

DOWNLOAD PDF LAND-GRANT COLLEGES AND UNIVERSITIES, 1862-1962

Chapter 1 : List of land-grant universities - Wikipedia

Laws and rulings affecting resident instruction in the land-grant colleges and universities are described. The land grant college or university is recognized and designated by the legislature of the state as being qualified to fulfill the provisions and to receive the benefits of either or both the.

The history of land grant colleges of agriculture is intertwined with the history of higher education for U. The land grant system began in with a piece of legislation known as the Morrill Act see box copy, p. This law gave states public lands provided the lands be sold or used for profit and the proceeds used to establish at least one college—hence, land grant colleges—that would teach agriculture and the mechanical arts. Land grants for the establishment of colleges of agriculture and mechanical arts were also later given to U. The legislative mandate for these land grant colleges helped extend higher education to broad segments of the U. Public universities existed already in some states; however, most states responded to the Morrill Act by legislating new agricultural and mechanical arts colleges rather than by endowing existing state institutions Kerr, The Second Morrill Act, which provided for annual appropriations to each state to support its land grant college, was passed by Congress in In addition to appropriating funding, the Second Morrill Act also forbade racial discrimination in admissions policies for colleges receiving these federal funds. A state could escape this provision, however, if separate institutions were maintained and the funds divided in a "just," but not necessarily equal, manner. Thus the act led to the establishment of land grant institutions for African Americans. Today there are 17 institutions—including one private institution, Tuskegee University—located primarily in the southeast Table ; Figure In addition to being part of the land grant system, these 17 schools are among the more than historically black colleges and universities in the United States. Page 2 Share Cite Suggested Citation: Colleges of Agriculture at the Land Grant Universities: The National Academies Press. Over the decades, as the U. As more and more U. In some states, like California, Maryland, Minnesota, and Wisconsin, land grant universities have become the foremost public institutions of higher education and scientific research. In others, such as North Carolina, Michigan, and Oregon, higher education and research functions are shared with other prominent public institutions. Today, although many land grant universities are still known for their agricultural college roots, others have little agricultural identity and students are rarely from farm families. Despite their expansion well beyond the teaching of agriculture and mechanical arts, almost every land grant university still has a "college of agriculture"—colleges more similar to each other than are the universities where they are located. Over time, colleges of agriculture have been established at non-land grant institutions as well. The relative role of the non-land grants in educating students in agriculture-related academic specializations is discussed in Chapter 3. A series of legislative acts endowed the colleges with a three-part function encompassing teaching, research, and extension. Page 3 Share Cite Suggested Citation:

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Chapter 2 : Land-Grant Colleges and Universities Map, | National Institute of Food and Agriculture

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House of Representatives from Vermont, introduced the plan to Congress in with the intention of building universities of this type for the working men in his and other states. The bill was not approved, but it passed four years later when reintroduced with emphasis upon military tactics-necessary in the ongoing Civil War. The measure, known as the Morrill Act , allocated up to 30, acres for each state that was willing to teach agriculture, military science, and mechanical arts, "without excluding other scientific and classical studies. North Carolina was quick to avail itself of land from the Morrill Act but slow to establish a college of agriculture and technology. Neither school was an immediate success. In part, this was due to the educational monopoly exercised in the state by the University of North Carolina , but a lack of available funds also held the new schools back. Simply put, North Carolina remained a poor state until after World War II , and education on any level was not a prime concern. Citizens saw the agricultural and technical colleges as adjuncts to the state and federal departments of agriculture. As such, the schools were expected to teach agricultural techniques, crop production, and the eradication of plant and animal diseases. Few people envisioned these colleges as degree-granting institutions. The State College of Agriculture and Mechanic Arts grew steadily from its first graduating class of 19 in In the reputation of State College was such that it was awarded university status, and its name was changed to North Carolina State University two years later. The Agricultural and Mechanical College began operating in Raleigh in in cooperation with Shaw University but moved to Greensboro in , when its campus was completed. In the college was renamed North Carolina Agricultural and Technical College, and ten years later it became a four-year school. Regional accreditation was not achieved until , with graduate approval coming in Then, as now, the strength of the school lay primarily in its farm and community outreach programs, as well as in its educational and nursing curriculums. In it was elevated to the status of a state university. Brunner, Land-Grant Colleges and Universities, Christy, A Century of Service: Land Grant Colleges and Universities, Image courtesy of the Illinois State Library.

Chapter 3 : Land Grant Colleges | NCpedia

Land-Grant Colleges and Universities Map, Friday, January 30, These institutions can also be found by visiting the interactive Land Grant University map.

The Morrill Acts of and Excerpts from Wikipedia in quotes: Unlike the Turner Plan, which provided an equal grant to each state, the Morrill bill allocated land based on the number of senators and representatives each state had in Congress. This was more advantageous to the more populous eastern states. This land, or the proceeds from its sale, was to be used toward establishing and funding the educational institutions described above. This act required each state to show that race was not an admissions criterion, or else to designate a separate land-grant institution for persons of color. Though the Act did not require the provision of federal land, it granted colleges under that act the same legal standing as the Act colleges; hence the term "land-grant college" properly applies to both groups. See below the Justin Smith Morrill Quote in seeking to have the land-grant institutions established in admit freed slaves: They are members of the American family, and their advancement concerns us all. While swiftly forgetting all they ever knew as slaves, shall they have no opportunity to learn anything as freemen? Justin Morrill, the Father of Land Grant Institutions, was a magnanimous leader of his time and his vision is needed just as much today as it was more than years ago. His vision was all about education, opportunity and national prosperity. He held to the belief that if there is a nation with a class of people, a race of people or underrepresented citizens who do not have education and opportunity, this nation would greatly fall short of its potential. As the forefathers truly digested the new educational mind set for the s "€" educating the common man, providing educational opportunity for all "€" a very foundational working group had been overlooked. The Second Morrill Act of included this class of laborers. In , about four million, hard-working, but primarily illiterate blacks were set free from slavery. Although it was in the best interest of the nation to set a course of education for this group, little attention had been paid to their needs. Sadly, there was even entrenched resistance to providing opportunities to this segment of the population who helped build this nation while being considered as an underclass, or as having no "class" at all. However, Congress did pass the Second Morrill Act of which included the stipulation that African Americans were to be included in the U. The seventeen 17 Southern and Border States would not consent to this admission of blacks to their institutions. Therefore, in the legislation, it was allowable for these seventeen states to found a second land-grant institution, which became known as the Negro Land-Grant Institutions and today as the Land-Grant Universities and Tuskegee University the s. Today there are eighteen 18 states that have Land-Grant Universities. Learn how you can become a donor.

Chapter 4 : Land-Grant University Website Directory | National Institute of Food and Agriculture

The land-grant institutions, as a group, represent a system designed to provide higher education to the people of all classes in this country. In organization, they exemplify better than most other institutions the most effective relationship of campus instruction, research, and educational.

Administration of the Federal public lands began with the establishment of General Land Office on April 25, 1849. This program was effective in thirty of the States. In all, there were 1,100,000 final entries embracing 1,100,000 acres. Grants of the public lands were made directly to these roads to facilitate the building of the transportation links between the Mississippi and the Pacific shore. More than 11,000,000 acres of the public lands were granted to the States for the establishment of these schools in each State and Puerto Rico. Thus, even as the Nation trembled on the brink of destruction, the vast lands of the American West were open to final settlement. A new America of unbound abundance began to grow and the most ambitious and fruitful system of higher education in the history of the world was developed. The public lands from which the grants were made were at that time under the jurisdiction of the General Land Office, Department of the Interior. While the dedication of land from the public domain for school purposes was not a new concept in 1862, no formula had been developed before that date which had assured equal participation. Between 1862 and 1890, the various States had petitioned the Federal Government for lands to be used in the establishment of schools such as for the blind, the deaf and the mute. It remained for the Act of July 2, 1862, however, to bring forth a uniform method of distributing lands to the States for higher educational purposes. In later years Congress extended the University site principle of the Act to a majority of the public land States, usually through provisions in the acts of admission to statehood. Commissioner Butterfield recommended in his report to the Secretary of the Interior, November 28, 1862, that a small portion of the proceeds from the public lands be used to establish agricultural colleges. The Old Iowa State University. Iowa received the first grant, 160,000 acres. This could be done by the appropriation, for the purpose, of a small portion of the proceeds of the public lands. It would be more than an act of justice to a numerous and highly valuable body of our citizens. Some of the States had established colleges of agriculture and some States had petitioned Congress to make grants for agricultural colleges. Representative Justin Morrill of Vermont, whose name has long been identified with the Act of July 2, 1862, said he first got the idea about 1840. Some idea of the sentiment of the times and conflict is indicated in the Presidential veto. The President felt that Congress did not have the constitutional power to donate land to the States for educational purposes, and set forth the opinion in his veto message that the bill would confuse the already strained relationships between the Federal Government and States. The Presidential veto did not discourage Mr. Morrill, and in December he again introduced a bill to authorize the land grant colleges. This time, however, the House Committee on Public Lands acted unfavorably on the bill and the proposal lost force until May 2, 1862, when Senator Benjamin Wade of Ohio introduced a similar bill in the United States Senate, which passed that chamber in June. Morrill said Wade introduced the bill at his request. President Lincoln, in signing the bill into law, praised Congress for dedicating a part of the public domain to such a Richardson, James D. Government Printing Office, worthwhile endeavor. It is curious to note that Lincoln gave no credit to Butterfield, whom he had opposed vigorously for the appointment as Commissioner of the General Land Office, a job Lincoln himself had desired very much. The Act of July 2, 1862, became a milestone in American education. It was an act of confidence in the future of America during the turbulent days of the Civil War. Perhaps it was an acknowledgment of the importance of agriculture in the United States at a time when over one half of the population of the Nation was engaged in agriculture. The State of Iowa was the first to make application for an agricultural college land grant. Alfred Knopf, 1862, p. 1. It was a certificate or authorization to these States to select lands in States where the Federal Government did own land. But since one State could not own land in another State most States sold their scrip for cash at the nominal rate of \$1. A majority of the States receiving scrip certificates sold them immediately on the open market, and established an educational trust from the proceeds. A few States

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retained ownership of the scrip and sold the certificates at a later date when land prices were higher. Once the applications were received, the plats were recorded and forwarded to the Governor of the State, and thereby passed to the jurisdiction of the State. The idea of enrolling in a college for the study of agriculture was not readily accepted. There was a surprising amount of public apathy to the new colleges. In , its first year of operation, Louisiana State University had five faculty members and only three students. The Illinois Agricultural College employed four professors, who taught 41 students. West Virginia had 39 students with one professor for every three students. It was not until that the University of Wisconsin graduated -an agricultural student. The University of Minnesota did not have a student enrolled in an agricultural course until During the last half of the 19th Century, advocates of the land grant agriculture institutions were hard pressed to keep the idea alive in the face of the passive interest, and, at times, vociferous public criticism. The monies were to come from the proceeds derived from the sale of public lands. While they amount to less than five percent of the total number of institutions of higher learning, they enroll more than twenty percent of all the students attending college in the United States. In over , students were enrolled for degree credit in the land grant colleges. In the same year, , received degrees. The schools stand as a living and ever growing endowment from the great public domain. Since the Bureau of Land Management has transferred title to over 11,, acres from the public domain to establish the land grant colleges and universities system. In the year history of public lands in the United States over one billion acres has been transferred from the public domain for homesteads, railroads, establishment of schools systems, and various other beneficial programs. In addition, the Bureau of Land Management administers mining and mineral leasing on other federally owned lands, on former Federal lands where minerals have been reserved in public ownership, and on the submerged lands of the Outer Continental Shelf.

Chapter 5 : The Morrill Acts of and | LandGrant Universities

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Chapter 6 : Formats and Editions of Land-grant colleges and universities, [www.nxgvision.com]

A land-grant university (also called land-grant college or land-grant institution) is an institution of higher education in the United States designated by a state to receive the benefits of the Morrill Acts of and

Chapter 7 : Map of Land Grant Universities | NESAWG

JULY 2, % % % % \ % Centennial of the Land Grant Colleges and Universities Act of July 2, More than 11,, acres of the public lands were granted to the States for the establishment of these schools in each State and Puerto Rico.

Chapter 8 : Land-Grant College Act of | United States legislation | www.nxgvision.com

This is a list of land-grant colleges and universities, in the United States of America and its associated territories.. Land-grant institutions are often categorized as , , and institutions, based on the date of the legislation that designated most of them with land-grant status.

Chapter 9 : Land-grant universities | American education | www.nxgvision.com

Colleges of Agriculture at the Land Grant Universities informs the public debate about the challenges that will shape the

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1862-1962**

future of these colleges and serves as a foundation for a second volume, which will present recommendations for policy and institutional changes in the land grant system.