 1945 county appropriations constituted 74 per cent of New York's almost three-million-dollar budget for the state Extension Service in agriculture and home economics—in contrast with 10 per cent in state aid and 16 per cent in federal appropriations.

The typical Extension Service educational pattern of challenge-and-response solved baffling wartime problems of getting farm products scientifically produced, marketed, and consumed. Too much credit cannot be given to the lay leaders of the state's farm and home bureaus and 4-H clubs, or to the agricultural, home demonstration, and 4-H club agents. The work of these people was reinforced by the extension faculty with headquarters at Cornell, the director of extension, the heads of departments, the specialists, and the state leaders. In a gallant spirit of co-operation, all members of the state Extension Service, lay and professional, accepted their appropriate tasks in helping to win the war on the farm and home fronts. Without donning military uniforms, they helped mightily to sustain those who, like themselves, were not qualified to go to battle fronts, and they helped also to provide some of the essentials for those uniformed Americans who risked all.

A Summary of Educational Methods. Topics in Typical Departmental Programs

DURING seventy-two years of extramural teaching by Cornell University, throughout New York State, every educational method yet devised has been used by some of the teachers in what has evolved into the state Extension Service. Choices of pertinent educational methods have been determined by their adaptation to the subjects taught, to the varied character of the nonresident student personnel, and to local situations.

Methods used include lectures, demonstrations, conferences, and discussions; surveys, studies, and experiments, in barns, fields, factories, homes, and communities; exhibits, illustrative materials, dramatizations, tours, and clinics; library studies; training schools in subject matter and in administrative leadership; workshops and study clubs; reading and correspondence courses, and courses by radio; counseling in person and by letters, telephones, and telegrams; campaigns, mobile kitchens, and demonstration trains; publications, and information through the press, graphics, lantern slides, radio, and movies.

Selection among the educational methods to be used in any phase of extension teaching, depends not only upon the nature of the subject matter but upon the wide variety to be found in New York's soils, elevations, climate, homes, industries, and agricultural crops, and upon the social, economic, health and educational status of the state's cosmopolitan population.

The people of the state are of varied racial and national backgrounds not only in the industrial cities and ports of entry for immigrants but in the open country. Farming equipment and household conveniences vary from primitive to ultramodern. Electricity and running water are

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not yet found in all farm buildings and homes. Agricultural production is not yet adapted to soil resources in many places; and standards for health, school, library, marketing, and recreational facilities range from low to high.

In adjustments to these inconstant factors, Extension Service programs and educational methods vary widely. Their chief common denominators consist of their adaptability to local situations, their reliance upon facts based on research, and their dependence upon the maintenance of democratic organizations of the people as lines of communication between Cornell University and the farms, factories, and homes. Active participation by the people in program planning and in teaching, and their co-operation with the extension teachers, account for the idealism, realism, efficient organizations, and vital programs through which science and art are translated into better human relationships, into improved agricultural and industrial products and into more satisfying home and community life.

Specific programs and results of the vast educational enterprises that are comprehended in the New York State Extension Service are recorded in voluminous departmental records in the files and archives of the State Colleges. The following summary is presented to indicate changes in peoples' attitudes and the comprehensive scope¹ of Cornell's extramural instruction in agriculture and home economics as it has evolved from 72 years of teaching through the Extension Service.

Skepticism regarding the significance of what many of them disdainfully referred to, from 1876 to 1917, as "book learning" has changed to conviction among leading farmers that farmers need education, and that agriculture needs science.

Editors of newspapers and magazines have changed their attitudes toward the state Extension Service. In 1887, they were reluctant to print news of Cornell's extension teaching through Farmers' Institutes, or if it *had* been given space, editorial blue pencils might distort the story. Within the next two decades, editors discovered that their readers were interested in this form of adult education and out-of-school training for rural girls and boys. Since 1917, authentic news and scientific information are given adequate space in the press, with a distribution which carries to millions of New Yorkers the power of the

¹ As of 1947. See also Chapters XXXV, XL, and XLI.

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printed word regarding agriculture, veterinary science, home economics, and industrial and labor relations. Nowadays editors not only accept copy concerning the Extension Service from the county or city extension offices, and from Cornell, but many even solicit it.

Cornell's nonresident teaching of home economics and of human relations in industry, having been launched after extension teaching of agriculture and veterinary science had done the pioneering, encountered less opposition "in the field," although some people still inquire: "What's Cornell University up to, anyway?"

Radio program managers and producers and distributors of movies were less hesitant than the editors had been, but not until about 1930 did the management of the large radio stations decide that the useful information and human interest in radio scripts of the Extension Service offered them an interesting and safe means of meeting radio's obligations to further public education, in accord with agreements with the federal government as specified in requirements for radio licenses. Many teachers are convinced that radio is only on the threshold of its possibilities as an educational method.

Resistance of college specialists who hesitate to entrust some of the extension teaching to local leaders, and resistance of the people to being taught by their neighbors, have changed to appreciative respect for volunteer leaders, without whom demands for extension work could not be met.

Democratization of higher education has been accelerated between 1876 and 1948, the period when extension teaching in agriculture and home economics was developed by the land grant colleges and universities of the United States. Changes in farm and home practices have followed in the wake of extension teaching by these state institutions. Many of these changes are remarkable and dramatic. Before reading the topics of programs as classified by departments of study, readers may find it arresting to contemplate changes that are "on the record" as having occurred in farm homes between 1919 and 1946, for homes are the real centers of farms and the ultimate goals of farming.

It is impossible to measure accurately the extent to which the Extension Service can be credited with changes in equipment and methods which save woman-power in farm homes. However, two surveys of farm home conveniences, in 1919 and in 1946, by the United

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States Department of Agriculture, offer convincing proof that during the twenty-seven years between these surveys great progress was made toward more widespread use of modern methods and equipment. It seems safe to assume that some of these striking changes may have resulted from extension teaching in agriculture and home economics that was done during the years between surveys.

The 1919 survey was taken when home bureaus were yearlings, 4-H clubs were young, and farm bureaus were only eight years old. Members of the New York Extension Service staff participated in this survey in New York, and the writer was called to Washington, D.C., to work on survey returns from 10,044 farm women in the United States, each of whom answered 201 questions! Results were summarized in "The Farm Woman's Problems" by Florence E. Ward, published by the Government Printing Office (November, 1920) for the U.S. Department of Agriculture. Miss Ward was an executive in the Extension Service of that Department.

Before going to Washington to compile and to help interpret the national returns, the writer had done similar work on returns from more than 1,400 New York farm homes. Her brief account of conclusions based on the returns was used in program planning at Cornell, and abstracts from it were published in the *New York State Extension Service News* (September, 1919). The following quotations summarize an interpretation of what New York farm women of 1919 said about their work in dairy, fruit, and general farming regions of the state.

Her morning begins at five or six o'clock. She starts the kitchen range which heats the kitchen in winter and in summer. She draws the water for breakfast, not from a convenient faucet, but from a well or cistern which is likely to have no pump. She carries this water from 5-50 feet, in some cases even 200 feet, to teakettle, stove, reservoir, washbasin, or dishpan. . . . On Mondays she rises a little earlier and draws more water to wash the clothes, but she does not wash with an electrically operated washing machine, wringer, and mangle. . . . By the time breakfast is almost ready, she calls the rest of the family. . . . After the family has been speeded on its way to work, school, or play . . . the farm woman feeds the chickens, takes care of the eggs, and, on market days, dresses the poultry. She washes

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the milk pails, despite the primitive water supply. . . . After the dairy and poultry duties are done, the farm woman must take a trip to the garden, tend it, and gather its fruits for feeding the family, or in winter, she must get from storage in the cellar the day's food supply. Then there are always beds to be made, and lamps to be cleaned and filled (in 40 among 50 homes) and mending to be done. Near the week-end, with the ironing done, there is the baking, the sweeping and the dusting. . . . These farm houses are generally large. . . . There is the weekly or monthly shopping list to make . . . and she must order with foresight, in contrast with the city woman who can call for deliveries of a spool of thread or a collar button! . . . The farm woman must see to 1,095 meals a year with such help as the family can give, for one hired girl to 100 homes is typical. Too often the intimacy of the family's association at table is destroyed by the presence of from one to three hired men. . . .

After the dinner dishes are done, there is that everlasting mending, and the farm woman sits down to sew while she is resting! . . . One household convenience is practically universal—the sewing machine. When the sewing machine was rare, neighbors brought their sewing to be stitched by the fortunate owner of a machine for whom they did the day's housework in exchange. Now these machines are in nearly every home, to add to the convenience and to subtract from the neighborliness. . . . The farm woman . . . stays at home almost every day . . . except for occasional trips to town to buy or sell. [In contrast, almost 30 years later, most farmers liked to have their wives learn by going to Home Bureau meetings, the while they sometimes playfully called it the "Away-from-Home Bureau"!] After the supper work is done, the farm woman has bread to set or the children to help with lessons. . . . And there is that omnipresent sewing beckoning her.

Her day ends from 14 to 18 hours after it begins (some women wrote "never" in the space for recording the end of the day's work). What would happen if a labor union of farm housewives should strike for an 8-hour day and double time for overtime?

In June, 1947, the U.S. Department of Agriculture released comparable returns from the somewhat similar survey made in 1946. These returns were in happy contrast with those of 1919. Examples from the facts collected in 1946 tell the story statistically, but in the progress reported, human values are incalculable. In 1919, 17 per cent of New York's farm homes had running water, with bathrooms in 10.6 per cent;

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in 1946, 56 per cent had adequate water systems. In 1919, 0.8 of 1 per cent had electric lights; in 1946, 82 per cent had electricity in both homes and barns. In 1919, mud roads and fewer automobiles isolated many farm homes in wet or cold weather; in 1946, 77 per cent of New York's farm homes were on, or only one-fifth of a mile from hard-surfaced roads. In 1919, telephones were in 33 per cent of the farm homes; in 1946, in 86 per cent. In 1947, there are family cars for 80 per cent of New York's 149,500 farm homes, and in 90 per cent there are radios. Rural isolation in New York has become relatively rare.

The 1919 home conditions, as revealed by the survey, were accepted by the state Extension Service as challenges that something be done about the situation. Educational programs were designed with the aim of helping farm people to change farm practices so as to get larger incomes, to work for the improvement of the conditions revealed by this survey, and to take into consideration changes in the attitudes that had led farm people to tolerate such a struggle-for-existence life—particularly on some farms where money was available but was spent “to buy more land, to raise more corn, to feed more hogs, to buy more land, to . . .” The 1946 survey revealed that much had been done by the farm people, and many of them credit their progress to their partnership with their State Colleges. It is heartening to extension teachers to know that agriculture has become more remunerative and rural life more satisfying during the 27 years—years of active extension work—that elapsed between these surveys by the Cooperative Extension Service of the U.S. Department of Agriculture.

There is promise that future surveys will help in extension program planning, for factual surveys have become part of the work, not only of the department of agricultural economics but of the rural sociology and of other departments in the Colleges of Agriculture and Home Economics. In addition, a new phase of the Extension Service was started in 1945, marked by the appointment of Professor Dorothy DeLany as Administrative Specialist in Extension Studies. Her job is research regarding facts and policies that may lead to improvement of extension personnel, programs, methods, and organizations. Miss DeLany had experience as a home demonstration agent in Oneida and Chenango Counties. She was called to Cornell as Assistant State Leader of Home Demonstration Agents, resigning in 1934 to become

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Professor and Assistant State 4-H Club Leader. She is well known in the Extension Service, not only for her professional work but for her dramatic ability as a recreation leader, in particular as a song leader.

Bloodless revolutions occurred, notably between 1914 and 1947, in New York State's agriculture, homes, and communities, through fundamental changes in the practices of farmers, rural youths, and homemakers. Many of these changes occurred simultaneously with the intensification of extension teaching by the State Colleges at Cornell University, after passage of the Smith-Lever Act. However, other factors, including vastly improved communications, and the work of other institutions and organizations, have of course contributed to the revolutionary developments which make agricultural work and home life in 1947 more satisfying to intelligent, progressive people. Nevertheless, thousands of farmers, rural youths, and homemakers give credit to the educational programs of the state Extension Service for significant contributions to changes in their farming and in their lives. They maintain that Extension Service programs are scientific, specific, and practical because they are determined through the organized participation of both students and teachers, who together discover the meeting grounds of practice, art, and science, so that extension programs will fit the facts.

The Colleges of Agriculture and Home Economics have persistently avoided political and commercial entanglements; instead, they have followed a clearly defined policy of teaching long-term educational programs. The aims are the development of people through educational opportunities, the realization of more abundant home and community life, and the establishment of a stable, yet flexible, efficient agriculture through high-standard production and effective marketing. Toward these aims, extension teaching has been adjusted repeatedly to meet the needs of the people, and to adapt extension programs to changing conditions on farms and in homes and communities. Through home economics extension teaching, homemakers have been aided in modernizing their housekeeping and in enriching their homemaking; through agricultural extension teaching, farmers have been guided in their agricultural production, in their adoption of labor-saving methods and equipment, and in their investments in improved seeds, vigorous hybrids, and higher-grade flocks and herds. Through the Ex-

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tension Service, the people have been kept in touch with all scientific advances that relate to agriculture, to human relationships, to housing, clothing, and management, and to food and fiber production, processing, preservation, marketing, and consumption, with due regard to economics, to nutrition, and to health.

Agricultural and home economics extension programs may be somewhat academically classified by departments of study, although extension work on many farm and home problems leads to teaching that results in interdepartmental integration. The program topics listed below are typical rather than inclusive and are adapted to meet the needs of adults, of 4-H club members, and, in recent years, of older rural youths. This summary was made when it proved impossible to include in this book histories that were prepared in some of the departments (see p. xiii).

(1) *Agricultural Economics*. Field studies and surveys of soils, crops, and other agricultural facts in the state furnish firm foundations for extension programs in agricultural economics, including farm management and marketing. These programs are motivated by the primary and popular aim of helping farmers to make more money. Extension teachers from this department give farmers authentic, up-to-date information regarding the economic situation, finance, farm accounts, records, budgets, and inventories, labor income, insurance, taxes, and farm credit, land classification, farm management, and labor costs; prices, markets, grading, packaging, merchandising, marketing, and transportation; regulations of government agencies that relate to agriculture; competitive and co-operative buying and selling; results obtained through progressive agricultural practices; and estimates concerning the economic outlook for farmers. This department's programs have been characterized as designed to produce as much food and fiber as efficiently as possible. This department co-operates with the College of Home Economics in conducting citizenship training schools, in issuing *Food Information Service*, and in many other ways.

(2) *Agricultural Engineering*. Man power and horse power have been supplemented enormously through mechanization and electrification for many phases of agricultural production and harvesting. This revolution has been greatly quickened by extension specialists in rural engineering. Their teaching has resulted in better ventilation and

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storage in barns; in improved farm structures; in more scientific land use through reclamation and drainage; in installation of water systems and electricity in houses and barns, and in modern methods for sewage disposal; and both youths and adults have been taught about purchase, care, repair, and operation of agricultural and household machinery.

Recognition of the interest of rural youths in driving mechanical and electrical equipment, on farms, led to assignment of an extension specialist in engineering to teach 4-H club members about efficient operation, repair, and care of farm equipment. Co-operation was arranged with manufacturers for work in state projects on tractor maintenance, and contests were conducted on better farm and home methods of using electricity.

During World War II, emergency extension men called district engineers did yeoman service by teaching farmers and farm women how to keep farm and household machinery and electric motors in operation.

Initiative was taken in 1920 by rural engineers and home economists at Cornell, in negotiations with owners of public utilities, in the hope of arranging for the extension of electric lines to rural New York's farmsteads, when less than 1 per cent had electric lights. After years when seemingly insurmountable difficulties were overcome, electric power began to replace some of the man and woman power in rural New York.

(3) *Agronomy*. New York's county agent work began in 1911 with the teaching of agronomy—a program that has been continuous in the Extension Service for 37 years. It has led to crop practices that promote conservation and improvement of soils and pastures through soil management. It includes instruction in the use of fertilizers, lime, and legumes, and in soil analyses that offer guidance for the production of crops adapted to various soils. Particular emphasis has been placed on feed crops needed for dairy and poultry industries, because these are the state's leading agricultural products.

(4) *Animal Husbandry*. Educational work has been done by extension teachers to help maintain, improve, and increase production of livestock, milk, and meat through breeding programs that include artificial insemination, efficient use of feeds for optimum nutrition,

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interpretation of the government's work to control animal parasites and diseases; and through scientific selection and care of farm animals.

Extension programs in animal husbandry interest not only adult farmers but 4-H club members and older rural youths. Farm animals raised by boys and girls, and their showing at fairs and other exhibits, create widespread interest, and sometimes result in increased public support for 4-H club work. The annual report of the College of Agriculture for 1946 states that in "recent studies" covering 4-H livestock and dairy activity "50 clubs showed 54 per cent of the members exhibit cattle, 75 per cent participate in judging, 46 per cent keep advanced records, and 30 per cent give talks or demonstrations at local meetings. . . . 4-H herd-building success stories give impressive testimony that the fundamental importance of good breeding, record keeping, herd health, and proper feeding and management is being recognized on many farms where there are 4-H club members."

(5) *Breeding of Plants and Animals*. Research at Cornell has made possible extension teaching concerning varieties of plants and animals that are adapted to New York State conditions. At the University, the College of Agriculture pioneered in establishing plant breeding as a department. The work has included experiments in artificial selection, hybridization, and cultivation, until varieties of seeds and plants have been developed and grown successfully on farms through adaptability to the varied soil, climatic, and elevation conditions in New York. Studies of animal heredity have led to extension teaching regarding better breeding stock and artificial insemination.

(6) *Child Development and Family Relationships*. Extension teaching of applied psychology is in constantly increasing demand. Extension programs relate to the psychology of childhood, adolescence, and adult years; parents, teachers, and civic-minded leaders have participated in these programs with resultant improvements in human relationships. Areas of major importance in recent years were child care, youth and teen-age problems, the family in wartime, mental health, other lands and people, community problems, and postwar planning. Through its Extension Service, the College of Home Economics makes available a traveling library, circular letters, study courses, exhibits of play materials, training schools for local leaders, and bibliographies.

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(7) *Clothing and Textiles*. Extension teaching has covered selection, repair, care, remodeling, and principles of construction of clothing that is adapted to personalities and to incomes; posture and good grooming; and the relation of clothing to art and to health. This extension work has helped to raise standards of good taste in dress for families in villages, farms, and cities.

During and since World War II the clothing program has stressed conservation of scarce consumer goods through remodeling and repair of discarded garments; consumer training in knowledge about textiles; and training in principles of design and construction. A new experiment in teaching by radio a pioneering series of lessons on "Let's Make a Dress" resulted in such widespread listener participation that it received a national award at the annual conference on radio and business at the College of the City of New York.

(8) *Co-operation*. Co-operative groups have been given authentic information by extension teachers. This work has secured results in neighborhood extensions of rural electrification; in higher yields per acre per man; in group purchase and use of expensive equipment; in co-operative spraying; in checking insect ravages; in soil fertilization and preparation for planting; in prevention, control, and cure of plant and animal diseases; in storage, transportation, and marketing (see Chapter XXVI); in fire protection; and in relief of farm people from social isolation.

(9) *Community life*. See Chapter XXIII and Rural Sociology (paragraph 25 below).

(10) *Dairy Industry*. Because dairy farming and marketing of dairy products are major industries in New York, state regulations govern many farm and factory operations in the handling of dairy herds, milk, and milk products. The Extension Service has translated results of dairy research into terms of practice, and has disseminated the information to farmers, to dairy plant operators, to processors and distributors of dairy products, and to county agricultural, 4-H club, and home demonstration agents. Recent extension programs have included information regarding the latest knowledge of methods and equipment to improve the quality of products; of ways to save time and labor by changes in methods of milking; of herd selection and health; of sanitation, equipment, cleaning, and repair for existing dairy buildings, and

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of plans for new ones. This program's aims are to furnish scientific guidance for dairy farmers and for dairy plant operators so that the dairy industry may keep pace with scientific progress and may be handled with economical efficiency so as to bring adequate returns to producers and manufacturers, while protecting the health and nutrition of consumers.

(11) *Economics of the Household and Household Management.* Extension teachers have guided homemakers in better management of their resources; in achieving better understanding between consumers and merchants; in the purchase, use, and care of household equipment; in development of convenient working and storage areas; in applications of the results of research concerning routines, time studies, and labor- and energy-saving methods; and in efficient arrangement and use of equipment. Recent teaching has furnished information regarding prices, supplies, services, rationing, and conservation of critical household materials and equipment that were scarce or not available on consumer markets. Throughout World War II, extension teaching was in demand concerning consumer education, and work-simplification principles that could help relieve labor shortages by the release of woman power in homes.

(12) *Entomology.* The first of Cornell's extension teaching was done by a resident professor in entomology in 1876 (see Chapter V). The work has expanded and become specialized to include the control of insects that are injurious not only to plants but to animals, including man. Extension teaching of economic entomology has immeasurably reduced losses due to insect pests and has led to identification and handling of beneficial as well as of injurious insects. Recent programs included information regarding insects that attack fruit, vegetables, and potatoes; special assistance to victory gardeners; control of insect pests of greenhouse, nursery, floriculture, forage crops, and livestock; beekeeping; conferences with dealers and with manufacturers of agricultural insecticides and fungicides; and guidance in the use of DDT for insect control. Men were trained to assist growers in using spray services effectively, through identification of insects and timing of spray applications. Movie films were used to teach the mechanics of spraying and dusting, and to show the stages in growth of insects and the damages they cause. Weekly news releases about insect

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damage and control were sent by service letters, and were released to press and radio. Training schools were held for county agricultural agents. Extension work in entomology during World War II revealed the need for research on new insecticides because of shortages of certain materials, and on new methods of application, including treatments by airplane and helicopter.

Recent apiculture extension programs have dealt with improvement of apiary colonies, honey-house management, pollination services, and labor-saving methods; preparation and marketing of honey products; training in use of modern equipment and methods for more efficient production and marketing of honey, beeswax, and bees; feeding and diseases of bees; and migratory beekeeping whereby bees work in the south in winter and in the north in summer—a bee management procedure prophesied imaginatively in 1892 by James Whitcomb Riley in his poem "Old Bee Fessler."

(13) *Floriculture and Ornamental Horticulture*. Extension specialists have helped to preserve and to increase the beauty of New York State through instruction for individuals and groups regarding the decorative use of plants in homes, and the arrangement of flowers, ornamental shrubs, and trees in yards and parks, and in roadside and community beautification. Training has been given also in extension schools for professional landscape architects and for florists.

(14) *Forestry*. In the United States, Cornell was one of the pioneer institutions to establish a division of forestry. Extension teaching of forestry has increased farm incomes from wood lots, maple sirup, and sales of shrubs and trees, including Christmas trees; promoted tree planting, particularly by 4-H club members; aided in the preservation of fence posts; encouraged outdoor cookery that maintains high nutritional standards; and stimulated the conservation and care, with use, of the shrubbery, flowers, and trees in parks, timberlands, and forest reserves. (A scholarly history of his department has been written by Dr. Ralph Sheldon Hosmer, head of the Department 1914-1942.)

(15) *Horticulture*. Extension programs based on botanical science were introduced in 1889. Botany and horticulture have become so specialized that their divisions are taught in several departments of the College of Agriculture (see paragraphs 5, 13, 14, 22, 23, 26, 27).

(16) *Housing and Design*. Extension programs include courses in

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the appreciation and creation of arts and crafts objects; in the colors, selection, purchase, arrangement, care, repair, reconditioning, and refinishing of home and community house furnishings; in the treatment of floors, walls, and windows; and in the choice of lighting and of pictures. These programs are in heavy demand and have added beauty and comfort to the homes of the state.

Extension teaching regarding housing for farm animals and crop storage preceded definitive extension teaching of housing for families. State-financed research, beginning in 1945, prepared for the inauguration in 1947 of extension programs on the architecture and improvement of rural houses. The need, long recognized, was emphasized by postwar farm labor and housing shortages.

(17) *Information Service.* News writing, visual aids, radio, etc. See Chapter XXVII.

(18) *Institution Management.* World War II problems of providing meals for multitudes resulted in temporary emergency state appropriations for the first extension specialist in the Institution Management Department of the State College of Home Economics. Insistent demands for extension teaching by this department led to permanent provision for extension specialists. Recent programs since 1945 have included training in selection, marketing, and serving of food with due regard for nutrition; work with school-lunch projects; camp food-management, particularly for farm-labor camps; in-plant food services in war industry plants; work with the emergency state farm-labor staff; planning of food-service areas in certain state institutions; advice on rearrangement of camp, church, school, and community kitchens, and of hospital dietary departments; and co-operation with the National Restaurant Association to determine the essential qualities and training needed by food-service managers, and to define their responsibilities.

(19) *Marketing.* Farm incomes as well as security and opportunities for farm families have increased greatly through extension teaching regarding storage, transportation, and marketing techniques for farm foods and fibers and for by-products of farm and home industry. Extramural instruction on marketing, based on research at Cornell, has been translated into action in co-operative marketing and in private enterprises. Marketing instruction by extension specialists in the De-

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partment of Agricultural Economics has covered facts regarding marketing outlets and prices; grading and packaging; transportation facilities; individual, private-enterprise, and co-operative buying and selling. The Extension Service has never undertaken to participate in commercialized marketing enterprises, its function having been restricted to educational work (see Chapter XXVI).

(20) *Nature Study*. Since nature study was first taught at Cornell by Professor Anna B. Comstock, in 1898, it has been added to school and college curricula in the United States and in other nations. (For its history, see the reference in the Bibliography to Professor A. Laurence Palmer; see also Chapter V.)

(21) *Nutrition*. Optimum human and animal nutrition for maximum health, from infancy to old age, has been accented in extension teaching regarding the production, selection, storage, preparation, preservation and serving of food. A "Food Information" leaflet is sent from the State Colleges to extension workers. For the extension nutrition programs, research facilities of the State Colleges of Agriculture, Veterinary Medicine, and Home Economics at Cornell have been greatly increased by their co-ordination with research in the Federal Nutrition Laboratory, in the University's Colleges of Engineering and Arts and Sciences, and in the School of Nutrition.

Dr. L. A. Maynard, the director of this unique School of Nutrition, wrote, October 16, 1947:

While the school is primarily a research and resident-teaching organization, it recognizes that basic knowledge becomes of value only as it is translated into everyday living. Thus, the school has taken a part in extending the facts of nutrition (1) by furnishing basic information to other agencies, and (2) through its publications. A major activity of the school has dealt with frozen foods. . . . Members of the school have prepared seven bulletins which have been published by the Extension Service or as Cornell University Engineering Experiment Station bulletins. . . . Articles have been published in technical and trade journals and in national magazines. . . . Broadcasts over national hook-ups have been made, and broadcasts have also been given over WHCU. Members of the school have participated in nutrition training schools for extension workers, in meetings of trade associations, and in extension meetings in New York and neighboring states. The school cooperated in preparing the film called "Freezing Fruits and Vegetables at Home." . . . It is estimated that 2000 inquiries regard-

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ing frozen foods have been answered by letters yearly, and there have been many office conferences. . . . Work with frozen foods has been our major activity. Of this work, I have given details which provide a basis for indicating that the school is trying to cooperate in extension activities.

(22) *Plant Pathology*. Extension specialists in plant pathology identify plant diseases and teach farmers methods for the control or eradication of diseases that threaten the state's production of vegetables, fruits, cereals, trees, shrubs, and flowers. Three duties confront extension specialists: keeping progressive growers at their maximum effort in disease control; trying to persuade other growers to practice control measures; bringing pressing problems of losses caused by plant diseases to the attention of research workers at the State Colleges and Experiment Stations. During World War II, work was more difficult because weather reports could not be sent to growers, and disease-resistant seeds and stocks, as well as fungicides, spraying, and dusting machines, were scarce.

(23) *Pomology*. Extension specialists in pomology teach methods of guarding and improving production and marketing of orchard fruits, one of New York's agricultural products that is important to the public health of the state, and to its beauty at harvests and in blossom time when orchards are "fair as a garden of the Lord." Recent programs have included instruction regarding plantings of new orchards; harvesting, handling, marketing, packaging, and storage of fruits; pruning, thinning, and orchard management. Assistance was given to the State Horticultural Society, one of the state's oldest organizations of specialized farmers and the first such organization to request help from the College of Agriculture at Cornell.

(24) *Poultry Industry*. Extension teaching regarding poultry has been conducted by the College of Agriculture for more than fifty years, a period during which poultry growing has become one of the largest and most widespread agricultural enterprises in the state. Toward this progress, Professor James Rice's leadership contributed handsomely; before his retirement he was head of the Department of Poultry Husbandry, now housed in Rice Hall, named in his honor. In 1946, extension teaching for adults included instruction regarding egg and poultry marketing, developments in the turkey industry, and poultry flock improvement and management. Home study courses in-

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cluded flock management, chick rearing, and back-yard poultry keeping. A poultry extension specialist worked with 4-H clubs. Local, district, and state contests were featured at fairs and exhibits, including showings at the Poultry Show in Madison Square Garden, New York City.

Recreation. See Chapter XXV.

(25) *Rural Sociology.* Extension specialists in rural sociology work with local and state groups of people on rural social organization, rural policies, and community planning, recreation, and development. Through the co-operative development of councils of community and of county organizations, Cornell's sociologists who do extension teaching have stimulated organized neighborliness. Recent programs have included work for improvements in rural health, schools, library service, and good citizenship; appreciation of rural arts and cultivation of recreation, including dramatics and music. Wartime experience of extension workers in mobilization and placement of emergency farm labor was adapted to the purpose of helping farmers with the management of farm labor camps, as part of the plans to attract and hold high-grade seasonal laborers. This department's surveys furnished basic social data which was interpreted for the use of rural leaders and public officials. Recreation leaders were trained for work with older rural youth, as well as with 4-H clubs, girl scouts, and adults. These leaders were assisted by loan libraries and program materials from Cornell. To meet increasing demands for these materials, the loan library of plays was reorganized and supplemented by the loan of choir music from the Sage Chapel library at Cornell. Rural sociologists at Cornell assisted with plans of the State Committee on Rural Arts and Recreation. This work included estimates of funds and personnel needed to provide for a six-year demonstration of a well-rounded, co-ordinated extension program in rural arts and recreation.

(26) *Use of Land.* State Extension Service professors co-operated for several years with a State Land Use Committee which has been rechristened as the State Rural Policies Committee. On the basis of soil and other surveys, this committee studies flood control; and the questions of which land is adapted to what agricultural crops, which can be conserved or reclaimed for farming, and which should be reforested or reserved as recreational areas. Through research and exten-

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sion teaching, land use policies are being determined on the basis of the classification of the land in the state. Resultant values are not only to be measured in terms of money made or saved by farmers, but in terms of human values, because land that is unfit for farming is now less apt to be purchased hopefully by families, with the inevitable tragic failures resulting, which are due not to the people but to the nature of the land.

(27) *Vegetable crops*. Extension specialists in vegetable crops have helped home gardeners and farmers produce vegetables of economic and nutritional importance. This department's extension teaching was intensified, extended, and dramatized in the victory gardens program of World War II (see Chapter XXXV).

Extension programs in vegetable crops have concerned: plant-growing instruction to combat low-quality crops due to inadequate disease control, improper soils, incorrect seeding dates, and unsatisfactory seeds and plant stocks; weed, disease, and insect controls; fertilizer placement demonstrations; experiments and demonstrations with vegetable varieties; soil testing and seed improvement; certification standards for processing of vegetables; training of inexperienced pickers who were taught not only verbally but through visual aids of a movie and cartoons. Vegetable crops specialists co-operated with many organizations for which training schools and conferences were arranged by request. These groups included 4-H clubs, victory gardeners, vocational teachers of agriculture, canners' field men and growers, New York Seed Cooperative Improvement Association, Empire State Potato Club, State Seed Association, and New York State Vegetable Growers Association. A correspondence course was prepared for the U.S. Armed Forces Institute. In addition to seasonal service letters, news releases, and radio talks, an 84-page victory garden bulletin, after distribution of 250,000 copies, was still in demand after the war, for it was estimated that New York had 1,250,000 victory gardeners in 1945. Victory gardens have been succeeded by freedom gardens of 1948.

(28) *Zoology*. Extension teaching of some of the specialties into which zoology has been divided has been mentioned above. In addition, the College of Agriculture sends to the people scientific informa-

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tion regarding species of animals that cause disease or injury to human health and to farm products. Extension teaching of ornithology is done without benefit of extension funds but with temporary financing by various organizations because of public interest. Conservation of birds, because of their economic and aesthetic values, is taught by radio, publications, lectures, still and moving pictures, and phonograph records of bird songs. Those records, along with the records of the calls of frogs, constitute a pioneer development by Dr. Arthur A. Allen, Cornell professor in charge of ornithology.

In 1947-1948, the heads of departments in which extension teaching of home economics and agriculture was done were as follows: ² Forrest F. Hill, Agricultural Economics; Richard Bradfield, Agronomy; Orval C. French, Agricultural Engineering; Kenneth L. Turk, Animal Husbandry; Leonard A. Maynard, Biochemistry and Nutrition; Lewis Knudson, Botany; Robert Dalton, Child Development and Family Relationships; Beulah Blackmore, Clothing and Textiles; James M. Sherman, Dairy Industry; Helen Canon, Economics of the Household and Household Management; Charles E. Palm, Entomology; William B. Ward, Extension Teaching and Information; Laurence H. MacDaniels, Floriculture and Ornamental Horticulture; Cedric H. Guise, Forestry; Virginia True, Housing and Design; Katharine Harris, Institution Management; Catherine Personius, Food and Nutrition; Harry H. Love, Plant Breeding; Louis M. Massey, Plant Pathology; J. Herbert Bruckner, Poultry Husbandry; Arthur J. Heinicke, Pomology; A. Leon Winsor, Rural Education; Leonard S. Cottrell, Rural Sociology; Homer C. Thompson, Vegetable Crops; Howard B. Adelman, Zoology.

All state extension programs are subjected to constant review to adapt them to changing conditions. Basic to vital extension programs are the applications of results of research and the participation by extension students, as well as by teachers, in the initiation and revision of plans and in the assessment of results that are as diverse as the state's agriculture and people. During extension teaching of agricul-

² See list of extension specialists who taught these programs, 1947-1948, pp. 418, 419.

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ture for more than 71 years, and of home economics for more than 47 years, Cornell's extramural instruction has become a complex educational enterprise.

Quantitative measurements cannot reveal accurately the roles played by the state Extension Service in the dramatic records of agricultural and human progress in New York. In this progress, indirect proof of the share of the Extension Service appears in steadily increasing demands of the people for information from extension teachers. Material evidence and volunteer testimony of farmers and homemakers indicate that the state Extension Service may justifiably accept some of the credit for progress in New York's agriculture and home life. Many of the people give credit for this progress to their State Colleges at Cornell, in which they express a proprietary pride.

Federations of Organizations Associated with the State Extension Service

THE NEW YORK STATE FARM BUREAU FEDERATION
AND THE AMERICAN FARM BUREAU FEDERATION

By *Edward S. Foster*¹

WHEN THE New York State Farm Bureau Federation was formed, the writer was a farm cadet on the home farm at Argyle, Washington County, New York, leaving school April 1 and returning on November 1, helping to produce food to win the war.

It was in this war setting—January, 1917—that the State County Agent Leader, H. E. Babcock, called together presidents of the various county farm bureaus in New York State to consider the advisability and need of a State Federation of County Farm Bureau Associations. Consequently, what the writer says in this chapter concerning organization of the state and national Farm Bureau Federations has been gained from documentary records, plus information obtained from those who actually witnessed the birth of those organizations.

On February 14, 1917, representatives of thirty-four county farm bureaus met in Ithaca during Farmers' Week and organized the New

¹ Edward S. Foster has been general secretary of the New York State Farm Bureau Federation since December 1, 1929. He graduated from the College of Agriculture at Cornell in 1925 and was Assistant County Agricultural Agent in Chataqua County for five months in 1925 and County Agent in Suffolk County for four years. He was a member of Governor Franklin D. Roosevelt's committee on revision of the state Constitution and has been secretary of the New York State Conference Board of Farm Organizations since September, 1930; president of the New York State Council on Rural Education since September, 1946; and legislative representative for the State Farm Bureau Federation and State Conference Board of Farm Organizations since 1933.—R. G. S.

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York State Federation of County Farm Bureau Associations, which later became the New York State Farm Bureau Federation.

This group of farm-organization pioneers elected as their officers S. L. Strivings of Wyoming county, president; D. V. Farley of Orange County, first vice-president; W. H. DePew of Cayuga county, second vice-president; H. C. McKenzie of Delaware County, treasurer. Maurice C. Burritt, Director of Extension, was elected ex officio member. Following the organization meeting, H. E. Babcock, State County Agent Leader, was named general secretary of the Federation, which office he held till 1921 when E. Victor Underwood, was elected.

The object of the Federation as set forth in its constitution remains as originally adopted:

To develop, strengthen, and correlate the work of each of the county farm bureau associations in the state; to encourage and promote cooperation of all representative agricultural organizations in every effort to improve facilities and conditions for the economic and efficient production, conservation, marketing, transportation, and distribution of farm products; to advise with representatives of the public agricultural institutions cooperating with the farm bureaus in the determination of statewide policies, and to inform farmers regarding all movements that affect their interests.

History Repeats Itself. Of particular interest to the writer is to note how history repeats itself. The discussions of the representatives of the county farm bureaus participating in the early meetings of the New York State Farm Bureau Federation dealt almost wholly with the problems of war. Minutes of the early meetings could easily be substituted for the minutes of the New York State Farm Bureau Federation from 1941 to 1945 except that in the early minutes no trace can be found of OPA.

The problems confronting farmers during World Wars I and II were practically identical; they included farm-labor shortage, shortages in farm supplies of all types, transportation difficulties, scarcity of feed grains, and so on.

A marked contrast exists, however, in the organization mechanism set up to meet farm problems in World Wars I and II. During the quarter-century that elapsed between the wars, great progress was made by the farmers of the state and the nation in developing farm

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organizations—educational, general, and co-operative—to meet both the everyday and the wartime problems of farm people.

When the second annual meeting of the State Federation was held during Farmers' Week in 1918, the Federation had really gotten down to business in dealing with the wartime problems of farmers. During the first year of operation committees on legislation, organization, education, transportation, and marketing had been at work. Among the recommendations of the second annual meeting were those for the purchase of power ditchers by the State Food Commission; for the loyal support of the Fourth Liberty Loan; for transfer of Farmers' Institute work from the State Department of Agriculture to the State College of Agriculture as a part of the Extension service; and for the appointment of a committee to take steps looking toward the formation of a national federation of farm bureaus.

When the annual meeting of 1919 was held in Ithaca, all but four counties in the state were represented. Important steps taken included those of increasing the membership fee from \$25 per county to 10 cents for each member enrolled in each county farm bureau association.

The program of work adopted included: (1) active encouragement and assistance to co-operative enterprises, especially those intended to help in the solution of marketing and distribution; (2) efforts to secure adequate representation of farmers on commissions, committees, boards, and councils dealing with agricultural problems; (3) an educational program to present to the people of the state facts on the agricultural situation. The executive committee was enlarged from five to nine members. Fred Porter of Essex County replaced W. H. DePew as vice-president; and Henry R. Talmage of Suffolk County, H. S. Fullagar of Yates County, Frank M. Smith of Otsego County, and C. G. Porter of Orleans County were added to the committee. Again in 1919 the Federation met in Syracuse. At this meeting every agricultural county in the state, with the exception of Putnam which did not organize a county farm bureau till 1944, was represented by delegates who spoke for a total of 67,000 farmer members.

The meeting was characterized by carefully prepared reports of standing and special committees, and by vigorous discussion of these reports and of current farm problems.

When the Federation met in Syracuse in 1920 the reports of com-

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mittees showed much constructive accomplishment, including work for the repeal of the daylight-saving law (again in 1948 we were trying to outlaw daylight-saving time); the extension of the scope of junior project work; the operation of a speakers' bureau to present farmers' problems to city audiences (again today we hear a great deal in farm circles concerning the need of public-relations work among city groups); the development of canning crops co-operatives; and the investigation of the maple sirup industry.

By 1920 the New York State Farm Bureau Federation had already won its spurs by helping to meet many of the perplexing wartime problems of farmers. With the sharp drop in farm prices in 1920 the Federation immediately found new and challenging problems on its doorstep needing organized attention.

Gasoline Brought New Problems. By the end of World War I the automobile, the motor truck, and the farm tractor were rapidly replacing horse power in both city and country. This evolution brought with it a shrinking of the timothy hay market which for years had been the backbone of many farms in New York.

The gasoline age brought a sweeping demand for the building of good roads, and automobile clubs sprang up in nearly every hamlet. The touring car, the linen duster, the goggles, and the dusty roads were doomed.

Public Policies Often Lag. It was during the early 1920's that a very large mileage of state highways was built in practically all of the counties. Unfortunately, much of this mileage was built under a set of obsolete laws that saddled a terrific burden on the so-called farm counties. Because of these laws, plus the enthusiasm for good roads, the towns and counties invested far more money in the state highway system than they could afford. This resulted in neglect of and inability to improve the local county and town dirt roads to keep pace with the needs of the motorized age.

It was then that the Federation had much to say about the need of "getting the farmer out of the mud." It was during the twenties that the Federation found its real field of service to New York State farmers. I like to think of this as the field of "the public problems of farmers." The county farm bureaus had amply demonstrated their ability to help farmers solve "the *private* problems of farmers." I think of a

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private problem of a farmer as one that the individual farmer, with the aid of his county farm bureau and the information he can obtain through his county agricultural agent, can solve by himself on his own farm. For example, the proper feeding of a dairy herd is a private farm problem. Any farmer with the will and ambition, plus the information he can obtain through his county agricultural agent, can do the best that is known in properly feeding dairy cattle.

On the other hand, when it comes to a task such as adjusting state laws to bring about more favorable policies in the construction and financing of highways, the farmer faces a *public* problem of farming. He cannot solve such a problem as an individual. He can meet it only through combining his efforts with those of thousands of other farmers and thereby bringing about, eventually, the desired changes in public policies.

The public problems of farmers were becoming quite apparent in the early 1920's. They included such things as development of good roads, development of electric power lines, reforesting lands not fitted for farming, taxation adjustment, better educational opportunities for farm and rural boys and girls, and the eradication of bovine tuberculosis. During that period the State Federation did an outstanding job in promoting the eradication of bovine tuberculosis and in remodeling highway laws in the interest of agriculture. Great strides were also made in improving educational opportunities for rural boys and girls.

The Federation strongly supported the work of the "Committee of 21" which brought about a remodeling of our educational laws, and out of which has come our splendid system of central schools.

The Tailspin. During the decade 1920-1930, when farm incomes were fairly stable following the sharp decline in 1920, the New York State Farm Bureau Federation continued to establish itself firmly in the field of public problems of farmers. In spite of the stability of farm incomes farmers during that period were in a less favorable economic position than were most other groups. It was then that we heard much about the prosperity of America, and even high government, industrial, and business leaders were predicting that America could enjoy perpetual prosperity, even though the American farmer should continue his relatively unfavorable economic condition.

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The stock market crash of 1929 was only a symbol of what was to follow.

By 1932 farmers found themselves in the depths of depression, and sheriff's sales were running rampant. Industry, business, and labor found that they could not thrive at the expense of the farmer who was a victim of collapse in the general price level. Unemployment became widespread, and bread lines extended for blocks in the large industrial centers.

In January, 1931, the national Farm Bureau organization boldly urged revaluation of the dollar to check the ruinous decline in the price level and to restore the rapidly dwindling industrial and business activity. This recommendation was made by Chester H. Gray, Washington representative of the American Farm Bureau Federation, in a conference with President Hoover. Mr. Gray was accompanied by Edward A. O'Neal of Alabama, vice-president of the Federation, and Charles R. White of Ionia, president of the New York State Farm Bureau Federation. This committee asked President Hoover to appoint a commission to study methods of stabilizing the dollar.

To the writer's knowledge, this was the first organized effort in the country to check deflation and restore a more favorable price level by monetary means. It will be recalled that in 1933 the official price of gold was increased, and the price level began to turn upward.

Programs of All Makes and Descriptions. The decade of the thirties will be remembered primarily as a period of experimentation via the method of trial and error.

Large numbers of farmers who had championed the cause of "farm relief" during the twenties were firmly convinced that the price collapse of the early thirties was the result of overproduction. They associated little crops with big prices and big crops with little prices. Even though the American Farm Bureau Federation was the first organized group to advocate revaluation of the dollar to restore the backbone to the price level, the great rank and file of farmers throughout the country felt that the so-called surpluses were to a large extent the inability of large numbers of consumers to eat up the fat of the land.

The deplorable condition of agriculture as a whole necessitated quick and vigorous action. Farmers were at the breaking point, and creditors in parts of the country no longer dared to force liquidation.

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We were at the point of an agricultural revolution. This same condition prevailed in New York State, and we saw farmers by the trainload march on the state Capitol and demand state control of the milk business.

All types of programs were tried during the thirties—many of them recommended and strongly supported by the American Farm Bureau Federation.

These facts are mentioned only for the purpose of illustrating that the state and national farm bureau organizations have been highly flexible, and that they have geared themselves not only to meeting the long-time problems of farmers but also their everyday problems, both of a private and a public nature.

In passing, it is emphasized that the state and national Farm Bureau Federations spent much of their effort during the thirties in trying to restore the price level—by one means or another—in order that farmers might regain a decent standard of living for themselves and their families.

Pearl Harbor. In July, 1940, the New York State Conference Board of Farm Organizations, of which the New York State Farm Bureau Federation is a part, organized the New York State Agricultural Defense Committee, which included representatives of all the major farm organizations and governmental agencies operating within the state. Similar committees were formed in every agricultural county. Even as early as 1940 farm leaders detected the serious threat of war and anticipated serious shortage in the farm-labor supply. It was at this point that they started to meet a situation which later became very critical.

When the Japanese struck at Pearl Harbor in December, 1941, organized farmers in New York State had been at work for a year and a half in preparing for the oncoming farm-labor shortage.

There is little need of taking up space in this book to tell of the work of the state and national Farm Bureau Federations during World War II. They repeated their work of World War I, except that they did it on a much broader and a much more effective scale.

During that war the value to New York farmers of our farm cooperatives was fully demonstrated. While the writer has always been a strong advocate of farmer-owned and farmer-controlled purchasing

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and marketing facilities, it was not till World War II that he fully appreciated their ability to anticipate problems and to start action to meet such problems.

In brief, it is sufficient to say that during World War II the state and national Federations acted like fire departments. There was always an emergency to be met, and a pretty good job was done in meeting these emergencies, as most farmers will testify. In addition, a special effort was made to hold the gains of the past quarter-century and to keep the long-time needs of agriculture in the public spotlight.

Getting Back to Normal. We hope that we are now getting back to normal, if there be any such thing as normal. We hope for a long and continuous period of peace so that mankind can build—not destroy. In this period we find the Federations again looking toward, first, the long-time interests of the country and the world, and second, the long-time interests of farm folks as a group.

A great deal of attention is being given to such important problems as price level, better diet, better educational opportunities for farm and rural boys and girls, hard-surfaced roads and power lines for all farms worth farming, soil conservation, reforestation, better rural hospital facilities, better rural public-health programs, strong co-operative organization, and agricultural research and education.

*The American Farm Bureau Federation.*² The writer has not attempted to list in chronological order the various events in the development of the Farm Bureau.

Mention has been made (p. 463) of the fact that delegates attending the annual meeting of the State Farm Bureau Federation in early 1918 called for the appointment of a committee to take steps looking toward the formation of a national federation of farm bureaus.

Such a committee was appointed, with Frank M. Smith of Springfield Center as chairman (Mr. Smith is now president of the Cooperative G.L.F. Exchange and chairman of the New York State Conference Board of Farm Organizations).

² Documents from the archives of the New York State College of Agriculture that relate to the organization of the American Farm Bureau Federation were assembled by New York's Director of Extension L. R. Simons, and on them he based an address given at the 1939 annual meeting of the Federation. These documents (see Bibliography) reveal the participation of members of the New York State Extension Service as early as 1917-1918.—R. G. S.

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When the board of directors of the New York State Farm Bureau Federation met on September 11, 1918, it instructed Chairman Frank Smith of its organization committee to invite representatives of other state federations to meet in Ithaca on February 12 and 13, 1919, to consider the advisability of organizing a national farm bureau federation. Twelve states responded to Mr. Smith's invitation and sent official representatives to the conference. This conference resulted in the selection of a national organization committee, of which O. E. Bradfute of Ohio was made chairman and Frank Smith of New York, secretary; other members were Chester H. Gray of Missouri, E. B. Cornwall of Vermont, and C. B. Gregory of Illinois. The states represented included Illinois, Iowa, Massachusetts, New Hampshire, Ohio, Vermont, Missouri, West Virginia, Michigan, and New York. Pennsylvania and Delaware, which had not completed organization of their state federations, were informally represented.

It was the unanimous sentiment of those present that there was great need for a national federation that could speak for all farmers of the United States, and that preliminary steps should be taken to organize such a federation at the earliest possible moment. All agreed that the purpose of such a federation would be to handle broad questions of national importance affecting farmers, and also local agricultural questions that, because of their nature, could not be successfully handled by state organizations acting individually.

The temporary committee appointed to suggest a plan of action made the following recommendations:

(1) That a committee of five be selected to act as an organization committee until a meeting of delegates from the various states for the purpose of effecting organization shall be assembled.

(2) That the duties of this committee shall be to keep in touch with all states having State Farm Bureau organizations, and to urge all other states to organize and perfect such state associations as rapidly as possible, in order that they may be ready to take part in forming the permanent national organization.

(3) That such committee prepare a tentative draft for constitution and bylaws for presentation at the organization meeting.

(4) That such constitution and bylaws provide a suggested plan of financing the national organization, which shall, in their judgment, be fair

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and equitable, and, at the same time, provide the necessary funds which the national organization must have for its successful operation.

(5) That the organization meeting be held in Chicago on November 12 and 13, 1919.

Chicago, 1919. On November 12, 13, and 14 the organization meeting was held in Chicago. Delegates representing thirty-five states attended. They adopted a temporary constitution and bylaws and elected the following temporary officers: J. R. Howard of Clemens, Iowa, president, and S. L. Strivings of Castile, N.Y., vice-president.

First Annual Meeting. The first annual meeting of the American Farm Bureau Federation was held in Indianapolis on March 3 and 4, 1920, when the temporary organization and officers were made permanent. J. W. Coverdale of Iowa was elected secretary, and J. H. Krenshaw of Kentucky was named treasurer.

At the time of this meeting twenty-eight states had ratified the constitution. They sent fifty-three delegates to the meeting, representing a county farm-bureau membership of approximately 700,000. By November, 1921, thirty-nine states, embracing 1,362 counties, had been admitted to full membership, and permanent offices had been opened at 58 East Washington Street, Chicago.

At that time no national federation of home bureaus had been formed, although a women's committee had been appointed, and indications pointed to the eventual development of a women's department of the American Farm Bureau Federation (see pp. 472 and 481).

Space does not permit an elaborate discussion of the vigorous part the American Farm Bureau Federation has played in reporting national views of organized farmers and in bringing about changes in public policies in their behalf. In addition to developing and advancing many agricultural programs, the Federation has been a strong champion of the land grant colleges with their valuable research teaching and extension programs.

A casual review of the minutes and records of the American Farm Bureau Federation ever since the first meeting was held in Ithaca in 1919 bears witness to the fact that the long-time demands of agriculture and farm people are grounded in leadership, research, and education.

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Conference Board of Farm Organizations. No chapter on development of the farm bureau would be complete from the New York State point of view without brief reference to the New York State Conference Board of Farm Organizations and what it means to the farm people of the state.

In 1919 when dairy farmers were striking to get better terms with milk dealers, representatives of the New York State Grange, State Horticultural Society, Dairymen's League, and New York State Farm Bureau Federation were called into session to concentrate their efforts in behalf of dairymen. The meeting was urged by Edward R. Eastman (now editor of *American Agriculturist*), and it was successful in helping to settle the issues. Because of this success, the Conference Board of Farm Organizations has continued ever since. Its membership is now made up of eight major statewide farm organizations, including the following: New York State Grange, Dairymen's League Cooperative Association, New York State Farm Bureau Federation, New York State Federation of Home Bureaus, New York State Horticultural Society, New York State Vegetable Growers' Association, Cooperative G.L.F. Exchange, and New York State Poultry Council.

The Conference Board has no written constitution or bylaws. It operates solely on a gentlemen's agreement. It is unique in that it never takes action unless the action is unanimous. The Conference Board is composed of twenty-four members, three from each of the eight member organizations.

The writer has been secretary of the Conference Board since 1930 and has had the privilege of serving under the following chairmen: Fred J. Freestone of Interlaken, Henry Marquart of Orchard Park, Fred H. Sexauer of Auburn, and Frank M. Smith of Springfield Center.

The Conference Board is a policy—not an action group. It holds four regular meetings during the year and special meetings on call.

At its fall meeting it receives legislative recommendations from the member organizations and suggestions and recommendations from other sources, and, under the rule of unanimous agreement, it prepares its annual legislative program. That program is presented in a conference with the Governor, and then a copy is placed in the hands of every member of the Senate and Assembly.

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An analysis of Conference Board recommendations and results during the past seventeen years shows a surprising record of accomplishment. More than 90 per cent of the recommendations made have become public policy in New York State.

Too much cannot be said concerning the value of the New York State Conference Board of Farm Organizations to the agriculture of the state. In a great metropolitan state like New York, with more than thirteen million inhabitants, it is absolutely essential that organized agriculture present a solid and strong front in its legislative proposals. The Conference Board has been conservative in its legislative recommendations, and insofar as possible it has based its recommendations on research.

Summary. During the past seventeen years when it has been the writer's privilege to serve as general secretary of the New York State Farm Bureau Federation, farmers have gone through one of the worst depressions, one of the worst wars, and one of the greatest periods of prosperity ever known.

Over and above the many accomplishments of the Farm Bureau Federation in helping farmers to meet their private and public problems, based on changing conditions, it seems to me that the most gratifying accomplishment is the great progress made in the development of agricultural leadership. From the smallest community to the national capital, the Farm Bureau Federations have provided an effective means for the expression of farm and rural opinion. Such expression is fundamental if agriculture is to maintain its rightful place in a world of organization.

From a small beginning back in Broome County in 1911 the farm bureau has become a strong and vigorous organization. As this chapter is written more than 84,000 New York farmers are enrolled in farm bureaus. The American Farm Bureau Federation in 1946 represented a membership of 1,128,259. Those who met in Ithaca in 1919 to form a national farm bureau federation built their house on a rock.

*The Associated Women of the American Farm Bureau Federation.*³ Even though the founders of the American Farm Bureau Federation,

³ Further details regarding the establishment of this organization are to be found on pp. 481-484.

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as early as 1920, appointed a women's committee looking toward development of a women's department of the national federation, it was not till 1935 that the Associated Women of the American Farm Bureau Federation was formed. During that period farm and rural women in the various states had worked out various patterns of organization to meet their local needs and to provide an avenue for better and more effective expression of the problems and aspirations of rural homemakers. For example, in New York State farm and rural women developed their county home bureaus and their State Federation of Home Bureaus. In many states home departments of State Farm Bureaus had been developed. Other patterns prevailed in some states. The need for more effective national organization on the part of women became increasingly apparent. L. R. Simons, Director of the New York State Extension Service, Dr. Ruby Green Smith, then State Leader of Home Demonstration Agents, and Miss Flora Rose, then Director of the New York State College of Home Economics, emphasized the increasing importance of farm and rural women in determining public policies and suggested that the American Farm Bureau Federation give this serious consideration.

Edward A. O'Neal, president of the A.F.B.F., made a special trip to Ithaca to discuss ways and means of developing better organization on the part of women. He was quick to see the possibilities and moved swiftly in the appointment of a committee to develop a workable plan.

Mrs. George Tyler of East Bloomfield, then president of the New York State Federation of Home Bureaus, and Dr. Ruby Green Smith, played a most important part in devising the plan sponsored by Mr. O'Neal which resulted in formation of the Associated Women of the American Farm Bureau Federation in 1935. In the Chicago meeting, the plan was presented by Mrs. Smith.

Mrs. Charles W. Scwell, outstanding farm woman of Indiana, who spearheaded the distaff side of the Farm Bureau effectively for many years, was appointed administrative director of the Associated Women of the American Farm Bureau Federation, in which capacity she still ably serves. The Associated Women had, in 1948, more than a million and quarter members in forty-six states.

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NEW YORK STATE FEDERATION OF HOME BUREAUS ⁴

Through its members, the New York State Federation of Home Bureaus has achieved distinction during the twenty-five years of its existence. An honorable past is an excellent heritage upon which to build a promising future.—SARAH GIBSON BLANDING

First-born among state organizations of homemakers associated with home demonstration work, it seemed appropriate when the federation of New York's home bureaus was consummated in 1919 at Cornell where the New York State Farm Bureau Federation had been organized, February, 1917, as the first state federation of farmers associated with county agricultural extension work. Inspiration and experience for creation of the New York State Federation of Home Bureaus were gleaned from the New York State Farm Bureau Federation.

Except for the Grange, organized in 1873, and the State Agricultural Society, organized in 1832, farmers and rural homemakers were among the last to develop state and national organizations. Business and labor had already demonstrated the power of organized effort. Between 1919 and 1939, rural people decided they'd better "hang together lest they hang separately." Farmers quoted the lesson of bananas, "You won't get skinned if you stay with the bunch."

Birth of the New York State Federation of Home Bureaus occurred at Cornell May 23, 1919, in the first home economics building, now Comstock Hall. The directors of the School of Home Economics, Martha Van Rensselaer and Flora Rose, gave the proposal for federation their blessing and designated three members of their staff to represent the School for the day's work—Florence Freer, State Leader of Home Demonstration Agents (1918—1919), and the writer and Lillian Backus, Assistant State Leaders. Maurice Burritt, then State Director of Extension, and H. E. Babcock, who was State Leader of County Agricultural Agents, were influential in the work of organization. Despite his youth in 1919, Mr. Babcock has been rightly called the father of the State Federation of Home Bureaus. He was secretary of the young New York Farm Bureau Federation, and he saw fine possibilities for a state organization of homemakers who could speak with

⁴ This section and the next, in this chapter, are by R. G. S.

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knowledge and conviction in behalf of statecraft that relates to home and community life.

Mrs. A. E. Brigden of Cortland County (see p. 502) was chairman of the committee on organization. Its founders included: Mrs. Edith Salisbury, Washington, D.C., representing the Extension Service of the U.S. Department of Agriculture; Martha Van Rensselaer, Flora Rose, Florence Freer, Lillian Backus, and the writer, representing Cornell; Mrs. Lewis Seymour, Binghamton, chairman of the Broome County Home Bureau, who was experienced in organization; Mrs. Vincent Riordan, Buffalo, who represented urban home bureaus and brought heartening news that the large Buffalo Home Bureau would join the proposed Federation; Mrs. M. E. Armstrong, Otsego County, who represented her neighboring counties; and Mrs. Anna G. Putnam, Sodus, a journalist, active in the Wayne County Farm and Home Bureaus, and a brilliant writer and speaker who became the Federation's Secretary (1936-1945). Mrs. Hugh Fullerton, Suffolk County, was invited to represent the eastern district of the state, and Mrs. Walter Farley to represent the northern; both found it impossible to attend, but they helped to interpret the organization in eastern and northern counties. Mrs. Salisbury was amazed at the fast tempo of this meeting and promised to report the day's work in Washington, D.C. and in other states, as "something new in extension service."

When Director Burritt's arrival was imminent, Mrs. Brigden asked Mrs. Smith to "dash off quickly a Preamble for the Constitution which will express our dreams. We will confront the Director of Extension with our purposes!" Mr. Burritt approved the plans for the State Federation of Home Bureaus. He did another important thing. With characteristic directness, he challenged the committee on organization with this question: "What will this Federation find to do?" Startled by this pertinent query, the founders floundered for a few seconds. Even Mrs. Brigden was silenced momentarily! Then, after uttering words of prophecy, she asked for a reading of the proposed Constitution's Preamble (quoted below), on which the ink was scarcely dry.

The object of this Federation shall be to develop, strengthen, and correlate the work of the County and City Home Bureaus in the State, in their

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efforts to assist women in promoting all interests pertaining to the higher standards of homes and communities. It shall represent the common interests of the Home Bureaus in planning cooperative work, and shall advise with the representatives of the public agricultural and home economics institutions that are cooperating with the Home Bureaus in the determination of all State-wide policies.

Mrs. Brigden promised that the Federation would give organized attention to improvement of rural schools and rural health, and to other aspects of community life. These promises satisfied Director Burritt and the work of organization continued.

The founders elected Miss Freer as secretary (she served from 1919 to 1920) and decided to invite home bureaus to join the Federation by sending a letter to home bureau chairmen in the twenty-five counties and three cities where home demonstration agents had been retained after World War I. Postage for these letters, and for many other Federation letters, was paid by interested husbands of the founders, for the Federation had no money. With the help of Bristow Adams, Editor for the College of Agriculture, news of this day's work and a photograph of the founders went forth through the College news service to appear in newspapers throughout the state.

The founders decided to invite each county and city home bureau that joined the State Federation to send a delegate to the first annual meeting, to be held at Cornell, February, 1920, and to contribute \$10 a year to finance the organization. The first year's work became so expensive that the dues from constituent home bureaus had to be supplemented by friends of the young organization. Response to these plans was affirmative, a 100-per cent endorsement by the twenty-eight home bureaus of 1919. Delegates were then named, and agenda for the meeting was referred confidently, by the county and city home bureaus, to the founders.

This first annual meeting was so small that it was held in a little room on the top floor of the first home economics building. But the size of this group of home bureau delegates, Cornell faculty members, and founders of the Federation was no measure of the enthusiasm with which delegates exchanged experiences. There was a sense of significance about this audience, but it is doubtful whether many realized that the enterprise with which their new organization was associated

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was to become one of the largest of the relatively new experiments in adult education.

This first meeting of the first state federation of home bureaus in the United States was charged with inspiration. Delegates spoke eloquently of home demonstration work and of needs for an organization that would promote community housekeeping and would help to guard human welfare in the state. Mrs. Brigden presided brilliantly, her earnestness lightened by humor. The proposed constitution was adopted and the following officers elected: president, Mrs. A. E. Brigden; vice-presidents, Mrs. Lewis Seymour, Broome County, and Mrs. G. Thomas Powell, Nassau County; treasurer, Mrs. A. E. Nield, Erie County; district directors, Mrs. Edward Young, Ulster County, Mrs. Vincent Riordan, Buffalo, Mrs. B. W. Miller, Tioga County, and Mrs. M. E. Armstrong, Otsego County. Representatives of the State School of Home Economics were chosen also. Florence Freer was named secretary, and Martha Van Rensselaer and the writer were designated ex-officio members of the board of directors. The meeting adjourned reluctantly but with the understanding that another meeting of delegates would be held at Cornell during Farm and Home Week in 1921. It was decided that future meetings should include not merely delegates but anyone interested, in accord with the "open door policy" of the home bureaus.

The Home Bureau Creed (fig. 109) was adopted in 1921 by the State Federation of Home Bureaus, which also adopted a long-term program. This program was reviewed at subsequent annual meetings for twenty years to make slight changes when changed conditions offered the Federation new opportunities. The following outline of achievements (1919-1948), as classified under headings of the long-term program, indicates how much the Federation has done since Director Burritt's stimulating query, "What will this organization do?"

Maintenance of state and district organizations of home bureaus. The State Federation has grown steadily and its constituent home bureaus are organized in western, eastern, northern, and central districts. The Federation's programs are carried forward through standing and special committees, press, radio, exhibits, speakers, and conferences.

Conservation of Human Life. The home bureaus have demonstrated

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repeatedly that their state organization can mobilize support for work that is dedicated to the care and protection of human life.

Community Projects. Since 1919, the Federation has fostered programs designed to enrich community life (see Chapter XXIII).

Better Public Schools. The Federation financed three members of the "Committee of 21" whose 1921 surveys led to revised education laws that are designed to equalize opportunities for children of all of the people (see Chapter XXIV).

Local Leadership. Through the Federation local leaders have accepted positions of leadership for public service beyond their home communities. Through district, state, and national contests, the Federation has provided experience in public speaking and in writing.

Legislation and Civic Responsibility. Through charter membership in the Women's Joint Legislative Forum, the Federation studies public problems, as a basis for action regarding pending legislation, accents values of home life in training for civic responsibility, finances teachers to direct home bureaus in their study of local, state, national, and international government agencies, and encourages Federation members to participate in democratic action.

State Colleges. The Federation helps to interpret the state Extension Service, assists in developing its field organization and financial resources, supports requests for adequate public funds for development of the State Colleges at Cornell, and accents the importance of education in home economics and agriculture.

Home Bureau Scholarships in Cornell University. The Federation has endowed nine Home Bureau Scholarships for the State College of Home Economics, and funds are being contributed for a tenth scholarship (see Chapter XXXIV).

New York State's Beauty. The Federation encourages beautification of home grounds, roadsides, forests, and parks, and fosters public opinion for conservation of natural resources.

Farm and Home Week at Cornell. The Federation participates in Farm and Home Week programs of the State Colleges of Agriculture and Home Economics, in presentation of pageants and plays, demonstrations, lectures, and discussions, and in the entertainment of distinguished guests.

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State Fair. The Federation helped to raise standards of programs, exhibits, sanitation, and care of children; assisted in development of the women's building; and secured appropriations for home bureau exhibits and the appointment of women on the State Fair Commission.

Marketing and Exhibits. The Federation disseminates authentic marketing information; it has arranged exhibits or sales of made-at-home crafts and foods at Federation meetings and State Fairs, at expositions of women's arts and industries, the International Flower Shows in New York City, and at meetings of the Country Women of the World in England, Sweden, Austria, Washington, D.C., and Holland.

Relief Work. The Federation has done flood, war, and other disaster relief work for New York and other states and nations in cooperation with Red Cross and social welfare agencies.

As a Founder of New Organizations. The Federation participated in organization of the State Council of Rural Women, the State Conference Board of Women's Educational Organizations, the Women's Joint Legislative Forum, the Associated Women of the American Farm Bureau Federation, and the Associated Country Women of the World.

Co-operation with Other Organizations. The Federation works with many organizations on programs relating to home and community life, as well as with the State Departments of Agriculture, Education, and Health, and with the Extension Division of the State Library.

Widespread Relationships. The Federation meets annually with the State Farm Bureau and 4-H Club Extension Federations. Delegates have attended all annual meetings of the American Farm Bureau Federation. Members have addressed state and national organizations, including the State Agricultural Society, State Grange, and State Library Association, American Farm Bureau Federation, American Association of Land Grant Colleges and Universities, and American Country Life Association. Leaders have helped to develop state organizations of women associated with home demonstration work in many other states, including Illinois, North and South Carolina, New Jersey, and Virginia.

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War Service and Reconversion, 1939-1947. World War II found the Federation mobilized to help guard the home front. Immediately its members, organized in 1,995 communities, responded to the nation's calls for help by homemakers. War work meant intensification of the Federation's long-term program of conservation of human and material resources. When home demonstration work was designated by the state and nation as important to winning the war, the Federation helped to secure emergency appropriations to expand the Extension Service. It enlisted many of its members to assist the state War Council, Red Cross, state nutrition committees, and state Emergency Food Commission; participated in campaigns for victory gardens, food preservation, home health, and safety, in salvage of war materials, war bond sales, and war relief. The Federation urged its members to share their knowledge of home economics; to interpret democracy to those who do not understand American ways; and to use the power that resides in the home bureaus to give to the state, the United States, and the United Nations, wholehearted and loyal service.

Internationalism. The Federation worked actively with the committee on American Seeds for British Soil and aided relief work for war-devastated nations. It sent delegates to all the meetings, in this country and other countries, of the Associated Country Women of the World, and it helped to finance this international organization, to which all Home Bureau members belong. With the aid of the Federation, delegates from thirty-nine nations, who had attended the A.C.W.W. meeting in Washington, D.C., were afterward entertained at Cornell. The Federation works to develop public opinion that will guarantee vigorous participation by the United States in international organizations that promise to outlaw war.

Officers of the Federation, which numbers (1948) more than 80,000 women, are (in the order of their terms of service):

Presidents: Mrs. A. E. Brigden, Mrs. G. Thomas Powell, Mrs. Eliza Keates Young, Miss Elizabeth MacDonald, Mrs. Martha H. Eddy, Mrs. George M. Tyler, Mrs. Evalyn Gatchell, Mrs. H. M. Wagenblass, Mrs. W. H. Potter, Mrs. Wentworth Fay, Mrs. Lynn Perkins; *Secretaries:* Florence Freer, Ruby Green Smith, Katharine Hooper, Anna G. Putnam, and Frances Clark Ladd (1946-); *Treasurers:* Mrs. A. E. Nield, Mrs. A. A. Quick Brill, Mrs. N. M. Roods, and Mrs. Frances

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Todd. Ex-officio advisers of the State Colleges of Agriculture and Home Economics have included the deans, acting deans, directors, acting directors, directors of extension, editors, state leaders of home demonstration agents, and extension secretaries.

NEW YORK EXTENSION WORKERS HELP FOUND A NATIONAL ORGANIZATION

The Cornell University campus was the birthplace of the American Farm Bureau Federation in 1919. Therefore it seemed fitting that seeds should be planted at Cornell, and by extension workers, for the organization of the Associated Women of the American Farm Bureau Federation.⁵

At the October, 1935, meeting, held at Cornell (see p. 473) of Edward A. O'Neal, president of the A.F.B.F., Director of Extension L. R. Simons, the Director of the College of Home Economics, Flora Rose, and the writer, then State Leader of Home Demonstration Agents, the policy of the A.F.B.F. regarding its women members and the wisdom of excluding them from participation in the determination of policies were challenged. The relevant facts were: women of the A.F.B.F. lacked the vote, except for an occasional woman delegate who might be named, as a courtesy, in states with large enough delegations of men to risk a feminine minority of one; women in most of the constituent state federations didn't have enough extension organization money to buy postage stamps; there was no provision for women's participation in programs, committees, or meetings, except for the contributions that the gifted Mrs. Charles W. Sewell was able to make as the women's sole national representative; only a few women had been on the programs of national meetings, although they had been given their proverbial task of arranging the banquets! Also, experience had proved, in states with very large extension service organizations, namely, New York and Illinois, that the changing of the names of Farm Bureau Associations to Farm *and* Home Bureau Associations was mutually satisfactory to men and women. President O'Neal, with characteristic vision, courtesy, and fairmindedness, admitted that the indictment was true. In response to his request I later

⁵ For further history of the founding and the growth of this organization, see pp. 472, 473.

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wrote him a letter with suggestions for changes in the A.F.B.F. organization to provide for the recognition and participation of women. That letter included, among other suggested names, the one adopted. Mr. O'Neal's response was to telegraph seven farm women who had quietly attended A.F.B.F. meetings for years. He invited them to a meeting where each would represent large sections of the United States. This meeting, held in Chicago, November 1, 1935, was attended by Mrs. George Tyler of New York, Mrs. Abbie Sargent of New Hampshire, Mrs. Charles W. Sewell of Indiana, Mrs. Ida Richardson of Iowa, Mrs. Florence Bovett of Nevada, Mrs. Elsie Mies of Illinois, and Mrs. Mabel Ahart of California. This committee met again in Washington, D.C., November 18, 1935. Between these two meetings, these seven women had done excellent work that carried forward the proposals for the organization, program, and name of the Associated Women of the American Farm Bureau Federation. This name had been suggested because it was a national version of the name of the only international organization of rural women—the Associated Country Women of the World.

President O'Neal appointed certain directors of the A.F.B.F. to prepare amendments to its constitution, which would bring women into active organizational relationship with farmers. This work was done so expertly and presented so tactfully, under chairmanship of R. W. Blackburn of California, that at the A.F.B.F. annual meeting in December, 1935, the proposed changes were adopted with enthusiasm.

On the day before this 1935 annual meeting, President O'Neal had arranged for a conference of as many women as it was possible to assemble with the aid of presidents of the constituent state federations of the A.F.B.F. This meeting was called by President O'Neal to see what the women from other states than those represented on the organization committee would think of this committee's proposed plans for the reorganization of the A.F.B.F. For this meeting, I had been invited to interpret the proposed plans for the organization of women within the American Farm Bureau Federation. This meeting was a happy one, except for a protesting minority of two women who were afraid they would be divorced from their farm bureaus if reorganization occurred, and who claimed complete satisfaction with the man-directed A.F.B.F. When the time came for a vote on the recom-

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mentation that the A.F.B.F. be reorganized by establishing the Associated Women of the A.F.B.F., these women cast the only negative votes, but they have since grown proud of the organization whose establishment they tried to prevent. Such incidents are typical of the birth pangs of many organizations.

One of the most constructive members of the national committee that made plans for the Associated Women of the A.F.B.F. was gracious Cora L. Tyler (Mrs. George), wife of a progressive farmer in Monroe County, New York, and president of the New York State Federation of Home Bureaus, 1931-1934. In tribute to her leadership, she was nominated by Mrs. Abbie Sargent for the first presidency of the new national organization, not only with the endorsement of her New York state delegation but with that of other states whose representatives had seen Mrs. Tyler in action on the organization committee. With characteristic modesty, and sensitively aware that most of the states were "farm bureau states," lacking home bureaus, Mrs. Tyler withdrew her nomination and nominated the capable and popular woman who was elected the first president of the "A.F.B.F. Women," Mrs. Abbie Sargent of the New Hampshire Farm Bureau Federation. Mrs. Tyler was promptly elected to the national board of directors to represent the northeastern states.

This board of directors prepared a budget and program, appointed committees, and elected Mrs. Charles W. Sewell as salaried executive director. The newly organized women had an income immediately, through an allotment by A.F.B.F. directors. Mrs. Sewell had been active in the A.F.B.F., particularly as an effective speaker who traveled widely to rally farm people to the cause of organization. Mrs. Sewell's ability to use amusing stories and her knowledge of farming, as well as the serious themes of her public speaking, have kept her in demand ever since 1920, when she and I were the only women on the program of the first annual meeting of the A.F.B.F. at Indianapolis in 1920. She spoke delightfully; and I ventured to suggest that rural women unite in support of the A.F.B.F., in which they could find common denominators, despite differences in the names of their state organizations. But the time was not ripe for national organization of these rural women, although they have since demonstrated their ability in matters of national and international import.

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As a member of the national board of directors of the A.F.B.F., Mrs. Tyler was succeeded by another former president of the New York State Federation of Home Bureaus—Miss Elizabeth MacDonald. Miss MacDonald helps her sister operate a famous dairy farm in Delaware County—the first farm in the state to have electricity. Presidents of the Associated Women of the A.F.B.F., in addition to Mrs. Sargent, have been: Mrs. Mabel Ahart of California, Mrs. Elsie Mies of Illinois, elected in December, 1948. Mrs. Roy C. F. Weagly of Maryland, and Mrs. Raymond Sayre of Iowa.

The Associated Women of the A.F.B.F. joined the Associated Country Women of the World and sent delegates to the triennial meetings in Washington, D.C., in 1936, in London, England, in 1939, and in Amsterdam, Holland, in 1947. Delegates were sent also to the regional conference of American and Canadian Women in Ottawa, Canada, in 1941, called by Mrs. Alfred Watt, then president of the Associated Country Women of the World and to later conferences (see Chapter XXXVIII).

The Associated Women of the American Farm Bureau Federation have won recognition as spokesmen for rural women of the United States. They are invited as counselors when public questions are under consideration. These homemakers speak with a voice that can be heard, because they are well informed and well organized. They have been invited to help Congressional committees and to advise representatives of federal departments and agencies, particularly those whose work relates to nutrition, agricultural policies, education, and social welfare. They were among the United States organizations that sent observers to the World Security Conference in San Francisco, April 25–June 26, 1945. Thus, American farm women, because they were organized, were represented among those who witnessed the birth of the United Nations.

THE NEW YORK STATE 4-H EXTENSION FEDERATION

*By Albert Hoefler*⁶

The New York State 4-H Extension Federation is unique in that it is the only one of its kind in the United States (as of 1947). It was

⁶ Professor in Extension Service and State Leader of 4-H Clubs.

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organized in 1935 and patterned as nearly as possible after the New York State Farm Bureau Federation and the New York State Federation of Home Bureaus. The members of the county 4-H club executive committees constitute its membership.

Its first board of directors meeting was held at Cornell on July 1, 1935.

At the first annual meeting held in Syracuse, New York, on November 13, 1935, Director of Extension L. R. Simons said:

This meeting marks another milestone in the progress of events toward a complete extension service organization. . . . The third branch of the extension service, the 4-H Clubs, was provided by law, but not until recently did it become an integral part of the County Associations. . . . Today you are completing the third New York extension federation. Again New York State takes the initial step in the creation of another extension pattern which we hope will be copied by other states. . . .

The county extension associations with their three departments, and the three State Federations (Farm Bureau, Home Bureau, and 4-H Club) have as their chief objectives the development of the most profitable and permanent system of agriculture, the establishment of community ideals, and the furtherance of the well-being, prosperity, and happiness of the rural people through cooperation with local, state, and national public institutions. In other words, these extension organizations are partners of the New York State Colleges of Agriculture and Home Economics and of the United States Department of Agriculture, and are recognized as essentially public in character.

An annual meeting has been held each year since. The 4-H Extension Federation now has nine active committees and an office of executive secretary, created at the annual meeting in 1946, with headquarters in Albany, New York. Annual meetings are held at the same time and in conjunction with both the Farm Bureau Federation and the Federation of Home Bureaus.

The objects of the 4-H Extension Federation are:

(a) To develop, strengthen, and correlate the work of the 4-H Club Departments of the County Farm and Home Bureau and 4-H Club Associations in co-operation with the Extension Service of Cornell University and the other Extension Service Federations, in keep-

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ing with the laws, regulations, rules, and policies governing the Extension Service.

(b) To represent the common interests of the 4-H Clubs in planning co-operative work, and advise with the representatives of the public agricultural and home economics institutions that are co-operating with the 4-H Clubs in the determination of all state-wide policies.

(c) To make necessary arrangements to keep in touch with and inform members in regard to all movements that affect their interests; and when in the judgment of the Board of Directors co-operative and constructive action seems advisable, the Federation shall take such steps as it may deem necessary.

Officers Who Have Served the 4-H Extension Federation

| <i>Year</i> | <i>President</i> | <i>Vice-President</i> | <i>Secretary-Treasurer</i> |
|-------------|---|---|---|
| 1935 | D. T. Lawrence, Monroc County | Mrs. Clair Strickland, Onondaga County | Mrs. Wm. McMichael, Schenectady County |
| 1936 | D. T. Lawrence | Mrs. Clair Strickland | Mrs. Wm. McMichael |
| 1937 | Mrs. Clair Strickland, Onondaga County | J. L. Salisbury, Ontario County | Mrs. Wm. McMichael |
| 1938 | Mrs. Clair Strickland | Carl G. Wooster, Wayne County | Mrs. Wm. McMichael |
| 1939 | Carl G. Wooster, Wayne County | Mrs. S. H. Graham, Tompkins County | Mrs. Wm. McMichael |
| 1940 | Carl G. Wooster | Mrs. S. H. Graham | John A. Hall, Niagara County |
| 1941 | John M. Rioch, Jr., Orange County | Hudson C. Bull, Jefferson County | John A. Hall |
| 1942 | Hudson C. Bull, Jefferson County | M. C. Carpenter, Delaware County | John A. Hall |
| 1943 | M. C. Carpenter, Delaware County | Rhodell M. Stanton, Albany County | Mrs. Robert Dickinson, Onondaga County |
| 1944 | Rhodell M. Stanton, Albany County | John A. Hall, Niagara County; Floyd Holmes, Schobarie County | Mrs. Robert Dickinson |
| 1945 | Rhodell M. Stanton | Floyd Holmes | Mrs. Robert Dickinson |
| 1946 | Rhodell M. Stanton | Glenn Wallace, Chenango County | James R. MacDuff, Otsego County |
| 1947 | Glenn Wallace, Chenango County | Axel Berglin, Genesee County | Rhodell M. Stanton, Executive Secretary; James R. MacDuff, Treasurer |

International Relations of the State Extension Service

I am a citizen, not of Athens,
but of the world. —SOCRATES

FROM many nations, educators come to Cornell not only as regular students but for brief periods of intensive study of the state Extension Service, with a view to introducing it in lands from which they come. These visitations vary in length from a day's schedule to several months of study at the Colleges of Agriculture and Home Economics. This study in Ithaca is vitalized by observation of the field work of specialists, state leaders, county agricultural and 4-H club agents, and county and city home demonstration agents. Nations represented by these visitors at Cornell, between 1932 and 1947, included: Scotland, England, South Africa, Belgian Congo, Norway, Italy, Greece, Czechoslovakia, Germany, France, Denmark, Holland, Russia, China, Australia, New Zealand, India, Ireland, and Wales.

Agricultural and home economics extension staff members listen attentively as visitors interpret the environment into which they propose to introduce extension work. On the basis of New York's experience, suggestions are made as to how to adapt extension organizations and programs to the varied agricultural, economic, social, home, and health situations that confront these visitors in their home lands. Eagerly, the visitors collect armloads of extension bulletins and mimeographed teaching materials for shipment to their distant homes, arrange to receive future publications, and copy illustrative exhibit materials.

Foreign visitors who come to Cornell to study extension methods report that problems of ill health and infant mortality are so serious, particularly in China and India, that they want guidance for extension teaching of positive health programs. One woman who came to Cornell to study extension teaching explained that she was "in charge of home

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economics teaching for China." While trying to help this teacher, New York extensioners realized that even this state's vast population constitutes a small parish when contrasted with China's people, among whom the dainty young Chinese woman hoped to teach scientific housekeeping.

By request, the College of Agriculture has arranged schools for foreign missionaries of all faiths. These proved so popular that they have become annual events of several weeks' duration. For this "School for Missionaries," faculty members of the State Colleges teach what the missionaries want to know about agriculture and home economics. One of these schools, before World War II, enrolled seventy women and men from thirty nations. From these modest beginnings of "extending the Extension Service" the College of Agriculture has developed a year of special courses of study for foreign missionaries.

Graduate students from other nations who are enrolled at Columbia University make annual trips to Cornell to study the Extension Service. For these thirty-five to fifty students, studies are arranged and tours conducted in adjacent territory, where they visit colleges, county Extension Service offices, and public schools. As they travel through the countryside they choose a farm they'd like to see. Without warning, they stop at a farm home and knock at the door. These unexpected callers always receive cordial welcomes from farm people—an evidence of rural hospitality that is traditional in the United States.

For twenty years, prior to Mr. Morse's death in 1946, a standing invitation was extended to young women and men from other nations by Mr. and Mrs. James Morse, whose farm is on the shore of Cayuga Lake. The Morses liked to employ foreign students, not only to give them experience on a progressive farm, but with the hope that international friendships, started on the Morse acres, might contribute to a better world. Mrs. Morse was Franc Hall, a college-trained extension worker in the Farm and Home Institutes and a former vice-president of the State Federation of Home Bureaus. She makes all the foreign students who visit or work on the Morse farm feel at home. Since such students are too far away to go home during college vacation, other New York farmers have adopted the Morse plan of offering students from other lands not only vacation employment but opportunities for international understanding through friendships.

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Elsewhere in this book is recorded some of the international work of members of the State College faculties, among them Deans L. H. Bailey, A. R. Mann, C. E. Ladd, W. A. Hagan, and W. I. Myers, Directors Martha Van Rensselaer and Flora Rose, and Professors L. D. Kelsey, Albert Hoefler, and F. B. Morris.

INTERNATIONAL CONFERENCE OF AGRICULTURAL ECONOMISTS

The organization of the International Conference of Agricultural Economists was initiated in 1928 by Cornellians Leonard K. Elmhirst of Dartington Hall, England, and Dr. Carl E. Ladd while he was Director of the New York State Extension Service. Director Ladd was spending sabbatic leave in helping another Cornellian, John R. Currie of Scotland, to start a new department of agricultural economics for the Elmhirsts' school. Plans for the international organization of agricultural economists were made while Dr. and Mrs. Ladd were guests at the English home of the Elmhirsts (Mrs. Elmhirst is the donor of Cornell's Willard Straight Hall). After consultation with economists at British agricultural schools, the first international meeting of agricultural economists was financed and the delegates were entertained by the Elmhirsts, August 26–September 6, 1929. C. S. Orwin of Oxford assisted, and the U.S. Secretary of Agriculture, Henry Wallace, attended. Cornell was represented by faculty men of the Department of Agricultural Economics—Carl E. Ladd, F. A. Pearson, Leland Spencer, Harry Ross, and M. P. Rasmussen. At this meeting, fifty agricultural economists from twelve nations organized the International Conference of Agricultural Economists. The second meeting was held at Cornell, August 18–29, 1930, the third in Germany, the fourth at St. Andrews University, Scotland, and the fifth at Macdonald College, Canada. Suspended during World War II, the work of the organization was resumed at a conference of representatives of twenty-one nations in September, 1947, at Devonshire, England, sponsored again by Mr. and Mrs. Elmhirst. These international meetings are called to order not by a gavel but by a somewhat musical English cowbell.

A souvenir of the Cornell meetings of the International Conference

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of Agricultural Economists may be seen in the seminar room of Warren Hall. It is a gift from Mr. and Mrs. Elmhirst and is a large sturdy table of English oak, made at Dartington Hall. The table has a border of inlaid pieces of native wood sent to England from twenty nations—another material evidence of the University's interest in internationalism.

ASSOCIATED COUNTRY WOMEN OF THE WORLD

While Lady Ishbel, Marchioness of Aberdeen, was president of the International Council of Women, she arranged for this largely urban organization to sponsor the first international organization of rural women, the Associated Country Women of the World, familiarly known as the A.C.W.W. Lady Aberdeen invited all organizations of rural women to send representatives to a meeting in London, England, April 30–May 3, 1929. The New York State Federation of Home Bureaus and the National Farm and Garden Association were the only United States organizations that sent delegates. The Home Bureau Federation was represented by its past presidents, Mrs. G. Thomas Powell of Nassau County and Mrs. A. E. Bridgen of Cortland County. Lady Aberdeen was elected president of the Associated Country Women of the World, and a liaison committee of sixteen, including Mrs. Bridgen, was appointed to plan for the first triennial conference, which was held in Vienna, Austria, in 1930. International headquarters were established in London.

Homemakers' organizations in thirty-two nations had become constituent members of A.C.W.W. by the time the second conference was held in Vienna in 1933. Home Bureaus of New York sent as a delegate a past president of their State Federation, Mrs. Eliza Keates Young of Ulster County. On her return to the United States, Mrs. Young created interest in the A.C.W.W. by her interpretation of its purposes and used her rare gifts as a letter-writer to promote in the United States the "Letter Friends" project whereby women in distant places become ink-and-paper friends. She also launched in New York the "Pennies for Friendship" collections which supplemented annual dues for A.C.W.W. Mrs. Young's internationalism was recognized at

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the 1947 meeting of the New York State Federation of Home Bureaus, which named for her an appropriation designed to assist foreign women who study in the United States. Mrs. Young helped in arrangements for American hospitality when the triennial conference of A.C.W.W. was held in Washington, D.C., in 1936.

For that meeting, Mrs. Evalyn Gatchell of Wayne County, president of the State Federation of Home Bureaus, was chairman of New York's Home Bureau delegation. Seven thousand women from all continents attended, the majority being Americans. Mrs. Franklin D. Roosevelt offered the nation's official hospitality by arranging for a White House reception, which was scheduled on President Roosevelt's crowded calendar. Mrs. Roosevelt had been told that about three hundred were expected. Undaunted, she entertained the seven thousand on the White House lawn, where President Roosevelt spoke, and where she had arranged to have refreshments served at tables sprinkled over the lawn. Thousands of A.C.W.W. visitors streamed through the White House, from the modernized kitchens to the stately East Room. Visitors from around the world were thrilled to find, living in the White House for a week, two New York farm women, Mrs. A. E. Brigden and Mrs. Eliza Keates Young. They were guests of the family of the President during the entire conference.

The American chairman of the meeting was the efficient Miss Grace Frysinger of the national office of the Extension Service in the U.S. Department of Agriculture. Presiding was the international president, Mrs. Alfred Watt, who had succeeded to this office after the death of Lady Aberdeen. She had traveled around the world to speak in behalf of the Associated Country Women of the World. Skillful Miss Elsie Zimmern of England, as secretary of A.C.W.W., helped to guide the unanticipated thousands who came to the 1936 triennial. After this conference adjourned, Cornell University entertained one hundred and fifty of the delegates from thirty-two nations. These women wished to see an American land grant college and chose to come to Cornell. They were entertained by Cornell faculty members who spoke the languages of their guests. On their way from Ithaca to Canada, the visitors were guests of the Buffalo and Erie County Home Bureaus. They said farewell to American women of the home economics Extension

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Service at the Peace Bridge between Canada and the United States. There they dedicated a panel inscribed to memorialize international friendship.

Hundreds of women represented American organizations at the next A.C.W.W. triennial, June, 1939, in London, England. They crossed the Atlantic, as a floating house party, aboard the *Queen Mary*. They were entertained by officialdom at Whitehall, 10 Downing Street, the Embassies, the Guild Halls, Cliveden, and other large estates, and were escorted through castles, colleges, and cathedrals. Genial hospitality was also extended to them during and after the conference in homes of England, Wales, and Scotland. This genteel hospitality seemed the more remarkable the while London's stately parks were being defaced to build air raid shelters, for war was but three months away.

For this 1939 A.C.W.W. meeting, the president of the State Federation of Home Bureaus, Mrs. H. M. Wagenblass of Wyoming County, was named chairman of the organization's delegation. When brilliant Mrs. Wagenblass had to cancel her trip, her substitute was another rural life leader—Miss Elizabeth MacDonald of Delaware County. Other New York Home Bureau delegates were Mrs. A. E. Bridgen of Cortland County, Mrs. Gladys Holton of Monroe County, Mrs. Ann Phillips Duncan, home demonstration agent of Broome County, and the writer, who was sent abroad by the State Federation of Home Bureaus and New York's home demonstration agents when they discovered that she was "programmed for two addresses." An extract from one of these talks proved useful to the Associated Country Women of the World, and the following revised version of it was later carried to Amsterdam, Holland, by Cornell's Professor Martha Henning Eddy, when she was a delegate of the Federation of Home Bureaus at the 1947 triennial meeting of the A.C.W.W. For the delegates to that meeting the Home Bureaus sent copies of this extract, decoratively printed within the border that was designed for the Home Bureau Creed.

Goals of the Associated Country Women of the World

To cultivate international understanding and friendship; to create appreciation of the talents and achievements of the People in all countries;

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to study their varied contributions to culture, and to the beauty and wealth of One World.

To maintain the highest ideals of home life; to share growing knowledge of homemaking at its best; to place service above comfort; to lend to the less fortunate a helping hand; to let loyalty to high purposes silence discordant notes; to be discouraged never; to let international neighborliness supplant hatreds.

To guide children so that their minds may be clear, their spirits happy, their characters generous, and their good will so genuine that Peace on Earth, for which the People yearn, will come to pass.

To pledge allegiance to righteousness in relations between countries; and to help build a better civilization, through fidelity to the United Nations, with abiding faith in its promise of more abundant life for the Family of Nations.

These are Goals of the Associated Country Women of the World.

Before the United States entered World War II, Cornell University, through its College of Home Economics, offered headquarters in Martha Van Rensselaer Hall to the A.C.W.W. The president, Mrs. Alfred Watt, being in Canada when the war started, accepted this invitation and came to Cornell at intervals to handle her correspondence and to prepare her press articles and addresses for platform and radio. Mrs. Watt called a regional conference in 1941 in Toronto, Canada. To attend this meeting, women from the United States crossed the most ideal of all borders between nations—3,000 miles without guns. The international office and "The Executive" remained in London "for the duration." Throughout the war they published a miniature edition of the official magazine, *The Countrywoman*, to report war work of "constituent societies" of the A.C.W.W. that could be reached, financed the organization's work, made plans for resumption of triennial conferences after the war, and gave moral support to the United Nations, at whose promising birth the A.C.W.W. was given recognition among observers. In the brave work of A.C.W.W. in England during World War II, the central figure was modest, capable Miss Elsie Zimmern, who had long served as the international secretary and whose brother, Sir Alfred Zimmern, was formerly a member of the Cornell faculty. She was elected chairman of A.C.W.W. and served throughout the war, because of President Watt's absence in America.

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Miss Zimmern was aided loyally by the international vice-presidents, Mrs. Dorothy Drage and Lady Eleanor Cole, and by other women of "The Executive." At the 1947 conference of the A.C.W.W., an American was elected president, Mrs. Raymond Sayre of Iowa. She had been a leader in rural organizations in the United States for many years (see figure 99).

In the A.C.W.W. and in other twentieth-century organizations of women, millions of members are convinced that women must play more constructive roles in international relations than the intolerable role dramatized in 417 B.C. by Euripides, who wrote of a Trojan woman's protest to a military officer: "Why do you kill my son? He has not harmed you." To the infinite pathos of this plea, the officer replied: "We have strength enough against one woman." Women of the A.C.W.W. dream confidently of the time when their international organization will be strong enough to speak against the law of force in international relations, not with the voice of one woman, but with the voice of millions of women in their organizations throughout the world.

AMERICAN SEEDS FOR BRITISH SOIL

In the fall of 1939, a national committee called American Seeds for British Soil was organized under the chairmanship of Mrs. Alfred Watt, president of the Associated Country Women of the World, with Mrs. Franklin D. Roosevelt as sponsor. Between 1940 and 1944, tons of vegetable seeds and fertilizer were shipped to England where British extension organizations, the Women's Institutes, distributed them to community and to cottage gardeners, under the direction of the chairman of the British Land Army, Lady Denman. Extension Service organizations and Farm and Garden Clubs throughout the United States raised money for this enterprise. Despite submarines, every shipment reached its destination. The miracle by which these small seeds increased England's food supply elicited thousands of grateful letters from recipients. On this national committee of twelve, Cornell had four "extensioners,"—Adelaide Barts, Nassau County Home Demonstration Agent, Vera McCrea Searles, a former Home Demonstration Agent, Mrs. H. M. Wagenblass, president of the

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State Federation of Home Bureaus, and the writer, who was vice-chairman. A Cornellian who studied in the College of Agriculture, W. Atlee Burpee, Jr., not only gave some of the seeds but supplemented the advice of Cornell scientists by giving practical aid in directing the handling of seed shipments. All seeds were tested for germination and disease-resistance by the Burpee seed company, lest good gardeners in England work in vain. The American committee's work was done with approval of the British Ministry of Agriculture and of the U.S. Department of Agriculture, and with advice from Cornell specialists in vegetable crops.

Through the Women's Institutes in England, the committee found that English gardeners wanted seeds of onions, carrots, peas, beans, tomatoes, and lettuce. Since string and paper were scarce in England, these American seeds were sent in small packets to expedite distribution. American school children had added color to drab days in England by wrapping some of the packets in brightly colored papers. Each packet contained enough seeds to produce vegetables for a family of six for one month. They required relatively small space in ships, but it was a cargo that carried within it the miracle of life, friendship, and hope. The letters of grateful recipients were full of human interest, unfaltering courage, and resourcefulness amid tragedy. Quotations from a few will indicate their tone. "We are planting the American seeds in special places in our gardens and watching their development affectionately." From Cheshire, where the seeds had been given for a garden which provided vegetables for the school canteen, the schoolmaster wrote, "This village school has an enrollment of twice its normal number because of children of evacuees, and these little city children certainly can eat." A box of seeds was sent from Mrs. Roosevelt to Queen Elizabeth for the garden at Buckingham Palace. A professor from Oxford wrote: "Of all of the thousands of things which American women have sent to England, none will prove as important as seeds for food. . . . Next year we shall have more seeds from the seeds sent from overseas." A woman from Suffolk wrote: "Aside from the practical help, everyone is thrilled at the idea of these gifts of seeds. Food is being grown on every bit of land in our community. Our hospital is full of wounded children. Hitler ought to see us digging up our flower beds to plant with vegetables from the United States."

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INTERNATIONAL FEDERATION OF AGRICULTURAL PRODUCERS

"Farmers of the world" were invited to attend a conference in London, England, May 21-23, 1946. Farm organizations of thirty-one nations sent delegates to this meeting, called at the initiative of British farm organizations. United States delegates included representatives of the American Farm Bureau Federation. American farmers who went to this international meeting had seen three decades of the rapid, intensive development of rural organizations.

The 1947 conference, in London, of "farmers of the world" resulted in the organization of the International Federation of Agricultural Producers. The resolution which established this Federation was signed by twenty-two founders who were representatives of thirteen countries: Australia, Belgium, Canada, Denmark, France, India, Luxembourg, Netherlands, New Zealand, Norway, Rhodesia, United Kingdom, and United States. In the first official "Report of the International Federation of Agricultural Producers" (1946), the President, James Turner of England, wrote:

The Conference, by special resolution, has invited all agricultural organizations of the world to attend this Conference [in 1947] and as President I now issue that invitation. . . . Finally, the International Federation of Agricultural Producers, is the first and only world organization of producers. It is formed at a propitious moment, at a time when new concepts of world economy are being evolved. . . . Cooperation of producers all over the world . . . is essential if their rightful place in the economic and social structure is to be achieved, as the Federation sets out to do. Only when that position has been achieved can the producers add their mighty contribution to the economic welfare, peace and prosperity of the peoples of the earth.

OTHER EXAMPLES OF THE EXTENSION OF CORNELL'S INTERNATIONALISM

After the United States entered World War II, Dr. L. A. Maynard, Director of Cornell's School of Nutrition and of the Federal Nutrition Laboratory on the University campus, helped to guide the nutrition

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program of the state Extension Service. He also flew to England twice to help solve Britain's nutrition problems due to the war. Dr. Maynard and Dr. H. E. Babcock interpreted the science of nutrition in public speaking and in writing. They threw state, national, and international spotlights on nutrition and organized at Cornell one of the first schools of nutrition in any university.

Professor Lincoln Dr. Kelsey was sent to Egypt by Herbert H. Lehman to direct the Agricultural Division of the Balkan Mission of the United Nations Relief and Rehabilitation Administration. Kelsey was experienced in New York's Extension Service as a county agent, assistant state leader, and administrative specialist. He directed agricultural rehabilitation in Albania, Yugoslavia, and Greece. Kelsey attributes the "orderly and effective" UNRRA work in these countries as due to his "application of organization methods used in New York State's extension work," another notable international extension of Extension Service.

In San Francisco in 1945, New York's extension organizations were represented at the birth of the United Nations, through the presence of representatives of the American Farm Bureau Federation.

In 1946 Dean W. I. Myers flew to Europe and to Mexico to study agricultural problems and returned with recommendations based on his broad knowledge and experience as an agricultural economist and executive. A former dean of the State Colleges of Agriculture and Home Economics, Albert R. Mann, flew to Europe for the Rockefeller Foundation, January, 1947, to survey educational needs of German universities (see p. 134). In January, 1948, Professor Albert Hoefler, State Leader of 4-H Clubs, went to Germany to transplant some of his 4-H club experience. German youths responded with enthusiasm to opportunities offered in the 4-H club type of constructive organization and program. In May, 1948, Professor Fred B. Morris, State Leader of County Agricultural Agents, went to Europe to work on the possibility of introducing agricultural extension work there, as recommended by Iowa farmers who had visited postwar Europe.

These examples of the international influence of New York State's Extension Service are in keeping with the policies of Cornell, where respect for the culture of other lands has characterized the University's history. Examples of Cornell's internationalism appeared in its first

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library collections and laboratory equipment, imported from Europe. Cornell's early faculty included James Law from Scotland and Goldwin Smith from England, while Louis Agassiz, a native of Switzerland, was one of the University's first nonresident lecturers. Distinguished scholars of many nationalities have served on the Cornell faculty, some of them as exiles or refugees during world wars. The first Cosmopolitan Club and the first International Polity Club were organized at Cornell, as were other groups designed to promote peace among nations and such interchange of learning as occurs through the "Cornell-in-China" work of the University's agricultural and engineering professors. Two of Cornell's presidents served as United States ambassadors, Dr. White in Russia and Germany, and Dr. Schurman in Greece and China. The University's nonsectarian chapel has always reflected religious tolerance. Cornellians helped to organize the International Research Council, and have played their parts in helping to win two world wars, and many are now engaged in helping to win world peace.

The outlook is broad for international extension work in agriculture and home economics. International considerations will characterize agricultural production, distribution, and nutrition more and more as plans are translated into action by FAO, the food and agriculture organization of the United Nations, and by international organizations of farmers and homemakers, including the Associated Country Women of the World and the International Federation of Agricultural Producers. FAO plans call for increasing the interchange of results of research between scientists of various nations, for more international trade, and for the establishment of a world center of information regarding nutrition and methods whereby food production and distribution can be improved by adapting farm practices to varied populations and land conditions the world around. These conditions will be studied by experts designated by the United Nations through which resultant recommendations will be referred to the governments concerned.

Where necessary, scientists will be sent by FAO to nations that lack teachers. Through education and international co-ordination of research and extension service, it is anticipated that health and agriculture will be so improved that undernourished peoples who are not self-supporting will be able eventually to exchange their products for

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food, or to produce food for their own people. Since many of these countries do not import or export foods, commercial objections to this humane plan are groundless. When reciprocal trade is well established, it is hoped that nations whose populations suffer from famine and disease may not only learn how to improve their industry, agriculture, and nutrition until they are self-supporting, but that they may engage eventually in international trade. Thus desirable products characteristic of each area may be increased and exchanged with products from other areas, adding not only to the earth's economic resources, but to the beauty, health, color, and cultural development of the people of all regions.¹

Toward these high purposes, the New York State Extension Service has already contributed ideas, publications, and personnel. When these goals of more creative internationalism have been reached, the quotation that is carved in the stone bench west of Goldwin Smith Hall at Cornell may express a reality—"Above all nations is humanity."

¹ At an FAO conference held in Washington, D.C., in the latter part of 1948, President Truman said: "We have found our agricultural extension service essential to a high level of farm production in our own country. . . . I know that the FAO is already interested in an extension service, but I wish to emphasize that the United States stands ready to help in developing such systems in other countries." In furtherance of this policy, plans were completed in December, 1948, for Professor Orrilla Wright of Cornell to fly to Germany where she was to help prepare an extension program in home economics teaching for the American zone. Miss Eunice Heywood, formerly of the Cornell extension staff and now of the national Extension Service, was to accompany Miss Wright and do similar work.

Vignettes of Some Pioneer Teachers

If I had a child who wanted to be a teacher, I would bid him godspeed as if he were going to a war. For . . . those who dedicate themselves to it [teaching] give their lives no less because they may live to see some fraction of the battle won. —JAMES HILTON

HENRY ST. JOHN said, "History is philosophy teaching by examples." To reveal, by personification, something of the philosophy that motivates the extension-service form of public education, biographical profiles of a few extension teachers at their best are offered in this chapter.

All of the extension teachers pictured here were "on the side of the people," in the fine tradition of democracy. Difficulties did not frustrate them; disappointments did not make them cynical; failures never disillusioned them. Instead, they learned from the people, the while they taught them, in a mutually stimulating discipleship. Generously, kindly, joyously, these scholars went forth to carry to all parts of New York State their wisdom and their knowledge of science and art. They worked with a high sense of their responsibility for worthy service to New York.

Robert Morrill Adams. "Bob" Adams' premature death at 49 was the tragic penalty of the overwork that seems almost unavoidable for a popular professor in the Extension Service. He was graduated at Yale University and was awarded his Master's degree by Columbia. He taught not only vegetable gardening but philosophic truths to live by, couched sometimes in well-remembered, humorous-serious verse. Unselfishness was as natural to him as breathing. He had human

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understanding and deep insight. His dedication to his work, his tact and discernment, combined with knowledge and practical experience, enabled him to hold the attention of youths and adults without the compulsions involved in more formal types of education. His teaching aided his students "toward enterprising independence, toward free curiosity, and toward persistence in self-learning," aims of education as defined by the Harvard Committee in *General Education in a Free Society*.

Professor Robert Adams' skill with words, rhymes, and rhythm enabled him to supplement his prose instruction about agriculture and rural life with pertinent verses which proved so popular and effective, as a teaching method, that they were syndicated for newspapers in the United States and in Canada, and were published in two books, *Rude Rural Rhymes* and *The Old Timer*. This Extension Service poet dedicates his book to his wife, Catherine Van Gordon Adams, his intelligent, inspiring companion. In his verses, he called her Hannah, for meter's sake. In the foreword of Bob Adams' first book, L. H. Bailey writes, "this is apparently the only collection designed as a teaching agency in the rural field."

Glimpses of this method of rhythmical teaching appear in "Ownership":

To own a bit of earth.
It makes me love my country more,
It stirs my blood like wine,
It elevates my soul and sends,
The thrills along my spine, . . .
My land, two lots, is less than his,
But what is that to sigh on?
It runs to China down below
And upward to Orion.
So I, within my soul may still
This consolation keep,
That, though my farm is not so wide,
It's just as high and deep.

In his memory, the Robert Morrill Adams 4-H Club Scholarship was founded at Cornell University. He was characterized by the

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honorary national extension fraternity, Epsilon Sigma Phi, as "a valiant workman in agricultural extension."

Carrie Gardner Brigden. Mrs. A. E. Brigden of Marathon, Cortland County, N.Y., besides being a sponsor of 4-H clubs and a farm bureau member, was Honorary President of the New York State Federation of Home Bureaus, after serving as one of its founders and as its first president, 1919-1923. Before her death, December 1, 1944, at the age of 91, perennially young Mrs. Brigden saw many of her dreams for rural life come true.

During years of public controversy before the state Legislature approved progressive school legislation, Mrs. Brigden's voice was heard in its behalf in all parts of the state (see Chapter XXIV).

Mrs. Brigden had a melodious voice, spiritual insight, strong convictions of righteousness, contagious enthusiasm, and earnestness combined with touches of humor. Her persuasive appeals in support of worthy causes were brightened with literary allusions. Her husband was trained for the ministry. He claimed that Mrs. Brigden's preaching eclipsed his own, and he rejoiced in demands for her addresses. He arranged for her to go to London, England, where she helped to found the first international organization of rural women, the Associated Country Women of the World.

Mrs. Brigden spent herself generously in the rapid development of rural organizations. In appreciation of her work, the State Federation of Home Bureaus sent her abroad in 1939 to attend a meeting of the Associated Country Women of the World. She was introduced to the Lord Mayor of London as "a distinguished American" and was entertained at 10 Downing Street. On the *Queen Mary*, en route to England, Mrs. Brigden, at 86, was one of the most popular of passengers.

Mrs. Brigden's democracy was unconditional. She and her husband spent their money for worthy people and causes, since both believed, as Mrs. Brigden expressed it: "The wonder of money is that you can change it into life."

When Mrs. Brigden died, Dean Sarah Blanding wrote: "We shall miss Mrs. Brigden greatly at the College of Home Economics. She was not only interested in furthering the education of girls for homemak-

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ing, but she was always generous in using her abundant energy, her wide knowledge, and sympathetic personality to help all the women of New York State. Her service to them cannot be overestimated."

John H. Barron. With consummate skill, John Barron held the strategic position of the first county agricultural agent in New York State; that was in Broome County, which organized the first farm bureau in the United States on March 1, 1911. Agricultural extension teaching had been done earlier in southern states. John Barron's significant work is recounted in Chapter XIII; but in any roster of great teachers in the Extension Service, an honored place should be accorded Mr. Barron, whose ability, training, and pioneering led to his appointment as a professor in Cornell University.

John Barron was a farm boy whose practical knowledge was supplemented by studies at Cornell in the College of Agriculture, from which he graduated in 1906. This young educational pioneer had to win the confidence, not only of the College of Agriculture, of farmers, and of the U.S. Department of Agriculture, but of businessmen; for the Binghamton Chamber of Commerce and the D.L. & W. railroad furnished the first money that made his work possible. Between 1911 and 1914, the College of Agriculture could offer to counties nothing more substantial than advice, scientific information, and encouragement, for the College budget had no funds for extension work by teachers resident in counties. Barron's office was in the Chamber of Commerce and his "district of operations" covered a territory "within 50 miles around Binghamton." It included farms in Broome, Chenango, Cortland, Delaware, and Tioga Counties in New York State and Wayne County in Pennsylvania!

Undaunted, John Barron set forth, with horse and buggy, to attend Grange and other meetings, to observe country life, to meet farmers, and to study their needs. After July 1, 1912, Barron's work was limited to Broome County, where he and friends of the College of Agriculture did more pioneering by securing passage of a state law that authorized county supervisors to make appropriations for farm improvement. Under this law, Broome County appropriated \$1,000 for the farm bureau in 1912. This was an important thousand dollars because it set a precedent and "primed the pump" for the flow of mil-

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lions of dollars of county and state appropriations made for the support of farm bureaus that have now spread from Broome County to nearly all parts of the United States.

John Barron's integrity, practicality, scientific knowledge, and skill as a teacher enabled him to win the confidence of farmers, most of whom, in 1911, had a suspicion that businessmen who were promoting the farm bureau were acting from selfish motives, in getting farmers to produce more food while the farmers wanted more money for what they produced. There was prejudice also; before they got acquainted with Mr. Barron, farmers merely tolerated the farm bureau idea, for they thought he was proposing to do something *for* them, if not *to* them. But they learned that Barron wished to work *with* them, listened to their points of view, and planned practical programs with student-teacher participation. Farmers knew they wanted guidance in pruning their orchards and in the use of lime for pastures. Barron gave them what they knew they wanted, thus vitalizing his teaching by the use of the democratic educational method that is basic in the philosophy of the Extension Service.

One of the chief reasons for the survival and phenomenal growth of the farm bureau idea is that John Barron was present to guide its first faltering steps. Later, when he became a professor at Cornell, his love of the land and of farming led him to live on his own farm, from which he traveled gladly to help New York's farmers. Barron could never refuse a call to do field work. Thus, when he was chief of the Cornell chapter of the national honorary extension fraternity, the presiding officer's chair was vacant at the annual meeting. Where was the chief? He was keeping engagements with farmers in counties of the "North Country."

Lavinia C. Bacon. Although Miss Bacon died in 1935, the fragrance of her memory lives in Nassau County and in New York State, because of her work for the home bureaus. Annually she is recalled at meetings of the New York State Federation of Home Bureaus, when a prize is awarded the home bureau that has made the greatest annual gain in membership. Miss Bacon is donor of this prize, an antique vase of glimmering copper. Because of its design and coloring, it is decorative even without flowers. Between the Federation's annual meetings,

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this vase becomes a center of interest in the official headquarters of whichever home bureau has won it.

Miss Bacon was secretary and chairman of the Nassau County Home Bureau; chairman of the Federation's Eastern District; vice-president of the New York State Federation of Home Bureaus; and president of the Nassau County Farm and Home Bureau and 4-H Club Association, being one of the first women to hold that office in any county.

From her home in West Hempstead, Long Island, Miss Bacon gave her time to good works, as the beloved patron saint of the Nassau County Home Bureau. Her brother joined her in giving part of the yard of their home as the site of one of the first Home Bureau Community Houses, named in her honor.

Lavinia Bacon was tall and slender. It seemed as though she had stepped from the frame of an exquisite portrait of other days. Although she was beautifully groomed, the coiffure of her braided, abundant hair, the length of her dress, and the style of her hats varied but slightly with changing fashions. There was a perennial quality of good taste about her costumes, which were adapted to her personality. Her cultural background, innate courtesy, and delightful sense of humor made her an engaging companion.

She was a wise counselor to all who sought her friendship. She was a great unprofessional teacher. Modestly, quietly, she played leading parts in the constructive development of the Extension Service of her community, county, and state.

Earl Flansburgh. "Tiny" Flansburgh died while carrying gallantly the double load of the work of the New York State Leader of County Agricultural Agents and the director of the state Agricultural Adjustment Administration. He started his extension work as a county agricultural agent in New England and served similarly in his native state, New York. The State College of Agriculture recognized his abilities and achievements by calling him to Cornell, his Alma Mater, as Assistant State Leader of County Agricultural Agents. In 1932 he was promoted to the position of Professor and State Leader of County Agricultural Agents. This appointment was made on the informal nomination, not only of county agricultural agents but of county and

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city home demonstration agents. Dynamic Professor Flansburgh had contagious enthusiasm and remarkable ability, as an organizer and as a persuasive, dramatic, interesting leader, speaker, and writer. "Tiny" Flansburgh looked large and vigorous enough to be a football star, but his great heart failed under pressures of his seemingly tireless work in behalf of agriculture. He worked without respite throughout the depression of the thirties and died unexpectedly in 1943. He was definitely a casualty of World War II, although not in uniform.

He was as loyal to his family and friends as he was to his work. His devotion to his wife and son were inspiring. He loved books, and he collected and shared them; but he loved people more and they loved him in return. Memories of his brilliance, gaiety, and serious purpose live on in the lives of thousands who knew him. His appreciation of New York State appears in the New York State song he wrote (see pp. 211-212).

Ann Phillips Duncan. It was said of Ann Phillips Duncan, home demonstration agent: "When I met her, I was looking down; when I left her, I was looking up." When she died prematurely (October, 1940), all who knew her said, "She was my best friend." And so she was! Rich and poor, lowly and famous, children, youths, adults, and the elderly—all interested Mrs. Duncan.

It was fitting that Mrs. Duncan's portrait should be given to New York State to adorn the Harriet May Mills building at the State Fair. She worked for this building from the dream stage to its realization. For twenty years she had attended the State Fair to greet the people and to help guide the fun and the educational exhibits while she radiated hospitality.

Mrs. Duncan was never baffled when children were brought by their mothers to her classes for adults. She loved crowds. Broome County, where she was home demonstration agent from 1925 until her death, won a competition in attendance at the State Fair because Mrs. Duncan organized the first county tour to get to the fair, with State Troopers to guide the procession. She dramatized results of extension work by organizing the first of many Extension Service tours to see the achievements of families in the improvement of kitchens, living rooms, playrooms, and gardens.

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Mrs. Duncan's pioneering included the writing and staging, in Broome County, of one of the first county historical pageants. Her rare abilities became evident when she was assistant home demonstration agent in Rochester in 1918 and home demonstration agent in Tioga County from 1919 to 1925. In Broome County she continued her professional work along with her happy mothering of four interesting children.

Mrs. Duncan's county home bureau car was always filled with women. She took them with her to places where her work called her. It was said at the State Colleges that it was impossible to see her alone because she was inevitably encircled by friends with whom she shared the adventures she found in living.

Mrs. Duncan was active in the development of rural organizations from 1917 throughout her life. She was a founder and president of the State Federation of Home Demonstration Agents and a leader in civic life. In 1939 her friends sent her to London, England, as a delegate to the meeting of the Associated Country Women of the World. She shared this experience through her public speaking until shortly before her death, although she was suffering acutely.

Mrs. Duncan's cheerfulness and executive talents enabled her to soothe ruffled feelings and find constructive methods of operation, despite confusing difficulties. Like Rose O'Neill's "Kewpics" that "make a specialty of getting animals cozied after they have been bothered by hunters," Mrs. Duncan "cozied" many bothered people. Her friends are grateful for her life. For all who knew her, she made life more colorful, spending herself lavishly while she "piled her treasures in the hearts of friends."

John Walton Spencer. Cornell University's first educational experiment with letters, as a teaching method, was extremely successful, chiefly because of the character, personality, and teaching skill of John W. Spencer. He was a fruit grower in Chautauqua County. He learned of the nature-study movement that had been launched at Cornell's College of Agriculture by Liberty Hyde Bailey and Anna Botsford Comstock. Mr. Spencer watched with keen interest the introduction of nature study in public schools, as a farsighted means of promoting agriculture by helping girls and boys to appreciate their

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environment through understanding acquaintance with plants, animals, weather, stars, stones, and streams. Mrs. Comstock had said: "Nature-study is the alphabet of agriculture and no word in that great vocation can be spelled without it." This statement impressed Mr. Spencer so strongly that he came to Cornell in 1896 and offered himself as "a volunteer to serve this new cause."

Like other successful farmers who came by thousands to Cornell, much later, John Spencer brought ideas with him. They included plans to teach children about nature through correspondence, to persuade language teachers in the schools to accept the children's letters as exercises in English composition, and to help girls and boys to organize Junior Naturalist clubs. Mr. Spencer lived to see all of his ideas adopted at Cornell and in the public schools of New York State and accepted heartily by boys and girls, not only on farms but in villages and cities. Soon after Mr. and Mrs. Spencer came to Cornell to work as Goldwin Smith of England worked—without salary—it was evident that childless Mr. and Mrs. Spencer had decided that the children of New York State should be their children.

Children called Mr. Spencer "Uncle John," and 30,000 of them wrote him letters during vacations as well as when in school; 25,000 reported to him on their gardens, and, in 1908, 35,000 belonged to Junior Naturalist clubs "Uncle John" had created. Because of the almost overwhelming response to "Uncle John's" work, the College of Agriculture provided Mr. Spencer with assistants, one of whom was the able Alice McCloskey.

The vigorous 4-H clubs of the state Extension Service of 1916-1948 are considered "descendants" of the Junior Naturalist clubs. Like their modern counterparts, the Junior Naturalist clubs helped girls and boys to learn to preside according to parliamentary procedure, to speak, demonstrate, and experiment, to write, and to enjoy the inspiration of friendly associations in whatever work and play captured their interest. "Uncle John's" volunteer work created good will toward and confidence in Cornell University and its College of Agriculture; and the record of it constitutes a brightly shining story in the history of the state's land grant college, as it sought to fulfill its obligations to the farm people of New York.

"Uncle John's" methods deserve consideration, not only by teachers

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of nature study but by teachers of English. Through "Uncle John's" demonstrations, many English teachers discovered that letter writing is a natural form of composition, and that students write more clearly, indeed eagerly, when they have something they like to write about, and when they know their writing will be read with interest. "Uncle John" addressed his letters to "My dear Nephews and Nieces." He used enticing first sentences: "Would you like to have a garden this summer—a garden all your very own?" "Of course you believe that Columbus discovered America, although you were not with him." "To succeed with the cultivation of flowers, the first thing to have in mind is to make the plant comfortable."

"Uncle John" knew how to make girls and boys comfortable. Liberty Hyde Bailey credits him with having stimulated interest in publications of the College of Agriculture by his personal contacts with farm people as he traveled about the state to organize and teach girls and boys. Mr. Spencer gained the confidence of students, a prerequisite to effective teaching, especially for students who study through the Extension Service.

"Uncle John" radiated friendliness in his kindly eyes and in his infinite tact. With Mrs. Comstock's help as an artist, the State College issued a handsome, official charter to each Junior Naturalist club, signed by L. H. Bailey and John W. Spencer (figure 84); and membership buttons were provided for Junior Naturalist club members. One of the buttons pictured a bird, another a butterfly, and the favorite, a smiling "Uncle John." The margins of these insignia of membership read, respectively: "Cornell Farm Boys and Girls Club," "Cornell Junior Naturalist Club," and "Junior Naturalist Uncle John." Dues in these clubs consisted of letters to "Uncle John," telling him about the birthdays of members and about their nature observations.

"Uncle John's" fame spread afar; in 1899, there were, in addition to rural clubs, thirty-three Junior Naturalist clubs in the large cities, while there were forty-five clubs outside New York State—in California, England, Egypt, India, Japan, and France. When Mr. Spencer's records of children's birthdays totaled more than 75,000, he reluctantly discontinued sending them birthday greetings from Cornell.

Among famous letter writers, it is doubtful whether there has been one superior to "Uncle John" in interesting his readers. Certainly he

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has had no equal in his ability to elicit replies, an ability appreciated by everybody who has observed the hesitation with which girls and boys leave their more active pursuits to write letters!

"Uncle John" was a disciple of Anna Botsford Comstock (see Chapter V). Mrs. Comstock's *Handbook of Nature-Study* is dedicated: "To Liberty Hyde Bailey, under whose wise, staunch, and inspiring leadership the nature-study work at Cornell University has been accomplished and to my co-worker John Walton Spencer whose courage, resourcefulness, and untiring zeal were potent factors in the success of the cause. . . ."

"Uncle John" retired officially in 1908; but he could never actually retire. He continued his volunteer work until his death in 1912. The more than 30,000 local leaders who were working, in 1948, as volunteers to aid the Extension Service in agriculture and home economics might appropriately be called "Uncle John's" disciples. Like him they have brought gifts of immeasurable value to the farms and homes of the state, gifts of their time and their personal influence along with their learning and wisdom. These laymen are motivated by the same desire to render unselfish service that distinguished the lofty character, the skillful teaching, and the noble life of John Spencer.

History of the Extension Service of the New York State Veterinary College

By William A. Hagan

THE MORRILL ACT, passed by the Congress and signed by President Lincoln during the Civil War, was primarily responsible for the founding of Cornell University. Mr. Cornell, the self-educated, practical man of business, was sympathetic with the purposes of the Morrill Act, which were designed to further education in the fields of agriculture and the mechanic arts. He wished the new University to bring the advantages of science to those who tilled the soil, and it was this wish that caused him to include a veterinarian in the first faculty. In the address which he gave at the inauguration of Cornell University, Mr. Cornell spoke of these ambitions. With reference to the place of the veterinarian in the new institution he spoke as follows: "The veterinarian will shield him [the farmer] against many of the losses which are frequent in his flocks and herds, losses which are now submitted to as matters of course by the uneducated farmer, and which, in the aggregate, amount to millions of dollars every year in our own State alone."

Professor James Law, a veterinarian, was a member of the first faculty of the University. Educated in Scotland, England and France, Law undoubtedly was the best-informed man of this profession in America at the time. His value was quickly recognized, not only within the University but by the agricultural leaders of the state and nation. Very soon he was serving on various state and national commissions having to do with measures to reduce animal disease losses. He accepted many invitations to address groups of farmers, and he conducted many clinics throughout the state to improve public informa-

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tion on the diseases of livestock. He became well and favorably known to the farmers of New York. He was very influential in forming, among the agriculturalists of the state, a good opinion of the new University. It was largely as a result of an address which he gave before the State Agricultural Society in Albany in 1893 that the Legislature the following year created the New York State Veterinary College. It was because of his prestige that the Legislature proposed an administrative procedure then unique in the state and country; namely, that the state should provide the funds but that the administration of the new school should be taken over by a privately operated educational institution. The trustees of the University agreed, and the new school opened its doors to students in the fall of 1896. Thus was established an administrative pattern which was so satisfactory that it was followed later in the establishment of the other state colleges at Cornell.

With the formation of the new school a small group of men came to serve under Law as its faculty. One of these was Veranus A. Moore, who became Professor of Pathology and Bacteriology. Moore set up the first bacteriological laboratories on the campus and soon was engaged in a multitude of activities having to do with diseases of man as well as those of animals. One of his major activities at that time had to do with bovine tuberculosis. The tuberculin test had been introduced into this country only three years before, and there were great differences of opinion on the value and reliability of the test. Moore was a strong advocate of it at a time when there were more opponents than proponents. He wrote a book on the subject, and he lectured throughout the state at every opportunity urging owners to free their herds from this disease by the use of tuberculin. Many herd owners did, in fact, follow this advice and eliminated tuberculosis from their herds long before the national-state accredited herd plan for its eradication had been developed. Moore was instrumental in no small way, in later years, in formulating the eradication plan and in guiding its operation during the first few critical years of its development. He lived to see bovine tuberculosis well along the road to oblivion, and it was a source of great satisfaction to him.

Moore also lectured often to groups of farmers and veterinarians on many other topics—diseases of poultry, rabies, anthrax, and the importance of defeating the antivivisectionists who then, as now, were

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attempting to stop all research work on animals. In 1907 Moore succeeded Law as Dean of the veterinary faculty when the latter retired. One of his first innovations was the creation of the "Annual Conference for Veterinarians," a short course which has been held every winter since, for the benefit of practicing veterinarians of New York and surrounding states. At these conferences the faculty, assisted by men of national prominence in veterinary medicine and related sciences, attempts to present new developments in the field. The attendance has been growing slowly, year by year. In recent years it has been exceeding 300 regularly. This is the largest annual meeting of veterinarians in the northeastern part of the United States.

Other members of the original faculty were called upon from time to time to give off-campus lectures. W. L. Williams, Professor of Surgery, was in great demand as a speaker before professional groups, and Pierre A. Fish delivered many professional and popular lectures.

These men did most of their extramural teaching during the late nineties and the first decade of the twentieth century. The farm bureau had not been born, and the agricultural Extension Service still was in its infancy. Their extension teaching was not part of a well-organized plan, therefore, but a hit-or-miss affair planned according to the invitations received. It is clear that they held themselves ready to accept invitations to address groups to which they felt able to carry worth-while knowledge.

With the development of the agricultural Extension Service and the county agent system, there came a demand for the inclusion of lectures and demonstrations on the control of animal diseases. It was recognized in the beginning, however, that extension teaching in any medical field has distinct limitations. Rational therapy of disease is based upon accurate diagnosis, and accurate diagnoses cannot be made without extensive training and experience. Treatment without an accurate diagnosis is often fruitless and frequently disastrous. A little knowledge is dangerous in medicine, as in other fields.

The extension teaching that we have done in recent years has been directed toward animal health or disease prevention. It is recognized that the educational level of farmers has risen greatly during the last two decades, and that it is possible to teach them many facts about the nature of some of the common diseases that will enable them to

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better protect their herds and flocks. We do not encourage them to undertake to treat diseases in their animals but urge them to depend upon their veterinarians for this service. In doing this we are sometimes charged with an ulterior motive, that is, attempting to keep veterinary work in the hands of private practitioners. It is admitted that we are trying to keep the diagnosis and treatment of animal diseases in the hands of graduate veterinarians, but the motives in doing this are not at all in conflict with the best interests of the livestock owners.

A great many letters and other communications come to us from farmers each year, asking for information on many disease matters. These are always answered to the best of our ability on the basis of the information given—which frequently is inadequate. Often specimens from diseased animals are sent us. If these have been well chosen and packed well enough so that they reach us in an undecomposed condition, we can often make diagnoses from them. Since 1896 the college has maintained a general diagnostic laboratory for the sole purpose of examining such specimens. No charge is made for the majority of these examinations. Nearly 200,000 examinations have been made annually in recent years in this laboratory. These consist mostly of blood tests for Bang's disease, but there are always several thousand examinations of other kinds. During the last year nearly 1,000 animal brains were examined in this laboratory for the presence of rabies.

Since 1925, special laboratories have been maintained for the diagnosis of poultry diseases in Ithaca and in Farmingdale. These have been heavily patronized by poultrymen. Each laboratory has been examining about 6,000 birds annually. Demand for additional service of this type resulted, in 1946, in the establishment of two additional poultry diagnostic laboratories—one in East Aurora in western New York and the other at Kingston in the Hudson Valley.

The excellent results obtained in the field work on bovine mastitis control in the vicinity of Ithaca were responsible for a demand for a wider service. As a result, financial support has been provided for the establishment of four additional centers in New York, operating under the control of the Veterinary College in Ithaca. These were set up, in 1946, at East Aurora, Canton, Farmingdale, and Kingston. These laboratories are expected to serve as centers of information and service to practicing veterinarians and to livestock owners.

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Although the Veterinary College has never had a special extension staff, we have always provided speakers, upon request, for meetings of farmers. In an average year these probably would total one hundred or more. They are often arranged through the central office of the Extension Service of the College of Agriculture in Ithaca, but many more are arranged through county agents, and occasionally in other ways. Dr. R. R. Birch has spoken to many such meetings on Bang's disease of cattle. Dr. D. H. Udall, Dr. M. G. Fincher, and Dr. S. D. Johnson have conducted hundreds of barn meetings, demonstrations, and lectures on bovine mastitis. Dr. Fincher and Dr. S. J. Roberts often speak on sterility and breeding diseases of cattle. Dr. D. W. Baker spends a great deal of time each year giving lectures and demonstrations to farm groups on the importance of controlling animal parasites and the ways by which it may be accomplished. The late Dr. E. L. Brunett, and now Dr. P. P. Levine, have given much time to the holding of poultry disease schools in many parts of the state each year during the winter. Dr. Alexander Zeissig, speaking to kennel clubs, health officers, boards of supervisors, and plain citizens was notably instrumental in stirring up interest in a serious effort to control rabies in New York State.

Summing up, it may be said that the New York State Veterinary College has always done a considerable amount of extramural or extension teaching. This has taken a somewhat different form from that of the College of Agriculture and the College of Home Economics, since a great deal of it is done indirectly through the medium of the practicing veterinarians who must be depended upon to be the principal active agents in any disease-control plan. The College endeavors to train these men well in the first place, and to make post-graduate training available to them through an annual short course. In addition we maintain laboratories to which these men can send or bring materials for diagnosis when laboratory assistance is needed. This has been done for years at Ithaca and more recently at Farmingdale. Now there are three additional centers of such service. Also, we frequently send out faculty members as consultants to private practitioners in difficult cases when help is requested, and we supply speakers for nearly all meetings of the local veterinary societies in the state. In addition to the work with veterinarians we also send out many

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speakers each year, upon request, to speak to various farm groups and to conduct demonstrations on disease-control measures.

BIOGRAPHY OF WILLIAM A. HAGAN

*By Dr. Donald W. Baker*¹

William Arthur Hagan, who has served for seventeen years as dean of the New York State Veterinary College at Cornell University, is the acknowledged leader of the veterinary profession in the United States. Endowed with exceptional native intelligence, ambition, enterprise, and energy, he has influenced the development of veterinary medicine in the fields of education, public health, research, and public relations more than any other one person during the past two decades.

A native of Fort Scott, Kansas, he received his D.V.M., in 1915, from Kansas State College and the honorary degree of D.Sc. from that institution in 1938. After two years as instructor at Kansas State College, he entered the Graduate School of Cornell University and was awarded the M.S. degree in 1918. Serving successively as instructor, Assistant Professor, and Professor in the Department of Pathology and Bacteriology, he was appointed head of the Department in 1926 and Dean of the College in 1931. In 1921-1922, he studied and did research at the Rockefeller Institute for Medical Research and in 1925-1926 he studied abroad as a European Fellow of the International Education Board. In 1944-1945, during a year's leave of absence from Cornell, he served as special consultant to the Chief of the Bureau of Animal Industry, U.S. Department of Agriculture. In this project, he studied the activities of the Bureau at hundreds of stations throughout the United States. Recent changes in administration and policy of this federal agency were suggested by his findings.

In 1945-1946, he was granted leave from his college responsibilities to serve as a consultant in Germany on the staff of General Clay in the Division of Public Health and Welfare, U.S. Group Control Council. Throughout the war years he was a member of the Joint Research and Development Board of the National Research Council.

¹ Professor of Veterinary Parasitology, Veterinary College, Cornell University.

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In Ithaca and on the University campus he has participated actively in community affairs. In the Boy Scouts he was scoutmaster and president of the Louis A. Fuertes Council, and was presented the Silver Beaver award for distinguished service. He has served as president of the local chapters of Sigma Xi, Phi Kappa Phi, and Phi Zeta, honorary societies. He served as president of the Southern Tier Veterinary Medical Association in 1920 and as president of the New York State Veterinary Medical Society, 1940-1941. It was during Dr. Hagan's administration that the affiliation of the local, regional, and state societies was adopted.

Dr. Hagan's wife, Esther Lyon Hagan, also a graduate of Kansas State College, has been active in such community affairs as the Girl Scouts and Hospital Aid. They were married in 1916 and have since resided in Ithaca, their three children attending the Ithaca schools and Cornell University.

As an administrator at the College and at various times for professional organizations, Dr. Hagan has consistently advocated an increased public-service attitude for the veterinarian.

Dr. Hagan is a member of many scientific and professional societies. He is a Fellow of the American Association for the Advancement of Science and regularly attends meetings of the Livestock Sanitary Association and Conference of Official Research Workers in Animal Disease. In 1947 he was elected president of the American Veterinary Medical Association. He has written many papers for publication in scientific journals and is the author of a textbook used in all veterinary colleges—*The Infectious Diseases of Domestic Animals* (Ithaca, N.Y.: Comstock Publishing Company, reprinted 1947).

In spite of the varied activities which have placed demands on his time and energy, Dr. Hagan has always enjoyed the relaxations and work of a home-loving man. He has not permitted his fondness for such sports as golf, baseball, tennis, hiking, and swimming to interfere with his work on his lawn and garden.

History of the Extension Service of the New York State School of Industrial and Labor Relations

THE FIRST YEAR OF EXTENSION SERVICE ¹

By Phillips Bradley

THE YOUNGEST¹ of the state institutions at Cornell was established by the Legislature in 1944 (L. 1944, Ch. 162). The New York State School of Industrial and Labor Relations was, however, neither a project conceived in a single legislative session nor an educational enterprise brought into full operation by a single legislative act. This pioneering adventure in new areas and techniques of higher education was the product of long and careful consideration by many individuals and groups before the legislation was enacted. After formal creation of the School by the Legislature in 1944, moreover, the blueprint for its organization and activities was more precisely defined by further legislative study. Only after a year of careful analysis of its objectives and potentials by a special board of temporary trustees and implementing legislation in 1945 (L. 1945, Ch. 259) was the School actually launched as an operating division of the University.

The School: A New Venture in Higher Education. The source of the idea for such a school lies in the work of the New York State Joint Legislative Committee on Industrial and Labor Conditions. Established by the Legislature in 1938, it has made continuous—and completely nonpartisan—examinations of the state government's responsibility for improving the conduct of industrial and labor relations in

¹ This account of the School's Extension Service covers the period July 1, 1945, to August 31, 1946. Dr. Phillips Bradley was Professor of Industrial and Labor Relations, Director of Extension, and Secretary, October, 1945–June, 1946. For biographical sketch, see pp. 530–531.

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the nation's largest industrial state. The record of the committee is a significant demonstration of the democratic process in action. Its reports² trace its activities in detail and indicate its increasing emphasis on education rather than coercive legislation as the most effective solvent of labor-management discontents.³ The School is its most important contribution to a long-range attack on these discontents through the use of the tools and resources of education.

As the committee explored the character of industrial and labor relations in New York State, it utilized various educational programs in order to widen mutual understanding within and between labor and management. Among them were public forums, informal educational conferences, and a text for use in high-school social-studies classes and by adult-education groups.⁴ The committee recommended the establishment of a school as early as 1942. Considerable preliminary analysis and consultation with educational, industrial, and labor groups had already been undertaken by the committee. The immediate establishment of the School was postponed on account of the war. The Committee continued, however, to advocate its creation and to develop more specific recommendations as to its organization and operation. As the end of the war seemed to be approaching, the committee introduced the legislation necessary to establish the School in the 1944 session of the Legislature. Not only did the law, as enacted formally, create the School but it also provided for a board of temporary trustees to recommend a detailed plan for its administration and program. The board was itself an interesting example of representative organization; its eight members included two directly connected with the Legislature, two with education, two with industry, and two with labor. Its report⁵ to the 1945 Legislature gave form and

² Legislative Document (1939) No. 57; (1940) No. 57; (1941) No. 51; (1942) No. 47; (1943) No. 39; (1944) No. 50; (1945) No. 20; (1946) No. 39.

³ See also I. M. Ives, *The New York State Joint Legislative Committee on Industrial and Labor Conditions* (privately printed, 1945; obtainable from the School); P. Bradley, "Blazing New Legislative Trails," *Survey Graphic*, XXXIII (May, 1944), Lot. No. V, 234.

⁴ New York State Joint Legislative Committee on Industrial and Labor Relations, *The American Story of Industrial and Labor Relations* (Albany, Williams Press, 1944).

⁵ See *Report*, Board of Temporary Trustees, New York State School of Industrial and Labor Relations (Legislative Document [1945] No. 20).

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substance to the committee's original concept of and for the School. Both the 1944 and 1945 acts placed three major responsibilities on the School. The first was a program of undergraduate and graduate instruction at Cornell. The second was a research and information service, initiated by the School but available to labor, management, and the public at large. The third was an extension service to carry the educational resources of the School to all the people of the State. Supplemental legislation, amending the charter of Cornell University (L. 1945, Ch. 603), moreover, carried this new experiment in education still further by adding "three members elected by the Board who are selected from the field of New York State Labor" to the University's board of trustees.⁶ For the first time in the history of higher education in this country, one of the nation's largest "interests," as Madison defined them in No. X of *The Federalist*, was given official representation in university policy making.

The School Is Organized. At its meeting on June 23, 1945, the Cornell board of trustees elected as Dean of the School Irving M. Ives, majority leader of the state Assembly and a member of the board of temporary trustees and chairman of the joint legislative committee discussed above. This action brought the School into active being. Dean Ives at once undertook the organization of the School's program as a whole. It had already been determined that the undergraduate program at Cornell should be initiated at the opening of the fall semester in November, 1945.

Major attention was therefore given, during the next few months, to implementing that program. The first two years of the School's curriculum were originally designed (by the board of temporary trustees) to include courses primarily in the College of Arts and Sciences. Among the subjects included in the first two years are: Accounting, Economics, English, Government, History, Psychology, and Sociology. The pattern of courses finally selected drew into active and, in each instance, wholehearted, co-operation with the School the heads and members of some ten departments in three other divisions of the University.

⁶ In addition, the amended University charter provided for the ex-officio membership of the State Industrial Commissioner and the State Commissioner of Commerce.

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The principal initial emphasis of the School's extension activities was considered by the board of temporary trustees to be in the areas of the "core curriculum" (the specialized program of the junior and senior years). As these activities expand in the future, it is not unlikely that they will, because of the interests and needs of industry and labor alike, extend into the areas covered by the first two years. The co-operation, already so fully and usefully established between the School and the relevant departments in the University at large as to the on-campus curriculum, provides the best possible assurance of University-wide co-operation in extension when it is required.

The Extension Service in the Structure of the School. The responsibility for organizing and developing an effective extension program in industrial and labor relations was clearly defined in the statutes creating the School. The language of the laws was, however, broad enough to insure complete flexibility in implementing the program in action. The Legislature wisely left to those in charge of the School (the board of trustees, the President, and the Dean) the detailed planning and administration of its extension activities.⁷

Unlike those states which have established state universities, New York State has not as yet developed a general university-extension system under public control and with public financial support. The allocation of responsibility for organizing and administering an extension program in industrial and labor relations marks, therefore, a very definite step toward a state-supported and controlled system of general university extension. Although its scope is obviously limited to and by the purposes and fields of the School's instructional and research programs, their range and character are broad enough to provide a sound basis for an even more comprehensive extension system in the future. Its content and the rapidity of its growth will be determined in practice by the interests and needs of the School's clientele—which include all the people of the state.

Within this broad scope of authority, the School's Extension Service

⁷ As is the practice with respect to other divisions of the University, an Advisory Council has been appointed for the School. Its members include both University trustees and others representative of government, industry, and labor. It held two meetings during the School's first year and gave special attention to the development of general policies as to the School's extension program.

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began, even during its first year, to assume definite form and at least initial vitality. Because of the priority given to the on-campus instructional program, it was impracticable, with the limited staff available, to organize a full-fledged extension program. The off-campus activities of the staff were devoted primarily to establishing contacts with labor, management, and other organized groups in a number of the major industrial centers in the state. The specific extension activities noted below were in a sense experimental; they reflected efforts to place the School's resources at the disposal of particular groups which had requested its co-operation.

Several developments occurred within the School during the first year which served to fix the place and define the character of the extension program in the school's over-all structure. First, the policy was adopted of appointing all members of the extension staff as members of the School faculty holding regular academic rank. The fundamental soundness of this policy had already been demonstrated by the experience of the Extension Services of the Colleges of Agriculture and Home Economics. By integrating extension teachers and specialists in the on-campus faculty, standards of performance in extension activities and in classroom instruction have been maintained at higher levels. Co-ordination of materials and methods as well as of staff have been facilitated. In starting to build its own Extension Service, the School found the experience of the older services in this respect helpful and, indeed, indispensable. With a single faculty, all the members of which were in principle available for both on-campus and extension teaching and research, the School began to organize an extension program of proved academic standing.

Second, responsibility for the extramural activities of Cornell University, other than those in the field of education, were transferred to the School by action of the board of trustees on June 23, 1945. The University had carried on a broad program of training within industry during the war in a number of upstate communities under ESMWT. It had also been closely associated with the State Department of Education in graduate instruction and extension in Industrial Education. Other areas of extension activity by various divisions of the University were contemplated or proposed. For the present and immediate future, at least, general extramural programs (except those for teachers) will fall administratively within the School's jurisdiction. The School's

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Extension Service may well, therefore, become a principal channel through which the University's interest in expanding its general off-campus activities can be implemented. Close association, moreover, between this School and the University's School of Education, through membership on this School's faculty of the new Director of the School of Education, assures full co-operation in off-campus teacher-training programs.

Third, on April 1, 1946, the University's program in industrial education became an integral part of the School's over-all responsibility. Without detailing the procedures involved, it is enough to point out here that Dr. Lynn A. Emerson, then Assistant Dean of the College of Engineering and in active charge of the program, was appointed Professor of Industrial and Labor Relations and Assistant Director of Extension. He was named Associate Director of Extension and then Acting Director in 1946 and served in the latter position until July 1, 1947.

A word may be added here as to the relations between the School's Extension Service and its senior partner in the State Colleges of Agriculture and Home Economics at Cornell. Although no formal administrative co-ordination has been attempted or is contemplated, the School's Extension Service has profited immeasurably from its many informal contacts with a firmly established and highly active extension program next door. The Director, Professor L. R. Simons, and members of the extension service staff in the two Colleges have been generously and uniformly co-operative; that co-operation has made the first year's extension activities of the School more effective than they could otherwise have been. Members of the School's staff have been invited to serve on, and participate in the work of, the Rural Policies Committee. Members of the agricultural and home economics Extension Service have shared in several of the School's extension projects. General policy and administrative questions arising in the early steps of the School's extension work have been discussed informally with the Director and staff members of the older service. One of the most encouraging and helpful aspects of the first year's experience of the School's Extension Service has been the unstinted support it has received from those engaged in agricultural and home economics extension.

Extension Activities, 1945-1946. As has already been indicated,

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major emphasis was placed during the first year's extension activities on establishing contacts with various groups in the major industrial communities of the state. Over fifty formal invitations were received by the School to describe its program and activities to groups within the state; over twenty requests came from outside New York. In a number of instances, these groups, ranging from industrial and labor organizations to public administrators and civic agencies, desired analyses of particular problems in industrial and labor relations. Despite the limited staff available, the Dean and members of the School faculty were able to meet practically all of these requests. With the cumulative increase in calls on the Extension Service for this type of presentation, it became obvious that a substantial ratio of staff activity could easily and profitably be absorbed in group lectures and discussions.

A second activity organized during the first year was a series of informal conferences with selected labor and management groups in various industrial centers. These conferences became foci for continuing analysis of extension plans and programs with representatives of the School's two principal clienteles. None was scheduled formally, but an attempt was made to keep the groups small and homogenous in order to facilitate free and critical discussion. In several communities, it was possible to carry on periodic conferences of this kind. Under these conditions, informal and unrecorded discussion of specific local programs as well as of general policies proved a major impetus to the more rapid and precise development of plans for future extension activities.

In addition to these informal community relations, the School's Extension Service carried out several more formal projects both on its own initiative and at the invitation of other organizations. Several of these projects may be noted briefly.

Workers' Education Conference. The organized labor movement in New York State now comprises about 2,000,000 persons; it represents the School's largest immediate clientele. Several of the larger AFL and CIO unions present notable examples of highly developed union educational programs. A number of other unions, although they have organized less extensive educational activities, are not less interested

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in expanding the educational resources available to their members.

Participation in workers' education carried on under union auspices is perhaps not an immediate concern of educational institutions such as the School. The provision of additional educational facilities to all workers and the improvement of educational methods and materials in industrial and labor relations are, however, the direct responsibility of any university extension program operating in this field.

In order to implement this responsibility, the School convened a Workers' Educational Conference, February 9-11, 1946. The special objective of the conference was to review the present stage of workers' education in New York State and to project an effective program for the School's Extension Service in this area of its activities. Twenty-seven representatives of union educational departments (AFL, Brotherhoods, CIO) and adult-education services were invited; twenty-one were able to attend. All members of the School staff at the time also participated.

The conference reviewed a number of special problems in workers' educational programs, such as the range and content of courses, the development of new educational materials, and the use of audio-visual aids. Without reviewing the discussions in detail, it may be noted briefly that, in each of these areas, substantial agreement was reached on the need for further research and development. It was felt by the group that university extension services like that of the School could carry on useful research and experimentation through their own projects. It was also agreed that universities could render effective aid to union educational departments in providing them with new materials and methods for their individual programs.

On the question of participation by organized labor in the planning and administration of university workers' education programs, the conference arrived at less precise agreement. Two levels of participation were identified. The first involved direct participation in over-all university policy making; the second related to local project planning and administration of workers' education projects.⁸

As to the first, it was recognized that the addition of three representatives of organized labor to the University's board of trustees

⁸ *Summary of Discussions and Conclusions, Workers' Education Conference, February 9-11, 1946 (New York State School of Industrial and Labor Relations).*

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marked a notable recognition of workers' interest in higher education. A large majority of the conference felt that numerical equality of representation was not essential to the adequate representation of organized labor's interest in either general policy making or the planning and administration of the School's extension activities.

As to the second point, it was unanimously agreed that direct and continuous consultation between the School's extension staff and local workers' groups was indispensable to effective operation of specific workers' education projects. Only in this way, it was felt, could there be any assurance that the design of the projects would fit the interests and needs of the workers themselves. It was pointed out by the School that this was being done in various communities in the state. Several informal groups of union educational representatives were being consulted currently on proposed extension projects. The conference felt that this procedure might profitably be formalized and made general throughout the state.

Conference on Personnel Problems. A second extension project undertaken by the School's Extension Service during 1945-1946 was a series of three two-day conferences on personnel problems in co-operation with the Association of New York State Cannerymen, Inc. The Association requested the School to provide an intensive review and analysis of current personnel practices which would fit the interests and special problems of the industry. Because of its seasonal character and its requirements for a high ratio of short-period employment of migratory workers, an industry committee helped the School to plan the conferences. The committee felt that a specific program bearing on immediate personnel-management problems in the canning field would be a useful first step in a long-range educational program for the future.

Three conferences with identical programs were held in Rochester, Buffalo, and Syracuse during the week of April 8-13, 1946. This arrangement reflected the geographical distribution of the industry and permitted over 80 per cent of all plants in the state to send representatives to at least one conference. The joint committee (representing the industry and the School) that planned the conferences invited individuals from several other agencies as consultants and as

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participants in the conference program. They included representatives from the New York State College of Agriculture, the United States Employment Service, and Rutgers University (where corresponding training projects had long been conducted). Over one hundred industry representatives attended the three conferences. On a number of points raised in the individual or panel presentations, discussion from the floor was lively in all three conferences.⁹ Plans for the development of future conferences and related training projects were informally made after the completion of the 1946 program.

Classes. Several groups in various communities throughout the state requested that the School organize classes in industrial and labor relations during 1945-1946. Because of the limited extension staff available, the School could undertake only one class project before the end of the first year. A ten-session course on "Current Problems in Personnel Management" was conducted in co-operation with the adult-education program of the Auburn Public Schools during the spring of 1946 (beginning on March 4). Temporary instructors in the course were appointed by the School from the University staff: H. H. Benson, Personnel Director, and Professor A. L. Winsor of the Schools of Education and of Hotel Management. Originally designed as a single course, the wide variety of educational background and experience of forty-odd registrants indicated the need for discussion of the topics at both a general and an advanced level.¹⁰

In addition to the Auburn class, requests came from groups in Albany, Binghamton, Buffalo, Geneva, Ithaca, and Rochester for

⁹ The program of the institutes included the following topics: (1) The Importance of Good Personnel Administration; (2) Management's Responsibility for Good Personnel Administration; (3) Selecting and Training Foremen; (4) Selecting and Training New Workers; (5) Safety Problems in Canning Plants; (6) Job Classification in the Canning Industry; (7) What To Do When Your Employees Ask for Collective Bargaining; (8) Grievances; (9) New York State and Federal Legislation Affecting the Canning Industry; (10) The Relations of the Canning Industry with Farmers and with the Community.

¹⁰ The topics included in the course were: (1) The Organization and Management of a Personnel Office; (2) Training Programs in Industry; (3) Problems in Defining Industrial Jobs and Fitting Workers to a Job; (4) Selection for Promotion; (5) Labor Legislation; (6) Collective Bargaining; (7) Social Security Legislation and Company Welfare Programs.

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classes on a wide variety of topics. Plans were developed during the spring and summer of 1946 for lecture programs and courses in a number of these communities.¹¹ It became apparent that there would be requests for the School to conduct many types of extension programs at various educational levels in co-operation with local civic, labor, and management groups.

Developing the School's Extension Staff and Policies. As the demands on the School's Extension Service proliferated during 1946-1947, the urgency of recruiting additional staff and of defining tentative policies on program became more immediate. With only two part-time staff members available, an active development of a broad extension program was impracticable. As the program itself expanded, the necessity of establishing working policies at a number of points of future action was evident.

By July 1, 1946, the School had appointed additional faculty members: Dr. Alpheus W. Smith, Professor of Industrial and Labor Relations and Assistant Director of Extension; and Miss Effey Riley and Dr. John Thurber, Assistant Professors.

Miss Riley was promoted to an associate professorship in 1947. She is a Cornellian who has taught in the field of workers' education at Cornell, Bryn Mawr, and Northwestern. In preparation for her specialty, she studied workers' education, in the United States and in Europe, on a fellowship. Professor Riley has contagious enthusiasm and radiates hospitality, not only at social affairs, but at Extension Service meetings conducted by the School.

Dr. Alpheus W. Smith, a Cornell graduate, was awarded his Ph.D. by Harvard University in 1932. He has also studied in many libraries in the United States, in Oxford and Cambridge Universities, and in the British Museum. Dr. Smith's experience includes: industrial experience in Turkey and Greece; teaching in adult education in Chicago and Minneapolis; professorships at Northwestern, and at the state universities of Minnesota and Nebraska; writing, public speaking, and participation as a speaker and organizer for radio programs. During

¹¹ The School's extension program in Buffalo on September 30, 1946, was inaugurated by a series of five general lectures (one a week) in Buffalo State Teachers' College. This program was to be followed by regular extension classes designed to meet the interests of the participating groups.

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World War II, Professor Smith held important posts in the U.S. Army, serving in the European and Pacific Theatres. In the Army, he directed and participated in training programs in morale, attitudes, and motivation. Colonel Smith's last Army assignment, before entering the Reserve, was as Commanding Officer and Commandant in charge of the re-education of 26,000 anti-Nazi German prisoners of war, selected for training, before their return to Germany, in principles and practices of democracy.

Dr. John Newton Thurber, graduate of Iowa State College, holds a Master's degree from the University of Iowa, and a Ph.D. awarded by the University of California in 1943. Professor Thurber's training includes a Harrison fellowship at the University of Pennsylvania, and studies, in London, of the administration of England's Poor Laws. Dr. Thurber has been an instructor and extension lecturer at Syracuse University, at the state universities of Pennsylvania and California, and at State Teachers' College, Buffalo. He has done social service and civic work in Buffalo and in Cleveland, where he served as Director of the Workers' Educational Council. He worked on labor journalism in Oakland, Cleveland, and New York City. During World War II, he did personnel work for the Medical Department, in Hawaii.

A more precise definition of working policies was undertaken during the summer of 1946 by the extension staff. Several elements in general extension policy had already been determined.

The School's interest in establishing circulating libraries in industrial and labor relations as an important part of its extension program was implemented through the courtesy of the New York State Library during 1945-1946. A special appropriation of \$5,000 was provided by the Library in its 1946-1947 budget for the purchase of books and documents for circulation, through public libraries, to civic, labor, and management groups in the state. This aspect of the School's extension program was, therefore, well under way. A substantial purchase in duplicate had already been made by the State Library on the School's recommendation, and circulation had begun before July, 1946.

The question of fees for extension classes and other services was reviewed by the School's Advisory Committee at its meeting in June, 1946; it was decided that, for the immediate future at least, all extension activities should be free to enrollees.

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On the School's initiative, the University was elected a member of the National University Extension Association in April, 1946. The School was thus brought into close association with other university extension systems and enabled to develop more effective collaborative relations with other institutions carrying on similar programs.

Several other general policies were also being developed in the light of the first year's experience. One has already been noted—the co-operative development of local programs and projects with the groups interested in particular projects. This co-operation was defined especially as to other institutions of higher education and the public schools. Prior consultation and continuous collaboration were laid down as a regular procedure as to all educational institutions in local communities. Informal consultation with civic, industrial, and labor groups was developed as a current practice during this period.

The Future. This brief record of the first year's extension development in the School can be only suggestive of the great potential of its future. Centered as the School's program and purposes are in an area of economic and social dynamics so critical for the effective preservation and advancement of our democratic ideals and institutions, extension activities are perhaps the major resources available for promoting the general welfare—widely and immediately. As the School's Extension Service develops experience in the field, as it extends its activities to the entire community of the nation's largest industrial state, it may well become the principal link binding the community to the campus toward the achievement of the ultimate goal of co-operative rather than competitive, even conflicting, human relations in industry.

BIOGRAPHICAL SKETCH OF PHILLIPS BRADLEY

By Ruby Green Smith

Dr. Phillips Bradley was the first Director of the Extension Service in the School of Industrial and Labor Relations. Toward the creation of this, the first University school of industrial and labor relations, Professor Bradley made significant contributions before its opening as well as during its first year. He served as director of research and education, 1941-1945, of the New York State Joint Legislative Commission on

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Industrial and Labor Relations and as research assistant to the School's board of temporary trustees (1944-1945).

A new Englander, Phillips Bradley was awarded his A.B. by Harvard University in 1916. He did graduate work in England and Switzerland and received the degree of Ph.D. at the University of London. He also studied on an international fellowship at Woodbrooke Settlement, Birmingham, England, and in the Institut Universitaire des Hautes Études at Geneva, Switzerland.

Dr. Bradley's experience includes teaching at Harvard, Amherst, Vassar, Wellesley, Smith, and Queens Colleges before coming to Cornell. He also taught at Cooper Union, at Columbia Community Summer Session, and on the graduate faculty of political and social science of the New School for Social Research. He served as consultant to the U.S. Department of Agriculture, the New York State Civil Service Commission, and the U.S. Immigration and Naturalization Service. He has been a trustee and officer of the Queens Borough Public Library and of Dillard University. He is the author of *Can We Stay Out of War?* and *American Isolation Reconsidered*. He is the editor of *Democracy in America* by Alexis de Tocqueville, and, since 1940, of a series of books, *American Government in Action*.

Dr. Bradley resigned from the faculty of the New York State School of Industrial and Labor Relations in September, 1946, to become Director of the Institute of Labor and Industrial Relations at the University of Illinois.

THE SECOND YEAR OF EXTENSION SERVICE

By Lynn A. Emerson ¹²

Based upon the foundations laid during its first year of operation, described in the preceding pages, the New York State School of Industrial and Labor Relations got under way with an expanded program of extension service during the fall of 1946. At an early stage it was found necessary to develop a set of policies and procedures on

¹² Dr. Lynn A. Emerson, Professor of Industrial and Labor Relations, was Acting Director of Extension, September 1946-June 30, 1947. For biographical sketch, see pp. 539-540.

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which the program could be based, and these were outlined as follows:

Basic Policies

(1) Before any program was undertaken in a community, leaders in labor and management were to be consulted, and the program was to be developed with their assistance.

(2) No formal advisory committees were to be established.

(3) There would be no joint sponsorship of programs. Each program would be operated and financed solely by the School.

(4) All courses would be tuition-free.

(5) At least for the first year, all courses would carry no academic credit.

(6) Courses would be limited to such subjects and fields as were directly related to industrial and labor relations.

(7) Most of the courses would be open to representatives from labor, management, and the public. Some special courses might be designed to meet the needs of specific groups.

(8) Most courses would be held in public buildings.

(9) Before any program was undertaken in a community which had other institutions of higher education, officials of these institutions would be informed concerning our plans and efforts made to avoid duplication of offerings.

Plan of Procedure. In line with these policies, the typical procedure in getting a program under way in a community included the following steps:

(1) Providing for local representation of the School, on part-time or full-time basis, to handle correspondence and promotion.

(2) Conferring with union representatives, management representatives, and civic organizations, concerning proposed programs.

(3) Arranging for physical facilities for the classes or lectures.

(4) Securing the instructional staff, through assignment of teachers from Ithaca and the securing of local persons, including checking to make sure that instructors were acceptable to labor and management.

(5) Planning the instructional offerings in detail, including course titles, general coverage of the courses, schedules, and the like.

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- (6) Planning the publicity program, including posters and folders, newspaper and radio station contacts, talks before union and management groups, and development of mailing lists.
- (7) Conference with instructors concerning the policies of the School.
- (8) Planning the routine procedures concerning registration of students, record keeping, and certificates of attendance.
- (9) Planning the fiscal aspects, such as rates of pay for instructors, compensation for janitors, rental of space, payroll procedures, and compensation for travel costs of instructors under certain conditions.
- (10) Arranging for library loans from the State Library, and making plans for the handling of books.
- (11) Clearance with other educational institutions in the area.

Some of these activities were carried out by the local representative, but the newness of the program required much assistance from the Ithaca headquarters.

Scope of the Program. During the year 1946-1947 extension activities were carried on in eight centers: Albany, Buffalo, Binghamton, Auburn, Niagara Falls, Glens Falls, Utica, and Ithaca. A total of 63 classes were offered in these centers, with a total registration of 2,740. In addition, four series of lectures were provided, with a total registration of 1,042 persons.

The Buffalo program opened with a series of five lectures, beginning September 30. This was followed by one series of classes before Christmas and one after the holidays. In Auburn the lecture series was conducted during the late fall, and the class was started in January. All the other programs were operated during the late winter and spring months. In Albany and Glens Falls, two groups of classes were held on the same evening, one following the other, making it possible for a student to take two courses in one evening. In the other centers no double sessions were held.

Community Contacts in the Development of Local Programs. Many different local organizations are interested in the field of industrial and labor relations, and in the development of local programs many contacts are desirable. Local unions, management organizations, the public schools, chambers of commerce, Y.M.C.A. and Y.W.C.A., and

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various other civic groups, were consulted in setting up the extension program for 1946-1947. These contacts vary in the different communities. In a community where labor and management have got along well with each other, and where the leaders are on friendly terms, it is possible to work with mixed groups in setting up the plans. In those cases where interunion rivalry is prominent, or where management and labor groups have not been co-operating with each other, the procedure has been to meet with separate groups. It is expected that later these groups may be brought together for joint conference.

The co-operation of these various groups has been exceedingly helpful in getting the program under way. They helped in laying plans and assisted greatly in publicizing the courses through their memberships.

Physical Facilities for Extension Lectures and Classes. In all cases the lecture series were held in auditoriums of public-education buildings—in Buffalo, at the State College for Teachers, elsewhere in high school auditoriums. The classes were generally held in high schools, through co-operation of the adult-education service of these schools. In Buffalo, the State College for Teachers furnished classroom space. In Binghamton the classes were held in the Y.M.C.A. Certain classes in Buffalo and Utica were held in union halls. The Y.W.C.A. in Buffalo also provided space.

In general, classes open to all persons were held in the public buildings. Classes designed especially to meet the needs of certain groups, either union or management, were held in union halls or on the premises of the industry for which the course was offered.

Administrative Structure of the Program. The extension program was directed from the offices of the School in Ithaca. In the larger cities, Buffalo and Albany, branch offices were established. In Buffalo space was provided in the State Office Building, and a full-time district director was employed. In Albany, space was obtained on a part-time basis, with a part-time local director. This was true also in Binghamton. The program in the other centers was administered either from Ithaca or from one of the local offices.

The planning and administration of the extension program was handled partly through group effort of the full-time administrative staff and partly through individual assignments. As much of the work

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undertaken was new and untried in this particular setting, a considerable amount of the planning was done by the whole extension staff under the leadership of the Acting Director of Extension [Dr. Emerson]. The staff included Dr. Alpheus W. Smith, Professor and Assistant Director of Extension; Associate Professor Effey Riley; Assistant Professor John N. Thurber and Assistant Professor Eleanor Emerson.

Miss Eleanor Emerson was appointed Assistant Professor in 1946. She is a graduate of Vassar College. Her experience in educational work, in the field of industrial and labor relations, includes holding positions as Director of Labor Relations for the Equitable Insurance Company in Pittsburgh, Pennsylvania, as Field Examiner for the National Labor Relations Board, and as State Supervisor of Workers' Education in Pennsylvania.

Professor Smith handled the public relations for the program and participated actively in the teaching of classes in Human Relations in Industry, at Buffalo, Binghamton, and Ithaca. Professor Riley handled much of the field organizational work, setting up the programs at Buffalo and Auburn. Professor Thurber taught courses at Buffalo, Niagara Falls, and Binghamton. Professor Eleanor Emerson handled courses at Buffalo, Albany, and Utica.

The work in Buffalo and Niagara Falls was under the local direction of Miss Lois Spier, who not only managed the program in that area but taught several of the courses. In Albany and Glens Falls, the work was under the local direction of Dr. Egon Plager who served on a part-time basis. In Binghamton, the district representative was Edwin V. Chandler who also served on a part-time basis.

During this formative year of the program the personnel of the Ithaca office spent a great deal of time in the field, laying plans for the classes, recruiting students, and supervising the classes. As the program develops and the field organization assumes a more permanent form, it is probable that more of this work will be handled through local offices.

The Extension Faculty. The sixty-two courses offered in extension during 1946-1947 were taught by twenty-eight different instructors; six of these were from the full-time Cornell University faculty, and the rest were recruited on a part-time basis. Six of these part-time instructors were faculty members of other universities. Three were per-

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sons active in the labor movement. Three were connected with state or federal boards concerned with labor-management problems. Four were from industrial personnel departments. Five were attorneys or arbitrators. One was a graduate student at the School.

In selecting instructors for part-time service it has been difficult to find persons who were qualified to teach the required courses, who were available, and who were satisfactory to both labor and management. Most of those selected had had previous teaching experience with adult groups.

There are distinct advantages in having some members of the Cornell faculty at Ithaca participate in the extension program. They are able to carry into the field some of the materials developed and used on the campus; and the contact with extension groups has values for the resident teaching on the campus.

Course Organization Patterns. Considerable variety was found in the patterns of organization of the various courses. In Albany and Glens Falls the double-session pattern was used, with one class starting at 7:00 P.M. and running to 8:15 P.M., followed at 8:15 P.M. by another class of equal length. This permitted the student to take two courses each evening and made possible the use of the same instructors to teach two classes in one evening. This procedure left little time for instructor-student conferences and probably will not be used for later programs. Generally the practice was to hold only one session per evening, with the class meeting for $1\frac{1}{2}$ to 2 hours. Most of the classes were held in the evenings, with a few day courses offered to provide for special groups. Two of these special classes met at the close of the working day, and one class was held in the morning to accommodate shift workers. All classes were scheduled on the basis of one session per week.

The number of sessions per course varied from four to ten. The experience of the year seems to indicate that for most courses the most desirable pattern is a ten-session unit, $1\frac{1}{2}$ to 2 hours in length, meeting once a week.

Educational Procedures and Methods. A great variety of procedures and methods were used in the classes during the year. Some were handled largely on the lecture basis. Others included lecture or presentation followed by discussion by the group. Some were definitely

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of the conference type, in which the topics discussed grew out of the interests of the class. The laboratory type of procedure, in one sense, might be used to describe the classes in parliamentary law, in which the students carried on the functions of meetings under fixed rules of order. In one class students from the Cornell campus demonstrated collective bargaining procedures, under the leadership of an experienced arbitrator, followed by discussion by the class. Visual aids, used to a limited extent, included motion pictures and film strips. The School is building up its library of visual aids, and in future years it is probable that greater use will be made of audio-visual material.

Courses Offered. A considerable range of courses was offered; some were of general interest to all groups, others were designed to meet the needs of special groups. The following list, showing typical course titles, indicates the extent of the offerings:

- Introduction to Industrial and Labor Relations
- History of the American Labor Movement
- Parliamentary Law and Effective Speech
- Contract Negotiation and Collective Bargaining
- Mediation and Arbitration
- The Shop Steward's Role in Industrial and Labor Relations
- The Foreman's Role in Industrial and Labor Relations
- Human Relations in Industry
- The Role of Law in Industrial and Labor Relations
- Current Trends in Labor Legislation
- Labor Law and the Unions
- Labor Law and Management
- Introduction to Labor Economics
- The Economics of Wages
- Stabilized Employment and Wages
- Introduction to Personnel Management
- Special Management Problems
- Special Labor Problems
- Grievance Procedures
- Human Relations in Mediation Cases
- Shop Stewards' Training
- Personnel Staff Training
- Problems of Women Industrial Workers
- Union Education Committee Training

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The Student Body. The students represented a considerable range in primary interests, age, background, education, and the like. Analysis of a considerable proportion of the total student body, with respect to their interests as indicated by the jobs they held, brought forth the following data:

| | <i>Union</i> | <i>Managem't.</i> | <i>Gov't.</i> | <i>Other</i> | <i>Total</i> |
|---|--------------|-------------------|---------------|--------------|--------------|
| Registrations | 498 | 820 | 311 | 392 | 2021 |
| Certificates awarded for satisfactory attendance | 294 | 501 | 191 | 239 | 1225 |

In interpreting these data it must be kept in mind that there is difficulty in deciding into which category a given student should be placed, as in some cases a person may be a union member and also in a supervisory capacity. In general, however, the data give a picture of the relative attendance of persons in these groups. The proportion of students in the government category at Albany was naturally much higher than in the other centers. The union group in Buffalo was proportionally higher than in the other cities.

State-Wide Coverage. During the year 1946-1947 activities were carried on in only eight centers, a small portion of the state as a whole. No courses were offered in New York City, Rochester, Syracuse, or in most of the smaller centers. It is expected that in the years ahead the coverage will expand to include many more cities.

Problems Ahead. The year 1946-1947 was one of frontier development, of exploring ways of providing effective extension service in the field of industrial and labor relations through an initial program large enough to furnish data for future development. The program will need to be expanded to cover unoccupied geographical areas, and unmet needs from the standpoint of adequacy of coverage in content and persons reached in the areas in which work has already been started. New methods and techniques will need to be developed and new areas of content explored. The needs for extension service of this type are great.¹³ The School of Industrial and Labor Relations at Cornell faces a large and challenging opportunity.

¹³ During the third year (ending June 30, 1948) demands for the Extension

BIOGRAPHICAL SKETCH OF LYNN A. EMERSON

By *Ruby Green Smith*

Dr. Lynn A. Emerson is a graduate of the University of Minnesota and did graduate work at the University of Chicago and at New York University, where he was awarded a Ph.D. in Education.

Dr. Emerson's business and industrial experience was acquired in Minnesota, Washington, and Wisconsin. He has taught science, mathematics, and industrial arts, and administered vocational education as State Supervisor in Maryland. At Cornell he has served as Professor of Industrial Education in the College of Agriculture and as Assistant Dean in the College of Engineering. He has also taught resident and extension courses in industrial education and guidance in New York City, where he was Visiting Professor at New York University. He has served in research or as a consultant for the following groups: National Youth Administration; President F. D. Roosevelt's Advisory Committee on Education, 1937; Illinois Legislative Commission on Facilities for Higher Education; New York State Committee on Technical Institutes; School Survey in New Haven, Connecticut; and the Working Committee on Vocational Technical Training, U.S. Office of Education, of which he was chairman.

Dr. Emerson's publications include *Auto Repair Practice* (of which he was co-author), articles in vocational and industrial periodicals, and reports of committees and commissions. He was also editor of twenty-six War Training Monographs published by the New York State Education Department.

The first Dean of the New York State School of Industrial and Labor Relations, Irving Ives, resigned after his election as a United States

Service of the State School of Industrial and Labor Relations resulted in the following expansion: programs increased from 63 to 124; registered nonresident students from 3,782 to 5,789; and the number of cities where such instruction was given increased from 8 to 18. Through lectures and conferences on industrial and labor relations, an additional 20,177 persons were reached in 166 places in New York State and in 7 places outside the state. Thus through school classes, lecture series, conferences, and specialized projects, the Extension Service reached a total of 25,966 persons during that year.—R. G. S.

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Senator in 1946. In the New York State Legislature, Senator Ives had been a leader in the work that resulted in the establishment of this school at Cornell. In July, 1947, Dr. Martin P. Catherwood was appointed as Dean Ives's successor. Dean Catherwood, a graduate of the University of Illinois, was awarded his doctorate in 1930 by Cornell, where he became Professor of Public Administration in the Department of Agricultural Economics. He had been granted leave by the University in 1941 to serve New York State as Commissioner of Commerce for six years.

Glimpses of the Philosophy and Future of the State Extension Service

The best of prophets of the future is the past.

—BYRON

Philosophy is the highest music.—PYTHAGORAS

A FORMULATION of the philosophy of the New York State Extension Service is here presented in the hope that it may help extension workers. This philosophy becomes apparent when the eventful history of extension work is reviewed in a search for its ideals, causes, purposes, policies, unity, and significance. Synthetic interpretations of its history reveal generating principles that are timeless. These principles constitute a philosophy that can help extension workers to see the interrelationships of their work. They may get from this philosophic "frame of reference," as they translate theory into action, what Leonardo da Vinci claimed to be "the noblest pleasure, the joy of understanding."

In the fairy story, "Hansel and Gretel," their wicked stepmother tried to lose the children in a pathless forest. But in his pockets Hansel carried white pebbles which he dropped along the outward way, marking a path for leading his sister out of the forest. These white pebbles may be compared with a guiding philosophy for Extension Service, which may keep its devotees from losing their way.

A FORMULATION OF THE PHILOSOPHY

Among the philosophical principles that mark pathways to successful extension service are:

- (1) *Educational programs.* Persistence in clinging to educational

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programs, notwithstanding allurements of possible social or commercial entanglements.

(2) *Basic knowledge.* Reliance upon accumulated knowledge of science and of art, continually supplemented by research, as a firm foundation for extension programs.

(3) *Adaptability and definition.* The making of clear, definitive programs, plans, projects, and purposes that possess enough flexibility to provide for their adaptation to varied situations and to changing conditions.

(4) *Science meets practice.* Faith that programs are made more vital through friendly contact between those engaged in farm, home, or industrial and labor practices, and those whose teaching is based on research in the arts and sciences embraced in agriculture, veterinary science, home economics, and industrial and labor relations.

(5) *Organizations.* Belief in organized self-help by the people, working in extension organizations that are never exclusive, participation or membership being open to all. Maintenance of Extension Service organizations for nonpartisan public service, avoiding organized selfishness that seeks to secure "the rights" of special segments of society. This kind of organization for the state Extension Service has evolved from well-defined relationships between representatives of the people and of Cornell University. Extension organizations provide for participation by the people and by the University in determination of programs, budgets, personnel, and policies—relationships that create mutual good will, confidence, and respect.

(6) *Co-operative relationships.* Co-operation should always be cultivated between the people and their public institutions, and between the Extension Service and other organizations. A distinguishing characteristic of the Extension Service is co-operation between all states and territories in the United States, furthered through the American Association of Land Grant Colleges and Universities. Dr. Clarence B. Smith, retired national director of extension in the U.S. Department of Agriculture, has written: "Its cooperativeness—national, state, and local—is the unique distinguishing feature of America's Cooperative Agricultural and Home Economics Extension System. That is what makes it adaptable and strong and insures its permanency."

(7) *Democracy.* Progress depends on observance of L. H. Bailey's

definition: "The first principle in democracy is to let control of policies . . . rest back directly on the people. . . . The College . . . should not remove responsibility from the people . . . or offer them the kind of cooperation . . . that only allows the cooperator to approve what the official administration has done."

(8) *Local leadership*. Every community has natural and potential leaders. Skill and tact must be used in selection and training of volunteer lay leaders whose will to work and recompense are in terms of social, intellectual, and psychological satisfactions.

(9) *Local option and responsibility*. The people are capable of defining local needs and interests, of making their own decisions regarding programs they want, and of helping to guide professional extension workers in their selection of knowledge that can be applied to life. Local people can and should take responsibility for local arrangements, including places where teaching is done, records, and advanced and aftermath publicity. In New York State local people have learned to take responsibility for securing county appropriations for the Extension Service.

(10) *Experimental attitudes*. Extension Service teachers should be willing to experiment with teaching methods and to abide by results.

(11) *Encouragement of supplementary programs*. The history of New York's Extension Service reveals that the people see in it possibilities of implementing many of their cultural aims, in addition to getting training for vocational work. Programs that supplement those offered by the State Colleges mark the people's creative initiative in using their extension organizations to secure instruction in many subjects. These subjects, taught by local or by other experts, are financed locally. Such supplementary programs broaden the usefulness of extension organizations. Although Cornell could not participate actively in starting many of these supplementary programs, because extension specialists were not available to aid in their development, some of these programs have led to the provision of funds for extension teaching by additional University departments.

(12) *Recurrent training*. Volunteer local leaders and professional personnel must be offered periodic training to keep them abreast of new knowledge and of new administrative, organizational, and educational methods.

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(13) *Spiritual values.* Extension workers need to have faith in spiritual values and to recognize the human relationships that contribute to what the ancient Greeks called "the good life." They should believe that in the kind of homes, farms, and industries which are goals of extension service "man cannot live by bread alone"; that it is not enough for people to have food, shelter, and clothing—that they aspire also to find appreciation, respect for individuality and human dignity, affection, ideals, and opportunities. These are the satisfactions that belong to democratic living. As L. H. Bailey wrote: "Democracy is a spiritual power or product in a people. It is invisible. Spiritual forces are stronger than guns." This conquering power of spiritual values was demonstrated tragically during the grim days of World War II when mass murder fell from the skies on Holland, London, Pearl Harbor, Poland, Stalingrad, and China, for the people manifested the best in human nature—spiritual qualities of courage, kindness, humor, devotion to duty—inspired by master qualities of humanitarian realism and shining idealism that Hitler never understood.

(14) *Freedom and responsibility.* Cornell's tradition of freedom with responsibility means individual liberty with due regard to the liberty of others; this means that the best educational program has responsible students and great teachers who have genuine interest in their specialties and their students.

(15) *Loyalty.* Love and appreciation of New York State and of the United States are of fundamental importance to success of the state Extension Service.

(16) *Ultimate purposes.* The paramount consideration in Cornell University's extension teaching should be not merely production, manufacture, and marketing of foods, fiber, and machines, or adequate housekeeping and homemaking, but the progressive development of the greatest asset of any state or nation—the people.

Collective experience derived from the state Extension Service increases at such a rapid pace as to leave observers somewhat perplexed, if not bewildered. History is made rapidly when the dramatis personae includes, as it did in 1948, more than two hundred thousand people who are impelled by the conviction that education does not end with school but with life.

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Eager nonresident students of Cornell now study in thousands of classes, far from the University—in farm fields and buildings, in assembly halls, schools, churches, community centers, laboratories, Extension Service headquarters, homes, factories, theaters, playgrounds, parks, gardens, and woodlands. In contrast with the frequent skepticism that greeted pioneers in the Extension Service, the attitude of today's extension students on Cornell's state-wide campus can be well pictured in the words of James Truslow Adams: "They were the people who wanted . . . to be all that they could make themselves, by risk, danger, and work. They were . . . those for whom the American Dream was a shining star to be followed at every hazard."

The shining star of the Cornell dream of a university that would serve the people of the state shone but dimly when Ezra Cornell, in his dedicatory address at the opening of the University, October 7, 1868, said: "I would found an institution where any person can find instruction in any subject." This sentence, adopted as the motto of Cornell University, seemed to be an extravagant vision that day when Morrill Hall stood on the unkempt campus in stark dignity, alone, except for a wooden tower on the present site of the University Library steps. When the "Bells of Cornell" rang first from this tower, even their inspiring music must have seemed but a gallant accompaniment to the dauntless courage of two men, ill from fatigue, President Andrew D. White and Mr. Cornell, his colleague in creation of the University. The vision of Mr. Cornell must have seemed even more unreal when George William Curtis, in his dedicatory address, compared the young University to a newly launched ship. Dr. Andrew D. White later confessed, "Curtis's simile was so perfect that I felt myself indeed on the deck of the ship, but not so much in the character of its 'chosen captain' as of a seasick passenger. . . . My mind was pervaded by our discouragements—by a realization of Mr. Cornell's condition and my own, the demands of our thoughtless friends, the attacks of our fanatical enemies, the inadequacy of our resources." But events have proved that Cornell's motto expresses Mr. Cornell's foresight, for the University curriculum has expanded repeatedly to include additional areas of knowledge. And the Extension Service has expanded its areas of systematic instruction also to add to the agricultural teaching with which it started more comprehensive curricula from agriculture and

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from three other divisions of the University—Veterinary Science, Home Economics, and Industrial and Labor Relations. All of this extension teaching represents a persistent expansion of the University's conception of its obligation to the people as New York's land grant institution; its "People's Colleges" now include far broader conceptions of public service than were contemplated when the Morrill Land Grant Act became a law in 1862. Of this Act, Andrew D. White wrote: "In all the annals of republics, there is no more significant utterance of confidence in national destiny from the midst of national calamity."

The greatest source of the strength of the Extension Service is inherent in its democratic methods. It is one of the world's largest experiments in democratic education, for in it students participate with their teachers in the development of organizations and programs. Although threatened by two world wars and several depressions, it has survived and grown prodigiously, both qualitatively and quantitatively. It has been strengthened by its resourcefulness in meeting emergencies that have liberalized its curricula and increased its public support.

Since the safest prophecy is based on history, it is reasonable to anticipate that the New York State Extension Service will be supplemented gradually by extension teaching from other departments of Cornell University. This prophecy is based on records of Cornell's extension teaching that started in a single subject in 1876. This venture was followed by generalized offerings from a single college. As this book goes to press, the state Extension Service includes specialized and comprehensive programs that relate to nearly every subject that is taught in four of the major divisions of the University.

In 1947, the demands for the teaching of agriculture, home economics, and industrial and labor relations were so heavy that the 203,711 extension students outnumbered the 10,143 who were resident students of Cornell. Field work of the New York State Veterinary College is not included in this total of nonresident students because this College has no extension student enrollments that are comparable with those of the other three divisions.

Another expansion of Cornell University's extension teaching occurred during World War II. Professors of the College of Engineering conducted extension courses as part of the University's "Engineering, Science, and Management War Training Program," federally financed.

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This work is recorded in the "Report of the President" of the University, published in 1943: "During the year July 1, 1942, to June 30, 1943, courses were offered at 15 centers in New York State, in addition to courses on the campus at Ithaca. In this program 293 courses were offered, 9096 students were enrolled, and approximately 400 companies were served." This teaching was under the direction of the following professors: Dean S. C. Hollister, a former vice-president of Cornell; Assistant Deans Arthur S. Adams, formerly Provost of the University, W. L. Conwell, and Lynn A. Emerson, since 1946 professor in the State School of Industrial and Labor Relations.

The continuous expansion of the Extension Service, for both youths and adults, indicates that the Cornell faculty is conscious of its obligations to the people. It is in keeping with a recommendation in the December, 1947, report of President Harry Truman's National Commission on Higher Education: "Adult education, along with undergraduate and graduate education, should become the responsibility of every department or college of a university."

Professors from other than the state institutions at Cornell, and from other universities, have done occasional extension teaching in their margins of time, with expenses paid by New York State's Extension Service field organizations. Such teaching has been done by professors of literature, journalism, history, law, sociology, government, civics, philosophy, dramatics, music, health, engineering, psychology, internationalism, and fine and applied arts. The extension organizations have also employed teachers for other supplementary programs of cultural value (as described in other chapters), and the scope of these programs, locally initiated and financed, furnishes convincing evidence that farmers and homemakers, organized originally to study agriculture and home economics, possess many other cultural interests. In the future, when it can be financed, response by Cornell to these interests would be in keeping with the first of Andrew D. White's "foundation ideas" for the University—"the close union of liberal and practical education."

If and when Cornell, through what Dr. White called the University's "living union with people of the State," continues to enlarge areas of learning in which extension teaching will be done, there may come to pass what was referred to in 1897 by the ambitious but perhaps

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prophetic name, University Extension. If people of New York continue to stimulate a broadening of its curriculum and to secure increasing public funds for its support, the New York State Extension Service may emanate eventually from many more of the divisions of knowledge at Cornell—to carry more of the University's torches of learning to all parts of New York. Then, in Shakespeare's words, it will be true of this history that "the past is Prologue."

SKETCH OF THE AUTHOR

By *Mary Geisler Phillips*

THE AUTHOR of this book, Ruby Green Smith, is affectionately known as "Aunt Ruby" to thousands of American families and to many former Cornell students. Her official title from 1932 to 1944 was "Professor in Extension Service and State Leader of Home Demonstration Agents." These two names signify the breadth of this educator's personality. As Aunt Ruby, she is understanding, warm-hearted, generous, witty, and genuinely interested in every life she touches; as State Leader she was an able administrator, managing an annual budget that grew to more than \$500,000, a wise teacher, with sound knowledge of educational principles, and a skillful leader.

Her roles as champion of homemakers and as an organizer of urban and rural extension work in New York State are only two that this remarkable woman has played in the life of Cornell University. Her husband, Dr. Albert W. Smith, was Dean of Sibley College of Engineering and later Acting President of Cornell. The door of hospitality always stood wide open at their house, and students and faculty alike trooped to their fireside for social and spiritual refreshment.

Dr. and Mrs. Smith had to carry the burden of the entertainment expected of a dean and of the president of a big university, but even at formal functions, the ready humor, the easy cordiality, and the true friendliness of this ideally mated couple shone forth, and their home was truly a beacon of "the good life."

But there was another side to the homemaking of Ruby Green Smith. Without stint, she devoted herself to her husband's writing of nine books of poetry and of prose—she encouraged him, gave helpful criticism, and investigated sources for him. In dedicating his book, *Poems*, to her, Dr. Smith gratefully acknowledged his debt in a poem, "To Ruby." In his book, *Ezra Cornell*, he expressed his appreciation thus: "To my wife, Ruby Green Smith, who has stirred up the dust in many old books, letters, and newspaper files, searching for glimpses of the mind and heart of Ezra Cornell. Her interest was helpful on

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every page, and her gentle urging brought this book to completion after many days."

In the papers of Professor George L. Burr, Professor of History, found after his death, is the following note, written in his own hand, which was to be included in the Cornell University faculty resolutions adopted when Acting President Smith retired:

. . . nor can we forget the collegue-ship in the high duties of these last months [while Dr. Smith was acting as President] of Mrs. Smith. Her generous self-devotion and her rare executive ability, not less than the powers of her mind, and the graces of her character, have laid the whole university, and, not least, the members of this faculty, under a lasting debt.

Mrs. Smith had requested that this reference to her be omitted from the resolutions "lest it destroy the unity of the tribute to A.W.S."

Still another side to Mrs. Smith's character is made clear in a paper she wrote for the annual meeting of the New York State Federation of Home Bureaus in 1936. It was entitled "Humor and Play in the Art of Living." She began:

Amidst the serious discussions of this conference, it is important to remember the lighter, gayer aspects of the art of living, to accent the significance of radiant smiles and laughing play in making home life cheerful and in creating community spirit. . . . Play and humor may run through the days like a golden thread, causing life to shine, even during hours fraught with heavy work and serious problems.

Dean Smith and his wife had their hours filled with "heavy work and serious problems" indeed, but they found fun in the daily adventure of living within and outside the home. They joked with each other and joked with their children—they were a laughing family, and their laughter was compounded of security in their relationships with each other and good will toward others.

In her talk at the annual meeting of the Home Bureau Federation in 1936, after reminiscing about the family fun they had with original limericks, composing them to fit many occasions, Mrs. Smith continued:

Humor helps the day's work to run smoothly. The busy homemaker, with her more than a dozen occupations, especially when her children are little, needs a sense of humor to enjoy her strenuous day. . . . The amiability

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of even one member of a family, with a soft voice, colored sometimes with laughter, can build up a home's nervous tone, to which all, especially children, are so sensitive.

"A soft voice colored with laughter" exactly describes the voice of Ruby Green Smith, and her children must have had a most happy childhood. There were three of them, Alpheus W., Dorothy, and Ruth. Ruth and Alpheus were graduated at Cornell, and Dorothy at her mother's Alma Mater, Stanford University, where Ruth studied for two years. Alpheus had industrial experience in Greece and Turkey, and became a professor of English at Northwestern University after he was awarded a Ph.D. by Harvard. At the outbreak of World War II he entered the U.S. Army and became a Colonel. His was the highly important psychological work of the Army's Education and Information Division, which provided educational opportunities for officers and enlisted men in all theaters of the war. He was also Commanding Officer and Commandant for the work of re-educating selected German prisoners of war, who would go back to Germany and teach their fellow countrymen the principles of democracy. After four years of war service, in 1946 Colonel Smith accepted a professorship at Cornell in the State School of Industrial and Labor Relations. His wife, who was Laretta Nichols, is a graduate of the University of Wisconsin. They have one son, Strether. Dorothy married Harold Reynolds, a Cornellian, now a business executive of New York City, and became the mother of two sons, Harold, Jr., and Stuart. When she died before the boys were grown, it was to Mrs. Smith that the bereaved family turned for sympathy and guidance. She opened her heart and her home to them and has done much to help her Cornellian grandsons to fine manhood. Ruth, the younger daughter, is married to a college professor of history, a Cornellian, Dr. Robert P. Ludlum, Vice-President of Antioch College. They have two daughters, Susan and Margaret.

What was the background that produced this many-sided, brilliant personality? Ruby Green was born on a farm in Indiana, the daughter of a country doctor and a teacher. She was graduated from the Knightstown, Indiana, public schools, and while she was still young her father died. Her dauntless mother managed to give the three children a college education, the two girls were sent to Stanford, the son to Cornell.

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After graduation, Ruby became an instructor, received her Master's degree, and was awarded membership in Sigma Xi and Phi Beta Kappa at Stanford. There she married Albert W. Smith. He was called to Cornell, where Mrs. Smith obtained her Doctor of Philosophy degree; she also became a Fellow of the American Association for the Advancement of Science.

Her life must have been unusually full, for besides her scholarly pursuits and the care of three children, she found time to start a co-operative play school, the Cayuga Bird Club, the Ithaca Housewives' League, and the Farmers' Markets in Ithaca and in eleven other cities. She also was active in the establishment of Ithaca's land- and water-bird sanctuaries and assisted her husband in the development of Stewart Park in Ithaca. She was chairman of the Cornell Campus Club's co-operative buying, an effort to raise professors' salaries indirectly by increasing their buying power.

When America entered the first World War, and while her husband was on leave from Cornell for war service in Virginia, Mrs. Smith was asked to serve in Washington, D.C., as Specialist in City Organization for the Extension Service of the U.S. Department of Agriculture to direct emergency urban home demonstration work. In this position she traveled widely, organizing the city homemakers in groups guided by urban home demonstration agents.

A month before the end of the war, "Ed" Babcock asked Ruby Green Smith to come back to Ithaca and become his Deputy State Food Commissioner, to do for farm women what he was doing for the farmers. She accepted, and late in 1918 began her connection with the New York State homemakers. When the war ended, the wartime organizations of homemakers with whom Mrs. Smith had been working in New York State organized, at her suggestion, the county and city home bureaus of the state Extension Service.

Because of her genuine and sympathetic liking for people, her rare scholarly attainments, her executive ability, and her broad vision of a working democracy, she soon became a prominent leader of women; she served as Associate State Leader of Home Demonstration Agents until 1932 when she was made State Leader. Mrs. Smith has an unusual ability to inspire others to work for a cause. She has always kept her goal in mind and expresses it thus: "Democracy is not only a form of

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government; it is a way of life. Democracy's principles of respect for human dignity, its cultivation of individuality, and its organization for co-operative living are all to be found in the kind of homes that are the goal of home demonstration work."

Throughout her active service "democracy" was a word often on Mrs. Smith's tongue—she talked it, lived it, taught it, had faith in it. At a regional conference of the Associated Country Women of the World held at Ottawa, Canada, in 1941, she chose as the title of her talk, "Human Aspects of Democracy." Eloquenty she spoke of the need for a "democratic peace," and of the qualities women need if they are to take an active part in international affairs. Then she continued,

It is essential that we cling to co-operative, democratic ways in our homes, in our communities, in our organizations, thus strengthening democratic strongholds in our society—for democracy is not some "far-off divine event." Its principles are the same as those which guard in homes what the ancient Greeks called "the good life."

So many of the hundreds of speeches, annual reports, and other published writings of Mrs. Smith are quotable that it is difficult to choose which to include in a short article of this kind. She is best known, not only in her own state, but in every state of the Union for the Home Bureau Creed (figure 109). More than 550,000 copies of this Creed have been distributed, and many are the homemakers who live by its words.

When asked recently what she thought was her most important contribution to the Extension Service, Mrs. Smith replied: "The introduction of community programs. Community affairs are only a larger housekeeping than that of the home. It is the homemaker's responsibility to take part in the life of her neighborhood, her county, her state, the nation, and the United Nations."

Mrs. Smith started civic projects as early as 1919. In her annual report, on New York State's home demonstration work, in 1920, she said: "Whatever the monetary value of community enterprises, their real value is to be found in the educational, social, civic, character-building, human values which are discovered, stimulated, or brought to satisfying self-expression through public service."

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In 1944, when Mrs. Smith left active leadership of home demonstration work, she said: "Twenty-three years of Home Bureau experience in working co-operatively to try to make one's community the best of communities helped to prepare women of the home bureaus to play active parts in war work since they were acquainted with the power of organized effort."

While she was closely associated with New York in the work of adult education for homemaking, Mrs. Smith's influence spread throughout the United States and beyond both oceans. She was one of two women from the United States to address the Conference of the Associated Country Women of the World in London, England, in 1939. She has traveled in every state of the union with the exception of two, and wherever she has worked women have been inspired by her high ideals and enthusiasm to reach toward the goal of "home life at its best." To quote her once more: "Home, magic word of memories, refuge in joy and in sorrow, where courage, strength, and faith are renewed, where trials and triumphs are shared, where friendships ripen; shelter of childhood, goal of youth's dreams of love, retreat for the sunset years; prime source of human progress and happiness."

On June 30, 1944, Mrs. Smith moved her office from Martha Van Rensselaer Hall to her home, where she has written this history of the New York State Extension Service. She was honored during National Home Demonstration Week, May 5 to 12, 1946, at a reception given by the College of Home Economics. At that time she received a national citation from Dr. M. L. Wilson, Director of the federal Extension Service. It was presented by her early colleague, "Ed" Babcock, chairman of the Board of Trustees of Cornell University. Her life had come full cycle. The citation reads, in part:

This is to certify that Dr. Ruby Green Smith has contributed twenty-eight years of loyal and conscientious service to the growth and development of Cooperative Extension Work. Through two world-wide wars and a period of grave national economic crisis she has contributed of her professional talents toward inspiring and encouraging great numbers of homemakers to hold fast to the ideals of family and home. Under her able leadership, the home demonstration extension programs sponsored by the New York State and County Home Bureaus . . . have become an exemplary basis of practical home demonstration . . . development. Her contributions in the

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field of adult education . . . will serve as a permanent landmark in strengthening the . . . family, which is the core of . . . democracy and society. . . .

Mrs. Smith has paid the following tribute to New York State:

Is there in all the world a place as fair as New York State?

Mountain and forest grandeur, hills and gracious valleys so inviting; villages so attractive, cities so great? Brooks, rivers, lakes, and seashores so enchanting; bright flowers and birds so bountiful? Farms and industries that yield so much? Landscapes so inspiring? Homes and people so interesting? Opportunities so abundant? Science, art, and freedom so creative?

Fair Land of Beauty, so worthy of our service and our love!

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