

For more specific procedures to follow to implement an effective campaign refer to the Public Awareness Manual, Marketing Rutgers Cooperative Extension.

## **SECTION VIII – HISTORICAL PERSPECTIVE**

“A morsel of genuine history is a thing so rare as to be always valuable.” – Thomas Jefferson.

With an appreciation of what has preceded, one can more effectively communicate with one's publics and possibly be in a stronger position to make a bit of history. It is hoped this will be true in the reader's case.

Rutgers Cooperative Extension, as an integral part of NJAES, is therefore an important segment of Rutgers, The State University of New Jersey. As a member of the Rutgers Cooperative Extension faculty you are indeed Rutgers faculty and it behooves you to be familiar with your unique background as part of this academic community.

Rutgers has been the State University a comparatively short time, since 1945 to be precise. The New Jersey Agricultural Experiment Station was founded in 1880. Rutgers has the distinction of being the only educational institution in the nation that has been a colonial college, a land-grant college, and a state university.

At its founding in 1766, Rutgers was chartered as Queen's College. In 1825, the name changed to Rutgers College, in honor of Colonel Henry Rutgers, a prominent lay member of the Reformed Church at that time. In 1862, the passage of the Morrill Act provided federal grants of land to states that designated one or more colleges to teach agriculture and the mechanic arts. This action resulted, two years later, in the establishment of the Rutgers Scientific School as the land-grant college of New Jersey.

The following information was compiled by the late Professor Frank G. Helyar, director of resident instruction from 1929 to 1953.

“In England, and in other European countries from whence the early colonists came, education, even at the common school and high school level, was reserved only for those youths in a very upper social, economic, and political classes. As a result, the great mass of the middle and lower classes of these countries had little or no education.”

“It was recognized by the English colonists that if their efforts to create on this continent religious and political freedom and an economic well-being were to succeed, young men must be trained for the ministry, for law, medicine, and

other professions, and for other positions of leadership and usefulness in the affairs of colonial life. This thinking is very well expressed in the application to King George the Third of England for a charter of Queen's College, now Rutgers, granted in 1766, in which it was stated that the purpose of the college was "for the education of youth in the learned languages, liberal and useful arts and sciences, and especially in divinity; preparing them for the ministry and other good offices!"

As a result of this interest in college education there were established in the colonial period, between 1620 and 1769, nine colleges as follows:

<b>Dates</b>	<b>Name</b>	<b>State</b>	<b>Church Group</b>
1636	Harvard	Massachusetts	Puritan
1693	William and Mary	Virginia	Anglican
1701	Yale	Connecticut	Congregational
1746	Princeton	New Jersey	Presbyterian
1753-55	Academy and College	Pennsylvania	Non-denominational
1754	Kings College (Columbia)	New York	Anglican
1764	Brown	Rhode Island	Baptist
1766	Queen's (Rutgers)	New Jersey	Dutch Reformed
1769	Dartmouth	New Hampshire	Congregational

Early colleges were established and maintained by church groups and thus must be classed as private institutions although their legal existence and the right to grant degrees came from the charters granted to them by the King of England.

The original Queen's College charter was lost. Its provisions and language are not known. A new charter was granted in 1770.

Trustees of the colonial college were obliged by their charters to swear allegiance to the King of England. With the winning of independence through the War of the Revolution, it was, of course, obvious that these oaths of allegiance to the British Crown no longer held and were canceled in favor of new political loyalties.

In 1781 the Legislature of the State of New Jersey passed an act whereby the charter was amended to substitute for the oaths of allegiance in the original charter "The Oaths of Abjuration and Allegiance" set forth in an act of 1766 entitled "An Act for the Security of New Jersey."

In 1799 a further act was passed by the Legislature which provided that an oath in support of the Constitution of the United States, and the oath of allegiance to this state (New Jersey) as prescribed (Act of 1781) be substituted for the oath required in the original charter.

Having survived the traumatic experience of being a part of a successful revolution, Queen's settled back to the main purpose of training ministers, statesmen, lawyers, and other professionals.

Almost a hundred years later Rutgers College accepted the added commitment as a land-grant institution. The Morrill Act specified that the annual income derived from the sale of public lands which had been allotted on the basis of 30,000 acres for each senator and representative in Congress, should be paid to the Trustees of Rutgers College. This money, a little more than \$5,000 in annual payments, was a "nest egg" and with supplemental state and federal appropriations for faculty, equipment, buildings, and land, Rutgers proceeded to "teach agriculture and the mechanic arts" as specified in the federal legislation, and the College of Agriculture came into being.

Besides making provision for resident instruction and research, the Morrill Act charged the Board of Trustees to provide at least one free lecture about agriculture in each county every year.

Willing as they were to comply, the trustees found that taking the college to the people put some severe strains on the resident teaching staff. As the lectures sharpened farmers' appetites for more knowledge, they were supplemented with bulletins, reports, and new articles.

Those early professors with the Extension vision channeled their information through meetings of county boards of agriculture, farmers' institutes, and later by agricultural trains bearing exhibits and lectures that went from town to town.

These statewide activities proved a serious drain on the time of resident professors. The volume of knowledge kept expanding and so did the requests for help from farmers.

About two years before the passage of the New Jersey Farm Demonstration Act, the farmers of Sussex County got together with the Lackawanna Railroad and the local chamber of commerce, to form the first formal Cooperative Extension program in this state.

The NJ Act of April 14, 1913, provided funds and authorized counties to do the same to support the demonstration program. The law also directed the Board of Managers of the Experiment Station to appoint a state superintendent of farm demonstration. In 1924, the State Legislature abolished this position and transferred the duties to a person titled Director of the Cooperative Extension.

Within six years, eighteen counties had staffs at work in an "education for action" program. Each of these counties now had its own resident "professor," the county agent.

The Sussex County Board of Agriculture and the Extension staff quickly gave a high priority to 4-H club work for boys and girls. The close cooperation between farming and business led to a deal between the Lackawanna and the club members. As early as 1912 the railroad's dining car service could boast about its tomatoes raised by 4-H'ers.

Naturally, farmers did not take to the Extension idea unanimously. Some preferred to trust their own trial and error methods rather than science. They had to be convinced that research, education, and the college had some practical ideas to "extend."

This was not so of youngsters and homemakers who ran less risk in becoming involved in learning experiences. Home economics work began with the appointment of a specialist in 1914. A Ph.D. in nutrition joined the staff in 1920. Counties added staff members as the local women saw the advantage of having an agent based in the county so that they could get answers to their questions without waiting for the occasional visit of a specialist from New Brunswick.

Dr. Edward H. Voorhees, Director of the college Experiment Station, went to a meeting of the Association of Land-Grant Colleges in 1894 and described with pride an activity to which he affixed his own original label, "agricultural Extension work." Other land-grant college administrators must have liked this term because similar titles began to be used by other states.

Dr. Jacob G. Lipman, who succeeded Voorhees, pushed forward the Extension idea even more vigorously than his predecessor. One of Lipman's urgent requests to Governor Woodrow Wilson was for legislation to form an Extension department. The two clashed on the proposed administration of the program, but Dr. Lipman finally had his way, and the Farm Demonstration Act of 1913 provided for an Extension department at the College Experiment Station. This was more than a year before Congress passed and President Wilson signed the Smith-Lever Act.

Since that time, attitudes and interest in New Jersey have changed. Rutgers Cooperative Extension has adapted its educational aims to serve a once rural state, now the most highly urbanized in the nation.

The university's strategic location in a metropolitan area had an early influence on the curriculum of the agricultural colleges, and course emphasis gradually altered to prepare students for increased opportunities in agribusiness and environmentally-oriented industries in addition to commodity production. In 1965, in recognition of changing educational emphasis, the Board of Governors added the words "and Environmental Science" to the official college name.

In an innovative approach to higher education to focus on the theme of man's relationship to his natural environment, the faculty developed the concept of integrating the humanities and social sciences with the biological and physical sciences. Adopting the proven land-grant philosophy of teaching, research, and Cooperative Extension, the faculty recommended that the College of Agriculture and Environmental Science evolve into a multi-program college, focusing Cooperative Extension, research, and resident instruction programs on man and his environment. Cook College admitted its first undergraduates in 1973 and is now a coeducational residential community of approximately 3,415 students, almost half of them women. The college is named for George H. Cook (1818-1889), renowned geologist, first director of the New Jersey Agricultural Experiment Station, and the person largely responsible for the original designation of Rutgers as the land-grant college in 1864.

Many of the programs formerly offered by the college of Agriculture and Environmental Science, out of which Cook evolved, have been incorporated in the new curricula.

Under a major reorganization of Rutgers University in 1981, Cook College has now been designated a professional school and is continuing its focus of agriculture and the environment. Funds from a 1984 bond issue are being used to develop new biotechnology research centers, two of which will have close interrelationships with NJAES, CAFT and Bio Technology Center. Resources from the 1988 bond issue will further updated research facilities and enable programs to expand.

Rutgers Cooperative Extension is proud of its tradition, its role in Cook/NJAES, and is eagerly meeting the new challenges offered by a dynamic society.

#### **A. Legislation Relating to Extension Work**

1. **Federal Laws** – The present Cooperative Extension relationship between the United States Department of Agriculture, the land-grant colleges and the people in local counties, have evolved through many years of experience and legislation.

Following are some of the high points.

- a. **USDA Enabling Act-1862.** This established the USDA with the following: "There shall be at the seat of government a Department of Agriculture, the general design and duties of which shall be to acquire and to diffuse among the people of the United States useful information on subjects connected with agriculture...."

- b. **Morrill Act—1862.** Provided for grants of federally owned land to states which designated one or more colleges to teach agriculture and the mechanic arts. This act specified how the land should be allotted, how money derived from the sale of lands should be invested, and the details of accounting and reporting.
- c. **Hatch Act—1887.** Provided for the establishment of experiment stations at the land-grant colleges.
- d. **Smith-Lever Agricultural Extension Act— 914.** The initial act providing for Cooperative Extension work between the Department of Agriculture and the land-grant colleges.
- e. **Capper-Ketcham Act of 1928, Bankhead-Jones Act of 1935, Agricultural Marketing Act of 1946 and Public Law 360 (Rural Development) of 1955.** Each of these provided additional federal funds for Cooperative Extension work.
- f. **Smith-Lever Act, Amended 1953.** Previous acts were consolidated into one Act known as Public Law 83. This is now the basic legislation authorizing Extension work. The consolidation was for the convenience in allotting funds.
- g. **Agricultural, Research, Extension and Education Reform Act 1998 (AREERA).** The AREERA amended the Hatch Act of 1887, the Smith-Lever Act of 1914, and sections 1444 and 1445 of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (NARETPA) to require plans of work to be received and approved by CSREES prior to the distribution of funding authorized under these Acts. This Act also amended the Hatch Act to redesignate the Hatch Regional Research Fund as the Multistate Research Fund specifying that these funds be used for cooperative research employing multi-disciplinary approaches in which a SAES, working with another SAES, USDA/ARS, or a college or university, cooperates to solve the problem that concern more than one State. The Smith-Lever Act was amended to require that each institution receiving funds under Sections 3(b) and (c) of the Act expend funds for multistate activities in FY 2000 and thereafter, a percentage of these funds equal to the lesser of 25 percent or twice the percentage of funds expended by the institution for multistate activities during FY 1997.<sup>23</sup>

The 1998 Farm Bill also called for the establishment of integrated research and extension activities to solve problems. This includes the generation of knowledge and transfer of information and technology. The 1998 Farm Bill requires institutions to have an evaluation process for merit review of Extension activities and peer review research

projects before they can begin. In addition, the bill requires institutions to establish a process for stakeholder input on the use of federal formula funds. Failure to comply may result in the withholding of funds.

## 2. New Jersey Laws

- a. Rutgers Scientific School. Designated Land-Grant College of New Jersey – 1864. **Enabling legislation to the Morrill Act.**
- b. **Farm Demonstration Act–1913.** Experiment Station Board of Managers were directed to appoint a State Superintendent of Farm Demonstration whose duty was to “Devote his entire time to the supervision and furtherance of farm demonstration work in the various counties of this state.” It authorized both state and county funds to carry on the farm demonstration work.
- c. **Enabling Act–1915.** Provisions of the Smith-Lever Act were accepted. The trustees of Rutgers College were authorized and empowered “to receive the grants of money ... and to organize and conduct Agricultural Extension work which shall be carried on in connection with the State College.”
- d. **An Act to Authorize the Appropriation of Money for Agricultural Extension Work and the Promotion of Home Economics–1918.** The New Jersey Enabling Act of February 16, 1918, authorized County Boards of Chosen Freeholders “to appropriate such sums of money as shall seem to them just and proper to be expended in the counties or municipalities making such appropriation under the direction of the New Jersey State College Division for the purpose of promoting or carrying out such agricultural Extension, home demonstration, or boys’ and girls’ club work.”
- e. **Supplement to Farm Demonstration Act–1924.** The position of State Superintendent of Farm Demonstration was abolished and his duties transferred to the Dean of Extension. Also the title “County Superintendent of farm demonstration” was changed to the title “County Agricultural Agent, or such other title as may be determined by the Board of Managers of the New Jersey State Agricultural Experiment Station.”
- f. **The State University Act–1945.** Designated Rutgers as the State University.
- g. **The Reorganization Act–1956.** Created Board of Governors for operations; Board of Trustees retained to serve in fiduciary and

advisory capacity. The Board of Managers report to the Board of Governors.

**B. Establishment of Cooperative Extension Work in Counties**

<u>Year</u>	<u>County</u>	<u>Year</u>	<u>County</u>
1912	Sussex	1916	Morris
	Mercer		Passaic
1914	Monmouth	1917	Gloucester
	Bergen		Ocean
	Atlantic		Somerset
1915	Cape May		Camden
	Middlesex		Salem
	Burlington	1918	Warren
	Cumberland		Essex

<u>Year</u>	<u>County</u>
1927	Hunterdon
1936	Union (Home Economics)
1938	Union (Agriculture)
1969	Hudson (Jersey City only)
	Nutrition Education Program