

# The Dream that Became a Reality: Forestry Education in Drew County before 1946

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Henry Howard “Hank” Chamberlin has rightly been called the “father” of forestry education in Arkansas.<sup>1</sup> When he arrived in Monticello in 1945 to direct a newly formed two-year forestry degree, there were no comparable collegiate programs in the state. Chamberlin spent the next 35 years building the forestry program at Arkansas Agricultural & Mechanical College (AA&M; eventually, the University of Arkansas, Monticello (UAM)) as a director, professor, department head, and emeritus faculty member. Chamberlin weathered many of the most turbulent years of AA&M and earned a reputation as a capable instructor and administrator.<sup>2</sup> He taught every one of the 586 students that had received forestry degrees during his long tenure,<sup>3</sup> and even now, nearly 20 years after his death, Chamberlin is still fondly remembered and respected by alumni, faculty, and forestry colleagues.

Elements of forestry education in Drew County preceded Chamberlin by decades, however. Not in the sense of a degree program leading to fully trained professionals, but opportunities to learn about forestry were available at a remarkably early date—and almost certainly helped assure that a formal program would develop at AA&M. Forestry is a relatively young profession, with degree-granting instruction not available in the United States until 1898—and even later in the South.<sup>4</sup> Formal post-secondary forestry education did not arrive regionally until Louisiana State University (LSU) started a degree-granting program in the mid-1920s.<sup>5</sup> However, individual courses in forestry periodically appeared at various institutions around Arkansas, including one offered to third and fourth year horticulture students of the University of Arkansas (at Fayetteville) in at least 1905.<sup>6</sup> For mo-

tivated self-learners in Drew County, forestry educational opportunities were also available through a variety of text books, technical bulletins, and government publications, although very few were locally developed until well into the 20th Century.<sup>7</sup>

The seeds of what would eventually become Arkansas's only forestry degree program were planted with the creation of the Fourth District State Agricultural School (FDSAS). Long an educational backwater, Arkansas had only passed a weak compulsory school attendance law in 1909. However, Act 100 of 1909 (also known as the "Bellamy Act" after its sponsor, J. J. Bellamy of Lawrence County) authorized funds to open agricultural high schools in four districts.<sup>8</sup> Even though Drew County had only limited experience with higher education prior to the FDSAS, after some considerable political maneuvering Monticello was awarded one of the agricultural schools.<sup>9</sup> When it opened on September 14, 1910, the FDSAS offered a four-year high school program that included instruction in mathematics, humanities, history, science, and a full range of agricultural courses.<sup>10</sup> While a stated goal of the Board of Trustees was to "...offer young men and young women ample facilities for obtaining a liberal education, fitting them for all lines of industrial work..., " agricultural

vocations and "home making" that emphasized hands-on learning dominated the FDSAS curriculum.<sup>11</sup>

Included in this curriculum in 1910 was a course offered to high school seniors titled "Forestry." This class was part of a cluster with floriculture, surveying and road making, and farm accounts for male students, and farm accounts and the history of costumes for female students.<sup>12</sup> According to the FDSAS prospectus, this course used Gifford Pinchot's "A Primer of Forestry" as its textbook, and consisted of the "...study of trees in the forest, and their care, management and use will constitute the laboratory work."<sup>13</sup> Forestry pioneer Pinchot's primer was accessible by even elementary students, and was promoted to teachers with other early United States Department of Agriculture (USDA) Forest Service publications.<sup>14</sup> Although today we think of forestry as a college-level program, many progressive educators in the early 20th Century advocated for it to be taught at all levels.<sup>15</sup> According to one expert, forestry instruction offered by agricultural high schools did not need to be extensive—a semester of instruction on tree growth, propagation, use, and measurement would suffice as a foundation upon which individuals could build through their own experimentation and experience.<sup>16</sup>

Forestry was a logical fit in an agricultural school such as FDSAS, even though through most of American history, trees and forests had been considered impediments to agriculture. By the turn of the 20th Century, the value of timber to sustaining farms was increasingly recognized.<sup>17</sup> Trees provided farmers a wide range of useful products, from posts to firewood to building and tool making materials.<sup>18</sup> Some species provided supplemental income through their production of fruit (for example, apples, chestnuts, walnuts, pecans, cherries), feed for livestock (such as acorns to fatten hogs and cattle), and wood for sale (such as lumber, shingles, and firewood). Trees were also recognized for their ability to protect the soil from erosion, improve water quality, and shelter game animals. Not surprisingly, then, the federal- and state-sponsored agricultural experiment stations that spread across the country in the late 1800s and early 1900s touted the value of farm woodlots, first in the northeastern and midwestern states that had already cleared most of their forest cover, then in the southeastern US. As one early account from Connecticut's agricultural experiment station noted:

Woodlands held in small parcels form in their aggregate such a considerable portion of the forest area of the country, and furnish materials

of such great total value, that forestry for the farm cannot fail to play an important role in the future.<sup>19</sup>

Arkansas was indeed such a location—in aggregate, farmers owned over 17.4 million acres of the state in 1910, of which 8.5 million acres (48.9%) were classified as woodlands from which they reported almost \$7 million in value from their forest products.<sup>20</sup>

The lands of the FDSAS were well-suited to support forestry classes. In addition to many large, picturesque shade trees, the original 500-acre campus property (the former William Turner Wells farm) was situated in the gently rolling hills south of Monticello and “occupie[d] an eminence from which one can view vast acres of virgin forests and alluvial fields.”<sup>21</sup> By 1925, the FDSAS grounds covered 710 acres, of which 316 timbered acres supplied wood to heat the buildings.<sup>22</sup> Students were not charged tuition at the FDSAS, but they were expected to provide labor to help operate the facility, and this probably included cutting wood and tending shade trees, both of which would have offered forest-related educational opportunities.

During the first years of the FDSAS, Principal Frank Horsfall (Figure 1) was the Department of Agriculture and handled all of the agricultural classes, including forestry. Educated at the



**Figure 1. Frank Horsfall, circa 1925. Photograph courtesy of UAM Library.**

University of Arkansas (B.S. Horticulture, 1900) and University of Missouri (M.A. Horticulture, 1902), Horsfall was on the FDSAS faculty from the beginning and became the first president of AA&M when it became a college in 1925.<sup>23</sup> A consummate advocate for agricultural education, particularly in rural schools, Horsfall believed agriculture offered practical examples for all others courses, from mathematics to reading and writing to geography. Indeed, one of his early compositions as FDSAS principal offered these eye-opening statements:

The great farmers and animal breeders of the world should be held up as examples instead of the

human butchers called generals and kings. Migration of people should be taught as resulting from change in food supply and the struggle for existence and not as happy chance. The [ruin] of the soil should be given as the cause of the fall of nations and the failure to produce food enough as the cause of the loss of wars and not the bravery or skill of the opposing forces.<sup>24</sup>

In addition to these pedagogical perspectives, Horsfall's inclusion of the

forestry course as a required part of the female curricula was also intriguing. Forestry has long been considered by many as “man’s work,” even though there is nothing in the profession that women are not capable of doing as well as men.<sup>25</sup> Perhaps it could be inferred that Horsfall believed forestry was sufficiently important to teach all students, regardless of gender, about this topic. If so, Horsfall was decades ahead of his time.

Even though Horsfall was not a credentialed forester, as a horticulturist he was capable of instructing an introductory forestry course—which he must have at the beginning, given

that he was teaching eight classes each day due to a limited number of faculty.<sup>26</sup> It is unclear how long Horsfall actually taught this forestry course—as the school grew in size and added faculty, his administrative burden also increased. By the time classes began in September of 1914, the senior-level forestry course was now listed as 5 credit hours (4 of which were apparently lab), and Professor J. M. Wilson had taken over the agronomy instruction, which would have included the forestry class.<sup>27</sup> Wilson, also educated at the University of Arkansas, appears to have been following the same course description and using the same instructional materials as Horsfall. By 1922, Dr. Samuel A. Hoover had taken over as the agronomy and horticulture instructor, and the forestry course was now a 3 hour (2 of lab) senior-level class.<sup>28</sup> A number of other changes were also made to the course, including switching the textbook.<sup>29</sup> Although he was no longer teaching this course, Horsfall remained involved in the profession, evidenced by his appointment on May 13, 1924, by Governor Thomas McRae to the “Honorary Arkansas Forestry Commission.”<sup>30</sup> While not an official government agency until years later, this group proposed legislation to codify a state forestry commission and advocated for forestry to be practiced by private landowners in Arkansas.<sup>31</sup>

In 1924, the FDSAS course catalog emphasized that its high school-level curricula prepared students for attendance at the University of Arkansas. In addition, the FDSAS “College Course” (junior college) program was promoted to those that had completed fifteen units of high school as:

...the same as the Freshman and Sophomore course in an A. & M. College. The subjects offered are the same as those offered to Freshman and Sophomore classes by the College of Agriculture of the University of Ark[ansas]...By completing this course, the student can enter the Junior class at the University.<sup>32</sup>

The 3 credit forestry course was only offered to senior high school students—there was still no college-level forestry instruction. However, a collegiate horticulture course taught by Hoover was offered in the sophomore year of the agricultural emphasis, and one of the topics listed for this course was forestry (although it was not likely emphasized).

In 1925, the FDSAS officially became the “Fourth District A. & M. College” (hereafter, AA&M). As a junior college, AA&M offered a wider range of higher-level courses and degree programs.<sup>33</sup> However, AA&M had yet to transition to college-only, so it still had a four-year high school diploma program for boys and girls, and retained the 3-credit hour senior-level

forestry course.<sup>34</sup> During these years, there is no listed instructor of record for the forestry course, but it is likely that Marvin S. Bankston (Figure 2) had taken over upon his arrival in 1926.<sup>35</sup> The Mississippi-born Bankston, who later became President of AA&M, played a pivotal role in the eventual founding of the AA&M forestry degree program. As a boy, Bankston moved to near Fountain Hill (Ashley County) and later attended FDSAS between 1911 and 1917.<sup>36</sup> After graduating from the FDSAS, Bankston earned an



**Figure 2. Marvin Bankston, circa 1936. Photograph courtesy of the UAM Library.**

agriculture-based B.S. at Mississippi A&M (now, Mississippi State University) in 1921. He took the agriculture instructor job at AA&M shortly before earning a M.A. from George Peabody College for Teachers in Nashville, Tennessee, thereby joining a number of other Peabody graduates on the AA&M faculty at that time.<sup>37</sup>

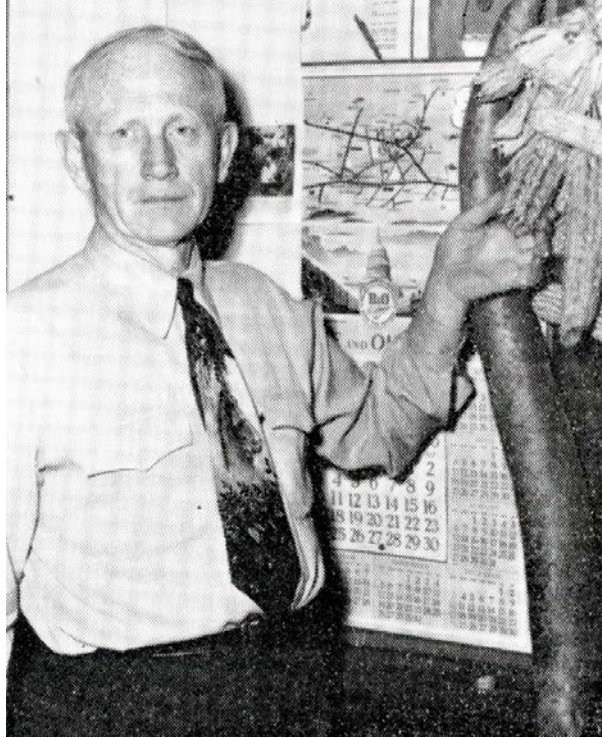
Outside of a new instructor, no major changes happened to the high school forestry course until 1928, when it went from three contact hours weekly to four (still with two lab hours).<sup>38</sup> The next significant alterations occurred in the 1931-32 academic year. This was a transitional period at AA&M, which had finally ended its high school program and concentrated on the 2-year junior college offerings. The four credit senior-level forestry course was gone, replaced under the agriculture course listings by a “Horticulture and Forestry” heading, which included a sophomore-level “Farm Forestry” offering. This course, which consisted of an hour of “recitation” (lecture) and two hours of lab every week was described as a “...study of the forest as affecting the economic welfare of the community; method of measurement and management of the farm forest; silvical characteristics of forest trees; forest protection; farm forestry products.”<sup>39</sup>

Presumably, Bankston reshaped the high school-level forestry class to a college-level offering. The two credit, fall term Farm Forestry class, also listed as “Horticulture 222,” was a requirement for second-year students earning a diploma in agriculture and probably was available as an elective for other majors. In 1933, the AA&M Farm Forestry became “Horticulture 212” and Botany 103 became a prerequisite—otherwise, the class description remained unchanged.<sup>40</sup> The next academic year Botany 103 was a two-semester course, and remained the prerequisite for Farm Forestry. By 1935, AA&M was offering 4-year Bachelor of Science and Bachelor of Arts degrees, for which Farm Forestry might have been an elective in science and/or laboratory-based instruction required for graduation. Farm Forestry remained a sophomore-level course, and a required part of the 2-year program, now labeled “Professional Curricula,” for agriculture.<sup>41</sup>

The 1930s were a tumultuous time at AA&M. In addition to ongoing structural changes, long-time President Horsfall had resigned under pressure in 1935; his replacement, Hugh Critz, resigned at the end of the year due to ill health.<sup>42</sup> After an extended search, the Board of Trustees made the most logical choice available and elevated the popular Bankston to the

position of President.<sup>43</sup> Bankston’s ascendancy left the AA&M Department of Agriculture without a head; the bulletin for the 1936-37 school year, issued in the late spring or early summer of 1936, labeled this position as “to be appointed.”<sup>44</sup> Earl Wisner, with a B.S. degree from Mississippi A&M and some graduate work (but no degree) from George Peabody College was hired by Bankston after the 1936 bulletin was printed, and may have handled the agricultural instruction (including Farm Forestry) during the 1936-37 school year.<sup>45</sup> The 1937-38 course catalog listed both agriculturist Wisner and engineer B. E. Hart as the instructors of record for the agriculture section of the professional group of study.<sup>46</sup>

Another early hire of Bankston’s was botanist Dr. Delzie Demaree (Figure 3) as a Professor of Biology and the Chairman of the Natural Science and Mathematics Division.<sup>47</sup> Demaree was an eccentric if well-educated (B.S. Botany, Indiana University (1920); M.S. Botany, University of Chicago (1921); Forestry course (in 1923), Yale University; Ph.D. Botany, Stanford University (1932)) and well-traveled faculty member, with previous teaching stints at Hendrix College, the University of Arkansas, the School of Forestry at Yale University (he taught tree identification during the summers



**Figure 3. Dr. Delzie Demaree from the 1951 ASU Indian yearbook. Photograph courtesy of Arkansas State College, Jonesboro.**

of 1924 and 1925), Texas Technological College, and Oklahoma University.<sup>48</sup> Demaree had also worked as a forester with the Ohio Forestry and Park Service, but he was best known as a botanist and a plant collector. One tribute to Demaree even quoted him as saying “...if I had to work to make a living it would be as a forester”<sup>49</sup> —why he did not while at AA&M is up for speculation, as he was better credentialed to teach the forestry classes than any other faculty member at that time. His botanical interest probably accounts for why his decade at AA&M was spent in the Natural Science Division, rather than Agriculture.<sup>50</sup>

In the decade before Bankston became AA&M President, support for forestry increased considerably across the South. Even though a handful of vocal opponents, such as Percy George of Hamburg, resisted the spread of forestry as a threat to agriculture, it was becoming readily apparent that much of Arkansas was far better suited for forests than farms.<sup>51</sup> The powerful railroad industry also supported forestry, recognizing the value of both a more stable supply of raw materials (such as railroad ties, beams for bridge trestles, and wood for rail-car construction) and freight-related revenues from shipping logs, lumber, and other finished wood products.<sup>52</sup> A number of prominent members of the local timber industry sat on the institution’s Board of Trustees, including Judge I. A. Bird (one of the original sawmill owners in Wilmar, and an officer of the first Board of Trustees of the FDSAS),<sup>53</sup> Edgar W. “Cap” Gates, manager of the Crossett Lumber Company in Crossett, and Leslie K. “Les” Pomeroy, President of the Ozark Badger Lumber Company in Wilmar. While there is no evidence Judge Bird was an advocate of forestry, Cap Gates had started a forestry program at the Crossett Lumber Company in the early 1920s while many other lumber companies closed, went bankrupt, or moved away when they cut out their



virgin timber. Buoyed by support from the federal government, the nascent Crossett Lumber Company forestry program initiated a campaign of public education targeting farmers and other small landowners and Gates quickly espoused the virtues of “perpetual forestry” or “forest conservation” on private lands.<sup>54</sup> Gates served from 1924 until early 1935 on the FDSAS and AA&M Boards of Trustees (including years as President), and would later have an AA&M dormitory named in his honor. Les Pomeroy would soon play a pivotal role in the establishment of the forestry degree program at AA&M.

Forestry also came late to Arkansas state government, which was the last in the southeastern US (and one of the last in the entire country) to establish a forestry agency. The original Honorary State Forestry Commission appointed in 1924 by Governor McRae had no formal power and only limited influence. A state forestry extension specialist, Charles A. Gillett, was hired before 1930 and he helped the cause by (amongst other efforts) organizing a two-day-long extension “school of forestry” and facilitating a pro-forestry extension circular following a particularly bad wildfire year.<sup>55</sup> Eventually, a skeptical legislature authorized and funded the Arkansas State Forestry Commission (AFC), whose early suc-

cesses with fire control and reforestation projects quickly garnered support for further growth.<sup>56</sup> One of these expansions included the promotion of fire suppression and other forestry-related topics through a statewide public education campaign via the distribution of brochures and other materials, traveling exhibits, “forestry moving picture shows,” and “forest festivals” held in numerous communities, including some in Drew County.<sup>57</sup> The AFC also advocated for the teaching of “public forest consciousness” to all school children and the offering of forestry courses at agricultural schools.<sup>58</sup> Hence, over a few short years, the AFC’s educational efforts went from non-existent to reaching tens of thousands of Arkansans annually.<sup>59</sup> During its formative years, the AFC quickly recognized that a lack of formal training limited the ability of their forestry staff to serve the public.<sup>60</sup> To help address this weakness, the AFC instituted a correspondence-style study course by late 1935 to further educate their staff on forest protection, fire fighting, law enforcement, public relations, botany, silviculture, and utilization.<sup>61</sup> The resources expended in this AFC training effort, though considered well-spent by the agency, may have led to a recommendation in their FY 1936 annual report to take some of the income received from state-owned forest lands to

support “...an enlarged and adequate college of forestry at the University of Arkansas.”<sup>62</sup> Similar trained forester shortages were also apparent to those companies trying to implement forestry during this period. So, over the course of a decade, both industry and state government became the primary supporters of a forestry degree program in Arkansas.<sup>63</sup>

According to a number of sources, in the late 1930s AA&M President Bankston and Congressman William F. Norrell met with US President Franklin Delano Roosevelt.<sup>64</sup> At this meeting, it is reported that President Roosevelt made the following statement:

Before I die there are two things I want to do for Arkansas. First, I want to develop the scenic area of Northwest Arkansas into parks and recreational centers for the healthy people, comparable to that of the resort city of Hot Springs for the ill. Secondly, I want to convert the worn out hill farms of Arkansas into crops of the fastest growing and most profitable pine forests in the nation.<sup>65</sup>

Congressman Norrell, the son of farmers from the small community of Milo in Ashley County, had attended the FDSAS and other colleges in Arkansas before returning to Monticello to practice law and

eventually entered politics, serving first as a state senator and then in the US House of Representatives from 1939 until his death in 1961.<sup>66</sup> FDR, though not as renowned in conservation circles as President Theodore Roosevelt, was also a major advocate of good land management practices and many of his rural development programs during the Great Depression emphasized forest conservation activities.<sup>67</sup>

By the time the 1937-38 AA&M catalog was published, Botany 103 had been dropped as a prerequisite for Farm Forestry, and second-year standing was the only other requirement for this course. It is possible that this change could have come from Dr. Demaree, who may have decided it was not necessary for Farm Forestry. Farm Forestry remained unchanged in the 1938-1939 catalog, although a new course offering was now available to freshman—“Conservation of Natural Resources” was now listed in the professional group under its own Conservation subheading.<sup>68</sup> According to the course description, this class included “...a study of the animal, plant, mineral, and soil resources of the state with their proper uses and means of their conservation. The course is handled by the staff of the natural sciences and of agriculture.” At this time, the cause of conservation education was sweep-

ing Arkansas, as witnessed by the passage of a state law requiring the study of natural resources in schools.<sup>69</sup> The AA&M faculty now included Lewis R. Johnson (B.S. George Washington University, M.S. University of Wisconsin), an assistant professor of soil and chemistry, who probably contributed to this conservation course.<sup>70</sup>

AA&M was not the only opportunity for forestry education in Drew County at this time. An article in the *Arkansas Gazette* recounted a March 11, 1938, visit made by recent graduates of Yale University and their professors, Herman Haupt Chapman and Ralph Bryant, to the operations of the Ozark Badger Lumber Company.<sup>71</sup> Chapman and Bryant had been bringing Yale students to study lumbering and forestry in the southern United States since at least 1909. In 1912 Chapman had taken students to the operations of the Crossett Lumber Company in Ashley County upon the behest of Charles Harlan Watzek, a Yale forestry graduate and the son of Crossett Lumber Company cofounder John Watzek.<sup>72</sup> In addition to other Crossett visits in the 1910s and 1920s, Yale students had toured the operations of Ozark Badger since 1930, and were often joined by local and regional dignitaries.<sup>73</sup> What drew them to Wilmar were the efforts of Les Pomeroy (Figure 4) and his business partner

Eugene P. Connor, two engineers-turned-lumbermen from Wisconsin who had taken over Ozark Badger and practiced forestry on nearby private lands to supply their mill with second-growth pine.<sup>74</sup> By the late 1930s, the work of Pomeroy and Connor on uneven-aged silviculture in southern pines was drawing national attention as a study of how good forestry practices could be both profitable and sustainable.<sup>75</sup> As a successful businessman and influential personality from southeastern Arkansas, Pomeroy joined the AA&M Board of Trustees following the death of Lee Hyatt. To those pushing for the establishment of an AA&M forestry degree program, Pomeroy's



**Figure 4. Les Pomeroy, President of the Ozark Badger Lumber Company, in the early 1930s. Photograph courtesy of Michael Pomeroy.**

appointment by Governor Carl Bailey on February 7, 1938, was “particularly fitting.”<sup>76</sup>

The newly appointed Pomeroy apparently arranged for the AA&M forestry class to accompany the March 1938 Yale tour. Newspaper articles of this trip also mentioned attendance by prominent local lumbermen, farmers, bankers, attorneys, Arkansas State Forester Charles Gillett, USDA Forest Service Southern Forest Experiment Station Director E. L. Demmon, and AA&M President Bankston.<sup>77</sup> These Yale field trips were designed to show students how particular forestry techniques yielded certain results (Figure 5). The 1938 tour featured stops at pine stands that had been periodically cut during the preceding decade. Most were mature stands that received selective harvests of larger trees; one stop was a thinning of smaller diameter

(pole-sized) pine to improve growth and yield, and the final stop was at a steel fire tower built on Ozark Badger lands to help with fire control. Ozark Badger had maintained detailed records of the original stand volumes, how much had been cut, and how much sawtimber remained at the end—effective bookkeeping that allowed for a ready accounting of how well each treatment performed. After a morning spent on Ozark Badger properties in western Drew County, the 50-car caravan swung into AA&M to lunch on baked chicken and dressing, mashed potatoes and chicken gravy, salad, peas, and “crusty” pineapple pie for dessert, followed by a walk on the campus to “...an unusual example of self-perpetuation of a pine forest.”<sup>78</sup> This field tour wrapped up with further stops at Ozark Badger lands, followed by a dinner of sand-



**Figure 5.** Les Pomeroy addressing the 1938 Yale tour of Ozark Badger forests. Photograph courtesy of Michael Pomeroy.

wiches, hot dogs, soft drinks, and cold beer provided by Pomeroy and Connor and an evening of storytelling and singing of school songs by both Yale and AA&M students.<sup>79</sup>

It could be argued that the field

tours of Pomeroy and Connor were the most significant contribution to forestry education in Drew County prior to the establishment of the AA&M degree program. Yale visited Ozark Badger between 1930 and 1939, and again in 1942, 1948 and 1951; the New York State College of Forestry came in 1939 and 1941, and AA&M students also periodically visited.<sup>80</sup>

These instructional tours were not just for collegians—over the years, Pomeroy and Connor gave untold numbers of high school students, teachers, farmers, politicians, bankers, educators, researchers, and trained foresters a taste of their unique brand of uneven-aged silviculture.

Following the events of the 1930s, a number of interested parties began discussing the prospects of a forestry degree-conferring program at AA&M.<sup>81</sup> According to correspondence from Bankston to Lamar Williamson of Monticello, a “representative group of enthusiastic men” first met with AA&M faculty and the Board of Trustees on October 25, 1940, to discuss the establishment of “A Course of Study in Practical Forestry,” geared to the needs of industry. Unfortunately, a combination of inadequate funding and the onset of World War II stalled this effort.<sup>82</sup> The war did not bring an end to the existing Farm Forestry course at AA&M—it remained in

the catalog, even as civilian enrollment at AA&M plunged as some went off to fight and others (including many women) left to work in support of the war effort.<sup>83</sup> AA&M made up for its shrinking civilian enrollment by participating in military officer training support programs, with most new students between 1942 and 1945 coming from the Navy and Marines.<sup>84</sup>

Two new forestry-related courses appeared during World War II. The 1941-42 AA&M Catalog listed a course for first-year students (“Nature Study and Conservation”) under the Conservation emphasis.<sup>85</sup> The catalog for the 1942-43-44 school years, reflecting a curriculum reorganized to better support the Navy V-12 program, listed a “Dendrology” course in the Botany program. This class on the “...study of the distribution, uses and identification of woody plants of the state” was designed for “...students in botany, forestry, conservation, and agriculture.”<sup>86</sup> Dendrology was tiered for either sophomore- or junior-level credit, with more laboratory time required for the higher grade, and had a prerequisite of six hours of botany.<sup>87</sup> Although a specific instructor for Dendrology was not listed in the catalog, the botany emphasis of this course strongly suggests it was taught by Dr. Demaree, who was by then the Chairman of the AA&M Natural Science

and Mathematics Division. Demaree was also specifically listed as the person responsible for the Conservation program in the 1945-1946 catalog, which still consisted of the Nature Study and Conservation of Natural Resources classes.<sup>88</sup> It is unclear who enrolled in the Farm Forestry, Conservation, and Dendrology classes during the war—these did not fit the military’s educational requirements, and there were few male civilian students, so it is possible that these were dominated by the female students (if actually taught).

Although the development of a more formal forestry degree program at AA&M was halted by the war, interest renewed in 1944. As the Navy started to phase-out the V-12 training program and AA&M student numbers again plummeted, Pomeroy and other members of the Board of Trustees pressed President Bankston to revitalize AA&M’s curriculum and faculty.<sup>89</sup> Fortunately, a new federal program under the G. I. Bill emerged. Nationally, training centers administered by the Veteran’s Bureau were being set up at institutions of higher education to meet the needs of returning servicemen. With this in mind, Bankston reinitiated the planning for a forestry program at AA&M.<sup>90</sup> On July 12, 1944, Bankston convened a group of about 30 invited guests to again discuss the prospects.<sup>91</sup> According to the brief

minutes of this meeting, held in the AA&M Science Building auditorium, Trustee Pomeroy introduced and presided over the event, which featured a background by Bankston, information on the G. I. Bill program by W. R. Lee of the U.S. Veteran’s Administration in Little Rock, a discussion of courses to be taught, appointment of a planning committee to coordinate and advise the Board of Trustees, and some parting words by Congressman Norrell.<sup>92</sup> In addition to Bankston, Lee, Pomeroy, and Norrell, attendees included Arkansas State Forester Fred Lang, Earl Wisner (then-AA&M agriculture and forestry instructor), Russ Reynolds of the U.S. Forest Service, Peter F. Watzek of the Crossett Lumber Company, and numerous other educators, timber industry representatives, and AA&M administrators.<sup>93</sup> Judging from the response of those participants who wrote back to Bankston following this meeting, local enthusiasm for starting a forestry degree program at AA&M was high.

By the end of August 1944, State Forester Lang and his staff had sent Bankston a possible curriculum for a forestry degree program based on the “Ranger School” model used by the New York State College of Forestry.<sup>94</sup> Within a week, Bankston had adapted this suggested curriculum for a “School of Applied Forestry,”

which was then routed to others for feedback.<sup>95</sup> As Bankston and the committee refined the draft during September of 1944, plans for staffing the new program also coalesced. This two-year “ranger” program was to use existing AA&M staff as well as hire a director who would handle about two-thirds of the instruction. To do this, the director would need to be both a capable administrator and knowledgeable in many aspects of forestry. By late September 1944, Bankston was seeking qualified director candidates. State Forester Lang suggested Henry “Hank” Chamberlin, who at that time was working in the El Dorado, Arkansas area for LSU.<sup>96</sup>

A graduate of the forestry program at Pennsylvania State College (B.S. in 1939) and Yale School of Forestry (M.S. in 1940), Chamberlin was hired by the LSU Agricultural Experiment Station in September of 1941 to work as an assistant forester and forestry instructor.<sup>97</sup> By June of 1943, Chamberlin was running a study of privately owned forestlands in northern Louisiana, central Mississippi, and southern Arkansas.<sup>98</sup> Chamberlin was not an unknown quantity to Bankston, having written in January of 1944 to see if Bankston had secured funding for an applied school of forestry at AA&M.<sup>99</sup> When Chamberlin applied for the director position at the AA&M School

of Applied Forestry in October of 1944, he listed three character references: Samuel Record, then Dean of the Yale School of Forestry; Victor Beede, Head of the Forestry Department at Pennsylvania State College; and Ralph W. Hayes, Head of the LSU Forestry Department (and his then-supervisor). Two provided very favorable recommendations—Record wrote that Chamberlin was a “...good, stable, industrious man, very much interested in his work...[of] an excellent character” while Beede believed Chamberlin to be a “promising professional forester” and felt AA&M would “make no mistake in giving him serious consideration” for the director’s job.<sup>100</sup> Hayes was notably less enthusiastic. Hayes felt Chamberlin was a  
 ...thoroughly honest man, a good, conscientious worker, and a man who has good training in some of the fields of forestry...[but he] was limited in his experience...[lacked] broad contacts and opportunities [desired] for men on [the LSU] staff...

Hayes also did not feel the inexperienced Chamberlin “...possesse[d] an ideal personality for an administrator.”<sup>101</sup> So, although a “fine” person, Chamberlin’s performance between 1941 and 1944, which included teaching multiple courses, conducting research, and helping

administer the LSU forestry and extension programs, apparently did not sufficiently impress Hayes enough to retain him on their faculty after his contract expired. Hayes suggested two other men from the federal Soil Conservation Service he believed to be up to the director's task, although both Hayes and Bankston doubted that either would be willing to take the AA&M position at the salary being offered.<sup>102</sup>

Why such a tepid recommendation for Chamberlin? In his response to Bankston's original inquiry, Hayes had opined that the proposed AA&M program "...would not work out for the best interests of forestry in the south... it would be much better if you should inaugurate a two-year pre-forestry curriculum with the idea that men who finished would continue a degree course at some recognized forestry institution."<sup>103</sup> According to a later letter from Chamberlin to Bankston, Hayes did not want to lose students, faculty, or resources to a new forestry program:

[He had] an antagonistic attitude toward the organizing of this school or any other forestry school in the South, as it will create more competition for the graduate forestry students from LSU. I feel that competition is a good thing for bettering the country and if a forestry job is avail-

able let the better man get the job, whether he be from the school of forestry at Michigan, the LSU school of forestry or the school of forestry at A. and M. College.<sup>104</sup>

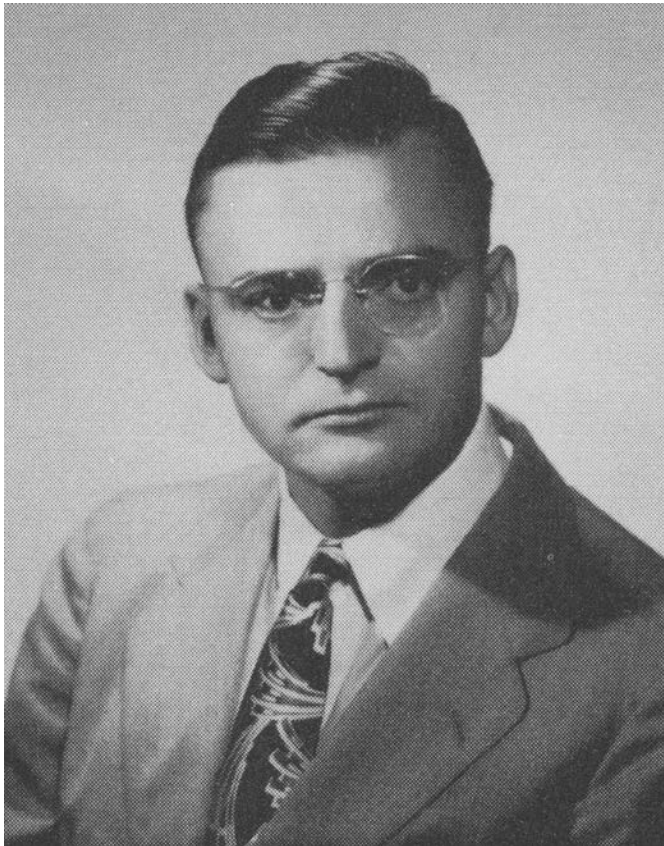
Hayes's sentiments were echoed by others contacted by Bankston during the AA&M forestry program's development. For example, Yale Professor Chapman, acting in his capacity as the Chairman of the Society of American Foresters Accreditation Committee, wrote Bankston to give the Committee's opinion that sufficient forestry training facilities already existed in the southern US. Hence, Chapman believed there was no need for a 2-year applied forestry at AA&M, although opportunities existed for instruction on farmer woodlot management or forest conservation in a broad collegiate setting.<sup>105</sup>

Bankston politely dismissed Hayes' advice about starting a pre-forestry program, ignored Chapman's counsel, and moved ahead with plans for the 2-year forestry degree.<sup>106</sup> On November 27, 1944, Bankston and AA&M submitted a proposal for a School of Applied Forestry to the Vocational Rehabilitation and Education Division of the Veteran's Administration office in Little Rock, which included the curriculum and course descriptions modified over the last few months.<sup>107</sup> Although he had told Chamberlin and



others that the AA&M program would not be viable without federal approval, Bankston was apparently confident enough in the inevitability of this program that he had already begun touting its opening on March 1, 1945, to some other government agencies, interested parties, and potential funding sources.<sup>108</sup> Fortunately for Bankston, quick approval by the Veteran's Administration arrived on December 14, 1944.<sup>109</sup>

Chamberlin was formally offered the AA&M director position in early 1945 (Figure 6). In an interview fifty years later, Chamberlin revealed he



**Figure 6.** Henry "Hank" Chamberlin at the beginning of the AA&M forestry program. Yearbook photograph courtesy of UAM Library.

chose AA&M over a similar offer from Mississippi State University because he desired the greater challenge of starting a program from scratch, particularly one that emphasized teaching.<sup>110</sup> Chamberlin agreed to a one-year position to help start AA&M's two-year forestry program, and he appeared in an abbreviated 1945-46 catalog as the most junior member of the Agriculture program.<sup>111</sup> The next full catalog introduced the "School of Applied Forestry," as established under a fall of 1945 contract with the Veterans Administration. According to this catalog, AA&M

owned "...a large tract of forested land which is readily accessible for field demonstration and practice and for experimental work... located in the heart of the lumber and wood-using industries of the region, and a number of excellent plants are available for inspection and field trips."<sup>112</sup> In 1945, the existing AA&M forestry-related courses (Farm Forestry, Dendrology, Nature Study and Conservation, and Conservation of Natural Resources) remained in the catalog because the 21 new courses (Table 1) offered by the School of Applied Forestry were available only to veterans.<sup>113</sup> These new courses were to be taught by Chamberlin, Demaree, a recently hired (in

First Year (100 series)		Second Year (200 series)	
103	Forest Botany	224	Silvicultural Field Methods
112	Engineering Drawing	232 S	Land Surveying
123 a	Silvics and Dendrology	233 a	Land Surveys and Records
123 b	Silvicultural Systems	233 b	Surveying of Forest Land
132	Mapping and Drafting	243	Forest Insects and Disease
142	Fire Control	266 S	Timber Cruising
152	Elementary Forest Surveying	265 a	Applied Silviculture
163	Elementary Mensuration	265 b	Elementary Management and Valuation
172	Forest Products Industries	264	Field Problem in Forest Management
		272 S	Field Trips
		274	Logging and Lumber Industries
		291	Slide Rule and Calculator

**Table 1. The 1945-46 catalog courses offered to veterans attending the School of Applied Forestry at AA&M.**

1946) forestry instructor named Frank R. Grote, and two other AA&M faculty members (Alaga H. Boyd, Professor of Physics and Engineering and Bernard E. Hart, Instructor in Agriculture and Engineering).<sup>114</sup> The initial program offered by the School of Applied Forestry had been designed in conjunction with forest industry to provide “men of semi-technical forestry training” and allow credits to transfer for students who wanted to go to other institutions to earn B.S. degrees in forestry.<sup>115</sup>

This apparent progress belied internal struggles that soon led to dramatic changes in AA&M administration and faculty. By early 1945, a number of AA&M trustees had lost confidence in the leadership of President Bankston—

Pomeroy in particular thought Bankston lacked vision in faculty selection and curriculum development.<sup>116</sup> It was into this building maelstrom that Chamberlin arrived in September of 1945, charged with starting a new degree program with only three enrolled students, no dedicated facilities, no equipment, and few other benefits.<sup>117</sup> In the summer of 1946, the Board of Trustees did not renew the contracts of eight professors, including Dr. Demaree, probably the best credentialed and most prominent AA&M faculty member.<sup>118</sup> By August of 1946, President Bankston had resigned following years of pressure, even though his last major accomplishment of hiring the capable Chamberlin to start a new forestry program should have satisfied

at least some of Pomeroy's expectations of better faculty and degree offerings.<sup>119</sup> Chamberlin's challenges had only just begun—in his first year, he had the disagreeable and unexpected task of telling the Board of Trustees' hand-picked successor as President, William E. Morgan, that AA&M was not a land-grant college, as he apparently thought it was.<sup>120</sup> Furthermore, Chamberlin needed to immediately revamp the forestry degree program to bring it up to a higher professional standard and open it to more than just veterans.<sup>121</sup>

The remarkable sequence of events that unfolded upon the establishment of the FDSAS and continued through World War II almost certainly played a pivotal role in the eventual founding of a formal 2-year forestry degree program at AA&M under Chamberlin. The good fortune that strong industry support, a receptive college administration, a supportive local environment, and the right people all eventually coalesced at the right time is hard to overstate—most other collegiate forestry schools were founded at land grant colleges with agriculture programs, something that should have favored the University of Arkansas in Fayetteville. Yet, even though the University of Arkansas did have a handful of faculty and affiliated extension staff with forestry backgrounds over the years,

this institution never developed a degree granting forestry program—that task was left to a small, underfunded college in Drew County.

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### Endnotes

1. Paula Reaves, "Henry Howard 'Hank' Chamberlin 1913-1998," *The Encyclopedia of Arkansas History & Culture Online*; <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=6553>, last accessed February 9, 2016. Chamberlin was born on March 8, 1913, the youngest of four children of a barber from Palmerton, a small coal mining town in eastern Pennsylvania.
2. Donald Holley, *Celebrating a Century of Opportunity: From the Fourth District Agricultural School to the University of Arkansas at Monticello* (St. Louis, MO: Reedy Press, 2009), 117, 143-144.
3. Anonymous, "UAM Forestry Pioneer Retires After 35 Years," *Campus Herald* (University of Arkansas, Monticello) May 1, 1980 special issue, University of Arkansas, Monticello Special Collections, School of Forestry and Natural Resources Record Group.

4. V. Alaric Sample, Nadine E. Block, Paul C. Ringgold, and James W. Giltmier, *The Evolution of Forestry Education in the United States: Adapting to the Changing Demands of Professional Forestry* (Washington, DC: Pinchot Institute for Conservation, 2000), 5-7.
5. Paul Y. Burns, Brief History of Education in the LSU School of Renewable Natural Resources 1911-2003, unpublished history available online at: <http://www.rnr.lsu.edu/alumni/history.htm>, last accessed February 9, 2016; Mason C. Carter, Robert C. Kellison, and R. Scott Wallinger, *Forestry in the U.S. South: A History* (Baton Rouge: Louisiana State University Press, 2015), 38. While individual courses (or parts of courses) at AA&M included forestry, none of these led to a forestry degree.
6. United States Bureau of Education, "Chapter XII.—Miscellaneous Educational Topics: Instruction in Forestry," *Report of the Commissioner of Education for the Year Ending June 30, 1905*, Volume 1 (Washington, D.C.: Government Printing Office, 1907), 238. This 2 credit, semester-long course was taught in 1905 by Ernest Walker, a professor of horticulture.
7. Some early examples include: Edwin J. Houston, *Outlines of Forestry; or, the Elementary Principles Underlying the Science of Forestry* (Philadelphia, PA: J.B. Lippincott Company, 1893) and John Gifford, *Practical Forestry for Beginners in Forestry, Agricultural Students, Woodland Owners, and Others Desiring a General Knowledge of the Nature of the Art* (New York, NY: D. Appleton and Company, 1902). The earliest forestry report from Arkansas that provided timber management advice was developed for the Sawyer & Austin Lumber Company of Pine Bluff; Frederick E. Olmsted, "A Working Plan for Forest Lands Near Pine Bluff, Arkansas," *USDA Bureau of Forestry Bulletin* 32 (Washington, D.C.: Government Printing Office, 1902).
8. James F. Willis, "The Farmers' Schools of 1909: The Origins of Arkansas's Four Regional Universities," *Arkansas Historical Quarterly* 65 (Autumn 2006): 239-243; Michael B. Dougan, "Elementary and Secondary Education," *The Encyclopedia of Arkansas History & Culture Online*, <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=389>, last accessed February 10, 2016.
9. Monticello had a number of private high schools during the late 1800s and early 1900s, including Hinemon University School (a college preparatory high school), and eventually Beauvoir College in Wilmar; Tom C. Coleman, "A School Tale: Early Higher Education in Drew County," *Drew County Historical Journal* 4 (1989): 71-81.
10. Anonymous, *Prospectus, State Agricultural School, Fourth District* (Monticello, AR: Fourth District State Agricultural School, 1910), 6-8. Classes for even earlier grades (originally, 6th, 7th, and 8th; later as a one-year prep course) were offered until the early 1920s.
11. Anonymous, *Prospectus*, 6; Anonymous, *Arkansas Agricultural & Mechanical College (Fourth District) Bulletin 1* (July 1913): 39.
12. Anonymous, *Prospectus*, 8.
13. This primer was written in two parts, and re-released in 1909 as USDA Farmers' Bulletins: Gifford Pinchot, "A Primer of Forestry, Part I.—The Forest," *USDA Farmer's Bulletin* 173 (Washington, D.C.: Government Printing Office, 1909) and Gifford Pinchot, "A Primer of Forestry, Part II.—Practical Forestry," *USDA Farmers' Bulletin* 358 (Washington, D.C.: Government Printing Office, 1909); Anonymous, *Prospectus*, 11-12. The prospectus also indicated "Experiment Station bulletins will be used and a note book kept." The bulletins may have been those developed by the Arkansas Agricultural Experiment Station, which had opened in 1888, or those produced by the USDA.
14. For example, see Gifford Pinchot, "Forestry in Nature Study," *USDA Office of Experiment Stations Special Circular* (Washington, D.C.: Government Printing Office, 1909).
15. Elizabeth Carss, "The Value of Forestry in a Course of Nature Study," *Torreya* 1 (February 1901): 13-16. Carss touted including elements of forestry across all grade levels, starting early in elementary school with basic plant biology integrated into the overall curriculum.
16. Samuel B. Green, "Forestry in the Agricultural Colleges and Experiment Stations," *Forestry Quarterly* 8 (June 1910): 188-189.
17. Bernard E. Fernow, "Forestry for Farmers," *USDA Farmers' Bulletin* 67 (Washington, D.C.: Government Printing Office, 1898), 42-47.
18. Wilbur R. Mattoon, "Forestry and Farm Income," *USDA Farmer's Bulletin* 1117 (Washington, D.C.: Government Printing Office, 1940), 1-10.
19. Walter Mulford, "Forestry at an American Agricultural Experiment Station," *Forestry Quarterly* 1 (April 1903): 81.
20. US Census Bureau, "Arkansas," *Thirteenth Census of the United States Taken in the Year 1910. Volume VI: Agriculture, 1909 and 1910 Report by States, With Statistics for Counties: Alabama-Montana* (Washington, D.C.: Government Printing Office, 1913), 102, 104. The \$7 million dollars was for 1909 alone, and consisted of products sold, used on the farm, or were still in the farmer's inventory.
21. Anonymous, *Prospectus*, 5. Even after years of lumbering and land clearing, much of southern Arkansas was still virgin pine and hardwood forest in 1910.

22. Anonymous, *Arkansas Agricultural & Mechanical College (Fourth District) Bulletin* 16 (April 15, 1925): 8.
23. Holley, 4-11.
24. Frank Horsfall, "Teaching Agriculture in Public Schools," *Arkansas Agricultural & Mechanical College (Fourth District) Bulletin* 5 (July 1914): 3.
25. James G. Lewis, "The Applicant is No Gentleman: Women in the Forest Service," *Journal of Forestry* 103 (July/August 2005): 259-263.
26. Holley, 5.
27. Anonymous, *State Agricultural School, Fourth District, Monticello, Drew County, Arkansas, Catalogue* (Monticello, AR: Advance Print, May 1914), 4, 12-13.
28. Anonymous, *State Agricultural School Bulletin* 8 (June 15, 1922): 1, 10-11, 13-14. Hoover's doctorate was an honorary degree in law from the University of Arkansas.
29. The textbook became: Filibert Roth, *First Book of Forestry* (Boston, MA: Ginn & Company, 1902).
30. Alexander C. Millar, "Proposed Forestry Law for Arkansas," *Proceedings of the Seventh Southern Forestry Congress* (Durham, NC: Seeman Printery, 1925), 46.
31. Millar, 47-50.
32. Anonymous, *State Agricultural School Bulletin* 15 (April 15, 1924): 12-13. According to a later statement (on page 18 of this same bulletin), the "...work taken in the Junior College Department of the [Fourth District] State Agricultural School may be transferred to any other standard University or College."
33. Mary Heady, "University of Arkansas at Monticello (UAM)," *The Encyclopedia of Arkansas History & Culture Online*; <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=4137>, last accessed February 10, 2016. Formal junior college accreditation by the North Central Association of Colleges and Secondary Schools occurred in 1928; Anonymous, *Arkansas Agricultural & Mechanical College (Fourth District) Bulletin* 20 (April 15, 1929): 8.
34. Anonymous, *Arkansas Agricultural & Mechanical College (Fourth District) Bulletin* 16 (April 15, 1925): 28-29.
35. Anonymous, *Yesterday's Dream... Today's Reality... Your Future in Forestry at Arkansas A&M College* (Warren, AR: Eagle Publishing Company, 1958), 5. This promotional booklet suggests the Farm Forestry course started as early as 1927, but it does not show up in any course catalogs until 1931. It lists Bankston as the instructor in 1927.
36. Holley, 71.
37. Holley, 71.
38. Anonymous, *State Agricultural & Mechanical College (Fourth District) Bulletin* 19 (April 15, 1928): 38-39.
39. Anonymous, *State Agricultural & Mechanical College (Fourth District) Bulletin* 22 (April 15, 1931): 37.
40. Anonymous, *State Agricultural & Mechanical College (Fourth District) Bulletin* 24 (April 13, 1933): 38-39. Botany 103 was the general, freshman-level botany course.
41. Anonymous, *State Agricultural and Mechanical College Bulletin* 26 (June, 1935): 24-27, 35.
42. Holley, 69-70.
43. Holley, 70.
44. Anonymous, *Bulletin of the Arkansas Agricultural and Mechanical College Catalogue Number 1935-36 and Announcements 1936-37* (Monticello, AR: Arkansas Agricultural and Mechanical College, 1936), 8.
45. Anonymous, *Bulletin of the Arkansas Agricultural and Mechanical College Catalogue Number 1936-37 and Announcements 1937-38* (Monticello, AR: Arkansas Agricultural and Mechanical College, 1937), 6.
46. Anonymous, *Bulletin* (1937), 5, 40. Hart was also on a leave of absence from 1937-39, according to various catalogs.
47. Anonymous, *Bulletin of the Arkansas Agricultural and Mechanical College 1939-1940 Catalogue* (Monticello, AR: Arkansas Agricultural and Mechanical College, 1939), 33.
48. Anonymous, *Bulletin* (1939), 4; William F. Mahler, "Dedicated to Delzie Demaree 1889-" *Sida, Contributions to Botany* 9 (December 1982): 269.
49. Gary E. Tucker, "In Memoriam: Delzie Demaree, 1889-1987," *Proceedings of the Arkansas Academy of Science* 42 (1988): 16.
50. Mahler, 269; Tucker, 16-17.
51. Don C. Bragg, "Percy George and The Pine Tree Menace," *Arkansas Historical Quarterly* 69 (Winter 2010): 346-367.
52. P. T. Cole, "What Permanent Forests Mean to the Railroads of Arkansas," *Journal of Forestry* 29 (April 1931): 572-574. Cole's talk was given to the First Arkansas Extension School of Forestry, held in Pine Bluff on December 11 and 12, 1930.
53. Rebecca DeArmond, *Old Times Not Forgotten: A History of Drew County* (Little Rock, AR: Rose Publishing Company, 1980), 79. Judge Bird also donated the land for what would eventually become Beauvoir College in Wilmar; William Tyler Spence, "History of Beauvoir College," *Arkansas Historical Quarterly* 17 (Winter 1958): 325-336.
54. Department of Forestry, *Timber Growing on Farm Woodlands and Forest Fire Prevention* (Crossett, AR: Crossett Lumber Company, March 1924), 1-8; George W. Gray, "The Forest Lives on, Part II," *Forest Echoes* 14 (May 1954): 13-15.
55. In 1929, it was estimated that over 2.5 million acres of Arkansas burned; E. Murray Bruner, "Forestry and Forest Fires in Arkansas," *University of Arkansas Extension Circular* 281 (June 1930). This "First

- Arkansas Extension School of Forestry” was held on December 11-12, 1930 in Pine Bluff; P. T. Cole, 572. Gillett would later be hired as the first State Forester heading the Arkansas State Forestry Commission; Fred H. Lang, “Two Decades of State Forestry in Arkansas,” *Arkansas Historical Quarterly* 24 (Autumn 1965): 208-219.
56. David Campbell, “Wooden Riches: Arkansas Forest Facts,” *Arkansas Forestry Commission Bulletin* 10 (Little Rock, AR: Arkansas Forestry Commission, December 1938), 18-31. The Arkansas State Forestry Commission was established by the state legislature in 1931, but not funded until 1933.
  57. Charles A. Gillett, *First Annual Report of the State Forestry Commission for the Fiscal Year Ending June 30, 1934* (Ft. Smith, AR: Calvert-McBride Printing Co., 1934), 26-29.
  58. Gillett, 38.
  59. In Fiscal Year 1938 alone, the AFC reported giving 151 movie showings to an audience of 53,622 persons and conducted 13 Forest Festivals attended by 32,400 persons; Charles A. Gillett, *Fifth Annual Report of the State Forestry Commission for the Fiscal Year Ending June 30, 1938* (Conway, AR: Conway Printing Co., 1938), 42.
  60. Charles A. Gillett, *Second Annual Report of the State Forestry Commission for the Fiscal Year Ending June 30, 1935* (Little Rock: Arkansas State Forestry Commission, 1935), 20-21.
  61. Charles A. Gillett, *Third Annual Report of the State Forestry Commission for the Fiscal Year Ending June 30, 1936* (Little Rock: Parker-Harper Co., 1936), 15-16.
  62. Gillett, *Third*, 34.
  63. Interestingly, even though the Dean of the College of Agriculture of the University of Arkansas was an ex officio member of the Arkansas State Forestry Commission board, the development of a forestry degree program was apparently not pursued by the University.
  64. These reports have not been confirmed. Some of the details may be inaccurate; for instance, these accounts claim that this meeting happened in 1937, but Norrell did not become a US congressman until January 1939. Furthermore, a check of FDR’s daily schedule over the years (<http://www.fdrlibrary.marist.edu/daybyday/>) found no mention of a visit to the White House by Bankston. During the 1930s, FDR made at least two brief visits to Arkansas. In June of 1936, FDR visited during the celebration of the state’s centennial, for which he was a guest of Senator Joseph T. Robinson for part of the visit—but there is no record of meeting Norrell or Bankston on this trip, and this quote does not appear in the transcripts of his speeches (<http://www.fdrlibrary.marist.edu/archives/collections/franklin/index.php?p=collections/findingaid&id=582>). FDR also stopped briefly in Booneville, Arkansas, in July of 1938, but no mention of this quote from that visit can be found.
  65. Anonymous, *Yesterday’s Dream... Today’s Reality... Your Future in Forestry at Arkansas A&M College* (Warren, AR: Eagle Publishing Company, 1958), 5-6.
  66. Phillip Russell, “William Frank Norrell: Congressman From Monticello,” *Drew County Historical Journal* 12 (1997): 46-50; Kay C. Goss, “William Frank Norrell (1896-1961),” *The Encyclopedia of Arkansas History & Culture Online*; <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=4640>, last accessed February 15, 2016.
  67. Eric Rutkow, *American Canopy: Trees, Forests, and the Making of a Nation* (New York, NY: Scribner, 2012), 245-254.
  68. Anonymous, *Bulletin of the Arkansas Agricultural and Mechanical College* 29 (1939), 5.
  69. C. Armitage Harper and Ewing W. Kinkead, *Conservation in Arkansas* (Little Rock: Democrat Printing and Lithographing Co., 1956), 11.
  70. Anonymous, *Bulletin* 29, 5.
  71. Anonymous, “Yale Students See Scientific Forestry,” *Arkansas Gazette*, March 12, 1938.
  72. Don C. Bragg, “The Founding Fathers of the Crossett Experimental Forest,” *Forest History Today* (Fall 2012): 41.
  73. Al Pollard, “Yale Students Study Arkansas’s Pine Forests,” *Arkansas Democrat*, Sunday, March 20, 1938 issue.
  74. Samuel Lubell and Al Pollard, “Pine-Tree Bankers,” *American Forests* 45 (December 1939): 594-595; E. R. Pomeroy, “Two Men and a Forest,” *Drew County Historical Journal* 4 (1989): 47-70.
  75. Pollard, “Yale Students;” Lubell and Pollard, 594-596, 622.
  76. Anonymous, *Yesterday’s Dream*, 5; Anonymous, “Leslie K. Pomeroy Appointed to Fill Vacancy on Board of Trustees Caused by Death of Lee Hyatt,” *Weevil Outlet*, February 11, 1938 issue; Holley, 114.
  77. Anonymous, “Yale Students See Scientific Forestry,” *Arkansas Gazette*, Saturday, March 12, 1938 issue; Pollard, “Yale Students.”
  78. Pollard, “Yale Students.”
  79. Pollard, “Yale Students.”
  80. Pomeroy, 59.
  81. Anonymous, Forestry Education at Arkansas A&M (October 1957). Unpublished document in the UAM Special Collections.
  82. Letter from Marvin Bankston to Lamar Williamson, July 6, 1944, Record Group 35, Box 2, UAM Special Collections.

83. Holley, 99.
84. Holley, 99.
85. Anonymous, "Catalogue 1941-1942 and Announcements 1942-43," *Bulletin of the Arkansas Agricultural and Mechanical College* 32 (1941), 47.
86. Anonymous, "Catalogue 1942-43 1943-44 and Announcements 1944-45," *Bulletin of the Arkansas Agricultural and Mechanical College* 34 (1942), 34.
87. Anonymous, "Catalogue 1942-43," 34.
88. Anonymous, "Condensed Catalog Containing General Information and Announcements for 1945-46," *Bulletin of the Arkansas Agricultural and Mechanical College* 35 (August 1945), 21.
89. Holley, 114.
90. Holley, 133.
91. Letter from Bankston to Williamson, July 6, 1944.
92. Minutes of Forestry Meeting, July 12, 1944, and undated preliminary program, both from Record Group 35, Box 2, UAM Special Collections. The text of Norrell's speech is not available; perhaps this is when he (or Bankston, or even someone else) shared FDR's comments about wanting to see Arkansas's hill farms turned into productive pine stands.
93. Meeting registration cards from Record Group 35, Box 2, UAM Special Collections. Committee members appointed included W. S. Fox, R. P. Meredith, Russ Reynolds, Russell Moberg, and Joe Reaves.
94. Letter from Fred Lang and W. L. Lear to Marvin Bankston, August 31, 1944, Record Group 35, Box 2, UAM Special Collections.
95. Draft Arkansas A&M College School of Applied Forestry curriculum, September 7, 1944, Record Group 35, Box 2, UAM Special Collections.
96. Letter from Fred Lang to Marvin Bankston, September 25, 1944, Record Group 35, Box 2, UAM Special Collections.
97. Letter and resume from Henry H. Chamberlin to Marvin Bankston, October 11, 1944, Record Group 35, Box 2, UAM Special Collections. According to his resume, Chamberlin had also worked at a mine, several CCC camps, did timber salvage for the US Forest Service in New Hampshire, and as a forestry inspector for the Pennsylvania Turnpike Commission before taking the LSU job.
98. H. H. Chamberlin, L. A. Sample, and R. W. Hayes, "Private Forest Land Ownership and Management in the Loblolly-Shortleaf Type in Southern Arkansas, Northern Louisiana, and Central Mississippi," *LSU Agricultural Experiment Station Louisiana Bulletin* 393 (July 1945).
99. Letter from Henry H. Chamberlin to Marvin Bankston, January 10, 1944, Record Group 35, Box 2, UAM Special Collections. Chamberlin's letter was a reply to one sent from Bankston shortly beforehand.
100. Letter from Samuel Record to Marvin Bankston, November 22, 1944; Letter from Victor Beede to Marvin Bankston, November 23, 1944; both letters from Record Group 35, Box 2, UAM Special Collections.
101. Letter from Ralph W. Hayes to Marvin Bankston, November 22, 1944, Record Group 35, Box 2, UAM Special Collections.
102. Letter from Ralph W. Hayes to Marvin Bankston, December 4, 1944; Letter from Marvin Bankston to Ralph W. Hayes, December 7, 1944; both letters from Record Group 35, Box 2, UAM Special Collections.
103. Letter from Hayes to Bankston, November 22, 1944.
104. Letter from H. H. Chamberlin to Marvin Bankston, December 3, 1944, Record Group 35, Box 2, UAM Special Collections.
105. Letter from Henry Haupt Chapman to Marvin Bankston, December 1, 1944, Record Group 35, Box 2, UAM Special Collections.
106. Letter from Marvin Bankston to Ralph W. Hayes, November 28, 1944, Record Group 35, Box 2, UAM Special Collections.
107. "Proposal for Instruction in the New School of Applied Forestry," submitted by Arkansas A&M College and Marvin Bankston, November 27, 1944, Record Group 35, Box 2, UAM Special Collections.
108. Letter from Marvin Bankston to W. Howard Chase, November 29, 1944; Letter from Marvin Bankston to T. J. Collier, November 30, 1944; Letter from Marvin Bankston to W. S. Fox, November 30, 1944; all letters from Record Group 35, Box 2, UAM Special Collections.
109. Letter from Marvin Bankston to Russell R. Reynolds, December 14, 1944, Record Group 35, Box 2, UAM Special Collections.
110. Jim Brewer, "UAM to Honor 'Father of Forestry Education' By Renaming Forest Resources Complex to Honor Henry Chamberlin," University of Arkansas, Monticello press release, University of Arkansas, Monticello Special Collections, School of Forestry and Natural Resources Record Group.
111. Anonymous, "Condensed Catalog Containing General Information and Announcements for 1945-46," *Bulletin of the Arkansas Agricultural and Mechanical College* 35 (August 1945), 20.
112. Anonymous, "Catalogue 1945-46 and Announcements for 1946-47," *Bulletin of the Arkansas Agricultural and Mechanical College* 36 (March 1946): 12.
113. Anonymous, "Catalogue 1945-46," 30-31, 44, 48-51. Demaree likely taught the Dendrology course,

and the Farm Forestry and Conservation courses remained under Agriculture, probably still taught by Earl Wisner.

114. Anonymous, "Catalogue 1945-46," 4, 48.

115. Anonymous, "Catalogue 1945-46," 48-49.

116. Holley, 114. There is no indication if Pomeroy or the other Trustees were dissatisfied with Chamberlin's hiring.

117. Holley, 119.

118. Holley, 117. It is unclear why Demaree was released—the eccentric professor may have been unpopular with the students and other faculty, or perhaps was too closely affiliated with Bankston.

His name was not listed amongst those on the March 1938 Ozark Badger field trip or the 1941 meeting on the A&M campus, suggesting his lack of a role in the A&M forestry program planning process. Demaree went on to a faculty position at Arkansas State College, where he continued to teach botany until he retired in 1953; Tucker, 16.

119. Holley, 114-119.

120. Holley, 120.

121. Anonymous, Forestry Education at Arkansas A&M (October 1957).



**Hank Chamberlin and his circa 1940 truck in 1960. Many forestry alumni remember riding in Chamberlin's truck. Courtesy of the UAM Library.**