

# From Past to Present

Celebrating the Morrill Land Grant Acts and a  
Century of Depository Collections



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# Overview

- Vision of land-grant education
- Morrill Land-Grant Act of 1862
- Land-grant institution curricular emphases
- Morrill Land-Grant Act of 1890
- Land-grant program social and economic impacts, including race and gender issues
- Land-grant institutions and the FDLP
- Conclusions and discussion

# Morrill's Vision: Land-Grant Colleges

“The colleges were founded out of protest against the limited opportunities in both curriculum and admissions available in the traditional classical college. The wide-spread national interest in practical education for the sons and daughters of the working class (which then included all but the very wealthy) led to the passage by the Federal Congress of the so-called Morrill Act of 1862”

Edward D. Eddy, *Colleges for Our Land and Time: The Land Grant Idea in American Education*

# Celebrating the Vision of Representative Justin Smith Morrill of Vermont



FIG. 1.—MORRILL HALL, THE NEW AGRICULTURAL BUILDING, UNIVERSITY OF TENNESSEE.

# The First Morrill Act:

An Act Donating Public Lands to the several States and Territories which may provide Colleges for the Benefit of Agriculture and the Mechanic Arts (July 12, 1862)

- Grant to the States public lands to be sold to create perpetual funds to endow and maintain colleges “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 the mechanic arts”
- Provide that no land grant funds may be used for buildings, but may be used to purchase lands for sites or experimental farms
- Restrict entitlement to funds to States not in rebellion or insurrection against the U.S. government

# Lands Granted 1862-76 under the First Morrill Act

*The land granted by the Federal Government, act July 2, 1862, for the establishment of colleges for the benefit of agriculture and the mechanic arts.*

State.	Acres.	State.	Acres.	State.	Acres.
New York .....	990,000	Louisiana.....	210,000	Minnesota .....	120,000
Pennsylvania.....	780,000	Maine .....	210,000	Rhode Island .....	120,000
Ohio .....	630,000	Maryland .....	210,000	Colorado.....	90,000
Illinois .....	480,000	Mississippi.....	210,000	Delaware .....	90,000
Indiana .....	390,000	New Jersey.....	210,000	Florida .....	90,000
Massachusetts.....	360,000	Utah .....	200,000	Idaho .....	90,000
Kentucky.....	330,000	Connecticut .....	180,000	Kansas.....	90,000
Missouri .....	330,000	South Carolina .....	180,000	Nevada .....	90,000
Virginia .....	300,000	Texas .....	180,000	Nebraska.....	90,000
Tennessee .....	300,000	South Dakota.....	160,000	Oregon.....	90,000
North Carolina.....	270,000	Arkansas .....	150,000	Montana .....	90,000
Georgia.....	270,000	California .....	150,000	Washington .....	90,000
Alabama.....	240,000	New Hampshire... ..	150,000	Wyoming.....	90,000
Iowa .....	240,000	Vermont.....	150,000		
Michigan .....	240,000	West Virginia .....	150,000	Total.....	10,450,000
Wisconsin .....	240,000	North Dakota .....	130,000		

# Accepting the Grant of Land

37TH CONGRESS, }  
3d Session. }

SENATE.

} Mis. Doc.  
} No. 32.

## RESOLUTIONS

OF

### THE LEGISLATIVE ASSEMBLY OF NEW MEXICO,

ACCEPTING

*The grant of lands for agricultural and mechanical colleges.*

FEBRUARY 25, 1863.—Read, ordered to lie on the table, and be printed.

#### PREAMBLE AND JOINT RESOLUTIONS.

Whereas the Congress of the United States did, at its last session, pass "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," approved July 2, 1862;

And whereas, by said act, this Territory is entitled to thirty thousand acres of the public land for the establishment of an industrial college; and

Whereas the said act of Congress provides that the legislature shall, within two years after the approval of said law by the President, make the acceptance thereof known: Therefore—

*Be it resolved by the legislative assembly of New Mexico,* That we hereby accept the benefits of this act; and

*Be it further resolved,* That the governor of this Territory is hereby requested to communicate to the President of the United States our acceptance thereof, and that he adopt the necessary measures to place all moneys accruing therefrom into the hands of the curators of the industrial college to be located at Santa Fé, New Mexico.

J. M. GALLEGOS,

*Speaker of the House of Representatives.*

FRANCISCO SALAZAR,

*Vice-President of Council*

Approved January 16, 1863.

[L. S.]

W. F. M. ARMY,

*Acting Governor.*

37TH CONGRESS, }  
3d Session. }

SENATE.

} Mis. Doc.  
} No. 25.

## RESOLUTION

OF

### THE LEGISLATURE OF MINNESOTA,

ACCEPTING

*The donation of lands by Congress for the endowment of an agricultural and mechanical college.*

FEBRUARY 13, 1863.—Referred to the Committee on Public Lands, and ordered to be printed.

JOINT RESOLUTION of the legislature of the State of Minnesota, accepting the donation of lands by Congress for the endowment of an agricultural and mechanical college.

*Resolved by the legislature of the State of Minnesota,* That the donation of public lands by Congress to the several States and Territories by an act approved July 5, 1862, entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and mechanic arts," together with all the stipulations of said act, are assented to and accepted by this State.

CHARLES D. SHERWOOD,

*Speaker of the House of Representatives.*

HENRY A. SWIFT,

*President of the Senate pro tempore.*

JANUARY 27, 1863.

Approved.

ALEX. RAMSEY.

STATE OF MINNESOTA.

OFFICE OF SECRETARY OF STATE,  
St. Paul, February 6, 1863.

I hereby certify the foregoing to be a true and correct copy of the original on file in this office.

[SEAL.]

D. BLAKELY,  
*Secretary of State.*

# Importance of Land-Grant Institutions to Agriculture

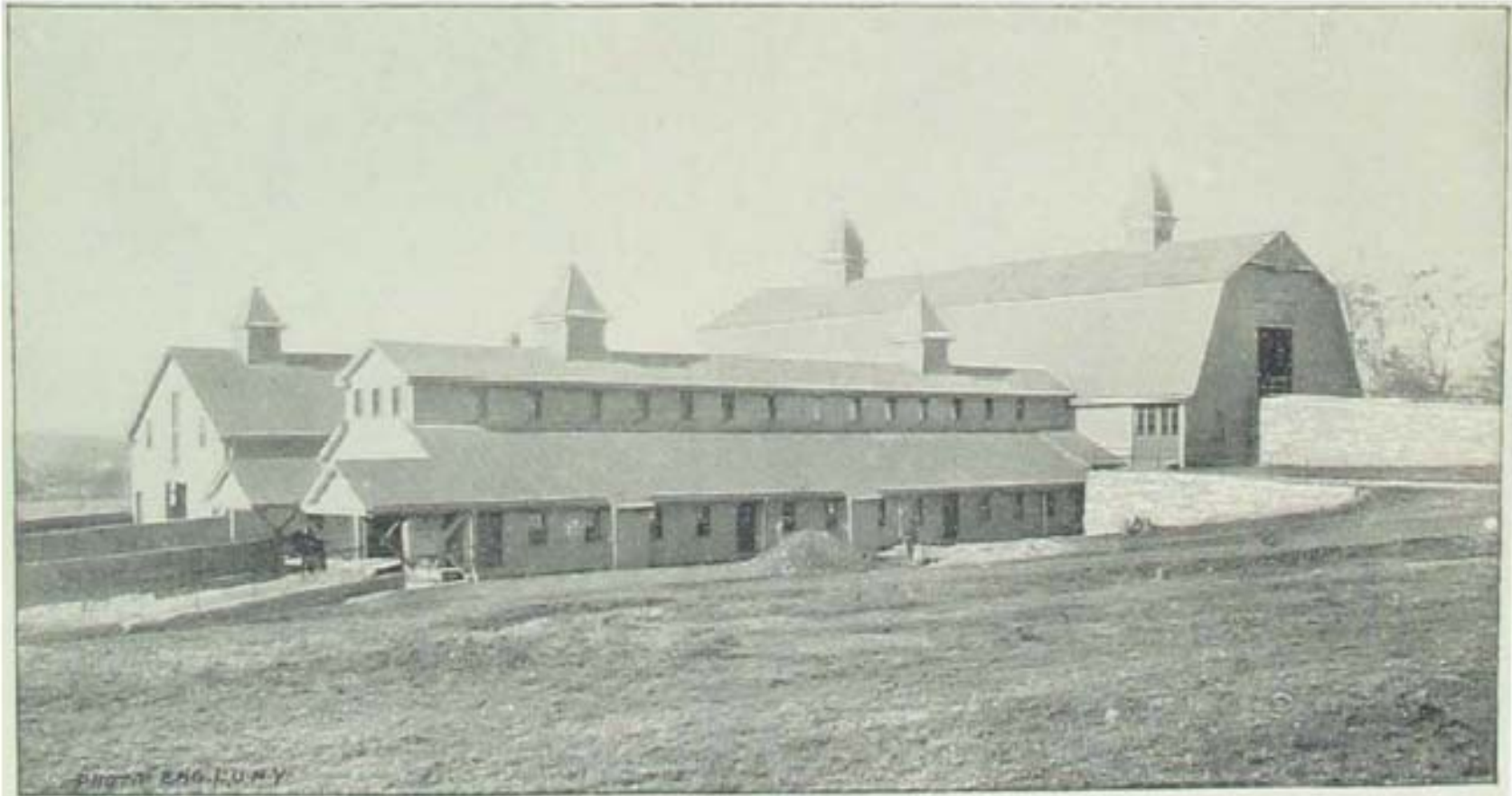
“The grant was intended for the benefit of farmers; for those whose leisure or whose means do not allow them to pursue an extended course of study in existing schools, and who design to follow the business of farming. It does, indeed, provide the means for becoming skillful in the mechanic arts, but the masses in our country are farmers, and farming is the foundation on which our national prosperity rests. It was intended to give dignity to labor; to elevate it above mere drudgery and routine, and to render it intelligent.”

*Annual Report of the Commissioner of Agriculture, 1867*

House executive document 1867



# Importance of Land-Grant Institutions to Agriculture



**FIG. 2.—COLLEGE BARN, MASSACHUSETTS AGRICULTURAL COLLEGE.**

# Importance of Land-Grant Institutions to Mechanical Arts

"The old system of apprenticeship is rapidly becoming a thing of the past, and it is now almost impossible for a boy to learn a trade in any modern shop or factory. This is owing largely to the introduction of special machinery, necessitating special workmen to manage it, and the workmen who has learned to run a machine of this kind is kept at that work, as being most profitable to his employer. His practical knowledge of other methods and machines is, therefore, confined to narrow limits, and should a vacancy occur in a superior position, he is not fitted for the place, from the fact of his being unacquainted with other practical parts connected with his trade, the manipulations and principles involved in which he has not had an opportunity to learn. [The practical mechanics department] has for its object a systematic and progressive education in the use of tools and materials, combined with as much theoretical knowledge as shall be deemed necessary to explain the principles involved."

*Ninth Annual Register of the State Agricultural College, Fort Collins, Colo., 1887-88*

# Importance of Land-Grant Institutions to the Mechanical Arts

Yearbook U. S. Dept. of Agriculture, 1898.

PLATE II.

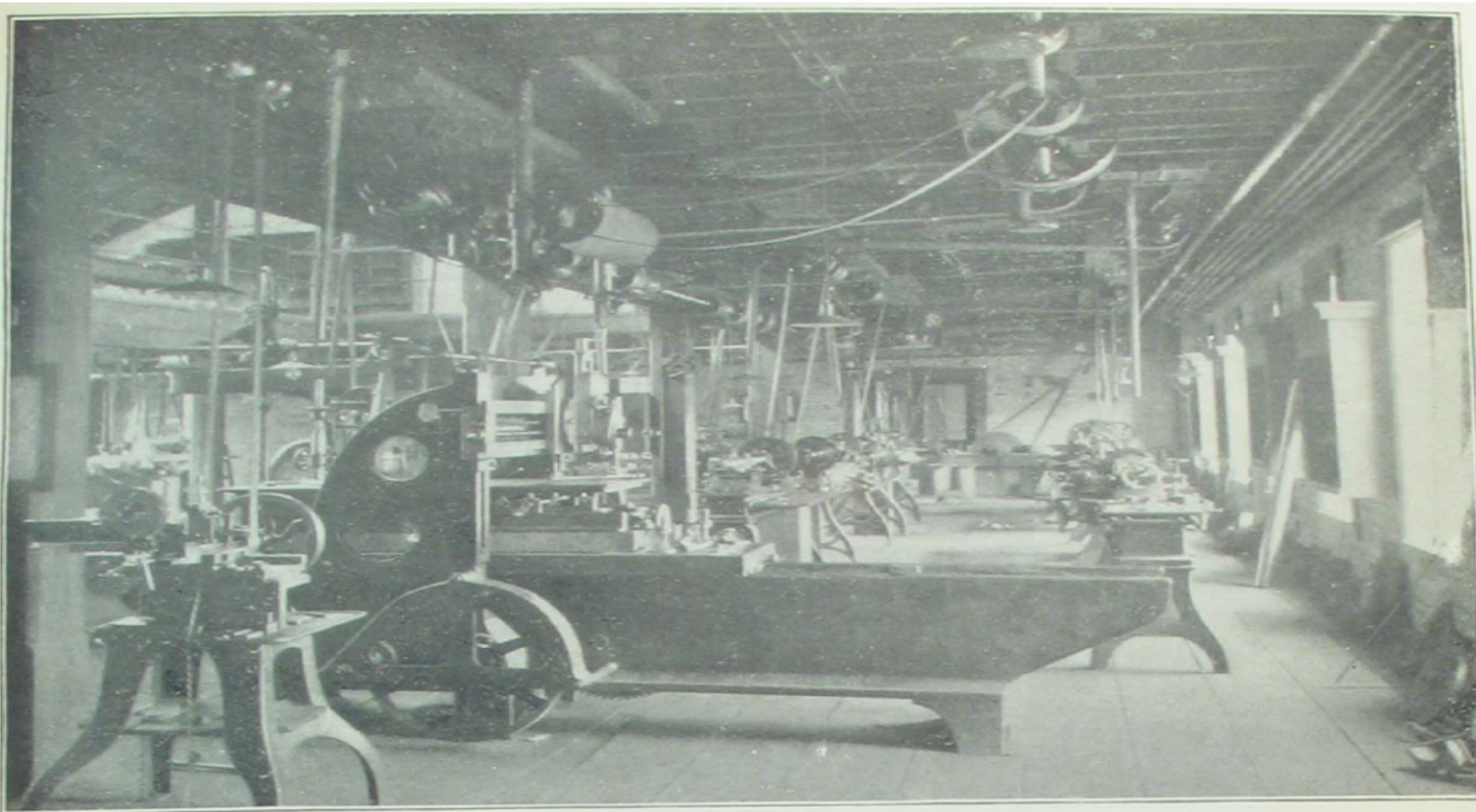


FIG. 1.—MACHINE SHOP, MICHIGAN STATE AGRICULTURAL COLLEGE.

House document 1898

# Military Training at Land-Grant Institutions

- First Morrill Act required instruction in military tactics
- Military training at land grant institutions produced 100,000 men who served in WW I and 50%-70% of ROTC commissions between 1920-1941
- Role in preparedness for WW II

# Importance of Land-Grant Institutions to Military Training



Purdue University R. O. T. C. Field Artillery unit firing salute.

## Second Morrill Act:

An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts (Aug. 30, 1890)

- Authorize annual appropriations to all States and territories (including former slave States) for existing land-grant colleges and additional schools to be established in accordance with 1862 law
- Specify instructional areas for use of grant funds
- Prohibit racial discrimination, but allow separate but equal facilities

# Separate but Equal

- 16 States and border States established separate colleges for African Americans to qualify for Morrill Act funds
- *Brown v. Board of Education* (1954) repudiated “separate but equal” doctrine
- By 1962 ,18 of 32 previously segregated land-grant institutions had desegregated

# Michigan Agricultural College: Agricultural Course

*Agricultural course, Michigan Agricultural College.*

Terms.	First year.	Second year.	Third year.	Fourth year.
	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>
Fall . . . .	Algebra . . . . . 2 Ancient history . . . . . 5 English . . . . . 5 Geometry . . . . . 3 Rhetoricals . . . . . 2	Agriculture—lectures . . . . . 5 Algebra . . . . . 2 Botany—lectures . . . . . 5 Geometry . . . . . 3 Surveying . . . . . 2 Trigonometry . . . . . 3 Essays.	Anatomy . . . . . 2 Laboratory practice . . . . . 1 Organic chemistry . . . . . 5 Physics . . . . . 5 Moral philosophy . . . . . 5 Blowpipe analysis . . . . . 5 Shakespeare . . . . . 1 Essays and speeches.	Botany or forestry . . . . . 10 Chemical physics . . . . . 10 Veterinary science . . . . . 5 Zoölogy . . . . . 5 Laboratory practice . . . . . 3 Two essays, speeches.
Winter . . . .	Agriculture . . . . . 5 Algebra . . . . . 3 Drawing . . . . . 10 Geometry . . . . . 2 Rhetoricals . . . . . 2	Botany . . . . . 9 American literature . . . . . 3 Rhetoric . . . . . 5 Rhetoricals . . . . . 2 Military tactics . . . . . 5	Analytical chemistry . . . . . 10 Horticulture . . . . . 5 Physiology . . . . . 5 Laboratory . . . . . 15 Shakespeare . . . . . 1 Military tactics . . . . . 5 Essays and speeches.	Civil engineering . . . . . 5 United States Constitution . . . . . 5 United States history . . . . . 5 Geology . . . . . 5 Horticulture . . . . . 5 Meteorology . . . . . 5 Veterinary science . . . . . 5 English literature . . . . . 4 Milton . . . . . 1 Political economy . . . . . 5 Finance lectures . . . . . 5 Logic . . . . . 5 Veterinary science . . . . . 5 Quantitative analysis . . . . . 10 Speeches.
Spring . . . .	Algebra . . . . . 3 Botany . . . . . 5 Geometry . . . . . 2 Rhetoric . . . . . 5	Systematic botany . . . . . 2 Chemistry . . . . . 5 Chemical manipulations . . . . . 2 Landscape gardening . . . . . 5 Physics . . . . . 5 Rhetoricals . . . . . 2	Agriculture . . . . . 5 Agricultural chemistry . . . . . 5 Entomology . . . . . 5 Laboratory practice . . . . . 2 Shakespeare . . . . . 1 Essays.	



# Oregon Agricultural College: Agronomy Building



FIG. 1.—AGRONOMY BUILDING, OREGON AGRICULTURAL COLLEGE.

House document 1908

# Importance of Land-Grant Institutions to Science

“The marvelous developments of science during the last twenty years have led to a demand for the possession of technical knowledge on the part of chemists, civil and mining engineers, manufacturers, and architects, which could not have been generally anticipated at the time of passage of this law. Fortunately...there were among its advocates and promoters, some who realized that a new era had dawned upon the world; and who, awake to the ever growing developments of scientific discovery, were far-sighted and wise enough to insist upon the inclusion of the two clauses which gave power to these new institutions to adapt themselves to the new educational needs...”

Senate executive document 1880

# Importance of Land-Grant Institutions to Science



**FIG. 2.—DAIRY BACTERIOLOGY ROOM, IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.**

House document 1898

# Co-education in Land-Grant Institutions

“Purpose is to afford the young men and women of Indiana an opportunity to acquire a good collegiate education in Mathematics, Science, Literature and Art, and at the same time to secure instruction and practice in such lines of work that will fit them to engage in the practical industries.”

Purdue Annual Register 1890-91

# From Vision to Reality



Boarding House. Ladies' Hall.  
Industrial Art Hall.

Laboratory. Engine House.  
Mechanics' Shop.

University Hall.

Men's Dormitory.

Military Hall.

PURDUE UNIVERSITY, LA FAYETTE, IND.

Senate executive document 1882

# Co-education in Land-Grant Institutions

- Democratic inclusiveness
- "Instruction in the industries for women is included in instruction in agriculture and mechanic arts"
- Recognition of the significance and influence of the home
- "Agriculture for the boys and horticulture for the girls"
- Physical management of household to home as social institution

# Nebraska School of Agriculture: Home Economics Building

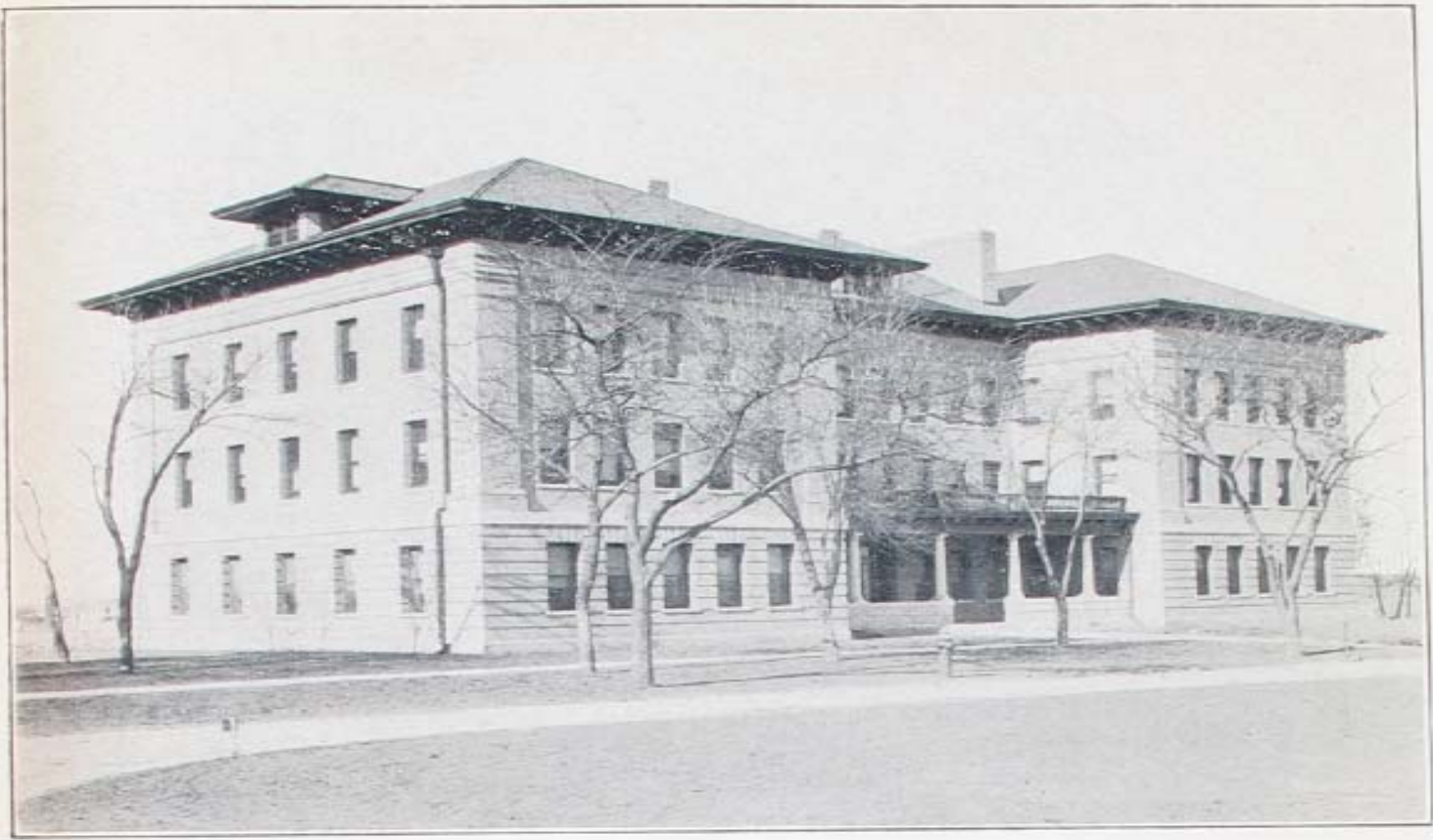


FIG. 1.—HOME ECONOMICS BUILDING, NEBRASKA SCHOOL OF AGRICULTURE.

# University of Wyoming: Women's Hall



FIG. 2.—WOMAN'S HALL, UNIVERSITY OF WYOMING.

House document 1908



# Land-Grant Institutions Through the Years: 1927

Occupation of Graduates of 19 land-grant institutions:  
78% of agricultural graduates were engaged in pursuits for which their professional and technical training prepared them

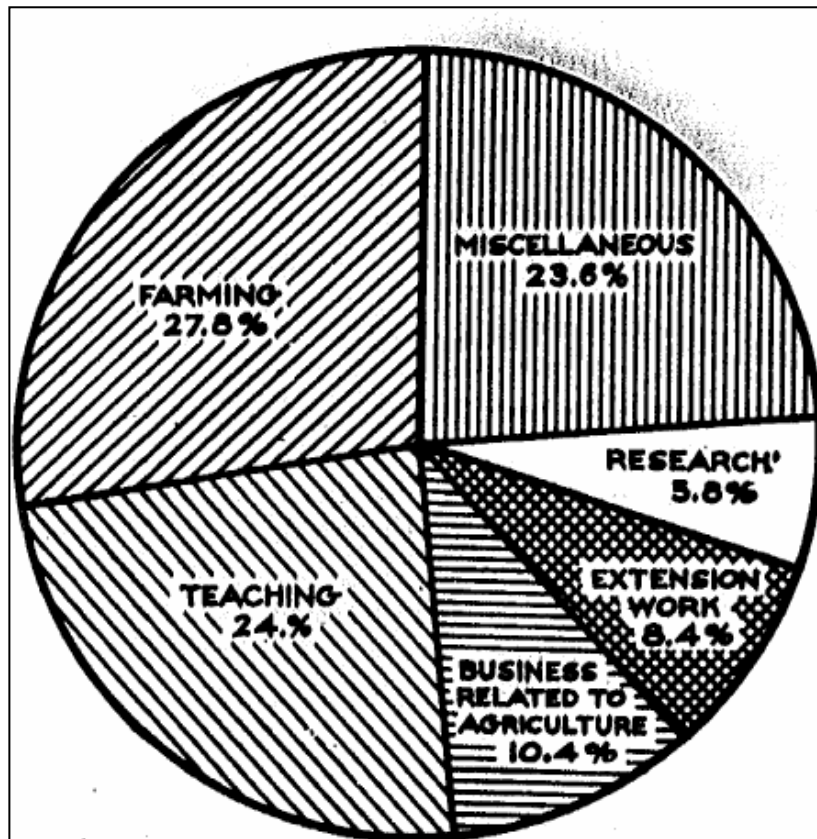


FIG. 72.—Average percentage of agricultural graduates from 19 agricultural colleges engaged in various pursuits

# Land-Grant Institutions Through the Years: 1960

- Constitute fewer than 5% of U.S. higher ed institutions, but enroll 21% of all students in 4-year institutions
- Grant 56% of all doctorate degrees and 50% of all master's degrees in basic biological sciences
- Grant undergrad degrees to 37% of all students who go on to study medicine, veterinary medicine, or dentistry
- Grant 30% of all master's degrees and 39% of all doctorate degrees in mathematics
- Grant undergrad degrees to 41% of all engineers

Senate report 1960

# Land-Grant Institutions Through the Years: 1978

“Factors that influence faculty in a land grant college of agriculture to do the research they choose to do can be grouped around the following areas:

- A scientist’s quest for knowledge
- Funding
- Academic socialization
- Sensitivity to pressing social needs”

## 44 USC 1906

*“And provided further, that all land grant colleges shall be constituted as depositories for public documents, subject to the provisions and limitations of the depository laws.”*

Act of Mar. 1, 1907 (59 P.L. 153; 59 Cong. Ch. 2284; 34 Stat. 1012); enacted bill 59 S. 8510

# Land Grant Libraries in FDLP: Significance

- Opportunity for State-Federal cooperation
- Contribute to building an informed citizenry
- Release previously-designated depositories, allowing additional libraries to attain depository status
- Bolster library collections at no cost
- Strengthen collections in support of curricular areas

# Government Information: Importance to Land-Grant Institutions

- Scientific and technical information
- Agricultural policy information
- Research reports and data
- Maps and charts
- Primary sources
- Information about the land-grant system

# Oklahoma Agricultural and Mechanical College: Library Hall

Senate Doc. No. 104.

PLATE IV.

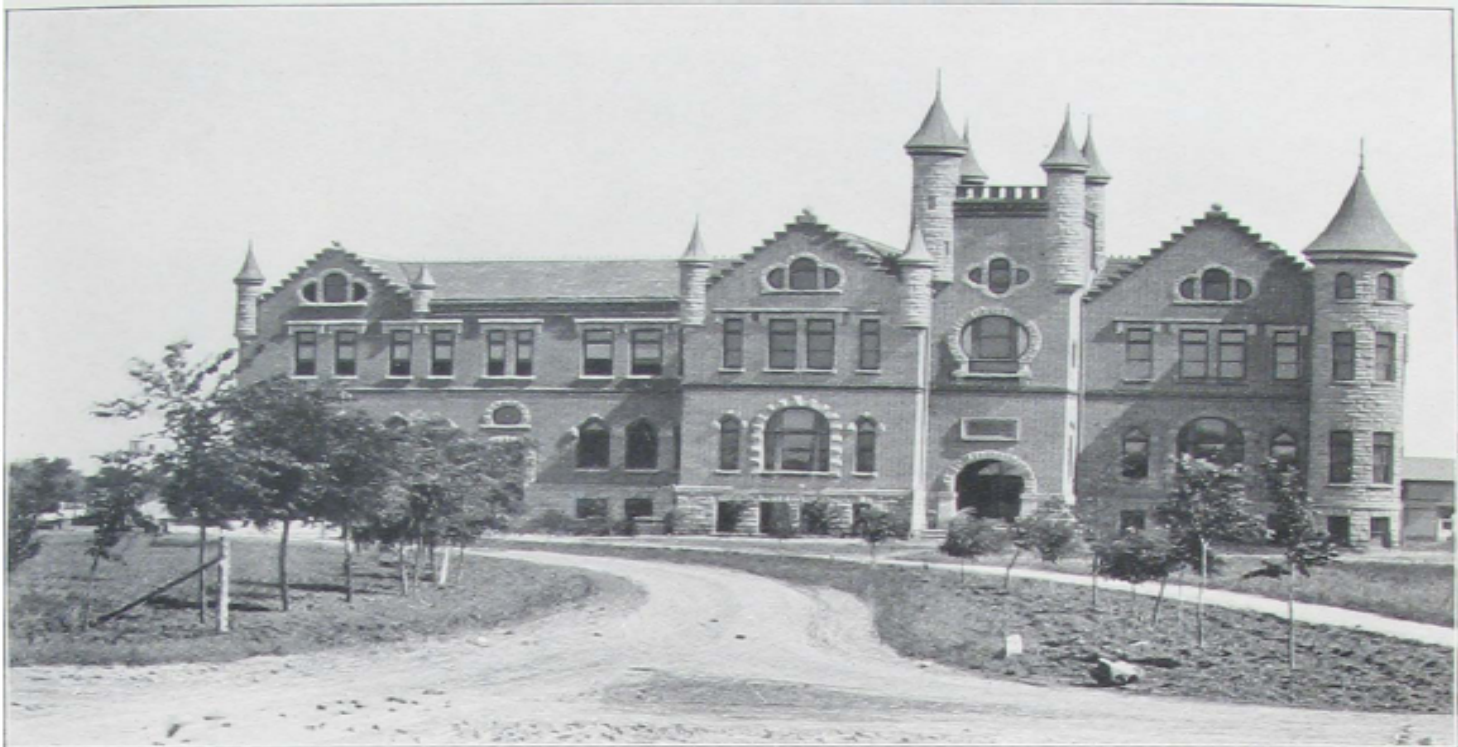


FIG. 1.--OKLAHOMA COLLEGE AND STATION--LIBRARY HALL.

Senate Document 1903

# Cornell University: Horticultural Library



**FIG. 24.—Horticultural Library at Cornell (owned by Prof. L. H. Bailey).**

House document 1900



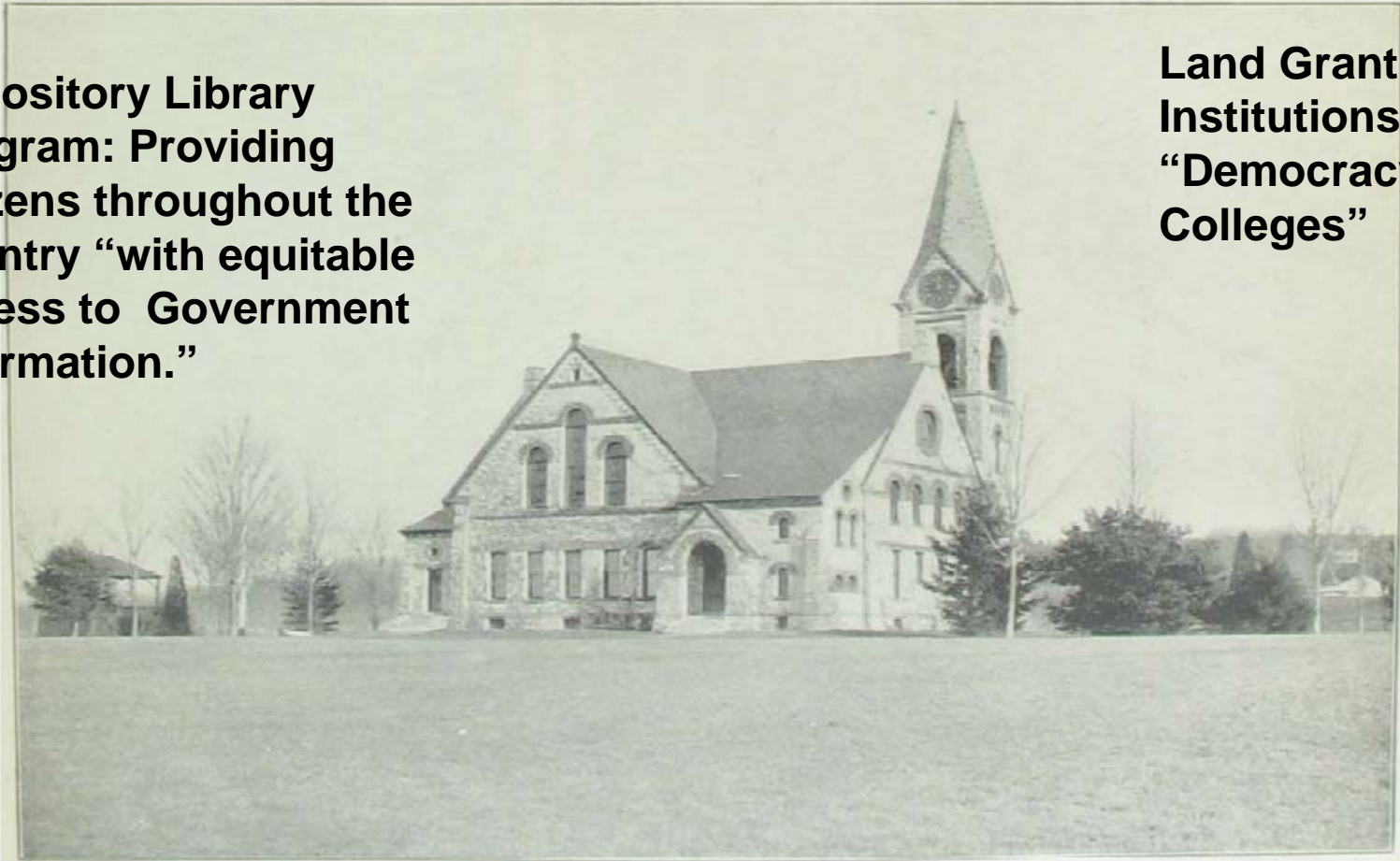
# Past and Present

- Land-grants and depositories have compatible missions
- Unique, valuable primary sources on land grants are available through the FDLDP
- Information about land-grant institutions provides a lens into social, economic, and cultural aspects of the nation

**“Public access to Government information is the basic right of every citizen.”**

**Depository Library Program: Providing citizens throughout the country “with equitable access to Government information.”**

**Land Grant Institutions:  
“Democracy’s Colleges”**



**FIG. 2.—LIBRARY BUILDING, AGRICULTURAL COLLEGE AND EXPERIMENT STATION, AMHERST, MASS.**

## For Further Information...

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