

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

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## 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.*

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

One of the difficulties forestry experienced, which was much less severe elsewhere in agriculture, was justifying research with a professional problem orientation as distinct from basic research. The striking thing is that over the past 50 years this problem hasn't changed. If anything, it is more difficult today than it was then.

*What were UC's most significant research and extension contributions' during these years, particularly in forestry?*

HV: The School had not had a long tradition of research at the time it was founded. Actually, there were only two members of the faculty in forestry already here who had strong research preparation and research accomplishment.

Joe Kittredge was a remarkable person and a dedicated researcher in the field of forest influences and a leading figure in encouraging research on the part of forestry students. The other person who was well trained in research was Arthur Samson, who was in range management. Other people on the forestry faculty had come out of professional backgrounds and had never been intensively trained as research workers. That all changed during my tenure as dean because the older class retired and they were replaced by young

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

HV: One way of indicating change is in organizational terms. When I was dean, we started something called the Wildland Research Institute. This was about 1960. The Institute was within the Experiment Station, but designed to give more emphasis to wildland problems, which had not previously been a major focus of work in the Agricultural Experiment Station. Institute scientists performed some of the earliest and still, I think, the best wilderness research that's been done. After that initial thrust, the Wildland Research Center fell into a period of inactivity and so it didn't do much after that original study until around the mid-1980s. It has been revived and been very active and fruitful in the last several years through this Sierra Nevada Ecosystem Project and others. Thus the organization has responded to increasing societal concerns for the natural environment.

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

HV: The most important task for this College, to me, is to correct its lack of emphasis on a program of graduate