# Agricultural progress

engaged in publicly financed agricultural research total about 18,500 man-years.

Private network. Data are not available on private agricultural research but it is believed to be roughly equivalent to that conducted public agencies. bv – Research staffs are maintained by practically all large manufactures of feed, seed. fertilizer, pesticides, and farm machinery, and by firms engaged in transportation, processing, packaging, and mer-chandising of agricultural products.

Most of the technical and scientific people invloved with this research and extension network were trained in the American system of publicly supported colleges and universities. None of these, of course, are exclusively agricultural schools. Only about 7 percent of the nearly 1 million students in these universities are enrolled in agricultural majors.

Birth of USDA. The first major step in the development of the agricultural research and education network was the establishment of the United States Department of Agriculture in 1862.

At first the name was more impressive than the fact. The new Department consisted of a Commissioner, a superintendent of gardens, a chemist, entomologist, statistician, and several clerks. Its offices were in the basement of the Patent Office Building. The first experimental garden was several acres on what is now the Mall in downtown Washington, D.C.

The year that the Congress established USDA, it also

Professional workers granted each State a patrimony from the public "lands. Proceeds from the sale of this land were to be used to establish agricultural and mechanical (A&M) colleges.

> Humble beginning. The land grant colleges started small. In most cases, a farm was purchased and a single brick building was erected to provide classroom, laboratory, office, and dormitory space.

Farmers and State politicians didn't see the value of the A & M colleges right away, though State legislatures provided funds for buildings and sometimes for maintenance. For the first 30 years, the colleges had to rely primarily on the income from Federal endowments.

Then in 1887, the Hatch Act set an annual stipend of \$15,000 to support experiment stations at the colleges. The Second Morrill Act of 1890 provided further increases to an annual additional total of \$25,000 per school. Federal support for the experiment stations increased further during the first part of the 20th century, reaching \$90,000 per State by 1929. State support rose even

more rapidly. From famine to feast. The fortunes of the colleges swelled rapidly with the rise in farm prices during the first 2 decades of the 20th century. Funds provided by State legislatures increased and enrollment soared. For the first time, there were enough students to make up classes in agricultural subjects. By 1910, the colleges were overcrowded, and some classes were held in stables.

The long gestation period gave the colleges time to learn some basic lessons. the research that produced They found that publicly the revolution in produc-

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supported research must solve the problems of its constituents and that the solutions must be communicated to the public in usable form. They learned what the problems were. They also learned the value systematizing **0**[ all available knowledge on a subject before they broke new ground.

The experiment stations and USDA also had to define and refine scientific method. acquire equipment, and develop terminology so that research could be verified and communicated to other scientists.

Laying the groundwork. The period from 1900 to 1930 saw two major developments that laid the groundwork for agricultural research and education as we know it today.

Training of research scientists and technologists in fields relating to agriculture, including research in the social sciences which began before World War I.

Training of communicators who could interpret and pass the knowhow from the laboratory to the working farmer.

II.

inaugurated by Smith-Lever Act of 1914, which gave financial support for a nationwide system of adult education agriculture and home over-producing; there economics. The Smith-Hughes Act of 1917 provided Federal money for vocational education.

Production revolution. Many of the more elementary scientific production organized, affluent farmers problems of agriculture were solved during the first third of this century. More important for the long run,

tivity after World War II was basic knowledge in genetics, human, animal and plant nutrition, and plant and

animal diseases and pets. The Extension Service campaigned to eliminate the diseases and pests that caused great losses to farmers. A campaign to eradicate barberries, an intermediate host of wheat

rust, was conducted during World War I - followed by successful efforts against bovine tuberculosis, Bangs disease, avain pullorum, hog cholera, and several others. "Cow colleges." Despite

their contributions, the land grant colleges, and especially the agricultural divisions, were slow to gain recognition as institutions of higher learning. Agriculture students sometimes were ridiculed as "hayseeds" who attended "cow colleges." To some extent this reflected lower admission standards and the high porportion of students who were not after a 4-year-degree course. It also reflected the fact that agrarian mythology to the contrary - agriculture as an occupation ranked low on the totem pole until World War

The hard economic times of the 1930's bore heavily on the land grant colleges, Public financing of experiment stations, and communication was Extension Services. Whole the faculties went unpaid or were issued State script of dubious value. Critics demanded a halt to research in because agriculture was already was a store of new agricultural knowledge sufficient for the next halfcentury, they said. Extension Services were branded servants of and not entitled to public

> funds. Rising to the occasion. The crisis also was a time of opportunity. The land grant colleges played a leading part in developing and implementing the agricultural

## ministration of price support tension Services of many States.

Payments to farmers under the new programs let them pay their taxes. In turn, the States were able to resume funding of services, including the land grant colleges.

received a new infusion of Federal funds through the Bankhead-Jones Act of 1935.

launched. It was to supply funds received for ad- It initially provided a \$1million increase in research and production control funds, to be raised by annual programs saved the Ex- \$1-million increments to \$5 million. Forty percent of these funds went to Federal research and 60 percent to State.

> Instead of being apportioned equally among the States, as in the past, the new funds were apportioned on the basis of the total U.S. New money. Agriculture rural population. A second feature required the States

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**PUBLIC AUCTION** TUESDAY EVENING, JULY 22, 1975 AT 6:00 P.M. SHARP! FARM MACHINERY ---HOUSEHOLD FURNISHINGS Location. Two [2] miles west of West Chester, turn west on West Union Street [Route #842] off Route #100 in West Chester, drive 11/2 miles to Birmingham Road, left on Birmingham Road for 1/2 mile to farm on right, Chester County, PA.

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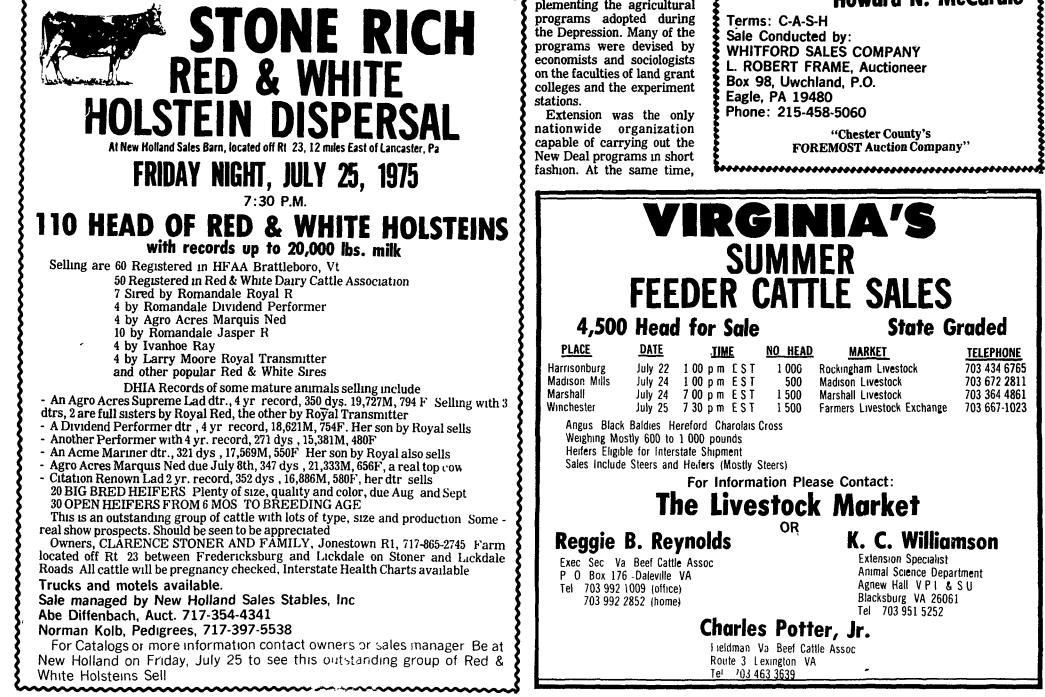
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