# The History of the School of Agriculture 1851-1960

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Ralph E. Miller, *Professor Emeritus*

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# ABOUT THE AUTHOR

Ralph Ervin Miller was born in 1908 at Independence, Iowa. He attended a one-room schoolhouse and went on to receive a B.S. degree in agricultural education and an M.S. degree in rural sociology and psychology from Iowa State College.

In 1934, Prof. Miller was hired by the School of Agriculture to teach rural sociology. He remained with the School for twenty-six years, until it was terminated. During those years, he taught a number of courses, seven of which he organized. Among the courses taught by Prof. Miller were farm mathematics, economics, parliamentary law, psychology, and marriage and the family and orientation.

After the School of Agriculture was closed, Prof. Miller moved to the College of Agriculture, Forestry and Home Economics, and the College of Home Economics. He retired in 1976, after forty-two years of service on the St. Paul campus.

Prof. Miller is the recipient of numerous awards including the 1974 School of Agriculture Distinguished Service Award. He is a member of several organizations including Alpha Zeta, Gamma Sigma Delta, Psi Chi, Phi Delta Kappa, and Alpha Gamma Rho.

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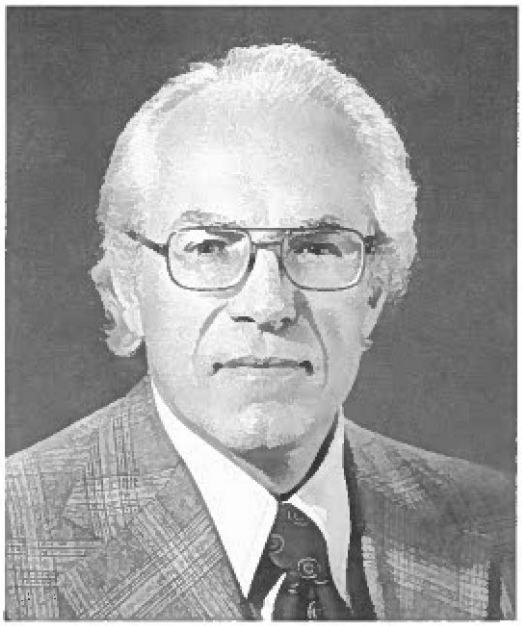

William F. Hueg, Jr., Deputy Vice President and Dean of the Institute of Agriculture, Forestry and Home Economics

# FOREWORD

This history of the University of Minnesota, School of Agriculture, has been prepared as a part of the historical record of the activities which have been so important to the Institute of Agriculture, Forestry and Home Economics. Professor Emeritus Ralph E. Miller, from his experience as a staff member in the School of Agriculture for twenty-six years, and from a search of the School's records, has woven an interesting chronology of people and events related to the School of Agriculture.

From its beginning, the School of Agriculture set the stage for the development of higher education in agriculture and home economics in Minnesota. Through short courses, farm families were introduced to new technologies which have had a marked impact on social and economic development of the state, the nation, and the world. The former School programs are now the responsibility of the Institute of Agriculture, Forestry and Home Economics through its three colleges, Agriculture, Forestry, and Home Economics, and through the Agricultural Experiment Station and the Agricultural Extension Service.

In addition to the subject matter gained by the students in the School of Agriculture, there also developed a spirit of purpose and leadership which is a hallmark ingredient of the School of Agriculture. Much of the early and continuing leadership in the agricultural community has come from the graduates of the School of Agriculture.

William F. Hueg, Jr.
*Deputy Vice-President and*
*Dean of the Institute of*
*Agriculture, Forestry and*
*Home Economics*

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The author is indebted to the members of the Last Man's Club for suggestions and helpful comments. Much credit is due the Executive Committee of the School of Agriculture Alumni Association and other alumni members for their contributions and encouragement.

This history is dedicated to the staff members, former students, and alumni of the School of Agriculture.

# CHRONOLOGY

| | |
|---|---|
| 1858 | Experimental farm and Agricultural College established at Glencoe, Minnesota, by an act of the state legislature. |
| 1868 | Charter for the Glencoe Agricultural College granted to the University of Minnesota. Farm purchased in southeast Minneapolis. |
| 1882 | Sale of experimental farm in Minneapolis and purchase of new farm in St. Anthony Park. |
| 1887 | Organization of Experiment Station under Hatch Act. |
| 1888 | Home Building erected. School opened October 18, 1888, with W. W. Pendergast as principal. |
| 1889 | Pendergast Dormitory built. |
| 1894 | H. W. Brewster appointed principal. |
| 1897 | School made coeducational. |
| 1900 | F. D. Tucker appointed principal. |
| 1903 | D. D. Mayne appointed principal. |
| 1913 | Largest class to be graduated, with 209 students. |
| 1921-22 | Largest single-year enrollment, with 672 registered students. |
| 1924 | Founding of the Last Man's Club. |
| 1929 | J. O. Christianson appointed principal/superintendent. |
| 1944-45 | Smallest graduating class since 1900. Twenty-six graduates each year. |
| 1949 | International Student Exchange Program started with Sweden. |
| 1949 | Licensed Practical Nursing and Home Management program started. |
| 1960 | School of Agriculture program terminated, May 12. |
| 1975 | School of Agriculture, University of Minnesota Alumni Foundation, incorporated. |
| 1976 | School of Agriculture Memorabilia Room opened in 120 Coffey Hall, St. Paul campus. |
| 1979 | History of School of Agriculture published. |

# CHAPTER I

# Early Developments 1851-1888

ALMOST as soon as the Minnesota Territory was established in a Land Grant Act of 1849 there was talk of a school of agriculture for the University of Minnesota. In 1851 a bill, presented by John W. North and passed by the territorial legislature, established the University of Minnesota. And, by the mid-1850's, Oliver H. Kelley, Elk River, founder of the Farm Grange, began to talk about a plan for the education of farmers. For the next forty years, in a series of events with many ups and downs, the School of Agriculture was born. On March 6, 1888, thirty years after Minnesota achieved statehood, the Board of Regents approved the School and the first term opened October 18 of the same year.

Oliver H. Kelley wrote to Henry Sibley inviting him to attend a meeting of the Agriculture Society in Benton County. In his invitation he said, "In organizing these associations at so early an age while Minnesota is yet in her childhood, a groundwork is laid for a lasting edifice which will grow with her growth and be the means of turning the attention of our farmers to the science of farming." This was the beginning of a dedicated effort on the part of the Grange to support the establishment of the School of Agriculture. For the next three decades there were many attempts to provide an understanding between the practical farm population that really did not know what it wanted of the University, and the theoretical viewpoint held by University executives as related to the training of agriculturists. This uncertainty is seen in the requests that were made for creation of a College of Agriculture and in the same breath, literally, the farmers' requests for a practical School of Agriculture.

John Harrington Stevens had been the first farmer on the west side of the Mississippi at the Falls of St. Anthony that later became a part of Minneapolis. He had a dream that an agriculture college should be established. In 1855 he moved to what seemed to be greener fields beyond "the big woods" to Glencoe, Minnesota, and Glencoe sent him to the territorial legislature for the 1857 to 1858 session. Stevens learned that on April 20, 1858, Justin S. Morrill, a representative in Congress from Vermont, had authored a bill to donate public land for the support of state colleges designed to teach "such branches of learning as are related to agriculture and the mechanic arts." In 1862, after several unsuccessful attempts, the bill was finally passed by Congress, allowing each state 30,000 acres of land for each member of its delegation in Congress. Minnesota, with two senators and two representatives was entitled to 120,000 acres.

Another Hennepin County farmer who helped to promote a program of agricultural education, and who had helped organize the Hennepin County Agriculture Society was William S. Chowen from Minnetonka Township. He was a member of the Minnetonka Grange and shared Stevens' interest in starting an agriculture school. As a member of the House of Representatives he authored a bill which became an act for the establishment of a state agricultural college. Colonel John Harrington Stevens, as a member of the Senate, drafted a bill for the establishment of an agricultural college in his home town, Glencoe, Minnesota. The bill became a law on March 10, 1858 and provided instruction "for the college, including an 'English and Scientific course, Natural Philosophy, Chemistry, Animal and Vegetable Anatomy and Physiology, Geology, Mineralogy, Veterinary Art, Mensuration, Leveling and Political Economy, with Bookkeeping and the Mechanic Arts that are directly connected with Agriculture' ".

There were to be two terms, a long summer term, April to October, and a short winter term, December to February. The students were to perform daily three to four hours of manual labor on the farm, and tuition was to be free. The government of the College was vested in a twelve-member Board of Education elected by the State Agricultural Society. Between 1857 and 1861, $10,000 was collected; much of it from the Glencoe area through private contributions to buy 320 acres of land and a building for the College. The contract for the building would have been signed February 1861, but Governor Alexander Ramsey was absent from the meeting because he was in Washington to offer President Lincoln the First Minnesota Infantry Regiment for defense of the nation. As with many other enterprises, the College at

Glencoe lay dormant while the Civil and Indian Wars went on.

Meanwhile, the land granted to Minnesota through the terms of the Morrill Land Grant Act was accepted by the Minnesota House of Representatives on January 19 and by the Senate on January 23. 1863. That year, John S. Pillsbury, who had been successful in the hardware business. became a member of the Board of Regents. This was the beginning of a long period of dedicated service by Pillsbury as regent, senator, and governor. He has been referred to as the Father of the University of Minnesota.

In 1865. the State Legislature revamped the Creative Act of 1858 and the right of the land was given to the College at Glencoe, however, no land sales were made. In 1866, there was a bitter dispute over the use of the land grant. There were three state normal (teacher training) schools and each of them was interested in receiving the land grant. In fact, Governor Stephen Miller, in 1866, suggested it might be best to unite the agriculture college and one of the normal schools. The normal schools and the University both contended that Glencoe was too remote to be considered as a suitable location. As a result of a conference between the University representatives and the Glencoe representatives, it was agreed that the land grant should go to the University, but on condition that the 4,684 acres of swamp lands which had been granted to the Agriculture College should go to Glencoe to establish a Stevens Seminary. This was to placate Colonel Stevens for his efforts, however, by this time he had moved back to Minneapolis.

In 1867, the preparatory school, which had been dormant on the Minneapolis Campus, again opened its doors to students and W. W. Washburn was designated as principal. The legislature finally settled the dispute concerning the land-grant money by awarding the grant to the University of Minnesota. This opened the way for an agriculture college as a part of the central university. The Reorganization Act of February 18, 1868, provided that the regents were to secure suitable land near the University for an agriculture college and an experimental farm. Regent John S. Pillsbury held title to a piece of land east of the Minneapolis Campus. He made over the title of the land to the University at the same price that he had paid for it. The Reorganization provided for a central college of science, literature, and the arts, and associated colleges, agriculture, and mechanic arts, law, and medicine as well as a department of elementary education. This provided an arrangement for the total University program to be under the leadership of one president and administrative unit. Had the Glencoe College proceeded, there would have been a Minnesota State University at Glencoe and the University of Minnesota in Minneapolis.

The piece of land provided for the experimental farm was ninety acres with thirty more added. It straddled University Avenue starting at Oak Street and continuing east to the foot of the hill in Prospect Park. The southern border was Franklin Avenue and it extended almost an equal distance north of University Avenue. The farm was described as having a good variety of soil. Unfortunately, it had a variety of soils — none of them very good. The land was sandy and swampy and little of it was suitable for farming. Shortly after the farm had been acquired, the regents appointed Edward H. Twining to provide instruction in agriculture, and they waited for farmers to send their sons. To attract students, the entrance requirements asked nothing more than that the candidate be 16 years old.

Prior to this time the University did not have a president, so in 1869 William Watts Folwell, who had graduated from Hobart College in 1857 and had held a professorship at Kenyon College in Ohio, was named president. On December 23, 1869, the regents elected Colonel Daniel A. Robertson as professor of agriculture. Robertson was an eminent citizen of St. Paul. He had been a member of the city board of education, had been Ramsey County sheriff, was a director of the public library system, was a member of the Patrons of Husbandry (The Grange), and was also a member of the State Historical Society.

No students had enrolled in the new program, and other difficulties arose, so Robertson became discouraged and resigned in less than a year's time. One encouraging event had taken place, however, when Alexander Ramsey, member of the United States Senate, introduced a bill to allow the second grant of land to the University, which passed both Houses of Congress in 1869.

After Robertson's resignation, the chair of agriculture remained unfilled until 1872. In an act of economy, the chairs of agriculture and chemistry were combined under Dalston P. Strange, a graduate of Michigan Agricultural College. Because of a scarcity of students and a scarcity of subject matter to teach, there was much criticism from newspapers, agriculture periodicals, and agricultural organizations about the University's effort in attracting students. In 1873, President Folwell reported, "So far as I am aware, not a single young man has come to the University desirous to learn the science of farming." Historian James Gray indicated that "on the arid soil of the University farm nothing was sown but dissension and nothing reaped but problems." The regents did not reappoint Strange, so in 1874, Professor Charles Y. Lacy, with a master's degree from Cornell University, was hired to replace Strange. That year, Lacy had no students in agriculture. In 1875 he had three students, but two dropped out; in 1876 he had two students and one dropped out; and in 1877 he had one special student. Lacy concluded that "farmer students were socially an ostracized class and that the better students soon changed their course."

On April 24, 1874, the board of regents announced a 100-day series of lectures in agriculture to be offered between November and March for young men "either actually engaged in some branch of agriculture or intending soon to begin." Lacy posted notices of the lecture series in all post offices in the state. He also sent out 500 postcards, but received only a few direct answers. He also had invited the State Grange, the State Agriculture Society and the State Horticultural Society to visit the farm; however, there were limited contacts from these groups. He also prepared displays for the State Fair. In spite of these efforts, there was limited response to the lecture course program.

Since the experimental farm in southeast Minneapolis was nonproductive, and the widened University Avenue and the bisected northern portion of the farm by the Chicago, Milwaukee and St. Paul Railroads, cut the farm into four unequal parts, Lacy recommended to the regents that the farm be sold. Aside from the problems with the program, Lacy's relationship with the regents was not cordial and they had not offered him an increase in salary. Lacy wrote later in terms of his relationship with the board of regents, "I regret that I cannot recall anything outstanding and interesting in my relationship with the board of regents and the farmers. I should describe the relations as quite colorless. I never received any instructions, suggestions, or requests from the board or any member of it regarding plans for expansion or development of the College of Agriculture and it is equally true that I never offered any such plans to the board." Lacy, among other things, was charged with using profanity. He resigned on January 13, 1880.

The professorship in agriculture was vacant until 1881. Regent John S. Pillsbury and President Folwell were commissioned by the board of regents to earnestly seek to "secure a capable and experienced person to take charge of the professorship of agriculture." A dedicated search of eastern educational institutions led to an interview with and the hiring of Edward D. Porter as professor of theoretical and practical agriculture. A native of Vermont, he had graduated from the University of Pennsylvania and had held the chair of agriculture in Delaware College, Newark, Delaware. At fifty-two he was still young in spirit, alert and widely informed. Porter assumed his duties on January 13, 1881, and was offered a contract of $200 per month and $200 moving expense. He found not only a college without students and a farm unfit for tillage, but an agricultural public indifferent, but not hostile, to agricultural education.

Porter quickly organized a campaign to learn what was wanted in the way of an agricultural education program. He visited farm groups and individual farmers and tried to establish rapport with the agriculture community. He affiliated himself with the State Horticulture Society, the State Agricultural Society and The Grange. He attended meetings, sat in on their councils and sought their advice. A committee of three Grange members from Hennepin County appointed by the Master of the State Grange, were the most instrumental in counselling with Porter as he made several decisions in the development of the experimental farm and the School of Agriculture.

One committee member was William S. Chowen, the Grange committee chairman, a native of Delaware County, New York, who had spent most of his boyhood in Pennsylvania. He had very little formal education; however, a visit to the farm of a college graduate convinced him that he must work for a school to educate farm boys. He came to the Minnesota Territory in 1852 and homesteaded near Lake Minnetonka. He belonged to the Minnetonka Grange, served in the legislature as early as 1857, and offered bills to establish a School of Agriculture on three occasions.

John Darius Scofield, another member, was born in Marathon, New York. He came to the Minnesota Territory in 1859 and settled in Bloomington as a pioneer farmer in 1853. He belonged to the Bloomington Grange. In 1850, Scofield broke small pieces of land east of what is now the St. Paul Campus. Consequently he was familiar with the area when he served later on a committee to select a new farm.

A third committee member was James Alvah Bull, born in Jefferson County, New York. After attending the local rural school, he attended an Academy at Bellview and later was a student at Oxford Academy. Bull settled on a farm at Edina Mills in 1858 and belonged to the Minnehaha Grange.

These three Grange members were involved in many phases of the development of the School of Agriculture and have been referred to as the founders of the school. C. P. Bull, a son of James A. Bull, later said, "These three men, Brothers of the Grange, were more than brothers. They sought each other at every opportunity, seemed of one mind in all plans for public and private interest. The later success for the School of Agriculture was a just reason for pride and satisfaction to the men who helped create, nurse and develop it."

Porter soon agreed with Lacy's contention that the experimental farm on University Avenue was neither of suitable quality nor large enough for future needs of the University, and he recommended to President Folwell that the farm be sold and a new farm purchased. With support from the board of regents, the legislature authorized the sale with the proceeds to be used to purchase a new farm which had been selected and was located four miles east of the Minneapolis campus in the St. Anthony Park area. On June 2, 1882, the 155-acre J. W. Bass Farm (northwest ¼ of section 21, township 29, Ramsey County), located on Como Road, was purchased for $200 per acre, and in 1883 a 93-acre tract to the south was added to the farm. The old farm in southeast Minneapolis had cost $8,500 and was sold for $150,000. The proceeds purchased the new farm for $59,000

and paid for at least four buildings, a farmhouse and a main barn and an experimental station building and the home building (built in 1888) for the School of Agriculture.

Since Porter found no students seeking collegiate training, he set about reviving the farm lecture course which had been tried by Lacy. The series opened on February 28, 1882 and one of the lectures was given by the Honorable Charles B. Loring, U.S. Commissioner of Agriculture from Washington, D.C. Attendance grew from 255 in 1882 to 308 in 1883, and to 1,181 in 1884. Most of the participants were urban, and none came from more than twenty-five miles away. Porter's disappointment was that the farmers were not being reached.

In 1884 Cyrus Northrop was appointed as the second president of the University following the retirement of William Watts Folwell. Northrop, who had been a teacher of rhetoric and literature at Yale, was a master of mellow and persuasive oratory. He endeared himself to the people of Minnesota and became a beloved Minnesotan. Northrop summarized the agricultural education program in the University as follows:

> In Minnesota when I entered upon my official duties there were a professor of agriculture, a farm house, a large barn, a farm, all about four miles from the University campus, devoted to agriculture and chemistry. The professor of agriculture, Edward D. Porter — was a good man, earnest, energetic, enthusiastic, but he practically had no one to help him.

Northrop also concluded that it was difficult to find qualified candidates to appoint to University positions because, as he said, "In no colleges or state could there be found men of sufficient knowledge in the various branches of agriculture to successfully train students or if possibly any such competent men could be found, they were engaged and not ready to enter the service of an agriculture college."

Northrop had a real interest in the proposed program of a School of Agriculture. Of his own background he said, "My early years were spent upon a farm where I became familiar in a practical way with the whole routine of a farmer's life, what his life is; and I believe I knew what his needs are, so far as they relate to education and preparation for his work."

The Grange committee of Chowen, Scofield, and Bull met with Porter in 1884 and presented their plan for a School of Agriculture at the University farm. Since a lecture series had not been successful in reaching the farmers, in 1885 Porter launched the Farmers Institute by taking the demonstrations and information throughout the state directly to the farmers. The first institute was held at Glencoe on February 11, 1886. That year Porter attended thirty-one such institutes varying in length from one-half day to three full days. Porter had the moral and financial support of John S. Pillsbury, who was instrumental in inducing a successful dairy farmer of Lynd, Minnesota, Oren C. Gregg, to assist Porter. So successful were these Farmers Institutes, sponsored by the University, that they were established as a separate function of the state and put under the immediate supervision of Gregg. In 1885 the Minnesota legislature passed the following act:

> It shall be the duty of the Board of Regents of the University of Minnesota, as soon as practicable after the passage of this act, to establish at said university an agricultural experiment station, for the purpose of promoting agriculture in its various branches, by scientific investigations and experiments; which said station shall be under the control and supervision of the board of regents, and of which the professor of agriculture shall be general superintendent.

Edward D. Porter was appointed the first director of the experiment station at what then was called University Farm. Criticism continued of the University for not attracting students into courses in agriculture. The Grange committee met with Porter again in 1885 and Porter agreed to push the School of Agriculture plan with the regents. On December 10, 1885, the following report was made to the Hennepin County Pomona Grange: "Resolved that we respectfully urge the establishment of an elementary school connected with the farm at as early a date as possible."

In the spring of 1886, Porter offered the idea of a school of practical agriculture. Young men would be introduced to the practical problems of agriculture with no classroom work. Students would be paid five to fifteen cents an hour and these earnings would be used to pay board. This proved to be another false start, since only ten young men showed up and they were not satisfied with the results. Criticism of the agriculture program arose again and again and delegations began to visit President Northrop and the board of regents. President Northrop and Pillsbury joined in defense of the University. During the winter of 1886, the Farmers Alliance, a political party, along with others, accused the University of diverting the funds accruing from the Land Grant Act from the support of the agriculture college to the support of the entire University. There was talk of separation of the agriculture college from the University with the view of getting the full benefits of the funds from the Land Grant Act. Professor Porter strongly defended the position of the University. He was supported in the press by Sidney M. Owens, editor of *Farm, Stock and Home*, and by President Northrop who, in a stirring speech before the Historical Society on January 19, 1887, succeeded in allaying the immediate discontent at this critical moment in preserving the union of the agriculture college with the University. On April 1, 1887, the board of regents on suggestion of Governor Pillsbury appointed an advisory committee of seven farmers to cooperate with Professor Porter and the Board of Regents in the operation of the experimental farm and the development of the School of Agriculture.

Professor Porter consulted with this board concerning

the establishment of an industrial school of agriculture and submitted plans for such a school at the following meeting of the board. The board met again on April the 13th and received a report from the advisory board as follows:

> Resolved: That the board of regents be advised to make such appropriation as may be necessary to provide suitable accommodations for the students of the school of agriculture on the experiment farm.
>
> Resolved: That the proposition to establish a school of agriculture on the experimental farm be approved and endorsed by this advisory board as promising the best possible solution of the problem of agricultural education in Minnesota.
>
> The report was approved by the board of regents and it was voted at the same meeting to establish a school of agriculture in conformity with these resolutions, and the executive committee was instructed to erect a building, at a cost not to exceed $10,000 as soon as the funds should be available.

In the meantime, on March 2, 1887, the Hatch Act was passed by Congress making available a sum of $15,000 per year for the experimental station. Porter reorganized the experiment station and was now in a position to gather his staff. He brought together men of such talents and ability that later he was to be criticized for not being able to outshine the men whom he directed. One of those was Samuel B. Green who had attended Massachusetts Agriculture College at Amherst. He had been superintendent of a Connecticut farm and had worked at practical matters in the fruit and vegetable nurseries of the Boston market. He came to Minnesota as a horticulturist, made himself responsible for creating the great beauty of the St. Paul Campus as well as being a popular teacher. Another staff member was Willet M. Hays, raised on a farm, graduated from Iowa State College. He was devoted to research and through his enthusiasm inspired many students to succeed. Otto Lugger, educated in Germany and at Johns Hopkins, who had worked for the United States Department of Agriculture, was an entomologist able to attract attention to his experiments as well as to attract students. Olaf Schwartkopff was a Prussian with training in veterinary medicine, and David W. Harper was to be in charge of the agriculture chemistry work in the experiment station.

Even while this progress was being made, the legislature was addressing itself to a resolution calling again for the separation of the agriculture college from the University. Consequently, many concurrent activities went on relative to the developing programs on campus. In October 1887, Porter had been authorized to attend the convention of representatives of agriculture colleges at Washington. He was also authorized to visit the agriculture institutions and manual training schools in Baltimore, New Haven, Amherst, Geneva, Philadelphia, University of Virginia, University of Vermont, and the Institute of Technology at Boston. Following a report on these visits on December 17, 1887, the board of regents asked Porter to prepare and present to the executive committee a plan for the organization of a school of agriculture including a curriculum for such a school. Porter relied heavily on the advice from the Grange committee of Chowen, Scofield, and Bull. In turn the Grange committee had counseled with James A. Taggart, a manual training instructor in Edina in drawing up a proposed curriculum.

At the same time David L. Kiehle, superintendent of public instruction since 1882 and an ex-officio member of the board of regents, was very much in tune with what was developing in the way of a program for a school of agriculture. Kiehle was familiar with educational institutions across the country and took an active part in getting information on courses of study. He had visited several vocational schools and colleges of agriculture, and he found at Guelph, Ontario in Canada much in the way of subjects that he thought appropriate for a school of agriculture curriculum. Actually, many people had a hand in the development of the program, which was finally proposed to the board of regents and adopted. The program was published in the *Farm, Stock and Home* and in *The Pioneer*, and although there was some controversy over its authorship, at least everyone was happy that the plan had been accepted.

The original plan called for the opening of a school of agriculture in the spring of 1888 and proposed that it operate on two, five-month terms with a month's vacation between each term. The building, however, was not ready so the plan was altered and finally submitted on February 21, 1888 by the committee chaired by President Northrop recommending that the School of Agriculture open under the following conditions:

1. Candidate for admission shall be at least 15 years of age and shall have a good common school education.
2. The term shall be from November 1 to April 1, with vacation from Christmas to New Years.
3. The course shall be two years.
4. The students shall be furnished board at cost.
5. The school shall be in charge of a principal and an assistant; the building and culinary department, in charge of a steward and wife.
6. The curriculum shall be essentially as follows:

I. *Literary and Business Course:*
(1) Language and composition.
(2) Business arithmetic.
(3) Penmanship and bookkeeping.
(4) Physical geography.
(5) United States government.
(6) Civil government.
(7) Political economy.

II. *Scientific and Manual Training Course:*
(1) Shop work.
(2) Chemistry.
(3) Mineralogy and composition of soils.
(4) Botany.
(5) Physiology.
(6) Natural philosophy.

III. *Lecture Course:*
(1) Farm management: a. System; b. Economy; c. Business.
(2) Soils.
(3) Plants.
(4) Stock: a. Breeding; b. Feeding.
(5) Farm hygiene.
(6) Farm architecture.
(7) Farm home.
(8) Veterinary science.

7. The instruction in I and II shall be under the direction of the specialists employed at the experiment station.
8. A summer course in practical agriculture shall be provided.

On motion the report of the committee was adopted and so far as mere voting by the board of regents was concerned the School of Agriculture was established, March 6, 1888.

Final action of the board of regents in establishing the School of Agriculture was to indicate that the school would open October 18, 1888and close April 17, 1889. The holiday vacation would be December 22, 1888 to January 3, 1889.

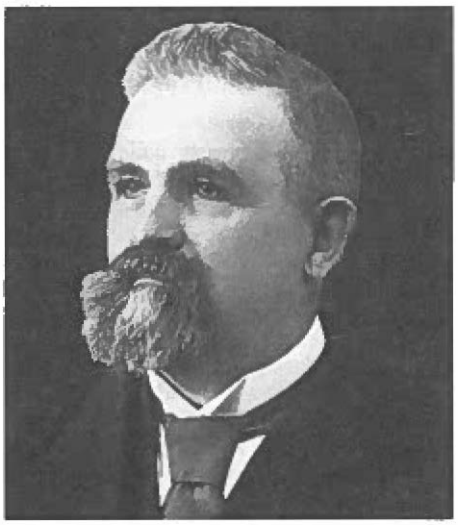
# CHAPTER II
# The Opening of the School of Agriculture: The Pendergast Era 1888-1894

THE experiment station was finally established and the research staff was selected. Through the cooperation of Director Porter provisions were made for the station staff to teach the practical agriculture courses in the School of Agriculture. There still remained the task of selecting the administrative staff and other faculty to teach supporting courses. A number of people emphasized that the instruction should be to train boys to be good farmers and to train them that there should be a dignity to rural living and to the scientific approach to farming. The staff was selected with the philosophy that they should be men of high ideals, dedicated to the belief that the school was to prepare people for useful service. Later the staff was characterized as "men who were born on farms and knew that work intelligently directed was the only way to create wealth, happiness and build a strong, resourceful nation."

Porter and the regents were responsible for the final selection of staff, although many individuals were involved in making suggestions. Certainly Governor Pillsbury; President Northrop; David Kiehle, superintendent of public instruction; S.M. Owen, editor of *Farm Stock and Home;* The Grange Committee of Cowen, Scofield, and Bull, as well as other individuals, were helpful in making suggestions.

The administrative staff consisted of the principal and assistant principal. William Wirt Pendergast was selected as principal. In addition, he was to teach physics and physical geography at a salary of $1,600 for the first year. Henry Webb Brewster, as assistant principal, was to have charge of the dormitory and to teach mathematics. Mrs. Florence A. Brewster was to be matron of the dormitory and to act as librarian. In addition, David W. Sprague had been hired in 1887 to initiate a record keeping and accounting system for the Experiment Station. He agreed to give instruction in penmanship and accounting. Charles R. Aldrich was to teach manual training.

Several of the staff members made individual contacts with prospective students, wrote letters, prepared articles for agriculture publications, spoke before farm groups and



William Wirt Pendergast, First Principal of School of Agriculture, 1888-1894

assumed many other duties in promoting the opening of the School of Agriculture for the fall of 1888.

The brochure advertising the opening of the School described the setting of the School: "The site of the school building is a beautiful and commanding eminence on the State Experiment Station, midway between St. Paul and Minneapolis, affording a magnificent view of both cities and the adjacent country. It is surrounded by a charming grove of young oaks. It is supplied with an abundance of pure water brought from the farm well. Every part of the building is heated by steam. The drainage is perfect. In short, no more delightful or healthy spot could have been chosen in the state and none more easy of access." Also included was the following statement concerning cost: "The student will pay no more than the actual cost of maintaining the table and caring for the home. This will not exceed three dollars per week.

"It is intended for those who like and labor on the farm; the terms have been made to include the time when the boys are most at leisure, from the middle of October to the middle

of April. It will be the constant endeavor to so reduce the expenses as to bring the advantages of the school within the reach of all the farmers of the state."

Prior to the opening of the School of Agriculture in the fall of 1888, Principal Pendergast, in explaining the purpose of the School stated, "The primary object of the Minnesota State School of Agriculture is to bring together as large a number of the intelligent and ambitious farmer boys of the state as the resources of the institution will permit for the purpose of giving them a scientific, practical training in the elementary principles of agriculture, horticulture and allied industries to the end that these pursuits may be conducted with greater skill and judgment and that they may be helped forward to the high position and public esteem and honor which of right is theirs."

In an article published in the September 1888 issue of *School Education*, Assistant Principal H. W. Brewster wrote:

> The State School of Agriculture which will open at St. Anthony Park, October 18, 1888 will offer a combination of advantages of great importance conspicuous among which are the following: (1) candidates from all parts of the state can take an examination under their own county superintendent in grammar, arithmetic, U.S. history and geography, and with a standing of 65% can enter without further examination; (2) all expenses including use of books will not exceed three dollars per week; (3) students can complete the common branches and commence the higher studies under professional teachers and with the best apparatus; (4) specialists from the State University will give instruction in farm and commercial law, in political economy and in shop work; (5) specialists from the U.S. Chemical and Agricultural Station and from the State Experimental Farm will give instruction in bookkeeping, veterinary science, agricultural chemistry, agriculture and horticulture in connection with the regular course of study; (6) students who desire it will be furnished with work much of their spare time; (7) students who wish can continue their studies in the State University, taking a collegiate or professional course, or both; (8) the principal, Professor W. W. Pendergast, has had over 30 years of experience in educational work in Minnesota, the last eight years being connected with the Department of Public Instruction and he is also an experienced and practical agriculturalist. Being thus thoroughly acquainted with Minnesota's educational system and institutions and also with an agricultural interest, he is eminently qualified to lead the State School of Agriculture to the highest success.
>
> These important advantages of Minnesota's newest educational institution are sure to make it soon rank with the foremost in importance.
>
> All co-laborers in the grand work of education, are requested to cooperate with us and we in turn shall be glad to cooperate with each and all others.

There was evidence that the article by Brewster in *School Education* was effective in reaching the public by testimony of T. A. Hoverstad, who wrote following his admission to the school: "I read in *School Education*, the announcement of the School of Agriculture to be started the following fall. The two things that gave me confidence in the instution were that it was to be a department of the University and that Professor Pendergast was to be the principal. In September I went to the State Fair. I was directed to Mr. O. C. Gregg for information concerning the school. He could not give me many details, but assured me that the school would be one of high order and the work practical. I walked over to the northwest corner of the grounds, climbed on the fence and looked over the station grounds and buildings. Later I wrote to the school for detailed information. I received in reply a letter in the handwriting of Mr. D. W. Sprague. It was a very, very cleverly written letter. It gave me a great desire to go and spend at least one winter at the school."

The promotional program launched during the summer of 1888 was a success and on October 18, 1888, seventeen students registered for the fall term. Most school activities took place in what was called the home building. It was reported later that "one of the students who came to the campus on the first day looked at that building and he could not tell which was the front and which was the rear of the building. Nobody could at that time. There was brush to the right of it, brush to the left of it, brush in front of it and brush in back of the building. In the brush in the front of the building, a partridge had built her nest which was found by a student. In the brush back of the building, the partridge played on the drumming logs. It made no difference which end was the front of the building. It had a door at each end. But this first boy came into the rear, into the laundry and asked, 'Is the proprieter in?' He was welcomed to the building and soon completed registration."

The home building cost $17,000 and the regents said it would be large enough for all time to come, but the first winter it was filled to overflowing with forty-seven students. There were classrooms, dormitories, assembly room, library, kitchen and dining room, and parlor, but no toilet facilities in the home building. The toilet facilities were adequately supplied (outside plumbing) by a long shed-like structure about 100 feet back of the building. In those days each building had its separate heating plant and all rooms were lighted by kerosene lamps, some of which gave forth odor as well as light. One of the regular matters dwelt on in the first term was the care of the lamps and how best to put out a fire if one of the lamps should fall or be kicked over.

On the first day of registration, each of the students was asked to pledge the observance of the following regulations:

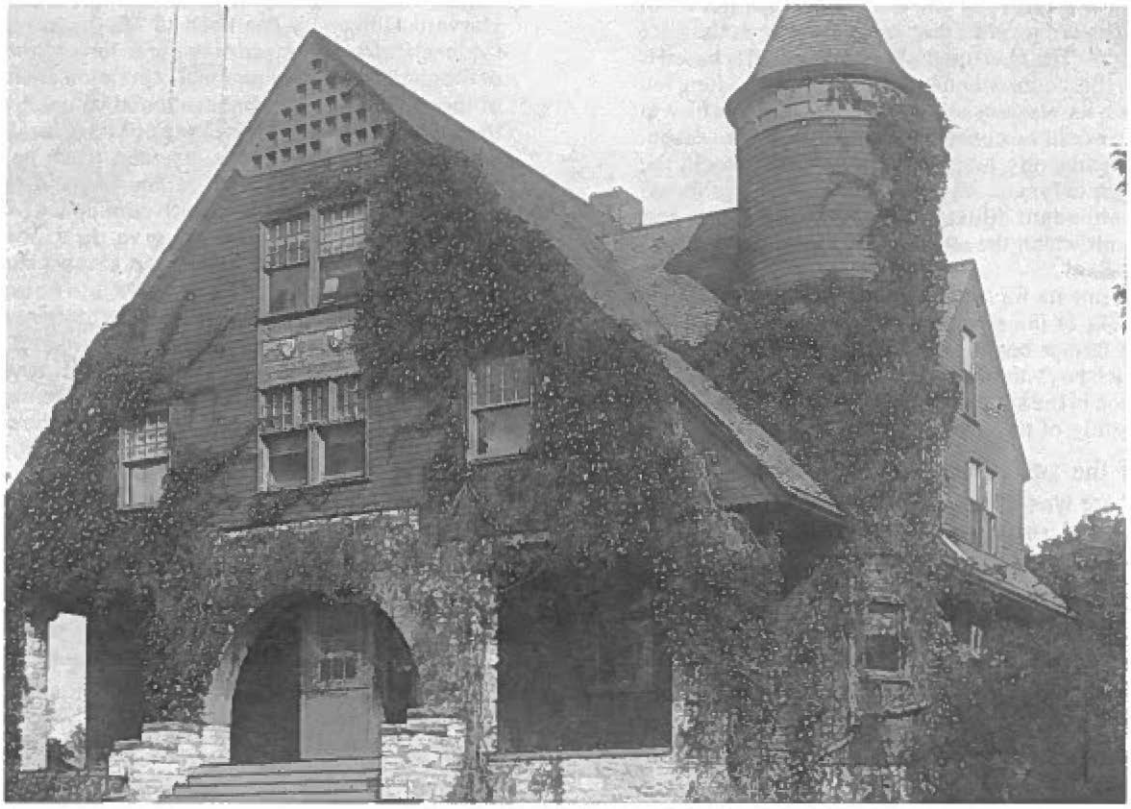
> (1) in consideration of admission to the benefits and privileges of this school, I will faithfully perform all duties assigned me; (2) I will not leave the school premises during work periods without permission and without registering my name, time of leaving, destination, time of returning and name persons granting such excuse, unless excused from making such record; (3) I will not leave the school

premises at other times for longer than one hour without excuse or previously registering my name, time of leaving, destination, and time of return; (4) I will observe study hours and will make no noise or sound of any kind that would disturb those engaged in study in any part of the building; (5) I will refrain from running, scuffling, and all movements that tend to create noise or other disturbances in every part of the building, except the gymnasium; (6) I will not mark upon nor in any way mar the floors, walls or any other part of the buildings or premises; (7) I will not throw snow balls or other objects within, from, or toward any building; (8) I will not use tobacco in any form in any part of the buildings or openings on the premises; (9) I will not use or handle alcohol in any form, anywhere on the premises, except by special permission; (10) I will not play cards anywhere on the premises; (11) I will not enter any room or hall connected with the kitchen, dining room or laundry, nor stop at the doors or windows to speak with any of the help without permission; (12) I will neither make nor receive calls except as approved by the faculty.

While these rules appear to have been rather severe, the students who graduated and looked back on their experience repeatedly affirmed their support of the strict discipline.

The period of trial and error was over as far as the new School of Agriculture program was concerned. A new format had been properly conceived and the school was on its

Pendergast Dormitory, built in 1889



The Home Building, completed 1888

way to a successful start. Forty-seven students registered for the first year were sufficient testimony to the successful venture, and as a result, the legislature appropriated $25,000 for the erection of a four-story dormitory and classroom building. It was built on top of the hill south and west of the home building, and later it was named Pendergast dormitory.

Edward D. Porter, who had struggled to initiate a program in agricultural education and who had been successful in gathering together a capable experiment station corps, resigned from the experiment station in 1889. He left the University Farm because of a number of disagreements with the board of regents, but he had left his mark on both the station and the school. Professor N. W. McLain succeeded Porter as director of the experiment station. Members of the experiment station corps continued to teach in the School of Agriculture, however, from that point on the experiment station director had less involvement with the school than had Porter. In 1889, after the first year of operation, Principal Pendergast reported on the successful progress of the School of Agriculture.

> The School of Agriculture of the University of Minnesota opened its first session a little more than a year ago, with 17 students. It now has an enrollment of 76 and the number is constantly increasing. The encouragement it has met with, the substantial patronage it has received and the high character of the young men who are availing themselves of the advantages are as gratifying to its friends as they are surprising to all. The plan upon which the school is based is a new one in this country and seems to have met a long felt want. Though its sessions are held in the winter, which at first thought would be considered an unfavorable season, its course is eminently practical, the barn, the stock, the dairy, the greenhouse, the trees and the shrubbery, furnishing abundant illustrations of the lessons and principles with which the students are expected to familiarize themselves.
>
> The requirements for admission are moderate in order that the benefit of the school may be brought within the reach of the farmer boys for whose improvement it was designed. Such boys are taken and given as good a disciplinary education in the short time devoted to the course, by a systematic study of the natural sciences.

In spite of the successful beginning of the School of Agriculture, there was still agitation to separate the University Farm Program, that is, the experiment station and the School of Agriculture and the developing College of Agriculture, from the University of Minnesota. The legislature considered several actions calling for separation. Concurrent with the request for separation, the legislature also faced serious financial problems related to the entire University. As late in the legislative session as April 12, 1889, Senator Hixon offered the following resolution: "Resolved that it is the sense of this Senate that the institution known as the State University and the Agriculture Program of the State of Minnesota should be separated and carried on with the original design of the general government."

President Cyrus Northrop, who was president of the University from 1884 until 1911, had given considerable support after his arrival to the initiation of the School of Agriculture program. He was involved in making many decisions concerning the early development of the school and he was involved in many of the situations involving its welfare. Northrop was effective in defending the agricultural program and the proposition of keeping it intact with the University. He publicly made the following statement in support of maintaining a strong relationship between the agricultural program and the University of Minnesota:

> The State of Minnesota has many things of which it may be justly proud. Her territory is a royal domain of magnificent proportions. Her soil is of surprising fertility, her climate is most invigorating, her people are enterprising, enthusiastically united. Her rapid progress in material development, in population, in wealth, commands the attention, the admiration, the wonder of the whole country. Beyond her is a great territory stretching from the Mississippi to the Pacific, the future home of millions whose wealth will pour itself in endless flood into her borders. The state so great in material resources is hardly less great in her liberal provisions for education. She ought to feel pride in her highest institution— her university. What then shall the University of Minnesota be to the State of Minnesota? Shall it be a real university or shall it be dismembered and divided one part here and another there? Shall it be a university or a confederacy of high schools? Shall it be a university, what Harvard University has been to Massachusetts, Yale to Connecticut and Princeton to New Jersey, the university of the state and thus of national reputation or shall it be one of the universities of Minnesota and so unknown beyond the state? It is not the University of Minnesota, the regents who govern it, nor the faculty who teach in it, it is the University of the State of Minnesota. To the State of Minnesota therefore, I look with confidence for such wise and liberal action as shall preserve the University from mutilation, shall enable it to keep abreast the age in its learnings and teachings, shall enable it to be an institution where all sound learning may be gained, where the rich and the poor may meet together on equal terms and may secure an education good enough for the highest, while none too good for the lowest, and for the accomplishments of this I appeal to you gentlemen as intelligent members of the most powerful body of workers in the state to give it your hearty and effective support.

President Northrop also persuaded Governor Pillsbury that a gift of money which he had promised should be given immediately to solve some legislative problems. Pillsbury agreed, and gave $150,000 to complete a science building on the Minneapolis Campus. That building became known as Pillsbury Hall.

The result of Governor Pillsbury's gift and his address to the members of the legislature was made apparent when on December 18, 1889, the House adopted a resolution that assured the unity of the several departments of the University and assured "that the Agricultural College shall be maintained as an important department of the University

and with the individual pledge of the members of this Legislature that the interests of the University shall be carefully guarded in the future.''

On April 20, 1889, the House resolution on Governor Pillsbury's gift was taken up at a special order in the Senate and adopted. The great contest for the separation of the School of Agriculture and the College of Agriculture from the University was ended. The issue has been raised again from time to time, but it has always been successfully defended by the University.

In 1890, a new chemistry building was built at the bottom of the hill directly east of the home building. Later, when the chemistry laboratories were moved, that building became the site for the home economics program which at that time was called domestic science. When a new home economics building was built, the soils laboratory moved in. For almost forty years, until the termination of the School of Agriculture, that building housed the School's music and business departments. In the early 1960's the building was razed.

The School of Agriculture's first commencement exercise was on April 4, 1890, and the Pioneer Press published the following description of the ceremony:

> Yesterday marked a new epic in the history of Minnesota, in that it saw the first class sent out from the School of Agriculture of the State University; the first visible results of the money expended by the State and time and care given by the University regents to give the agriculturalist of Minnesota an opportunity to obtain an education for their sons, which will directly affect their usefulness and success as farmers. The class which finished its work yesterday numbered fourteen. All bright, intelligent young men. Their names and homes are as follows: James W. Dunford, Reading, England; Harvey H. Emery, Lake City; Wilson S. Higbie, Grand Meadow; Torger A. Hoverstad, Holden; John LeVesconte, Hastings; Roger S. Mackintosh, Langdon; Carroll E. Payne, Dexter; Warren W. Pendergast, Hutchinson; Herman Pfaender, New Ulm; James A. Power, Power, North Dakota; Jesse J. Sanders, Appleton; William G. Smith, Fond du Lac; Albert O. Stark, Harris; John Thompson, Cottage Grove.

Five of the graduates of the class of 1890 School of Agriculture entered the College of Agriculture and received Bachelor of Science degrees. This proved to be a spark for the College of Agriculture, since the School of Agriculture graduates would carry over into the College some of the academic skills learned in the School. The State Grange Committee on Education, in its 1890 proceedings, reported on the progress of the School of Agriculture, but did raise

Mechanical Drawing class, 1890

the question relative to the admission of girls to the program. Its report suggested, "We do not presume to report to you at this time that the School has reached our ideal, but it is a step and we are thus far gratified. The present accommodations are already filled to overflowing. There are enrolled, over 100 students and more room and conveniences are called for to meet the growing demands.

"Also for the daughters comes the appeal that accommodations be provided for the near future. We would recommend that a standing committee be appointed, whose duty it shall be to visit the School while in session to mark its progress, report its work in all its phases to each Grange in the state in order that we may know just what we have, and see that the School reaches the full measure of its usefulness."

The State Horticultural Society had supported the introduction of the School, and reported on January 1891, that the Farm School is a great success. "There are now over 100 students of a high class of boys, which is about as many as can be accommodated. It is only within a few years, perhaps in this state within the last six years, that the larger part of the farmers have become convinced that any special education was needed in order to pursue their avocation successfully. At present all over the country there is a loud call for agricultural education. The demand is that it shall be helpful by being practical, painstaking, cheap and accessible. In Minnesota we have the most successful of these schools to be formed in the country and educators in other states are looking to us and wondering if we have solved the problems."

In 1891, Clinton Smith was appointed professor of dairying and director of the experiment station. Smith immediately threw his support behind the campaign initiated by O. C. Gregg of the Farmer's Institute for more dairy cows on Minnesota farms. Smith was instrumental in increasing the size of the dairy herd at the University of Minnesota and encouraging the dairy industry throughout the state. Smith resigned in 1895, although in the meantime he had been successful in bringing T. L. Haecker to the campus. He also hired a chemist, Professor Harry Snyder, from Cornell University, as instructor in the School of Agriculture and in the dairy school courses. Smith also appointed J. A. Vye as secretary and accountant in the experiment station, as well

School of Agriculture Students, fall term 1890

as instructor of penmanship and farm accounting in the School of Agriculture.

During the academic year of 1891-92, the School of Agriculture course was extended to three years. Some of the common school subjects were included in the first year of the curriculum, since many of the farm boys were found to be deficient in preparation. Those willing to do so could pass these subjects by presenting credentials from accredited schools or by passing examinations. The addition of the third year to the curriculum permitted more time for laboratory work in the elements of chemistry, zoology, and botany, commonly accepted as sciences closely related to agriculture.

In April 1891, Andrew Boss, who had entered the School of Agriculture in the fall of 1889, was graduated with the second class. On May 1, Boss was hired as farm foreman. This was the beginning of a long and dedicated career for Andrew Boss to the University of Minnesota.

In 1892, Dr. Olaf Schwartzkopff, in Veterinary Science, resigned and Dr. Christopher Graham took his place. Dr. Graham left at the end of a year to complete additional medical training and later joined his brothers-in-law, the Mayo brothers, in the Mayo Clinic at Rochester.

On December 14, 1892, the State Grange reported,

> We have great hopes that the boys now being educated at the Agricultural School will prove to be the Moses in his locality to lift up and lead the agriculturists out of the slough of despondence in which they are now wallowing on account of their ignorance.
>
> We find that the School of Agriculture educates the boy towards the farm, instead of away from it, as all of our other schools have a tendency to do. The farmers in the United States have a grave question to solve. If we do not educate our bright boys to take possession of these fine farms and become leaders and educators of the agricultural class in general, what is to be the final outcome of the wholesale exodus of our best blood to the cities?

Prior to the opening of the fall quarter, 1893, Principal Pendergast had made the following report in advertising the School of Agriculture.

> The School of Agriculture is a department of the University, located at St. Anthony Park. It has at its disposal a thoroughly equipped farm of 250 acres. Its students are, with scarcely an exception, farmer's sons pursuing the studies best calculated to fit them for all the duties of citizenship, but especially to awaken increased interest in rural affairs and to develop skills in whatever pertains to farm management, or to any branch of agricultural industry. The Minnesota Plan, as it is called in other states, has been on trial five years and its success has been more and more pronounced each succeeding year. All but one of the graduates have made agriculture their chosen calling and all unite in ascribing great value to the training here received.
>
> Fifteen acres of the State Experimental Farm at St. Anthony Park have been set aside for use of the school and six buildings have already been erected.

In spite of the fact that the School of Agriculture was below collegiate grade, the University administration felt that in the absence of enrollment in the college courses, students in the School of Agriculture should take courses in mechanics arts and military tactics, if the University was to fully meet the provisions of the Land Grant Morrill Act. To satisfy the need for this type of instruction, a third building was added in 1893, which was financed by an appropriation of $30,000 by the state legislature. This building was a combination drill hall and manual training building. The drill hall was also used as the school gymnasium. The manual training quarters provided facilities for instruction in mechanical training, carpentry, and blacksmithing which had just then been added to the curriculum. The attic provided dormitories for ten to twelve students. This building later was known as the Ag Botany Building; however, it has since been razed to make room for the Classroom Office Building on the St. Paul Campus. In 1893, Clinton Smith resigned as director of the experiment station and Colonel William H. Ligget, who was a member of the board of regents, was appointed to act as chairman (not director) of the experiment station corps and Willet M. Hays had returned after two years of helping to organize the North Dakota Agriculture College and Experiment Station at Fargo, and was made vice-chairman of the experiment station corps.

During 1893 Professor Pendergast, who had served since 1888 as principal of the School of Agriculture, was appointed state superintendent of public instruction to succeed D. L. Kiehle. Dr. Brewster, who had been assistant principal, was asked to serve as acting principal for one year, but at the beginning of the academic year, 1894-95, he was appointed principal. During the Pendergast era, the enrollment in the school had grown steadily from forty-seven students in 1888-89 to 203 in 1893-94. When Professor W. M. Hays returned, he taught the general agriculture course which included animal husbandry, however, Hays suggested that animal husbandry be separate. Professor Thomas Shaw, who had been at the Ontario Agricultural College at Guelph, Canada, was then hired to teach animal husbandry and to conduct livestock feeding experiments.

Dr. M. H. Reynolds, a graduate of Iowa State Veterinarian College, filled the position in veterinary science created by the resignation of Dr. Christopher Graham. James M. Drew, a former student at Cornell University who had returned to Winona County to farm, was hired to initiate instruction in farm blacksmithing.

The staff, trained in the sciences and with first-hand knowledge of farming, was in complete harmony with the aim and objectives of the School, and remained with few exceptions intact for the decade from 1895-1905. Many of the School's graduates were inspired with a desire for education in the agricultural professions, and slowly put the

breath of life into the Agricultural College. In the early 1900's, the College had an annual enrollment of twenty to twenty-five students, several of whom had been graduated from the School of Agriculture. Many of the faculty published their lecture notes in bulletins and book form, which served as textbooks for their own classroom work and were also in demand at other institutions. In closing out the Pendergast period, attention should be directed to the individual staff members who had so successfully forged a strong program for the training of young farmers.

William Wirt Pendergast was born in Packers Falls, Durham, New Hampshire, January 31, 1833, in a garrison house which was built by his great-grandfather soon after his arrival from Ireland in 1713. His school life began when he was sent at age four to district school on a neighboring farm. At seven, he studied Latin at home with his father. He completed a course at Phillips Exeter Academy and a college course at Bowdoin; taught school for three years in Massachusetts; and then came to Minnesota in 1856 and located at Hutchinson. He built an academy for children at Hutchinson and taught there until the building was burned by Indians in 1862. It was just before the fire that Pendergast had gone to Fort Snelling to enlist in the army. Upon his arrival at the fort, he heard of the Indian uprising and hastened back to Hutchinson. By riding night and day, he got there in time to find all the neighbors gathered together, ready to start for Fort Snelling. Knowing that they stood a poor chance of getting to the fort before being overtaken by Indians, he persuaded them to build a fort and remain at Hutchinson. They did and were able to defend themselves, but were forced to see everything outside the fort carried off or destroyed, including their homes and the academy.

After the massacre, Pendergast returned to New England with his family and for three years was principal of a high school. Returning to Minnesota, he was made principal of the public school at Hutchinson and held that position from 1866 to 1882. During eight of those years he also filled the position of county superintendent of schools.

In 1882, Pendergast was appointed to the state position of assistant superintendent of public instruction. He filled that position until he was appointed to the new School of Agriculture, in October 1888. Previously, he had been offered the presidency of the Winona Normal School, but turned it down. Pendergast was a born teacher and leader, and his wide experience in pioneer life and in educational work had given him just the training he needed to make him the ideal principal. The boys all respected him and looked up to him as a model. In his classes they learned many things that were not mentioned in their textbooks. Living together as they did in the home building, the boys of those first years of the school were in such close contact with their instructors as to be much like one large family and received a kind of training which is impossible to give the students in large numbers.

Pendergast's motto was, "The true aim of education is character building." After a little over five years as the head of the educational forces of the state, Superintendent Pendergast felt himself wearying of public service and longing for the peace and rest of home life. Yet, shortly after he declined further appointment as Superintendent of Public Instruction, he was elected president of the Minnesota State Horticulture Society. Pendergast died on July 17, 1903 at his home in Hutchinson.

Many tributes have been paid to W. W. Pendergast. One of his former students said, "Knowledge of the right word, the right act and the right time for each came to him like a flash of inspiration." Another student said of Pendergast: "He had a full, rich, sympathetic voice, when combined with a rare appreciation of humor and pathos, gave him a particular power to sway an audience by lecture and recitation." Another student said, "In the earlier years of the School of Agriculture, a city boy with an air of haughty superiority sometimes afflicted the country boy with an inferiority complex. After living with friend Pendergast, such a boy returned with carriage erect. He saw in historical perspective, the farmer's foremost place in the evolution of civilization, how the farmer subtracts from the sum-total of human misery and adds to the sum-total of human necessity and happiness. He returned conspicuously a member of an honorable and dignified profession, cured of his inferiority complex." And another former student said, "He was well equipped with patience, intellectual curiosity and the art of communicating enthusiasm. He cajoled his students into an interest in politics with dramatic stories and beguiled their evenings with songs and recitations."

It is easy to understand why the students developed such a great devotion for Pendergast and for the school he helped build. He was the architect of an educational institution that turned around the agricultural communities in our state. Beginning with the first class, a tradition was established in the School in which a faculty person was designated as the godparent of that particular class. Mr. and Mrs. W. W. Pendergast were the godparents of the first class in 1890.

Professor Henry Webb Brewster was assistant principal and instructor in mathematics and English. Brewster also was a member of a large family and reared on a farm near New Lisbon, Wisconsin. His early education was procured at a district school while he was living on the farm. As he sought advanced education, he worked on the farm summers and taught school winters. At age twenty, he entered the State Normal School at Whitewater, Wisconsin, completing the elementary course. He taught graded schools in Wisconsin and Minnesota until 1885, when he entered the University of Minnesota. While taking work at the University, he taught the graded school on the Gibbs corner at

Larpenteur and Cleveland Avenues. He thus became acquainted with activities at the new University Farm and no doubt watched its development with interest. Upon completion of the classical course at the University in December 1887, he taught in the Little Falls, Minnesota high school for one year. Then, he was made assistant principal of the new School of Agriculture. Brewster continued his coursework at the University of Minnesota and in 1892 was awarded a Ph.D. degree, one of the first granted by the University.

Brewster was a good disciplinarian, an excellent instructor, a deep student, and a man of broad experience. He was practical in his views and did not hesitate to undertake new ventures in education. He made a careful study of what would benefit and help students. He was a friend of the students and knew them well. Living in the dormitory as he did, Brewster became a father confessor and advisor to many of the boys. No one connected with the school did more to develop studiousness and scholarship, to establish good manners, good ethics and fair play among the students. A fellow staff member said of him, "Mr. Brewster was a most compassionable soul, genial, scholarly, rather impulsive, but like Mr. Pendergast, a firm believer in principles and high ideals. Those men's lives were a benediction, and when in the evening after the supper was over and the boys gathered around them on the steps of the old home building or in the classrooms, there was a comradeship, a fellowship, a strengthening of character and impetus given to loftier attainments that could in no other way have been experienced. Not a student who was privileged to enjoy these close relationships but who went away believing that it was the best part of his education."

Another former student said, "Tall, yes, thin, yes, but in those half-way deep-sunken, languid eyes one immediately met the kindly expression, sympathetic nature and fair dealing, pure minded, considerate man who had ever a feeling of a father, a brother, a teacher, a counselor and a friend all in one. These are not idle accumulation of adjectives, they are expressions of the true character of the ideal man to head an institution of the sort the School of Agriculture was idealized to be and did become. There is no object in attempting to enlarge upon these expressions, their definitions are self-explanatory."

Mrs. Florence A. Brewster, wife of Professor Brewster, was employed as matron and librarian. Although she gave no formal instructions, she took an active part in the everyday affairs of the school and did much to shape the home life of the institution. To her duties as matron, she added those of nurse and mother to the ill, homesick, and discouraged. She established the customs of the school reception by staging what was called, "Mrs. Brewster's lectures." These were simply gatherings in the assembly room, where Mrs. Brewster distributed oranges, apples and other favors during an hour of social fellowship. She also made daily visits to the sick or to those needing help. Her personal work among the students, coupled with the friendly interest of her husband and Professor Pendergast, laid the foundation for the friendliness and good fellowship that prevailed in the School of Agriculture. One of the former students said, "Mrs. Brewster talked to us about keeping our face, ears and neck clean, the necessity of clean clothes, why our hair should be combed, the necessity of manners, and even gave some advice as to our relationship with young ladies, all of which was absorbed. This work by Mrs. Brewster gained for her the familiar title of 'Ma Brewster.'"

Men and women who were students in that fortunate period believed that two people can never have been more successful than were the Brewsters in establishing ideal harmony between the interest of education and character building. Dr. Brewster was named godparent of the class of 1892 and Mrs. Brewster was named godparent for the class of 1894. Though the Brewsters retired from the school in 1900, they never lost interest in it. Moving to Florida, they founded a vocational school based upon the experience obtained at Minnesota. Notwithstanding their interest there, Mrs. Brewster, at the death of her husband in 1923, established scholarships in the School and also in the College of Agriculture, Forestry and Home Economics known as the Florence A. Brewster scholarships. In recognition of the Brewsters the first women's dormitory, built in 1897, was named after them.

Another early staff member was Charles R. Aldrich, instructor in mechanical training. Aldrich was born in Michigan and educated in the Detroit city schools. He had learned the carpentry trade by serving under those engaged in construction work. In 1886 he entered the University as a special student and continued as such until he became an instructor in the School of Agriculture. Though a very young member of the faculty, Aldrich was an earnest, painstaking instructor, who impressed on his students the value of industry and high grade work. Friendly, courteous, and patient, he made his courses popular and illuminating. To many farm boys, a double period in the carpentry shop or drawing room seemed like time spent in recreation. The active manual exercises, coupled with permission to exchange ideas or to talk with the instructor, gave welcome relief from bookwork, which was a new experience to many of the farm boys who were seeking an education.

Daniel W. Sprague, another staff member during the Pendergast years, was employed in 1887 to initiate a record keeping and accounting system at the experiment station and to give instruction in penmanship and farm accounting. Sprague, like many of Minnesota's pioneers, was from the East. He was reared in a dairy and fruit region in New York state, and after completing a course at the Albany Normal

School, he taught in village schools in New York and Pennsylvania. After coming to Minnesota in 1867, Sprague was successively superintendent of schools at St. Cloud, Rushford, and Anoka, instructor in the Curtis Business College and instructor in the Normal School at Madison, Wisconsin. In 1882, he became superintendent of a large farm in North Dakota and was elected to the North Dakota Legislature of 1887. The farm accounting required in the School consisted of elementary commercial accounting with adaptations calculated to suit the needs of farmers. Sprague's knowledge of farm affairs enabled him to draw upon ordinary farm transactions for the data required in class work. Its simplicity and practical nature appealed to the farm boys who were novices to that kind of work. Sprague's genial nature and patience gave popularity to the classwork that would have otherwise been dull and uninteresting.

In reviewing the contributions of staff members, one cannot ignore Edward D. Porter, professor of theory and practical agriculture and director of the experiment station. Porter was instrumental in the establishment of the School, however he did little teaching. During the first year, he gave a course of lectures on livestock feeding and breeding. As there were no students in the College at that time, his time was fully demanded by experiment station duties. Porter ultimately was put in an embarrassing situation which forced him to resign. However, he made his mark on the School. President Northrop, in writing about Porter, said, "At a meeting of the board of regents on January 24, 1889, the report of Professor Porter as farm superintendent was received, read, accepted and filed for printing. Then greatly to my surprise a Regent introduced a resolution asking for the resignation of Professor Porter." The resolution expressed appreciation to the Board of the valuable services Professor Porter had rendered, but the Board regrets, "that the very great change in the situation of the farm resulting from the establishment of an experiment station and a School of Agriculture in connection with said farm, and other circumstances have created a public demand for a change to which they find the interests of the University render it desirable to yield." This resolution was adopted.

At a meeting of the board of regents held March 21, 1889, the following communication was received from Professor Porter addressed to the Honorable H. H. Sibley, president, board of regents:

> Eight years ago, you honored me with a charge of the chair of Theoretical and Practical Agriculture in the above institution. During that period, I have devoted my entire time and energy to the development of your experimental farm, the system of farmer's institutes, the School of Agriculture and the Agriculture Experiment Station at the University of Minnesota. All these departments of my work are now fully equipped with lands, buildings, stock, implements, machinery and men and are in successful operation. The expansion of the work requires for the best results, a division of labor and responsibility, and in order to relieve the board of regents of any embarrassment and to enable them to make such a redistribution of the work as will best serve the interests of agriculture in Minnesota, I hereby present my resignation to take effect at such time as the board of regents may deem advisable. With the best wishes for the success of the work in which we have been mutually engaged, I am yours respectively, Edward D. Porter.

The board of regents accepted Porter's resignation and adopted a resolution that acknowledged his contributions.

> The board desires to put on record their high sense of the untiring industry, energy and zeal exhibited by him and his work, of the foresight with which he planned for the purchase and development of the University Farm and Experiment Station, and of the great ability and learning which have enabled him successfully to meet the requirements of his exacting position, and of the honorable character and gentlemanly bearing exhibited by him in all his intercourse with the board.

These resolutions of appreciation were thoroughly deserved by Professor Porter. He was perhaps a little too optimistic and visionary, but he was unflagging in his zeal and devoted in his loyalty. It seems a little hard that one of the reasons named for his resignation should be the establishment of the School of Agriculture, for which he himself was the first to plead. President Northrop said, "I was very sorry to lose Professor Porter. It is hard to part with old friends, who have been associated with one for years and it is doubly hard when the change involving parting is not welcome to him who goes and seems to him who stays as almost cruel. But the interests of the individual must always give way to the interests of the state or the institution which employs him. Professor Porter did a marvelous amount of work and paved the ways for others with increased resources to build up the agricultural department as perhaps he could not have done." In the summer of 1889, Professor Porter became dean and director of the College of Agriculture and Experiment Station at the University of Missouri. Therefore, he did not see the full fruition of the institution for which he had so well laid the foundation.

Another professor during the early years was S. B. Green. Although city born, Green spent his summers on a New Hampshire farm and early developed a taste for agriculture. His father said that if he was to be a farmer, he must be an educated one. Accordingly, he entered Massachusetts Agriculture College at Amherst at age sixteen. Running short of funds at the end of his third year, he dropped out a year and worked on a dairy and fruit farm. He returned and graduated with his class, taking first place for the best written and oral examination on agriculture subjects. Upon finishing college, he became superintendent of a farm in Connecticut, where he had charge of a large herd of dairy cattle and where a large amount of fruit was produced. After a year's experience in that position he turned his attention

to gardening and eventually taught horticultural work. Determined to gain all of the experience possible, he worked at various nurseries and for fruit and vegetable gardeners in the vicinity of the Boston Market. After taking a post-graduate course for six months, he spent additional time with seed and vegetable growers and nurserymen. Eventually he took charge of the Horticulture Department at the Houghton Farm Experiment Station at Cromwell, New York. There, he developed a knowledge of landscape work which became one of his absorbing interests. From these varied experiences in horticulture and landscape work, Green was called back to the Massachusetts Agriculture College as superintendent of the Horticulture Department.

From there Green came to Minnesota in the spring of 1888 as horticulturist of the experiment station. His training and experience made it possible for him to contribute in many ways to the success of the institution. Professor Green took an aggressive part as a member of the faculty of the School of Agriculture. He taught horticulture and botany during the first years of the School. His knowledge of the subject matter and his insistence on prompt and thorough work in the classes he taught won the respect and admiration of his students. Aside from being a first-class teacher, he was a good counselor and advisor to the farm boys.

One of Green's former students in the School of Agriculture said of him, "He was a great worker, a ready speaker, fearless and exacting in his demands, but cautious in giving advice. He demanded of his students well prepared lessons and obedience to the rules. I can hear him say when some student wandered away in mind, 'I would like to have your undivided attention.'"

Another student said:

> I remember his first lecture to the students of the newly established School of Agriculture in Minnesota in 1888. He came into the classroom with a few apple tree twigs in a basket he was carrying on his arm. Without any formality, he commenced to lecture on apple growing. It was a practical talk from beginning to end. During that lecture we learned to know Professor Green. I was in his classes more or less during the following six years. I was coworker with him the succeeding eleven years. The impressions received at the first lecture have remained unchanged during all these years. He was always the same. He was frank, free and open-hearted.

Green and his wife were godparents of the class of 1893.

Another instructor drawn from the experiment station was Willet M. Hays, assistant to Professor Porter in the general agriculture field. Professor Hays taught farm management and field crops. He was born on a Harden County, Iowa farm. His father died when the children were still young, so the operation of the farm fell to his mother and the sons who were still in their teens. In this way, Hays gained an intimate knowledge of farm life and its problems. His early education was in the common schools, and entrance to Oskaloosa College marked the next step in his education. Later he entered Drake University. Seeing greater opportunities for service in agriculture in agricultural education, he entered Iowa State College in 1883. Throughout his school and college career, Hays was oliged to earn his own way. He did this by helping on his home farm and by teaching country school. Thus he became familiar not only with farm problems but also with the rural school problems. This familiarity and experience helped him to understand the problems of the School of Agriculture and to develop the right kind of teaching program for it. While primarily interested in research, Hays nevertheless made outstanding contributions to teaching in the new School. He was clearly in sympathy with the idea of practical education and became a strong advocate of vocational education. Completion of the college course at Ames, Iowa, a year as an assistant to the agriculturist of that institution, and a year of service as an editorial writer for the *Prairie Farmer*, gave him a broad outlook in agriculture and education. Hays entered enthusiastically into the life of the students, and was particularly interested in giving them practical training under field conditions. He used many students in his work on the experimental grounds and in the general work of caring for the livestock.

Hays was a man of great vision and had many interests. He was mentally active and aggressive, sometimes to a point of discomfort to those who were less ambitious. As a counselor and stimulator of research, he was outstanding. No one on the faculty did more to direct student energy into useful lines or to develop the desire for knowledge in new fields. With all he was tolerant and compassionate, and a friend to those needing a helping hand over the rough spots in life.

One of the students in the School of Agriculture who had had Hays as an instructor said:

> Professor Hays was perhaps in some ways the most unusual character found among the early faculty. He was generous of heart and had a keen interest in the welfare of everyone from the janitor to the president of the University. His mind was like a searchlight, turning here and there to find something which could be done for the benefit of the School and the farmers of the state. It is easy to reason that with this type of mind, he undertook many things that would not have been completed without some good assistants . . . Andrew Boss was one of them. The two big subjects to which Professor Hays devoted himself were farm management and plant breeding. He was a factor in stimulating many persons to enter the various phases of these fields, for he had the faculty of opening up a vision of what could be accomplished if we had a better understanding of all the subjects that pertain to good farm management and the production of better plants for the farm.

A special word should be said about Otto Lugger, who taught entomology and zoology. Lugger was foreign born,

the son of a German professor of chemistry from Westphalia. He was educated at the gymnasium at Hagen, Germany and later at the University of Munster, Berlin. After coming to the United States in 1865, Lugger entered the United States Engineering Service where he remained three years and then became an assistant to C. V. Riley, the state entomologist of Missouri. He became curator of the Maryland Academy of Science at Baltimore for a time, and afterwards entered Johns Hopkins University at Baltimore. From there Lugger went to USDA for three years, before coming to the Minnesota Experiment Station as entomologist. Lugger was well trained and broadly experienced. A delightful personality, his conversation and lectures were always entertaining and instructive. Through his activities as entomologist for the Experiment Station and later as state entomologist, he knew many of the problems of the farm and what to do about them. His services were widely sought by the farmers and his classes were always filled. While highly trained in the technical science, he could make practical application of his knowledge both in the classroom and on the farm. One could not long be in the presence of Lugger without noticing the memory with which he was gifted and the fund of knowledge which he possessed on his own subjects. He seemed to have the whole field of entomology in his mind. Ask him a question on any phase of his subject and he could usually answer it without reference to book or note. He seemed to know all about the history and habits of any insects mentioned.

Lugger was a most untiring worker, and this it was doubtless that helped to cut his life short. One of his students said of him, "He was perhaps less farm-minded than any member of the school, but a good scientist. He spoke rather brokenly and had a number of trite descriptions of insects. After a lengthy discussion and description of some insect, he would close by saying, 'This is a very peculiar insect. He has a smooth back, both a biting and sucking mouth and undergoes a complete metamorphosis but has no direct bearing on agriculture.'"

Brewster in commenting on Lugger, indicated that no one ever could forget his full friendship and hospitality. "He used to ask me to look through his reports to remove any German idioms that might weaken them and some of his idioms were too neat and expressive to be removed. He had lived in many different places and one day I asked him where of all of them, he felt most at home. He replied, 'Here in the School of Agriculture. No one laughs at my peculiarities here. But now in my home neighborhood in Germany they notice my American ways and call me a Yankee.'"

Mr. and Mrs. Otto Lugger were godparents of the class of 1895.

Harry Snyder was a member of the faculty from 1891 to 1909. Snyder was the organizer and first chief of the division of biochemistry and soils. After his resignation, soils became a separate division. The board of regents considered Snyder a suitable candidate for the dean of the department, but he fell short of the election by one vote.

One of his former students said, "Dr. Snyder was a hard worker and capable of interesting his students in chemistry as it applied to agriculture. He made his subject interesting and valuable because he taught its practical application." The first biochemistry building on the St. Paul Campus was named in his honor. He and Mrs. Snyder were godparents of the class of 1897.

Another member of the early staff who deserves special recognition for the service rendered in the early days of the School is William A. Robertson, professor of physics. He was a self-made man and a teacher of unusual merit. As one of his students said, "He taught boys to think, and how to find and use information that would be of service to them." Brewster said of Robertson, who joined the staff in the fall of 1890, "He came from a Minnesota farm in Freeborn County, not only to help as an instructor, but as a guardian of some seventy-five boys in the dormitories of Pendergast Hall. Later he became such an expert in making out our difficult, complex program, that he fairly won the title of 'pedagogical engineer.'" Robertson was considered for the position as principal of the School when Principal Pendergast resigned. Mr. and Mrs. Robertson were godparents of the class of 1899. In 1905, Robertson left the staff to become principal of the School and director of the experiment station at Crookston.

Theophilus L. Haecker, credited with accomplishing more than any other man in establishing the cooperative creameries in Minnesota was born at Liverpool, Ohio, May 4, 1846. Haecker served in the Civil War, then enrolled for two years as a student at the University of Wisconsin. In 1874, he was appointed executive clerk to the governor of Wisconsin and continued to serve in that capacity under later governors, including Governor W. D. Hoard, until 1891. His interest in the dairying industry was increased during this time, when he lived on a farm near Madison and was interested in dairying and breeding Jersey cattle. In 1891, he was invited to become an instructor in dairying in the short course at the University of Minnesota and at the end of the session he was offered and accepted the position permanently. In 1893, he was made professor of dairy husbandry and later was named professor of dairy husbandry and nutrition.

Haecker was a prophet of an important branch of agricultural skills. Minnesota, known today as a bread and butter state, owes much to him in the development of the second phase of this role. With an enthusiasm that contained the elements of eloquence, he preached the need of making the scientific approach. Indeed the temper of his dedication was such that he thought of science as being half an art and half a religion. He rejected all glib conclusions

and devoted his life to piling up evidence to support every tenet of his belief. So well did he succeed in establishing his authority that the results of his studies in milk production and animal nutrition have become known as "the Haecker Standards."

Haecker was a man of humor, too. He used to say to his students, "Be gentle with the cow, boys. Remember she's a mother and a lady." One of his former students in the School of Agriculture said, "He too had a deep interest in boys, a ready hand and a mind to help them. He was not strict in direct discipline; but was exacting in the character of work done by the student. He demanded painstaking and methodical work and his patience was superb." W. C. Coffey, dean of the Department of Agriculture, said of him "The remarkable work of Professor Haecker will stand for all time as a great landmark in the history of the Department of Agriculture. The 840 cooperative creameries in the state are all favorable testimonies of the cooperative movement he started in buttermaking and marketing, but they do not tell the whole story. Those interested in marketing other commodities than butter learned from him and therefore, much of the credit for the spirit of cooperation for which Minnesota is nationally known belongs to him."

The new Dairy Hall, built in 1920, was named after him. The Haeckers were godparents of the class of 1895.

With the resignation of D. W. Sprague in 1891, J. A. Vye was appointed secretary and accountant of the experiment station and instructor in penmanship and farm accounting in the School. He devised practical accounting courses based on farm records secured from farms cooperating with the agriculturist of the station. Vye also developed a course in accounting for cooperative creameries. He was particularly active in bringing lyceum programs to the agricultural campus. They were of high educational value as well as good entertainment. Both students and faculty participated and the lyceums brought many wholesome contacts between the students and the faculty. To many of the farm boys, the lectures were a revelation and stimulated their interests.

J. A. Vye married Mary Pendergast, daughter of Principal W. W. Pendergast. Mr. and Mrs. Vye were godparents of the class of 1902.

Andrew Boss was a rare individual who, with relatively little formal education, was able to achieve as much as he did during his lifetime. He had entered the School in the fall of 1889, and graduated from the two-year course in spring 1891. Boss was selected as a commencement speaker, and some excerpts from that address show the foresight he had, even at that early time in his career.

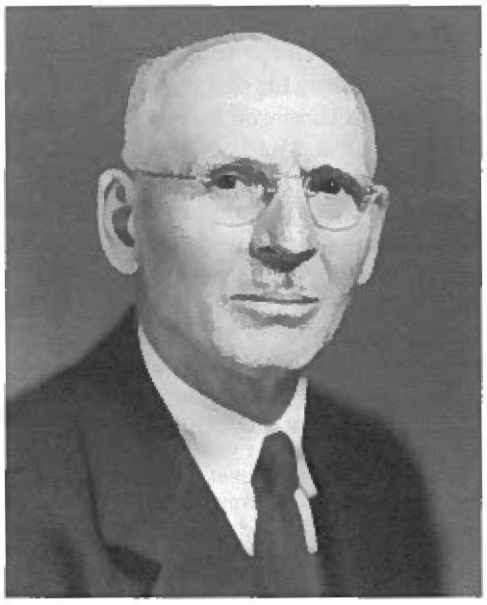
> That there is need of improvement in the condition of our farmers is evident to even the most casual observer and as the future welfare of our country depends greatly on them, it behooves us if possible to find a remedy for this condition. In looking the whole field over there seems to be no more sure way out of present trouble than through a practical agricultural education. One that will enable them to think more, see more and accomplish more at less expense of time and money.

Boss continued:

> Studying the soil to discover the elements of fertility are lacking, planning for the proper rotation of crops and the kind and amount of seed to sow would be better than spending one's time at the grocery or grog shop, playing cards, talking hard times or agricultural depression and the very distressful condition of farmers in general. We would then see neat, pleasant, well-tilled farms, good stock and comfortable quarters, machinery carefully housed and everything giving evidence of comfort, prosperity and happiness. Let him who wishes to improve spend his evenings at home with his family and books, then will education and happiness go hand in hand and the despondency caused by the mortgages largely disappear and the better husbandry and more economical management gradually wipe out the debts.

Boss had thoughts about why many farmers failed.

> One great source of failure among farmers is the lack of application and continuity. They dawdle with one thing this year and something else next year and never make up their minds what they want to do until they have failed. The only way to succeed in farming is to first make up one's mind as to what particular branch he will follow, to study and become familiar with it and then push it through to ultimate success.
>
> One great source of loss is the lack of attention to the details of the business. They may seem like small things at the time but these little leaks will surely thoroughly, slowly sink the ship if we are not always on the watch for them.
>
> If we wish to be successful as farmers, we must have first an education appropriate to the vocation. Second, a practical experience in farm work, third, a habit of close observation and watchfulness and last but not least, a determined will to succeed.



Andrew Boss, "Grand Old Man of Minnesota Agriculture"

Boss was born on June 3, 1867, in Wabasha County, Minnesota. He was a regular member of the staff from May 1, 1891, when he became farm foreman, until he retired in 1936, and then was called back for duty during World War II. He died in 1947. Through the years he rose steadily in rank and responsibility, becoming assistant agriculturist in 1894, associate professor of agriculture in 1902, professor of agriculture and animal husbandry in 1905, professor of agronomy and farm management in 1910, and vice director of the Experiment Station in 1917. For more than forty-five years he had been a pioneer and leader in agriculture teaching and research and a trusted friend and counselor of northwest farmers. He was known personally to thousands and by reputation to hundreds of thousands more, not only through his official capacity with the College and experiment station, but also through his writing for farm papers and his services to farmers' organizations, such as the Minnesota Livestock Breeders' Association and the Minnesota Crop Improvement Association. Boss had a leading part in starting several lines of agricultural teaching and research, which have since become nationwide in scope. From a course in the dressing and curing of meats, which he developed with the School of Agriculture, have come the modern courses in meats now offered by agricultural colleges all over the country. Farm records studies, initiated in Minnesota by the late W. M. Hays and Boss, became the models for similar work in other states and led to the establishment of farm management investigations by the USDA. Such studies constituted the basis for the vast system of farm management instruction and research now carried on in the agriculture colleges. Boss also pioneered in the development of study courses in farm implements, the growing and handling of grain and hay and several other lines now standard in all agricultural colleges.

Too busy with teaching and research to take even a bachelor's degree during his early years at the University of Minnesota, Boss was honored by Kansas State Agriculture College in 1927 with a doctor of science degree.

The University of Minnesota awarded him a similar degree in 1945. He was a member of many learned societies and honorary organizations, and the high esteem in which he was held by associates and all who came in contact with him is reflected in the editorial written by the Minneapolis Star at the time of his death.

> The truly grand old man of Minnesota agriculture is gone. Dr. Andrew Boss who died yesterday was certainly the most beloved of all the graduates of the School of Agriculture and probably the most outstanding as well.
>
> He was active in almost every movement, which had as its goal the progress of farming. He was kindly, fair and judicious minded. He spoke thoughtfully and all over the nation agriculture leaders listened to him and took his council.
>
> What will be missed most is the stimulation which he always spread. Even at 79, he was young-minded and inspiring. He was full of energy and broad vision, yet he gave great attention to detail. The well-kept yard at his St. Paul home was evidence of that.
>
> Every county of the state are lasting memorials to Dr. Boss. They are the farm homes which are finer places because he preached and practiced the science, management and culture which have advanced agriculture.
>
> One of the last links with the real pioneering Minnesota is lost. The state is poorer now with his passing, but is vastly richer for his having lived.

W. C. Coffey, dean of the Department of Agriculture at the time of Boss's retirement wrote on June 23, 1936:

> Dear Dr. Boss: You will soon come to the close of your active service to the Department of Agriculture of the University. To be out of that service will doubtless seem strange to you and even more strange to us. With you out of the active line-up the department will be much different for me and needless to say, more exacting and more difficult.
>
> Your faith in agriculture and the rural folk of Minnesota has been confident and constant. This faith has been the bulwark of strength, not only for you, but for the Department of Agriculture as well. In the turmoil of disturbing conditions when most of us have been want to ask what it is all about, you have calmly placed your hope in the stability and outcome of the people on the land. You have been able to grasp the significance of rural people to civilization and the elementary importance of land in a civilized state. At this point, there will be a gap in the written record.
>
> Speaking of Minnesota crops, with which he had to do, the crop that really makes the heart of Professor Boss glow is the crop of younger men, who in school and college and experiment station, have studied and worked with him and who reflect the high standards and ideals which he has always steadfastly maintained. Signed, W. C. Coffey.

One of Dr. Boss' former students said, "Andrew Boss was one of the most kindly, sincere, humble and lovable men we ever knew. His life was a model of right living." The Bosses were godparents of the class of 1905. On Friday, May 13, 1977, the Meat Science Laboratory on the St. Paul Campus was dedicated as the Andrew Boss Meat Science Laboratory, a tribute to the man who developed the first course in dressing and curing of meats on the St. Paul campus.

James M. Drew was born February 17, 1863, and died April 5, 1943. He grew up on a farm home near Rollingstone, Minnesota, graduated from Winona Normal School, and attended Cornell University for two years. On the farm, his skill in home repair work and articles which he wrote for *Farm Stock and Home* on the value of a forge in repair work on the farm attracted the attention of University officials. He became a staff member of the School in 1893, first as an instructor in forge work, later with other responsibilities. Besides blacksmithing, Drew taught mathematics and poultry raising. He was registrar of the School and the College of Agriculture, and taught rope work to School and College students. In 1917, he joined the staff of the Agricultural

Extension Service as assistant in publicity. Drew was the author of two books, *Rope Work* and *Blacksmithing*. He retired June 30, 1933.

He was at his best in his personal contact with boys and girls. As an instructor in the School in the years when its methods of teaching were being developed and its traditions were taking form, he was a strong influence towards the practical human aspects of farm and home life. He encouraged students to constantly apply their training to actual operations.

His interest in boys and girls reached outside the classroom to include work with the Boy Scouts and 4-H camps.

Dean Coffey said of Drew, "He approaches problems from a different angle than most of us. His method of contacting people is all his own. When he wishes to drive a thought home, he has such a unique way of expressing himself, that one clearly remembers what he has said."

Coffey recalled one incident. One day after my promised contribution to the Farmer's Institute Annual for a certain year was long overdue Mr. Drew came into my office. Did he say, 'How about that article I've been expecting of you for these many days?' Oh no, never such a question from Mr. Drew. This is what he said, 'Is your conscience clear this morning?'"

Mr. and Mrs. Drew were godparents of the class of 1907.

Dr. M. H. Reynolds was a graduate of Veterinary Medicine at Iowa State College, Ames. Reynolds had completed medical training before taking the course in veterinary science, thus holding two degrees. He taught the veterinary science course in the School of Agriculture from 1894-1930. He was a dedicated teacher and had a high degree of influence on the student body. Mr. and Mrs. Reynolds were godparents of the class of 1912.

Col. William M. Liggett, as dean of the Department of Agriculture and director of the experiment station, had a great impact on the progress of the School of Agriculture program. Liggett had owned a large farm in Swift County before joining the staff. He received his appointment first as a member of the board of regents on May 14, 1888. On August 20, 1889 he was selected chairman of the Agriculture Committee. He was made chairman of the Experiment Station Corps, November 3, 1893; elected dean and director of the Agricultural Department November 10, 1896; and ceased service to the Department of Agriculture on June 12, 1907. Liggett was an exceptionally strong man. He was a good judge of people, and knew what was essential in the functions of an institution. He had an engaging personality and a wide acquaintance with public men throughout the state.

One of Liggett's colleagues said, "Wisdom, caution and justice were noticeable attributes of his official acts. His unerring judgment and good common sense has placed him in the front ranks of those who are able to stand loyally by that which they conceive to be right. One of his chief characteristics is that defeat only delays and gives more time for thorough preparation of a theory that is abundantly fulfilled in practice. As a man he is plain, modest and retiring, and enjoys to a great degree the time spent around with the men and students. He loves the farm and rural life, is kind to a fault. With him at the head Minnesota need have no fear that her agricultural interests will deteriorate or suffer by comparison with sister states." Mr. and Mrs. Liggett were godparents of the class of 1898.

When Willet M. Hays suggested that the animal husbandry subjects be split off from the general agriculture courses and an additional specialized instructor be employed, Thomas Shaw was hired to teach animal husbandry. He was then professor of agriculture and superintendent of the Ontario Agriculture College at Guelph, Canada. He was the owner and operator of a 500 acre farm in Ontario and part owner and publisher of the *Canadian Livestock and Farm Journal* and had gained prominence in Canadian agriculture before coming to the College. Shaw became head of animal husbandry and conducted livestock feeding experiments. He and his wife were godparents of the class of 1900.

# CHAPTER III

# The Brewster Administration 1894-1900

BY 1893, WHEN William Pendergast resigned and H. W. Brewster was named principal, the foundation for the School of Agriculture had been laid. The Brewster administration was to be marked by years of steady development.

Faculty meeting minutes reveal some of the concerns of the early Brewster years. On October 8, 1894. the faculty hired a Mrs. Case as custodian for $400 per year. Mr. Case was hired as janitor for an annual salary of $600.

The minutes also reveal that discipline was a topic of discussion, and in March, 1893 the faculty voted to advise the parents of one student "that their son is no longer wanted at the School." In 1895, the faculty moved "that all students who are found to frequent public dance halls, saloons or other infamous places, be dismissed from the School for at least two years." On October 19, 1895 "it was moved and carried that any student be found sticking toothpicks in the locks of the doors, the principal will be instructed to send hime home."

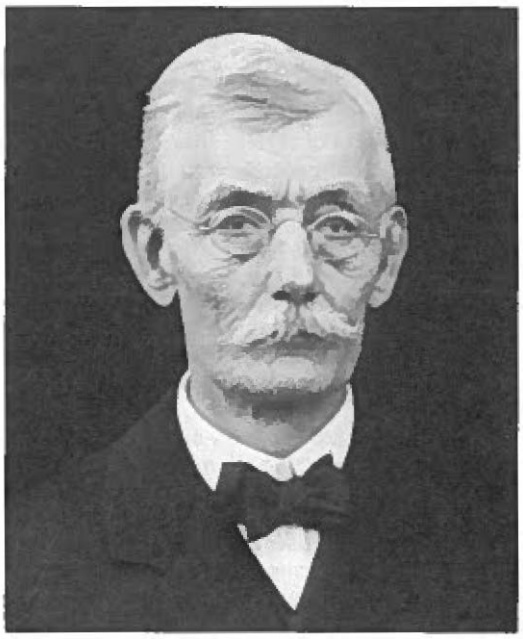
In a press release dated August 22, 1895, Brewster noted the School's building and expansion program. The improvements included several new buildings, new courses, more books for the library, additions to several buildings, and new equipment. A new dining hall, which would seat 400 people, was to be built, and new dormitory furniture was bought. "No pains are to be spared in fitting up the boy's rooms, not only comfortably, but attractively," Brewster said.

A new blacksmith's shop was built, freeing up room for showers and lockers for the gymnasium. The Dairy Hall was to be doubled in size and equipment, and a new sheep barn and hog house were to be built.

The list of improvements was long, including new equipment such as a stereopticon for the illustration of scientific lectures, a piano for music, a chapel for entertainment and singing lessons, and even a ward for sick students.

"In all points the School of Agriculture is developing as it never has developed before," Brewster said. "It already leads all agricultural educational institutions in America in the amount and diversity of practical work offered and the coming term will see all of these additional improvements named above."

Brewster also indicated that no tuition was charged, textbooks were furnished for a small rental, the board, including room, rent and washing was less than three dollars per week and "no pains are spared to make everything comfortable and attractive and profitable."



Henry Webb Brewster, Second Principal of the School of Agriculture, 1894-1900

In 1896, Dr. Brewster was appointed professor of mathematics in the College of Agriculture, in addition to his principalship and teaching in the School.

While the summer project program did not start for some years, essentially in the early years as Brewster describes it, students were asked to make some studies of agricultural situations on the home farm. His request for instance is stated as follows, "We asked those first boys, 'What about this on your farm? Will you take this home and

try it? We think so and so but we do not know and we wish to try it out. Will you help us? Will you study this at home and report to us?' And they responded magnificently. Out of such comparisons of experiment station work and home farm work, we worked out the details of the curriculum we have today."

From 1896 until the close of the School in 1960, the School had a newspaper. In January 1896, the editorial staff consisting of T. A. Hoverstad, William G. Smith, and Emil Sandsten, was responsible as alumni in organizing *The Farm Student Review*. A subscription to the *Review* cost twenty-five cents a year. The first editorial said:

> Kind reader, with this issue another agricultural paper is brought into existence. For a long time there has been felt the need of some medium by which the former students of this institution may be kept in touch with each other and also with the School and the Station. Likewise, it would be very desirable to make a closer connection between the Experiment Station and the farmers of the state. To meet this want, the Alumni Association at their last annual meeting appointed a committee to look into the matter and if it seemed wise that they were authorized to commence the publication of the agricultural paper. After a careful survey of the field, the Committee feels safe in making this venture.

Brewster, writing in the first issue said:

> The first number of this paper would hardly be complete without a few words concerning the School of Agriculture of the University of Minnesota, which is now in the second half of its eighth year of work. For seven years, it has stood as the only representative of its kind, the only institution in the United States that has offered a course of instruction in which farmer boys could finish the common branches so imperfectly taught in most rural districts and then pursue a regular course of scientific and practical training which fits a young man either for business-like farming or for the four year agriculture course in the University.
>
> During this period of seven years, the School of Agriculture has been recognized not only as an innovator, but as a success and the Minnesota plan as it is now styled is recognized far and wide as a model plan. Already the School of Agriculture at the University of Minnesota has graduated 106 alums of whom 81 are engaged in actual farming. Nine are pursuing the agriculture course at the University, three have graduated from this course, two are studying medicine, one law, and two for the ministry.

In the February issue of 1896, Andrew Boss wrote, "There are many other binding links between the School of Agriculture and the farmer, which might be brought to bear witness that each was meant for the other. But the School is here, let it speak for itself as it has been speaking for the last seven years and we will soon see the old fogginess of ancient agriculture disappearing in the distance."

It is interesting to note, since Gouda cheese on Minnesota farms began in the 1970's that A. J. Glover wrote the following in the March 1896, issue of *The Farm Student Review*: "It has been a problem for some time among dairy farmers to get a cheese that can be made on the farm that doesn't need the time for manufacturing that the cheddar needs and yet be able to obtain a cheese which is equally good as cheddar. Prof. Haecker of the State Experiment Station has pushed this matter along publicly more than any other person in the country. The results he has accomplished have been very satisfactory. He believes that Gouda cheese will in time be introduced among farmers who wish to make cheese at home and will be the kind of cheese desired."

The most important change in the pattern of activity in the School during the Brewster administration was the inclusion of girls in the program. At the faculty meeting of November 22, 1897, Brewster reported, "We have 229 students of which thirty are ladies." After the long and strenuous campaign to establish a School of Agriculture for young farmers, there was agitation for the establishment of a program for young women. The Grange educational committee in 1890 had passed a strong resolution for the establishment of a program for girls, in order that they might enjoy the same opportunities as the boys. The Minnesota State Horticulture Society in July 1891, passed a resolution endorsing co-education in the School of Agriculture. That same year, University President Cyrus Northrop told the legislature there was "a real demand that girls be given an opportunity to prepare themselves for their duries in farmers' homes." Also during that period, Mrs. Clara Sheppard Hays, wife of Willet M. Hays, had been successfully conducting cooking schools in O. C. Gregg Farmer's Institutes which continued to be held throughout the state.

The regents had not shown a great deal of enthusiasm for the suggestion. They argued that after the active and strenuous campaign for the establishment of the School, that peace and tranquility prevailed on campus and it should not be disturbed. After all, the enrollment had risen to 300 students. They were also concerned that additional funding for dormitory staff and operating expenses could not be secured from the legislature. There were other concerns expressed by critics of a coeducational program, as well as the concern of the regents. They raised the moral issue as to whether it would be appropriate to house both boys and girls on the same campus and they also were skeptical as to whether it was possible to teach household economy and arts outside the home. A popular belief held that a girl could learn all she needed to know from her mother.

At the same time there were many voices raised in support of co-education. The faculty were essentially vocal in their support. The Brewsters were active in encouraging such a program and were finally effective in working with Regent S. M. Owen in receiving regent's approval. S. B. Green supported the proposal and said girls could be involved in the horticulture classes. The Haeckers were also active. Haecker published a brochure which was distribut-

ed at the Farmer's Institutes promoting the idea of the program for young women. Mrs. Haecker served as chairman of the Women's Committee of the State Dairyman's Association and that committee joined forces with the Women's Committee of the State Grange in supporting the proposal for co-education.

Finally, the regents approved an experimental summer school program for girls the summer of 1894. The four-week session opened June 5. Miss Juniata L. Shepperd, a sister of Mrs. Clara Shepperd Hays, who was taking advanced work in home economics at Pratt Institute, Brooklyn, New York, was persuaded to teach a course in foods and cookery. Haecker agreed to give a course in care of milk and butter-making. Green offered instruction in plant propagation, floriculture, and vegetable and fruit growing. Lugger agreed to teach a course in control of household pests. Space was provided in the drill hall for the classes and equipment was borrowed and rented. The program was successful and a six-week summer session was approved for 1895.

The 1895 session had better equipment. The foods and cookery course was taught by Miss Mary Thompson, who was a member of the Farmer's Institute Corps. Brewster secured the services of a Miss Birch from Armour Institute in Chicago to teach sewing and domestic arts. Brewster offered a course in English and Drew gave instruction in poultry raising. The summer school program demonstrated the need for a co-educational program, so the Women's Grange Committee lobbied the legislature for the establishment of a program for girls. A bill was drawn requesting $50,000 for a building, staff, and operation costs and was presented to the 1895 legislature. The bill was eventually pigeon-holed and did not come to a vote. The summer school continued and again was successful in 1896.

The State Grange, through its local granges, actively spread the word to elect representatives favorable to the program for girls. The Farmer's Institute Corps and the State Dairyman's Association combined to promote the cause. S. M. Owen, editor and publisher of *The Farm Stock and Home*, and at that time a member of the board of regents, provided the regents with arguments in favor of the program. The State Grange Committee sent petitions calling for support for co-education to every county superintendent in the state and to many principals and teachers. In fall 1896, prior to the legislature's meeting, Brewster wrote to the St. Paul Pioneer Press:

> Our plan is to supply farmers' daughters, as we have already done their sons, a course of instruction and training which will fill the gap between the district school and the University which must thus be commensurate with the high school course and which must fit for either the University course in agriculture or the practical duties and responsibilities of home management.
>
> Farmers, regents and faculty all realize that farmers' daughters need scientific instruction, practical training and artistic culture to enable them to plan, manage and grace the farm home and all are anxious to help them to this culture as quickly and as thoroughly as possible.
>
> We are now ready both to ask and to expect the Legislature to grant an appropriation which will enable us to materialize such a plan which must involve a course of study and training parallel to our present course for boys.

An editorial in the November 14, 1896 St. Paul Pioneer Press, stated:

> No one as far as we know seriously opposed the movement for special agricultural instruction for boys. Nor is it likely that anyone will oppose the movement to secure equal advantages for the girls. But it is not impossible that the need of it may be less seriously estimated. It has, however, been generally conceded that the higher education of women is as important as that of men and the same arguments that have last proven the proposition to the satisfaction of the world apply to the special education of women engaged in a particular line of work. The girls who are reared on farms commonly marry farmers. They need, as much as their husbands, the widening influence, which come from education and which fit them to teach their sons and daughters in their turn. There is not only no reason why education should not play an important part among the influences of farm life, but there is rather every reason why it should do so. Removed from the great centers of intellectual life, and deprived of many of the advantages which we of the cities esteem perhaps too highly, they are dependent on the store laid up and the stimulus received in their school days for whatever progress they may make in the direction of culture. The mainspring of such activity is the home, which almost invariably centers in the wife and mother. It is the farmer's daughter of the generation who will mold the mind and character of the voter of the next.

Finally, the regents gave support and a bill was drawn for consideration by the legislature. A committee from the legislature called on Liggett, dean and director of the Department of Agriculture and asked him, "Dean Liggett, do you want the girls to come?" And he answered, "I do." The committee promised to give support for the bill which provided, $25,000 for a dormitory and $7,000 for support and maintenance. The bill was introduced in the House by the Honorable Henry Feig of Lac Qui Parle County. This time, with more experience in legislative matters, the Grange Committee closely watched the activities of the legislature. Granger W. S. Cowen spent a great deal of time at the Capitol lobbying for the bill. Regent Owen, Governor Pillsbury, and Dean Liggett all gave strong support to the co-educational program. When the bill finally passed, it was with the understanding that the dormitory would be built during the summer of 1897, with classes to open that fall. The struggle for co-education had finally been won.

# CHAPTER IV

# Brewster Promotes Coeducation 1897

THE COURSE work for the girls was organized in three sections. Domestic science was headed by Juniata L. Shepperd, who also became manager of the school kitchen and dining hall. She was assisted in both the teaching and dining hall management by Mary L. Bull. Margaret J. Blair was in charge of the domestic arts section. The domestic economics section was headed by Virginia C. Meredith, who was also appointed preceptress in charge of the dormitory. The new dormitory was first called the Ladies Hall and then later named in honor of the Brewsters.

Thirty-six young women registered fall quarter, 1897. Two of the students who completed the course enrolled as the first students for college classes in home economics during the fall of 1900. The girls were required to enroll in many of the same courses as the boys, such as agriculture, botany, drawing, physiology, farm accounts, dairy chemistry, dairy husbandry, fruit growing, zoology and entomology, agricultural chemistry, vegetable gardening, dressing and curing of meats, and greenhouse. They were permitted to elect additional agriculture courses, such as carpentry, field crops, veterinary science, breeding livestock, and soils and fertilizer. Initially the requirements for the girls were courses in laundry, sewing, cooking, home management, domestic arts, home economy, domestic chemistry, hygiene, and sanitation.

The courses in domestic economy were held in the parlor of the girls' dormitory, and classes in domestic arts were held in the Home Building.

This first staff of instructors for the girls was like the instructors for the boys—farm-minded. The women possessed full knowledge of the scope and limitation of farm life, which enabled them to treat with sympathy and understanding the social and economic problems arising in the lives of the students. Furthermore, their influence and that of the girls on the social manners of the boys, was favorable. The boys paid more attention to dress, refinement in table manners, and in the little courtesies that so greatly embellished right living. The staff during the Brewster administration remained fairly stable, except for the addition of the women required to teach the courses in home economics.

When the board of regents decided to admit young women to the School in 1897, they asked Virginia Claypool Meredith of Indiana to organize and inaugurate the plan with a title of preceptress, later conferring upon her the title, professor of home economics and domestic economy. Meredith was a graduate of Glendale College in Ohio. Her husband he died in 1882 and she had successfully managed their livestock farm. She had exhibited Shorthorn cattle and Southdown sheep, and she had been active in promoting the formation of literary clubs among the farm women. At one time, Meredith was president of the Indiana Union of Literary Clubs. After coming to Minnesota, she quickly set up the rules of conduct and established regulations governing the dormitories, which proved highly effective in controlling student behavior and was educational for both girls and boys. Mrs. Meredith was godparent of the class of 1901. She resigned in 1903, and in 1907, the second girls dormitory was named for her.

Juanita L. Shepperd remained as head of the domestic science section until 1914. By then she had spent 18 years in continuous service to home economics programs, which included teaching in both the School and College.

Mary Bull, born in Hennepin County and a daughter of A. H. Bull, a member of the original Grange Committee, continued on the staff in the domestic science section until 1910. She taught College classes as well. Another instructor, Margaret Josephine Blair, acted for twenty years as director of the domestic arts section. She was Minnesota born and had taught in the first summer school program. For two years she served as chairman of the Household Economics Department of the General Federation of Women's Club. She also served as vice-president of the Minnesota Conservation Congress. Blair was author of several books, including *Garment Drafting*, *Systems of Model Sewing*, *Practical Courses of Sewing*, and a juvenile book entitled, *Sewing Basket Stories*.

By 1899, the program involved a three-year course of six months each year, but it required another year of classes for

those who wanted to enter the College of Agriculture. That fourth year included courses in English, algebra, and geometry to prepare students for the College entrance requirements.

Meanwhile, both Dr. and Mrs. Brewster had developed problems with their health and they resigned, June 6, 1900. The board of regents, in accepting the Brewsters' resignation, acknowledged their influence and their contributions to the School. "From the opening of the School to its present influential position, they have been with it constantly, administering to the moral, physical and intellectual welfare of the pupils. In time of sickness or trouble, students have always received from them the loving care and sympathy, the wise counsel and advice of a devoted friend and parent."

Two new staff members, hired during the Brewster administration, were long-time employees at the School. One was William Boss who was born in Zumbro Falls, October 7, 1869. He entered the School in 1890, one year after his brother Andrew. As a student, he served as a stoker of the boiler on campus. He was one of the pioneers who helped to develop the St. Paul campus. Later Boss headed the Department of Agricultural Engineering. In 1895, he was instructor in carpentry and power machinery and was in charge of the carpentry work and repairs on buildings and equipment on campus. In 1896, he became chief engineer in charge of the new central heating plant. On January 28, 1896, he obtained a state license as chief engineer. In 1905, Boss became professor of farm structures and farm mechanics in the College of Agriculture and in 1906, he published a book, *Instruction for Traction and Stationary Engineers*. He was also chief lecturer in the School of Traction Engineering. In December 1907 he, together with a few others interested in agricultural engineering as a profession, met at Madison, Wisconsin and organized the American Society of Agricultural Engineers. The present agricultural engineering building is a result of discussions between State Senator Hackney and William Boss. At Senator Hackney's request, Boss drew up preliminary plans and cost estimates. This resulted in an appropriation of $100,000 by the 1909 Legislature and an additional $160,000 by the 1911 Legislature. The new building, as designed by Boss, was completed and occupied the summer of 1913, essentially as it is at the present time. Boss resigned at the end of the 1909 college year to develop his own business, the Specialty Manufacturing Company. He personally designed the equipment made and sold by the company, as well as machines needed in the factory and also he organized the sales forces. Among the seventeen patents issued to William Boss are: a centganner machine for planting a definite number of seeds evenly distributed over a predetermined length of row;'a pot thrasher for determining experimental yields; and a germinating machine for controlling temperatures and humidity, largely used by experiment station and seed growers.

In 1918, he was asked to return to the University to become acting chief of the Division of Agricultural Engineering on a half-time basis. On July 1, 1919, he resumed full-time employment with the University and became professor and chief of the division, a position which he retained

T. L. Haecker Teaching Girls' Class in Farm Dairying, 1898

until his retirement June 30, 1938. At that time the School of Agriculture *News* reported, "Prof. Boss is a firm believer in a man as the master of the machine over which he must exercise control and through which he can get maximum results with a minimum of effort. As an alumnus of the School of Agriculture, he has always had the interest of the School at heart and has influenced the character of the practical curriculum offered by the students in his division."

The 1938 *Agrarian* paid tribute to Professor Boss by indicating, "Prof. William Boss has always been interested in the human side of engineering and is recognized as a great man professionally and by virtue of his keen interest and sympathetic understanding of human nature. One of the important objectives in Prof. Boss' life has been removing drudgery from human labor and making it possible to perform more and more tasks with mechanical power."

Mankato State College awarded Boss an honorary doctor of science degree in 1957, the year after Jamestown College, Jamestown, North Dakota had given him an honorary degree. In 1958, the University Alumni Association gave him an Outstanding Achievement Award. Mr. and Mrs. William Boss were godparents of the class of 1906.

One other staff member was hired during the Brewster administration, and served for a six-year period. He was E. W. Mahood, instructor in physical education and in charge of athletics for the boys. He also taught arithmetic. Mr. and Mrs. Mahood were godparents of the class of 1903.

# CHAPTER V

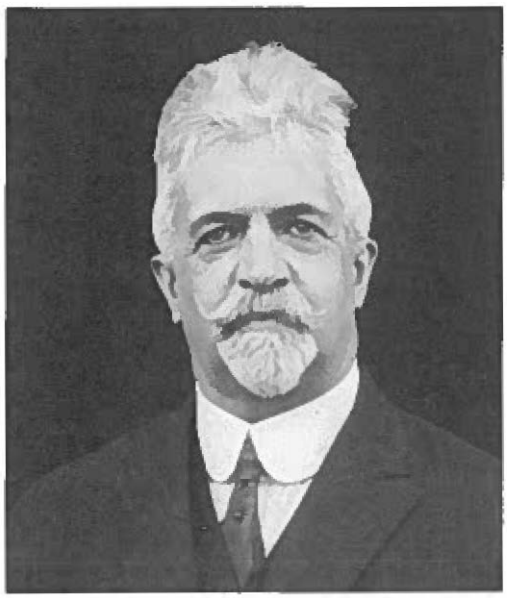
# The Tucker Period 1900-1903

BREWSTER was succeeded as principal by the Rev. Frederick D. Tucker, a Congregational minister who had been successfully serving a church at Morris, Illinois. Tucker had been a student at the Massachusetts Agriculture College at Amherst. He finished his education at Yale and the University of Chicago. Tucker was described as magnetic, enthusiastic, inspiring, a good conversationalist, and a forceful speaker. He became popular with the students, and with the assistance of Mrs. Tucker, enlivened their social lives. Because of his limited knowledge of Minnesota agriculture, Tucker was not as well received by the practical-minded faculty. Yet, the School had a good reputation and enrollment continued to increase each year.

During the Tucker period, legislative appropriations to add buildings and equipment did not keep up with the increased demand. While the School was the dominant part of the institution and appropriations were often thought of in terms of the School, most of the buildings, with the exception of the dormitories, served the experiment station as well as the much smaller College of Agriculture. In 1901, a classroom for dressing and curing of meats, designed by Andrew Boss, was erected. Andrew Boss taught the first classes in dressing and curing of meats and wrote the first text used in the country. Also in 1901, a classroom, laboratory and offices for the veterinary staff and a hospital for animals was completed. The building is still being used by the College of Veterinary Medicine.

In 1902, an agricultural chemistry classroom and office building was erected. That building was razed when the present soils building was completed. Also in 1902, a dormitory to house 100 boys was built at a cost of $40,000. The building later was named Dexter Hall for Dexter Dwight Mayne. It would have been too confusing to call it Mayne Hall, because later when the administration building was completed, it was referred to as the Main Building.

During the Tucker Administration, about 12 new staff were members added, half of them were hired for one year appointments only. Coates P. Bull, a nephew of A. H. Bull, member of the Cowen-Scofield-Bull Grange Committee,



Frederick D. Tucker, Third Principal
1900-1903

was employed in agronomy from 1902 to 1915. C. P. Bull was an enthusiatic supporter of the School and was active in the Alumni Association, serving as president. As long as health permitted, he continued as a regular supporter. A cousin, Mary Bull, taught cooking and laundry from 1902 to 1910. At one time there were five members of the Bull family on campus, either teaching, working, or studying.

An entomologist, F. L. Washburn, was employed in 1902 and retired in 1926. Edward Monroe Freeman was named as an instructor in botany on the St. Paul Campus in 1902. At the time of his retirement, he was director of Resident Instruction in the College of Agriculture, Forestry and Home Economics.

Grace Whitridge became the first full-time physical education instructor for girls athletics in 1902 and continued until 1910.

Catherine Comfort taught English in the School from 1902 to 1904, and then in 1904 became preceptress in the

girls' dormitory when Mrs. Meredith resigned. Miss Comfort left in 1906 to serve at Mills College, Oakland, California and continued teaching for twenty years.

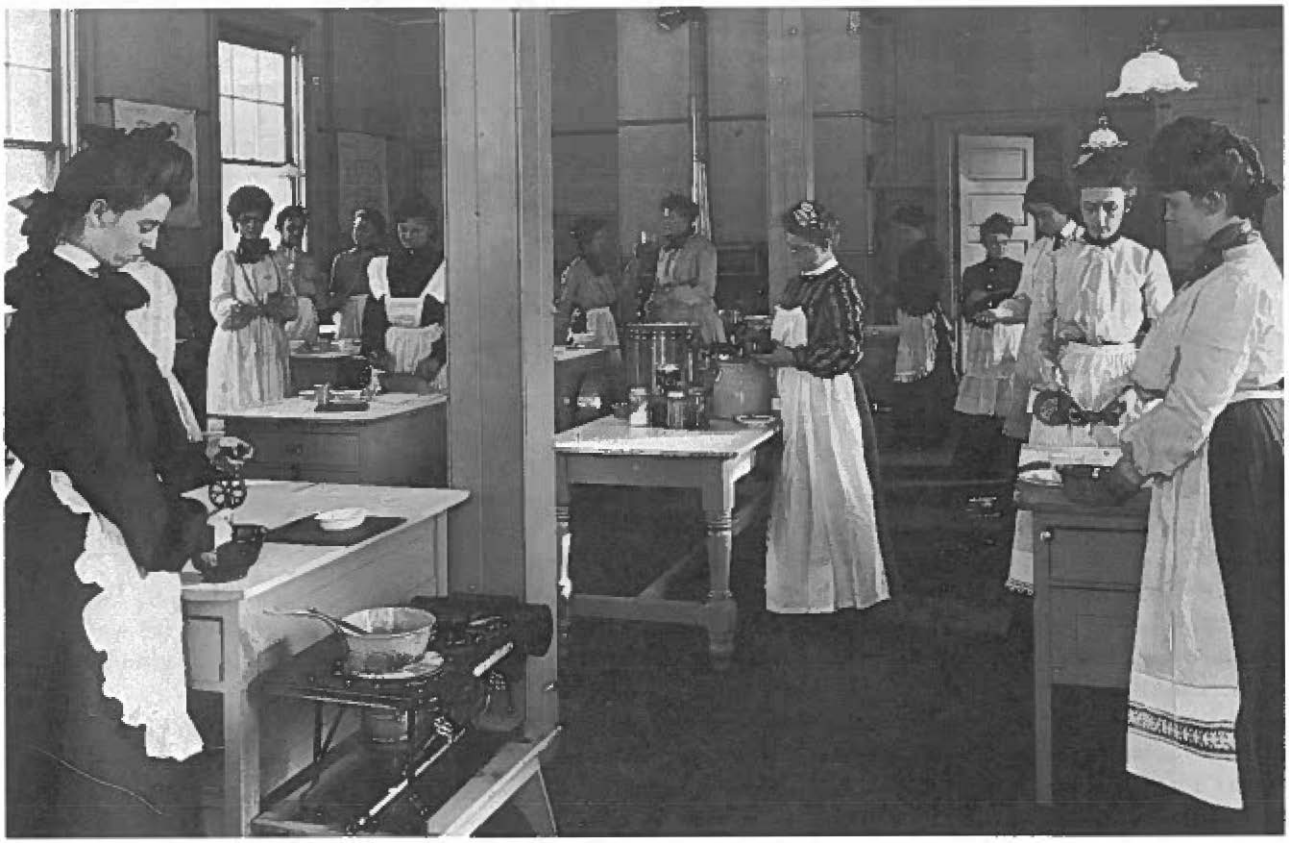
D. A. Gaumitz was hired to teach the meat science courses in 1902 and served for a number of years in that capacity.

J. A. Hummel taught agriculture chemistry from 1902 to 1909.

During the Tucker administration, there was continued discussion concerning the need for an educational administration building, and though tenative plans were proposed, the building did not become a reality until 1906.

During the early 1900s, J. M. Drew indicated that he had purchased eggs at sixteen cents a dozen and butter at twenty-five cents a pound. A store was established on campus to sell the farm produce to staff and residents of St. Anthony Park. Andrew Boss, who had graduated from the School in 1891 and by 1902 was associate professor of agriculture, delivered the commencement address for the class of 1902. After outlining many of the activities relating to the progress of the program on the University Farm Campus, he concluded his remarks in a very fatherly way:

> And now members of the class of 1902, I trust that what I have said of the importance of the work of our School and its possibilities for our state which are connected with its future development has impressed you anew with a sense of your responsibility as citizens. I would urge upon each of you the achievement of personal success and an active participation in the affairs of your community and of your state. You owe it to yourself and to your friends to make the most of your advantages. But the mere acquisition of money, or the attainment of position and honor are not all. You will have fallen far short of your duty if you fail to be good citizens, as well as individuals of high character. Remembering this is a decisive factor in your lives. First of all, you have received a practical agriculture education and should by example and influence strive to elevate agricultural conditions about you. Never depart from the high ideals which our teachers have set before you. But remember that you cannot accomplish everything at once. You cannot expect new ideas to be received immediately and without question, especially when the ideas are voiced by young men among men much older. Your influence with the younger members in your community will naturally be stronger.
>
> Few of you, I suppose, will immediately have charge of farms of your own, and I doubt not that you will find that even parents and relations will not readily accept all your ideas unless they are obviously practical and modestly put forth. Strive to be practical in all that you do and say. But do not let anyone have the idea that you have learned theories only at the School of Agriculture.
>
> In the same spirit, take hold of the affairs of your community. You understand something of the importance of practical education, so take a hand first in the management



Girls' Freshman Cooking Class, 1901

of your own school district. You may not expect at once to become directors, but you can do much, if not more, as private citizens in influencing the conduct of local schools, the methods of instruction, and the choice of teachers. Upon you graduates of the School of Agriculture will fall largely the responsibility of the introduction of agricultural education in the rural schools. From the district schools to the county school management is but a step, and there is a great deal of more systematic conduct of the schools in many of our counties. Other matters of citizenship are of equal importance. You can work for better local officers in your township and county and especially endeavor to steer the right kind of men for Representatives in the State Legislature. There is, unfortunately, in some communities a feeling that a Legislator is of little direct importance to a local community, and the nominations of candidates are therefore given scant attention. With a broader view of citizenship, these positions take on a proper degree of importance. Do not forget that you are citizens of a state as well as of a county.

I also want to caution you against expecting too much from your lives at first. Success is only achieved after a struggle. Remember how few succeed at first, how many failures have preceded the greatest successes of the world's greatest men. Work, patience and perseverance must be your acquaintances and companions if you will succeed. You must meet opportunity half way. Good things do not come to us unless we reach out for them. If any of you fail to realize all you have hoped for at the first, or if you feel that you are making an actual failure, I trust you will remember these few words. Be hopeful and courageous. Remember that you have bettered your education by your studies first, that you are better equiped than the average young people for the struggle and that pluck and energy backed by this equipment are bound to win in the end.

And finally, let me urge upon you that today your education is not finished, but in fact has just begun. Let this commencement day mean to you the commencement of your education. Look upon the work which you have done during the three years at the School of Agriculture as simply becoming familiar with the index of a book which you are now to study all your life. A school is but a place to learn how to learn. If you have done that much and will continue to observe, study, and practice, you will continue to grow and develop through all your lives and your lives will be worth something to yourself and to your fellow man.

In 1902, Principal Tucker was involved in a dispute concerning his powers and duties and his administrative responsibilities in relation to the girls' dormitory. In the first phase of this dispute, there was a question of the principal's relationship to William N. Liggett, dean of the Department of Agriculture. Minutes of the regent's meeting, April 3, 1902, indicated that Regent Liggett and Tucker, each made statements in reference to a dispute which had arisen as to the duties and jurisdiction of the principal of said school. The regent's statement follows: "Resolved, that Regent Liggett is Dean of the Department of Agriculture and resolved further that Mr. Tucker is the sole principal of the School of Agriculture, and when any differences arise as to the extent of his powers and duties the question should be referred to and decided by the President of the University."

The second phase of the dispute was Tucker's disagreement with Virginia Meredith, preceptress of the girl's dormitory, concerning administrative responsibilities over the students. Tucker felt that as principal he had jurisdiction over the girls as well as the boys. Mrs. Meredith claimed she held authority over the girls.

A committee of the regents looked into the matter and resolved it by calling for the resignation of Tucker, Mrs. Meredith, and athletic instructor, E. W. Mahood. Most of the students sympathized with Tucker, and *Farm Stock and Homes* magazine criticized the board and demanded public investigation of the action. Harmony was finally restored, however, and D. D. Mayne became principal and Catherine Comfort took over as preceptress.

# CHAPTER VI

# Mayne's Administration: Boom Period 1903-1912

DEXTER Dwight Mayne's principalship began a 26-year-period at the School of Agriculture that ended with his death at 66, in December 1929. Mayne's administration was marked by a boom in the student population. It also meant stable leadership for a number of years. For the 15 years from the opening of the School until 1903, more than 2,500 students attended and 480 graduated. Following Mayne's administration, which is the period from 1930 to 1960, 10,977 students attended and 2,093 graduated. But during the Mayne administration, enrollment peaked and 17,445 students attended while over 3,000 graduated.

The short Tucker administration and the forced resignation of three staff members at that time concerned Dean Liggett, President Northrop, and the regents. Nobody wanted to see that unstable situation repeated. Therefore, every precaution was taken to select a man who could carry out the assignment. After a very thorough search they found a man who would meet their needs—Dexter Mayne. Mayne not only had practical teaching experience, he also had energy, integrity, an alert mind, originality, sympathetic understanding of students, unswerving loyalty to high principles, enthusiasm, cheerfulness, friendliness, and a resolute will. The committee felt that it had selected the right man. Mayne was the son of a Methodist (later Congregational) minister. He came out of the rugged environment of a coal mining district, so by heredity and environment he was drawn towards a clear understanding of the life of students. Like most young men of that period who enjoyed study, Mayne turned to teaching as the most satisfying occupation. He had a routine experience of elementary and secondary education. His family moved around but had a low income, so Mayne, at the age of seventeen, was admonished to contribute to the family income. He started teaching and he attended Normal School at Platteville, Wisconsin to complete his degree. All the time he continued teaching, essentially in short winter terms in the rural schools. The first teaching experience he had was in a one-room rural school for three months at thirty-five dollars per month. His second teaching experience was in a graded

Dexter Dwight Mayne, Fourth Principal
1903-1929

school with two departments in Lafayette County, Wisconsin, a rough and tough community in the coal mining area. The department was not well attended at the beginning of the term, but by the term's end he had seventy-two students. Many of the students were larger and much older than the teacher. It was a typical "Hoosier Schoolmaster School" when the older boys would enroll for the winter term just to have a "time" with the teacher. Seldom did a teacher last out the term. The larger boys carried revolvers, daggers, and razors and felt themselves "quite the terrors." The test came one morning before school when teacher Mayne lined up eight of the largest boys and gave them a good strapping. For the rest of the term, the "bad guys" respected his authority and on the last day of school some of those same students who had been troublesome rode their horses to a nearby town and brought back numerous presents for the teacher.

In 1883, at the age of twenty, D. D. Mayne was graduated from Platteville Normal. During the next twenty years,

he stayed in Wisconsin as principal at Fennimore and Elk Horn, superintendent at Fort Atkinson, and principal and superintendent at Janesville. In 1901, Mayne became superintendent at Ishpeming, Michigan where he was serving when he was recruited to become principal of the School of Agriculture at University Farm. As one observer said, "In the School he lived and to it he gave his life. He dedicated himself to enriching the nation's rural life with minds of maturity, integrity of character and social sympathy." For 26 years, Mayne would give his trust and loyal support to those who worked with him. He defended them against injustice and upheld them against misrepresentation. He tried to keep his pledge that it be a "time of peace." He was characterized as one who would help if he could help and he did not waste effort in hindering. The next twenty-six years would prove that Minnesota was richer for the experience of D. D. Mayne.

In 1903, Leroy Cady joined the horticulture staff and taught for twenty-one years. With his retirement in 1924 a Leroy Cady Project Award was presented annually to students with the best records in horticulture projects and that practice continued until the School was terminated in 1960.

Mary Lockwood Matthews, who had been one of the first girls to graduate from the School, became the first graduate of the four-year college degree program in home economics in 1904. She taught home economics at the University of Minnesota and in 1910 joined the Purdue University staff where she became Dean of Home Economics in 1926.

In 1905, Fannie C. Boutelle became preceptress in the girls' dormitory. Under her administration, enrollment jumped at the School of Agriculture. She was active in securing the new dormitory for girls, later called Meredith Hall, and made the sketches for the building. Boutelle was also instrumental in securing the erection of the back wing of the original girls' dormitory, Brewster Hall. In 1907, she was appointed instructor in domestic economics in the College of Agriculture, Forestry and Home Economics. There she taught women about the family, the position of women, home and domestic service, and eugenics. She was the first instructor in these subjects at the College. Boutelle left the School of Agriculture at the beginning of World I to work with the Red Cross.

Alvah M. Bull joined the staff in agricultural engineering and continued teaching until 1913. Professor Arthur G. Ruggles joined the staff in entomology and later became head of the department. He served the University more than forty years.

Dr. C. C. Lipp also began teaching veterinary science in the School of Agriculture in 1905. Karl Machetenz became director of the physical education program for boys and remained there until 1911. Estelle Cook joined the English department and taught School of Agriculture classes until 1920. She had a real interest in literary societies and developed the Literary Union. A literary society called the Estelle Society was named in her honor.

The continued growth of the School's student body was positive proof that a curriculum in agricultural subject matter could be thoroughly sound and could also hold and attract more and more interest from students coming from the farm. The success of the School of Agriculture in St. Paul did much to hearten the morale of agricultural educators and sponsors of agriculture education. The following is a testimony to Mayne's administration:

> Under Mayne's guidance, the curriculum was broadened and elective selection of subject matter courses introduced that students might successfully prepare themselves for the most highly specialized types of agriculture then developing. He introduced also the home project course, which definitely tied the students' home life with the instruction received in the classroom and stimulated the application of knowledge gained in the classroom to everyday affairs of the farm family.
>
> Emphasis was placed on the social sciences and community welfare, and upon economic and business courses tending to improve the earning power of the young people returning to the farms of the state. He was an inspiring leader who fully upheld the best traditions built up by the pioneer farmers and educators who had established the School on a firm foundation. Education for the masses rather than for the classes was his chief interest and ambition.

Shortly after the beginning of Mayne's administrative period, one of the faculty committees described his progress as follows:

> Displaying enthusiasm, imagination, and even daring in educational methods, he soon became a popular leader. The School grew to widen its influence. Always seeking a better way, he had the courage to depart from the traditional and beaten paths of instruction. He was resourceful in finding new ways and developing new methods and always eager to try them out.

The success of the School of Agriculture at St. Paul led to an interest in developing programs throughout the state. As described by historian James Gray, the following statement indicates that progress:

> The climate of success encouraged the flowering of new projects in every corner of the state. Professor Willet M. Hays, always eager to promote the idea of carrying education to the people, seized upon this opportunity. An original member of the staff of the Experiment Station, he had left for a year and a half in 1891 and 1892, but had returned with the promise that he would be given complete authority to develop branch experiment stations and secondary schools of agriculture wherever they seemed to be needed.
>
> His close look at the personal histories of students in the School of Agriculture showed that most of them came from homes lying within a radius of approximately 75 miles. Families in distant corners of the state were not sending their sons and daughters to the School, presumably because the cost of travel was too great and also because both

parents and children hesitated to break the link with home so early. The School, Hays decided, must go to the students in those areas from which they could not be expected to come to the School.

One of the outposts was the Crookston School of Agriculture, which made an outstanding contribution to agriculture education in the Red River Valley. As the School's programs were phased out in the early 1960's, the Crookston program became a two-year technical college program as a branch of the University of Minnesota and as a part of the total program of the Institute of Agriculture, Forestry and Home Economics. It is very successfully serving the Red River Valley area, but draws students from every part of the state as well as from neighboring states.

A feature of the annual School of Agriculture commencement program at the close of the winter term were the talks given by selected graduating seniors. Three to five seniors were selected each year and accorded the honor of delivering the commencement demonstration talks. One address was given by Clyde H. Bailey, who was graduated March 22, 1905. Bailey later became a renowned cereal chemist and spent his lifetime at University Farm and ultimately became dean of the Department of Agriculture. His demonstration at that time was a good preview of the type of research he was to conduct.

Part of Bailey's address follows:

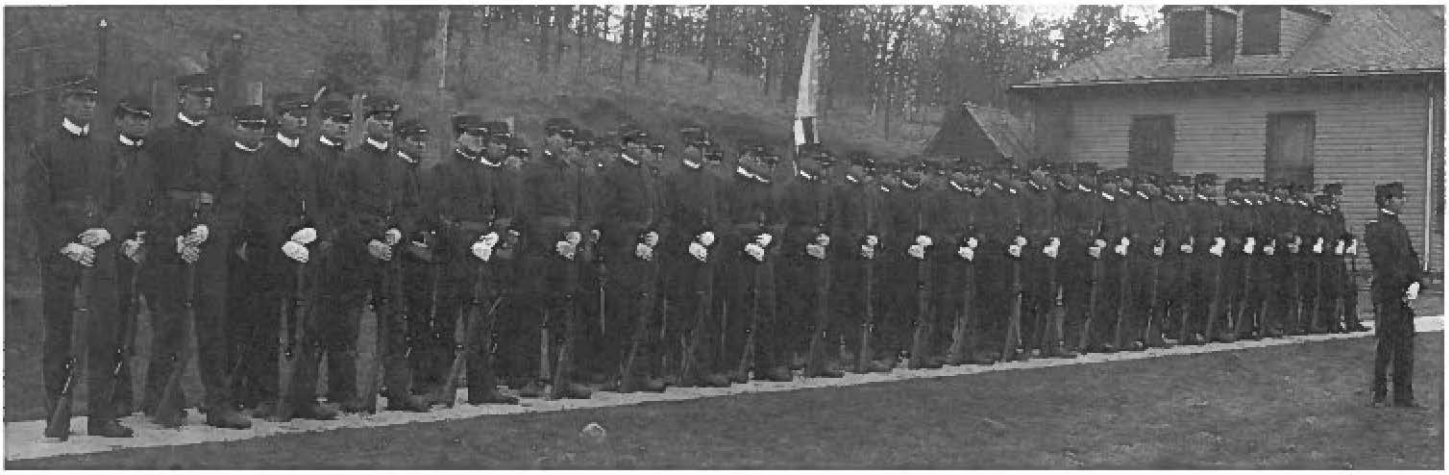
In plant and animal life many changes are constantly taking place of which we are unaware or to which we pay no attention. Life processes are very complicated and only imperfectly understood. There are many elements and compounds which take an important part in the growth of plants but of them all, the elements oxygen and nitrogen are undoubtedly the most important. In fact there could be no life of any description without these and other elements and so it behooves us to pay some attention to them and their relation to life processes. Let us briefly note some of the characteristics of these elements.

As is well known, these elements are both gases and jointly they practically constitute the air. They are both colorless and odorless, and of about the same weight but here the similarity ceases. Chemically oxygen is an active element and a supporter of combustion, while nitrogen on the other hand is an inactive element and not a supporter of combustion. To illustrate the difference between the properties of these two elements let us take a splinter, ignite the end, and after allowing it to burn, extinguish it and thrust the glowing ember into this cylinder of oxygen. Now note the difference. The flame seems to be a live thing, so fast does it burn the wood. This burning is the active union between the oxygen contained in the cylinder and the material making up the wood. Now we will thrust the splinter into the nitrogen contained in this cylinder. Note the difference. The nitrogen will not only not support the combustion of the wood but causes it to cease.

The common rust of iron with which we are so familiar is oxidized iron. If then we had an atmosphere of pure oxygen this process would go on much more rapidly, producing the same kind of a product, that is, iron oxide. To show this I will take this piece of iron wire, put a little sulfur on the end and light it, merely to heat the end of the wire, and thrust it into this cylinder of oxygen. Notice the bright scintillations produced by the rapid burning of the wire. The product obtained in this experiment is the same as that in case of the rust. Iron rust in the aggregate causes the farmer heavy losses if he fails to care for his machinery.

The properties of oxygen enable us to understand the principles of the combustion of food in our bodies and of fuel in stoves. Opening the draft of a stove is merely furnishing an abundant supply of oxygen which necessarily hastens the burning of the fuel. Dense clouds of black smoke means a heavy loss in fuel value because of unoxidized carbon. In a similar way, oxygen is required by the animal body for the combustion of the food. The air is taken in by the lungs and carried all over the body by the blood vessels, during which time it oxidizes the food, and part of the waste matter is carried back to the lungs and expelled. Too frequently we deny ourselves the necessary oxygen. Without oxygen life would be impossible.

In 1906 the Main Building, later called the Administration Building and still later Coffey Hall, was erected. Enrollment continued to expand, and in 1906 there were approximately 400 students registered with 108 students on



Company A, Military Drill, 1904

the graduation list. Tuition and board and room for a ten-week term cost thirty-two dollars and fifty cents.

In 1907 the second School of of Agriculture girls' dormitory, later to be called Meredith Hall, was built. Following World War II that dormitory was used to house college women.

After 14 years as a successful administrator, as director of the experiment station and dean of the Department of Agriculture, William M. Liggett was forced to resign because of poor health. E. W. Randall, who had been secretary of the State Agricultural Society and chairman of the agriculture committee of the board of regents, became the dean of the Department of Agriculture and director of the experiment station. Since he had been closely allied with Liggett, he was able to continue many ideas originated by Liggett. Randall served for a year and a half and resigned in December 1908.

In 1907 J. T. Stewart became head of agricultural engineering. Professor Louis B. Bassett joined the farm management section under Andrew Boss, and Peder L. Johnsrud graduated from the School of Agriculture. Pauline Lewis Pressnall also graduated in 1907. She is still a very active member of the Alumni Association and in 1977 she outlined some of her impressions of the three years she spent on the campus.

> In the autumn of 1904, early one morning, our family friend, Mrs. Joseph S. Sewall, and I walked from 958 Eustis Street in St. Anthony Park (now part of a freeway) to the St. Paul campus where I was to be enrolled in the School of Agriculture.
>
> At that time they admitted young people directly from the 8th grade. I was then just 15 years old and had grown up thus far on a farm near Long Lake, Minnesota.
>
> Upon arriving at the campus, we were shown the way to the office of Professor James Drew who enrolled me. I felt immediately at ease in his presence. In his friendly and interested manner he directed all questions and concerns directly to me which made me feel important and at home.
>
> After the registration, we were shown the way to the dormitory, then known as 'Ladies Hall.' I was delighted to find that I was to room with two other girls. We all felt very friendly towards each other and had a wonderful time during all that year. Our dormitory mother was Miss Comfort. She was beautiful and gentle and we all loved her.
>
> Soon it was time for dinner. The dining hall was in another building. Some of the older girls showed us the way. I shall never forget first stepping into that room. It seemed so huge. It was almost overwhelming. I had never seen so many young people together in one place before. My chum and I quickly found ourselves at one of the tables with another girl and three boys. This, at first, seemed to be quite a strained situation. How bashful we all were. This feeling, however, lasted only a few days, when we all began to feel at ease.
>
> Now came morning again and time to attend classes. How new and interesting everything was! Those buildings and classrooms all looked so large and strange. But more fascinating than anything else was the beginning of getting acquainted with all those young people we were to be with all that year (and the next, and the next). We did not realize that right then we were making friendships which would be deep and lasting throughout our lives.
>
> Now, we could turn our attentions toward our class subjects. My first love was Miss Shepherd and her cooking class. She was indeed a most dedicated and caring person and we all felt the deepest respect and honor towards her. She also taught other home making subjects. Among these was a class in laundering. At that time, the vogue for men was to wear high, stiff, white collars which had to be fastened to their shirts with detachable collar buttons.
>
> One of the assignments for this class was to 'do up' one of these collars, that it should be done very white, very stiff and very glossy was a 'must.' Here we also learned how to prepare the starch for this and other garments as well.
>
> First, we softened the starch in cold water, then by pouring boiling water over it and stirring rapidly, we had thick, glossy starch for our collar. Then what followed was surely a work of love. There had to be many, many dippings of the collar into the hot starch mixture. Then came the ironing of them. Not with an electric iron. I don't remember how we heated our irons, but I do know that at home we placed them on top of our wood burning stove. This ironing was gone over many, many, many times until we felt we had reached the ultimate in stiff, glossy and smooth.

Her impressions continue:

> Now, at last, the time had come for our class to graduate. There were about 100 in our class. There was no room on the campus to comfortably hold all of us. Fortunately, at that time, there was a new larger building being completed. It was the Livestock Pavilion. Here was plenty of room for both class and guests. This was the culmination of one of the most important phases of my life.
>
> After graduation, I continued my education and became an elementary teacher. During all my years of teaching and working with young people, my thoughts always wandered back to my early years at the School of Agriculture. This had become a part of me. My fundamental drive seemed to be to pass on to those children what had been given to me! Satisfaction and joy of learning, achieving goals, and the ability to communicate and give of one's self to others. This was one of the most important foundations for my chosen work and for all of living. I would not want to be without it.
>
> Now, in my later years, I have often pondered this question — what was there about this school that left such a lasting and sometimes profound effect on those who attended it?
>
> The thing that remains uppermost in my mind is the memory of those dedicated people, the staff and the unique environment which they all helped create.

In 1907 D. D. Mayne released for publication the following information:

> That the University School of Agriculture is the best place for a boy who expects to be a farmer, and that unlike other schools, it did not lead students away from the farm.
>
> We feel that the day when farming may be made more delightful is dawning. The farmers may do their work with greater effect, that each hour's work may count for more,

that the hours of labor per day may be lessened, that the drudgery of the farm home may be made easier, that the home may be made more charming, that more books may be in the bookcase, that better magazines may be on the center table, that food may be more easily prepared and better adapted to the needs of all members of the family.

In 1908 Hall B. White joined the agricultural engineering staff and continued to teach each quarter until he retired thirty-eight years later. Robert Lansing took over as head of the English (rhetoric) Department and retired in 1942 after 34 years. A. J. McGuire joined the dairy department and served until 1917 when he was instrumental in forming Land O'Lakes as a dairy cooperative.

The faculty minutes of January 20, 1908, record that there were 579 students registered and that thirty different staff members were involved in administration and teaching in the School. Presumably, staff members were as slow in reporting grades at the end of a quarter as they have continued to be over the years. On October 17, 1908, the faculty minutes indicated:

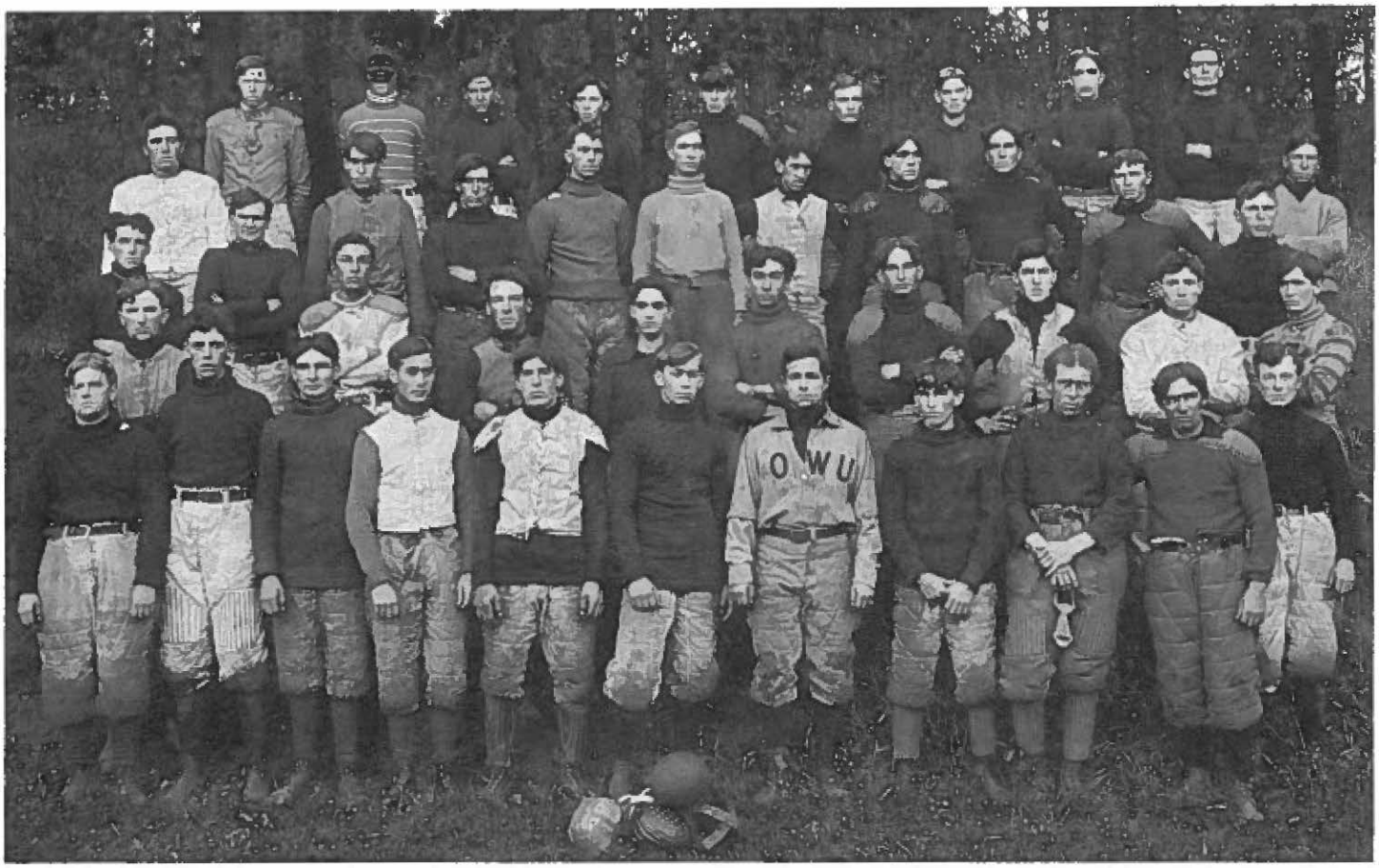
> Moved and carried that it be the sense of this faculty that no instructor in the School of Agriculture receive their pay for December until the report of the standing of their classes is made to the registrar.

In July of 1908 the school newspaper called *Farm Student's Review* was changed to the name of *Minnesota Farm Review*.

Archie D. Wilson and his wife were godparents for the class of 1908. Wilson, a graduate of the School, was also manager of the experiment station for awhile; later he was instructor in both the School and the College and still later, director of the Farmer's Institutes. In 1909 when the legislature created the division of agricultural extension, Wilson was chosen as head. He proved to be the ideal guide for the new extension program and served until 1921, when he resigned to engage in farming.

J. W. Olson, state superintendent of public instruction and ex-officio member of the board of regents was selected to succeed E. W. Randall as dean of the Department of Agriculture and director of the experiment station. His selection was not unanimous and he failed to reconcile discordant voices on the campus and resigned at the end of the year. A. F. Woods, assistant chief, U.S. Bureau of Plant Industry, became dean and director on December 14, 1909.

While there were several extracurricular activities available on campus and a number of organizations to answer the social needs of students, in 1909 another organization was




Boys School of Agriculture Football Team, 1908

formed called the Prohibition League, and this notice records its beginning.

> On February 12, 1909, about a score of young men met for the purpose of organizing a Prohibition League which should furnish a broad and practical study of the liquor problem as it confronts the public today. As a result, a stable organization was established which entered into the Intercollegiate Prohibition Association. At the end of the term, the membership had risen to 112, which made it the largest league in Minnesota and second to the largest in the United States.

The Prohibition League continued to be an active organization in the School for a long time.

In 1909 Professor D. D. Mayne was appointed professor of agriculture pedagogics, and until his retirement he continued as a member of the agricultural education department staff in the College of Agriculture, Forestry and Home Economics. From 1909 until 1914, Professor Mayne was involved in promoting the concept of a trade school. The St. Paul Pioneer Press of Friday, March 12, 1909, carried the following story:

> Tentative plans have been drawn of a vocational school in the Twin Cities that will be more thoroughly fitted with modern equipment and appliances for the teaching of the trades than any institution of the kind in the United States and costing several million dollars. The originator of the idea is Professor D. D. Mayne, Principal of the Minnesota Agriculture School. In the last year he has interested some of the wealthiest men in St. Paul and Minneapolis in the project to the extent of millions of dollars. Some of these men, it is said, have already expended large sums of money on the initial plan.

Again in June 1912, the Pioneer Press carried a story about the continuation of Mayne's plans:

> Long conceived plans for a four million dollar vocational university plant to be located at the south end of the State Agriculture School to educate every class of citizen in the State of Minnesota from the lowest artisan to most skilled of laborers will be launched this morning at the convention of the Minnesota Banker's Association by Dexter D. Mayne, Principal of the School of Agriculture, University of Minnesota. A utopian scheme of popular education, embodying the philosophy of Emerson and encompassing the erection of a university city in every corner of which will be a laboratory to work out the problems of life, is contained in the project Mr. Mayne developed at the request of a few of the bankers.

Two years later, in July 1914, the St. Paul Pioneer Press carried the following editorial in reference to Mayne's project.

> That it has insisted on fitting the pupil to the curriculum instead of the curriculum to the pupil and that it pours out upon the world streams of children ill prepared for any definite work, these are the two main faults in our educational system which were discovered a generation ago. But a full recognition of which by our own educators has been hindered by the fact that the remedies proposed involve drastic departure from the old ideals. It has been hard for many to accept as true the declaration that industrial or vocational education is as truly cultural as any other. But this view is gaining ground everyday and is supported by the fact that the graduates of industrial colleges are everywhere holding their own in the arenas of discussion as well as of doing. Some of the grandest educational proposals of the age are centered on the idea of first determining in what direction a pupil's capacity lies and then placing at his disposal the educational agencies best adapted to the development.

It is obvious that the plan did not develop; however Dunwoody Institute adopted some of D. D. Mayne's plans for such a training program.

In 1910 J. M. Drew became secretary of the faculty and Rodney West, a member of the chemistry department, became campus registrar. He continued to hold this position until 1942. A. C. Arny joined the agronomy staff and taught agronomy courses in the School. Allen D. Johnston became a staff member in agricultural engineering. His specialty was blacksmithing. He continued to teach until 1926. Elizabeth Hause joined the English department and taught full-time until 1938. She was a task master but the students respected her for her efforts and were enthusiastic in their support of her.

The seniors in the 1910 class put together the first yearbook and called it *The Senior*. Two years later the title was changed to *Agrarian*.

The second out-state School of Agriculture was made possible when the Indian school at Morris operated by a federal grant through the Department of Interior was transferred to the State of Minnesota. The School opened its doors in the fall of 1910 when 103 students enrolled. E. C. Higbie, a graduate of the University of Chicago and also the University of Minnesota, with a background of public school experience, became the first superintendent. The School of Agriculture at Morris was terminated in 1960 and became a four-year degree program as a branch of the University of Minnesota.

Dr. Howard C. H. Kernkamp, who was graduated from the School of Agriculture in 1910 and secured a veterinary medicine degree in 1914, returned to campus and taught classes in the School of Agriculture. He always was an active supporter of the program of the School of Agriculture and continues as an active participant in the Alumni Association. Dr. Kernkamp now resides in the Presbyterian retirement facility on Lake Johanna, north of the campus. He reflected on his introduction to the School of Agriculture:

> My contact with the School of Agriculture stems to a boy friend — Charles Miller — who at the time was about to begin his second year as a student in the School. He escorted me to the campus where I could get a 'first-hand' overlook of classrooms, laboratories, dormitories, livestock, field plots and ancillary furnishings and equipment. This was during State Fair Week in 1907. Three weeks

later I was a frosh in the School of Agriculture and a private in the rear file of Company C.

By the time I reached the senior year my interests lay in the area of animal industry with special emphasis in veterinary medicine, a discipline which I later pursued as a career. In spare hours it was my good fortune to get a job as 'pile-it' in the stables and pens which were a part of the division of veterinary medicine.

After completing the prescribed curriculum in the School, I enrolled in the College of Veterinary Medicine in Ohio State University, graduating in 1914. In April of that year I was invited to join the staff of the veterinary division in the University of Minnesota's Department of Agriculture where I worked until retirement in 1960. I taught physiology and veterinary science in the School and College of Agriculture, and when the College of Veterinary Medicine was established in 1947, I headed the section of veterinary anatomy and later the section of veterinary pathology. Very early in my career as a veterinarian, I developed a special interest in the diseases of swine and was afforded the opportunity to investigate the processes of disease in this species and to research curative and preventive measures which resounded to the health and well-being. My life in the University was most satisfying. I owe much to Charlie Miller for introducing me to the School of Agriculture.

In 1911 D. D. Mayne prepared bulletin 29 on state aid to vocational education in Minnesota published by the state superintendent of public instruction. The bulletin included reports on aid given to ten selected high schools under the Putman Act of 1909 and a report of twenty additional high schools receiving funding under the Lee-Benson Act of 1911. Mayne had authored a number of textbooks, some prior to his coming to the campus and others while he was principal, including: *Modern Business Speller; Geography of Wisconsin; Morton's Office Methods and Business Practices, Parts I and II; The Old Fort of Fort Atkinson; First Principles of Agriculture* with Professor Goff; *Mayne's Sight Speller; Modern Business English* with Carrie J. Smith; *High School Agriculture; A Business Spelling Book; and Domestic Science.*

Questions continued to be raised relative to the principal's authority over students of the School until Principal D. D. Mayne and Dean of the Department of Agriculture, A. F. Woods, developed a working agreement indicating that Mayne was responsible for the students in the School but he also had the responsibility of reporting administrative concerns to the dean.

Cyrus Northrop retired as president and George E. Vincent became the third President of the University of Minnesota. President Vincent proved to be very understanding and was sympathetic with the aims and objectives of the agriculture program on the University Farm campus. Through cooperative efforts of President Vincent and Dean Woods, the College of Agriculture programs were organized so that there was a much closer relationship between the agriculture departments and related departments on the Minneapolis campus. President Vincent was instrumental in reducing the degree of intellectual snobbery that appeared to prevail on the Minneapolis campus in relationship to agriculture. Mrs. Vincent found that many of her closest friends were wives of the St. Paul campus staff members. Consequently, many improvements in relationships between the two campuses came about during Vincent's administration.

A survey of the graduates of the School of Agriculture showed that a number of them had entered the College of Agriculture and had made a real contribution to the College as members of the student body. A few graduates had entered either medical schools or colleges of veterinary medicine; however, eighty-six percent had returned to the home farm to carry on with farming.

D. C. Mitchell became director of the physical education program for men and continued in that capacity until 1923. Mr. and Mrs. Arthur G. Ruggles were godparents for the class of 1911.

In 1912 the intermediate courses of the School of Agriculture were reorganized so that a school graduate could complete elementary and higher algebra, plane and solid geometry, ancient and modern history, and English classics and literature, in order to meet the University's admission requirements.

The Dairy School had a close affiliation with the School of Agriculture. The growth and reputation of the Dairy School was summarized in the 1912 *Agrarian* as follows:

> The honors won by the Minnesota boys, both at the International Dairy Show at Milwaukee when a loving cup, the first offered in any international contest of creamery butter makers, was won and later at Chicago at the National Dairy Show when a large silk banner, the annual prize offered by the National Creamery Buttermakers Association to the state attaining the highest average score on creamery butter exhibited, was received quietly and almost as a matter of course only to serve to emphasize the really solid character of the Minnesota Dairy School represented this winter by a class of 97 earnest young men who attended the twentieth annual session, November 15-December 8, 1911.
>
> The Minnesota School for Creamery Buttermakers has long been recognized as one of the strongest in the United States. In fact, many of the old students are firmly convinced by a loyalty materially aided by the record of eight out of ten national grand championships won very largely by those trained in this School, that this is not only among the best but is the best, most practical School of its kind anywhere.

Many of the continuing extracurricular organizations were a part of the annual activities at the School. Occasionally however, the need for a new organization arose and that new organization took its place among the organizations on the campus. The following description of one such organization designed to bring closer together the dormitory and

non-domitory girls is reported:

> The cap and feather was organized October 19, 1912. Membership in the society is looked forward to by the prospective senior girls of each class.
>
> The purpose of this organization is to bring the city and dormitory girls into closer touch with one another and to develop a friendship that shall continue after they have graduated from the School of Agriculture.
>
> An event which is looked forward to is the initiation of the junior girls at the last meeting of the society each year and upon them falls the responsibility of carrying on the organization which means much to all members.

The organization continued to be active in the School of Agriculture for several years.

J. S. Montgomery, a member of the animal husbandry staff, was a coach of the School's livestock judging team that won first place in 1912 at the Northwest Grain and Livestock Show at South St. Paul. Dr. Willard L. Boyd joined the department of veterinary medicine and continued to teach in the School until the beginning of the College of Veterinary Medicine. Dr. and Mrs. H. M. Reynolds of the division of veterinary medicine were godparents of the class of 1912.

The 1912 yearbook carried the following editorial about the School of Agriculture program:

> Is not farming in the sense of the word as it has come to mean in these days with its many sides and complications worthy of being called a business? Do you wonder, fathers, if yourselves have not realized it, why we, the younger generation, from our contact with the newer methods and object lessons of what improved machinery does, have caught a glimmering of what farming might mean and what it is going to mean? We must wrestle for the land which we have so long considered as ours for the taking is fast passing into the hands of speculators and we are already becoming tenants. The predictions are that in another 100 years the greater proportion of the land will be held by landlords, if the present tendency is unchecked and some claim it is unavoidable for as the cost of land advances, it becomes harder and harder for the young men to start in for themselves. They must become renters. This, in many cases, spells failure as we all know by the exhausting of land to make all that can be wrung from it from year to year. In England where landlordism is predominant, this is overcome by long leases of the land. Do we want to drift into this state of being? A man that has the right spirit for success grows to love the soil and sod that brings him his living. He cares for it, studies it, toils over it until it becomes almost a part of him. We can reason out for ourselves what encouragements he has if the land belongs to someone else. In our day farming means not only the raising of crops, but a multiplicity of things besides. It has become a commercial enterprise, too large for a single man to handle personally. Our city cousins have complained of the high cost of living and with some grounds for complaints too, if we don't use business methods or means at our command to cheapen production. To sum up, there must be cooperation. Business methods must prevail and congenial surroundings be assured.
>
> Fathers, don't you think by this we are trying to assume areas of knowledge that we do not possess. We want your help in settling this question upon which so much depends.
>
> Teachers and instructors, we wish to thank you for the training you have given us, the placing before us in systematized order the things we should know, ours be the fault if we fail to make use of this knowledge.

# CHAPTER VII

# Mayne's Administration: Competition with the College 1912-1917

THE FOLLOWING two memos illustrate the frustration that Principal D. D. Mayne felt in dealing with instructors at the School. With the exception of the School's general staff, all appointments were made by division heads. Apparently due to the lack of communication and some misunderstandings that had developed, there was a difference in attitudes between Mayne and other administrators. Mayne's memo of October 21, 1911, indicates some of his feeling of frustration.

Dear Dean Woods:

I would be unfaithful to my position if I did not report what I consider a very serious state of affairs in my relation to the teachers of the School of Agriculture. Last Wednesday I told the students to report to all classes and that all classes would be held regularly. I made the special notice so that there might be no misunderstanding about the matter. Wednesday afternoon students came to me and reported that they were locked out of class rooms. I went to the Drawing Room and found that the room was locked and a notice on the door that Drawing classes were excused. On the Practicums door was a notice that all classes were excused Wednesday P. M. This was without my knowledge and consent. I saw a young man in the hall outside the Drawing Room who informed me that he was the instructor of Drawing. I had never seen him before and had no information from any source that such a person was an instructor in the School of Agriculture. He informed me that Mr. Stewart had told him that he might dismiss his class. This is a direct clash in authority. Adequate provision was made for competent substitutes so that if there was necessity for the instructor leaving, the class could be held.

I do not want to handle Mr. Stewart's teachers. I want to handle my own teachers. This is not the first time that such difficulties have occurred. It makes a "monkey" of me to stand before the students and give them definite instructions, also to give instructors definite instructions not to dismiss their classes without my permission and then to have such notices posted on the doors and classes dismissed. It is destructive of all proper respect due to the office of Principal and to the proper discipline of the students.

I called your attention last week to the fact that after I had made a formal call for a teachers' meeting and served a request on each instructor to be present that out of about 60 instructors there were not more than 33 present. Since that time six have offered excuses for absence and the others have ignored the call entirely. Such a condition has never happened before in my whole professional life. When I have invited teachers to a teachers' meeting heretofore I have had them present without fail. They would no more think of failing to attend a teachers' meeting than to fail to attend school. The instructors are not to blame. They have not been selected by me and they do not feel in any way under my authority. The system seems to me to be entirely wrong. It does not give the Principal a loyal body of workers interested in the institution. Each one is interested solely in the welfare of the Division. However that may work for a college where the personal element is notably absent, it cannot succeed in a secondary school that must have its unified institutional life.

Give me the right to select my instructors and I will not only select a better grade of instructors than have heretofore been selected, but I will secure from them loyalty and service for the institution that they represent. Great things can be done with the School of Agriculture if it has a well selected body of trained instructors. The amount of technical training for our purpose need not be very great, but the training and equipment of the teacher is of the utmost importance. The world is looking toward this pioneer institution to lead in secondary agricultural education, but at present we not only are not leading, but we are falling behind the procession. Anything will do for the School of Agriculture.

I know you said last year that you would instruct the Heads of Divisions to consult with me with reference to appointments of instructors for School of Agriculture classes, but in no case has a Head of Division consulted me nor even so much as informed me of his selections except in one instance. Changes and substitutions are made without regard to the Principal. I am allowed to discover instructors in charge of classes and to be informed by notices on the door of class rooms of classes dismissed. That means disorganization of the School of Agriculture.

I am still hoping that you may give the Principal of the School of Agriculture the authority that goes with his position as well as the name. I appreciate the difficulties that you have to overcome when you take such a step, but I believe it is the only course for you to pursue if you consider the rights and the best interests of the students whose education is entrusted to your keeping.

Very respectfully yours,
D.D. Mayne,
Principal

There was a second follow-up memo dated January 3, 1913, to Dean Woods from D.D. Mayne:

My dear Dean Woods:

I have been waiting for more than a year for improvement in the organization of the School of Agriculture, but in as much as the conditions are growing worse it is my duty again to report the facts, as I see them, to you.

You will remember that I wrote you at length under date of October 27th, 1911, and again under date of October 29, 1911, explaining conditions, and making a recommendation of an organization that I felt would be effective. I wish now to reiterate all the statements in the letters referred to, and to request again that there be organized a School of Agriculture at University Farm. The disorganization of the School, since I wrote to you before, has been made more complete, and the evils attendant on such disorganization have become more pronounced. The disloyalty of the faculty of the Department of the School, its work, and its purposes, have become more pronounced. The Principal has become a mere "shooter of students" into classes organized by the heads of divisions. He has no authority over the instructors in the classes, nor any power of appointment nor of dismissal. He does not even know the names of the instructors unless he secures it by request for a list of instructors in the several divisions teaching School classes. Instructors are told by heads of divisions not to pay attention to the requests of the Principal, as he has nothing to do with them.

The farcical meetings of the so-called faculty of the School of Agriculture must have indicated plainly to you both the insincerity of the groups present as well as the lack of loyalty to the School as a unit.

If all of this resulted in a mere difference of organization, more effective administration, or pleasanter personal relationships, it still might be worth the effort to change conditions, but the fact is, it has resulted in poorer teaching, poorer teachers, and as a result a poorer school. That is a condition that can not be allowed to continue without protest. The large body of students gathering here are not receiving the quality of instruction, nor the contact with the quality of instructors that they should receive.

It will be of little value to attempt to patch the present organization. A letter of directions from you to the heads of divisions, to secure better teachers and to report to the Principal in all cases is ineffective, because the "organization is wrong." Allow the Principal to select the instructors after consultation with the heads of division; allow the School to be administered as a unit under the Principal, and he under the Dean, and the School organization will be placed on an effective basis. Details can be easily worked out for the good of the students and of the institution.

In accordance with the above recommendation, I herewith submit a tentative budget for instruction in the School of Agriculture. The cost of instruction under plans which I have in mind need not exceed $50 per student, per year, and the instruction will be very much more effective than it can be under our present organization.

This letter is written for your personal consideration. It is useless to put such a matter before the Council, or any other body where the judges are asked to decide on a matter in which they have a "personal interest." You are the one to dictate the policy of the institution especially where personal interests are evident.

Believing that this matter may receive from you the consideration which its importance warrants, I am,

Yours very respectfully,

D. D. Mayne, Principal

Along with this concern about the treatment of the students in the School of Agriculture, Mayne consistently tried to encourage the faculty to take a more active part in participating with the students in the School of Agriculture. At the November 3, 1913, meeting of the faculty, the principal's request to the faculty was reported as follows:

> Mr. Mayne spoke of the desirability of having faculty members take an interest in the literary society work and suggested that each member take it upon himself to visit some of the society meetings occasionally.

Josephine T. Berry was appointed as a new staff member in the division of home economics and continued to teach until she resigned in 1918. Professor A. C. Smith, known as "Chicken Smith," became an instructor in the poultry department and continued until his retirement in 1936. Harriet Sewell joined the library staff. Ultimately, she became head librarian and continued until her retirement in 1950. She was very helpful in working with students in the School.

One of the 1913 graduates who pursued an occupation other than farming was Walter P. Quist, who helped found Welander-Quist Funeral Homes in Minneapolis:

> I entered the School in 1910 and graduated in the class of 1913. Spent one and one-half years at 3,000 acre State Hospital Farm at Rochester "modernizing" farm practices. Returned to Minneapolis and married Sidonia Boehme (class of 1912 Aggie). Engaged in funeral service business in 1915 in Minneapolis which has been continuous except in 1918 when I served in U.S. Navy, World War 1. Since 1936 to the present time I have maintained a 31 acre lakeshore suburban farm near Mound, MN, besides my residence in Minneapolis.
>
> I have been involved in many civic activities, including being elected to public office. American Legion founder in Minneapolis and Minnesota. Served as member of Metropolitan Airport Commission for 25 years. Charter member of Minneapolis Kiwanis Club founded in 1917. On Board of Directors of First National Bank North Office for 25 years. National President of International Selected Morticians. A Founder, in 1923 of Big Brothers in Minneapolis. Served as Director of Shrine Crippled Children's Hospital. Chairman Board of Governors of Big Island Recuperative Camp for disabled veterans, most attending from Veterans Hospital, in operation summers since 1923 to present time.

Mr. and Mrs. D. C. Mitchell were the godparents of the class of 1913.

Faculty minutes in 1914 indicated that the full faculty spent a considerable amount of time in reviewing each candidate's grades for graduation. Later in the history of the School more responsibility was given to committees

that reported directly to the faculty; only the exceptional records were actually reviewed by the entire faculty. In the February 25, 1914, faculty meeting, the following report was made:

> Principal Mayne spoke of the desirability of arranging a program for high school graduates and possibly others with high school credits so that they might finish the School course in two years.

Correspondence (pertaining to independent status of the School of Agriculture) between Dean Woods of the Department of Agriculture and Mayne started in 1910 (shortly after Dean Woods arrived) and continued through 1917. During that period, Mayne was working for complete separation of the School faculty from the College faculty. Reflection suggests however, that had Mayne's plan been accepted, the School could not have survived. Principal Mayne was very protective of his student body, but he selfishly stood in the doorway of cooperative efforts which might have been made with the College, Experiment Station and Extension Service. A series of actions by the Alumni Association, culminated in decisions made by the president of the University and the dean of the Department of Agriculture in 1917. A memo dated March 24, 1914, indicates that the Alumni Association of the School of Agriculture favored a plan in which the School would have its own separate faculty. The alumni group acknowledged a tendency on the part of some of the College of Agriculture professors to "disfavor the School." The contents of the memo were sent to Dean Woods, President Vincent and the board of regents.

A later report, prepared by the committee of five School alumni, reviewed the situation and recognized that the College "is of the opinion that the students of the School should have the instruction of the ablest teachers of the institution and that every opportunity should be given the students of the School to develop those things for which the School was originally created."

While the report did not totally solve the problems between the School and the College, it did reduce the demand for separation of the two faculties.

In 1914 the new School of Home Economics building was completed. Bessie Bemis became preceptress of the girl's dormitory for one year in 1914. R. M. Pease joined the music faculty and served for 10 years. Father Francis Jager took over as chairman of the section of bee culture under the division of entomology and continued to teach School classes in bee culture until 1918. Dr. and Mrs. W. L. Boyd were godparents of the class of 1914.

The 1914 graduating class left money for the purchase of a flagpole to be placed in front of the Administration Building. It was erected on the triangle at the street intersection at the northwest corner of the building. There have been many questions raised over the years by the 1914 class why it was not erected in front of the building. During the summer of 1978 when road improvements were made at the intersection, the flagpole was removed and now has been installed directly in front of Coffey Hall.

In 1915 the gymnasium building was completed at the north end of the campus. The 1915 *Agrarian* carried a picture of the first intercampus street car to connect the Minneapolis and St. Paul campus. That picture shows the board of regents and administrative officers of the University at a stopover on the St. Paul campus. One of the first conductors of the streetcar was "Skipper" Spencer, who quickly learned the names of all his passengers and as a philosopher held forth with his audience on the street car as it made its way between the two campuses. James Gray, historian for the University, records the following:

> An item of American folklore insists firmly that service on such special car lines induces the development of a particular kind of engaging eccentricity. In the best period of its history, the intercampus special was presided over by a curious figure, Skipper Spencer, the car's conductor, who was more dedicated to the academic spirit than any member of the faculty. Feeling himself to be a spiritual son of Herbert Spencer, he had dropped his own family name to adopt legally that of his intellectual benefactor. Feeling also kinship to the ideas of Emerson, he rechristened himself "Ralph Waldo." He had ideas on every subject and held forth about them with the greatest eloquence to the captive audience on his intercampus seminar. His attitudes in social and economic matters resulted in curious but pleasing gestures of direct action. When he thought the fare had been raised too high, he refunded pennies from his own pockets to impoverished students. Intellectually he showed a similar decisiveness. The first reader of Oscar Firkins's book on Emerson was, of course, Skipper Spencer. He pronounced it to be the 'most delightful of all possible misinterpretations.' With such forays in the life of the spirit he claims place among other explorers of University history.

L. B. Basset, chairman of the student work committee, reported to the faculty that thirty-four percent of the new students entered in the fall of 1915 had some high school credits and twelve percent were high school graduates.

In 1915, H. R. Smith was made chief of the division of animal husbandry. P. L. Johnsrud was appointed to the School's general staff as mathematics instructor and summer projects supervisor. He spent his entire professional lifetime with the School and died in 1949, shortly before his retirement date. Franc Daniels joined the horticulture staff and continued until 1938, when he left to start his own nursery business at Long Lake. Paul R. McMillen taught the School's soils class and continued in the department until his retirement in 1934. J. B. Torrance joined the ag engineering division to teach farm motors, and continued to teach school classes until his retirement in 1952. Mildred Wigley and Clara Brown joined the home economics division; both taught School classes or supervised instruction

until their retirements. Mr. and Mrs. Allen J. "Dad" Johnston were godparents of the class of 1915.

D. D. Mayne wrote in the 1915 *Agrarian* about his concept of School loyalty.

> Such an expression (loyalty), I'm sure, has come to the School of Agriculture during the past year. The students are answering the challenge of the world by a more healthful, self-controlled campus life, as well as by a determination so to live in the great world that their lives may be a credit to the School of Agriculture. Some 7,953 students have attended the classes of the School of Agriculture during the past 25 years. What a vast throng of workers, of producers each in his own place performing the service for which he has been fitted. If this service is performed to the best of his ability with one additional motive, that of giving honor to the S. A. U. M. such life service is the best expression of School loyalty.

Three very loyal members of the class of 1915 recently expressed appreciation for their experiences at the School of Agriculture. Kenneth Law of Hastings has been active over his entire lifetime in his interest in the School and the School of Agriculture Alumni Association. On two different occasions he has served as president of the School of Agriculture Alumni Association. Law indicates that upon arriving on campus, he progressed from a spirit of combat with D. D. Mayne to a complete friendship. After World War I, Law returned to the campus and completed his college degree in agriculture in 1923. He was instructor in a Veteran's Training Center in Mankato for a year, spent fifteen years in county banking and then spent over thirty years in the nursery business.

The School of Agriculture students were always encouraged to participate in a strong religious experience and were urged to regularly attend church in addition to the religious services held on campus. On one occasion there was a report that students were not encouraged to participate in church services. In early January 1916, a news release concerning the relationship of Sunday church going and Monday quizzes on the campus was reported as follows:

> At a meeting of 150 ministers comprising the Minneapolis Federation of Ministers, the name of Dexter D. Mayne, principal of the Farm School was used in an attack upon Monday quizzes at the University of Minnesota, which the pastors say prevent young people from attending church on Sunday.
>
> A. J. Kraft, pastor of Prospect Park Methodist Church, said, 'One of the professors at the Farm School was quoted to me as having replied to the minister's objection to Monday's quizzes that it would be better for the students if they could have classes on Sunday as well as on Monday.' After this declaration Reverend William J. Hall, pastor of the Bethany Presbyterian Church, announced that the professor who had made the statement was Principal D. D. Mayne. The ministers immediately adopted a unanimous resolution providing for a letter of protest against Monday quizzes to be addressed to President George E. Vincent.

As a result of the news release, a memo was sent from President Vincent's office dated January 12, 1916, to all departments of the University:

"Memo from the President:

Please let it be known to all members of the faculty that it is contrary to the policy of the University to set important quizzes or examinations on Mondays."

A number of other changes were instituted in 1916. In March of that year, Andrew Boss moved that one instructor be responsible for working with the boys on summer projects. That instructor was to advise the students and inspect their work, both at home and at the School. The motion carried.

Later that year the School bulletin was amended to read that "no student under seventeen years of age will be admitted except when a local school is not available."

Since scouting primarily attracted city boys, D. D. Mayne developed an organization called the Farm Boy Cavaliers of America, which was to interest farm boys through a list of fifty achievement awards.

The organization already existed in twenty western farm states and it was rapidly spreading, according to one report. It was modeled upon the old chivalric orders with knights, squires, pages, and yeomen. Country girls were also included as Home Cavaliers of three grades: novice, demoiselles, and ladies. Members of the group were expected to have a plot of ground on their father's land for crops, poultry, hogs, sheep, cattle, or horse-raising. A report on the organization said that competition was part of the group's philosophy. "Instead of competing as the Boy Scouts do in studies and activities natural to the city boy or the high school volunteers do in athletics and semi-military attainments, the Cavaliers compete in raising crops, raising livestock, learning to do farm tasks, and doing deeds of rural public service."

University President George Vincent wrote to Mayne on August 3, 1916 concerning the organization:

> Your idea of organizing groups of country boys into farm cavaliers makes a strong appeal to me. I believe you've hit on an idea which will develop into an important factor in making life in the open country attractive to farm boys. The Boy Scouts have been unable, except in rare instances and under unusual conditions, to make any substantial progress in the country. Please count upon me to do all in my power to further your idea.
>
> President George E. Vincent

Mayne even received a note from ex-President Theodore Roosevelt:

> My Dear Mr. Mayne:
>
> I am in hearty accord with the general purpose of your movement.
>
> Theodore Roosevelt
> Ex-President of the United States

Secretary of the Farm Boy Cavaliers Committee was T. A. Erickson. However, since many of the same ideas ultimately were to be incorporated into the 4-H movement of which T. A. Erickson was the organizer, the Farm Boy Cavaliers faded out of the picture in the early 1920s.

In September 1916, the School of Agriculture monthly paper, *The Minnesota Farm Review*, became a weekly and it became the official publication of the Department of Agriculture. The *Review* was managed under an advisory committee of W. P. Kirkwood, chief, of the division of publications; D. D. Mayne; E. M. Freeman, Assistant dean of the College of Agriculture, Forestry and Home Economics; T. J. Horton, School Alumni Association; and F. W. Peck, College Alumni Association. The first issue carried this statement:

> It does not abandon its old purpose but it adds to that a new purpose, that of becoming the community newspaper of the entire agriculture department of the University of Minnesota. And this department, it should be understood, includes the alumni of the College, of the School as well as the students and the faculty.

Several new faculty joined the various divisions on campus. A. M. Field taught School classes in agronomy. Later he joined the agricultural education division and finally became its chairman. Philip A. Anderson, a 1909 graduate of the School, started teaching meats classes in animal husbandry, and continued to teach until his retirement. George Nesom started teaching soils classes and continued until retirement in 1936. Mr. and Mrs. C. C. Palmer of veterinary medicine were the godparents of the class of 1916.

Georgia Lommen became director of the girl's dormitory and stayed until 1925. The 1920 *Agrarian* was dedicated to her.

In 1917 the Smith Hughes Act was passed by the U.S. Congress providing federal funds to the states on a 50-50 matching basis for the promotion of a program in vocational education in high schools. This gave high school-age-students the opportunity to take agriculture training. That same year most of the faculty meetings were spent in hearing committee reports. By this time, well organized committee procedure had been developed, in contrast to the procedure when individual student records were reviewed by the faculty. The so-called head instructor in each of the divisions received a salary of $1,000 per year and the assistant instructors were paid $600.

After the School of Agriculture Alumni Association meeting in March 1917, the *St. Paul Daily News* carried the following story under the headline, "Boom Mayne for Dean of the Department of Agriculture."

> D. D. Mayne for Dean of University of Minnesota Department of Agriculture. This ticket is growing rapidly in popularity among friends of the School. The Mayne Boom was given a genuine boost when alumni of the School of Agriculture met at University Farm during commencement week.
>
> Mr. Mayne is the choice of that portion of the School of Agriculture supporters which favors making the College more agricultural than collegiate, more useful than academic.
>
> Mr. Mayne is Principal of the School of Agriculture, occupying the same buildings as the College of Agriculture and using some of the same faculty. He has been Principal of the School for 15 years. The School of Agriculture is an older institution than the College but has had a hard time maintaining its identity since the College has been making rapid strides.
>
> Complaints of farmers of the state against the University of Minnesota as a whole have been based upon allegations that the institution has not helped the farmer solve his economic problems. The College of Agriculture has won wide recognition because of its work in improving crop growing, but the farmers claim it has not helped them solve the problem of making a fair return on their labor and investments. Persons who believe the College should give more attention to this kind of service also believe Mr. Mayne, as one interested in practical agriculture, would be the man for the place.

The effort on the part of the Alumni Association to promote Mayne was brought about in early January 1917 when Dean Woods announced he had accepted the presidency of Maryland State College of Agriculture and that he would be leaving the University July 1, 1917. Paralleling the promotion of Mayne as a replacement for the departing Woods was a continuing controversy over the relationship of the School to the Department of Agriculture and some of Mayne's criticism of the College of Agriculture. On February 20, 1917, Woods wrote to President Vincent as he prepared to leave so that the President would understand the position of the Dean of the Department of Agriculture. His letter read, in part:

> Mr. Mayne contends that the teachers of the School should have no administrative duties and should not be organized into Faculty committees or discuss school business in the Faculty meetings. Mr. Mayne contends that 'He should call his teachers together from time to time to give them instruction in methods, and to give directions in the details of management. The students in the School should be under his control, with such assistance from the teachers as he may invite. He should consult with the heads of the various divisions relative to the appointment of teachers in the School, and should see to it that the instruction given in the various classes is in accord with the teachings of the division that there may be unity in the work given in the School and the College.' The specialists in the various lines maintain that this unity of work can be maintained only where the subject matter is controlled by the division, and that it would be impossible for any supervising officer other than the Chief of Division to accomplish that result. Mayne is comparing the present institution of large size, complex organization, and many fields of work, with the days when there was nothing here but the School. It is true of course that the School cannot hope to be in the spotlight

quite as effectively as it was when it was the only thing. However, I believe everyone has endeavored to magnify the importance of the School not only on the campus but throughout the State. I believe that the instruction now is better than it ever was.

The Faculty meetings are probably as good as Faculty meetings usually are. More attention should be given to the Faculty meetings, but Mr. Mayne has complete control of them organizing them and handling them as he sees fit. It is evident that Mr. Mayne's ideal can be secured only by absolute separation of the School and College. The Faculty would be selected and handled wholly by the Principal. So far as the budget is concerned, the general budget is controlled by the Dean, but it is organized and made up originally by the Executive Committee, of which the Principal is a member. It is then presented to you and approved by the Board of Regents. The Principal has as much to say about it as the head of any other line of work and controls that portion of it directly under his charge as completely as the head of any other line does.

I have attached to Mr. Mayne's letter his recommendations for the year 1917-1918 for the six month period based on an enrollment of twelve hundred students. At present assignments are practically as indicated, varying, of course, with the changing conditions in every division from term to term. In every case the work has the close supervision of the head of a division which could not be the case if the work was entirely separated from the division. Mr. Mayne has not made any estimates for equipment or other expense which must be provided. Of course there is much equipment on hand which could be used jointly, but there are many overhead expenses not taken care of here. I desire to go just as far as it is practicable with the funds available and with the proper management of the department, in meeting Mr. Mayne's view. I want you to have his criticisms and suggestions clearly before you, so that they may be given due consideration by the new administration.

Yours very truly,

A. F. Woods
Dean and Director

In December 1917, the board of regents considered the difficulties between the School of Agriculture and the College and decided against the separation of the two faculties. They concluded:

> With regard to the specific request of the alumni that there be provided a separate faculty and a separate budget for the School of Agriculture, we are convinced that such a plan would prove a serious handicap to the School itself, and to the organization of the Department of Agriculture as a whole, and we therefore recommend that the plan not be adopted.

In April 1917 the United States was involved in World War I. The War affected the enrollment of boys in the School of Agriculture; many had gone in the service or in the army of food producers on the farm.

Concern continued however, over the resolution of Mayne's discontent. Soon, a new Dean of the Department of Agriculture and a new President of the University of Minnesota were to come on the scene. President Vincent resigned and Marion Burton took over. Historian James Gray described President Vincent's contributions:

> Vincent's sympathy had helped to create at last an institution larger, more adaptable, more responsible than anything the author of the Morrill Act had imagined. In the School of Agriculture, boys were being trained to return directly to the farm equipped with every weapon theoretical instruction could supply against the waste which as Dean Woods estimated ran each year to 30 million dollars. In the College, experts of every kind were being trained to go out as teachers, research men and administrators. In the Experiment Station long range studies of fundamental importance were helping to push back ignorance. From the several agencies of the Extension Service, small armies went out to carry the news of improvements to every corner of the State. In the field of agriculture education, Vincent had complete success in making the University's service statewide.

The new dean of the Department of Agriculture and director of the experiment Station was Roscoe W. Thatcher. James Gray said of him:

> He was a product of the system of training which the nation's agricultural experiment stations had developed. Thatcher had worked as graduate student in one of these and served as director of another before he came to Minnesota to be Professor and Chief of the Division of Agricultural Chemistry in 1913. In recognition of his important service to northwest agriculture, his name was given to the rust resistant wheat developed on Minnesota's own experimental farm. Just as the grain had the hardihood to survive under difficult circumstances, so the man whose name it bears had hardihood to spare in helping several important American educational institutions to grow.

By July 1, 1917 both President Vincent and Dean Woods had left the University, and so it fell upon President Marion Burton and Dean R. W. Thatcher to attempt to come to an understanding with Principal Mayne. A conference was held in Burton's office on August 7, 1917, between Burton, Thatcher, and Mayne in which the following conversation ensued:

> **President Burton:** Mr. Mayne, let us wipe out all the past and make a clean slate. Start over again. Get out of your mind that there has been any concerted action to get rid of the School. I do not believe that there has been. I am fully and heartily in favor of strengthening the School in every way possible. Mr. Thatcher is in favor of the same thing. We propose that anyone in the University who does anything but boost for the School shall be knocked, shall be made to desist. We have made up our minds that must cease and all will be given to understand that very clearly. I will not stand for any such thing. Now Mr. Mayne, we want you to cooperate with us in this matter. Now I suppose you are anxious to know the decision on two points. First, are you going to have a separate budget and are you to have a separate faculty? We have talked the matter over and have decided that you will never be in a position you have been in of not knowing the members of your faculty, never having met them. We will see to it that you are

consulted and when you call a faculty meeting, they will come.

**Dean Thatcher:** Yes, I will issue an order to that effect. I believe that attendance at faculty meetings is as much a part of the work of the teacher as a classroom. This is what I propose to do. I wish to form a cabinet made up of five men: Dean of the College, Director of Short Courses, Head of Extension Division, Director of Experiment Station and Principal of the School. This cabinet shall be my counselors. I want their advice not only in things that they are primarily interested in but also in all the affairs of the institution. This would be an administrative cabinet.

**President Burton:** How could you not cooperate, Mr. Mayne, in this plan?

**Mr. Mayne:** Yes, I could. I recognized Dean Thatcher when he came to the institution as one of the men who appreciated the predicament that the School was getting in under the College. He rescued the School at that time, but later. . .

**President Burton:** You felt that he has become corrupted by his associates?

**Mr. Mayne:** Yes, that is just it.

**President Burton:** The thing the Board of Regents was most anxious to know was the position of the Dean with reference to the School. They brought him before them and got his statement of loyalty to the School before they elected him. He made his position in favor of the School known very decidedly at that time. It was the chief concern of the Board. For reasons that are apparent, the Board decided not to form a separate budget. Now drop all that thought that anyone has it in for you or for the School. That is wholly eliminated and will go forward to make the School what it should be.

**Mr. Mayne:** This is not a personal matter, whether anyone has it in for me or for the School. The School has not prospered as it should and a large body of alumni has asked for a separate budget and a separate faculty. We must tell them that they are denied their request.

**President Burton:** Yes, that is it. Tell them that we propose to go forward and try out our plans that we think will be successful.

**Mr. Mayne:** I dislike to tell them. I wish you might tell them.

**Dean Thatcher:** I want to be frank here and lay all the cards on the table, face up. I am sometimes brutally frank. I want to say that two members of the Board of Regents who were in favor of my candidacy for Dean of the Department of Agriculture suggested that the best way to settle the difficulty and to prevent friction was to remove Mr. Mayne from the institution. I objected saying that I thought Mr. Mayne's enthusiasm and ability could be used for the good of the School and that I preferred to retain him. He has a great influence with the students and he should have. It is right.

**President Burton:** Now Dean Thatcher, won't you explain just how you expect the School faculty to be formed?

**Dean Thatcher:** Well, it is to be formed by consultation and cooperation. The Head of the Division and the Principal would appoint.

**President Burton:** Mr. Mayne, I believe that this matter of there being any desire to eliminate the School is an obsession with you. Psychologically speaking, you are an individualist and not a cooperator. This may not be altogether to your discredit, but I think that it is a fact nevertheless.

The meeting helped clear the air and the participants had a better understanding of where each party stood. It was difficult for Mayne to live under a situation where the School was not the dominant institution as it had been when he arrived. It would have been disastrous to have given in to Principal Mayne's demands at that time.

# CHAPTER VIII

# Mayne's Administration: World War I 1917-1920

THE SCHOOL of Agriculture had complied with the Morrill Act in carrying out military drill. Prior to the involvement of the United States in World War I, and during the war period, the School students, unless excused for physical disability, took part in regular drill. Many of the students involved in World War I were able to take advantage of the training that they had had in military drill in the School. The students entered the service and were involved in: marines, army, navy, infantry, engineers, aviation, hospital corps, naval aviation, military police, field artillery, depot brigade, officer's reserve, medical corps, coast artillery, veterinary corps, machine gun company, signal corps, aviation corps, army mechanic, headquarter's company, musician, cavalry, chemistry service, motor corps, ambulance corps, and infantry band.

A number of students were killed during the war, but many came back to the School to complete their education, and many new students who had been in the service, took advantage of attending the School. The University was still committed to provide military training and the students became a part of the Reserve Officer's Training Corps.

The aftermath of the war had many ramifications. The January 25, 1919, Track and Field Meet and annual Homecoming was to honor the boys who had been in the service. Returning veterans told of their experience in the war and in training camps.

Several times, the faculty was called on to take action on a returning veteran or other war-related issues. In November 1919, the faculty granted credit to Victor Christagau for an intermediate course in military service. The student had cancelled registration shortly after mid-term because he enlisted in the army.

In another faculty action, every student who had served in the armed services was exempted from the hygiene course. The faculty also lowered the minimum age for admission from seventeen to sixteen years. Perhaps to provide for the younger students entering the School, the faculty agreed to divide freshmen into two classes according to their ability to do the required work.

In April 1919, Principal Mayne wrote to the Federal Board for Vocational Education in Minneapolis to inform them that the School was willing to accept disabled discharged soldiers.

The School of Ariculture *Agrarian* carried the following explanation of the Federal Board action:

> Vocational training has been provided by Congress to rehabilitate the men who were disabled in World War I. This is one of the results that has been brought about by the War, and the government takes the task to reeducate all disabled servicemen who have a 10 percent or more disability. If they are not capable of carrying on their former occupation, they may train for some other work for which they are adapted. This retraining will warrant or insure them a livelihood and independence.
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> The Federal Board men became a part of the student body at the University of Minnesota in the summer of 1919 when the government made arrangements with the University to take over the retraining of these men who would choose to follow work in the various departments of the University.
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> The training of these men was started on this campus May 5, 1919, and the class at that time consisted of 38 students. Since then there has been a steady increase in enrollment until the present time we have 180 students.
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> These men are under the direct supervision of the Federal Board and they will continue School throughout the entire summer and not before they are qualified for the work which they have chosen to follow will they be placed in position.

The State Legislature on April 25, 1919, voted to establish a fourth School of Agriculture at Waseca under the direction and educational supervision of the Board of Regents of the University of Minnesota. The School was not funded at that time, and it was not opened until thirty years later.

Several new faculty members were involved in teaching School of Agriculture classes. G. A. Lundquist joined the School general staff and continued to teach until he retired in 1936. Abe Pepinsky joined the music staff and continued for ten years before going to the Minneapolis campus. Hallie Fisher taught first aid and nursing for the girls until 1940.

H. H. Kildee taught in the dairy division and C. W. Gay was chief of animal husbandry. Mr. and Mrs. R. M. Pease were godparents of the class of 1917.

Several of the 1917 class members contributed their comments about their experiences on campus. Arthur E. Christgau was president of the 1917 class. He was superintendent of buildings and grounds at Austin Public Schools for thirty-five years. At his retirement in 1976, the Student Recreation Center at the Austin school was named Christgau Hall in his honor.

After his father's death, Axel B. Johnson of Russell, Minnesota, farmed the home place until his retirement. His son, Alan, a graduate of the School, is the present owner. Axel has been patron and stockholder in a cooperative elevator, cooperative oil association, cooperative telephone company, and cooperative creamery. He was secretary of the cooperative creamery board for twenty-nine years, and he helped consolidate seven creameries. He promoted the Rural Electric Association. He has been a church officer, a school board member for twelve years, a lifelong member of the Farm Bureau and its local president three years, a county president for three years, and county delegate for six years. Axel has had a long and continuous lifetime involvement in his community and a strong loyalty to the School of Agriculture.

Donald U. Harvey, who lives immediately north of the St. Paul Campus, where he worked for many years as plot supervisor said:

> I believe one of the most important things the School of Agriculture taught was the cooperation of living, sharing, learning, and growing together. I feel that it was the integrity and trust I had in the faculty and staff that brought me back for further studies in the School of Agriculture. It was the same people that gave me the incentive to stay and work in the experimental fields at University Farm from the early 1920's to 1961. I believe it was cooperation and an encouragement of these people and my family that has helped me to use my abilities in this community and the State.

Harvey has been active since his retirement and is very much involved in a senior citizen program in St. Anthony Park.

Martha Hawkins, who spent her professional career as a school teacher and who more recently has been the secretary of the School of Agriculture Alumni Association said:

> Miss Brown, a sewing instructor, urged us to do our very best. My graduation dress has survived these many years.

Disabled Veterans from World War I, 1920

My sewing experiences since 1917 have included many requests, teaching a niece to make buttonholes, she still does and helped at many bridal parties."

At the January 17, 1918 faculty meeting the following report was made:

> The opening of the second semester's work at the School of Agriculture finds a greatly increased number of farm boys and girls of the State availing themselves of the opportunities to take training that will better fit them for the conditions of life as they will meet at everyday. More than 150 new students are registered for the work of the School and with the large percentage of old students who return, they swell the enrollment numbers to approximately 600.

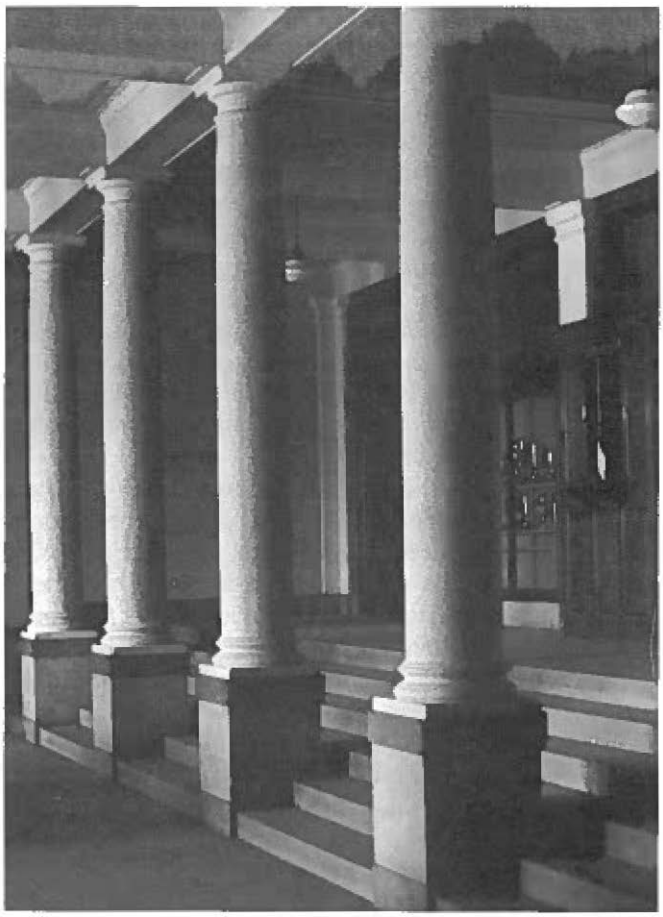
The bulletin, listing costs of the School at that time, indicated that the textbook rental was $1.25 per quarter, gymnasium fee was $1.25, hospital fee was $2.00, room in the dormitory was $12.00, and board in the dining hall was $48.00, for a total of $64.50 for ten weeks.

In 1918, Clarence H. Eckles was appointed chief of the dairy division. George A. Pond began teaching farm management in the School of Agriculture in the department of ag economics and farm management section. He continued until he retired in 1942. Al Larson taught botany, and later a course in weeds until he retired in 1955. He was a very devoted teacher and respected by the students. Katherine Kester taught English from 1918 to 1925, and Mabel Willson taught music from 1918 until 1933. T. W. Gullickson began his experience as an instructor by teaching algebra and geometry prior to joining the dairy department staff. Professor and Mrs. A. J. McGuire were godparents of the class of 1918.

Clarence "Scotty" Coulter was a member of the 1918 class who maintained a long-standing loyalty to the School. He was manager of a dairy farm northeast of the campus. Coulter rarely missed a scheduled School of Agriculture event. He and his family regularly attended the Saturday night movies in the administration building. After his retirement, he would be ready to attend "aggie" reunions out in the state at the drop of a hat. At the present time he is in a nursing care center in St. Paul. His daughter, Marlys Coulter Nixon, who graduated in 1944, is a member of the executive committee of the Alumni Association.

During 1919, several more faculty members joined the ranks. J. O. Christianson assisted with the federal board students. Professor Harold Macy joined the dairy department as a dairy bacteriologist. J. D. Dent started teaching forge work in agricultural engineering and continued until his retirement. William H. Alderman was appointed as professor and chief of the Division of Horticulture and continued until his retirement in 1953. P. L. Johnsrud and G. A. Lundquist were the summer project supervisors. Mr. and Mrs. Hall B. White were the godparents of the 1919 class.

Holding students to the end of the quarter was always difficult and as a result D. D. Mayne issued the following order as recorded in the faculty minutes of December 3, 1919: "Principal Mayne announced that the School would close at 4:30 p.m. on Friday, December 19. That final examinations should be given at the last meeting of the class. That some form of final examination be required at every class. That all students be held for some form of class exercise up to and including the last day of the term."



Pillars, Trophy Case, and Ticket Booth (donated by 1917 class) Main Building

Mayne lived in a small two-story house called, "The Castle," at the rear of the block at Cleveland and Doswell, directly across from the administration building. He designed the house with many labor saving devices. The beds in the house were hung from the ceilings so that it would be easier to clean under them.

In 1920, the Student Council was active in enforcing the rule that there be no smoking on the campus. It also adopted the rule, supported by the Administration, that any student caught smoking or chewing tobacco on or off campus would be ineligible to compete on an athletic team.

A new student organization called the Motor Club had a membership of fifty students. The club's purpose was to

promote interest in the use of farm motors. Experienced engineers and mechanics gave lectures.

Several activities on campus resulted from the entrance of returning veterans. In 1919, about 200 students were registered in the Vestibule School. J. O. Christianson was responsible for the entrance examination of the students entering the Vestibule School.

The Vestibule School was organized in 1920 to give special agricultural training to ex-servicemen who needed to review elementary subjects or who had not completed the School's entrance requirements. It also trained students who had registered too late to begin classes in the regular School program. The Vestibule School taught students how to study and it acquainted them with the different courses offered in the School of Agriculture.

To help the returning veteran become oriented to campus activities, a Carry On Club was organized in February 1920 by the ex-servicemen to further the principles of justice and equality that they had been fighting for in the late war and to foster "true 'aggie' spirit among its members." Membership was limited to men undergoing reconstruction from physical disabilities as a result of World War I.

A number of former School of Agriculture graduates who had been in service and were back on the campus as students in the College were asked by Principal Mayne to give moral support to the club. Kenneth Law, a 1915 School graduate, was one of those who generously gave of his time to help the veterans adapt to the campus life.

While the club's main objective was to integrate the returning veteran into ongoing activities, the veterans did feel more at home participating with those who shared their war experience. With the cooperation of staff and students, the returning federal board trainees organized a Disabled Man's Literary Society. The organization was started to help the disabled soldiers acquire social leadership which would enable them to take a leading part in political and social activities in their home communities and the nation. The organization was described as follows:

> The activities of the literary are carried on with the greatest enthusiasm and each member earnestly partakes in debating upon political and economical questions which tend to create a clearer understanding of our state and national affairs.
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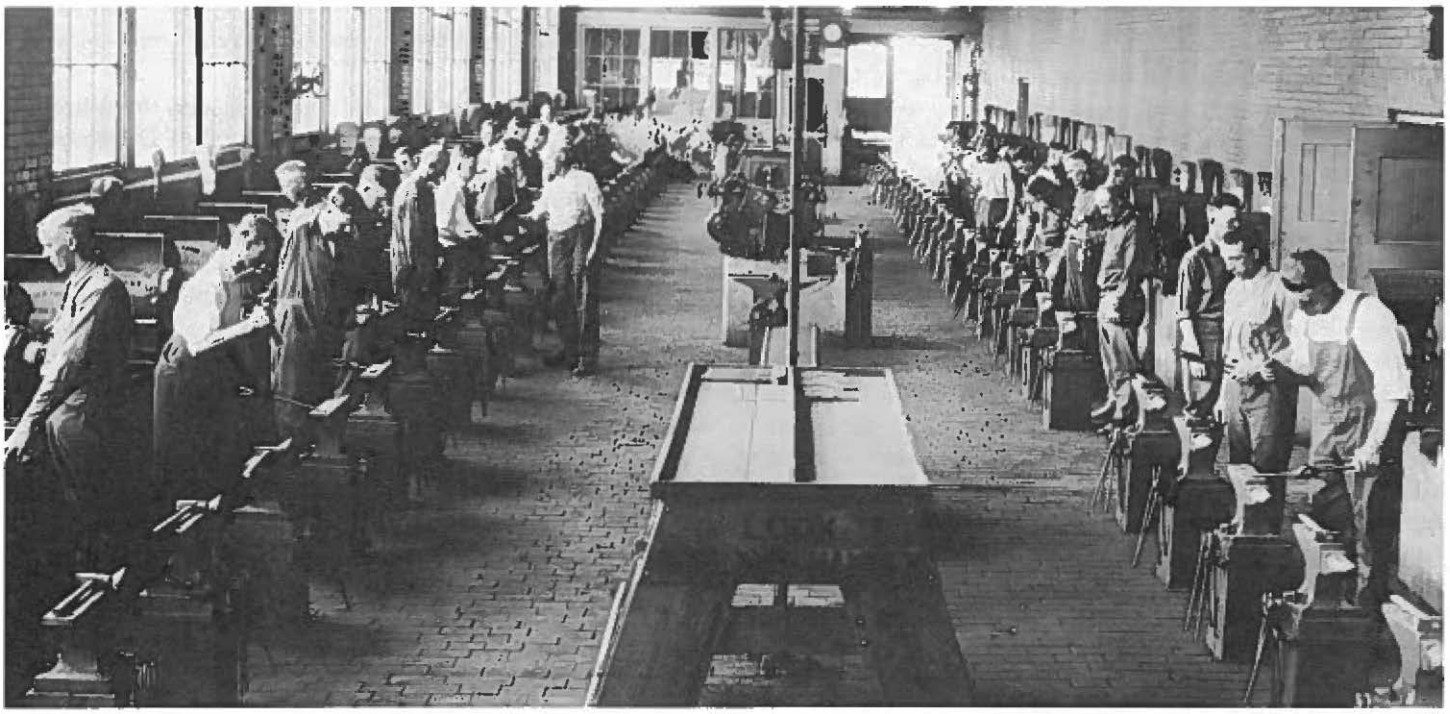
> The purpose of this literary organization is also to form a closer relationship and to instill the spirit of cooperation among the veterans in rehabilitation training and to perpetuate the bond of brotherhood so firmly founded on the battlefields of Europe.

At the February 4, 1920, faculty meeting Principal Mayne called the faculty's attention to the desirability of visiting, and otherwise taking an active personal interest in, the students of the School of Agriculture. Mayne had developed a strong summer project program with the cooperation of the various divisions so that a variety of projects were offered. He also had developed the demonstration commencement exercises so that they were an outstanding part of the annual commencement activities. Mayne had given encouragement to a broad and varied extracurricular program. He taught the students that farming was a dignified



"Dad" Johnston's blacksmith shop, 1920

profession and he taught them to make their home and community a better place to live.

Mark McCarthy joined the animal husbandry staff and stayed until 1929. Lotus D. Coffman became the fifth president of the University. Coffman had a warm and friendly interest in the School. His tenure lasted until 1938 when, unfortunately, he died while on his summer vacation. In 1921, President Coffman was asked to write for the *Agrarian* his view of the place of the School of Agriculture in the total University. He replied:

> I have been asked to prepare a message for you. I have no message for the students in the School of Agriculture that does not apply to the students of the University as a whole, for it must be remembered that you are really a part of the University. The University is made up of many schools and colleges. At times the members of a certain school or college act as if that school or college belongs to them and has been established for their special personal benefit. This is a false and narrow point of view. Each school or college was established and is maintained not to serve a special group of students but one of the interests that are fundamental to the welfare and integrity of the State. A School of Medicine is maintained for the improvement of the health of the people, a School of Law to insure a more judicial consideration of the rules of justice, a School of Education to promote better education and the Schools and Colleges of Agriculture to safeguard and develop the agricultural interests of the State. If you catch something of this larger point of view, you will see that the motives that should guide you as students lie beyond the walls of the institution. The University is an expression of society's desire to provide for you the opportunity for training for this larger service. You serve your own School best, you serve the University best when you serve humanity and the State best.

A very important staff member, the matron of the boy's dormitory, was Johanna Hognason. It was a new idea to have a woman as director of the men's dormitory. Miss Hognason added a very important dimension to the teaching through dormitory living. She held that position for thirty-five years until her retirement in 1955. Her dedication toward helping students achieve scholarship is emphasized in a short article which she wrote for the 1922 *Agrarian*.

> What incentive prompts you to study? What incentive to study do you find here? Caleb Dorr bequeathed a considerable sum of money to the University of Minnesota, the income from which is given in prize scholarships as "rewards for industry and attainment" to students in the School of Agriculture. Thirty-eight such prizes were awarded this year.
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> Any student who seeks industriously for training and knowledge in class and school activities to fit himself to live well in his community, finds his reward in increased power of achievement and leadership. The School has no gauge for measuring the exact number who succeed in this regard. These incentives may be multiplied and yet each would be so closely knit to the other that each strengthens the other. But whatever the incentives that prompt you to excel, you cannot but know the glow of satisfaction that comes from hard work well done. May the rewards of your diligence be as rich tomorrow as they are today.
>
> Sincerely,
>
> Your Friend,
> Johanna Hognason

Johanna Hognason, Director of Boys' Dormitories, 1920-1951

Some of the graduates of the class of 1920 have given impressions of their experience at the School of Agriculture. Peter Borsheim of Paynesville reported:

> The highlights of my experience at the School of Agriculture were the friendships made with classmates and students and the contacts with the instructors and perhaps mainly with what Principal D. D. Mayne had to say to the students.
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> I can boast of no great achievement, either financially or otherwise, but we did learn much about living together with the other people and that agriculture or farming was as honorable and gratifying as any other occupation.
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> Principal Mayne impressed upon us that making our home community a little bit better place in which to live was as important as learning better methods of farming.
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> What I learned at School surely had an influence on my farming experience and other activities in my home community. Among them, many years of service in township offices, youth activities in my home church and later more than 30 years on church boards. At the same time, it was my privilege to give many years of service on a (community park) board. The community park on the shores of Lake Koronis was originally inspired by a few students from the School of Agriculture who lived nearby. That project met with much enthusiasm by the entire community and also by staff members and graduates of S.A.U.M. The community park has given untold enjoyment to thousands of people down through the years, not only to the immediate

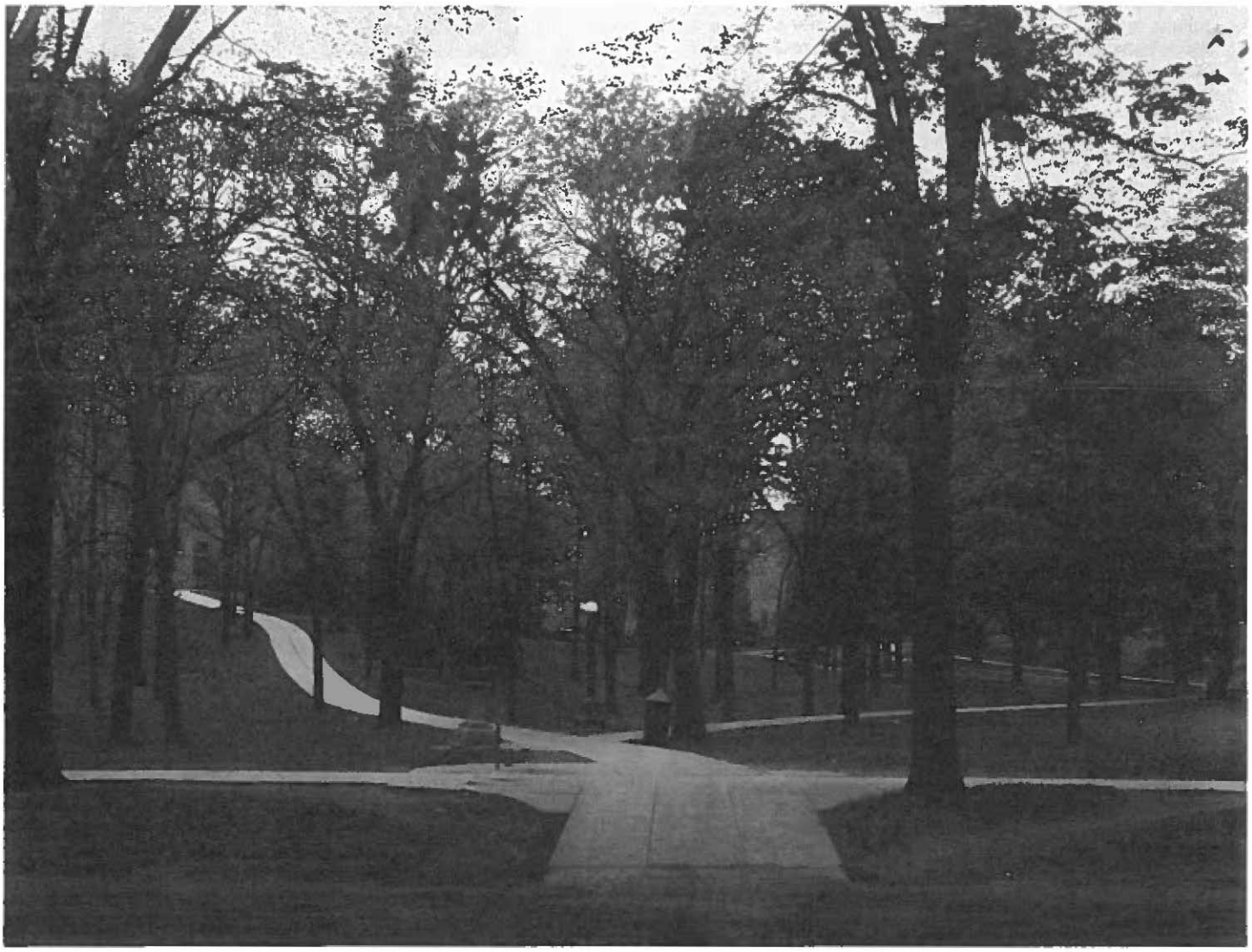
community but to people from far away, including many neighboring states.

School of Agriculture district reunions since 1920 have been held in that park and are still being held there each year on the fourth Sunday of July. Another 1920 graduate, Alice Odegaard Pearson, commented on her experience at the School:

> Highlights of my School of Agriculture experience were numerous, that is so much was enlightening and impressive that it is difficult to name only a few. To a farm girl who seldom was out of the county to come to a large city and meet so many from over the State was a highlight in itself. The beautiful campus, several outstanding teachers, the first and foremost the association of Miss Georgiana Loman, preceptress of the girl's dormitory, a remarkable person to which all who knew her would agree without a doubt. She made a real home of dormitory life and was respected and loved by the girls.

Summer projects were especially interesting to those of us who had P. L. Johnsrud in charge. He and Mrs. Johnsrud became personal friends to our entire family and the friendship continues to this day with Mrs. Johnsrud. These fine people were chosen godparents of our class 1920, the first year we attended the School. Learning about the raising of flowers, vegetables and also first hot water bath canning was part of our farm home after attending the School and summer projects. Dedication to agriculture began in early childhood and the home influences and attending the School did not diminish this in any way. Teachers in every class strove to impress on us the worth of farm life and its purpose.

The privilege of serving as a member of the *Agrarian* Board is one of the extracurricular activities. The work of preparing the annual at that time was a work entirely by the students. Being a part of the school orchestra, participating in literary societies, a member of two of them, chorus work, daily chapel hours where music and good speakers



Walk leading to Dining Hall, and water fountain donated by 1920 class

were heard and at times entertaining. This period was always just before the noon lunch.

Community activities have been a large part of our lives, as my husband was head of the State Grange for many years and we are still members and attend meetings. I was the first 4-H leader of our community and continued my interest until four grandsons passed the age for participation. Music has been an interest all of my life and I am presently and have for some 30 years, been the organist of our church. I have also worked with the Bloodmobile at various times.

Elmer G. Studer of Austin, a prominent Red Poll cattle breeder said, "The highlights for me were campus life, literary societies, veterinary studies, blacksmithing and ROTC. Campus life was good training for living with other students and developing confidence in oneself. When you have confidence in yourself, you soon develop confidence in others and learn to work together for the benefit of all. I enjoyed eating at the same table with Miss Hognason." Studer was somewhat the poet laureate of his class. On April 12, 1977, he wrote a poem about his experience at the School. Part of Studer's poem follows:

My mother thot it might be well
If I went to school for a spell
We need less work and a shorter day
And for our work we need more pay.

I'll send you to the Aggie School
There just might be some new rule
How we can work and have more fun
And get more rest when the day is done.

I took the train to St. Paul
A very strange place I recall
A street car I had never seen
To ride on one was another thing.

The Campus life would do me good
My roommate helped me all he could
Now I had to be on the ball
For every hour we had roll call.

Professor PETERS let's not forget
A finer man I never met.
He taught me breeds from A to Z
And how to spell Cow with a Capital C.

I was raised with RED POLL CATTLE
Their pedigrees helped win the battle
We raised them for their Milk and Meat
Those RED POLL CATTLE just can't be beat.

We took them to the County Fair
And believe me we won our share
A blue, a Red or a Rosette
We could almost always get.

To have a CHAMP and then a GRAND
Would put our cattle in good demand
Some, of course, we kept at home
And some just seemed to want to roam.

# CHAPTER IX

# Mayne's Administration: A Period of Tranquility 1921–1929

IN 1921, TWENTY-TWO instructors from the various divisions plus the School staff, taught classes in the School of Agriculture. At that time there were seven instructors teaching music classes. Board and room costs were lowered from $5.50 per week to $5.25 following a change in the economic situation in 1921.

Principal Mayne reported on a survey of rural leadership concerning the School's alumni. Excerpts from his report include the following:

> To know that our educational structure functions, is hopeful, but it is inspiring to present data, showing that the services of the alumni reach out into the very life of rural communities where they settle, live and serve. Institutions are measured by the services they render. According to a questionnaire, seven hundred and fifty offices are held by the graduates of this institution in the seventy-seven different types of rural organizations in the State. This is sufficient evidence that the kind of training obtained here is what we need.
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> Life is no longer narrowed down to one type of farming, but even in communities where formerly farm enterprises were necessarily limited, the seventy-seven different types of rural organizations in the State evince the fact that a greater variety is prevalent at the present time. The alumni are the presidents, the vice-presidents, the secretaries, the treasurers, and the directors in many of these organizations. Among them are deans of departments in universities, leading professors in a number of our institutions of learning, county agents, agricultural teachers, directors of extension, commissioners of agriculture, and rural community leaders. The service rendered is consequently invaluable when the present status of rural life is considered. The reason for this ascendency can be none other than the training obtained through the splendid organization of the School, which lends itself to the development of leadership. It has proven its efficiency in the cooperative movement. Minnesota is the only state in the Union which sells more than 50% of its farm products through cooperative agencies. . . .
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> The elements of leadership radiate from the organization of the School itself. The principles of cooperation are so thoroughly incorporated into their lives that their leadership takes place through the communication of these ideas to the minds of others. The training in ideas of cooperation is of such a sound character that these ideas become congenial to other minds throughout the State. Therefore, the success of the cooperative movement can be traced directly to students of this institution. They have become masters of the situation because of their training and also because they seek advice and guidance from the extension forces. Invariably their selection is spontaneous. This is undoubtedly due to the fact that their suggestions seem to embrace what is best in the views of others. They have heard so often what is the timely, the fit, and so the prevalent thing to do in the State where similar work is being carried on, that they seldom hesitate. Civics, rural economics, industrial history, farm cost accounting, and rural sociology are all motivated, as it were, so that emotionally his own belief becomes an irresistible force, and so draws other beliefs. In this manner they often succeed in instilling the proper ideas into the minds of their fellow farmers, who are in a position to give them effect and still more supply courage.
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> Thus the rural leadership as reflected in Minnesota communities by the graduates is sound, practical, and efficient. They take hold of the commonest problems that present themselves and work them out. They show intellectual independence and initiative. They are not wanting in tenacity of purpose, and they possess the capacity to adhere to a view once adopted or a decision once taken.
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> The cooperative agencies in the State stand as an everlasting monument to a sound judgment, fit to forecast the result of action, and their sympathy is shown in that their ideals enter into the hearts of their fellow men.

Roscoe W. Thatcher resigned the position as dean of the Department of Agriculture and director of the experiment Station, effective July 1, 1921. One of President Lotus D. Coffman's first major appointments was Walter Castella Coffey as dean of the Department of Agriculture and director of the experiment station. President Coffman had known Walter Coffey at the University of Illinois and knew he was picking a man who could continue to shape the destiny of the St. Paul campus. Coffey had grown up on a sheep farm in Illinois, and after teaching rural school and working on his father's farm, he enrolled in animal husbandry at the University of Illinois in 1903, in his late twenties. He eventually became a full professor and was acting head of the department of animal husbandry before coming to

Dean Walter C. Coffey, Department of Agriculture, 1921-1941

Minnesota. For twenty years Coffey guided the Department of Agriculture through a period when the state suffered severe economic stress during the depression and a severe drought, in the early thirties. Eventually, he became president of the University of Minnesota. Coffey was sympathetic with the aims and objectives of the School of Agriculture. He was a very popular speaker, much in demand around the country. In spite of a heavy schedule he regularly took time to appear at the School of Agriculture assemblies, and for a period of almost fifteen years, he spoke regularly at the Sunday morning song services. In 1934 a collection of ten of his Sunday morning sermonettes were published. Over the years, Coffey probably had 100 sermonettes, including one that follows, "A Pair of Good Ears Will Drain Dry a Hundred Tongues."

Have you attempted to relate an incident, explain something, or tell a story only to find your supposed hearers not listening? I have. And I find it very uphill going to carry through to the finish. I have heard it said that it takes both a good speaker and a good hearing audience to make a good address. I fully believe this to be true. Once I addressed an audience where I found it impossible to discern either approval or disapproval in the faces before me. I could not say that the people were not listening, but I could say that, insofar as facial expression was a barometer, what I was saying had no effect on my audience. How hard I worked! It was a cold night, but I perspired very freely, and when I was through I felt that I had made a complete failure.

Radio speakers are warned against attempting to talk without a manuscript. Why? Because there is something baffling about talking to people one cannot see. It causes the speaker's ideas to disappear and his tongue to dry up. Long experienced speakers have tried radio speaking without notes and have failed miserably. Years ago a man stepped into the WLAG station, the predecessor of WCCO, to give a talk on cooperative marketing. The manager said, 'Where is your manuscript?' 'Manuscript! Why man, I've been talking to the people of Minnesota for years and I've never used a manuscript.' 'Very well,' said the manager, 'you may wish for one now.' Telling me about the incident afterward, the manager said. 'I had to water him three times in six minutes and after seven minutes, I had to shut off the station because the man was unable to say anything.' Needless to say, the man was terribly chagrined. He paced the floor of the studio in mental agony because of his failure. He said, 'I've disgraced myself before the people of the state.' Before it happened he could not have been made to believe that he could have so completely lost his ability to speak.

Why did this speaker fail so miserably? Because he had become accustomed to depending on his hearers for stimulation. He was a very earnest man who spoke from his heart to the hearts of his hearers. As he looked into their faces and noted their reactions, his thoughts came to him in order and the words needed for expressing them were formed with little effort. For him, speaking over the radio was a harder task than for someone of less speaking experience, perhaps, because of his long custom of directing his attention so intently toward his hearers. For him, therefore, a good hearing audience was a great asset.

But you say, 'It is not my business to help make a good speaker of anybody.' Suppose we grant the statement. In fact, the direct purpose of speaking, if it is a one-sided purpose, is to benefit the hearers, not the speaker. He who fails to hear or listen certainly cannot be benefited. Hence the person guilty of inattention defeats himself much more than anyone else. And if by his inattention he discourages and limits the speaker, he defeats those who do listen more than he thwarts the speaker. On this account, attentiveness to a speaker is a courtesy we owe both to him and to those who have come to hear him.

Many of us have failed to cultivate the ability to listen. Or what is still worse, we have not developed the power of giving individual attention to the matter at hand. If we are in church, we allow our minds completely to stray from the line of thought the minister is discussing. If we are in class, we fail to keep our minds on the subject of the hour. If we are conversing with a friend, we miss much of what our friend says. We are habitually guilty of inattention, of what is commonly called 'going a-wool-gathering.' We are not unlike the hound who, while on the trail of a fox, comes across a rabbit's trail and forthwith abandons the fox's trail for it.

Through lack of attention, we lose time and in many ways limit ourselves. I knew a very fine student who gave very little direct attention to his lessons as they were laid out in his textbooks. But he was a great collateral reader. He spent hours in the library with books related to the subject-matter to be taken up in class. Often he went to class without having read the lesson in the text. During the hour in the classroom he listened with great care to students as they recited and to the instructor as he put questions and offered remarks. Through reading widely and through careful listening in class, he knew more about the subject than most of us. For him, listening attentively was a great conservator of time. It should be for all of us.

'A pair of good ears will drain dry a hundred tongues.' How true. If we talk, we appreciate close attention so much that we will tell good listeners about all we know. They drain our tongues dry.

With people who do not listen, we soon close up unless as talkers we, too, 'go a-wool-gathering' like the people to whom we are talking. I suppose we have all had the experience of trying to give an account about something to a group of people gathered round a dining table and have been utterly defeated by a well-intentioned but overanxious host breaking in and trying to get someone to partake of this, that, or the other dish. Such interruption not only drains the tongue dry, it also burns up the brain.

In 1921, several new additions were made to the various divisions' staffs. William R. Wehrend joined the music faculty. T. W. Gullickson joined the dairy department and taught School of Agriculture classes continuously until the School was terminated in 1960. Alfred L. Harvey joined the animal husbandry department and was involved in teaching School classes, coaching livestock judging teams, and participating in other School affairs until the School's termination. Harvey retired from the University in 1964 and now lives in Roseville.

Victor Christgau, 1917 graduate of the School and a college student in 1921, indicated that he helped Mayne in teaching parliamentary procedure. He said that Mayne taught the classes once a week and that he took it once a week in practicing parliamentary procedure. Mr. and Mrs. G. A. Lundquist were godparents of the 1921 class. The emphasis on the importance of teaching the social sciences and their relationship to leadership was demonstrated by the article in the 1921 *Agrarian* by G. A. Lundquist under the title, "The Social Engineer."

Mankind today needs unselfish guidance. In order to obtain safe, sound, and sane advice, a trained leadership must be developed who knows present problems. It is the sacred duty of our institutions of learning to offer an opportunity to young men and women who wish to prepare for this very essential function. The need of such persons is too obvious, and numerous agencies are wasting away everywhere because of lack of proper stimulus and direction. Inspired leadership is the answer. Whence must he come? Train him as we require specialization in business, in law, in medicine, in dentistry, in the church, and in the school. Call him the social engineer.

The social engineer will need tact, self-confidence, vision, enthusiasm, originality, aggressiveness, persistency, and patience. He must be practical, constructive, heroic, and critical. He must possess knowledge and power and must meet his problems in a spirit of consecration and self-abnegation. Possessing many or all of these qualities, he knows most people are "standpatters," and therefore it is the part of wisdom to move slowly, to begin where he finds things, with a profound and sacred regard for existing agencies. He will avoid over-organization, duplication, and too many committee meetings. There will be new organizations only when the old will not and can not do the needed work. He will know how to select assistants, so as not to jump into the nest of followers who seek selfish and personal advancement. His foundation for social policies must not be built on the quicksand of community factions, the deathbed of all social work. He understands that the perennial social duties of teaching, preaching, and tending to one's business affairs are as essential to the progress of the people with whom he labors as are his occasional duties of reforming the community which has called him to this high and noble position of exalted leadership. This leadership must be trained for the morrow. Mankind stands on the golden threshold of the new century among the most confounded and perplexing problems that ever confronted any age. The muse of history is recording our deeds upon her tablets. These deeds must not be written in blood, but she will dip her pen in the blue, and print on the golden covers of the future history of these United States that we divined the need, we enlisted every agency, and we inspired our young men and women to enter upon a new sphere of social service among rural folks.

— G. A. Lundquist

A husband and wife team, both graduates of the class of 1921, who farmed all their lives in Redwood County and ultimately retired to Redwood Falls, indicate their involvement in the School of Agriculture and their community. Mrs. Cora Lau Paulsen said:

At the School of Agriculture, I learned what could be done in rural areas for the farm family. As to activities in 4-H, extension courses, Farm Institutes and farm organizations, I was 4-H leader in 1926-27, married a farmer, Bill Paulsen, in 1922 was a township leader for extension work for the women of Redwood County. I was a member of this group for 25 years. In the 1950's and early 1960's I was a member of a group called Agricultural Council, a select group of farmers, businessmen and bankers from town and rural areas, moderated by the county agent. Topics were current issues. This group met five or six times during the winter months. Sometimes we would have outside speakers who were well versed in problems of the day. This group met at our home on the farm and later in Redwood Falls, where we now live. In the later years, I have been active in Eastern Star, the Auxiliary of the Shrine's Crippled Children's Hospital, Minneapolis. Last but not least, I participate in the annual Summer "Aggie" Reunions in the Southwest District.

William "Bill" Paulsen wrote about his activities in the home community:

I liked farming because my Dad, who came from Denmark, was a good farmer. I wanted more than an eighth grade education, so I attended high school for one year, but decided that wouldn't give me the background or education for farming. My brother was at S.A.U.M. and from what he told me about S.A.U.M., I decided that I, too, wanted to go there. I have participated as clerk of Rural School Board, clerk of the Sheridan Township Board for 24 years, president of Redwood County Farm Bureau, and of the Farm Bureau Service Company, secretary of Redwood County Fair Board for 20 years, secretary of Seaforth Farmer's Grain Company and president of the Redwood County Coop Improvement Association. I helped organize and elect the president of the Redwood County Soil Conservation Association District, until I retired from farming. I also helped organize the Minnesota

Inventor's Congress of which I was a board member for 20 years. I have been interested in "Aggie" Alumni Reunions since it was started in Redwood Falls in 1919. In 1975 I was selected as the Outstanding Redwood County Senior Citizen.

1922 brought the development of a new organization called the Twin City Farmer's Club. The 1922 *Agrarian* summarized the club's activities:

> The Twin City Farmer's Club is the first organization of its kind in this School. All School men living in the Twin Cities are eligible for membership. The members of this organization are not Twin City farmers in the sense that some of those connected with this institution think we are. Some have gone so far as to call us, "Right Light Farmers," "Backyard Farmers" and "Farmers between Seventh and Wabasha and Sixth and Hennepin." The Twin City Farmers are all interested in livestock and agriculture. Several of these men have been awarded high honors in their stock judging classes.

For the winter of 1922, ninety-seven girls and 557 men were enrolled. The March 15, 1922, faculty meeting minutes reported: "Mr. Mayne stated that Mr. J. O. Christianson had been acting as agent for the department at their request and giving entrance examinations in English, history and mathematics in the Vestibule School and that technically, on the basis of his work as Supervisor of Project Work, he is a member of the School of Agriculture faculty."

On March 15, 1922, the Curriculum Committee recommended that the faculty adopt a one credit course in social training for boys. Beginning with the fall quarter, 1922, this course would be required of all freshman boys. Miss Johanna Hognason taught the class and continued to teach it until she retired in 1955. Thousands of young men developed social manners and profited as a result of her kindly teaching.

Twelve staff members of the division of home economics were listed as teaching courses in the School. Ella Rose, who taught or supervised work in the School until her retirement, was one of those staff members. Records for 1922 showed that in addition to J. O. Christianson, Jasper I. Swedberg was responsible for the Vestibule School. The five summer project supervisors were Howard Witte, P. L. Johnsrud, Jasper I. Swedberg, J. O. Christianson, and G. A. Lundquist.

Principal Mayne, in a speech at the Crookston School of Agriculture, outlined a plan in which the Noon School of Agriculture assemblies could be broadcast to all of the alumni in their homes.

Mayne also wrote a statement for the 1922 *Agrarian* addressing the question, "Does Attendance at the School of Agriculture Pay?"

> That education in its broad sense as an adjustment to one's environment pays will not be doubted. That schooling pays depends on the school and on the individual attending it. There is no doubt that schooling in general pays the state and the community furnishing it, in the extra civic and social contribution made to the group of which the student becomes a member. There is the best of evidence also that schooling pays in increased earning power.
>
> Does schooling at the School of Agriculture pay the state and the individual? That it pays the state is attested by the thousands of former students and graduates of the School who are successful farmers and who have enriched the life of the communities of which they are a part.
>
> The School offers training of the kind to make a real education — one-half of the curriculum is general and has reference to the student's life in the home and in the community. The other half is of a technical nature with reference to production on the farm. Six months of the year is spent in residence at the school and six months on the farm in project work. Students are kept in close touch with farm realities. They are so consciously engaged in fundamental creative processes under such supervision as intellectualizes the work done. Of this work, Dr. Bushnell Hart, professor of History at Harvard University, after making an extensive survey of the schools of the country said. "The University Farm School has worked out a system of teaching agriculture to farm boys and girls by actual practical experience that far surpasses anything of the kind in the United States."
>
> All farm boys and girls in the state seventeen years of age and over are invited to make use of this institution to aid them in obtaining an education.
>
> That this schooling will pay, of course, depends upon the use made of it by each student. The possession of sufficient funds to take the course is not sufficient to guarantee success. There must be besides this an attentive mind, a willing heart, and a determined purpose.

In 1922, the newest of the men's dormitories, which had been called the "New Men's Dormitory" when it was built in 1905, was renamed Dexter Hall in honor of D. D. Mayne. There had been a desire to name a building for him, but the name Mayne Hall would be confused with the administration building (now Coffey Hall), which at that time was called Main Hall. As a compromise, the dormitory was called Dexter Hall, using Mayne's first name.

In 1923, at a faculty meeting, it was reported, "The financial condition of the farmer and propaganda against farming as a profitable industry were given as the chief factors affecting the decrease in the enrollment of the School."

Victor Christgau was appointed Director of the Men's Physical Education Program for one year. Mrs. Phillip Larson joined the music staff. Dr. W. E. Petersen taught his first class in milk production and continued to teach until the School closed. Wylle B. McNeal was appointed head of the Division of Home Economics. She directed the program of home economics in the School of Agriculture in a warm and friendly way until she retired in 1960. The home economics building was named in her honor. Dr. and Mrs. Albert M. Field were godparents of the class of 1923.

Harry Ukkelberg, one of several Ukkelbergs, wrote of his experiences as a member of the 1923 class:

Attending the School of Agriculture from 1921 to 1923 was one of the important events of my life. I came to the School because I wanted an education and there was no high school available near the farm at Clitherall, Minnesota, near which I was born and raised and also because I was interested in agriculture.

After graduating from the School, I decided to continue my education in the College of Agriculture and obtained a B.S. in 1928 and a M.S. in 1932. My Masters degree was in plant pathology and plant breeding under the direction of Dr. E. C. Stakman, one of the great teachers of our time . . . .

I remember the School of Agriculture in the highest complimentary terms. I believe it was one of the finest institutions in the State and perhaps in the country. The good curriculum it offered, its excellent staff, the well-organized student activities, the midday student assembly which usually had outstanding speakers not available in most schools, the literary societies with their debating teams, Sunday song service, a good athletic program. This resulted in a well-rounded education that few schools could match.

When I received my Masters degree in 1932, I was offered a job with the Edison Botanic Research Corporation at Ft. Myers, Florida, which consisted of carrying on the work that Thomas A. Edison was doing at the time of his death in 1931. Mr. Edison at that time was attempting to find a domestic source of rubber and had selected goldenrod, after testing thousands of plants, as the most promising. My work at the Edison laboratory was to improve goldenrod by breeding and selection as a rubber producer.

The goldenrod work at Ft. Myers was discontinued in 1936. I was then offered a job with Henry Ford (Sr.) at Richmond Hill, Georgia, where he was developing a large plantation (85,000 acres). Here I was in charge of research on various crops, new to the South, and some of their by-products and I also was in charge of rather large farming operations.

In 1949 I left the employment of Mr. Ford and joined the University System of Georgia doing research on various horticultural and agronomic crops at the Southeastern Tidewater Experiment Station, Fleming, Georgia. I was retired from this position in 1965 and have lived in Richmond Hill since.

In 1924 and continuing for thirty-six years, the music department had a building of its own. 1924 also was the year during which the new dairy science building was completed and named in honor of T. L. Haecker who had brought a great deal of fame to Minnesota because of his promotion of the dairy industry. The original dairy hall became known as the Old Dairy Hall. The Student Union Program had its beginning in the basement of that building. There were five School of Agriculture staff members who had offices in that building and there were a couple of classrooms used exclusively for classes. Just prior to the building of the new Student Center on campus, a large portion of the building was given over for use of the student union program.

In 1924, the School of Agriculture Honor Scholarship Society was organized to encourage students to maintain high grades and to take part in extracurricular activities to prepare for leadership.

The society was divided into two groups. Students did not become active members until the end of the senior year. Undergraduates were associate members. Each year five percent of the freshmen, ten percent of the juniors and fifteen percent of the seniors were elected to membership. Single term scholarships of twenty-five, twenty, fifteen, ten, and five dollars were offered each term to the five persons with the highest scholastic standing.

*The Minnesota Farm Review* was discontinued in 1924. The March 1924 issue of the School of Agriculture newspaper published under the title, *The News of the School of Agriculture*, carried a story on the ups and downs of the *Farm Review:*

> *The Minnesota Farm Review*, which was recently discontinued, began its career in January, 1896, under the name of *Farm Student Review*. The passing years saw many changes in the editorial staff and management. But the paper was published regularly as a monthly until the fall of 1916 when it was changed to a weekly publication and became the official organ of the School and College and at the same time tried to function as a newspaper for the community. It was used as a laboratory for the students in journalism.

The change provided an opportunity for a more newsy type of publication, such as this section under "Romances of the School Days at University Farm."

> Kenneth B. Law, class of 1915 and Gertrude Morlock of Good Thunder were married a few months ago and are keeping house at Mankato. This was another University Farm romance. Law is chief instructor of the veteran's training section with a center at Mankato. Fifty-three war veterans are in training on their own farms in the southern Minnesota counties constituting this section.

In the October 1924 issue of the *News of the School of Agriculture*, a beginning student wrote about his first days at school:

> You see, living in the country all my life as I have and as you have, I never had a chance to meet people much and when I thought of going away among all those strangers, I just got hot all over and my teeth chattered and I was a seedy looking rube if there ever was one. My suit was too small and my hands were as big as hams and my collar was too short for my Adam's Apple. When I got inside the administration building where you register, I'll confess I turned right around and walked out again. But I gave myself a kick and made another start and this time I went up to a man, (one of the instructors I found out later) and I stuttered something and Oh By Jiminy, he shook hands with me and said, "We're mighty glad to see you. You want to register, don't you?" Then he introduced me to some fellows who helped me register and get my room and let me tell you, inside of a couple of hours, I felt as if I had been there always.

Also that fall the *News of the School of Agriculture*

carried an editorial on the Student Self-Governing Association:

> Student Self-Governing Association spells harmony and responsibility. Dormitories make a real home. Harmony is the product of agreement. Agreement is the outcome of conference. Conference comes in response to a need.
>
> The need of a group of dormitory residents is the establishment of standards for living together effectively. The conference is the open annual dormitory meeting when those needs are presented and discussed.
>
> The agreement is the constitution with its by-laws that defines the privileges of the student group and sets up the machinery for government.
>
> Harmony is assured because this constitution sets up a government not to be enforced only by officers, but a government of self-controlled students.
>
> This government has a two fold responsibility. It assumes responsibility to the Principal of the School and it assumes responsibility to the student group. In the first case, it pledges itself to maintain the high moral standards that the School of Agriculture has set up for its students since its founding. In the second place, this government assumes the responsibility of permitting no student to infringe upon the privileges of any other student and the unbiased enforcement of all by-laws.
>
> Gauged by its success in the past, the Student Self-Government Association is the most certain means of establishing harmony in dormitory life through effective agreement among its members.

An article in the *School of Agriculture News* in 1924 also reported on a program entitled, "Does Agriculture Education Pay?" It also was given under the title, "Rudy, My Boy." A report on that activity included in the *News of the School of Agriculture* indicated:

> This was the subject of a series of dramatic debates given in Watonwan County in August by Rudolph Froker, 1921, and Victor A. Christgau, 1917. Posters advertising the events called for a red hot discussion of rural education with special reference to the School of Agriculture, University of Minnesota. Farm and town people alike turned out in large numbers and the debates more than met the popular expectation according to the press of the county. The *Plain Dealer* of St. James devoted a column and a half to a news story of the debate at a Farm Bureau unit nearby and under the caption, 'Novel Publicity Popular' gave the following strong editorial endorsement to the purposes of the debate. The methods of Messrs. Christgau and Froker, graduates of the Minnesota School of Agriculture to put across the proposition, 'Does Agriculture Education Pay?' by means of dramatic debate proved popular in a series of meetings in this county. The boys had the rapt attention of their audience at each meeting. The facts and figures which they presented were most striking and showed that farmers need an education equal to that given to city people if they are to hold their own in the competitive strife for existence which holds sway today. It was brought out that $96 a year is spent for a city youth's education, while but $45 a year goes for the farmer boy's education. The farmer has 35 days a year on an average less schooling than the city lad or loses two years' time out of eight. This is neither fair nor right.
>
> The problem of education faces the farm boy the same as it does the city youth. He needs all he can receive. The high school should serve as the foundation for continuing as a farm school. At the School of Agriculture he can study farm management, the proper feeding of livestock, the fruits which will come from cooperation and get a broader and wider vision which will assist him in more and enjoyable living. The only kind of farming which will pay today is scientific farming and the sooner this is accepted, the quicker will prosperity be turned to the rural community.

Principal D. D. Mayne, in the 1924 *Agrarian*, discusses the dignity of farming.

> It requires all the world's forces to properly perform the work of the world. Each individual has a special service to render that can be performed effectively only by him. How important then that each should discover the particular service for which he is created and that he prepare himself to accomplish this service efficiently.
>
> No vocation has a greater diversity of operations than farming, and in no other vocation is there opportunity for one to try out his abilities in so varied a field. It includes within its scope the elements of all vocations, mechanical, business and social. The most successful of men in each of the vocations have had their training on the farm and have gone from the farm to serve the world in business or professional careers.
>
> For the boy or girl in the school who chooses the farm as the object of his or her life service there is much of satisfaction, but the greatest joy and the highest satisfaction can come only through the recognition of the fact that all the farm and home duties bear a very vital relation to the rest of the world and that there can be no higher service than that of feeding the world and ministering to its welfare. Emerson says, 'The planter, who is Man sent out into the field to gather food, is seldom cheered by any idea of the true dignity of his ministry. He sees his bushel and his cart and nothing beyond and sinks into the farmer instead of Man on the farm.' It is the mission of the School to broaden the view and to teach the relation of the most menial daily tasks to the great work of the world. It is hoped that such teaching may transform the entire life of the student into one of service.

Gladys Kaercher, a graduate of the School of Agriculture, became director of the Physical Education Program for Women. She continued until her retirement in 1938. Robert Thompson became director of the Boys' Physical Education Program. He continued for fifteen years until he retired in 1939 and moved to Mora, Minnesota, to manage a sheep farm. Mr. and Mrs. J. L. Larson of the Ag Engineering staff were godparents of the class of 1924.

In the fall of 1925, approximately 450 students were enrolled in the School, and the College of Agriculture, Forestry and Home Economics had an enrollment of 750 students. By this time, Mayne and the alumni of the School of Agriculture had kept in touch with the growth of the College and were more conciliatory in their attitude towards it than they had been eight or ten years earlier.

The October 1925, issue of the *News of the School of*

*Agriculture* reported "that due to a forty percent increase in attendance over the 1924 fall registration, new sections had been organized in several School classes. The new students nearly equaled in number the combined upper classes."

The Main Hall was officially named the Administration Building in the fall of 1925, and later became known as Coffey Hall.

The first School of Agriculture 4-H Club was organized with at least fifty members in the fall of 1925. The 1925 *Agrarian* reported on the 4-H Club of the School of Agriculture:

> In the spring of 1925, Mr. T. A. Erickson, State Club Leader, suggested that all Club members attending the School of Agriculture organize a society and hold meetings. The chief aim of this organization is to make boys and girls of today better and more loyal citizens of the United States and to help make the community a better place in which to live. Other aims are to afford social intercourse, to encourage friendship among club members, and to try to interest other students to go back to their communities and carry on club work there.
>
> Many club boys and girls from all over the State attend the Junior Short Course, the State Fair, and the Junior Livestock Show. They often arrive on the campus total strangers. The members of our club have pledged themselves to aid these visitors in every way possible.

Most of the students of the School of Agriculture were from homes where honesty and integrity were the watchword of their training and most of the students demonstrated the evidence of the strict discipline. However, several incidents suggest that an occasional student might have had some problems in keeping on the straight and narrow. One student was reprimanded by the student council because he had stolen honey from one of the beehives on campus. On another occasion, the treasurer of the student YMCA found himself unable to handle his assignment without also helping himself to some of the contributions made by students to the YMCA. In another case, the president of one of the classes skipped town prior to graduation with a proportion of the receipts from the sale of class jewelry. It took a considerable amount of time to find this student and a greater amount of time to collect the money that he had taken. On another occasion, a student, or someone else who was in possession of the D. D. Mayne diamond medal awarded each year for excellence in extemporary speaking, replaced the diamond with a glass stone. The D. D. Mayne Medal is in the Memorabilia Room of 120 Coffey Hall and a gem expert has indicated that it no longer holds that diamond. It is important to remember that, with a few exceptions, the students of the School of Agriculture were honorable.

Laura Matson joined the staff in 1925 as matron of the girls' dormitory. She took the position following Miss Lommen and continued to serve in that capacity for thirty-three years until she retired in 1958. Professor and Mrs. J. O. Christianson were godparents of the class of 1925.

Laura Matson, Director of
Girls' Dormitories, 1925-1949

One of the 1925 graduates with an unusual background at the time of his entrance into the School of Agriculture told his story:

> I, Henry Schwerman, an immigrant from Germany in 1923, was taken in by the faculty and the Student Body as one of them. This was highlight as it was only five years since the First World War.
>
> The contact and the work in the dairy and veterinary division gave me the opportunity to go to the Veterinary College at Ames, Iowa. I graduated from there in 1931 and have been in New Ulm, Minnesota for 45 years as a practitioner.
>
> From an economical standpoint, I soon learned that agriculture was the backbone of the Nation, so I soon learned to invest some money in land. I acquired two 160 acre farms. I started a rendering plant to keep farmers from digging deep holes to bury the dead animals. This byproduct helped the farmers immensely. I then decided to build a feed business. This was known as New Ulm Ideal Feed. After this we decided to have an Angus herd of cattle and raised Hampshire pigs. With this going we decided to grow turkeys. From this came the idea to build a cooperative for hatching, growing, and processing. The result of this was the Madelia Turkey Dressing Plant and then later the plant at Faribault and the Rochester Turkey Hatchery. This was all done with the help of many in the cooperative. After one of the first years we joined the Norbest Turkey Cooperative as our sales agency, of which I later became president.
>
> Extra-curricular activities helped me to understand the American people and their ways of accomplishing something.
>
> In the community I belong to the Farm Bureau, the Methodist Church, Lion's Club, Masons and Shriners. I could not belong to school boards or church boards due to the irregular hours of my business. I have been president of the Lion's Club, Master of the Masonic Lodge, president

of the Shrine Club, and also president of the Minnesota Veterinary Association and also on that board for many years.

After the last war and my trip to Germany in 1948, I influenced people to send CARE packages and hundreds of other packages to the needy in Europe.

The School enrollment increased in 1926. At the close of the first week of the winter term there were 552 students registered as compared with 362 for the same time last year.

On March 17, 1926, C. P. Fitch (veterinary medicine), chairman of a special committee appointed to study the place of military drill in the School, reported to Dean Coffey that military drill be dropped from the curriculum.

In October 1926, the Grand Rapids School of Agriculture opened with one classroom building in addition to the experiment station buildings and one dormitory with a capacity of eighty students. The School was phased out in the early sixties and at the present time the former School of Agriculture buildings are shared by the Itasca Community College and Grand Rapids Area Vocational School.

The entertainment schedule at the School of Agriculture is symbolized in the following notice from D. D. Mayne, November 8, 1926:

> On Thursday evening, November 11 (Armistice Day), at 7:30 p.m., there will be a special program of moving pictures for students of the School of Agriculture and their guests, alumni and members of the faculty. At the close of the picture, those who wish may adjourn to the gymnasium where there will be an informal dancing party from 9:00 until 12:00 p.m. Admission to the moving picture entertainment alone will be ten cents, tickets for the dancing party only will be on sale at the gymnasium at fifteen cents each. There will be good music and a smooth floor.

Occasionally, boys from the St. Anthony Park and adjacent areas would come to the campus on playful raids, either to pick a good fight, or perhaps to check on some of the School of Agriculture male students who had been dating their girlfriends, or perhaps to retaliate in raids that the School of Agriculture students may have made in the surrounding community. Some of these off-campus ventures by School of Agriculture students often occurred at Halloween time. Major Halloween pranks included overturning outhouses, or derailing the Como Streetcar. Young residents of the adjacent area found Halloween an exciting time to raid the campus. In cooperation with the night watchman who walked the beat on the University Farm Campus, Miss Hognason was instrumental in setting up a Halloween All-Night Student Patrol. Groups of students, generally members of the Men's Self-Governing Association, walked the campus in shifts during Halloween Eve and late into the morning patrolling the campus. They would return to Pendergast Dormitory where Miss Hognason, and other members of the self-governing association, would have hot chocolate, popcorn and apples for the participants. It proved to be a very effective means of reducing Halloween night pranks on the campus.

Louis Sando started teaching horticulture classes and he continued to teach until his retirement in 1942. David Boland joined the music staff in 1926 and taught continuously until his retirement.

Mr. and Mrs. William Wehrends had been approved as the godparents of the class of 1926. However, in the fall of 1925, Wehrends accepted a position in the music department of the Indianapolis, Indiana, school system. Nell Merrill, secretary to Principal Mayne, was selected to fill in and complete the year as advisor to the 1926 class.

Erhart W. Bremer, a 1926 graduate, reported on his School activities.

> The reason I enrolled in the School of Agriculture is that I had four brothers there before me and I thought they did a good job of farming. Actually, most young people during that time did not have the opportunity to go to high school and the School was one place I could continue my education. Then too, there was Andrew Boss, who was from our area, who did influence us with his overall insight and knowledge of agriculture.
>
> From a subject matter standpoint I do think my main interest was in the farm management field but from a personal standpoint, it was the living with young people from other areas of the state — the give and take of dormitory life — the short sessions between classes — all this contributed to the growth and the development of the students. The living together there was unique and is not possible in the same way in our present schools or colleges because of the present school population.
>
> Since my parents had run out of farms, I decided several years after graduating from the School to go on to college and majored in farm management (the Andrew Boss influence). I received my B.A. in ag. economics and ag. education in 1934.
>
> I taught Smith-Hughes at Moose Lake for one year and then I went with the USDA for 18 years with the Farmer's Home Administration and four years with the Federal Crop Insurance Corporation in Washington, D.C. In 1957 I returned to Minneapolis and was Manager of the Farm Mortgage Department at F&M Savings Bank and also Assistant Secretary.
>
> The most satisfying work was with the FHA during the years of the depression and drought in trying to help farmers with government credit and farm management consultation to better their lot and develop a good farm business. While with FHA, I was stationed at Pine City, St. Paul, Milwaukee and Bemidji.
>
> While at the School of Agriculture I enjoyed taking part in sports to keep my weight down but the farther I ran, the more I became convinced that I could not catch up to Paavo Nurmi.

Erhart Bremer not only established some records in the mile run in track and field meets, but while attending college, he became an "M" man in track. He has served as board member and president of the School of Agriculture Alumni Association.

In December 1926, Allen D. (Dad) Johnston, who had

taught forge work, died. He was described as one who was a master craftsman and a born teacher, a combination rarely found. During his sixteen years of service, from 1910 to 1926, his example inspired his students to do their best and they soon learned that nothing but the best effort would be accepted. One of his former students said, "If you visited Dad in his workshop, you were greeted by a genial, good-natured man, straight and square-shouldered in spite of his years. His rolled-up sleeves revealed forearms tanned and muscled by years of service. White hair and silver gray moustache contrasted with a ruddy complexion. Behind his gold-rimmed glasses, a pair of twinkling, piercing, brown eyes looked straight into yours in a manner commanding respect. Dad believed in the old adage, 'Whatever is worth doing at all is worth doing right.'

Dad was a good storyteller and humorist. His classroom demonstrations were not complete unless a story or a pun to illustrate some point was used. One day Dad saw a student pounding away on his anvil, holding a hammer up near its head. 'What's the matter with the hammer's head? It's all black. You hold the hammer around the neck as if you want to choke it to death. Hold the handle about two-thirds the way down on the handle.' Another story is told that on an occasion when Dad Johnston caught a student using the hammer in that fashion, he dramatically sawed off over half of the handle of the hammer and handed it back to the student to make his point.

Principal Mayne, in memory of Allen D. Johnston said, "One of the greatest vocational teachers of all time has been lost to the profession of teaching in the death of Dad Johnston, instructor in forge work in the School of Agriculture. He was not only a teacher skilled in his vocation, he was one of the most skilled in iron and steel forging in the country. But he taught his students many things on the side that made his memory dear to all of them. His little side talks at the forge gave direction to habits and ideals for which he is remembered with affection."

By 1927, graduates of the School of Agriculture were taking their place in the marketplace, some of them going into professional agriculture positions. This was a time when very few faculty members were making $3,000 a year, and yet there was an announcement of the formation of what was called a Three Thousand Dollar A Year Club. That announcement, November 2, 1927, in the *News of the School of Agriculture*, was as follows: "Plans are being made to organize a Three Thousand Dollar A Year Club to include former students who are making three thousand

School of Agriculture, School General Staff, 1928

dollars a year. The Chairman asked the faculty to send him nominations for the Club."

Two new staff members were Professor Arthur E. Hutchins in horticulture, who continued to teach until the School was terminated in 1960, and Hedda Kafka, who joined the home economics staff and continued to teach until 1960. In addition to teaching, Miss Kafka was also active as faculty advisor to some of the School of Agriculture organizations. She continues to live within walking distance of the campus. Mr. and Mrs. T. W. Gullickson were godparents of the class of 1927. Mrs. Gullickson still lives in the family home at Carter and Raymond, just off the campus.

During the summer of 1928, O. K. Engene and William H. Dankers, both 1925 graduates of the School and students in the College of Agriculture, carried on with the original debate entitled, "Rudy, My Boy," or "Does Education Pay?"

With the increase in the number of dairy farms in the state and with increased emphasis on herd improvement, there was a demand for milk testers. As a result, many of the School of Agriculture graduates used their training in the School as testers to earn money to continue their education. Some used the position as a stepping stone for other opportunities in the dairy business.

Dr. Reuel Fenstmacker started teaching classes in veterinary science and continued to teach until the School closed. Dr. Troy Currence taught his first horticulture class to School students and continued to teach until 1960.

Paul Leach joined the music staff and taught classes until 1932. Cecil Birder also joined the music staff and taught until 1939 when he left to join the music staff at Notre Dame University. Mr. and Mrs. Philip Larson were godparents of the 1928 class. Today, Mr. Larson lives in Arizona.

One of the farmer representatives of the 1928 class is Frank Crippen of Sanborn, Minnesota. His participation in farm activities on a community basis, in addition to his farming, is emphasized by the fact that he was supervisor of Redwood County DHIA from 1928 to 1931. He was a farmer at Redwood Falls from 1931 to 1940. He farmed at Sanborn from 1940 until the present, with an emphasis on dairying. He was an on-farm training instructor at Springfield from 1948 to 1949, at Sanborn from 1950 to 1953, and at Lamberton from 1955 to 1957. Crippen was vice president of the County Crop Improvement Association and Premier Seed Grower in 1950. He was supervisor of Cottonwood County Soil Conservation District, 1949 to 1963. He was area director and vice president of the Minnesota Association of Soil Conservation Districts. He was chairman of the General Committee of Plowville in 1958. Starting in 1958, he was a member of the State Soil Conservation Committee. He was chairman in 1964 and 1965 and again in 1970 and 1971. He served on the Minnesota Natural Resource Council in 1962. He was an AAA Committee member for four years. He was a Township Supervisor for six years, 4-H Leader for thirteen years, Director of South Central Electric Co-op from 1956 to 1957. He has held membership in the County Extension Committee, Community Club, Farm Bureau, DHIA Board, Past Master of the Masonic Lodge and also the Royal Arch Masons and Commandry. He has held nearly all the offices in the local Methodist Church. He is presently director and finance committee chairman of the Sanborn Community Development Organization. So his example has been very outstanding in the Redwood County area.

Another graduate of 1928 was Harvey Dankers who has had a long and continous service to his farm community of Red Wing. He says:

> I bought out my father's farm business and farmed from 1929 to 1949. I taught GI agriculture at the Red Wing High School on a full time basis from 1949 to 1962. Since then, up until the present, I have been a substitute agriculture teacher at the same school. In 1962, 1963, 1964, I worked as a real estate salesman at Red Wing. I am now retired, but still very busy helping my sons on their farms, attending many meetings and doing volunteer work. The following are the positions I have held in our community: member of our County Farm Bureau Board, member of our County Fair Board, served on the jury several times, helped organize and was first chairman of the Farm Bureau Service Company, promoted and helped merge Farm Bureau Service Company and Co-op Service Company of Goodhue County. After the merger I was chairman of the organization several different periods. I served on the Midland District Board up until several years ago. I served on the Midland Resolutions Committee through 1975. I helped organize and was the first chairman of our senior citizens organization in our village of Goodhue. I am now a board member of the Goodhue Voluntary Action Information and Referral Organization in our county. I am now a member of the Advisory Council for the Aging of Region 10. During different periods I was secretary-treasurer and a member of the council of our church.

In 1929, Dean Coffey wrote about the School of Agriculture in the *Northwest Farm Review.*

> The choice of subjects and courses is large. The demands of large scale farming are met in farm management, farm machinery and motors, livestock breeding and management, grain crops and related subjects. The demands of successful community life are faced in the study of sociology, cooperative enterprises, government, debate, public speaking, dramatics and music. The needs for special lines are recognized in bee keeping, cow testing, poultry, fruit growing, horticulture, market gardening and animal husbandry.
>
> But it is not enough that a student spend three years of six months each in the study of agriculture. He is urged to put into practice the theories he has learned. Ideally the School of Agriculture is in session year around. Before the close of the School in the spring, each student is encouraged to select at least three projects to carry on during the summer on the home farm. The projects may include home

and crop or livestock improvement as well as community activities such as the organization and conduct of literary societies, athletics, farm clubs and cow testing associations. Careful records are to be made. The work is inspected by the School supervisors and satisfactory work is rewarded with credit which are accepted both towards graduation and for college entrance. The young man who wishes to prepare for college will find it to his advantage to graduate from the School and then return for a fourth year to complete the entrance requirements. Last year 12 percent of the students enrolled in the College of Agriculture at the University Farm were graduates of the School of Agriculture.

Among the many advantages the School of Agriculture offers its students is the fact that age is not a bar and that no one is too old to attend. Boys and girls who are eighth grade graduates and who have had to stay at home to help for several years will find that their age is an advantage and that the courses offered are adapted to their needs.

A second great advantage offered is the opportunity of living in the dormitories and participating in carefully directed social life. The dormitories are designed to be true homes for young people while attending the School of Agriculture.

In making their plans for an education, no young man or woman who looks forward to farming as a profession can afford to overlook the advantages this Minnesota School of Agriculture offers them. Its courses relate their education to their lives and enriches them.

In 1929, twenty of the county agents in the state were School of Agriculture graduates. Many of them had also completed a degree in the College of Agriculture.

In 1929, Theodore H. Fenske joined the staff of the West Central School of Agriculture as an instructor. Ultimately, he joined the Institute of Agriculture as Associate Dean and in that capacity coordinated the programs of all the Schools of Agriculture. Mr. and Mrs. D. W. Boland were godparents of the class of 1929.

Tilmore Meium of the class of 1929 from Jackson, Minnesota, said: "The big highlight of my great S.A.U.M. experience was enrolling as a freshman as a shy, quiet boy of 17 years whose world had been his immediate family and farm home, church and community, but for which he had a deep and satisfying affection. I found an ag school campus a new world, different, exciting, inspiring and challenging."

During the twenty-six years Mayne was principal of the School, the spirit of cooperation had grown very rapidly. In 1929, the *Agrarian* reported:

> In the early days of farming in Minnesota, the farmer worked alone, planted his crops, improved his products the best he could and found his own markets. As the population increased and life became more complicated, the farmer could not cope with the situation alone. Crop failures, over-production, low prices, inadequate marketing facilities all combined to make the farmer realize that only through the concerted action of all farmers could farming be made successful.
>
> Farmers began holding meetings. Leaders arose who urged cooperation and organization of farmers. Professor T. L. Haecker, formerly instructor in the School of Agriculture, was instrumental in starting the first cooperative creamery in Minnesota. A. J. McGuire, a graduate of the School of Agriculture, was associated with John Brandt in organizing one of the largest cooperative enterprises in the country. Principal D. D. Mayne taught his students the principles of cooperation and hundreds of "aggie" graduates have become boosters and leaders of the cooperative organizations throughout Minnesota.

In March 1929, Mayne presided over the twenty-fifth commencement of which he had had a part. Many of the features of the commencement were his innovations. He died on December 14, 1929. In the twenty-six years he had served under four University presidents: Cyrus Northrop, George Vincent, Marion Burton, and Lotus D. Coffman. He had served under six deans and directors of the experiment station: William Liggett, E. W. Randall, J. W. Olson, A. F. Woods, R. W. Thatcher, and W. C. Coffey. More than half the graduates and former students enrolled in the School had come under his influence.

# CHAPTER X

# Eulogy to Mayne

FOLLOWING Dexter Dwight Mayne's death on December 14, 1929, at Gulfport, Mississippi, and his funeral at Platteville, Wisconsin, a memorial service was held on March 23, 1930, in the auditorium of the Administration Building on the University Farm Campus. Many appreciations were written in memory of D. D. Mayne.

Lotus D. Coffman, president, University of Minnesota, wrote:

> For loyalty to his school, interest in his students, and genuine devotion to his work, no one of the staff of the University of Minnesota rated higher than Mr. Mayne. He was not an idealist merely; he was a practical schoolmaster also. Long before the scientists in education began talking about objectives, Mr. Mayne has arranged programs of instruction, definite and specific in character, with a view to training young men and women for life on the farm. These programs laid a basis for understanding and appreciating rural life and improving the economic situation of the farmer and his wife. The success which attended Mr. Mayne's work is attested by the respect and esteem that thousands of graduates and former students of the School of Agriculture bear for him. It is not that respect which comes from fear, nor that affection which is based upon mere sentiment; it is that respect and that affection based upon rugged character, constancy of purpose, diligent devotion to a task, faithfulness to a program and an unremitting interest in his academic children.

Andrew Boss, vice-director, Experiment Station, wrote:

> Enthusiasm, generosity, and friendliness were strong attributes of Professor D. D. Mayne. These characteristics he imparted to his pupils and his associates in a large degree. His leadership was forceful without being dogmatic and his venturesome spirit enlivened his lectures and discussions. He was an inspiring teacher and friend whose influence will long be felt in the lives of those who were privileged to know him intimately.

A. V. Storm, professor and head of the Department of Agricultural Education, wrote:

> Dexter D. Mayne was an extraordinary individual. He early dedicated himself to serving his fellowmen through the medium of the useful. Born and reared in a rural community in Wisconsin, he began at an early age to add his limited increment to the income of his father's family. He was its principal, and for several years its only financial reliance. As the son of a minister, he was both by heredity and environment drawn toward the life of the student. In common with most young men of that period who enjoyed study, he turned to teaching as the most satisfying occupation.
>
> His energy, originality, enthusiasm, cheerfulness, integrity, unswerving loyalty to principle, and his ability not only to teach but to organize and manage, advanced him rapidly in public school teaching. He was one of the pioneers in placing agriculture as a study in the public schools and one of the first to write a textbook for public school agriculture.

Dean Walter C. Coffey gave the memorial address in the service for Principal D. D. Mayne. Following is a portion of that address.

> Displaying enthusiasm, imagination and even daring in educational methods, he soon became a popular leader. The School grew and widened in influence. Always seeking a better way, he had the courage to depart from the trodden and beaten paths of instruction. He was resourceful in finding new ways and developing new methods and always eager to try them out.
>
> With marked energy and initiative he constantly sought to adapt the instruction in the School to the needs of its students ever keeping in view prosperous, wholesome, satisfying country living as their primary objective. He was ingenious and persistent in developing definite and specific programs of instruction which were adapted to the needs of the School. The fundamental ideas underlying many of them were successfully carried into other systems of education. In this connection especial mention should be made of the program for summer project work by the students of the School. Many of the features of this program were incorporated in the project program arranged for and adopted by the Smith-Hughes schools.
>
> It always seemed to me that Professor Mayne was loathe to turn away anyone who sought to enter the School of Agriculture. If a candidate lacked the required farm experience, he was promptly informed that he must get it before he could enter but if he had been dissatisfied with high school work or somewhat backward in his studies, the case was usually brought to me for decision. In case I would say, "Professor Mayne, what do you think about this care," — a smile, (an indulgent smile I would call it) would slowly spread over his face and he would quietly reply, "I

am afraid my attitude does not serve as a basis for a very good judgment." Most sincerely he believed in education for the masses and if anyone had enough purpose to come to the School, he evidently felt that there was something there to awaken and cultivate for the betterment of the individual and of society. Once such an individual was registered in the School, Professor Mayne sought diligently to discover his interests and aptitudes and to guide him into a program that would result in a measure of intellectual development.

He had faith in his students. He often went deep into his private funds to help them in meeting school expenses. They never failed to repay and this was a matter of great joy and pride with him. Occasionally a student who had been advanced a loan out of funds entrusted to Professor Mayne for student aid would seem slow and indifferent about repayment. To those associated with the Principal some of those cases appeared hopeless, but they were reassured by their chief, who over and over again would say, 'He will pay; he will pay.' There was one unpaid balance on a loan in particular that looked to be quite beyond the possibility of collection. The amount was small, only fifteen dollars. Letters sent to the man who owed it remained unanswered. Calls at his place of business always found him out. Professor Mayne paid one or more visits to the distant city where this man lived and even he could not get in touch with him. Even in the face of these discouraging circumstances and after fifteen years of effort, Professor Mayne continued to say, 'He will pay; he will pay'!

Then on the wings of the air came a large envelope. The letter enclosed contained a full account of the struggle of a man to justify his failure to pay, regret as to his conduct and the joy he experienced by having his better self rise in triumph. Attached to the letter was a check for $280 with instructions that $30 was to be used in paying the balance on the note with generous interest, and the remaining $250 was to be set aside as a loan fund to be used in assisting needy students. Professor Mayne's hapiness was complete and clearly not because of the recovery of the loan but because the man, a former student, had won a victory and finally had come through true to the fine traditions of the School. What a demonstration of faith; what a glorious reward for it!

In many ways, but especially through conferences, he developed the spirit of leadership in the School. This spirit carried into the affairs of rural communities has resulted in a great and permanent contribution to rural progress. Professor Mayne clearly saw, I think, the great oncoming swing away from extreme individual action to collective action in rural life. Hence he realized how rural people must learn to work together under the guidance of their own leadership; also how they must stand behind their leaders with intelligent fellowship. One prominent graduate of the School said, 'I shall always remember Professor Mayne best for the leadership he developed.' Continuing, he said, 'The School did more for me than any other institution that has come into my life. I had no idea of anything I could do with any measure of effective leadership. Professor Mayne taught me that I could do something and I learned more in the School than anywhere else about how to live with my fellow men.' Professor Mayne had a passion for integrating the School student life on the campus. In such integration he saw not only more exemplary personal conduct but also the cultivation of that spirit which would contribute to sound rural community development. The student was always pointed toward the community back home. Everything possible was done to deepen his sense of responsibility to that community and no pains were spared in equipping him for leadership in educational, business and social affairs amongst his home folks. The emphasis Professor Mayne placed on music and dramatics in the School, not for the purpose of turning out skilled musicians and finished actors, but rather for the purpose of sending young men and women back to their rural homes with a higher appreciation of the cultural values of life and with some ability to help develop those values, is but one example of his comprehension of oncoming social needs in rural life.

Professor Mayne was charitable toward all men. This was especially noticeable in cases where he was opposed in his plans and programs. He was slow to retreat and resourceful in finding some other avenue to his objective. But he was never bitter in the face of defeat. He could shout the reasons for his faith in a cause; he could resist opposition with fiery vigor, but he seldom or never engaged in personal abuse. The better one knew him, the more this characteristic in him stood out.

# CHAPTER XI

# J. O. Christianson's Administration: Through the Thirties 1930-1940

WITH the announcement of the death of Dexter Dwight Mayne, J. O. Christianson was appointed acting principal of the School of Agriculture. One of his first memorandums to the faculty was dated December 30, 1929, prior to the opening of the 1930 winter term. That memo follows: "I am sending you attendance report blanks which should be filled out and sent to the office every Saturday. I should like to have cases of extreme delinquency called to my attention by a telephone or personal call or a note. Any continued absence will be investigated. A pass which has 'unexcused' written across the face in red means that the student had no valid reason for missing classes. The instructor may punish the student as he sees fit."

The 1930 winter term enrollment was 434 boys and 115 girls. At that same time, the West Central School of Agriculture (Morris) had approximately 350 students, the Northwest School of Agriculture (Crookston) had approximately 300 students, and the Northeast School (Grand Rapids) had approximately fifty.

Silent moving pictures had been in use in the auditorium prior to 1930. One of the last acts of Principal Mayne was to initiate action to secure sound moving pictures for the auditorium. A memo written in December 1930, by Dean W. C. Coffey to President Coffman follows:

> We are now facing a new and difficult problem in connection with our moving picture activities. The movie tone is all the rage. Students and Park people alike no longer care much for the silent movie, and the situation is further complicated by the fact that it is no longer possible to get new and good films for display as pictures without sound accompaniment. Therefore, it seems that we cannot continue without installing movie tone equipment which is expensive as it involves not only new apparatus, but also an enlargement of the lantern booth and a treatment of the Auditorium in order to improve its acoustic properties which have always been bad and should have been corrected long ago.
>
> I feel that the movie tone should be installed, but I fully realize that a new feature in moving pictures may show up almost any time to render the movie tone, as it now is, obsolete.
>
> I presume, however, that it is inadvisable to proceed unless it would be possible to make the alterations I have mentioned at University expense. I am, therefore, asking if funds can be made available for these alterations and if so, may we be permitted to go ahead with the purchase of movie tone equipment.

Superintendent J. O. Christianson, 1930-1960, "Friendly Road" Radio Program

President Coffman replied:

> My dear Dean Coffey
>
> I have given considerable thought to your letter of December 23, in which you request funds for the installation of the movie tone on the farm campus. It is still an open question, I presume, as to how far the University should go in providing entertainment for its student body and especially for the general public.
>
> If you are satisfied that we can justify the installation of a movie tone on the University campus primarily on educational and research grounds, I think that it will be possible for us to provide the $676 which will be necessary for the acoustical treatment, enlarging the booth, and the necessary electrical conduit extension for the installation of the

machine. I believe there will be sufficient reversions from general University funds to enable us to do this.

During the late 1920s students in the School were trained to act as projectionists for the silent movies shown on the campus. In the 1930s and early 1940s, with the new video picture machine, the students helped with the projection. With unionization by the late 1940s and during the 1950s, the projectionists were from the staff of the visual aids department on the Minneapolis campus. The movies became an important part of the life of the School. At occasional noon assemblies special movies might be shown. However, regularly through the 1930s and as long as Saturday classes were held, the noon assembly program on Saturday consisted of current newsreels and a short feature. On Saturday afternoon and evening, the entire student body attended one program or the other of a feature movie and the students were admitted on a student activity pass. Many St. Anthony Park residents regularly attended, particularly children in the afternoon.

As had been the practice for a number of years, each dormitory held open house on a Sunday evening to which residents of the other dormitories, faculty, parents and friends were invited. The students learned about social graces in preparing for, sponsoring, and hosting these events.

Professor and Mrs. Alfred L. Harvey were godparents of the class of 1930. The 1930 *Agrarian* was dedicated to Andrew Boss. That *Agrarian* won All-American Honors.

H. K. Wilson of the agronomy staff started teaching School of Agriculture classes. Chester Berggren and L. W. Newbauer taught their first School of Agriculture classes in the division of agricultural engineering. Lucille Wendt joined the music staff and continued to teach until 1940.

Dr. Fred W. Gehrman, a veterinarian with a clinic on Wayzata Boulevard and a graduate of the 1930 class, reports his experiences at the School.

> I grew up in a strictly agricultural community and school district in Goodhue County. It was a one room country school with attendance varying from one to eighteen during my school years. No student from that district had ever gone on to high school.
>
> My attending the S.A.U.M. gave me a whole new exposure and outlook on life. There I lived, studied and played with many young people from all parts of the state, many with educational limitations like from my home community.
>
> Not all the benefits of such an education resulted from classroom work, for who could but benefit from day-to-day living and exposure to the philosophy of life and education of such great dedicated people as Boss, Mayne, Christiansen, Coffey, Hognason, Matson, Harvey, Petersen, Johnsrud and many many more influential people.
>
> In 1932 I came back to finish my intermediate year and obtain my high school credits so that I might enter college and obtain a degree in my chosen professional field. It was then and later in practice that I really realized the outstanding value of my S.A.U.M. experience and education.
>
> As the years passed and I have served in such offices as planning commission, school board, various professional offices and at the present time as a member of the A.V.M.A. National Executive Board, the value of my training and experience at S.A.U.M. became very apparent and valuable.
>
> I can only say, 'Thanks, S.A.U.M.' It was there to fill a need at the right time and place, when I, like many others, needed it as a stepping stone to a broader field of service, so that we might better serve our community, our nation, and yes, give us a way and quality of life which would have been beyond our reach except for the opportunities provided at S.A.U.M.

Edgar M. Urevig, manager of the Tilney Farms at Lewisville, Minnesota, also shares his impressions of the School:

> The School of Agriculture, University of Minnesota, was unique in its concept of education. It has taken many years for a similar concept to become accepted in technical schools and other learning institutions. Because of this concept, in my opinion more graduates of the School of Agriculture, University of Minnesota have been outstanding than graduates of schools with comparable education levels.
>
> Community leadership emphasis had its lasting effects as well as the strict code of ethics on the lives of students in later life.
>
> The experience and exposure received as a student at S.A.U.M. has been of the greatest help in my position as general manager of Tilney Farms.

In the fall of 1930, there were enough students driving cars so that the Advisory Committee began to discuss parking procedures. During that winter term 1931, six weekly programs in a lecture series were held in Pendergast Hall. The topics were: (1) "Sunshine in Labor," (2) "Amusement in Literature," (3) "Music and Reading," (4) "One-sided People," (5) "A Yankee in Egypt," and (6) "Music and Reading." These were offered at a cost of fifty cents. The following statement appeared in the *News of the School of Agriculture:* "No apology is made for offering these entertainments. The series is instructive, elevating and amusing. It is first class in every particular, and the extremely low cost is only possible through the traditional policy of our School of Agriculture which has a reputation for giving the best at a nominal sum. It is hoped that every friend of the School will avail himself of the opportunity to hear the best talent. This is but the beginning. We want to make this course a complete success."

During the 1970s there has been a great increase in the number of women registering for agriculture courses; however, in the early days of the School of Agriculture, the women often requested the opportunity to take agriculture courses. In 1931, the Chairman of the Student Work Committee reported that many of the home economics students in the School of Agriculture have requested permission to

register in courses in animal husbandry, especially in livestock judging.

In the winter of 1931, seventeen students were suspended or disciplined on charges of buying and selling moonshine in the dormitory. Through a very effective interview process the students admitted their guilt, however some of the parents were angered and took their case to the legislature, and as a result there was a great deal of publicity. In spite of the fact that some of the legislators were ready to take action, they were soon reminded that the University administration was in the hands of the people selected by the board of regents to administer the programs at the University. It was a trying time for Acting Principal J. O. Christianson since it occurred during his second year as principal. However, both Dean Coffey and President Coffman supported him in the decision to discipline the students: two were not permitted to graduate with their class. The rest of the students were required to do additional work before receiving their diplomas. The local papers supported action taken by the University. Acting Principal Christianson on March 18, 1931, issued the following statement.

> We wish to dispel any anxiety which you may have been caused thru general statements of the newspapers in regard to the use of liquor on this campus. In accordance with the rules of this school which absolutely prohibits the use of intoxicating liquors on the campus, we have suspended those students whom we found guilty of violating that rule. Where we have nearly 550 young men and women for whom we are responsible, no compromise can be made with the use of liquor on the campus.
>
> Thru press reports the impression has gone out that there may be a lack of adequate supervision at the institution. Nothing could be father from the truth. The School has an honorable record of long standing, good deportment and the maintenance of high ideals. The people in charge of the dormitories have been with the School for years. Their prompt and impartial action in the recent suspension order indicates that under no circumstances will they permit a breaking down of the institution's moral standards.
>
> Our whole purpose is to conduct the school in such a manner that the students will develop soundly in character thru a wholesome growth in mental and moral constitution.

Elmer M. Johnson joined the School general staff to teach courses in social science such as rural sociology, American History and history of civilization. He continued to teach until the School closed in 1960. Mr. and Mrs. Paul Leach of the music department were godparents of the 1931 class. The 1931 *Agrarian* was dedicated to D. D. Mayne.

Several alumni members of the 1931 class have responded to the inquiry about the School of Agriculture's program. Gerrit Dowsman, now living at Landrum, South Carolina, says that he became interested in YMCA work at the School. As a result of that interest he spent thirty-seven years in professional YMCA work, most of it in international field service in the Philippines. Nineteen of those years were spent as a headquarter executive.

Darwin Hall, a farmer from Winnebago said:

> I enrolled at the School of Agriculture in the fall of 1929 wondering if I wanted to farm or not. With the curriculum offered and meetings of many wonderful young people, I was soon assured that farming was my life work. . . . The adults that we came in contact with were deciding factors in molding us into the adults of the next few decades. Such people as D. D. Mayne, J. O. Christiansen, Johanna Hognason, and L. B. Bassett, just to name a few, who with their counsel and guidance helped make myself and many others into young adults who wanted to strive forward and made our niche in America.
>
> A few of the gratifying rewards I have received over the last 45 years are, being a director and officer of one of the larger cooperatives in Minnesota. Since 1950, serving on the Board of Directors of the Truman Farmer's Elevator Company, serving on the Winnebago School Board for 6 years, organizing and serving on the Board of Nashville Township Community Chest for 12 years, serving on the Martin County Soil Conservation District Board 4 years, an officer of our little country United Methodist Church since 1936, representing my local coop and I have served on the board of the Farmer's Elevator Association of Minnesota since 1962. Also I have been elected to serve as a district director of the Minnesota Association of Cooperatives starting this fall and I also represent my coop as a director of the Renville County Transport Association, Southern Division. I also do land viewing pertaining to drainage ditches in Martin County. These various rewards I have received and I owe my experience and association with the S.A.U.M. from 1929 to 1931 and the people who guided and taught me about agriculture.

Arthur Foster of Garvin, Minnesota, said:

> My parents were of the 'old school' thinking when very few young people of our neighborhood went on to high school because we were far from town and boarding away from home for a youngster was not considered a good idea. An eighth grade education was thought to be good enough for a future farmer.
>
> At age 21 I did take the cow testers short course at the Campus and spent two and a half years as a D.H.I.A. supervisor in Martin County. . . .
>
> My training and experience while at school certainly made me quickly investigate new farming methods and adopt the ones that fit my farm. In cooperative and community activities there always was a demand, i.e., secretary-treasurer for Southwest Farm Managers Association which gave me an opportunity to become acquainted and work with some of the best farmers in this part of the state. I would not have had this privilege without my "aggie" background. Also many years secretary of our farmer's cooperative elevator, chairman of Farmer's Club, church boards and others.

Louis H. Schmiesing of Vernon Center said:

> Words can hardly express my appreciation for what the School of Agriculture had done for me and I'm sure that it filled the need of many young people in a wonderful way. The school program was broad enough to give agriculture

students a good chance to select their favorite field for study. I got the feeling that D. D. Mayne's song, 'Don't Leave the Farm Boys' was the best song I'd ever heard. I came to realize the need for community participation. Two staff people who meant a great deal to me were Dr. Iver J. Johnson, who encouraged me to raise hybrid seed corn, and J. O. Christianson was a great influence on my community responsibility.

### Oren R. Shelly of St. Paul said:

I believe it was in the spring or summer of 1929 when J. O. Christianson called on my parents to tell them about the School of Agriculture and what it had to offer in training for me. As a result, my parents sent me to the School of Agriculture in the fall of 1929. . . .

Miss Hognason stands out as one who had a great impact on me, particularly during the first year at the School. She was a remarkable lady, a fine teacher and matron of the boy's dormitory. She did so much to help me develop confidence, poise, and a more polished personality in those of us who had not up to that time been very far away from the farm. While this may seem trivial or unimportant to some, Miss Hognason taught us such things as proper etiquette, even including the importance of a firm handshake, plus the meaning of improving our personal appearance and grooming and such other development factors that so materially improved our character, so important as a basis for further development in the years that follow. This type of training I expect is rare in other schools. The environment of the dormitory was kept wholesome, encouraging clean living with enjoyment that also helped to build character.

After graduating from the School in March 1931, I came back for the next two winter quarters, taking intermediate courses preparatory to entering college. I was able to go to the School only if I could earn the money as farm income was such that supplemental income was a necessity. Then in the fall of 1934 I enrolled in the College of Agriculture, going intermittently and working part of the time, graduating in 1939. I then worked for the Federal Land Bank of St. Paul and in 1940 went to work as junior economist with the State Land Use Committee. Then in 1942 after earning a master's degree, went to work as a business analyst with the St. Paul Bank for Cooperatives. After serving in various capacities at the bank, was elected president in 1969 and served as the chief executive officer until retiring in June 30, 1974.

### Dr. Lambert Erickson from Moscow, Idaho, said:

The School of Agriculture gave me a background in applied and philosophical agriculture that could not be obtained in the College. Thus I could talk with ease and security with producers, processors, retailers, and consumers alike. In Wyoming I established a state seed laboratory and taught the first course in seed analyst, also weed control and built a more reputable quality for Wyoming seed certification. In Idaho I was the first person employed by the University in weed research and first to teach courses in biology of weeds, biology of field crops and anatomy and physiology of seeds at the University of Idaho. During my early tenure at Idaho, the pure seed and noxious weed control laws were totally revised and the Idaho noxious weed association organized. Serving on the board of directors for 20 years. Over 70 research papers were published. Although I was never employed in the Extension Service, I spoke at dozens of meetings over the years.

In 1969-70 I was Fulbright-Senior Research Fellow to Norway. In 1976 I served as a visiting scientist in the Department of Plant Pathology to Canberra, Australia.

### Gerald R. McKay of St. Paul said:

Highlights of my experience at S. A. U. M. were the opportunity to participate in student run organizations, literary clubs, band, orchestra, athletics, and judging team. The excellent teachers measured in terms of interest they took in the individual students. Since leaving the School of Agriculture, I have been in professional agriculture as a Smith-Hughes teacher or as an extension specialist in agriculture information most of the time. I did teach and was Principal in the Isanti Public School 4 years during the depression years.

Gerald McKay is now retired and is president of the School of Agriculture Alumni Association.

On June 13, 1931, the Memorial Grove was dedicated to seventeen students of the School of Agriculture who were killed during World War I. This grove and a plaque are at the south end of the mall on the corner of Cleveland and Carter.

Public speaking and debating were sponsored by the School of Agriculture and students were urged to participate. On December 10, 1931, it was announced that a debate team had been organized under the direction of Monica Langtry and the head of the English Department, Robert Lansing. A contest had been arranged with the Northwest School of Agriculture at Crookston and with West Central School of Agriculture in Morris.

In 1932, the *News of the School of Agriculture* became the *School of Agriculture News*. On January 14, 1932, the chairman of the Student Work Committee reported that 344 students were registered for the winter term. Mr. and Mrs. Franc Daniels were godparents of the 1932 class.

Dr. Donald W. Johnson taught his first School class as a member of the staff in animal husbandry. He continued to teach until 1941. Ruth Segelson joined the home economics staff and continued to teach until 1946. Philip A. Swenson taught for three years as a member of the School general staff.

Dr. Carl F. Sierk, a 1932 graduate now retired and living at Greenfield, Missouri, indicated that living in the dormitory under Miss Hognason's direction, extracurricular activities such as literary societies, and interschool competition such as sports and judging teams were the highlights of his experience at the School. Dr. Sierk earned a doctorate in animal husbandry and his professional involvement included assistant professor at the University of Minnesota in the Department of Animal Husbandry; beef cattle research coordinator, USDA; head of the Animal Science Division, University of Idaho; animal science research coordinator, USDA, Washington, D.C.; assistant administrator, regional director, Cooperative State Research Service, USDA;

chief livestock branch aid, State Department; and consultant for the International Bank for Reconstruction and Development.

Dr. Sierk said:

> I feel rather strongly about the School of Agriculture and the influence it had on me and the thousands of others who attended. I had the opportunity to visit many of the underdeveloped countries around the world and was constantly reminded how fortunate we have been in the United States with our agriculture education system and what a contribution the School of Agriculture could today make to developing countries.

Melvin G. Kullheim with the Farmer's Union Grain Terminal Association at Mankato said:

> The University Farm which I first viewed on a 4-H trip in 1926 gave me my first inspiration that I wanted to be a part of farming because people connected with farming were enjoying their work and there now seemed to be a potential for a good livelihood from the farm. Later I observed that one of our best local farmers held the respect of neighbors because of his superior crops and livestock. He was a graduate of the School of Agriculture and suggested I might like to attend.
>
> Aside from the practical knowledge I gained through my classes, my greatest satisfaction are the friends I made in the 3 years on campus. These friends are special, almost like family, because we lived so closely together for a long time. Any of my activities since graduating either in farming or related work in the Farm and Home Administration, Dairy Supervisor or my present employment as credit supervisor for GTA has been helped along by these friends. The discipline of the School of Agriculture was remarkable. I doubt that a group of several hundred students could be as well behaved in the present day. I'm thankful that I lived in the period of these standards.

The adverse financial situation took its toll in terms of the student enrollment. In 1932, only 191 students had registered, compared with 243 in the fall of 1931. The enrollment was somewhat better in the winter of 1933, when 289 students registered. The Great Depression resulted in the reduction of a number of the student fees. June 28, 1932, the board of regents voted to approve the reduction of the book rental fee from $1.75 per term to $1.50 per term. The regents also voted to approve the reduction of the student activities fee from $4.00 to $3.75 per term. On September 18, the board of regents voted to approve the reduction of fees for private music lessons (weekly, 30 minute lessons) from $10.00 per term to $7.50 per term.

With declining enrollments in the School of Agriculture and the effect of the depression, President Coffman was reported by James Gray, in his history of the University of Minnesota, to have said that he was not sure that he wanted the Schools of Agriculture to continue. During that time he told Dean Coffey rather bluntly, "If we have to retrench, I'm going to kill the Schools of Agriculture." Gray reports that Coffman was persuaded to do nothing unpolitic at the moment when the University was struggling to establish its position as guide and friend to a suffering agriculture community, and nothing further at that point was said about discontinuing the Schools.

The 1933 *Agrarian* was dedicated to the students' parents. Dr. and Mrs. W. E. Petersen were godparents of the 1933 class. Dr. Petersen wrote in the 1933 *Agrarian* the following message to the 1933 class:

> Dear Members of the Class of 1933:
>
> Shortly you will be alumni of the School of Agriculture and the School of Agriculture will be your Alma Mater. Congratulations to you for this important achievement. We feel highly honored in being your Godparents and are proud of you. You have been here for a serious purpose—to better prepare yourselves for life's work. This you have done through both work and play, a balance of which is essential for a well rounded life.
>
> The School of Agriculture has meant much to you but it will mean more to you in the years to come. The knowledge you have obtained while here will mean much to you in your future efforts towards better agriculture and better homes. This however, is overshadowed by the more intangible things you have secured, giving you a better appreciation of nature and society, which in turn is responsible for new and higher ideals with less selfishness and more altruism. You now face the future with clearer vision than you would if you had not made the necessary sacrifices to become a senior. The friendships you have made have also meant much to you. They, likewise, will become more valued as years go by.
>
> You have reason to be proud of the School of Agriculture, and may each and every one of you so conduct yourselves that we may always be proud of you.
>
> You have our sincerest best wishes.

There were 225 students registered for the fall 1933 term. The chairman of the student work committee reported that the committee had decided to inaugurate an advisory system in the School. It planned to assign the students, according to their choice of specialization, to several faculty members who were to be their academic advisors.

On January 11, 1934, 339 students registered. The 1934 *Agrarian* was dedicated to James Drew. Godparents of the 1934 class were Mr. and Mrs. Chester Berggren of the agricultural engineering division.

In the 1934 *Agrarian* Principal J. O. Christianson wrote:

> The oldest and largest school of its kind has become a byword meaning the School of Agriculture at University Farm which was established in 1888. With the establishment of the School, there was born the new idea in education which was so far ahead of the current philosophy that during the past few years it is being heralded by some institutions as the new idea in education. For 45 years the School of Agriculture has led the way in progressive policies in education. Recognition of the fact that the main purpose of an education is to train for the business of living and also the fact that an educational institution should be essentially human, was fundamental in the institution from its beginning.

Courses have been created not merely to meet changing conditions, but to pioneer the way into fields of new thought and achievement. It is not an accident that the outstanding leaders in rural life are graduates of the School of Agriculture. It is rather the natural result of training, not only in factual material, but in inspiration and idealism which makes courageous, honest leadership and intelligent followership which is so much needed, not only in agriculture, but throughout our nation.

Dr. Gerardo Cueva, retired veterinarian at Dassel wrote:

Having being born and raised at my folks' ranch on the Andean region of Peru, South America, naturally, I became familiar with ranching operations and farming operations also at an early age. We used to live at the ranch during the summer time — harvest time — and in town during the winter time.

For Junior High I had to go away from home to another town for nine months each year. By the age of 18 years old I went to Lima and attended a "Practical School of Agriculture", 2 years.

Following this I got a job as assistant manager in a ranching association operating on the Andean mountains for 3 years.

All this time my ambition was to come to US to study animal husbandry as soon as I could manage it. Finally in 1930 I left Peru bound for US without one word of English.

In order to learn the language I had to stay in New York for a while attending an evening school. With the help of the Peruvian Consul I got information about schools of agriculture all over US. I chose the "School of Agriculture", U of M because it suited me best: Three, fall-winter sessions: basic agriculture and animal husbandry training designed particularly for the young farmers: social activities of all kinds; music; public speaking; physical training, and so on. . . . Even at an elemental level but the School gave all educative lines for the students to try and perhaps to discover their talents to be pursued.

But the best of all educational attractions was the friendly atmosphere towards the student body by faculty members and collaborators on the Campus, headed by Principal J. O. Christianson. Besides, the appointed Counselors helped us to solve our problems.

So I feel myself happy and proud to be a member of the School of Agriculture, University of Minnesota, class of 1934.

Virginia Barwise, St. Paul, who graduated from the School of Agriculture in 1934, and who is current treasurer of the School of Agriculture Alumni Association, said:

When I first came to the School of Agriculture I was very shy. I found the students were very friendly and as time went on, I outgrew the shyness with the help of my friends. I took up singing lessons with Mr. Birder and had to sing in the assembly once a month. At first this was hard to do, but Mr. Birder helped me with that problem so that now in my job I don't have any problems speaking in front of a group of people. I also was Worthy Matron in my Eastern Star chapter at Como, and Mr. Birder's teachings helped me there too. I value the many friends I made at the School and am still in contact with quite a few. I have been active through the years on the alumni board and have enjoyed this very much.

Bert Schwinghamer of Albany, Minnesota, said:

I helped start a 4-H Club which is still functioning and I've enjoyed being a leader in it off and on for 20 years. All three of my children have been graduated from it. The things I learned at school always made me try for improvement in everything, from my purebred herd, using up-to-date soil and farm management resulting in higher income and influencing others in the community to seek better farming methods. We are active in showing in the open and 4-H shows at the State Fair and were selected as State Fair Family of the Year in 1972. I have served on the Co-op, High School Advisory Board and chairman of the Farmer's Union Local, on the church board, 4-H leader, and on the County Fair Board and vice president of the Stearns County Pioneer Club, selected as the first Outstanding Farmer Award by the local Lion's Club and Honorary Chapter Farmer Award in FFA.

Ernest Baughman, a 1934 graduate, who grew up in Morrison County and is now with the Federal Land Bank in Dallas, Texas, said:

I was one who had not been privileged to attend high school prior to agriculture school and I must have been loaded with chlorophyll. I can think of nothing greener. Bashful and backward I had always been, but inquisitive too. The apparent contradiction notwithstanding. For me the S.A.U.M. was a "hothouse" wherein nondescript seedlings were provided an ideal environment, rich in nourishment of mind, body and spirit.

Plant and animals which had been of mild interest to me suddenly became complex, exciting extravaganzas of order, perpetual life. But their inherent complexities and order notwithstanding, man had successfully encroached and was able to record them in ways that caused them to be more vigorous, to resist disease, to utilize energy more effectively, to permit farmers to be more productive. Possibly my single most fascinating experience was my first view of living plant cells in the occasion of my first view through the lens of a microscope in Botany I in the old Botany Hall.

Possibly my most satisfying experience was the discovery that I could speak to groups of fellow students and surprisingly they listened and generously lent encouragement. Declamatory debate and literary society meetings were highlights of the S.A.U.M. experience. The recollection of which still cause the blood to flow a little faster.

The Sunday morning song service, the assembly speakers, the onrushing flood of activities of all kinds and the everpresent encouragement to participate in them made the S.A.U.M. the 'hothouse' it was. The combination of subject matter, social activity, encouragement, reward and discipline struck the right balance whether by accident or careful design, I do not know, but I'm strongly declined to the later view.

Beginning in the fall of 1934, Truman Nodland started his teaching career in the School which continued until 1960. Nodland has maintained a strong dedication to the principle of teaching farm accounts and farm management to young farmers. By choice, he continued to teach his classes in the School of Agriculture when he might have directed his attention to other areas of work within the

University. Hundreds of students in the School were influenced by his sincere dedication to the principles of farm management, and his interest in students.

Clarence Christopherson joined the agricultural engineering staff and taught carpentry until 1960. Ralph E. Miller joined the School of Agriculture general staff and taught rural sociology. He was half-time YMCA secretary and was counselor in Dexter dormitory. He continued to teach a variety of social science courses in the School and assisted in administrative activities until 1960.

The student activity program was well detailed for each quarter. The fall 1934, program included: a movie on registration day, a boys' dormitory jamboree and a girls' get together in the girls' dormitory; organization meetings of the men's self-governing association and the girls' self-governing association; class groups meetings; fellowship meetings and the YWCA Girls Reserve meeting; get-together of the literary societies, and the Owls; a mixer sponsored by the YMCA and YWCA; and a Sunday night hour in the auditorium at eight, in which there was a symphony orchestra.

By 1934, Superintendent Christianson had made a name for himself as a public speaker. The November issue of the *School of Agriculture News* gave a glimpse of Christianson's schedule.

> Superintendent Christianson's calendar is filled these days with speaking engagements in all parts of the state. Following are a few of them:
>
> Friday, November 2: "Farming Trends and Outlook" — Crow Wing County Annual Farm Bureau Meeting, Brainerd.
>
> Monday, November 19: "Farm Trends" — Farm Bureau Unit, Renville.
>
> Wednesday, November 21: "Town and County Cooperation" — Banquet of Southern Minnesota Livestock Show, New Prague.
>
> Saturday, December 1: "Fact, Fancy and Fiction" — Dakota County Farm Bureau Annual Meeting, Farmington.
>
> Tuesday, December 4, "Economic and Social Trends" — District Creamery Operators' Banquet, Mora.
>
> Friday, December 7: "Dealing in Futures" — Annual meeting of Le Sueur Poultry Association, Le Sueur.
>
> Saturday, December 8 (Afternoon): "Agricultural, Economic and Social Trends" — Aitkin County Farm Bureau Meeting, Aitkin. (Evening): Meeker County Victory Banquet, Litchfield.
>
> Monday, December 10: "Dealing in Futures" — Rotary Club, Owatonna.
>
> Superintendent Christianson is also scheduled to deliver the main address at the annual meeting of the Illinois Agricultural Association at Quincy, Ill., January 30.

At a December 6, 1934, meeting, the faculty approved a new course in psychology for the winter term. Ralph E. Miller was to teach the course; this was the first time psychology had been taught in the School of Agriculture.

The quality of the assembly programs and the cost of meals at that time are illustrated in the following notice from J. O. Christianson dated December 10, 1934. "Victor Christgau, Assistant Administrator of the Agricultural Adjustment Act will speak at our School assembly this coming Saturday noon. His subject will be, 'Present and future plans of the AAA.' Following Mr. Christgau's talk, we are having a luncheon for him in the party dining room. The price per plate is 35¢."

The winter quarter registration for 1935 was 433 students. Periodically the superintendents of the four schools of agriculture would have a conference to share common concerns. Superintendent J. O. Christianson vigorously insisted that the St. Paul School of Agriculture not be referred to as the Central School of Agriculture to designate it from the other four schools, but that it should be The School of Agriculture. Superintendent Christianson was not a strong supporter of sharing program views with the other superintendents since he felt that this School of Agriculture on the St. Paul campus was offering a different quality program. At the 1935 Winter Shows at Crookston all four schools of agriculture participated in the crop and livestock judging contests.

Superintendent Christianson reported that he personally previewed all the movies to be shown at the School since he could not rely on the approval of the educational screening service. The 1935 *Agrarian* was dedicated to Louis B. Bassett as one who typifies the spirit of both the alumni and the faculty of the institution. Mr. and Mrs. Cecil Birder were godparents of the class of 1935.

George Lorenz of Wells, Minnesota, a graduate of 1935, editor of the *Agrarian* and on several judging teams at the School, and who is now an active farmer, said his participation in a community organizational way has been as board member and as Sunday school teacher at the United Methodist Church, chairman of the District School Board, president of the Township Farm Bureau, president of the Minnesota State Hampshire Association, chairman of Faribault County Agricultural Society, president of the Lincoln Cooperative Creamery, president of the Minnesota State Holstein Association, vice president of the Wells Electric Association, secretary of the Wells Farmer's Elevator, chairman of the Faribault County Zoning and Planning Commission, 4-H Dairy leader, president of the County Council of Churches, exhibitor of purebred livestock at county, state and national shows, and an official judge at cattle shows. He has received the following awards: Minnesota Outstanding Citizen by Republican Party in 1965, Honorary FFA Chapter Farmer in 1971, Outstanding Citizen Award by the Wells Junior Chamber of Commerce in 1973.

In the fall of 1935, James B. Fitch became Chief of the Division of Dairy Husbandry. Victor Newcomb and Doris Nelson joined the School of Agriculture general staff in the commercial section. Carl Borgeson started teaching Agron-

omy classes and continued until the school was terminated in 1960. He served as coach of the crops judging team for several years.

On October 10, 1935, the students in the boys' dormitory adopted a revised constitution and bylaws of the Boys' Dormitory Self-Government Association. On November 7, 1935, the curriculum committee recommended the approval of a new three credit course in leaders and leadership to be taught by Ralph E. Miller.

For winter quarter 1936, 486 students were enrolled. By fall term 1936, 355 students were enrolled — the largest fall enrollment for nearly twenty years. Enrollment stabilized until the outbreak of World War II. A number of new courses were added and the students were eager participants in the education process. The prospects were that the School of Agriculture would continue to serve the young men and women of Minnesota. A large number of high school graduates desiring a vocational training for farming and homemaking produced a student body that responded well to the challenges of the faculty.

In the fall of 1936, Elizabeth Smith joined the music section of the School's general staff and continued to teach until 1940. Larry Gates, who later went to New York's Broadway as an actor, was the dramatic instructor. Dr. and Mrs. Donald W. Johnson were godparents of the 1936 class.

Martin Annexstad, Jr. of St. Peter, a member of the 1936 class, has been state president of the Minnesota Pork Producers, member of the Minnesota Livestock Breeders Association, a member of the State Livestock Sanitation Board, and a member of the Livestock Hall of Fame. He says that the training he received while a student at the School was a great help to him while working with these organizations.

Clarence Carpenter of Dover said, "I'm pegging away on the home farm where I was born. I have been Dover Township treasurer for 10 years, president of the Olmstead County Farm Bureau, supervisor and president of the Upper Zumbro Soil Conservation District, area chairman for Soil Conservation and a 4-H leader."

George Thurnbeck, a turkey raiser of Forest Lake said, "The knowledge gained from the agricultural subjects taught in the different classes such as farm management, farm economics, accounting, and so forth, have been put to very good use in our turkey operation. I particularly enjoyed the noon assemblies and the interesting topics covered by J. O. Christianson. I consider myself fortunate to have gone to the School while he was Superintendent."

Einar Feldheim, who as a student was an outstanding distance runner, reported:

> When J. O. Christianson would say before our assembly time and again that when you return to your community you will be asked to be a part of what is going on in its affairs, I thought at the time that he was not talking to me. But how wrong I was. Before graduating from the School of Agriculture I had been YMCA president, Boys Self-Government Association president (two time), captain of the cross-country team plus other involvements. All of this was evidently preparing me. little did I know, for community affairs. In my hometown of Grandy, I was president two times of the Commercial Club plus a member of various committees. My church, Cambridge Lutheran, has 1,200 members. I served on its board for 18 years as council president and vice president, chairman of the Trustees and chairman of the Building Committee plus many other committees, and a member of the choir for many years. I'm one of the four remaining original hospital board members in Cambridge, still on the board after 23 years. I was first vice president for 18 years and this year completed my third year as president.

Einar was elected to the School of Agriculture Alumni Association Board at the spring annual meeting in 1978.

During the 1930s the Farm and Home Week program ran for a full week, and often farmers would come to the campus and spend the entire week in the classroom. Many of the participants were graduates of the School who would return to the campus to brush up on what was new since the last Farm and Home Week. Each of the divisions on campus prepared lectures and demonstrations so that the participants might get the most up-to-date information available. The School's general faculty always took part in the activities of the week and one night each week was sponsored by the School of Agriculture. The program held during Christmas vacation in 1936 indicated the following participation on the part of School of Agriculture general staff people: J. O. Christianson, "The Farm Family and Education"; W. H. Dankers, "Parliamentary Law: Conducting a Public Meeting"; Ralph E. Miller, "Psychology: Personality Development"; Johanna Hognason, "Social Behavior in the Home"; R. H. Gray, "Government Tax Money, Where It Comes From and Where It Goes"; David W. Boland, "Demonstration of Musical Instruments"; Elmer M. Johnson, "How Past Civilizations Tried to Solve their Agriculture Problems"; and Peder L. Johnsrud, "Farm Figuring Simplified, Construction Work and Management."

Nat N. Allen joined the dairy husbandry staff and taught School of Agriculture classes until 1944 when he left University Farm to join the dairy husbandry staff at the University of Vermont. The Robert Lansings were godparents of the 1937 class. The 1937 *Agrarian* was dedicated to the spirit of cooperation. At the time of graduation, the following news release about Ruth Gebert of Princeton appeared in the Princeton paper.

> Ruth Gebert of Princeton ranks as one of the outstanding students of the School of Agriculture. She was secretary of the S.A.U.M. Literary Society, president of the 4-H Club, monitor and member of the House Council, vice president of the Girl's Athletic Association, assistant editor of the *Agarian* and a member of the girl's basketball team. She was a member of the Gopher Literary Society and a YWCA member.

Ruth graduated from Princeton High School in 1935 and now is Mrs. Ruth Gebert Nelson. Ruth recently said:

> It was through my leadership training at the School of Agriculture that I was able to be a strong leader in the community. The desire to do this was part of the training received there. It helped prepare me for a better way of life. In 1948 our family was designated Representative Upper Midwest Family. In 1950 I became a U.S. Census Bureau payroll clerk, 1950-65 County Federation president and School Board member, local 4-H leader for 19 years, Sunday School superintendent, Luther League Youth advisor, Senior Citizen of the Year and PTA president. In 1969 I was named Minnesota Mother of the Year. 1971-74 I was president of the Little Falls Gideon Auxiliary and secretary of the organization. In 1976 co-chairman of the Prayer Committee for the International Gideons convention held in Minneapolis.

Victor Dose, 1937, formerly of Lake City, was active as vice president of his class, captain of the cross-country team, a winner of the mile run in the School of Agriculture track and field meet and an award winner as an outstanding sportsman in athletics in 1936. He has had a very outstanding career in insurance. He said:

> Down through the years I have been president and/or officer of almost all civic and professional organizations in which I am or have been a member, have chaired many committees within these organizations. I have been known as a motivator of projects in the organizations and one who when he accepts an assignment, gets things done. I graduated from the College of Agriculture in 1943 with a B.S. degree. I was fieldman for agricultural economics and farm management in Nicollet County 1943-45, assistant sales manager for a dairy equipment firm, 1945-49, life insurance agent, Equitable Life Assurance Society of the United States since 1949. Time out as a manager for Equitable for a 5-year period, 1961-1966, then back as an agent because I liked the personal people-to-people contact in life insurance sales and service. I have the chartered life underwriter C.L.U. degree.

Donald Sandager, 1937 graduate, of Tyler, Minnesota, was very active while on campus as treasurer of his class, member of the crop judging team, member of the livestock judging team, and active in literary societies. He recently said:

> I graduated in 1937, went on to the University of Minnesota, served 4 years with the Marine Corps during World War II and returned to my home community in 1946. We have had a good life on the farm, raised a family in a healthy environment, acquired financial independence through farming and feel a sense of satisfaction by participating in community affairs and serving on many cooperative and community boards. That time spent at S.A.U.M. fitted me for comunicating with people, gave me appreciation of rural life, stimulated me to go on to college, taught me confidence through leadership and speaking experience and opened up another world of experiences and resources.

On July 1, 1939, J. O. Christianson's title was changed from principal to superintendent of the School of Agriculture. At a faculty meeting on November 4, 1937, Superintendent J. O. Christianson reported, "Over 54 percent of the School enrollment have had from one to four years of high school and that more and more of the high school graduates who do not plan to go through four years of college for a degree, but intend to remain on the farm, are enrolling in the School for a year or two to supplement their high school training."

The report at the faculty meeting on January 6, 1938, showed that there was a registration of 455 students for the winter quarter.

An announcement prior to the opening of winter term, 1938, with the new appointment of Dr. William Dankers, caused many changes as reported in the *School of Agriculture News* for January, 1938:

> Dr. William H. Dankers '25, instructor in agricultural economics and summer project supervisor in the School of Agriculture, was appointed extension economist in farm marketing for the University in December and assumed his new duties in January.
>
> The School lost his services when he stepped into a higher position but not his keen interest.
>
> Ralph E. Miller succeeded Dr. Dankers as instructor in agricultural economics and as summer project supervisor. However, Mr. Miller retained his classes in rural sociology, psychology and leaders and leadership, but gave up his counselorship to the boys in Dexter Hall when this change was made. Mr. Miller was the first instructor to act in this capacity in Dexter Hall and had won for himself a unique place in the regard of the boys in residence there.
>
> Gerald McKay was transferred from a like position in the Dining Hall to become counselor in Dexter Hall. In turn, Gerald McKay was succeeded by Max Hinds '34 in the Dining Hall Dormitory counselorship. Both Gerald McKay and Max Hinds are undergraduates in the College.

Students were given an opportunity to participate in direct community leadership projects through the leaders in leadership class. The account of one such meeting was reported in the February 1938 *School of Agriculture News* as follows:

> Members and guests of the Lakeland Community Club at Lakeland were entertained by 37 students from the School of Agriculture, who under the direction of Ralph E. Miller and his Leaders and Leadership class, journeyed in a chartered bus to Lakeland and presented before that group an entire evening of fun and entertainment on Friday evening, February 11. The program included numbers by the German Band, singing, skits, games, and a talk on the School of Agriculture by Clarence Koep.

Godparents of the class of 1938 were Mr. and Mrs. L. W. Newbauer of agricultural engineering. The 1938 *Agrarian* was rated as an All-American. This was the twelfth year in a row that the *Agrarian*, among other yearbooks in the country, received that rating. The theme of the 1938 *Agrarian* was "Community Betterment," and Superintend-

ent J. O. Christianson in that *Agrarian* made the following statement:

> Throughout the history of the School, over nineteen thousand young men and women have attended the institution. Eighty-six percent of this group have gone back to their farms and have stayed on those farms and have contributed to the agricultural leadership of their community. In practically every meeting of constructive farm organization groups, one will find graduates of this School either as actual leaders or supporting cooperators. The understanding that the students receive of the economic, social, and governmental forces beyond their home line fence enables them better to understand the part that the farm people play in an organized society. Perhaps in this modern day the School of Agriculture is a bit old-fashioned, since it feels that more than mere smartness is required on the part of a civilized people. There must be an ideal, an objective, and a spirit of tolerance and understanding. It is through such training in those ideas and objectives that the School of Agriculture has contributed more to the community building of Minnesota than any other institution of which I know.

Glen Dahlgren, 1938 graduate, of Bird Island has returned to his community as a farmer and has been successful both in the farming business and in taking his place in the community. He said: "I have been president of the District Three Ag. Reunion, a 4-H leader, on the P.C.A. Board, on Church Council, A.S.C. Township chairman four terms, church and fair building committees, president of the Renville County Fair Association four terms, 25 years director of the Renville County Fair Association, numerous other clubs and charitable organizations, president of the Bird Island PTA and a District PTA Officer."

Sidney Nelson, who came from Cushing, Wisconsin, and ended up as president of the 1938 class reported:

> During the late 20's and early 30's when I should have been going to high school, I was working. Due to lack of finances, the drought, the transportation, I was unable to attend. However, in the fall of 1935 I did enroll in the School of Agriculture. This was the most rewarding and greatest thing that could have happened to me educationally. I received an education that proved to be valuable. I was more mature, therefore I took advantage of many opportunities to get as much out of my education as possible.
>
> Following my graduation, I received my first opportunity as dairy herdsman. This led to farm management within a few months. This was my career for 25 years. Then I received the opportunity to come back to the St. Paul Campus as dairy herdsman, the position which I have held for 13 years.
>
> I do feel the School of Agriculture had a great influence in developing my character, the ability to cooperate and live with people. Educationally, it was the most wonderful experience that could have ever happened to me.

Wayne A. Ruona, who came from Renville County and now lives at Detroit Lakes, reported on his activities:

> It was fall of 1935 that I enrolled as a student in the School of Agriculture. I was 20 and my serious commitment to education developed through some years of working as a farm hand at a dollar a day. At the age of 19 I volunteered for a 6 months enrollment in the Civilian Conservation Corps. While in the three C's I met other young men that had had a high school education and a few had a year or two of college. In talking with them I first developed a desire for additional training and second, I was able to philosophize on my future.
>
> I was able to save enough for a part of my school tuition and to buy some clothes. I had applied for a job under the National Youth Administration Program. I received 25¢ per hour which went to pay for room and board. My job was to feed some ewes on the Experimental Farm at 5:30 a.m. I worked one hour per day and four hours on Saturday. I enjoyed going to class. The more subjects I could carry, the better I liked school. In looking over my grades and subject transcript, I found that 17 credits were the least credits I carried and 24 were the most.
>
> After graduating from the School of Agriculture, I enlisted in the army. I did get started in college and finished the requirements on arriving back from the army.
>
> I worked as a soil conservationist for almost 25 years before retiring. I have, since retiring, served on many public service organizations, trying to offer some return for the good life I have been provided in this great country of ours. I hope I have many more years to give to it.

At the opening of the fall quarter 1938, there were many new faces on the staff at the School of Agriculture. Phillip Neville, a lawyer, taught commercial law until 1942. Sidney Suddendorf and Erwin Bahn were in music, Glen Jordan in dramatics, and Marshall Ryman became director of Physical Education for Men, continuing until 1946. Then he transferred to the Minneapolis campus as ticket manager for the University Athletic Department and later athletic director. Marie Eibner came as director of Girls' Athletics and later transferred to the Minneapolis Women's Physical Education Program. Several other department staff members taught their first classes in the School: Lester Gilmore in dairy husbandry taught until 1945, Ted Weir in horticulture until 1960, Milton Kernkamp in plant pathology until 1943, Thomas Canfield in poultry until 1957, and Ella Oerting in rhetoric until 1960. There were three new home economics staff members that fall: Gladys Gilpin, Mary Frances Inman, and Kathleen Jeary, who recently retired from the staff from the College of Home Economics.

Elaborate plans were made in the fall of 1938 to celebrate the 50th anniversary of the opening of the School of Agriculture, October 18, 1888. J. O. Christianson sent the following memo to heads of division and staff members:

> On Tuesday, October 18, there will return to this campus 22 of the original 47 students who enrolled in this School of Agriculture on October 18, 1888. Some of these men are coming from considerable distance. We wish to give them proper recognition as well as to have the opportunity of meeting these men who now look back over 50 years of the history of this School of Agriculture.

This group will be here for our noon assembly and will have headquarters in the club rooms of Pendergast Hall during the day. At 5:30p.m. we will assemble in the Party Dining Room for an informal supper. The cost of the supper will be fifty cents. Will you please make reservations through my office?

The ceremony was a gathering of the returning members of the 1888 enrollees in the School of Agriculture who assembled in Pendergast Hall at 10 a.m. At 11:30 there was an unveiling of the marker on the 1890 class tree just east of Pendergast Hall, and at noon there was a School assembly at which the honored guests, the returning registrants in the School of 1888, were introduced. An address was given by Dean Walter C. Coffey. There was a noon luncheon and later in the afternoon a visit to the old home building and a tour of the University farm facilities. That evening there was a dinner for the returning students of 1888.

In addressing the students and the returning former students, Dean Walter C. Coffey said:

> Fifty years ago 47 men enrolled in the School of Agriculture. They were the first display in the flesh of an institution that was destined to grow and gain favor in the scheme of agriculture education in the state. Back of them was the faith of hardy pioneers who were determined to make a place for an educational program that laid emphasis on farming and rural living. The purpose for which this institution was founded, the manner in which it was organized, the fact that it was something different in education, the courage and zeal of those who took it in charge, constituted a set of conditions in which the spirit of student fellowship could develop at its best. That it did so develop is amply proved by the presence of the members of the class of 1890 here today to whom we give a most cordial and hearty welcome.
>
> There is a value in student fellowship developed under proper conditions on which no price can be set. I think we have ideal conditions for such development in the School of Agriculture on this campus. What are some of the experiences possible that helped so much in making student fellowship valuable. Limited time permits mention of only a few. I would say, first of all, that it is a place for student life as integrated on the campus as is the case here. Each and every person enrolled has an opportunity to learn the great lesson of give and take. With us it is very difficult for any student to separate himself from the student body and live as a hermit. Rather, he is pushed into the current of student affairs where each day he gives a little and takes a little and soon finds himself not living by himself but with others in a spirit of cooperation.

President Lotus D. Coffman died suddenly while on vacation at his Battle Lake summer home during the summer of 1938. The regents appointed Guy Stanton Ford, Graduate School dean, as acting president. However, the regents were aware that it would take considerable time for a search committee to find a successor, so on October 20, 1938, they elected him president with the prospect that he would serve until his retirement in 1941. Ford, with a long and productive career at the University, told the regents upon his election to the presidency, "I'm a young fellow and impetuous. You'd better keep your eyes on me." He continued by saying, "It shall be my objective to put the University ahead."

On November 13, 1938, Sunday evening, the Dexter boys held their annual open house. Each dormitory held open house sometime during the year. However, because of the occasion of the 50th anniversary of the School, the November 13 open house of Dexter Hall was a classic example of a well orchestrated performance. Miss Hognason, with every member of the dormitory serving on a committee, developed a reception, entertainment and refreshment program that would long be remembered. These events were helpful in teaching the social graces to young men coming from the farms of Minnesota. Six or seven pages of directions were prepared for the occasion by Miss Hognason so that each individual knew exactly what was expected of him. Consequently, those open houses were an occasion to be remembered.

The new forestry building, named Green Hall, was dedicated on November 18, 1938. The University radio station, known as WLB, opened studios on the St. Paul Campus in the Administration Building. At 7:15 a.m. Monday morning, December 15, Dean Coffey and Superintendent Christianson inaugurated a new program named, "Up with the Sun." The program was planned for Monday, Wednesday, and Friday mornings. At the beginning, Dean Coffey spoke each Monday morning and used some of the talks he had used over the years at the Sunday morning song service programs. The "Up with the Sun" program continued for several years and was later transferred to the Noon Hour and was called, "The Friendly Road." The program was effective in keeping in touch with the student body. During the spring and summer months when the students were home, it was the means whereby the summer project supervisors and summer project instructors could communicate with students who were conducting summer projects.

In January 1939, the faculty approved the following age requirements for School admission: "Students must be 17 years of age or become 17 during the school year. Students having completed two years of high school may be accepted at 16 years of age." The *School of Agriculture News* carried the following story about a fire in Pendergast Hall: "Fire routed 95 men out of Pendergast Hall Wednesday, February 8 at about 3:45 o'clock in the morning. Fire broke out in an air shaft in the southwest part of the building in room 101 and followed the shaft up through Miss Hognason's quarters on the second floor and to the clothes closets in rooms 301 and 401. The students did a wonderful piece of fire fighting with chemicals and water until the St. Paul Fire Department took over."

Over the years there had been many comments about the fact that Pendergast Hall would never be burned down

because of the number of water fights that had taken place in the building. On the other hand, the one real deterrent to the number of water fights was Miss Hognason's watchful eye, under which it was difficult to have a water fight unless she was away. One of the other stories about Pendergast Hall relates to its size. The large square building with rooms on the outside and the vacant area in the center, caused many new students to say: "This place certainly would hold a lot of hay."

The commencement exercises for the class of 1938 provided an opportunity to celebrate the 50th anniversary of the School with a historical pageant. Glen Jordan directed it and the program was presented in nine steps as follows: (1) pioneer education (the early 80s); (2) agitation for practical agriculture education (the late 80s); (3) founding of the School of Agriculture, the University of Minnesota by the board of regents, April 13, 1887; (4) opening of the School of Agriculture, October 18, 1888; (5) introduction of coeducation, 1897; (6) the spirit lives on, 1910; (7) service to their country, 1917; (8) learning to cooperate (the early 20s); (9) the influence of the School of Agriculture in Minnesota, 1888-1938.

Governor Harold Stassen gave the commencement address and the certificates of graduation were presented by University President Guy Stanton Ford. Professor and Mrs. Phillip A. Anderson were godparents of the 1939 class. The 1939 *Agrarian* was dedicated to Superintendent J. O. Christianson at the end of his tenth year as principal and/or superintendent of the School of Agriculture.

Lawrence Randall of Wanamingo, class of 1939, said, "Much of my past has had a direct influence of being a graduate of S.A.U.M. and I am proud to have been connected with the School. Some of the things I count a pleasure in my past are: highest producing herd of cattle in Goodhue County, Herdsman of the Year in 1955, 10 years on the local school board, clerk 4 years, president of the Holden Congregation, and on the church board for many years, church choir for 28 years."

Lyle Teigen of Kenyon reported,

> At the time our age group was high school age, there were no bus routes and it was difficult to attend. Times were hard and since my parents both graduated from S.A.U.M. in 1912, I decided I would like to attend the School of Agriculture and enjoyed dormitory life in preference to a Model A car pool and a dingy room in town when winter plugged the roads. I cannot say too much for the "live-in" advantage S.A.U.M. offered a shy country boy. We never had much money to spend but very few of the students did. I worked at the beef barn for 30¢ an hour.
>
> In our community I also have been Farm Bureau president, Church president, and president of Holden Community Park. In 1952 I took out a loan with Production Credit Association at the advice of a classmate who was fieldman for PCA. I became very interested in PCA and what it could do for agriculture. In 1953 I became a member of their Board of Directors, and later was elected president of the association. I enjoyed presiding at the meetings and the annual meeting also. I know I could not have done any of that without my S.A.U.M. background.

Maynard L. Smith, who has recently retired and moved to Melrose, Minnesota, and who spent a couple of terms on the Board of Directors of the School of Agriculture Alumni Association, recently said of his School experience:

> To back up the magnificent School where the most dedicated teachers, staff people and officers who put their all into making us feel at home, cared for, wanted, eager to learn and more interesting everyday.
>
> I spent 28½ years in the communications business, Western Electric Company in the building and installation of Northwest Bell. This equipment grows so fast one just can't learn it all, only a part and of course one doesn't get the wanted feeling in this business like I had at good old S.A.U.M.

Harold Nelson, formerly of Little Falls and now with the Green Giant Company at Le Sueur, reported, "After graduating from the School of Agriculture, I graduated from the College of Agriculture with a Bachelor of Science degree. I taught vocational agriculture in Winnebago and then took a job as fieldman with Green Giant. I then was named farm manager and agriculture superintendent with Green Giant. The most enjoyable part of the School of Agriculture were the noon assembly programs and the literary societies."

Two new members of the music department for fall, 1939 were Katherine Henning and G. W. Lloyd Platte, who stayed until 1942. George Wilkins joined the staff and taught economics for two years. Ross Smith taught dramatics until 1942 when he went to Purdue for twenty-five years and then returned to the University as director of concerts and lectures.

The total cost for a ten-week term was $72.00, itemized as $1.00 per term for book rental, $3.00 per term for tuition, $8.00 for incidental fee, and $60.00 for room and board.

On November 10, 1939, the new health service building was dedicated. Besides a dispensary, the hospital had thirty-seven beds and a capacity for 100 beds with the completion of the third floor. Harley Hanke of Brownsville, now with the experiment station staff at Morris, Minnesota, was the first patient to be hospitalized.

On December 7, the faculty finally resolved the issue of cars and said that the students (other than those who live in their own homes) may not have cars on campus while enrolled in the School. In December of 1939, the *School of Agriculture News* staff voted to change the name of the School newspaper to the *Agreview*. The first School of Agriculture newspaper, which was started in 1890, was called the *Farm Student's Review*. In 1908 it was changed to *Minnesota Farm Review* which covered news of both the School and the College. In 1918 a new newspaper, only for S.A.U.M., was called *News of the School of Agriculture*. In 1932 it was changed to the *School of Agriculture News* and

finally in 1939 changed to *Agreview*. That name remained until 1960. Editor Robert Keller, in the December 1939 issue, said, "As you have probably noticed, our paper comes to you this month in a new form and with a new title. The old paper consisted of six pages with four columns each has become outmoded and is being replaced with new and modern eight pages, three column style. A slightly different style of type is also being used which will make for easier reading and less eye strain. As for the title of the paper, the name *School of Agriculture News* always did seem too long and cumbersome and so after much controversy and debate, the staff finally chose the name, *Agreview*."

In January 1940, it was announced that Everell Smith, a junior in the College of Agriculture from Red Lake County, had succeeded Tom Larson as counselor of Pendergast. In March 1940, the students voted on the question of whether there should be a continuance of the fifty-year-old non-smoking rule on the campus. The vote for non-smoking was upheld by a large majority.

On February 13, 1940, Superintendent Christianson wrote E. M. Freeman, Dean of the College of Agriculture, Forestry and Home Economics raising the question of changing the length of the two terms of the School of Agriculture; the suggestion was made that the School open on November 1 and close April 1. Dean Freeman responded with his suggestions on February 26. Then, on March 5th, Superintendent Christianson wrote Dean Freeman as follows: "I believe that on this campus the School of Agriculture might well come more and more into the picture on the basis of the General College does on the other campus, offering a non-degree course, a general over-view course in the field of agriculture. I would appreciate the opportunity of talking this over with you before our faculty meeting this Thursday."

At various times the question was raised about the quality of teaching in the School of Agriculture. By 1940 there were relatively few cases where undergraduates in the College assisted with teaching in the School. A few departments assigned graduate students to the teaching positions; however, by and large, the teachers were regular staff members, and in many cases, senior staff. Many outstanding senior staff members felt that the chance of teaching the School class was an opportunity that they enjoyed. The staff members felt that it was a good opportunity to get an interchange of opinion as reflected by the young men with a strong dedication to farming. The 1940 *Agrarian* staff chose as the theme, "The Maroon and Gold," the song written by Edmund Daggit of the class of 1917. Written 23 years before, it had become a favorite song. The story back of Daggit's writing the song was related in the *Agrarian:*

> Living on the campus, day after day he trudged up and down the hills, along the winding walks and over short-cut paths to one building after another; and, in time, these scenes became very dear to him. The faces of the people he passed again and again became familiar; and he made many friends among faculty and students. Their kindness and helpfulness warmed his heart and the friendly atmosphere of the whole school impressed him greatly.
>
> Returning to his room one evening, he sat down and reviewed in his mind the everyday happenings on the campus. He thought of his recent walk home in the twilight amid the laughter of happy companions. He recalled his first weeks at school, when that sense of strangeness gradually gave way to a feeling of belonging. One scene after another flashed across his mind. He visioned students and faculty meeting together in Assembly to sing songs and listen to interesting speakers. He saw students gathered for work and play in classes, clubs, literaries, sports, and dramatics. He lived over again the school parties, the Saturday night dances and the social hours in the dormitories.
>
> As he dreamed on, these thoughts and memories took shape; and he wrote the school song, so dear to the hearts of all Aggies, "The Maroon and Gold."

When the welcome twilight falling,
Lulls a tired world to rest,
Comes a scene of Aggie school days,
And our Alma Mater blest,
Storms may come and clouds may gather,
Yet our hearts forever hold
Mem'ries dear of Minnesota
And the Old Maroon and Gold.

Happy were the years we spent there,
Building strength and vision clear,
"Leadership" the watchword ever;
Farm and home the one career,
Agriculture's art and science
To our hearts its secrets told,
In the days when we were schoolmates
'Neath the old Maroon and Gold.

One thing more our vision shows us,
Greater far than wisdom gained;
'Tis the loyal Aggie friendship
Through our comradeship attained.
What a wealth of love and kindness
Did the hearts of people hold
On that Aggie campus sheltered
'Neath the old Maroon and Gold.

Twilight deepens o'er the campus;
Music wakes the echo's call;
Happy lads and lassies gather
In assembly room and hall. —
All these scenes, and more, we vision
Scenes that we had shared of old,
When we, too knew Aggie friendship
'Neath the old Maroon and Gold.

The Elmer M. Johnsons were godparents of the class of 1940. At the March graduation, six members of the first class to graduate in 1890 assembled to celebrate the fiftieth anniversary of their graduation. The members of that class who returned for the celebration were T. A. Hoverstad, Dennison; R. W. Macintosh, St. Paul; C. E. Payne, North-

field; Herman Pfaender, New Ulm; A. O. Stark, Harris; and John Levesconte, Prior Lake.

Ruth LaPlante of Elk River, who is now Mrs. Donald Grant of Wyoming and on the Board of Directors of the School of Agriculture Alumni Association, at the time of her graduation in 1940 said:

> The greatest thing I have gotten out of the School of Agriculture is the social aspect. I don't think it should be all play and no work, I like the system the School has of requiring a person to be academically eligible for all activities. The School does have a lot of outside activities but I believe they are all essential. I have learned through various ways how to get along with people. I've discovered that one has to use tact in approaching most people. When I came here I was scared to death of my own shadow. Now I've gained enough confidence in myself to be able to get up before an audience and do the things expected of me.
>
> It's been home for me for four quarters and now that I'm graduating I hate to have to leave. Its traditions really have something behind them and the entire School is built upon fine and noble ideals. The life here is that of a higher plane than one usually finds in a vocational school, or even in a college. We, the students, and you, the faculty, are as one big family, and it's been a happy experience being here.

Recently, Norma Poppe Randall reported on her School of Agriculture experience: "I am proud to be a graduate of the School of Agriculture, University of Minnesota in the class of 1940. The education I received there has been an influence to me as a wife, mother and homemaker. The leadership gained by participating in the many extra curricular activities such as noon assemblies, literaries, class meetings and parties, Sunday morning song service and many more has been a help in community affairs over the years. Many experiences gained there have been passed on to our children, all college graduates and doing well in their chosen fields. I give much credit to this fine institution."

Earl Ness of Albert Lea, who was editor and chief of the 1940 *Agrarian* and now farming at Albert Lea said, "The School of Agriculture, University of Minnesota was a vocational technical school which was far ahead of its time, staffed with down-to-earth people interested in the betterment of rural people's lives and in helping to improve the common farmer's methods and livelihood."

Kenneth Alberts of Pine Island said, "I have always felt very close to the School of Agriculture. One of the highlights of my experience at the School was being selected as a member of the crops judging team. Professor Carl Borgeson, the coach, Alfred Hoglund, John Ferguson, Burton Cutler, and I took a train to Crookston where we placed first in the Red River Valley Midwestern Shows. Leadership training has enabled me to participate as a local board member on the School Board, Soil Conservation Supervisor and a member of the local elevator Board of Directors."

Albert Maas a 1940 graduate, now of St. Peter said:

> After I was released from the Army, I enrolled in the University of Minnesota from which I was graduated December 1948 with a degree in agricultural business administration. Beginning January 1949, and ending October 31, 1975, I worked for the Green Giant Company in the capacity of analytical statistician, director of Operations Research, director of Management Science, director of Technical Services and director of Economic Analysis. Since that time I have been retired but busier than ever.
>
> The highlights of my experiences at the School of Agriculture centered around the people with whom I worked, studied, played and in general just associated. The academic experience of course had to be uppermost, but the life there in its totality to did wonders in rubbing off the rough edges of this farm boy and putting on some polish that served well in the years that were to follow.

July 1, 1940, the University board of regents named J. O. Christianson, Director of Agriculture Short Courses in addition to being superintendent of the School of Agriculture. A new addition to the staff of the School of Agriculture in the fall of 1940, was Muriel Joy Jones, who joined the music section of the School's general staff. R. N. Shoffner, as a graduate student, taught poultry management and Ralph Comstock, in the animal husbandry department, taught livestock breeding. J. D. Winter and R. A. Phillips in horticulture continued teaching courses until the School closed.

The *Agreview* reported the experiences of some of the students in the November 11, 1940 Armistice Day Storm.

> Before the Big Storm and After the Big Storm will be for present-day students as significant as B.C. and A.D.
>
> It came on Armistice Day when about three-fourths of the student body was at home over a double holiday and ready to return to school.
>
> Old Man Winter decided otherwise. No one had taken the forecast of the weatherman seriously. True, it had rained hard most of the time beginning on Saturday, but it came as a vicious shock when the blizzard struck on Armistice Day and found students ready or on the way back to School.
>
> Few students reached University Farm on Monday or Tuesday and it was not until Friday that classes filled.
>
> Returning students matched stories of their experiences. Bobsled rides over hard snowbanks, eight and a half miles on foot to the nearest cleared highway, thirty gallons of gas to 100 miles of snow-blocked roads, 37½ hours spent in a weather stalled bus, 6 hours by street car from St. Paul to University Farm were variations of the same theme, 'I shall remember it as long as I live.'

There were 298 students registered for fall 1940. Seventy-six percent of them had some high school, and fifty-three percent of the entire student body were high school graduates. There were 383 students registered for winter term 1941. Donald Hotchkiss, a senior in the College of Agriculture, was appointed counselor for Pendergast dormitory. On January 7, 1941, Superintendent J. O. Christianson announced at a noon assembly that the newly installed electric organ was ready for use and a short demonstration of the organ followed. The organ was paid for out of special funds to which alumni and others had contributed. Superinten-

dent Christianson had directed the drive to raise the money. Chimes on the roof of Coffey Hall were also installed and could be played from the organ keyboard. The chimes were played before and after the noon assembly and many students have suggested that one of the finest memories of the campus was listening to them. During winter quarter 1941, a campus chapter of the Future Farmers of America was formed. "The purpose of the chapter was to keep former FFA members in touch with the latest developments of FFA work, to exchange ideas among members who naturally come from all over the state, and to make use of the inspiration given by the more easily available state officers."

In the March issue of the *Agreview* Superintendent Christianson made this statement:

> In order to have friends you must be a friend. The campus has for many years been known as the Friendly Campus. Both faculty and student body contribute toward the realization of that name. It is the hope of every normal person to be well thought of, to be respected, to have worthwhile friends. The first steps toward that ambition are to show your respect and support for those whose ideas and achievements are constructive, for those who are not caught by every passing whim and fancy, but who sail on steady keel with their eyes on ultimate goals. 'Tis not so much the road you choose, as where 'tis leading to.' You have so often heard 'Birds of a feather flock together,' but don't forget the corresponding truth of this rearrangement, 'Birds that flock together tend to get the same kind of feathers.' It is hard for people to realize how much of the manners and habits of your associates become a part of yourself.

At the end of winter quarter 1941, Everell Smith, counselor of Dexter dormitory, suggested in a final report that there were four specific duties of a counselor:

1. Be an example for all of the boys who look up to you as counselor. Be the kind of an individual, you as counselor, would like to see everybody be who is under your charge.
2. Be ready at all times to counsel with any of the boys. Never pass up any problem of theirs with the idea that it is unimportant as it may be of utmost concern at the time to the boy.
3. Be the man behind the scenes in advising and pushing the officers of the Boy's Self Government to handle their discipline problems.
4. Keep an eye on anything in the building that the janitor or anyone else is supposed to watch and report if something is wrong.

The godparents of the class of 1941 were the Thomas Canfields.

Walter C. Coffey, dean and director of the Department of Agriculture wrote a short article for the 1941 *Agrarian* entitled, "The Significance of the School of Agriculture."

> The School of Agriculture was founded for the definite purpose of training young people for farming and country living. It has never been deeply interested in attracting students who wanted to get away from agriculture, and most of its graduates have gone into farming where the great majority has been successful. But their farm success falls far short of measuring their significance to the rural life of the state. The School has always emphasized the value and importance of constructive citizenship. It has always pointed out to its students that they will have responsibilities to the communities in which they will live, and it has deliberately provided training and practice designed to prepare them for capable community cooperation and leadership. A careful checkup in the rural districts of the state will show over and over again that School graduates are substantial, reliable, and respected leaders in farm organizations and rural social affairs. Successful in farming and rural homemaking, responsible and capable as rural citizens—the two make a great combination. The School graduates should be significant in the life of the state. They are.

A. J. Glover, an 1893 graduate of the School of Agriculture, and editor of Hoard's Dairyman of Wisconsin and also president of the Board of Regents of the University of Wisconsin, gave the commencement address on March 25, 1941. Myrna Tews McCulley, a 1941 graduate, reported recently:

> I think the highlights of my experience at the School of Agriculture, beyond the opportunity to continue my education would be the very fine extracurricular activities which were offered. They were of excellent quality and varied enough to enable any student to find some area of interest.
>
> After completing the work at the School of Agriculture I went on to finish a secretarial course at the Minneapolis School of Business, then worked at the Home Gas Company at Hutchinson for a short time before marriage to Douglas McCulley, moving to Texas with him for the duration of the war. Since that time we have farmed in Hennepin County at Maple Plain and have raised four children, three of whom attended the University and one who became a nurse. I have been very active in 4-H Club work, in my local church, and also in the higher offices of the church, in PTA, Girl Scouts, and Farm Bureau. It has been a full life and much of my outlook on life stems from my years at the School of Agriculture. It was a great institution and I really hate to see this type of personalized educational institution disappearing.

Grant Miley, who entered the School of Agriculture and graduated in 1941, has worked for the Soo Line Railroad, and has been a member of the Executive Board of the School of Agriculture Alumni Association. He reported:

> Ralph E. Miller stopped by our 80 acre farm southwest of Foreston, Minnesota and really introduced the idea to me. I was working on the home farm after graduating from grade school. After plowing with four horses and a gang plow, I was unhitching for the day when he stopped to discuss the possibility of becoming a student at S.A.U.M. My Dad had recently been told that he had terminal cancer (I did not know this at that time). When I indicated to Dad that I was very interested and would like to go on to

School, Dad was very negative, indicating to me that I would be needed at home to run the farm. After learning of Dad's health and the possibility of pending high medical bills, I was pretty much resolved to be content with an eighth grade education.

Two years later when the farm was sold, I still had a strong desire to further my education. I was three years from grade school. The recent loss of Dad and breaking up the home and the complete change in environment seemed almost more than I could cope with at that time. It was only because of the personal concern of Professor Ralph E. Miller, Miss Johanna Hognason, Professor Johnsrud, and Professor Canfield, that I was able to make the adjustment. I am exceedingly grateful that there was "a School" with an outreach compatible with circumstances that I was confronted with early in life. Had I not been sought out, it is very unlikely that I would have been encouraged to extend my education beyond eighth grade.

James Gray in his history of the University of Minnesota records the transition of Dean Walter C. Coffey to the presidency of the University of Minnesota, effective July 1, 1941.

> Ford's time for retirement had come and the Regents had invited a young educator from the East to become his successor. They had sound reason to believe that the invitation had been accepted. But after a public announcement had been made, the supposed appointee found that he could not leave the other institution. The decision of the young educator to stay where he was left the Minnesota Regents in an awkward situation. They must begin their search for a permanent president all over again and meanwhile they had no one to assume immediate charge. To fill that emergency they called upon Dean Walter C. Coffey who had been for so long a popular emissary from the University to the state. With only three years of his own academic life before him, Coffey consented to be drafted and became President of the University of Minnesota.

# CHAPTER XII

# Christianson's Administration: World War II 1941-1945

WITH the involvement of many of the School of Agriculture graduates and former students in World War II, the School of Agriculture office acted as an information exchange for the students in the service. Many of the servicemen wrote regularly to members of the School of Agriculture staff and the *Agreview* was sent to these students. Jean S. McConnell of the class of 1941 was in training camp by July. In September he sent a copy of a poem he had written for the *Army Times* entitled, "He's Still Around":

He crouched in the mud at Valley Forge
And chewed his boots by a candle's glow,
Or paid three bucks for a frozen spud
And washed it down with melted snow.
Hunger and pain, his living theme;
A hero's price for a distant dream.

He waded through swamps 'round New Orleans
With Andy Jackson's frontier crew,
Matching his squirrel gun with the best
And fighting the only way he knew.
Bullets and blades without food or rest;
The dream was real and worth the test.

In "Sixty-Five" in tattered blue
He faced his brother in tattered grey
And a handshake sealed a sacred bond,
A living seal that's meant to stay.
The dream that had faded and almost died
Bloomed forth again with new-found pride.

In Flander's fields the poppies grow
Where he manned a gun or led a raid,
Or smoothed the earth, and placed a cross
On the blood-drenched spot where his Buddy was laid.
The price seemed high in pain, in dead.
But that dream lived on—and grew, and spread.

He's still around. Though changed, some ways,
He's about the same and just as tough.
He hikes all night or drives a tank.
Don't sell him short. He knows his stuff.
He's still around—and this his theme;
To keep alive a hero's dream.

In the fall of 1941, twenty-three students on a National Youth Administration project attended the School of Agriculture three days a week and worked three days on a project of dismantling the old farmhouse, tearing it down piece by piece and salvaging the lumber.

Edwin Gensmer, a 1939 graduate of the School of Agriculture and a sophmore in the College of Agriculture, became a counselor in Dexter dormitory. Howard Grant, a senior in the College of Agriculture, became a counselor in Pendergast dormitory. In the fall of 1941, the following story in identifying the name of Brewster Hall appeared in the *Agreview:* "Once the Ladies Hall then the old Ladies Hall (when the second School girl's dormitory was built) then the school girl's dormitory, (when the newer dormitory was occupied by College girls) and in the autumn of 1940, it was christened Brewster Hall. It was named for Mr. and Mrs. H. W. Brewster, former principal of the School of Agriculture."

As had been the practice for many years, the students in Pendergast, Dining Hall, and Dexter dormitories raised money through the Boy's Self-Governing Association to provide Thanksgiving dinner for two needy families.

On December 11, 1941, the Curriculum Committee recommended to the faculty the adoption of a new course in practical home nursing:

> Plans for it are being made by members of the University Division of Public Health and Preventive Medicine and the faculty of the School of Agriculture to enlarge and supplement the courses given in that field now so that graduates of the School who complete the home nursing course may receive a certificate granting them the title of Home Nurse with the rights and privileges of that title.
>
> Besides the new courses in home nursing which will be offered, courses such as physiology, rural sanitation, nutrition, bacteriology and problems in home management will be required. Plans are in progress to provide adequate supervised home nursing practice in real home situations.

The draft was continuing to take a toll on the enrollment; the winter quarter 1942 registration was 242, compared with 384 for the winter of 1941.

Dr. Clyde Bailey, acting dean of the Department of Agriculture, was named dean of the Department of Agriculture by the board of regents on January 10. On February 25,

1942, Elizabeth Hause, a teacher in the Rhetoric Department from 1908 to 1936, died in her home in St. Anthony Park. Professor Lansing, chief of rhetoric said, "What every student remembers about her, she was a conscientious teacher, primarily because she was anxious that each student make the most of himself. If she thought that her students could profit by her tutoring, she would invite them to her home and direct them in their study. Students, for her, were individuals, not members of a class. Her humor and enjoyment of a joke, even on herself was often manifest in hearty laughter."

The School of Agriculture livestock judging team won first place at the Red River Valley Shows at Crookston on February 2, 1942. Joan Carey placed second as an individual in the entire contest. She was one of the first girls who participated in a livestock judging team contest.

Ross Smith, the dramatic coach in the School took charge of the Friendly Road program over the WLB radio station.

Godparents of the class of 1942 were Dr. and Mrs. Nat N. Allen. Effective July 1, 1942, Dr. Allen accepted a position as associate professor in animal and dairy husbandry at the University of Vermont at Burlington.

Obert Jacobson of Madelia, a retired farmer, said:

> The main highlight for me was that while attending the School of Agriculture, I found my lifetime partner, Millie (Mildred Rossback). Together we have enjoyed a very happy and successful life. Another highlight which I enjoyed was the fellowship spirit with the other students who were there to obtain the same knowledge in agriculture which I was seeking.
>
> My wife and I started farming the year after we graduated from the School of Agriculutre, 1942, and we are still farming. The offices held in community organizations include 31 years on the school board and 28 years on township board, also 25 years on creamery and meat processing plant board, and many other shorter term positions and obligations. I give credit to the School of Agriculture for helping me become a person who has been interested in helping make our community a better place to live and enjoy life.

Mrs. Mildred Jacobson said: "I have been a housewife and mother. But I feel the role of a mother is a full time job in the formative years of young children. I feel in my case my work as mother has paid off as I am proud of my family of four boys, a foster son and foster daughter. I have spent much time serving as president of our local church groups, teaching Sunday school and other community work which needed doing. The School of Agriculture helped a great deal in instilling in me a sense of responsibility thanks to the staff at the School. The fond memories I have with friends I made there, friendships which have been kept through the years."

Margaret DeLange Stassen of Taunton said, "I am proud to be a farmer's wife. I was club agent in Yellow Medicine County for one year and local 4-H Leader for over 30 years. We have had a good life on the farm and will be moving to town as our eldest son, Richard, plans to take over the farm."

Gerald Bebler of Wells, who returned to Wells to farm, said:

> To farm was my desire early in my high school years and I believed that I needed added education for the years of farming that lay ahead. I felt the School of Agriculture offered me by far the best advantages. It did not let me down. S.A.U.M. taught me how to get along with other people and be able to lead if called upon, organize if necessary, and how to enjoy the good life of farming.
>
> I credit the School of Agriculture for giving me the ability to lead an enterprise large enough to support myself and my two sons who are with me in partnership. I am proud to be a graduate of the School of Agriculture, University of Minnesota.

Eileen Haley Miley has served on the Executive Board of the Alumni Association and was elected vice president and served two terms as president. She said:

> I had graduated from high school in June of 1939 and I started at the School of Agriculture the same fall. My parents didn't want me to go to look for work because they thought I was too young. I was very interested in poultry judging and that, along with all of the poultry classes were my goal. Through my judging classes, along with the knowledge I already had, I went to the National 4-H Congress in Chicago and placed in the highest group in the national level.
>
> I met and fell in love and finally married Grant Miley. When my Dad died before I got through a course in Minneapolis Business School, I came back to the Department of Agricultural Economics and got a job in farm management working on farm records with Truman Nodland.

Ivar Glemming, Thomas Larimore, and J. Herbert Swanson joined the music department. Larimore continued until 1957 and Glemming until 1960. Otto Swenson joined the agronomy department and Horace L. Thomas began teaching the School's agronomy classes. Don Woodward of Minneapolis and a Hamline graduate became the YMCA secretary.

President Coffey announced to the board of regents that he had agreed to delay the opening of the fall term in the School of Agriculture until October 26, 1942.

In the fall of 1942, there were less than 200 students enrolled. Not since 1895 had the enrollment been that low. Superintendent J. O. Christianson wrote to the faculty, "Do not let the small enrollment of a class discourage you or the students. I feel that we are fortunate in having as many as we have, maintaining the age restriction as it has been. You are aware of the fact that the entrance requirements are that a student must be 17 years of age. We have held rigidly to that right along. That means that the group from which the School draws is a group in the late teens and early twenties and it is needless to add that the draft, de-

fense industries and farm labor have seriously depleted our normal enrollment. However, as I say, we have a nice group of students here, serious-minded and committed to the definite program of work."

However, at its December 3, 1942, meeting the faculty agreed to lower the age requirement to fifteen years for the duration of the war.

During the fall of 1942, a series of discussions in the College of Agriculture, Forestry and Home Economics were held exploring the possibility of a two-year agriculture program for the College.

Superintendent Christianson's office continued to act as a clearinghouse for information to the former students in the service. Approximately 300 former students were sent periodic copies of the *Agreview* and other communications. The following illustrates the type of communication relayed to other students in the service:

> From experience I know that the Ag School has meant a lot to me already in my experiences here in the Army. The biggest thing being to learn to live with other people. If only the boys in the Army of today could have gone to that School for but three months, we certainly would have a different bunch of boys to live with. — Edward Johnson
>
> Our Service Club and library here continues to be the place of greatest activity. I spend a lot of time here and at our chapel which is very nice and Chaplain Hurt is a real "Pal" to us fellows. You would be surprised at the increase in attendance since war broke out. I have asked many times since, 'Must we have a war to bring people back to God?' — James Spidahl
>
> It's school days again for me. Our class started last Monday (May 1941) to train for Aviation Machinists Mate Rating...It seems that we chose the time to arrive when they were in need of mess cooks. Mess cooking was nothing new for me, though. In addition to working in the Ag. School Dining Hall while in School and College, I put in two weeks mess duty at the Training Station at Great Lakes. — Charles Bonnerup
>
> It's been almost seven months since I started my training at Minneapolis, I spent two months here, one in New Orleans, and the rest of it here (Pensacola, Florida). I've finished primary and instrument training in flying. Am now in the formation squadron and I plan to finish with the scouting squadron about August 15 at which time I will receive my "wings". — Richard Behrends
>
> I am now stationed at Camp Carson, Colorado which is located near Colorado Springs at the base of the mountains. Pike's Peak is located directly in the background of our camp site. We came here from Fort Leonard Wood on a training cadre...I was promoted to Staff Sergeant and will have charge of one platoon consisting of approximately fifty men and also assist in the instruction. — Everette Jacobson

In the fall of 1942, the federal government took over Dexter and Dining Hall dormitories for housing naval machinists mates. By 1943 Pendergast was taken over by the Air Corps. The girls were housed in Meredith Dormitory and the boys in Brewster Dormitory. The war years continued to take their toll as far as enrollment was concerned. Both current and potential students were drafted or exempted from the draft for farm work, and staff members were also drafted. The staff left behind worked with younger students, doubled up on assignments, and worked long hours. Project work was carried on by a limited special allotment of gasoline ration stamps. As a result, project supervisors worked six days a week and many times stayed out in the state two or three weeks at a time to reduce travel. There were relatively few administrative problems with the exception of the concern over enrollment.

By the winter of 1943, enrollment dropped to 160 students, ninety-two boys and seventy-seven girls. Students, almost without exception, were below draft age. There were obviously very few high school graduates and in fall 1943, only five intermediates. Several extracurricular activities lapsed into a dormant stage because of the lack of students to carry on.

News, as reported in the *Agreview* for 1943, was very limited because of a scarcity of activities. In January, as was typical of the period during the war, there was an all-out effort to line up blood donors for regularly scheduled blood drives. Students over eighteen gave blood regularly.

On January 31, 1943, the University of North Dakota conferred upon Superintendent J. O. Christianson an honorary doctor of science degree. The Red River Valley Shows drew teams from Crookston, Grand Rapids, and Morris as well as from Park Rapids, North Dakota, and Brookings, South Dakota. This was the first crops judging team coached by Otto Swenson and the beginning of many winning teams he coached.

In 1943, the *Agrarian* gave a tribute to President Walter C. Coffey; dean and director of the Department of Agriculture, C. H. Bailey; and Superintendent J. O. Christianson:

> They have arranged for us a most helpful and practical course in farming and homemaking and have inspired us with the desire to go back to the farm and devote our lives to agriculture and homemaking and farm homes. Leadership and service to our communities have also been stressed and during these last months we have been made to realize the great need for more food to keep our fighting men fed and to keep starving millions throughout the world. We are anxious to return to our farm homes and carry out the suggestions of our leaders, by gearing for increased production and helping to win the war by strengthening the home base.

The Marshall Rymans were godparents of the 1943 class. On July 1, Ryman took over his duties as ticket director at the University of Minnesota. Herbert H. Hoverstad of Manlius, New York, reported:

> I started in school in the fall of 1941, age 15 with 2 years of high school. I was in classes with much older and more experienced students, so I had to work to keep up with the

class. I enrolled in the School because my father and I felt that the high school program did not offer the educational opportunities in agriculture that we thought were needed. There was a sentimental reason as well, being that my grandfather, T. A. Hoverstad, was one of the first graduates of the School of Agriculture. My father, A. T. Hoverstad, attended the College of Agriculture — each contributing to the advance of agriculture after graduation by staying in the educational field for a period of time.

Originally I had planned to return to the home farm. Due to two younger brothers who showed an interest in the farm, I took the opportunity to join John Deere in the marketing division in Minneapolis. I spent early years as a service representative and later became a service manager of a branch, a position I hold today at John Deere Company in Syracuse.

Leola Urban Zenk of Amboy has had a very active participation in community affairs. She reported:

I have worked in Red Cross Home Nursing, in Bloodmobile, C.P.R. training, teaching multi-media, program for Brownies, BAT. I now have been a volunteer for a year and a half under the Blue Earth Civil Defense Rescue squad and director of our auxiliary, which I organized.

I do physicals and medical records for insurance companies. The name of my company is Insurance Physicals Company Medicine Wisconsin. I hope to make this a retirement job. When our son was in high school I was in 21 different organizations either as an officer or a member, such as Band Mothers Chairman, Legion Auxiliary president, Farm Bureau chairman for the township, 4-H Club leader, Blue Earth County Nursing Board, 6 years, Mental Health Advisory Board. I have been involved for 27 years in political township caucus work as county delegate and state delegate and township chairman.

In the fall of 1943, 169 students were enrolled—ninety-two boys and seventy-seven girls. Of the boys, seven were between ages fourteen and fifteen; thirty-three were fifteen to sixteen; nineteen were sixteen to seventeen years of age; fourteen were seventeen to eighteen years of age; two were eighteen; one was nineteen; and one was twenty-one. Of the girls, three in the fourteen to fifteen age bracket; five were fifteen to sixteen; five were sixteen to seventeen; six were seventeen to eighteen; seven were eighteen to nineteen age bracket; three were nineteen to twenty; and six were in the twenty year bracket.

A new member of the music faculty was Margaret Donhowe. Joseph Novotny became physical education director for men. John M. MacGregor, member of the soils staff taught the School's class. Herman Schultz taught in agronomy and Arnold Sulstad in agricultural engineering. James I. Brown of the rhetoric department taught reading classes in the School. Students were employed on the campus at the rate of forty-five cents per hour.

At the March 2, 1944, faculty meeting, it was reported that only twenty-six students would graduate in the class of 1944, one of the smallest classes in fifty years. The 1945 class also had twenty-six members. From then on the graduating classes became larger. The godparents for the 1944 class were the Ralph E. Millers. The 1944 *Agrarian* eulogized the American farmer and used "Ag Cadets in Basic Training" as its theme.

These are the things American farmers are fighting for — the fields they have plowed...the homes they have built...the land they love. American farmers, ever a freedom loving people, are ready to do their utmost in providing food or in joining the fighting forces, if need be, to defend the land and the homes they cherish and to preserve for us all the American way of life.

Food is America's mightiest weapon of war — and American farmers, Soldiers of the Soil, rallied to the call of Uncle Sam to feed America's fighting millions. In spite of labor and machinery shortages they stepped up production by working harder and longer and raised bumper crops of corn, wheat, meat and other foods. American farmers know how to pass the ammunition.

The American farmer is the chief 'Quartermaster' of the Allied Armies. Fighting men on every front, in the far away icelands of the North, in the foxholes of New Guinea, on the blistering sands of North Africa and on the mud-bogged roads of Italy, look to him for food, without which the greatest guns, the mightiest armies and the most destructive bombers are of no avail.

What an order! Feed our fighting men, feed all Americans on the Home Front, help feed the Allies. This order was not too big for the American farmer. He enlisted the help of Mrs. Farmer and his younger children and did not spare himself. The result is the miracle Uncle Sam asked for, food for us, food for our Allies, food for our fighting men...mountains of food for victory.

School of Agriculture graduates served in the ordnance department in the air corps, the infantry, the tank corps, engineers, quartermasters corps, signal corps, medical department, finance department, military police, field artillery, coast artillery, chemical warfare department and many other areas of the armed services. Students in the service continued to correspond with staff members of the School and the *Agreview* and other related materials were regularly mailed to them. The realities of war would strike home when a familiar name appeared on the casualty list.

Philip Dzuik, president of the 1944 class and now on the animal husbandry staff at the University of Illinois, said: "Although I was a high school graduate before I started the S.A.U.M. at a time when many were not, I had never really been away from home or been on my own and I was just sixteen years of age. The S.A.U.M. was really a broadening experience and there horizons were stretched much further than ever before. I was amazed at what could be learned."

Rodney Langseth, who is farming at Worthington, said:

I suppose I was fortunate to know what I wanted to do as a vocation before I ever started grade school and that determination never varied. Mother used to tell me my response to the standard question, 'What do you want to be when you grow up?' was 'A big farmer with a tractor.' No one then could ever dream of the size of equipment today and it all took place in one lifetime. Quite a change from the horse to what we have now! A few years ago I stood in the dorm

overlooking the mall on St. Paul Campus with one of my boys and reminded him that he was the third generation to do that. My Dad lived in the old Home Building. I was in Pendergast Hall and now he was in Bailey Hall. The buildings have come and gone but the influence of those residences lives on through succeeding generations. So it is with S.A.U.M. which fulfilled a vital mission and influenced hundreds in Minnesota.

The alumni spirit of Aggies never ceases to amaze me, every time I attend a reunion. Every community in the state has many graduates of the School and a host more that attended or had family members that did. Every board co-op, school board, farm organization and ag-related business has former aggies in positions of leadership. How to measure the influence of the School of Agriculture on Minnesota agricultural scene is an impossibility. By any measure it would be profound.

When fall term 1944 opened, enrollment increased slightly with 238 students. New faculty members were Juanita Walter, Ethelreda Jones Radulescu, Marguerita Paulson, Eudora Waddell, all in home economics, and Phyllis Nordquist in music. M. Haydak took over the beekeeping classes with the death of Maurice C. Tanquary. Dr. Murray Bates became the health service physician and stayed until 1960.

At a faculty meeting in the fall of 1944, Mr. Burtiss of the Veteran's Administration explained the program of aid for veterans: "The G.I. Bill will allow one year of training to any honorable discharge veteran plus as many months additional training as the veteran has been in service. The department of rehabilitation will give a veteran who is physically handicapped the equivalent of four years of training."

By the fall of 1944, Dining Hall, Dexter Hall, and Pendergast Hall had all been released by the federal government. Dining Hall and Pendergast were rehabilitated for use in the fall of 1944; however, Pendergast was not completely rehabilitated until the fall of 1945.

October 7, 1944, the board of regents authorized a survey to determine the likely effect on the School of Agriculture with the development of a Southern School of Agriculture at Waseca. On December 18, the report of the committee was submitted to the board of regents. Committee members were Lyman L. Jackson, president of South Dakota State College; H. H. Kildee, dean of agriculture, Iowa State College; and F. D. Farrell, president emeritus, Kansas State College. Their recommendations were that "because of the importance of the Schools of Agriculture to the farming and the rural life of Minnesota, the University should continue to give first consideration to the maintenance and improvement of the quality and effectiveness of the four existing Schools, rather than to an increase in the number of Schools."

They added: "The probable enrollments and other conditions throughout a long series of post war years rather than any expected early post war enrollments and other conditions should be used as the basis for action on any proposal to establish an additional School of Agriculture.

And that no provision should be made for an additional School of Agriculture."

At the December 6, 1944, faculty meeting a motion was made and carried that World War II veterans be exempted from personal health for graduation and substitute elective credits for the course. The minimum age for entrance was raised again to sixteen years beginning with the fall term of 1945. The March issue of the *Agreview* carried the following statement:

> The members of the honored classes expecting to return to the Campus in March for the annual alumni reunions will be disappointed this year. The Executive Committee of the Alumni Association is sorry, but by order of the War Committee on Conventions, Washington, D.C., the 1945 reunions must be cancelled. The Alumni filed a request to hold the '45 reunions but it was promptly denied. The Executive Committee suggests that this year's honored classes of '95, '05, '15, '20, '25, '35, plan to return for a reunion next year or whenever they will be held again. We hope conditions will be set so that reunions will be held as usual in 1946.

March 9, 1945, the regents voted that the president be authorized to appoint a committee to cooperate with the State Department of Education in a study of vocational agriculture education at the sub-collegiate level in Minnesota, including the relationships of the Schools of Agriculture to the instruction in agriculture that is offered in the high schools of the state.

In view of the fact that there would not be a spring alumni reunion, the 1945 class was elected to membership in the Alumni Association by the Executive Committee. The Carl Borgesons were godparents of the 1945 class. The theme of the *Agreview* was "The Road We Travel." In his last message as President of the University, Walter C. Coffey sent the following message which was recorded in the *Agreview:* "My successor is Dr. J. L. Morrill, who comes to Minnesota from the presidency of the University of Wyoming. Dr. Morrill has made an impressive record as administrator, educator and writer. His selection has brought favorable comment from every part of the nation. Under his administration, the University is expected to continue its leadership in higher education and to advance to new levels of prestige."

James Gray, in his history of the University of Minnesota, describes President Walter C. Coffey's exit in the following statement:

> Nothing could be more dramatic than the contrast between the first days of Walter Coffey's association with the University and the last. At the beginning there was fear throughout the agricultural community — fear, bringing with it all the physical and moral plagues of hunger, resentment, and the sense of being dispossessed. At the end

there was comfort and confidence and the great enclosing benignity of self-respect.

The agencies that have brought about this change are many. Among them the University's Department of Agriculture deserves, surely, an honored place. It has been repository of knowledge, improver of techniques, collaborator with nature in the enrichment of its resources, champion of the fundamental, enduring rights of agriculture, indefatigable prophet in the classroom and one very highway of the more abundant life.

It was from the President's Office that Coffey made his farewell to the University in 1945. He spoke, on Cap and Gown Day, with the unassuming pride and the confidence that he had done so much to preserve in many times of misgiving.

Were the University to disappear as with the wave of a magician's wand everyone would recognize how completely and fundamentally its activities have become interwoven with the fabric of life in Minnesota. There is scarcely a family with whom it has not had instructional contact; the results of its research have made life better and more secure in rural and metropolitan areas alike; its services, whether in providing medical care for the sick, in helping the farmer with his problems, or in aiding industry and the professions, ramify throughout the entire population.

It was the source of Coffey's great usefulness that he embodied this belief in the ability of the University to serve. Believing it more strongly than ever, he made his exit, saying, as his final official word: "...the future vitality of this country is bound up with the future vitality of its educational system."

Kenneth Sandburg, president of the class of 1945, now at the Rosemount Experiment Station as a Senior Farm Animal Technician, indicated that he has served five years on church council, two years as church president and twenty years on the Dakota County Fair Board.

Eileen Johnson Hookem said, "My experience at School was great, super, fun. It gave me insights into others' characters, ability to evaluate friends, teachers, and leadership opportunities. It gave me an opportunity to take part in activities and occasionally to excel. I was surrounded by loving and caring people. I developed friendships with students and teachers that have lasted. I was selected for a job as County 4-H Leader for 3 years and in that job I put into practice three things: my farm upbringing and knowledge, my personal energy and pep, and my knowledge of leadership qualities learned and enlarged upon at the School of Agriculture."

Enrollment rose to 281 in the fall quarter of 1945, as veterans began to come into the School.

Esther J. Olson joined the School general staff as dramatics instructor. Raymond Anderson rejoined the animal husbandry staff after being discharged from the service, and taught until 1954. Emmett Pinnell began teaching agronomy classes and taught until 1958. Lawrence Winters taught livestock breeding courses.

Forty-two staff members attended the faculty meeting in January 1946, at which a motion was made that the graduates be permitted to wear caps and gowns of a style distinctly different from that worn for the baccalaureate degree, providing they meet with the approval of the majority of the graduating class. The motion was seconded and carried. The 1946 class and all succeeding classes until 1960 wore maroon and gold caps and gowns. The faculty also raised the entrance requirements to seventeen years with provision for admission of exceptional students under seventeen. The student's ability was to be determined by tests. They were also to have satisfactorily completed two years of high school work.

A large number of veterans were entering the School and as a result Superintendent J. O. Christianson and his immediate staff spent a great deal of time in working out details of meeting all of the federal compliances required for the veterans.

The Joseph Nowotnys were godparents of the 1946 class. The theme for the *Agrarian* was "Living for America."

Dorothy Walser (Mrs. Laurel Brandel), originally of St. George and now of Cokato, Minnesota, said:

> My experience as a School of Agriculture student has meant much to me. Coming to the ag campus from my home farm was a thrill to me. Living on the campus with students from all over the state and living in the dormitory meant following set rules and learning real cooperation. Many things were learned from different classes. My home economics teacher told us this, 'Have a place for everything and have everything in its place,' a rule handed down to my family. When things seemed to be going bad, a plaque behind J. O. Christianson's desk comes to mind, 'I grumbled when I had no shoes until I met a man with no feet.' The track and field meet with all of the competition was always a thrill. Being on the girl's basketball team taught us to be good losers as well as good winners.
>
> The thing which has helped me the most is the friendship and cooperation learned from fellow students and teachers at the School of Agriculture which is a big help in working with people.

On May 19, 1946, the following statement was signed by University President Morrill and also the superintendent of the Minnesota Historical Society:

> Upon the recommendation of the St. Anthony Park Area Historical Association and the Minnesota Committee for the Preservation of Historic Buildings, the Old Home Building is hereby designated as a building of exceptional historic and artistic merit.
>
> Built in 1888, it was designed by the famous Minneapolis architect, Leroy Buffington to house the entire School of Agriculture with dormitories, kitchen, dining and classroom facilities for fifty students as well as living quarters for the Principal and his wife.
>
> Its commanding site, overlooking the experimental farm, and the impressive character of its design made it the most imposing building on the Campus in its time. The

development of agricultural education in Minnesota and the Northwest has centered in this "Old Home Building" from its pioneer beginnings.

In the fall of 1946, 351 students were registered. Only two other occasions since 1922 had shown a larger enrollment fall quarter: 1929 with 355 students, and 1936 with an enrollment of 356.

Lillian Ericsson and Shirley Martin joined the School general staff in dramatics and music. Three new home economics members were teaching school classes: Melba McCart, Katherine Frances and Gertrude Esteros. The latter taught School classes for a number of years and is present chairman of the Department of Design in the College of Home Economics and has been past president of the School of Agriculture Alumni Association. Ralph Wands taught agriculture biochemistry and Harold Arneman taught the soils class and continued to teach until the School was terminated in 1960.

James Spidahl, a 1939 School graduate, was appointed counselor in Pendergast and Otis Siewert, a 1942 graduate, was appointed counselor in Dining Hall. Jan Metusalemsson from Iceland was appointed counselor in Dexter. Dean Lepper was hired as secretary of the YMCA. The camera club was organized in the fall of 1946 and Gerald McKay became and continued as the club advisor until 1960. The faculty in the fall term 1946, approved a course in fieldwork and leadership with Ralph E. Miller as instructor. The students in that course worked with 4-H Clubs in Hennepin County. The *Agreview* story covering one of those events follows: "Included in each program was a parliamentary law demonstration, a subject matter talk related to the speaker's summer project, an individual demonstration and thirty minutes of recreation suitable to the place where the program was given. Robert Pinches, assistant Hennepin County agent, says, 'The 4-H Clubs deeply appreciated the work that has been done. Fifteen other 4-H Clubs are asking to have the same kind of demonstration given next term. I hope Professor Miller's class in advanced leadership will be crowded so that our 4-H Clubs will get the benefit of demonstration by experienced leaders.' "

As an experiment in the fall of 1946, an honor point system was developed weighing the importance of the various officer positions in clubs based on the amount of time required to do an effective job. A limit was imposed to help spread the participation of officerships among the students in the School.

# CHAPTER XIII

# Christianson's Administration: Searching For Status 1946-1951

THERE were 355 students registered for winter quarter 1947. At the January 9, faculty meeting, Superintendent Christianson said that he had received few suggestions for assembly speakers and he was disappointed that so few faculty members attended assemblies. The faculty however, did request that they continue to receive the list of speakers invited to the assemblies.

In January 1947, Per-Eric Krantz from Halsingbory, Skane, Sweden, enrolled as a student. This was prior to the opening of the official exchange student program. In addition to learning English, his major objective was to learn about mechanized farming and American farm business methods.

In February 1947, at the Red River Valley Winter Shows, the crops judging team coached by Otto Swenson won first place. This was the fourth first place win in five contests for a Swenson coached team.

At the March 6, 1947, faculty meeting, Superintendent Christianson reported that a study by Archer and Bossing of the College of Education recommended that the school of agriculture at University Farm should continue to serve older farm youth. It was recommended that the school serve high school graduates and those seventeen years of age or over who, on the basis of tests, could demonstrate ability to handle the work.

The 1947 *Agrarian* had the theme, "Doorways." Superintendent J. O. Christianson wrote the following statement for that yearbook:

> Your home, my home, and the homes of America, and the homes of the world depend upon the philosophies of the people who build them.
>
> It is through our doorways that friend or enemy may seek entry. Let us build these doorways to our homes and our minds that to the world we may proclaim that inside these portals we are strong, and that together we build and defend our doorways and homes through a sense of responsibility and enterprise which is basic to enduring freedom.
>
> At the School of Agriculture at University Farm young men and young women throughout the years, since 1888, have found the doorways through which they have been able to become acquainted not only with the new technological information relative to agriculture and homemaking, but also to develop the best talents they had — spiritually, morally, intellectually, and physically. Through these doorways have come young folks to whom this opportunity at University Farm constituted the greatest experience in their lifetime. From out of these doorways have gone young men and young women with the spirit of service, trained in the ideals that have been peculiarly characteristic of the School of Agriculture and its philosophies. May these doorways continue to open for the young men and young women from the farms and farm homes for many, many years to come.

At the graduation of the 1947 class on March 21, Governor Luther Youngdahl suggested that literacy of mind, literacy of moral conduct, and literacy of citizenship in the community were the three goals each graduate should attain. The Thomas Larimores were godparents of that class.

Victor Mussman of Welcome, Minnesota, one of the 1947 graduates, recently wrote:

> My course in farm mechanics enabled me to do most repair work on my machinery. I don't have many expensive tools to do my major work, but I would do it all if I had the time. I enjoyed my courses and my participation in music, since it is an activity you can enjoy all your life. You never get too old to sing or play an instrument. I can help my children with their music. Every week they want to know how a song goes.
>
> My grandfather homesteaded here in the late 1890's. Dad was born in Illinois in 1894 and they moved to Minnesota. Grandpa moved to town in 1920 when Dad got married and took over the farm. I was born in 1923 and I took over in 1947, got married in 1959, have a boy and a girl to help me farm. There will be four generations of Mussmans on this farm. The surprising part is that they both want to stay on the farm.

At the March 17, meeting of the School of Agriculture Alumni Association the Committee on dormitories decided that a new men's dormitory, patterned after Pioneer Hall on the Minnesota Campus, be built to house at least 250 students. The alumni group also decided to remodel the existing dormitories.

That year several surveys were underway to study the

programs of the schools of agriculture. Ruth E. Eckert and Robert Zumwinkle surveyed the students in the School of Agriculture through the Bureau of Institutional Research, University of Minnesota. They reported that over fifty percent of the students said, "I like the work it offers or that it will help me in my life work or I get more information about farming." Over twenty-five percent said, "Some member of my family went to the School." The survey found that students in the years 1947 to 1948 were satisfied with the School because it provided everyday practical information. Students said they could learn more about farming than their parents knew. It gave them new ideas on farming. The students also said that they liked living with a wonderful group of people; dormitory life, student living and learning together helps. Students liked the School emphasis on leadership, and the ability to get along with other people.

The 1947 legislature funded the School of Agriculture at Waseca, raising the number of schools of agriculture to five. On April 7, 1947, Superintendent Christianson wrote to Dean C. H. Bailey. (Superintendent Christianson was responding to the creation of the new School of Agriculture and also to the discussion on the part of the College faculty for a two year program in the College.) He wrote:

> It seems to me that this School of Agriculture can be of the greatest service in the years ahead if it were to provide a three year course of six months each year for high school graduates and for those more mature farm young people who might enter as adult specials. I do not here think of the first two years of a regular college course, but rather a three year course of six months each year pointed towards a definite objective of farming and homemaking. This course would be articulated with a six months' program of home project work each year. However, it would be on a collegiate level and might perhaps lead to an Associate in Agriculture degree or certificate. Whether it were to be called a General College of Agriculture or not, I am not particularly concerned.
>
> I believe that we should work out a coordinate program of agriculture education for the state which would provide and recognize the high school level work in the various communities, the work of the outlying Schools of Agriculture, the provision for a vocational training program in agriculture and homemaking to be given on this campus on a collegiate level through a three year (of six months each year) course for high school graduates and those of 17 years of age or older, who on the basis of tests show mental competence to do the required work and the regular four year degree and graduate professional curricula.

On January 14, 1947, Dr. Andrew Boss, at age seventy-nine, died at his home in St. Anthony Park, one block from the campus where he had spent fifty-eight years as a student and an active and then emeritus staff member. A committee was appointed to develop an Andrew Boss Memorial Fund and another committee of Dean Bailey, O. B. Jesness, G. A. Pond, and G. H. Greaves of the St. Anthony Park State Bank, launched a project to publish an Andrew Boss Memorial volume. This project was successful in the publishing of a volume memorializing Andrew Boss as the grand old man of Minnesota agriculture.

At the October 7, 1947, faculty meeting, an enrollment of 347 students was reported. At that meeting the rural builders course was canceled. During the fall of 1947 there was considerable conversation about changing the name of University Farm to St. Paul Campus as a part of the Twin Cities Campus. This prompted Superintendent J. O. Christianson to write to Dean Bailey: "I notice in the Sunday paper the suggestion that this campus be known as the St. Paul Campus. It seems to me that that would be unfortunate. This is truly the agriculture campus for the University. Nevertheless, I am quite sure that this place would be referred to as University Farm in the minds of folks for many, many years."

Ralph E. Williams joined the music faculty and continued to teach until 1960 when he was transferred as the first music staff member in the new branch college at Morris. He has since retired from the University. Marcella LaMonte became the dramatics director. Arnold Flikke started teaching agricultural engineering courses in the School and carried on until 1960. Dr. Woodrow Aunan taught meats classes in animal husbandry until 1956. Theodore H. Fenske joined the Department of Agriculture staff after nine years as superintendent at the School of Agriculture in Morris. Vernon Hathway became the YMCA secretary at University Farm and Marion Hagen continued as YWCA secretary.

Fall quarter 1947 brought the formation of a rural youth club, which took the place of the 4-H Club. At the December 18, 1947, faculty meeting the first discussion about a practical nursing course was reported by Superintendent J. O. Christianson:

> Practical Nursing Curriculum. There has been a good deal of activity concerning a course in practical nursing. A board has been appointed by the School of Nursing to consider a non-degree course for Licensed Practical Nurses. It was suggested to the School of Nursing that a joint course with the School of Agriculture (in which a Home Nursing course is now offered) might be very satisfactory since it would have a home economics background. Dr. Christianson read a letter from Leila Halverson, R.N., secretary of the board appointed in the School of Nursing, inviting the School of Agriculture representatives to meet with that board. Ellen Rose was requested to follow through on the invitation.

At the December faculty meeting, the following proposal was made concerning high school graduates:

> In setting up the new catalog for the School, it is proposed to group the courses making up the present two year course for high school graduates. It was also suggested that all high school graduates be accepted with no advanced standing as far as the two year grouping is concerned. This program would be given first place in the catalog since approximately 75% of the student body is made up of high school graduates. Then for those who

have not completed high school, the grouping as now set up for the three year course would be listed. This involves no change in practice but offers a better and more exact presentation to prospective students.

The final Christmas activity for fall 1947 was reported in the *Agreview* as follows: "With Robert Bergland (present U.S. Secretary of Agriculture) acting as emcee, the boys' dormitory annual Christmas dinner party was held on December 17 in the Dining Room where the joyous Christmas spirit showed its face and stayed and beamed. Upon this occasion, the boys had as their guest, Dr. J. O. Christianson. Dwight Hill presented Dr. Christianson with a box of poinsettia plants on behalf of the dormitory boys. Dr. Christianson then gave his timely Christmas message."

Arthur Ruggles, who retired as head of the Division of Entomology in 1943, died December 30, 1947. The Ruggleses were godparents of the class of 1911.

The winter artists series program, sponsored by the short course office under Dr. J. O. Christianson's direction, opened Sunday, January 11, with the St. Olaf Choir under the direction of Professor Olaf C. Christianson. The choir sang seventeen selections, all memorized, and proved why they were considered the best a cappella choir in the U.S.

The Alumni Chapter of the FFA was recognized as the only alumni chapter in the United States. "The purpose of this alumni chapter is to perpetuate spirit of the FFA organization while their students are in attendance at the School of Agriculture; to carry on after they return to their home communities; to assist the work of the state organization of the FFA in Minnesota; and to foster better relationships between the future farmer movement and the agriculture training program in the School."

Winter quarter 1948, the School of Agriculture band under Ivar Glemming's direction appeared in maroon and gold uniforms that were formerly used by the University Band. The band played concerts twice during the quarter at regular assemblies, played for the track and field meet and for several athletic events, and on March 11, it made a day long appearance at the annual Land O'Lakes cooperative meeting. The band held the first annual banquet on February 27, with Gerald Prescott, conductor of the University Band, as guest. Prescott commented on the progress which the S.A.U.M. Band had made during the last few years and offered Glemming use of the University's music library.

The February issue of the *Agreview* reported on the S.A.U.M. Boys' Quartet:

> The loud applause which followed the singing of 'Coney Island Baby' on Cedric Adams' 'Stairway to Stardom,' Saturday evening, January 31, was what brought to the S.A.U.M. Boys' Quartet a prize of fifty dollars and an invitation to sing with KSTP's Barn Dance gang at the Veteran's Hospital soon.
>
> Organized in the winter of 1947 with Al Fasen as 1st tenor, Lester Ward 1st bass, Dwight Hill 2nd tenor, and Harold Gegner 2nd bass, the quartet had a successful season. Reorganized this fall with Harold Gegner missing, La Verne Ludtke capably filled his place. The quartet filled several engagements this fall, and now are faced with more requests to sing at banquets and meetings than they can grant.
>
> Some of their popular numbers are 'Coney Island Baby,' the winning number, 'The Tack,' 'Song of Friendship,' 'Whiffenpoof Song,' and 'Margie.'

The March *Agreview* reported on the performance of the mixed chorus.

> Certainly the finest, certainly the most impressive was the verdict of all who heard the cantata, 'The Seven Last Words of Christ' sung by the School of Agriculture Chorus, Thursday evening, March 11, in the auditorium under the direction of Ralph Williams. LaVerne Ludtke, pianist, and Thomas W. Larimore, organist, played the accompaniment to the cantata.
>
> To Mr. William's training and conducting goes the recognition of all who heard the program that a new standard of perfection had been introduced into music at the School of Agriculture.

The faculty meeting in March recommended that thirty-six blanket credits towards graduation be allowed high school graduates who matriculate in the two year curricula in agriculture and in home economics as set up by faculty action. Also, at a March meeting the faculty voted to authorize the chairman to appoint a committee to study a cooperative set-up with the College for granting college credit for those who go on to college.

The Ivar Glemmings were godparents of the 1948 class. The theme for the 1948 *Agrarian* was "Earth and the Elements: Nature's Gifts to Mankind."

Dwight Hill, 1948 graduate, recently said, "The highlight of my experience at the School of Agriculture was the night the S.A.U.M. quartet won first place on Cedric Adam's "Stairway to Stardom." I appreciated the many friends that I have made and the many friends that I have kept in contact with over the years. My ag. business experience has been dealing directly with farmers as an artificial inseminator, farm machinery salesman and 12 years as dairy fieldman. I've been with Mid-America Dairyman's Incorporated. I cover a part of Steele County, all of Dodge County and over half of Goodhue County and take care of about 180 farms."

Alex Didier, president of the First America Bank of St. Cloud, attended the 1947 reunion, although he is a member of the 1948 class. He recently wrote:

> It certainly was impressive to see the large attendance and the interest shown by those in attendance including the members of the faculty in the activities of the Alumni Association. During the business meeting and since, I took time to reflect on how important people like Arnold Brekke, Elmer Johnson, Ella Oerting, J. O. Christianson, and most of all Ralph Miller, were in shaping my future. Lloyd Nelson in his reminiscence spoke so correctly of the

'Last Second Chance' the School of Ag. provided for young farm people of that day. This is even more significant when consideration is given to the quality of the faculty, their deep interest in students and their commitment to their work. Their dedication and their professionalism were certainly most important factors in contributing towards the spirit of the School and the ultimate success of those students in their life's work.

### Ingolf Ingvalson of Buffalo said:

I have served on the Buffalo School Board 6 years, during which time I served as director, treasurer and finally chairman. I have served on the Buffalo Fire Department for the past 20 years. I have served as a director, treasurer and secretary. I have served on the Church Council, Finance Committee, Pastor's Call Committee and various other committees. I have been a member of the church choir since coming to Buffalo 25 years ago. In addition, have been involved in vocal solo activities for the church.

I believe the Ag. School experience has been beneficial in helping me make adjustments in the lending process in which I have been involved in the past 25 years. This was as field representative for the Production Credit Association for 4½ years and since that time with the Federal Land Bank Association at Buffalo. I am presently the manager of the Buffalo Office.

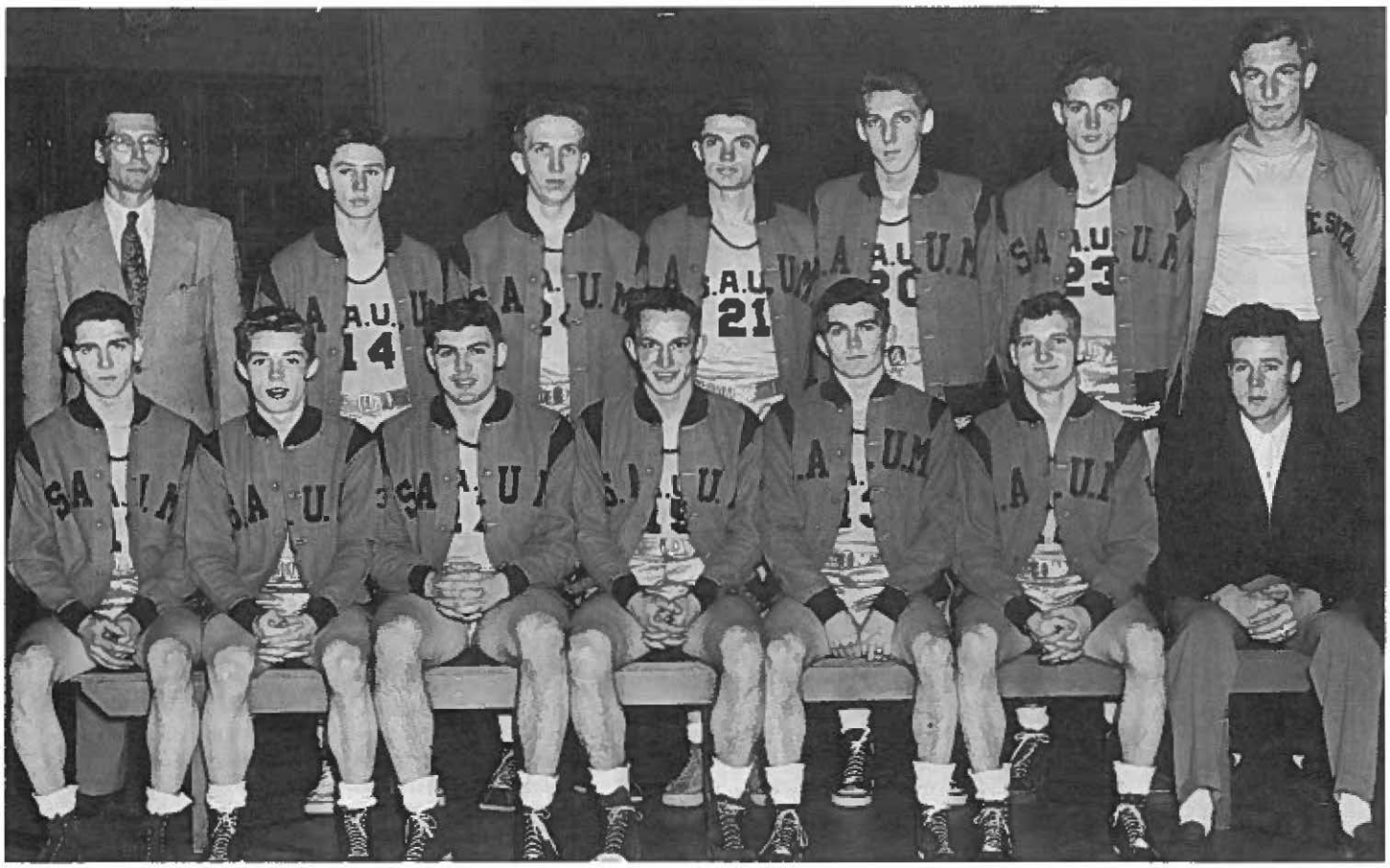
On April 5, 1948, James Drew died. He had served the School and the Department of Agriculture as instructor in poultry, forge work, rope work, as registrar and finally with the extension service. After he retired in 1933, Drew remained very active in community projects in St. Anthony Park and worked with state and national organizations on 4-H and scouting. The Drews were godparents of the class of 1907.

Albert F. Woods, dean of the Department of Agriculture and director of the Experiment Station from 1910 to 1914 also died in April. He served as president of the University of Maryland and at the time of his retirement was assistant chief of the Bureau of Plant Industry, USDA.

Sherwood Berg, who attended the School in 1939, returned to campus in July 1948, to work on his Ph.D. in agricultural economics.

Jane Roberts succeeded Marie Eibner as director of Physical Education for Girls. Joy Rogalla succeeded Marion Hagen as YWCA secretary.

Chairman Truman Nodland reported for the committee on revision of the school curriculum that there was a possibility the School's name would be changed to "Institute of



Coach Joseph Nowotny and 1949 Basketball Team

Applied Agriculture and Home Economics."

At the October 17, faculty meeting, Superintendent Christianson commented that with a more mature group of students now enrolled in the School of Agriculture, class attendance would no longer be taken as formerly with a requirement of a pass from the School office for readmission to the class.

Christianson attended the annual meeting of the Land Grant College Association in Washington, D.C., was reelected to the Board of Directors of the Short Course Section, and was reelected secretary.

At the December 2, faculty meeting a three-credit German course was approved. A student council for the School of Agriculture was approved with the understanding that a faculty advisor be assigned by the superintendent and that all recommendations of the student council be submitted to the administration for approval. The faculty also established a procedure for students to be granted permits for keeping cars on campus. Minutes of the January 6, 1949, faculty meeting carried the following motion relative to foreign language with the introduction of a foreign exchange student program. "The class in conversational German taught by Professor Ramras of the German Department met for the first time on January 5 with an enrollment of 27 students. Approval has been given for a class in conversational Swedish to be taught by Ivar Glemming. The class has started with 17 students." The following item was included concerning the exchange student program: "The Superintendent reported progress in a plan for exchange of students between the School of Agriculture and Sweden. The student will secure employment for his support while there, working six months and attending school six months. The American Swedish Institute of Minneapolis will serve as the executive center of arrangement for both American and Swedish students. Further negotiations for such training in the School of Agriculture will proceed and will be reported at the next faculty meeting."

At the February 3, 1949, faculty meeting the following recommendations were made about military drill: "Major Swatosh recounted the classwork given to students in a course of military drill which has met twice in winter quarter. Twenty-seven students attended the first session of the class and thirty-three attended the second session. It was voted to approve the course in military drill as a no credit

Ivar Glemming and 1949 Band

course for winter quarter 1947. Students who complete work satisfactorily are to receive a certificate from the Department of Military Science."

At the March 10, 1949, School of Agriculture faculty meeting, Superintendent Christianson announced: "Three exchange students have been selected to study agriculture in schools in Sweden." A motion was made and approved for a new curriculum in home management and practical nursing.

At the March 14, 1949, School of Agriculture Alumni Association banquet, Dean C. H. Bailey announced:

> On this occasion we honor two members of the School of Agriculture faculty who will join the ranks of the emeriti at the close of this school year. Laura Matson joined the faculty of the School of Agriculture a quarter of a century ago. In addition to her responsibilities as preceptress of the School and College girls' dormitory, Miss Matson instructed classes in social training. She also served as advisor and counselor to the *Agrarian* boards and the student committees concerned with various extracurricular activities. One of her colleagues a decade ago commented thus: 'Miss Matson has been and is an excellent teacher and is a stimulating counselor for the girl students. She is alert to new trends and developments in the field of student guidance and is always prompt in the discharge of assigned duties, effective on several committees and shows capacity for continued growth in teaching and research.' She has gained the respect of many hundreds of students as well as of her colleagues and the faculty. When she leaves the Campus presently, the good wishes of all these will go with her.
>
> The other member of the School of Agriculture teaching faculty who will retire is Peder L. Johnsrud. Born in Spring Grove, Minnesota, he attended the School of Agriculture and graduated in the class of 1907. He came back to complete a bachelor of science degree in 1914. He joined the teaching faculty as an instructor in 1914. In addition to instructing in mathematics and related subjects during the school term, Mr. Johnsrud served as project supervisor of the School of Agriculture during the remainder of each year. Thus he established and maintained the wide acquaintance with farm families in certain sections of the state. His influence in these and in his classroom relationships extend far beyond the imparting of mathematical or technical aspects of his purely professional interests. They include a wholesome and homely philosophy of living.
>
> As godparents of the class of 1920, Mr. and Mrs. Johnsrud counseled that class while its members were here as students and continued their interest in the large groups during all those intervening years.

At the March alumni meeting, the following resolution was proposed by Lloyd Nelson, Bernhard Swenson, and Kenneth Law: "Be it resolved that this Alumni Association of the School of Agriculture go on record as heartily approving the continuation and promotion of that two year program of six months each year for high school graduates who, for one reason or another, do not plan to go through college for a degree. Be it further resolved that provisions also be made for those students who are not high school graduates but who may be given the opportunity of enrolling on the basis of age or examination; and be it further resolved that a committee of alumni be appointed by the President of the Association to give encouragement and support to this program."

Mr. and Mrs. Raymond M. Anderson were godparents of the class of 1949. The theme of the 1949 *Agrarian* was "The Harvest through the Years." Eldon A. Torkelson of St. James said:

> Because of my experience at the School of Agriculture I have been able to do a better job of grain farming. From soils courses I learned how to interpret fertilizer recommendations and crop needs. I was better able to utilize new information on pesticides and varieties. I learned what help was available through the University Extension Service and used them more than I otherwise would have.
>
> My leadership and agriculture training at S.A.U.M. helped me get on the Board of Directors of our co-op and the local hospital. I also have served on the board of the Southwestern Farm Management Association and the Watawon County Farm Bureau. My school background made me feel more qualified for these responsibilities. Because of S.A.U.M. I was an exchange student in Sweden, studying agriculture. I also had students from Sweden, Finland and Germany work on my farm and had a girl from the Netherlands and a boy from Sweden live with us.

Connie (Lee) Watschke, 1949 graduate of Owatonna, said:

> Coming to Ag. School as a shy country girl and not knowing anyone the first day, I gained much confidence and self-esteem by having to get to know people and get along with them. By gaining self-confidence through participation in many activities, I have held offices in many organizations as well as being a leader in many activities in rural youth and extension groups, church groups, etc. I can still remember the parliamentary law discussions. I know I grew up in the two years I spent at Ag. School.
>
> Attending the School of Agriculture is almost a family tradition. My grandmother, father and many uncles and aunts are graduates of S.A.U.M. I wanted more education than just high school, but not a degree, so felt Ag. School was the place for me and have never regretted the two years I spent there.

On July 19, 1949, the following news release was issued by the University of Minnesota news service.

> A new course in home management and practical nursing has been authorized on a trial basis at the University of Minnesota, School of Agriculture in cooperation with the University School of Nursing. Dr. J. O. Christianson, Agricultural School Superintendent and Katharine J. Densford, Director of the School of Nursing, announced today, 'The course has been designed to meet the need for nursing throughout the state, particularly in rural areas. Dr. Christianson and Miss Densford said, 'Graduates will receive a certificate in home management and practical nursing and will be eligible to take the state board examinations for licensure as practical nurses. The first class will start October 3, 1949.'

Superintendent J. O. Christianson announced that a committee appointed by Dean Henry Schmitz and chaired by Alexander Hodson was appointed to study the possibility of a two-year agriculture program in the College of Agriculture, Forestry and Home Economics. Truman Nodland was a member of the committee and he also served as chairman of the School of Agriculture committee studying the program of the School of Agriculture.

The cost of attending the School for a ten-week term was $83.70. Book rental was $1.50; tuition, $3.00; incidental fee, $10.20; and board and room, $69.00.

Supt. Christianson announced the following new faculty for fall 1949: Aganeth Loewen, preceptress of the girls' dormitories; LaVerne Wegener, school general and project supervisor; and Harold Ostvold, library director to succeed Harriett Sewall who had served in that capacity since 1912.

The first Toastmaster's Club was organized in the fall of 1949, and Professor LaVerne Wegener was the advisor. Later the name was changed to Toaster's Club to remove the possibility of discriminating against girls belonging to the club.

The regent's minutes of October 8, 1949, indicate that President Morrill discussed with the board recommendations for changes in the organization of the School of Agriculture in the Department of Agriculture.

On November 16, 1949, the Administration Building on the St. Paul Campus was named Coffey Hall in a dedication ceremony.

Aganetha Loewen, Director of Dormitories 1949-1960

In its eleventh biennial report to the Governor for the fiscal year, 1899 and 1900, the Board of Regents of the University of Minnesota unqualifiedly recommended the construction of a new main building for the College and School of Agriculture and Experiment Station at St. Anthony Park to be built as soon as the Legislature appropriated the required money.

By the fall term of 1907, the building was completed and occupied. It boasted a spacious, well-lighted library and one of the, then, finest auditoriums in the northwest. General offices of the College, School and Station were housed there and farm equipment was housed in the basement.

Today newly named Coffey Hall houses offices of the College and School of Agriculture, the Experiment Station, the Agricultural Extension Service, the Library and other administrative and academic offices.

On December 12, 1949, President J. L. Morrill sent the following memo to the members of the board of regents with

Ralph E. Williams and 1949 Mixed Chorus

a copy of the committee report on the study of the educational programs of the schools of agriculture. The recommendations were as follows:

1. The University of Minnesota should continue to support its program of agricultural and home economics education on the non-collegiate level.

2. The University should take steps to improve the educational programs at its Schools of Agriculture by enlarging the scope of summer project work, increasing the general educational content of the program, improving the quality of teaching, and by establishing student personnel programs.

3. The administration of the educational program of the Department of Agriculture, the committee believes, should be more closely coordinated by establishing in the College of Agriculture, Forestry and Home Economics a position of director of the University Agricultural Schools. This officer would be primarily responsible for coordinating the educational programs of the agriculture schools with these of the College.

The winter term of 1950 brought a new dramatics instructor since Marcella LaMonte resigned from the School to accept a high school teaching position. Her position as dramatic coach was filled by Oliver Osterberg, a graduate student in dramatics in the University. There were seven Swedish exchange students registered in winter 1949.

A very detailed program of student activities was printed each quarter. The winter quarter 1950 program activity list included the scheduled meetings for the *Agrarian* board, the *Agreview* staff, the Alumni Chapter of FFA, Bible Study Club, Camera Club, Dairy and Livestock Club, Girl's Athletic Association, International Relations Club, Letterman's Club, Practical Nursing Association, Rural Theatre Players, Rural Youth, Toaster's Club, Student Council, Dormitory Self-Government Associations, Catholic Confraternity, Lutheran Student Association, and Bible Class.

The class competition in the field meet resulted in a change as reported in the February 1950 *Agreview:*

The large influx of high school graduates into the School of Agriculture has made many changes in the School. The latest change is that on the basis of competition in the six-year-old Field Meet.

At the January 21 assembly the proposition that interdormitory competition should take the place of interclass competition in the February 4 Field Meet was submitted to the student body in assembly on Friday, January 20.

On the following day at assembly a vote was taken and an overwhelming majority supported interdormitory competition.

The strongest argument for this change was that the Freshman and Intermediate classes numbering 18 and 11, respectively, can offer little competition against about 211 Juniors and about 70 Seniors.

The dormitory girls will draw lots to determine which of the boys' dormitories they will be associated with and support in the Field Meet.

At the February 15, 1950, faculty meeting Truman Nodland reported for the Committee on Revision of the School of Agriculture Curriculum:

The committee has given considerable consideration to possible reorganization and status of the School of Agriculture. The committee feels that there is a very definite place for the School of Agriculture — by emphasizing opportunities for high school graduates and yet keeping the School open to all eligible by age. Additional course sequences, three and six month courses and refresher courses, are some of the suggestions of the committee. Encouragement of students to take one or two quarters of work and emphasis on giving of certificates for such work was suggested.

A motion was made to approve the progress report of Mr. Nodland. The motion was seconded and carried.

At that February meeting the faculty also approved a curriculum committee recommendation that ad interim approval be given for a new course, "Fire Prevention and Safety." About forty students registered for the course during the winter quarter. The curriculum committee recommended that the course carry one credit and that the approval be retroactive to winter quarter 1950. Professor LaVerne Wegener was encouraged by Superintendent Christianson to establish the course and develop a curriculum.

That same faculty meeting approved a course in "Marriage and the Family" recommended by the curriculum committee for three credits to be offered one term in 1950-51. Ralph E. Miller was appointed by Superintendent Christianson to develop that course.

At the March faculty meeting Superintendent Christianson paid tribute to Johanna Hognason, who was to retire June 30, 1950. At the meeting, Christianson eulogized the tremendous service she rendered and mentioned the love and respect expressed by her former students.

The Harold Arnemans were godparents of the class of 1950.

Elaine (Asleson) Mulder of Lake City, a 1950 graduate, recently reported on her activities. "I have been engaged in the following activities: as Home Service Director with a large appliance store in Worthington, as 4-H Leader in Nobles County, as dental assistant three years in Lake City, as a bank teller seven years at Lake City, Farm Bureau Women's Club Committee member, home project counselor and County Extension Committee member in Wabasha County, FHA Board member and chairman in 1976."

Marilyn (Paulson) Hale said of her School of Agriculture experience:

My scholastic record improved because I liked the School and developed a desire to do well. I remember when Professor Ralph E. Miller called me in for a conference and asked why such a drastic change in my marks had occurred and my answer was 'I love it here.' My fellow students, the staff, the faculty and advisors, in fact all involved with the

institution had about them the aura of caring and that's really what counts and 'turns a student on.' I've formed lasting friendships and speak proudly of my Ag. School days. It also helped me become aware of this beautiful land we live on and develop the responsibility as our job as stewards of this gift God gave us.

My strongest memories date back to Ag. School, the tears and laughter that go with friendship, the swim events, the food we griped about (which was good), Little Theatre, Parent's Day, soils class (two girls and the rest boys), Parliamentary Law class.

With the retirement of Miss Hognason, the fall quarter, 1950 *Agreview* reported on the naming of a new men's residence director.

Lyla Mae Anderson has been appointed assistant professor and men's residence director in the School of Agriculture. She was graduated from the University of Minnesota in 1945 with a B.A. degree in Personnel Psychology. While at the University, she was active in student activity work.

Carol Anderson was one of the new home economics instructors who taught courses in home management. She is still a member of the family social science department in the College of Home Economics. Other department staff members who established teaching relations with the School of Agriculture and continued their association with the School and who are still with the University include Jesse Williams in dairy husbandry, Richard Widmer in horticulture, Thor Kommedahl in plant pathology, and Eugenia Taylor in the School of Nursing. William Olson taught forge work in the School until 1958.

At the opening of fall quarter 1950, eighty-five percent of the students were high school graduates and an average twenty years old.

In the fall of 1950, School of Agriculture students began to pay an activity fee and share the farm union with the College of Agriculture, Forestry and Home Economics students in the Old Dairy Building. Prior to that time, ag school students were excluded from the facilities and were denied entrance to that part of the building, since they did not pay the union activity fee.

Athletic director Joseph Nowotny had arranged a strong competitive basketball and wrestling schedule on a home-to-home basis with the Minnesota School of Business, St. Cloud Teacher's College, Northwestern Schools, St. John's University, St. Olaf College, Gustavus Adolphus College, and Carleton College.

The December 14, 1950, faculty meeting focused attention on the national emergency brought on by the Korean War. Items relating to the war emergency involved enrollment decrease, type of training most helpful, possibility of shorter terms so students could spend more time at home, civil defense training and bloodmobile visits to the campus.

The School of Agriculture Alumni Committee for Encouragement and Support of the School of Agriculture Program spent much time during 1950 reviewing the report to study the educational programs of the schools of agriculture. The committee was chaired by Kenneth Law, with Myron Clark, Vincent K. Bailey, Martin Annexstad, Jr., Bernhard Swenson, together with alumni president John Larson, and past president Victor Christgau. The committee's and Superintendent J. O. Christianson's position was that the proposed director of the program of the schools of agriculture should not be in the office of the dean of the College of Agriculture, Forestry and Home Economics and further, that because the School of Agriculture on the St. Paul campus was dealing with an older student group, it should not be equated with the outlying schools of agriculture. Many meetings and conferences were held by the committee in contact with President Morrill's office, Superintendent Christianson's office, and members of the board of regents. The committee kept the alumni informed of its progress.

Winter quarter opened with School of Agriculture students actively participating in the farm union program. The January issue of the *Agreivew*, after outlining the activities for the quarter, carried this summary statement implying the cooperation of all units on the campus. "The students of the School of Agriculture are most fortunate in being part of the well-planned program being conducted at the Union this term. Their thanks go to those administrative officers who worked together to make the coordination possible: Dean C. H. Bailey, Superintendent J. O. Christianson, Ralph Miller, and Gordon Starr."

The effects of the Korean War were noted in the College faculty meeting of January 1951. An enrollment committee reported: "Enrollment stands at 213. Additional students were expected, but many prospective students joined the Armed Forces before enrollment and some cancelled their registration after enrolling." At that meeting, Dean Schmitz clarified the status of students in regard to selective service: "Under the new policy, a drafted student may normally continue his University work until the end of the school year and still retain the privilege of selecting the branch of service that he prefers." It was suggested that the faculty of the School of Agriculture explore the possibility of renewing the ROTC program. At that same faculty meeting, the status of the home management and practical nursing program was reported: "Miss Taylor reported that 14 graduates of the home management and practical nursing course will receive their class pins and caps this March. The School of Nursing suggests that they receive caps and pins similar to those worn by graduates of the practical nursing curriculum in the School of Nursing, but with the addition of the words, 'home management' at the bottom of the pin. It was moved that the School of Agriculture join with the faculty of the School of Nursing in approving the style of pin and cap. The motion was seconded and carried."

On February 22, 1951, the 30th Annual Old-Fashioned

Dancing Party was held in the gymnasium, with waltzes, circle two step, schottishes, two steps, Virginia reel, polka, quadrille, and grand march. The resident godparents of all the classes were listed as patrons and patronesses. The program, as customary, carried this notation: "The Alexandria Assemblies, a dancing club, was the first organization to recognize George Washington's Birthday by celebrating it as a holiday. So we of the School of Agriculture in keeping with that same splendid tradition are happy to have you with us for our thirtieth annual old-fashioned dancing party and also ask you to be with us next year for the same event."

The Woodrow Aunans were godparents of the class of 1951. The theme of the *Agrarian* for that year was "Working Together."

Otto I. Lee, a 1951 graduate, and a county extension director in Lake of the Woods County, wrote that he heard about the School of Agriculture from Bob Bergland of Roseau. Bergland told him, "The atmosphere of the School was very friendly and those in the School became close friends and you sense the definite strong feeling of unity."

Donald A. Tentis illustrates his participation in community affairs as a result of the following accomplishments:

> The courses in "Leaders and Leadership" and "Fieldwork in Leadership" taught by Professor Ralph Miller helped me greatly in the acceptance of responsibility in community activities. Some of my major positions, awards, and community activities since completing the program at the School of Agriculture are as follows: active member of Saint Agnes Church at Kellogg, Greenfield Rustlers 4-H Club president, awarded trip to State 4-H Conservation Camp at Itasca State Park from Wabasha County, received Leadership award in 4-H Club in Wabasha County, awarded the State Farmers Degree in Future Farmers of America, Wabasha County Rural Youth member and officer, Delegate to Rural Youth of United States of America Conference in West Virginia from Minnesota, President of the Wabasha County Farmers Union for 8 years, Delegate to Minnesota Farmers Union Convention many years, Delegate to National Farmers Union Convention in Springfield, Illinois in March, 1959, Wabasha County DFL Party officer for 20 years, Delegate to the Minnesota State DFL Convention in 1976, Glasgow Town Board officer for 14 years, Wabasha County Agriculture Extension Committee member for 17 years, Township ASCS Committee member, Wabasha County DHIA Board member, Wabasha County FHA Board member, Outstanding Young Farmer Award in 1964 from the Wabasha Jaycees, Wabasha Knight of Columbus member and officer, Delegate to Tri-State Breeders Co-op, Member of Rochester Dominic Club and delegate to National Convention, and Dale Carnegie Course graduate

At the March 19 meeting of the Alumni of the School of Agriculture the following adopted a resolution that supported the idea that the School of Agriculture at St. Paul, "may retain its identity as a School designed to serve an older group of the entire state with post-high school level for those seeking vocational training in agriculture, home economics and practical nursing, after completing a high school course and before setting out on a career of farming or homemaking."

On June 4, 1951, Dr. C. H. Bailey, dean of the Department of Agriculture, was presented the honorary degree, doctor of science by North Dakota Agricultural College in recognition of his service in the field of agriculture chemistry.

Gordon Starr, who became director of the farm union in 1941, moved to the Minneapolis campus in 1951 to become director of the Minnesota unions. Paul Larson became farm union director and directed the student activity program until the School of Agriculture closed. He is still active as director of the St. Paul Campus Student Center.

The Student-Faculty Reception on October 26, 1951, was a first in which the School of Agriculture students joined with the College of Agriculture, Forestry and Home Economics students.

New faculty members for fall 1951, included George Goodrich in dramatics, Mary Cook in home management, and James Douglas in rhetoric.

In the fall of 1951, all of the dormitories for both men and women were placed under the direction of Aganetha Loewen. A faculty dormitory committee of Thomas Larimore and Ralph E. Miller was created to work with her.

The Minnesota Banker's Association announced a scholarship program presented by county associations in which the County Banker's Association would provide a scholarship of $100 for each of four quarters for students registered in the School of Agriculture. At one time more than sixty students were enrolled at the School on such a scholarship program.

On Friday, December 14, 1951, the first School of Agriculture Loyalty Fund Dance was held.

After two years of experimenting with the track and field meet competition on a dormitory basis instead of a class basis, it was decided that the divisions be established on a geographic basis. The southern Minnesota division consisted of the southern two rows of counties in the state. The central division included counties north to a line running east and west near the Twin Cities. The northern division included all the counties north of the Twin Cities. This arrangement continued through 1960.

At its March 1952 meeting the, faculty agreed that the course of study for dairy herdsmen be adopted as a special curriculum.

The faculty also voted to change the name of the course in home management and practical nursing to practical nursing and home management.

The LaVerne W. Wegeners were godparents of the 1952 class. The theme of the 1952 *Agrarian* was "The Rural Life-Stabilizer."

Ralph E. Miller (Advisor) and 1952 Student Council

Phyllis Olson Meixner, 1952 graduate of Owatonna, said: "I guess most of all I learned to be a person, to stand up for what I believed, to be able to speak in front of groups, which sometimes this last year has been quite large. I've helped organize clubs such as Minnesota Association for Children with Learning Disabilities here in Owatonna. I've been involved in politics for several years. I'm sure that the School helped me to be more of a leader in my rural community."

Dr. Emmett J. Stevermer, formerly of Easton and now Swine Extension Specialist at Iowa State University for the past fourteen years, said: "The summer projects taught me some appreciation for research techniques and the importance of timeliness in production practices. My studies at the School have been especially valuable to me because they gave me so much exposure to the practical things in agriculture. I did not have nearly as much of this in my regular college curriculum."

Dean Gransee of Sanborn says that the highlights of his attendance at the School were meeting his wife, living in the dormitories, being on the wrestling team, the Union Board and Toaster's Club, being a member of the Dairy Livestock Club, and winning a Gold Letter A. He said, "I have been a 4-H Leader for twelve years, helped start a new 4-H Club. I have been on the county DHIA Board, delegate to district and state DHIA conventions for several years, county ADA Board and director of Southwest Minnesota Holstein Association and one of the adult leaders in a newly formed Junior Holstein Club, and Sunday School teacher four years."

Eugene Francis, formerly of Garden City and now of Blooming Prairie, said: "I farmed in partnership one year following graduation. I spent two years in the U.S. Army at Fort Leonard Wood. I spent four years at the University of Minnesota in securing a bachelor of science degree. I'm in my 20th year at Blooming Prairie High School, and have spent the entire time as an adult farm management instructor. I feel the School of Agriculture program has been a very strong and positive influence on my life. The program of instruction was excellent. Rapport with University staff was very good. I call it one of the best experiences that I have ever had."

Oliver H. Hagen, formerly of Austin and a graduate of the College of Agriculture, is now president of the First National Bank at Willmar. He reported:

> I think that the School of Agriculture provided me a real opportunity to mature and to grow up in many ways. The leadership development during those years is probably the one thing that has contributed most to my personal gain since leaving there. I believe that the most influential staff members of the School were W. J. Aunan and Ray Anderson because at the time I had a very keen interest in the livestock judging teams and they were the coaches. Dr. Aunan was my advisor in the College of Agriculture after returning from the service and has continued to be one of the most influential persons of my life. Dr. Aunan was responsible for my getting a summer job with the National Livestock and Meat Board while in college and I in turn took a full-time position with them following graduation from college. A director of the meat board was a director of a bank in Austin, Minnesota, and was instrumental in my

switching to the banking profession where I have continued. I remained in Austin for 16½ years and the past 14 months have been associated with the First National Bank of Willmar as bank president. Even though the banking profession is not a 100 percent tie to agriculture, much of my banking work remained with the agricultural community and our bank here, too, is largely dependent upon agriculture.

The August 1952 *Agreview* carried the following story: "Yes, the Old Home Building, the first home of the School of Agriculture on the St. Paul Campus no longer stands. However, the School which once called the building its home now carries on in many newer buildings on a great university campus. The great stone arch of that early home remains standing as a memorial to the builders of this School. They built it well. Thousands of homes and communities are better, the entire state is a leader in rural life, in large part due to the contributions made by those who have attended the School."

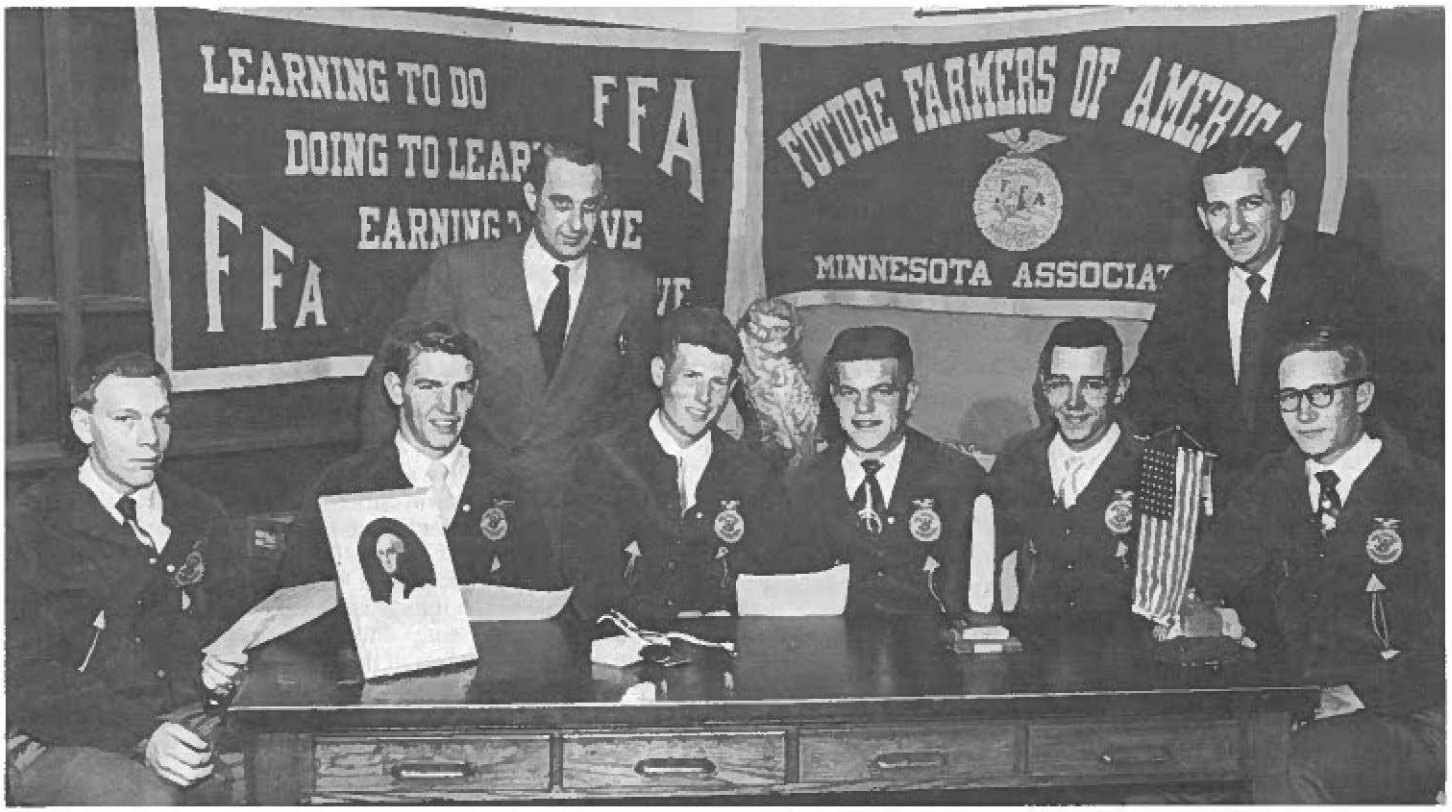
On December 5, 1952, after a two-week study for a credit paper in agriculture education, Superintendent H. J. Douthit of the School of Agriculture at Curtis, Nebraska, reported:

> Unquestionably, my recommendation regarding the School of Agriculture at St. Paul will meet with bitter opposition by some people, but it is, in my opinion, coming about. Sooner or later it will be closed, regardless of the pressure that is put forth to keep it alive. Possibly the sooner another program is put in to replace it, the better. A one or two year so-called practical course in agriculture and home economics which carries college credit is a possible replacement.
>
> In studying the history of the St. Paul School of Agriculture, it is understandable that at one time it served a very effective and useful purpose, but like a lot of the other things, they must give way to the changing conditions.

At the October meeting of the School of Agriculture faculty, the following new faculty members were introduced: Mary Jane Strattner, home economics; Walter Wallin, forestry; Jesse Pomeroy, agricultural engineering (he continued to teach until 1960); and Paul K. Peterson, dramatics.

Superintendent Christianson announced that there were Banker's Scholarship students from thirty-five counties in attendance. On November 1952, the *Agreview* reported on the structure and function of the student council:

> The student council's main function is to cooperate with student and faculty activities. Planning for Parents' and Visitors' Day, appointing dance committees, writing Union reports, and Newsletters are some of its responsibilities.
>
> December 1 highlighted the council's fall program. The members of the council were guests of Dr. and Mrs. Chris-




Dr. Milo Peterson, Agricultural Education and 1952 officers of School of Agriculture Chapter of Minnesota Association of Future Farmers of America

tianson at a dinner given at the St. Paul Athletic Club. Pins were awarded to the members.

Officers for the student council are: President — Ronald L. Clipperton, Butterfield, Watonwan County; Vice President — Kenneth C. Radel, Wabasso, Redwood County; Secretary — Janet A. Knudson, Hartland, Freeborn County; Treasurer — Joyce B. Roberts, Mankato, Blue Earth County; Faculty Advisor — Professor Ralph E. Miller.

The *Agreview* also reported an announcement of the first formal dance:

> The first formal dance of the school year was held in the Ag. gym Saturday, November 22, from nine o'clock to midnight. It was the annual Loyalty Fund Dance and was attended by students, alumni, and faculty. Proceeds from this dance, sponsored by the student council go into the loyalty fund for use by the students for special projects in the School. The ladies in their formals were especially beautiful and added a touch of dignity to the occasion.

Superintendent Christianson had challenged the students with the motto to make this "our finest year." He continued to use that challenge for a number of years as he spoke with the students.

Dean Clyde Bailey retired December 31, 1952. The *Agreview* reported on a retirement program to honor Dean Bailey:

> In a special recognition program, fellow staff members honored Bailey, presenting him with a television set and three bound books of letters. Nearly 600 letters from friends and associates in all parts of the world were included in the books.
>
> Bailey's first connection with the University came over 52 years ago when he entered the University's School of Agriculture. He graduated from the School of Agriculture in 1905. Later he earned his B.S. degree from North Dakota Agricultural College, his M.S. from the University of Minnesota, and his Ph.D. from the University of Maryland.
>
> Bailey joined the University staff in 1911 as an assistant chemist. Through the years he was advanced through the ranks to become the head of the University's largest unit, the Department of Agriculture.

1905 School of Agriculture graduate, Dean Clyde H. Bailey, Department of Agriculture, 1941-1952

# CHAPTER XIV

# Christianson's Administration: The Final Decade

A NUMBER of changes took place with the retirement of C. H. Bailey as dean of the Department of Agriculture and the appointment of Harold Macy as the new dean. The College of Agriculture, Forestry and Home Economics, the School of Agriculture, the extension service and the experiment station were combined and renamed Institute of Agriculture. This change permitted some closer parallels with nomenclature on the Minneapolis campus because divisions within the College were changed to departments. Thus, Dr. Harold Macy became dean of the Institute of Agriculture. Macy had been associated with the University since 1919. In March 1946, he became associate director of the University's agricultural experiment station and was named director of the experiment station in 1950. The *Agreview* of January 1, 1953, gave this account of Dean Macy's introduction as head of the Institute of Agriculture: "Associates sensed the warm human qualities and broad understanding that characterized Dean Macy. Campus traditions are assured of growth and strength under his guidance. There is a feeling of continued stability and cooperation challenging the integration of every department in the new Institute of Agriculture."

Dean Macy demonstrated a good understanding of the program of the School of Agriculture and has continued to be a real friend of the Alumni Association of the School of Agriculture.

T. H. Fenske became associate director of agriculture, and was given the assignment of coordinating the programs of the schools of agriculture.

On January 14, 1953, the new library on the St. Paul campus was officially dedicated. The old library area at the south end of the second floor of Coffey Hall was remodeled for use by the Office of Admissions and Records.

Discussions continued as to whether the School of Agriculture and the College should deal with students who were not motivated to complete a degree. Dr. Truman Nodland, chairman of the School of Agriculture Faculty Committee on the Organization of the School of Agriculture, reported at the January 1953 faculty meeting that he was hopeful that some better relationships could be worked out between the School and the College. On March 9, 1953, the School of Agriculture Alumni Board of Directors consisting of Dr. Fred Gehrman as chairman, John Larson, Myron Clark, Vincent Bailey, Mrs. L. B. Bassett, Martha Hawkins, Truman Nodland, William Dankers, and Victor Dose met with the college committee, chaired by Alex Hodson, to consider a two-year college program. Committee members included Truman Nodland, A. L. Harvey, Theodore Fenske, and Keith McFarland. A summary of that meeting was recorded:

1. There was general agreement that an integrated program involving some common courses and some transfer of credit would be of value to both the School and the College.
2. Common instruction can be provided with only minor adjustments in such courses as Communications, Animal Husbandry, Horticulture, Dairy, etc. Credit earned in such courses should be acceptable for College work if a satisfactory grade was received.
3. A definite opinion was expressed that the level of instruction in the School could be raised without there being any departure from principal objectives.
4. The School of Agriculture Alumni group felt that a six month program with primary vocational objectives should be retained for the School regardless of what other changes might be made.
5. The group was unanimous in its support of a suggestion to explore the means of integrating School and College further. The Alumni Committee of the School asked to have an opportunity to meet again with representatives of the College to discuss any concrete Proposals that might be made after further study of the problem.

Victor Dose, secretary of the Alumni Association, wrote to Superintendent J. O. Christianson about the meeting: "The Alumni Association definitely feels that the objectiveness with which the faculty committee is treating the matter is on an extremely open-minded and high level. We were most impressed. The Alumni Association feels that in Mr. Nodland we have an excellent alumni member representing us of the School and also feel that it was most fortunate that Mr. Nodland was appointed to that committee."

At the faculty meeting on March 12, 1953, a motion to approve the office training and home management curriculum was offered. A motion was also made to approve a food technician training program.

The Truman Nodlands were godparents of the 1953 class. The theme of the *Agrarian* was "The Friendly Road."

Dean Macy, in accepting the invitation to the 1953 alumni activities, responded: "Mrs. Macy and I have accepted the gracious invitation from the Alumni Association to join them at the Alumni Banquet. We have accepted the invitation with enthusiasm."

The May issue of the *Agreview* reported the beginning of a drive for funds to erect a union on the St. Paul campus. That report indicated that "Dr. Walter C. Coffey, President Emeritus of the University of Minnesota, has been chosen to head the committee for raising funds to erect a new union for St. Paul Campus students. The School of Agriculture Alumni Association was one of the first University groups to elect a committee to work under Dr. Coffey's direction. A sign has been erected on the Campus just north of Coffey Hall that says 'Site of the new St. Paul Campus Union.'"

On July 1, 1953, Professor LaVerne Wegener, who had joined the School general staff in 1949, resigned and accepted a position with the American Breeder Service. He was the coordinator for southern Minnesota and hired many of the School of Agriculture graduates to become artificial inseminators. Henning Swanson, who had completed his master's degree, became a summer project supervisor for southeast Minnesota and also instructor in farm mathematics and fire prevention and safety. On July 1, 1953, A. A. Dowell became assistant dean and director of resident instruction for the College of Agriculture, Forestry and Home Economics. Keith N. McFarland, who had been assistant to Dean Henry Schmitz, continued with Dean Dowell. The two of them played an important part in the changing pattern of activities involving the College of Agriculture, Forestry and Home Economics and the School of Agriculture during the decade of the fifties.

The School of Agriculture had been the dominant force on the campus when the Administration Building was completed. Actually, at that time, the School had an enrollment of around 400 and the College of Agriculture, Forestry and Home Economics, an enrollment of seventy-seven. Both D. D. Mayne and Superintendent Christianson had difficulty in giving ground to the College. They interpreted the school position as having prior claim to certain facilities on the campus. For example, Superintendent Christianson retained control of the bookings of the auditorium in the Administration Building. By 1950, with the College enrollment three or four times as great as of the School of Agriculture, Superintendent Christianson retained rigid control of the auditorium. In addition, he used the auditorium

Licensed Practical Nursing Students in Training at Slayton Hospital, 1953

extensively for the short course program of which he was in charge. Essentially, he permitted the College of Agriculture to use the auditorium only when there was no possibility that the School or short courses would be using it. Over the years, with Dean E. M. Freeman, Dean Henry Schmitz and Dean Dowell, it was almost like taking the case to the higher courts to get a reservation in the auditorium. The five original dormitories on the campus were also claimed for exclusive use by the School of Agriculture, and the gymnasium was administered in the same fashion. Actually, the School of Agriculture was the prime mover in establishing a cooperative arrangement between the agricultural interests of the state and the University; however, the Morrill Act established the creation of a college program which gave the four year degree programs the priority use of facilities.

At the October 16, 1953, faculty meeting, the following student work committee report was made:

> Ralph E. Miller, chairman of the Students' Work Committee, reported on the composition of the student body as follows:
>
> Five non-high school graduates — the rest high school graduates
>
> Rank in high school class:
>
> 19% in upper quartile
> 26% in second quartile
> 25% in third quartile
> 20% in lowest quartile
>
> Five high school valedictorians were in attendance.
>
> Foreign nationalities included: 16 Swedish, I German, I Hollander.
>
> Average age — close to 21.
>
> Total students 185 — 41 women, 144 men.
>
> Superintendent J. O. Christianson introduced new

members of the faculty as follows: Marion Anderson, Physical Education; Elton L. Johnson, professor and head, Poultry Husbandry; Arvid C. Knudtson, Agricultural Economics; Elizabeth Rivers, Home Economics; Bruce A. Brown, Forestry; and Henning Swanson, School General Staff.

The students actively participated in extracurricular activities. The academic performance of the student was much improved because the student body was dedicated to the field of farming. The women were involved in the practical nursing and home management training program and office training program. At the January 1954, faculty meeting Superintendent J. O. Christianson announced the faculty committee assignments for the year. Many faculty members from departments as well as from the faculty of the School general staff were involved in committee activities. Faculty spent most of their time hearing and acting on committee reports and recommendations.

At its March meeting the faculty voted unanimously that blanket credit be allowed for work taken in the School of Agriculture if the student transferred into the College of Agriculture, Forestry and Home Economics. The chairman indicated that the report would be submitted to the College of Agriculture, Forestry and Home Economics for consideration. This did not become an actuality until 1960 when the School of Agriculture was terminated and the junior class members were permitted to use School of Agriculture classes for satisfying requirements in the College as they transferred into the technical certificate program.

On March 14, 1954, the Old Home Building stone arch doorway with appropriate plaque, was dedicated with Governor C. Elmer Anderson; the Honorable A. J. Olson, representing the regents; Fred Gehrman, president of the School of Agriculture Alumni Association; and Superintendent J. O. Christianson of the School of Agriculture. The following inscription appears on the plaque: "This stone arch remains in memory of the original Home Building of the School of Agriculture of the University of Minnesota, erected in 1888. Here was created this School, which still carries on through expanded facilities on the Campus, serving the spirit and intent of the founders and builders through the training of better farmers, homemakers and community leaders."

The Alumni Association of the School
of Agriculture
March 15, 1954

The Victor A. Newcombs were godparents of the class of 1954. The theme of the *Agrarian* was "Our Institution, Devoted to the Improvement of a Way of Life."

New staff members in fall 1954 included: R. M. Jordan, animal husbandry; L. D. Frenzel, entomology and economic zoology; May Tregilgas, Lucile Streater, home economics; and Allen P. Blomquist, dramatics.

Dean Harold Macy, Institute of Agriculture
Minnesota, 1953-1963

While it appeared that there was considerable turnover in staff, many of these new staff members were one-year appointments and the change in those positions occurred rather frequently. By and large, however, most of the staff remained stable, with senior staff members regularly holding their assignments in the teaching of regular department courses. A number of the senior staff members had records of twenty-five or thirty years of continuous teaching of School of Agriculture classes. In many cases, these staff members continued teaching in the School because they enjoyed working with the students.

The faculty continued to report that absences from Saturday classes were on the increase. The class schedule continued to operate on a five and a half day week.

Eugene C. Stillwell, now a vocational agriculture instructor at Fergus Falls, was a counselor in Dexter dormitory. He wrote this comment for the *Agreview:* "Hey, hold on a minute! Remember that night last fall when by element and chance we went snipe hunting? Snipe hunting? Oh yes, we really had a party. About 15 or 20 took part. We were so enthused over the idea that we were still singing humorous songs at breakfast time. Incidently, no snipe for breakfast. This is only one example of the type of clean frolic and fun we, as dormitory residents, have. Some others include bowling together, attending football and basketball games, and cooperating with each other always to help make the dormitory our home away from home, a happier, more

wholesome and a more pleasant realm in which to live and study."

On January 4, 1955, President J. L. Morrill wrote to Superintendent Christianson congratulating him on the success of the Banker's Scholarship Program.

> Dear Dr. Christianson:
>
> What a deserved sense of accomplishment you should rightfully enjoy! The Minnesota Bankers Association scholarship program in the School of Agriculture is an impressive tribute to both your own energy and vision and that of the bankers of the State.
>
> This dream of yours come true is given rich perspective, too, by Mr. Arntzen's clear statement of purpose on behalf of the bankers of the State. I was interested to read this in the Christmas issue of COMMERCIAL WEST which you so thoughtfully sent me. Hearty congratulations to you and to all the people with whom you have worked so successfully in this program.
>
> With kind wishes,
> J. L. Morrill

At the January 20 faculty meeting it was reported that there would be seventy-five graduates in the 1955 class, the largest in four years. Mr. and Mrs. Henning Swanson were godparents of the 1955 class. The *Agrarian* theme was "Today We Follow, Tomorrow We Lead." Henning Swanson resigned and Paul W. Brown was hired as instructor and project supervisor.

In the fall of 1955, 215 students were registered. At the fall 1955 faculty meeting, Superintendent Christianson introduced the following new faculty: Ruth Abrahamson, home economics; Paul Brown, School general; Dr. Helen Brumfield, veterinary medicine; Paul M. Burson, soils; Astrid Flugeim, physical education; William Marchand, School general; Helen Peterson, nursing; and Bethel E. Rust, home economics.

At the February 16, 1956, faculty meeting, Superintendent J. O. Christianson reported on the exchange program: "Eleven Swedish students will be coming here to work on farms this summer and attend the School next fall. Two of our students, David Olstad and Robert Johnson will be leaving for Sweden soon under the same plan. Donald Nickel will be going next year. Sherwood Berg, agricultural attaché in Denmark and former student at the School, has inquired about an exchange program with Denmark. The Danish Brotherhood might act as the sponsor." Also at that meeting the curriculum committee reported, "Dr. Nichols made a motion that due to the lack of non-high school students, the three year curriculum be dropped from the School of Agriculture. Seconded and approved. A paragraph or more will be prepared for the new bulletin, informing non-high school graduates of our courses which may be open to them as adult special students. Mr. Miller will prepare such material for the approval of the Superintendent."

Godparents of the 1956 class were the Ralph E. Williamses. The theme of the *Agrarian* was "We Will Remember You."

Richard Dohrman, who was originally from Sleepy Eye and is now with the Green Giant Company of Le Sueur, wrote of his School of Agriculture experiences:

> The project involved much in 4-H leadership and associa-

1953-54 Banker's Scholarship Winners (sponsored by county associations)

tion with the other Aggies challenged me to maintain a high standard in dealing with my fellow man. I have been involved with youth every year since I left the School in 1956, either in church, 4-H, or scouting. I have served as a troop scout master, Boy Scout council youth trainer, as a district commissioner for the Boy Scouts of America. My activities include: farmer at Sleepy Eye, Minnesota, 1956-62, with the Minnesota Valley Breeder's Association, Technician from 1962-63, as a Banker in the Arlington State Bank from 1963-67, with the Green Giant Company at Le Sueur, Minnesota from 1967 to the present. I have served as auditor, Special Projects to Develop Production Reporting Systems and senior system analyst, working with accounting and human resources.

The total cost for attending the School of Agriculture had increased approximately 300 percent in fifteen years. The 1956 costs were board, $148.65; room, $38.00; laundry, $4.00; tuition and fees, $40.00; and deposit, $5.00. In 1890, the cost was $3.00 per week. Sixty-five years later it was $23.00 per week. There were 184 students registered in the fall of 1956. Superintendent Christianson introduced the new faculty for the fall of 1956 as follows: R. Paul Marvin, agricultural engineering; John D. Donker, dairy husbandry; Esther Roth, Marie Christianson, home economics; Delores Johnson, physical education; Donald Borchardt, Wanda A. Blockhus, School General; and Lowell D. Hanson, soils.

Christianson announced that only one School convocation a week would be held, starting at 11:00 a.m. on Tuesdays. This was a practice quite different from the daily assembly programs that had been held in the earlier years of the School. As students returned to the campus for the fall quarter, they found that Pendergast dormitory had been razed during the summer and construction was underway on the new college dormitory.

In fall 1956, a new procedure for participation of the crops judging team was instituted by arranging for contests with universities that had programs similar to the School of Agriculture. The following story appeared in the *Agreview:* "Under the guidance of Dr. Laddie J. Elling of the Department of Agronomy and Plant Genetics, the School of Agriculture Crop Judging Team won first place in competition with Michigan State College and South Dakota State College. Not only did our School of Agriculture team place first, but the three members of the team placed one, two, three in the contest. William M. May, Farmington, Dakota County, won first place. Adrian F. Staloch, Wells, Faribault County, placed second. Darvin S. Tanten at Menagha, Becker County, placed third." William F. Hueg, Jr. was the coach of the team from Michigan State College. At that meeting, Laddie Elling told him of a vacancy of an agricultural extension position in the agronomy depart-

Students and Parents at December 1, 1954, Parents and Visitors Day

Student Officers waiting at rostrum to make announcements in Convocation, 1957

ment. Hueg made application for that position and began his career with the University of Minnesota following that contact.

Attendance at Saturday classes had been a concern for a number of years. At the faculty meeting on November 5, 1956, "Dr. Peterson made a motion that the elimination of Saturday classes next fall be recommended to the School faculty. The motion was seconded and approved."

The student council developed a weekly newsletter which was entitled, "What's Doing in your School of Agriculture." It was developed as an in-house publication to help keep students informed of upcoming events. The newsletter was circulated to students through the post office system. This proved to be a very effective way to keep students informed.

The January 1957 *Agreview* carried a story of the tragic death of LaVerne W. Wegener:

> A most tragic end to a story of rich service and achievement came in the life of LeVerne W. Wegener on December 23, 1956. Mr. Wegener was murdered by hoodlums at the airport in Detroit, Michigan, as he and his wife were there to greet the parents of Mrs. Wegener. The funeral was held at Bertha, Minnesota, his home. Professor Wegener was a member of the School of Agriculture staff from June 5, 1949 to August 7, 1953.
>
> One of the robbers was apprehended later when he tried to pawn a watch taken from Professor Wegener. Mrs. Wegener died in 1977.

During the winter of 1957, the announcement that six School of Agriculture students were going to Sweden was reported in the *Agreview:*

> Six outstanding young men from the School of Agriculture will be leaving the United States on board the S.S. Stockholm, sailing from New York on March 5, to spend one year in Sweden on the Student Exchange Program. The boys are: Wayne W. Carlson, Stanchfield; Donald P. Nickel, Mountain Lake; Bradley F. Pederson, Minneapolis; Gail E. Suter, Guckeen; Douglas W. Triplett, Annandale; and Ronald E. Uter, Waverly.

That spring six students arrived from Denmark and eleven students from Sweden to work on farms and attend the School of Agriculture.

Superintendent Christianson was ill in February and March of 1957. Under doctor's orders, he cancelled many meetings.

The spring 1957 *Agreview* had the following story on Professor Canfield's death:

> The School of Agriculture lost a great friend in the death of Professor Thomas H. Canfield, Jr., who died unexpectedly on Sunday, March 10, just before worship services in the Hennepin Avenue Methodist Church in Minneapolis.
>
> Professor Canfield has been nationally honored and recognized for his work as a teacher. Although most of his time was spent in teaching, he had done extensive research in poultry raising and had received honors for that work as well.
>
> Professor and Mrs. Canfield were godparents of the School of Agriculture Class of 1941. His cheerful and loyal cooperation will be sadly missed by all who knew him.

Murray Bates was godparent of the 1957 class. The *Agrarian* theme was, "It's man's responsibility to learn and apply the learning to his daily living."

Thomas Larimore retired April 1, 1957. On May 16, 1957, the editor of the Albert Lea Evening Tribune, wrote an editorial blasting the University, and specifically the

School of Agriculture, for giving a diploma in practical nursing and home management. The editorial was headlined, "University Getting Much Too Cumbersome." He argued that the University ought to concentrate on the professional and senior college and begin to divorce itself from basic and junior college work. Both Superintendent J. O. Christianson and T. H. Fenske, associate dean of the Institute of Agriculture, came to the defense of the School of Agriculture.

On April 29, a special faculty meeting was called to discuss the problem of class attendance on Saturdays. The University policy continued to emphasize the five and a half day week schedule. Attendance for Saturday classes in the School of Agriculture have fallen to fifty percent. Alternatives proposed were to have two credit courses offered on Saturday as a separate choice for those students who wish to elect such courses.

July 1, 1957, Sherwood O. Berg, former student of the School of Agriculture, became head of Agricultural Economics, succeeding O. B. Jesness, who retired after twenty-nine years. Berg was agricultural attaché in Denmark for three years before returning to Minnesota. He had been instrumental in getting the exchange program underway in Denmark.

On September 27, 1957, Dean Harold Macy and Associate Dean T. H. Fenske, Institute of Agriculture, presented to and discussed with the regents, "Suggested Outline for Study of Schools of Agriculture by Legislative Interim Commission on Agricultural Schools Together with Background Material of the University of Minnesota Schools of Agriculture."

In spite of the fact that neither the YMCA nor YWCA had executive officers on the campus, both the Sunday morning song service and the Thursday evening programs originally sponsored by the YMCA and YWCA were carried on by committees of the student council with faculty advisors. The Sunday morning song service continued with regular hymn singing and with either a faculty member or an outside speaker making a presentation. Miss Loewen acted as advisor to a student committee. The Thursday forums presented an opportunity for presentation of a variety of subjects and also provided opportunity for student talent to gain experience.

All the student organizations were urged to plan each quarter program in advance and prepare a printed brochure, giving the details of each program. An active student committee, along with faculty advisors, was helpful in carrying out these objectives. The *Agreview* had literally become a quarterly rather than a monthly publication. The student council weekly newsletter provided the best means of communication with students. The Student Council was organized into four committees, each headed by one of the four officers of the twelve-member council. The committees were as follows: the Committee on Student Participation and Eligibility, which conducts a survey on participation points and eligibility for participation in extracurricular activities; a Special Events Committee in charge of Parent's and Visitor's Day, student organizations and the newsletter; a special Student Extracurricular Activities Committee, which has charge of student forums and helped correlate the activities with the Union Board; and the School Dance and Related Activities Committees, which plans the School dances and other social activities.

Marjorie Christianson took Thomas Larimore's place as

School of Agriculture, General Staff Members 1957

pianist and organist for the School. With School enrollment failing to increase, in spite of new course programs, there was continued speculation as to whether the program would continue. There was a general concern relative to the survival of the outlying schools of agriculture in the state. There were very active community committees at work, especially in the Morris and Crookston areas, promoting college degree programs. The 1957-58 enrollment at the School on the St. Paul campus dropped to a total of 201 students with sixty-five graduates. There was apprehension among staff members concerning the outcome of the discussions being held about the future of the School. The students continued to show enthusiasm for the program and a very active extracurricular program continued.

The Thor Kommedahls, Department of Plant Pathology, were godparents of the 1958 class. The *Agrarian* theme was "Builders of the School of Agriculture." The 1958 class left a gift of $325.61 to the student center. This made a total $1,590.68 from various School of Agriculture classes to the student center.

John W. Day, 1958 class, of Randolph reports:

> My personal contacts through classes and extracurricular activities supplied me with many worthwhile ideas and experiences. This training helped me in my present work and community activities in the areas such as management planning and personal efficiency.
>
> I have served on the ASC Committee and am a member of the Randolph Volunteer Fire Department. I serve on the Castle Rock Township Planning Commission, trustee of the Randolph Methodist Church and serve on the Board of Dakota-Scott FHA.

In March 1958, at the annual meeting of the School of Agriculture Alumni Association, the executive committee reported to the association the following proposal which had been accepted by the association:

> In 1958 the Executive Committee of the School of Agriculture Alumni Association, who are nearly all four year college graduates, as well as School graduates, hereby go on record as favoring and encouraging and supporting the Institute of Agriculture and the University of Minnesota administration in the following procedures and in developing the following type of a coordinated program of resident instruction.
>
> 1. To continue the School of Agriculture on a post-high school level as it is now operating, but to grant college credit in one form or another.
> 2. To issue a certificate of graduation from the School of Agriculture for a terminal course of four quarters with a total of 60 credits consisting of credits for the more practical specialized and applied technical courses in agriculture.
> 3. To organize, coordinate and carry out the entire program of the College of Agriculture, Forestry and Home Economics and of the School of Agriculture under the supervision and direction of the Director of Resident Instruction.
> 4. To continue to emphasize some of the School of Agriculture classes which have been helpful and effective in the past, courses such as parliamentary law, commercial law, leadership training and so forth.
> 5. To continue to emphasize the home project work, which has been an effective part of the School of Agriculture program for a long period of years.
> 6. This is considered an absolute essential, not in the interests of the School as such, but in the interests of the entire Institute of Agriculture, and the entire University, that the name School of Agriculture be retained.

Food Technician graduates 1956

On May 9, 1958, the regents considered a report entitled, "A Study of the Outlying Schools of Agriculture, University of Minnesota, Institute of Agriculture." The recommendations were that: 1. The outlying Schools be continued with their present program; 2. Special vocational courses be added to meet the needs of older students. 3. The School serve as the base for the Institute of Agriculture short courses.

The regents indicated that the question of establishment of college work on the Morris and/or Crookston campuses would be considered in the context of the total higher education program of the state and therefore, should be given careful and serious study by the Legislative Interim Commission on Higher Education as well as by the Interim Commission on Schools of Agriculture.

New instructors in the School of Agriculture in the fall of 1958 were J. C. Sentz, agronomy, and Terry Kinney, poultry.

The schedule of courses in the 1958-59 bulletin listed the course sequence in the following curriculums: crop production, farm mechanics, general farming, horticulture, livestock production, dairy herd management, home economics, practical nursing, and home management and food technician. The 1958-60 bulletin of the School of Agriculture listed the following distribution of courses by departments: Agriculture Biochemistry 1, Agriculture Economics

6, Agriculture Engineering 7, Agronomy and Plant Genetics 5, Animal Husbandry 5, Dairy Husbandry 7, Entomology and Economic Zoology 5, Forestry 1, Home Economics 17, Horticulture 8, Plant Pathology 4, Poultry 1, Practical Nursing 9, Public Health 3, Rhetoric 7, Soils 1, and Veterinary Science 2.

The department teaching staff members essentially continued to be experienced staff members who had an approach in their teaching that was appealing to the students. The School general staff, with few exceptions, devoted themselves full-time to teaching in the School. The 1958 *Agrarian* indicated the school general staff duties. "Because they instruct only School students, the School general faculty can take a greater personal interest in the individual students and become more than just instructors, but real friends. The courses taught by members of the School general faculty cover a great variety of subjects, all of which are intended to supplement the practical courses taught by the various departments and so develop the students socially and culturally."

In 1958, the School general staff had the following teaching and advising responsibilities. Dr. Murray Bates was Director of the Health Service and taught personal health. Wanda Blackhus taught typing, bookkeeping, and office practice. Paul Brown, project supervisor for southeast Minnesota, taught farm mathematics, fieldwork and leadership, fire prevention and safety, a symposium on conservation and project planning. He served as advisor to the Toaster and Camera Club and was chairman of the Student Employment and Student Social Activity Committee. Robert Gilmore taught dramatics and was advisor to rural theatrics. Ivar Glemming was band director of instrumental music and taught Swedish. Delores Johnson taught girl's physical education, and was advisor to the Girl's Athletic Association. Elmer M. Johnson taught rural sociology, history of civilization, and a symposium on Minnesota history and American democracy. He served as an advisor to the *Agrarian* and to the Bible class. Marjorie Christianson taught elements of music and harmony, piano, and organ. She was the School's regular pianist and organist. Aganetha Loewen was director of the dormitories, taught German and was advisor to the *Agrarian* and song service. Ralph E. Miller, project supervisor for southwest Minnesota, taught psychology, orientation, parliamentary procedure, leaders and leadership, fieldwork and leadership, marriage and the family, project planning, and he was advisor to the student council, faculty representative on the union board, chairman of the student work and eligibility committee, the textbook committee, the awards and scholarship committee. Doris Nelson taught typing, stenography, and bookkeeping. Ralph E. Williams taught voice, directed the choir and was advisor to the Archery Club. Joseph Novotny directed boys athletics and advised the Letterman's Club.

1959 became the final decision year for the School of Agriculture. While the regents' action on termination did not come until 1960, it was apparent that the discussion within the School of Agriculture, the Institute of Agriculture, the legislature, and the regents, all were leading towards an evaluation of the decision process. Literally, in desperation, Superintendent J. O. Christianson wrote to the county agents, home agents, and vocational agriculture instructors in January and urged them to support the School of Agriculture. It was apparent in visiting rural areas and in recruiting students that it would be impossible to reverse the trend of dwindling student enrollment. Many requests were made at the admissions and records office for projected enrollment figures. The number of Minnesota resident students had dropped from 175 in the fall of 1956, to 138 in the fall of 1957, and 131 in the fall of 1958. Winter quarter had always had a higher enrollment but there was a drop from 196 Minnesota resident students in the winter of 1957, to 154 in 1958, and 145 in 1959. With a variety of courses offered and with declining enrollment, it was necessary at the beginning of each term to cancel courses because of lack of registration.

Extracts from the agriculture school commission report focused attention on the proposal for college course offerings in western Minnesota, specifically at Morris and Crookston. One conclusion was, "Due to the proximity on college attendance, high school graduates in a major part of western Minnesota do not secure a college education in the same proportion as graduates in counties with college facilities or adjacent to counties with such facilities. Estimated college enrollments for the Morris and Crookston areas indicate that the creation of four year college branches of the University at the existing agriculture schools will attract enrollments of 738 to 1,121 students at Crookston and from 771 to 1,152 at Morris. Strengthening and upgrading of the North Central School and Station at Grand Rapids was suggested by public educational groups in that area through the introduction of vocational and technical training on a post high school level."

It was apparent that if changes were to be made in the outlying schools, parallel changes would have to be made in the School on the St. Paul campus. There was growing uneasiness among students and staff. The Paul W. Browns were godparents of the class of 1959. The *Agrarian* theme was "Beacons in Administration."

On April 29, 1959, a story in the St. Paul Pioneer Press reported:

> With a history of 70 years of useful services to Minnesota farming and farm people, the St. Paul school of agriculture would seem to have earned a better fate than to be closed without warning or even a hearing.
>
> Killing the school in just such a manner is exactly, however, what the House education bill would do. But leaders of 7,000 alumni of the school headed by Victor G.

Dose of St. Paul and others are asking the Legislature to give a two-year interval for a study by following the Senate bill's lead in omitting any death sentence for the school.

The St. Paul school of agriculture is in a class by itself among institutions offering education in modern farming. Though not to be confused with four-year college training, its courses are open to high school graduates. They run two years, from October to March. Thus this St. Paul school is a supplement to and not in competition with the vocational agricultural high schools, as are the regional schools at Morris, Crookston, Waseca and Grand Rapids.

It is true that attendance at the St. Paul school of agriculture has declined to about 170 students while college course attendance on the St. Paul campus is breaking all records.

In spite of this move, it became more apparent that the School would be closed. Each succeeding action made the staff more apprehensive of the future.

Again in July 1959, Superintendent Christianson wrote to the agriculture teachers and county agents urging them to contact prospective students for the School. However, there was no appreciable response in terms of fall quarter, 1959 enrollment. In the fall of 1959, the incoming class, which would have graduated in 1961, had the School continued, selected Aganetha Loewen as their godparent. The twelfth annual Parent and Visitor's Day was held on December 2, which proved to be the last one.

By winter quarter 1960, it was evident to the staff that the School of Agriculture was nearing the closing of the program. The students were philosophical about it and went about the business of getting as much possible as they could out of their courses and extracurricular activities. However, by winter quarter there were only 160 students in attendance. Superintendent J. O. Christianson, with forty years' association with the School, had a very difficult time in coming to the point of facing the reality of the School's closing. In mid-February 1960, Associate Dean T. H. Fenske had an appointment to see Superintendent Christianson and discuss the likely proposal to be made to the regents which would close the School. The School general staff was aware of this scheduled meeting, yet late in the afternoon the day before, Superintendent Christianson told the School general staff that there was nothing to be concerned about, that the School of Agriculture would continue as it always had. He closed the meeting by saying that the School of Agriculture has never been stronger than it is right now. It was difficult for him to accept the fact that the program was at the end of the road. It had been apparent to the members of the School general staff that the discussion taking place with the College of Agriculture, Forestry and Home Economics committee, and with the School of Agriculture Alumni Committee was a proposal for closing the School which would bring termination at the end of the winter term 1960.

The sixty-fifth annual track and field meet was held the first week of February. This contest was started in 1895, and was still drawing a great deal of attention. It had gone from class competition to dormitory competition and then to regional geographic competition. Other extracurricular activities were carried on with enthusiasm. On February 18, 1960, Victor Dose, 1937 graduate of the School and president of the Alumni Association, Erhart Bremer, '26, vice president, and Martha Hawkins, '17, secretary-treasurer, sent out the invitation for the sixty-nineth alumni reunion to be held March 13-14, 1960.

Dear Alumni Friends,

This is a personal report to you relative to the present and future status of the School of Agriculture, from the officers and directors of your Alumni Association.

Your board of directors, other interested alumni, and university administration, perceived for some time that enrollment and student interest has been steadily declining. Even though non-degree post-high school training in back-to-the-farm agriculture has been the School's curriculum the past decade, it is apparent that this is not sufficiently meeting the need of those for whom the program is intended.

During the past two years a committee of alumni, headed by Fred Gehrman, '30, have been studying the School's future. Their work has been intense and thorough. The administration of the Institute of Agriculture, who have also been studying the School's problems have cooperated with high interest in the committee's objectives. You will be interested in the committee's report and recommendation. It is significant that the recommendation of the Institute of Agriculture's study, headed by Dean Fenske, parallels that of the alumni committee. The alumni committee's recommendation has been accepted by your officers and directors, and is to be presented to you at the annual Alumni Reunion business meeting on March 14.

We are confident that the School of Agriculture of the future, with a flexible curriculum, will meet the needs of young men and women desiring to prepare themselves to conduct a successful farm operation, or to adequately fit themselves to enter allied agricultural industry; that it will develop strong rural leaders to cope with dynamic trends in the years ahead, and that it will provide increased dignity and stature for its graduates.

The seventy-first and last commencement for the School of Agriculture was held on March 16, 1960, when Theodore H. Fenske, associate dean, Institute of Agriculture, delivered the commencement address and Harold Macy, dean, Institute of Agriculture, presented the diplomas. Monica Langtry, rhetoric, was the godparent of the 1960 class. The theme of the 1960 *Agrarian* was "Beacons on the Campus." The following foreword was published in the book:

Our campus grows physically. New buildings have sprung up on the campus — buildings that are dedicated both to teaching and to research. Soil Science, Veterinary Science, Dairy Industries and Forest Products buildings are the most recent. Also buildings designed for living comfort and extracurricular activities of the students. The Student Center, Dining Center, and Bailey Hall have been erected

within the last two years. They are evidence that man's vision has not dimmed, that God's command to till the soil still carries a new challenge to man to divulge the secrets of the soil, the wonders of plant life and to make both serve mankind better. To accomplish this aim, new buildings have been added and old ones replaced.

Our campus grows in its influence. In a new era of agriculture where the small farm and the enterprise it represented for the family seems to be on the wane, there are men dedicated to the purpose of maintaining the small farm as a way of life by making every acre more productive.

The family's standard of living plus the high cost of living demands a greater income from every acre. In addition to this, the American farm has been placed in the unique position of being the bread basket for much of the world's population as well as an experiment station to make the soil of other countries more productive. In the total picture our campus plays an important role. It gives training to our own farm people. Other countries send their young people to learn our ways of farming. Throughout the year, adult leaders in agriculture from many countries are sent here for a few weeks of intensive study. The significance of what goes on on a growing campus, where the light of knowledge is held aloft as a beacon to all who live under its influence is not lost to the students of the School of Agriculture. As they gather knowledge, take it home and apply it on their summer projects, their community activities, they bear witness to having come in contact with men of character, knowledge and wisdom.

Graduates of the 1960 class, in reflecting on their experiences, have recently noted their appreciation for the program. Philip Abrahamson of Lanesboro with a large registered Angus herd reported:

Professor J. C. Meiske and I worked together on a project to evaluate calves. This evaluation helped me in selecting breeding stock, and was the forerunner to my participation in Angus Herd Improvement Records (AHIR). These records and 16 years of effort gave me the chance to join Jorgensen Bros. of Ideal, South Dakota, along with nine other breeders in a program of merchandizing and breeding cattle. Jorgensen Bros. were selected by the Beef Improvement Association as the top seedstock producers of any breed of beef cattle in the United States for the year, 1976.

Toastmasters Club and serving as editor of the yearbook have been beneficial to me in some of the articles I have written for the Drovers Journal and the Angus Journal. They also have helped me for various speaking engagements.

Alva Wachter, Kenyon, who attended in 1943, and then came back in 1958 to complete the LPN course, finished spring quarter 1960, and consequently was the last graduate of the School of Agriculture. She recently said:

I was instrumental in organizing a 4-H Club and was leader for 12 years. I also organized an extension group and have helped in many other community activities. I attended School in 1943 but was married to Richard Wachter and at age 36 with a family of two children, I returned and took the LPN course, because I realized should I become a widow or worse yet, Rick become a cripple, I had no way of supporting him or the kids. This was a way of completing a session I started. My parents and Rick approved and helped me greatly. I could not have done it otherwise. Generally I feel my schooling both times helped me in personality development, teaching me tact, respect for other people's opinions. The fact that we were all human, everyone has problems of some kind, some we can see and others are deeply hidden. Success is not necessarily measured in monetary values. We are here to help others. Everyone needs someone to be supportive to them. I think I learned this in Professor Ralph E. Miller's psychology class as much as at the hospital. We are truly influenced by the people we come in contact with. Teachers, fellow students, and so forth. I feel Miss Matson was helpful in giving us a certain amount of polish.

David Tollefson, who farms at Starbuck, said:

The highlight of my experience in the School of Agriculture was the men's chorus and working on the yearbook staff. As a result of the S.A.U.M. experience, I've been able to achieve increased production, a dairy herd rolling average of 17,000 pounds milk, 600 pounds fat. Also had one cow that had an official 305 day record of 23,000 pounds milk and 1,080 pounds fat. I have also improved crop production greatly with an irrigation system on 60 acres. I credit S.A.U.M. with part of the motivation to see these become realities. I've been active in Township Board, Breeder's Association Boards, DHIA, Shipping Association, church board and school activities. I purchased the home farm of 200 acres and added 250 rented acres also and I have added a new home, two silos, two pole sheds, a machine and hay shed, milkhouse, pipeline milker, tow line irrigation system with 120 foot well. I was married in 1966, have two girls 8 and 6, and a boy 3, a future farmer. Wouldn't have missed farming through the golden years, 1973-75, for anything. But the long-range outlook for farming has to be optimistic with growing demands worldwide for food, just so somebody can come up with enough energy to get the job done.

Peter R. Holm of Mount Calvary Lutheran Church of Bayard, Nebraska, wrote:

After I graduated from the School of Agriculture, I farmed for a year, spent two years in the army, farmed again, then married in July of 1964 and then sold my interest in the family farm back to my father and moved to California where I attended the California Lutheran Bible School for two years. Upon graduation I worked a year and then moved to Iowa with my family where I attended Waldorf Junior College at Forest City. I was there three semesters and then transferred to Concordia College, St. Paul where I graduated in 1972. I moved to Springfield, Ill. where I attended 4 years at Concordia Theological Seminar. I graduated in May of this year, was ordained into the holy ministry in June and installed as pastor of this congregation the last Sunday of June, this year.

I am pastor of a relatively small Lutheran congregation in western Nebraska where all the businesses in town and the entire surrounding community is deeply involved in agriculture. Because of my background in agriculture, I can relate to these people very well and carry on an intelligent conversation with them and they realize that I care

about them and know what they are doing. Even though my occupation is not directly related to agriculture, my roots in the family farm and my training at S.A.U.M. have kept my interest alive in that field.

On March 4, 1960, the subcommittee of the curriculum committee of the College of Agriculture, Forestry and Home Economics had suggested that if the School of Agriculture was terminated, a separate curriculum should be established in the College to be known as the general agriculture curriculum offering a degree associate in agriculture. By April 22, 1960, the curriculum committee of the College of Agriculture, Forestry and Home Economics had adopted the proposal made by the alumni committee of the School of Agriculture and suggested that the program established in the College should be known as the Technical Certificate Program in agriculture of the College of Agriculture, Forestry and Home Economics and that a certificate be offered upon completion of the requirements established by the faculty.

On May 12, 1960, the regent's docket carried an item for action which essentially would terminate the School. The formal action was taken as follows: "On recommendation of the president, the regents voted to authorize the beginning of a four quarter technical certificate program in agriculture in the College of Agriculture, Forestry and Home Economics in place of the present St. Paul School of Agriculture program, effective with the academic year, 1960-61."

Superintendent Christianson, in his biennial report for 1958-60, written in June, 1960, included the statement relative to the termination of the School of Agriculture.

> This year, 1960, sees the termination of the School of Agriculture as it has been known for over 70 years. I have personally been identified with the School for a period of 40 years. I have seen thousands of fine young men and young women from the farms attend the School and then go back to their farm homes and communities to carry on. They have been outstanding in their leadership. We are proud of the contributions made by the students of the School of Agriculture during that time. As the years came on, more of our high school graduates enrolled in the School of Agriculture non-degree course. They did not qualify for college credit. For many years, I have felt that these high school graduates might well take their work in the College program in order to avoid duplication of program and also to be in line for college credit if they so qualified and desired. Of course, there are some who cannot handle the work for college graduation, but they could well get the experience of a year or so for non-degree programs. In recent years, a good deal of work has been done in selling the School of Agriculture young folks to enroll in the College. I am pleased that such change has now taken place. Now these young people who have completed their high school work may take a specially arranged program in the College of Agriculture, Forestry and Home Economics. If they have the ability to carry on, they may well continue for graduation. Otherwise, they can at any rate become acquainted with the ongoing program and with the many facilities and activities through the college program.

With the termination of the School of Agriculture on the St. Paul campus and the West Central School of Agriculture at Morris in 1960, the question was raised of the University's obligation towards the students who had started a four-year program and the University's obligation to tenured faculty.

At Morris, with the starting of a four-year liberal arts college program, the University kept its faith with the students who had started the School of Agriculture in the fall of 1959 and who would not be graduated until spring of 1963, by continuing to provide classes until they were graduated. Several students chose to transfer to high school programs and continue their work, but the University provided classes for the rest. The majority of the instructors with tenure were also members of the experiment station staff, and they were retained in their positions.

On the St. Paul campus, most of the students were high school graduates who would have completed their work in 1961. They were given the opportunity to transfer to the technical certificate program in the College of Agriculture, Forestry and Home Economics for comparable course credits as those taught in the College. Each department considered the case of each student separately and by using the procedure of request for special examination, the student's performance in School classes was evaluated and credit given for the work as offered in the College. One of the instructors responded in evaluating a student's record, "In checking the student's grade, I find that he had the highest average for the class. This course was almost identical with a college class offered by the department and therefore, I see no reason why he should not be given credit for it."

The tenured faculty within the various departments who taught School of Agriculture classes were subsequently assigned to other department responsibilities. There were only seven tenured staff members in the School of Agriculture general staff, and all of them were reassigned to other programs within the University and completed their responsibilities until retirement. Superintendent J. O. Christianson also carried the title director of short courses. After the termination of the School of Agriculture, he devoted his time to short courses and continued to coordinate the placement of exchange students on host farms. Ivar Glemming had only a short time left before retirement and became a member of the music department staff on the Minneapolis campus. Elmer Johnson had been employed on a split assignment, teaching fall and winter in the School of Agriculture and working spring and summer in the bursar's office on the Minneapolis campus. He continued to work in the bursar's office until his retirement. Aganetha Loewen con-

tinued as director of dormitories in the College and after Dexter, Meredith, and Brewster dormitories were razed, she served in Bailey dormitory until her retirement. Doris Nelson had been employed only during fall and winter quarters and until her retirement, taught business courses and served as dormitory counselor at the School of Agriculture at Waseca. Ralph E. Williams was transferred to the Morris College campus where he was employed as the first music instructor in the new college program at the University of Minnesota-Morris until his 1978 retirement. Ralph E. Miller was transferred to the resident instruction section of the College of Agriculture, Forestry and Home Economics. He served as coordinator of the technical certificate program in agriculture and advisor to the exchange students and had other administrative responsibilities. In 1965, he became director of placement for the College of Agriculture, Forestry and Home Economics, and in 1970 when the three colleges became independent units, he became director of student personnel and placement director for the College of Home Economics until retirement in 1976. Thus, the Institute of Agriculture and the University of Minnesota fulfilled the responsibility of providing employment for tenured faculty until retirement.

With the termination of the School of Agriculture program at Grand Rapids, Crookston, and Waseca, the students who had started the four year program were served, too, until they graduated. In many cases the last year class, being the intermediate year, had only a few students on campus. The number was small, but the contract to carry the students through to graduation was fulfilled. The buildings at Grand Rapids, which had been used by the School of Agriculture, are shared by the Itasca Community College and the Grand Rapids Area Vocational School. Crookston and Waseca became two-year technical colleges and are now under the direction of the Institute of Agriculture, Forestry and Home Economics.

On May 22, 1960, two weeks after the termination of the School of Agriculture, members of the class which would have been the 1961 class of the School of Agriculture, were notified about the technical certificate program in agriculture and were encouraged to make their plans for returning in fall 1960. The students were advised again on June 28, that they would be invited along with other college students to come to the campus during the month of August to complete their registration for fall quarter in the technical certificate program. Again, on August 11, the students were given instructions on making application for admission to the College of Agriculture, Forestry and Home Economics for the technical certificate program.

By winter of 1962, 120 students were registered in the technical certificate program and an additional thirty-two foreign students on the student exchange program were programmed as students in the technical certificate program. In 1963, the exchange students enrolled in a series of short courses offered by the various departments and coordinated through the Office of Special Programs on the St. Paul campus. With the opening of the two-year technical programs at Crookston and Waseca, students who were not seeking a four-year degree program were encouraged to enroll in these programs so that eventually the technical certificate program in agriculture on the St. Paul campus was terminated.

In September 1960, two buildings that thad been used by the School of Agriculture were razed. The music building, reserved for classes and rehearsal area for the music department, was torn down and the old dairy building, which had been the home of the ag. union program until the new student center was built, also came down. Over half of that building had been used as a program center for all campus student activities. Also, for thirty years staff members of the School of Agriculture had their offices in the old Dairy Hall. G. A. Lundquist, R. H. Gray, Elmer Johnson, Peter Johnsrud, and Ralph Miller all had offices in the building.

Dr. J. O. Christianson died on Sunday, August 6, 1961. During Superintendent Christianson's tenure from 1930 to 1960, enrollment had gone from 621 students in 1929-30 down to 382 in 1932-33, back up to 556 in 1936-37, down to 200 in 1940-43, up to 433 in 1947-48, and down to 160 in 1959-60.

# CHAPTER XV

# The International Student Exchange Program

AN INTERNATIONAL student exchange program that began in 1948 with students at the University of Minnesota and students in Sweden now has expanded to thirty-five countries and has involved over 1,000 students.

In summer 1977, to celebrate the lasting friendships and doors to understanding which the program (now called International Student-Trainee Agricultural Exchange Program) opened, some 300 former exchange students and their wives and farm host families met July 14 to 17 in Hamburg, West Germany, in what was called Airlift to Understanding 1977. It was a nostalgic time of reminiscing for host farmers, students, and staff members who arranged the exchanges. It was a time to talk of the fun and work of years gone by and to catch up on each others lives.

It had been twenty-eight years since the late Superintendent J. O. Christianson of the School of Agriculture issued the first invitation to Sweden to send students to Minnesota. Three Minnesota students went to Sweden in March 1948, and in fall 1949, the first four Swedish students came here. Christianson had been one of four Americans of Swedish descent invited by the Swedish government to celebrate the 100th anniversary of Swedish immigration to the United States. During his trip he had been encouraged by representatives of organizations which could be helpful in beginning the exchange. Students from other countries, particularly South America, had already been attending the School of Agriculture. The staff at the American Institute of Swedish Arts, Literature and Science in Minneapolis (now called the American Swedish Institute) helped arrange the exchange.

The United States government, in January 1948, encouraged exchanges (Public Law 402, 80th Congress, Chapter 36, 2nd Section)

> Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that this Act may be cited as the 'United States Information and Educational Exchange Act of 1948.' The Congress hereby declares that the objectives of this Act are to enable the Government of the United States to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries.

The University of Minnesota's exchange program was the fourth approved, P-1-4, in the U.S. State Department program numbering system until the age of computers renumbered it P-1-0004. There have been more than 5,000 student exchange programs registered with the State Department in these twenty-eight years.

The fellow trainees in agriculture, as they were first to be called, were to come to the U.S. for six months work on the farm, preferably in early spring, then have six months of class in the School of Agriculture. After the termination of the School of Agriculture in 1960, because of language difficulties and nonresident tuition fees, specially designed short courses evolved for the exchange students. This program has successfully continued. In 1951, a course called American Speech for Foreign Students, began at the request of Ralph Nichols, chief of the Division of Rhetoric. At the same time, the School of Agriculture students planning to go to Sweden on the exchange were offered conversational Swedish and even later a beginning course in German was approved.

On the Minnesota farm, the student was to be paid only pocket money of about $25 a month. The host farmer would be expected to pay about $500 into the Fellowship Fund, which in turn would apply to the cost of studies at the School of Agriculture. However, as these funds would not be enough, scholarship money would have to be raised.

Until 1956 (when the program expanded to other countries), the Minnesota program was identified by the State Department as a Swedish Exchange Program, with young Swedish farmers, almost exclusively.

From the outset, the program's philosophy was that students were not to be treated as hired hands, but rather as members of the host farm families. As such, the students were to be members of the communities where the families lived. This prompted at least one exchange student with a sense of humor to say that, if he had to work as hard and as long hours as the host farm family did, he was not sure he

wanted to be treated as a member of the family! But from the number of return trips exchange students and their host families have made to see each other, it is obvious the family unit and community participation concepts work well.

In 1953, when seventeen young Swedish farmers participated in the Minnesota exchange, one of them wrote in the *Agreview* under the title 'A Wonderful Experience':

> That is what we Swedes would call our stay here in America, the country which so many abroad wish to see but so few will get the opportunity to visit. Our first and perhaps greatest experience we had during the summer out on different Minnesota farms. All of us had to carry a dictionary around in order to keep up a little conversation with our host farmers. But it was a time when we learned to know the American people and their way of thinking, their farming, their farm organizations and last but not least, the language.
>
> We found that five short summer months went by fast, all too fast and the time came when we had to pack our suitcases and go to the greatest learning institution in Minnesota and maybe in all America. There was another great experience waiting for us. Back in Sweden we had all heard about Dr. William E. Peterson and some of the other great scientists, so we were very much interested in seeing them and were very fortunate to be in Dr. Peterson's class. Most of us had been at farm schools back in Sweden so everythinghere wasn't new to us. But we feel that we have learned many things that we couldn't learn in our home country and that was, of course, the purpose of our trip over here.
>
> When we get back to Sweden, I hope we will look back on our eighteen months here in the U.S.A. as the most well used time we have ever spent in any place.

Through 1977 the following countries have participated in the student exchange:

Germany has sent 315 students; Sweden, 138; Finland, 134; Denmark, 103; England, sixty-two; South Africa, sixty-one; The Netherlands, fifty-two; Norway, forty-nine; Australia, thirty-seven; France, twelve; Korea, nine; New Zealand, nine; Uruguay, five; Tanzania, four; and other countries, twenty-two.

Students participating in the exchange program agree to return to their native country upon completion of the training period. A student wishing to return to the United States must follow the ususal immigration regulations. Several of the men have married women who are United States citizens. Some couples have returned to the husband's native country to make their home, while others have stayed for the required waiting period abroad and then have returned to the United States. Some of the women participants in the program have married United States citizens and in most cases have remained in Minnesota. Occasionally exchange students may return to this country hoping to invest in land either in the United States or in Canada.

Exchange students participating in Minnesota, upon returning to their home countries, have introduced new practices learned in Minnesota. One example relates to the establishment of turkey production programs on home farms. New ideas have not always caught on as was true with the West German student who hoped to establish an outlet for sweet corn raised on his home farm; however, his fellow countrymen at the time were not ready to change their eating habits to include sweet corn in their diet. They looked upon corn, or maize, as feed more suitable for hogs or cattle than for people.

Many former School of Agriculture students at the University of Minnesota became host farm families in the program. This is the way one host farm family in Minnesota expressed satisfaction with the program:

> We have been in the Student Exchange program 9 years—and now wondering what our number 10 student will be like. Like every day and year, every student is different, also every host farmer is different, right or wrong. We all make mistakes, but yet I can't say a serious enough one to mention about our students.
>
> We have learned much from each of them. The boys are told to call us 'Ma and Pa.' This is mostly met with approval, but sometimes it is Clarence and Mariane and never yet Mr. and Mrs. Jorgensen. Not that we wish or expect to take the place of their parents, but we say we have boys in Europe and Africa and hear from them quite regular.
>
> We met much interest wherever we went and believe all the host farmers should go see their boys—their way of life, homes, farms. One must see it to realize how intensive farming can be sometimes to realize we are well off in Minnesota.

From either side of the ocean culture shock is bound to occur. One Minnesota student in West Germany wrote:

> Ya?! You will arrive. For two weeks you'll feel like a black sheep as if all eyes are on you. There will be many times where you'll want to take the next plane home where you know what the hell's going on and people understand! But somehow you'll survive and start becoming one of the people, you'll overcome the language barrier and keep looking back hardly believing you made it so far. Your many joys, misfortunes, hardships, and misunderstandings become rewarding experiences that you won't want to go through again but wouldn't give it up for a lifetime. All I can say is that one cannot express what he goes through and experiences on his stay in another country, away from his normal, well-understood, every day life.
>
> Our language training in Dortmund was rather a failure, but we did have a good time. The living with German families is good because of the contact with the people. However, I would not suggest that two exchange students stay in the same family. Tom and I spoke entirely too much English when we were together and not enough German. The language class itself was not ideal because of the fact that the other students had four to six years of German before coming to Germany. They were always well ahead of us and we could never catch up.

There was bound to be lack of communication on both sides and more during early years of the program when farmers did not always give clear instructions. There was the exchange student, for instance, who spent part of a day

disking in a neighbor's field before either the neighbor or the host farmer discovered it. It provided a good neighborhood joke and produced no serious consequences.

Another one happened back on the campus:

> It happened during the cold days in January. An exchange student, owner of one of those funny student cars, tried to start it in the morning at 8 a.m. He turned the key and—'nothing.' He tried it again—nothing. Well, our friend from the country of poets and thinkers went to the phone and called up his friend, another exchange student. He had his room four miles from him in another direction but he was there in a hurry to help his friend. Well, he pushed the guy two miles through Minneapolis, and still the car wouldn't start. Finally, the driver of the car which didn't like to start raised his hand, stopped the car, walked to his friend and said: 'Good heavens, I forgot to put the battery in the car.'

As part of life, the program has met tragedies and problems. One student was killed in California (in a related agricultural occupation) after finishing participation in the Minnesota program. Another suffocated in a grain bin in a Minnesota farm accident. There have been court hearings involving exchange students and early trips home because of problems the presence of others has created in communities. If some farm families and their student did not mesh, another family had to be found immediately.

For the majority, the work-study program has ended with a Certificate of Completion meaning all courses at the University have been completed and a level of competency has been reached in the English language.

Since Christianson's part in the exchange program, more than a dozen men at the University of Minnesota have expanded what he began.

Sherwood O. Berg, now president of South Dakota State University, and a former School of Agriculture student and dean of the then Institute of Agriculture at the University of Minnesota, helped set the stage for Denmark's entry in the program in 1956, while he was agricultural attaché in Copenhagen. Elmer Reese, former student of the School of Agriculture and agricultural attaché in Norway, sparked interest there.

Robert Nylund, staff member of horticulture at Minnesota, made contacts in Finland during a sabbatical leave there. For the years following, these School of Agriculture staff members were active as project supervisors in different parts of Minnesota: LaVerne Wegener (1949-1953), Henning Swanson (1953-55), Paul W. Brown (1955-1960), and Ralph E. Miller (1949-1960).

Following Christianson's death in 1961, Dean Macy assigned the responsibility for the exchange program to Keith MacFarland, director of resident instruction for the Colleges of Agriculture, Forestry and Home Economics. He assigned Ralph E. Miller to arrange for the students' registration in the Technical Certificate Program and to select the host farms and to visit the host farm families. LaVern Freeh became the head of the Department of Agricultural Short Courses and foreign contact officer for the Institute of Agriculture, July 1, 1963. For the next two years, Alfred Keating was appointed coordinator of short courses and foreign training programs in Freeh's office. Joseph Cvancara succeeded Keating in this position until 1969. In 1967, Freeh visited many of the countries participating in the exchange. He met with sponsoring agencies in West Germany, Finland, Sweden, Norway, Denmark, the Netherlands, and England, all of whom gave the program good marks toward continuation.

In 1969, Kirk Shoffner became coordinator of international training programs in Freeh's office. When he left to work on his Ph.D. at the University of Hawaii, Egbert Conze, a former participant in the exchange program, succeeded him until he left to work on his master's degree at Cornell University. From 1971 through 1976, Richard Meronuck was program coordinator and on June 1, 1976 he took full charge of the program. In January 1974, Fred Hoefer became program assistant.

Financial help to the program to send Minnesota students to other countries had stopped with the end of the School of Agriculture program in 1960. Then in 1964, a grant from the Francis E. Andrews Foundation establishing four $500 annual scholarships to participate in an exchange in West Germany, reactivated the two-way exchange. This continued until 1971. In Germany, the program was sponsored by the Carl Duisberg Gesellschaft Foundation, Cologne.

In the 1976-77 school year five Minnesotans participated in the exchange program and sixty-five students from other countries came here. With the end of foundation support, the incentive for Minnesota students to take part dwindled.

The highlight of each winter quarter has been an International Night Program produced by the visiting students with the help of the Office of Special Programs and the Student Center. It includes a special nationality dinner with a talent show and dancing.

Program evaluators agree it should be continued to improve international understanding and good will. Aside from the knowledge students acquire of American culture, agriculture, academic and family life, they feel that they learn a great deal about other European countries through interaction with their fellow exchange students. It is also a chance to see their own countries in a different light.

# CHAPTER XVI

# Administration and Staff of the School of Agriculture: 1930-1960

It is appropriate to start with J. O. Christianson as the dominant administrator in the life of the School of Agriculture for the period 1930 to 1960. Christianson had ten years of experience as coordinator of the Vestibule School, serving the veterans of World War I as project supervisor, and as instructor in social science, when Principal Dexter Dwight Mayne died in December of 1929. He was appointed acting principal and a year later was named principal of the School of Agriculture, a title which later was changed to superintendent. The Christianson's were godparents of the school's class of 1925. In the 1925 *Agrarian*, J. O. Christianson wrote:

> Our greatest desire for you of the class of 1925 is a fruitful life of service and accomplishment in which you take your own part humbly and with a spirit of real cooperation. During your life time great improvements shall be made in your profession, and an economic and social reconstruction shall be effected. Agriculture will, for the first time in history, be on a plane with all other industries. The farmer will enjoy the same social, economic, education and political advantages as any other group. This change will not take place miraculously, but through the efforts of the group itself. Education will be the greatest determining factor in this development. 'A house divided against itself cannot stand,' and a nation half trained and half untrained cannot prosper nor long exist. The community of tomorrow is now being placed in the mold, its success or failure is being determined through the training being given the young men and women today. Yours is the duty to preach the gospel of education in the rural communities in order that others may avail themselves of the same opportunities which you have used so well. When the Muse of history records your work in the book of Time, may she dip her pen in the blue and write with a free hand that you divined the need, that you felt your responsibilites, that you were true to your purpose, and that you builded well.

Principal Christianson promoted the interests of the School of Agriculture, however, he also gained prominence as an outstanding and exceptionally expressive speaker. He was in great demand as a high school commencement speaker because of his good nature and folksy presentation.

One of the high school principals wrote on October 8, 1952:

> I have been informed that several years ago you gave the high school commencement address at Huntley. Two years ago we wrote to you requesting a repeat, but your schedule was filled. If you should happen to have a vacant date in your schedule during the 1953 high school commencement week, we would like to have you consider Huntley again. Commencement dates are: first choice —Thursday, May 28; second choice—Wednesday, May 27; third choice—Tuesday, May 26; fourth choice—Friday, May 29.

Superintendent Christianson wrote in reply as follows:

> Thanks so much for your invitation asking me to give the high school commencement address there for 1953. I regret that I cannot be with you. I am scheduled for the entire week and have been for, in some cases, a couple of years. I am also scheduled for May 26, 27, 28 in 1954. Perhaps some other time we can get together.

Christianson's reputation as a speaker is illustrated by a letter in 1952 from Edwin L. Haislet, director of alumni relations for the University of Minnesota Alumni Association, to Dean Clyde A. Bailey:

> We have just completed a successful University of Minnesota week during which some fourteen faculty and staff persons gave generously of their time to speak at meetings planned by our many alumni clubs in the state.
>
> The highlight of the week was the meeting held at Mountain Lake on February 25, at which Dr. J. O. Christianson spoke. His tremendous popularity and feeling for people drew a crowd of 500 people from a community of only 1,500. The reports we have received clearly indicate that his talk that night will long be remembered and that he performed a most distinct service to the University and to the alumni.

Christianson was even in demand as a speaker nationwide. On some occasions during the 1950s he would have an address in Texas the first part of the week and in New York the later part of that same week. To further illustrate his demand as a speaker, on November 27, 1953, William E. Drenner, vice president and manager of the First National Bank of Memphis, Tennessee, wrote: 'The talk which you gave the American Banker's Association meeting in Chicago, November 16, was to me a very inspiring one. I would

be very negligent if I did not write you and convey my enthusiasm for your spirit and thoughts expressed.' While Dr. Christianson's main mission was to manage the School of Agriculture, there was no question but that his willingness to take on speaking engagements cut his available time of affairs of the School. It also took its toll as far as his health was concerned. Superintendent Christianson was on leave of absence from March 16 to June 15, 1959, on doctor's orders because of ill health. Again, in 1961, he was placed on medical leave of absence to extend from July 29 through October 31. He died on August 6, 1961. Because J. O. Christianson had become so well known in the state, there were many individuals and committees who called on him to encourage him to run for government office. One of the county papers in the state carried the following editorial in May of 1953:

WHAT A SENATOR 'DR. J. O.' WOULD MAKE

There isn't a man better known and better loved throughout rural Minnesota than Dr. Christianson, or 'J. O.,' as he is so affectionately known.

There is no man in Minnesota who better knows the needs of rural Minnesota and that can blend them with fairness in the overall picture of what is best for all of Minnesota and the United States.

Few men have higher ideals of public service and devotion to a cause than 'Dr. J. O.'

Few have the quality of deep sincerity that sets this chubby, twinkling eyed, man into a special category of 'great people.'

And he is one of those few Minnesotans that doesn't have to ask for odds when it comes to making a moving speech.

Dr. John O. Christianson is no politician. But, he is one of the great men of Minnesota. What a senatorial candidate he would make—and what a senator, if the people of Minnesota were that lucky he could be prevailed upon to run. Which we would seriously doubt.

J. O. Christianson would warm up his audience by using such stories as:

I didn't break any speed laws on the way down here, but I went around alot of people who were. . . .

There was this farm couple whose house was dismantled in a tornado and their bed was picked up by the wind and then gently set down in a field a quarter of a mile away with no damage to them whatever. The woman began to cry with happiness and said to her husband: 'You know this is the first time in twenty-five years that we've been out together at night.' . . . .

A farmer at New Ulm was telling about his twin boys, Adolph and August. He said they looked exactly alike, especially August. . . .

I knew a fellow who hadn't kissed his wife for seven years and then he shot a fellow who did. . . .

"The story is told of a fellow who started to work on a new job. At noon he opened his lunch basket and took out a sandwich and when he saw it was peanut butter, he announced he didn't like it and gave it to the fellow next to him. Then he reached in his pail and took out another sandwich. It was a ham sandwich and he ate it and enjoyed it. He reached in and took out a third sandwich and found it to be a peanut butter also. He said he didn't like peanut butter and threw it away and slammed the box shut. The fellow sitting next to him said. 'How long have you been married?' He said, 'For ten years.'

"Well, doesn't your wife know yet that you don't like peanut butter sandwiches?'

"He said, 'Now look here. You leave my wife out of this. I make these sandwiches myself.' . . . .

Another story is about the drunk fellow going down the sidewalk, one foot in the gutter. He was going along, off balance, slowly, unsteadily. The officer came up and put his hand on the fellow's shoulder and said, 'Look here, fellow, you're drunk.' The fellow turned around and said, 'Thank the Lord, I thought I was a cripple.' . . . .

Another story is about the fellow playing golf. He put the golf ball on top of an anthill, took a swing at it, knocked the ants all arround, missed the ball and it rolled about a foot away, so he put the ball up on what was left of the anthill. He took another swing at it, knocked the ants all around again, missed the ball and it rolled about a foot again. The ants were running all around, confused. Then finally, one little ant ran up to another little ant and said, 'Look here Henry, we're going to get the hell knocked out of us if we don't get on the ball.'

J. O. Christianson had a knack for being able to deliver the same speech to a group of farmers, bankers, businessmen, or educators, and make it sound as if the speech was written just for them. In the 1950 period, he often used one of two titles. One was, "Our part in these times," and another was, "Rediscovering America."

There my friends, is the world of tomorrow. There is the world that will be carrying on when you and I no longer walk. The 100. Let me give them to you quickly again so you can visualize them. Here they are. Fifty-six from the Union of Soviet Socialist Republics, five from North America and from Australia and the islands of the Pacific. But remember, we are only five. We must preserve, protect and defend our five. We cannot afford to fail to give them the best education possible, the best training in citizenship. We are part of a world that is shrinking like an apple in the sun. Smaller and smaller. In speeding things up this world is being drawn together. In all the world, even as we sit here this noon, there are just 710,000,000 of them. You say that is a lot of youngsters and were I to tell you how many of them come from the different areas of the world that wouldn't mean much to you because they would be large figures. But let me give you an illustration that I hope you will remember and take home with you and tell to our people. Why are we interested in these young people? I will bring 100 of those 710,000,000 up here before you, figuratively, and I will bring them up in the same numbers that they represent in the percentage for their area. See what I mean? If one area had 50 percent of all these 710,000,000, they obviously would have 50 of the 100. All right.

The first delegation comes up and takes its place. They take almost the whole stage because there are fifty-six in that delegation. They come from Asia. Fifty-six. You see one reason why Russia is so interested in Asia? The next delegation marches up to take its place. Fifteen are in that

group. They come from Europe. Fifteen. The next delegation comes from Africa and there are nine. The eight march in from Latin America. And then six come in from the Union of Soviet Socialist Republics—and we aren't even in there yet. Ag. now here comes five youngsters skipping down the line. They are ours. They are your sons and daughters and mine. They look so happy and as they come to take their place there are smiles on their faces but those smiles vanish when they get no smiles in return, for in many ways they are the most envied people in the world. Now one comes in alone from Australia and the islands of the Pacific.

Dr. Christianson used the following illustration frequently with groups with whom he was speaking:

We must recognize that all great faiths have done so much for America. It was a Catholic who wrote that old hymn that we have all sung whether we are Protestant or Catholic, 'Lead, Kindly Light.' It was a Presbyterian who wrote that hymn, 'Rock of Ages.' Martin Luther, the founder of the Lutheran Church, wrote, 'A Mighty Fortress is Our God.' It was a Methodist who wrote that hymn which was my Mother's favorite, 'Jesus, Lover of My Soul.' An Episcopalian wrote, 'All Hail the Power of Jesus' Name' and it was a Jew who wrote, 'The Lord is My Shepherd, I Shall Not Want.' We have sung them together, never thinking of them as coming from any one denomination or any one faith, but rather as coming from those who justified the divinity of their souls.

The building of a strong democratic society was constantly stressed by Dr. Christianson as the following illustration indicates:

I would like to put it into a creed. You cannot strengthen the weak by weakening the strong. You cannot help small men by tearing big men down. You can't help the poor by destroying the rich. You can't even lift the wage-earner up by pulling the wage-payer down. You can't keep out of trouble by spending more than your income. You can't further the brotherhood of man by inciting class hatred. You can't establish sound social security on borrowed money. You can't help men permanently by taking away a man's initiative or his independence of doing for him what he should do himself.

Our job is to keep our home base strong, to keep this organization known as the United States of America strong, to clean out the rotten wood and to build a strong foundation, to realize before peace and rebuilding can start we must strengthen ourselves, and to appreciate that—

"It isn't far to Bethlehem town—
It's any place that Christ comes down;
And finds in people's friendly face
A welcome and abiding place—"

for the road of Bethlehem runs right through the homes of folks like me and you strengthen these values when you return to those homes.

As you drive up the land to your own place, look at it when you go home. There is the shrine of a king and queen. There is the hope of the world. The hope of the world lies not so much in what we can give, because if we give and die, no one can come to save us. We must keep ourselves as strong as the nurse and the doctor in the night because the patient is ill, to be sure. But if we who have the responsibility of the years ahead weaken ourselves, we can no longer help.

Democracy today needs the very best in brains, in character, in energy and courage and imagination and devotion. Put those requirements on the ladder on which you have men climb. Brains, character and energy and encouragement and management and devotion are the requirements for leadership. And as you take your places at the battle stations at home, in professions or wherever it may be, may you never forget that democracy rests and abides not in any one place alone or in any one individual, but rather in the hearts and souls of each individual, in each home and community, around each home hearth.

This heritage is yours and mine; these freedoms are ours. They shall be the strength of those who follow. We shall keep them through faith in ourselves, our God and our eternal destiny.

One story that J. O. Christianson often told in closing a speech follows:

Columbia University had lost every football game that season. But every time they played on the home campus, a boy who played on the second team had his father come down, and you could see the father and his boy walking about the campus arm in arm before the game. They were very close. But they lost every game and as I said, this boy was just on the second team. They were looking forward to the last game on the home campus when they were going to win. But a few days before the game, the boy's father passed away suddenly. Heart attack. The boy went home, broken hearted. The coach didn't think he would show up because he was just on the second team, anyway. But on the day of the game the boy showed up in uniform. He went up the coach and said, 'Coach, will you let me start with that first team today?' The coach, knowing how badly the boy had felt, said, 'Sure, son, you go ahead and start, but I can't leave you in long because the regular man will have to come in take your place.' 'That is alright, Coach,' the boy said, 'just let me start.' And he went out there and he played inspired football. He intercepted passes, he was up and down the line, he was sparking the other fellows on. That line that had been driven back every game began to hold, then to inch forward little by little. The coach was so amazed he left the boy in for the whole quarter. At the end of the quarter the team-mates came up and said, 'Coach, you've got to leave that fellow in the rest of the game. He is sparking us on, driving us on for the first time this season.' The coach left him in the second, third and fourth quarter. Columbia won that game almost entirely due to that second team boy who had never played in a major game. At the end of the game the coach called the boy over and said, 'Son, that was a marvelous game you played today. Wouldn't it have been great if your father had been here to see you play that game.' The boy said, 'Coach, maybe I never told you, but my father was blind. And this was the first time I was sure he could see me from somewhere.'

Dr. J. O. Christianson's tenure with the School of Agriculture spanned a period of forty years, from 1920 to 1960. At the time of his death in 1961, the following release came from the University of Minnesota news service:

John O. Christianson, Director of Agricultural Short Courses, Foreign Contact Officer and former Superin-

tendent of the School of Agriculture died in St. Paul on August 6, 1961. He was born and reared on a farm near Miranda, South Dakota. He served as an instructor in the Grantsburg, Wisconsin High School from 1919 until he joined the University of Minnesota School of Agriculture staff in 1920 to take charge of a rehabilitation program in agriculture for disabled World War I veterans. In 1924 he joined the School of Agriculture Department of Social Science.

Professor Christianson received his B.A. degree from the University of Minnesota. He was awarded the D. Sc. degree by the University of North Dakota in 1943 and the L.H.D. by Gustavus Adolphus College in 1950. Professor Christianson was in demand throughout the U.S. as a public speaker. He possessed an eloquence, an aptness of phrase, and wit that delighted all audiences whether they were rural, business, youth or church groups. He knew hundreds of farm families. Seldom did he forget a name or a face.

He was completely devoted to the School of Agriculture. He instilled in the students a responsibility of leadership and made course work arrangements for effective training in leadership. As a result many of the former students of the School of Agriculture are in major positions of leadership throughout Minnesota.

Many honors came to Professor Christianson. He was a member of innumerable advisory committees and boards of directors—American Country Life Association, Christian Rural Overseas Program, American Swedish Institute, Land Grant College Committee on Short Courses, National Conference on Christians and Jews and the State Y.M.C.A. Board to mention just a few. He was honored by the Minnesota Junior Chamber of Commerce in 1949 as one of the state's '100 Living Great.'

Professor Christianson was one of the representatives from the U.S. chosen to travel and study in 1948 as the guest of the Swedish government. While in Sweden he conceived the idea of having Swedish students come to Minnesota to study agriculture. The idea was put into practice in 1949, and has been expanded to include students from Denmark, Norway, Germany, the Netherlands and Switzerland. King Gustav of Sweden conferred the knighthood of the Royal Vasa-Order on him for organizing the student exchange program.

Briefly, we would like to identify some of the other staff members of the School of Agriculture who served for a period of five or more years and who have been remembered by students. In the fall of 1976, a survey was sent to 400 selected graduates of the School of Agriculture representing the classes over a 55-year period, from 1905 to 1960. Following are staff people who served during the administrative tenure of Superintendent J. O. Christianson from 1930 to 1960 who were mentioned most often by the former students.

Peder L. Johnsrud served thirty-four years with the School of Agriculture. He joined the general school staff in 1915 as math instructor. In 1918, he became a project supervisor. He died the year that he would have retired in 1949. He was a project supervisor thirty-one years in southeast Minnesota. The Johnsruds were godparents of the class of 1920.

Elmer M. Johnson was with the School of Agriculture for thirty years. He taught history and government courses. He was adviser to the International Relations Club, the Bible Class, and the *Agrarian*. He had a deep and abiding interest in students. The Johnsons were godparents of the class of 1940.

Ralph E. Miller was with the School of Agriculture for twenty-six years, from 1934 to 1960. He was a counselor in Dexter dormitory for two years, taught classes in rural sociology, psychology, economics, farm math, orientation, how to study, project planning, leaders and leadership, field work and leadership, parliamentary law, and marriage and the family. The Millers were godparents of the class of 1944.

G. A. Lundquist served the School of Agriculture for nineteen years, retiring in 1936. He taught social science courses in the School of Agriculture and was project supervisor during the 1920s. Mr. and Mrs. Lundquist were godparents of the class of 1921.

Dr. William H. Dankers served ten years teaching parliamentary procedure and economics in the School of Agriculture. He was project supervisor for southwest Minnesota until 1938. He participated in the dramatic debate entitled, 'Rudy, My Boy.' He was active in the School of Agriculture Alumni Association and served as its president for many years. He left the School of Agriculture staff in 1938 and joined the agricultural extension staff as a marketing specialist. He died in July 1977.

Three staff members who consecutively held the position as project supervisor in southeast Minnesota and as instructor in farm mathematics that was vacated by Peder L. Johnsrud, were LaVerne Wegener, Henning Swanson, and Paul W. Brown. They taught the mathematics courses as well as fire prevention and conservation. Each assignment was of short duration. LaVerne Wegener taught from 1949 until 1953 when he left to go into private business. The Wegeners were godparents of the class of 1952. Henning Swanson served from 1953 until 1955, when he joined the high school agriculture department in Lake City, Minnesota. The Swansons were godparents of the class of 1955. Paul W. Brown served from 1955 to 1960. The Browns were godparents of the class of 1959. He teaches agriculture in an area vocational school.

The dormitory directors were close enough to the students so that they generally were held in high esteem by the students. Johanna Hognason, after thirty-one years in the School of Agriculture, retired in 1950 and died at the age of eighty-one in 1962. It was said of Miss Hognason, "She was truly a mother away from home. She molded firm, respectable citizens and her tireless, sincere efforts have helped to make thousands of fine, rural citizens. She helped the lives of many students through her poise, charm and dignity." Miss Hognason gained the respect of the students with whom she worked and many of them still have vivid remem-

brances of her ability to manage and direct the dormitory

Laura Matson, after twenty-five years as director of the women's dormitories, retired in 1949. It was said of Miss Matson, "With her warm spirit of helpfulness and kindliness, she guided and counseled the many girls who came from the farms to attend the School of Agriculture." Miss Matson served as a faculty adviser for the *Agrarian*. Many alumni of the School of Agriculture hold Miss Matson in great respect for her ability to counsel and guide students.

Aganetha Loewen became director of Brewster and Meredith dormitories in 1949, and director of men's dormitories including Dexter and the Dining Hall dormitory in 1951. Miss Loewen also taught German and was advisor for the *Agrarian*. She also acted as advisor to the Sunday morning song service program. She continued as director of dormitories until her retirement in 1970. Miss Loewen was elected godparent of the class of 1961. However, with the termination of the School of Agriculture, that class did not graduate from the School, although several members transferred to the Technical Certificate Program in Agriculture.

Victor A. Newcomb taught business and commercial subjects for twenty-one years, from 1935 until he was transferred to the Minneapolis Campus in 1956. The Newcombs were godparents of the class of 1954.

Doris A. Nelson taught business and commercial subjects for twenty-four years until the School was terminated and then she worked until retirement at the Waseca School of Agriculture.

Music was a very special part of the curriculum of the School of Agriculture. Musical units provided experience and private instruction developed talent for the students. Many students were encouraged to continue their participation as they returned to their home communities. While there were many instructors on a one, two, or three year contract, there were six instructors who served from nine to nineteen years.

Cecil Birder taught voice nine years and left the School of Agriculture in 1939 to take a teaching position with the University of Notre Dame. The Birders were godparents of the class of 1935.

Lucille Wendt Travis taught music for nine years and left the School of Agriculture in 1940.

Thomas Larimore was pianist and organist and taught piano and organ for twelve years from 1945 to 1957, when he retired. The Larimores were godparents of the 1947 class.

Ivar Glemming, after ten years with the Minneapolis Symphony, started teaching violin in 1945. He continued until the School was terminated and then he was transferred to the music department on the Minneapolis campus. For a number of years he also taught Swedish in the School of Agriculture. The Glemmings were godparents of the class of 1948.

Ralph E. Williams, a composer and former director of the Apollo Club, taught voice and directed the various choral groups for twelve years, from 1948 until 1960. With the termination of the School of Agriculture he became the first music instructor at the University of Minnesota-Morris. The Williamses were godparents of the class of 1956.

Dramatic instructors were generally graduate students in theater on the Minneapolis campus. Frank Whiting would recommend outstanding graduate students as instructors in the theater in the School of Agriculture so that in most cases it was a one or two year assignment.

Larry Gates, who has spent most of his time since his graduation from college on Broadway in New York, taught in the School from 1936 until 1938. Glen Jordan, who later became a TV producer, taught during the late thirties. Ross Smith, who is the present director of concerts and lectures on the Minneapolis campus, had spent a couple of years as dramatic coach in the early forties. He also cohosted the "Up With the Sun" radio program that was started by Dr. J.O. Christianson.

William Marchand, presently a member of the staff in rhetoric and director of Punchinello Players, taught dramatics in the school after an earlier assignment as counselor in the dormitory.

The physical education directors for men's athletics were generally well remembered by their former students. Robert Thompson, who retired to his farm in Mora in 1938, made a lasting impression on many students. Marshall Ryman, who retired as athletic director at the University of Minnesota, spent six years as director of athletics in the School of Agriculture. The Rymans were godparents of the class of 1943. Joseph Nowotny, who served from 1944 until 1960, established an effective physical education program and a competitive off-campus program in several of the sports programs. The Nowotnys were godparents of the class of 1946.

Two directors of women's physical education served from 1924 to 1947. Gladys Kaercher, a former student of the School, was director for fourteen years, from 1924 to 1938. Marie Eibner served nine years from 1938 to 1947. She transferred to the physical education department on the Minneapolis campus. Each of the succeeding women's physical education directors was on campus for only a short duration.

The directors of the health service established a close relationship with the students in the School although prior to 1944, no director remained for more than three or four years. In 1944, Dr. Murry Bates came to the St. Paul campus as director. He immediately established a close rapport with the students in the School. He played the role of family physician. He loved to work with the students and established lifelong relationships. He turned down many opportunities to transfer to the Minneapolis campus, but chose to retain the family doctor relationship with the St. Paul stu-

dents. He was the godparent of the class of 1957.

Several members of the agronomy department established lasting contacts with the students in the School of Agriculture. Courses were taught in grain crops, forage crops, genetics, crop judging and crop breeding. Horace Thomas taught forage crops for eighteen years. Emmett Pinnell taught in the School for thirteen years. Laddie Elling taught classes for eight years.

Otto Swenson taught in the School of Agriculture for sixteen years and was outstanding as a coach of the crops judging team. Carl Borgeson had a tenure of thirty years in teaching classes and coaching crops judging in the School. The Borgesons were godparents of the class of 1945.

Courses in agricultural economics included farm records and accounts, farm management, farm organization and planning, economics, marketing, and farm finance. Many of the instructors were graduate students; however, at least three of the staff members, all graduates of the School, established a close relationship with students.

George Pond, a graduate of the School, taught courses in farm management. Louis B. Bassett, who retired in 1942, had close contact with the students in courses in farm management and also in his capacity as chairman of the student work committee. He also worked closely with the alumni. He served fifteen years as secretary of the Alumni Association. Truman Nodland was another staff member in the department of agricultural economics who was held in high respect by students in the School. He taught farm records and accounts, farm management, and also farm organization and planning for a period of twenty-six years. He served as secretary-treasurer of the School's Alumni Association and is still active in its support. The Nodlands were godparents of the class of 1953.

The agricultural engineering department taught courses in farm implements, farm engines and tractors, mechanical training, principles of mechanized farming, farm carpentry, building construction, and drawing and farm buildings. From 1930 to 1960, the department was administered by two department chairmen, William Boss, a former student of the School, and Arthur Schwantes. Both were understanding administrators and provided good service to the School. At least seven members of the staff in agricultural engineering were closely identified with the teaching in the School and each served eight or more years.

Hall B. White was a graduate of the School and on the staff from 1909 until 1946. He was an instructor in farm carpentry and a good supporter of the Alumni Association. The Whites were godparents of the class of 1915. James B. Torrance taught farm motors, later including tractors, for thirty-five years from 1916 to his retirement in 1951. The Torrances were godparents of the class of 1922. J. D. Dent taught forge classes for thirty-one years from 1919 to 1950, when he retired. Clarence H. Christopherson taught carpentry for twenty-six years from 1934 until 1960, and retired from the University in 1965. Jesse H. Pomroy taught carpentry from 1952 to 1960, and is still a member of the department of agricultural engineering. William Olson taught forge work from 1950 to 1958. He had a number of foriegn exchange students in his classes and built a close association with them. Arnold Flikke, present head of the department of agricultural engineering, taught physics in the School for thirteen years from 1947 to 1960.

The animal husbandry department taught courses in livestock production, farm butchering and curing of meats, livestock breeding, livestock feeding, and management and care of livestock. W. H. Peters and Evan F. Ferrin were heads of the department of animal husbandry and were both strong supporters of the School. Five staff members served as godparents of classes in the School and maintained a long and continued support of the School. Philip A. Anderson was a graduate of the School and taught classes in animal husbandry, primarily in sheep production from 1916 until 1950 when he retired. The Andersons were godparents of the 1939 class. Alfred L. Harvey began teaching classes in the School in 1921, and was almost continuously involved there for thirty-nine years until the School terminated in 1960. He was also coach of the livestock judging team at various times. The Harveys were godparents of the 1930 class. He lives in Roseville and many former students inquire about him, call him, and/or drop in to see him. He was a highly respected staff member. There were three staff members who served shorter periods of time but who had a good track record in terms of student respect. Donald W. Johnson taught for nine years, from 1932 until 1941, when he resigned from the University to manage a farm in Iowa. The Johnsons were godparents of the class of 1936. W. J. Aunan taught meat courses from 1949 to 1960. The Aunans were godparents of the class of 1951. Raymond Anderson taught for seven years and coached the livestock judging team. The Andersons were godparents of the class of 1949.

The dairy husbandry department taught classes in dairy stock feeding, farm dairying, dairy stock judging, milk production, dairy stock selection, dairy testing, and dairy cattle management. Four staff members in dairy husbandry made a real impact on the dairy production in the State of Minnesota through the teaching of the students in the School of Agriculture. William E. Petersen taught classes from 1921 to 1960. In spite of a heavy research program in milk production, he always found time to teach his School classes in milk production and to talk with the students concerning their interests. Many of the foreign exchange students took his course because of his international reputation. The Petersens were godparents of the class of 1933. Thor W. Gullickson taught School classes in dairy cattle feeding for thirty-four years from 1922 until he retired in 1956. The Gullicksons were godparents of the class of 1927.

Nat Allen taught classes in the School from 1929 to 1944, for fifteen years, until he left the University for a teaching position in another state university. The Allens were godparents of the class of 1942. Jesse B. Williams, currently on the faculty in animal science in the College of Agriculture, taught dairy cattle management classes from 1950 to 1960. Dr. Howard E. Morris and Dr. Elmer L. Thomas, currently on the food science and nutrition staff, taught the dairy products courses during the last twenty years that the School was in existence.

The entomology and economic zoology department offered courses in animal biology, elementary beekeeping, advanced beekeeping, and insect pests of plants. Most of the teaching of the animal biology and insect pests of plants courses were assigned to graduate students. However, two staff members in beekeeping were highly regarded by students in the School of Agriculture. Maurice C. Tanquary taught beekeeping from 1928 until 1944, when he died. Mykola Haydak taught the class until 1960. Both were very dedicated instructors.

The farm forestry course, offered by what is now the College of Forestry, was taught by younger staff members. There was considerable shifting with none of the staff teaching for a long period of time. Two present staff members in the College of Forestry, who had formerly taught in the School, are Henry Hansen and Harold Scholten.

The department of horticulture taught courses in general horticulture, commerical fruit growing, vegetable gardening, potato production, plant propagation, home floriculture, landscape gardening, and greenhouse management. Most of the period from 1930 to 1960, the department was under the leadership of William H. Alderman. Eight different staff members developed an identity with the students in the School. Louis Sando taught fifteen years, from 1926 to 1941, when he retired. Franc P. Daniels taught from 1915 to 1938, when he left the University to operate his own nursery business at Long Lake. The Danielses were godparents of the class of 1932. Arthur Hutchins taught for thirty-three years from 1927 to 1960. Troy Currence taught thirty-two years, from 1928 to 1960. J. D. Winter taught from 1940 to 1960. R.A. Phillips taught for twenty years prior to the termination of the School. Theodore S. Weir taught twenty-one years from 1939 to 1960. Richard Widmer, who is presently a member of the Department of Horticulture, taught from 1950 to 1960.

The plant pathology and botany department taught courses in agriculture botany, seed testing, plant diseases, and weeds. Professor Alvin H. Larson taught classes from 1917 until 1954, when he retired after thirty-seven years of teaching his specialty, a course in weeds. Other staff members with five years or more of teaching were Jonas J. Christensen, Matt Moore, Milton F. Kernkamp, and Thor Kommedahl, who taught from 1955 until 1960. The Kommedahls were godparents of the class of 1958.

The poultry husbandry department taught a general poultry management course and also a turkey production course. A. C. Smith headed the division and taught classes from 1913 to 1936. Hubert J. Sloan took over as head in 1936 and taught classes for seventeen years until 1953 when he became director of the Experiment Station. Elton Johnson served as head and taught classes from 1953 to 1960. Thomas Canfield taught classes from 1938 until his death in 1957. The Canfields were godparents of the 1941 class.

The rhetoric department taught classes primarily in English composition, grammar, and speech until 1945. At that time most of the students were high school graduates; consequently, such courses as reading improvement, practical writing, practical speech making, and books and reading were added to the curriculum. The rhetoric department was chaired by two staff members during the 1930 to 1960 period. Robert C. Lansing was head from 1908 until 1944, for thirty-six years. He was a very sympathetic individual and understood the School of Agriculture students and provided courses according to their needs. The Lansings were godparents of the 1937 class. Ralph G. Nichols became head in 1944 and continued as head after the termination of the school in 1960. He served the School in a friendly and helpful way for sixteen years. Elizabeth B. Hause taught from 1910 until 1938. Monica Langtry taught from 1919 until 1960 for forty-one years. She was godparent of the 1960 class. Ella Oerting taught for twenty-two years from 1938 to 1960. James Brown taught reading improvement in the 1940s.

The soils department taught one course in soils management. In the early thirties, George Nesom taught the course. John M. McGregor taught the course from 1942 to 1946. Harold F. Arneman, who is presently a member of the soils department staff, taught the course nine years from 1946 to 1955. The Arnemans were godparents of the class of 1950. Paul M. Burson taught the course from 1955 to 1960.

During the 1930 to 1960 period the veterinary studies course was taught at one time by Willard L. Boyd, who served forty years from 1912 to 1952, and part of that time as head of the division. The Boyds were godparents of the class of 1914. Dr. Reuel Fenstermacher was on campus thirty-three years from 1927 until 1960 teaching the vet science course. Howard C. H. Kernkamp, who graduated from the School of Agriculture in 1910 and later came back as a staff member, also taught the course at intervals during that time prior to his retirement. After the practical nursing program was started, the College of Veterinary Medicine cooperated in offering a course in elements of bacteriology. A number of well qualified and highly respected staff members offered that course at various times but none of them with long tenure.

The School of Home Economics, under the leadership of Wylle B. McNeal, offered a variety of courses such as textiles and dressmaking, clothing problems, housing, fabrics, art in everyday life, foods for special occasions, home craft, advanced meal planning and preparation, foods and nutrition, child care and development, household buying, science applied to the home, home management, personal and family living, food service experience, and advanced food service experience. The instructor with the longest career of teaching was Hedda Kafka who taught thirty-three years, from 1927 until 1960. Ruth Segolson taught from 1932 to 1946. Ella J. Rose coordinated the home economics courses taught in the School for almost thirty years. She was an understanding and efficient administrator. Many of the other instructors were graduate students or staff who were on short teaching assignments in the School. Many have continued to teach college classes or are teaching in other universities. Three members of the present College of Home Economics staff who have had experience teaching in the School are: Gertrude Esteros, graduate of the School of Agriculture and present head of the department of design; Carol Anderson in family social science; and Marie Christenson, who is presently an advisor in the College of Home Economics.

After the practical nursing and home management program was started in 1949, the public health department on the Minneapolis campus taught courses in personal health and rural sanitation. The School of Nursing taught courses in introduction to nursing care, orientation to practical nursing, elements of nursing care, nursing in rural communities, home care of the patient, personal and vocational relationships, nursing of mothers and infants, nursing of children, and normal diet and its modification.

Katherine J. Densford Dreves was director of the School of Nursing and was very helpful in getting the program started and guiding it until the School was terminated. Several other School of Nursing staff members were involved for short periods of time. However, the guiding force of the program, from 1949 to 1960, was Eugenia Taylor, still a member of the School of Nursing staff. She was a friend and close confidant of the students in the program and she has acted as a liaison between the former students and the Alumni Association, since the termination of the practical nursing and home management program.

The following food technician courses were offered by the University of Minnesota Hospital: diet laboratory, pediatric station, cafeteria and personnel service, heart hospital, and main kitchen. No staff identified themselves through extended service with the program.

Gerald McKay graduated in 1931 from the School, served as dormitory counselor, and later was advisor to the Camera Club. He retired from the visual aids staff on the Extension Service in 1974. Gerald has been active in the School of Agriculture Alumni Association and is current president of the Association.

Four University presidents served during the 1930 to 1960 period. Lotus D. Coffman was president until 1938. Guy Stanton Ford served from 1938 to 1941, and Walter C. Coffey from 1941 to 1945, James L. Morrill was president when the board of regents took the action in May of 1960 to terminate the program of the School of Agriculture.

During that same period, Walter C. Coffey served as dean of the department of agriculture until 1941. Clyde H. Bailey served from 1941 to 1953. Harold Macy served as dean of the Institute of Agriculture from 1953 to 1963. Sherwood O. Berg served from 1963 to 1973. Hubert J. Sloan served as acting dean of the Institute of Agriculture, Forestry and Home Economics from 1973 to 1974. William F. Hueg, Jr. became deputy vice president and dean of the Institute of Agriculture, Forestry and Home Economics in 1974. Each of these deans through Dean Macy was strong in the support of the School program. The deans since 1960 have given strong support to the Alumni Association. Dean Bailey was a graduate of the School in 1905. Dean Macy was made honorary member of the 1900 School of Agriculture class. Sherwood Berg was a former student in the School and Dean William F. Hueg, Jr. has been made an honorary member of the School of Agriculture Alumni Association. Dean Hueg has arranged for the establishment of the Alumni Memorabilia Room in 120 Coffey Hall and for the writing of this history of the School of Agriculture.

From 1930 to 1960, the major curriculums offered for men were general farming, farm mechanics, horticulture, livestock production, crop production, dairy herd management, and rural builders. Since most of the students were preparing to return to the farm, the special program such as rural builders, dairy herd management, and horticulture were not that popular. Most of the students took the general farming and farm mechanics curriculum. The major curriculum offered for women included home economics, office training and home management, practical nursing, and home management and food technician training. At the close of the School the majority of the students were in the practical nursing and home management program. In 1950, through a scholarship offered for Native American students, there were three Indian students enrolled in the practical nursing and home management training program. The practical nursing and home management training program was a useful program and met a real need. Many of the students are still working in hospitals not only in Minnesota, but in other parts of the United States.

# CHAPTER XVII
# Summer Project Program

THE FIRST classes in the School of Agriculture were challenged to make observations of improved farm practices on their home farm and then to report back to their instructors. Professor P. L. Johnsrud, who served longest as a project supervisor, summarized the history of summer project work in the 1920 *Agrarian:*

> First, Prof. C. P. Bull required the Juniors to take an inventory of their farm for their management course. Then Prof. Snyder of the chemistry department required soil samples from the home farm for the course in soils and fertilizers. Likewise the entomology department required a collection of 'bugs' for their course.
>
> What were known as summer practicums came next in the evolution of the practical phase of student training. Twenty units of these were required before graduation. Each practicum gave five. These were provided by the various departments and consisted of brief observations, records, or some laboratory exercise on the home farm. Girls as well as boys were supposed to complete a number of these. Many students took them, but no supervision was provided and few were completed.
>
> Summer projects with authorized supervision, now known as home projects, date back only a few years. During the past two summers, instructors have devoted their entire time to the followup work. A great variety of practical farm and home work blends itself with home projects. A project usually extends through the greater part of the summer. Some of the successful projects, for which the maximum of three credits towards graduation or one unit toward entering college has been applied, are: crops like corn, wheat, oats, potatoes; testing the dairy herd for butterfat and milk production; farm management; records; or a pork production record. Girls have successful garden or poultry projects, besides the home projects.

In November 1930, the principals of the four Schools of Agriculture met to discuss the summer program. That committee concluded that there was a sound educational value in the summer project work:

> It was the unanimous opinion of the committee that the educational value of summer project work where properly organized and supervised, is very high, far-reaching in its possibilities, and of definite value to the individual, the home, and the community in connecting the work of the schools directly with the life of the community. Credit for work should be in proportion to work accomplished, each individual project being graded on a sliding scale. Project work should create an interest in better things, should give new knowledge, increased skill or changed attitudes. The educational value of project work can be increased by having greater correlation of the project with the instruction at the School and the needs of the individual, the home and the community, more definite instruction of the student in the carrying out of his project before he goes home and the use of detailed outlines of procedure. It would also be well to have the project courses offered through the various departments catalogued by departments with description number of course, requirements, etc., just as is done with the courses given at the Schools for the fall and winter quarters of class work. This might well be done through a special summer school bulletin of the Schools of Agriculture.

The summer project supervisors who served the greatest length of time were Peder L. Johnsrud, who supervised projects for thirty summers in southeast Minnesota. Ralph E. Miller supervised projects for twenty-five summers in southwest Minnesota. J. O. Christianson supervised projects for ten summers, and William H. Dankers supervised projects in southwest Minnesota for twelve summers. A number of former students and staff members were involved for shorter periods of time including Jasper H. Swedberg, Howard Witte, Alfred Sjowahl, Rudolph Froker, Elmer Starch, William Wehrends, Victor Christgau, Sherman Johnson, Phillip Swenson, Ernest Baughman, Carl Sirek, Everell Smith, LaVerne Wegener, Henning Swanson, and Paul Brown.

It was a common practice during the earlier years for the project supervisor to stay overnight at the home of students or alumni in the community. This provided an opportunity for the one farm family to have an extended late evening visit with the project supervisor, but it proved to be costly on the supervisor's time and energy. With the reports to be completed in the evening, it was much more efficient for the project supervisor to stay in a hotel. There always was the farm family hospitality of invitations to have a midday lunch or an evening meal with the family. Such experiences were the highlights of the visits made to the farm families.

Usually each student was visited at least twice during the summer. At the same time the project supervisor would visit prospective students in the area. Many times the current student would go along to introduce the prospective student to the project supervisor. Until the late thirties, the practice was to arrive at the project student's home unannounced. The argument was the same as was used for unannounced quizzes in the classroom—that the project supervisor would be able to learn whether the student was keeping his daily records up-to-date. This proved embarrassing for the students to be caught unawares and proved to be time-consuming for the project supervisor. Consequently, a system was devised to notify the student before the visit. This provided the student and his family the opportunity to be prepared. It meant the student could be readily available and the project supervisor saved time in tracking down the student. The student and family appreciated the opportunity to be presented at their best.

The spring and summer editions of the *School of Ag. News* and/or the *Agreview* were used to provide up-to-date instructions to the students on their project work. After Christianson started the "Up With the Sun" radio program, later called "Friendly Road," another opportunity was provided for either the project supervisor or the various project instructors to give the student added instruction or encouragement for the summer project work.

On a few occasions, project tours were made to demonstrate the results of the project work and establish closer relationships between the staff and the students' families. The most successful of the project tours was one held on August 11, 1941. The *Agreview* reported it as follows:

> Four hundred miles and 21 stops is a skeleton outline of the summer project tour conducted by Ralph Miller on August 11 through Faribault County. Assisting him in making the local arrangements were the staff of the Faribault county extension staff and a Rural Youth committee headed by Alan Stevernner.
>
> In the delegation which left University Farm at six o'clock in the morning were: Dr. Andrew Boss, James M. Drew and Louis Sando, retired faculty members; Dr. C. H. Bailey, acting dean and director of the University Department of Agriculture; Supt. J. O. Christianson, E. W. Aiton, C. H. Christopherson, Max Hinds, Johanna Hognason, Laura Matson, John Hughes, A. E. Hutchines, Mary Frances Inman, O. B. Jesness, Paul C. Johnson, P. L. Johnsrud, Howard Knaus, Mr. and Mrs. Ralph Miller, M. W. Ryman, A. R. Schmidt, Carl F. Sierk, Everell Smith, and Mr. and Mrs. Ross Smith.
>
> Summer projects were visited at the homes of Berneace Huper, '42; John Elmer, '42; Gerald Bebler, '42; Anne Sendelbach, '41; LeonChirpich, '42; Alan Stevernner, '42; Oliver Thibodeau, '43; Albert Herrman, '42; Orval Paschke, '41; and Lester Paschke, '42; Harry Stewart, '42; Arnold Olson, '42; and Bertram Blom, '42.
>
> Visits were also made to homes of a number of alumni and former students. Those included homes of Clifford Mericle '28, George Lorenz '35, Martin Doyle '12-'13, Ed Stevernner, 13-15; Harry Marks, '39; Jay Ripley, '28; Edmund Jones, '33; Aldo Welk, '39; and Anton Silrum.
>
> The trip was a demonstration of generous hospitality as well as of applied farming procedures. Refreshments were served at the homes of Berneace Huper, Anna Sendelbach and Edmund Jones. A picnic dinner was served to seventy-five guests at the Stevermer home, and at Bertram Blom's home, supper concluded pleasantly the activities of a crowded day. At the Stevernner home, a program was recorded in which Supt. Christianson and other members of the delegation as well as the entertaining hosts took part.
>
> This visit to the homes of students is one which the members of the delegation will long remember with pleasure.

Most project supervisors collected illustrations of valuable contacts made in assisting students and their families and in helping them find answers to questions about farm practices. The visit in the community helped establish contact with the County Extension Office. The project supervisor also received much assistance from the student family or from other community members, one such example was being pulled out of a mud hole on a country road.

Obviously in the early days, such a call at the farm home by a representative of the University could cause embarrassment at times when neighbors were too concerned that the student was becoming "too much of a book learned" farmer. Max Hinds, originally of Jackson County, relates an experience in the late twenties when the threshing crew was at his place and J. O. Christianson showed up wearing golf knickers. Max took quite a bit of ribbing from the neighbors about the visit of his city friend.

During the last years of the School of Agriculture, the summer project bulletin showed fifty-seven projects offered by fourteen different units on campus. Agriculture botany offered weed collection, wild flower collection, tree and shrub project, water plant project, and a seed treatment project. Ag. economics offered projects in record keeping of farm business, household, and personal accounts. The department of agricultural engineering offered projects in farm machinery accounts, tractor accounts, farm structure, and rural electrification. The department of agronomy and plant genetics offered projects in comparative trials of improved varieties, producing certified seed, producing hybrid seed corn, establishing stands of forage crops, growing the cash crop, relationship of cultural practice to yield, weed eradication by cultural methods, use of herbicides, and special projects. The department of animal husbandry offered projects in swine production, sheep production, beef fattening, lamb fattening, and special projects. The dairy husbandry department offered projects in dairy herd records, dairy sanitation, and special projects. The entomology and economic zoology department offered projects in general beekeeping, honey flow records, orchard spraying, and special projects. There was a fire prevention and safety project offered. The horticulture department offered

projects in lawn renovation, lawn construction, planning and planting the home grounds, the home flower garden, planting a windbreak, vegetables for the home, potato production, strawberry culture, raspberry culture, orchard fruits, and special projects. The poultry department offered projects in pullet production, capon or rooster production, summer egg production, and turkey production. The English department offered a summer project in reading. There was a rural leadership and rural community betterment project. The soils department offered projects in commercial fertilizer with forage crops, commercial fertilizer with grain crops, commercial fertilizer with corn, commercial fertilizer with potatoes and renovation of pasture and a special project. The veterinary medicine department offered a project in raising swine free from round worm.

The summer project program tied the School of Agriculture to the home farm of the student. It was another avenue for the student to demonstrate credibility in the home community because of practical education. The student was looked to as a leader because of the expertise in many areas of community interest. And the training and participation in extracurricular activities meant that the student was equipped to handle some of the leadership positions in the home community. Most of the students were motivated to handle the challenge of accepting that leadership position.

Comments by former students on the value of the summer project program lists the following testimony:

"Started me as a hybrid seed corn grower." "I started a 4-H Club as a project and it is still going." "Learned the value of commercial fertilizer." "Learned the exact cost of tractor operation." "Learned to observe, record and summarize details." "Taught me to appreciate and enjoy hobbies." "Showed me that records can pay." "Lifelong interest in gardening." "Taught me appreciation for research techniques." "Built a garage and a shop."

# CHAPTER XVIII
# Extracurricular Activities

THE SURVEY of 400 selected graduates of the School of Agriculture, representing classes from 1905 to 1960, indicated that the School's extracurricular activities had played a very important part in their lives. The literary societies, particularly during the early history of the School, were good training grounds for later participation in the home community. The assembly programs were useful to the students and the music and athletic activities were very helpful. Many of the students retained the skills and expertise gained in some of the special interest clubs and made use of them in their home communities. Many graduates felt that living together in the dormitories was one of the most useful experiences.

The graduates indicated that some of the highlights of their experiences could be expressed in the following statements:

"Dormitory living and the development of long-lasting friendships." "Human and social relationships leading to citizenship development." "Highlight centered around the people with whom I worked, studied, and played." "Life on the campus did wonders in rubbing off the rough edges of a farm boy and putting on some polish that served well in the years that followed." "Found my life partner." "Gave me a feeling of self-worth."

The graduate in returning home accepted community leadership responsibility as indicated by the following comments:

"I was 4-H leader for 30 years." "President and/or officer of almost all the civic and professional organizations in our community." "President, County Historical Society, twenty years." "Member of County Fair Board for 20 years." "Outstanding Farmer Award." "Twenty years on P.C.A. Board." "Chairman, Cooperative Elevator Board." "Twenty-five years a member of Co-op Creamery Board." "At one time officer in 21 community organizations." "Twelve years chairman of the local hospital board of directors." "Have held all of the offices in local church congregation." "Scout master and District Commissioner of Boy Scouts." "Soil Conservation Supervisor." "Twenty years on township board."

The list goes on and on to illustrate that the majority of graduates, in returning to their home communities, took up the challenge to translate their leadership experience on campus into leadership activity in the home community.

The alumni response to the highlights of their campus experience often included the listing of the chapel exercise until 1921, which was later called the assembly program and later referred to as convocations. During the Pendergast and Brewster eras, the practice would be to have all of the students meet in the assembly room in either the old Home Building or Pendergast Hall. Many times the speaker would be someone from the campus. However, on rare occasions visitors to the Twin Cities were invited to the campus to speak to the students. On February 24, 1897, the students had an assembly of military drill and gymnastics.

In the 1914 *Agrarian*, D. D. Mayne wrote what he called a short chapel talk as an illustration of the chapel program:

A SHORT CHAPEL TALK

The old copy-book statement 'not failure, but low aim is crime,' expresses a profound truth. If one would progress, a mind and soul dominated by a high ideal is necessary. The person without an ideal toward which he is striving seldom achieves anything more than a mere existence, for his life lacks ambition and all the pleasurable anticipation of hope. The ideal, however, must not be too high, for the possession of unattainable ideals often makes naught but dreamers or weak wishers. A statement in one of Emerson's essays 'Hitch your wagon to a star,' is often quoted as a demand for the highest possible ideal. A careful reading of the essay shows that the star typifies the forces and movements for the world's betterman. Emerson would have us join hands with the great forces that are doing the world's work. This is a most practical direction, embodying a daily realizable ideal. That life, which has joined itself to the forces that are in line with human betterment, is already a success. He who sees the realization of his work to the great social forces at work in the world, no matter how simple or apparently humble his work may be, cannot but gain in respect for self and in a respect for the duties that he performs. Such a real understanding of the relation of one's work to the rest of the

world and the world's work makes of one a real scholar. Such is the ultimate purpose of an education.

With this broadened view, how essential is the work of the farmer in the field, the artisan in the shop and the women in the home, and how very important are all of these forces in the community's civic and social life! It is worse than useless for you and for me to dream of some far-off ideal to be attained "some day." Every day should see us take part in the world's work, in school, in the shop, in the home, or on the farm. The joy of achievement in the work of the world may be ours, if we but realize the relation of our every act as a part of the great world or universe movement. Then the broad vision and serenity of life as expressed by Van Dyke may be ours:

> Let me but do my work from day to day
> In field or forest, at the desk or loom,
> In roaring market place, or tranquil room;
> Let me but find it in my heart to say,
> When vagrant wishes beckon me astray,
> 'This is my work; my blessing, not my doom.
> Of all who live, I am the only one by whom
> This work can best be done in the right way.'

By the mid twenties, the regular daily assembly meetings had been established. The 1924 Faculty Regulation and Information Bulletin contained the following statement: "One of the best things in the School is the daily assembly. No student can afford to miss one of these meetings. While attendance at assembly is not required, except on certain days, yet the meetings are full of interest that students are seldom absent. These meetings are addressed by some of the most prominent men in the country and are one of the most potent factors found in the School for broadening the student's outlook on life." D. D. Mayne often spoke or gave a demonstration at the student assembly.

In the 1930s, the assembly progrum was held four days a week: Tuesday, Wednesday, Friday, and Saturday. Speakers in 1932 included: O. B. Jesness, ag. economics, who spoke on the subject "The Farmer as a Businessman"; and Maurice Tanquary, who spoke about his experience with MacMillan on his Arctic expedition. The 1934 *Agrarian* had this report on one assembly program, suggesting that narcotics and drugs are not a new problem:

> Mr. De la Guardie addressed the assembly group and explained some of the intricacies of the narcotic trade. To supplement his interesting talk, he brought a case of the best known narcotics and drugs and illustrated the numerous ways in which drug peddlers conceal their illegal narcotic traffic to avoid detection. We were surprised to learn that these smugglers are so clever in their methods of facilitating the distribution of these narcotics that today there are many drug addicts. Once the habit of taking these drugs is acquired, the user will go to any extreme to keep up his supply of these costly and dangerous stimulants, of which opium and cocaine are chief. We were interested to learn from Mr. De la Guardie that in the narcotic trade 'snow' is abundant in the form of cocaine, that habit forming drug which should not have even a name in common with the snow which blankets our northland in winter.

A typical assembly program was outlined in an article in the 1934 *Agrarian:*

> Miss Wendt steps out on the platform, announcing the song, 'School Days.' With Esther Nelson at the piano some four hundred voices swell the air with music. Other favorite numbers are 'Smiles,' 'Aunt Dinah's Quilting Party,' 'There's a Long, Long Trail Awinding.' When the singing is over, Lyndon Gammalson expounds the wonderful program that is in store for all who attend the Gopher Literary. He is followed by Marlow Hallstrom, Steve Senesac, and Arthur Mattson, each one assuring the audience that his particular literary is the place to go. Earnest Baughman announces the Sunday morning song service and Edward Flannery the Newman Club's meeting. Gangway, folks, here comes Riley, and in no uncertain words he wants to know, 'What's the matter with the team?' The cheering that he rouses would make anyone believe that the team is all right. Superintendent Christianson now calls attention to the growing interest that is being taken in the Townsend Plan, and makes everyone eager to know more about the Townsend Old Age Revolving Plan. The audience is now introduced to Mr. Hanzlik, who is president of the Minnesota organization. He gives some very interesting information about the two hundred dollar monthly pension that under the Townsend Plan would be given to every citizen in good standing and over sixty years old.
>
> The Saturday assembly is usually set aside for news reels, in which the important events of the week are portrayed in pictures. Assemblies are held from 12:10 to 12:45 on Tuesday, Wednesday, Friday and Saturday. Although attendance is not required, the majority of the students attend regularly. All come together here in one large group. It is, in fact, like a family gathering, where the superintendent and other faculty members meet with the students.

January 30, 1935, the *School of Agriculture News* reported the following assembly program:

> Virginia Barwise was the soloist today singing 'In the Garden of Tomorrow' to Esther Nelson's accompaniment. Miss Hognason introduced T. A. Erickson, state 4-H club leader who advised 'Keep Your Eye on the Knothole, Set up Your Goals and Aim for Them.'
>
> February 14, 1936, William Dankers presided and introduced Hans Neurath of England who is studying at University Farm. He compared the English system of education with the American, 'No student can earn his way in school. He must secure a scholarship to aid him, else work would be taken away from those who need it.'

On October 20, 1937, the *School of Agriculture News* reported: "Ralph Miller presided over the assembly in Superintendent Christianson's absence. W. A. Peters of the extension division described the work with the rural youth organization in Minnesota, 'It has as its objective education, community service and the development of fellowship.' On February 8, 1938, the following notation: "Tommy Gibbons, ex-prize fighter and present sheriff of Ramsey County advised his audience to 'find romance in your job or get a different one.' Gene Tunney once compli-

mented Mr. Gibbons by calling him 'the fairest fighter in the game.' And in his talk he showed the same hard fisted, genuine love of humanity that has made him so popular everywhere."

On November 16, 1938, the following notation: "Ray Cunningham, YMCA Secretary of Iowa State College-Ames and once YMCA Secretary at University Farm, appeared as an old friend of the School of Agriculture. Using the watch as a symbol of adaptability, he built up an acrostic from the letters of the name. W introduced the will to work as an ingredient to success, A that attitudes are stronger than ideals, T that thoughts mold character and therefore must be claimed, C that good companions are the most potent forces in developing a harmonious personality and H that good habits insure efficient living as well as good living." An illustration in 1941, December 4, noted as follows: "Chief Tecumseh, descendant of a great Indian chief by the same name came from Wenatchee, Washington, and is a graduate of the state university. Chief Tecumseh presented the case of the Indian and the need for greater understanding between his race and the whites." Another illustration, January 23, 1942, the following notation: "Mrs. Raymond Sayre, chairman of the Women's Committee of the Iowa Farm Bureau Federation told of her experiences in getting people to become leaders. She reminded her hearers that if you don't accept the leadership yourself, someone else will come in from the outside and do it." In 1946, this notation appeared in the *Agreview:* "Probably the most important assembly speaker during the winter term was Dr. James L. Morrill, president of the University who appeared on the homecoming program on Saturday noon, February 2. He pictured education as being shaped to serve the new needs of a changing world.

The 1947 *Agrarian* summarized the assembly programs as follows:

> Throughout the school year Dr. Christianson has brought many prominent and interesting speakers here. Governor Thye stressed the importance of Agricultural education; the Reverend Don W. Holter, of the Hamline Methodist Church, related his experience in a Japanese prison camp; W. W. Douglas, Superintendent of the Hennepin County Home School for Boys, talked about the important years in a boy's life. Garnet Hazard, Canadian artist, demonstrated 'What Makes a Great Picture.' Gibson and Schweke, violinist and pianist, presented a delightful program of classical music; Skuli Rutford, Assistant Director of Agricultural Extension, described agriculture in Mexico and Chile; Edwin A. Rowlands, famous autograph hunter, discussed 'The Value of a Hobby.' On November 15 Larry Haeg, an Aggie student in 1923, was the guest speaker. The well known radio announcer praised the opportunities the School affords boys and girls who want to improve Agriculture. Dr. J. O. Christianson, in a special Armistice Recognition Assembly, paid tribute to the Aggie boys who lost their lives in World Wars I and II. After the rolls of honor were read, Lester Ward sounded taps.

The *Agreview* reported in December 30, 1949, as follows: "History was made when Dr. J. O. Christianson introduced United States ambassadress to Denmark, Mrs. Eugenie Anderson of Red Wing as speaker of the November 30 assembly. Probably the highest ranking government person ever introduced to a School of Agriculture audience. It was also the first school before which Mrs. Anderson had spoken since her elevation to the rank of ambassadress."

The *Agreview* reported that on November 21, 1952, Minnesota Senator Elmer L. Andersen, District 42, spoke on the subject, "Your State Legislature."

By 1958, there was only one scheduled convocation per week. In October of 1958, the student council newsletter carried the following notice about the convocation: "One of the best things is the School of Agriculture's convocation. No student can afford to miss one of these meetings. These meetings are addressed by some of the most prominent men in the country and are one of the potent factors found in the School for broadening the student's outlook in life. Each student is held responsible for getting all notices given at these student convocations. All students are expected to attend the regular convocation on the fourth hour, 11:00 a.m. each Tuesday and at such Thursdays as are set aside for called convocations."

Community singing was one of the permanent features. Such songs as "Don't Leave the Farm Boys," "Maroon and Gold," and "Fairest Lord Jesus," were often on schedule and on request for the song fest.

The song that was sung most frequently, and the one most frequently requested at Alumni Meeting was "Don't Leave the Farm, Boys."

> Come, boys, I have something to tell you,
> I've lived as you live, and I know
> You are thinking of leaving the homestead,
> Don't be in a hurry to go!
> The city has many attractions,
> But so has the country, you know;
> Better risk the old farm awhile longer,
> Don't be in a hurry to go!
>
> You talk of the mines of Alaska,
> They're wealthy in gold without doubt;
> But gold can be found on the farm, boys,
> If only you'll shove it out.
> The trades and the arts and professions
> Depend on the things that you grow;
> Better risk the old farm awhile longer,
> Don't be in a hurry to go!
>
> You're free as the air of the mountains,
> And monarch of all you survey;
> You drink from the purest of fountains,
> And live with the pleasures that pay.
> There's glory in feeding the world, boys;
> The pen is no more than the hoe;
> Better risk the old farm awhile longer,
> Don't be in a hurry to go!

Your spirit can compass the world, boys,
Just master the life where you are;
Be sure the near duty is done, boys,
The Near is the key to the Far.
The city and country are one, boys;
All vict'ry is steady and slow;
Better risk the old farm awhile longer,
Don't be in a hurry to go!

In addition to the assemblies or convocations, the students were involved in many other all-campus entertainment programs. Much of this was financed out of a student activity fund. Saturday night movies were started during the Mayne administration in the 1920s and the facilities were improved in the early thirties with new equipment. Outstanding movies were shown at a Saturday matinee, primarily for youngsters from the St. Anthony Park area and for the Saturday evening showing which was attended by most of the students of the School and a sprinkling of alumni, friends, and faculty families. The winter quarter 1940, schedule of movies included: "Hollywood Cavalcade," "Adventures of Sherlock Holmes," "Dawn Along the Mohawk," "The Under Pup," "On Borrowed Time," "The Wizard of Oz," "The Man with the Iron Mask," "Four Feathers," and "They Shall Have Music." For 1958, the schedule was: "Johnny Concho," "Delicate Delinquent," "The Best Things in Life are Free," "The Court Jester," "The Fastest Gun Alive," "Tammy and the Bachelor," "Moby Dick," "The Swan," "The Spirit of St. Louis," and "The Kettles on Old MacDonald's Farm."

During the forties, there was a brief period in which a concert series was scheduled, but it did not receive enough off-campus support to permit it to continue. In the 1920s a series of programs was held called "The Sunday Night Hour." Each quarter was opened with an all school mixer to help the new students get better acquainted with the returning students. Regularly scheduled activities included the Thanksgiving Morning Priscilla Parade and Christmas caroling on the final morning of the last day of fall quarter classes.

Dances were an important part of the entertainment program. They were sponsored by a committee of students and faculty. Most of the dances were in the evening, but in the 1920s sunlight hop dances were held in the late afternoon after classes. Then there were the traditional dances like the Halloween dance, Thanksgiving eve ball, and the old fashioned dancing party held on Washington's Birthday.

Considerable interest was developed in connection with the finals of the extemporaneous speaking contest when the Mayne Diamond Medal was awarded. Students were encouraged to participate by speaking or with musical talent on the "Friendly Road" radio program. The student council had a part in planning the program for the Thursday night forum. The council, along with special committees, also arranged for Parents and Visitor's Day when as many as 300 parents were entertained on campus.

The student body was active in such benevolent projects as the Student Relief Society, the World Student Service Fund, Cooperatives for American Remittance to Europe (post World War II), Thanksgiving baskets for needy families, and contributions to Santa Anonymous.

Since the largest majority of the students in the School of Agriculture was from outside the Twin Cities, the dormitories became a home away from home, particularly during the winter term when attendance was higher than for the fall term. Many activities were organized around the dorm. The 1953 *Agrarian* describes dormitory life as follows:

> One of the treasures that we shall carry with us when we leave University Farm is the memory of our life in the dormitories. It is true that we come from happy farm homes where family ties are close. For a day or so we may struggle with homesickness, but before long the spirit of friendliness that each brings with him fuses each dormitory group into one large family, so that the days spent with those of our own age, of similar interests and experiences will be days that we shall long remember.
>
> The boys of Dexter moved into a newly decorated building this year. This added considerably to the morale of the group as one of the boys stated, 'It makes you want to stay at home more often.' When Open House came around during the winter quarter they were eager and proud to show it to their guests from basement to attic.
>
> The Pendergast boys were not as fortunate, but they did not permit this to make them envious or to disturb the fine spirit of unity that was evident in the house. On the other hand, a spirit of 'Let's do the best we can with what we have' united them in an effort to make their own rooms as unique and cheerful as possible. Gay curtains, pictures placed over soiled walls, and private telephone lines between rooms so intrigued the health inspectors that they overlooked the bad features of the oldest building on the campus. Neither did it hinder them from joining forces in preparation for the Coffee Hour served on Parents' Day. The lounge newly decorated, was a comfortable place for the many guests to visit, but the office needed attention. Applying strong elbow grease, the boys scrubbed the walls, laid a second-hand rug and were quite proud of the place when the large table set with flowers, candles and gleaming silverware offered second and third helpings of coffee and doughnuts to students, faculty and parents.
>
> The Christmas Open House in Meredith is always one of the happiest days in our life at school. It is the first of a series of Christmas activities on the campus. The girls have spent days in cleaning their rooms, and in arranging the entire house in festive dress. The program of Christmas music is presented by the girls of the house as well as faculty members and the boys of Dexter and Pendergast. This year we were honored on this occasion by guests from Sweden. On the Monday following Open House, the Meredith girls ate an early dinner, then took the Inter-Campus Car to the Minnesota Home for the Blind where they presented a program of Christmas music and poetry and left a bag of fruit for each resident. On the following Wednesday all of the student and many faculty members joined in a Christmas dinner followed by a Christmas

program in which students and faculty of various faiths spoke of the spirit and good will as each had met it in his own experience. In the dormitory parties that followed we felt again that spirit of friendliness that we have learned to treasure.

Much of the success of a well regulated dormitory system was due to the efficient operation of the boys' and the girls' Self-Government Association. During the early years of the School, the principal and assistant principal lived in the dormitory and had a strong hand in its administration. During Mayne's administration the Boys' Self-Government Association was formed. The 1918 *Agrarian* describes the function of the Boys' Self-Government Association:

> Since the winter of 1914-15 the boys of the School of Agriculture rooming in the dormitories have had their own government entirely under and by the boys themselves. For many years the principal of the school lived in the dormitories and had direct charge of them. But as the school expanded and new dormitories were built, members of the faculty were put in as assistants, one in each building; but this proved unsatisfactory for various reasons.
>
> Under the present system a meeting is called at the beginning of each school term for the purpose of electing a dormitory president to act as a medium between the head monitors of the different buildings and Mr. Mayne, who is responsible for the conduct of the boys in the dormitories. When this is done, the boys proceed to their own respective buildings and elect officers; a president or a head monitor is elected from the Senior class, a vice-president from the Junior class, and a secretary from the Freshman class. As soon as these officers have been elected, each floor elects a floor monitor, whose duty is to inspect the rooms and take the roll in the evening according to the provisions of the constitution.

The girls' dormitory had closer supervision from the matron. However, some years later, as the 1921 *Agrarian* describes, the Girls' Self-Government Association was established:

> The association established February 7, 1921, is a self-governing body of the girls living in the new dormitory.
>
> The entire group is responsible for the conduct of each individual. If a girl does not comply with the rules and regulations of the association, her case is taken up before the executive committee. This body acts as the lower court before which all matters must be brought and from which alone an appeal may be made to the whole organization sitting as a judicial body.

Graduates have said of the Self-Government Association: "In the development of character one of the most coveted qualities is the possession of a social disposition. No phase of school life tends to develop this as does the Self-Government Association of the dormitories. Its aim is to cultivate individual responsibility for one's conduct, one's room and one's dormitory. Of itself, dormitory life brings each one into the closest contact with his fellow student and develops poise, tact, consideration for others, and ease of manner in meeting and dealing with others."

In addition to the Boys' Self-Government Association and the Girls' Self-Government Association, which dealt only with dormitory students, a Men's Student Council and a Girls' Student Council were formed in 1912. The councils dealt with all-campus programs and included representatives by classes, permitting non-dormitory students equal representation. In the beginning, the Council consisted of three seniors, two juniors, one intermediate, and the freshman class president. In the early thirties, the councils were not as effective since most of the students actually were represented in the dormitory groups. However, in the 1940s a single student council, representing both men and women, was formed and with the guidance of a faculty member became very effective in sponsoring a large number of student activities. Ralph E. Miller served as advisor for the student council until the closing of the School in 1960. The purpose of the student council was to represent the student body in matters affecting student interest and it offered a suitable media for communication between the students and the School administration.

Each of the classes met regularly to conduct business. Much of the business was built towards the final year of graduation which included the class play and publication of the *Agrarian*. In the early years, one of the overwhelming functions of the class organization was the preparation for the annual track and field meet competition. During the 1940s a well-established pattern was developed by each class in developing a constitution and set of by-laws. The students learned much about meeting procedure through this process.

For the last decade, before the School closed, students paid the regular fee, $3.00 per term, and participated in the Ag. Union activities with the college students. Two students served each year on the Ag. Union Board of Governors. The students could reserve rooms for meetings and participate in all the regular scheduled activities such as coffee hours and talent shows. As a result of participation in the student union, the School of Agriculture students also took part in the regular student-faculty reception held each fall. Prior to the joint participation in activities by College and School students, it had been predicted by Dr. Christianson that the School students would be "pushed around." Quite the contrary was true. The students from the two groups respected each other and the School students profited from the joint participation.

Graduates have repeatedly said that one of the most important experiences in developing self-confidence and leadership potential came from participation in the literary societies. The Literary Union provided organized competition between the societies through production of plays and a debating contest.

The programs consisted of dramatic readings, instrumental music, vocal selections, declamatory contests, as

well as direction of recreational activities. There were twelve regular literary societies during the 1900 to 1920 period when there was a great deal of competition between literaries for membership and for talent. In 1920, there were ten societies with successful programs. The membership of those ten societies involved about two-thirds of the total student body. In 1920, there was a "Disabled Men's Literary Society" for the Federal Board students from World War I. In order to get in some of the competition established by the literary societies, the 4-H club and the dairy and livestock club in the earlier years carried out part of their program as a literary society. Three or four of the literary societies functioned primarily for boys only, and the Estelle Literary named for Estelle Cook was for girls only, with as many as eighty-five members at one time.

The year of origin of each of the literaries is listed as follows: the Adelplic 1898, the Gopher 1899, SAUM 1899, Ski-U-Mah 1904, Minnesota 1905 (elected Clyde H. Bailey as the first president), Owl 1908, North Star 1910, Eagle 1910, Minnehaha 1910, Dynamo 1911, Beaver 1911, and Estelle 1917.

Comments from the *Agrarian*, regarding the literary societies, gives some appreciation of what the societies aimed to do and what they meant to the students:

> In the fall of 1907 a Literary Union was organized for the purpose of bringing the different societies in closer touch with each other, and to make competition keener and of a more friendly nature. At the time of organization there were seven literary societies, but in the fall of 1910 three new literaries were organized and the following spring were taken into the Union.
>
> The literaries are organized and conducted by the students, for the students. Meetings are held regularly every Saturday evening and are conducted according to the Rules of Order, thus teaching the students the principles of Parliamentary Law through actual practice. The purpose of the societies is to create an interest in dramatics and literary work and to give members practice in public speaking. It is the aim of each literary to have every member on the program at least once during the term.
>
> The members have innumerable opportunities of developing latent power. They become accustomed to addressing a good sized audience by giving talks and readings. Literary powers are strengthened through the writing up of jokes, newspapers, character sketches and biographies. Those possessing musical instruments are constantly called upon for numbers. After the program an hour of games in enjoyed.
>
> The favorite maxim of Socrates, the old Greek philosopher, was 'Know thyself.' The only way you can learn to know yourself is to test yourself. You never know what talents you have hidden within you until you have given them an opportunity for expression.
>
> Your opportunity to learn to 'know yourself' is the literary society. Here you get training and experience in dramatics, speaking and debating; to say nothing about the benefits derived from social intercourse with fellow-students who are struggling under the same difficulties and have the same ideals, the same ambitions as you have.
>
> A Literary Society stands for the two great principles of education, the science of learning and the presentation of what you have learned.
>
> A student is given the chance to develop the best there is in him, his talents, his ability as a musician, writer, orator, newspaper editor, actor, or debater.
>
> A student who will avail himself of this splendid opportunity, not only improves his own talents and ability, but at the same time proves himself to be of real value and service to his fellowmen.
>
> An extemporaneous speaking contest is held each year for all school students. Thirty or more subjects are selected which are of present-day interest. Those who enter the contest have a chance of study on these subjects beforehand, but do not know which subject they are to talk on until it is time for them to give their talks. A diamond medal is given the winner of the contest. This medal is kept one year, then must be presented to the next winner.

As a student, Nathaniel Holmberg wrote the following article about literary societies in the *Farm Student Review* in 1902. Holmberg, thirty years later, became the Minnesota Commissioner of Agriculture. "The School of Agriculture gives its students no greater service than it does through its literary societies. The ability to express his views is only one of the advantages derived. One of the most desirable things of the general program is that those who are to take part are forced to read extensively and study deeply because in no other way can they hope to make a good showing. In the debate the student must be able to bring out every possible point in favor of his side of the question and he must understand the points likely to be advanced by the other side so that he may be able to answer them. Literary parts such as reading, recitation, essays, and so forth gives the student a chance to get over the 'stage fright' and at the same time create taste and liking for literary work."

The two publications for the School of Agriculture created a learning experience for the students. Many students each year were involved in the publication first called the *Farm Student Review*, and later the *Minnesota Farm Review*, *News of the School of Agriculture*, *School of Agriculture News*, and finally the *Agreview*. A more detailed schedule of activities was involved in the production in 1910 of the *Senior Publication*. In 1912, it changed to the title of the *Agrarian*. The 1910 *Senior* carried the following statement about the first edition: "For years the students of the School of Agriculture have felt a growing need for some publication to perpetuate their memories of their school days and the association formed while there. The short winter terms have even been crowded with work until it seemed a great undertaking to attempt any sort of publication. The time is short and discouragement seemed on every hand. Yet the class of 1910 by determination and united effort have accomplished their task and are now ready to present this, the first *Senior* edition."

The *Agrarian* continued over the years to report the

major activities of the School with particular emphasis on the activities of the graduating class. The staff, working on the publication of the 1960 *Agrarian* almost as if they did know they were publishing the last record of the School's activities, recorded this statement:

> To the present administration and faculty, and to faithful, far-sighted men of the past, we, who present this humble publication, give our most gracious and sincere thanks for the opportunities they have presented to us in the School of Agriculture these two years. We know that you have done your best to keep abreast of the newest ideas and techniques. We hope that we have not disappointed your trust in us to absorb and assimilate these concepts.
>
> Class mates and fellow students, we leave this reminder of our school days here to recall for us that every day we spent here we had tremendous opportunities to better ourselves in the knowledge of how to earn a good living, to get along with our fellow man, and to leave the world in a better condition than it was when we entered.

Music always held an important place in the extra-curricular activities of the School. Students who had some background in music incorporated it into the music organizations, and over the years a great deal of attention was paid to the development of talent. Private lessons in voice, piano, violin, and organ were made available by competent instructors for only a modest fee. Students with individual talent or musical groups were in constant demand for performances at assemblies. Many opportunities for practice and participation were the order of the day.

Student musical groups were often called to participate in community activities away from the campus. The band occasionally made trips out in the state to take part in a county farm bureau meeting or other scheduled events. For a number of years the band played for the Land O'Lakes Creamery annual meeting. In 1948, a male quartet won the Cedric Adams "Stairway to Stardom" Award. In 1954, a group of students formed an informal swing band which continues to get together a couple of times a year. For the past six years it has played at the spring School of Agriculture Alumni Reunion. John Bernhaggen and Wayne Micha have been involved in coordinating that event. Many students returned to their home communities with enough skill to start new musical groups or to participate in established groups.

The vocal section of the music department in 1928, presented "Tulip Time." In 1929, a review in the *School of Agriculture News* reported the following: "At the rising of the curtain in the auditorium on February 9, the audience was greeted with a snappy opening chorus of the musical comedy 'The Swami of Bagdad.' The production, presented under the direction of Cecil Birder, was a quick succession of clever, entertaining songs, duets and choruses. The scenery was effective, especially that used as the background in the swami's court. Rich hangings and an intelligent use of colored lights made a beautiful setting for the richly attired swami." The 1930 *Agrarian* summarized the place of music in the School of Agriculture in the following statement of appreciation of music:

> Agriculture is not the only culture that the students at University Farm have the opportunity to imbibe. In its ideal purpose to prepare for useful citizenship and successful farm life, the School of Agriculture suggests thru its campus activities the possibilities of more intellectual community life. With his books and his music he can indeed be a gentleman farmer.
>
> Nothing has a more refining influence in the home circle than music — good music. But what is good music? The opportunity to learn to make an intelligent differentiation is granted every member on the campus. Individual private tuition in vocal and instrumental music for necessary technical training is given by specialists on their respective instruments. Classes in elements of music offer theory, form and history of music. The orchestra, band, chorus and music club offer opportunity for ensemble playing and singing.
>
> Harmony and counterpoint correspond to grammar and philology. They are interesting scientific dissection, supplements to a living knowledge of music and literature. Thru the varied forms of musical activities, our student learns to recognize the symphony, oratorio, opera, and salon-piece, concert and recital literature: and thru his class work in theory, form and history of music appreciates good harmony, good structure and is conversant with the life and letters of our tone masters.
>
> With a keenly whetted appetite for good music, his home community will not be disappointed in looking to him as leader in their affairs. His judgment can be relied upon as to the proper selections for the programs, and so an added 'culture' has been gained thru his sojourn at University Farm, and the very liberal curriculum. With his books and his music a gentleman farmer.

Some of the vocal groups sponsored by the music department included: chorus, SAUM singers, mixed quartet, boys chorus, men's chorus, male chorus, men's ensemble, men's glee club, boy's double quartet, men's quartet, girl's ensemble, girl's chorus, girl's quartet, girl's triple trio, Aggie Warblers (duet), and Farmerettes (6 voices). From the instrumental side, there were: band, orchestra, novelty instrumental orchestra, girl's brass quartet, piano quartet, violin quartet, trumpet quartet, drum corps, swing band, little German band, and instrumental quartets.

In the 1950 *Agrarian* under the heading, "Christmas Programs," the following statement appeared:

> Those who were fortunate enough to be able to attend the annual Christmas Concert of the chorus came out echoing their approval of the inspiring performance. It began with strains of beautiful organ and violin music by Thomas Larimore and Ivar Glemming, followed by solos sung by David Roufs, an Aggie student and Apollo Club winner. A celestial atmosphere was created by harpist, Louise Knoke, who with Virginia Voxland served also as accompanist to the chorus throughout the year. One feature of interest included the singing by the chorus of two of the director's own, recently published compositions. The first

entitled 'Minnesota Hymn' was written in commemoration of the Minnesota Centennial. The second, 'A Crib in Bethlehem,' very fitting to the season, revealed more student talent. Patricia Lalim and Beatrice Benson contributed very efficiently as soprano soloists. The seventeenth century melody, 'While Shepherds Watched Their Flocks,' included an echo chorus which demonstrated excellent synchronization. Jane Roberts, of the School staff and also an alto soloist, presented her rendition of the aria, 'He Shall Feed His Flock,' accompanied by the Chorus. Selections from Handel's 'Messiah' were sung by the group. It must be noted that the soprano and alto sections sang very well considering the small enrollment of girls in the School. The presentation was opened and concluded by the traditional and timely candle bearing processional and recessional.

The chorus broadcast over KUOM on December 26, including solos by Patricia Lalim and Beatrice Benson, resulted in comments of a most satisfactory nature from all parts of the state.

Student soloists, Dale Burnside, baritone, and Harlan Franz, tenor, were well received during Farm and Home Week.

The fact that most of the choir members have had no previous experience has its advantage, according to Ralph Williams. It is easier to blend voices that do not have too many individual characteristics. The progress made by the aspiring choristers was gratifying to the students as well as to the director.

The opportunities to participate in production of plays was another activity in which students could take part not only for the enjoyment of participation, but as an education process to take some of expertise back to their home communities. The rural theater director was responsible for working with the students in these productions. During most of the history of the School, the one big production was the senior class play scheduled just before graduation. In 1938, the *School of Ag. News* carried the headlines, "Larry Gates Guarantees *Who Done This?* is a Money Back Play, Come and See Comedy That is a Play Within a Play". And then this comment: "*Who Done This?* is the intriguing title of the dramatic production in which Larry Gates, dramatic coach, will present senior class actors on Thursday and Friday evenings March 10 and 11 in the auditorium. The play is a satirical farce on amateur theatricals written by Tom Taggert. Gates says that the show is being produced with a money back guarantee. He adds, 'We believe that we have an outstanding entertainment feature.' "

The dramatic coach was the advisor for the rural theater players who were frequently called on to help with skits and short dramatic productions as a part of the activities of many campus clubs.

The athletic program for both boys and girls was a strong feature of the School's extracurricular program. Football, cross country, and basketball were played in the School's early days. After girls were admitted, basketball and medicine ball were common sports. Intramural tournaments provided an opportunity for a number of students to participate. Early in the history of the School, the A Club was formed. The 1917 *Agrarian* gives the following description of the club: "The A Club is an organization composed of all men who have won one or more A's in school athletics. Its purpose is to keep all A men in touch with each other and to boast athletics at the School of Agriculture. During the school year the club furnishes several entertainments the proceeds of which go to furnish the club room in the gymnasium. This year a large mahogany table was purchased in the center of which is carved a large A finished in gold. The club presents each athlete who wins five letters a club pin studded with five pearls. The club is composed of energetic young men who while here do all in their power to put the School on the map and when they return to their respective communities they will have a better knowledge of how to apply athletics and the spirit of youth to form a much needed country recreation."

School alumni will be happy to know that the table with the A was in the gymnasium for a number of years and later was moved to Pendergast Dormitory. When Pendergast Dormitory was torn down it was placed in a conference room in Coffey Hall and then loaned to the agronomy department on campus. After the memorabilia room in 120 Coffey Hall was opened, the A table was returned through an exchange of tables and has been refinished and is now a part of the furniture in the memorabilia room.

The A Club later changed its name to the Letterman's Service Club. The 1950 *Agrarian* gives the following account of that club: "This club was organized in 1949 with the purpose of being of service to the School of Agriculture in athletic events and in any other way possible. It is an objective of the club to appear this summer on local radio programs and to inform the general public of the fine, all-around educational program available here at the School of Agriculture. The club this year cooperated with the student council to promote a giant pre-rally at which time School pep and loyalty songs were selected from among those submitted. The cheerleaders for the year were chosen from among those trying out."

The boys' athletic program during the twenties and thirties included competition with other schools of agriculture in basketball and wrestling. However, by the forties and fifties, the competition in basketball, cross country and wrestling was with post high school programs and college teams. There was a strong intramural program including swimming, handball, wrestling, basketball, weight lifting, and boxing. In 1948, the *Agrarian* carried the following account of the athletic program: "It has been the objective of the athletic and physical education department to give each student the opportunity to develop his abilities to the highest possible level. The coaches have records of being outstanding prep and university athletes. They are members of university athletic squads and are carrying advanced

academic work in their respective fields. Each of them in his work at the School is gathering data for a research project concerning his teaching or coaching area. This data gathered is used each year to improve the program of instruction and the overall facilities, organization and administration at the gymnasium."

The 1958-60 bulletin carried the following description of the athletic program for women in the School of Agriculture:

> The physical education program for girls at the School of Agriculture has been planned to meet their particular needs and interests. A variety of activities is offered by the department each quarter which gives the student skills and games to use during her leisure time at home and school. Class experience is given in leading games and sports suitable for use in recreational programs in the rural community. The offerings of the department include activities in the following areas of the field of physical education: rhythms, team games, individual and dual games, aquatics, conditioning exercises, and posture. During the time the student takes work in this department she is encouraged to select activities from each of these areas. Individual programs are planned with the instructor during the physical education conference time. The results of the health examination as well as the particular interests of each are considered in scheduling the student's physical education program for each quarter's work. The importance of correct posture is stressed during the teaching of all activities. Special help in posture correction is given individually to those needing it. Instruction in healthful living is an important part of all class work.
>
> An excellent recreational program is arranged through the Girls' Athletic Association in which every girl registered in the School is a member. Opportunities for participation in class and interschool tournaments are provided. Through this program the girls can meet new friends, develop desirable social qualities and enjoy wholesome recreational activities under experienced leadership. The activities offered are: basketball, volleyball, archery, swimming, badminton, skating, shuffleboard, table tennis, track, and softball.

The 1958-60 bulletin described the physical education program for men as follows:

> The Department of Physical Education and Athletics attempts to present to the student a well-rounded program embracing required physical education, interschool athletics, and intramural activities to provide for growth and development of the physical, psychological, social, and recreational abilities of each individual.
>
> Intramural or interclass athletics are organized and established to provide the opportunity and enjoyment of participation in athletic activities for every student of the School. Student recreation and health is the purpose of the varied intramural program offering activity in softball, touchball, touch football, horseshoe, table tennis, archery, swimming, basketball, volleyball, track and field meet, boxing and wrestling tournaments, ice skating, and social dancing.
>
> Interscholastic competition with other schools of agriculture and colleges in basketball, swimming, and wrestling is an important part of the School program each term.

Course instruction was given in physical education activities, beginning swimming, social games and recreational sports, sports and recreational administration and advanced swimming.

The track and field meet was the big competitive activity of the year. The first track and field meet was held on November 3, 1894, on the State Fair Grounds track. Later when the gymnasium was built, the meet was moved inside and held during the latter part of January. Dean Woods of the Department of Agriculture donated a large silver loving cup. The class that won had its name engraved on the cup as the winner of the track and field meet event. One provision was that if a class won three years in a row it would receive the cup permanently. In 1911, the freshman class won, they won again as juniors in 1912, and finally won as seniors in 1913, so they became the permanent possessors of the Woods silver cup.

The last track and field meet was held the first Saturday in February of 1960. Two long standing records in the shot put and high jump for men were broken in 1957. However, several records had stood for thirty years and were still in existence at the time the School was teminated. Erhardt Bremer, class of 1926, held the one mile run record. Kenneth Clark established the twenty-five yard dash record in 1920. John Sullivan set the half mile record in 1931. Edward Bremer established the potato race record in 1925. These records were never broken in the intervening years.

The professional clubs provided the student the opportunity to gain additional information in areas of specialized interest and also provided additional leadership training. One of the oldest of the professional clubs was the Dairy and Livestock Club. Actually it started with a strong dairy interest and was known as the Dairy Club, but was reorganized as the Dairy and Livestock Club. It met weekly to study the latest developments in agriculture as presented in films and by speakers. The club sponsored a showmanship contest in the fall and a judging contest in the winter. It also provided members of the School of Agriculture Livestock Judging Team. Another professional club was the Plant Science Club. It sponsored crop judging contests and also provided team members for the School of Agriculture Crop Judging Team.

The Practical Nurses Club was designed to prepare its members for their place in society, to give knowledge in their chosen career, and to broaden their sense of responsibility to mankind. The Food Technician Club was designed to provide its members with information of a professional nature in the area of food service.

The School of Agriculture Crop Judging and Livestock Judging Teams, in competition with other Schools of Agriculture, provided a good learning experience for the School of Agriculture teams. In the 1950s the students were com-

peting with college teams and had a variety of experiences in winning their share of the contests.

Over the years, there were a number of special clubs which served a specific interest of the students in the School. Each of these clubs brought information to its members and also provided an opportunity for the students to gain leadership potential by participation. One of the oldest of the clubs was the Prohibition League which continued until the late 1930s. The Cap and Feather Club brought dormitory girls and city girls together. The Twin City Farmer's Club was for the agriculture student who lived in the Twin Cities. The Carry-On Club was an aid to the veterans of World War I who were returning to the campus. The NYA Residential Group was formed for the benefit of the students in the NYA project involved in razing the old farmhouse. The Debating Society later gave way to the literary societies. The Motor Club and Rifle Club served the needs of students with a very special interest. The Ski Club and Archery Club provided recreational outlets for students. The International Relations Club over the years was a real learning experience for the student. Many students who participated gained a greater respect for citizens from other countries and learned about habits and customs in foreign lands. The Farm Discussion Group provided a good supplement for the classroom in the understanding of farm problems. The 4-H Club provided a continuation of the interest of 4-H Club members. Ultimately that interest was centered in the Rural Youth Organization. The Future Farmers of America Alumni Chapter served as a service unit for the state FFA. The Camera Club provided skills in taking effective pictures and in developing, printing, and enlarging them. The Honor Scholarship Society was organized for the purpose of maintaining and providing a high standard of class achievement. The Toaster's Club, patterned after the Toastmaster's and Toastmistress's Organization, but available to both men and women, provided an opportunity to develop poise and self-confidence in speaking before a group and in presiding at meetings. These clubs provided leadership training for the students in the School of Agriculture who later found their place of leadership in the home communities.

From the beginning, there always was a strong religious overtone in the programs of the School of Agriculture. The early principals and staff members alike were strong supporters of the churches in their community and brought to the campus a real encouragement for the students to attend church and to participate in religious activities. The churches in the St. Anthony Park community entered in concert with the support on campus to build a strong religious influence. Over the years Wesley Foundation (Methodist), Congregational-Presbyterian Fellowship, Lutheran Student Association, and Catholic Confraternity and/or Newman Club worked closely with the staff on campus to build strong student groups. For several years a Sunday School management course was offered by the St. Paul Council of Churches and coordinated by staff on the campus. The YMCA and YWCA were strong forces in the development of a sense of religious commitment on the part of students. The YMCA opened an office in the City of St. Paul in 1856 and helped sponsor the first office on campus in 1896. The best known and most outstanding staff members served on the board of directors continually until for financial reasons the downtown office in St. Paul withdrew financial support for the staff secretary on campus. However, after that time students and staff committees continued to function in support of the YMCA program. The YWCA was organized on campus in 1897, the first year that girls were brought into the School of Agriculture. It was the first YWCA charter on a university campus in Minnesota.

Principal D. D. Mayne each year led a series of Christian life discussions with the students. Professor Robert C. Lansing, head of rhetoric, conducted a Bible class. G. A. Lundquist, for a period of years, addressed the students regularly at the Sunday morning song service. Dean Walter C. Coffey spoke regularly during the winter quarter at the Sunday morning song service for a period of fifteen years.

In 1913, the students and faculty raised money for a student YMCA secretary and they were also interested in providing a building off campus. That project, however, never got off the ground. In 1927, the *Agrarian* carried this brief report on the YMCA: "The Young Men's Christian Association at University Farm is organized for the purpose of developing Christian ideals and character, service and leadership, and to have these ideals find expression in the community in which the individual student lives. The organization attempts to accomplish this through the following departments of its work: financial giving, employment, membership, sick visitation, publicity, music, religious meetings, Bible study, social and new student work, deputation, rural extension and church relationships."

The *News of the School of Agriculture*, October 1926, carried the following statement: "Ray Cunningham, who has directed the YMCA activities on this campus for the past two years, has accepted the secretaryship of the YMCA at Ames College, Iowa. Ray Cunningham has occupied a unique place in the religious life of the School students and his going away will be deeply felt. The School of Agriculture congratulates him on the work he has done here and wishes him every good fortune in his new field of work."

The 1927 *Agrarian* reported the YMCA's work as follows: "The Young Men's Christian Association offers many opportunties to students attending the School of Agriculture and many of the students avail themselves of these opportunities. It upholds the finer and purer things of life and endeavors to create among the boys a high moral stand-

ing. It brings about a Christian fellowship among the students which helps many to live right while they're away from the influences of their homes and their home churches."

The regular weekly program of the YMCA included the Fellowship Hour on Thursday night and Sunday morning song service cosponsored with the YWCA. For the school year 1935-36, when Ralph E. Miller was executive secretary, ninety-seven percent of the School of Agriculture male students living in the dormitories on campus endorsed the YMCA program by becoming members and paying the established membership fee.

The YWCA had an equally impressive record of strong student support. The 1921 *Agrarian* states the general purpose of the YWCA: "The YWCA works in cooperation with all those forces which aim towards the mental, physical and spiritual development of every girl in the School of Agriculture. In working towards this purpose and living in accordance with it, the student is brought close to those things which make for the highest type of Christian womanhood and at the same time she is receiving invaluable training in preparation for the leadership she must assume in her own community."

Many joint projects were carried on by the YMCA and YWCA, especially quarterly mixers for the new students and occasional weekly meetings. However, the project of longest standing was the Sunday morning song service. Every Sunday morning for sixty years, either in the auditorium in the Main Building or in McNeal Hall, a song service with hymn singing and a sermonette was held. For the twenty-year period, 1920 to 1940, Dean Walter C. Coffey met regularly with the students during the winter quarter. Former students will never forget some of his homespun messages with a real Christian theme.

From 1940 until 1960, Elmer M. Johnson conducted a Bible class with a large and devoted group of students. The first general secretary of the YMCA was J. H. Kolb, who came to the campus in the fall of 1913. There was continuous service by at least a part-time YMCA secretary until the early 1950s. The secretaries for the YMCA were:

> 1913-17, J. H. Kolb; 1917-19, A. L. Johnson; 1919-22, W. L. Witte; 1922-23, Rufus Christgau; 1923-24, Arthur W. True; 1924-26, Ray C. Cunningham; 1926-29, Al Wurzbach; 1929-30, Kenneth Wollan; 1930-32, Reynold Jensen; 1932-34, Jack Sleeper; 1934-36, Ralph E. Miller; 1936-37, Donald Dailey; 1937-38, Charles Worcester; 1938-40, Herbert Johnson; 1940-42, Joseph West; 1942-43, Donald Woodward; 1943-44, Glenn Bragstad; 1944-45, David Belgum; 1945-46, Al Anderson; 1946-47, Dean Leeper; 1947-49, Vernon Hathway; and 1949-51, Robert W. Clarke.

The list of YWCA secretaries is not as complete. However, there always was a very capable staff member on a part-time basis available to advise the students. The following is a partial list of the YWCA secretaries who served on the St. Paul campus:

> 1916-17, Frances A. Ford; 1918-20, Doris Curran; 1920-21, Josephine Lilly; 1921-22, Marcia Seeber; 1927-28, Marion Phillips; 1928-29, Grace Hoover; 1929-30, Sarah Beach; 1933-35, Martha Caldecott; 1935-41, Peggy Zimmer; 1943-46, Marian Hagen; and 1946-47, Margaret Calbeck.

Combined with the Christian training in their homes and the support given at the School of Agriculture, literally thousands of graduates and former students returned to their home communities to become strong leaders in their congregations and to give encouragement to others to assume leadership roles. Today many of these people are on state conference denominational boards and other religious agencies.

A number of graduates accepted the challenge and went into professional religious work. There certainly are others, but two examples may suffice to illustrate the contributions made to the YMCA movement. Bruce Bell, a graduate in 1915 who later completed his college degree, became the general YMCA secretary in charge of the Mankato YMCA and held that position until he retired. Gerrit B. Dousman, who graduated in 1931, served his entire professional career with the YMCA. During World War II, his YMCA work was officially with the USO clubs. Most of his professional career was in the foreign field.

Several graduates finished college, attended seminaries, and were ordained into the Christian ministry. The following is a list of some of the graduates:

> 1906, Rev. Edward W. Savage; 1915, Rev. Milton Nelson; 1915, Rev. Arthur Parcells; 1931, Rev. Arne S. Ardell; 1934, Rev. Edward A. Cutting; 1939, Father Earl E. Boldt; 1941, Rev. Woodrow W. Wilson; 1944, Rev. Arden Kroehler; 1947, Rev. Kenneth E. Bjorklund; 1948, Rev. Lowell L. Dittmer; 1949, Rev. Lester Ward; and 1960, Rev. Peter B. Holm.

At various times students who enrolled in Twin Cities seminaries to prepare for missionary work, elected to take agriculture courses in the School of Agriculture so they might be better prepared to help solve the agriculture problems of the people with whom they hoped to work. An outstanding example of a missionary who has dedicated her entire professional career to work with Indians in Ecuador, is Evelyn Rychner, class of 1944.

> The School of Agriculture means very much to me. I had gone to the St. Paul Bible Institute for Christian Education and by the time I had finished there, I felt the call of God upon my life for Missionary Work in a foreign land but I lacked in my education (had not had the privilege of a High School Education) and therefore would not be considered for a missionary career until I had at least finished high school. It was then that I heard about the School of Agriculture and their fine program. The half had not been told, for when I arrived, I found I could not only complete my high school education, but major in something and I chose

'Practical Nursing' and took some office practice courses, and got that all-around education which prepared me for training at Nyack, N.Y. at our Missionary Training Institute. In my last year at Ag. School I was awarded the Gold 'A' which I prize very highly.

After Nyack I went to the Mexican Border for practical missionary training among the Mexican people and then on to Ecuador, S.A. where I found that much of my training at the Ag. School was very profitable.

I went to Eduador in 1950 and began to minister to the children, young people and adults in the Spanish language. I taught in our Bible Institute for women, worked in our Book Store, and ended up in the Indian work, during my first 5 years on the mission field. It was in this mountainous area of Quichua Indian Tribal work that I began to use my practical nurses training, going out to them and having them come to us for medical help at which time we also were able to help them spiritually. I've done much in direct evangelism, visitation, teaching and some translation work.

The School of Agriculture had a very positive influence on the religious sense of the students who attended. Their contributions have many times over repaid the staff and fellow students who helped and encouraged them. That thread of a strong religious belief also helped bind the School of Agriculture students into a strong, cohesive, and caring group that have repeatedly demonstrated their concern in the welfare of others.

The commencement exercises at the time of graduation provided an opportunity for six to nine of the graduates each year to present a demonstration speech on some topic of concern. In 1896 the speakers selected such topics as, "The Independent Man," "Social Life on the Farm," "Dairy Husbandry," and in 1897, "Forest Fires," "Irradication of Weeds," and "Meat Production." In 1904, the girls were taking part and one of those demonstrations was on "Literature in the Home." A few other illustrations are as follows: 1908, "Machine Power on the Farm;" 1911, "Plant Breeding;" 1915, "Efficiency in Arrangement of Farmsteads;" 1917, "A Parliamentary Law Demonstration;" 1922, "Plan for Stabilizing the Grain Market;" 1924, "Electricity in Farm Kitchens;" 1928, "Modern Refrigeration;" 1932, "Fire Prevention on the Farm;" 1934, "The Consumer's Dollar;" 1939, "Farm Organizations through 50 Years;" and 1952, "The Farmer's Part in the War."

One exception to the commencement speakers list was in 1938 for the fiftieth anniversary of the School when a historical presentation was made. With very few exceptions was there a repeat of titles. During that time perhaps as many as 300 different demonstrations were presented at the commencement exercises.

# CHAPTER XIX
# Scholarships and Awards

WHILE the actual cost of attending the School was not great, the average student had difficulty scraping together the necessary funds to meet expenses. There was a small, but at times, fairly adequate loan fund available for short and long term loans for those who needed money to complete graduation or to meet other emergency needs. Gifts to the loan fund were made by farm organizations, by graduating classes, and in a few cases by alumni members. Scholarships were also provided from a variety of sources so that capable, and financially deserving students might be awarded financial assistance. The oldest scholarships that continued for a long time were the Caleb Dorr Scholarship and the Augustus Searles Scholarship (for girls only). There were small scholarships for horticulture students from the Gideon Memorial Award and the Leroy Cady funds. There also was the McKerrow Scholarship for excellence in 4-H work, and a small but helpful Land O'Lakes Creamery Scholarship. For a number of years there were funds from the Florence A. Brewster Scholarship. For about twenty years, the Sears Roebuck Company provided five scholarships each year. During the 1950s the students were also eligible for the Tozer Scholarship. For the last fifteen years before the School closed, the Minnesota Bankers County Associations provided scholarships of $100 for each of four quarters for students attending the School of Agriculture. The program started with ten counties and by 1960 about forty counties were providing scholarships. In 1954, fifty-one students were on Bankers Scholarships. Red Owl Stores annually provided five $200 scholarships for students in the practical nursing and home management program. The students in that program were also eligible for scholarships provided by the state legislature.

A number of awards were given annually to encourage participation of students in various activities. The outstanding summer project students from each of twelve departments were recognized for achievement. The community betterment project had particular significance since it required an essay of not less than 1,000, or more than 5,000, words which constituted twenty-five percent of the total for the award. Fifty percent of the award was on the basis of actual community accomplishment and twenty-five percent on an oral review with the committee. For several years a limited number of students were selected for the Honor Scholarship Society membership. In 1938, the Gold Letter A Award was established in place of the Honor Scholarship Society recognition. This award went to no more than four percent of the student body for excellence in scholarship, citizenship, and participation in extracurricular activities.

A number of awards were related to the rhetoric department. At various times those awards were listed under the following terminology: interscholastic debate, oratorical achievement, humorous readings, dramatic readings, poetry reading, extemporaneous speaking, essay contests, creative writing, declamatory contests, and finally, the Sophie Pendergast White Award for the greatest improvement in proficiency in the use of English.

There were single term and senior awards for high scholarship. There were athletic awards for both men and women and the track and field meet awards. There also were band emblem awards for continuous participation in the band. The livestock and crop judging teams were given recognition. The Camera Club sponsored annual awards for photo classes. At the final assemblies the awards were given to those students who had made outstanding contributions to the *Agrarian*, the *Agreview*, and to the Student Council, and the Agricultural Union.

The graduating class assumed the financial responsibility for publishing the *Agrarian* and handling the financial transactions of the class. Funds were raised through class dues and money raising projects. In most cases, a modest balance was usually left and the class would take action to sponsor a gift to the School of Agriculture. Several classes set aside their final balance for the loan fund or for money to be given to the Alumni Association for the purpose of establishing a headquarters building for the alumni.

Listed below are some of the projects which were sponsored by the senior class accounts: 1914, flag pole in front of the Administration Building; 1917, a ticket booth in the Administration Building; 1920, a drinking fountain north of

the Administration Building; 1926, a marker for the Memorial Grove; 1938, a picture of Dean Walter C. Coffey; 1942, a recording machine; 1943, an electric scoreboard for the gymnasium; 1948, a movie camera for the School; and 1949, a clock for the Dining Hall. Several of the classes during the thirties and forties left their money for the organ fund. Most of the 1950 classes left their money for a memorial in the new Student Center on the campus. Over the years, several thousand dollars worth of gifts were left to the School and to the St. Paul campus.

Throughout the history of the School of Agriculture the alumni not only became active in affairs of their own communities but they sought leadership roles on a statewide basis in various farm organizations, as well as cultural and political organizations. At various times several graduates of the School of Agriculture have been involved in township, county, and state government roles. Many have been elected to the State Legislature. At one time twenty members of the two Houses were School of Agriculture graduates. At the present time there are three former students in the State House of Representatives: Dave Foslein of the class of 1956; Richard Weigley who attended in the early thirties, and newly elected Lyle Mehrkens, class of 1958. John Bernhagen of the class of 1954, and Robert Ashbach, a former student in the early thirties are state senators. Victor Christgau, who graduated in 1917, had been elected to the House in Minnesota and later to the House of Representatives in Washington. At the present time, Robert Bergland, Secretary of Agriculture and a member of the 1948 graduating class, illustrates the wider service of former students in the School of Agriculture. Secretary Bergland returned to the campus on April 29, 1978, to celebrate his thirtieth anniversary of graduation from the School.

# CHAPTER XX

# Three Generation Families

DURING the period 1888 to 1960, the seventy-two years that the School was in existence, there was a constant repetition of certain family names. Often when a family member attended, other members in the family with an interest in rural living would follow. By the 1920s, second generation family members began to show, and by the late 1940s and 1950s third generation family members were enrolling. There are a number of illustrations where three or four members of a family were registered over a span of ten or twelve years, and at times several members of the family were on the campus at the same time. At one time it was reported that five members of the Bull family were either on campus as students or employees. In several families, two generations might have enrolled in the School and the third generation might now be found in one of the colleges on the St. Paul campus. Following are a few examples to illustrate the three-generation attendance on campus.

The Bremer family of Lake City was one of these families. The original interest in the School came about when the grandfather, John Bremer, Sr., attended a stationary engine short course on campus taught by William Boss. Five of Bremer's sons attended the School. Three of the brothers sent sons and daughters to the campus and most of them married students whom they met on campus. In all, thirteen Bremers and six of their spouses, attended the School.

The Christgau family of Austin was another such family.

There were six brothers and one nephew of the Fred Christgau family and three from the John Christgau family who graduated from the School of Agriculture. Of the John Christgau family there were:

Elmer: 1915, retired; owns farm east of Byron, Olmstead Co.; active in Farm Bureau, on the County Committee of Veterans Vo. Ag. Program; served in World War I.

Walter: 1920; deceased; farmed in the Austin area and was lumber mill foreman in Columbia Falls, Montana.

Chester: 1922; research chemist for arthritis in San Leandro, California.

Of the Fred Christgau family there were:

Arthur: 1917; class president; commencement speaker; part owner of home farm; World War I veteran; employed in Austin public schools for thirty-five years as superintendent of buildings and grounds; on retirement, was honored by having recreational center named Christgau Hall; life member of Minnesota Association School of Business Officials; life member and director of Mower Co. Pioneer and Historical Society; life member of VFW; member of American Legion.

Victor: 1917; editor-in-chief of *Agrarian;* commencement speaker; served in W. W. I; part owner of home farm; Who's Who in America; state director of W.P.A.; Commissioner of Employment and Security; U.S. Commissioner of Old Age and Survivors Insurance and Social Security; member of VFW and American Legion.

Edgar: 1920; commencement speaker; deceased; owned eighty acres across from home farm; served in World War I; owned electrical business; Rural Director of Mower Co. Fire Insurance Co.; board member of rural school and Lutheran church.

Rufus: 1920; deceased; captain of U of M baseball team; taught and coached at Crookston Ag. School; served in World War I, and in World War II Red Cross with army overseas; Veterans Disability Counselor at Fort Snelling and the State of California.

Theodore: 1922; with Land O'Lakes Branch Manager in Detroit, Michigan, and New York City, and Supervisor of Branches and Procurement in Minnesota; represented American Dairy Association in India; part owner of home farm.

Milton: 1929; part owner and operator of home farm; active in Farm Bureau and Brownsdale Coop. and Trinity Lutheran Church which is located

on the northwest corner of the home farm of which all are members.

Alman Hanken: 1952; nephew—son of Clara Christgau Hanken; owns farm in Stewartville and is staff photographer at the Mayo Clinic in Rochester.

There were nine boys and three girls in the Fred Christgau family and five boys and six girls in the John Christgau family. The home farm has been in the Christgau family for nearly 100 years.

Over the years there were a number of members of the Lee family from south central Minnesota at the School.

Clara O. Hagestande (Mrs. George F. Lee) attended 1898 to 1899. Her son, Fritz E. Lee of Madelia, graduated in 1922. His daughter, Constance Lee, graduated in 1948 (Mrs. Ken Watschke). In addition, Constance indicates that the following aunts and uncles had graduated from the School: Marvin Lee, 1923; Clifford J. Lee, 1926; Roy Munson, 1927; Christine Lee Saethre, 1937; Frederick Saethre, 1927; and Sydney Broste, 1927.

There were three generations of the Luedtke family who attended. Henry Luedtke graduated in 1902. Leola Luedtke Matke graduated in 1927, and LouJean Matzke Matheson graduated in 1948. There were also several other relatives of the Luedtke family who attended.

The story of the Olstad family at Hanska, Minnesota, represents three generations on the same farm covering over 100 years. The farm was originally settled by Peder Olstad in 1874. The following story is reported by Porter Olstad:

> In 1895 Carl Olstad attended the dairy school at the School of Agriculture. His appetite for learning was whetted by this experience and he returned to be graduated in 1897. Practice followed theory, promptly, the following spring when Carl and his brother built the first silo in the community the venture aroused much discussion pro and con. 'Book farming' was often scoffed at in those days, but Carl was often called on to treat a neighbor's cow or horse. His learning at the hand of Dr. Reynolds was to prove fruitful. Mathematics intrigued him and he surveyed and laid out many tile lines in the neighborhood. In February 1903, correspondence with Professor Hays and Coates Bull resulted in the introduction of Minnesota #13 corn to the Hanska area. Carl traveled the state as a Farmer's Institute speaker several winters. Carl over the years took his tour of duties in several co-ops that served the area farmers. These included the Hanska Farmer's Club, Hanska Cooperative Creamery (president and manager), Hanska-Lincoln Co-op Store (president), Hanska Telephone Company (president), Hanska Shipping Association (president), Lake Hanska Lutheran Church (finance secretary), Brown County Farm Bureau (secretary and charter member), Mankato Production Credit Association (charter member and president), and Governor's Debt Adjustment Committee. His recognitions included a Master Farmer Award in 1926, and a Premier Seed Grower's Award.
>
> The second generation was Porter Olstad, who graduated from the School of Agriculture in 1922 and married Adela Schmeising, who graduated in 1930. He farmed in partnership with his father until 1944. Recognitions for Porter were as follows: Premier Seed Grower, 1945; Honorary Life Membership, Minnesota Farm Bureau Federation, 1976. His community responsibilities included Brown County Farm Bureau (president), delegate to state and national convention of the Farm Bureau, Brown County FHA (president), Southwest Farm Management Association President, Lake Hanska Lutheran Church (president), Sons of Norway, (charter member and president), Crop Improvement Association, President, Country Aid Council (president), Southwest State University Foundation (director).
>
> The third generation is David Olstad who graduated from the School in 1955. He was an exchange student to Sweden in 1956 and 1957 and graduated from the College of Agriculture in 1961. He has been farming in partnership with Porter since 1963, farming 340 acres, 50 cows on Grade A milk. His outside activities include DHIA president, Brown County Farm Bureau president and barbershop singing. Dave is a Bethel Bible series teacher and on occasion is called upon to conduct the worship service in his Lutheran parish.

Another three generation family that retained its farming tradition in the Red Wing community is the Perkins family. Timothy L. Perkins graduated in 1898, and his son Vernon L. Perkins graduated in 1930. Grandson Larry Perkins, representing a third generation, graduated in 1957. There were several other relatives of the Perkins family who attended the School.

The Stevermers of Easton had a strong association with the St. Paul campus. There were five brothers who attended during the 1920s. Edward and Leo attended and William graduated in 1922. Ernest graduated in 1925, and Henry in 1927. Four sons of William attended the School. Thomas and Raymond did not graduate, however Emmett graduated in 1952, and William C. in 1958. Leo's son Howard attended and then transferred to the College of Agriculture. Ernest's son Danny graduated in 1951. Edward's son Allen attended the School and transferred to the College of Agriculture.

There were four Sonstegard brothers of Georgeville who attended the School and graduated during the 1930s, and subsequently all four of them received their bachelor of science degrees in agriculture from the College of Agriculture. All joined the same fraternity, Alpha Gamma Rho, and all ended up raising turkeys, combining that with a variety of professional agriculture positions. They were Goodwin, who graduated in 1932; Oleen, who graduated in 1935; Donald who graduated in 1937; and Bernard, who graduated in 1939. Second generation members of the family have attended various colleges of the University of Minnesota.

There were other three-generation families. However, these illustrations will tend to indicate the span of the School of Agriculture. Obviously, there were many families in Minnesota who had numerous contacts with the School and the St. Paul campus. Students who had had experience at the School of Agriculture were the best sales agents in recruiting new prospective members either from their own families or with neighborhood acquaintances.

# CHAPTER XXI

# The Alumni Association of the School of Agriculture

IN 1890, THE graduates of the first class, with the help of Willet M. Hays, drew up the first constitution and by-laws for an alumni association. That constitution is fairly brief but in some ways was not realistic relative to the future. For instance, it suggested that one-fifth of the members, of the association would constitute a quorum. By the time the alumni association had reached a thousand members it was not realistic to assume that one-fifth of the membership would assemble for the annual meeting. The constitution also suggested that by signing the by-laws, every member promises to notify the secretary on or before the first day of January as to his whereabouts and his general welfare. This would have been an ideal situation, but not very realistic.

The following is a reproduction of the first constitution and by-laws:

Organized April 4, 1890
CONSTITUTION AND BY-LAWS
OF THE
ALUMNI ASSOCIATION
THE SCHOOL OF AGRICULTURE, UNIVERSITY OF MINNESOTA

ARTICLE I. NAME AND OBJECT

Section I. This Association shall be known as the Alumni Association of the School of Agriculture of the University of Minnesota.

Section II. The object of this Association shall be to hold in union the graduates of this school, to better keep up our ties of friendship and that we may unitedly work for the interest of the School, for agricultural education in general and to otherwise promote the agricultural interests of the state.

ARTICLE II. MEMBERS

Section I. All graduates of this School may become members by signing the constitution and the by-laws.

Section II. One-fifth of the members shall constitute a quorum.

ARTICLE III. OFFICERS

Section I. The officers of the Association shall be a president, a vice-president, a secretary who shall also be treasurer.

Section II. The president, secretary and one other member elected for that purpose, shall constitute an executive committee.

Section III. It shall be the duty of the president to preside at the meetings of the Association. In the absence of the president the vice-president shall act in his stead.

Section IV. It shall be the duty of the secretary to act as corresponding secretary, and also as treasurer. As corresponding secretary he shall keep a record of the history of the members of the Association, and of their place of residence.

Section V. The duties of the executive committee shall be to provide programs and other arrangements for the annual meetings, and to do whatever else the Association may direct.

Section VI. The officers shall be elected annually by ballot in the forenoon of the last day of the school year.

ARTICLE IV. MEETINGS

Section I. This Association shall hold its meetings annually at the School of Agriculture of the University of Minnesota on the last two days of the school year.

ARTICLE V. AMENDMENTS

Section I. This constitution may be amended at any regular meeting by a vote of three-fourth majority.

BY-LAWS

Section I. The manual of order known as Robert's Rules of Order shall be recognized as authority in the meetings of the Association, unless conflicting with the Constitution, by-laws or other rules of the Association.

Section II. On signing these by-laws, every member promises to notify the secretary on or before the first day of January as to his whereabouts and general welfare, these letters to be presented by the secretary at the annual meeting.

The first president of the Association was Robert S. Mackintosh. In 1902, the Alumni Association was reorganized with the provision that a graduate become a member by paying a fee. By 1909, the entire senior class was inducted into membership and class dues took care of the membership fee.

In 1907, when E. C. Parker was president of the Association, a directory including the names and addresses of 900 graduates was published and distributed to the members. The 1922 *Agrarian* published the list of all the School of Agriculture graduates and in 1938, when Louis B. Basset was secretary and treasurer of the Association, a directory was published listing all the graduates and their addresses.

In 1940, the constitution was revised and approved at the spring reunion. In 1960, with the termination of the School and the inclusion of the Technical Certificate program in agriculture, the constitution and by-laws were again revised. In 1976, when the Alumni Association started a campaign to raise money to establish the Memorabilia Room, it was necessary to establish a non-profit corporation in order that the IRS might grant tax exemption status. Consequently the articles of incorporation for the School of Agriculture, University of Minnesota Alumni Association Foundation Incorporated were written. The incorporators were Mrs. Eileen Miley, Gerald R. McKay, and Ralph E. Miller.

One of the organized activities of the Alumni Association was a mid-summer reunion in June on the St. Paul campus. This was an activity to encourage students and alumni to come together for an afternoon of athletic activities, a picnic supper, an assembly, and a dance. For many years this was a very successful activity.

In 1919, somewhat independent of the Alumni Association activities, a group of students and recent alumni decided to get together for a summer reunion at Ramsey State Park near Redwood Falls. That was the forerunner of the summer reunion programs that are still in progress. Axel Johnson, 1917, of Russell, and William Paulson, 1922, of Redwood Falls, were active in getting this project started. Martha Hawkins, a graduate of 1917, attended that first outstate reunion. Individual counties were encouraged to set up their own alumni association. Samples of constitutions for a county association were used as a guide. Several counties formed associations. The most successful and the one that lasted the longest was the Hennepin County Association. The principal and/or superintendent of the School, with the summer project supervisors, were responsible for assisting the local Alumni Association. In many cases three or more counties would group together to form a district association. By 1940, there were ten districts that regularly held summer reunions. Peder L. Johnsrud was responsible for the reunions held in the southeastern part of Minnesota. He continued working with the associations until 1949. L. W. Wegener followed and subsequently Henning Swanson and Paul Brown were project supervisors in the southeast state and handled the southeastern Minnesota associations. William Dankers had been responsible for the associations in the southwestern part of Minnesota until 1938, and Ralph E. Miller assisted the associations in that area from 1938 until 1960. In 1956, the number of districts was reduced to three: district one in southeast Minnesota, district two in southwest and district three in northern Minnesota. For a number of years the southeast district met at Rochester, then moved to Waseca, then to Owatonna and for the last few years has been meeting at Wanamingo. District two met at New Ulm, at Fort Ridgley, at Gibbon and for the last four years has been meeting at the Lamberton Experiment Station. District reunions have met at the community park on the south shore of Lake Koronis since 1922. Joe S. Nilsen, a 1922 graduate of the School of Agriculture, helped organized the development of the park with the support of Dewey Pederson and Peter Borsheim and other School of Agriculture graduates in the community. At that time stock was sold to purchase over eight acres of land for park development. The old district number eight School of Agriculture reunion had met at that park from 1932 until 1956. With the reorganization of the district, the new district number three has continued to meet at Lake Koronis.

Several years ago a metropolitan summer reunion picnic was established with graduates meeting at the U of M landscape Arboretum at Chaska. In 1965, that reunion was moved to the St. Paul campus and continues each year with a good attendance.

The major program of the Alumni Association has always been the annual business meeting and class reunion and banquet in the spring. In the beginning, as defined by the constitution, the reunion was held the last two days of the school year. During the 1940 period, the alumni members would attend class reunions Sunday afternoon and attend the baccalaureate Sunday evening. The business meeting would be held Monday afternoon with a banquet honoring the returning classes and the introduction of a new class as alumni members. The graduation exercises would be held Tuesday evening and the alumni would be encouraged to stay over. In the 1950s the program was arranged so that the rest of the student body could be present for the graduation exercises. With classes closing on Friday, the alumni actually would begin class reunions Sunday, the early part of the graduation week. They would have their class reunions Sunday afternoon with the baccalaureate Sunday evening, the annual business meeting Monday, and a banquet on Monday evening. The graduation exercises would be Thursday evening. Obviously, very few of the alumni would stay over for that long period of time.

At the annual business meeting the alumni would appoint committees and hear committee reports dealing with the affairs of the School. On various occasions resolutions were presented dealing with teaching, dormitories, and enrollment. The Alumni Association joined the faculty in the purchase of the plaque honoring Henry Webb Brewster and Florence A. Brewster. They purchased plaques in memory of James A. Bull, William S. Cowen, and J. D. Scofield as members of the original Grange committee active in promoting the School of Agriculture. Those plaques were originally placed in the auditorium in Coffey Hall and now have been restored and are on exhibit in room 120 Coffey Hall.

After the termination of the School in 1960, it was no longer necessary to hold the alumni spring meetings to coincide with the close of the winter quarter. March had

often brought unpredictable weather, and on several occasions a spring blizzard had reduced the attendance. The alumni group was also faced with an ever-increasing older population, and some of its members traveled to warmer climates during the winter, so it was decided to change the spring meeting to the last week of April. Presently the reunion activities start with a coffee hour and business meeting Saturday afternoon, followed by a banquet. On Sunday morning at 11:00 a.m., the Sunday morning song service is held followed by a noon luncheon. Then the honored classes hold their reunions Sunday afternoon.

Over the years the Alumni Association has given its support to the activities surrounding the track and field meet. An alumni basketball team would play the regular School of Agriculture boys' basketball team and a dance for the School and alumni would follow. The Alumni Association was responsible for maintaining a state fair headquarters. The first meeting, September 4, 1924, was held in the Pioneer Building on the fair grounds. In 1925, a tent was used as a place to register, to rest, and to attend an annual state fair meeting of the Alumni Association. In 1931, the Alumni Association passed a resolution supporting the erection of a building on the state fair grounds. However, by 1940, it was determined that it was cheaper to rent than to build. From 1933 to 1947, the Alumni Association met in a building that formerly had been the editorial building. In 1947, with the building of the new agriculture-horticulture


School of Agriculture Alumni Association State Fair Reunion, 1925

School of Agriculture Alumni Association
Annual Banquet in Dining Hall, 1929

building known as Lee Hall, space was provided on a rental basis for a School of Agriculture booth. The location was centrally located so that there were many Aggies who found the headquarters and returned for coffee hour each afternoon and for a business meeting on Thursday offair week. The Executive Committee of the Alumni Association arranged to have representatives and project supervisors on duty during the fair to talk to prospective students.

By 1955, the fair board decided that space originally alloted to the School of Agriculture Alumni Association was more valuable as commercial rental space than for educational rental space; consequently, it was necessary to cancel the headquarters at the state fair grounds. The Alumni Association was active at one time in supporting the idea of an alumni building on campus or adjacent to the campus. On February 27, 1928, T. A. Hoverstad wrote to the board of regents raising the question whether the regents would furnish the site for the alumni building. It was indicated at that time that Mrs. Brewster might give $30,000 towards such a building. The regents on May 9, 1928, voted "To authorize provision of a site for a School of Agriculture Alumni building provided that the alumni of the School raise the necessary funds for the construction of such a building." On May 17, 1928, T. A. Hoverstad wrote President L. D. Coffman and said, "It has been our opinion that the School of Agriculture has a very promising position in the history of education and agriculture in Minnesota. Someday the School of Agriculture may be discontinued. There should be something substantially done to record the history of this institution and it seems to me an alumni building would be most appropriate." The money was not raised and the building was never built.

The Alumni Association also sponsored a day at each of the Farm and Home Week Short Course programs when attention was focused on the School. Special short courses were offered by the School of Agriculture staff and an evening dinner was scheduled for the alumni. The evening program was arranged with emphasis on the School of Agriculture and with recognition of its alumni.

The Alumni Association had been active in trying to retain the old Home Building, but it became apparent that the building would be razed. In May 1946, the Minnesota Committee for the Preservation of Historic Buildings had designated the old Home Building as one of the "exceptional historic buildings." However, because of the cost of maintenance it was decided that the building could not be retained. The Alumni Association was able to solicit support for retaining the arch over the front (south) doorway to memorialize the first building. That arch stands with appropriate plaque back of Bailey dormitory.

In 1974, the Alumni Association started an annual recognition of members who have made outstanding contributions in terms of leadership given to the Association. Each year two or three plaques are presented to individuals who have been of genuine service to the Association. The recipients are indicated below:

THE RECIPIENTS OF THE S.A.U.M. ALUMNI ASSOCIATION DISTINGUISHED SERVICE AWARD FOR UNSELFISH SERVICE TO PERPETUATE THE ASSOCIATION

1974 Gerald R. McKay —'31, staff
Martha Hawkins —'17

School of Agriculture Alumni Association Business meetings, Agricultural Engineering Building, 1947

Ralph E. Miller —staff, godparent 1944

1975 Truman R. Nodland —'30, staff
Kenneth B. Law —'15

1976 Gertrude Esteros —'31, staff
Alfred Sjowahl —'20
Mrs. P. L. Johnsrud —'20, godparent

1977 Erhardt Bremer —'26
Lloyd Nelson —'18
Virginia Barwise —'34

1978 Fred W. Gehrman —'30
Myron W. Clark —'33
Elmer Starch —'18

Following Agriculture Secretary Robert Bergland's 1978 appearance at the reunion, a plaque was developed expressing the appreciation of the School of Agriculture Alumni Association and presented to him in Washington by a committee of the School's graduates.

The Alumni Association has been served well by several secretaries and treasurers. R. L. Donovan and Howard C. H. Kernkamp served during the 1920s. Louis B. Basset served for fourteen years until 1942. Truman Nodland was secretary-treasurer from 1942 to 1948. Max Hinds followed for two years until 1950, and then Victor Dose served until 1956. Since that time Martha Hawkins has served in that capacity, although in 1976, with the incorporation and the project of raising money for the Memorabilia Room, Martha has continued as secretary and Virginia Barwise has been the treasurer.

1948 graduate Robert Bergland now U.S. Secretary of Agriculture

School of Agriculture Alumni Association Annual Banquet, St. Paul Campus Student Center, 1960

The following graduates of the School of Agriculture have served as president of the Association. This list includes each of the presidents since 1923.

| | | |
|---|---|---|
| 1923 | A. B. Lathrop | '08 |
| 1924-26 | R. L. Donovan | '05 |
| 1927 | William F. Hagerman | '04 |
| 1928 | A. J. McGuire | '97 |
| 1929 | Emery R. Eisert | '13 |
| 1930-32 | William Boss | '04 |
| 1933-47 | William H. Dankers | '25 |
| 1948-50 | Victor Christgau | '17 |
| 1951-52 | John Larson | '23 |
| 1953-54 | Fred Gehrman, D.V.M. | '30 |
| 1955-56 | Myron Clark | '33 |
| 1957-58 | Kenneth Law | '15 |
| 1959-60 | Victor Dose | '37 |
| 1961-62 | Erhardt Bremer | '26 |
| 1963-64 | Marvin Johnson | '55 |
| 1965 | Truman Nodland | '30 |
| 1966 | Gertrude Esteros | '31 |
| 1967 | Al Mayers | '47 |
| 1968 | Graydon McCulley | '33 |
| 1969 | Paul Garbe | '30 |
| 1970 | Virginia Barwise | '34 |
| 1971 | LaVerne Ludtke | '49 |
| 1972 | Kenneth Law | '15 |
| 1973 | Gertrude Esteros | '31 |
| 1974 | Ted Stark | '34 |
| 1975-76 | Eileen Miley | '41 |
| 1977 | Florian Lauer | '46 |
| 1978 | Mauritz Linder | '42 |
| 1979 | Gerald McKay | '31 |

While the School of Agriculture Alumni Association has been involved in a number of cooperative projects, the real strength of the Association has been the friendship and fellowship among the members. Having lived together in the dormitory and participated together in extracurricular activities, a bond of loyalty to the institution developed and has continued to hold the alumni together as a cohesive group.

# CHAPTER XXII
# The Last Man's Club

TEN graduates of the School of Agriculture, who were enrolled in the College of Agriculture in 1924, decided that since four of their numbers would be graduating from college that year they would form a Last Man's Club. They had maintained a close bond of friendship while in the School of Agriculture and also in College. They all had worked their way through both the School and College. They had not affiliated with a fraternity since they had neither the time nor the money. It was Sherman Johnson's idea that they form the Last Man's Club patterned after a Stillwater group of World War I veterans who had set aside a bottle of wine to be consumed by the last man who survived. These ten young men formed the Last Man's Club for the purpose of keeping in touch with each other. They decided as a group that they would deposit $5 at interest which would be used to have a dinner when the last man was married. As Art True said, "It was far enough into the future to be intriguing and yet sufficiently attainable for each man and even something challenging." Their friendship was stimulated primarily because of their loyalty to the School of Agriculture and they had all participated together in extracurricular activities in both the School and the College of Agriculture. Their dedication on behalf of their interest in professional agriculture helped them to obtain the high goals that they have achieved.

The ten members of the Last Man's Club are listed below:

| | | YEAR OF GRADUATION | | |
|---|---|---|---|---|
| NAME | HOMETOWN | SCHOOL | COLLEGE | MARRIED |
| Edwin Austvold | Glenwood | 1922 | 1926 | 1931 |
| Victor Christgau | Austin | 1917 | 1924 | 1931 |
| Rudolph Froker | Askov | 1921 | 1925 | 1931 |
| Sherman Johnson | Marine | 1919 | 1924 | 1925 |
| Walter LeMon | Harris | 1919 | 1924 | 1935 |
| Lloyd Nelson | Cottonwood | 1918 | 1925 | 1925 |
| Dwight Quam | Fergus Falls | 1920 | 1925 | 1932 |
| Alfred Sjowall | Motley | 1920 | 1926 | 1930 |
| Elmer Starch | Kenyon | 1918 | 1926 | 1927 |
| Arthur True | Mankato | 1924 | 1924 | 1932 |

Walter LeMon was the last man to marry, but by that time the original celebration plan was not feasible. Each member of the Last Man's Club was involved in solving agricultural problems in other states, and was scattered across Minnesota. By that time some of the members were in Washington, D.C. By 1957, the $50 investment had grown to three times its original sum. The club unanimously called for some use of the funds which would leave a more permanent impact. Sherman Johnson, Arthur Christgau, and Arthur True, who were all in Washington, D.C. at that time, proposed a plan to use the money for the purchase of a plaque in memory of Dexter Dwight Mayne. Mayne had been an inspiration to the club members while they were in School and he also helped them while they were in College. In cooperation with the School of Agriculture Alumni Association, the plaque was presented and installed on the south wall in the auditorium of Coffey Hall. It is inscribed:

DEXTER D. MAYNE
PRINCIPAL, SCHOOL OF AGRICULTURE
1903-1929
His Influence as Teacher and Friend
Inspired Students To
Creative Thought and Action
For Rural Progress

Edwin Austvold died in 1933, at the age of 31. Immediately after graduation from the College of Agriculture, he served as assistant county agent in Hennepin County. He became a county agent at Lewiston, Montana, in 1930, and then joined the staff of the Division of Agriculture Economics, Montana State University at Bozeman, Montana, on the land use project. He was described as having "a genial disposition and a friendly, cooperative nature." He died very suddenly with a promising career ahead of him.

Rudolph Froker died in 1965, just forty years after he completed his bachelor of science degree in agriculture. He also was awarded a master of science degree in agricultural economics from the University of Minnesota in 1927. Much of his professional career was spent at the University of Wisconsin. He became dean of the College of Agriculture at the University of Wisconsin in 1948, and held that position until 1964. After surgery in 1964, he resigned as dean and

continued as a staff member in the department of agricultural economics. During the time that Froker was enrolled in the College of Agriculture at the University of Minnesota, he served as project supervisor in the School of Agriculture and also took part in the famous dramatic debate, "Does Education Pay?" or "Rudy, My Boy." Froker was awarded an Outstanding Achievement Award by the Alumni Association of the University of Minnesota.

Dwight L. Quam graduated with a degree in agricultural education from the College of Agriculture, Forestry and Home Economics in 1925. His first position was as vocational agriculture teacher at Madison, Minnesota. He was on the staff there for over thirty-five years. He later accepted a position as vocational agriculture teacher at Reville, South Dakota, and died before he reached retirement. He established a reputation as an outstanding high school instructor and was respected by the students with whom he worked.

George W. LeMon (Walt) graduated from the College of Agriculture, Forestry and Home Economics in 1925, with a degree in agriculture. He served as a feed and barn equipment salesman after graduation and later served as a Federal Land Bank appraiser. From 1933 to 1943, he was farm security administrator agent at Marshall, Minnesota. In 1943, LeMon established a John Deere dealership at Cottonwood, Minnesota. In 1963, he suffered a severe coronary, but he continued with community activities until his death in 1976. He was a charter member of the Lion's Club in Cottonwood and served six years as a councilman. He also was president of the Methodist men's group in his church.

Alfred J. Sjowall graduated from the College of Agriculture, Forestry and Home Economics with a degree in agriculture in 1926. He taught vocational agriculture at Renville, Minnesota, and then served as county agent in Washington County for over eighteen years. He worked seven years for the Maple Island Creamery at Stillwater, and six years for the Rochester Cooperative Dairy. He worked four years as Public Membership Relations Director for the Twin City Milk Producers Association. He later worked with the Milk Quality Control Committee in the Twin Cities Metropolitan Area. He died at age 78, in the spring of 1978, at his winter home in Mesa, Arizona. Sjowall had worked as project supervisor for the School of Agriculture while he was enrolled in the College. He consistently supported the programs of the School, and he served as committee member and officer in the School of Agriculture Alumni Association. He was honored by the School of Agriculture Alumni Association with a distinguished service award in 1976.

Sherman Johnson graduated from the College in 1924. He had served the School of Agriculture as a project supervisor while in College. He earned his master's degree in agricultural economics at the University of Minnesota. After a research assignment in Louisiana and a teaching and research assignment at Montana State University at Bozeman, Montana, he entered Harvard and completed his Ph.D. in agricultural economics. From 1930 to 1933 he was head of agricultural economics at South Dakota State College. In 1933, he went to Washington, D.C. as a researcher for the Brookings Institute. He became regional director of the land purchase program in Nebraska from 1934 to 1936. He returned to Washington, D.C. in 1936, and joined the Bureau of Agricultural Economics in the USDA. Johnson served with USDA until his retirement in 1965. His title was Chief Economist for Agricultural Research and also Deputy Administrator for Foreign Economic Research. In 1959, he became an agricultural consultant to the government of India. He served as president of the American Farm Economics Association, and for 1959-61 was president of the International Conference of Agricultural Economists. In 1963, Johnson received an outstanding civil service award from USDA and also an Outstanding Achievement Award from the Alumni Association of the University of Minnesota. He died April 29, 1978.

Sherman Johnson wrote a book entitled *From the St. Croix to the Potomac: Reflections of a Bureaucrat*, published in 1974. In his chapter on the School of Agriculture he wrote: "The real guardian of School conduct and tradition was D. D. Mayne, the Principal of the School. His wishes became known by osmosis and only seldom by direct admonition. That he expected responsible adult behavior was generally known by juniors and seniors and soon became known by all freshman. No one wanted to disappoint him. The School of Agriculture experience has influenced my entire career. I am especially grateful for the wise counsel obtained from Principal D. D. Mayne. He continued to be my chief counselor after I entered the University and in fact, during my graduate work at Minnesota."

In 1969, Sherman Johnson was invited to speak at the fiftieth anniversary of his 1919 graduating class of the School of Agriculture. In his speech entitled *A Second Chance*, he said:

> How fortunate we were that the School of Agriculture was organized to give farm youth a second chance to learn to know the world about us and to give us a larger vision of our potentialities. In that horse and buggy world we became a part of the fortunate few who had either a first or a second chance at a formal education. How doubly fortunate we were to get our second chance at education under the leadership of a man like D. D. Mayne, the Principal of the School at that time. He expanded our horizons. He inspired us to strive for the full development of our potentialities. He helped us see the need for a purpose in life. He instilled in us the standard of personal conduct that became an unconscious part of our personality. He treated us as adult participants in a self-governing School administration. His experiments in student democracy worked because he expected adult behavior. It worked also because

no one wanted to disappoint D. D. Mayne. He trusted students and they reciprocated.

Sherman Johnson, in correspondence before his death said, "Graduates of the School of Agriculture furnished many of the county extension agents in Minnesota, the Dakotas and Montana. I recall my tenure in Montana that the best county agent in the state was a Minnesota School graduate with no college background. This was also true in South Dakota as late as the 1930s. They had had the best available agricultural instruction by senior faculty at the time they attended the School, not in the basic science but in practical application. This again is a lesson for developing countries. Stress on the leadership role of graduates was tremendously important. In this connection the course in parliamentary law started by Mayne deserves prominent mention. But the leadership role was bolstered by the inspired leadership of the Principal and the faculty." Sherman Johnson was forever grateful that he had the second chance for education at the School of Agriculture. In spite of his many accomplishments he was proud of his affiliation with the School of Agriculture and the Alumni Association. The School of Agriculture Alumni Association in return can be proud of Sherman Johnson.

Arthur W. True was the only one of the ten members of the Last Man's Club who was a high school graduate when he started the School. Recent correspondence from True indicates his combining of School of Agriculture and College graduation in 1924:

> After graduation from high school and four years of interesting and somewhat confining involvement in work on the home farm, I reached the age of 21. My folks gave me a gift in the form of a week's trip to University Farm for the farmer's short course. That proved to be a landmark in my life. I learned about the School of Agriculture from our local cow tester who was a School alum. I decided to stretch the week of short course into the winter term at the School of Agriculture. By that time dorms were full so I roomed with two friends who were college students. Their urging and my desire to prepare for work related to agriculture but away from the farm, led me to enroll in the College of Agriculture. Acquaintance with the School of Agriculture activities acquired through one term as a student and knowing some of the fine, young men who had graduated from the School was to identify me with the graduates of the School of Agriculture and the Alumni Association.
>
> Early in my college senior year D. D. as we affectionately called Dexter Dwight Mayne called me into his office and said that he noticed that I had never graduated from the School and he felt that I should do so. Arrangements were soon completed to substitute some high school credits for School requirements. Some college credits were handled in the same way. I enrolled in a few School courses which with my full time college curriculum and part-time in the YMCA gave me quite a crowded schedule for two terms. In April 1924 I had the privilege of sitting with graduating School seniors and officially became an alum.

From winter term 1923 to 1924, True was hired as secretary of the campus YMCA on a part-time basis. During that time, many of the Last Man's Club members were active in helping him promote a successful YMCA program on campus. Of his experience as secretary of the college YMCA, True said, "As student secretary of the YMCA on the Farm Campus I worked closely with many of the faculty members and grew to trust and admire them. They gave their time and talents to service as members of the YMCA Board because they felt that guidance of students for training in moral character was an essential part of education. Their example was not overlooked by students. I feel sure that many of them as I did, carried into future life the influence of these sincere and understanding men."

Arthur True also continued in his reflections on his experience at the School of Agriculture:

> Why do hundreds of School alum who received diplomas from sixteen to more than sixty years ago return each spring for the School reunions? Many reasons could be given such as nostalgia, and desire to again see old friends. When these and other reasons are sifted down the basic answer would seem to be that it was because the School experience made a difference in their lives. Typically, alumni felt that they got something out of their School experience besides how to be better farmers or farmer's wives or how to make more money. The experience shaped their lives and gave them a greater appreciation of their own individuality and how to enjoy living and working with others in the community.

Arthur True has been a real inspiration to everyone who shares an equal interest in the School of Agriculture Alumni Association.

Victor Christgau was one of four Last Man's Club members to graduate from college in 1924. Christgau was from a family of twelve, nine boys and three girls. Six of the brothers were graduates of the School of Agriculture and three were graduates of the College of Agriculture. Victor had two years of graduate work in agricultural economics at the University of Minnesota. While an undergraduate in his Bachelor of Science program and during graduate studies, he was closely allied with the activities of the School of Agriculture. He helped write and participated many times in "Does Education Pay?" a dramatic debate, presented to rural groups in Minnesota. He directed the physical education program one year and also assisted in teaching parliamentary procedure. He also was project supervisor for part of that time during the summer. A biographical sketch of Victor Christgau follows:

> A member of the State Senate, 1927 and 1929 sessions; member of Congress, first district, Minnesota, 1929-1933; assistant director and later director of the production division and assistant administrator of the Agriculture Adjustment Administration, 1933 to 1935; Minnesota State W.P.A. administrator, 1935 to 1938; director and later commissioner of the Minnesota State Department of Employment Security, 1939 to 1954; bureau director and later

executive director of the Social Security Administration, 1954 to 1964; special assistant to the commissioner of Social Security, 1965 to 1966; staff member of the District of Columbia Committee of the United States House of Representatives, 1967 to 1969. Outstanding Achievement Award, University of Minnesota, May 20th, 1955; Distinguished Service Award, United States Department of Health, Education and Welfare, April 11, 1965; president, Minnesota School of Agriculture Alumni Association, 1924-25 and again in 1948-50; president of the University of Minnesota Alumni Association, 1952 to 1953.

Christgau has remained in close contact with the School of Agriculture and the Alumni Association over the years. On Saturday, December 9, 1934, Victor Christgau made this observation in an address delivered over NBC on the "Farm and Home Hour:"

> The School of Agriculture of Minnesota was established during a period of pioneering. Its founders and those in charge of the institution all through the years held to the idea that a practical education for young people on the farm should be made available at a reasonable cost, and that the courses of study should be such as would fit the students to cope with the many practical problems of farm life. The aim has always been to educate *to* the farm and not away from it. They realized the advantage of training in the problems of farm production and farm marketing; consequently they provided an opportunity for the younger generation of the farm to gain at the School of Agriculture new experiences in farm practices enabling them to profit by the experiences of others The social and economic problems of the farmer have not been overlooked in the curriculum of the School. The institution has engendered an 'Aggie' spirit that never dies; a sort of unselfish devotion to the welfare of the community and to agriculture as an industry. Not a single county in the State of Minnesota is without the influence of that intelligent leadership in the social, economic and political life of its people.

Recently Christgau, in reviewing his experiences at the School of Agriculture, wrote:

> Some of the extracurricular activities that were especially helpful were participation in literary society program including debate team experience in connection with interliterary society debate contests. Editor-in-chief of the 1917 *Agrarian* also proved to be a valuable experience, especially during the period I served as a state and federal legislator.
>
> The regular assembly exercises under the leadership of Principal D. D. Mayne plus his course in parliamentary law were outstanding in developing an interest and a better understanding of the social, economic and political life of Minnesota.

Elmer Starch, after graduating from the School of Agriculture, engaged in farming with his brother for five years. Then he enrolled in the College of Agriculture and finished in 1926, with a degree in business administration. He later did graduate work at Harvard. He joined the agricultural economics staff at Montana State University at Bozeman, Montana, and taught agricultural economics and farm management until 1939. Starch ultimately became head of that department. From 1939 to 1949, he was the Great Plains coordinator for the USDA. He was regional director of President Roosevelt's resettlement administration, and served several foreign assignments with USDA and the Ford Foundation, including leading a Marshall Plan mission to Turkey in 1950. Starch was in Indonesia awhile, then back in Washington, and then he organized an experiment of using food for economic development in Tunis. He retired in 1963.

Starch has maintained a close contact over the years with the School of Agriculture and its alumni, not only through the Last Man's Club but also independently. In 1948, he wrote a note to the *Agreview* with the following comment:

> I will go even further and say that the principles of democracy which are put into practice at the school are of world-wide significance for I am sure that no one has a better conception of democracy than the graduates of the School of Agriculture. This know-how is something for which there is a tremendous need as we enter into international activities. After my years contact with agriculture in the war torn countries, I am convinced that persons or groups who really comprehend democracy from the practicing standpoint can contribute more towards the world's future than any other. I hope the School will long continue to be the training ground for democratic practice.

Recently Starch wrote about the School of Agriculture:

> As I see the School from this distance in time and experience, it fulfilled an essential need in the history of rural life in at least the following aspects:
>
> (a) by dignifying the status of farmers and removing the implication of peasantry as our forefathers had seen it in other parts of the world.
>
> (b) by distributing, by first hand contact, an appreciation of available scientific and technological advances.
>
> (c) by cultivating and strengthening the leadership capabilities of so many persons.
>
> (d) by producing a localized base through its students for the interpretation of findings of science.
>
> (e) by removing the stigma of book learning.
>
> (f) by an inverse influence on scientific and technological personnel and thereby opening the contacts between the rural communities and the University community which were considered by many in both farm and faculty groups as closed environments.
>
> The Regents of the University are to be greatly commended for having established and supported this branch of the University System. Perhaps there was some thought at the beginning that this branch would be strictly technical where young persons would learn to do the routine tasks of the farm and the home in a more workmanlike and efficient manner — to plow a deeper and straighter furrow, to set out a tastier course stressed pride in workmanship. However, the outlook went well beyond that. Pride in the occupation, dignity of the individual, capability of leadership were all brought into the foreground and given proper perspective.

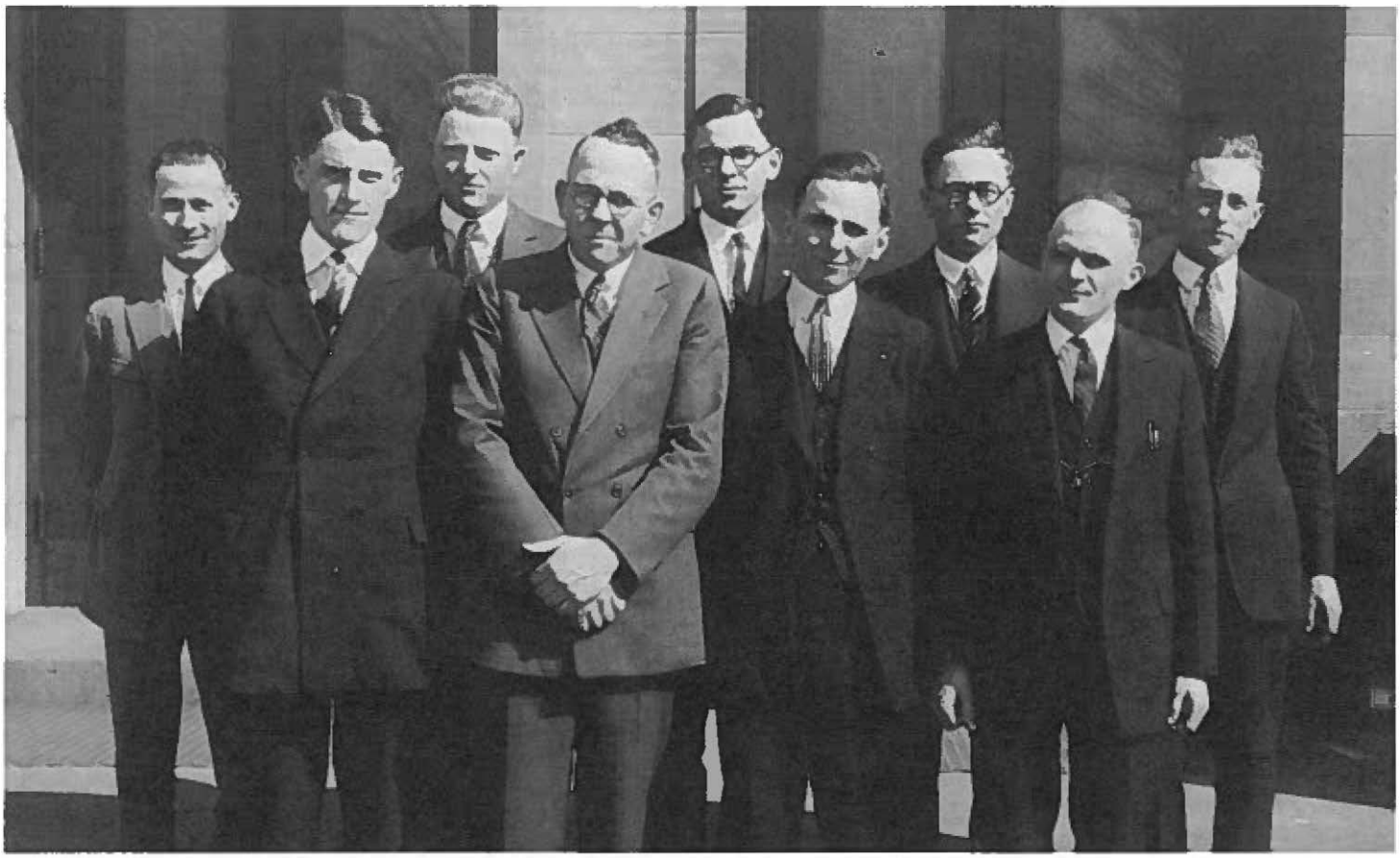
In 1976, Elmer Starch developed a detailed paper on learning, earning, and living on a family-commercial farm.

He relates an experience of his brothers during the two middle quarters of the second century of the American bicentennial (1900 to 1950):

> Thinking and doing, beyond the technical and managerial requirements of making a living, energized a host of activities and developments which can be classified as community or public improvements. The off-farm interest and work probably made as much difference to the family as the changes within the farm itself. The contacts at University Farm stimulated the young man who went there to obtain further knowledge about things pertaining to his family's farm, and perhaps to make his own life more useful. His usefulness to the community began to 'jell' within the first months after graduation. The first effort took form in asking three or four of the younger neighbors (and some older ones too) if they thought it would be nice and even useful if the families of the Ellington Township got together occasionally (about once a month) for getting acquainted, exchanging greetings and ideas as well as to serve educational and recreational functions. A notice in the West Concord Enterprise (a weekly local) brought out 15 or 20 families for an organizational meeting to be presided over by Bill Lambert, township supervisor. They decided on a Farmers' Club and elected the 20-year-old graduate of the School of Agriculture as president. The Ellington families supported the club with good participation for years until superseded by a Farm Bureau local. The meetings were made up of debates, readings, discussion of various subjects led by members as well as having addresses by invited speakers and every year a full three-act play was presented by members of the club. The club sponsored corn-growing contests and other activities, later taken into the work of the county agent and the Smith-Hughes teacher.

In recent correspondence Starch has observed: "I believe that contact with the School very definitely hastened the adaptation of ever advancing management principles and certainly set the tone or perhaps I should say strengthened the philosophic approach to public responsibilities. It is my view that the School coming into the scene at a particular time brought fact finding and operating communities together in the best possible and most feasible manner."

In 1976, Montana State University conferred upon Elmer Starch the honorary degree, Doctor of Agriculture. In 1978, the School of Agriculture Alumni Association awarded him the Distinguished Service Award for his ef-



1924 picture of Last's Man Club. Members from left to right: Dwight Quam, Rudolph Froker, Arthur True, Lloyd Nelson, Victor Christgau, Elmer Starch, Edwin Austvold, Sherman Johnson, Alfred Sjowall. (Walter LeMon was out of town.)

forts on behalf of the School of Agriculture and the Alumni Association. He still lives in Washington, D.C.

Lloyd Nelson graduated from college in 1925. He actively operated a farm until the early thirties. In 1933, Nelson started working for the St. Paul Federal Land Bank. After thirty years with the Federal Land Bank he retired in 1963 as assistant vice president of the bank. During the period after he returned to St. Paul, Nelson has been involved in a number of School of Agriculture activities. He also served on several committees and has been toastmaster for alumni banquets. He has been one of the principal Minnesota mainstays in contact with the Last Man's Club. At the 1977 School of Agriculture alumni banquet, Nelson was the speaker and at that time received a School of Agriculture Alumni Association Distinguished Service Award because of his contributions to the School of Agriculture and the Alumni Association. In his address at the alumni banquet in 1977, Lloyd Nelson said:

> The School of Agriculture served another useful function aside from the educational, vocational and social opportunities, the experience of attending and the association with the many wonderful instructors served to open doors to new life goals. Some of the graduates were motivated to pursue further education with a view of qualifying for greater service and not to be forgotten, better paying employment. While the main emphasis of education and training was to fit young men and women to return to the farm and a high percentage did, some went into other fields, perhaps the majority entering the University of Minnesota College of Agriculture. Medical doctors, engineers, veterinarians, teachers, bankers, businessmen, and other vocations are represented among our alumni. Many, if not most, were inspired and motivated by the dedicated men and women on the School of Agriculture faculty.
>
> Some of you have heard about the keepers of the Last Man's Club started fifty-three years ago consisting of ten School graduates in the College of Agriculture. It has occurred to me that all of you alumni are now members of a big Last Man's Club. Some day in the future the last member alumni alive will likely not be seated at a table surrounded by draped empty chairs getting ready to open the traditional bottle of wine. But the last member, whoever you are, will be justified in writing 'finish' to a great and successful venture in agriculture education, the benefits of which has and will continue to accrue to many generations.
>
> We should feel proud to have been a part of that venture. We should not feel we have reason to escape an element of responsibility to perpetuate the memory of the grand old institution, for posterity should be challenged to recognize what the School has contributed.

The Last Man's Club fiftieth anniversary coincided with the April reunion of the School of Agriculture Alumni Association. The members had hoped to have some of their members in attendance at the reunion. The Washington contingent had discussed the possibility of presenting a resolution calling for a suitable display place for memorabilia of the School of Agriculture and a writing of the history of the School of Agriculture. At the business meeting in the afternoon, Sherman Johnson proposed that resolution covering the Memorabilia Room and the history. At the banquet Elmer Starch reported on the progress of the Last Man's Club and its wish to have a memorabilia room and a history of the School of Agriculture. H. J. Sloan, acting dean of the Institute of Agriculture had been invited to speak but because of his illness, William F. Hueg, Jr., director of the Experiment Station, represented the Institute of Agriculture at the banquet and heard the request of the members of the Last Man's Club. On the following Monday, Dr. Hueg met with members of the Last Man's Club and discussed with them their proposed plans. Dr. Hueg was named dean of the Institute of Agriculture, Forestry and Home Economics and deputy vice president on June 14, 1974. Soon after that he met with representatives of the School of Agriculture Alumni Association and took action to set aside the use of room 120 Coffey Hall as a memorabilia room for the School of Agriculture Alumni Association for the display of School of Agriculture memorabilia.

The project of establishing the Memorabilia Room required a series of steps by the School of Agriculture Alumni Association. In August of 1975, articles of incorporation were filed with the Secretary of State and the charter of incorporation was received. Also in August of 1975, application was made to the Department of the Treasury, Internal Revenue Service for tax exemption status for the purpose of soliciting contributions from the alumni for the creation of the Memorabilia Room. Approval for the tax exemption status was granted in November 1975.

With the termination of the School of Agriculture there were two accounts which had been used for scholarship funds in the technical certificate program in agriculture. However, with the closing of the technical certificate program these accounts were held by the Business Office at the University. After the establishment of the School of Agriculture, University of Minnesota Alumni Association Foundation, Inc., application was made for transfer of these funds to the Foundation. A total of $265.61 from the LaVerne Wegener Memorial Fund, and $1,858.80 from the School of Agriculture Loyalty Fund was transferred to the Foundation for improvement of the Memorabilia Room. The next step involved the solicitation of additional funds to complete the Memorabilia Room. On August 25, 1976, the following letter was sent to all alumni of the School of Agriculture for whom there were up-to-date addresses.

> Dear Aggie,
>
> Thanks to the Last Man's Club and many School of Agriculture Alumni, a room in Coffey Hall on the St. Paul Campus has been designated as the 'School of Agriculture Room.' We already have one display cabinet and several plaques in place.
>
> You can play an important part in finishing the room and

making it a credit to students of the School of Agriculture and to the University of Minnesota. We need about $5000 to get two or more display cabinets, wall bulletin board materials, lounge furniture and other items to complete the room.

You will be interested to know that through the support and encouragement of Wm. F. Hueg Jr., Deputy Vice-President and Dean of the Institute of Agriculture, Forestry and Home Economics, a history of the School of Agriculture from 1888 to 1960 will be written by Professor Emeritus Ralph E. Miller. As you may remember, Professor Miller joined the School of Agriculture staff in 1934 and retired June 30, 1976.

The SAUM Alumni Association now has been incorporated and a non-profit foundation as shown on our letterhead has been set up to receive contributions. These contributions will be recognized as tax free by the Internal Revenue Service if you use the identification number 41-1260631 on your income tax returns.

To date, gifts from SAUM Alums have ranged from $10.00 to $500.00. If each former student of the School of Agriculture will send a contribution as some have already done, the goal will be reached in a short time. We hope to report at the next annual SAUM Alumni meeting in April, 1977, that we have exceeded our goal. Donors will be recognized at that time.

We're counting on your help. Any amount you can give will be appreciated. Please use the enclosed self addressed envelope and card to send your contribution.

Sincerely,
SAUM Foundation Committee
Gerald R. McKay Eileen G. Miley Ralph E. Miller

The alumni were generous in their financial support and their time. Ray Schwartz of Le Sueur, a 1957 graduate, has established a custom cabinet operation on his home farm in addition to his farming operation. Schwartz volunteered some of his time in building the cabinets that are used for display cases in the Memorabilia Room. The room is now equipped with four display cases, four butcher block tables, thirty-six chairs, and two bulletin boards with plexiglass coverings. The five School of Agriculture plaques that had been on the walls in the auditorium of Coffey Hall have been restored and are now on the south wall in 120 Coffey Hall. It has been a successful project for which officers and members of the board of directors and other interested alumni deserve a great deal of credit. The Memorabilia Room is open for use through reservation by campus and related off-campus groups. This reservation process is handled through the Office of Admissions and Records on the St. Paul campus. The School of Agriculture, University of Minnesota Alumni Foundation, Inc. has priority use of the room. Visitors are welcomed at any time when the room is not reserved. Contributions and/or memorials may still be given to the Foundation.

In June 1976, William F. Hueg, Jr., dean of the Institute of Agriculture, Forestry and Home Economics and deputy vice president of the University of Minnesota, asked Professor Ralph E. Miller to complete this history. It has been a two-year project in reviewing the material of the archives of the University of Minnesota and securing other information. Much credit is due Dean Hueg for his supportive interest in both the Memorabilia Room and the publication of the history of the School of Agriculture.

The School of Agriculture, during the period of 1888 and 1960, prepared 5,585 young men and women for graduation. It would be difficult to get a count on all who actually attended, because many students were forced to drop out before graduation because they were needed at home on the farm. Many young men would attend two or three winter quarters because that was the only time they could get away from the farm. There were perhaps between 12,000 and 15,000 students who had registered in the School of Agriculture.

The impact of the School on the economic, social, educational, and political life of Minnesota is difficult to measure. The lives of many individuals were obviously improved. Farm homes were transformed and communities became more viable because of the experience of these students at the School of Agriculture. Minnesota is richer today because of the establishment and development of the School. Many families with their roots in the School can stand a little taller and walk with a higher purpose because of their experience in the School. This is a history of achievement and accomplishment by many students in a great institution which should not be too soon forgotten.

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