History of the Department of Communication at Cornell University

Its evolution from 1874 when Cornell offered the world's first university-level instruction in journalism, to a Department of Extension Teaching in 1907 with courses in oral and written expression, to a Department of Extension Teaching and Information in 1945, to a Department of Communication Arts in 1966, and a Department of Communication in 1985.

Compiled by William B. Ward
Cover Photos (clockwise)

1. President Andrew D. White initiated the first teaching of journalism at a university level in 1874.

2. In 1907, Dean Liberty Hyde Bailey organized the Department of Extension Teaching.

3. Professor Bristow Adams became editor and head of the Office of Publications in 1914 and taught agricultural journalism courses from 1919 to 1945.

4. First professional staff meeting in July 1945 of the new joint Department of Extension Teaching and Information for the Colleges of Agriculture and Home Economics.

5. Students in a communication course in 1966 discuss magazine publishing with editors in Iowa via tele-lecture without leaving their classroom.

6. Several national farm and home radio broadcasts from the campus were initiated by the Department beginning in the late 1940s.


8. Cornell Countryman magazine, published continuously for 92 years (1903 to 1995), went through periods of faculty and student management until integrated into an undergraduate course in the Department.


10. More than 300 persons from 65 countries attended the Department's Communication Planning and Strategy training program from 1980-95. (Photo taken of participants in 1985.)

William B. Ward, Professor Emeritus, is the symbolic father of the Department beginning in 1945 when he put together press, publication, radio, and visual aids services and the academic courses in journalism and public speaking for the New York State Colleges of Agriculture and Home Economics at Cornell University. He was the Department's first head and a teacher of communication courses for more than 50 years.
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Andrew Dickson White, first president of Cornell University, did not create a formal department of journalism or actively promote a field of study known today as "communication," but he did initiate the world's first teaching of journalism at a university level in 1874. It may not be stretching the point too far to say that the genesis of Cornell's extensive academic program in communication today can be traced to this and several other largely unconnected events.

From his early youth and throughout most of his life, White showed an interest in journalism. He is reported to have built a working press when he was 10 years old, and in his autobiography he wrote:

As I now look back to my early manhood, it seems that my natural inclination should have been toward journalism; but although such a career proves attractive to many of our best university-bred men now, it was not so then. In those days, men did not prepare for it; they drifted into it. I do not think that at my graduation there was one out of 180 members of my class who had the slightest expectation of permanently connecting himself with a newspaper. This seems all the more singular since that class has produced a large number of prominent journalists.

As president of Cornell University, which opened its doors for instruction in 1865, he often expressed his belief in a liberal education embracing science, literature, and the arts. He said a curriculum should also "satisfy the wants of the hour." His educational philosophy and that of the university founder, Ezra Cornell, who felt that students should do practical work along with and related to their studies, produced an interesting blend. One, among many pieces of evidence of this, was his proposal for journalism training approved by the faculty in 1873.
Course Announcement

The following information on the world's first university-level journalism instruction appeared in *The Register of Cornell University* for 1874-75:

Although no special course has been arranged in journalism, arrangements have been made for giving special instruction to those who intend to make journalism their profession. These arrangements consist, so far as the University is concerned, in

1. The art of printing. Students will be required to do work at typesetting in its various branches, the reading and correction of proofs, the making up and working off of forms, in the University printing office under the direction of the Director of University Printing to such an extent that they will be able to take charge of the office and do book and job work by themselves. (Practical work for students was available in the Cornell University Press—the first university press in America established in 1869.)

2. Instruction in printing proper. This will consist of a course of public lectures which will embrace the history of the origin, growth and development of the periodical press in Europe and Asia; notes on the peculiar characteristics of the journals of different countries, on the relations of different branches of journalistic labor to each other. Practical instruction will also be given on methods of collecting and arranging news, on the proper "make up" of a newspaper and so forth.

Besides this, students will be required to study phonography (shorthand), under an approved teacher, and to acquire some knowledge of telegraphy.

To all students of the General Courses who shall have complied with the foregoing conditions there will be given, in addition to the Diploma appropriate to their course, a Certificate of Journalism, signed by the University authorities and the University seal affixed.

1. To all students in the Course in Literature, or that in Philosophy, who shall have satisfactorily completed the course.

2. For students in the Course in Arts it will be further required that they shall have taken at least one term in French and two in German in their course.

3. Of students who have completed the Course in Science it will be required that they shall have taken all the studies that are in that course in the Department of History, of Languages and of Philosophy and Letters, and shall have prepared themselves outside of the University course to pass, before the beginning of their fourth or Senior Year, a satisfactory examination in Latin Grammar and the same Latin Reader, sufficient to enable them to read and translate ordinary Latin sentences.

Professional Journalists' Opinions

On May 27, 1875, President White wrote a letter explaining the features of this program and his plans for the future to Charles F. Wingate, a New York City journalist. After receiving the letter, Wingate interviewed several well-
known American editors and newsmen concerning their opinions of journalist training in universities. Some approved of such training, including Whitelaw Reid of the *New York Tribune*, George W. Curtis of *Harper's Weekly*, and Joseph Pulitzer of the *New York World*; others bitterly opposed it, including E. L. Godkin of the *New York Evening Post*, Horace Greeley of the *New York Tribune*, and Frederick Hudson of the *New York Herald*.

Typical of some of the adverse responses were these comments: the only place one can learn to be a journalist is in a well-run newspaper; establishing a special chair or class in journalism in colleges or universities would be an absurdity. But Whitlaw Reid, an advocate of such training, presented an entirely different viewpoint in a public lecture in 1872:

> There were thousands of brave men around Toulon, but only Napoleon could handle the artillery. It was the scientific training that gave his warlike genius its opportunity and its tools of victory. West Point does the same for countless Napoleons whom, according to popular biographies, Providence has been kind enough to send us; and the University may yet do as much for the embryo Bryants and Greeleys, Weeds and Raymonds, and Ritchies and Hales who are to transform American journalism into a Profession which will emulate the laurels of these earlier leaders, with large opportunities on a wider stage, to more beneficent ends...

Even though the early Cornell program had the support of such prestigious journalists as Reid and Pulitzer, as well as President White, it experienced a short life. It did not appear in *The Register* after 1876-77.

**Assessment of the First Program**

Bruce Underwood, a visiting professor at Cornell in 1965-66 from Temple University, examined the program and made this assessment:

Positive aspects:

1. It had the distinction of offering the world's first university instruction in journalism. Perhaps unfortunately for journalism education, this distinction received far less recognition and attention than it merited. Nevertheless, it was first.
2. President White's goal of turning out capable, influential journalists with high professional standards reflects unusual nobility and pericpience for an era that often did not demand high standards.
3. Professor Willard Fiske, counterpart of the modern news-editorial professor, was highly qualified by both professional experience and education. His accomplishments appear to have been such that would merit the esteem of educators as well as of professional journalists. (Students were required to attend lectures given by him. His title was professor of North-European languages and librarian; he also had a distinguished record as a newspaper writer and editor.)
4. The curriculum stressed academic achievement while not neglecting practical laboratory training. In some respects the course content seemed far ahead of its time. For example, a number of journalism schools have only recently begun to offer instruction in in-
ternational communications and to require proficiency in foreign languages.

5. Evidence indicates that, even though it failed, the Cornell program influenced development of the journalism curriculum of the Wharton School of Business. (This curriculum at the University of Pennsylvania started in 1893 and lasted until 1901.)

Negative aspects:
1. Cornell University officials failed to make the program well known to the general public.
2. The program should have been continued despite several lean years until it became firmly established.
3. The journalism teaching staff lacked liaison with professional journalists. Though this probably was typical of that era, the program would have contributed much more to the journalism profession had it had closer contact with newsmen.
4. As was true and is true of many university operations, the journalism program left inadequate records to guide later efforts of a similar nature.
5. Perhaps Professor Fiske's treatment of journalism was too literary. By broadening his approach, he might have made the work more appealing to a larger number of students.

There seems no doubt that the pioneering journalism program could have offered a great deal to professional training. The short life and minimum publicity of the program impeded the progress of journalism education.

Revival Fails

The Department of English attempted the first revival of journalism teaching at Cornell, offering a course for two academic years—1888-89 and 1889-90—and then dropped it. The class was organized as the city staff of a large newspaper with a professor as editor. Although no solid evidence exists as to why the course was discontinued, faculty opposition appears to be the principal reason. According to Morris Bishop in his book, A History of Cornell, "many looked on such vocationalism as foreboding." This attitude on the part of many professors in the College of Arts and Sciences continued for many years and no further attempts were made there to teach journalism.
CREATION OF A TRILOGY: TEACHING, RESEARCH AND EXTENSION

Journalism received far different treatment by another college on the Cornell campus: the New York State College of Agriculture which started as a department but became a state college under the administration of the University when Governor O'Dell signed a bill on May 9, 1904. It not only became, and remained, an important center of research and resident instruction, but also of extension work which proved to be the most effective means to shorten the time lag between the discoveries of research and their application.

Principal designer of this remarkable trilogy and architect and builder of the College was Liberty Hyde Bailey who came to Cornell in 1888 as Professor of General and Experimental Horticulture, and then Director of the College and Dean of its faculty from 1903 to 1913. In his history book, Professor Bishop said he "set an example of productive energy that no one else has had the strength and genius to follow. Bailey was a college in himself, teaching, experimenting, lecturing, running a far-flung extension program, publishing eleven books and uncounted articles in five years."

Actually, during his long lifetime, Dean Bailey wrote and published more than 150 books which piled one on top of the other on the floor of his study were taller than he. At the same time many of his books were being published, he was editor of the magazine, Country Life in America. Moreover, until 1909 he acted as editor of all college publications. Along with his outstanding scientific and administrative work, he was one of the great communicators of his era.

Department of Extension Teaching Formed

Dean Bailey's strong support of an extension program led to the formation of the Department of Extension Teaching in the College in 1907 under the
direction of Charles Henry Tuck, assistant professor. (It became the official antecedent to the Department of Extension Teaching and Information created in 1945 which was later renamed the Department of Communication Arts and after that the Department of Communication.) The Dean assigned duties to this new department which were "peculiarly its own," such as administering itinerant and traveling schools, outside lecture courses, work at fairs, excursions coming to the College, reading courses, correspondence courses, management of Farmers' Week, and providing information to the press. For students at the College, it presented instruction in public speaking, parliamentary procedure, and extension methods.

Speech Courses and Public Speaking Stages

An undergraduate course was initiated in the fall term of 1907-08 to provide speech training for students who planned to do extension work. Taught by Professor Tuck, it also involved studies of parliamentary law, conduct of meetings, preparation of extension publications, and extension organization and methods. However, it soon became apparent that the course was too unwieldy and in 1912-13 the parliamentary law portions of the course were set up separately under Professor George A. Everett. These courses were called Extension Teaching I and II. Parliamentary law became a part of Extension Teaching II. Extension publications and extension methods and organization were put in separate courses.

Professor Everett established several innovations in his courses. He believed that to develop their best potential in public speaking students should speak often to groups, on original topics, with considerable speech-preparation help from the instructor in the form of individual conferences. Although various innovations and improvements have been made in the speech courses over the years by members of the faculty, basic fundamentals were retained.

The first Eastman Stage for Public Speaking open to undergraduates of the College was held on February 11, 1910. By its golden anniversary in 1960, more than 1500 students had entered the competition and 262 were chosen to compete. Almon R. Eastman, a banker in Waterville, New York, and for a time a Cornell trustee, provided endowment funds for prizes to be given to winners of the contest. Through the years this speaking contest and the Rice Debate Stage, founded in 1928 by Professor James E. Rice, have been representative of student thought on many issues.

President White attended the Eastman Stage whenever possible, and he expressed his opinion of this College of Agriculture event in the following letter:

November 11, 1916

Professor B. T. Galloway,
Dean of the State Agricultural College,
Cornell University.
My dear Dean Galloway:

I have always considered the Eastman Stage as one of the best things that Cornell University has acquired, and it has given me great
pleasure to be present at its contests and to listen to the subjects discussed and arguments presented.

Again and again I have insisted, publicly and privately, that it usually has merit, above most college or university prize debates, in that it discusses topics of living interest and importance, both to the competitors and to their audiences, and mainly because the speakers discuss matters about which they really know something and regarding which they hold earnest opinions.

This, to my mind, is far better than taking topics which are remote from the real knowledge of the speakers as has been so often done in our colleges in general.

And this is not all. Perhaps my deepest interest in the Eastman Stage and in the probable results of Mr. Eastman's public spirit and generosity is that it tends to give the agricultural interests of the State a voice such as they have not usually had. As a matter of fact, Agriculture—the great fundamental industry of the world—has usually been least represented in our public bodies and very rarely represented by men who are able, with pen and tongue, to present its claims. That, in my opinion, is the main reason why every other interest in this great Republic is more fully and clearly presented in our public bodies than are the claims of the great agricultural part of the community.

My hope is that, before long, we shall begin to see results of training such as that promoted by Mr. Eastman, in the presentation of agricultural interests not only at meetings of farmers themselves, but in the legislatures of various states and in Congress. My hope is that Mr. Eastman's noble example will be imitated in our agricultural colleges and schools everywhere, and that there shall be a constant promotion of worthy discussion, by young men directly and practically representing the agricultural questions in which they have a real interest.

I regret exceedingly that it will probably be impossible for me to be present at the competition this evening, but trust that it will be equal to those which I have attended and in which I have always been so deeply interested.

I remain, my dear Mr. Dean,
Most respectfully and sincerely yours,
(signed) Andrew D. White.

Both Professor Everett and Professor G. Eric Peabody played a major role for many years in the success of the public speaking contests sponsored by the College. Also, their courses in oral and written expression were popular with students. Over his 43 years of teaching (1921-1964), Professor Peabody taught thousands of students the ability to “stand up, speak up, and shut up.” Inaccurate material or lack of clarity were not tolerated in his classes. Soon after he joined Cornell, he helped develop a two-year special program for students from rural areas who were not interested in attending a college for four years to obtain a degree but wanted a shorter period of study in which technical and practical information was emphasized. Among the required courses were two in Extension Teaching offered in the fall and spring semesters which were designed to improve speaking and writing abilities and an understanding of parliamentary procedures. Each one involved individual conferences and student
advising. As the program developed, it became a back door entry into the four-year degree program for some students. Enrollment averaged approximately 145 each semester until the two-year program was ended in the mid 1960s.

The speech program in the College of Agriculture "outlived" the speech curriculum in the College of Arts and Sciences which started in 1914 and was given major credit for reviving the study of classical rhetoric in the 20th century. Although originally designated as the Department of Public Speaking, it was known throughout most of its existence as the Department of Speech and Drama. The speech part of this department (but not the drama part) was voted out of existence by the College of Arts and Sciences in 1964. Its strong supporters called this action "one of the great academic ironies of the time." The College had let this once distinguished program slip into total eclipse. The speech program in the College of Agriculture, however, continued to prosper. (See other sections of this history for later developments.)

**Publishing Gains Momentum**

During the early 1900s and going back to the latter part of the 1800s, publishing by the College received attention by the administration and the faculty. The first Agricultural Experiment Station Bulletin came off the press in 1888 and the first home economics bulletin in 1902. Dean Bailey urged all faculty members to get the results of their research in shape for publication, and by 1905-06 the College was issuing five kinds of publications: Junior Naturist Monthly, Home Nature Study Course, Bulletins of the Farmers' Reading-Course (monthly from November to March), Bulletins of the Farmers' Wives' Reading-Course (monthly from November to March), and Bulletins of the Experiment Station. Also, press releases were being sent to editors to inform the public about the work of the College and exhibits prepared for fairs.

The agricultural press, particularly the *Country Gentleman* and the *American Agriculturist*, campaigned for a short time to get the reading courses and the "general rural matter that floods the farmer at no cost" discontinued. They considered them a threat to their own interests. However, key members of the State Legislature and officers of the State Grange advised the College to continue the publications and not to be intimidated by the agricultural press. The College published 74 publications in the fiscal year 1911-12 with a total press run of 2,122,415 copies. Albert R. Mann, Secretary of the College and Professor of Agricultural Editing (later Dean), was in charge of the editorial work. During that year an assistant editor (Lela G. Gross) was added to the staff and two years later another assistant editor and two artists.

Dean Bailey wrote in one of his annual reports that "of necessity, every teacher in a college of agriculture who keeps alive is an investigator; this investigation should be organized and the results published. The student catches the spirit of it, and develops a scientific habit of mind, taking nothing on authority but everything on evidence."
A New Student Magazine

In 1903, the Dean supported student plans to publish a monthly magazine and suggested the title Cornell Countryman. To help maintain it, he provided $500 annually which he explained was not a subsidy but a business arrangement. The magazine was to run a college advertisement in each issue and send copies to the high schools of the state. A press run of 2,000 copies cost $90 and 10 of the 32 pages of the first edition were filled with advertising. The editor of Country Gentleman attempted to get the president of Cornell to restrict the Cornell Countryman to local (Ithaca) advertising, but Dean Bailey was not willing to adopt this restriction.

The staff of the first issue consisted of an editor, associate editor, two alumni editors, several assistant editors, a business manager, and three assistant business managers.

The first editor, George Warren who later became professor and head of the Department of Agricultural Economics, wrote this editorial for Volume I, Number I (December 1903) outlining the mission of the magazine:

For some years now there has been a growing desire to establish an agricultural periodical at Cornell University. Such a publication is necessary in order to keep the former students in touch with each other and with the college, and to present the advances in agriculture. This is the mission of the CORNELL COUNTRYMAN. It is published by students and graduates of the College of Agriculture, and meets the hearty approval of the faculty; but the editors are responsible for the policy of the paper.

It is not our purpose to enter the field so well filled by the many excellent farm papers; but rather to appeal to the student of agriculture, be his work in farming, teaching or investigation. In the CORNELL COUNTRYMAN we hope to voice the best in agricultural progress and agricultural teaching. We will present articles that deal with the larger problems of country life, the economic and social conditions, the rural school and the farm home. The results of scientific investigations and general agricultural news will be given prominence. Special attention will be given to news of former students.

Among the articles in the first issue was one by Dean Bailey entitled, “The Outlook for Agricultural Teachings,” and another by Martha Van Rensselaer about the reading course for farmers’ wives. The magazine was copyrighted in 1904 and the organization incorporated in 1914.

In the early years, the Cornell Countryman resembled a professional journal of agriculture with faculty members and professionals in the field of agriculture writing most of the articles; students contributed very few. (However, this changed over time and the magazine became completely written and edited by students.)

Although the male gender dominated the top editor’s position for many years, Julia Bockee became the first woman editor in 1936. Several others followed her in future years, including Jane Brody, who became a New York Times writer and a nationally famous author of a number of best-selling books on food and nutrition. Among other Countryman editors who became well-known authors, professors, journalists, editors, or advertising executives included Russell

Preparation and publishing of the *Countryman* (without advertising) was given the status of a laboratory course under Professor Holim Kim beginning in the late 1960s and from 1975 until 1995 under the direction of Jane Little Hardy, senior lecturer in the Department who retired in June 1995. Unfortunately, the magazine ceased publication that year because of severe college and departmental budget cuts. Up until that time, it had been the longest continuing Cornell publication and the oldest continuous agricultural student magazine of any college or university in the U. S. (The first issue came off the press in 1903 and the final issue in October 1995.)
In the fall of 1914, Bristow Adams came to the College of Agriculture at Cornell to assume the position of Professor of Extension, Editor, and Head of the Office of Publications. Development of this office was gradual but steady. Unlike the unsuccessful efforts in the College of Arts and Sciences, the four journalism courses he initiated in 1919 and taught in the College of Agriculture continued until his retirement in 1945: Agricultural Journalism, Agricultural News Writing, The Country Newspaper, and Agricultural Information. After his retirement, these and other communication courses were offered to Cornell students by staff members of a new department in the College of Agriculture.

Professor Adams' tenure at the University (31 years) was much longer than that of B. T. Galloway who brought him to Cornell from the U. S. Department of Agriculture (USDA). Galloway, who succeeded Liberty Hyde Bailey as Dean, was not popular with the faculty. It opposed his bureaucratic administrative methods and efforts to make various reforms. Within two years he had had enough and returned to a position in the USDA in Washington, D. C. Albert R. Mann, an "insider" and successively secretary to Bailey, registrar, secretary and editor for the College, assistant professor of dairy industry, and professor of rural social organization was selected as the next Dean of the College.

Professor Adams, teacher extraordinaire, editor, writer, artist, and world traveler and known to his many friends and associates as "B. A.," became one of the most popular professors and beloved figures on the Cornell campus. Many distinguished products of his courses testify to the beneficence of his training. Among them were Russell Lord, one of the editors of The Country Home, editor of The Education of a Princess and author of two other books, Captain Boyd's Battery and Men of the Earth; John R. Fleming, once city editor of The Spring-
field Union and then directing editor of the world staff for *U. S. News and World Report*; E. B. White, author and one of the brilliant editorial staff members of *The New Yorker*, and Gertrude Lynahan, one of the stars of the *New York World*.

Not only did Professor Adams teach in the classroom, but some of his students contended that the real teaching took place in Monday night sessions in his study at home. They continued for 30 years. John Fleming referred to them as “free-for-all sessions where we argued about writing, about why one piece we'd read was good and another not, about the pervasive, endless (and probably insoluble) problems of ethics in journalism.” At one of the weekly “Monday Nighters,” one student out of a score or more there, left a list showing 22 different topics discussed—from football to the Freudian theory. The professor’s habit was to put his oar in when he had something useful, interesting, or amusing to say.

**Information Service**

Writing about the history of the Office of Publications in the book, *The People's Colleges*, Professor Adams pointed out that the most marked and fundamental step at the beginning was to set up an information service through cooperation with the agricultural and rural press. His belief in what he called “service news” went a long way in getting the confidence and support of editors. He leaned over backwards to keep self-seeking or institutional publicity out of the College's news releases. He told the editors his office would function as a correspondent for them and suggested they should not print anything sent to them that wasn't of interest to their readers and could not be localized.

The following material is excerpted from his section in *The People's Colleges*:

The aim of the publications and information service was to supplement all branches of extension by making the printed word, in bulletins and in the press, another channel through which helpful facts in agriculture and home economics might be brought to the citizens of the state.

**Special Attention to Country Weeklies**

The progress of the information service was recorded in new undertakings. In addition to the news service, welcomed by the press, extensive work with country newspapers was started. The importance of the country newspaper as an agency equal in influence to the country church and the country school was recognized from the start. (Over the years, Professor Adams became known as the “godfather” of the New York State weekly newspapers. In 1940, the New York Press Association presented a special desk set to him with this message inscribed on a gold plaque: “To Bristow Adams from colleagues in the New York Press Association in appreciation of 25 years of distinguished service.”) His following tribute to the country weekly has been reprinted so many times over so long a period that the record of its authorship became lost from time to time:

*I am the country weekly.*

*I am the friend of the family, the bringer of tidings from other*
friends; I speak to the home in the evening light of summer's vine-clad porch or the glow of winter's lamp.

I help to make this evening hour; I record the great and the small, the varied acts of the days and weeks that go to make up life. I am for and of the home; I follow those who leave humble beginnings; whether they go to greatness or to the gutter, I take to them the thrill of old days, with wholesome messages.

I speak the language of the common man; my words are fitted to his understanding. My congregation is larger than any church in my town; my readers are more than those in the school. Young and old alike find in me stimulation, instruction, entertainment, inspiration, solace, comfort. I am the chronicler of birth, and life, and death—the three great facts of man's existence. I bring together buyer and seller, to the benefit of both; I am part of the market place of the world. Into the home I carry word of the goods which feed, and clothe, and shelter, and which minister to comfort, ease, health, happiness.

I am the word of the week, the history of the year, the record of my community in the archives of state and nation.

I am the exponent of the lives of my readers.
I am the COUNTRY WEEKLY.

The country editors and publishers welcomed the aid of the College, and large numbers attended the annual country newspaper conferences held at the College during Farmers' Week. Ribbon awards were given to those papers that had the best front-page make-up and those that had done most in community service. Prominent newspaper men led discussions on country-newspaper editing and publishing.

Surveys showed that 42 per cent of New York's newspaper editors preferred straight news, 27 per cent desired feature articles, and 20 per cent wanted both. Only two editors of approximately 600 said they did not use the news sent from the College.

In 1921, the office took over the farm study courses and changed them from mere reading courses in College publications to genuine correspondence or home study courses. They were supervised by Professor George S. Butts beginning in 1925, and new enrollments totalled more than one thousand each year. The list of courses included 28 subjects. Among the most popular were poultry raising, farm management, milk production, vegetable gardening, sheep raising, and bee keeping. Extension specialists in eight departments furnished the instructional material and graded the papers.

**Five Main Functions**

The work of the Office of Publications with its five main functions was extensive by 1922: (1) editing and distribution of publications; (2) news service to the press of the state, both dailies and weeklies, and to about 100 papers of other states where editors had requested the service; (3) editing and distributing of the Extension Service News, a periodical, started in 1918 and continued until 1931; (4) instruction in journalism, not only at the College but through news writing schools for country agricultural, home demonstration, and 4-H club agents, and for local correspondents of country weeklies; and (5) functions
connected with illustrations, visual instruction, exhibits, and correspondence courses.

At the annual meeting of the American Association of Agricultural College Editors at New Jersey State College in 1924, Cornell won first prize for its exhibit as a whole and received more individual awards for its Extension material than any other university. In 1926, this record was repeated at the meeting at North Carolina State College. The records of Cornell's winnings at such annual meetings were consistently excellent over the succeeding years.

Publication and Exhibit Work Expands

The faculty voted in 1920 that "the Dean, the Vice-Dean, and the Vice-Directors constitute the Committee on Publications," and these classifications were established for manuscripts: Memoirs, papers of a technical character, for the use of technical workers and specialists; Experiment Station Bulletins, for results of experiments, tests, and investigations, intended for the farmer, grower, or general reader; Extension Bulletins and other extension publications, not for new material but to disseminate practical information.

In the middle 1930s, the how-to-do-it service letters, distributed to individual farmers through the offices of the county agricultural agents, had reached an average of four per week. Written by the extension specialists, they were on almost every conceivable agricultural subject. The 95 mimeographed service letters had an edition of 415,628 copies; the 126 printed letters, 1,382,359 copies. (All the letters, placed edge to edge, would cover nearly 60 acres.)

During the Great Depression of the 1930s, the office began to work more closely with the federal Department of Agriculture, particularly in connection with the interpretation and distribution of news concerning the activities of the Agricultural Adjustment Administration, Soil Conservation Service, Rural Electrification Administration, and Rural Resettlement.

The Office of Publications up to 1936 had been associated, unofficially, with work on exhibits at the State Fair and elsewhere. Later that year the supervision of all exhibits of the College of Agriculture was placed in this office with Professor Butts in immediate charge. (His creative talents were demonstrated in planning and building exhibits from then until 1951.) At the request of the New York World's Fair Commission in 1938, detailed plans for the exhibit of the State Colleges at that exposition were submitted, and the resulting exhibit was maintained throughout the World's Fair. (See later sections on visual communication.)

If judged on the basis of "happy are the people whose annals are tiresome," the history of the publication and information work tended to become routine, though new activities were added from year to year. With the advent of World War II, the publications underwent a change, mainly in the emphasis on war-emergency bulletins that began to appear in April, 1942. They were devoted mostly to food production, including Victory Gardens. With the State Fair canceled because of the war, the State Colleges of Agriculture and Home Economics were represented at a Victory Garden Harvest Show at Madison Square Garden in New York City. Of this enterprise an editorial in the New York Herald-Tribune reported: "The great exhibit staged by Cornell University
continued to draw large audiences right up to closing time last night . . . . This
was by far the most educational display ever put on by a New York show."

Publications and news services continued during the war, not as usual, but
at an accelerated pace. The journalism courses were also accelerated as part of
the wartime resident instruction, and Professor Adams taught nine consecutive
terms. During this period, the classes were almost exclusively women because
most of the men were in the armed forces or on farms producing food for the
war effort. The War Department selected several of the Cornell farm study
courses for its Armed Forces Institute.

Artists prepared illustrations and cover drawings for bulletins, announce­
ments, and leaflets. Motion-picture titles were designed, lettered, and edited,
photographs retouched, signs hand-lettered, and exhibit material designed and
produced. More than 10,700 hand impressions of silk-screen process printings
were made. Outstanding among these were three-panel posters, designed and
processed in colors, to publicize the use of soybeans for human food, the fat­
salvage campaign, and food preservation practices. Several were made for the
Emergency Food Commission of the State War Council.

Professor Adams emphasized that members of a loyal, capable, and indus­
trious editorial staff were largely responsible for the development and success of
the activities under his charge. In addition to Professor Butts were: publication
editors Lela G. Gross, Edith J. Munsell, Ruth Van Deman, Celia Bates, Katherine
Thorp, Nell Leonard, Dorothy Chase, and Fatanitza L. Schmidt; writers Ralph
W. Green, Millard V. Atwood, Howard R. Waugh, and Professor James S. Knapp;
artists Clara L. Garrett, Dorothy Welty Thomas, and Audrey O'Connor.
PART FOUR

PIONEER IN RADIO BROADCASTING AND INSTRUCTION

Cornell University began to experiment with radio-telephone communication just after the turn of the century and operated a station for this purpose from 1906 until 1912. In the latter year, Congress passed a Federal law requiring the licensing of stations, and Cornell was granted a license to continue its experimental work. In 1927, Westinghouse Corporation and the General Electric Company gave Cornell equipment for the construction of a station, but it did not start broadcasting until August 15, 1929, because of the lack of funds. On that date, the University station with the call letters WEAI started broadcasting during daylight hours under a Federal license. Its operation was put under the general direction of a committee, and Charles A. Taylor, a professor in the Extension Service, was asked to be in charge of programs.

The first broadcasting building, with both studio and transmitter, was located on part of the College of Agriculture poultry farm northeast of the main campus, but in 1933 new studios were equipped in a former "model rural school house" on Garden Avenue in the center of the campus opposite Bailey Hall. The model school house, never used for this purpose, was completely remodeled by the College of Agriculture for radio broadcasting, radio engineering laboratory work, and preparation of transcriptions. Elmer S. (Flip) Phillips, a 1932 graduate, was hired as a radio announcer and as an instructor in public speaking courses.

Change in Station Power and Call Letters

The University's request to the Federal Radio Commission for an increase in power for WEAI from 500 to 1000 watts was granted early in 1930. Its broadcast range under normal daylight conditions covered 17 counties in New
York State with a population of 1,238,347. A ruling by the Commission re­
quired a station to use a major part of the broadcast time under its license or
forfeit the time it did not use. Because the University was able to keep the
station on the air only a few hours a day instead of from sunup to sundown, a
lease was negotiated in 1932 with the Elmira Star Gazette, a daily newspaper in
Elmira, N. Y., to use the surplus time not required for the University's educa­tional broadcasts. At the newspaper's request, the call letters were changed
from WEAI to WESG. Programs originating in Elmira came to Ithaca via
telephone wire to Cornell's transmitter. This arrangement was cancelled in
June 1940. The University then began operating the station in new studios in
downtown Ithaca with both commercial and educational broadcasts scheduled
during daylight hours. Again the call letters were changed from WESG to
WHCU (Home of Cornell University), and the station became affiliated with
the CBS network. (The Colleges of Agriculture and Home Economics conti­
nued to use the campus radio studio on Garden Avenue until it was demolished
several years later to make room for the new Malott Hall.)

Coordinating Radio Broadcasts

In 1930, Dr. C. E. Ladd, Director of the Extension Service, assigned Pro­
fessor Taylor the task of coordinating the rather incidental broadcasting being
done by faculty members and by county extension agents throughout New
York State. As a first step, he organized daily programs in cooperation with
various large stations such as WGY Schenectady, WHAM Rochester, WGR
Buffalo, and WFBL Syracuse. During the 18 years he had charge of extension
radio programs, these small beginnings grew to well-planned daily programs on
40 stations, including the University's own station where a noontime Farm and
Home Hour was a regular feature. The Cornell chimes furnished the theme
music at the beginning and end of the program.

From time to time, the networks, CBS, NBC, and ABC, asked the Exten­
sion Service to contribute to their national farm and home broadcasts, some of
which originated in the campus studio. Many prominent persons broadcast
from this studio, including Franklin D. Roosevelt and Henry Morganthau.

At the request of General Electric in 1937, the Extension Service broad­
cast two 13-week series of international programs over the company's short
wave stations in Schenectady, N. Y. (One series in English over W2XAD for
reception in western Europe and one in Spanish over W2XAF for early evening
reception in Spanish speaking Latin American countries and the West Indies.)
Although the Extension Service intended to continue these broadcasts, the out­
break of World War II made it impossible to do so. Toward the end of Professor
Taylor's tenure, faculty members participated in person in approximately 275
broadcasts a month, and brief radio scripts were prepared and syndicated to
stations each week throughout New York State, as were transcriptions origi­
nated and produced in the campus studio; also, county extension agents made
more than 100 broadcasts a month over stations in their respective areas.

A pioneer radio venture of the College of Home Economics consisted of a
dramatized 12-minute script, "Deborah Domecon," broadcast twice a week
from October 1931 through July 1932. This was followed by a weekly feature,
"This Is Your Home," and other types of programs for women listeners.
Undergraduate Course and Cornell Radio Guild

Beginning in the mid-1930s, a course (Agricultural Radio Broadcasting) was offered to undergraduates to familiarize them with the best methods of presenting ideas by radio and with radio-studio procedure. It included auditions and criticisms for all members of the class in preparing and presenting radio talks, continuity writing, program arrangement, and participation in broadcast programs from the University station. Professors Taylor and Phillips "team taught" this course.

Toward the end of the spring semester in 1935, a College of Arts and Science student suggested that a Cornell Radio Guild be created with membership to come from student organizations such as the Dramatic Club and from music and engineering groups. She was encouraged to present her proposal at a meeting of student leaders, and Professor Taylor pledged cooperation from the University station and the Extension Service.

The proposal received quick acceptance by students. A planning committee was organized, and in the fall of 1935 the Cornell Radio Guild began operating. At first, it used the University's studio and equipment but in a short time obtained space in Willard Straight Hall (student union building) and received a loan to install equipment. It began broadcasting via wire transmission with the call letters CRG. This completely independent extra-curricular project gradually developed into the present commercial radio station WVBR-FM (Voice of the Big Red) with its own off-campus studio and a more powerful transmitter. Work with the Guild led several of its members into professions in radio and related fields where they served with distinction, including Charles Collingwood, an internationally-known CBS broadcaster.
While Elmer "Flip" Phillips was an undergraduate at Cornell, he earned part of his college expenses by taking photographs for different departments. After his graduation in 1932, he continued to produce both still and motion pictures on a free-lance basis for the College of Agriculture because radio broadcasting and his work with the public speaking courses did not absorb all his time. However, the demands for his services increased until he decided to point out to the Dean that his work in the three areas was equivalent to three full-time jobs. The Dean said he didn't want to move him from public speaking or replace him on radio but would like the photographic work continued. Thus began the first planning for a coordinated visual aids service which would eventually receive College financial support from both State and Federal sources.

With his unusual creative talents in visual communication, broadcasting, and teaching, he moved along the academic ladder from instructor to full professor and became nationally and internationally recognized.

Of the scores of educational motion pictures Professor Phillips produced or directed during his career, one of his first and best remembered was a color film, "When Chick Life Begins," showing the miracle of life developing in an egg. He and a scientist in the Poultry Department collaborated on the production of this film which required 1500 eggs to get the story from immediately after conception to the final hatching of the baby chick. Widely used in commercial and educational circles, the motion picture was reviewed in a three-page color spread in Life magazine in the October 4, 1937, issue and shown before the annual meeting of the Society of Motion Picture Engineers in Washington, D.C.

Motion pictures and slide sets were produced and used extensively during World War II to aid the efforts to increase food production and food preserv-
tion. Professor Phillips began to build a visual aids service primarily aimed at wartime needs. In a three-year period, approximately 30 motion pictures were made and 30,000 color slides provided to county extension agents. Among the 30 motion pictures was one of the first farm labor films produced anywhere in full color. It showed farmers how to save labor in apple harvesting and to maintain quality.
At the Beginning

History in Pictures
Ezra Cornell, founder of the University: "I would found an institution where any person can find instruction in any study." Opening exercises of his university were held on October 7, 1868.

Andrew D. White, the first President, showed an interest in journalism throughout most of his life and initiated the world's first teaching of journalism at a university level. The announcement appeared in the 1874-75 Register of Cornell University.

Liberty Hyde Bailey came to Cornell in 1888 as Professor of General and Experimental Horticulture and became Dean of the College of Agriculture in 1903. His strong support of extension programs led to the formation of a Department of Extension Teaching in 1907. He assigned to it such duties as providing information to the press, cooperation with county fairs, reading courses, and resident instruction in public speaking and extension methods. Along with his outstanding scientific and administrative work, Dean Bailey was one of the great communicators of his era. He wrote, edited, and published more than 150 books during his long lifetime. Some of them are shown in this picture taken in his study. Piled one on top of the other, they were taller than he. At the same time several of his books were being published, he was editor of the magazine, Country Life in America. Also, during the first few years of his tenure as Dean, he acted as editor of College of Agriculture publications. (Photos on this page courtesy of Division of Rare and Manuscript Collections, Cornell University.)
Martha Van Rensselaer came to Cornell in 1900 and wrote the first bulletin "Saving Steps" for the Cornell Reading Course for Farmer's Wives. She was appointed as a lecturer because the Board of Trustees at that time objected to giving women academic rank on the faculty. However, Dean Bailey won a victory in 1911 when the University Faculty voted that while not favoring in general the appointment of women to professorships it "interposed no objection to their appointment in the Department of Home Economics in the College of Agriculture." Van Rensselaer was one of the first women to become a full professor at Cornell.

Flora Rose (left) was offered the opportunity in 1907 to undertake with Martha Van Renssalaer the formation of a new Department of Home Economics in the College of Agriculture. As Co-director of Home Economics, she worked with Professor Van Renssalaer over 25-years for a common cause: a Department, a School, and a College. In an interview with Professor Ward in 1945 in San Francisco, Professor Emeritus Rose expressed her approval of the new joint Department of Extension Teaching and Information. With her in this photo: Mrs. Eleanor Roosevelt who came to Cornell in 1936 to speak at Farm and Home Week and President Edmund E. Day.

Bristow Adams came to the College of Agriculture in 1914 as Professor of Extension, Editor, and Head of the Office of Publications. During his 31-year tenure, he taught four agricultural journalism courses and excelled as a teacher of hundreds of students. One of Cornell's presidents described him as "a commanding figure whose presence helped to create the stature of a great university."

(Photos on this page courtesy of Department of Manuscripts and University Archives, Cornell University.)
Administrators in the College of Agriculture and the College of Home Economics had considered for some time the combining of communication functions in the two colleges into one joint department. They became involved in the process early in 1945 to include such functions as press, publication, radio, and visual services, and academic courses in oral and written expression and agricultural journalism which were being carried on independently by the two Colleges and by several separate offices.

In a letter to Cornell President Edmund Ezra Day on June 1, 1945, W. I. Myers, Dean of the College of Agriculture (1943-1959), and Sarah G. Blanding, Dean of the College of Home Economics (1942-1946), recommended the creation of a new Department of Extension Teaching and Information to become effective on July 1 with Professor William B. Ward as its head. President Day approved the recommendation and submitted it to the Cornell University Board of Trustees which gave its approval on June 23, 1945. (Appendix A.)

Before the recommendation was sent to President Day, Professor Ward discussed with the two Deans the possibility of a different name for the Department. However, they felt strongly that the name they had selected would help gain more support for the young (27-year-old) department head from older faculty and other staff members who were being uprooted from comfortable and long-term administrative connections. Furthermore, these staff members liked the terms "Extension Teaching and Information" which to them accurately labeled the type of work in which they had been engaged over many years in the two Colleges; also, these terms, especially "Extension Teaching," had a historical base going back to the early 1900s. The Deans said the name could be changed later—"in five or six years." Actually, that forecast was far too optimistic. It took exactly 21 years!
Personnel Transfers

The following changes were made in the titles of personnel and transfers from various offices within the two Colleges to the new Department:

William B. Ward, title change from Professor in Extension Service and Editor and Chief of Publications to Head of the Department, Professor of Extension Teaching and Information, and Editor and Chief of Publications. (Professor Ward was given the former titles when he came to Cornell on April 1, 1945, from the U. S. Department of Agriculture in Washington, D. C., where he headed a press division.) Eugenia Mitchell, executive secretary and administrative aide, served in these two key positions during the 26-year tenure of Professor Ward as head of the Department.

Transfer of G. S. Butts, J. S. Knapp, and Elmer S. Phillips from the Office of the Director of Extension (L. R. Simons) to the Department with titles changed as follows: Butts, from Associate Professor in Extension Service to Associate Professor of Extension Teaching and Information; Knapp, from Associate Professor in Extension Service to Associate Professor of Extension Teaching and Information; and Phillips, from Associate Professor in Extension Service to Associate Professor of Extension Teaching and Information.

Transfer of the following personnel from the Office of the Director of Extension to the Department without change in title: George Eric Peabody, Professor of Extension Teaching; Merrill N. Knapp, Instructor in Extension Teaching (on leave); Audrey H. O'Connor, Assistant Illustrator; Nell B. Leonard, Assistant Editor; Dorothy C. Chase, Assistant Editor; Fataniazi L. Schmidt, Assistant Editor; Ellen W. Gabriel, Editorial Assistant. (A total of 18 others, including stenographers, mail clerks, and office machine operators in the College of Agriculture were transferred to the Department.)

The following personnel in the editorial office of the College of Home Economics became associated with the new Department without change in title: Mary G. Phillips, Editor; Gwen H. Haws, Assistant Editor; Nina Kuzmich, Editorial Assistant.

Academic/Information Services Equation

The Deans and Directors emphasized that they considered the new Department one of the most important branches of the two colleges and wanted "to put and keep it on a par with other departments headed by scientists of national distinction." They pledged a large measure of freedom in planning the Department's program and promised support to build a sound financial base. L. R. Simons, Director of Extension, C. E. F. Guterman, Director of Research, and A. W. Gibson, Director of Resident Instruction were among the other administrators who helped get the Department on its feet and obtain funds for expansion of activities. Along with Dean Myers and Dean Blanding, they agreed that the Department would have faculty titles available for selected personnel and the organization charts of the two colleges would show the new Department on a par with all other departments. Moreover, the head of the Department would report directly to the Deans.

Faculty members of the Department were not only interpreters of research but also communicators and teachers. The head of the Department and the
leaders of the various information services operated extensive programs and also taught courses in their specific fields of interest.

First Organizational Structure

On July 2, 1945, Professor Ward outlined personnel responsibilities and a tentative organizational structure. He asked members of the staff for their ideas on the best ways to fit together previously independent offices and activities and emphasized his intention to make every effort to continue the sound growth that had evolved over the past years, strengthen some areas, and encourage new programs to meet changing conditions. To help accomplish the functions assigned the new Department, seven units were formed to make up the beginning organizational structure: Resident Instruction, News, Radio, Visual, Publications, Distribution Services, and a Home Economics Editorial Section. (Appendix B.)

Objectives

At the beginning, these objectives for the new Department were approved by the staff and the administration of the two Colleges:

1. Popularize and disseminate to rural and urban people the results of research and other constructive information on agriculture and home economics. The general aims of all the material would be to attract attention, develop interest, convey information, and facilitate sound decisions.

2. Assist extension specialists and county agents throughout New York State to make the most effective use of printed materials, news, radio, television and visual aids.

3. Keep the public informed of all news and worthwhile information originating at the Colleges, for these reasons:
   (a) To assist in adult and junior education.
   (b) To report currently to the public activities financed from public funds.
   (c) To develop public good will and financial support by keeping people informed about activities of the Colleges.

4. Aim for 90 percent of the communication work to be based on interpretation of research results and related educational activities and only 10 percent or less in a publicity or promotional category.

5. Teach undergraduate courses in agricultural journalism, oral and written expression, and other methods of communication.

6. Advise the Deans, Directors, and other administrators of the Colleges concerning the informational and public-relations aspects of educational objectives.

7. Maintain close working relationships with other Cornell University communication units and with the U. S. Department of Agriculture (USDA).
The Washington Connection

Cooperative relationships with the USDA go back many years—at least to the Smith-Lever Act of 1914 which created the Federal-State Cooperative Extension Service. This act, in part, spells out one of the responsibilities of the Extension Service: "...to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of same...." From the beginning, Federal funds have supported some of the Colleges' informational activities.

By formal agreement, the Extension Service is the "educational arm" of the U. S. Department of Agriculture in New York State and the Head of the Department of Extension Teaching and Information was given a cooperative appointment with the USDA in 1945. He served as chairman of the National Extension Editor Advisory Committee which reported to the Administrator of the Federal Extension Service. As chairman of a national Agricultural Advisory Committee in 1953, he was given this assignment: study the information activities of the USDA and make recommendations to Secretary of Agriculture Ezra Taft Benson for needed changes to provide "better service to farm families and for more effective and economical administration." The 27-member committee was made up of representatives of farm organizations, farm magazine editors, newspaper farm editors, radio and television farm directors, trade associations interested in agriculture, agricultural editors from land-grant universities, and home economics editors of newspapers and magazines.

That committee reported to Secretary Benson in September 1953, and he announced a reorganization of the information work of the USDA on April 1, 1954. This reorganization included: a regrouping of the work of the six media divisions of the Office of Information; establishment of a more clear-cut policy control of all publications issued by the USDA; centralization of art, graphics, and photographic work; and removal from agency information divisions work which was determined to be "non-information" in character.

In 1973, the Department of Extension Teaching and Information received a $25,000 grant from the USDA to prepare mass media material on the contributions made by American agriculture in economic and cultural contexts. The material was "packaged" for mass media representatives and land-grant university extension editors in all states. They added local information where appropriate.

The Department was given many special assignments by Charles E. Palm, Dean of the College of Agriculture. During his 13-year tenure as Dean (1959-1972), the Department had the greatest growth in terms of personnel and financial assistance for its programs. Included among the assignments was helping to plan briefings for senators and congressmen. These briefings, in cooperation with administrators and selected faculty, updated New York's congressional representatives on the latest research and extension work of the College of Agriculture. Senator Robert F. Kennedy sent the following letter dated February 26, 1965, after attending one of the briefings on the Cornell campus:

Dear Professor Ward:

It was a pleasure to see you at our meeting in Ithaca last Tuesday.
I want to thank you for attending and to let you know how much I enjoyed it myself.
A broad look at the problems and possibilities in agriculture such as we had cannot help but be useful to all of us who were there. However, the real worth of the meeting lies, I think, in the chance it has given us to begin to work together on them. I am convinced that all of the questions we discussed—including matters as complex as the consequences of persistent drought or the foreseeable shortage of labor for next summer's vegetable harvest—can be dealt with if we work to anticipate their solution now instead of waiting to confront them once they have assumed the proportions of a crisis.

To this end, we should work to see that the cooperative relationship of Tuesday becomes a working one as quickly as possible. Please do not hesitate to contact my office, either in Washington or in New York, on any matters you think should be brought to my attention. In addition, I would appreciate specific suggestions that you feel might be helpful to me in working with those currently administering federal programs or in seeking changes in legislation related to agriculture.

I look forward to working with you and to sharing the same quality of constructive participation which you brought to our meeting.

(signed) Robert F. Kennedy

Toward the end of Dean Palm's administration, the name of the New York State College of Agriculture was changed in 1971 to the New York State College of Agriculture and Life Sciences "to reflect its functions more accurately."

**The Albany Connection**

When the State University of New York (SUNY) was established in 1948, the State Colleges at Cornell were incorporated into its decentralized structure, but they remained an integral part of Cornell University under the administration of the President and Board of Trustees. The Department participated in the State University Public Relations Council through regular meetings with the public information officers of the SUNY units and assisting in the inauguration of a communications system between the Office of University Affairs and the various SUNY campuses throughout New York State.

At the request of the administration in the two colleges at Cornell, the Department assisted in the planning and production of budgetary presentations to the Governor and legislative committees. One phase of this assignment was the preparation of special "books" to visualize budget requests. Also, the Department helped to prepare and publish a 58-page printed report outlining the components of a food and agriculture policy for New York State which was released by the Agricultural Resources Commission. It covered 70 recommendations on such topics as land use, environmental quality, agricultural labor, research and education, energy, transportation, credit, taxation, and high quality food for consumers at reasonable prices. Entitled "A Basis for Developing a Food and Agriculture Policy for New York State," this report was used by organizations and others to help form and implement a sound policy for the Empire State's largest single industry.
New Department Gets Underway

HISTORY IN PICTURES
Four administrators played significant roles in the establishment of the new Department of Extension Teaching and Information in 1945. Left, Cornell president Edmund Ezra Day approved the proposal and submitted it to the Board of Trustees; lower photos left to right: William I. Myers, Dean of the College of Agriculture and Sarah Gibson Blanding, Dean of the College of Home Economics, planned the development of the joint department; L.R. Simons, Director of Extension for both colleges, transferred personnel under his administration and provided a substantial budget.

(Photos courtesy Division of Rare and Manuscript Collections, Cornell University Library.)

Before the Department's first new graduate program "Master of Professional Studies" (MPS) started in September 1970, an extensive search was made to find a place to house it. Fortunately, this former fraternity house owned by the University on the edge of the campus became available. Charles E. Palm, Dean of the College Agriculture and Life Sciences, provided funds to refurbish it. Several faculty members and students often worked evening hours to help make it attractive for six faculty offices and desk space for graduate teaching assistants.

Roberts Hall (right) was the location of the main offices of the Department from 1945 until they were moved into the new Kennedy Hall (left) in January 1990. The Department's operations were spread out in five different locations on the campus before Kennedy Hall was built.

The Department's Home Economics Section kept its offices in Martha Van Rensselaer Hall.

Professors and lecturers who taught public speaking, listening, and parliamentary procedure courses had their offices on an upper floor of Mann Library until 1990.
Increased Support for Teaching

Oral and Written Expression Courses

The Department needed to fill a new faculty position quickly in 1945 to help meet the increasing demands from World War II veterans and other students to take courses in oral and written expression.

The person wanted for this position was Chester H. Freeman. However, in mid-1945, he was a B-29 pilot in the Army Air Corps. In an effort to get him released soon after the end of the war, the Department sent the following letter to the U.S. Army Air Command on November 15, 1945:

Lt. Chester H. Freeman's services are urgently needed in this Department because of the large number of students, many of them veterans, taking courses in public speaking. We are requesting that he be separated from the Army Air Corps to help handle the requests of veterans for this type of training at Cornell University. Without his help, many of them will have to be dropped.

We believe that Lt. Freeman is well qualified for this position because of his experience and educational background. Moreover, he plans to make this his life work. Not only would his separation mean a great deal to his professional advancement but also to Cornell which is striving to meet the needs of hundreds of veterans who are now at the University. Furthermore, plans are being made for many more who are coming next semester and next year.

The request was successful, and Freeman joined the Department as an assistant professor. His presence substantially strengthened this important oral expression teaching program and helped to nurture the new Department in its earliest stages. For 11 years he directed the oral and written expression section.