DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1924, No. 6

STATISTICS OF
LAND-GRANT COLLEGES
YEAR ENDED JUNE 30
1922

By

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SPECIALIST IN-CHARGE OF LAND-GRANT
COLLEGE STATISTICS

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, February, 1924.

SIR: Among the important responsibilities intrusted to the Bureau of Education is that of supervising the Federal funds for the land-grant colleges under the first Morrill Act, that of 1862, and the Morrill-Nelson provisions of 1890 and 1907. The endowment under the first act now amounts to over $23,000,000, which yields an annual income of over $1,000,000. Under the later legislation the land-grant colleges receive annual appropriations of $2,550,000 from the Federal Government.

To assure the proper use of these funds the specialist in charge of land-grant college statistics makes, from reports submitted by the treasurers of the land-grant colleges, an audit of disbursements from the funds. In order that the Government may be fully informed on the work of the institutions which it subsidizes, the presidents of the land-grant colleges are required to submit annual detailed reports. These reports form the basis of this annual report on the land-grant colleges, which has been prepared by and under the supervision of Dr. L. E. Blauch, the specialist in charge of land-grant college statistics. I recommend that the report be published as a bulletin of the Bureau of Education.

Respectfully submitted.

JOHN J. TIGERT, Commissioner.

The SECRETARY OF THE INTERIOR.
THE LAND-GRANT COLLEGES.
YEAR ENDED JUNE 30, 1922.

PART I.—GENERAL DISCUSSION.

FEDERAL ACTS PERTAINING TO THE LAND-GRANT COLLEGES.

The Federal legislation which has been instrumental in establishing and developing the land-grant colleges began with an act of Congress approved by President Lincoln on July 2, 1862. The principal specific Federal laws bearing on the institutions are the following:

(1) Morrill Land-Grant Act of July 2, 1862. This act granted public lands to the States for the endowment and maintenance of colleges "to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The act was amended in 1866 to apply to new States.

(2) Second Morrill Act of August 30, 1890. This act made an annual appropriation for the land-grant colleges, beginning with $15,000 for each State, and increasing this sum annually by $1,000 to $25,000, which latter amount then became the annual appropriation.

(3) Nelson amendment of March 4, 1907. This was an amendment to the agricultural appropriation bill. It increased the annual appropriation to each State for its land-grant colleges, and it extended the conditions for the use of the appropriations.

Under the second Morrill Act and the Nelson amendment each State and the Territories of Hawaii and Porto Rico receive $50,000 annually from the Government for their land-grant colleges. Sixty-eight institutions now participate in the appropriations under the Federal legislation, 17 of which institutions are exclusively for colored persons. Participating in the 1862 land-grant fund are 53 institutions, 4 of which are exclusively for colored persons.

The following acts pertain to Federal aid for agricultural stations and extension work:

(1) Hatch Act of March 2, 1887. This act made annual appropriations of $15,000 to each State to aid the State in establishing and maintaining an agricultural experiment station.

1 Beginning with the fiscal year ending June 30, 1923, the Territory of Alaska will also receive $50,000 annually.
(2) Adams Act of March 16, 1906. This act increased the annual appropriation to each State for its agricultural experiment station. Under the Hatch and Adams Acts each State now receives annually $30,000 from the Government.2

(3) The Smith-Lever Act of May 8, 1914. This act makes an annual appropriation to each State for agricultural extension work from the land-grant colleges.

There are also a number of subsidiary acts and amendments, such as the acts authorizing the detail of Army officers to the colleges as instructors in military science and tactics and the act authorizing free postage on reports.

FEDERAL ADMINISTRATION OF THE LAND-GRANT COLLEGE APPROPRIATIONS.

The Federal administration of the appropriations for the land grant colleges is divided between the Department of the Interior and the Department of Agriculture. The funds under the first Morrill Act and under the second Morrill Act and the Nelson amendment are under the supervision of the Secretary of the Interior, and the immediate work in connection therewith is done by the Bureau of Education. The funds for the agricultural experiment stations and for the agricultural and home economics extension service are under the supervision of the Secretary of Agriculture. The work of the experiment stations and of the extension service are treated in reports issued by the Department of Agriculture.

NEW STATISTICAL BLANK.

The statistics of this report are compiled from reports of the presidents and treasurers of land-grant colleges which those officials make to the Secretary of the Interior and the Secretary of Agriculture. These reports constitute the principal source of information employed by the Bureau of Education to learn of the work and progress of the land-grant colleges. As occasion and opportunity afford, the colleges are visited by the members of the Bureau of Education, but in a general way it may be said that the bureau works with the colleges at long range and primarily through their reports.

With the continued expansion of the land-grant colleges, it became necessary for the purposes of the bureau, as well as for the use of administrators, State legislatures, and others interested, to secure

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1 In each of the States the agricultural experiment station is under the management of the land-grant college, except as follows: (1) In Ohio and Georgia the experiment stations are entirely separate from the land-grant college, except that in Georgia three members of the experiment station board are also by law members of the board of the college of agriculture; (2) In New York the Federal funds are divided between two stations, both of which are now (1923) under one director and under the land-grant college board of trustees; (3) In New Jersey and Connecticut, each, there is a State station and an agricultural college station, each under the same director. There are numerous branch stations in many States, but these do not receive Federal aid.
more comprehensive data on the colleges. During the past few years especially this need has been increasing because of the more careful scrutiny which the public is making of its educational institutions.

For these reasons the blank for collecting the statistics of land-grant colleges was revised and enlarged. In the revision the bureau had the cooperation of the Association of Land-Grant Colleges, of the National Association of State Universities, and of the Educational Finance Inquiry Commission. This annual report was prepared from data submitted on the new blanks.

ASSOCIATION OF LAND-GRANT COLLEGES.

The thirty-fifth annual convention of the Association of Land-Grant Colleges was held at New Orleans, La., November 8-10, 1921. Among the important problems considered were the improvements of college teaching, the relation between the various activities of the land-grant colleges, and the relations between the Department of Agriculture and the extension service in the land-grant colleges.

SURVEYS OF LAND-GRANT COLLEGES.

(a) The University of Arizona.—During the year two educational surveys of land-grant colleges were made by the Bureau of Education. The first of these was of the University of Arizona, which was conducted at the request of the board of regents by the president of the Municipal University of Akron and the Bureau of Education's specialist in charge of land-grant college statistics.

A review was made of the general educational and financial efficiency of the university, with emphasis on the business and financial condition and administration of the institution. The committee found the university a flourishing institution in which the State apparently took much pride. The principal recommendations had to do with the introduction of a new system of accounting and reporting and with a scheme of budget administration.

(b) Kansas State Agricultural College.—The survey of the Kansas State Agricultural College was a part of a larger study which was carried out at the instance of the Kansas State Board of Administration. The survey was conducted by a committee of university administrators, under the direction of the Bureau of Education's specialist in higher education. The principal problem of the study was the place of the several institutions of higher learning in the State provision for higher education and the method of State administration which should be employed for their control.

1 Published as Bul., 1922, No. 36. "Report of a Survey of the University of Arizona."

THE PURNELL BILL.

In a previous report mention was made of the Purnell bill to authorize additional Federal appropriations for the agricultural experiment stations. In January and February, 1922, the House Committee on Agriculture, to which the bill was referred from the House, held hearings on the bill. The hearings were attended by representatives of the land-grant colleges and by others who were interested.

The reasons for this request for additional appropriations were summarized as follows:

First, because these agencies are the outgrowth of the acts of Congress, Congress having created this national system of agricultural experiment stations.

We come, in the second place, because many of the problems with which the stations have to deal are national in their scope and in their value. Any progress made in the field of agricultural knowledge, as, for example, the means of control of a new plant or animal disease or pest, the discovery or creation of a new variety of crop, and similar problems, are generally nation-wide in their application in so far as similar climatic and soil conditions obtain. The Nation as a whole has a direct interest in and is directly benefited by whatever results come from the investigations in the States.

There is another reason, which is of considerable importance to the States, why additional Federal funds are needed. In the field of agricultural investigation it is particularly necessary that there be assurance that the work shall not be interrupted; that it shall be possible to develop long-time problems and programs with the expectation of being able to carry them through to completion. This has obtained in the case of all the Federal appropriations to which reference has been made. They come to the institution with the full effect of permanent endowments, so that it is possible to inaugurate permanent programs of work; and that condition has not always obtained in the case of State appropriations.

The bill does not require the States to match the Federal appropriations. For this the following reasons were stated:

In the first place, this bill at first was intended to introduce no new principle with respect to the experiment stations. It follows the lines of the two existing acts, which have been found highly satisfactory.

In the second place, the burden now coming to the States to offset these Federal aid bills has become so great that it is feared by some of the colleges—and this has been discussed in the full sessions of the Association of Land-Grant Colleges—that if this station bill required offsets it would become of no avail to certain of the States which are struggling under that burden.

In the next place, there is a very well-grounded fear that if an offset is required in this bill it will compel the diversion of necessary funds coming to the institutions for their resident teaching purposes; the pressure to meet the offsets of the other acts has been such that there is ample reason to fear that difficulty.

Again, it must be recognized that if there is a provision for offset it will require the supervision of the State appropriations to the stations by the United States Department of Agriculture, in order to develop a proper accounting for

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* Bul., 22, No. 34, pp. 5-6.
the State funds, or offset, together with the lines of work done on the offset funds. Among the important questions which were discussed were the advisability of granting the same amount to each State regardless of its size, and the nature of the Federal supervision which should be provided. In both these matters the Purnell bill follows the precedent set by the Hatch and the Adams Acts.

ENGINEERING EXPERIMENT STATIONS.

A unique feature of education in the United States, where there is no Federal system of education, is the way in which local initiative plays a leading rôle. It is characteristic for some locality to develop a new plan or activity, which is followed by other localities trying the plan. Finally, a method of wider promotion, and frequently of system and standardization, is evolved.

This typical American method of educational progress is well illustrated by the development of the engineering experiment stations. The movement began in 1903 with the establishment of a station at the University of Illinois, and it has now progressed to the point where more than 20 land-grant colleges have organized their engineering research in engineering experiment stations. With the progress just noted, several efforts were made to secure Federal aid for the stations, which would greatly strengthen the existing stations and would result in establishing new ones. None of these efforts have succeeded.

In the meantime the typical American method has been employed to do in part what Federal aid in establishing and promoting a system might do. The Land-Grant College Engineering Association was organized in 1913 to discuss questions affecting the progress and welfare of the engineering divisions of the land-grant colleges and the general service rendered by these divisions. In 1915 the association became a division of the Association of American Agricultural and Experiment Stations. When the latter association was reorganized in 1919 and the name changed to the Association of Land-Grant Colleges, three sections were created—one each of agriculture, engineering, and home economics. This organized body on engineering education in land-grant colleges has vigorously promoted the movement to establish engineering experiment stations in the colleges. It issues reports on the work of the stations, which list and describe the projects the stations are engaged on. Four reports were distributed during the year 1920–21. In this voluntary way a system of engineering research is being developed.

One of the most important movements in American higher education has been the establishment and development of the land-grant colleges. Indeed the land-grant colleges have become an outstanding factor in our national progress. Without doubt the importance of land-grant college education will continue to increase and to play an ever-growing part in our social, economic, and civic life.

The movement has now reached considerable maturity. There is need for more good historical literature showing the development of the movement in order that an abundance of accurate data may be available which will serve as a basis for an interpretation of land-grant college education. Accordingly, in January, 1922, the Commissioner of Education sent a letter to each land-grant college president calling attention to this need and suggesting that each college prepare a comprehensive history of its origin and development. The suggestion received immediate and fine response. It was learned that there were at least 12 recent histories of land-grant colleges, some of which are excellent studies. Additional institutions have acted on the commissioner's suggestion. It is hoped that within the next few years a good collection of historical material will become available for a study of land-grant college education.

The following is a list of recent studies in the field:

**Arkansas.** History of the University of Arkansas, by John Hugh Reynolds and David Yancey Thomas. Fayetteville, University of Arkansas, 1910. 535 p. $2.


One of the American college and university series.


The report on land-grant colleges for 1920–21 contained a statement regarding a conference on negro education at Atlanta, Ga., on November 19 and 20, 1920. To continue and strengthen the work thus begun, the Commissioner of Education, in cooperation with the Federal Board for Vocational Education and the Department of Agriculture, called a conference on agriculture and related subjects in negro land-grant colleges, to meet at Nashville, Tenn., February 13 and 14, 1922. Delegates were present from all of the 17 negro land-grant colleges except from the colleges in Oklahoma and Missouri. Representatives from other agencies and institutions were also present. The conference recommended and adopted standardized curricula of high school and college grade in agriculture and home economics. Standards of equipment, preparation of teachers, and finances were also adopted.
PART II.—STATISTICAL TABLES.

TABLE 1.—Directory of land-grant colleges, June 30, 1922.

<table>
<thead>
<tr>
<th>States and Territories</th>
<th>Institution and location</th>
<th>Date of opening</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Alabama Polytechnic Institute, Auburn</td>
<td>1872</td>
<td>Spright Dowell, LL. D.</td>
</tr>
<tr>
<td>Arizona</td>
<td>University of Arizona, Tucson</td>
<td>1891</td>
<td>F. C. Lockwood, Ph. D., acting*</td>
</tr>
<tr>
<td>Arkansas</td>
<td>University of Arkansas, Fayetteville</td>
<td>1870</td>
<td>John C. Futrell, LL. D.</td>
</tr>
<tr>
<td>California</td>
<td>University of California, Berkeley</td>
<td>1890</td>
<td>David P. Barrows, LL. D.</td>
</tr>
<tr>
<td>Colorado</td>
<td>Colorado Agricultural College, Fort Collins</td>
<td>1887</td>
<td>Charles A. Lory, D.Sc.</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Connecticut Agricultural College, Storrs</td>
<td>1881</td>
<td>Charles L. Beach, B.S.</td>
</tr>
<tr>
<td>Delaware</td>
<td>University of Delaware, Newark</td>
<td>1834</td>
<td>Walter Hulihen, Ph. D.</td>
</tr>
<tr>
<td>Florida</td>
<td>University of Florida, Gainesville</td>
<td>1884</td>
<td>Albert A. Murphree, LL. D.</td>
</tr>
<tr>
<td>Georgia</td>
<td>Georgia State College of Agriculture and Mechanic Arts, Athens</td>
<td>1869</td>
<td>Andrew M. Soule, LL. D.</td>
</tr>
<tr>
<td>Hawaii</td>
<td>University of Hawaii, Honolulu</td>
<td>1893</td>
<td>Arthur L. Dean, Ph. D.</td>
</tr>
<tr>
<td>Idaho</td>
<td>University of Idaho, Moscow</td>
<td>1884</td>
<td>Alfred H. Upham, Ph. D.</td>
</tr>
<tr>
<td>Illinois</td>
<td>University of Illinois, Urbana</td>
<td>1874</td>
<td>David Kinley, LL. D.</td>
</tr>
<tr>
<td>Indiana</td>
<td>Purdue University, Lafayette</td>
<td>1860</td>
<td>Henry W. Marshall, acting*</td>
</tr>
<tr>
<td>Iowa</td>
<td>Iowa State College of Agriculture and Mechanic Arts, Ames</td>
<td>1863</td>
<td>Raymond A. Pearson, LL. D.</td>
</tr>
<tr>
<td>Kansas</td>
<td>Kansas State Agricultural College, Manhattan</td>
<td>1866</td>
<td>William Marion Jardine, LL. D.</td>
</tr>
<tr>
<td>Kentucky</td>
<td>University of Kentucky, Lexington</td>
<td>1865</td>
<td>Frank L. McVey, LL. D.</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Louisiana State University and Agricultural and Mechanical College, Baton Rouge</td>
<td>1860</td>
<td>Thomas D. Boyd, LL. D.</td>
</tr>
<tr>
<td>Maine</td>
<td>University of Maine, Orono</td>
<td>1868</td>
<td>Clarence C. Little, Sc. D.</td>
</tr>
<tr>
<td>Maryland</td>
<td>University of Maryland, College Park</td>
<td>1859</td>
<td>Albert F. Woods, LL. D.</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Massachusetts Agricultural College, Amherst</td>
<td>1867</td>
<td>Kenyon L. Butterfield, LL. D.</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Massachusetts Institute of Technology, Cambridge</td>
<td>1865</td>
<td>Elihu Thompson, Sc. D. acting*</td>
</tr>
<tr>
<td>Michigan</td>
<td>Michigan Agricultural College, East Lansing</td>
<td>1857</td>
<td>David Friday, A.B.</td>
</tr>
<tr>
<td>Minnesota</td>
<td>University of Minnesota, Minneapolis</td>
<td>1851</td>
<td>Lotus D. Coffman, Ph. D.</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Mississippi Agricultural and Mechanical College, Agricultural College</td>
<td>1880</td>
<td>David C. Hull, M. Sc.</td>
</tr>
<tr>
<td>Missouri</td>
<td>University of Missouri, Columbia</td>
<td>1841</td>
<td>John C. Jones, LL. D.</td>
</tr>
<tr>
<td>Montana</td>
<td>Montana State College of Agriculture and Mechanic Arts, Bozeman</td>
<td>1893</td>
<td>Alfred Atkinson, D. Sc.</td>
</tr>
<tr>
<td>Nebraska</td>
<td>University of Nebraska, Lincoln</td>
<td>1871</td>
<td>Samuel Avery, LL. D., chancellor</td>
</tr>
<tr>
<td>Nevada</td>
<td>University of Nevada, Reno</td>
<td>1874</td>
<td>Walter S. Clark, LL. D.</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>New Hampshire College of Agriculture and Mechanic Arts, Durham</td>
<td>1868</td>
<td>Ralph J. Hetzel, LL. D.</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Rutgers College, New Brunswick</td>
<td>1864</td>
<td>William H. S. Demarest, LL. D.</td>
</tr>
<tr>
<td>New Mexico</td>
<td>New Mexico College of Agriculture and Mechanic Arts, State College</td>
<td>1890</td>
<td>H. L. Kent, LL. D.</td>
</tr>
<tr>
<td>New York</td>
<td>Cornell University, Ithaca</td>
<td>1898</td>
<td>Livingston Farrand, LL. D.</td>
</tr>
<tr>
<td>North Carolina</td>
<td>North Carolina State College of Agriculture and Engineering, Raleigh</td>
<td>1889</td>
<td>Wallace C. Riddick, LL. D.</td>
</tr>
<tr>
<td>North Dakota</td>
<td>North Dakota Agricultural College, Agricultural College</td>
<td>1891</td>
<td>John L. Coulter, Ph. D.</td>
</tr>
<tr>
<td>Ohio</td>
<td>Ohio State University, Columbus</td>
<td>1873</td>
<td>William Osbey Thompson, LL. D.</td>
</tr>
</tbody>
</table>

* Succeeded by Samuel W. Stratton as president.

† Resigned; succeeded by William W. Campbell.

‡ Resigned; succeeded by Edward C. Elliott as president.
### Table 1.—Directory of land-grant colleges, June 30, 1922—Continued.

**Institutions other than those exclusively for colored students—Continued.**

<table>
<thead>
<tr>
<th>States and Territories</th>
<th>Institution and location</th>
<th>Date of opening</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma</td>
<td>Oklahoma Agricultural and Mechanical College, Stillwater</td>
<td>1891</td>
<td>James B. Eskridge, Ph. D.</td>
</tr>
<tr>
<td>Oregon</td>
<td>Oregon Agricultural College, Corvallis</td>
<td>1865</td>
<td>William Jasper Kerr, LL. D.</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Pennsylvania State College, State College</td>
<td>1859</td>
<td>John M. Thomas, LL. D.</td>
</tr>
<tr>
<td>Porto Rico</td>
<td>University of Porto Rico, San Juan</td>
<td>1893</td>
<td>Juan H. Huyke, chancellor</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Rhode Island State College, Kingston</td>
<td>1860</td>
<td>Howard Edwards, LL. D.</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Clemson Agricultural College, Clemson College</td>
<td>1893</td>
<td>Walter M. Riggs, LL. D.</td>
</tr>
<tr>
<td>South Dakota</td>
<td>South Dakota State College of Agriculture and Mechanic Arts, Brookings</td>
<td>1884</td>
<td>Willis E. Johnson, LL. D.</td>
</tr>
<tr>
<td>Tennessee</td>
<td>University of Tennessee, Knoxville</td>
<td>1794</td>
<td>Harcourt A. Morgan, LL. D.</td>
</tr>
<tr>
<td>Texas</td>
<td>Agricultural and Mechanical College of Texas, College Station</td>
<td>1876</td>
<td>William Bennett Bizzell, LL. D.</td>
</tr>
<tr>
<td>Utah</td>
<td>Agricultural College of Utah, Logan</td>
<td>1890</td>
<td>Elmer G. Peterson, Ph. D.</td>
</tr>
<tr>
<td>Vermont</td>
<td>University of Vermont and State Agricultural College, Burlington</td>
<td>1872</td>
<td>Guy W. Bailey, A. B.</td>
</tr>
<tr>
<td>Virginia</td>
<td>Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg</td>
<td>1874</td>
<td>Julian A. Burruss, Ph D.</td>
</tr>
<tr>
<td>Washington</td>
<td>State College of Agriculture, Pullman</td>
<td>1876</td>
<td>Ernest O. Holland, Ph. D.</td>
</tr>
<tr>
<td>West Virginia</td>
<td>West Virginia University, Morgantown</td>
<td>1903</td>
<td>Frank B. Trotter, LL. D.</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>University of Wisconsin, Madison</td>
<td>1887</td>
<td>Edward A. Birge, LL. D.</td>
</tr>
<tr>
<td>Wyoming</td>
<td>University of Wyoming, Laramie</td>
<td>1887</td>
<td>Aven Nelson, Ph. D.</td>
</tr>
</tbody>
</table>

**Institutions for colored students.**

<table>
<thead>
<tr>
<th>States and Territories</th>
<th>Institution and location</th>
<th>Date of opening</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>State Agricultural and Mechanical College for Negroes, Normal</td>
<td>1875</td>
<td>T. R. Parker, acting.</td>
</tr>
<tr>
<td>Arkansas</td>
<td>The Agricultural, Mechanical and Normal School, Pine Bluff</td>
<td>1875</td>
<td>C. W. Smith, superintendent.</td>
</tr>
<tr>
<td>Delaware</td>
<td>State College for Colored Students, Dover</td>
<td>1892</td>
<td>William S. Jones, D. D.</td>
</tr>
<tr>
<td>Florida</td>
<td>Florida Agricultural and Mechanical College for Negroes, Tallahassee</td>
<td>1887</td>
<td>Nathan B. Young, LL. D.</td>
</tr>
<tr>
<td>Georgia</td>
<td>Georgia State Industrial College, Savannah</td>
<td>1903</td>
<td>G. C. Wiley, LL. D.</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Kentucky Normal and Industrial Institute for Colored Persons, Frankfort</td>
<td>1880</td>
<td>G. P. Russell, LL. D.</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Southern University and Agricultural and Mechanical College, Baton Rouge</td>
<td>1880</td>
<td>J. S. Clark, Ph. D.</td>
</tr>
<tr>
<td>Maryland</td>
<td>Princess Anne Academy, Princess Anne</td>
<td>1887</td>
<td>T. H. Kinb, principal.</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Alcorn Agricultural and Mechanical College, Alcorn</td>
<td>1871</td>
<td>L. J. Rowan, Ph. D.</td>
</tr>
<tr>
<td>Missouri</td>
<td>Lincoln University, Jefferson City</td>
<td>1866</td>
<td>James B. Dudley, LL. D.</td>
</tr>
<tr>
<td>North Carolina</td>
<td>North Carolina Agricultural and Technical College, Greensboro</td>
<td>1874</td>
<td>J. M. Maquess, LL. D.</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Colored Agricultural and Normal University, Langston</td>
<td>1897</td>
<td>Robert S. Wilkinson, Ph. D.</td>
</tr>
<tr>
<td>South Carolina</td>
<td>State Agricultural and Mechanical College, Orangeburg</td>
<td>1896</td>
<td>W. J. Hale.</td>
</tr>
<tr>
<td>Texas</td>
<td>Agricultural and Industrial State Normal School for Negroes, Nashville</td>
<td>1913</td>
<td>J. G. Osborn, M. D., principal.</td>
</tr>
<tr>
<td>Virginia</td>
<td>Virginia Normal and Industrial College, Petersburg</td>
<td>1879</td>
<td>John M. Gandy, A. M.</td>
</tr>
<tr>
<td>West Virginia</td>
<td>West Virginia Collegiate Institute, Institute</td>
<td>1902</td>
<td>John W. Davis, A. M.</td>
</tr>
</tbody>
</table>

*Resigned; succeeded by Bradford Knapp.*
*Deceased; succeeded by Charles W. Puglsey.*
*Resigned; succeeded by A. G. Crane.*
*Resigned; succeeded by R. E. Crane.*
*Resigned; succeeded by R. S. Crooksey.*
*Resigned; succeeded by James H. A. Howard, acting.*
*Resigned; succeeded by F. M. Ward.*
*Resigned; succeeded by Nathan B. Young.*
*Resigned; succeeded by I. W. Young.*
TABLE 2.—Historical review of statistics of land-grant colleges.

<table>
<thead>
<tr>
<th>Professors, students, finances</th>
<th>1911-12</th>
<th>1916-17</th>
<th>1921-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.—PROFESSORS AND INSTRUCTORS.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors, instructors, extension workers, and experiment station staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In institutions for white students</td>
<td>7,161</td>
<td>9,800</td>
<td>20,619</td>
</tr>
<tr>
<td>In institutions exclusively for colored students</td>
<td>421</td>
<td>544</td>
<td>591</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,582</td>
<td>10,344</td>
<td>21,210</td>
</tr>
<tr>
<td><strong>II.—STUDENT ENROLLMENT.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total enrollments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In institutions for white students</td>
<td>64,633</td>
<td>122,033</td>
<td>204,834</td>
</tr>
<tr>
<td>In institutions exclusively for colored students</td>
<td>8,766</td>
<td>11,352</td>
<td>10,628</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>92,792</td>
<td>133,405</td>
<td>215,462</td>
</tr>
<tr>
<td>Students in certain regular college courses of study in institutions for white students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>9,730</td>
<td>15,299</td>
<td>14,298</td>
</tr>
<tr>
<td>Forestry</td>
<td>1,587</td>
<td>347</td>
<td>629</td>
</tr>
<tr>
<td>Veterinary science</td>
<td>494</td>
<td>773</td>
<td>450</td>
</tr>
<tr>
<td>Home economics</td>
<td>2,506</td>
<td>5,083</td>
<td>6,090</td>
</tr>
<tr>
<td>Mechanical engineering</td>
<td>4,518</td>
<td>4,417</td>
<td>5,012</td>
</tr>
<tr>
<td>Civil engineering</td>
<td>4,290</td>
<td>2,866</td>
<td>4,842</td>
</tr>
<tr>
<td>Electrical engineering</td>
<td>3,106</td>
<td>3,256</td>
<td>6,814</td>
</tr>
<tr>
<td>Mining engineering</td>
<td>776</td>
<td>871</td>
<td>1,560</td>
</tr>
<tr>
<td>Chemical engineering</td>
<td>466</td>
<td>1,505</td>
<td>2,448</td>
</tr>
<tr>
<td>General engineering</td>
<td>1,701</td>
<td>2,351</td>
<td>5,283</td>
</tr>
<tr>
<td>Architecture</td>
<td>852</td>
<td>964</td>
<td>659</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>153</td>
<td>377</td>
<td>1,720</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23,647</td>
<td>35,119</td>
<td>38,718</td>
</tr>
<tr>
<td>Students in military science and tactics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In institutions for white students</td>
<td>20,289</td>
<td>33,704</td>
<td>37,209</td>
</tr>
<tr>
<td>In institutions exclusively for colored students</td>
<td>2,348</td>
<td>1,415</td>
<td>1,319</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22,637</td>
<td>35,119</td>
<td>38,718</td>
</tr>
<tr>
<td><strong>III.—DEGREES CONFERRED.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate or first degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In agricultural courses of study</td>
<td>1,073</td>
<td>2,803</td>
<td>2,239</td>
</tr>
<tr>
<td>In engineering (mechanic arts) courses</td>
<td>2,112</td>
<td>2,404</td>
<td>3,662</td>
</tr>
<tr>
<td>In home economics</td>
<td>235</td>
<td>787</td>
<td>981</td>
</tr>
<tr>
<td>All other courses of study</td>
<td>3,921</td>
<td>5,367</td>
<td>8,608</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,361</td>
<td>11,361</td>
<td>15,390</td>
</tr>
<tr>
<td>Advanced degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In agricultural courses of study</td>
<td>100</td>
<td>221</td>
<td>307</td>
</tr>
<tr>
<td>In engineering (mechanic arts) courses</td>
<td>160</td>
<td>180</td>
<td>350</td>
</tr>
<tr>
<td>In home economics</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>In all other courses of study</td>
<td>678</td>
<td>807</td>
<td>987</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>951</td>
<td>1,313</td>
<td>1,674</td>
</tr>
<tr>
<td><strong>IV.—BOOKS AND PAMPHLETS IN LIBRARIES.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of bound volumes</td>
<td>2,823,222</td>
<td>3,982,816</td>
<td>5,586,303</td>
</tr>
<tr>
<td>Number of pamphlets</td>
<td>968,110</td>
<td>1,495,858</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,791,332</td>
<td>5,478,674</td>
<td>5,586,303</td>
</tr>
<tr>
<td><strong>V.—INCOME.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State funds:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From endowments granted by the State</td>
<td>$93,630</td>
<td>$160,766</td>
<td>$116,858</td>
</tr>
<tr>
<td>From mill-tax levy and appropriations for support</td>
<td>10,153,049</td>
<td>16,743,378</td>
<td>32,170,781</td>
</tr>
<tr>
<td>From mill-tax levy and appropriations for permanent improvements</td>
<td>4,644,540</td>
<td>4,478,818</td>
<td>9,347,609</td>
</tr>
<tr>
<td><strong>Total State aid</strong></td>
<td>14,880,228</td>
<td>21,378,962</td>
<td>41,656,228</td>
</tr>
<tr>
<td>United States funds:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From land-grant fund of 1862</td>
<td>832,673</td>
<td>930,170</td>
<td>907,007</td>
</tr>
<tr>
<td>From other land-grant funds</td>
<td>197,078</td>
<td>241,840</td>
<td>370,010</td>
</tr>
<tr>
<td>From Morrill-Nelson funds of 1890 and 1907</td>
<td>2,300,000</td>
<td>2,315,171</td>
<td>2,501,444</td>
</tr>
<tr>
<td><strong>Total Federal aid</strong></td>
<td>3,320,751</td>
<td>3,687,181</td>
<td>5,278,451</td>
</tr>
</tbody>
</table>

1 Not including institutions exclusively for colored students.
2 Included under arts and science.
### Table 2.—Historical review of statistics of land-grant colleges—Continued.

<table>
<thead>
<tr>
<th>Professors, students, finances</th>
<th>1911-12</th>
<th>1916-17</th>
<th>1921-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.—Income—continued.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Institutional funds:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From college endowment funds</td>
<td>780,628</td>
<td>1,306,647</td>
<td>2,061,639</td>
</tr>
<tr>
<td>From tuition fees, board, and lodging</td>
<td>2,567,188</td>
<td>6,077,888</td>
<td>13,999,933</td>
</tr>
<tr>
<td>From departmental earnings</td>
<td>(1)</td>
<td>2,607,412</td>
<td>4,875,516</td>
</tr>
<tr>
<td>From private gifts</td>
<td>105,912</td>
<td>1,213,304</td>
<td>2,541,796</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2,115,253</td>
<td>3,114,848</td>
<td>5,086,421</td>
</tr>
<tr>
<td><strong>Total institutional funds</strong></td>
<td>6,399,699</td>
<td>12,773,117</td>
<td>20,207,167</td>
</tr>
<tr>
<td><strong>Grand total of income for instruction and administration</strong></td>
<td>24,817,988</td>
<td>37,841,900</td>
<td>74,113,396</td>
</tr>
<tr>
<td><strong>Funds for the experiment stations:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State funds</td>
<td>470,789</td>
<td>1,588,883</td>
<td>4,574,025</td>
</tr>
<tr>
<td>United States funds</td>
<td>1,357,438</td>
<td>1,369,700</td>
<td>1,371,900</td>
</tr>
<tr>
<td>Private gifts</td>
<td>(1)</td>
<td>242,620</td>
<td>4,214,550</td>
</tr>
<tr>
<td><strong>Total funds for experiment stations</strong></td>
<td>2,228,227</td>
<td>4,414,419</td>
<td>7,746,638</td>
</tr>
<tr>
<td><strong>Funds for the extension service:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State funds, Smith-Lever and others</td>
<td>533,900</td>
<td>2,318,975</td>
<td>5,318,975</td>
</tr>
<tr>
<td>United States funds</td>
<td>(1)</td>
<td>1,411,830</td>
<td>6,199,400</td>
</tr>
<tr>
<td>County, city, or association funds</td>
<td>(1)</td>
<td>806,334</td>
<td>4,774,541</td>
</tr>
<tr>
<td>Private gifts and miscellaneous</td>
<td>4,794</td>
<td>989,744</td>
<td>989,744</td>
</tr>
<tr>
<td><strong>Total for extension service</strong></td>
<td>533,900</td>
<td>4,513,718</td>
<td>10,189,671</td>
</tr>
<tr>
<td><strong>Grand total income of institutions</strong></td>
<td>27,600,115</td>
<td>46,760,397</td>
<td>98,147,464</td>
</tr>
</tbody>
</table>

| **VI.—Value of property.** |         |         |         |
| **Land-grant funds, including unsold land:** |         |         |         |
| 28,403,044 | 31,884,639 | 53,396,128 |
| **Other endowment funds:** |         |         |         |
| 26,511,813 | 34,485,447 | 88,345,563 |
| **Apparatus and machinery** | 12,359,622 | 22,195,115 | 32,632,927 |
| **Libraries** | 5,033,348 | 6,968,958 | 10,257,825 |
| **Livestock** | 824,304 | 1,599,926 | 2,136,287 |
| **Total** | 129,648,547 | 169,408,208 | 296,534,575 |

| **VII.—FEDERAL LAND-GRAIN FUNDS.** |         |         |         |
| **Land grant of 1862:** |         |         |         |
| Value of fund | 13,524,671 | 15,060,548 | 17,134,126 |
| Value of unsold land | 4,943,064 | 7,316,326 | 6,117,411 |
| **Other land grants:** |         |         |         |
| Value of fund | 3,308,558 | 3,738,065 | 6,440,496 |
| Value of unsold land | 6,057,361 | 5,778,700 | 3,814,220 |
| **Total** | 28,403,044 | 31,884,639 | 53,396,128 |

* Not including board and lodging.  
* Included under miscellaneous.  
* Not reported.  
* Private and miscellaneous.
Table 3.—New buildings, additions to buildings, or rebuilding, completed during the year.

INSTITUTIONS OTHER THAN THOSE EXCLUSIVELY FOR COLORED STUDENTS.

<table>
<thead>
<tr>
<th>Institutions (For full name see Table 1.)</th>
<th>Buildings</th>
<th>Cost.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Rebuilding, college of agriculture; three buildings, college of veterinary medicine</td>
<td>$155,000</td>
</tr>
<tr>
<td>Arizona</td>
<td>Men's dormitory; addition to dining hall; addition to Williams dormitory; astronomical observatory</td>
<td>$48,456</td>
</tr>
<tr>
<td>California</td>
<td>Minor additions and alterations</td>
<td>$100,000</td>
</tr>
<tr>
<td>Colorado</td>
<td>Women's club, gymnasia and social hall</td>
<td>$152,000</td>
</tr>
<tr>
<td>Georgia</td>
<td>Additions to poultry plant and animal husbandry building; agronomy barn and hog barn.</td>
<td>$26,500</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Locker buildings; men's dormitory; dining hall; chemistry and physics laboratory; poultry building</td>
<td>$226,456</td>
</tr>
<tr>
<td>Illinois</td>
<td>Transportation building addition for engineering; armory annex</td>
<td>$105,000</td>
</tr>
<tr>
<td>Iowa</td>
<td>Engineering annex (addition); agricultural engineering laboratory; hog barn and pavilion</td>
<td>$120,000</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Men's dormitory</td>
<td>$150,000</td>
</tr>
<tr>
<td>Massachusetts, Amherst</td>
<td>Student Union (Soldier Memorial Building)</td>
<td>$150,000</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Two buildings (laboratories and classrooms); recreation hall; superintendent's cottage</td>
<td>$57,171</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Power plant; dining hall and kitchen; dormitory; addition to engineering building</td>
<td>$540,000</td>
</tr>
<tr>
<td>Missouri</td>
<td>Basement, biology building; attic, horticulture building</td>
<td>$14,000</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Nurses' building</td>
<td>$100,000</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Athletic field and grand stand; girls' dormitory</td>
<td>$180,000</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Ceramics</td>
<td>$200,000</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>New buildings and remodeling</td>
<td>$35,755</td>
</tr>
<tr>
<td>Oregon</td>
<td>Commerce hall</td>
<td>$175,000</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Additions</td>
<td>$3,094</td>
</tr>
<tr>
<td>Porto Rico</td>
<td>Rebuilding</td>
<td>$49,700</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Administration agricultural building</td>
<td>$150,000</td>
</tr>
<tr>
<td>South Dakota</td>
<td>Men's dormitory</td>
<td>$110,000</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Remodeling; temporary auditorium</td>
<td>$35,000</td>
</tr>
<tr>
<td>Vermont</td>
<td>Women's dormitory</td>
<td>$150,000</td>
</tr>
<tr>
<td>Virginia</td>
<td>Temporary building; addition and remodeling; poultry buildings; laboratory</td>
<td>$22,000</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Miscellaneous buildings</td>
<td>$86,206</td>
</tr>
<tr>
<td>Wyoming</td>
<td>Power plant, addition to girl's dormitory</td>
<td>$200,000</td>
</tr>
</tbody>
</table>

INSTITUTIONS EXCLUSIVELY FOR COLORED STUDENTS.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Buildings</th>
<th>Cost.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware</td>
<td>Sewage disposal plant and water supply; demonstration school</td>
<td>$10,349</td>
</tr>
<tr>
<td>Florida</td>
<td>Girl's dormitory; boy's dormitory; junior high school</td>
<td>$30,400</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Laundry building; barn and farm improvements; Rosenwald School; heating and water system</td>
<td>$33,081</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Home economics building; attention to dormitories; gymnasia; green house; steam system; addition to laundry</td>
<td>$154,000</td>
</tr>
<tr>
<td>Virginia</td>
<td>Training school</td>
<td>$35,000</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Dormitory completed; engine room completed</td>
<td>$108,898</td>
</tr>
<tr>
<td>Institutions</td>
<td>General administration</td>
<td>Resident instruction</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Total number.</td>
<td>Men</td>
</tr>
<tr>
<td>Alabama</td>
<td>7  13</td>
<td>2  5</td>
</tr>
<tr>
<td>Arizona</td>
<td>12  17</td>
<td>2  6</td>
</tr>
<tr>
<td>Arkansas</td>
<td>13  14</td>
<td>2  6</td>
</tr>
<tr>
<td>California</td>
<td>53  27</td>
<td>3  3</td>
</tr>
<tr>
<td>Colorado</td>
<td>15  18</td>
<td>3  3</td>
</tr>
<tr>
<td>Connecticut</td>
<td>15  18</td>
<td>3  3</td>
</tr>
<tr>
<td>Delaware</td>
<td>14  18</td>
<td>3  3</td>
</tr>
<tr>
<td>Florida</td>
<td>15  18</td>
<td>3  3</td>
</tr>
<tr>
<td>Georgia</td>
<td>26  20</td>
<td>6  3</td>
</tr>
<tr>
<td>Hawaii</td>
<td>6  3</td>
<td>3  3</td>
</tr>
<tr>
<td>Idaho</td>
<td>17  18</td>
<td>3  3</td>
</tr>
<tr>
<td>Illinois</td>
<td>40  10</td>
<td>1  1</td>
</tr>
<tr>
<td>Indiana</td>
<td>12  10</td>
<td>2  2</td>
</tr>
<tr>
<td>Iowa</td>
<td>17  17</td>
<td>3  3</td>
</tr>
<tr>
<td>Kansas</td>
<td>11  11</td>
<td>3  3</td>
</tr>
<tr>
<td>Kentucky</td>
<td>13  9</td>
<td>3  3</td>
</tr>
<tr>
<td>Louisiana</td>
<td>19  7</td>
<td>9  3</td>
</tr>
<tr>
<td>Maine</td>
<td>13  7</td>
<td>3  3</td>
</tr>
<tr>
<td>Maryland</td>
<td>24  8</td>
<td>8  3</td>
</tr>
</tbody>
</table>

**Table 4. Members of the administration and instructional staff.**

**Institutions other than those exclusively for colored students.**
<table>
<thead>
<tr>
<th>State</th>
<th>Total 1</th>
<th>Total 2</th>
<th>Total 3</th>
</tr>
</thead>
<tbody>
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<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Amherst</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Cambridge</td>
<td>16</td>
<td>17</td>
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</tr>
<tr>
<td>Michigan</td>
<td>11</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Minnesota</td>
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<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Mississippi</td>
<td>22</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Missouri</td>
<td>34</td>
<td>4</td>
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<tr>
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<td>13</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>14</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>New Jersey</td>
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<td>16</td>
</tr>
<tr>
<td>New Mexico</td>
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<td>3</td>
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</tr>
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<td>New York</td>
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<td>19</td>
<td>18</td>
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</tr>
<tr>
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<td>11</td>
<td>5</td>
</tr>
<tr>
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<td>10</td>
<td>16</td>
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<td>9</td>
<td>19</td>
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<td>16</td>
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<td>Pennsylvania</td>
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<tr>
<td>Porto Rico</td>
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<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Rhode Island</td>
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<td>4</td>
</tr>
<tr>
<td>South Carolina</td>
<td>24</td>
<td>3</td>
<td>26</td>
</tr>
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<td>7</td>
<td>9</td>
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<td>7</td>
<td>31</td>
</tr>
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<td>Texas</td>
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<td>4</td>
<td>7</td>
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<td>Utah</td>
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<td>10</td>
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<td>Vermont</td>
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<td>12</td>
<td>7</td>
</tr>
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<td>Virginia</td>
<td>16</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Washington</td>
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<td>Wyoming</td>
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<td>7</td>
</tr>
</tbody>
</table>

| Total            | 1,050   | 414     | 366     |

1 Including instructors in summer schools and excluding duplicates
2 Not including instructors in the summer schools

STATISTICS OF LAND-GRANT COLLEGES, 1921.
# Table 4. Members of the administration and instructional staff—Continued.

**Institutions exclusively for Colored Students.**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>General administration</th>
<th>Resident instruction</th>
<th>Extension service</th>
<th>Correspondence study service</th>
<th>Experiment stations and other research</th>
<th>Grand total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
<td>Full time basis</td>
</tr>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Delaware</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>Florida</td>
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<td>9</td>
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<td>1</td>
<td>9</td>
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<tr>
<td>Total</td>
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<td>161</td>
<td>159</td>
<td>159</td>
<td>762</td>
<td>762</td>
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</table>

**Grand total:** 1,125 480 962 450 1,044 531 500 537 10,183 2,264 8,035 1,671 1,993 1,403 329 793 728 1,247 360 124 91 562 078 801 2,252 7216 907 4,360 13,916 3,458
<table>
<thead>
<tr>
<th>Institutions (For full name see Table 1)</th>
<th>Enrollment in training school</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total of columns 3-8, excluding duplicates</th>
<th>In curricula of 10 days or more and less than 1 year</th>
<th>Total resident students, excluding duplicates</th>
<th>Resident enrollment 4 weeks after opening of fall term</th>
<th>Extensive students in courses for credit, excluding duplicates</th>
<th>Correspondence students in courses for credit</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1,198</td>
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<td>32</td>
<td>1,639</td>
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<td>1</td>
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<td>156</td>
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<td>242</td>
<td>92</td>
<td>12</td>
<td>911</td>
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<td>63</td>
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<td>806</td>
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<td>12</td>
<td>12</td>
<td>1</td>
<td>80</td>
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</tr>
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<td>12</td>
<td>12</td>
<td>1</td>
<td>38</td>
<td>12</td>
<td>12</td>
<td>791</td>
</tr>
<tr>
<td>Idaho</td>
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<td>262</td>
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<td>261</td>
<td>62</td>
<td>12</td>
<td>791</td>
</tr>
<tr>
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<td>58</td>
<td>12</td>
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<td>1,329</td>
<td>58</td>
<td>12</td>
<td>791</td>
</tr>
<tr>
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<td>12</td>
<td>1</td>
<td>2,615</td>
<td>35</td>
<td>12</td>
<td>791</td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
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<td>37</td>
<td>12</td>
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<td>2,467</td>
<td>37</td>
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<td>791</td>
</tr>
<tr>
<td>Kansas</td>
<td></td>
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<td>1</td>
<td>1,000</td>
<td>12</td>
<td>12</td>
<td>791</td>
</tr>
<tr>
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<td>791</td>
</tr>
<tr>
<td>Louisiana</td>
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<td>597</td>
<td>12</td>
<td>12</td>
<td>1</td>
<td>597</td>
<td>12</td>
<td>12</td>
<td>791</td>
</tr>
<tr>
<td>Maine</td>
<td></td>
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<td>12</td>
<td>12</td>
<td>1</td>
<td>30</td>
<td>12</td>
<td>12</td>
<td>791</td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
<td>30</td>
<td>12</td>
<td>12</td>
<td>1</td>
<td>30</td>
<td>12</td>
<td>12</td>
<td>791</td>
</tr>
</tbody>
</table>

1 For summer school enrollment see Table 9. The summer school enrollments are included in columns 13 and 14 of this table (Table 5) but not in other columns of this table.

2 Estimate.
Table 5.—Number of students enrolled—Continued.

Institutions other than those exclusively for colored students—Continued.

<table>
<thead>
<tr>
<th>Institutions (For full name see Table 1.)</th>
<th>Enrollment of resident students for the year</th>
<th>Correspondence students in courses for credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Massachusetts:</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Amherst Cambridge</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Michigan</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Missouri</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Montana</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Nevada</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>New Mexico</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>New York</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>North Dakota</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Ohio</td>
<td>Men.</td>
<td>Women.</td>
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<tr>
<td>Oklahoma</td>
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<td>Women.</td>
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<tr>
<td>Oregon</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Porto Rico</td>
<td>Men.</td>
<td>Women.</td>
</tr>
<tr>
<td>Institution</td>
<td>Total Enroll.</td>
<td>Total Women</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>4,513</td>
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</tr>
<tr>
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<td>447</td>
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<td>714</td>
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</tr>
<tr>
<td>Wyoming</td>
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<tr>
<td><strong>Total</strong></td>
<td>4,086</td>
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</tr>
</tbody>
</table>

**Institutions Exclusively for Colored Students:**

<table>
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<tr>
<th>Institution</th>
<th>Total Enroll.</th>
<th>Total Women</th>
<th>Total Men</th>
<th>Total Students</th>
</tr>
</thead>
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<td>57</td>
<td>229</td>
</tr>
<tr>
<td>Arkansas</td>
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<td>Delaware</td>
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<td>Florida</td>
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<tr>
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<td>288</td>
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**Grand Total:**

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1 Including graduate students, 16 men and 12 women. 2 Men and women two weeks after opening of first semester. 3 Graduate students.
## Table 6

Undergraduate students in institutions other than those exclusively for colored students, classified according to curricula—Numbers of baccalaureate degrees awarded—Part I

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<th>Commerce and business administration</th>
<th>Dentistry</th>
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1 Included in arts and science.  
2 Other divisions included.  
3 Estimated.  
4 Includes vocational education.
TABLE 6.—Undergraduate students in institutions other than those exclusively for colored students, classified according to curricula—Numbers of baccalaureate degrees awarded—PART II.

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Total: 288

1. Includes agriculture.
2. Includes under architecture.
3. Includes under chemistry, which is included under other curricula.
4. Includes under mechanical engineering.
5. Includes electrical engineering.
6. Includes metallurgy.
7. Includes under arts and science.
8. General engineering.
9. Includes highway engineering.
### Table 6

Undergraduate students in institutions other than those exclusively for colored students, classified according to curricula—Numbers of baccalaureate degrees awarded—Part III.

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1 Included under agriculture.
2 Includes arts and science.
3 Includes 18 women.
4 Includes 1 man.
5 Includes arts and science and agriculture.
6 Includes certificates in medicine to 43 men and 2 women.
7 Men and women.
8 Includes 5 women.
9 Includes 2 women.
10 Includes 3 women.
11 Premedical includes arts and sciences.
12 Includes fine arts.
13 Includes 1 woman.
14 Includes agriculture and engineering.
Table 7.—Enrollments in land-grant colleges exclusively for colored persons, by courses of study.

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1 Includes 28 special students not included in preceding columns.
2 Includes seventh and eighth grades.
3 Includes eight special students not included in preceding columns.
4 Special students.

Statistics of Land-Grant Colleges, 1902.
### TABLE 8.—Advanced and honorary degrees conferred.

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1 Including 2 J. D. degrees.
2 Including 2 degrees of graduate in public health conferred on women and not included in preceding columns.
3 Including 1 M. S. in forestry not included in preceding columns.
4 Including 2 Ph. D. degrees.
5 Including 2 Ph. D. degrees in engineering, listed in column 9.
6 Including 1 D. Sc. degree in aeronautical engineering and 1 in electrical engineering, not included in preceding columns.
7 Including 1 J. D. degree.
8 In home economics.
9 No advanced degrees in course were reported by land-grant colleges exclusively for colored persons. The only honorary degrees reported from such colleges were from South Carolina, as follows: LL. D., 5; A. M., 17.
Table 9.—Members of the instructional staff and enrollments in summer schools, 1921.

INSTITUTIONS OTHER THAN THOSE EXCLUSIVELY FOR COLORED STUDENTS.

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<th>Organized as part of school year or separately organized</th>
<th>Members of instructional staff</th>
<th>Enrollment</th>
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| Total                             | 1,202 | 662 | 4,588 | 5,215 | 16,610 | 17,510 | 2,235 | 2,440 | 29,855 | 21,606 |

1 Included in columns 6 and 7.

2 Special and unclassified.

STATISTICS OF LAND-GRANT COLLEGES, 1922.
STATISTICS OF LAND-GRANT COLLEGES, 1922.

TABLE 9.—Members of the instructional staff and enrollments in summer schools, 1921—Continued.

INSTITUTIONS EXCLUSIVELY FOR COLORED STUDENTS.

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### Table 10.—Salaries of the presidents and officers of instruction, not including those in institutions exclusively for colored students.

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1 $3,000 of this amount is appropriated to meet the expenses of the president in entertaining official guests, etc.
2 In addition to salary for instruction.
3 President without pay.
4 No president during year of 1921-22.

Including $2,500 salary as executive officer of the State board of agriculture.

Department heads.

Professors not department heads.

Information not given as to these questions.
### Table 11: Tuition or annual fee and fellowships and scholarships, not including institutions exclusively for colored students.

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<th>Graduate.</th>
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1. Includes agriculture, arts and science, engineering, home economics, etc.
2. Includes medical fees.
3. Includes laboratory fees.
4. Includes laboratory and library fees.
5. $30 for engineering.
6. Foreign students pay an annual tuition fee of $120.
7. Including fees for overhead expenses as janitor service, hospital service, general laboratory and library fees, physical training, etc.
8. $120 for aliens.
9. Average.
10. Science, literature and arts, agriculture, forestry, and home economics; education.
11. Library, hospital, and incidental fees; education.
12. Includes laboratory and library fees.
13. Student library and library fees.
14. For the four-year course.
15. Includes student activities.
16. Foreign students pay $20 additional.
Table 12.—Income for instruction, administration, and permanent improvements.

Institutions other than those exclusively for colored students.

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<th>Institutions (For full name see Table 1)</th>
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<th>Smith-Hughes funds for training vocational teachers</th>
<th>State funds from</th>
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<td>Endowment granted by the State</td>
<td>Current expenses</td>
<td>Permanent improvements</td>
<td>Current expenses</td>
<td>Permanent improvements and endowment</td>
<td>Interest on college endowment</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Endowment granted by the State</td>
<td>Current expenses</td>
<td>Permanent improvements</td>
<td>Current expenses</td>
<td>Permanent improvements and endowment</td>
<td>Interest on college endowment</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Endowment granted by the State</td>
<td>Current expenses</td>
<td>Permanent improvements</td>
<td>Current expenses</td>
<td>Permanent improvements and endowment</td>
<td>Interest on college endowment</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Endowment granted by the State</td>
<td>Current expenses</td>
<td>Permanent improvements</td>
<td>Current expenses</td>
<td>Permanent improvements and endowment</td>
<td>Interest on college endowment</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Endowment granted by the State</td>
<td>Current expenses</td>
<td>Permanent improvements</td>
<td>Current expenses</td>
<td>Permanent improvements and endowment</td>
<td>Interest on college endowment</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Endowment granted by the State</td>
<td>Current expenses</td>
<td>Permanent improvements</td>
<td>Current expenses</td>
<td>Permanent improvements and endowment</td>
<td>Interest on college endowment</td>
<td>Total</td>
</tr>
</tbody>
</table>

For example:
- **Alabama**: $50,430.00
- **Arizona**: $41,322.00
- **Arkansas**: $91,382.00
- **California**: $94,952.00
- **Colorado**: $69,052.00
- **Connecticut**: $56,732.00
- **Delaware**: $44,562.00
- **Florida**: $30,452.00
- **Georgia**: $50,242.00
- **Hawaii**: $50,132.00

Federal funds

**Institutions**: [Listed in the table with respective amounts for each institution]
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<th>State</th>
<th>Total</th>
<th>Loans to Students</th>
<th>Interest</th>
<th>Repayments</th>
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<td>1,895,956</td>
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</table>

1 For the land-grant funds see Table 17; for the Morrill-Nelson funds see Table 16.
2 Only fees which pertain to instruction; laboratory fees are included, but not athletic, social, health, etc., fees.
3 $16,000 of this from General Education Board.
4 Institutional funds to match Federal Smith-Hughes.
5 Includes $506 in interest.
6 Includes $3,727 from state to match in part Federal Smith-Hughes.
7 $138,200 from general state funds.
8 Includes $9,408 from institutional funds, which sum in part Federal Smith-Hughes.
9 The amount for the bimonthly 1919-20 was $2,000,000, which figure was tabulated in the report for the year ending June 30, 1921.
10 $9,408 of this from State to match Federal Smith-Hughes.
11 $1,916 from this state to match Federal Smith-Hughes.
12 Not handled by the college.
13 Includes $3,727 from this institution to match in part Federal Smith-Hughes.
14 Includes $358.96 in interest.
15 Funds to match the Federal funds are considered to be in the maintenance fund of the college provided by the State.
16 $11,877 of this is institutional funds to match Federal Smith-Hughes.
17 Institutional funds to match in part Federal Smith-Hughes.
18 Includes $358,96 in interest.
19 Money paid by Federal Government for removing oil from Government lands within the State.
### Table 12.—Income for instruction, administration, and permanent improvements—Continued.

#### INSTITUTIONS EXCLUSIVELY FOR COLORED STUDENTS.

<table>
<thead>
<tr>
<th>Institutions, (For full name see Table 1.)</th>
<th>Federal funds</th>
<th>State funds from</th>
<th>Private gifts</th>
<th>Institutional funds from</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current expenses</td>
<td>Current expenses</td>
<td>Permanent improvements</td>
<td>Interest on college endowment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Federal funds

- **Alabama**: $19,850.00
- **Arkansas**: 10,000.00
- **Delaware**: 25,000.00
- **Florida**: 4,875
- **Georgia**: 14,210
- **Kentucky**: 10,000.00
- **Louisiana**: 10,000.00
- **Maryland**: 40,392.27
- **Mississippi**: 3,125.00
- **Missouri**: 16,500.00
- **North Carolina**: 30,754.00
- **Oklahoma**: 5,000.00
- **South Carolina**: 12,000.00
- **Tennessee**: 58,184
- **Texas**: 12,500.00
- **Virginia**: 26,996.02
- **West Virginia**: 10,000.00

#### State funds

- **Alabama**: 2,274,993.69
- **Arkansas**: 1,072,000.00
- **Delaware**: 1,069,000.00
- **Florida**: 1,035,000.00
- **Georgia**: 1,074,000.00
- **Kentucky**: 1,074,000.00
- **Louisiana**: 1,074,000.00
- **Maryland**: 1,074,000.00
- **Mississippi**: 1,074,000.00
- **Missouri**: 1,074,000.00
- **North Carolina**: 1,074,000.00
- **Oklahoma**: 1,074,000.00
- **South Carolina**: 1,074,000.00
- **Tennessee**: 1,074,000.00
- **Texas**: 1,074,000.00
- **Virginia**: 1,074,000.00
- **West Virginia**: 1,074,000.00

#### Private gifts

- **Alabama**: $15,000
- **Arkansas**: $15,000
- **Delaware**: $22,000
- **Florida**: $4,875
- **Georgia**: $5,000
- **Kentucky**: $27,000
- **Louisiana**: $12,000
- **Maryland**: $37,408
- **Mississippi**: $61,000
- **Missouri**: $1,035,000
- **North Carolina**: $1,074,000
- **Oklahoma**: $1,074,000
- **South Carolina**: $1,074,000
- **Tennessee**: $67,076
- **Texas**: $87,000
- **Virginia**: $57,207
- **West Virginia**: $29,810

#### Institutional funds

- **Alabama**: $1,050
- **Arkansas**: $32,000
- **Delaware**: $18,000
- **Florida**: $4,875
- **Georgia**: $11,100
- **Kentucky**: $2,725
- **Louisiana**: $11,100
- **Maryland**: $37,408
- **Mississippi**: $61,000
- **Missouri**: $2,725
- **North Carolina**: $4,773
- **Oklahoma**: $1,069
- **South Carolina**: $1,069
- **Tennessee**: $5,000
- **Texas**: $1,000
- **Virginia**: $57,207
- **West Virginia**: $29,810

#### Total

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>$18,850.00</td>
</tr>
<tr>
<td>Arkansas</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Delaware</td>
<td>25,000.00</td>
</tr>
<tr>
<td>Florida</td>
<td>4,875</td>
</tr>
<tr>
<td>Georgia</td>
<td>14,210</td>
</tr>
<tr>
<td>Kentucky</td>
<td>8,505.50</td>
</tr>
<tr>
<td>Louisiana</td>
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</tr>
<tr>
<td>Maryland</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Missouri</td>
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</tr>
<tr>
<td>North Carolina</td>
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</tr>
<tr>
<td>Oklahoma</td>
<td>5,000.00</td>
</tr>
<tr>
<td>South Carolina</td>
<td>12,000.00</td>
</tr>
<tr>
<td>Tennessee</td>
<td>58,184</td>
</tr>
<tr>
<td>Texas</td>
<td>12,500.00</td>
</tr>
<tr>
<td>Virginia</td>
<td>26,996.02</td>
</tr>
<tr>
<td>West Virginia</td>
<td>10,000.00</td>
</tr>
</tbody>
</table>

#### Notes

- **Grand total**: $3,770,361.36
- **Federal funds from Mines and Metallurgy**: $116,856
- **State funds from Mines and Metallurgy**: $32,170.761
- **Private gifts from Mines and Metallurgy**: $9,347.006
- **Institutional funds from Mines and Metallurgy**: $3,400,968

---

**Not including $15,310 of Federal funds for the School of Mines and Metallurgy at Rolla, Mo., and including a State appropriation of $8,000 for the Georgia State Industrial School.**

**The institution for colored persons in Georgia does not participate in the 1862 land-grant fund, but in lieu thereof the State annually appropriated to it $8,000.**

**Handed by State Department of Education.**

**Includes $100 Federal and $100 State funds for agricultural and home economics extension.**
## Table 13.—Income for the experiment stations.

### Institutions Other Than Those Exclusively for Colored Students.

<table>
<thead>
<tr>
<th>Institutions (For full name see Table 1.)</th>
<th>For the agricultural experiment station</th>
<th>For the engineering experiment station</th>
<th>Total, not including permanent improvements</th>
<th>Total, including permanent improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Federal funds</td>
<td>State funds</td>
<td>Experiment station earnings</td>
<td>Income from other sources</td>
</tr>
<tr>
<td></td>
<td>(Hatch-Adams and other funds)</td>
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<td></td>
<td></td>
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<td>$1,500</td>
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<td>$8,643</td>
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</tr>
<tr>
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<td>$1,371,500</td>
<td>$4,298,718</td>
<td>1,586,410</td>
<td>194,884</td>
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</table>

* Includes also funds for permanent improvements.
* Includes appropriation from general university funds.
* Includes $1,750 of the salary of the dean of the engineering college paid by the State roads commission and $1,750 by the U. S. Bureau of Public Roads on account of engineering research work carried on under a cooperative plan.
* Of this amount, $1,150 is from the State for inspection work.
* Of this amount, $2,000 is from the U. S. Department of Agriculture, Forage Department.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Agriculture Extension</th>
<th>Home Economics Extension</th>
<th>Other Extension</th>
<th>Grand Total Income</th>
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<td>For General Service</td>
<td>Special Service</td>
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<td>66,842</td>
<td>91,922</td>
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<tr>
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<td>20,311</td>
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</tr>
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<td>196,286</td>
<td>113,373</td>
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<td>154,396</td>
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<td>103,573</td>
<td>4,000</td>
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<td>218,677</td>
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<td>1,263</td>
<td>2,501</td>
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<td>Vermont</td>
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<td>33,200</td>
<td>15,508</td>
<td>62,767</td>
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<td>Virginia</td>
<td>199,267</td>
<td>169,269</td>
<td>91,922</td>
<td>17,881</td>
</tr>
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<td>Washington</td>
<td>99,220</td>
<td>60,330</td>
<td>154,956</td>
<td>6,444</td>
</tr>
<tr>
<td>West Virginia</td>
<td>118,626</td>
<td>89,000</td>
<td>60,900</td>
<td>15,000</td>
</tr>
<tr>
<td>Wisconsin</td>
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<td>110,672</td>
<td>68,747</td>
<td>327,099</td>
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<td>23,600</td>
<td>44,973</td>
<td>68,573</td>
<td>68,573</td>
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<td>Total</td>
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<td>4,704,292</td>
<td>3,774,541</td>
<td>374,956</td>
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</table>

1. No specific appropriation; small amount of general funds used.
2. Not including funds for regulatory service as follows: State, $101,900; Federal, $53,955.57; sewer sales, $11,824.12.
3. Including the income from institutions exclusively for colored students, Table 12, column 15.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Value of library (books and pamphlets)</th>
<th>Value of scientific apparatus, machinery, furniture, etc.</th>
<th>Value of stock of livestock</th>
<th>Value of campus and grounds</th>
<th>Value of buildings, including dormitories</th>
<th>Endowment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>$203,000</td>
<td>$185,000</td>
<td>$15,000</td>
<td>$40,000</td>
<td>$850,000</td>
<td>$253,500</td>
</tr>
<tr>
<td>Arizona</td>
<td>$180,000</td>
<td>$263,000</td>
<td>$16,000</td>
<td>$40,000</td>
<td>$850,000</td>
<td>$253,500</td>
</tr>
<tr>
<td>Arkansas</td>
<td>$200,000</td>
<td>$239,000</td>
<td>$20,000</td>
<td>$40,000</td>
<td>$850,000</td>
<td>$253,500</td>
</tr>
</tbody>
</table>

**Table 15.—Value of property, number of acres of land, number of volumes in libraries.**

**Institutions Other Than Those Exclusively for Colored Students.**

<table>
<thead>
<tr>
<th>Instituition</th>
<th>Value of library (books and pamphlets)</th>
<th>Value of scientific apparatus, machinery, furniture, etc.</th>
<th>Value of stock of livestock</th>
<th>Value of campus and grounds</th>
<th>Value of buildings, including dormitories</th>
<th>Endowment</th>
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</thead>
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<tr>
<td>Delaware</td>
<td>$200,000</td>
<td>$254,000</td>
<td>$14,000</td>
<td>$30,000</td>
<td>$850,000</td>
<td>$253,500</td>
</tr>
<tr>
<td>Florida</td>
<td>$200,000</td>
<td>$254,000</td>
<td>$14,000</td>
<td>$30,000</td>
<td>$850,000</td>
<td>$253,500</td>
</tr>
<tr>
<td>Georgia</td>
<td>$200,000</td>
<td>$254,000</td>
<td>$14,000</td>
<td>$30,000</td>
<td>$850,000</td>
<td>$253,500</td>
</tr>
<tr>
<td>Hawaii</td>
<td>$200,000</td>
<td>$254,000</td>
<td>$14,000</td>
<td>$30,000</td>
<td>$850,000</td>
<td>$253,500</td>
</tr>
</tbody>
</table>

**STATISTICS OF LAND-GRAIN COLLEGES, 1922.**
<table>
<thead>
<tr>
<th>State</th>
<th>Cost</th>
<th>Appraisal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Jersey</td>
<td>120,000</td>
<td>1,497,830</td>
<td>1,617,830</td>
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<tr>
<td>New Mexico</td>
<td>58,265</td>
<td>39,475</td>
<td>97,740</td>
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<tr>
<td>New York</td>
<td>1,009,362</td>
<td>7,465,140</td>
<td>8,474,502</td>
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<td>1,323,913</td>
<td>1,367,295</td>
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<tr>
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<td>53,601</td>
<td>800,271</td>
<td>853,872</td>
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<td>60,001</td>
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<td>3,815,338</td>
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<tr>
<td>Oklahoma</td>
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<td>78,897</td>
<td>234,019</td>
</tr>
<tr>
<td>Oregon</td>
<td>15,000</td>
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<td>190,051</td>
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<tr>
<td>Pennsylvania</td>
<td>13,500</td>
<td>100,000</td>
<td>113,500</td>
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<td>Porto Rico</td>
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<td>1,144,697</td>
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<tr>
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<td>100,000</td>
<td>190,100</td>
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<tr>
<td>Vermont</td>
<td>90,100</td>
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<td>1,302,200</td>
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<td>100,000</td>
<td>130,000</td>
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<tr>
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<td>1,000,000</td>
<td>1,123,775</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,091,158</strong></td>
<td><strong>1,615,899</strong></td>
<td><strong>2,706,057</strong></td>
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</tbody>
</table>

1 Including the value of unsold land.
2 Not including farm.
3 Including farm.
4 At Berkeley only.
5 As of this amount represents the appraisal of the main campus as of the year 1914.
6 Exclusive of substat on.
7 Incluion $148,103 deferred payments on land contracts.
8 Exclusive of substat on.
9 Incluion $148,103 deferred payments on land contracts.
### Table 15.—Value of property—Number of acres of land, number of volumes in libraries—Continued.

#### Institutions exclusively for colored students.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Basis of inventory</th>
<th>Value of library (books and pamphlets), $100</th>
<th>Value of scientific apparatus, machinery, furniture, etc., $100</th>
<th>Value of livestock, $100</th>
<th>Value of campus and grounds, $100</th>
<th>Value of buildings, including dormitories, $100</th>
<th>Endowment, from Federal land grants, $100</th>
<th>Other endowments</th>
<th>Value of other property, $100</th>
<th>Total value of property, $100</th>
<th>Acres in campus and farms, acres</th>
<th>Acres under cultivation, acres</th>
<th>Bound volumes in libraries, numbers</th>
</tr>
</thead>
<tbody>
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<td>187</td>
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<td>13</td>
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<td>190</td>
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<td>13</td>
<td>184</td>
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</tr>
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<td>184</td>
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<td>300,250</td>
<td>196,380</td>
<td>117</td>
<td>83</td>
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<td>156,000</td>
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<td>83</td>
<td>2,000</td>
<td>200</td>
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<td>For preparation of teachers of elements of agriculture and mechanic arts</td>
<td>Total.</td>
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1 Includes $556 interest from July 1, 1921, to June 30, 1922.
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<th>Total amount available</th>
<th>Disbursements</th>
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  - 11,718.75
  - 11,718.75

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  - 50,000.00
  - 50,000.00

- Nebraska:
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  - 7,000.00
  - 12,085.14

- Nevada:
  - 12,085.14
  - 20,000.00
  - 20,000.00

- New Hampshire:
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  - 13,350.31
  - 13,350.31

- New Jersey:
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  - 20,000.00
  - 20,000.00

- New York:
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  - 16,300.00
  - 16,300.00

- North Carolina:
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  - 11,550.00
  - 11,550.00

- North Dakota:
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  - 11,550.00
  - 15,500.00

- Ohio:
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  - 13,500.00
  - 13,500.00

- Oklahoma:
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  - 13,500.00
  - 13,500.00

- Oregon:
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  - 11,550.00
  - 11,550.00

- Pennsylvania:
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  - 50,000.00

- Porto Rico:
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  - 2,145.00
  - 2,145.00

- Rhode Island:
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  - 12,233.20

- South Carolina:
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  - 3,277.00
  - 3,277.00

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  - 12,100.00

- Tennessee:
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  - 12,100.00
  - 12,100.00

- Texas:
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  - 12,188.27
  - 12,188.27

- Utah:
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- Vermont:
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  - 7,500.00
  - 7,500.00

- Virginia:
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  - 33,333.34

- Washington:
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  - 11,862.48

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**Total** | 3,504.83 | 2,520.381.85 | 2,253.886.85 | 520,491.26 | 592,956.81 | 201,724.56 | 161,849.58 | 163,567.70 | 164,416.50 | 22,201.63 | 2,252,838.13 | 1,058.55 |

*Institutions exclusively for colored students.*

Includes $729.09 in interest and repayments.

Includes $358.95 interest.
Table 17.—Income and disbursements from the 1862 land-grant fund and income from other Federal land-grant funds, year ended June 30, 1922.

Institutions other than those exclusively for colored students.

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<th>Disbursements</th>
<th>Income from other Federal land-grant funds</th>
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<td>Balance unexpended July 1, 1921</td>
<td>Income from rentals, deferred payments, etc.</td>
<td>For salaries.</td>
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**INSTITUTIONS EXCLUSIVELY FOR COLORED STUDENTS.**

- **Kentucky:** $1,255.50
- **Mississippi:** $2,570.91
- **South Carolina:** $2,737.00
- **Virginia:** $2,053.00

**Total:** 8,268.81

**Grand total:** 75,405.19

---

1. Including amounts appropriated to make up deficit in interest.
2. Includes income from rentals and sale of timber rights.
3. The $2,000 paid to the North Georgia Agricultural College is included in the total but not in the two preceding columns.
### Table 18.—The 1862 land-grant fund and other land-grant funds, year ended June 30, 1922.

<table>
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<th>States</th>
<th>Number of acres received</th>
<th>Unsold land</th>
<th>Amount of fund, not including value of unsold land</th>
<th>Unsold land</th>
<th>Amount of fund, not including value of unsold land</th>
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1 Includes $188,102.79 deferred payments on land contracts.
2 Report on June 30, 1921.
3 Includes $541,387.30 in land contracts.