

The Way I See It



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IN THE BEGINNING

I don't think titles make too much difference when you are reaching the objective. I don't know if any of you noticed in the paper this morning a little item which interested me. A fellow over in Kansas yesterday decided to go rabbit hunting. He and his partner ran a filling station. The man went on his rabbit hunt but he didn't shoot, he didn't even find a rabbit. But, in the meantime, a jack rabbit ran down the highway, dodging the traffic and through the open door of the filling station. His partner closed the door and caught the rabbit. Now the objective was to get a rabbit. There are devious ways of reaching objectives so I don't suppose the titles mean very much.

I am delighted to be up here to meet with you people. I feel right much at home--always do in associations with extension workers. The people here have been very, very friendly. The main difficulty I've had since I reached Madison is that it doesn't make any difference where I start, I go up hill. Perhaps I smoke too much. Since we are a great tobacco state I try to encourage consumption of home products and so going up hill is quite a chore sometimes. But there is compensation. I went into the extension meeting yesterday in the auditorium and that floor slopes. After I'd been listening to those folks for about an hour I decided it was about time to get out and try to climb a hill again.

We have an area down in North Carolina that Dr. Schultz calls the "depressed areas." Haywood County is in the heart of the problem area of the Appalachians in North Carolina. Twenty years ago it was a problem area. If I ever see Doc Schultz again I'm going to suggest that he go down and visit some of these problem areas and maybe he'll add on a little explanation that originally it was a problem area. But here is the point: For the last 10 years anywhere from 75 to 100 farmers and their wives from Haywood have been going on trips. I understand they were up here in Wisconsin last year. About three years ago they went up through Pennsylvania. They stopped at Lancaster. They were entertained there with a dinner. One of these Haywood farmers, about 70 years old, was designated to express appreciation for the courtesies extended to them. So Uncle Bob got up and presented them with a Confederate flag. He said, "We tried to bring you one of these 90 years ago but we were reflected from our course and didn't get beyond Gettysburg, so I'm presenting it to you now." Well, now I'm returning a visit.

I came to work in an adjoining state in 1905. My old institution wanted an animal husbandman. They wrote to this institution where I was for a man. The professor of animal husbandry had many graduates, but he sent what he said was the poorest man that he had down there to teach animal husbandry. He would not recommend him anywhere else. Well, I'm afraid some of us felt for a good many years that was the attitude of more than one institution out here in the Middle West and I'm not blaming them for it. But I'm returning that visit.

That man turned out to be a real good man and made a great contribution to agriculture. He is still living down there. So I'm returning that visit and I'm the poorest man Dr. Clark could find and also the best man perhaps because I'm about the only one that's left of that group that started work back there 50 odd years ago. There may be one or two others living but I happened to go in a little younger than the rest and that is the reason perhaps that I'm here. But I'm returning the visit of the man that Kennedy sent down to North Carolina in 1905.

On Philosophy

I'm going to start out by giving you a little advice. Maybe I might be tempted to call it philosophy. I don't know exactly the definition of philosophy. I'm assuming that all of you sooner or later are going to become administrators, outstanding people and geniuses in your work.

The first advice is "don't take yourself too darn seriously." I thought about that several times watching Dr. Clark around here during the last few days. He is on the go all the time. He's running here and there and so on and so forth. And he may develop the psychology of taking himself too darn seriously.

The second suggestion is "nothing is as important as it seems." I've kidded Jimmy Hilton down at Ames and other folks--Dean Colvard, when he became Dean. Evidently it has stuck with them. I don't know if they have ever reacted to it favorably but at least most every time I see them they say "I still remember your advice." So I want to pass it on to you.

Now on this question of "nothing is as important as it seems," it's been turned on me. One of my good friends, Fred Sloan--some of you know him--turned it on me about a year ago. I had a rather serious operation on my 75th birthday. Fred says that at that time I didn't believe this philosophy that "nothing is as important as it seems." Well, I came out of that incident and looking back on it it's all right.

Now, another little bit of philosophy. I guess you'd call it that. Maybe you'd rather call it advice. A number of years ago at one of our extension conferences we had one of our good farmers who was also a member of our Board of Trustees come in and talk to us. He started off like this: "I'm going to give you a little advice. First thing I'm going to give you is: 'you've got to learn to lie a little bit.' That might seem funny coming from a man like me, but suppose you get up after a night before and you're feeling tough. You start down the street and meet one of your friends and he says, 'good morning, how are you?' Don't tell him you're feeling tough. Say I feel fine, never felt better in my life. You're lying but by the time you say that to two or three of your friends as you meet them you'll be feeling better. So maybe it isn't so bad after all."

Another little bit of advice is you've got to love your work or what ever you're doing. And I think that is particularly true with extension workers who are dealing with people and with rural people in particular.

I recall a remark that was made at a Farmers Institute in Illinois in 1904 that I happened to attend, down in Egypt. I don't know if you can define Egypt down there. Somebody here from Illinois maybe can tell you where it is located. I never did find anybody down there that would admit that they lived in Egypt. But anyway they had an apple grower on that Farmers Institute program to tell them how he grew apples. Evidently he was one of the best growers in that part of Illinois. I don't remember anything he said about apples but I remember this statement: "To make a success in growing apples you've got to love apples. That must be next to your love for your wife."

I've remembered that little bit of philosophy all these years and have forgotten all the rest of it. But I've thought about it many times in my own experience in extension work and I think that it is absolutely true. If a man is engaged in something where he doesn't get enjoyment out of it, he's almost surely going to fail.

Now that's enough in the way of advice or philosophy, perhaps. But here's another one that I want to give you. "Those who cannot remember the past are condemned to repeat it. Plan for the future with due regard to the past," (Santayana). I think that is applicable to extension work and one of the great problems that you will find, or have already found, is that you don't have time to go back to get the experience of people who have been engaged in a similar field.

I've written a few bulletins, articles, etc., from time to time, and tried to get our own workers down there to read them. Maybe they do. I kid them and tell them I never found one yet that read them. Well, you don't have time. But did you ever think about it that the library down here is simply recorded history. Your own library is simply organized knowledge which has been gained through the work and experience of others. Based on that old history we are continually adding new knowledge. So I think that it is justifiable perhaps to take the time while I am up here to sketch very briefly the story of agricultural extension with the hope of giving you here and there an idea that you may wish to follow up.

One more thing I've got to relate is an experience I had in Iowa. Some or all of you are going to be in some type of administrative work. Out of the group there is going to be a genius. I don't know which one that will be. I hope there is going to be one. One day down there in Ames, a bunch of we old bachelors played--don't know what it was, bridge I reckon you'd call it now. But anyway we loafed around together and one day there came by a tramp painter who could paint a kernel of corn that looked just as natural as a real kernel. Probably that was the only thing that he could paint but he had that art.

One Sunday afternoon we were over in the old dairy building watching him paint a kernel of corn. He was quite a talker and frequently used the word genius. Finally one of the men asked him his definition of genius. In a flash he replied: "aspiration, inspiration, desperation, perspiration." If any of you people become geniuses in administration of extension work, those are the categories through which you'll have to move.

Adam and Eve

Having in mind "plan for the future with due regard for the past," I'm going to sketch a few things in extension history. To be sure I go back all the way, I'm going to start with Adam and Eve. You see, I've a considerable period of time to cover in the next couple of days. When Adam and Eve were thrown out of the Garden they had to start learning. Probably that was better for perhaps we have a better world than would be true and they always lived in the Garden of Eden.

Since that time humanity has been engaged in Sisyphean labor. Now that's too big a word to use before a group of farmers--certainly our type of farmers down South. But those of you who have read a little of Greek mythology may recall that Sisyphus, one of the Gods, was a crafty kind of customer. He transgressed the laws of the Gods. He was tried and sentenced to forever roll a stone uphill. According to the legend, when he got the stone to the top of the hill it rolled down again and he had to start over. I like to think of the stone as ignorance of the laws of nature and man was condemned to forever roll back the stone of ignorance or starve. There will never be an end to it, hence Sisyphean labor. To begin with it was pure physical strength and awkwardness, but as science has come along it is giving us the benefit of a lever that makes our task less difficult.

Half of the population of the world has not had the benefits of science as we think of science and that half of the world is starving at the present time. Maybe we'll reach that stage some time.

In the beginning Adam and Eve learned by trial and error. Later on it was group activity of trial and error. They learned from experience. Through thousands of years there was nothing recorded except that which was passed on from one generation to another. Finally, after thousands of years man learned to make some type of recordings of his observations and experiences and that helped in the accumulation of knowledge.

When you get down to the Roman, Grecian and Chinese period, and other parts of the world for that matter, we find a great deal of recorded history pertaining to agriculture, but from the standpoint of science as we think of science now, that has only come to the aid of humanity within the last three, four, or five hundred years.

From 1500 up to 1800 there was great development in Europe and really the foundations of the various kinds of science which we have at the present were developed during that period. They developed educational institutions, but in the beginning mostly by the church. They were sponsored by the church, and as was to be expected, for training for the ministry. Then came along medicine and then law, and those were the main objectives of European educational institutions. Science didn't gain recognition until just a little over 100 years ago. The teachers were classified--first grade, second grade, third grade, and so on.

About eight years ago I happened to be over in Giesen, Germany. I was interested in Liebig because when I graduated I had to make a commencement speech and I made it on Liebig. So when I got to Giesen I made inquiry about where Liebig's laboratory was. A German who was with me said, "It's out in another building, I'll take you by out there." The main part of the University is right down town and some of you fellows may have helped destroy a good part of it but you missed Liebig's laboratory because it was out farther. I asked him why it was away from the University. He said when Liebig came along he was in the fourth grade because ministry, medicine, and the legal profession filled the top grades and Liebig had to take what was left so he was put out in this building way out on the edge of town.

As far as the application of science in extension work in this country is concerned, most of the principles and practices that you teach and recommend have been developed within the last 50 years. You're changing recommendations every day, you might say.

I was kidding our poultry specialist a few years ago. I said, "Chick, what do you recommend now to your poultrymen that you recommended five years ago?" He hung his head and thought a little bit and said, "To tell you the honest truth, I can't think of a single thing we recommend now that we recommended five years ago." Well, it's been about five years now and I expect the things he is recommending now are different from those he recommended then.

THE COLONIAL PERIOD

We've covered a few thousand years, so let's come up to our colonial period. Our forebears adopted the educational system prevailing in Europe to a large degree. We didn't go quite as much along the church lines as prevailed over there, but the denominational groups started establishing colleges way back 150 years ago. It was natural that they should follow the European system because that was all they had known. But it didn't fit our needs and I want to cover briefly this morning the background that resulted in the development of the land-grant colleges.

I may stop here and ask a question. How many of you know why these institutions are called land-grant colleges? Please hold up your hands. That's a dog-gone good percentage! I've asked it of our staff down home, and asked it of our county agents and extension specialists, and I've asked it of our students. About 10 per cent is the best score that I've had so far so you folks are exceptional. There must be several geniuses in this group.

Our institutions in this country didn't have any courses leading to the training of people going into agriculture or industry. All of our educational effort was directed to the training of the few in the professions which constituted only 10 per cent of the population in the United States during the colonial period. Ninety per cent were engaged in agriculture and a great many of the professional 10 per cent were also engaged in agriculture. They cleared land, wore it out, and moved west. They had to go west, there wasn't any other direction to go. Couldn't farm out in the Atlantic very well.

This continued on for 100 years and finally some of them had to stay at home so they began to look around for something to help push this stone of ignorance away. They brought skills from Europe; they brought how but they didn't know why. They gained some knowledge from the Indians, such as planting a fish under a hill of corn. They gained from their own observations of results of their own practices and experiments.

Washington tried many types of experiments such as having his slaves get mud out of the Potomac and spread it over fields or to make compost. He did a great deal of experimenting on his plantation. He carried on correspondence with others to try to get the benefit of their experience. There weren't too many books on agriculture but he read all of those that he could get and particularly those that were being published over in England.

Along Came Societies

In 1785, the next step, in addition to correspondence and the reading of such books as were available, was the organization of an agricultural society in Philadelphia. Franklin had organized a philosophical society a

number of years before but this one in 1785 was particularly directed toward the discussion of agricultural topics and of course that was just a small group.

A little bit later in the same year an agricultural society was organized in Charleston, South Carolina. Let me give you just a little history there in connection with that particular one. That society is still in existence, and maintains a museum and library in Charleston. In the early colonial days Indigo was the main source of income for the farmers along the coast down there, and up in our part of the country. Chemists came along and made indigo synthetically and so the planter was put out of business. They turned to rice. There was plenty of slave labor and they could build dykes and so forth. But they couldn't get good seed of the variety they wanted. By that time they had learned that perhaps the best rice seed available would be in Italy.

They learned that Jefferson, who was Ambassador to France, was to attend an exposition in Milan, Italy. So, some of the planters wrote to Jefferson and asked him to get them some variety of rice seed while he was over in Italy. Jefferson in a letter now in the Archives of the South Carolina Society said that all that he could get was what he could slip into his pocket from one of the exhibits. He didn't express it just that way but that's the way they got it. We have a law in North Carolina forbidding the export of tobacco seed but the seed still get out.

Agricultural societies served a very useful purpose and they were organized all over the entire United States quite rapidly and continued on for many years. They were the main extension services of that day. Many of their papers read at meetings were published in papers and journals.

Then there was one in the District of Columbia that wasn't exactly an agricultural society, but they discussed agricultural subjects and I want to just give you the type of subjects that they discussed. It was about 1806 and the membership was composed primarily of congressmen. They met down on Pennsylvania Avenue at Harvey's, a restaurant still in existence. They met on Saturday evenings from 5 until 8 o'clock. Here are some of the subjects discussed: "Our mechanical economy or the means of abridging labor and the means of producing the most abundant and most reciprocal crops under any given circumstances without doing things by guess;" "The economy of our forests with the best management of our latent resources." Those are the kind of topics people were discussing back 150 years ago. Those agricultural societies were very important in the development of the agriculture of the United States.

Agricultural papers were another technique, but of course transportation was a great problem and agricultural papers were few and far between and circulation was limited to a very small area. Even up to 1850 there were only 36 agricultural papers in the United States and 11 of those were in New York. But they served a useful purpose.

Watson's Fair

Now another technique, and you are using all of these, was fairs. The forerunner of the fairs and exhibitions that we have in the United States now was one that was promoted by Elkanah Watson of Pittsfield, Massachusetts. He imported two merino sheep in 1807 and tied them under an elm tree out on the public square. They attracted so much attention that he developed the idea of a county fair.

Now fairs were old in Europe and they had them in this country but they were simply sales activities where livestock was brought together for sale. As a result of the interest shown in those two merino sheep, Watson organized an agricultural fair and the first one was held in 1810. It attracted a great deal of attention. Three years later he brought women into the movement. They showed their handicraft and so on and he winds up with the statement that they had a parade and a ball at which "many farmers' daughters graced the floor."

Along about this period it seems more and more interest developed for a type of education that would be more suited to the training of farmers and mechanics, as they called them. It took 60 years for that movement to finally become crystalized. At first the idea seemed to be that you needed to train the hand and the best way to train the hand was to work. So many of those church institutions offered courses in agriculture which consisted primarily of the students working a few hours a day out on the college farm doing the actual farm work. Many of them didn't pay anything for the labor. They were training the hand so they thought, though all of those people came off of the farm. This increased the income of the college but it didn't do much in the way of educating the youth of that day. Very few of these projects lasted more than a few years. Even Yale and some of the larger universities gradually put in courses that related to agriculture but few of these amounted to too much.

The greatest development came from 1840 to 1860. I think that perhaps Professor Turner who was from Illinois deserves as much credit as anyone for keeping the movement going. He wanted Illinois to establish an industrial university. From what I've read of him, I'm inclined to think that he had more interest in the industrial side than he had in agriculture but it finally resulted in the land-grant idea. He talked and preached it all over Illinois and one of his good friends by the name of Murray joined him in it. They spent much of their own personal funds advocating an industrial university where the objective would be to train for agriculture and mechanics. The idea was finally taken up by the agricultural societies and by leaders all over the country. The main problem was where to get the funds to finance such institutions. The states were poor, the federal government was poor, money was not available. They turned to some other source of revenue other than direct appropriations. Out of that grew the use of the public domain as a source of endowment.

Dividing Up The Public Domain

Lets drop back a little to get precedent. In 1780 Congress passed an ordinance that the public domain should be used for the public good. Five years later Congress passed another act that provided that Section 16 in each township should be reserved for public schools. This was a precedent of great significance. From this grew our present system of public funds. However, it was three-quarters of a century later before the public schools became universal.

In 1827 Congress passed an act giving a grant of land in Kentucky to establish a deaf and dumb asylum and Buchanan, who was the senator, voted for it and advocated it. It came back to haunt him as you will see a little bit later on--also Polk, who afterwards became President. Both of them voted for the passage of that bill. Land-grants were made for many other purposes--to the individual states; all of the new states were given land; railroads were given millions of acres; for almost everything you could think of the federal government gave land from the public domain which was sold and the income used in many ways.

Turner and his friends turned to public lands as a source of financial help. He worked on it for a long time. He tried to get Illinois to establish an industrial university but could not get much support from the state, so then he tried to get it from a national standpoint. Turner went to Senator Trumbull and asked him if he would not introduce a bill to that effect. Trumbull told him he was interested in the bill but that he had noticed in Congress in the last few years that opposition was developing to continuation of this gift of land, especially to the newer states. There was a lot of scandal connected with it. He told Turner he was interested in the bill but that he felt it would be better to get someone in the east to introduce it and to make it available to all of the states rather than the new states as they were coming in. So Morrill of New Hampshire introduced the bill.

Now Morrill, in such history as we have of him, says he does not know just where nor when he got the idea of the land-grant or the Morrill bill as it was called. He does indicate that he wanted institutions that would serve agriculture and industry as did West Point and the Naval Academy serve the Army and the Navy.

It was six years from the introduction of his first bill until final passage and approval of the Morrill Land-Grant Act.

LAND-GRANT COLLEGES ESTABLISHED

I'm glad to consult with any of you at your convenience. Certainly I'm not going to tell you how to handle your problems. I can give you the benefit of our experience and my observations in many states for whatever they may be worth. There are not too many new problems coming up as I'll try to point out later this morning.

The other day I didn't cover near as much as I'd hoped, so I'm going to speed up this morning. At that time we got up to the point where Morrill had introduced his bill in Congress and it was practically opposed by every Southern member. At that time in the fifties the question of state's rights was more prominent than our political discussions at this time. Southern states were afraid of it so they opposed the bill. It finally was passed in 1859 for the first time. Buchanan, who was President vetoed it. He gave a number of reasons as to why it was vetoed; among them being that it was unconstitutional.

You may recall that I mentioned last time that Buchanan voted for a land-grant to establish a blind institute in Kentucky. So when he vetoed it this time he and some of the others stated that they had made a mistake before. If any of you wish to follow up on his veto you'll find it in True's History of Agricultural Education. I'm sure that is one of the books that you have.

It was vetoed, but Turner and his friends and others didn't say much for a few months. They continued to work on it. When Lincoln and Douglas were in their debate, Turner went to both of them and in each instance they agreed that if they were elected they would sign the bill. So it was re-introduced in 1861.

Thirty Thousand Acres

At this point I want to point out something that is rather significant in a way. It took a change of political administration from the Democrats to the Republicans to get this bill passed. After the secession in 1861 the Southern group was no longer in Congress and the bill was passed and signed by Lincoln.

I'll not go into the details of the requirements in the Morrill Bill except to call attention to one feature. It provided that each state would get 30,000 acres of public land for each member of Congress and that in the old states where public lands were not available, and that included all east of the Alleghenies, that script would be issued and the states could sell the script to some private individual or group and that they in turn could make entry for these lands.

There was discussion about whether states might enter land in some other state. Kansas in particular was concerned with that because they were afraid it might introduce slavery into Kansas. Many arguments of that time.

But you recall our asking you the question the other day if you knew why the land-grant college got its name. That is the reason. They were established by virtue of the fact of allocation of 30,000 acres of public domain for each member of Congress.

In states that had public lands it was simply a question of the state providing the machinery to locate those lands. Those that received script found it a different matter. The established government prior for public lands at that time was \$1.25 an acre. But many of the states anxious to secure the income from this script sold it anywhere from 50 cents on up.

Southern states being in rebellion were not eligible for it, but the Morrill Bill was amended two or three different times so it was later before the southern states received their script.

Practically every state has violated or did violate some of the provisions of the Morrill Bill, particularly from a standpoint of the interest that they should receive. The bill provided that the land must be sold and that the income must be kept as a perpetual endowment at not less than five per cent interest. Now, if any of you are interested in following up to see just how it was handled in your state, I think you'll be able to get this bulletin. It was issued in 1918--I'm sure you'll find it in your library--by the Bureau of Education of the Department of Interior and as bulletin Number 13, The Land-Grant of 1862 and the Land-Grant Colleges by Ben F. Andrews. It gives the details in each state. Three states lost it entirely and among them was North Carolina.

The legislature designated the University over at Chapel Hill as the land-grant institution. They had been closed during the war and had tried to reopen. They didn't have sufficient funds and they were very anxious to get hold of this fund so the legislature assigned it to them and the Board of Trustees promptly sold 270,000 acres at 50 cents an acre. A man from Michigan representing the group paid them \$10,000 down and the rest of it was to be paid as he got hold of sufficient funds to redeem the script.

The Board of Trustees immediately took the \$10,000 and paid off the salaries of the professors that had been going for two, three years without any money and thus violated the act to begin with. Second, they had a meeting of the Board of Trustees on July 14 and instructed the treasurer to invest \$120,000 in U. S. Treasury Bonds. Eight days later, and I have been unable to find out just why, they had another meeting and rescinded the former motion and instructed the treasurer to invest in state bonds. They got \$240,000 of base value bonds for \$119,000 but in a few months those bonds weren't worth anything and it was all wiped out.

Five years later the legislature issued a perpetual certificate of indebtedness for \$125,000 at six per cent and \$7,500 still is carried in the budget appropriation bill each year for State College.

I won't have time to give you much in detail. I'm, of course, personally interested down there, but the University taught subjects relating to agriculture, so they claim. That's what the Morrill Bill provided for

but the farmers didn't like it so in 1887 the farmers rebelled and we have two Institutions down there instead of one as here in Wisconsin.

South Carolina also lost all of theirs. They invested in state bonds and then used those as security against additional state bonds and that was the last ever heard of them. So they lost it all and had it to make up.

Illinois was the third one. They didn't lose theirs until 1887 when the treasurer of the university down at Urbana did the same thing that the state treasurer did just recently and some times I wonder if that's a habit in Illinois. Some of you folks from Illinois might think about that.

The Cornell Plan

I want to mention the exact opposite of that, and that is the Cornell plan in New York. They got around 800,000 or 900,000 acres of land. A few parcels were sold and then Ezra Cornell organized a group and bought the remainder and made entry in Wisconsin and Michigan, primarily forest lands, and held it for a great many years. Finally it got to be too much of a burden. They couldn't guard it properly and some of the lumber companies got across the lines from time to time and it got to the point where it was costing \$20,000 to \$30,000 a year to police it so they sold it for some five or six million dollars profit.

There were two schools in New York that were trying to be designated as the land-grant institution. That delayed things over a period of two or three sessions of the legislature. Finally Cornell himself had worked up his plan and after considerable time established the institution at Ithaca and it, of course, was named after him.

A special investigation was made by the legislature many years afterward and it was determined that the actual payment for the script was about \$900,000. But as I told you, after their investment they got about 5 million dollars more and he endowed Cornell with that. So they had the \$900,000 which the state was responsible for investing and using the income, but in addition he endowed the University with the remainder so it has been quite profitable. I think that was an outstanding example of the way the land script was handled. You'll find in the bulletin details of handling for each state.

Iowa was the first state to accept, four months after the signing of the bill. Michigan and other states followed quite rapidly. There were none in the South, of course, until about 1868. Michigan was the first agricultural college in the country. But Iowa was started shortly after that.

For the next 20 years the land-grant institutions were in trouble. They had to develop courses, they had to find teachers, they had no precedent to go by and they really had very little subject matter to teach. In Michigan the professor of horticulture stated it wasn't a very difficult job for him--the whole course only lasted six or eight weeks or something of the kind.

Roberts in Iowa said, and he's recorded it, as you can find in True's Agricultural History that it didn't take him long to run out of something to teach. He went to the library to see what he could find but he said he might just as well have tried to locate cranberries in the Rocky Mountains as to find anything in his library. So in desperation he started taking his students out to the fields to visit the farms. That got to be rather monotonous so one Sunday he was roaming around out in the fields and it suddenly occurred to him to collect a lot of weeds and he brought those in and spread them out. He asked each student to give the common name and the scientific name. That's the way he got started.

They had similar experiences in all of the states and that extends on up to my time which was a number of years later. But they still realized that if they wanted to develop a teaching course that they needed more information and in the 80's they started advocating the use of federal funds to establish experiment stations.

You may not know, but certainly you'd be interested in knowing, that Dr. Knapp on whom we'll spend a little time, practically wrote the first bill that was actually passed in 1887. Gradually, over a period of years, they did get enough backlog of information so that they developed the course that you have now.

Taking on the Ladies

Well, I ought to say something in reference to the ladies. I don't want this to be too much of a one-sided affair. The Universities did start to admit women or girls, some of them from the time that they were established. Some of them tried to adapt courses more to homemaking but it was many years before they got very far. The old classical institutions still dominated so they had to take Latin, Greek, history and things of that kind and it was not until about 1880 when a lady down in Illinois tried to really develop a course that was more in the line of home economics.

About 1900, a number of the institutions outlined courses for women but it was still 10 years, along about 1910, before the institutions reached what you might say is a common denominator of the type of work which should be included in a course of home economics.

Now the old institutions, the old classical institutions, had a very condescending attitude toward these new land-grant institutions as we call them now. They didn't think that teaching agriculture was really education and one interesting thing to me is a statement in Dr. True's book. He says it was the turning point of the attitude of the old classical universities toward these new upstarts and it happened in 1871. Massachusetts that year graduated its first class and at that time rowing was the main intercollegiate sport. Massachusetts Aggies went down and beat Harvard in the boat race and he says that was the turning point. The next Massachusetts legislature made an appropriation of about \$50,000 to pay off the old indebtedness and then increased the endowment up to \$350,000. So I've been interested in athletics, although I never was an athlete, ever since I read that statement by Dr. True.

Farmers Institutes

Well, getting back to the more serious matter, the institutions early realized that they hadn't developed too much in the way of technique and the old agriculture societies had about run their course. Farmers institutes became the main technique of spreading information outside of correspondence and lectures.

Farmers institutes weresimply a series of lectures over a two or three day period. They first began out in Kansas along about 1868 and that movement spread all over the United States and finally reached a point where you had a statewide organization, district organizations, and county organizations of the Farmers Institute. I remember that in Illinois in 1904 they had appropriations--they may have been state appropriations--but certainly they had county appropriations and started down at the county level and worked up to the district and on to the state level. It was through that means that much of the information went out to the farmers.

Now I've got an impression--I think it's true from what I've read--that Illinois at that time had the philosophy that their job was to develop information and if the farmer wanted it to come and ask for it. Hope I'm wrong in that, but I think that was the philosophy of Illinois when I was there and that was the philosophy of a great many of the institutions.

Even in Wisconsin they were discussing it at one time at the land-grant meetings. Dean Henry said that they had the information at the University and if the farmer didn't like it the first thing to do was knock him down and then shake his hand. He said that all they needed at the institution was to give them a secretary and that they could answer a million questions if necessary through the secretary. Well, that did some good but it wasn't the answer.

So they started developing other techniques and I think Iowa took the lead to a large degree. P. G. Holden was an outstanding personality. I never did think too much of Holden as being a real research man, but he was an evangelist and while he was supposed to be head of the department of agronomy there at Ames, his interest was out in the field.

Along came the score cards for corn, corn shows, corn trains and just a general hullabaloo. Well, now it did a world of good. Occasionally you've got to start something that is spectacular and the agricultural train was something spectacular. As many as a hundred thousand people would come to those trains.

They sent their teams out to make speeches. I recall one fellow by the name of Jones. I don't think Jones was a college graduate, but he was quite flamboyant. I don't remember what he said in his speech, but I remember how he'd wind up to finish "Corn, Oh Beautiful Corn!" That did a world of good. Perhaps Iowa was the first one to formally initiate an agricultural extension service and that was Holden and his group around 1906.

SEAMAN A. KNAPP

We are now up to the time where an emergency and a general attitude of the farmers brought about a significant change and I'm going to move on to that quite rapidly because this is really getting into Extension.

It all revolves around Seaman A. Knapp. You probably have his name, Seaman A. Knapp, on that list of books. If you haven't read it, by all means do so. He was a remarkable man and I doubt if you will run on to any situation or problem that you won't find something similar in that man's life history so I urge you to read it by all means, particularly if you are going to stay in extension work.

Knapp was born in New York, the son of a doctor and was the first man in seven generations to get a college education. He started out by teaching. He and his wife both were teaching when he had an accident and injured his knee that they thought permanently disabled him. The doctors advised that there were two alternatives--one was to take off his leg and the other was for him, as a possible hope, to get out in the open.

For some reason he decided he'd go to Iowa and he and his bride of a year or two did go to Iowa and settled near Clinton to farm. But he couldn't walk. He had to go on crutches. So it was an almost impossible situation for him to succeed in farming with those handicaps.

Finally, he became superintendent of a blind institute. In the meantime he continued his farming, got into livestock breeding, particularly hogs and beef cattle. Incidentally, he imported a lot of merino sheep and had them driven across the country from the East to Iowa and most of them died during the winter. It was one of those good winters that they have out there so that the sheep business didn't go so very well for a while. He organized livestock associations, started an agricultural paper, wrote continually for the press, and incidentally, about that time met James Wilson and old Henry Wallace--the work of those three left its mark on the whole United States.

He had another accident and again injured that kneecap but miraculously it cured it so he was able to get around again. Meantime, Jim Wilson went over as President of Iowa State and, as I mentioned awhile ago, this question of what to teach was a problem. They wanted it to be practical agriculture and finally Knapp, who had made a reputation all over the state, was brought in as professor of practical agriculture.

Now a few people from the South know we have a one word terminology for people from the Northeast and that's "danyankees." It's all one word. Knapp wasn't that kind. He was the David Harum type. Not many of you perhaps have read David Harum--it was a popular novel way-back-yonder. But he was a canny yankee and Knapp was of that type. He was a David Harum. He seemed to come along very well at Ames.

The Board of Trustees went on a rampage. Dr. Welsh, the President, was fired while he was in Europe, and during the next five years they had four different presidents. That reputation isn't quite as good as Oklahoma where they changed presidents every 30 days at one time. But in the meantime, during that four-, five-year period, Knapp became one of those four presidents. You'll find in that bulletin I gave you where Knapp resigned in 1886. I guess he resigned. I haven't definite information on it. He may have been fired.

There was a story that I've heard--I don't recall whether I heard it at Ames or whether I heard it since--but I think it's indicative of Knapp's personality. The story goes that the faculty didn't like him and they got up a round robin recommending him very highly and nearly all members of the faculty signed it. They wanted to get him a job somewhere else. The old man was canny so he took all those recommendations and laid them before the Board of Trustees and they elected him President. That may be a phony story but it's rather typical of the old man as I knew him. But anyway he left Ames in 1886 and joined a land sale development proposition in southern Louisiana.

The Louisiana Story

Congress had passed acts that permitted people to take up large acreages of land and this was done in this instance. Much of it was swamp; much of it was plains country--flat and growing grass. There was plenty of money behind it, much of it English money. Knapp was selected to head this land promotion proposition. Excursion trains from all through the central west were run with expectation of selling land and locating people from up in this area down there.

Well, there are many stories I could tell you about some experiences, most of them maybe phony as far as that goes. The natives down there believed in taking life easy. They didn't think that that land was any good. They had very poor cattle. Cattle tick was prevalent, of course, in those days; poor cattle and farms looked accordingly. Knapp himself said that one train load of people came in one afternoon, talked with some of the natives and left the next morning before he had a chance to meet them.

He realized that something had to be done; that he wasn't going to be able to sell land under those conditions. So he persuaded his company to let him offer special inducements to some good farmers from the North and locate one in each township, by giving him the land. They subsidized these farmers to see what could be done on that land. Well, they were transferring the practices from the central west conditions but they found they succeeded fairly well.

One story that some of the old boys used to tell me about Knapp was that he had the flair for publicity. So when he'd take some of these folks out across the country to show them this land along about 11:30 o'clock and time for something to eat, they'd inquire about where they could get dinner. "Oh, we'll stop in one of these farm homes." And when they'd stop the farm

wife would be out doing her laundry. They'd stop and ask about getting dinner. "Yes, glad to give you dinner." After a few minutes they'd have a wonderful dinner. Well, it was all arranged, but it was part of the technique and it got results. Perhaps at times we need to adapt something of that kind to extension.

To Grow Better Rice

Conditions were suited for the production of rice. But rice yields were low, and harvesting machinery was crude. Finally one of the farmers from out here adapted his reaper to the harvesting of rice. Before it had been the old cradle type of harvest or just with a sickle. That helped some.

They were having difficulties in the milling of the rice. The kernels would crack and lower the grade decidedly. About 1898, "Tama Jim" Wilson, who had become Secretary of Agriculture, sent Dr. Knapp to the Orient, particularly in Japan, to see if they could get some varieties of rice that would not crack so much when it was milled. He brought back a couple of varieties that proved quite successful and the rice production increased rather rapidly. Later on he made a second trip to the Orient and brought back some 10 or 12 varieties of rice and tested them in an experimental way.

At that time the rice was milled in New Orleans and producers had to ship through a broker and wait for their pay. Iowa farmers didn't like that method. They wanted to get their cash when the grain was delivered. Knapp was instrumental in building the first rice mill west of the Mississippi at Lake Charles. Then the farmers could bring their rice in and get cash the moment it was delivered.

Then they needed a bank and the old man organized a bank and before he was through he organized two banks. Occasionally the preacher wasn't available on Sunday so he preached the sermons on Sunday. He organized a rice association. They needed a publication of some kind so again he initiated the Journal. Both in Iowa and in Louisiana he patterned after Ben Franklin and Poor Richard. Instead of writing under his own name he wrote under an assumed name and in that way he could lambaste the people well and they would enjoy it because he'd make a lot of fun of them. Well, rice production and the land settlement proposition proved quite successful and some 1,000,000 acres of land was brought into profitable production.

I told you about his getting this one farm in each township where an imported farmer would agree to follow his instructions and after those proved successful he made the statement later on, "I then learned the power of agricultural demonstration." He hadn't known it up until that time apparently, because he'd been using the old techniques and trying to spread his information that way.

Secretary Wilson and Congress were interested in developing southern agriculture. Wilson employed Knapp on cultural practices. J. S. Spillman also had demonstration farms with diversification of crops. Farms were

rented. They hired managers and labor and used the best recommended practices of those days. But it didn't work. They got results on the farms but the farmers were skeptical and did not adopt the new practices. His attitude was: If I had as much money as the government I could farm too.

In 1903 something really did happen. "Colonel" Greer was the son of Hettie Green, who owned a railroad down there in Texas, and she sent the "Colonel" down there to manage that railroad. He was the flamboyant type but he fits in the story and the important event about to happen. I'm mentioning him to point out that Knapp worked with all kinds of people, one way or another, and handled all of them to his own ideas too. The "Colonel" got his name by going down to Terrill, Texas, and the first thing he did was to walk into a little bank there in a wooden building and present them with a \$250,000 check. Well, that was something unheard of. He was a stranger. They got in touch with New York and found out that his check was all right so they proceeded immediately to elect him as an officer of the bank and to give him the Texas title of "Colonel". So He became Colonel Green from then on.

The Farm At Terrill

But Colonel Green wanted to promote things on his railroad and he had heard something about these demonstration farms so he invited Knapp to come over there and put on a demonstration farm at Terrill. Knapp didn't want to do it. He said it wasn't within his scope but pressure was brought to bear at Washington and finally he did go over early in January of 1903 with an idea of establishing a farm to produce tea and drugs.

He conferred with Colonel Green and his fellows and he wrote to Washington that it was not within his province and the idea was dropped. But a month or two later Knapp came back and the local people wanted him to establish a farm. He was paid a salary of \$1,000 a year and he had a \$1,500 expense account and he had allocated all of the funds that he had so he finally told them: "If you'll form an organization here and raise enough money to guarantee a man against loss and will select a farmer who will agree to carry out my instructions, why we'll go with you." And they did.

Local business people raised around \$900 and elected William Porter who agreed he would carry out those instructions on 70 acres of land. He was to get all of the profit but if he failed to make as much on that land as he would under his own methods he would be reimbursed up to \$900. He was furnished good seed and fertilizer and instructed as to cultivation. At the end of the year, in spite of a poor season, he made \$700 more than he would have made had he followed old practices.

Meet A Man where He Is

Dr. Knapp never would use words of that kind when he was talking to a group of farmers. I don't think I ever heard a man with more eloquence or more convincing in his talks and in his writings than he, particularly

when he was talking to a group of farmers. He used simple language and common illustrations that they could all understand. To give you an example, here are just a few comments in reference to pastures.

"During the warm days of July and August, the fresh, moist grass appeals to animals' appetites like a dish of ice cream and strawberries. They must have such abundance of it--no five-cent dishes--that the cow can eat a filling in an hour and go to the shade. This will give regular meals and not compel the animal to lurch all day because a satisfactory mouthful cannot be had at one time.

"It is easy to understand what kind of pasture the farmer has who objects to shade and claims his stock does better without it. The poor animal must travel from blade to blade all day in the hot sun and never know the satisfaction of a full stomach. But upon a luxuriant pasture set with a variety of grasses, the cow fairly stretches her mouth to see how many tender leaves she can take in at once; she eats and eats until she fairly groans, then she sees another tempting bunch and says, 'I must have a little of that for dessert.' These clover salads and sweet scented vernal jams are too delicious to leave. Then she goes to the shade and works her immense stomach full of material into milk which has no fever in it. By and by she looks out on the pasture and says, 'I must take another turn at those viands. They are too tempting to resist.' And she fills her stomach again and stretches, eats a little more, and finally, when driven home at night, she occasionally turns her head to one side of the path and takes a mouthful--as a boy some times slips an orange into his pocket when leaving a grand dinner. Such pasture was made for good cattle."

That was written for farmers. After the work had proceeded for some time, he put out his 10 commandments. I'm not going to read the 10 commandments to you but they are short and simple and the agents of that day, many of them, memorized them. They preached sermons about them and so on. But in those 10 commandments he summarized to a large degree the best information available at that time for the practice of good farming. At other times when he was before an educational group, for example, he became really eloquent. "The power which transformed the humble fisherman of Galilee into a mighty apostle of truth, is ever present and can be used as effectively today in any good cause as when the Son of God turned his footsteps from Judea's capitol and spoke to the wayward children of poverty."

Another illustration--I'm going to bring in the work with the Negroes a little later--he made this statement one time to some of the people. He said never talk above the level of their education. "When I'm talking to the Negroes I don't talk about civilization. I talk about a better pig, a better chicken, or a better garden." And with the educational level of the Negro farmers of that day I think it was quite appropriate.

I don't know whether you can get it or not but you may find in your library O. B. Martin's book on "The Demonstration Work"--I think it's out of print. He quoted from many of Knapp's speeches and I think you'll find them extremely interesting and provocative.

THE EARLY DEMONSTRATION YEARS

This morning, let us turn to the demonstration farm at Terrill, Texas, which is generally pointed out as being the beginning of demonstration work and the establishment of a fundamental principle.

Knapp and Dr. Spillman both were carrying on demonstration farms in the South in 1903. The day before he signed up the farm over at Terrill, Texas, he signed another one over at Greenville. In fact he had five farms in addition to the one at Terrill.

The two were different in one very fundamental respect. He always approached the businessman and tried to get an organization of businessmen who would cooperate with the local farmer. At Greenville they made the contributions but the farm that was used there was rented from the farmer at \$3.00 an acre, and that included the cost of labor. It was definitely a rented farm and they paid the man from whom they rented it this \$3.00 per acre for the number of rented acres. The organization would be reimbursed from the sale of crops produced.

At Terrill, Texas, the businessmen raised the money but they didn't rent the farm. They simply guaranteed the farmer that if he didn't make as much under Knapp's instructions as he would make under his own practices that they would pay the difference and that was to be determined by a committee from the businessmen and on Knapp's advice too.

Two Types of Farms

Here were two farms: (1) they rented and paid for the labor, and (2) the farmer himself did the labor and got all of the returns. He had a guarantee that he would not lose. That is the fundamental difference between the type of those first demonstration farms they had in Texas, and I'm sure that the effect on farmers would hold true today. You have a farm, rent it, pay for the management, pay for the labor and you may get just as fine crops as you could wish but the farmer psychology is, "If I had that money behind me, if I had the government behind me why I could farm good too," so they just don't adopt the practice.

Well, the one at Terrill was successful. At the end of the year Mr. Porter said that he estimated that he had made \$700 more by following Knapp's recommendations than he'd made before. Now most of Knapp's recommendations were very simple. It was a good seed bed, good seeds, frequent cultivation, and that was about all there was. But the psychology on the man who recognized himself as being selected by his neighbors and by the businessmen to put on a demonstration and that people were coming there to see him, stimulated him to better work than he'd done before, and one may say the results probably came as much from the psychological side as they did from the actual practices followed. The reputation of that farm spread all over Texas.

It has been generally assumed that that farm was chosen particularly because the boll weevil was there but it was not; the boll weevil had not reached Terrill, but Knapp learned the fundamental educational fact that the farmer doing something for himself, and observing the results, would adopt the practices.

It happened that particular year that the boll weevil was the worst they ever had. Many of the counties did not make 50 per cent as much cotton as they had before and it resulted in panic, not only among the farmers but the businessmen as well. So there was an immediate demand for demonstration farms all over Texas.

Now the weevil had entered Texas 10 years before and Congress had appropriated funds to the Bureau of Entomology for work on control methods most of that time. The Bureau of Entomology had found that the principle of early planting and early varieties and frequent cultivation did increase yields. These were the practices Knapp recommended for the Porter farm.

Now it just so happened that Secretary Wilson and Mr. Galloway were down in that area in the fall of 1903 and Knapp took them over to Mr. Porter's farm. They were sold on the idea. Congress made appropriations to the Department of Agriculture to combat the boll weevil with considerable leave way as to how the Secretary would allocate it. He allocated quite a bit to the Entomology Department and they continued on this method of renting farms and paying for the labor and so on but the results they got did not spread at all.

After Wilson saw this Porter demonstration he allocated more money to Knapp and told him to start a similar type of work in the boll weevil territory. He opened an office in Houston the latter part of January. Something had to be done. As many as four and five thousand people had left some of the counties and gone outside of the boll weevil territory.

The Big Four

One of the first things was to call representatives of the railroad, the industrial agents, because they were vitally interested in this, and he asked the railroad to assign their agents for 60 days along their lines to hold meetings and organize the businessmen for the selection of demonstration farms. He put that responsibility on them all the way.

He asked them further to recommend, not college people, but good farmers who liked to work with people who would be appointed as special agents, as they called them. He appointed the first agent on February 12 and four were appointed within two weeks. They were known in the earlier days as the "Big Four."

Among the Big Four was J. A. Evans, who was the second man appointed. I gave you a publication this morning that contained three talks he made before our Extension agents. I want to read his statement explaining how he started work.

"My territory extended to the Louisiana line on the HE and WT Railroad (locally known as hell either way you take it), and for a distance of 100 or more miles along two other railroad lines. Houston was my headquarters. Two days after my appointment I started out. Livingston, Texas, was the first town at which I stopped. I didn't know a soul in the town or any town or county in my territory for that matter. I inquired of the first intelligent man I met who is the most progressive man in this town. After asking a number of people I looked up the man mentioned most. I explained my mission to him and asked that he get the businessmen together within the next hour at some convenient place so that I could explain the plan and put the proposal to establish a demonstration farm in that community before them. Without fail, by one means or another, we got a group of businessmen together. I explained my mission and succeeded in getting anywhere from 50 to 150 dollars subscribed to purchase seed and fertilizer for a demonstration farm or farms in every town where I stopped. A committee was named to complete the details of selecting its location and a demonstrator within two to four hours after landing in a town. Usually the details were all completed in that time."

Then he proceeds to tell how he went down the line and located his farms. They enrolled part of them as demonstrators, the others as cooperators. (Someone had remarked 'he lied a little bit.')

The demonstrators were to be sent definite instructions and visited by the agents once a month and they were to make a definite report. Co-operators were to receive instructions but no visits. Then he mentions here that Negroes were enrolled as cooperators in demonstration work from the very beginning.

"On my very first day in the field at Livingston, Texas, two Negro farmers requested to be enrolled as cooperators. I sent them agreement blanks and in a few days they were returned signed with the names of several other Negro farmers with the statement, 'These men want to join the U. S. Government too.'"

Well, Knapp appointed these men beginning in February and in all appointed 30 and those 30 men signed up 7,000 demonstrators for 1904. The men mostly traveled on the railroads. Each one had a definite line of mileage. The railroads gave them passes. They held meetings, but first meetings usually were with the businessmen because Knapp's idea was that the businessmen have more to do with what the farmer does himself because he extends the credit.

On Politics

I guess it's one of the cardinal principles of extension that extension agents shouldn't get in politics. Maybe you wouldn't call this politics but Knapp went to some of these businessmen and persuaded them to refuse credit to the farmer who didn't agree to follow instructions.

Now I don't know whether you'd call that politics or not, but I can think of an incident that happened 30 years later. Back in the depression days of AAA, one program was to plow up 250,000 acres of cotton. The ex-

tension organization was the AAA organization at that time down there and we started out to get our farmers to plow up cotton. I'm telling you it was a hard job. Cotton was looking fine, just like it would make a bale to an acre and to go out there and ask a man to plow up a third of his cotton was ridiculous.

The agents were to report in by wire every day as to how many acres they had gotten signed up. It went awfully slow. I came out to a meeting from Chicago or somewhere. After the meeting I was traveling back to Washington with Dr. Warburton, who was the Director of Extension at that time and who also had charge of the seed loans. I picked up the Washington paper while we were eating breakfast on the train and I noticed a dispatch from North Carolina which stated that probably farmers would not be able to get seed loans for the next year unless they plowed up cotton. Warburton blew up. I didn't know anything about it.

When I got back home it was the first thing I inquired about. I never did get anyone to admit definitely about that statement, but apparently from the best information I got it was put out by Frank Jeter, a publicity man. He didn't say that they wouldn't get the loan, he said they might not be able to get the loan. Boy, the acreage climbed up in a hurry. You must not get in politics but take advantage of an opportunity when you can get it.

I'm going over this rather hurriedly. They signed up 7,000 demonstrators on farms in 1904. Those farms almost without exception made more cotton than they made following the old practices. The results were given wide publicity and the panicky atmosphere subsided somewhat. The demand for demonstration farms increased not only in the boll weevil area but beyond weevil boundaries. In the next year the work was extended over a larger territory.

All of the funds were appropriated to fight the boll weevil which was confined primarily to Texas, but beginning to enter into Louisiana, spreading from 50 to 150 miles a year. As it spread this panic among businessmen and others followed right along with the progress of the boll weevil. So, Congress increased the appropriation and Knapp's allotment out of the appropriation was likewise increased.

The First County Agent

In 1906 Smith County, Texas businessmen decided that this idea of having one man travel over 100 or 200 miles of territory wasn't solving the problem. They asked Knapp if he wouldn't appoint one man that would work entirely in Smith County. He told them if they paid part of the salary he would. The businessmen made it up and the first county agent appointed in the United States was Mr. W. C. Stallings, Smith County, Texas, in 1906.

Another milestone in the development of Extension took place in 1906. Mr. Rockefeller agreed to give the General Education Board a million dollars to help in the educational problem in the South. This Board had a number of people who traveled all through the South trying to find out what they could do. A great many advocated building school buildings, giving them money to

get better teachers, and so on and so forth.

Knapp was not engaged in that controversy at the time but he expressed his sentiments shortly afterward that a gift of a school building without increasing the wealth of the farm was simply a further tax on poverty and would without question fail. Well, Colonel Green, whom I mentioned to you as putting \$250,000 in the bank, suggested to some of the representatives on the General Education Board to see Knapp.

Dr. Buttrick, one of the main men with the General Education Board, made a visit down to Texas. He went over to see President Houston of Texas A. & M. Houston afterward became Secretary of Agriculture and later Secretary of Commerce. He went over to College Station and talked with President Houston. Houston told Buttrick that we have two universities in Texas, one is over at Austin and the other is Dr. Knapp who happens to be visiting here at the present time. Butterick met Knapp. Knapp explained his philosophy to him and Buttrick went back to New York and presented it to his Board.

Now the old appropriation was for boll weevil control so the controller in Washington said they couldn't use it outside of the boll weevil area. So here was an opportunity for the General Education Board to make a real contribution. So they asked Knapp if they couldn't make a contribution and extend Smith County work over the territory where the weevil had not yet reached.

An agreement was signed in 1906 where the General Education Board would give him all the money he needed. He didn't ask for too much in a year--any more than he thought he could use wisely. The agreement provided that they, the Board, would put up the money but that the work would be administered through the Department of Agriculture and under Knapp's direct supervision and would be for demonstration work. That spread the work to our area over in the Carolinas and Virginia in 1907.

Let me give you another illustration of politics that you shouldn't engage in. This federal money had been appropriated for boll weevil control only. Knapp wanted public recognition for his demonstration work. He talked it over with Wilson and Galloway who were behind him all the way.

Galloway was the Chief of the Bureau of Plant Industry. They thought things were coming along very nicely and the Department would ask Congress for specific appropriation for demonstration work. Knapp returned to Washington from a field trip and found that bureau chiefs and others had blocked the thing and that they weren't even going to request Congress to make an appropriation. Knapp wrote a letter, in language like I read to you, to his agents in the fields and explained the situation to them. In a very discreet way he suggested to them that the farmers who knew about demonstration work in Texas write to their Congressmen and tell them about it. Is that politics?

The next day, after he'd written this letter to the agents in the field, he wrote to one of the congressmen from Texas whom Knapp knew

was acquainted with the work in the field and the reaction of the people. To this Congressman he suggested that he put in a bill appropriating \$50,000 for demonstration work and further suggested that he talk with the rest of his Texas congressmen regarding it. The bill was introduced and Knapp was advised that the entire Texas delegation supported the idea.

Let me jump ahead again one more place and give you an illustration of still more politics. Later on, about 1910 or 1911, work was put into South Carolina. It looked like Lever was coming up as a member of the agricultural committee so when they put on agents in South Carolina, just by coincidence, of course, three or four of those agents out of a small number in South Carolina were put in Lever's district and when Lever would make his visits home in between sessions of the Congress why you can bet that those agents took him around so that he knew what was going on. Again this question of politics.

YOUTH WORK

Well, we've got the demonstration work with farmers under way now. Let's move on. In 1907, a county superintendent of schools in Mississippi, W. A. Smith, started Corn Club work with boys each growing one acre. Smith got in touch with Knapp who gave him an appointment at \$1.00 per year. Boys and some girls had been cooperators from the beginning, but this was the first organized teenaged grouping.

Now we had boys and girls work in a number of different places through the country. I was with an Illinois exhibit down at the World's Fair in St. Louis in 1904, and there were great pyramids of show corn that the boys had grown down in Illinois. But in this instance, Smith introduced the acreage basis and Knapp adopted the idea as a distinct phase of his program.

The next year it was extended to other states and the General Education Board financed the whole program. North Carolina was the first to sign an agreement between the College and the department. There were one or two agents appointed before I began work. I went on the first of May, 1909.

I mentioned that as the first agreement but I want to go back one agreement prior to that. The first agreement that was signed up with any college in connection with this extension work was with Tuskegee and with Hampton Institute in Virginia in 1906. Tom Campbell was appointed as an agent in Alabama and J. B. Pierce was appointed over in Virginia. Both of them did wonderful work. That was the first agreement with the colleges.

I went to work in 1909. At that time all of the club work, and it was only corn club work, was tied in with the schools. My state superintendent of public instruction invited me to the state meeting of county superintendents, he issued publications, he gave every support in the world, and we enrolled our members through the schools. It was Knapp's idea at that time to tie the club work with the school system and it succeeded for a good long time. But with teachers moving and not being in the neighborhood where the boys lived, it gradually moved over until the extension agents themselves took over the work.

Girls Tomato Clubs

A great many girls enrolled in the corn club work but Knapp didn't think that was just right. He wanted something else but he didn't know just exactly what to do. O. B. Martin, Knapp's assistant, was down in South Carolina one day, making a talk to a group of teachers. One of these teachers, Marie Cromer, got an idea. She went back to her school district and signed up about 40 girls in a Tomato Club. Each one was to grow a tenth of an acre of tomatoes and to can those tomatoes for sale and thus increase income.

The time came for Miss Cromer's girls to can their tomatoes. She took it up with Washington and Martin agreed that he'd go down. They sent a home canner down and they held this canning out on the courthouse lawn. It was a

social event. The mothers all came. They helped to peel and prepare the tomatoes for the cans. Fortunately, they found some fellow that had a little experience in canning and sealing on the lids, stopping that exhaust hole, and they got by all right. I didn't happen to have that success with some I tried later on.

Knapp now saw a way of getting into the home. Knapp said you can reach the home through the girl and her Tomato Club because that will let you into the garden. The garden will lead into the home and after you get into the home why then you can do almost anything that you want to do. But he instructed his agents very definitely: "Now don't you ever go into a home and tell a man you want to show his wife how to cook. If you do, he ought to knock you down! She may not be able to cook but you're insulting his wife when you say she can't cook. He's had to eat her cooking and perhaps has indigestion. In this way you can get into the home and that is the final place where educational work has got to be done. It's got to come from the home rather than from the outside."

He gave me \$300 that first year to start that girls club work. That was 1911. I took it up with the state superintendent of education and we picked two county superintendents whom we thought might be interested. Only one responded and we employed three teachers in that county to work two months for \$25 a month, and each one of those organized a club in their schools. At that time they didn't have consolidated schools, just little neighborhood schools.

Those three poor school teachers did a wonderful job and I just can't tell you how it caught the fancy of the public and spread. And the same thing was true in the other states. The General Education Board increased their appropriations.

Incidentally, when Knapp wanted to appoint his first home agent he went over to the Secretary and was told that the Department never had appointed a woman as an agent in the department. The Department had no money by which they could finance it so the General Education Board, for a number of years, financed the home demonstration work as we now call it.

The Lady Next Door

The second year, 1912, I was told, they thought maybe they were being polite--that they ought to have a woman to head that work and gave me the money to employ a woman. They did think enough of me to ask me to recommend someone. Well, I'd just been married and was living next door to a lady that was doing some Farmers Institute work and she was good at it. She had a wonderful personality, very vivacious, and it occurred to me that she was the type of woman who would be good for this work. So I asked her about it.

She didn't know anything about it. We'd done some canning out in the backyard and she knew about that part of it but at that time none of us had the vision of the possibilities. She hesitated some time but finally accepted but with the understanding that after a given time if I did not like her work I was to frankly tell her so, and on the other hand, she would be equally as frank if she did not like the work.

On that agreement I employed Mrs. Jane S. McKimmon. She stayed in that work until she retired at 70 and I know of no other woman in North Carolina who has made a greater contribution to the development of rural life as did Mrs. McKimmon. She is about 88 years old now and incapacitated but still alive. That was the finest job I ever did as an Extension Director while I was down in North Carolina.

HOEING THE HARD ROWS

Now let me go back a little bit and show you another side of Knapp, the things you are going to have to contend with. Jealousy, competition, credit--they all came in. In a sense you had three different bureaus working down there in Texas. The Bureau of Entomology, Bureau of Plant Industry, under Spillman and Knapp who first was under Spillman, but a little later was with the demonstration work, a separate bureau. Jealousy developed.

For a number of years there was bitterness and scrapping between the Bureau of Entomology for full credit for all of the practices that he recommended. The only thing that he stuck to was that his way of demonstrating was with the farmer doing his own work. That was the thing that he was fighting for. Then, as strange as it may seem to some of you land-grant college people, the colleges didn't like it.

Going back over there to "Colonel" Green again and the Terrill farm, after that first year with Porter "Colonel" Green went out and bought a large acreage and started a big farm and he announced that Knapp was going to manage it. It wasn't but a few hours before the President of Texas A. and M.--and I guess it must have been Houston, this was 1903, the same Houston who defended him later on--went down and saw "Colonel" Green and demanded that part of that farm be turned over to the State College because he didn't want the federal government to come down there and run things.

The same idea prevailed all the way across the states. C. R. Hudson, the first man who came over to North Carolina in 1907 to start the demonstration work, went to our State Department of Agriculture which had the responsibility of the Farmers Institute at that time, and to the college, and tried to establish his headquarters in Raleigh. They gave him such a cold shoulder that he went 135 miles west of there and started the work.

A Play For Credit

Well, that wasn't the worst of it. The people up in Washington, the Bureau Chiefs, didn't like it a bit. After it became popular they wanted to take it over and they went to the Secretary, Mr. Wilson, and made the proposal that it be turned over to more and better trained technical people and that the educational technique be more in the line of the old traditions rather than this new type that Knapp was recommending.

The Secretary called Knapp over and had these other men present their ideas. Then he turned to Knapp and said, "What do you say, or what do you have to reply?" He said, "Three things--first, they're not educators; second, they don't know how to farm; and third, they don't know people." Wilson sustained him on it and he kept his farm demonstration work. Well, that continued on for a much longer period; this same reaction of the land-grant institutions extended on through the passage of the Smith-Lever bill.

Now let me cover the Smith-Lever Act a few minutes before you take your recess.

Organized Extension work out in the Central West started about 1906 in Iowa. G. R. Christy left a year after I went to Iowa and took a job over at Purdue where they set up an extension service. They used the same old type of lectures and trains and things of that kind and came on up to about 1909. Not many states had sufficient funds to support an extension service so at the Land-Grant College meetings they began to talk about going to Congress for additional money.

Congress had passed an act that established the colleges. Twenty-five years later, they passed an act that established experiment stations. Now after another 25 years they began to think of going to Congress and ask for appropriations. They wanted one specific thing though. They wanted Congress to give them the money just like they had given the original land-grant act and research money and leave it to the state to determine how they could do it and they got into an argument then, among themselves, as to how they would do extension work.

To read some of their discussions back there it's not surprising that Congress did not give them the money immediately.

In the meantime, the whole South had rallied to Knapp and his type of work and those who had looked into it said that by 1912 there wasn't a single representative in Congress from the South that didn't support the appropriations for farm demonstration work under Knapp's supervision. Well, Knapp had wanted to tie in with the colleges and by that time had reached agreement with some.

South Versus the North

The first agreement that was signed to cover all Extension work between the Department and the College was Clemson College where the work started January 1, 1912. So the South favored the demonstration work. Other people and the leaders in the Association of Land-Grant Institutions from the North wanted the money but they wanted each one to have the privilege of doing the work as he pleased, and it developed into quite a fight. To give you some idea I want to read you a letter. As far as I know, its never been in any of the other publications that have ever been written about the passage of the Smith-Lever Act. It was written on April 11, 1912, when it looked like the Land-Grant Institutions might get what they wanted. But there wasn't anything in that bill the Land-Grant Colleges proposed that would keep up the farm demonstration work such as Knapp had been handling in the South. Here is a letter from a man in the Washington office written to C. R. Hudson, who was state agent down in North Carolina.

"Enclosed you will find a copy of the Smith-Lever bill as it was finally amended. It had been reported favorable by the House Committee on Agriculture. This means that we had better get busy at once." It comes back to politics again.

"I think you had better have friends and supporters of the various Congressmen and Senators tackle them at once and give them full information in regard to what effect this bill will be. If you will read it carefully, you will see that it will undermine and destroy the demonstration work."

"The purposes and specifications of this bill can be complied with if the demonstration shall not consist of anything but spray pumps, corn shellers or boxes of bugs." They put in just enough demonstrations to try to scoop the popularity of the demonstration work.

"You will notice also that the money and management are all but into the hands of agricultural colleges. This certainly will mean failure for the entire proposition except in two or three states where the colleges have recently come to appreciate our work. Of course you will realize also that as soon as this bill passes, turning over all authority and jurisdiction to the colleges, that the General Education Board will get out of the field and the work in the South Atlantic States as well as all the girls' work will go down in a heap.

"I hope you will study this bill carefully and see that all agents or others who take it up with Congressmen understand the situation fully. Sincerely yours, 23." Well, both symbols, O. B. Martin's and Mrs. Snyder's, his secretary, are on there. I ran onto this in Hudson's papers just a year or two ago.

Your Point of View

Now the irony of it is O. B. Martin was in charge of the club work in the Washington office. Here he was doing it from the Washington office. A few years later he became Director of Extension in Texas and there never was a more critical man of the Washington office from the beginning up until now than O. B. Martin was after he went down there. As an example, he barred the Texas agents from using the word "project" because he said that was a vocational thing and they had to use something else. I wanted to bring it out to illustrate the point that your perspective may change your point of view from time to time.

When I was in Washington I looked at things quite differently from what I did when I was down in the field at the other end of the line. Well, I can go on and talk for hours, of course. It was my life from 1909 on you might say.

I will give you one more illustration, somewhat humorous, but it illustrates the power and magnetism of Knapp. He made one of his greatest speeches out in Lexington, Kentucky, in 1906. This same O. B. Martin--this was an educational meeting--was state superintendent of schools in South Carolina. Knapp lambasted the schools and argued for his demonstration work in about the same type of language he described the pasture. O. B. Martin got on his feet and took issue with him and Knapp challenged him to go back to South Carolina and arrange to get some of these demonstrations started down there and see for himself if it would work or not. It was an educational matter.

Martin went back to South Carolina and over to see the President of Clemson. This was 1906. The President said, "No, he didn't want anyone coming in there for a short time and then claiming all the credit if any good came from it." So, he turned him down.

Martin went over to the Governor. The Governor's reaction was "Damn old Knapp! He put me out of the rice business down on my plantation. I don't want him down here!" When Knapp developed the rice business in Louisiana it largely disappeared out of South Carolina in a few years. That was the reaction. Anyway, it wasn't long before Knapp was invited down to South Carolina and the work really started. It was financed by the General Education Board about a year later.

One more thing and then I'll quit! Qualification of age. Knapp said in the beginning he did not want technical men as his first agents. He wanted a farmer who was recognized in his community but who was willing to work with his neighbors. That's the kind of a man he wanted and that's the kind of men that were appointed.

Evans, in that publication that I gave you this morning, states that none of those first men were college trained men but they were the type of men that Knapp said had good common sense and could go out and talk to the farmer and gain his confidence because he had to gain his confidence before you could make any progress. Now when it came to appointing his state agents and his field agents in Washington, he did get college graduates from Texas and elsewhere who were trained men.

Under conditions as they were in 1904, and on up to 1910, 1911 and 1912, I don't think there is any question but that the type of man that Knapp picked was the best qualified man for the job to be done at that time. If our agents now had to go out and meet those conditions, no matter how well trained they are otherwise, I'm just as confident as anything they would be complete failures. Conditions have changed, perspectives have changed and we've got something else. I've talked long enough.

THE EXTENSION SERVICE IN ACTION

The other day Dr. Clark put up on the board a list of qualifications of a director and I suggested that he put "control your temper" up there. He asked if I wished to tell of an incident. I told him I'd tell it later so I think I better start off with that this morning.

A Story on Temper Control

It happened back in the AAA days. I learned one of the most valuable lessons, I think, in my administrative experience, and its the lesson I want to emphasize more than telling you this story of how I lost my temper.

We ran the AAA in the earlier days and it was an 18-hour-day job, and many days you didn't get anything to eat after you left home until you got back at eleven o'clock that night.

Then I caught the flu--the old type flu. After you'd run a temperature for a day or so the temperature went down and you just felt fine until you got to moving around. Well, that happened in my case. Temperature was gone when I got up that morning, feeling real good. My wife told me, "you better not go to the office." I said I've got to go.

So I went, and as luck would have it when I walked in the office the telephone was ringing. This was about seven o'clock in the morning. On the other end of the line was a cantankerous county agent who started arguing with me about changing a regulation. Well, you know these regulations were made in Washington. We couldn't change them. I agreed with him that the regulation needed changing but I couldn't do it. Well, the argument continued on for a little while and both of us, I guess, lost our tempers. I finally hung up the telephone on him and I think it's the only time in my life that I ever hung up a telephone while talking with one of the workers.

In the meantime, the oldest district agent came in and sat down just across the desk from me. My room was always open to any extension worker that wanted to come in unless we were engaged in actual conference. So he walked in and sat down across the desk and heard the conversation. When I hung up and turned around he arose and said, "I came in to ask you a question, but I'm not going to ask it today," and he walked out.

I sat there for a moment and I thought to myself, you fool, if you can't argue with a man without getting mad you've got no business in the office. I picked up my hat and went home and stayed there for two days.

Now making a mistake like that is bad enough but some times you can use it to your advantage. I've used that story a number of times to ease situations and one in particular was with the county commissioners of the county adjoining Wake where we are located.

Profits From Mistakes

A new agent was to be appointed. I don't recall just why the change, but it became known two or three weeks before the change was to take place. One of the older vocational teachers in the county started a campaign to get the job. We pay more in Extension than Vocational. Well, of course we learned about his campaign. We don't like to take vocational teachers as county agents if they have been in vocational work for five years or more because it seems more difficult for them to adjust themselves. So that was one of the reasons we didn't want him.

The other reason was that he was an active candidate for it and he'd built up a following in the county and the County Commissioners insisted that he be appointed. Well, the District Agents couldn't handle it and the Assistant Director went over and met with the Board of Commissioners and couldn't get satisfaction.

In the meantime the Board of Commissioners adopted a formal resolution --I guess it's still in the minutes--calling the Director of Extension a dictator and that was published in the paper. Then they wanted to come over and have a talk with me. I invited them to come.

I met them at the door with a smile. I related the telephone incident to them and told them, "we'll take whatever time is necessary today. You can present your viewpoint and I'll present ours, but when you leave I'm going to still be smiling no matter what the decision may be.

Well, they seemed to relax. We did discuss it. We didn't agree. They went back home--the place stayed open for four or five weeks until everything kind of subsided and then before we got through I think we sent them five different men to look over. After they had seen five they told the District Agent they were all good men. "You tell us the one you think is the best." Everything has been lovely ever since.

Well, I have that mistake to help me out of other difficulties and I had more than one of that kind. I had one with a group of home demonstration women where I told the same story and it helped out.

I think I'll just take two, three minutes to tell of another incident of using a mistake to advantage. We developed a system for supplementing salaries and new positions where we've organized foundations and gotten contributions of rather large amounts. These funds are invested and the income used to supplement salaries or create new positions. The textile people have had rather phenomenal success and have something over a million dollars in their foundation. We started a similar one in agriculture and it's more difficult to get funds for agriculture than it is for some of the other industries.

Our college people wanted to get a dairy foundation because dairying was growing and a number of the national dairy production plants were coming into the state. After discussing it for some time they decided

they'd go see George Coble. Now George is a man who started in a few years ago with a hundred dollars and developed a creamery up to nobody knows how much he was worth. But anyway, he had money, he was a plunger, and a leader. It was decided that the thing to do was to see George.

President of the Consolidated University, the Chancellor of the College, the Dean of Agriculture, and the textile man who had been most successful in getting the textile foundation contributions had a meeting with George. A date was arranged and all went over.

The strategy was to have this textile man outline just how they had gotten the funds for that. He didn't talk more than a minute. George just took the ball away from him. He knew what they were coming for, of course. He expressed himself very emphatically and said, "I'm not going to give you a damn cent until you equip that laboratory down there so you can train students in dairy manufacturing. The only thing you've got is an old churn that no Board of Health would ever pass. Now if you get a real modern laboratory to train students I'll get out and get you money for your foundation."

Well, the mistake had been that the College people hadn't really tried to get the finances to equip a laboratory. They were going out after money to spend in research and additional men. Before they left the office that day--that was on a Friday--they called the Governor and arranged a conference with him for the next Tuesday. They explained the situation to him and he gave them \$100,000 out of his emergency fund to equip that dairy laboratory. George then went to work and I don't know how much they've gotten but it's a rather large sum of money in the Dairy Foundation.

I know of one dairy where the farmers who furnish the milk to this dairy voted to have the dairy deduct perhaps one cent per hundred pounds and the owner of the plant himself puts in an equal amount which goes to the Dairy Foundation. In both instances the mistakes were profitable.

Getting Money From The Counties

A number of you have asked for a little more information in regards to securing of county funds. I guess some of you have seen the tables. I think I've been telling you we get over a million dollars from the counties. Well, I've run onto a table since I came up here and it's \$1,600,000 that we are getting in county contributions and we have a 100 counties. Some of you want to know how we do it? Well, this circular, I mean this criteria of sharing the cost.

A combination of circumstances, I think, have helped us in getting large county contributions. One factor was the control programs that came and cut down on the acreages that we could plant to cotton, tobacco, and peanuts primarily and people had to turn to something else. That was one thing. Another was that the AAA programs applied in all counties and we put agents in every county. We didn't have them up until then.

When they cut the tobacco, cotton, and peanut acreage the farmers had extra land and what to do with it was a problem. We were just fortunate in that the Station had developed satisfactory practices for good pasture all over the State. Prior to that time we did not have pastures except in the mountains. The mountains were the natural grass country. Down in the cotton and tobacco country, grass was a menace because it was hard work to clean out of cash crops.

Fortunately, we had the know-how for good pastures all over the State and in just a few years expanded from practically no acreage of good pasture to over a million. Well, that was your foundation for livestock.

Poultry production has increased by leaps and bounds, going from just a few million dollar income to over a 100 million dollar income. This same thing was true with dairy production and through the help of a Michigan man who came down to North Carolina in 1912 to die from tuberculosis we developed a 30 million dollar swine industry.

Tobacco and cotton are on the basis of acreage so a man can produce just as much as he can per acre. Fortunately, our Experiment Station had developed new practices and we've grown from an average of 750 pounds of tobacco to around 1500 pounds at the present time. It's nothing unusual for a man to make over 2000 pounds to the acre.

You see we were in an expanding economy over this period of years and the farmers were getting more money, the counties were getting more money, and the farmers needed help because they had problems with every new practice they tried to put into operation. So the demand was there and it was just a question of getting an equitable basis to get support.

And then another thing, which is a part question here: If you had asked me 15 years ago if a county would support 10 or 12 agents in the county I would have told you no and I would question myself as to whether it was even advisable. But SCS came along and did individual service work and the finest scheme of public relations I think we've had anywhere--it beats politicians all to pieces. They've won the imagination and the support of the public all over the country, and particularly the city people and the politicians and Congress.

They demonstrated that if you gave personal service that results in increased income the people themselves will support the work in a financial way.

It was that combination of circumstances that built up a situation where we can get large county support. Now the reverse of that is if the people themselves didn't feel that they were getting value received you can bet your boots it wouldn't be long before appropriations would be cut down out there in the county because in our case the Board of Commissioners are responsible for county government. They're elected by the people and if the voters did not feel they were getting value received, they would change the board very quickly. It's the best indication of satisfactory work on the part of the county personnel.

Incidentally, Dr. Clark handed me a bulletin yesterday that is just out. If there are any of you who are interested in the various types of county support it is a bulletin just put out by the Extension Office in Washington on "Summary of Study of County Extension Organization and Financing Procedures" and I presume most of you will find one when you get back home. I just glanced through it hurriedly, but I'm surprised at the various sources and the various ways of handling county funds in support of Extension and I think you'll find that circular very, very interesting.

Service For The City Folks

I think it was the first day that I was here the question came up in your discussion as to how extension will change its program with the change in population trends. At least to my mind those questions implied, "Is it legal for you to do work in cities or in urban areas." I think occasionally you need to go back to your basic law and we've had a number of them. If any of you are interested in those I suggest you get a copy of Laws Relating to Vocational Education and Agricultural Extension Work. It is available through the Superintendent of Documents at a cost of a dollar. It's got every law that has been passed that deals with Extension and vocational education since 1914.

Let's take up a point or two in reference to the original Smith-Lever Act. I told you the other day that the colleges did not approve the farm demonstration work as it was in the South and some of the people in the Department of Agriculture were just as antagonistic.

There was a tug-of-war that extended for about six years. The Smith-Lever Act was a compromise of various opinions. The objective is stated in the first section: "In order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same." That's your objective.

And in connection with that same section you recall the letter I mentioned by C. B. Martin where he said farm demonstration would be abolished if the thing was turned over to the Land-Grant Colleges. So they put in this first section of the act "that pending the inauguration and development of the Cooperative Extension work nothing in this act shall be construed to discontinue either the farm management work," which was the type used in the Northern states, or the "farmers cooperative demonstration work as now conducted by the Bureau of Plant Industry." And they continued appropriations for those for a number of years.

What is extension work? Section II. Cooperative Agricultural Extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities. And imparting to such persons information on such . . ." Now that is the only prohibition in the bill as to whom you should reach. Prohibition applies only to students resident in the particular college.

My interpretation of it is that you can go into the cities. You can go into any type or group that you wish to. You have the legal authority as long as you are going to them with subject matter relating to agriculture and home economics and that's just as broad as you want to make it. So I personally can't see why you can't go to any one at all who wants help.

If some lady has only one rose bush and black spot hits it, and if she wants help, I think it's the obligation of the institution as far as possible to provide it. Maybe if some kid has just one chicken and he needs help--now you can't go down that far in detail I'll admit, but the principle is plain. We have an obligation to all.

The Spirit of Cooperation

I want to call your attention to something else. Before the law could become operative, the Department and the Colleges had to agree on a plan of cooperation. Well, as a result of that they got together and drew up a Memorandum of Understanding in 1914 shortly after the passage of the act.

The Department at Washington agreed that they would do certain things in the way of organization, the Colleges would do certain things in the way of organization, and that the two would do extension work in a cooperative way. The Department agreed to conduct all its extension through the Land-Grant College, and the bill provides that the states shall develop the plans of work for the year and submit for approval to the Secretary of Agriculture.

Now the Secretary of Agriculture under the law, as I interpret it, can't tell you to do anything down there in the state. He can tell you that you can't do some things but he can't force you to do some things if you don't want it done. Of course if something comes out from the office up there most of us try to work it out, for there are ways he can change your viewpoint so you can't always demand your legal technicality.

Here is another point. Congress put in certain restrictions on how you can spend this money. The Department has had experience, particularly in the Experiment Stations since 1887 and some Colleges have gotten away with murder. In my own institution they paid everybody from the president down to the janitor and the night watchman out of Hatch research funds. I'm sure we were no meaner or no worse than some of the other states. At that time my own institution didn't have but \$20,000 to run the college and here was \$15,000 additional money so of course they took advantage of it.

You need to read these bills all the way through; you'll catch one thing at one place and further on there'll be something else which may seem to conflict. "No portion of said money shall be applied directly or indirectly to the purchase, erection, preservation or repair of any building or buildings or the purchase or rental of land, or in college course teaching, lectures in colleges, promoting agricultural trains or for any other purpose not specified in this act. "And not more than five per cent shall be used for publications"--yet publication is one of the things classified as a means of disseminating this information.

I think those are good restrictions, but there is more than one way to choke a dog to death. I once made the annual inspection in Texas. I found a voucher where they had spent \$150 on an agricultural train. The law was specific against such an expenditure so nothing could be done except to refund the money to the government. Then I ran on to another one. They had gotten hold of an old building and had put up a partition and paid for it out of extension funds. Well, that bothered us for a while. The bill prohibited repairing of buildings but I had learned somewhere that if you rent an apartment and put up a shelf or something and put it up with screws that you can take that out when you move. So I asked them if the partition was nailed or screwed. They said "nailed". I then said it can't be passed. Well, before they got through they pulled out the nails and put in screws and we got by with it.

There are a lot of ways to get things done. I often think about a statement made by Assistant Secretary Hill who was in Washington when they started the mattress program. I suppose you had it; if you did you had a mess. But Hill went at it opposite the usual approach. He got hold of the solicitor's office and instead of the solicitor approaching it from the standpoint of finding out why they could not do the thing Hill asked him to find out how they could do it.

Fourteen years later Congress passed the Capper-Ketchum bill by Senator Capper of Kansas and Representative Ketchum of Michigan. This gave us an increase of funds, but in the meantime we'd gotten a squabble going among our own extension people whether we were giving enough money to home economics.

The old directors up here in the North didn't think too much of home economics. They said that's all right for those poor folks down South; they don't know how to cook anyway but our people all know how. Well, some of the women up North thought they ought to have some type of extension work so we got into a squabble.

When the Capper-Ketchum bill came along they wrote certain restrictions. The bill provided that at least 80 per cent of it must be spent in the counties and then specifically that in the appointment of agents the money must be used in fair and just proportion between men and women agents.

The way we handled our Capper-Ketchum funds (80 per cent had to go in counties and divided in fair and just proportions between men and women), we allocated it all to the counties and gave 50 per cent to the women and 50 per cent to the men.

CONFLICT AND COOPERATION

Soon after the passage of the Capper-Ketchum bill we entered the depression years. Many states reduced appropriations and in North Carolina some counties discontinued their appropriations.

Then came the "New Deal" and the passage of the Agricultural Adjustment Administration, Soil Conservation, the Resettlement Act, etc. These new organizations were designed to assist farmers and they needed direct contact with the farmers. In several states the Agricultural Extension Service was the only agency functioning at that time and in a position to reach the individual farmer quickly.

Plowing Up Cotton and Killing Pigs

The first major project of the AAA was the cotton plow-up campaign in the South. Some politicians wanted to use the democratic party machinery but key administrative officials in Washington insisted on drafting the extension service and this viewpoint finally prevailed.

It was not an easy job. Cotton was already being picked in the far South and far advanced in the whole cotton belt. To deliberately destroy a crop already practically made with a prospective yield of a bale or more to the acre was almost sacrilegious with most farmers. Only his desperate financial situation and his confidence in his county agent brought about the successful conclusion of the campaign.

The cotton reduction program was followed by wheat, "kill the little pigs," and other commodity programs. All were handled in the field primarily through the extension organization. Overnight the extension service shifted from an educational agency into an action or service activity.

It was not foreseen at the time, but out of the efforts of the extension workers in the AAA campaigns grew an enlarged and permanent extension organization in all counties in North Carolina, and I am sure in many other states. In our state nearly one-half of our counties had no county agents. With AAA funds agents were placed in all counties and gradually the counties made funds available to pay their proportionate part of the expense.

Extension workers were very active in the ground work on the local level for Soil Conservation Service, Resettlement Administration (now Farmers Home Administration), Rural Electrification, and other national programs. Activities of this kind are now generally recognized both in Washington and the States as the educational responsibilities of the extension services while the actual administrative duties have been gradually taken over by the respective agencies.

The transition, however, was not without clashes, at least in the Southeast. Many extension workers held on as long as possible in the administrative field while on the other hand, many administrative officials

in other agencies openly advocated that AAA and SCS take over the technical educational functions of the land-grant colleges. There was quite a battle for some time, but in the end harmony and understanding of functions were established between the various agencies working directly with the farmer.

The passage of the Jones-Flanagan Act in the late thirties and subsequent legislation increased financial support and broadened the program of extension work.

A Prognostication

It has taken 50 years, step by step, for extension to gain the confidence of the farmer and the general public and to perfect the technique of doing a good job.

Some of us, at times, become impatient at the seemingly slow progress. If any of you are pessimistic in that field, permit me to close with this optimistic note--cheer up, perhaps during the next 50 years the various so-called action agencies of the U. S. Department of Agriculture will be channeled through the state land-grant colleges, instead of directly from Washington, to Joe Smith, farmer at Back Creek, North Carolina.