

used in tree crops and vines. We tried to improve the performance of these sprayers by modifying the nozzle system, speed of travel and by making various other adjustments to the units. And then, in more recent years, we became involved in the low-volume concentrate area, which amplified the value of low-volume concentrate sprays to the point that some 85% of tree crop growers and 90% of grape growers now use the system.

*How have societal changes over the last 50 years influenced the Division?*

JD: The farming community has changed tremendously from small to bigger farms. This has been good for California agriculture and probably the world because we ship products everywhere. The larger growers are very knowledgeable business people. They are as well educated as many farm advisors in varieties, pruning, pest control and other areas. A large grower can produce crops more efficiently and more cheaply. This is a direct reflection on what society demands of agriculture. It's not something agriculture has pushed, but something that society has made "happen."

I've seen another significant change. When I started, there were very few women involved in agriculture. Now we see women in the field, doing research, in administrative positions. There's no difference in expertise. I've worked with three women at Kearney who are outstanding scientists and there are many more in the Division. It's been a good thing for the Division and for agriculture.

*Looking toward the future, what is the most important task for the Division and for UC?*

JD: I think the Division should continue to maintain contact with farmers and commodity groups by promoting the extension of research and information through the farm advisors. I think we should take a lead role in working with Pest Control Advisors and crop consultants. This way we can actually touch a lot more farmers. Consultants are seeing the farmers every day. If we work with consultants, we are building up our relationship with farmers. The feedback promotes cooperative studies and problem solving.

*—Jeannette Warnert*

## Pat Snow

### Home Economist

*Pat Snow had just earned her bachelor's degree in home economics at UC Berkeley in 1949 when she applied for the position of 4-H home advisor at the Monterey County Cooperative Extension office.*

*"When I first got the job, I told myself I would leave after 2 years if I didn't like it," Snow said. She retired in 1991 after 42 years. Snow taught clothing construction to women during the early part of her career. She later took on additional home economics and 4-H duties.*

*California Agriculture was first published in 1946. UC's College of Agriculture (the predecessor to the Division) was on the brink of a great expansion. As you remember that time, what did society expect from the College of Agriculture?*

PS: People expected hands-on, personal help. I went out and visited every new leader in the home. These were 4-H project leaders in clothing, food and nutrition, home furnishing and food preservation. People were not so rushed and were eager for our contact.

People wanted the information we had to offer. They kept gardens and froze or canned their harvest. They sewed clothing and wanted instruction on the finer points. Perhaps because they spent so much time in the home, they did a better job of putting it together and caring for it.

*How did those expectations change in subsequent decades and what are they today?*

PS: As women went to work, you couldn't really meet with them in their homes. I found there was still interest in food preservation, primarily from the food-safety point of view. Few people had time for sewing. They began doing more crafts. Their interest in home decorating appeared to diminish. Now people call in a decorator, or they just do it themselves. Some are talented and their homes are lovely. Others do what is necessary. They just live there and are working most of the time.

*How did you perceive your role as a 4-H advisor when you were hired in 1949? How did your job change over the years?*

PS: When I first started, I attended 4-H project meetings during the afternoons and 4-H community club meetings several evenings each week. We offered classes to the home extension women on making coats, men's shirts and wool dresses, to name a few. All of our classes and advice were free.

About the late-1960s, the statewide 4-H office asked us to stop making home visits and attending project meetings. We still went to some night meetings on invitation. The University reduced staff and some rural county populations grew, so our outreach approach



changed. We began to rely more on phone calls, newsletters and office calls. The 4-H members and leaders were understanding. They began coming to us more than we were going to them.

In the later years, leaders wanted answers to problems with children. They wanted to come to meetings to discuss them rather than have formal presentations. What should they do about the child who didn't bring materials? Or the child who wanted to play and be disruptive? Leaders who were successful working with children would share their techniques with other leaders and my role became one of facilitator.

*What were UC's most significant extension contributions during these years, particularly in your area of expertise or to the industry you served?*

PS: Significant impact was made in teaching nutrition and food safety through the 4-H project. A lot of research had been done on vitamins, minerals, fats, cholesterol, and so on, at UC Berkeley. We were sharing this new information with 4-H and the public.

The work done with adults and 4-H members on personal color during the '60s and '70s was also significant. We matched their skin, eyes and hair and deter-

mined the specific red that was best for them. Then we extended these colors, making a match-stick fan. An individual could wear any color if it was within this range of value and intensity. People who did this really appeared put together.

*How have societal changes over the last 50 years influenced the Division?*

PS: As awareness grew about the situation of minorities, the University made every effort to reach more minorities with its programs.

*Looking toward the future, what is the most important task for the Division and for UC?*

PS: I believe the 4-H program should be expanded to reach as many young people as possible. It's an educational program that gives youth tools they can use all their lives. The experience in public presentations is one of the best aspects of 4-H. The junior leader project, which teaches how to work with others, and the interviews for All Stars and awards, which help prepare them for job interviews, also are great opportunities for 4-H members.

—Jeannette Warnert

## Henry Vaux, Sr.

### Former Dean of Forestry

*Henry Vaux, Sr., a native of Pennsylvania, graduated from Haverford College in physics, then shifted gears and came to Berkeley in 1933 as a graduate student in forestry and later earned his Ph.D. in agricultural economics. Vaux joined UC Berkeley's forestry faculty in 1948. He was appointed Dean of the School of Forestry in 1955, after serving for 10 years, he returned to the faculty until he retired in 1978. Since Vaux came to Berkeley, the School of Forestry has gone full circle — from a division of the College of Agriculture, it separated into its own department and later school, then merged with College of Agricultural Sciences to create the College of Natural Resources.*

*In 1946, when California Agriculture was first published, California was entering a post-World War II era of optimism and prosperity. UC's College of Agriculture (the predecessor to the Division) was on the brink of a great expansion. As you remember that time, what did society expect from the College of Agriculture?*

HV: From my perspective, the relationship between agriculture and forestry and wildland resources has shifted dramatically. The focus of the relationship at that time was strongly influenced by the range management and livestock operations on wildlands, and their relation to fire protection, because these brought livestock agriculture and forestry into rather direct conflict with each other.

That conflict really wasn't resolved for 10 or 15 years. But it came primarily as a result of the research and demonstration of Harold Biswell — a member of the forestry faculty who did pioneering work in this

state on what is now called controlled burning of forests — and in the face of very rigorous suspicion and opposition from the forestry community. Harold, with his dogged determination and unwillingness to get mad at anybody, eventually developed

doctrines, with the help of others, that are now accepted widely by the forestry community and have become part of state policy to use fire as a tool. This illustrates the shift in societal expectations from an orientation toward commodity production to one embracing environmental considerations as well.

*How did you perceive your role as a faculty member when you were hired in 1948, and how did your job change over the years?*

HV: When I came as a faculty member, I had the usual perception. You were supposed to get in and do some research and publish. Faculty members always had their feet to the fire organizing and executing research, although the character of research in forestry was somewhat different from that in the rest of the College of Agriculture because of the professional nature of the field.

