


Welcome to Module 1, Lesson 1: Cooperative Extension History. Cooperative Extension is an educational program administered through land-grant institutions in each state. The term “cooperative” describes a combination of resources, knowledge, and support at the federal level through United States Department of Agriculture, National Institute of Food and Agriculture (NIFA); at the state level through state governments and land-grant institutions; and at the local level through local county extension offices involving agents or educators, volunteers, local governments, business and industry, and citizens. This lesson will provide a brief overview and history of how Cooperative Extension was formed and how it has evolved over time.

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Lesson Objectives

After participation in this lesson, you will be able to:

- Identify the relationship between land-grant institutions and Cooperative Extension
- Recognize the impact of the Morrill Acts and the land-grant institution(s) in your state
- Identify why the Cooperative Extension System was established
- Learn how to connect to the eXtension website




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There are four objectives for this lesson. First, you will be able to identify the relationship between land-grant institutions and Cooperative Extension. Second, you will be able to recognize the impact of the Morrill Acts and identify the schools in your state, and others, that are considered land-grant institutions. Third, you will be able to identify why the Cooperative Extension System was established. Last, you will learn how to connect to the eXtension website.

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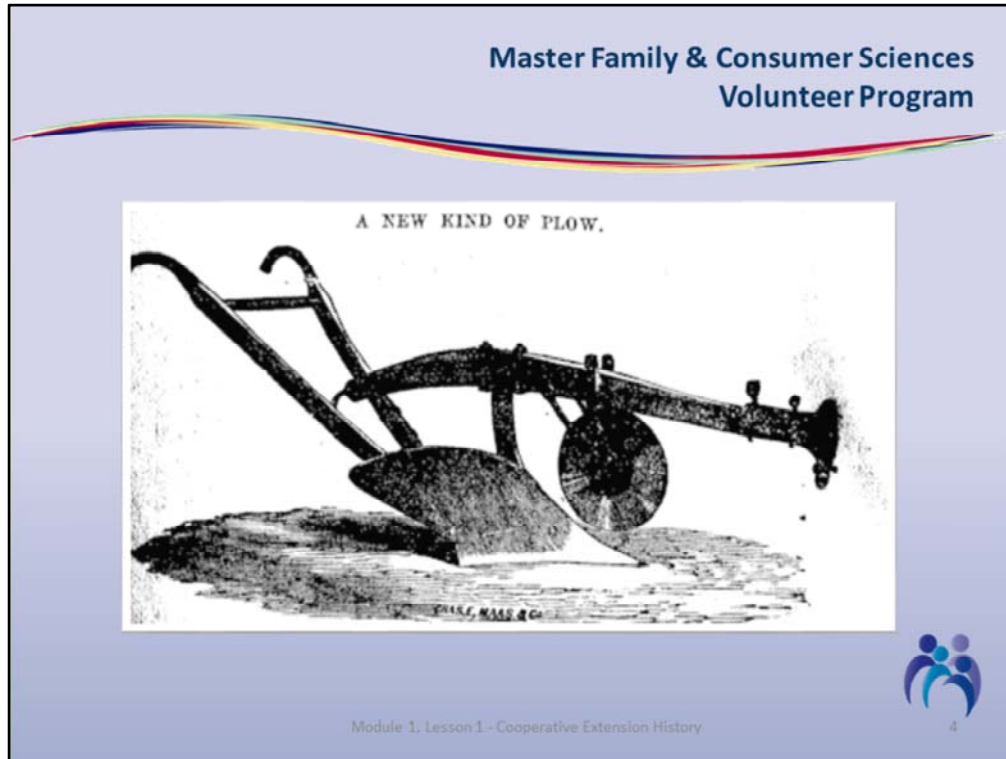


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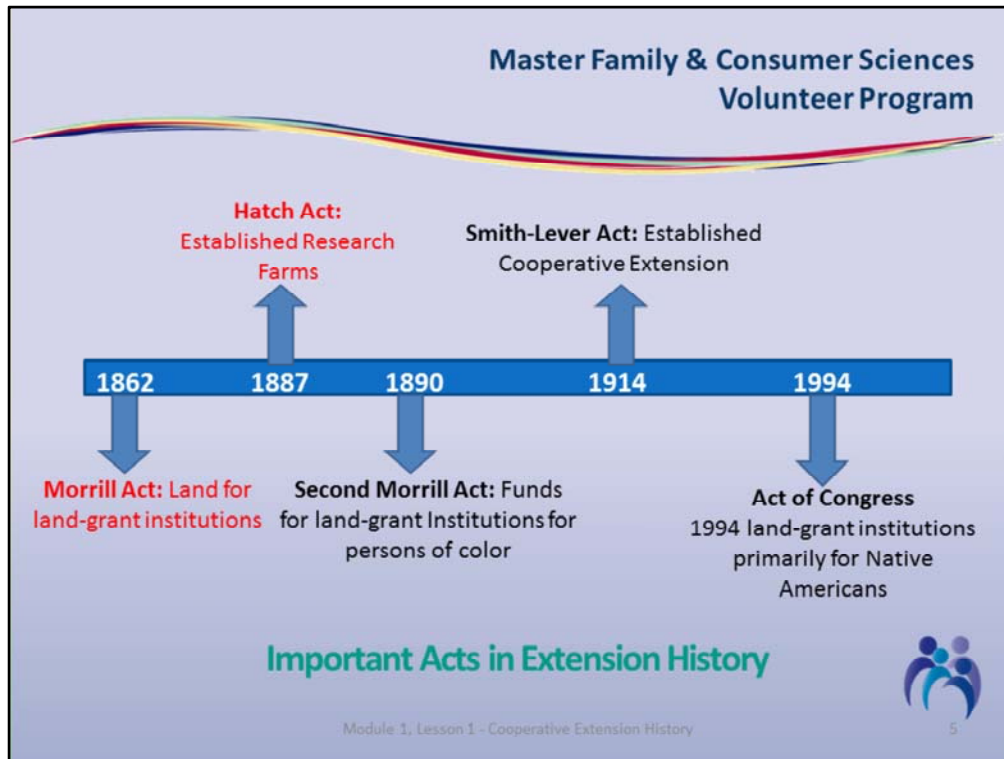


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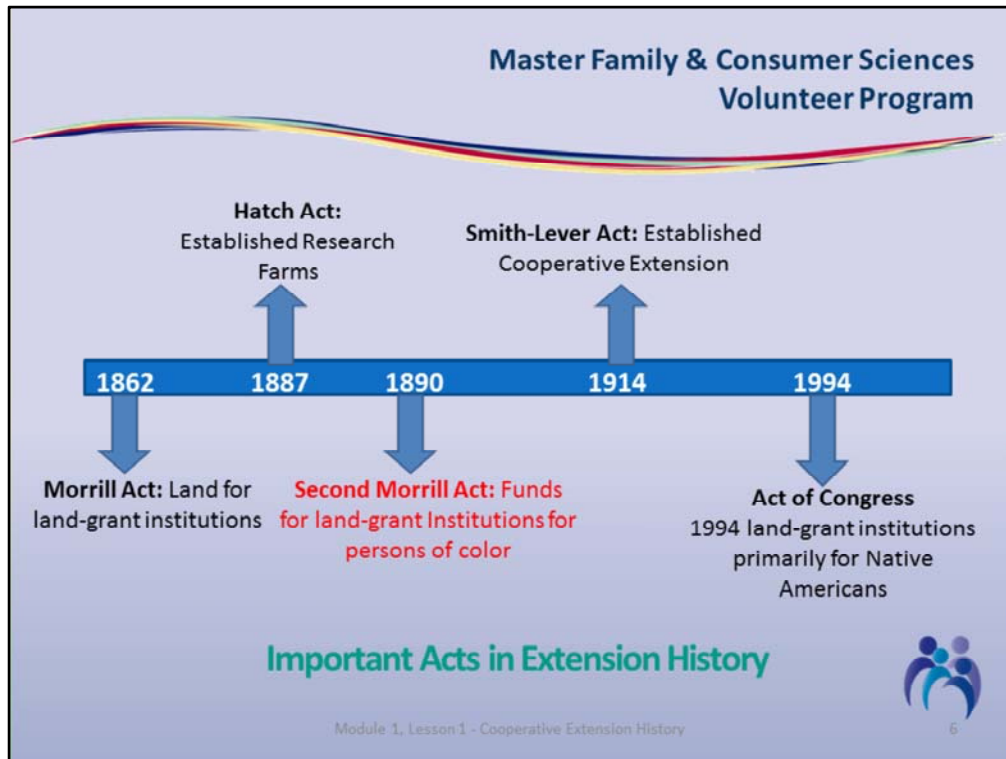
To understand the history of Cooperative Extension, you must trace back to the 1860s, over fifty years before Extension was established.



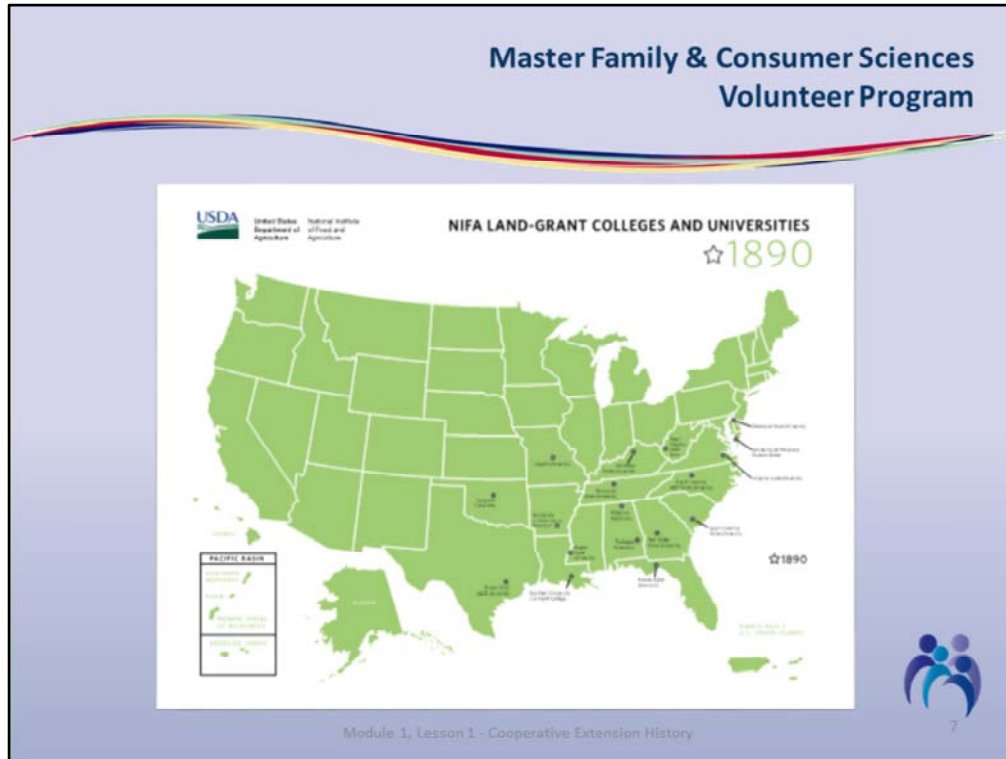
By the 1860s, higher education was transformed by becoming more accessible beyond men, and politicians wanted more Americans to get an education. In 1862, over eighty percent of the United States population lived in rural areas, and farmers were fifty-eight percent of the labor force.



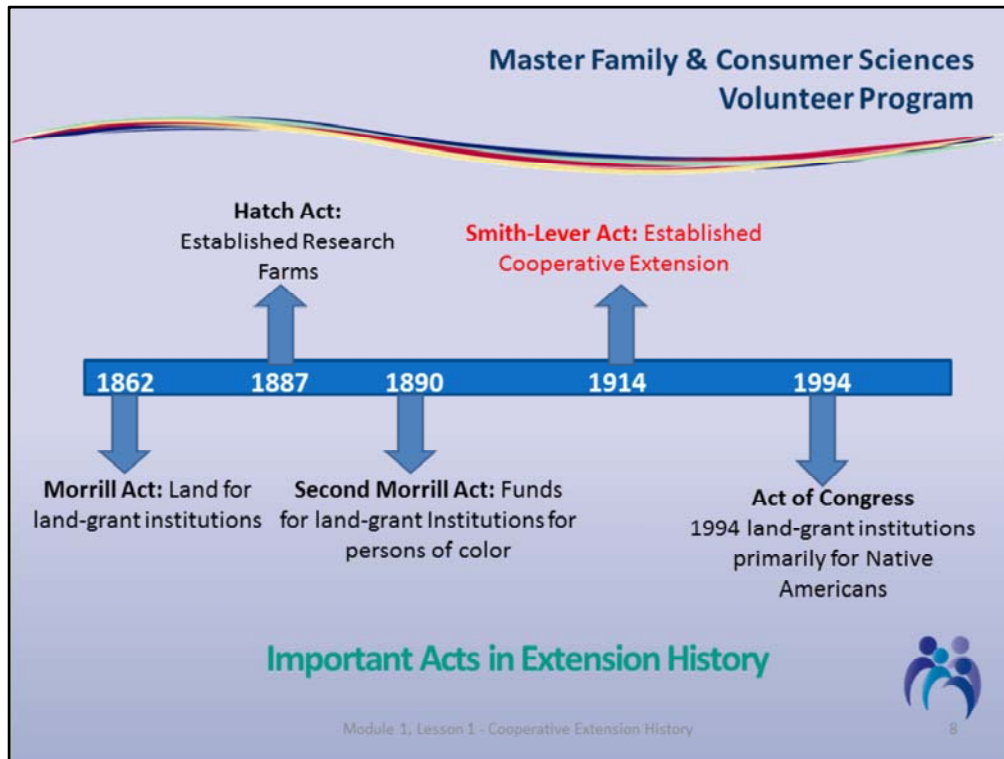
In 1862, Congress passed the Morrill Act. This act provided land for an institution in each state to deliver education to average citizens in agricultural and mechanical fields. Congress soon realized, however, that education needed to be supplemented with research, so they passed the Hatch Act in 1887 to establish research farms, where institutions could conduct research in agriculture, mechanics, and other rural areas.



Although the Morrill Act established land-grant institutions, the southern states did not support land-grant institutions for African-Americans. In 1890, Congress passed the Second Morrill Act, which indicated that states that had separate institutions for different races had to show that race was not an admissions criterion or else designate a separate land-grant institution for persons of color.



While the Second Morrill Act granted money instead of land, these institutions have the same legal standing as the 1862 colleges and universities. These institutions became known as the Historically Black 1890 Land-Grant Institutions.



In 1914, with fifty percent of the population living in rural areas, Congress passed the Smith-Lever Act to address rural, agricultural issues. This act formalized the partnership between land-grant institutions and the United States Department of Agriculture to provide for agricultural extension work.

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Smith-Lever Act of 1914



Hoke Smith



President Woodrow Wilson



A.F. Lever

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The Smith-Lever Act was introduced by Senator Hoke Smith of Georgia and Representative A.F. Lever of South Carolina, and it was subsequently signed by President Woodrow Wilson on May 8, 1914.

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Smith-Lever Act – May 8, 1914

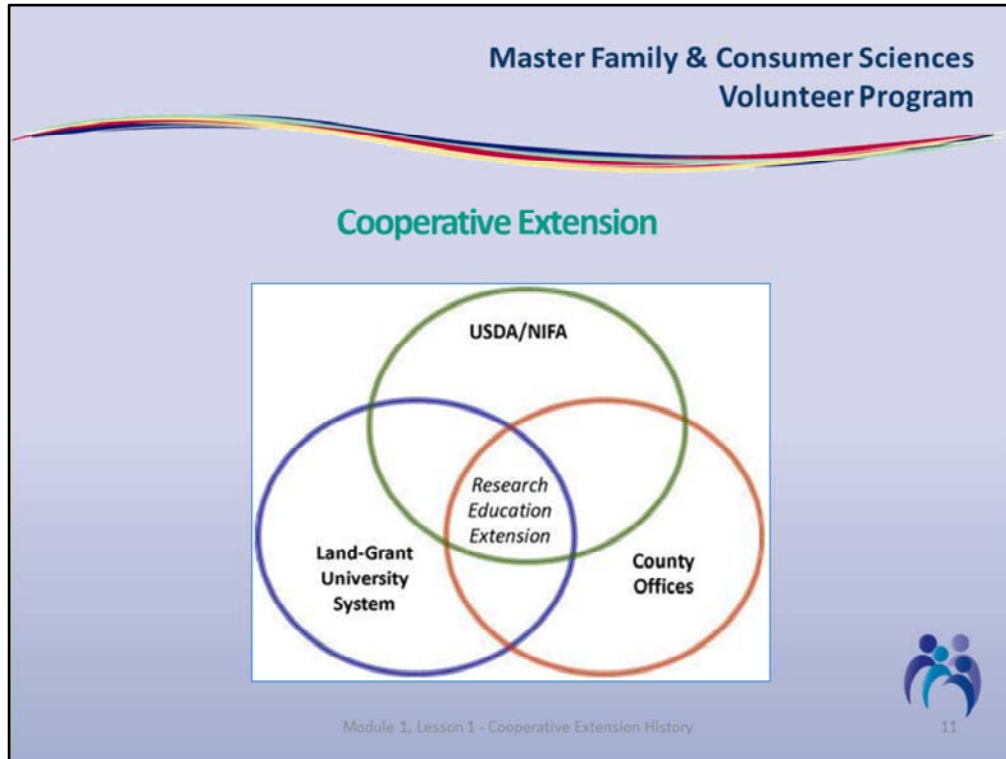
- SEC. 2. That **cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities**, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this Act.

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Specifically, the Smith-Lever Act mandated instruction and demonstrations in agriculture and home economics to persons not attending college.



Cooperative Extension began as an educational service for all people with a strong connection to the land-grant institutions in each state and the United States Department of Agriculture in the division now known as National Institute of Food and Agriculture. The system was created to advance research and education at the university level to local communities through extension.

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World War I – 1914-1918



firstworldwar.com


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Soon after the establishment of Cooperative Extension, World War I started. Involvement in the war transformed the United States' needs and its priority areas, placing emphasis on quality training and education. During World War I, Extension's reputation was enhanced when the education provided helped the nation meet its wartime needs. Because of this role in World War I, Extension became known as an educational system that helps individuals, organizations, and the federal government.

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Surviving the Great Depression
1929 - 1939



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During the Depression, Extension helped farmers with farm management, marketing, and cooperatives, while home economists taught homemakers and farm women about nutrition, gardening, canning, sewing, and other household skills. These skills helped families survive the Depression.

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Home life in the 1920s...

- 1 out of 10 farm homes had water indoors
- 1 out of 2 farm homes had sinks
- 1 out of 64 farm homes had a water closet, the rest had outhouses
- Most laundry was done outside





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Home life in the 1920s was in the process of modernization and Extension played a key role in consumer education and greater access to new technologies and methods.

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Smith-Lever Act of 1914




- By 1930, 70% of the urban population had electricity
- By 1930, 10% of the rural population had electricity

Extension published articles with hints about using the new power for farm work and house work.

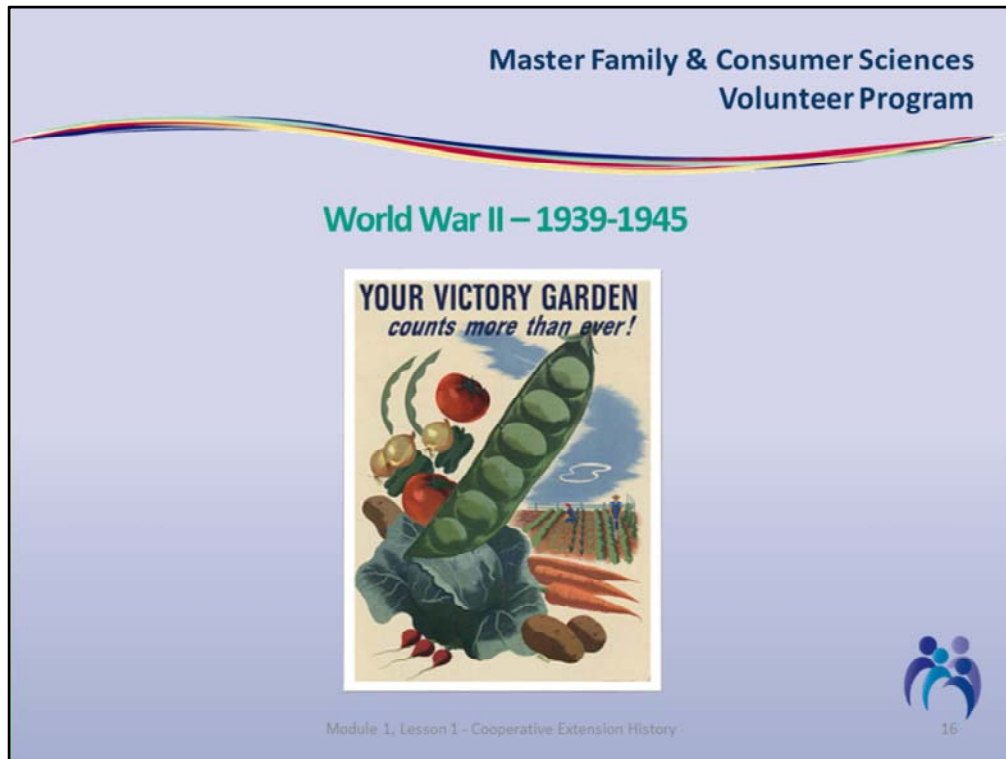
- electric milking machines
- electric stoves, washers, and water heaters
- electric pumps for indoor plumbing

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Extension educated consumers by publishing articles with hints about using the new power for farm work and housework. Dairy farmers learned how electric milking machines would increase the speed of their work. Farm wives learned how electric stoves, washers, and water heaters would improve their homes. Electric pumps also made indoor plumbing a reality for farm families.




During the Second World War, Extension again worked with farmers, farm wives, and youth to help with food production and food preservation. One popular initiative during the war was the Victory Garden Program. In this program, Extension partnered with community groups to help provide education, seed, fertilizer, and tools to help families implement a garden. In 1943, there were 20 million Victory Gardens that produced forty percent of the vegetables grown for that year's fresh consumption.

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New Technology of the 1950s




Kitchen in 1940's



Tractor from 1950's

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Since World War II, the number of farms in the United States declined from about 5.4 million to 1.9 million in 1997. Although the number of farms declined, farmland did not decrease at the same rate. Each farm was producing much more and supporting many more people. In Agriculture, Extension played a vital role in helping farm families take advantage of new technology. In Home Economics, Extension helped educate families on new technology in the home and the changing roles of women in society. Many women were beginning to work outside of the home, which brought issues such as childcare and the responsibility for household chores to the forefront.

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Responsive Programs – 1960s-1990s



Energy Crisis



Computerization




Natural Disasters



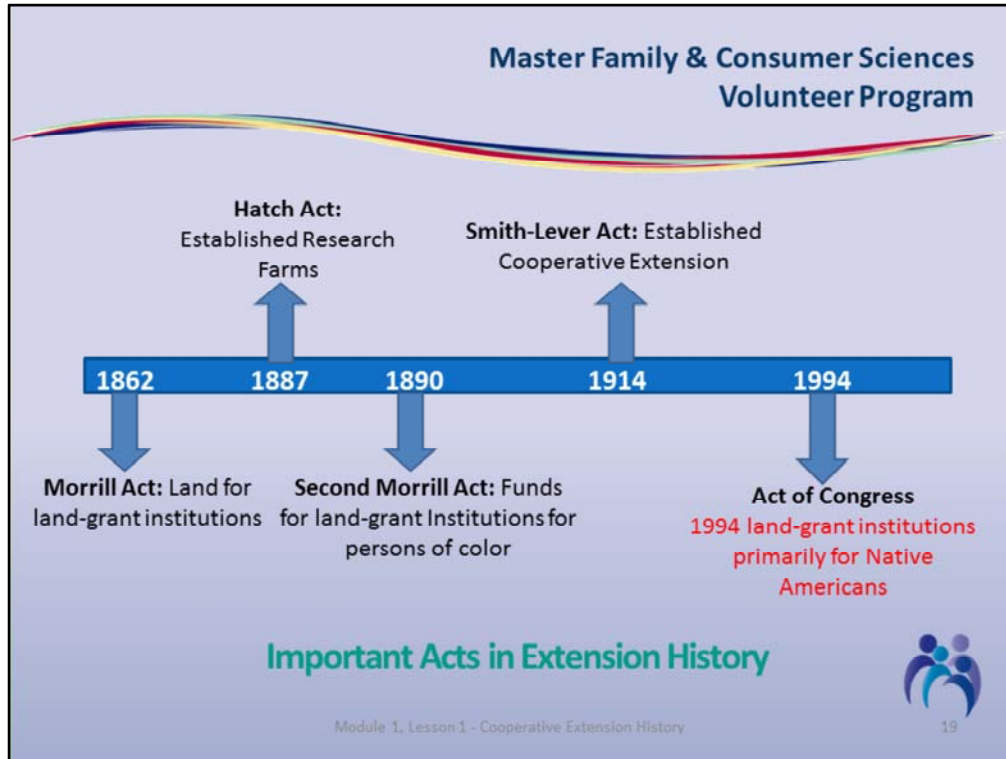
Healthy Homes

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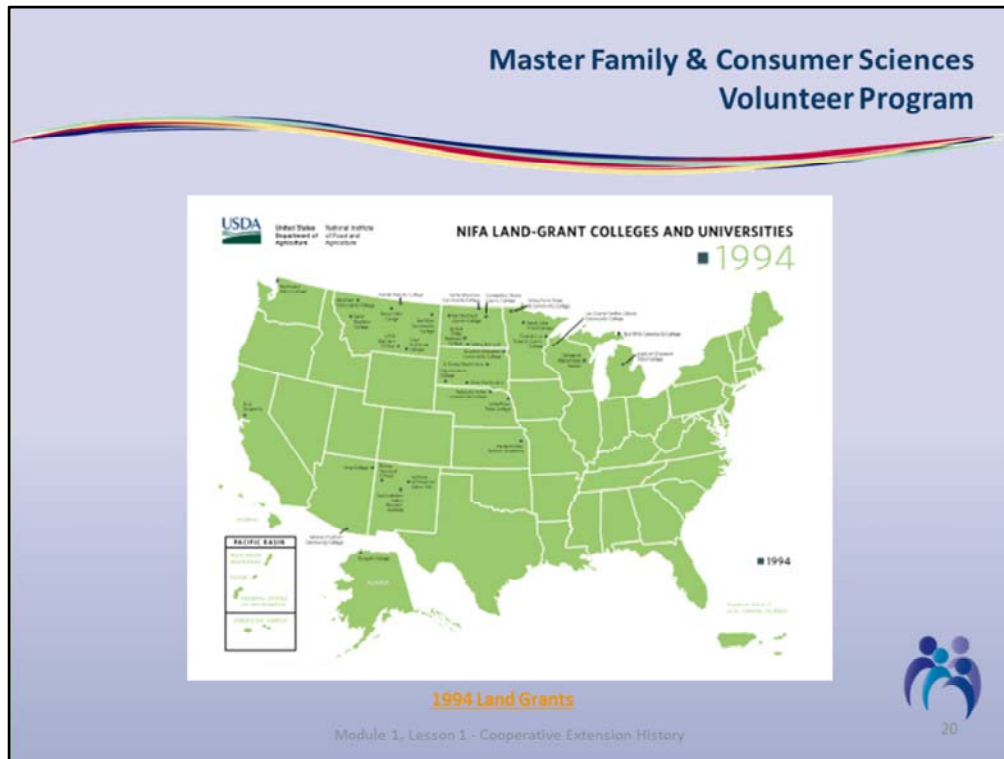


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Throughout the decades, Extension has always been recognized as being proactive in meeting consumer needs. The 1960s through the 1990s were no exception. Extension has responded to consumer demands and challenges dealing with: energy crisis, computerization, natural disasters, and healthy homes, just to name a few.



To further respond to the public's needs, in 1994, Congress broadened Extension's reach again by granting land-grant status to Native American tribally-controlled colleges and universities.




These 1994 land-grants primarily serve Native American populations, which are most often in remote, underserved communities that lack access to higher education. These 1994 educational institutions, however, have the same three missions as the original 1862 and 1890 land-grants. The three missions are: teaching; community outreach or extension; and research. The link at the bottom of the slide will provide you with more information regarding 1994 land-grant institutions.

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Cooperative Extension Today

- Family & Consumer Sciences
- 4-H Youth Development
- Agriculture
- Natural Resources
- Community Resource and Economic Development

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Over the last one-hundred years, Extension adapted to the changes in our country. Because of this, Extension now offers a wider range of educational programs. These programs include Family & Consumer Sciences; 4-H Youth Development; Agriculture; Natural Resources; and Community Resource and Economic Development. In all of these areas, Extension's expertise meets local needs.

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Reaching People, Meeting Needs

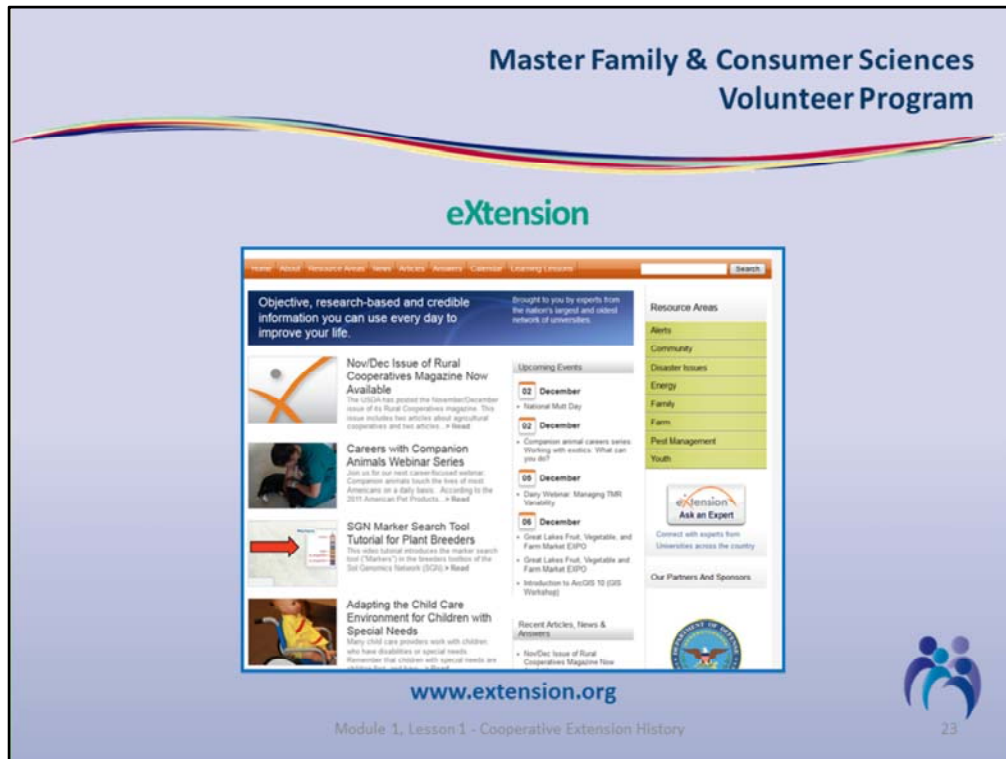


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The slide features a light blue background with a rainbow-colored wavy line. It contains four small images: a young girl with curly hair smiling while using a computer keyboard; a group of people sitting around a table in a meeting or classroom setting; a close-up of a hand pulling a metal door knocker; and a black smartphone displaying a blue screen with a white circle. In the bottom right corner, there is a logo of three stylized human figures in blue and purple, with the number 22 below it.

Today, as in the past, Cooperative Extension is about meeting the needs of people in their local communities at various stages in their lives.



To keep up with changes in technology and social media, Extension now has a website, eXtension.org. The goal of eXtension is to offer a coordinated, internet-based information system where citizens will have round-the-clock access to trustworthy, balanced views on specialized information and education on a wide range of topics.

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**Resource Areas
Communities of Practice (CoP)**



The screenshot shows the extension.org website interface. At the top, a blue banner reads "Objective, research-based and credible information you can use every day to improve your life." Below this, there are several featured articles with images and titles: "Nov/Dec Issue of Rural Cooperatives Magazine Now Available", "Careers with Companion Animals Webinar Series", "SGN Marker Search Tool Tutorial for Plant Breeders", and "Adapting the Child Care Environment for Children with Special Needs". To the right of these articles is a section titled "Upcoming Events" with a list of events for December, including "National Mutt Day", "Companion animal careers series: Working with exotics: What can you do?", "Dairy Webinar: Managing TBH Variability", and "Great Lakes Fruit, Vegetable, and Farm Market EXPO". At the bottom right of the screenshot, there is a "Resource Areas" link in the top right navigation bar, which is highlighted with a blue arrow. Below this link is a list of resource areas: Alerts, Community, Disaster Issues, Energy, Family, Child Care, Companion Animals, Drinking Water and Human Health, Families, Food and Fitness, Family Caregiving, Food Safety, Military Families, Parenting, Personal Finance, Farm, Pest Management, and Youth.

www.extension.org

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Information on the eXtension website is organized into resource areas or Communities of Practice (CoP). Each CoP includes articles, news, events, and frequently asked questions. The information comes from the Land-Grant University System faculty and staff experts. It is based on unbiased research and undergoes peer review prior to publication.

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Selected Communities of Practice (CoP)

- Childcare
- Diabetes
- Drinking Water
- Family Caregiving
- Families, Food & Fitness
- Financial Security
- Food Safety
- Home Energy

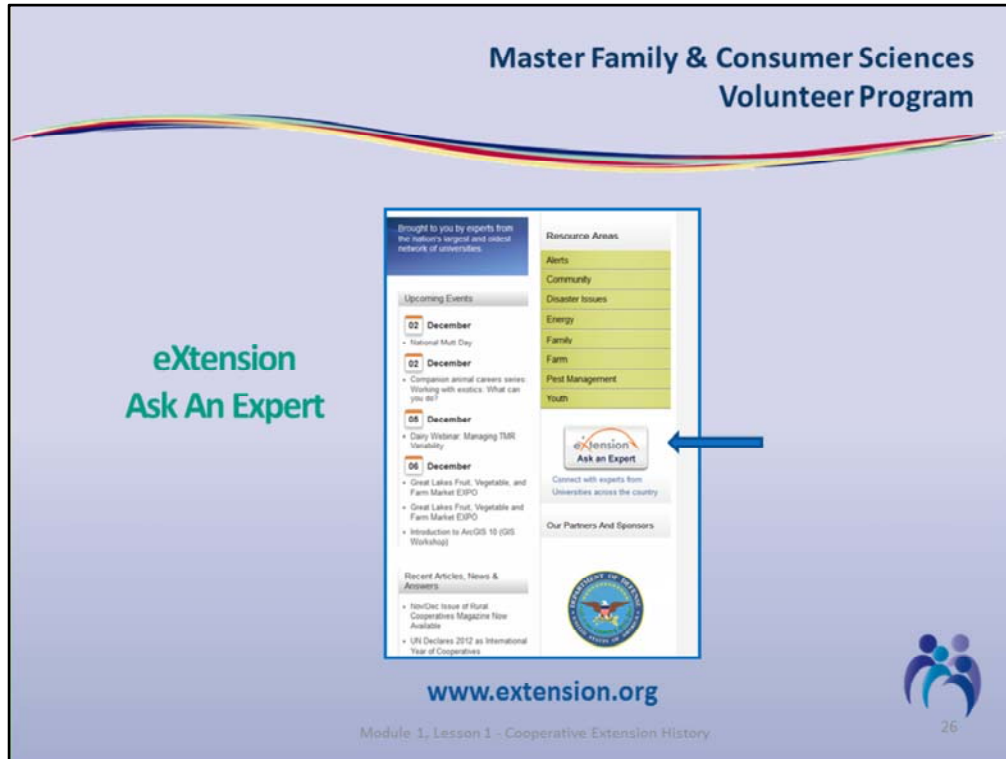
www.eXtension.org

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Current resource areas, or CoPs, are organized around many topics, including but not limited to alerts, community, family, farm, energy, and more. The eXtension website also includes a collection of news stories from partner institutions, a Frequently Asked Questions section, a calendar of Extension events, online learning opportunities, and content feeds. On the screen is the link to the eXtension website. You might want to take a few minutes at this time to stop and explore a Family & Consumer Science CoP site.



One feature that you probably noticed if you visited eXtension is “Ask An Expert”. This is a really helpful tool for extension agents or educators, specialists, volunteers, and clientele.



On the “Ask An Expert” link, you can type in a question about almost anything. If the answer is not immediately available, eXtension will almost always find the answer through its national network of experts. If you did not click on “Ask An Expert” when you were visiting the eXtension site, please take a few minutes now to connect to eXtension and try the “Ask An Expert” section. You may get an answer right away, or it might take a few days, but it is an excellent resource for you and for others to become familiar.

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Land Grant Institutions

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Now, take a few minutes and look at the specific institutions in each state that identify with the land-grant mission. If you click on the link on this page labeled “Land-Grant Institutions,” you will be connected to the United States Department of Agriculture, National Institute of Food and Agriculture’s website. On this webpage will be this listing of the fifty states and the United States territories. By clicking on each state or territory, you can see which universities are considered land-grant institutions in each state.

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Relationships between Land-Grant Institutions and Local Cooperative Extension Offices

Extension is unique in structure and function. As a partnership of federal, state, and local governments, the Extension System—with its network of state universities and county offices, is in a position to deliver educational programs at the grassroots level throughout the nation. **With its university faculty and staff serving the states and territories most located in the over 3,000 counties across the country, the County Extension Office is truly the front door to America's land-grant institutions.**




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As you saw on the last slide there is a land-grant institution in each state, and some states have more than one. The Land-Grant System and Cooperative Extension have a long history and a unique relationship. The university through Cooperative Extension as this quote states “is the front door to America’s land-grant institutions”. Because Extension works with all people in every community, Cooperative Extension is a great resource for the land-grant institutions. Extension helps keep the land-grants “in touch” with communities, to know and understand their needs and to help land-grants know where resources should go for research and education.

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Cooperative Extension

Work at USDA, as stated in 1930: “The end, the object of Extension work, is to aid the farmer and his family to improve living conditions on the farm, to provide a more satisfying rural life. Better crops, better livestock, better food, better clothes, these are among the objects of Extension work. But back of it all, **the ultimate purpose is to create better homes, better citizens, better communities, better rural living.**”

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Over the years, Cooperative Extension has evolved, as shown by eXtension and the wide range and types of programs now offered. But, if we look at this quote from 1930, the original mission of Extension was to give instruction and demonstration in Agriculture and Home Economics to persons not attending, or having access to a college education, and to create better homes, better citizens, and better communities. This mission is still true and relevant today. It has changed to include all people and has evolved to include many subjects, but education and improving people’s lives is still the basis of Cooperative Extension today.


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In Review


Cooperative Extension is one of the three arms of the present Land-Grant University System:

- Teaching
- Research
- Extension


**Extension provides educational programs on local
needs in local communities**


research


education


extension

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In review, Extension began in 1914 with the passing of the Smith-Lever Act. This act established Extension as one of the three arms of both the original Land-Grants (1862) and the historically black (1890) Land-Grants. These three arms are: Teaching, Research, and Extension. Then, in 1994, Congress enhanced the land-grant system and Cooperative Extension by establishing land-grant institutions that primarily serve Native Americans. Extension has changed and adapted over the years, but the primary mission of Extension has remained the same. Extension is an educational program that serves local people in their local communities on their local needs.

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Post Test



Please proceed to the next slide to begin the post test.

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You have completed the lesson on Cooperative Extension History. Please proceed to the next slide to begin the post test.

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Post Test

Land Grant Institutions have 3 missions. These are:

- ☐ A) Teaching, Extension and Finance
- ☐ B) Research, Teaching and Athletics
- ☐ C) Extension, Research and Politics
- ☐ D) Research, Teaching and Extension

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Land Grant Institutions have 3 missions. These are:

- ☐ A) Teaching, Extension and Finance
- ☐ B) Research, Teaching and Athletics
- ☐ C) Extension, Research and Politics
- ☒ D) Research, Teaching and Extension

Correct - Click anywhere to continue

Incorrect - Click anywhere to continue

Your answer:

You did not answer this question completely

Submit

Clear

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The second Morrill Act of 1890 required states to show race was not an admission criteria for their land-grant institution and:

- ☐ A) Admit people of all races and colors.
- ☐ B) Provide cash for states to designate a separate land-grant institution for persons of color.
- ☐ C) Provide cash for states to start research farms.
- ☐ D) Provide land for Native American tribally-controlled colleges and universities.

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- ☐ D) Provide land for Native American tribally-controlled colleges and universities.

Correct - Click anywhere to continue

Incorrect - Click anywhere to continue

Your answer:

You did not answer this question completely

Submit

Clear

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Cooperative Extension was established by the Smith Lever Act in 1914 to:

- ☐ A) Share educational information on agriculture and home economics to individuals who did not attend college.
- ☐ B) Start local 4-H clubs
- ☐ C) Boost enrollment at Land-Grant Institutions.
- ☐ D) All of the above.

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Cooperative Extension was established by the Smith Lever Act in 1914 to:

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- ☐ B) Start local 4-H clubs
- ☐ C) Boost enrollment at Land-Grant Institutions.
- ☐ D) All of the above.

Correct - Click anywhere to continue

Incorrect - Click anywhere to continue

Your answer:

You did not answer this question completely

Submit

Clear

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