

HISTORY

OF THE

SCHOOL OF AGRICULTURE

RIVER FALLS STATE COLLEGE

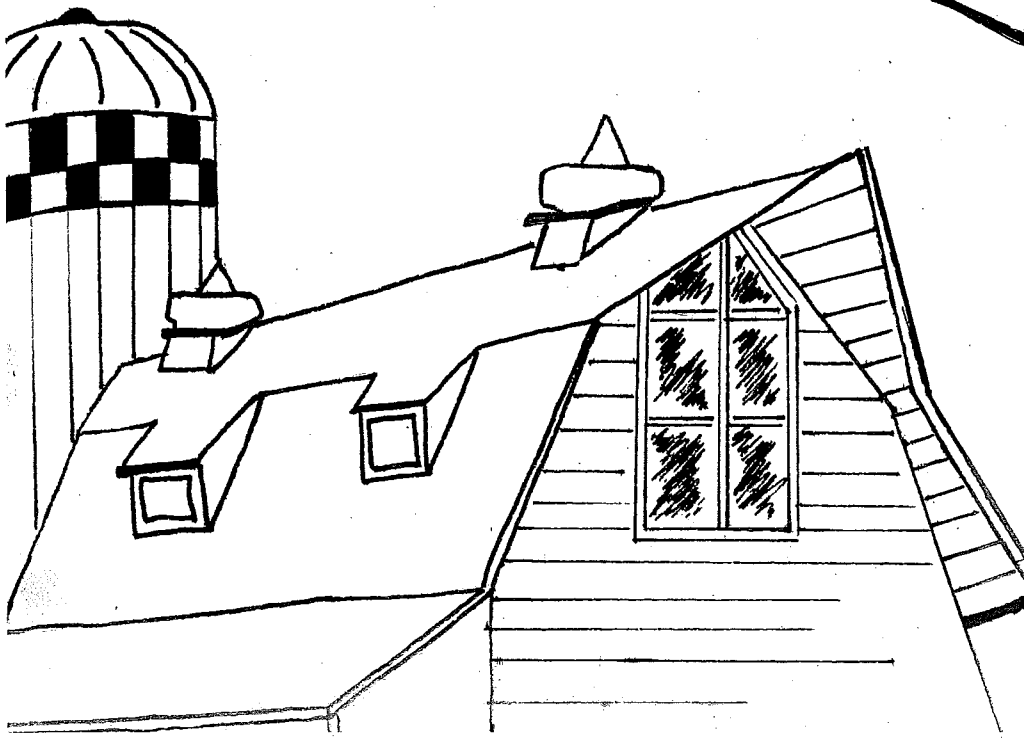
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1919-1960



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	Page
Background of Agricultural Education	1
Establishing the Department	12
Educational Philosophy	26
The Faculty	41
The College Farm	52

Background of Agricultural Education

The Wisconsin State College at River Falls was established in 1875, but the Department of Agriculture did not become a unit within the institution until 1912. Much of the history of education in Wisconsin is involved with those intervening years, and this is especially true of the teacher training program in the field of agriculture.

A long sequence of events and influences, economic, social and political were responsible for the establishment of Vocational Agriculture as a departmental unit in the colleges and secondary schools of the nation.

The colleges established in the early Colonial period were copied from the pattern of the colleges of Great Britain, which also furnished most of the teachers. Harvard, as an example, founded in 1736 had for its principal purpose the training of men for the ministry. By 1769 there were nine colleges in the east, all with about the same objective and all supported by the church or other philanthropy. Departments for the training of lawyers and teachers were added as time went on, but these early colleges remained primarily schools of the classical pattern. The philosophy that a classical education satisfactorily served the needs of a growing republic was dominant for many years. It was used as an argument in opposition to the establishment of the Land Grant Colleges, and even in the early days of the River Falls Agriculture Department, some of the older veterans on the Normal School staff voiced the same opinion. Copied, as they were, from the colleges of Great Britain, they were for the upper classes and not for the masses. Fortunately the farmers of that early period were not very interested in education for the farmers or in other farm programs. During the period up to the founding of the Land Grant Colleges, agriculture was the dominant business of the country. Manufacturing had not yet had

time to develop to any large extent. These farmers were a powerful opposition to the bankers and industrialists of that period, and if space permitted, many acts of government could be cited as proof of their effectiveness. When the Civil War was over, the power of the agricultural group commenced to shift. By 1889, for the first time, income from agriculture was less than the income from manufacturing.

During the years 1820 to 1860, 174 colleges and universities were founded in the United States, about one half of them in the North Central states. A very large percent of these schools failed to survive. The state universities were largely established during this period. The idea that a person must be educated in order to be a responsible citizen had been discussed for a long time and it had now received a degree of acceptance. In the opinion of many, the old type college was still favored. On the other hand, the church dominated colleges had failed to meet the challenge of furnishing a type of education which suited the needs of a growing industrial and agricultural society. As might be expected, charges were made that the new universities were hostile to religion.

One of the early acts of the National Government which influenced the establishment of the Agriculture Department at River Falls was the Morrill Land Grant Act of 1862. Without a doubt this ranks as one of the most significant acts of government affecting agricultural education in the United States. It provided, among other things, that each state receive 30,000 acres of land for each senator and representative in Congress. The proceeds from the sale of such lands were to be used to establish and maintain colleges. The purpose of these colleges, one to each state, was stated as follows: "to teach such branches of learning as are related to agriculture and mechanic arts". Hence the naming of some of these colleges as "A and M colleges". The curricula were to be set up by the state legislatures. There were many other provisions written into the act, too lengthy for our purpose, to discuss. This is the legislation which is responsible for the colleges which have furnished

the men and the scientific knowledge that was required to bring agricultural education to its present status. It was also later to become a major hurdle in seeking federal recognition for the department at River Falls.

Agriculture in 1862 was very primitive, mostly hand work with a few small horse drawn cultural machines. The forty hour week had not reached even the dream stage. The work day was as long and as arduous as it had to be to get the job done. These men and women were as truly slaves of their environment as the packing house workers of 1900 described in Upton Sinclair's The Jungle.

Up to the Civil War, the opportunities open to the farm population in the field of education were few. Here, then in the Morrill Act, an opportunity was offered to the poor for a college training, and presumably fitted to their special needs. One has only to look at a list of the Land Grant Colleges to see how the idea grew. As a direct result of the Act, 63 Land Grant Colleges and Universities were established.

Perhaps, even more dramatic, has been the development of agricultural research involved in the provisions of the legislation. All of the major developments of the revolution in agriculture have come about through the advancement of the sciences, primarily chemistry and biology. This research program continues unabated as a mixed blessing with the tremendous overproduction piled up by the enterprising farmers. It is the envy of the civilized world. In more recent years the emphasis on engineering has mechanized the farms, forcing a large group of small farm operators to seek other employment.

Agriculture after 1865-66 was on the defensive and many new developments were to follow. In 1887 the Hatch Act established the national system of State Experiment Stations. These were established as centers for practical farm research and they have served that purpose admirably. In 1889 the U.S. Department of Agriculture was granted cabinet status.

It soon became apparent that the Land Grant Colleges were to become institutions

for the training of experts and centers for research. In the late 1800's the University of Wisconsin was a leader in research. The work of Stephen Babcock in dairying and W. A. Henry, E. V. McCellum and E. B. Hart in human and animal nutrition were of national repute. This was not what the farm groups had expected and there was no question but what the college programs were highly technical. Furthermore there existed no effective media whereby the new findings in the laboratories could be explained and made available to the farmer in the field. Many remedies were suggested by farm groups, legislators and college staffs. Finally in 1914 the Smith-Lever Act, granting federal aid for extension work among farmers, was passed. This act also provided for a home demonstration agent to carry on extension work among the women of the farms. Prior to passage of this act the Farmers Institutes had served as the media for the dissemination of new ideas among the farming group. These institutes were meetings held in rural areas through the four winter months for the purpose of presenting the new ideas resulting from research. The material was usually presented to the farm groups by successful farm men and farm women. These were people who had made a success of farm life and they performed a great service. They were, in a sense, unselfish missionaries in that early phase of educating the farmer and their remuneration was in keeping with that classification. In this locality many older citizens will remember David Bradley of Hudson and John Imris of Roberts, two successful farmers who covered the institute circuit for many years.

The county agents, who were hired by the county boards under the Smith-Lever Act, were fulltime agricultural technicians. This has been expanded so that many counties have one or more assistant agents.

Prior to the enactment of the Smith-Lever Act there had been a number of farm groups which had used agricultural agents on a private basis. A group of enterprising farmers in St. Croix County had operated on such a program for several years before the county board hired an agent under the Smith-Lever Act.

Among other influences that arose to back up the farmer in his many demands were the many farm organizations which appeared like mushrooms in all of the farm areas. The National Grange was founded in 1867. The Grange immediately sought government aid for agriculture on many fronts. By 1874 the Grange had one and one half million members and up to about 1880 they exerted a powerful influence on local and national government in behalf of the farmer. The Farmers Union and the Farm Bureau objective was originally to aid the county agents in carrying out their extension programs but it was soon involved in the many other issues of the time. These farm organizations were often in disagreement over goals and methods of achieving such goals but all of them espoused the cause of education. Over 300 such organizations were established after the Civil War period and nearly all of them requested government aid. Surprisingly enough, even at that time, they sought the money from the Federal Government.

There were many other agencies such as farm magazines, books on scientific agriculture and livestock breeders associations which threw their influence in the same direction. It was all part of the great reform movement which followed the rapid development of new states with cheap or free land and its overabundant production of food.

The acts of government and organizations mentioned so far in this brief resume have all been national in scope. While these developments were going on, Wisconsin was progressing to a position of leadership in the field of education, and perhaps especially so in the education of the farmer and his family.

In 1851 the first agricultural society was incorporated at Madison. It met with considerable success and by 1855 had a good sized membership. The purpose of the organization was to promote the cause of agriculture by any means at its disposal. In 1859 Abraham Lincoln presented an address at a meeting of the society from which the following quote on education is pertinent. "No other known occupation opens so wide a field for profitable and agreeable combination of labor with cultivated thought

as agriculture." It was two years later in 1861 that Lincoln, as President, signed into law the previously mentioned Morrill Act.

During its first two decades the University of Wisconsin was patterned after the early eastern colleges. After the passage of the Morrill Act it was obligated to assume responsibility for the teaching of agriculture. In 1868 a staff member trained in agriculture was added and he was later made the director of the Department of Agriculture. It was not until 1893 that it became the College of Agriculture as we know it today.

There were several reasons for the slow progress in the development of education in agriculture at Wisconsin during the first thirty years of the department. The field was new and it required considerable salesmanship to sell the parents of farm youth the idea that they should send their sons to the University to study agriculture. Practically all the mothers on the farms were hoping that their sons might be spared the drudgery of hard manual labor with its 12 to 14 hour day on the farm. A store clerkship or bookkeeping job was looked upon as very desirable compared to remaining on the farm despite statements by college professors that the farm was the place of opportunity. The farm-wise woman was not asking the educator for his opinion on this question.

In the second place, because the Morrill Act established the many Land Grant Colleges by a stroke of the pen, there existed no adequate supply of trained men and women to staff the new departments. The faculty roster of the early departments does not list many advanced degrees. For instance, for many years at Wisconsin the work on sheep breeds and management was in charge of a former successful sheep breeder who had no college training. There were many others with similar background throughout the nation's colleges.

Lack of funds was a serious problem for nearly all of the Land Grant Colleges. The free land granted to the states was expected, when sold, to furnish an endowment

to launch the college. Its operation would be a state obligation to a large degree. In order to make funds available the land was disposed of as soon as possible. A wave of selling and accompanying speculation depressed land values so that in many states the grant was practically squandered. Wisconsin realized only \$303,000 from the government and many other midwest states fared only slightly better. Those states which retained their land holdings for a rise in land prices were more fortunate. Minnesota, for example, netted an endowment of \$2,836,000. An even better example of business foresight were the dealings of Ezra Cornell, founder of Cornell University. By skillful purchase and sale of Wisconsin pine lands an endowment of about \$5,000,000 was realized when the holdings were disposed of through 1880 and 1890.

One of the most successful developments of the Wisconsin Department of Agriculture was the Farmers' Short Course, established in 1886. The program was developed by Professor W. A. Henry who became the first dean of the college. He is noted for his famous book, Feeds and Feeding, which has passed through 22 editions and is still a standard textbook in the field of animal nutrition. It was stated by writers of the period that the Short Course came about primarily as a result of a report by Regent W. F. Vilas to the legislature in 1885 deploring the lack of concern for the education of farm youth. This program has been repeatedly revised and today consists of about fifty courses in the elements of practical farming. It is given for a five week period during each of three succeeding years, usually in February and March when farm work is the least pressing. The Short Course has been one of the most effective agencies ever developed for the promotion of improved farm practices. It is still very popular and in its early history it served to partially answer the critics who complained of the technical nature of college education.

In 1908 the College established another program designed primarily for farm youth called the Middle Course. This was a two year course with a minimum of tech-

nical science courses. It never became popular as most of the students preferred to take the Long Course which was the catalog designation of the regular four year course leading to the B.S. degree.

The origin of the Normal Schools dates back to 1863. The original objective of the legislature was to establish one Normal School for each Congressional district. There were many appeals from Wisconsin cities for these schools and political pressure played its part in their ultimate location. The two schools which later on were authorized to establish departments of agriculture were River Falls and Platteville. Platteville was established in 1863 and River Falls in 1875.

The story of the location of River Falls Normal has been told so often that no lengthy review is necessary. The Board of Regents had already established three normal schools in the southern sections of the state so they were ready to listen to appeals from the northern half of the state. The community surrounding River Falls is an excellent farming area which at that time had become well established. Townships adjacent to River Falls bonded themselves for \$20,000 toward financing the school. The last two advantages were apparently sufficient to influence the Board of Regents in favor of River Falls over other suggested locations. This in spite of the unsatisfactory facilities for transportation. There was no railroad into River Falls in 1875; it came in 1878 and was extended to Ellsworth in 1879. Influential River Falls citizens must be given the major credit for securing the school for River Falls.

Since this is a report on the School of Agriculture we will not discuss the early history of the College itself.

The special departments were established for the various normal schools beginning in the year 1909. The School of Agriculture at River Falls is one of those special assignments established in 1912. These special areas were not initiated solely from the standpoint of a great need for them. With nine schools in the state the special offerings served, to a certain extent, to distribute the enrollment among

the various schools. The argument that the specialities served to avoid any large amount of duplication of facilities is very debatable.

In 1901 agriculture was added to the rural school curriculum of Wisconsin. It never played a very important part in agricultural education except through the 4-H program. This work sponsored primarily by the county club agents with the cooperation of the rural teachers is national in scope and ranks as one of the most successful rural youth organizations in the United States.

These developments were evidence that agriculture was seeking recognition in the schools of Wisconsin through various channels such as applying pressure on the school boards, appeals to the State Superintendent of Schools, etc. An occasional graduate of the Wisconsin College of Agriculture would take over a small town principalship and perhaps offer one course in agriculture.

The first reports of agriculture programs in Wisconsin high schools were submitted by the State Department of Instruction in 1910. The schools making the reports were Janesville, Marshall, New Richmond and Plymouth. The high school programs apparently started by these schools were responsible for the passage of the 1911 law granting state aid for departments of manual training, domestic science and agriculture. This also was the legislation which prompted President J. W. Crabtree and Professor W. S. Welles to establish the River Falls Department of Agriculture the following year to take advantage of the opportunities which the new law would offer to graduates in agriculture.

A rapid expansion in high school agriculture followed and Regent P. W. Ramer in a report of June 1918 stated that over one half of the agriculture teachers of Wisconsin were graduates of River Falls Normal School. Many of these departments were at this time offering only one to two years of training in agriculture and therefore were ineligible for the new state aid. Even by 1940 there were still twenty-eight such schools operating without state aid but the great majority of high

school department by this time were receiving the aid.

Another aspect of Wisconsin agriculture was the establishment of County Schools of Agriculture. These were authorized under a state law passed in 1901. These were actually agricultural high schools operating under rules spelled out by the statute. They served the same purpose as the Smith-Hughes program and the courses offered were quite similar in many respects.

The following schools were established:

<u>City</u>	<u>County</u>	<u>Date</u>
Menomonie	Dunn	1902
Wausau	Marathon	1902
Marinette	Marinette	1907
Winneconne	Winnebago	1907
Onalaska	La Crosse	1909
Rochester	Racine	1911
Wauwatosa	Milwaukee	1911
Wisconsin Rapids	Wood	1914
Viroqua	Vernon	1914

In the early years of their existence these schools were popular but there was always the problem of maintaining the enrollment. By 1930 half of the schools had closed largely because the Smith-Hughes program was taking over the high school work in agriculture and farm youth could obtain their training closer to home. Only one school, Rochester, reported to the State Department of Education in 1960.

This has been but a brief review of the major factors and events in the long history of the development of agricultural education in Wisconsin leading up to the Smith-Hughes training department at River Falls.

Almost half a century passed between the founding of the University of Wisconsin and the establishment of its College of Agriculture. In spite of this seemingly slow progress Wisconsin has been regarded as one of the leading states in the promotion of this work.

Fifty years ago almost any job at which a young man could work with clean hands and wear a white shirt was looked upon as preferable to being a farmer. Today the opposite is true. The average farmer of our time is a leader in his community and an

active member of leading civic and service clubs. He is a businessman commanding, as a group, as much horse power as that used by United States industry.

The Smith-Hughes program has played an important part in bringing this transformation about.

Establishing the Department

The history of agricultural education at River Falls dates back to 1911. This was the year in which the law establishing agriculture in Wisconsin high schools was passed. The law also had some provisions for aid to the top grades of the elementary schools but the maximum allowance to any high school was \$350 per year.

It will be recalled that at this time the state of Wisconsin had a few county agricultural schools, some township high schools teaching agriculture and the collegiate program at the University of Wisconsin. The Wisconsin Short Course was the most practical program open to farm boys with or without a high school background.

From about 1906 considerable interest had developed in the agriculture course at the University of Wisconsin. The regular long (4 year) course was being discussed by high school graduates and each year a few would enroll. It is difficult to analyze the reason for the aroused interest. The objective of these enrollees at that time was not the field of high school teaching or to obtain employment in industry.

One interesting aspect of this sudden splurge in interest was the attraction the course had for a large group of graduates of the various two-year courses at the normal schools. These men had earned two-year diplomas in education and then taught in the rural or elementary schools. Many of them continued their work for the B. S. degree at the University of Wisconsin College of Agriculture very often majoring in agricultural education. They often became leaders in the field of teaching and extension. Many of the departmental professors at the University of Wisconsin entered the agricultural field by this route. These normal school graduates had a distinct advantage over the young man who entered the university fresh out of high school. In the first place they had some experience and secondly they were able to complete their work for the degree in slightly over two years. This age and experience often tipped

the balance in their favor when seeking employment and, more than any other group, they were able to capitalize on the early interest in agriculture.

But they made up a small portion of the University enrollment in agriculture. Who were the others? The class which enrolled at Wisconsin in September, 1911, a few months after the passage of the previously mentioned statute, numbered about 188 members. They were not mostly farm boys as these freshmen are today but their parents represented all walks of life. There was even one coed who majored in animal husbandry and many city youths whose parents were business or professional people. There was talk current on the campus that one could earn a degree in agriculture the easy way by carefully choosing courses. Some said the department was a haven for athletes. Neither of these statements carried any validity, but the fact was inescapable; here was a large group of nonfarm boys taking agriculture.

When this group graduated in 1915 there were 139 members or 18.3% of the Wisconsin graduates for that year. Very few of these men majored in agricultural education; animal husbandry, dairying, agronomy and soils were the most popular majors.

No great interest in agricultural education existed at that time because high school agriculture was a new idea in education and the University apparently was not interested in competing with the two-year normal school graduates. The local school boards did not require courses in agricultural education as a qualification for a high school agricultural position until years later. Very few of these graduates actually did enter the teaching profession. In 1915 the nation was leading up to its entry into World War I and food for the allies was becoming a vital factor. One important outlet for the graduates may be observed from the increase in the extension service.

U.S.	1915	1918
County Agents	928	2435
Total Extension staff	2601	6728

Other phases of agriculture would show corresponding increases in opportunities

for employment but high school teaching was about to enter the scene.

At the River Falls Normal School in 1911 President J. W. Crabtree had just assumed the office of the presidency. He proceeded at once to build the school up in staff, equipment, buildings and enrollment. Five two-year, two three-year and a one-year rural course were established. Students enrolled from the eighth grade and below. A large school apparently was a major objective of the President. It is not difficult to imagine the interest which the Wisconsin law would arouse under such conditions. It presented an opportunity to attract another student group with different interests to further the enrollment. It would create a situation (which later materialized) whereby the Normal School, instead of being a local entity, would attract students from the entire state.

Professor W. S. Welles, teacher of biology, had been offering a course in agriculture and was interested in the program. The President, through the local Regent P. W. Ramer, immediately appealed to the Board of Regents for authority to establish a special course in agriculture. In the minutes of the Board for June 1912 the following resolution is reported:

"Resolved that the following courses of study for a School of Educational Agriculture in connection with the River Falls State Normal School is hereby established to be put into operation as far as feasible September 1, 1912."

The courses to be offered were to be a two-year course for high school graduates and a five-year course which attracted the largest enrollment for a few years, but it soon became apparent that the normal schools could not continue to function as high schools. The five-year course was discontinued in 1918. The two-year course continued after all the Normal School courses were placed on a departmental basis in 1914. The Agriculture Bulletin and Catalog for 1920 announce the three-year course in agriculture and the two-year course was then dropped two years later in 1922.

President J. W. Crabtree's program for building up the Normal School was very successful and the local paper reports an enrollment of 627 in 1917. A large percent

of the student body were of high school grade and the agriculture group made up a sizable portion of the total since the agricultural graduates in June 1917 numbered 44 from the two-year and five-year combined courses.

While this expansion in agricultural education was taking place in Wisconsin the Federal Government had been working toward a similar objective. This culminated in the signing of the Smith-Hughes Act on February 23, 1917.

This act covers the promotion of vocational education in agriculture, home economics, trades and industries and business education. It was essentially a cooperative program between the states and the Federal Government. The Federal Government subsidized the states in support of the program. A Federal Board of Vocational Education was set up to administer the program and each state was required to organize its own State Board of Vocational Education. This latter group then chose a state supervisor to administer the agricultural part of the program.

The original Wisconsin State Board appointed Mr. W. S. Welles of the River Falls Normal as the first supervisor of vocational agriculture presumably because of his interest and activity in promoting the Wisconsin state law of 1911.

The Smith-Hughes Act required four years of training or its equivalent and the River Falls graduates were unable to qualify directly. Some of the graduates who had demonstrated their ability in successful high school departments were accepted. Also, under the law, the state and Federal Government furnished funds for one-half of the teacher's salary. This was a far greater contribution than the local school boards could obtain under the state program. As a result of these changes the state-supported agricultural high schools were rapidly changing over to the federal program. The federal funds were not sufficient to carry all of the Wisconsin high schools which applied for federal aid but more funds were allotted from time to time so that by 1925 practically the only field in secondary agriculture in Wisconsin was the Smith-Hughes program.

Under the Smith-Hughes Act the local community organizes its courses as a part of the high school curriculum but it is also under the supervision of the State Supervisor of Agricultural Education.

The program has been modified and improved in many respects since its inception and now covers a very broad field of high school courses, evening schools, adult education and the Future Farmers of America program.

In 1925 the state legislature authorized the normal schools to offer four-year courses with power to grant degrees. The following year the Board of Regents granted authority to the River Falls Agriculture Department to establish a four-year degree course. This, however, did not imply an automatic acceptance by the Federal Board of the four-year River Falls graduates for the Smith-Hughes program.

At the inauguration of the federal program it was expected that the training of teachers would be delegated to the land grant colleges. The law does not state specifically that this was their function nor that they alone should have this responsibility. But since such colleges were originally established by the Federal Government, the Smith-Hughes program, federal in scope, seemed to fit into their program. Furthermore, very few other agricultural colleges existed which could meet the federal requirements. A few such colleges with a minimum amount of facilities had shown no interest in high school agriculture.

According to the best information available to this writer, there was at this time only one exception, the state of Kentucky. In that state three institutions were training teachers for vocational agriculture; the University of Kentucky, Bowling Green Teachers College and the private Berea College. These three had all met the requirements of the State Vocational Board and their graduates were accepted for service in the Kentucky high schools. Certain funds were allotted by the Federal Board to the institutions designated for teacher training. In the case of Kentucky these funds were not shared by the three colleges but the entire fund was given to

the university. In Wisconsin, likewise, the department at the university had been recognized by the Federal Board but there was no institutional aid allotted to the state university. It was all pro-rated among Smith-Hughes high schools.

Mr. W. S. Welles had accepted a position at Amherst, Massachusetts in 1919. His duties as state supervisor had been taken over by Mr. G. W. Gehrand who had been on the staff of the University of Minnesota. He continued as director until his death about 1925 when Mr. L. M. Sasman became the state director.

Mr. J. M. May became the director of the River Falls department upon the resignation of Mr. Welles. He was in charge during the period of 1920 to 1925 when the previously mentioned developments leading up to the four-year degree course were taking place. The class of 1925 numbered 19 and the classes of 1926, 1927 and 1928 were very small because of the change to a four-year course.

Recognition by the State Vocational Board seemed to be the logical step to solving the problem of placing the graduates. A move was initiated April 5, 1927 to request a survey by the state and federal boards to examine the qualifications of the department for recognition. A statement covering the curriculum, qualifications and experience of the staff and available equipment was submitted to the Director of State Vocational Agriculture. After an examination of the data the director arranged for a conference with the regional director, Mr. J. A. Linke, a supervisor for the Federal Board. Following this meeting the state director, Mr. L. M. Sasman wrote Mr. May as follows: "I do not know whether we are going to make further progress in regard to the River Falls situation. Mr. Linke was in the state and he was rather decided in his position - that inasmuch as the College of Agriculture of the University of Wisconsin has been recognized the only way any other institution can be recognized is to have the University of Wisconsin recognize its training on an equal basis."

The local college administration questioned the right of the university to pass

on the issue assuming that the State Vocational Board was organized to deal with all matters of policy.

The State Vocational Board and the State Director of Agriculture were very cooperative and seemed to agree that the position of the River Falls department was justified. The above quote represents the position of a representative of the Federal Board.

In another letter of May 28, 1927 Mr. L. M. Sasman commented on the material previously submitted by Mr. May concerning the qualifications of the department. His comments about the situation at River Falls were favorable. The major exception to the general tone of his report was the lack of a local high school Smith-Hughes department for student teaching.

Much of the student teaching afforded the students in agriculture at this time was with grade and high school classes in manual training. It was very unsatisfactory and precluded any work with evening schools or the many other aspects of the Smith-Hughes unit in the local high school, staffed by a qualified instructor meeting with his approval, then he, as supervisor of agricultural education and Mr. H. P. Hambrecht, the director of vocational education for Wisconsin, would recognize River Falls as a Smith-Hughes training institution.

Acting on this suggestion a special meeting of the River Falls school board was convened on July 6, 1927. President J. H. Ames, Mr. J. M. May and Mr. L. M. Sasman attended the meeting. The local school board members were asked to furnish the facilities for a Smith-Hughes department in the local high school. The college agreed to locate a qualified teacher and furnish one-half of his salary. The other one-half would come from state and federal funds. The local board authorized the request for a department to become effective as of the opening of school in September, 1927. Mr. C. B. Campbell, teacher of agriculture at Durand, Wisconsin, was engaged as instructor. Mr. Sasman expressed the opinion that, with this provision for student

teaching, River Falls would have an excellent department for the training of teachers of agriculture. Since there was no shop or manual training at the local high school the work in farm shop courses was carried on for a number of years at the college shop.

During these exchanges with state officials Mr. J. M. May had also been conferring with the Federal Board submitting a detailed description of the program at River Falls and attempting to arrange for a visit of federal representatives whereby they could derive some direct information about the situation at River Falls.

As far as the Federal Board was concerned the situation was essentially this: the Land Grant Colleges were, in practically all of the states, training a sufficient number of teachers to meet the demand. There was definitely a reluctance to upset this precedent. Also, before much more progress was made Platteville State College became a candidate for recognition.

The department at River Falls at this time was quite well known throughout the north central area and the attitude of state departments in surrounding states toward River Falls varied considerably. Some neighboring states, adhering to the policy that Smith-Hughes training was a function solely of the Land Grant Colleges, refused to accept River Falls graduates. In other states they were accepted but in decreasing numbers. The decision as to the qualifications of teachers for Smith-Hughes schools was made by the vocational board of each state. There was usually a close working relationship between this board and agricultural education department of the state's Land Grant College.

On November 25, 1927 Mr. J. A. Linke and an assistant arrived at the college. As previously stated Mr. Linke was the regional director for the north central group of states comprising Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota and Wisconsin.

They visited many classes over a two day period and made the customary inspection

of facilities. Complete reports of past and future plans for the department had been prepared for them.

In a letter to Director May, dated December 6, 1927, Mr. J. A. Linke writes as follows: "I am planning to make a full report of the conference on my visit to your institution to the Federal Board and if it comes to the point where the Federal Board must make a decision I believe we are not yet ready to decide upon the matter." Mr. Linke continues to state that the question is a vital one requiring further study which will necessitate another visit to River Falls for a more complete investigation. In an earlier statement from the Federal Board the River Falls department had been informed that no recognition of the department would be possible unless the credits of the department were accepted by the university on an equivalent basis.

A graduate student with an excellent record submitted his transcript for evaluation. Since the River Falls curriculum was a major in agricultural education it was expected that any graduate would be penalized in earning an M. S. degree in any other department at the university than agricultural education. The Department of Agricultural Education at the university suggested that they might permit the candidate to enter the graduate school on condition that he should take extra work. Three or four summer sessions in addition to a year of regular work was mentioned as a possible requirement for the M. S. degree. The question of acceptance of River Falls graduates in a manner which would meet the suggestion of the Federal Board was not resolved at this time.

No further action was forthcoming on the situation during the following six months except that Mr. H. P. Hambrecht and the President of the college laid their plans to submit the matter to the State Vocational Board.

At a meeting of this board at Menomonie, Wisconsin in May, 1928 River Falls was recognized as a Smith-Hughes training department by a unanimous decision of the board. The State Superintendent of Public Instruction concurred in the action.

This action established the eligibility of River Falls graduates for Wisconsin positions but obviously did not qualify them for other states.

The Federal Board, at a meeting three months later in August, 1928, voted not to approve the action of the Wisconsin State Board. At this meeting Mr. Linke had commented favorably on the character of the teaching and the student-teaching facilities at River Falls but was critical of the size of the farm and its lack of a sufficient number of classes and breeds of livestock. He listed two main reasons why the action of the Wisconsin board should not be approved:

1. The institution already approved (University of Wisconsin) is capable of supplying all the teachers needed.
2. River Falls lacks the facilities available at the university.

He implied that another visit would be made to River Falls by federal representatives.

In October, 1928 Mr. C. H. Lane, a member of the Federal Board's Education Service, made another survey of the department and conferred with faculty members and students. Mr. Lane was highly complimentary and reported to the director that the facilities, quality and performance of the staff and the curriculum were superior to most of the institutions he had visited.

No further action by the Federal Board resulted from the inspection by Mr. C. H. Lane and the status of River Falls from 1928 became the obligation of the State Vocational Board and the two state colleges and the University of Wisconsin continued to train and place teachers in the Smith-Hughes schools of the state. Graduates were also placed in other states. Such out of state employment was frequently subject to the approval of the vocational director of the receiving state during the early years of the department.

The status of River Falls graduates for acceptance by the graduate school of the University of Wisconsin was resolved as an increasing number of River Falls graduates enrolled for advanced work. Many graduates now enroll in the universities annually

and evaluation of credits has not constituted a problem.

With the three departments training teachers for the Smith-Hughes program it became evident that the state might experience difficulty in absorbing the annual supply of graduates. On October 25, 1932 Mr. H. P. Hambrecht, director of the State Vocational Board and L. M. Sasman, director of agricultural education, formulated a working agreement for the placement of teachers. The agreement provided for an orderly and efficient procedure in such placement. A summary of the major provisions follows:

1. The state director of agricultural education shall be informed in October of each year of the number of graduating teacher prospects in each training institution and shall meet with each group some time during the fall.
2. The three training institutions shall submit by January 1 a list of men available for teaching positions to the state supervisor. The latter shall meet with them to obtain an estimate of their qualifications.
3. The trainees shall be rated by the training institution and the state supervisor and staff.
4. The state supervisor shall recommend to the director of vocational education the candidates agreed upon as being qualified and federal funds shall be withheld from high schools hiring unqualified men.

The above provisions, with minor details concerning the administration of the agreement, was strictly adhered to for a number of years. In recent years it has become more or less of a program giving the state director an opportunity to get acquainted with prospective teachers.

Since that date a number of smaller colleges throughout the United States have been authorized by their respective state boards of vocational education to train teachers for vocational agriculture. As of 1960 the following schools are qualified. These are in each instance in addition to the land grant college of the respective state.

Alabama - Tuskegee Institute

- Arkansas - Arkansas State College
- California - California State Polytechnic College
- Illinois - Illinois State Normal University
 - Southern Illinois Normal
- Louisiana - Southwestern Louisiana Institute
- Texas - East Texas State College
 - Southeast Texas State College
 - Texas College of Arts and Industries
 - Texas Technological College
 - Stephen F. Austin State College
- Wisconsin - River Falls State College
 - Platteville State College

During these years the Federal Board for Vocational Agriculture has been discontinued and vocational agriculture has been taken over by the U. S. Office of Education. The status of these agriculture training institutions as of 1962 is stated in a communication from the Division of Education dated May 2, 1962. The following is a quotation:

"There is no longer any Federal Board of Vocational Education and while many states have provisions for reciprocity in the certification of teachers in all fields, I know of no institution, land grant or non-grant, that claims the privilege of qualifying teachers for certification in any state other than their own except on the basis of reciprocal arrangement with the receiving state."

It is evident that the land grant colleges more or less have an automatic reciprocity among themselves, all being members of the land grant association, but this does not include the smaller colleges.

One might ponder the question as to whether the situation at River Falls in 1927 set a precedent restricting the graduates of smaller colleges to placement within their own state. It seems evident that after 1928 the Federal Board adopted a policy of accepting Smith-Hughes training institutions which had been approved by their own

respective state boards and left the interstate placements to reciprocal agreements between the states.

Many critical situations have arisen during the past fifty years but the most critical was the period of 1926-1928. This was the period during which the newly opened Smith-Hughes high school departments were being staffed by the University of Wisconsin graduates. Graduates of other land grant colleges likewise could qualify and two of these held positions in Pierce County. River Falls two-year graduates could not qualify and placement was a serious problem.

President Ames assumed the presidency shortly after the department was established in 1917 and was a very able administrator. The normal school he took over became, under his guidance, a small college with high standards. President Ames was a member of the old school in his philosophy of education. His major field was history. One would get the impression from staff meetings which he attended that the future of the institution would be best served by a small college with the highest possible standards for the training of teachers. The Agriculture Department, now listed in the catalog, was a new venture about which he had some reservations. He was not alone in this as a few other older members of the staff were somewhat reluctant to accept vocational training as part of the college program. This was all sincere questioning and understandable realizing that this happened 45 years ago. Agriculture did not command the respect which it does today and the word "agriculture" in the mind of the occasional old timer would have a degrading effect upon the prestige of the institution.

As might be expected there were doubts about the future of the department. In 1927, following a long and stormy session with state and federal representatives, the President informed the staff that they were free to seek other employment and that they probably would be wise in doing so. The statement was prompted by the belief that without recognition the department would cease to exist. His assumption, in the

light of the existing situation, was probably sound.

The President's contacts with men of influence in state educational circles were of great assistance to the director but the actual proceedings involved were mostly carried out by Mr. J. M. May and the staff.

Mr. J. M. May is deserving of great credit for his success in obtaining the acceptance of the department as a teacher training institution for Smith-Hughes teachers. He was fortunate in having the support of Mr. H. P. Hambrecht, Director of the State Vocational Board.

Educational Philosophy

The first state supervisor of agricultural education for the State Vocational Board, Mr. W. S. Welles of River Falls, had on his desk an enlarged printing of an excerpt from Article 10 of the Smith-Hughes law as follows:

"The controlling purpose of agricultural education shall be to fit for useful employment; That such education shall be of less than college grade and designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or the farm home."

This was the objective of the federal statutes under which the department expected to operate; namely, to train the farm youth to farm successfully.

In spite of all the previously mentioned efforts in the training of farm youth there were many diverse opinions as to how the job should be done and what they should be taught. The Federal Board of Vocational Agriculture in Federal Bulletin 27 had this to say about the training of the prospective Smith-Hughes instructor:

"In selecting the agricultural subjects to be included in a college course for the prospective agricultural teacher it must be remembered that what he needs is a broad general preparation. He needs to gather from the vast body of agricultural materials such parts as will form a desirable well rounded equipment. He does not want to be a specialist in some one field of agriculture. In fact, more than one man who has graduated from a good agricultural college has been so one-sided in his agricultural preparation as to be unable to teach the broad course in the high school."

The publication continued emphasizing the weakness of specialization for prospective teachers of agriculture.

The pioneers in the field of Smith-Hughes education were agreed that the agricultural colleges of 1910-1912 were highly technical and that the graduates, as a rule, were trained to become specialists in some certain field. The original Federal Board of Vocational Agriculture submitted suggested lists of courses to be offered in each region thereby hoping to meet the requirements for the various types of farming practiced in different areas of the United States. It was not always possible to com-

pletely satisfy these requirements at River Falls but the director made every possible effort to provide the diversified training which the law implied.

Catalogs of universities and smaller colleges were examined and a visit was made to a prominent trade school in an effort to determine a proper balance between the credits in agriculture, on one hand, and science and the humanities on the other. The conclusions obtained from these studies were used in planning the first curriculum which listed a rather short list of classes because of lack of staff. However, the educational philosophy of the department became very evident. First of all, it was understood that the students should have a solid background in the basic sciences, chemistry, physics and biology. There were also required courses in English and mathematics. The courses in agriculture were ultimately expected to cover the field of farm enterprises found in the north central region of the Federal Board's jurisdiction. The curriculum also required the student to master some forty to fifty farm skills. These farm skills make up the many semi-technical jobs which a farmer must carry out with his livestock, crops, machinery, management, etc. At the universities and smaller colleges of 1914 - 1918 the new agriculture curricula aroused some criticism. It was reasonable for the experienced university professor to accept the principle that agriculture was a science as well as an art and that its foundation was built upon basic chemistry, physics and biology. The agriculture professor would argue very convincingly that the progress which agriculture had made during the previous half century had come about through the contributions of German and English chemists and biologists. These men had furnished the background for scientific developments in animal nutrition, agronomy, soils and later in the field of genetics.

The professors of that period reasoned, therefore, that the new agriculture course should be heavily weighted with the basic sciences. This policy prevailed for many years.

The opposite extreme of thinking on this problem of curriculum planning insisted

that, being vocational, the course should emphasize basic science less and practical agriculture more.

Mr. J. M. May, director at River Falls, was a strong advocate of the latter philosophy and as the vocational program evolved, some reductions were made in the basic science requirements. These reductions were replaced by several two and three-hour courses in various aspects of practical agriculture. In recent years more changes have been made, one being the addition of five more credits in social studies.

It must be understood that the director had only one purpose in mind; the training of teachers for vocational agriculture. No other course was available to the students in agriculture for many years except the education major. It was a very tight course offering the student very few electives. Many students who, as freshmen, indicated an intention of becoming farmers were excused from the education courses. This has also been true of many students who have continued their work in special fields at various universities.

In 1958 the Bachelor of Science (non teaching) curriculum was set up. It is designed to meet the needs of students who expect to enter one of the many other fields of the agricultural industry and offers the student a wide degree of choice in his planning.

The previously mentioned skills were not new with the department. Publications on this topic had been produced by several university departments of agriculture from about 1900 and on. Many such listings carried items of elementary character and some college professors insisted that the teaching of skills was not the function of a college. There are many such procedures in agriculture which can be mastered only by the process of actual practice.

The Federal Board was always highly complimentary in their comments about the River Falls curriculum and the quality of instruction. Their criticism was the lack of ample facilities.

As to the merit of the criticisms that were leveled at the curriculum the testimony of the graduates offered strong testimony as to its soundness. Most of the graduates of these many years have indicated that the practical knowledge and skills gave them the ability and the confidence to do their job. The almost universal respect accorded to these high school teachers by their many students who have later enrolled at the college is further evidence that the program was sound.

The philosophy of learning to do by doing was carried over into other aspects of the departmental program. One of these was a livestock show conducted for a number of years during the early history of the department. This exhibition was held in the spring from 1912 through 1923 and the seniors were required to assume the major responsibility for its management. In so doing they were expected to gain experience to carry on similar types of work in communities where they were employed. At first there was no housing facility for the livestock so a large circus tent was rented annually and erected on the campus. As the show grew in size and popularity the breeders in 1920 decided to erect housing for the livestock. A 300-foot stall shed was built along the north and west edge of the old football field west of the present agriculture building. It was financed by a bank loan and a few farmers and faculty members endorsed the note on behalf of the organization. Interest and participation in this event continued high for a number of years. The pure bred dairy cattle business was entering a broad period of expansion, prices were unrealistic and the beginner was being exploited but it all aroused interest.

The River Falls business men each spring collected several hundred dollars to pay the premiums to the winners of the show. Men of national repute were engaged each year to act as judges and usually some prominent speaker would address a dinner meeting in the North Hall gymnasium on the last evening of the show. In 1920, the best year in the show's history, 51 exhibitors entered 263 head of livestock.

The Pierce and St. Croix County Fairs became active organizations after the

county agents were well established. These county fairs received eighty per cent of their premium funds from the state. There was no further need for the normal school show so the organization disbanded. At this time the organization technically owned the housing located on state property. By this time there was a debt of about \$1700 at the local bank. It was suggested that Senator W. H. Hunt, a member of the faculty, investigate the possibility of obtaining state funds to liquidate the debt. The Senator introduced a bill for this purpose which was signed into law. The buildings were of a type that could not easily be moved from the premises so they were razed.

Many other events of a similar type were carried on such as a poultry show in December, high school judging contests and meetings for local farmers. Here again, these programs were not new to educators in agriculture. Since the early subsidization of agricultural education by the state, colleges had made extensive use of competitive events and demonstrations of all kinds. This principle had been the guiding factor in the motivation of childrens' activities in local and county fairs. These events were a very effective means of carrying out extension work among farm groups. The director used them to give the future teachers some practical experience. Neighboring high school groups were invited to attend and compete on most of these occasions.

They are less commonly used today and time has dimmed much of their educational value. There has been a tendency to repeat over and over the same ideas until the educational value is lost. As with county fairs there has been overemphasis on size and number of exhibits with insufficient emphasis on quality. In order to be of value the process of teaching by skills and contests must be continually revised to meet the rapidly changing farm conditions.

Another teaching device which the department used for several years was the presenting of a principle or a procedure by means of a demonstration. Student groups of two or three members were trained by the staff to present such demonstrations

before visiting groups of high school students and farmers. Later on the training of these groups was assigned to members of the senior class.

These practical demonstrations were continued for many years and were undoubtedly used to some extent by the graduates in the high school departments. Writers in the field of agricultural education spoke of this feature as a typical example of an important principle in education--learning by practice.

During 1910 - 1920 there were many simple farm procedures which were suitable for such a presentation. The increased complexity of modern agriculture does not offer such wide variety of topics.

Another important aspect of the high school Smith-Hughes program is the so-called supervised practice. The high schools operating under the Wisconsin law of 1911, prior to the Smith-Hughes enactment, carried out student projects. These were, as a rule, simple assignments involving little or no responsibility. They had very little educational value as time went on. Under the federal program the supervised practice has assumed a much greater significance. Projects are usually long range situations involving a large amount of planning and carrying out of a respectable sized phase of farming. Many of the more successful participants often have earnings in thousands of dollars during their high school career.

Mr. W. S. Welles, director in 1912, was an ardent supporter of the project idea. Many of the early students carried out projects in gardening which were continued for many years but no other type of projects were attempted. The supervised practice aspect of the course was presented in the agricultural education courses as it is today.

When the department was founded in 1912 agriculture was just beginning to profit from the new developments in agricultural science. Therefore, it was not difficult for a young teacher, just graduated from college, to convince the farmer of the practicability of the ideas arising from research. Today there are county agents,

university extension specialists, farm magazines and many other sources of information available to the farm group.

In the formative years local farmers attended the meetings of the Agrifallian Society and occasionally participated in the programs. Many of the local townships had their own community clubs and student groups and members of the staff frequently contributed numbers on their monthly programs. Dairy herds were small groups of grade and scrub cattle with a scattering of purebreds. Alfalfa was a new source of forage which required many years to gain a general acceptance by the average farmer. The use of fertilizers, purebred sires and hybrid corn were yet to be developed.

The graduates, as a result of these conditions, rapidly filled the high school positions which were created by the Wisconsin law of 1911.

There seemed to be very little relationship between the farmer and local business enterprises and his main concern was with the production aspect of his farm operations. The early university programs were partially responsible since agricultural economics, farm management and marketing were not included in the university curricula for a number of years after their establishment.

The college has lacked the staff to carry on extension work among the local farm groups but a few aspects of the college program have served that purpose. Dr. M. L. Wall conducted, for a number of years, field plots in agronomy. Farmers were invited to attend annual field days where the results were analyzed. The last two years these plots have been demonstrations on weed control.

The annual agricultural conference for agricultural workers, originated by the former director, has been continued by Dr. R. J. Delorit. These meetings, held annually in the fall, have been well received. Many prominent men in agriculture have participated in these programs for years. More recently, members of the staff have appeared on the program. This program originated in a meeting attended by a few teachers and members of the staff. The teachers indicated their interest in a

program which would present reports on new scientific developments in their field.

A publication called the "College Countryman" is mailed out semiannually to the alumni. The director and various members of the staff have published several bulletins primarily to serve as teaching aids but some of general interest.

During the last two summer sessions Dr. R. J. Delorit has obtained funds from the National Science Foundation for summer institutes. These are attended by a selected group of teachers. The courses presented are specifically planned to raise the quality of instruction in the basic sciences. River Falls is the only one of the agricultural colleges to conduct this type of program under the National Science Foundation program.

Many work shops have been conducted in recent years especially in farm machinery and general shop work. Livestock sales and other farm group meetings have been held in the new pavilion at the laboratory farm.

In 1912 Mr. W. S. Welles organized the agriculture students into the Agrifallian Society. Mr. W. S. Welles, Mr. A. C. Kuenning and Mr. E. J. Prucha all served a few years in rotation as advisors to the organization. In 1919 the supervision of the group was assigned to Mr. A. N. Johnson who continued as advisor until 1937. The organization was strictly educational and originally functioned as an aid to Mr. Welles. As before stated, in 1912 - 1913 there was no farm land and no equipment. Mr. W. S. Welles, biology teacher, was the only staff member listed as a teacher of agriculture. Practically all of the work outside of the classroom was conducted at neighboring farms and a fancy brass trimmed truck had been purchased to transport the students. The organization and planning of these many excursions was largely the work of the Agrifallian. As staff membership increased the role of the society changed and it became a typical student organization with the usual social and educational aspects.

By 1936 the FFA had become a very important activity in the Smith-Hughes schools.

A chapter had been active in the local high school under the direction of Mr. C. B. Campbell, the Smith-Hughes instructor. This was continued by Dr. R. J. Delorit from 1953 - 1955. The present instructor is Mr. Raymond Wall. Mr. Raymond Moore served for an interim period of one year before the last named teacher assumed the position.

The FFA is a national organization which was chartered in 1928. It demands high standards of performance from its membership and serves as a great incentive for the development of character and leadership in farm youth. The organization and its activities are too well known to require further comment.

Members of the staff had visited many FFA chapters on various occasions and in 1936 Mr. J. M. May decided that the college students should organize a collegiate unit of the FFA. He pointed out to the staff that the interests of the students would be better served if they could gain experience in the same national program which they would be required to supervise in their high school work. The college chapter came into being the following year and the Agrifallian was discontinued. Mr. J. M. May served as advisor to the new chapter until his retirement in 1957 and Dr. R. J. Delorit became director.

Since the FFA is designed for the Smith-Hughes groups, both in high school and in collegiate chapters, the students in the non-teaching course in agriculture requested a restoration of the Agrifallian society in 1958. Since that time it has again become an active student group under the direction of Dr. L. E. Wittwer.

As far as the curriculum adopted during the early period, a quotation from a report by the director in 1929 is indicative of his philosophy concerning Smith-Hughes curricula:

"It hardly seems feasible to permit a wide choice of electives. Rather, those in charge of this work should, to a large extent, prescribe the courses the prospective teacher should take. At River Falls there is one curriculum with selection of courses designed to prepare a man for one particular type of work."

In brief, the aim was to make the course as practical as possible--to train the

student to teach the science and methods of practical farming.

The opening of college courses in agriculture for farm youth in 1912 offered them new opportunities and experiences. They had not been exposed to agriculture in the high schools so the material presented to them was new and interesting. They accepted the program enthusiastically and college work was of a high character. Some of the professors in later years were of the opinion that the academic attitudes and performance were at a peak in the early years but differences that appear at any given time have a tendency to become greatly magnified when viewed in retrospect.

The college environment of 1912 to 1915 may have been an important factor in their attitudes. Only a few of each high school graduating class attended college. Once they were settled on the campus they were confined by lack of transportation facilities. There were no distractions like radio, movies or television. The main activities were those provided by the college and they were well attended by students and faculty alike. There was a close association between faculty and students in all social and student organization groups.

Smoking was forbidden on the campus until 1920 but many of the students and faculty found a satisfactory smoking room in the North Hall coal bin. Many of the students also found a 10-cent plug of Horseshoe chewing tobacco a cheaper and longer lasting substitute.

Given the same conditions college students would probably respond to college training with equal effectiveness at one period as at another.

From its early origin the Smith-Hughes program had a tendency to emphasize the financial success of the farmer as its objective. Less attention was given to rural life or social values supposedly inherent in farm living. It will be noted that as the program evolved the curricula were heavily weighted with courses emphasizing production. They offered the scientific background required for economic advancement. Some courses did include a discussion of rural sociology. Today the detached, often

lonely rural social environment of the beginning of the century has been integrated with the urban area. Rural life can no longer be identified or distinguished from that of the city or village. The college emphasis on production will no doubt continue at an accelerated pace to supply college trained men for service in the many phases of modern agriculture.

At one time in our history men believed that when the last of the public lands were closed out it would mark the end of agricultural expansion. It was merely the beginning.

Likewise, in the depression of 1930 intelligent men bewailed the fact that there existed no new land to develop on the western plains. The automobile had already made its impact on industrial expansion. There appeared to be no possible new developments to bring the nation out of the depression. They were wrong.

Now in 1962 we are confronted with the agricultural problem familiar to everyone. If it is ever solved the college trained economists and scientists, not the politicians, will find the answer.

The original philosophy of the department was simple; train a man for one specific lifetime job. Industrial experts today raise the question as to whether this should continue as a policy, especially in agriculture. Jobs are continually changing in all phases of agriculture. The educator must tackle the difficult task of fitting a man to better adapt himself to the changing technology.

Copies of transcripts of students who graduated in the years indicated. They represent the typical curriculum of graduates who entered the teaching profession.

(credit hours)

	2 yr. course 1912	3 yr. course 1924	4 yr. course 1929	4 yr. course (required 1962
Chemistry	12	11	21	15
Physics	7	7	15	4
Biology	0	5	15	10
English	10	5	9	9
Mathematics	0	5	4	4
Psychology	5	2	5	4
Education	5	15	22	20
Sociology	0	5	4	9
Animal Husbandry	5	5	7	6
Feeds	5	5	8	8
Vet. Science	5	3	3	2
Crops	5	9	11	9
Soils	5	3	5	7
Drainage	2	0	3	0
Economics	0	5	9	8
Farm Management	3	3	3	4
Shop Work	21	10	18	17
Farm Law	2	0	0	0
Drama	2	0	0	0
Practice (Ed.)	10	7½	4	10
Bacteriology	10	3	5	elect
Poultry	0	2½	3	elect
Gardening	1	2½	2	0
Plant Pathology	0	2	0	elect
Dairying	0	2½	3	3
Geology	0	3	3	0
Public Speaking	0	2	3	3
Marketing	0	3	4	4
Horticulture	0	0	2	3
Genetics	0	0	3	3
Orientation	0	0	0	2

1912 - There were no electives in the two-year course.

1924 - No electives indicated but certain substitutions were allowed.

1929 - On this transcript seven credit hours were marked. (elective)

1962 - The courses listed represent the required work for the B. S. degree (education).

The student must elect in addition 15-16 hours in agriculture. He must also qualify for a minor, usually biology, chemistry, physics, economics or indust-

rial arts. Total term hours for graduation is 192.

The two-year course of 1912 is the original curriculum developed by Mr. W. S. Welles. It followed the Wisconsin Statute of 1911 establishing agriculture in Wisconsin high schools. He had neither staff nor equipment but organized about eight courses dealing with agriculture.

In the three-year course, represented by the year 1924, the credits in agriculture had almost doubled. The emphasis on courses in education had increased and biology, economics and mathematics had been added. Many changes had also been made in the allotment of credits to certain courses in agriculture.

The change from the three-year course to a four-year in 1926 again resulted in an increase of the credit hours in agriculture to about ninety hours. During the early years of the four-year course the emphasis on chemistry, physics and biology were increased materially. The same was true of farm shop and education.

After 1930 the curriculum was frequently revised. The years between 1930 and 1962 have been a period of revolutionary developments in both education and agriculture. This has been the era of progressive education in the elementary schools and general education in the colleges.

Mr. J. M. May was of the opinion that the basic science requirements of the original four-year course were excessive. Accordingly, the credit hours for those courses were somewhat reduced. Several two and three-hour courses in agriculture replaced these reductions.

Shortly after the normal schools were given the status of teacher's colleges in 1927 President J. H. Ames made plans for the first survey of the college by the North Central Association of Teacher's Colleges for the purpose of accreditation. A long period of time was set aside in preparation for the survey and many changes were made to meet the requirements of the accrediting agency. In agriculture as well as in other departments there had been wide variations in the number of credits carried

by individual students. Twenty credit hours had been quite common in earlier years. There had also been a wide latitude in substitution of courses for graduation. A program of 16 hours became the accepted standard and restrictions were placed upon substitutions and overloads. Where possible, reductions were made in the teaching loads which had been excessive. This teaching load had by 1932 been reduced from an earlier 18 to 20 hours to an average of 15.5 hours per week. To meet the North Central degree requirements for teachers, the faculty was practically required to continue work for advanced degrees.

It was considered an achievement of great importance when the college was certified into the group of colleges accredited for the training of teachers in 1933.

The presentation of the previous chapter carried the department through the formative years up to about 1930-32. During the next fifteen years it continued to operate under a fairly rigid fixed pattern. The enrollment varied from year to year with serious drops during the post-war depression. There was no increase in the staff nor any expansion of the facilities. The depression presented a serious problem; placement was difficult, swine prices dropped to \$3.00 per cwt and dairy products suffered a similar drop. The President obtained very little financial aid through state sources to maintain farm solvency.

President J. H. Ames retired in 1946 and Dr. E. H. Kleinpell became president. The new administration ushered in a wave of expansion which has left its imprint on all aspects of the college.

In the Department of Agriculture a small classroom and laboratory building was constructed near the Shop Building. The new farm (described in detail in Chapter 5) became a reality. Increased land purchases brought the farm up to a more practical sized unit. In 1960, forty-eight years after its establishment, the department for the first time had its own laboratory and some classroom space; also, a full complement of livestock.

In the academic field the department had six faculty members in 1946. In 1962 the staff numbers eleven or it has almost doubled in fifteen years. The curriculum has become less fixed and seems to be moving toward more new advanced courses to better fit the graduate into the technological field of agriculture.

The decade of the fifties has been the outstanding years of progress for the college and, perhaps, especially so for its Department of Agriculture.

Number of graduates per year since the founding of the department

1913 - 3	1938 - 10
1914 - 12	1939 - 18
1915 - 28	1940 - 23
1916 - 51	1941 - 37
1917 - 44	1942 - 26
1918 - 24	1943 - 16
1919 - 19	1944 - 0
1920 - 23	1945 - 4
1921 - 8	1946 - 17
End of two-year course	1947 - 17
1922 - 15	1948 - 20
1923 - 21	1949 - 31
1924 - 14	1950 - 40
1925 - 19	1951 - 55
1926 - 14	1952 - 40
End of three-year course	1953 - 28
1927 - 6	1954 - 21
1928 - 3	1955 - 18
1929 - 7	1956 - 23
1930 - 12	1957 - 37
1931 - 13	1958 - 44
1932 - 19	1959 - 69
1933 - 20	1960 - 58
1934 - 23	1961 - 41
1935 - 13	1962 - 43
1936 - 18	
1937 - 8	

The Faculty

Mr. W. S. Welles and Mr. J. M. May made up the entire teaching staff for the first few years of the department. By 1915 the college farm had been added and twenty-eight students were graduated in June of that year. Gradually more faculty members were added to the staff. Mr. A. C. Kuenning and Mr. W. W. Clark were the first two men so hired but both of these men had left the department by the end of 1918. The men who made up the reasonably permanent staff of the department were hired during this period. By 1918 the new faculty members were chosen to fit their service to the major field of their college training which had been impossible in the early years. By 1920 there were five faculty members which, with a sixth added in 1927, made up the agriculture faculty until about 1940 or for about twenty years.

The training and length of tenure of this group is as indicated:

- J. M. May - Director 1913 - 1957
 Agricultural Education
 B.S. Kansas State, M.S. Cornell University
- W. Segerstrom 1914 - 1950
 Industrial Arts
 B.S. Stout, M.S. Wisconsin University
- E. J. Prucha 1915 - 1958
 Agronomy
 B.S., M.S. University of Wisconsin
- R. E. Spriggs 1918 - 1950
 Farm Mechanics, Engineering
 B.S. Kansas State, M.S. Iowa State
- A. N. Johnson 1919 - 1959
 Animal & Dairy Husbandry, Farm Manager
 B.S. University of Wisconsin, M.S. Iowa State
- C. B. Campbell 1927 - 1953
 Agricultural Education (high school)
 B.S. Iowa State, M.S. University of Minnesota

Mr. J. M. May came to the department in 1913. He had previously served as

instructor in agriculture in the high schools at Central City, Nebraska and Rochester, Minnesota. Mr. May had a strong faith in the future of vocational agriculture and its possibilities as a medium for the education of farm youth. As director, he assumed the responsibility for the administration of the department and the placement of its graduates. After the department was well established he taught four courses throughout the school year; agricultural education, farm management, marketing and agricultural economics. He acted as advisor to the FFA from 1937 until his retirement.

The work of Mr. E. J. Prucha was essentially that of classroom teacher. He had attended Oshkosh Normal School and taught in a rural school prior to entering the University of Wisconsin. He enjoyed teaching and was very professional in his methods. From 1915 to 1918 he taught a wide variety of subjects but, as the staff was enlarged, he assumed responsibility for the classes in agronomy. The biology department course of bacteriology was also taught by Mr. Prucha. He also acted as registrar from 1926 until his retirement.

Mr. R. E. Spriggs was trained in engineering and was frequently called upon by the state engineer to supervise state building projects. He was also an architect and planned several buildings in this community. The courses in farm buildings, farm machinery, welding and surveying were taught by Mr. Spriggs. Prior to the modern mechanization in agriculture he taught a course in blacksmithing.

Mr. A. N. Johnson came to the college as teacher of animal and dairy husbandry. He had previously served as instructor in agriculture and superintendent of schools at Mukwonago, Wisconsin. The courses in animal and dairy husbandry, poultry and horticulture constituted his teaching program. He served as farm manager and advisor to the Agrifallian Society.

Mr. C. B. Campbell was brought to the department by the college in 1927 to establish the River Falls High School Smith-Hughes department. This was one of the

major requirements of the state and federal boards. Prior to his service at River Falls he had served as county agent and in other positions in the field of agriculture. Immediately before coming to the department he had developed one of the outstanding Wisconsin Smith-Hughes departments at Durand, Wisconsin.

Mr. W. Segerstrom graduated from the River Falls Normal School before receiving his degrees from Stout Institute and the University of Wisconsin. The manual training and carpentry courses as applied to the students in agriculture were part of his teaching program. In addition, he taught manual training to the pupils of the training school and the local high school. Prior to the erection of the Industrial Arts Building in 1930 the manual training department was located in the basement of South Hall and S.A.T.C. barracks.

There was no discussion of teaching loads. Fifteen hours was quite common but occasionally the load would be closer to twenty hours. On the other hand, there was not as much committee work by the faculty as is common today. Faculty meetings were not held on any regular schedule but only when the occasion demanded it. The faculty occupied seats on the stage at all regular convocations and announcements and matters of business would be presented to the group at the conclusion of such meetings.

Classes were of reasonable size and placement of graduates presented no serious problem at most times. During the depression placement did become a serious problem for the department. In June, 1934 twenty seniors were graduated and there were no openings. Many of them accepted jobs as cow testers and other menial work that could be found. The following fall of 1934 only seven freshmen enrolled in agriculture and some of these dropped out after a few weeks. Only two or three of these original freshmen continued their work to graduation. The President was very concerned about the future of the department as he had been on previous occasions. Expecting criticism that the department faculty might not be fully occupied he requested the various members to organize extension courses in neighboring communities.

During the winter of 1934-1935 the writer taught two 6-week courses at Roberts. Mr. Prucha refused to take on extension work and was given extra duties on campus. His teaching load had been considerably reduced since he assumed the duties of the registrar's office in 1926.

The original faculty, as well as most of those employed in other departments, joined the faculty with the Bachelor's Degree. In 1924 there were 45 members on the college staff of which 18 had no degree, 18 had the B.S. degree and 9 the Master's degree. The agriculture faculty continued to earn the M.S. degree and beyond. Advanced training was increasingly demanded by college administrators to meet the requirements for accreditation by the North Central Association of Teachers Colleges. Today, a quarter century later, the Ph.D. is required to maintain such accredited status. The 1959-1960 faculty roster lists 35 members who have or will have to Ph.D. degree in the near future.

Recruiting by the faculty was not an annual affair as it is at present. Since it was done by rail in the early 1920's it was a tedious and time consuming job. Now and then, lowered enrollment or some other unexpected situation would throw a scare into the college and community. On one especially threatening occasion, when one could almost see the wrecking crew at work on South Hall, about \$2,400 was raised by faculty and businessmen for recruiting.

For many years there existed a definite fear that the Normal might be closed. In the early 1920's there was much discussion about the oversupply of normal schools. Among the faculties themselves there were many doubts and numerous ideas were presented, each idea as a rule favoring the school represented by the author of the idea.

The following is a quote from the bulletin of the River Falls State Normal School, November, 1920:

"The state of Wisconsin is paying too much overhead with nine schools in the field. There is inefficiency in duplication of plant and much is lost through divided administration. A deliberate reduction of the number of

schools, followed by a liberal expansion of the two or three remaining schools after such reduction, would be a long step in educational improvement in Wisconsin."

Back of this statement was the hope that if any schools were closed it would be the ones that were near the university. They would presumably have become junior colleges.

In this atmosphere River Falls was considered especially vulnerable. The Normal had only one building. In an earlier normal school publication called "The Badger" it was always spoken of as "the building". Its destruction by fire, a story which has often been repeated, was a serious problem in 1897. The imposing rows of buildings of today present a different picture giving the college a firm look of permanence. All of these modern structures have been erected in recent years under the present administration.

Mr. J. M. May, director during the years when the older members of the faculty served, was largely responsible for the development of the department and its essential policy. Staff meetings were infrequent and, when called, were concerned with practical aspects of the program such as livestock shows, judging contests, educational exhibits and the many other extracurricular devices which were used during the first fifteen years.

The curriculum was developed through the cooperation of the director and the state vocational board presumably on such basis as would meet the federal board requirements.

With a small faculty of three members, outside of the shop faculty, it was impossible to plan a curriculum wherein the work of each member was confined to his own specific college major. The staff had no member with a major in horticulture, poultry or gardening; courses which the department was expected to offer. As a result these courses have been passed around like orphans. For most of these many years poultry and horticulture have been given by the animal husbandry department. Since they were required courses for the freshmen they constituted a heavy teaching

load but at the present time they are elective. Gardening was discontinued in 1930. Other courses have been dropped or decreased in credit allotment as the curriculum has changed from its original form.

Faculty salaries from the founding of the department were inadequate for years but opportunities in other fields were far from plentiful. It happened quite frequently that a graduate would accept a starting position at a higher salary than that received by most of his former professors. The nine normal schools for many years received little more than enough for the bare operation of the schools and salaries were given little attention. A salary schedule was adopted in 1920 as indicated:

Class A - \$1,700 - 2,600 $\frac{1}{4}$ of faculty

Class B - \$2,000 - 3,200 $\frac{1}{2}$ of faculty

Class C - \$2,800 - 4,000 $\frac{1}{4}$ of faculty

The schedule remained in operation for many years and was distinctly an improvement. In 1932 salary cuts of about 16% were imposed by the Board of Regents and a large per cent of the faculty did not regain their 1932 salary status until ten years later.

Looking back over forty years or more it is surprising what meager facilities the original department had to work with. The first office occupied by Mr. May and Mr. Johnson was the womens' dressing room to the left of the auditorium stage. This lasted for only about two years but during this period they often had to vacate to accommodate the actresses on the day of a performance.

The department had two rooms that were used strictly for agriculture, the dairy laboratory in the south end of the North Hall basement and, later, a crops laboratory in Room 121, North Hall. These two rooms also doubled for soils and bacteriology. With minor modifications this constituted the facilities of the department until the new building was occupied in 1956. The Federal Board of Vocational Agriculture was critical of the class and laboratory layout and also of the limited farm set-up.

There had been little or no building construction in the system for several years due both to a severe depression and an economy minded board. Records indicate that no school catalog was published between 1912 and 1918. The Platteville Agriculture Department fared better than River Falls in the matter of facilities and equipment.

The present faculty consists of eleven members, five of which received their B.S. degree at River Falls. The entire staff will in the near future have the Ph.D. degree or its equivalent. Examination of catalogs of schools the size of River Falls indicated that the agriculture faculty ranks very high in background experience and training for their respective positions on the college staff.

Dr. R. J. Delorit became director in 1957 after serving on the School of Agriculture staff as Smith-Hughes instructor at the River Falls High School from 1953-1955 and as a full-time staff member for 1956-1957. He had previously established a record as one of the outstanding Smith-Hughes teachers in the state. He is the author of a popular textbook on agronomy. The roster of the faculty and its educational background follows:

- Dr. Richard J. Delorit, Dean 1953-
Agricultural Education
B.S. River Falls, M.S., Ph.D. University of Wisconsin
- Dr. M. L. Wall 1940-
Agronomy
B.S. River Falls, M.S., Ph.D. University of Wisconsin
- Thorvald E. Thoreson 1947-
Industrial Arts, Engineering
B.S. River Falls, B.S.E.E. University of Wisconsin, M.S.
University of Minnesota
- Dr. Marvin D. Thompson 1953-
Industrial Arts, Engineering
B.S., M.S., Ph.D. Iowa State College
- R. L. Gerber 1953-
Industrial Arts, Engineering
B.S. Stout Institute, M.A. University of Minnesota

Raymond Wall 1956-
Agricultural Education (high school)
B.E. River Falls State, M.S. University of Minnesota

Dr. Gerhardt Bohn 1957-
Industrial Arts, Engineering
B.S. River Falls, M.S., Ph.D. University of Minnesota

Dr. Leland S. Wittwer 1958-
Animal Science
B.S. Michigan State, M.S., Ph.D. Cornell University

Dr. James Dollahon 1960-
Animal Science
B.S. University of New Mexico, M.S., Ph.D. University of Florida

John Foss 1960-
Soils
B.S. River Falls, M.S. University of Minnesota

Vernon Elefson 1960-
Agricultural Economics
B.S. University of Missouri

Due to a more than doubled staff since 1920 the extracurricular activities consist less of a burden than previously. Extra duties such as aiding students that seek employment have practically disappeared since loans and scholarships have largely taken over aid to needy students. Other time consuming activities of the past have also been dropped.

The faculty and their extracurricular activities are as follows:

Dr. Delorit, Dean, supervises the farm activities and, like his predecessor, takes charge of the placement of graduates. He teaches courses in agricultural orientation and agronomy.

Dr. M. L. Wall teaches courses in agronomy.

Mr. Thoreson, like his predecessor, is a licensed professional engineer and has charge of the work in applied electricity in addition to other courses in engineering.

Dr. Marvin Thompson, in addition to regular teaching duties, assists in the supervision of student teaching. He is also chairman of the Athletic Council.

Mr. R. L. Gerber has recently returned from a year's leave of absence. Teaching constitutes his main duty at this time.

Mr. Raymond Wall was Smith-Hughes instructor in agriculture at Glenwood City, Wisconsin for many years and is now in the same work at the River Falls High School under the college agriculture program.

Dr. Gerhardt Bohn has charge of the courses in machinery, welding and farm power.

Dr. L. S. Wittwer is a major in animal nutrition and presents the work in that important field. He teaches, in addition, the courses in dairy cattle, dairy management and dairy industry. Dr. Wittwer is advisor to the Agrifallians.

Since there are now two men in the livestock field Dr. James Dollahon has taken over the animal husbandry courses. His major training has been in genetics which will be of great value to the students and the livestock breeding program of the department.

Mr. John Foss, a recent graduate of the department, is presently majoring in soils at the University of Minnesota. He is in charge of that work at River Falls.

Mr. Vernon Elefson is also a student at Minnesota and he teaches the courses in the field of agricultural economics and farm management.

The present faculty is faced with different problems than those encountered by the original faculty in 1912 to 1920.

It was often said that the professors in the department had lost their perspective in extreme specialization. Today the situation is changing rapidly and the present staff is aware of its implications. More advanced courses are being offered and more will be added to meet the essential needs of farm youth interested in some phase of agriculture as a life work.

The Wisconsin farm youth who entered college in 1912 to 1920 came from the small independent farm of that period. His parents, as a rule, were poor hard working people. On numerous occasions the writer has placed as many as forty-five students

in jobs on neighboring farms on a Saturday when school was not in session. The curriculum was geared to that type of a background.

Artists and writers in early 1900 left the impression of the farmer as a symbol of hard manual labor. The cartoonist saw him usually with a wisp of timothy hay poking through a hole in his worn out hat. His type has long since disappeared and so has his machinery, horses and his other types of livestock.

In 1900 about 38% of workers over 10 years old were on farms. Today that group makes up less than 10%. However, today there are three to four men per farmer servicing institutions and industries allied to farming. These many industries of processing, marketing, farm machinery and many others are now listed as "agribusiness".

Many of the graduates are now engaged in that type of work. Perhaps the challenge facing the department is that of meeting the educational requirements of these new openings in industry in addition to supplying men trained for the Smith-Hughes program.

In the early years of the department a large majority of the high school students in the Smith-Hughes program had the opportunity to engage in farming if they so desired. Today careful estimates indicate that only about one out of five such high school graduates will have such opportunity because of larger farm units and greater investment required. Indeed, unless a young man is in a position to take over his father's farm it is almost impossible for him to finance a modern farm unit of an efficient size. This situation will continue to exert its influence on the high school Smith-Hughes program.

The following figures taken from the 1959 census indicates roughly the size of farms in 1920 when the early graduates left the institution and as of 1960 for the state of Wisconsin.

	<u>1920</u>	<u>1960</u>
Number of farms 50 to 99 acres	60,725	26,138
Number of farms over 100 acres	147	279

Changes in department faculty size and training

	no degree	B.S.	M.S.	Ph.D.	Total
1915	1	2			3
1924-25	1	4	1		6
1934-35			6		6
1945-46	1		6		7
1960-61			6	5	11

Since its founding in 1912 there have been teachers who have served in the department for short periods of time; most of them for two or three years. Their names and period of tenure follows:

W. S. Welles 1907-1919 Biology, Agriculture	Ray Thurston 1958-1959 Industrial Arts
A. I. Maxwell 1916	Henning Swanson 1957-1959 Agricultural Economics
W. W. Clark 1916-1918 Crops, Horticulture	C. R. Shirley 1951-1952 Industrial Arts
E. F. Wright 1907-1918 Manual Training	Raymond Moore 1956 High School Smith-Hughes
A. C. Kuenning 1915-1918 Animal Husbandry	Dr. Eliahu Wurman 1957-1959 Soil Science
H. G. Anderson 1922-1925 Agricultural Economics	Edwin Ebert 1960 Industrial Arts
Harley Wehrwein 1952-1954 Industrial Arts	

There have been a few teachers who, while not trained in agriculture, have given courses which are listed in the regular agricultural curriculum of all agricultural departments. The following may be mentioned in this group:

- Dr. Virginia Akins - Genetics
- Dr. R. A. Karges - Agricultural Chemistry
- Dr. B. K. Kettelkamp - Entomology
- Dr. Catherine Lieneman - Plant Pathology
- Mr. T. Setterquist - Agricultural Chemistry
- Dr. A. C. Vogele - Horticulture (1928-1930)

The College Farm

The land grant colleges set a precedent in farm ownership and operation which has been followed by smaller colleges of agriculture. The universities utilized their land holdings for laboratory work and practical research in farm operation. The basic research could be performed in the laboratory but the practical application of research findings were tested out with actual fields, herds, flocks and machines.

The agriculture department, immediately after it was established in 1912, requested land for a farm. Three parcels of land were purchased in 1914--the 31 acre low land pasture and two small areas west of South Hall now occupied by dormitories and the parking lot. The main farm area purchased was a 40 acre tract obtained in 1917. Later on, small acreages lying between the original land purchases were obtained making the farm a tract of about 100 acres, 60 of which were tillable land.

The local regent, Mr. P. W. Ramer, took an active part in all of the real estate negotiations and purchases of horses and equipment. A major criterion for the purchase of land was its proximity to the campus.

The normal school land purchases adjacent to the campus were of a poor sandy type soil typical of the entire South Fork valley to the east. Years of careful management were required to build up the fertility and organic matter of such land.

It will be recalled that the Federal Board of Vocational Agriculture required the teacher training institutions to operate a farm with certain specified livestock and equipment. Basically the requirement called for dairy cattle, beef cattle, sheep, horses, poultry and swine in reasonably sized units with sufficient up to date machinery and other equipment to carry on the farm program. The farm was expected to be a laboratory for teaching and demonstrating the art of practical farming. There were no requirements for research and none was attempted on the original farm. A

minor amount of research has been carried out in recent years.

On the original land purchase, where Stratton Hall now stands, there was an old dwelling, a stone cellar, two small sheds and a small poultry house. The dwelling served as a residence for the farm worker until it was removed to make room for the dormitory. The cellar, originally a potato storage room, was extended and served as housing for the few dairy cows and a team of horses for several years.

The better of the two sheds was made into a milk bottling room. It was from this building that a 600 pound vertical steam boiler took off from its moorings on the night of November 13, 1919, rose high in the air and descended through the roof and first floor of a dwelling a block away. It was a harrowing experience for the woman occupant of the home. The cause and exact arc of the boiler's flight was never determined. All that can be stated is that it was perhaps a first in misguided missiles.

As usual, there were no funds available to replace the dairy plant which was also ruined in the explosion. The Student Army Training Corps had recently vacated some army barracks on the south campus. From these buildings the latrine was appropriated, moved over to the new dairy barn and fitted with dairy equipment. It served as the dairy bottling plant until a new tile building was constructed in 1934. The old original farm poultry house completes the inventory of buildings on the purchased real estate with the exception of a battered machine shed which was unfit for use or repair. A storm mercifully brought it down in 1925 and the salvaged lumber was used to construct the hog house. It was built as a class project to meet the requirements of the federal board in the field of swine production.

The student apartment building with the former blacksmith shop attached on the west were also units of the student army housing of World War I.

The cost of the land actually used by the college farm was \$8,760. It was a very modest beginning with no evidence that the department was able to capitalize on

the economic conditions of the "roaring twenties". The previously mentioned purchases had all been completed prior to the writer's presence on the campus but the facts seem clear that the farm development plan adopted was the only solution open to the director at the time. Mr. J. M. May had arrived on the campus only a few months prior to the first land purchase and the plans had been discussed by Regent P. W. Ramer and W. S. Welles since 1911. Also, it was not strictly confined to the Department of Agriculture as some of the land was to be used for campus purposes.

The first dairy barn was erected in 1920 at a cost of about \$5,000. It originally had twenty-five stanchions which is indicative of the size of the dairy herds of that period. A used 14 x 26 wood stave silo was erected at the same time. A second new wood silo was built in 1923 and both of these were then replaced with concrete stave silos in the mid-thirties.

A second barn for housing dairy young stock and horses was built in 1928 at a cost of approximately \$4,800. It had two bull pens with adjacent outside paddocks.

In 1920 the straw loft poultry house was gaining in popularity and at the suggestion of the extension division a small 20 x 20 house was erected on the campus as a demonstration unit for the area. It was too small for efficient operation so at the request of the farm manager a 400 bird house was erected with W.P.A. labor during the depression in 1932.

The buildings previously listed represent the total farm building construction between the original land purchase in 1912-1914 and the dismantling of the farm in 1961-62.

After the farm was fully established it was manned by a farm worker and a dairy herdsman. The farm worker was usually a man who had successfully operated his own farm and the herdsman was chosen from a good dairy background and later through competitive civil service examinations.

In addition to being of poor quality land the farm was an inefficient unit to

operate. All of the products of the cropped area had to be transported across the creek bottom. This was a serious waste of time and energy especially during the horse era. Looking back, the department faculty agreed that it would have been more satisfactory for the regent to have suggested the purchase of better quality land even though somewhat removed from the campus.

The original livestock in 1914-15 consisted of a team of lightweight horses, a flock of chickens, three grade Holstein cows and three purebred Guernseys which had recently been purchased by the director for \$1,700.

By 1921 the farm had the foundation stock for a small herd of registered Holstein and Guernsey cows. This continued for some years to be an unsatisfactory sized unit for an efficient operation and much of the animal husbandry work was carried out on neighboring farms. The courtesy and cooperation of these farmers over many years has been highly appreciated.

The original light horses were unsatisfactory for farm work. In 1922 a pair of purebred Percheron drafters were purchased from a Minnesota breeder.

The farm was equipped with used horse drawn equipment purchased by the director in 1914. Much of it was in bad shape but was overhauled by the shop department. This type of machinery was very simple and would last indefinitely if properly cared for. Modern machinery of the last two decades, on the other hand, has had a more rapid rate of obsolescence.

As the farm slowly reached the profit stage new machinery was added. A tractor replaced the horses which were donated to a farmer rather than consigning them to the fox farm slaughter house which was a major outlet for displaced horses. The excitement they had caused by several runaways with inexperienced student drivers alone entitled them to that much consideration. Much could be said about the college farm horses. They produced several purebred Percherons which sold for high prices for a number of years before the decline of horse power.

The most notable of the horses was "Bill", the horse which pulled the milk wagon for about 15 years. One of our earlier students, as fine a gentleman as Bill was a horse, trained him so that he knew every turn, alley and street. He was retired at 20 years of age and allowed to live out his years on the college pasture. When he died he was given a fitting burial and a group of students awarded him the B.S. degree posthumously. Bill never knew how close he came to outranking intellectually the rare disinterested student.

The previous brief resume represents the total land, buildings, equipment and livestock of the first thirty years with the exception of the dairy herd which will be discussed separately.

To a young farmer starting out in a farming venture in 1962 this record may have a sort of prehistoric ring but this was a typical picture of farming as of forty years ago. Up to the founding of the department in 1912 the horse had been the principal source of power on the farms and in the cities. Thousands of horses were used to move the wagons of the coal yards, lumber companies and breweries of the large cities. Their displacement by trucks in the cities had begun but there were few tractors on farms in 1912. The horse was still the main source of motive power for travel whether for business or pleasure. Many of us, as undergraduates in animal husbandry, have had the experience of practicing the filing of horses' teeth at a brewery or coal yard on a Sunday morning when they were idle. Today, horse power has been displaced by gasoline and diesel fuel but we have not found an outlet for the product of the acreage formerly used in fueling the horse. The displacement of the horse, the improvement of farm livestock and farm buildings are all aspects of farming which make the situation of 1912 look primitive to the young man of 1962. The graduates of the department have contributed much to bringing these changes about on the farm level.

It must be noted that the Board of Regents of the 1920's was definitely economy

mind (faculty salaries remained almost fixed for years). No catalogs were published between 1912 and 1918 presumably for reasons of economy. The total budget for the normal school system for 1914-1915, the year in which the farm was established, was \$1,033,445. The farmer enjoyed prosperity through the war years. There were no subsidies and the politician had not as yet begun to woo the farmer or the college professor for his vote.

There was a difference of opinion as to how the farm should be operated at the time of the original land purchases.

One suggestion, that it be operated completely with student labor, was dropped after a brief trial. An early college publication stated that the purpose of the farm was to "demonstrate how to make the farm pay". This, unfortunately, became the guiding principle. The director, for obvious reasons, was forced to direct his attention to meeting the requirements of the Federal Board of Vocational Agriculture. The members of the staff concurred in the view that the farm should be operated as a laboratory and that profit or loss on the operation was not a responsibility of the department. The college administration was unable to make any progress in securing the funds necessary to make it a complete laboratory unit. Consequently, the farm continued through the years to be operated as efficiently as conditions permitted. The present administration has recognized the farm as a laboratory, the generally accepted position taken for years in all higher institutions of learning.

To meet the need for a satisfactory income a good dairy herd offered the greatest possibilities. The land was cropped to produce the maximum amount of livestock feed per acre. Since corn and alfalfa, in this region, will produce more nutrients per acre than other crops they became practically the only crops grown. This is still the policy today and fits in with sound dairy management practice.

Sixty acres of land would not support fifty head of cattle and sixty to eighty swine. It could supply the roughage but the concentrates had to be purchased. This

was not a serious problem but was time consuming. With the adopted cropping system, continual jockeying for additional feed supplies and an eye on the outgo, the farm functioned well by the late twenties. It also served well as a laboratory for animal and dairy husbandry but had little to offer the shop and agronomy departments because of the limited machinery and cropping programs.

The major problem of the early years was how to build up a herd of dairy cattle to give the farm a source of income. There were no appreciable funds available so the President authorized the director to negotiate bank loans for the purchase of cattle. These loans, backed as they were by personal notes of the faculty, were a serious concern for some time. The three purebred Guernseys of the previously mentioned original cattle turned out to be bangs reactors. Their loss was doubly serious because of the note for \$1,700 outstanding for their original purchase price.

The early twenties were a period of highly inflated prices in dairy cattle and especially in Holsteins. Livestock history relates the story of boom and bust in many classes of farm livestock from the early Merino sheep to the modern Duroc hog. This particular speculation in Holsteins raised prices to astronomical figures during the period the department was establishing the herd. Very little money changed hands since transactions were handled with promissory notes many of which were worthless when the bottom fell out of the boom in the late twenties. The cow which became the top foundation cow of the herd was purchased for \$610 at a Minnesota state sale where the top female sold for \$30,000. Five more cows were purchased that year. At this time there was no satisfactory method of evaluating a sire. The science of genetics was new and its practical application was very limited. Dairy sires were priced primarily on the basis of their type and the production of the immediate dam. It was on this basis that the first sire was purchased in 1922 for \$2,300. This was a high price to pay but not out of line when one considers that another state institution purchased a half brother of this sire for about \$7,000 at the same time. As

usual, payment was by a bank loan. The sire was a great transmitter and was perhaps the best investment the college farm ever made. By about 1929 the herd had been increased to the capacity of the barn. The sale of male breeding stock had netted a substantial income. A substantial portion of the returns with an occasional allotment from state funds were used to redeem the outstanding notes. From 1935 and on the farm developed into a fairly profitable business and over the next 15 years a surplus of about \$16,000 was built up. There was ample need for using this surplus in improving the farmstead but by this time some consideration had been given to a request for a new farmstead. It seemed unwise to make improvements on the old buildings.

The other sources of income were from the retail sale of milk and the proceeds from sixty to eighty swine per year. The retail milk business was started with a hand push cart covering eight to ten city blocks. Since the herd was free of bangs and tuberculosis the demand was always greater than the supply. There was no testing for bangs in Wisconsin in the early twenties but blood samples were taken periodically by the classes in animal husbandry. These were sent to the laboratory at Michigan State College until the Wisconsin Department of Agriculture set up a testing laboratory. Milk delivery by horse and wagon was started in 1922 and continued for many years until the light truck became the common vehicle for milk distribution.

The retail milk business was more profitable than selling through the creamery and has financed many students through four years of college from earnings as route men.

Mr. Byron Koch accepted the position of dairy herdsman on the college farm in 1942 and has occupied that position continually since that time. For a number of years prior to the moving of the farm to its new location he also held the position of farm manager.

From the time of the completion of the Manual Arts Building in 1930 two decades

passed without any building program until the first of the dormitories was built in 1950. In recent years more building construction has been completed than in the entire previous history of the college.

Through all these years the college farm was pretty much on its own financially and otherwise and by 1950, after 30 years of usage, the buildings were outdated. Efforts to appeal to the Board of Regents for modern buildings never reached beyond the discussion stage among the staff members.

Dr. E. H. Kleinpell assumed the presidency of River Falls State College in September, 1946. He had formerly served as president of the Valley City State College at Valley City, North Dakota.

About 1955 the President directed Mr. J. M. May to prepare plans to be submitted to the Board of Regents. The staff were asked to prepare a plan which involved the moving of the largest buildings to a new location and the construction of additional structures required. A study was made of the practicability of such a plan, bids were obtained on the cost of moving the old buildings and a member of the shop staff prepared some preliminary plans for the additional buildings required. As the planning progressed it became evident to the staff that such a plan, while it would have involved a smaller appropriation, it would also have many disadvantages. It proved impossible to produce a functionally efficient farmstead by using the old structures. Their size and type of construction were outmoded for a modern dairy and animal production program. A report of this original study was made to the President suggesting a cost of \$100,000 to carry out the plan. The study was continued.

For many years there had been many suggestions that the department should dispose of their land holdings and purchase another farm. The area on the north east corner of the city which has now been developed into a residence area had been suggested. There were also other farms but none ever reached any serious stage of negotiation.

Now that it seemed likely that a new farmstead would be forthcoming, the

question of new land again was suggested by local citizens. As previously mentioned, the Universities of Wisconsin and Minnesota had both moved to new locations. The former to Arlington Prairie, 25 miles north of Madison, and the latter to Rosemount, about the same distance south of the St. Paul campus.

The question was again given a review. The findings submitted to the President may be summarized as follows:

1. It was impossible to locate a farm with existing buildings suitable for college purposes.
2. The areas suggested would have cost \$120,000 as a minimum plus cost of a new set of buildings.
3. The purchaser of the present farm would be compelled to bear the cost of moving the buildings off the campus or purchase the acreage only. A reasonable estimate of the land value, \$20,000.
4. Being primarily a teacher training department the farm serves as a laboratory to a much greater degree than a university farm. Therefore, proximity to the campus is of greater concern.
5. Such a plan would have increased the cost by at least \$100,000.

The study indicated that a complete set of buildings could be erected on the present farm for about \$206,000.

Mr. J. M. May retired in June, 1957 and Dr. R. J. Delorit was appointed director. The President obtained an appropriation of \$206,000 in 1957 and a new start was made in planning a farmstead.

The director and staff produced plans, surveyed the area and located the buildings in their respective settings. Numerous conferences were held with manufacturers of steel structures, farm equipment producers and experts in many aspects of farm building construction. The alumni were polled on certain controversial aspects. Mr. C. E. Grubb, a local engineer, was engaged to produce the blue prints and supervise the construction. The old dwelling and the poultry house were moved, the others razed.

Two additional areas of land had been purchased; one of 28 acres for \$3,500 in

1951 and another of 80 acres for \$10,000 in 1952. The new farmstead is located on the latter of these areas on highway 35.

The new farmstead provides the following accommodations in modern all-steel building structures.

- 50-stanchion dairy barn
- 4-unit milking parlor
- Loose housing for dairy cows
- Modern pavilion for meetings and class work
- 1,000-bird laying house for poultry
- Hog house 80 - 100 hogs per year
- Sheep barn
- 3 concrete stave silos
- 2 bull paddocks with inside pens
- Beef housing
- Hay storage barns
- Machine shed
- 2 dwellings for personnel

The dairy unit is so arranged that it can be used as a stanchion barn or loose housing arrangement. Being an educational organization it seemed desirable to demonstrate both types of housing.

The poultry and swine accommodations are as mechanized as modern building construction permits, cutting labor to a minimum.

The sheep and beef housing is the usual open type of housing with mechanical feeding for beef cattle. It is expected that the pens will be completely surfaced in the near future.

A flock of purebred Hampshire sheep and a herd of purebred Hereford cattle have been purchased to make up a full complement of livestock for the first time in the history of the department.

Dr. R. J. Delorit and Mr. C. E. Grubb supervised the building construction. The farmstead has received much favorable comment from farmers and agricultural leaders who have visited the plant.

The College of Agriculture is indebted to the Rural Electrification Association for assuming the cost of electrical installation on the new farm.

The farm was dedicated on October 29, 1960 with the following program presented to guests in the pavilion:

President E. H. Kleinpell, Presiding

Introductory Remarks

E. R. McPhee, Director
Wisconsin State Colleges

Partners in Agricultural Education

Forrest McCue, Chairman of Public Relations Committee
Wisconsin Electric Cooperatives

Introduction of Platform Guests

Dr. R. J. Delorit, Director of Agriculture
River Falls State College

Address

J. P. Schaenzer, Agricultural Engineer
U. S. Department of Agriculture
Rural Electrification Administration

Sources of Information

Department of Agriculture Yearbooks

History of Agricultural Education of less than College Grade, 1942
R. W. Stimson, F. W. Lathrop

Wisconsin Normal Schools, 1914
A. N. Farmer

The River Falls State Teachers College, 1874-1932
J. H. Ames, 1932

Careers of Agricultural Graduates, 1951
J. M. May

Copies of the "Meletean"

Files of College Catalogs

The Student Voice

Correspondence