

Northeast News

A District Newsletter

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Feature Story

Grand Celebrations for 150th Anniversary of Morrill Act

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A man with a vision, a Congress split by the Civil War, and a unique financing method, all came together 150 years ago when the Morrill Act of 1862 was passed by Congress to establish what today we call Land-grant Universities. Those universities, which now include the University of Florida and Florida A&M University, are celebrating the 150th year of the Congressional Act which created them.

Justin Smith Morrill, son of a blacksmith, was unable to attend college because his father could not afford tuition for all of his sons. Morrill left school at age 15, became a successful owner of a general store, and was elected in 1855 as a Whig and later a Republican to the House of Representatives from Vermont.

Morrill first proposed plans for land-grant colleges in 1857 and a plan of his passed the House, but not the Senate

a year later. In 1859 his bill was also passed by the Senate, but vetoed by President James Buchanan. It wasn't until 1862 that the first Civil War Congress (without southern state delegates) passed the Morrill Land Grant Act with the simultaneous passage of the Homestead Act to secure support of western state representatives. President Abraham Lincoln signed the bill which granted 30,000 acres of western public land for each senator and representative based on the 1860 census. The land was to be sold and resulting money invested in an endowment fund to support and maintain at least one college per state "where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanical arts... in order to promote the liberal and practical education of the industrial class in the several pursuits and professions in life."

The Morrill Act first applied to the Union states, but following the Civil War, it was extended to the former Confederate states. In 1890, then Senator Morrill introduced the Second

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ALACHUA, BAKER, BRADFORD, CITRUS, CLAY, COLUMBIA, DIXIE, DUVAL, GILCHRIST, HAMILTON,
LAFAYETTE, LEVY, MADISON, NASSAU, SUWANNEE, TAYLOR, AND UNION COUNTIES

Morrill Act continued from page 1

Morrill Act to expand the system of grants to include black colleges.

The state universities funded by the Morrill Land Grant Acts established the three-prong mission of teaching, research and extension (with the passage of the Smith-Lever Act of 1914 which provided federal support for cooperative extension activities). They have collectively provided the education for millions of students and through research and extension efforts, improved the lives of virtually every American. You, too, can

learn amazing things about the land-grant celebration by visiting <http://landgrant.ufl.edu/>. The University of Florida is a grand example of a land-grant university and was a proud participant of the **2012 Smithsonian Folk Life Festival** earlier this month in Washington, D.C. Click on the link above to view photos of the impressive displays showcasing the many ways UF is involved in water issues.

One hundred fifty years after the first Morrill Act was signed, 74 land-grant

universities now enrich our nation. UF alone offers over 100 undergraduate degrees while being ranked second-best value in public colleges in the US by *Kiplinger's Personal Finance*. UF is also one of only 17 universities in the US to have land-grant, sea-grant and space-grant status. Justin Smith Morrill had a vision of affordable university education in practical areas of life. Thanks to his congressional efforts, his dream of a college education has been realized by generations of students for the past 150 years!

From the District Director



Eric Simonne

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Time to Change Paradigm about Grants in Extension?

In today's fast changing academic world, grants (or extra-mural funds) have become a way to supplement (or often fully replace) the traditional county, state or federal dollars allocated to academic programs. Research has long understood, and teaching has recently made the transition, but what about Extension?

The guardians of the traditions of Extension will tell you "Grants = Research, and research is incompatible with Extension. Agents educate, and do not conduct research. Hence, agents should not be expected to write grants". This may have worked for a good while, when county/state/federal dollars were plentiful (at least this is how

we think about them now) and their flow was steady. Today, the reality is that traditional sources of funds are dwindling, while expectations of Extension and of Extension faculty are increasing. We also now think of budget cycles beyond 12 months, and things cost more. This reminds me of the saying: "If the floor keeps raising and the ceiling does not go up, we are stuck!" In other words, greater costs, fewer resources and we have a financial gap.

We are stuck only if we do not change our paradigm – and our mindsets. Consider the following equation as a new paradigm: Grant Funds for Extension + Integrated Research = Program Success! To get there, we'll need to alter our view that County Faculty are "teachers receiving county/state/federal operating funds" to "agents of change supporting our program with specifically allocated resources". Do County Faculty view themselves as teachers, or as managers of a small business? Many of us in the NE District have already made the transition, but we need to make sure everyone makes the transition!

The good news is that many funding opportunities exist today for County Faculty. Writing grants (and I mean successful grant writing where success equals funding) is an acquirable set of professional skills. During our NE District visioning sessions, grant writing was identified as a necessary skill for the modern Extension agent. A recent, informal poll of agents in the NE District who were asked about the obstacles they meet when writing grant proposals or funding request letters, shows the variety and breadth of hurdles encountered. Yet, they all fall under a small number of categories:

- (1) Finding a sponsor: who wants to give me money anyway?
- (2) Self-confidence and technique: how can I write a good grant?
- (3) Pre-award process: cutting through the red tape and staying legal
- (4) Managing the grant: dealing with the paperwork and what is allowed/not allowed
- (5) Doing the work and delivering what was promised (No concerns mentioned!)

(6) Reporting requirements: how do I show success and impact?

Some good news is that an in-service training on Grant Writing was offered

by Amy Harder and Sebastian Galindo during the 2012 EPAF Conference. If you did not have the opportunity to attend, you may contact them directly for materials and information, or contact

Christina Huntley, UF/IFAS Grants Coordinator at chuntley@ufl.edu for additional assistance with your current grant questions.

Top Responses of County Faculty from the NE Extension District to the question:

List the 2 things that you see as obstacles you meet when writing grant proposals or funding request letters.

I am an educator: Why should I write a grant? (16 responses total)

- I do not have the time to write the proposal. (Mentioned 12 times!)
- Senior agents used to strongly discourage me because it makes one accountable to another organization and paperwork time.
- Other organizations in the county have more dominance, money, and staff to operate a grant.
- Having to get permission to write a grant in the first place.

Finding a sponsor: who wants to give me money anyway? (9 responses total)

- I don't know of potential funding sources; need access to a consolidated source of grants available to Extension.
- Figuring financial data needed; what FEID number to use for the account when matching with county funds; wading through the RFP and making sure we even qualify.
- What type of program does the funding organization deem worthy of funding?
- Do all organizations look for SMART objectives?

Self-confidence and technique: how can I write a good grant? (22 responses total)

- Lack of grant writing knowledge and lack of self-confidence to succeed.
- Not having a mentor to provide assistance and review with a proposal; not knowing who to partner with; not knowing who can help you with the paperwork.
- Giving unique answers to redundant questions; explaining the program in 250 words or less; understanding what the grantors' priorities are, so that our requests match their expectations.

Pre-award process: cutting through the red tape and staying legal.

(14 responses total)

- Deadlines and Approvals: Who approves the grant, County or State?; Knowing all the UF requirements, formats, signatures and deadlines; Lead time since County requires that you get Board of County Commissioners approval to apply for a grant.
- Don't know how to fulfill/determine the matching funds often required (Mentioned 4 times)

- Budgeting: Creating an itemized budget; knowing what tax number to use; calculating direct and indirect costs; having a clear definition of who will handle the money: UF for a percent, BOCC, or County Extension Office?

Managing the grant: dealing with paper work and what is allowed/not allowed.

(3 responses total)

- Which funding agencies require vast amounts of documentation?
- I am not sure where funds should be deposited.
- Time to actually fulfill the obligations of the grant.

Doing the work and delivering.

(No concerns mentioned!)

Reporting requirements: how do I show success? (4 responses total)

- Reporting requirements are oppressive – time requirements
- Demonstrating the breadth of the program in a concise manner

District Life

Through the lens of IFAS Photographer Tyler Jones: Capturing the NE District's Involvement in the Annual Small Farms Conference

By **Aparna Gazula and Tyler Jones**
Alachua County Extension Agent and IFAS Photographer
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Congratulations, on a job well done to everyone involved in putting together the 2012 Annual Florida Small Farms and Alternative Enterprises Conference! More than 700 people attended the conference which featured 32 tours and educational sessions. Many agents from the Northeast District were actively involved in the planning and implementation of this statewide conference including Derek Barber, Brad Burbaugh, Terry DelValle, Jim DeValerio, Dan Fenneman, Aparna Gazula, Bob Hochmuth, Clay Olson, Carolyn Saft, Elena Toro, and Barton Wilder. Even Linda Landrum took a break from retirement to help with the conference!

Another IFAS team member that has been working with the conference these past four years is Tyler Jones, photographer for IFAS Information and Communication Services. Although most of us are familiar with Tyler's work photographing major IFAS events, did you know that he can also be a great resource for agents and County Extension Offices? We asked him to share some information that would help us get to know him a little better, and show off his skills capturing Northeast District agents at work during the 2012 Small Farms and Alternative Enterprises Conference. Here is what he had to share:

Though born in Missoula, Montana on January 1st, 1981, I grew up mostly



Elena Toro (top) and Carolyn Saft (bottom) at work educating farmers on a wide variety of topics during the 2012 Small Farms Conference.

in Florida – first in Tampa and then in Gainesville during my teenage years. It wasn't until almost finishing my undergraduate degree in International

Relations and Foreign Affairs at the University of Virginia in Charlottesville that I first took an interest in becoming a better photographer. I was participating



Carolyn Saft (top) and Bob Hochmuth (bottom) demonstrating concepts and techniques to producers during the 2012 Small Farms Conference.

in and leading a lot of outdoor adventure trips for activities such as rock climbing, caving, and kayaking, when I became motivated to learn how to better photograph and document such trips more professionally. While I did not take any formal classes in the art, I did acquire a lot of books about the basics of film photography and applied them to a (at the time) very versatile digital SLR camera.

Being able to see the changes that certain camera manipulations regarding shutter speeds and aperture settings make in determining exposure, allowed me to learn the craft rather quickly.

About a year after graduating from college I traveled to teach English in southern China for a year. At that time I was still relatively new to photography but

I was deeply into culture, travel, and photojournalism photography, studying the best possible sources of such content as much as I could. In China I found myself in a region isolated from other foreigners with a lot of time on my hands, so I worked diligently at applying the compositional standards of photojournalism to documenting the culture of not just southern China, but that of western and northwestern provinces, which I traveled through extensively when my teaching had finished. I really felt as though I honed my eye for capturing culture and specifically the interaction of groups of people during my year in China.

It took a number of months to find the photography position I currently have with IFAS after returning to Gainesville in 2006. Since then, I have become a full time TEAMS employee, which has given me the added privilege of being able to return to school part time as a graduate student seeking a degree in International and Intercultural Communications which I make steady progress toward completing each and every semester.

The variety of subjects and locations that I photograph within IFAS is really astounding. On any given day I could be on a research boat in the Gulf of Mexico or here in Gainesville documenting a symposium on any number of disciplines. As a team member of IFAS Communications Services I work to provide the still imagery needed to promote numerous IFAS publicity projects, as well as imagery to accompany our media department's news releases. In addition to documenting symposiums, conferences, and lectures, I regularly work with departments to shoot very specific website or print content, as well as maintain a campus studio/office that can be arranged to shoot anything from faculty portraits to more elaborate and specific research setups.

Featured County **Extension Office**

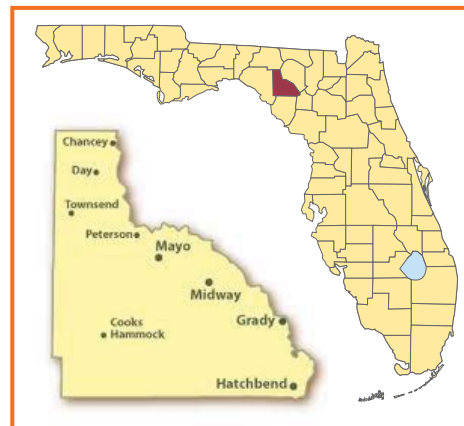


Elena Toro

Agricultural and
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*Lafayette County Extension Agents and Staff
with FSA and Lafayette Conservation District
Staff during Red Awareness Day.*



Lafayette County

Lafayette County was created December 23, 1856 from part of Madison County, and included at the time what is now both Lafayette and Dixie Counties.

Lafayette County was named in honor of the Marquis de Lafayette, the French citizen who rendered assistance to the colonies during the American Revolutionary War. Lafayette County is the second least populous county in Florida only to Liberty County. The Census in 2010 showed Lafayette County

now having 8,870 residents. Lafayette County has a large dairy and poultry industry along with many agricultural crops such as corn, peanuts, hay and forages, vegetables and rather large areas of timber. According to recent studies, the value of agriculture in this county is estimated to be \$139 million,

which places it in the top 20 counties in Florida. The Extension office is in Mayo, Florida and the staff is composed of Jana Hart County, Director and Family and Consumer Science Agent, Chris Vann, Agriculture and 4-H Agent, Eva Bolton, Food and Nutrition Program Assistant and Erica Maurer, Secretary.

Did you **know**

UF Offers Online Agroecology Degree

The UF/IFAS Soil and Water Science and Agronomy departments have joined forces to offer a new, Agroecology program fully delivered by Distance Ed that leads to a Master of Science (MS) degree. This provides a new choice for Extension agents seeking to get their MS but cannot travel to Gainesville.

This is the first online program of its kind in the U.S., providing a diverse, interdisciplinary program with a core curriculum of crop, soil and water science courses that emphasize sustainability, resource management, valuation of ecosystem services, system productivity and profitability.

Those with relevant backgrounds and interests are encouraged to consider the program because it provides students an understanding of current global issues related to agriculture and production systems and valuable skills for a profession in agricultural science.

See

<http://agronomy.ifas.ufl.edu/agroecology/index.shtml>

for more details.

Quiz Question

By **Nichelle Demorest**
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Columbia County Extension
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Last issue question: *There are several acceptable ADA statements which may be used on printed Extension materials. Which of the following statements is preferred by our Dean of Extension at this time for publications, newsletters, newspaper articles, and brochures?*

Answer: C – (Includes people with disabilities) *Note: although this longer "masthead" statement has not been approved by USDA and NIFA, it is the statement that our Dean of Extension prefers at this time for newsletters, newspaper articles, and brochures.

*The Institute of Food and Agricultural Sciences (IFAS) is an Equal Opportunity Institution authorized to provide research, educational information, and other services only to individuals and institutions that function with non-discrimination with respect to race, creed, color, religion, age, **disability**, sex, sexual orientation, marital status, national origin, political opinions, or affiliations. U.S. Department of Agriculture, Cooperative Extension Service, University of Florida, IFAS, Florida A&M University Cooperative Extension Program, and Boards of County Commissioners Cooperating."*

According to the Florida Act of Legislature of 1901, who was authorized in each county to seize every bag, barrel or package of fertilizer imported into or sold in this State which did not have the appropriate analysis label? This included commercial fertilizer, cotton seed meal, castor pomace, tobacco stems, tobacco dust, and tobacco meal.

- A) County Cooperative Extension Agent
- B) County Sheriff
- C) County Appointed Tax Collector
- D) Florida Department of Agriculture, County Representative

Walking the fine line of religious neutrality

By **Eric Simonne**, District Director, University of Florida Institute of Food and Agricultural Sciences Northeast District

As part of the USDA, and therefore the US Federal Government, we in Extension are mandated to remain religiously neutral. At the same time, we also are expected to listen to and

respect the needs and values of our constituents. Sometimes, doing both is challenging! Without attempting to solve the issue, those of you who deal with religious neutrality on a daily

basis may find the article below stimulating. Enjoy!

http://religion.blogs.cnn.com/2012/05/03/dear-god-how-to-pray-on-national-prayer-day/?hpt=hp_c1

Northeast District **County Extension Offices** – Find your local office at <http://solutionsforyourlife.ufl.edu/map/>

Alachua

2800 NE 39th Avenue
Gainesville, FL 32609
Phone: 352.955.2402

Baker

1025 W Macclenny Avenue
Macclenny, FL 32063
Phone: 904.259.3520

Bradford

2266 N Temple Avenue
Starke, FL 32091
Phone: 904.966.6224

Citrus

3650 W. Sovereign Path, Suite 1
Lecanto, FL 34461
Phone: 352.527.5700

Clay

2463 SR 16 West
Green Cove Springs, FL 32043
Phone: 904.284.6355

Columbia

164 SW Mary Ethel Lane
Lake City, FL 32025
Phone: 386.752.5384

Dixie

99 NE 121st Street
Cross City, FL 32628
Phone: 352.498.1237

Duval

1010 N McDuff Avenue
Jacksonville, FL 32254
Phone: 904.387.8850

Gilchrist

125 E Wade Street
Trenton, FL 32693
Phone: 352.463.3174

Hamilton

1143 NW US HWY 41
Jasper, FL 32052
Phone: 386.792.1276

Lafayette

176 SW Community Circle, Suite D
Mayo, FL 32066
Phone: 386.294.1279

Levy

625 N Hathaway Avenue, Alt. 27
Bronson, FL 32621
Phone: 352.486.5131

Madison

184 College Loop
Madison, FL 32340
Phone: 850.973.4138

Nassau

543350 US Hwy 1
Callahan, FL 32011
Phone: 904.879.1019

Suwannee

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Live Oak, FL 32064
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