and in 1975 became the Department’s chairman. Professor Freeman worked diligently for the advancement of the communication program until he retired in 1980. He became not only a leader in the faculty but received the Professor of Merit Award given annually by graduating seniors in recognition of outstanding teaching and student advising.

In 1987, an anonymous donor provided a $10,000 grant to establish an annual student award in his honor. Since that time, $500 has been given each year to an outstanding junior student in the Department of Communication in recognition of his/her leadership, skill, and dedication in the field of communication.

Professor Freeman’s courses in oral communication and parliamentary procedure were popular with students from four colleges within the University. When the College of Arts and Sciences eliminated the basic speech courses in that college, it caused an immediate jump in enrollment in the Department’s courses.

In a relatively short time after Professor Freeman joined the Department, three more staff members were added to the academic program in oral communication: Russell D. Martin, Ronald F. G. Campbell, and Francis A. Leuder. They were followed by Jack Barwind, Ralph B. Thompson, Brian O. Earle, Pamela Stepp, Toni M. Russo, and Robert Roe.

The expanded staff administered five speaking contests and introduced advanced courses and new teaching methods such as programmed instruction and videotaping of student speeches which provided immediate visual feedback. A Cornell alumnus of the University, Roscoe C. Edlund ’09, provided financial grants for several years to support a video tape recording room in Mann Library with modern equipment to be used by faculty and students in oral communication courses. In general, the practice of video taping speeches had positive results, but rather than taking less class and professional time, it took more. However, a large majority of students (more than 80% in several surveys) wanted more speeches video taped. Some of their reasons included: “criticism becomes more meaningful and you get an idea of what you really look like and how others see you.”

This and other innovations in the speech courses did not change the basic concepts with which these courses were started: one learns to speak only by actually speaking to audiences; this is best done by speaking on original topics; and, despite the increasing sophistication of students, they still profit greatly from individual faculty help available through an individual conference system.

Another professor who stamped his strong personality on the Department, the College of Agriculture, and Cornell University was Russell D. Martin. In 1995, he was unanimously re-elected Speaker of the Faculty Council of Representatives (FCR) for the twenty-first year. A new conference room of the Department in Kennedy Hall was named in his honor in 1991. Although officially retired in 1981, he served for several years as moderator for faculty meetings and as acting chairman when the chairman was away.

One of his courses, “Effective Listening,” was the first of its type offered at Cornell, and students rushed to get in it. Both the Department and Extension administration asked him to assume the role of coordinator of communication in-service training. He accepted, and, along with several of his associates, con-
ducted many communication training courses over the years for Extension personnel and for local community and agricultural leaders.

A significant development that tied in closely with the Department's training program was the establishment of the National Project in Agricultural Communication (NPAC) in 1953. It was conceived by the American Association of Agricultural College Editors and financially underwritten by the W. K. Kellogg Foundation. Cornell, along with other land-grant universities, participated in this venture. Through nine years of existence, NPAC provided extensive summaries of relevant research to communicators who used the information for teaching and training. This project chose Cornell as the location for a regional workshop in communication and several members of the Department were on the instructional staff.

Professor Campbell’s introduction of a required new course for sophomores, juniors, and seniors, “Human Communication Theory,” involved a multimedia approach: telelectures brought to the class a host of experts from many areas of the U.S.; film and video tape presented studies for analysis; several other types of visual aids helped students understand the varied nature of communication; guest lecturers from other disciplines enriched and provided depth to the course; and observation of communication events on the Cornell campus became a living laboratory for study.

Francis Leuder’s principal contribution involved the teaching of a beginning course and hundreds of students over the years benefitted from not only his teaching but also his skilled advising.

New Courses, Additional Staff

The courses formerly taught by Professors Adams and Taylor were continued during the 1945-46 academic year but with different instructors, including Professors Ward, Phillips, Knapp and Kaiser. Two additional courses were introduced that first year of the new Department: one on photography taught by Professor Phillips, the other on graphics by Dorothy Thomas, a senior artist.

In 1952, Professor Ward wrote a textbook, “Reporting Agriculture Through Newspapers, Magazines, Radio, and Television.” This was the first new book published in 20 years dealing solely with writing about agriculture for the mass media. It became a textbook at Cornell and in many other universities in the U.S. and abroad. The author prepared a revised English edition in 1959, and a publisher in Argentina printed it in Spanish for South American countries.

Over the next several years, the Department was able to offer Cornell students 50 undergraduate courses during the regular academic year, an undergraduate major, and an internship program. The undergraduate courses offered in the 1999-2000 academic year were:

- Communication in Social Relationships
- Writing about Communication
- Contemporary Mass Communication
- Investigating Communication
- Topics in Communication
- Oral Communication
- Argumentation and Debate
- Effective Listening
- Visual Communication
Growth in Student Enrollment

Student enrollment in the Department's courses climbed year by year. For example, the average yearly undergraduate enrollment during 1950 to 1960 was 740; in the years 1963-66, it had expanded to 930. By the 1998/99 aca-
A review team from the Cooperative Research Service in the U.S. Department of Agriculture said the Department of Communication was "close to choking on its success."

Most of the students were from the State Colleges, but a fairly large number came from other colleges and schools at Cornell. Next to the Department of Agricultural Economics (renamed Agricultural, Resource and Managerial Economics), the Department of Communication taught the largest number of student credit hours in the College of Agriculture and Life Sciences. Communication majors in the Department numbered 275 in the 1998/99 academic year, the fourth largest number of majors in 23 departments of the College of Agriculture and Life Sciences.

Principal fields of employment for those majors after graduation included publishing, advertising, public relations, journalism, sales management and marketing, banking, broadcasting (TV and radio), education support services, and general business. In recent years, many communication graduates moved into new fields such as interactive multimedia, desktop publishing, and electronic network information production.

A large share of the reason for the growth of student enrollment in journalistic-type courses can be credited to competent professors and lecturers. Among them was Professor Charles C. Russell who came to Cornell as a visiting professor for one academic year (1956/57) to reach Professor Ward's courses because he was on a special assignment in the Philippines. But two years later (1959), a permanent position opened and he was invited to return to Cornell where his popularity with students and faculty grew year by year over his 20 years at the University. He became one of the best teachers, using the hallmarks of wit, sincerity, compassion, and a true love for students. They always rated two of his courses, "Introduction to Mass Media" and "Advertising and Promotion," far above the average and gave him a top score for making his teaching "come alive." He was one of the first professors at Cornell to use television to extend the reaching in one classroom to "satellite" classrooms.

Others who deserve credit for a substantial increase in student enrollment in the Department's courses included Professors Colle, Awa, Ostman, McDonald, Glynn, Stepp, Shapiro, White, Schwartz, Yarbrough, Scherer, Lewenstein, Gay, Ward, Wilkinson, Marshall, and Shanahan; Senior Lecturers Thompson, Earle, Russo, Grossman, Van Buskirk, and Hardy; and Lecturers Cowdery, Toor, and Berggren.

Over the years, the faculty organized special seminars for students with nationally-known participants in the field of communication. Principal expenses for one of the most popular series in the 1970s was underwritten by Roy H. Park, President of Park Communications. One of his own presentations, "Communications Media: More Than a Business," was published and received national attention. Although he was often identified by the press as a "mogul" in the media world, he preferred to keep his business headquarters and his home in Ithaca.

Scholarships and Special Awards

Department majors have the opportunity to apply for scholarships and awards established only for them. These include the William B. Ward Com-
munication Scholarship, Anson E. Rowe Endowment Fund, Women Execu-
tives in Public Relations Scholarship, Chester H. Freeman Communication
Leadership Fund Award, Edward L. Bernays Foundation Primus Inter Pares
Award, Sheila Turner Seed Award, Thomas B. Bush Memorial Fund, Birge Kinne
Memorial Fund, and the Kenneth John Bissett Communication Award.

Many other scholarships and awards are open to Department majors as
well as to other students majoring in the College of Agriculture and Life
Sciences. Added to these are at least 25 campus-wide scholarships and award
programs. (Appendix D.)

Recovery of Forensics

Although Cornell has had a forensics society since the mid-1890s, it lan-
guished over time because of the lack of support. In the early 1980s, when the
present Director of Forensics, Pamela L. Stepp, came to Cornell there were only
three debaters on the team, and the society was in debt. However, within the
next 10 years, 70 students joined this activity, the debt was erased, and the
forensics program had a home in the Department of Communication. It has
earned national distinction in intercollegiate debate and speaking events. For
example, the combined debate and individual events program—now one
of the strongest in the United States—finished in the top ten for eight con-
secutive years. Moreover, the Cornell program has produced several
national champions.

New courses have been offered in advanced argumentation and debate
and in advanced public address and oral interpretation of literature. Students
complete 12 credit hours in the program of professional speaking and debate,
as well as participating in public forums, community or special projects, and
intercollegiate tournaments.

Leaders of the “Information Society”

Students majoring in the Department are educated to become leaders of
the “information society.” They acquire analytical skills and knowledge of com-
munication principles and learn how to understand audiences and shape mes-
gages. The academic program is designed to introduce them to principles and
theoretical ideas and make it possible for them to apply the principles in par-
cular contexts such as interactive multimedia, advertising, or public informa-
tion; then to integrate the principles and applications into comprehensive un-
derstanding of communication as both a process and an area of knowledge.
This combination helps to ensure that they learn the critical knowledge—both
practical and theoretical—necessary for leadership.

Student organizations have contributed to the development of leaders in
communication. Among them is the Cornell student chapter of Women in
Communications, Inc., which promotes the advancement of women in this
professional field and provides its members with opportunities to have connec-
tions with prominent members of the industry. Another is the Public Relations
Student Society of America. The Cornell Chapter honored Edward L. Bernays,
an alumnus of the College of Agriculture (Class of 1912), on his 100th birth-
day at an awards luncheon in 1991. Bernays was known as the “Father of
Public Relations.” According to Life magazine, he was one of the 100 most
influential people of the twentieth century and the man who helped turn the
often unsavory field of press agentry into the profession of public relations.

It has been said that the sum of knowledge is doubling every 12 to 15
years, and, as the world shrinks in time and space, the influence of communica­
tions reaches heroic proportions. A business leader, Harold Braymore of E. I.
duPont de Nemours, has said that this “poses a challenge and an opportunity....
Upon the effectiveness of communication by the intelligent people of America
will depend the whole future character of our society and, unless the intelligent
people want to abdicate that leadership to the less intelligent, they must com­
municate effectively.”

The faculty and leadership of the College of Agriculture and Life Sciences
subscribe to this premise and have identified communication as one of the three
areas for development of principles, knowledge, and skills in undergraduate
courses in the years ahead.
During 42 years of teaching oral expression courses from 1922-1964, Professor G. Eric Peabody taught thousands of students and listened to approximately 50,000 of their speeches. He also provided guidance to contestants in the annual Eastman Stage in Public Speaking and the Rice Debate Stage.

Roscoe C. Edlund ('09) provided financial support beginning in 1971 for video tape recording equipment in a Mann Library room. Faculty and students used it in speech courses. Professor Chester Freeman holds the sign for the entrance to the room.

A large majority of students favored videotaping of their speeches. They said critiques became more meaningful and the videos gave them an idea of what they really looked like and how others saw them.

Public speaking and related courses have a large student enrollment in the Department's undergraduate teaching program. Students enhance their analytical and presentation skills needed in particular settings, such as speaking before civic clubs or other organizations.
Professor Charles Russell (above) was one of the first among the Cornell faculty to use television in 1960 to extend teaching to satellite classrooms. He presented lectures in his course “Introduction to Mass Media” in Roberts Hall (room 131). They were telecast to another classroom (left) with a monitor TV set and a communication specialist who relayed students’ questions and comments to the professor via an open audio line.

Without leaving their classroom at Cornell on April 8, 1966, students in a magazine writing course (left) conferred via tele-lecture with editors of Successful Farming magazine in Des Moines, Iowa (right). They listened to the editors plan the editorial content of the forthcoming September issue and asked questions during a two-hour session.
Students prepared an exhibit in 1978 to recognize the 75th Anniversary of the Cornell Countryman. Published continuously for 92 years (1903 - 1995), the magazine went through periods of faculty and student management before becoming integrated into an undergraduate course. Jane E. Hardy, a senior lecturer, taught the course and acted as faculty advisor for the magazine for several years until her retirement in 1995.

The Cornell Countryman received several awards as the best magazine produced by students in any U.S. college of agriculture. This one was presented in 1948 by the nation's largest farm magazine.

The Cornell Countryman became a significant springboard for the careers of many students, including Jane Brody ('62) editor in her senior year. She is shown here with Professor Russell Martin who accompanied her in the fall of 1983 on one of her frequent visits to the Cornell campus. Considered by many persons the most widely read and highly respected writer on personal health and nutrition in America, she writes regular columns and articles for The New York Times. Also, she has authored many best-selling books.
Communication training for extension personnel throughout New York State had a high priority. Along with teaching resident courses, Professor Russell Martin (left) planned and conducted scores of training sessions until his retirement in 1983. In this photo, he used the "SMCR model" of communication (Source, Message, Channel, Receiver) to show the patterns of relationships among the key elements of effective communication.

Professor James S. Knapp taught news writing courses and developed an extensive news service for 85 daily and 400 weekly newspapers. His tenure started at Cornell in 1934 and ended in 1965 when he retired.

Professor Chester Freeman, chairman of the Department of Communication Arts, struggled with Dean Kennedy's proposal in January 1976 to severely cut the budget. It would mean elimination of communication as a major field of study at both undergraduate and graduate levels, leaving only a small service unit. He said he would resign as chairman if the proposal became a reality. This did not happen, and he proceeded to strengthen the Department with support from David L. Call who became Dean in 1978.
Cornell's Forensics Program, a Department activity with Professor Pamela Stepp as Director, has a high national ranking. The 1987-88 speech and debate team, shown above with Professor Stepp, placed first in the nation.

Edward L. Bernays, ('12), known as the "father of public relations," met in April 1984 with students and Professor Donald Schwartz (left), chairman of the Department of Communication Arts and faculty advisor of the Cornell chapter of the Public Relations Student Society of America (PRSSA).

Professor Geri Gay (left), Director of the Interactive Media Group founded in 1986 (later renamed Cornell Human-Computer interaction Group), discusses a new development with a staff member. Right, students with laptop computers in Professor William Arms' spring semester 2000 class (Computer Science 502) log onto the internet as part of a pilot project in cooperation with Professor Gay's Interaction Group. (Photo credit: Bill Steele, Cornell News Service.)

The Communication Fellows Program for seniors involves a series of lectures, seminars, and guest speakers to explore the planning, evaluation, and policy-making process. It also includes a three-day trip to a metropolitan area to visit corporate leaders and communication agencies. Brian Earle, senior lecturer, (left center) took students to seven communication related companies in New York City in March 2000. Among these were Ketchum PR (right).
Home Economics Editorial Office

Under the able direction of Mary G. Phillips, Editor for the College of Home Economics, the editorial office in Martha Van Rensselaer Hall became an important part of the new Department. A creative writer and skillful editor, her first appointment in the mid-1930s at the College was as a half-time assistant to write special articles and edit academic and extension publications. Soon her assignment included the preparation of dramatic radio scripts. One year after the Department was organized (1946), she became an associate professor. Her editorial staff consisted of four assistants: Marion Stocker (press), Dorothy Albers (radio), Gwen Haws and Nina Kuzmich (publications).

Among the objectives outlined for the section were these: to help homemakers make adjustments to postwar conditions; keep them informed of the results of research, new trends, markets, and other pertinent information for the home and the community. To reach these objectives, the staff made greater use of the press, radio, and visual aids. Many new bulletins were published, reprints of others distributed, and every effort made to meet individual requests for home economics information. For example, during the fiscal year 1946-47, more than 1,500,000 copies of homemaking bulletins were sent to people requesting them. News releases to the press increased substantially and information services and communication training for home demonstration agents expanded. Over a 10-year period (1942-1952) news releases increased 73 percent, and the College received coverage from Life, The New York Times, Farm Journal, and many other major publications.

When Mary Phillips retired in 1949, Marion Stocker succeeded her for a short time. Then Emilie T. Hall became editor and assistant professor in 1953.
She brought a wealth of newspaper and magazine experience to the Department and taught an undergraduate course, "Preparation of Publications." Her communication training handbooks for home economics and 4-H extension agents were widely used, and she had constant requests from agents to conduct training sessions. Unfortunately, a stroke in 1967 forced her to retire. Principal home economics writers/editors in the 1950s and 1960s included Pat Short, Louise Ranney and Eleanor Foster.

The first organizational structure for the Department included a separate Home Economics Section which appeared to be the best solution at the time. However, it was not entirely satisfactory to either College or to the Department. To some, it was translated as being two departments within the joint department. Also, attempts to relate budget matters such as salaries and maintenance and operation funds to one college or the other seemed to confuse the situation. Therefore, a separate Home Economics Section within the Department was abolished in 1962 and personnel in this section assigned to various divisions appropriate to their major assignments.

Radio

With Professor Taylor shifting to an assignment in the Extension Service outside of the new Department in 1945, an intensive search was made to find a replacement. Louis W. Kaiser was selected and appointed as an assistant professor and head of the Radio Section. Before becoming a Captain in the Army Air Corps during World War II, he had 16 years of experience in commercial radio broadcasting and administration. With the assistance of a small staff made up of Ellen Gabriel and Ted Richards, he was responsible for guiding the radio programming of the two Colleges over the Cornell University station WHCU and the preparation of radio material (transcriptions, tapes, and scripts) for stations and for county extension agents. In addition, training workshops were conducted at the request of the latter to help them improve their broadcasts. Professor Kaiser also taught two radio courses for undergraduates until his retirement in 1970.

After he evaluated existing radio services, the daily Farm and Home Hour over WHCU was cut from one hour to 15 minutes. This change helped to make possible expanded services to 70 radio stations, including four powerful 50,000 watt stations in New York State: WJZ, New York; WGY, Schenectady; WHAM, Rochester; and WKBW, Buffalo. (Appendix E.) Each year this section distributed approximately 1500 “Farm Radio News” items, and, as a result of this service, an average of about 100,000 requests for Cornell Extension bulletins were received annually.

A switch was made in 1951 from transcription discs to tapes for services to radio stations. They returned the tapes to Cornell for erasing and reuse—a major cost-saving process compared with transcription discs which were of no value after being broadcast. The Department’s Tape Recording Center, one of the first of its kind in the U.S., published its first catalog of radio tapes with 300 titles in 1951. The following year it listed 550 and 3400 programs were distributed free to stations, county extension agents, and schools requesting them. The use of the Tape Recording Center continued to expand over the
next 10 years when it reached a peak. At that time, because of budget problems, the Department had to charge a recording fee and requests declined.

An additional outlet for the Colleges' radio programming came from a new New York State network of FM radio stations and from CBS, NBC, and ABC networks. Several times these national networks requested the Colleges' cooperation to broadcast special live farm and home programs from the WHCU campus studio with participation by Cornell personnel. NBC's National Farm and Home Hour, directed by Wallace Kadderly, became the most frequent of the network programs to be broadcast from the campus. As part of the Department's cooperative activities with the U. S. Department of Agriculture, radio material from Washington was distributed to stations in New York State.

Over the years, several national organizations presented first place awards to Cornell for its agricultural and home economics broadcasts, including the American Association of Agricultural College Editors which judged radio material from all land-grant universities in the U. S. Another significant recognition of quality programming came in 1950 at the annual exhibition of educational radio programs at Columbus, Ohio. Cornell's unique program, "This Week in Nature," won First Award which was given for outstanding content in national competition with local and network radio stations. This weekly transcribed half-hour was moderated by Laurence E. Palmer, a professor in the Education Department, with three or four 8- to 15-year-old children as guests. Each of the children brought an item from their own natural surroundings (such as small animals, reptiles, flowers, plants, and stones) to the recording studio to discuss with Professor Palmer. They were completely uninhibited, talking and asking questions about whatever they brought to the program without any concern for microphones or radio technicians in the studio.

The first experiment by the College of Home Economics in teaching techniques by radio—a series of 15-minute broadcasts entitled "Let's Make a Dress"—proved that this type of program could be successful. First broadcast in 1944 over WHCU, it resulted in more than 1,300 women making dresses and showing them at a rally in their local counties. This program received an award for the "most effective radio program developed by a station for the purpose of increasing its share of the local audience." The following year it was repeated over a more powerful station (WGY Schenectady) with more than 11,000 women enrolling to make dresses.

Within a few years, the College of Home Economics made a major policy change in the type of radio and TV programming: Only minimal time would be given to programs like "Let's Make a Dress" for it was attempting to erase the "sewing and cooking image." In the future, programs such as "Features for Food Shoppers" and "You and Your Family" would be emphasized. (In 1969, the name of the college was changed to the College of Human Ecology—a title that reflected its increased emphasis on the study of human development and environment.)

The Extension Service looked to radio stations to provide time without cost and without commercial sponsorship to present its educational programs. Over the years, stations in New York State devoted more than 3,000 hours of free time annually to this type of broadcasting. The commercial value of this time added up to more than one million dollars. However, some of the stations ran into budget problems in the mid-1950s and decided that their farm pro-
grams would have to be sponsored. WGY's program "Farm Paper of the Air" was an example. After 25 years of non-commercial public service broadcasting, the management of the station owned by General Electric announced that this popular program would be sold to commercial sponsors beginning January 1, 1954. At that time, the Extension Service withdrew regular participation, but this policy was gradually modified to be less strict. Although an entire radio program known as a Cornell or Extension Service presentation could not be sponsored, extension specialists and agents could appear occasionally as guests on sponsored programs provided the format did not convey the impression that products or services of the sponsors were approved, endorsed, or authorized by Cornell or the Extension Service.

Syndicated radio services of the Department were not affected by this policy and continued to be in demand after Professor James E. Lawrence assumed leadership of radio operations. He joined the Department in 1958 with a strong background in communication and county extension work. Innovations in the Colleges' programming became evident within a short time after he became head of the radio section in 1965. He was assisted by Gordon Webb, a radio specialist with outstanding writing and announcing abilities.

Television

The first agricultural television program by a land-grant university in the United States was produced by Cornell and broadcast on March 24, 1943, over station WRGB in Schenectady, New York. (The topic: Victory Gardens.) This initial venture into television ushered in a new era in communications for Cornell's Extension Service. Within the next 10 years, television programming in the state involved many county agents and specialists. They provided syndicated material and appeared on live programs. To support their efforts, the Department arranged for television workshops at major stations in the state. During 1953, for example, 250 extension personnel attended.

In July 1954, James T. Veeder, 4-H Club agent in Cattaraugus County, was appointed the first extension TV specialist in the Department. Under his direction, television services began to expand in the areas of training, production of materials for programs, and evaluation of programs. His "TV Handbook for Television Workers" was widely used. Published in 1955, it presented in detail approaches, techniques, and considerations essential to effective extension education through television. During that year, 500 regularly scheduled TV programs were presented by 120 extension agents over seven New York State stations.

When Professor Veeder resigned in 1958 to accept a position with the National 4-H Foundation, Professor Lawrence took over television programming responsibilities and the teaching of an undergraduate course in TV writing and program production. One of his publications, "Television and the Communication Process as Related to the Extension Program," received wide recognition among extension workers and others. (ETI Series Number 13 published in March 1963.)

TV stations gradually started to swing away from live public service presentations and put greater emphasis on filmed programs in the early 1960s. Therefore, the Department created a Television Film Center in 1962 in a former
agricultural engineering building on the campus. Under the direction of Professor Phillips, head of the Visual Section, it produced education films primarily for television stations. They ranged from 42 minute featurettes to films of 132 and 28 minutes. All of the state's 29 TV stations used some of the productions from this center. (Appendix E) About half of them broadcast regular features each month, the best known of which was a series titled "A Closer Look." Both filmed and live TV productions reached an estimated audience of 2,000,000 each week. It was estimated that in one year the TV time provided without cost was worth approximately $100,000 at commercial rates. (This amount was double the annual TV Film Center budget.) Frequent studies were made to evaluate the effectiveness of the films and provide guidelines for future productions.

In addition to Professor Phillips, the Center's staff included Gustav "Skip" Landen and Richard Turner, producers, David Glidden, script writer, and Patricia Collican, TV specialist. Most of the films were voiced by Robert Earle, an Ithacan and former moderator of a popular national TV program: General Electric's "College Bowl."

To keep pace with such a fast-moving communication medium as TV, the Department requested that the College of Home Economics plan for a modern Educational TV Center in an addition to Martha Van Rensselaer Hall. It became a reality at the beginning of 1970, with modern studios, cameras and tape equipment installed in a new $2 1/4 million wing. This ETV Center established a production and syndication system delivering full-color taped programs on a regular and continuing basis to a network of 19 commercial and public educational stations. These facilities were also used for research and resident instruction. David Watkins, Director of the ETV Center, was largely responsible for its development and the production of high quality television productions. He and his staff worked closely with faculty members in the planning and execution of programs for research, resident instruction, and extension.

**Video Laboratory**

A notable development in non-broadcast TV was the videocassette. Cornell was the first educational institution in the Northeast to use it as an inexpensive and portable means of delivering information to an assembled audience—either in the field or in the classroom. During the 1970s, a Video Communication Laboratory with small gauge video equipment was established under the direction of Professor White to provide hands-on learning opportunities for faculty, students, and Cooperative Extension staff.

**Film Library**

In addition to films prepared for television, a library in the Department had 1,200 motion pictures for the use of schools, civic clubs, county agents, professional organizations, and many other groups. These motion pictures were produced by the Department, commercial companies, and the U. S. Department of Agriculture. It was the only major film library on the Cornell campus with facilities for state, national, and international distribution. The foreign films of the Cornell Center for International Studies were distributed through...
this library. Records showed that each year approximately 14,000 showings of the library’s films had a total attendance of more than 550,000 persons, and slide sets used at nearly 1,400 showings annually were seen by more than 31,000.

Publications

From almost the beginning of the University, publications have served as a foundation to inform various publics of the results of research and other activities. As early as 1885, Cornell published its first experiment station bulletin. At the turn of the century, Martha Van Rensselaer wrote the first Extension bulletin for homemakers, entitled “Saving Steps.” In the years that followed, scores of new titles were published each year for many different audiences. Hundreds of titles were listed in the catalogue, and requests for them increased dramatically. For example, over a 10-year period, the number of copies distributed grew from 1,689,860 in 1952 to 2,195,185 in 1962, and the number remained at approximately 2 million per year during the next decade.

Principal editors were Dorothy Chase for Experiment Station bulletins and Memoirs (reports of fundamental research) and Nell Leonard for Extension bulletins and Cornell Science Leaflets. The latter were published four times a year to promote good science teaching at the elementary school level. Before this science series, Cornell Rural School Leaflets were published for many years in an edition of 25,000 copies for teachers and 50,000 for students.

James Estes and James Mason served as senior graphic designers for all research and extension publications. Along with the editors and their assistants, they worked with authors on more than 100 new and revised publications each year. Many of these publications were consistently judged in the “blue ribbon class” in national competition among land-grant universities.

Professor Victor R. Stephen, publications production manager, became a key leader in the development of hundreds of high quality publications. Professionals in the land-grant university system throughout the U. S. used his quarterly training newsletter “Vision” as did many in other parts of the world. His “Communication Handbook,” first published in 1967, became a “best seller.” Not only did Professor Stephen excel in the publication arena, but he was a fine artist and a competent teacher. He received a State University of New York grant for innovative teaching. Many of his paintings can be found in private homes and art galleries. Cornell University commissioned him to paint a series of campus scenes which were reproduced by the Alumni Association for sale to faculty and alumni.

Research-type publications (Experiment Station Bulletins and Memoirs) were distributed free to scientists and libraries. Except for the most costly ones to print, Extension publications were distributed free to New York State residents; non-residents paid for all copies. The main audiences for Extension-type publications began to change in the 1950s. Up to that time, approximately two-thirds of these publications went to farmers and their families and one-third to village, suburban, and city people. Ten years later, those figures were about reversed. This did not mean that farming was less important or that agricultural interests were being overlooked. Agriculture was big business in New York State then and continued to be. It reflected the trend to larger farms and to a smaller number of farmers.
County agents in the 56 counties of the state distributed the largest percentage of these publications. The mass media (press, radio, TV) announced the availability of certain Cornell bulletins and many thousands were requested each year. For example, as a result of radio broadcasts alone, requests ranged from 30,000 to 40,000 annually. A greater demand for free Cornell publications and steadily increasing printing costs created a serious financial problem because printing appropriations did not keep pace with demands. Therefore, the Colleges began to sell more publications and use the income for printing.

Over the years, the Department prepared and published a series of miscellaneous publications related to research, recruitment of students, financial reports to the governor and state legislative committees, and announcements of new programs such as international agriculture. It started a special publication series for the latter program often referred to as the College's fourth dimension and assisted in the preparation and publication of books on international development. In cooperation with the Department of Animal Science, four major animal nutrition publications were prepared for the U.S. Department of Agriculture's international program. They were translated and printed in Greek and Arabic.

Beginning in 1960, the Department started a program of research involving publications. Results were published in a series of bulletins including the following: "Attention and Retention Values of Color" (Bulletin 1, 1960); "Readership of Agricultural Publications in Relation to Length" (Bulletin 2, 1962); "Recognition and Recall Values of Color (Bulletin 3, 1962); "Informational Needs of an Industrial Audience" (Bulletin 4, 1963); and "Response to Distribution of Sales Publications through Retail Outlets" (Bulletin 6, 1966). These studies were conducted mainly in the summer by professors who taught full time during the rest of the year. Later more applied research, along with basic research, were conducted with the addition of faculty members with Ph.D. degrees who divided their time between research and teaching. Also, new graduate programs provided major impetus to the research function. (See Part Ten.)

At the request of the chairman of the Governor's Commission on the Preservation of Agricultural Land in New York State, Professor Ward assisted in the planning and execution of a public information program during the latter part of the 1960s and the publication of the Commission's final report in 1968 which was distributed widely throughout the state.

**New Magazines**

Production of two quarterly magazines for the Colleges received a high priority by the Department. Initiated in January 1968, *New York's Food & Life Sciences Quarterly* succeeded *Farm Research*. The latter originated at the New York State Agricultural Experiment Station at Geneva in the mid-1930s and later was published jointly by that station and the Cornell University Agricultural Experiment Station. In addition to such physical changes from its predecessor as size, format, use of second color, and graphic artwork, the new magazine provided coverage representative of the broad range of research activity conducted by the scientists of both experiment stations.

Published quarterly in an edition of 9,500 copies with F. B. Warner, Jr., as editor, it was distributed to readers in 50 states and 48 foreign countries. The
audience profile included researchers, farmers, educators, government personnel, and agricultural business executives. In 1992, the name of this magazine was changed to Cornell Focus. In addition to reporting news of research programs, its purpose was broadened to include not only research but information on the College's instructional program and how campus activities were linked with Cornell Cooperative Extension's educational efforts throughout New York State.

Late in 1969, David C. Knapp, Dean of the College of Human Ecology (formerly the College of Home Economics), asked the Department to draft a prospectus for a new magazine. This was done and the first issue of Human Ecology Forum in an edition of 22,000 copies came off the press in 1970. The College continued to publish this magazine three times a year. Michael Whittier became the first editor followed by Tom Hanna. The articles reported on and illustrated how the College's programs address complex societal issues to improve the human condition. They told about faculty initiatives in research, extension, and teaching—with an emphasis on an ecological perspective, collaborative projects, and multidisciplinary curricula within and across seven academic units.

Press

With more than 600 research projects in the two colleges, the writers in the Press Section, with Professor Knapp as head, had plenty of basic material with which to work. When he retired in 1965 after 31 years at Cornell, he was succeeded by Katherine Barnes. The staff also included Betty Burch, Hale Jones, and Yong Kim. The first priority of each of these competent journalists was to write and disseminate research results of the two colleges to 85 daily and approximately 400 weekly newspapers in New York State, wire services (Associated Press and United Press), and 200 selected farm, trade, and consumer magazines. (Appendix G.)

Special campus meetings also received press coverage. Each year Cornell had scores of important conferences with as many as 15,000 persons coming to the campus annually for business conferences, short courses, seminars and training schools. Reporting on information presented at these conferences provided an opportunity to show the leadership role of the colleges.

Another important function of this section was to work closely with the professional associations of both weekly and daily newspaper editors and publishers. For example, it judged newspapers for an annual contest sponsored by the New York Press Association and made awards to weekly newspapers for outstanding agricultural and community service.

Professor Robert Ames, head of the County Information Services in the Department, developed a strong program for extension agents. He prepared news stories for local adaptation and release to the media by agents in their areas. In cooperation with Eleanor Foster and faculty members in the colleges, monthly packets of articles, photos, and mats were prepared for use in Farm and Home News publications printed in each county with a total circulation of 130,000. In addition, he worked with extension specialists in the preparation of printed "service letters" on scores of agricultural subjects. These were mailed by county agricultural agents to specialized mailing lists of New York farmers.
Visual Aids

An analysis of the work done in the Visual Section year by year showed the increasing requests from faculty on the campus and extension personnel in the field for photographs, graphics, motion pictures, exhibits and other visuals. The high quality productions of skilled photographers (including Professor Phillips, Gere Kruse, Richard Maurer, George Lavris, and James Griffith) and artists (including Audrey O'Connor, Charles Hurlbut, and Virginia Langhans) were used extensively not only in New York State but in many countries abroad.

The photo library had approximately 50,000 black and white negatives on file and 20,000 color slides for such purposes as Cornell publications, mass media, exhibits, posters, meetings, and courses both at the undergraduate and graduate levels.

Several motion pictures produced by the Department received national recognition over the years. One, entitled “Budget Flower Arrangement,” was chosen for the American Horticultural Society’s top “Award of Merit” because of “its excellent horticultural subject material of educational value to the gardening public.” This 25 minute color movie featured Professor Raymond T. Fox, Department of Floriculture, preparing 14 different flower arrangements.

Until the Colleges abandoned the long-established Cornell Farm and Home Week in 1958 after 50 years, scores of exhibits were prepared for this annual event, and the staff created large exhibits for the New York State Fair each year without interruption. Special exhibits were also prepared for display in various parts of the world. For example, an exhibit for an international agricultural exhibition in Cairo, Egypt, was viewed by more than 800,000 persons from Near East and Middle East countries. Another exhibit on Cornell’s long-standing relationships with South American institutions was shown in Brazil.

Professor Phillips served as a consultant with the Inter-American Institute of Agricultural Sciences at Turrialba, Costa Rica, and he developed plans for visual workshops that could be conducted by U. S. universities to train foreign nationals who came to this country for training. He also conducted training courses in New York, Washington, D. C., Michigan, Utah, and Kentucky.

Soon after he retired in 1968, Professor Phillips was asked to direct the production of a 28-minute color motion picture showing the significance of agriculture—New York State’s largest industry. Titled “Roots of Empire,” it was sponsored by the College of Agriculture at Cornell, New York State Agricultural Resources Commission, Department of Agriculture and Markets, and Department of Commerce.
Dean Bailey conceived the idea of a "Farmers Week" and the first one was held on the Cornell campus in 1908. Later, it developed into an annual Farm and Home Week until 1968, with the exception of the years during World War II and immediately thereafter, when housing, food, and transportation shortages made a big campus event impossible. Arrangements were made for a farm and home special train to travel throughout New York State with scores of exhibits and demonstrations of the latest research. The Department of Extension Teaching and Information cooperated with several other departments to produce this event.

An exhibit of rural housing research was shown in one of the cars of the train by a College of Home Economics specialist.

Soon after the end of World War II, Farm and Home Week was underway again and scheduled for the Cornell campus. Richard Maurer, visual aids specialist in the Department (left) and Professor Ernest Schaufler of the Department of Floriculture, build an exhibit for the 1952 event.

A press conference was scheduled in March 1954 for Ezra Taft Benson, U.S. Secretary of Agriculture, when he came to Cornell to be a principal speaker at Farm and Home week.
In 1949 and again in 1970, the Department was host to the annual meeting of the American Association of Agricultural College Editors. More than 300 members of this national organization came to Cornell and listened to outstanding leaders in education, agriculture, and mass media. Among those leaders was H.E. Babcock, an important figure in New York agriculture and advisor to governors and presidents. He is shown here speaking in 1949 to the editors at his farm near Ithaca, New York.

Cornell Provost Dale R. Corson (left) and Professor William B. Ward (right) escort Governor Nelson Rockefeller on his way to give a speech in Morrison Hall in 1965. Public affairs were among assignments given to the Department.

Helping to plan and conduct agricultural briefings for members of Congress and New York State officials became an important activity assigned to the Department. One such briefing for New York's Senator Robert F. Kennedy was held at Moakley House on the Cornell campus in 1965. (Senator Kennedy is seated in the center of the small table.)

Dean Palm presents the College budget proposals to Governor Nelson Rockefeller and legislators in Albany in 1963. Department personnel prepared the visual portion of the presentation.
Motion pictures for the two colleges were produced by Elmer S. Phillips from the mid-1930s until he retired in 1968. Also, he taught speech and visual communication courses and moved up the academic ladder from instructor to full professor. The coordinated visual aids services he established and directed were second to none.

Soon after graduation from Cornell in 1932, Elmer “Flip” Phillips began broadcasting radio programs for the two colleges over WESC, the predecessor to WHCU. Also, he became well known as the “Voice of Schoellkopf Field” for his announcing of Cornell football games.

Professor Victor Stephen, publication specialist (left), and George Lavris, photographer (right), review photos in the processing lab for new extension bulletins. Professor Stephen’s “Communication Handbook,” first published in 1967, was used by many colleges and universities.
Professor George S. Butts dealt with many assignments beginning in 1925 until his retirement in 1959, including supervision of correspondence courses, State Fair exhibits, and distribution of publications. In his memory, Mrs. Butts provided funds in 1977 for major improvements in room 131 Roberts Hall used for teaching communication courses.

More than 2,000,000 copies of the publications of the two colleges were distributed each year from the mailing room (right) in Roberts Hall under the supervision of Blanche Symons (left center).

Cornell/WHCU agricultural and home economics radio programs originated for many years in studios located in a small building (left) in a garden area across the street from Bailey Hall. (Malott Hall now occupies that space.)

Professor Louis W. Kaiser, head of the Department's radio services beginning in 1945, often arranged for major networks, including ABC, to carry national broadcasts from those studios. (He stands on the right next to ABC's farm radio director.)
Established in 1962, the TV Film Center started with black and white films for television stations, but soon shifted to color to guarantee the continued acceptance of productions by the two colleges. Under the direction of Professor E.S. Phillips, with assistance from TV producers G.E. Landen and D.S. Glidden, and Professors James E. Lawrence and Patricia Coolican, the Center received both New York State and national recognition for its productions. They reached an estimated audience of 2,000,000 each week. Most of the films were voiced by Robert Earle (left), an Ithacan and former host of General Electric's national TV quiz program "College Bowl." The cameramen are Landen and Glidden.

The TV film Center camera crew on two locations: an eastern New York farm (left) and the Cornell campus (right).
A new north wing of Martha Van Rensselaer Hall, (above) dedicated in May 1968, included a modern Educational Television Center. It was part of the Department of Communication Arts until 1975, providing high quality television productions on videotape to be used in instruction, research, and extension. David Watkins (right) became its director and developed a range of educational services to keep pace with new communication technologies.

David C. Knapp (left), Dean of the College of Human Ecology, asked the Department in 1969 to prepare a prospectus for a new quarterly magazine to be named "Human Ecology Forum." The first edition of 22,000 copies came off the press in 1970.
Change in Department Leadership

After being head of the Department for 26 years, Professor Ward informed faculty and staff on September 30, 1971, that he would resign this position effective January 1, 1972, so he could devote more time to international work. In his letter of resignation, he thanked them and the administrations of both colleges for their capable and consistently strong support to make the Department one of the best in the U. S. Land-grant College and University System.

To provide for an easier transition and a clear field for his successor (Professor Charles C. Russell) to plan the Department’s programs, Professor Ward requested a leave of absence without salary for 18 months. For that period, he accepted a position as Chief-of-Party for a USAID/University of Tennessee agricultural development project in southern India with headquarters in Bangalore, India. In addition, he served as advisor to the University of Agricultural Sciences there to establish a communication center. His 18-month assignment did not go full term because of a political controversy between the U. S. President (Richard Nixon) and the Prime Minister of India (Indira Gandhi). The latter cancelled USAID-financed agricultural university programs in India and gave each Chief-of-Party 90 days to close their large projects and leave the country.

Professor Ward returned to Cornell after a year’s leave to continue his teaching and other work. The administration of the College of Agriculture and Life Sciences asked him to deal with special communication situations of interest to the College and to the Agricultural Resource Commission, Department of Agriculture and Markets, Council of Agricultural Organizations, Department of Environmental Conservation, and units of the State University of New
York. At his request, he became in effect a “Professor-at-Large” without salary beginning in 1977. On July 1, 1988, he received Professor Emeritus status but continued to teach an advanced writing course each fall semester and be involved in the Department’s international programs.

After slightly more than two years as chairman of the Department, Professor Russell asked to be relieved of the responsibilities of this position effective May 31, 1974, because of health problems. Professor Stephen was appointed to serve as acting chairman from June 1, 1974, to March 31, 1975.

Department Split Apart

In 1974, the deans of the two Colleges (Keith Kennedy and David Knapp) announced that they intended to hire a consultant to review the information services program of the Department, including the possibility of separating these functions from teaching and research. The latter turned out to be their major focus.

Three senior faculty members told the administration they thought it would be a mistake for any one individual to be given this review assignment which could drastically affect the Department. They believed it would be more appropriate and a much fairer procedure to follow the Cornell custom of having a small committee or panel of highly qualified persons with a wide and extensive background in communications at land-grant universities to make this study and any recommendations resulting from it. However, on June 6, 1974, the administration retained Charles W. Brodhead of Ithaca College as the consultant for two months, pointing out that he had a “combination of experience” in fields of communication such as television, public affairs, public relations, and administrative organizations.

Among the topics on which the consultant said he had been requested to make recommendations were:
• Separation of the teaching and research functions from the service functions of the Department of Communication Arts.
• Centralization and decentralization of services.
• Effect of physical location upon optimum service.
• Relationship of related information and communication programs on campus to those performed through the Department of Communication Arts.
• Relationship of production functions to other varied units located within the colleges.

Brodhead’s final 56-page report to the administration submitted on August 22, 1974, identified “problems uncovered by the review.” Some of the “problems” he listed were inaccurate, unfair, and full of misconceptions, showing a lack of knowledge of the complex systems of operations within the two Colleges and within Cornell University as a whole. However, he pointed out that “such a project, by definition, brings out the negative”—a gross understatement as viewed by some of the Department’s faculty and staff members in the information services sections. Regardless of administrators’ denials that they had not made up their minds in advance to split the Department, the decision to do this appeared to be a foregone conclusion.