The United States’ Cooperative Extension Service: Historical Perspectives, Current Programming, and Its Potential Impact for Urban Agriculture and Its Communities

Antoine J. Alston, Ph.D.
Professor & Associate Dean for Academic Studies
College of Agriculture and Environmental Sciences
North Carolina Agricultural and Technical State University
21st Century Agriculture
21st Century Global Agricultural Challenges
Agriculture is the nation’s largest employer with more than 23 million jobs, that’s 17% of the civilian workforce involved in some facet of American Agriculture.
The United States in the 1800s

• 85% of the population resided on farms or small towns

• Higher education was dominated by Private Universities with emphasis on Law, Medicine, Philosophy and Literature
  • Available only to the “landed gentry”
  • Generally elitist
  • Education was a “state’s right” issue, not a federal matter
Higher Education

- Colleges were established to train ministers and government leaders
- Some proficiency in Latin and Greek was needed for admission
- Curriculum emphasized classics and the liberal arts
- No sciences or practical subjects were taught
Historical Background

• How did it all get started?
• 1830’s – Jonathan Baldwin Turner
  • “Plan for a State University for the Industrial Classes”
• Justin Morrill’s first attempt at establishing support for public education was passed by Congress but vetoed by President Buchanan in 1859
• The “land grant bill” was reintroduced in 1861 and signed into law in 1862 – The Morrill Act
• Why was this legislation passed in 1862, while being vetoed earlier?
The Morrill Act of 1862

• A bold new experiment – a profound innovation

• Created in the belief that American social and economic development was best served if higher education was made broadly available to all

• The first social contract between this nation and its citizens, creating the “Peoples Colleges”

• July 1862:
  • Lincoln establishes USDA
  • Signs the Homestead Act
  • Signs the Morrill Act
The Morrill Act of 1862

- Established a public, federally assisted system of higher education
- Congress chose not to use federal funds, but rather LAND (via the Homestead Act), to encourage states to participate
- Congress was cash short
The Morrill Act - 1862

- An act donating public lands .. Which may provide colleges for the benefit of agriculture and the mechanical arts
- “to establish one college where the leading object shall be without exclusion of other scientific and classical studies, and including military tactics, to teach such branches of learning as related to agriculture and the mechanical arts, in order to promote the liberal and practical education of the industrial classes in the pursuits and professions of life.”

![Morrill Act Image](image-url)
Hatch Act of 1887

• Created a research and experimentation effort focused in the public interest
• Divested and shared the research and discovery efforts with the states and their newly formed colleges
• Established the role of government in stimulating local or regional economic growth and development
Second Morrill Act of 1890

- The second Morrill Act provided for the creation and funding of the 17 historically black land grant institutions and Tuskegee Institute.
Land Grant Colleges and Universities
Land Grant Colleges of Agriculture: Named for the Year of Their Mandate

• Today, the 1862s, 1890s, and 1994s constitute the 105 institutions that compose the land grant colleges of agriculture system.
COOPERATIVE EXTENSION HISTORY

Smith Lever Act of 1914

• This legislation established extension on a nationwide basis as a unique cooperative effort by federal, state and local governments, to offer educational programs to enhance the application of useful and practical information beyond the campuses of land grant universities.
Original Mission

• “..to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same…”
ANR programs help sustain profitability and agricultural and forestry production, enhance land and water resources.

FCS improves the well-being of families through programs that help participants put research-based knowledge to work in their lives.

4-H is a community of young people across America, who are learning leadership, citizenship and life skills.

Community Viability strengthens communities and their economic viability with programs that involve citizens and local governments.
then came....

Seaman A. Knapp

“The Father of Cooperative Extension”

- Teacher, Professor
- Farmer
- College president
- Director of La. Farm Colonization efforts
- First demonstration in Kauffman Co. TX.
- Instrumental in forming the Smith-Lever Act

“What a man hears, he may doubt. What he sees, he may possibly doubt. What he does himself, he cannot doubt.”
Tuskegee and the Early Cooperative Extension Model
Tuskegee and the Early Cooperative Extension Model

• African American Extension work can be traced back to Booker T. Washington’s arrival at Tuskegee State Normal School for the Training of Negro Teachers (now Tuskegee University) in 1881.

• Tuskegee was instrumental in the development of non-formal education for farmers through clubs, short courses, farm visits, and farmers’ conferences. African American Agents and specialists received subject matter training at Tuskegee.
George Washington Carver and Black Extension Work

• In 1887 George Washington Carver and other instructors organized the Agricultural Farmers’ Institute at Tuskegee to provide free lectures and demonstrations of agricultural practices. Monthly meetings were held to address such topics as sweet potatoes, farm management, deep plowing, and care of chickens.

• The Agricultural Farmers’ Institute spread to other 1890 land-grant institutions in Florida, Georgia, Louisiana, Mississippi, North Carolina, and Texas. *(Now Called the Professional Agricultural Workers’ Conference).*
George Washington Carver and the Jessup Wagon

- Even though both Washington and Carver believed in outreach to farmers, the Farmers’ Conferences and Institutes were not reaching all farmers who needed assistance.
- To address this need, Carver and his students designed a strong wagon body with moveable sides, to be transported by one or two horses to take Tuskegee to Alabama’s farmers.
- Washington received $567 from Morris K. Jessup, a New York banker, to cover building the wagon and purchasing equipment. On May 24, 1906, the Jessup Wagon was put to work with Bridgeforth as the first operator.
- The Jessup Wagon was equipped with plows, planters, a cultivator, a cotton chopper, a variety of seeds, samples of fertilizer, a churn, a butter mold, a cream separator, a milk tester, and other appliances. Bridgeforth made community rounds and set up at a central location to demonstrate agricultural practices. The Jessup Wagon was better known as the “Moveable School” for the 48 years of its service.
Tuskegee and the Early Cooperative Extension Model

• The 1890 Extension agents and specialists taught improved farming practices, developed better balanced diets for adults and youth, developed child care programs, developed disease prevention programs, organized clubs, and trained volunteer leaders to assist with agricultural, home economics, and youth programs.

• To meet the needs of farmers, families, and the community, partnerships were formed with African American: (a) chambers of commerce, (b) school administrators and teachers, (c) health professionals, and (d) churches. Many agricultural agents collaborated with vocational agriculture teachers to educate farmers on agricultural production management.
EXTENSION IMPACTS DURING HISTORIC TIMES
COOPERATIVE EXTENSION FUNDING
What is meant by Cooperative?

Funding for Extension - National Average
EXTENSION SIGNATURE PROGRAMS
URBAN AGRICULTURE DEFINED

• According to the North American Urban Agriculture Committee, urban agriculture is “the production, distribution and marketing [and disposal] of food and other products within the cores and edges of metropolitan areas”.

• Around 15% of the world’s food is now grown in urban areas. Urban agriculture can reflect varying levels of economic and social development.
URBAN AGRICULTURE OVERVIEW

• In the U.S., urban farming enhances the community by providing a sustainable food source within city limits develops community capacity; and improves health through access to nutritious food and exercise opportunities.

• Some of the goals are to use urban land to maximize local food outputs and assists in meeting needs for local food production and community food security.
URBAN AGRICULTURE BENEFITS

Social Impacts
- Creating Safe Places/ Reducing Blight
- Access to Land
- Community Development/Building Social Capital
- Education and Youth Development Opportunities
- Cross-Generational and Cultural Integration

Health Impacts
- Food Access and Security
- Increased Fruit and Vegetable Consumption
- Food and Health Literacy
- General Well-Being (Mental Health and Physical Activity)

Economic Impacts
- Job Creation, Training, and Business Incubation
- Market Expansion for Farmers
- Economic Savings on Food
- Savings for Municipal Agencies
- Increased Home Values
URBAN AGRICULTURE BENEFITS AND BARRIERS

BENEFITS:
• Creates jobs, income, and food
• Increases food access
• Mitigates erosion and topsoil loss
• Increases food grown and eaten locally, decreasing carbon footprint
• Option for reuse of gray water
• Positive impact on urban ecology
• Improves local economy and economic growth
• Builds healthier communities
• Access to more markets

BARRIERS:
• Soil contamination
• Space
• Policy barriers
FOOD DESERTS

• The United States Department of Agriculture reports that about 23.5 million Americans currently live in food deserts, including 6.5 million children.
Out of the Countryside, Into the City

Percent of U.S. citizens living in urban locations

Percent of U.S. citizens living in rural locations

Distribution of U.S. Population by Race/Ethnicity, 2010 and 2050

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<th>Race/Ethnicity</th>
<th>2010</th>
<th>2050</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, non-Hispanic</td>
<td>65%</td>
<td>46%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16%</td>
<td>30%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>4%</td>
</tr>
</tbody>
</table>

2010 Total = 310.2 million
2050 Total = 439.0 million

NOTES: All racial groups non-Hispanic. Other includes Native Hawaiians and Pacific Islanders, Native Americans/Alaska Natives, and individuals with two or more races. Data do not include residents of Puerto Rico, Guam, the U.S. Virgin Islands, or the Northern Mariana Islands.

2013: GROWTH and CHANGE

On the eve of the 10th anniversary of eXtension's founding, the Initiative is growing and changing. In innovative and dynamic organizations, change is inevitable. Times change, technologies change, people change. eXtension has changed in 2013. This report highlights our growth, reflects our change, and sets the stage for the next decade.

Social Media Reach
Reach is social media contacts:
2012: 729,172
2013: 1,636,198
124% Increase

Social Media Engagement
Engagement is social media interactions:
2012: 4,722,447
2013: 11,098,149
1,232% Increase

LEARN
Unique Visits to LEARN: 51,458
Webinars offered in LEARN: 494 events
Hours of PD offered through LEARN: 618
Savings or value to system of the webinars: $1,630,922

Webinars conducted by CoPs across all platforms:
Participants in those webinars: 210
Views of those webinars: 18,534
Recorded webinars: 173,683

Grant Dollars Leveraged
In 2013, when counting all contracts, sponsorships, donations, course revenue, and grants received, including the New Technologies for Ag Extension award, the Cooperative Extension System received $1.53 of additional funds for each $1.00 invested by Cooperative Extension Directors and Administrators. Since eXtension was established, the Cooperative Extension System has received $1.58 of additional funds for each $1.00. Each $100,000 invested returns $153,000. Each $1,000,000 invested returns $1,530,000.
THE NEED FOR URBAN EXTENSION

In the metropolitan policy arena, there is demand for access to university-based engaged scholarship and applied research to inform decision-making. In the absence of university engagement, metropolitan areas must rely on private sector consultancies for input into policy processes, often at higher cost and uncertain reliability. New urban Extension programming models must embrace engaged scholarship and the use of applied research on topics and issues of interest to urban decision-makers, including those in local government, the nonprofit sector, and community organizations.
COOPERATIVE EXTENSION TODAY AND BEYOND

• Over the last century, extension has adapted to changing times and landscapes. Fewer than 2 percent of Americans farm for a living today, and only 17 percent of Americans now live in rural areas.

• Yet, the extension service still plays a significant role in American life — rural, urban, and suburban. With its unprecedented reach — an office in or near most of the nation's approximately 3,000 counties — extension agents help farmers and ranchers achieve greater success, assist families with nutrition and home economics, and prepare today’s youth to become leaders tomorrow.
“EDUCATION IS THE KEY TO UNLOCK THE GOLDEN DOOR OF FREEDOM.”

GEORGE WASHINGTON CARVER