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RAY LYMAN WILBUR, Secretary
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WILLIAM JOHN COOPER, Commissioner

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DIGEST OF LEGISLATION
PROVIDING FEDERAL SUBSIDIES
FOR EDUCATION

BY

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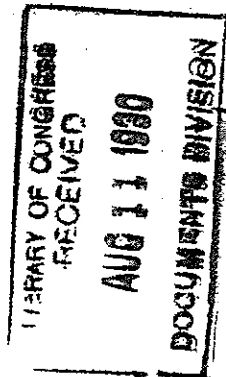
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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., March, 1930.

SIR: The provisions made by Congress to assist the States in promoting education make up an important chapter in the development of education in the American Commonwealths. There is a constant demand, especially upon this office, for information concerning this subject. The National Advisory Committee on Education, at its first meeting in June, 1929, requested of this office a digest of legislation and literature relating to Federal subsidies for education. Accordingly, Dr. Ward W. Keesecker, Associate Specialist in School Legislation of the Office of Education, was asked to prepare a digest. The accompanying manuscript was completed and submitted in mimeograph form to the aforementioned committee at its second meeting in October, 1929. It appears to be the most recent and complete manuscript on this subject. There has been considerable demand for copies of this study and for general information contained therein. I, therefore, recommend that it be published as a bulletin of the Office of Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

DIGEST OF LEGISLATION PROVIDING FEDERAL SUBSIDIES FOR EDUCATION¹

Introduction

The importance attached to education by the founders of our Federal Government is shown by the provisions they made for its permanent endowment and development. Before the adoption of the Constitution the Continental Congress, by the ordinance of May 20, 1785, for ascertaining the mode of disposing of lands in the Western Territory, prepared the way for the advance of settlements and education as contemporaneous interests. This ordinance directed the disposition of the said Territory in the following manner:

A surveyor from each State shall be appointed by Congress or a committee of the States, who shall take an oath for the faithful discharge of his duty, before the geographer of the United States, who is hereby empowered and directed to administer the same; * * *

The surveyors * * * shall proceed to divide the said territory into townships of six miles square, by lines running due north and south, and others crossing these at right angles * * *

The townships respectively shall be marked by subdivisions into lots of one mile square, or 640 acres, in the same direction as the external lines and numbered from 1 to 16.

There shall be reserved for the United States out of every township, the four lots being numbered 8, 11, 26, and 29 * * * for future sale. There shall be reserved the lot No. 16 of every township, for the maintenance of public schools within the said townships.

This educational endowment of 640 acres of land (one section of land, 1 mile square) in a township 6 miles square, marks the beginning of Federal subsidies for education. The manner of establishment of public schools thereunder, or by whom, was not mentioned. It advanced and established a principle which finally dedicated not less than one-thirty-sixth part of all public lands of the United States, with certain exceptions as to mineral, etc., to the cause of education by public schools.

¹ Grants to individuals and numerous small grants to particular towns or communities are not included in this study.

In the ordinance of July 13, 1787, "for the Government of the Territory of the United States North West of the River Ohio," Congress declared:

Religion, morality, and knowledge being necessary to good Government and the happiness of mankind, schools and the means of education shall forever be encouraged.

On July 23, 1787, Congress passed an ordinance which authorized the "Board of Treasury to contract for the sale of Western Territory." It provided that "lot No. 16 in each township, or fractional part of a township, be given perpetually" for education. It also provided that not more than two complete townships shall be given perpetually "for the purpose of a university." Hence this ordinance made the reservation of the sixteenth section perpetual; and the reservation of a section of 1 mile square, 640 acres, in each township for the support of education was especially provided for in the organization of each new State and Territory up to the time of the organization of the Oregon Territory (1848).

Whether the public schools thus endowed were to be under National or State control remained a question, and the lands were held in reserve until after the admission of the State of Ohio in 1803.

The first three States admitted to the union of the 13 original colonies—Vermont, Kentucky, and Tennessee—did not at the time of their admission receive any lands from the Federal Government for school purposes. In fact the first two named never received any at all, except for agricultural colleges, and Tennessee got what it finally received only after a long period of manipulation and compromise.

On April 30, 1802 (2 Stat. 175), Congress, in an act authorizing the formation of a State Government in the eastern portion of the Northwest Territory (Ohio), enacted the following propositions:

SEC. 7. That the following propositions be and the same are hereby offered to the convention of the eastern State of the said territory when formed, for their free acceptance or rejection; which, if accepted by the convention, shall be obligatory upon the United States.

First. That the section numbered sixteen in every township and where such section has been sold, granted, or disposed of, other lands equivalent thereto, and most contiguous to the same shall be granted to the inhabitants of such township for the use of schools. [NOTE.—A grant not to the State but to the townships of the State.]

Second. That the six miles reservation including * * * [certain salt springs] be granted to the State for the use of the people thereof, the same to be used under such terms * * * and regulations as the legislature of the said State shall direct * * *.

Third. That one-twentieth part of the net proceeds of the lands lying within the said State sold by Congress from and after the thirtieth day of June next [1802] * * * shall be applied to laying out and making public roads.

Provided always, that the three foregoing propositions herein offered are on the condition that the convention of the said State shall provide by an ordinance, irrevocable without the consent of the United States, that every and each tract of land sold by Congress, from and after the thirtieth day of June next, shall be and remain exempt from any tax laid by order, or under authority of the State, whether for State, county, township, or any other purpose whatever, for the term of five years, from and after the day of sale. (Laws of the United States of America, 1789-1815, ch. 300, pp. 496-498.)

The act of Congress, March 3, 1803 (2 Stat. 226) provided:

That the following several tracts of land in the State of Ohio be, and the same are hereby appropriated for the use of schools in that State, and shall, together with all the tracts of land heretofore appropriated for that purpose be vested in the legislature of that State, in trust for the use aforesaid and have no other use, intent, or purpose whatever. (Lands designated out of United States military tract, Connecticut Reserve, and Virginia Military Reservation.)

This act also provided that the sections of land promised for use of schools, in lieu of the sections No. 16, as have been otherwise disposed of, shall be selected by the Secretary of the Treasury out of the unappropriated reserve sections in the most contiguous townships.

Thus Congress transferred the reserved school lands, section 16 in each township, and provided an indemnity for such sections as had already been sold or taken prior to survey, to the State of Ohio, in trust for the United States and the people of the State, for schools. Prior to this, laws were silent as to how the proceeds of these reserved lands were to be applied and by whom. Congress thus made the State its trustee. Compacts between the United States on the admission of the States of Louisiana, Indiana, Mississippi, Illinois, and Alabama, all admitted into the Union prior to 1820, also contained provisions similar to those above set out.

To each organized Territory after 1803 was reserved the sixteenth section until after the Oregon Territory act, 1848, which reserved the thirty-sixth section as well, for school purposes, which reservation is confirmed by the terms of the act of admission of the Territory or State into the Union; the State then becoming a trustee for school purposes. From March 3, 1803, to August 14, 1848, inclusive, 12 States known as public-land States received, at the time of their admission from the public domain the allowance of the sixteenth section. These States are: Ohio, 1803; Louisiana, 1812; Indiana, 1816; Mississippi, 1817; Illinois, 1818; Alabama, 1819; Missouri, 1821; Arkansas, 1836; Michigan, 1837; Florida, 1845; Iowa, 1846; Wisconsin, 1848. (Tennessee admitted in 1796 without receiving any grants of land, acquired by act of April, 18, 1806, certain grants of land for school purposes. See page 5.)

Vermont, Kentucky, Maine, Texas, and West Virginia were admitted into the Union in 1791, 1792, 1820, 1845, and 1863, respectively, without receiving grants of land for school purposes. In

Vermont, Kentucky, Maine, and West Virginia the United States had no lands to grant. Texas retained all of its public lands. These 5 States, together with the 13 original States (colonies), never received any Federal grants for common schools.

The act for the organization of the Territory of Oregon, August 14, 1848, contained an additional grant for school purposes of the thirty-sixth section in each township with indemnity for all public-land States thereafter to be admitted; making the reservations for school purposes the sixteenth and thirty-sixth sections, or 1,280 acres in each township of 6 miles square, reserved in public-land States and Territories, and confirmed by grant in terms of the act of admission of such State and Territory into the Union. All the remaining 29 States subsequently admitted to the Union (except West Virginia) and Alaska received two sections, numbered 16 and 36 for the support of public schools; and three States, Arizona, New Mexico, and Utah, received from the Federal Government for the support of public schools four sections (2, 16, 32, 36) in each township.

Part I.—Grants for Common Schools

Under this heading is a digest of the principal acts of Congress granting land to the States for the support of common schools. Thirty States and the Territory of Alaska received such grants. The grants are shown separated for each State in the order of its admission into the Union (Tennessee excepted).

Ohio. (*April 30, 1802, 2 Stat. 175.*) An act authorizing the formation of a State Government in the eastern portion of the northwest territory (Ohio), provided "That the section numbered sixteen in every township and where such section has been sold, granted, or disposed of, other lands equivalent thereto, and most contiguous to same, shall be granted to the inhabitants of such township for the use of schools."

(*March 3, 1803, 2 Stat. 225.*) An act to modify the act of April 30, 1802, relating to the formation of the State of Ohio provided: "That the following tracts of land in the State of Ohio be, and the same are hereby appropriated for the use of schools in that State, and shall, together with all the tracts of land heretofore appropriated for that purpose be vested in the legislature of that State, in trust for the use aforesaid and have no other use, intent, or purpose whatever." (Lands designated out of United States military tract, Connecticut Reserve, and Virginia Military Reservation.)

Also provided that the sections of land promised for use of schools, in lieu of the sections numbered sixteen, as have been otherwise disposed of shall be selected by the Secretary of the Treasury out of the unappropriated reserve sections in the most contiguous townships.

(*April 27, 1816, 3 Stat. 309.*) Provided for the sale of the tract of land at the lower rapids of Sandusky River, authorized the Secretary of the Treasury to reserve as many town lots and out lots as in his opinion may be necessary "for the support of schools."

(*February 1, 1826, 4 Stat. 138.*) Authorized Ohio to sell property reserved for school lands and invest the proceeds of such sale in some productive fund to be forever used for the support of schools within the several townships.

(*June 19, 1834, 4 Stat. 679.*) Reserved from the sale of unsold land in the State of Ohio, a quantity of land, which, together with the lands heretofore granted for the support of schools in the Connecticut Western Reserve, shall be equal to one thirty-sixth part of said Western Reserve.

Tennessee. Tennessee is in a class by itself and warrants a brief explanation. When this State was admitted into the Union in 1796, nothing was said about the public lands. Later both the State and the Nation claimed this property. The matter was compromised in 1806.

(*April 18, 1806, 2 Stat. 381.*) This act established a line for defining the limits of vacant United States lands in Tennessee. By this act Tennessee relinquished all claim it then had to vacant lands lying west and south of line established; and the United States ceded to Tennessee all claim which United States had to lands lying east and north of said line. This act directed the said State to "locate six hundred and forty acres to every six miles square in the territory hereby ceded [territory east and north of aforementioned line] which shall be

appropriated for the use of schools for the instruction of children forever: *Provided*, That nothing contained in this act shall be construed to affect the Indian title." It has been estimated that Tennessee was enabled to appropriate only twenty-four thousand acres for the support of common schools in the eastern division.¹

(*February 15, 1843, 5 Stat. 600.*) Authorized Tennessee to provide for the sale of lands reserved by Congress for the use of schools within said State and to invest the money arising from the sales thereof in some productive fund, the proceeds of which shall be forever applied "to the use and support of schools."

Louisiana. (*February 15, 1811, 2 Stat. 621.*) To provide for adjustment claims to lands and the sale of public lands in the Territories in Orleans and Louisiana; reserved section number sixteen in each township "for the support of schools."

(*February 15, 1843, 5 Stat. 600.*) Authorized Louisiana to sell lands reserved by Congress for the use of schools within said State and to invest the money arising from the sales thereof in some productive fund, and provided that the proceeds shall be forever applied "to the use and support of schools."

(*April 23, 1912, 37 Stat. 90.*) Granted to Louisiana, school sections of all unsurveyed swamp lands for the benefit of public schools as though the surveys had been regularly extended over such lands.

Indiana. (*March 26, 1804, 2 Stat. 279.*) An act to provide for the disposal of the public lands in the Indiana Territory, reserved section sixteen in each township "for the support of schools."

(*April 30, 1810, 2 Stat. 590.*) An act to provide for the sale of certain lands in Indiana Territory, reserved section sixteen in each township in the district of Vincennes "for the use of schools."

(*April 19, 1816, 3 Stat. 290.*) Enabling act for Indiana, granted section sixteen in every township, or other lands equivalent thereto and most contiguous, "for the use of schools."

(*May 24, 1828, 4 Stat. 299.*) Authorized the State of Indiana to sell lands reserved and appropriated by Congress for the use of schools and to invest the money arising from the sale thereof in some productive fund, the proceeds of which shall be forever applied "for the use and support of schools within the several townships and districts of country for which they were originally reserved."

(*March 3, 1859, 11 Stat. 438.*) Authorized the auditor of Wabash County, Indiana, to enter certain public lands in lieu of deficit of school lands.

Mississippi. (*March 3, 1803, 2 Stat. 234.*) An act to provide for the disposal of lands of the United States south of Tennessee, then the Mississippi Territory, reserved section sixteen in every township "for the support of schools."

(*March 31, 1808, 2 Stat. 480.*) An act concerning the sale of lands of the United States, provided that that part of lands in the Mississippi Territory to which Indian title has been extinguished, lying on the east of Pearl River, "shall be attached to the land district east of Pearl River, and that the residue of the lands to which the Indian title was extinguished * * *, shall be attached to the land district west of Pearl River"; and reserved section sixteen in each township thereof "for the use of schools."

(*January 9, 1815, 3 Stat. 163.*) An act to provide for leasing certain lands reserved for the support of schools in the Mississippi Territory, authorized the county courts to lease for the purpose of improving the same sections of land reserved by Congress for the support of schools, and directed them to apply the proceeds arising from the rents of each section as aforesaid for the purpose of education.

¹ Orfield, Mathias Nordberg. Federal land grants to the States, p. 43.

(*March 3, 1817, 3 Stat. 375.*) An act to authorize the surveying and selling of lands in the northern part of Mississippi Territory, reserved section sixteen in each township "for the use of schools."

(*July 4, 1836, 5 Stat. 116.*) Reserved "for the schools" one thirty-sixth part of the land ceded by "Chickasaws" Indians to the State of Mississippi.

(*May 19, 1852, 10 Stat. 6.*) Authorized Mississippi to sell lands reserved and appropriated by Congress for the use of schools, and to invest the money arising from said sales "for the use and support of schools with the several townships and districts of country for which they were originally reserved" Illinois. (*March 26, 1804, 2 Stat. 279.*) To provide for the disposal of public lands in Indiana Territory; reserved section sixteen in each township "for the support of schools." Illinois Territory was created out of the Indiana Territory by act of February 3, 1809.

(*April 18, 1818, 3 Stat. 430.*) Enabling act for Illinois, granted section sixteen in every township, or other lands equivalent thereto, and as contiguous as may be, "for the use of schools."

(*February 15, 1843, 5 Stat. 600.*) Authorized Illinois to provide for the sale of lands reserved by Congress for the use of schools within said State and to invest the money arising from the sale thereof in some productive fund, the proceeds of which shall be forever applied "to the use and support of schools." (*June 22, 1860, 12 Stat. 84.*) Authorized school trustees in certain sections of Randolph County, Illinois, where section sixteen is covered by a private claim, to select other sections in equal subdivisions in lieu thereof, subject to entry and sale at the minimum price of one dollar and a quarter per acre.

Alabama. (*March 3, 1803, 2 Stat. 234.*) An act to provide for the disposal of lands of the United States south of Tennessee, then the Mississippi Territory, from which Alabama was created, reserved section sixteen in every township "for the support of schools."

(*April 20, 1818, 3 Stat. 467.*) An act to provide all lands lying between basis meridian and the first standard meridian in Alabama district but attached to the land district east of Pearl River; and that the sixteenth section in each township thereof shall be reserved "for the support of schools."

(*March 2, 1819, 3 Stat. 491.*) Enabling act for Alabama, granted "section numbered sixteen in every township, * * * or other lands equivalent thereto and most contiguous to the same. * * * for the use of schools * * *"

(*March 2, 1827, 4 Stat. 235.*) Authorized Alabama to sell lands reserved by Congress for the use of schools and to invest the money arising from the sale thereof in some productive funds, the proceeds of which shall be forever applied "for the use and support of schools within the several townships and districts of country for which they were originally reserved."

(*July 4, 1836, 5 Stat. 116.*) Reserved "for the use of schools," one thirty-sixth part of the land ceded by "Chickasaws" Indians to the State of Alabama.

(*June 22, 1854, 10 Stat. 299.*) Authorized school commissioners of certain townships in Huntsville District to select school districts in twelve-mile square reservations.

Missouri. (*March 6, 1820, 3 Stat. 547.*) Enabling act for Missouri, granted section sixteen in every township, or other lands equivalent thereto, and as contiguous as may be "for the use of schools."

(*March 3, 1823, 3 Stat. 787.*) Concerning lands granted to the State of Missouri, provided that where section number sixteen in any township in the State has been sold or otherwise disposed of, it shall be the duty of the register and receiver of respective land offices in districts where such land may lie, to select a like quantity of other lands equivalent thereto from any of the unappropriated lands of the United States, and as nearly contiguous to such sixteenth section as

may be, and that the lands thus selected be granted to the State "for the use of schools instead of such sixteenth sections."

(*June 15, 1864, 13 Stat. 132.*) Granted certain tracts of land within the Grand Prairie common field of Missouri in fee simple "for the support of schools."

(*June 22, 1874, 18 Stat. Vol. III, 202.*) Provided that for all fractional townships in the State of Missouri, which are entitled to public lands for the support of schools and for which no selections have heretofore been made, there shall be reserved and appropriated out of the public lands for each said fractional township, the amount of land to which they were respectively entitled.

Arkansas. (*May 29, 1880, 4 Stat. 418.*) Provided that wherever the sixteenth section of the Territory of Arkansas either in whole or in part is now or may hereafter be included in private claims held by titles confirmed or legally decided to be valid, such other lands equivalent thereto and convenient to the same may be selected under the direction of the Secretary of the Treasury.

(*June 23, 1886, 5 Stat. 53.*) Enabling act for Arkansas, granted section numbered sixteen in every township, or other lands equivalent thereto and as contiguous as may be, "for the use of schools."

(*February 15, 1843, 5 Stat. 600.*) Authorized Arkansas to provide for the sale of lands reserved by Congress for the use of schools within said State and to invest the money arising from the sales thereof in some productive fund, the proceeds of which shall be forever applied "to the use and support of schools."

(*March 8, 1898, 30 Stat. 262.*) An act to change the compact between the United States and the State of Arkansas on its admission into the Union. Amended so as to allow the State of Arkansas to apportion the funds derived from the sale of lands granted to common-school purposes for the promotion of education, in proportion to the number of persons between the ages of six and twenty-one years.

Michigan. (*March 26, 1804, 2 Stat. 279.*) To provide for disposal of public lands in Indiana territory reserved section sixteen in each township "for the support of schools." Michigan Territory was created out of the Indiana Territory by act of January 11, 1805.

(*June 23, 1836, 5 Stat. 59.*) Supplementary act for the admission of Michigan, granted section sixteen in every township, or other lands equivalent thereto, and as contiguous as may be "for the use of schools."

Florida. (*July 14, 1832, 4 Stat. 601.*) Authorized the commissioners of township five, range eleven north and west, county of Jackson, to vest the money arising from the sale of land in some productive fund under the authority of the governor and legislative council of the Territory of Florida, the proceeds of which shall forever be applied to common schools of the township.

(*June 15, 1844, 5 Stat. 666.*) An act to authorize the selection of certain school lands in the Territory of Florida, provides that where the sixteenth section is included in private claims the Secretary of the Treasury may select lands adjacent thereto for schools in lieu of the sixteenth section.

(*March 3, 1845, 5 Stat. 783.*) For the admission of Florida (and Iowa) into the Union, granted to Florida section sixteen in every township, or other lands equivalent thereto, for the support of schools.

Granted furthermore five per cent of the net proceeds of the sale of lands within the State which shall be hereafter sold by Congress, which shall be applied by the State "for the purposes of education."

(*February 16, 1921, 41 Stat. 1103.*) Provided for the survey of public lands remaining unsurveyed in the State of Florida, with a view to satisfying the grant in aid of schools made to said State under the act of March 3, 1845, and other acts amendatory thereof.

(*September 22, 1922, 42 Stat. 1017.*) Granted and confirmed to the State of Florida title in and to sections sixteen within the exterior limits of the area patented to the State of Florida, April 23, 1903, embracing the so-called Everglades, for the benefit of public schools as though the official surveys had been extended over such lands.

Iowa. (*June 15, 1844, 5 Stat. 666.*) An act to authorize the selection of certain school lands in the Territory of Iowa, provides that where the sixteenth section is included in the private claim the Secretary of the Treasury may select lands adjacent thereto for schools in lieu of the sixteenth section.

(*March 3, 1845, 5 Stat. 789.*) Supplementary enabling act for Iowa (and Florida), granted section sixteen, to Iowa, in every township, or other lands equivalent thereto, and as contiguous as may be "for the use of schools."

Wisconsin. (*June 15, 1844, 5 Stat. 666.*) An act to authorize the selection of certain school lands in the Territory of Wisconsin, provides that where the sixteenth section is included in private claims the Secretary of the Treasury may select lands adjacent thereto for schools in lieu of the sixteenth section.

(*August 6, 1846, 9 Stat. 53.*) To enable Wisconsin to be admitted into the Union, granted section sixteen in every township, or other lands equivalent thereto, and as contiguous as may be "for the use of schools."

California. (*March 3, 1853, 10 Stat. 246.*) To provide for the survey of public lands in California and granting certain rights therein, granted sections sixteen and thirty-six in each township "for the purpose of public schools."

(*June 27, 1906, 34 Stat., Vol. I, 518.*) Granted to the State of California 5 per cent of the net proceeds of the cash sales of public lands which have been heretofore made by the United States since the admission of said State, and may hereafter be made in said State, "to aid in the support of the public or common schools of said State"; and made an appropriation necessary to pay the said 5 per cent.

Minnesota. (*March 3, 1849, 9 Stat. 408.*) For the Territorial government of Minnesota, reserved sections sixteen and thirty-six in each township "for the purpose of being applied to schools in said Territory, and in the States and Territories hereafter to be erected out of the same."

(*March 3, 1853, 10 Stat. 257.*) Provided that in townships in the Territory of Minnesota where sections sixteen and thirty-six or either of them shall be found fractional in quantity, there shall be reserved and appropriated other lands for school purposes to make up the deficiencies in the quantity of said fraction of sections sixteen and thirty-six.

(*February 26, 1857, 11 Stat. 167.*) Enabling act for Minnesota, granted sections sixteen and thirty-six in every township, or other land equivalent thereto, and as contiguous as may be "for the use of schools."

(*March 3, 1857, 11 Stat. 254.*) Provided that where sections sixteen or thirty-six have been or shall be settled or taken as town sites before survey, etc., in Minnesota, other lands shall be selected in lieu thereof.

Oregon. (*August 14, 1848, 9 Stat. 380.*) For Territorial government of Oregon reserved sections sixteen and thirty-six in each township, "for the purpose of being applied to schools in said Territory, and in the States and Territories hereafter to be erected out of the same."

(*January 7, 1853, 10 Stat. 150.*) Authorized Oregon Territory, wherever the sixteenth or thirty-sixth sections or parts thereof have been taken, to select in lieu thereof any equal quantity of any unoccupied land in sections, or fraction of sections, said lands so selected and their proceeds shall be forever inalienably set apart "for the benefit of common schools."

(*February 14, 1859, 11 Stat. 383.*) For the admission of Oregon into the Union, granted sections sixteen and thirty-six in every township, or other lands equivalent thereto, and as contiguous as may be, "for the use of schools."

Kansas. (*May 30, 1854, 10 Stat. 283.*) For the Territorial government of Kansas, reserved sections sixteen and thirty-six in each township "for the purpose of being applied to schools in said Territory and in the States and Territories hereafter to be erected out of same."

(*March 3, 1857, 11 Stat. 264.*) Provided that where sections sixteen or thirty-six have been or shall be settled or taken as town sites before survey, etc., in Kansas (Minnesota and Nebraska) other school lands shall be selected in lieu thereof.

(*May 4, 1858, 11 Stat. 270, January 29, 1861, 12 Stat. 127.*) For the admission of Kansas, granted sections sixteen and thirty-six in every township, or other lands equivalent thereto, and as contiguous as may be, "for the use of schools."

Nevada. (*March 2, 1861, 12 Stat. 214.*) For the Territory of Nevada, reserved sections sixteen and thirty-six in each township, "for the purpose of being applied to schools in the States hereafter to be erected out of the same."

(*March 21, 1864, 13 Stat. 32.*) An enabling act for Nevada, granted sections sixteen and thirty-six in every township, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be "for the support of common schools."

(*June 16, 1880, 21 Stat. 288.*) Granted to Nevada two million acres of land in lieu of the sixteenth and thirty-sixth sections previously granted, provided that the title of the State and its grantors to such sixteenth and thirty-sixth sections as may have been previously sold by said State shall not be changed in consequence of this act.

Nebraska. (*March 3, 1857, 11 Stat. 254.*) Provided that where sections sixteen or thirty-six have been or shall be settled or taken as town sites before survey, etc., in Nebraska (Minnesota and Kansas), other school lands shall be selected in lieu thereof.

(*April 19, 1864, 13 Stat. 49.*) Enabling act for Nebraska, granted sections sixteen and thirty-six in every township, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be "for the support of common schools."

Provided also that five per cent of the proceeds of the sale of all public lands, which have been or shall be sold by the United States, prior to or subsequent to the admission of said State, shall be paid to the State "for the support of common schools."

Colorado. (*February 23, 1861, 12 Stat. 176.*) For the Territorial government of Colorado, reserved "sections numbered sixteen and thirty-six in every township in said territory * * * for the purpose of being applied to schools in the States hereafter to be erected out of the same."

(*March 3, 1875, 18 Stat. Vol. 3, 476.*) Enabling act for Colorado, granted (Colorado) "sections numbered sixteen and thirty-six in every township, and where such sections have been sold or otherwise disposed of by any act of Congress, other lands, equivalent thereto, * * * and as contiguous as may be, * * * for the support of common schools." * * *

"That the two sections of land in each township herein granted for the support of common schools shall be disposed of only at public sale and at a price not less than two dollars and fifty cents per acre, the proceeds to constitute a permanent school fund, the interest of which to be expended in the support of common schools."

North Dakota. (*March 2, 1861, 12 Stat. 243.*) To provide a temporary government for the Territory of Dakota (including what is now North and South

Dakota), reserved sections sixteen and thirty-six of each township "for the purpose of being applied to schools in the States hereafter to be erected out of the same."

(*February 22, 1859, 25 Stat. 677.*) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union, granted sections sixteen and thirty-six in every township of said States, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be, "for the support of common schools."

Provided that all land granted for educational purposes shall be disposed of at public sale and at a price not less than ten dollars per acre, the proceeds to constitute a permanent school fund, the interest of which shall be expended for the support of said schools.

Provided also that five per cent of the proceeds of the sale of public lands lying within said States which shall be sold by the United States subsequent to the admission of said States, shall be paid to the said States to be used as a permanent fund, the interest of which only shall be expended for the support of common schools.

South Dakota. (*March 2, 1861, 12 Stat. 243.*) To provide a temporary government for the Territory of Dakota (including what is now North and South Dakota), reserved sections sixteen and thirty-six in each township "for the purpose of being applied to schools in the States hereafter to be erected out of the same."

(*February 22, 1859, 25 Stat. 677.*) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union, granted sections sixteen and thirty-six in every township of said States, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be, "for the support of common schools."

Provided that all land granted for educational purposes shall be disposed of at public sale and at a price not less than ten dollars per acre, the proceeds to constitute a permanent school fund, the interest of which shall be expended to the support of said schools.

Provided also that five per cent of the proceeds of the sale of public lands lying within said States which shall be sold by the United States subsequent to the admission of said States, shall be paid to the said States to be used as a permanent fund, the interest of which only shall be expended for the support of common schools.

(*March 30, 1904, 33 Stat. Vol. 1, 154.*) Extended to South Dakota the right to select school indemnity or other lands granted to the State by the enabling act providing for the admission of said State into the Union in the ceded portion of the great Sioux Reservation in South Dakota.

Montana. (*May 26, 1864, 15 Stat. 91.*) For temporary government of Montana, reserved sections sixteen and thirty-six in each township "for the purpose of being applied to schools in said Territory and in the States and Territories hereafter to be erected out of the same."

(*February 22, 1859, 25 Stat. 677.*) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union, granted sections sixteen and thirty-six in every township of said States, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be "for the support of common schools."

Provided that all land granted for educational purposes shall be disposed of at public sale and at a price not less than ten dollars per acre, the proceeds to constitute a permanent school fund, the interest of which shall be expended for the support of said schools.

Provided also that five per cent of the proceeds of the sale of public lands lying within said States, which shall be sold by the United States subsequent to the admission of said States, shall be paid to the said States to be used as a permanent fund, the interest of which only shall be expended for the support of common schools.

(September 13, 1918, 40 Stat. 958.) Authorized the State of Montana to select other lands in lieu of lands in section sixteen, township two north, range thirty east, within the limits of the Huntley irrigation project and the ceded portion of Crow Indian Reservation in said State.

(February 14, 1923, 42 Stat. 1246.) Permitted the State of Montana to exchange cut-over timber lands granted for educational purposes for other lands of like character and approximate value.

Washington. (March 2, 1853, 10 Stat. 179.) For the Territorial government of Washington, reserved sections sixteen and thirty-six in each township, or other lands to an equal amount in sections or fractions of sections, "for the purpose of being applied to common schools in said Territory."

(February 22, 1889, 25 Stat. 677.) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union, granted sections sixteen and thirty-six in every township of said States, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be, "for the support of common schools."

Provided that all land granted for educational purposes shall be disposed of at public sale and at a price not less than ten dollars per acre, the proceeds to constitute a permanent school fund, the interest of which shall be expended for the support of said schools.

Provided also that five per cent of the proceeds of the sale of public lands lying within said States which shall be sold by the United States subsequent to the admission of said States, shall be paid to the said States to be used as a permanent fund, the interest of which only shall be expended for the support of common schools.

Idaho. (March 3, 1863, 12 Stat. 814.) For temporary government for Idaho, reserved sections numbered sixteen and thirty-six in each township "for the purpose of being applied to schools in said Territory, and in the States and Territories hereafter to be erected out of the same."

(July 3, 1890, 26 Stat. 215.) For admission of Idaho, provided: "That sections numbered sixteen and thirty-six in every township, * * * and where such sections, or any part thereof, have been sold or otherwise disposed of, * * * other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be to the section in lieu of which the same is taken, are hereby granted * * * for the support of common schools * * *"

"That all lands herein granted for educational purposes shall be disposed of only at public sale, the proceeds to constitute a permanent school fund, the interest of which only shall be expended in the support of said schools. * * *"

"That five per cent of the proceeds of the sales of public lands lying within said State which shall be sold by the United States subsequent to the admission of said State, * * * shall be expended for the support of the common schools * * *"

(September 22, 1922, 42 Stat. 1018.) Authorized the State of Idaho to exchange certain lands heretofore granted for school purposes.

Wyoming. (July 25, 1868, 15 Stat. 182.) To provide a temporary government for the Territory of Wyoming, reserved sections sixteen and thirty-six "for the purpose of being applied to public schools in the State or States hereafter to be erected out of the same."

(July 10, 1890, 26 Stat. 222.) To provide for the admission of Wyoming into the Union, granted sections sixteen and thirty-six in every township, or other lands equivalent thereto, in legal subdivisions of not less than one quarter section and as contiguous as may be "for the support of common schools."

Provided that all lands granted for educational purposes shall be disposed of only at public sale, the proceeds to constitute a permanent school fund, the interest of which only shall be expended in the support of schools.

Provided also that five per cent of the proceeds of the sale of public lands in Wyoming, which shall be sold by the United States subsequent to the admission of said State into the Union, shall be paid to said State to be used as a permanent fund, the interest of which only shall be expended for the support of the "common schools."

Utah. (September 9, 1850, 9 Stat. 457.) To establish a Territorial government for Utah, reserved section sixteen and thirty-six in each township "for the purpose of being applied to schools in said Territory and in the State and Territories hereafter to be erected out of the same."

(July 16, 1894, 28 Stat. 107.) To enable Utah to be admitted into the Union, granted sections two, sixteen, thirty-two, and thirty-six in every township, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section and as contiguous as may be, "for the support of common schools."

Provided also that five per cent of the proceeds of the sale of public lands, which shall be sold by the United States subsequent to the admission of said State, shall be paid to said State, "to be used as a permanent fund, the interest of which only shall be expended for the support of the common schools"; and that the proceeds of lands granted for educational purposes (except as otherwise provided) shall constitute a permanent school fund, the interest of which shall be expended for the support of said schools.

(May 3, 1902, 32 Stat. Vol. I, 188.) Made the provisions of the act of Congress, February 28, 1891, which provides for the selection of lands for educational purposes in lieu of those appropriated for other purposes, applicable to the State of Utah, the grant of school lands to said State including sections two and thirty-six in each township to be administered and adjusted in accordance with the provisions of said act. (This act granted sections two and thirty-two in each township for school purposes in addition to section sixteen and thirty-six previously granted therefor.)

Oklahoma. (May 2, 1890, 26 Stat. 81.) To provide temporary government for the Territory of Oklahoma, reserved sections sixteen and thirty-six in each township "for the purpose of being applied to schools in the State or States hereafter to be erected out of the same"; and provided also that all surveys for town sites in said Territory shall contain reservations "for parks (of substantially equal area if more than one park) and for schools and other public purposes, embracing in the aggregate not less than ten nor more than twenty acres."

(August 6, 1894, 28 Stat. 264.) Granted the abandoned military reservation at Oklahoma City to said city in trust for the use and benefit of its public free schools to be used and applied for the benefit of children of said city of scholastic age without distinction of race.

(June 16, 1906, 34 Stat. 267.) To enable Oklahoma and the Indian Territory, New Mexico, and Arizona, to be admitted into the Union, granted sections sixteen and thirty-six in every township in Oklahoma Territory "for the use and benefit of common schools"; appropriated out of the money in the Treasury five million dollars for the use and benefit of the common schools in lieu of sections sixteen and thirty-six and other lands in said Territory, to be invested by said State, in trust, for the use and benefit of said schools exclusively.

Provided, furthermore, that five per cent of the proceeds of the sale of public lands within the State shall be paid to said State "to be used as a permanent fund, the interest only of which shall be expended for the support of the common schools."

(*March 4, 1907, 34 Stat. 1414.*) Authorized the legislature of the State of Oklahoma, when it has been admitted into the Union, to grant section sixteen in township fourteen, north of range four, east of Indian meridian, Lincoln County, Oklahoma, to the Board of Education of the city of Chandler, for school purposes upon such terms as the said legislature may impose.

(*March 4, 1915, 38 Stat. 1192.*) Provided that all money heretofore paid for lands sold by the Government for town-site purposes at the price of ten dollars per acre in Oklahoma, which has not already been paid to the proper municipal authorities, shall be paid to the proper authorities of the several school districts; authorized and directed the Secretary of the Interior and the Secretary of the Treasury to cause such payments to be made out of the funds arising from such sales.

New Mexico. (*September 9, 1850, 9 Stat. 452.*) For the Territorial Government of New Mexico, reserved sections sixteen and thirty-six in each township "for the purpose of being applied to schools in said Territory, and in the States and Territories hereafter to be erected out of the same."

(*June 21, 1898, 30 Stat. 484.*) Granted sections sixteen and thirty-six in every township of the Territory of New Mexico, or other lands equivalent thereto and as contiguous as may be "for the support of common schools."

This act also provided that five per cent of the proceeds of the sales of public lands lying within said Territory which shall be sold by the United States subsequent to the passage of this act, shall be paid to the said Territory to be used as a permanent fund, the interest of which only shall be expended "for the support of the common schools within said Territory."

(*June 16, 1906, 34 Stat. 267.*) To enable the Territories of New Mexico and Arizona to be admitted into the Union; granted to the Territories of New Mexico and Arizona, sections thirteen, sixteen, thirty-three, and thirty-six, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be "for the support of free public nonsectarian common schools."

Provided, furthermore, that five per cent of the proceeds of the sale of public lands lying within said State, which shall be sold by the United States subsequent to the admission of said State, shall be paid to the State "to be used as a permanent fund, the interest of which only shall be expended for the support of the common schools."

(*March 16, 1908, 35 Stat. 44.*) Made the provisions of act of Congress, February 28, 1891, providing for the selection of lands for educational purposes in lieu of those appropriated for other purposes, applicable to the Territory of New Mexico; and provided that the grant of school lands to said Territory and indemnity therefor shall be administered and adjusted in accordance with the provisions of said act.

Arizona. (*April 7, 1896, 29 Stat. 90.*) Provided that lands reserved for university purposes and all of the school lands in the Territory of Arizona may be leased under such laws and regulations as may be prescribed by the legislature of said Territory; and that all money received on account of such leases shall be placed to the credit of the public school fund of said Territory and shall be used for public school purposes; provided that the proceeds of leases of university and normal school lands shall be placed to the credit of separate funds for the use of said institutions.

(*June 16, 1906, 34 Stat. 267.*) To enable the Territories of Arizona and New Mexico to be admitted into the Union, granted to the Territories of New Mexico and Arizona, sections thirteen, sixteen, thirty-three, and thirty-six, or other lands equivalent thereto, in legal subdivisions of not less than one quarter section, and as contiguous as may be "for the support of free public nonsectarian common schools."

Provided, furthermore, that five per cent of the proceeds of the sale of public lands lying within said State which shall be sold by the United States subsequent to the admission of said State, shall be paid to the State "to be used as a permanent fund, the interest of which only shall be expended for the support of the common schools."

Alaska. (*March 4, 1915, 38 Stat. 1214.*) Reserved sections sixteen and thirty-six in each township in the Territory of Alaska "for the support of common schools."

TABLE 1.—Land granted by the Federal Government to States and Territories for common schools¹

State	Sections	Acres
Alabama	16	611,677
Alaska Territory	16 and 36 reserved (estimated)	611,990
Arizona	2 and 32, 16 and 36	21,003,159
Arkansas	16	8,693,156
California	16 and 36	5,833,773
Colorado	16 and 36	5,354,283
Florida	16 and 36	3,685,618
Idaho	16 and 36	3,977,307
Illinois	16 and 36	2,983,693
Indiana	16	2,006,320
Iowa	16	668,578
Kansas	16 and 36	988,196
Louisiana	16	2,907,520
Michigan	16	2,807,271
Minnesota	16 and 36	1,021,867
Mississippi	16	2,874,951
Missouri	16	824,213
Montana	16 and 36	1,221,813
Nebraska	16 and 36	5,198,258
Nevada	16 and 36, and lieu lands, act June 16, 1880	2,730,951
New Mexico	16 and 36, act June 21, 1898	2,061,067
New Mexico	2 and 32, act June 20, 1910	4,355,002
North Dakota	16 and 36	2,495,306
Ohio	16	2,724,266
Oklahoma	16 and 36	1,375,000
Oregon	16 and 36	3,399,300
South Dakota	16 and 36	2,735,084
Texas	2, 16, 32, and 36	5,844,196
Virginia	16 and 36	2,376,391
Wisconsin	16	982,329
Wyoming	16 and 36	3,470,009
Total		95,519,946

¹ Computed from the report of the General Land Office, 1929, pp. 38-42.

(*April 28, 1902, 2 Stat. 172.*) Granted United States military reservation at Baton Rouge to Louisiana University and Agricultural and Mechanical College (two hundred and eleven and fifty-six one-hundredths acres).

Indiana. (*March 26, 1804, 2 Stat. 279.*) An act to provide for the disposal of the public lands in the Indiana Territory, reserved one entire township to be located by the Secretary of the Treasury "for the use of a seminary of learning."

(*April 19, 1816, 3 Stat. 290.*) Enabling act for Indiana, granted "one entire township, * * * in addition to the one heretofore reserved for that purpose, * * * for the use of a seminary of learning, and vested in the legislature of said State, to be appropriated solely to the use of such seminary * * *." (*July 12, 1852, 10 Stat. 14.*) Made a supplementary grant of land to the State of Indiana for the sold and exclusive use of the State university, amounting to four thousand one hundred and sixty-six acres.

(*February 23, 1854, 10 Stat. 267.*) An act to indemnify the State of Indiana for the failure of title to a township of land granted to said State on her admission into the Union, which land was granted for a State university. Authorized the Governor of the State to select out of the lands of the United States, nineteen thousand and forty acres of land in legal subdivisions: *Provided*, That the proceeds of said lands, when sold, "shall be, and forever remain, a fund for the use of the Indiana University."

Mississippi. (*March 3, 1803, 2 Stat. 234.*) An act to provide for the disposal of lands of the United States south of Tennessee, then the Mississippi Territory, reserved thirty-six sections to be located in one body by the Secretary of the Treasury "for the use of Jefferson College."

(*February 20, 1812, 2 Stat. 679.*) Authorized the Secretary of the Treasury to locate in one body the thirty-six sections of land reserved for the use of Jefferson College in the Mississippi Territory.

(*February 20, 1819, 3 Stat. 485.*) Granted in addition to the township already granted for the support of Jefferson College, another township or quantity of land equal thereto, to be located by the Secretary of the Treasury, "for the support of a seminary of learning."

Illinois. (*March 26, 1804, 2 Stat. 279.*) To provide for the disposal of public lands in Indiana Territory reserved one township "for the support of a seminary of learning." Illinois Territory was created out of the Indiana Territory by act of February 3, 1809.

(*April 18, 1818, 3 Stat. 480.*) Enabling act for Illinois, provided that three-fifths of five per cent of the net proceeds of sale of land by Congress in Illinois, shall be appropriated "for the encouragement of learning, of which one-sixth part shall be exclusively bestowed on a college or university"; and provided, also, that thirty-six sections, or one entire township, "shall be reserved for the use of a seminary of learning * * *."

(*March 2, 1831, 4 Stat. 476.*) The State of Illinois is hereby authorized to relinquish to the United States, township five north of range one west in the county of Fayette to be granted for the use of a seminary of learning and to locate upon the public lands in said State, the sale of which is authorized by law, one entire township of land or a quantity of land equal thereto in tracts of not less than one-quarter of a section.

Alabama. (*April 20, 1818, 3 Stat. 467.*) An act respecting the survey and sale of public lands in Alabama Territory, reserved from sale one township "for the support of a seminary of learning."

(*March 2, 1819, 3 Stat. 491.*) Enabling act for Alabama, provided that "thirty-six sections, or one entire township, * * * together with the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning. * * * And the Secretary of the Treasury, * * * may reserve the

Part II.—Universities, Seminaries of Learning, and Normal Schools

On July 23, 1787, Congress, in the "powers to the board of treasury to contract for the sale of western territory," ordered—

"That not more than two complete townships be given perpetually for the purpose of a university, to be laid off by the purchaser or purchasers as near the centre as may be, so that the same shall be of good land, to be applied to the intended object by the legislature of the State."

This related to lands in the State of Ohio, and inaugurated the present method of taking from the public lands for the support of seminaries or schools of higher grade, the amount of two townships at least, and in some instances more, to each of the States containing public lands. In the legislation relating to the admission of public-land States to the Union since the admission of Ohio in 1803, grants of at least two townships of public lands, namely forty-six thousand and eighty acres each, for university purposes are enumerated.

Ohio (*March 3, 1803, 2 Stat. 226; see foregoing paragraph.*) Granted one township "in the State of Ohio, and district of Cincinnati * * * for the purpose of establishing an academy," in lieu of the township already granted for the same purpose by virtue of the act of Congress (1792 ch. 30) authorizing the grant and conveyance of certain lands to John Cleves Symmes, and his associates: *Provided, however*, That the grant hereby made shall revert to the United States, if within five years, a township shall have been secured for the said purpose within the boundary of the patent granted to John Cleves Symmes and his associates. Authorized the attorney-general to locate and accept from John Cleves Symmes and his associates, one township for the purpose of establishing an academy.

Tennessee. (*April 18, 1806, 2 Stat. 381.*) Congress directed Tennessee to set apart one hundred thousand acres in one tract for the use of two colleges, one in east and one in west Tennessee, and one hundred thousand acres for the use of academies, one in each county of the State. Forty years later, 1846 (9 Stat. 66), when the lands in the western division were ceded to the State the condition was that forty thousand dollars out of the proceeds should be set apart for a college at Jackson.

Louisiana. (*February 15, 1811, 2 Stat. 621.*) To provide for adjustment of claims to lands and the sale of public lands in the territories in Orleans and Louisiana, reserved one entire township "for the support of a seminary of learning."

(*March 3, 1827, 4 Stat. 244.*) Authorized the Secretary of the Treasury to locate a quantity of land not exceeding two entire townships, reserved by the eleventh section of the act of April 21, 1806, and by the seventh section of the act of March 3, 1811, "for the use of a seminary of learning in the State of Louisiana."

seventy-two sections, or two townships, hereby set apart for the support of a seminary of learning, in small tracts: *Provided*, That no tract shall consist of less than two sections."

(*April 23, 1884, 23 Stat. 12.*) Granted forty-six thousand and eighty acres of public land to Alabama in addition to the lands reserved to said State, for the benefit of the University of Alabama to be applied as may be necessary to the erection of suitable buildings for said university and to the restoration of the library and scientific apparatus heretofore destroyed by fire.

Missouri. (*March 6, 1820, 3 Stat. 547.*) Enabling act for Missouri, provided that thirty-six sections, or one entire township, "shall be reserved for the use of a seminary of learning."

(*January 24, 1827, 4 Stat. 200.*) Declared it the duty of the President to cause land to be selected from any public lands in Missouri, the sale of which is authorized by law, and in quantities not less than a section, for a seminary of learning.

Arkansas. (*March 2, 1827, 4 Stat. 235.*) Authorized the Secretary of the Treasury to reserve public lands within the Territory of Arkansas to which Indian title has been extinguished, "two entire townships, for the use and support of a university."

(*June 23, 1836, 5 Stat. 58.*) Enabling act for Arkansas, granted "the two entire townships of land which have already been located by virtue of the act entitled 'An act concerning a seminary of learning in the Territory of Arkansas,' approved the second of March, one thousand eight hundred and twenty-seven, * * * appropriated solely to the use of such seminary." * * *

Michigan. (*March 26, 1804, 2 Stat. 279.*) To provide for disposal of public lands in Indiana Territory reserved, "for the support of a seminary of learning," one township. Michigan Territory was created out of the Indiana Territory by act of January 11, 1805.

(*May 20, 1826, 4 Stat. 180.*) Authorized the Secretary of the Treasury to set apart and reserve from sale in the Territory of Michigan, two townships "for the use and support of a university," one of which townships so set apart and reserved shall be in lieu of the township directed to be located in said Territory for the use of a seminary of learning, by the act of March 26, 1804, making provision for the disposal of public lands in the Indiana Territory, out of which Michigan was created.

(*June 23, 1836, 5 Stat. 59.*) Supplementary act for the admission of Michigan, granted seventy-two sections of land "for the use and support of a university." Florida. (*March 3, 1822, 3 Stat. 756.*) Reserved an entire township in each of the districts of east and west Florida, "for the use of a seminary of learning, to be located by the Secretary of the Treasury."

(*January 29, 1827, 4 Stat. 201.*) Provided that the township of land reserved in the district of East Florida, by act of March 3, 1823, for a seminary of learning, shall be located east of the Appalachicola River. Further, the governor and legislative council shall have power to take possession of the lands granted for use of schools and to lease same from year to year. Money arising from the rent of such lands shall be appropriated for the use of the schools and the erection of a seminary of learning.

(*July 1, 1836, 5 Stat. 63.*) Authorized the Territory of Florida to sell any part exceeding one-half of the two townships of land reserved by Congress for the establishment and support of the "seminary of learning," and to appropriate so much of the money arising of the sale thereof as may be deemed expedient for the erection of commodious and durable buildings for said institution and for the purchase of apparatus, and to invest the remainder of said productive funds, the proceeds of which shall be devoted forever to the benefit of said institution.

(*March 3, 1845, 5 Stat. 788.*) For the admission of Florida (and Iowa) into the Union, granted two townships of land, in addition to the two townships already reserved, for the use of two seminaries of learning—one to be located east, and the other west of the Suwannee River. Granted furthermore 5 per cent of the net proceeds of the sale of lands within the State which shall be hereafter sold by Congress, to be applied by the State "for the purposes of education."

Iowa. (*March 3, 1845, 5 Stat. 789.*) Supplementary enabling act for Iowa (and Florida) granted to Iowa seventy-two sections of land "to be appropriated solely to the use and support of a university."

Wisconsin. (*June 12, 1838, 5 Stat. 244.*) Authorized the Secretary of the Treasury to reserve from sale of public lands in the Territory of Wisconsin to which Indian title has been extinguished, a quantity of land not exceeding two entire townships "for the use and support of a university."

(*August 6, 1846, 9 Stat. 58.*) To enable Wisconsin to be admitted into the Union, granted seventy-two sections, or one entire township, to be appropriated solely to the use and support of a university.

California. (*March 3, 1853, 10 Stat. 246.*) To provide for the survey of public lands in California and granting certain rights therein, granted two townships "for the use of a seminary of learning."

Minnesota. (*February 26, 1857, 11 Stat. 167.*) Enabling act for Minnesota, provided that seventy-two sections of land "shall be set apart and reserved for the use and support of a State university."

(*March 2, 1861, 12 Stat. 203.*) Granted lands to Minnesota for university purposes, which had been reserved for said purposes by the act of Congress, February 19, 1851, entitled, "Act to authorize the legislative assemblies of the Territories of Oregon and Minnesota to take charge of the school lands in said Territories, and for other purposes."

Oregon. (*February 14, 1859, 11 Stat. 383.*) For the admission of Oregon into the Union, provided that seventy-two sections of land "shall be set apart and reserved for the use and support of a State university."

Kansas. (*May 4, 1858, 11 Stat. 270.*) For the admission of Kansas, provided that seventy-two sections shall be reserved for the support of a State university. (*January 29, 1861, 12 Stat. 127.*) For the admission of Kansas, granted seventy-two sections of land "for the use and support of a State university."

Nevada. (*July 4, 1866, 14 Stat. 86.*) Granted to Nevada "land equal in amount to seventy-two entire sections, for the establishment and maintenance of a university."

Nebraska. (*April 19, 1864, 13 Stat. 49.*) Enabling act for Nebraska, provided that seventy-two sections of land shall be set apart and reserved "for the use and support of a State university."

Colorado. (*March 3, 1875, 18 Stat., vol. 3, 475.*) Enabling act for Colorado, provided "That seventy-two sections of land shall be set apart and reserved for the use and support of a State university, * * * to be appropriated and applied as the legislature of said State may prescribe for the purpose named and for no other purpose."

(*June 7, 1924, 43 Stat. 477.*) Granted 160 acres of land to the Western State College of Colorado at Gunnison, Colo., for the use of the Rocky Mountain Biological Station of said college: *Provided*, That if the said land, or any part thereof, shall be abandoned for such use, the land so abandoned shall revert to the United States.

North Dakota. (*February 18 1881, 21 Stat. 326.*) Granted to the Territories of Dakota (including W) is now the States of North and South Dakota), Montana, Arizona, Idaho, and Wyoming, respectively, seventy-two entire sections of public lands for the use and support of a university in each of said Terri-

ories when they shall be admitted into the Union, none of which lands shall be sold at less than two dollars and fifty cents per acre, and provided that the funds derived from the sale of said land shall be invested in bonds of the United States and deposited with the Treasury thereof; that no more than one-tenth of said land shall be offered for sale in any one year; that money derived from sale of said lands shall constitute a university fund, and that "no part of said fund shall be expended for university buildings, or the salary of professors or teachers, until the same shall amount to fifty thousand dollars, and then only shall the interest on said fund be used for either of the foregoing purposes until the said fund shall amount to one hundred thousand dollars, when any excess, and the interest thereon may be used for the proper establishment and support, respectively of said university."

(February 22, 1889, 25 Stat. 677.) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union, granted sections sixteen and thirty-six in every township of said States, or other lands equivalent thereto, in legal subdivisions of not less than one quarter-section, and as contiguous as may be, "for the support of common schools."

Provided that all land granted for educational purposes shall be disposed of at public sale and at a price not less than ten dollars per acre, the proceeds to constitute a permanent school fund, the interest of which shall be expended to the support of said schools.

Provided also that five per cent of the proceeds of the sale of public lands lying within said States which shall be sold by the United States subsequent to the admission of said States, shall be paid to the said States to be used as a permanent fund, the interest of which only shall be expended for the support of common schools.

Granted also to North Dakota, South Dakota, Montana, and Washington, each seventy-two sections of land "for the purposes of a university"; provided that none of said lands shall be sold for less than ten dollars per acre, and that the proceeds shall constitute a permanent fund to be invested and the income thereof to be used exclusively for university purposes.

Granted ninety thousand acres of land to North Dakota, Montana, and Washington, and one hundred and twenty thousand acres to South Dakota, "for the use and support of agricultural colleges."

Granted, furthermore, to South Dakota and North Dakota, for the school of mines, forty thousand acres; for the reform school, forty thousand acres; for the deaf and dumb asylum, forty thousand acres; for the agricultural college, forty thousand acres; for the university, forty thousand acres; for the State normal school, eighty thousand acres; and for such other educational and charitable purposes as the legislature of said States may determine, one hundred and seventy thousand acres.

Granted to the State of Montana for the establishment and maintenance of a school of mines, one hundred thousand acres; for a State normal school, one hundred thousand acres; for agricultural colleges, in addition to the grant herebefore made for that purpose, fifty thousand acres; for a State reform school, fifty thousand acres; for a deaf and dumb asylum, fifty thousand acres.

Granted, also, to the State of Washington, for the establishment and maintenance of a scientific school, one hundred thousand acres; for State normal schools, one hundred thousand acres; for State, charitable, educational, penal, and reformatory institutions, two hundred thousand acres.

South Dakota. [See North Dakota, *supra*. February 18, 1881 (21 Stat. 326).] (February 22, 1889, 25 Stat. 677.) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union, granted to South Dakota seventy-two sections of land "for the purposes of a university,"

provided that none of said lands shall be sold for less than ten dollars per acre, and that the proceeds shall constitute a permanent fund to be invested and the income thereof to be used exclusively for university purposes.

Granted, furthermore, to South Dakota, for the university, forty thousand acres; for the State normal school, eighty thousand acres. [See North Dakota, *supra*, February 22, 1889 (25 Stat. 677).]

Montana. [See North Dakota, *supra*. February 18, 1881 (21 Stat. 326).] (February 22, 1889, 25 Stat. 677.) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union, granted to Montana seventy-two sections of land "for the purposes of a university"; provided that none of said lands shall be sold for less than ten dollars per acre, and that the proceeds shall constitute a permanent fund to be invested and the income thereof to be used exclusively for university purposes.

Granted, also, to the State of Montana for the establishment and maintenance of a State normal school, one hundred thousand acres. [See North Dakota, *supra*. February 22, 1889 (25 Stat. 677).]

(March 9, 1904, 33 Stat. Vol. I, 64.) Granted to the State of Montana "for the use of the University of Montana" the following-described lands: The south half of section twenty-six; south half of the northeast quarter and south half of the northwest quarter of section twenty-six; all in township thirteen north and range nineteen west, the same to be used for a site for an observatory for said university.

Washington. (February 22, 1889, 25 Stat. 677.) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union; granted to each of them seventy-two sections of land "for the purpose of a university"; provided that none of said lands shall be sold for less than ten dollars per acre, and that the proceeds shall constitute a permanent fund to be invested and the income thereof to be used exclusively for university purposes.

Granted, also, to the State of Washington, for State normal schools, one hundred thousand acres. [See North Dakota, *supra*. February 22, 1889 (25 Stat. 677).]

Idaho. [See North Dakota, *supra*. February 18, 1881 (21 Stat. 326).] (July 3, 1890, 23 Stat. 215.) For admission of Idaho, granted seventy-two sections to Idaho, none of which shall be sold for less than ten dollars per acre, and the proceeds of which shall constitute a permanent fund to be invested and held, "the income thereof be used exclusively for university purposes"; also granted for the establishment and maintenance of State normal schools, one hundred thousand acres; and for the support and maintenance of the State University, located at Moscow, fifty thousand acres.

Wyoming. [See North Dakota, *supra*. February 18, 1881 (21 Stat. 326).] (July 10, 1890, 26 Stat. 222.) To provide for the admission of Wyoming into the Union, granted seventy-two sections of land, none of which shall be sold for less than ten dollars per acre, and the proceeds of which shall constitute a permanent fund to be safely invested, the income thereof to be used exclusively for "university purposes."

Utah. (February 21, 1855, 10 Stat. 611.) Reserved two townships for the establishment of a university.

(July 16, 1894, 28 Stat. 107.) To enable Utah to be admitted into the Union, granted two townships "for the establishment of the University of Utah," and in addition one hundred and ten thousand acres of land "for the use of the said university," and also two hundred thousand acres for the use of an agricultural college therein: *Provided*, That the proceeds of the sale of said lands, or any portion thereof, shall constitute permanent funds to be safely invested and the income thereof to be used exclusively for the purposes of such university and agricultural college therein.

Provided also that five per cent of the proceeds of the sale of public lands, which shall be sold by the United States subsequent to the admission of said State, shall be paid to said State, "to be used as a permanent fund, the interest of which only shall be expended for the support of the common schools"; and that the proceeds of land granted for educational purposes (except as otherwise provided) shall constitute a permanent school fund, the interest of which shall be expended for the support of said schools.

Granted, furthermore, for State normal schools, one hundred thousand acres. (July 23, 1894, 28 Stat. 117.) Granted to the Territory of Utah and to any State formed from the same, sixty acres of land for the site and campus for University of Utah upon the condition that said tract shall be occupied by said university after five years from date of the act; and in case it is not so occupied it shall revert to the United States.

(May 16, 1906, 34 Stat. Vol. I, 195.) Granted to the university of Utah certain lands lying within the Fort Douglas Military Reservation: "Provided, That the State of Utah shall improve the said property and maintain the same for university purposes and not otherwise, and that in case said lands shall be abandoned by the State for said purposes the said land and all improvements thereon shall revert to the United States."

(March 3, 1927, 44 Stat. 1964.) Released and granted to the State of Utah and the University of Utah any and all reversionary rights of the United States in and to the grounds now occupied as a campus by the University of Utah.

Oklahoma. (June 16, 1906, 34 Stat. 267.) To enable Oklahoma and the Indian Territory, New Mexico, and Arizona to be admitted into the Union, granted section thirteen in the Cherokee Outlet, the Tonkawa Indian Reservation, and the Pawnee Indian Reservation, and section thirteen in all other lands which have been, or may be opened to settlement, in the Territory of Oklahoma to said State; for the use and benefit of the University of Oklahoma and the University Preparatory School, one-third; of the normal schools now established or hereafter to be established, one-third; and of the Agricultural and Mechanical College and the Colored Agricultural Normal University, one-third; provided that said lands shall be safely kept or invested and held by the State, and the income thereof, interest, and rentals thereof shall be used exclusively for the benefit of said educational institutions.

Also granted for the benefit of Oklahoma University, two hundred and fifty thousand acres; for the University Preparatory School, one hundred and fifty thousand acres; for normal schools, three hundred thousand acres.

(June 29, 1906, 34 Stat. 623.) Granted to the Territory of Oklahoma for the use and benefit of the University Preparatory School sections thirty-three in townships numbered thirty-six north of range numbered one, west of the Indian meridian in Kay County (the same being a portion of the land reserved to said Territory for public school purposes). The board of regents of the said University Preparatory School is authorized to sell at public or private sale portions of said lands not reserved as a campus for said school, and all money arising from the sale of any of said lands shall be used by the board of regents of the said University Preparatory School only for the erection of buildings for the use of said school.

New Mexico. (June 21, 1898, 30 Stat. 484.) Granted two townships to the Territory of New Mexico "for university purposes," and in addition sixty-five thousand acres of nonmineral public lands "for the use of said university," and one hundred thousand acres "for the use of an agricultural college": Provided, That the proceeds of the sale of said lands, or any portion thereof, shall constitute permanent funds to be safely invested and the income thereof used exclusively "for the purposes of such university and agricultural college, respectively."

Granted, also, one hundred thousand acres for the establishment and maintenance of normal schools.

(June 20, 1910, 36 Stat. 557.) To enable New Mexico (and Arizona) to be admitted into the Union, granted for university purposes, two hundred thousand acres; for normal schools, two hundred thousand acres.

Arizona. [See North Dakota, *supra*. February 18, 1881 (21 Stat. 326).] (April 7, 1896, 29 Stat. 90.) Provided that lands reserved for university purposes and all of the school lands in the Territory of Arizona may be leased under such laws and regulations as may be prescribed by the legislature of said Territory; and that all money received on account of such leases shall be placed to the credit of the public school fund of said Territory and shall be used for public school purposes; provided that the proceeds of leases of university and normal school lands shall be placed to the credit of separate funds for the use of said institutions.

(June 20, 1910, 36 Stat. 557.) To enable Arizona (and New Mexico) to be admitted into the Union, granted for university purposes, two hundred thousand acres; for normal schools, two hundred thousand acres.

TABLE 2.—Land granted by the Federal Government to States and Territories for universities, seminaries of learning, and normal schools¹

	Acres	Acres	Acres
UNIVERSITIES			
Alabama.....	46, 080. 00	Utah.....	156, 080. 00
Arizona.....	246, 080. 00	Washington.....	46, 080. 00
Arkansas.....	46, 080. 00	Wisconsin.....	92, 160. 00
California.....	46, 080. 00	Wyoming.....	46, 080. 00
Colorado.....	46, 080. 00	Total.....	2, 167, 154. 42
Idaho ²	46, 080. 00		
Idaho (Moscow).....	50, 000. 00	SEMINARIES OF LEARNING	
Iowa.....	46, 080. 00	Alabama.....	46, 080. 00
Kansas.....	46, 080. 00	Florida.....	92, 160. 00
Louisiana (and agricultural college).....	211. 56	Illinois.....	46, 080. 00
Louisiana.....	46, 080. 00	Indiana.....	46, 080. 00
Michigan.....	46, 080. 00	Louisiana.....	46, 080. 00
Minnesota.....	92, 160. 00	Louisiana.....	69, 120. 00
Montana.....	46, 080. 00	Mississippi.....	46, 080. 00
Montana (observatory for university).....	480. 00	Missouri.....	46, 080. 00
Nebraska.....	46, 080. 00	Ohio.....	69, 120. 00
Nevada.....	46, 080. 00	Total.....	460, 800. 00
New Mexico:			
Act June 21, 1898.....	111, 080. 00	NORMAL SCHOOLS	
Act June 21, 1898.....	480. 00	Arizona.....	200, 000. 00
Saline land.....	1, 622. 86	Idaho.....	100, 000. 00
Act June 20, 1910.....	200, 000. 00	Montana.....	100, 000. 00
North Dakota.....	86, 080. 00	New Mexico:	
Oklahoma:		Act June 21, 1898.....	100, 000. 00
Oklahoma University.....	250, 000. 00	Act June 20, 1910.....	200, 000. 00
University Preparatory School.....	150, 000. 00	North Dakota.....	80, 000. 00
Oregon.....	46, 080. 00	Oklahoma.....	300, 000. 00
South Dakota.....	86, 080. 00	South Dakota.....	80, 000. 00
		Utah.....	100, 000. 00
		Washington.....	100, 000. 00
		Total.....	1, 360, 000. 00
		Grand total.....	3, 987, 954. 42

¹ See p. 21.

² Computed from the report of the General Land Office, 1929.

(*June 20, 1910, 36 Stat. 557.*) To enable New Mexico and Arizona to be admitted into the Union, granted for schools and asylums for the deaf, dumb, and blind, one hundred thousand acres; for charitable, penal, and reformatory institutions, one hundred thousand acres; for school of mines, one hundred and fifty thousand acres; for military institutions, one hundred thousand acres.

North Dakota. (*February 22, 1889, 25 Stat. 677.*) To enable the people of North Dakota, South Dakota, Montana, and Washington, to be admitted into the Union, granted to North Dakota and South Dakota each, for the school of mines, forty thousand acres; for the reform school, forty thousand acres; for the deaf and dumb asylum, forty thousand acres; for other educational and charitable purposes, one hundred and seventy thousand acres.

South Dakota. (See North Dakota *supra*.)

Utah. (*July 16, 1894, 28 Stat. 107.*) To enable Utah to be admitted into the Union, granted for a school of mines, in connection with the university, one hundred thousand acres; for a deaf and dumb asylum, one hundred thousand acres; for a reform school, one hundred thousand acres; for an institution for the blind, one hundred thousand acres.

Washington. (*February 22, 1889, 25 Stat. 677.*) To enable the people of North Dakota, South Dakota, and Washington, to be admitted into the Union, granted to Washington for the establishment and maintenance of a scientific school, one hundred thousand acres; for State charitable, educational, penal, and reformatory institutions, two hundred thousand acres.

Wyoming. (*July 10, 1890, 26 Stat. 222.*) To provide for the admission of Wyoming into the Union: granted to Wyoming for penal, reform, or educational institutions, thirty thousand acres; for a deaf, dumb, and blind asylum, thirty thousand acres; for State charitable, educational, penal and reformatory institutions, two hundred and sixty thousand acres.

Part III.—Colleges of Agriculture and Mechanic Arts and Agricultural Experiment Stations

(*July 2, 1862, 12 Stat. 503.*) [First Morrill Act.] Granted thirty thousand acres to each State for each senator and representative according to the apportionment of 1860, the land to be selected in subdivisions of not less than one quarter-section from land subject to sale at private entry at one dollar and a quarter per acre (mineral lands excluded). Each State was required to select the land within its own limits, but in case of a deficiency, the Secretary of the Interior was to issue land scrip for the balance, such scrip to be sold by the State and the proceeds applied to the purpose of the act.

The interest of the fund was to be devoted to the "endowment, support, and maintenance of at least one college 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, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Provision was made for the safety and permanence of the fund. Ninety per cent of the money derived from the sale of land scrip was to be invested in stocks of the United States or of the States, or in other safe stocks, bearing interest not less than five per cent. The balance might be used for the purchase of experimental farms and sites for buildings. All losses from the permanent fund were to be restored by the State. [In 1882 (22 Stat. 50) Iowa was authorized to loan the fund upon real estate security; and in 1883 (22 Stat. 484) the States having no stock were permitted to invest in any manner the legislature might prescribe, providing the income is not less than 5 per cent.]

Federal supervision over the application of the proceeds was provided for. The State Governors were required to make annual reports to Congress stating the amount of land sold and the amount of the proceeds; and each State was required to report annually concerning the progress of the college, the cost and results of experiments made, and such State industrial and economic information as might be considered useful to the other colleges and to the Secretary of the Interior.

The States had to express their acceptance of the terms of the act within two years and provide a college within five. [These periods were extended by subsequent legislation.] No State "while in a condition of rebellion against the United States" was to be entitled to the benefits of the act. (12 Stat. 503.)

[The foregoing act applied only to the States then in the Union. In 1864 it was extended to West Virginia; in 1866 to Nevada; and in 1867 to Nebraska. In 1866 it was provided that future States should become entitled to the benefits of the above act.]

(*April 14, 1864, 13 Stat. 47.*) Provided that any State or Territory may accept and shall be entitled to the benefits of the act of July 2, 1862, "An act donating public lands * * * for the benefit of agriculture and the mechanic arts," by expressing acceptance thereof within two years from date of this act.

Also provided that the benefits of the act of July 2, 1862, shall be extended to West Virginia.

(*July 4, 1866, 14 Stat. 85.*) Extended to Nevada the grant made by the act of July 2, 1862, to each State, of land equal to thirty thousand acres for each of its Senators and Representatives in Congress; and allowed, without forfeiture of said grant, the diversion of the proceeds of these lands in Nevada from the teaching of agriculture and mechanic arts to that of the theory and practice of mining.

(*July 23, 1866, 14 Stat. 208.*) Amended section five of the act of July 2, 1862, entitled "An act donating public lands * * * for the benefit of agriculture and mechanic arts," so as to extend the time within which the provisions of said act shall be accepted and such colleges established. Amended so that acceptance of the benefit of said act shall be made within three years from the date of its enactment and allowed five years from date of filing acceptance in which to establish said college.

This act also provided that "when any Territory shall become a State and be admitted into the Union, such new State shall be entitled to the benefits of the said act of July 2, 1862, by expressing the acceptance therein required within three years from the date of its admission * * * and providing the college or colleges within five years after such acceptance * * *." *Provided further*, That any State which has heretofore accepted the act herein referred to shall have five years within which to provide an agricultural college.

(*March 30, 1867, 15 Stat. 13.*) Provided that the grant of July 2, 1862, to each State, of land equal to thirty thousand acres for each of its Senators and Representatives in Congress, for the purpose of establishing agricultural colleges, be extended to the State of Nebraska.

(*March 3, 1868, 22 Stat. 484.*) Amended section four of act of July 2, 1862, mechanic arts," so as to permit States having no State stock to invest the funds derived from the sale of public lands in any manner approved by the respective State legislatures, provided the income be not less than five per cent.

(*March 2, 1887, 24 Stat. 440.*) [Hatch Act.] An act "to aid in acquiring and diffusing among the people * * * useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiments respecting the principles and applications of agricultural science." Provision was made for the establishment of an experiment station under the direction of the agricultural college or colleges, or agricultural departments of colleges in each State established in accordance with the act of July 2, 1862.

Required said stations, when so established, to conduct researches and experiments on the "physiology of plants and animals; the diseases to which they are severally subject, with remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as pursued under the varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test the comparative effects on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese; and such other researches or experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable * * *."

In order to secure uniformity of methods and results, the act required the Secretary of Agriculture to furnish forms for tabulation of results of investigation; and to indicate such lines of inquiry as to him shall seem most important and to furnish advice and assistance. Made it the duty of each of said stations to report annually to the Governor of the State in which it is located, showing receipts and expenditures, "a copy of which report shall be sent to each of said

stations," to the Secretary of Agriculture, and the Secretary of the Treasury. At least once in three months each of said stations shall make a report of progress for publication, a copy of which shall be sent to each newspaper in the State where located, and to individual farmers who request the same.

For paying the expenses of conducting investigations and experiments and printing and distributing the results as above prescribed, Congress appropriated fifteen thousand dollars per year to each State "from the proceeds of the sale of public lands," to be paid in equal quarterly payments—the first day of January, April, July, and October. For the first year authority was granted to use twenty per cent of the amount for erecting buildings necessary for experimental work, and five per cent thereafter.

The grants of money were to be made subject to the legislative assent of the several States and Territories to the purpose of the grants.

(*June 7, 1888, 25 Stat. 176.*) An act amending the Hatch Act, provided that where installments of the grants authorized by the act of March 2, 1887 (Hatch Act), are due, or may hereafter become due, when the legislatures may not be in session, the governor may make the assent provided for in said act, until the termination of the next regular legislature of such State.

(*August 30, 1890, 26 Stat. 417.*) [Second Morrill Act.] Appropriated annually from proceeds of the public lands, to each State and Territory for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts established in accordance with the act of July 2, 1862, fifteen thousand dollars for the year ending June 30, 1890, "and an annual increase of the amount of such appropriation thereafter for ten years by an additional sum of one thousand dollars over the preceding year, and the annual amount to be paid thereafter to each State and Territory shall be twenty-five thousand dollars to be paid only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life, and to the facilities for such instruction."

The act prohibited payment of any appropriation to any college where a distinction of race or color is made in the admission of students, but allowed funds for the establishment and maintenance of separate colleges for white and colored students, on an equitable basis.

The sums appropriated by this act are to be paid annually on or before the thirty-first day of July, by the Secretary of the Treasury, upon the warrant of the Secretary of the Interior, to the State or Territory entitled thereto, or to such officer as shall be designated by the laws of such State or Territory. The grants of money authorized by this act were made subject to the legislative assent of the several States and Territories to the purpose of said grant.

The Secretary of the Interior is charged with the proper administration of this law.

(*May 17, 1900, 31 Stat. 179.*) An act providing for free homesteads on public lands, stipulated that "in the event that the proceeds of the annual sales of public lands shall not be sufficient to meet the payments heretofore provided for agricultural colleges and experimental stations," by the act of August 30, 1890 (established under act of July 2, 1862), for more complete endowment of such colleges, "such deficiency shall be paid by the United States."

(*March 16, 1906, 34 Stat. 69.*) [Adams Act.] To provide for an increased appropriation for agricultural experiment stations, annually appropriated to each State and Territory for more complete endowment and maintenance of agricultural experiment stations established in accordance with the act of March 2, 1887. Appropriated five thousand dollars in addition to the sum named in

said act for the year ending June 30, 1906 (which was fifteen thousand dollars), and an annual increase of two thousand dollars for five years, or until a maximum of thirty thousand dollars was reached (which would be in 1911), after which each State shall receive thirty thousand dollars. The fund was to be applied only to paying necessary expenses of conducting researches or experiments bearing on the agricultural industry of the United States; and to be annually paid in quarterly payments the first day of January, April, July, and October, by the Secretary of the Treasury, upon the warrant of the Secretary of Agriculture, to the treasurer or other officer duly appointed by the governing board of the experiment stations to receive the same. These grants are to be made subject to legislative assent of the several States and Territories to the purpose of said grants.

Provision was made that if money so granted and received by the proper officer is lost or misplaced, it shall be replaced by the State or Territory; and that not more than five per cent of each annual appropriation shall be applied to the purchase, erection, or repair of buildings, or to the purchase or rental of land.

Required annual reports to be made by said experiment stations, showing receipts and expenditures, a copy of each of which is to be sent to the Governor of the State in which the station is located, to each of said stations, to the Secretary of Agriculture, and the Secretary of the Treasury of the United States.

(*June 30, 1906, 34 Stat. 669-696.*) Interpretation of the Adams Act. This act making appropriations for the United States Department of Agriculture for year ending June 30, 1907, contained the following provision: "The act of Congress approved March sixteenth, nineteen hundred and six, entitled 'An act to provide for an increased annual appropriation for agricultural experiment stations and regulating the expenditure thereof,' shall be construed to appropriate for each station the sum of five thousand dollars for the fiscal year ending June thirtieth, nineteen hundred and six, the sum of seven thousand dollars for the fiscal year ending June thirtieth, nineteen hundred and seven, the sum of nine thousand dollars for the fiscal year ending June thirtieth, nineteen hundred and eight, the sum of eleven thousand dollars for the fiscal year ending June thirtieth, nineteen hundred and nine, the sum of thirteen thousand dollars for the fiscal year ending June thirtieth, nineteen hundred and ten, and the sum of fifteen thousand dollars for the fiscal year ending June thirtieth, nineteen hundred and eleven. The sum of five thousand dollars appropriated for the fiscal year nineteen hundred and six shall be paid on or before June thirtieth, nineteen hundred and six, and the amounts appropriated for the subsequent years shall be paid as provided in the said act to each State and Territory for the more complete endowment and maintenance of agricultural experiment stations now established or which may hereafter be established in accordance with the act of Congress approved March second, eighteen hundred and eighty-seven."

(*March 4, 1907, 34 Stat. 1256-81.*) [Nelson amendment.] Appropriation act for the United States Department of Agriculture for year ending June 30, 1908. Annually appropriated to each State and Territory for more complete endowment and maintenance of agricultural colleges established in accordance with the acts of July 2, 1862, and August 30, 1890, the sum of five thousand dollars in addition to the sums named in the said act for the fiscal year ending June 30, 1908 (then twenty-five thousand dollars), and an annual increase of five thousand dollars thereafter for four years, or until the maximum of fifty thousand dollars is reached, after which that amount shall be annually paid to each State and Territory.

Authorized the agricultural colleges to "use a portion of this money for providing courses for the special preparation of instructors for teaching the elements of agriculture and mechanic arts."

(*June 25, 1910, 36 Stat. 847.*) Authorized the Secretary of the Interior to convey to Colorado for the use and benefit of the State Agricultural College at Fort Collins for experiment, educational, and kindred uses in forestry, agriculture, horticulture, grazing, stock raising, and such other uses included in the work of experiments and instruction at said college, and the experiment station connected therewith one thousand six hundred acres of vacant, unoccupied nonmineral lands, or so much thereof as the State Board of Agriculture may select, upon the payment therefor of the sum of one dollar and a quarter per acre.

(*May 8, 1914, 38 Stat. 872.*) [Smith-Lever Act.] To provide for cooperative agricultural extension work between agricultural colleges established in accordance with the act of July 2, 1862, and acts supplementary thereto, "in order to aid in diffusing among the people * * * useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same." Authorized the inauguration, in connection with said colleges, of agricultural extension work to be carried on in cooperation with the United States Department of Agriculture. Such extension work "shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending * * * said colleges * * * and imparting to such persons information * * * through field demonstrations, publications, and otherwise"; such work to be carried on in the manner mutually agreed upon by the Secretary of Agriculture and the agricultural colleges.

Appropriated for the aforementioned purpose four hundred and eighty thousand dollars annually, ten thousand dollars to each State which shall by action of its legislatures assent to the provisions of this act; and "an additional sum of six hundred thousand dollars for the fiscal year following that in which the foregoing appropriation first becomes available, and an annual increase of five hundred thousand dollars for seven years thereafter, or until there is permanently appropriated four million one hundred thousand dollars annually in addition to the four hundred and eighty thousand dollars already provided:

Provided, That before the funds shall become available to any college the plans for the work to be carried on shall be submitted by the respective colleges and approved by the Secretary of Agriculture. The additional appropriations are to be paid to each State in the proportion which the rural population of each State bears to the total rural population of all the States; provided, that no payments out of the additional appropriation shall be made in any year to any State until an equal sum has been appropriated for that year by the legislature of such State, or otherwise provided for by State, county, college, or individual contributions from within the State, for the said extension work.

The sums are to be paid semiannually—the first day of January and July—by the Secretary of the Treasury upon the warrant of the Secretary of Agriculture to the treasurer or other officer of the State duly authorized to receive the same, and if any State loses or diminishes any portion of such grant it shall replace the amount lost or diminished. Not more than five per cent of each annual grant shall be applied to printing and distribution of publications. Required each college to report annually to the governor of the State in which it is located, showing operation of extension work, receipts, and expenditures, a copy of which is to be sent to the Secretary of Agriculture and to the Secretary of the Treasury of the United States.

The Secretary of Agriculture is required to ascertain and certify to the Secretary of the Treasury as to each State whether it is entitled to its share of the grant provided in this act; and no funds shall be granted to any State not certified by the Secretary of Agriculture, unless authorized by Congress. The Secretary

of Agriculture is required to report annually to Congress, showing receipts and expenditures and results of cooperative agricultural extension work.

(*March 4, 1915, 38 Stat. 1214.*) Reserved section thirty-three in each township in the Tanana Valley, Alaska, for agricultural college and school of mines.

(*February 24, 1925, 43 Stat. 970.*) [Purnell Act.] An act to provide more complete endowment of agricultural experiment stations established in accordance with the act of March 2, 1887, increased the grant made to each State and Territory for said stations by act of March 16, 1906 (the Adams Act), which was thirty thousand dollars to fifty thousand dollars for the year ending June 30, 1926, and provided for a further increase of ten thousand dollars per year until the year ending June 30, 1930, when it will be ninety thousand dollars, at which sum it is to continue thereafter. The sum is to be paid to each State and Territory to be applied in paying expenses of "conducting investigations or making experiments bearing directly on the production, manufacture, preparation, use, distribution, and marketing of agricultural products and including such scientific researches as have for their purpose the development and improvement of the rural home and rural life, and for printing and disseminating the results of said researches."

The amounts granted by this act are to be paid annually in equal quarterly payments the first day of January, April, July, and October, by the Secretary of the Treasury upon a warrant of the Secretary of Agriculture, to the treasurer or other officer duly appointed to receive the same. The grants are subject to legislative assent of the States and Territories to the said purpose. If any portion of the grants made is lost or diminished, the State receiving and losing or diminishing the same shall replace the amount lost or diminished. The Secretary of Agriculture is required to make an annual report to Congress on the receipts and expenditures and work of the agricultural experiment stations in all of the States and Territories.

(*April 18, 1896, 44 Stat. 247.*) Amended section four of the act of July 2, 1862, "An act donating public lands * * * for the benefit of agriculture and mechanic arts," as amended March 3, 1883, so as to permit the proceeds from the sale of lands to be invested in Federal or State "bonds," or where States have no such bonds, in any manner approved by the legislature provided such investment shall yield "a fair and reasonable rate of return, to be fixed by the State legislatures."

(*March 2, 1927, 44 Stat. 1226.*) Granted certain lands to the State of New Mexico for the use and benefit of New Mexico College of Agriculture and Mechanic Arts for the purpose of conducting educational, demonstrative, and experimental development with live stock, grazing methods, and range forage plants: *Provided*, That the control and management of said lands shall be vested exclusively in the Board of Regents of the said New Mexico College of Agriculture and Mechanic Arts.

(*May 16, 1928, 45 Stat. 571.*) Extended benefits of the Hatch Act and the Smith-Lever Act to the Territory of Hawaii, beginning with the fiscal year ending June 30, 1929.

(*May 22, 1928, 45 Stat. 711.*) [Capper-Ketcham Act.] For further development of agricultural extension work, appropriated for paying the expenses of cooperative extension work in agriculture and home economics, and the necessary printing and distributing of information in connection with the same, nine hundred and eighty thousand dollars for each year, twenty thousand dollars annually to each State and the Territory of Hawaii, which shall by action of its legislature assent to the provisions of this act. Also appropriated for the fiscal year following that in which the foregoing appropriation first becomes available and for each year thereafter the sum of five hundred thousand dollars. These

appropriations are subject to the same conditions and limitations as the additional sums appropriated May 8, 1915, except (1) that 80 per cent of all appropriations under this act shall be utilized for payment of salaries of county extension agents to further develop the cooperative extension system in agriculture and home economics with men, women, boys, and girls; and (2) that the restriction on the use of these funds for the promotion of agricultural trains shall not apply.

(*January 21, 1929, 45 Stat. 1091.*) Granted in addition to the provisions made by the act of Congress, March 4, 1915 (38 Stat. 1214), for the use and benefit of the agricultural college and school of mines in the Territory of Alaska, one hundred thousand acres of vacant nonmineral surveyed unreserved lands in the Territory of Alaska, provided that said lands shall be sold to the highest bidder at public auction and for not less than five dollars per acre; and that the funds derived from the sale and lease of such land shall be invested in safe interest-bearing securities approved by the Governor and Secretary of the State or the Territory, and provided further that no portion of said income shall be applied directly or indirectly to the purchase, erection, preservation, or repair of any building or buildings.

(*February 23, 1929, 45 Stat. 1256.*) Extended benefits of the Hatch Act and the Smith-Lever Act to the Territory of Alaska.

SUMMARY OF FEDERAL GRANTS OF LAND FOR COLLEGES OF AGRICULTURE AND MECHANIC ARTS, AGRICULTURAL EXPERIMENT STATIONS, AND COOPERATIVE EXTENSION WORK

TABLE 3.—Land for colleges of agriculture and mechanic arts¹

Amount granted by States having land subject to selection "in place" ²	Acres	States which received "land scrip" in the amount shown ³	Acres
Alaska Territory: Agricultural College and School of Mines (under certain sections 33, reserved and estimated)	336,000	Alabama	240,000
Agricultural College and School of Mines (act of Jan. 21, 1929)	100,000	Arkansas	150,000
Arizona	150,000	Connecticut	180,000
California	150,000	Delaware	90,000
Colorado	90,000	Florida	90,000
Colorado (State agricultural college)	1,000	Georgia	270,000
Idaho	90,000	Illinois	480,000
Iowa	240,000	Indiana	360,000
Kansas	60,000	Kentucky	330,000
Kansas (dry-land agricultural experiment station)	7,682	Louisiana	210,000
Michigan	240,000	Maine	210,000
Minnesota	120,000	Maryland	210,000
Missouri	330,000	Massachusetts	360,000
Montana	140,000	Mississippi	210,000
Nebraska	60,000	New Hampshire	150,000
Nebraska (dry-land agricultural experiment station)	800	New Jersey	210,000
Nevada (Mining and Mechanical Arts)	160,000	New York	600,000
New Mexico: Act June 21, 1868	100,000	North Carolina	270,000
Act June 30, 1910	130,000	Ohio	630,000
North Dakota	250,000	Pennsylvania	780,000
Oklahoma (Colored Agricultural and Normal University)	100,000	Rhode Island	120,000
Oregon	90,000	South Carolina	180,000
South Dakota	160,000	Tennessee	300,000
Utah	200,000	Texas	180,000
Washington	90,000	Vermont	150,000
Wisconsin	240,000	Virginia	300,000
Wyoming	90,000	West Virginia	160,000
Total	3,866,082	Total	17,830,000

¹Computed from the annual report of the General Land Office, 1928.

²In place, refers to the States which had public lands within their limits and were required to take such lands in satisfaction of their claims made by the act of August 7, 1862. Grants of land scrip were issued by the Federal Government to States which had no Federal public lands (or which had a deficiency of such land) within its limits; said scrip to be sold by said State and the proceeds thereof, to be used for the endowment and support of a College of Agriculture and Mechanic Arts.

³Grand total, 11,699,082 acres.

FEDERAL SUBSIDIES FOR EDUCATION

TABLE 4.—Appropriations for colleges of agriculture and mechanic arts

Year	Merrill Act, August, 1890, to each State		Nelson Mar. 4, 1907, to each State		Year	Merrill Act, August, 1890, to each State		Nelson Mar. 4, 1907, to each State		Total for all States and Territories ¹
	1	2	3	4		1	2	3	4	
1890		\$15,000		\$900,000	1912		25,000	25,000	2,590,000	
1891		16,000		795,000	1913		25,000	25,000	2,500,000	
1892		17,000		782,000	1914		25,000	25,000	2,500,000	
1893		18,000		864,000	1915		25,000	25,000	2,500,000	
1894		19,000		812,000	1916		25,000	25,000	2,500,000	
1895		20,000		900,000	1917		25,000	25,000	2,500,000	
1896		21,000		1,038,000	1918		25,000	25,000	2,500,000	
1897		22,000		1,095,000	1919		25,000	25,000	2,500,000	
1898		23,000		1,194,000	1920		25,000	25,000	2,500,000	
1899		24,000		1,152,000	1921		25,000	25,000	2,500,000	
1900		25,000		1,200,000	1922		25,000	25,000	2,500,000	
1901		25,000		1,200,000	1923		25,000	25,000	2,500,000	
1902		25,000		1,200,000	1924		25,000	25,000	2,500,000	
1903		25,000		1,200,000	1925		25,000	25,000	2,500,000	
1904		25,000		1,200,000	1926		25,000	25,000	2,500,000	
1905		25,000		1,200,000	1927		25,000	25,000	2,500,000	
1906		25,000		1,200,000	1928		25,000	25,000	2,500,000	
1907		25,000		1,200,000	1929		25,000	25,000	2,500,000	
1908		25,000		1,200,000	1930		25,000	25,000	2,500,000	
1909		25,000		1,200,000	1931		25,000	25,000	2,500,000	
1910		25,000		1,200,000	1932		25,000	25,000	2,500,000	
1911		25,000		1,200,000	1933		25,000	25,000	2,500,000	
					Total		970,000	525,000	74,202,000	

¹ Alaska, Hawaii, and Porto Rico receive the benefit of these acts.

TABLE 5.—Appropriations and disbursements for agricultural experiment stations¹

State or territory ²	Disbursements				Appropriations under Hatch, Adams, and Purnell Acts for year 1930 ³
	Hatch Act (Mar. 2, 1887) 1889-1929 ³	Adams Act (Mar. 16, 1906) 1906-1929 ³	Purnell Act (Feb. 24, 1925) 1926-1929 ³	Total disbursements 1888-1929	
Alabama	\$928,956.42	\$326,619.89	\$140,000.00	\$1,095,576.31	\$80,000
Arizona	594,803.10	329,555.61	140,000.00	1,064,358.71	90,000
Arkansas	628,139.12	329,900.00	140,000.00	1,098,039.12	90,000
California	650,000.00	329,926.84	140,000.00	1,099,926.84	90,000
Colorado	629,718.82	328,638.93	140,000.00	1,098,357.75	90,000
Connecticut	650,000.00	330,000.00	140,000.00	1,100,000.00	90,000
Dakota Territory	56,250.00			56,250.00	
Delaware	628,382.87	325,475.12	130,295.10	1,084,153.09	90,000
Florida	629,860.04	329,596.06	136,523.74	1,095,980.84	90,000
Georgia	625,598.43	317,092.87	140,000.00	1,082,691.30	90,000
Idaho	554,824.13	325,842.22	140,000.00	1,020,666.35	90,000
Illinois	629,654.95	329,851.62	140,000.00	1,099,506.57	90,000
Indiana	629,901.19	330,000.00	140,000.00	1,099,901.19	90,000
Iowa	630,000.00	330,000.00	137,965.17	1,097,965.17	90,000
Kansas	629,995.00	330,000.00	140,000.30	1,099,995.30	90,000

¹ Disbursements computed from the United States Department of Agriculture reports on the agricultural experiment stations.

² Agricultural experiment stations in Guam, Porto Rico, and Virgin Islands are supported by direct appropriations to the United States Department of Agriculture, which appropriations are not included in this table. Beginning in the fiscal year 1930, the benefits of the Hatch, Adams, and Purnell Acts were extended to the Territories of Alaska and Hawaii.

³ The amount appropriated under this act is \$15,000 annually for each State.

⁴ The amount appropriated under this act is \$60,000 for the fiscal year 1933. This amount is to be appropriated annually hereafter. For the fiscal year 1929, there was appropriated \$20,000; for 1927, \$30,000; for 1923, \$40,000; and for 1924, \$50,000.

FEDERAL SUBSIDIES FOR EDUCATION

TABLE 5.—Appropriations and disbursements for agricultural experiment stations—Continued

State or territory	Disbursements				Total disbursements 1888-1929	Appropriations under Hatch, Adams, and Purnell Acts for year 1930
	Hatch Act (Mar. 2, 1887) 1889-1929	Adams Act (Mar. 16, 1906) 1906-1929	Purnell Act (Feb. 24, 1925) 1926-1929	Total disbursements 1888-1929		
Kentucky	\$629,995.57	\$330,000.00	\$140,000.00	\$1,099,995.57	\$80,000	
Louisiana	630,000.00	330,000.00	140,000.00	1,100,000.00	90,000	
Maine	629,999.62	330,000.00	140,000.00	1,099,999.62	90,000	
Maryland	629,997.40	329,236.48	140,000.00	1,099,233.88	90,000	
Massachusetts	629,617.70	330,000.00	140,000.00	1,099,617.70	90,000	
Michigan	629,676.10	326,341.20	140,000.00	1,096,017.30	90,000	
Minnesota	629,345.00	329,345.00	140,000.00	1,098,690.00	90,000	
Mississippi	630,000.00	330,000.00	140,000.00	1,100,000.00	90,000	
Missouri	625,097.24	329,959.90	140,000.00	1,095,057.14	90,000	
Montana	540,000.00	327,417.04	140,000.00	1,007,417.04	90,000	
Nebraska	629,932.16	330,000.00	140,000.00	1,099,932.16	90,000	
Nevada	629,214.32	328,180.28	140,000.00	1,097,394.60	90,000	
New Hampshire	630,000.00	330,000.00	140,000.00	1,100,000.00	90,000	
New Jersey	639,949.97	329,392.66	140,000.00	1,099,342.63	90,000	
New Mexico	594,599.05	330,000.00	140,000.00	1,064,599.05	90,000	
New York	629,757.18	329,463.01	140,000.00	1,099,220.19	90,000	
North Carolina	630,000.00	315,000.00	140,000.00	1,085,000.00	90,000	
North Dakota	571,502.26	329,638.85	140,000.00	1,041,141.11	90,000	
Ohio	630,000.00	328,514.02	140,000.00	1,098,514.02	90,000	
Oklahoma	554,002.16	309,535.19	140,000.00	1,003,537.35	90,000	
Oregon	615,186.04	326,000.00	140,000.00	1,081,186.04	90,000	
Pennsylvania	629,967.43	329,995.41	140,000.00	1,099,962.84	90,000	
Rhode Island	630,000.00	327,464.20	140,000.00	1,097,464.20	90,000	
South Carolina	629,542.15	328,460.12	140,000.00	1,098,002.27	90,000	
South Dakota	573,250.00	325,000.00	140,000.00	1,038,250.00	90,000	
Tennessee	650,000.00	330,000.00	140,000.00	1,100,000.00	90,000	
Texas	650,000.00	327,592.26	140,000.00	1,097,592.26	90,000	
Utah	465,000.00	326,821.94	140,000.00	964,821.94	90,000	
Vermont	630,000.00	330,000.00	140,000.00	1,100,000.00	90,000	
Virginia	627,824.12	329,949.01	140,000.00	1,097,773.13	90,000	
Washington	567,102.65	326,080.11	140,000.00	1,033,182.76	90,000	
West Virginia	629,968.71	327,859.12	140,000.00	1,097,827.83	90,000	
Wisconsin	630,000.00	330,000.00	140,000.00	1,100,000.00	90,000	
Wyoming	615,000.00	330,000.00	140,000.00	1,085,000.00	90,000	
Alaska					90,000	
Hawaii					90,000	
Total	29,621,546.28	15,742,684.36	6,713,784.01	52,077,014.65	4,500,000	

TABLE 6.—Appropriations for cooperative agricultural and home economics extension work¹

Year	Smith-Lever Act, May 8, 1914 (38 Stat. 372)	Smith-Lever Supplemental ²	Copper-Ketchum Act, May 22, 1928 (45 Stat. 711)	Total
I	2	3	4	5
1915	\$480,000			\$480,000
1916	1,080,000			1,080,000
1917	1,580,000			1,580,000
1918	2,080,000			2,080,000
1919	2,580,000			2,580,000
1920	3,080,000	\$1,500,000		4,580,000
1921	3,580,000	1,500,000		5,080,000
1922	4,080,000	1,300,000		5,380,000
1923	4,580,000	1,300,000		5,880,000
1924	4,580,000	1,300,000		5,880,000
1925	4,580,000	1,300,000		5,880,000
1926	4,580,000	1,300,000		5,880,000
1927	4,580,000	1,300,000		5,880,000
1928	4,580,000	1,300,000		5,880,000
1929	4,602,936	1,580,000	\$380,000	6,562,936
1930	4,602,936	1,580,000	1,380,000	7,562,936
Total	55,225,872	15,460,000	2,460,000	73,145,872

¹ To be allotted to each State in the proportion which the rural population of each State bears to the total rural population of all the States.

² Additional grants appearing in regular appropriation acts for the Department of Agriculture for the years shown.

³ Increased by passage of the act including the Territory of Hawaii in the provisions of the Smith-Lever Act.

⁴ This amount to be provided for annually hereafter.

TABLE 7.—Total annual appropriation for the fiscal year, 1930

Colleges of agriculture and mechanic arts	\$2,550,000
Agricultural experiment stations	4,500,000
Cooperative extension work	7,662,936
Total	14,712,936

¹ Including all States and Territories of Alaska and Hawaii; appropriations to Guam, Porto Rico, and Virgin Islands not included.

Part IV.—Land Granted for Industrial and Reform Schools; Other Educational, and Charitable Purposes; Deaf, Dumb, and Blind Asylums; Military Institutes; Scientific Schools; Schools of Mines

Alabama. (February 18, 1899, 30 Stat. 837.) Authorized the Secretary of the Interior "to issue patents" (grants twenty-five thousand acres of land to be selected by the Governor of Alabama out of unoccupied and uninhabited lands of the United States: "Provided, That the proceeds of said lands when sold or leased shall forever remain a fund for the use of the Industrial School for Girls of Alabama, located at Montevallo, Alabama.")

Authorized the Secretary of the Interior "to issue patents" (grants) for twenty-five thousand acres of land, to be selected by the Governor out of unoccupied and uninhabited lands of the United States: "Provided, That the proceeds of said land when sold or leased shall forever remain a fund for the use of Tuskegee Normal and Industrial Institute."

Alaska. (March 4, 1915, 38 Stat. 1214.) Reserved section thirty-three of each township in Tanana Valley, Alaska, for agricultural college and school of mines.

Arizona. (June 20, 1910, 36 Stat. 557.) To enable Arizona (and New Mexico) to be admitted into the Union, granted to Arizona for school and asylum for the deaf, dumb, and blind, one hundred thousand acres; for State charitable, penal, and reformatory institutions, one hundred thousand acres; for school of mines, one hundred and fifty thousand acres; for military institutions, one hundred thousand acres.

Idaho. (July 8, 1890, 26 Stat. 215.) For the admission of Idaho, granted for the establishment and maintenance of a scientific school, one hundred thousand acres (Given to the University of Idaho); for State charitable, penal, educational, and reformatory institutions, one hundred and fifty thousand acres.

Kentucky. (January 29, 1827, 4 Stat. 201.) Authorized the deaf and dumb asylum of Kentucky, under the direction of the Secretary of the Treasury, to locate so much of the township of land granted to the institution as has been taken by the claims of those who are entitled to the right of preemption in the territory of Florida under the provisions of this act; such lands shall be located in sections upon any unappropriated lands in either of the Territories of Florida or Arkansas.

Montana. (February 22, 1889, 25 Stat. 677.) To enable the people of North Dakota, South Dakota, Montana, and Washington to be admitted into the Union, granted to Montana for the establishment and maintenance of a school of mines, one hundred thousand acres; for a State reform school, fifty thousand acres; for deaf and dumb asylum, fifty thousand acres.

New Mexico. (June 21, 1889, 30 Stat. 484.) Granted to New Mexico for the establishment and maintenance of a school of mines, fifty thousand acres; for the establishment and maintenance of an asylum for the deaf and dumb, fifty thousand acres; for the establishment and maintenance of a reform school, fifty thousand acres; for the establishment and maintenance of an institution for the blind, fifty thousand acres; for the establishment and maintenance of a military institute, fifty thousand acres.

TABLE 8.—Land granted for industrial and reform schools; other educational, and charitable purposes; deaf, dumb, and blind asylum, military institutes, scientific schools, school of mines.¹

INDUSTRIAL AND REFORM SCHOOLS		Acres
Alabama:		
	Tuskegee Normal and Industrial Institutes.....	25,000.00
	Industrial School for Girls.....	25,000.00
Montana.....		50,000.00
New Mexico:		
	Act June 21, 1898.....	50,000.00
	Act June 20, 1910.....	100,000.00
North Dakota.....		40,000.00
South Dakota.....		40,000.00
Utah.....		100,000.00
Total.....		430,000.00
OTHER EDUCATIONAL AND CHARITABLE PURPOSES		
Idaho.....		150,000.00
North Dakota.....		170,000.00
South Dakota.....		170,000.00
Washington.....		200,000.00
Wyoming.....		290,000.00
Total.....		980,000.00
DEAF AND DUMB (AND BLIND) ASYLUMS		
Arizona.....		100,000.00
Kentucky.....		22,508.65
Montana.....		50,000.00
New Mexico:		
	Act June 21, 1898 (Deaf and dumb).....	50,000.00
	Blind.....	50,000.00
	Act June 20, 1910.....	100,000.00
North Dakota.....		40,000.00
South Dakota.....		40,000.00
Utah:		
	Deaf and dumb.....	100,000.00
	Blind.....	100,000.00
Wyoming.....		30,000.00
Total.....		682,508.65
MILITARY SCHOOLS		
Arizona.....		100,000.00
Montana.....		640.00
New Mexico:		
	Act June 21, 1898.....	50,000.00
	Act June 20, 1910.....	100,000.00
South Dakota.....		640.00
Total.....		251,280.00

¹ As shown by the report of the General Land Office, 1928.

SCIENTIFIC SCHOOLS		Acres
Idaho.....		100,000.00
Washington.....		100,000.00
Total.....		200,000.00
SCHOOLS OF MINES		
Alaska (see Table 3).		
Arizona.....		150,000.00
Montana.....		100,000.00
New Mexico:		
	Act June 21, 1898.....	50,000.00
	Act June 20, 1910.....	150,000.00
North Dakota.....		40,000.00
South Dakota.....		40,000.00
Utah.....		100,000.00
Total.....		630,000.00
Grand total.....		3,173,788.65

are not being spent for the purposes under the conditions of this act; and is required to make an annual report to Congress which shall include the reports made by the State boards on the administration of this act by each State and the expenditures of money allotted to each State.

Part V.—Vocational Education

(February 23, 1917, 39 Stat. 925.) [Smith-Hughes Act.] Made provisions for Federal cooperation with the States in promoting education in agriculture, trades, home economics, and industrial subjects of less than college grade to students over fourteen, and to assist in the training of teachers of said subjects; created a Federal board for vocational education consisting of the Secretary of Agriculture, Secretary of Commerce, Secretary of Labor, United States Commissioner of Education, and three citizens, one a representative of manufacturing and commercial interests, one of agricultural interests, and one of labor interests, which board is authorized and directed to make studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and giving instruction in the subjects mentioned; and made appropriations therefor.

The amounts appropriated by this act for the said purposes are shown in the Table 9. The minimum amount a single State could receive in 1917 for the purposes shown by columns two, three, and four was five thousand dollars each. From then on the minimum varied annually and severally until 1921 when ninety thousand dollars was to be the least a State could then and thereafter receive for the purpose indicated by column four; but the minimum amount for the purposes indicated by columns two and three continued to vary annually until 1926, then and after which each State was to receive not less than twenty-seven thousand dollars and fifty thousand dollars, respectively, for said purposes.

The appropriations for State distributions were made subject to the acceptance by the legislatures of the respective States of the terms of the grant, which, among other things, provided:

- (a) That the State accepting shall create a State board of not less than three to cooperate with the Federal Board for Vocational Education in administering the provisions of this act (the State board of education may be designated to so act).
 - (b) That the State accepting shall prepare plans showing the kinds of vocational education which it proposes to do; the kind of schools and equipment; course of study; methods of instruction; qualifications of teachers; and submit such plans for the approval of the Federal Board for Vocational Education.
 - (c) That the appropriations for the salaries of teachers and supervisors of the said vocational subjects shall be devoted exclusively to the payment of teachers having the minimum qualifications set up by the State with the approval of the Federal Board for Vocational Education.
 - (d) That "for each dollar of Federal money expended for such salaries; and that appropriated for the training of teachers of vocational subjects * * * the State or local community, or both, shall expend an equal amount for the maintenance of such training."
 - (e) That the State or local community, or both, shall provide the necessary plant and equipment determined by the State with the approval of the Federal Board for Vocational Education.
 - (f) That the State appoint a custodian to receive and disburse all Federal money paid to the State.
- The Federal Board for Vocational Education is authorized to withhold allotment of monies to any State whenever it shall be determined that such monies

TABLE 9.—Appropriations under the Smith-Hughes Act

Fiscal year	For distribution to States				For Federal Board for Vocational Education for studies to aid the States in establishing vocational schools, administration, etc.	Total amount appropriated
	For "paying the salaries of teachers, supervisors of agricultural and industrial subjects" 1	For "paying the salaries of teachers and supervisors of agricultural, trade, industrial and home economics subjects" 2	For preparing teachers and supervisors of agricultural, trade, industrial and home economics subjects 3	Total amount appropriated for distribution to States 4		
1918	\$500,000	\$500,000	\$500,000	\$1,500,000	\$200,000	\$1,700,000
1919	750,000	750,000	700,000	2,200,000	200,000	2,400,000
1920	1,000,000	1,000,000	900,000	2,900,000	200,000	3,100,000
1921	1,250,000	1,250,000	1,000,000	3,500,000	200,000	3,700,000
1922	1,500,000	1,500,000	1,000,000	4,000,000	200,000	4,200,000
1923	1,750,000	1,750,000	1,000,000	4,500,000	200,000	4,700,000
1924	2,000,000	2,000,000	1,000,000	5,000,000	200,000	5,200,000
1925	2,500,000	2,500,000	1,000,000	6,000,000	200,000	6,200,000
1926	3,000,000	3,000,000	1,000,000	7,000,000	200,000	7,200,000
1927	3,000,000	3,000,000	1,000,000	7,000,000	200,000	7,200,000
1928	3,000,000	3,000,000	1,000,000	7,000,000	200,000	7,200,000
1929	3,000,000	3,000,000	1,000,000	7,000,000	200,000	7,200,000
1930	3,250,000	3,250,000	1,000,000	7,500,000	200,000	7,700,000
1931	3,500,000	3,500,000	1,000,000	8,000,000	200,000	8,200,000
1932	3,750,000	3,750,000	1,000,000	8,500,000	200,000	8,700,000
1933	4,000,000	4,000,000	1,000,000	9,000,000	200,000	9,200,000
1934	4,250,000	4,250,000	1,000,000	9,500,000	200,000	9,700,000
Total	42,000,000	42,000,000	16,100,000	100,100,000	3,900,000	104,000,000

1 To be distributed to the States in the proportion which their rural population bears to the total population of the United States.
 2 Not more than 20 per cent of amounts shown in this column may be used for paying salaries of teachers of home economics subjects.
 3 To be distributed to the States in the proportion which their urban population bears to the total urban population of the United States.
 4 To be distributed to the States in the proportion which their population bears to the total population of the United States. Not more than 60 per cent nor less than 20 per cent of the amounts shown in this column to be used for any one of the following purposes: (1) Preparation of teachers and supervisors of agricultural subjects; (2) Preparation of teachers of trades and industrial subjects; or (3) preparation of home-economics subjects.
 5 Act of Feb. 5, 1929, provided the increases as shown for that year and the four succeeding years. (See act following.)
 6 The additional \$250,000 in this column for 1930 and the annual increase of this amount for the next four years is to be used for paying salaries of home economics teachers, supervisors, and directors, exclusively.
 7 And annually thereafter.

(February 5, 1929, 45 Stat. 1151.) To provide further development of vocational education in the States and Territories. Appropriated, in addition to, and subject to same conditions as the appropriations made in the act of February 23, 1917 (Smith-Hughes, supra), "for the fiscal year ending June 30, 1930, the sum of five hundred thousand dollars, and for each year thereafter, for four years, a sum exceeding by five hundred thousand the sum appropriated for each preceding year. One-half of such sums shall be allotted to the States and Territories in the proportion that their farm population bears to the total farm population of the United States * * * and shall be used for the salaries of teachers, supervisors, and directors of agricultural subjects in such States and Territories. The remaining half of such sums shall be allotted to the States and Territories in the proportion that their rural population bears to the total population of the United States, * * * and shall be used for the salaries of teachers, super-

visors, and directors, development and improvement of home-economics subjects in such States and Territories."

Appropriated also, one hundred thousand dollars annually to the Federal Board for Vocational Education for carrying out the provisions of this act. (See Table 9.)

(June 2, 1920, 41 Stat. 735.) [Smith-Bankhead Act.] To provide vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment. Appropriated for the use of the State for the said purpose for the fiscal year ending June 30, 1921, seven hundred and fifty thousand dollars; "for the fiscal year ending June 30, 1922, and thereafter for a period of two years the sum of one million dollars annually"; to be allotted to the States in the proportion which their population bears to the total population of the United States; *Provided*, That the annual sum to each State shall not be less than five thousand dollars; *And provided further*: (1) That for each dollar of Federal money expended there shall be expended in the State under the supervision and control of the State board of an equal amount for the same purpose; (2) that the State board shall annually submit to the Federal Board for Vocational Education for approval plans showing (a) kinds of vocational rehabilitation and schemes of placement for which it is proposed the appropriation shall be used; (b) plan of administration and supervision; (c) courses of study; (d) methods of instruction; (e) qualification of teachers, supervisors and other administrative officers; (f) plans for the training of teachers and supervisors; (3) that the State shall annually report to the said Federal board receipts and expenditures; (4) that none of said appropriation shall be used for the purchase, erection or repair of buildings, or equipment; (5) that all courses shall be given under the supervision and control of the State, under such rules as the Federal Board for Vocational Education shall prescribe, "to any civil employee of the United States disabled while in the performance of his duty."

In order to secure the benefits of this act a State shall, through its legislative authority, accept the provisions of the act; empower and direct the board designated or created as the State Board for Vocational Education to cooperate in the administration of the vocational education act of February 23, 1917 (Smith-Hughes) to cooperate with the Federal Board for Vocational Education in the administration of this act; provide for State supervision and support of vocational rehabilitation courses; and appoint a custodian to receive and disburse Federal funds allowed under this act.

Appropriated to the Federal Board for Vocational Education, seventy-five thousand dollars annually for four years, for conducting studies relating to vocational rehabilitation and for administrative expenses; and authorized said Federal board to make rules necessary or appropriate to carry out the provisions of this act; and to certify to the Secretary of the Treasury the States entitled to share in the appropriation for State allotment. Required the said Federal board to report annually to Congress showing reports made by the State boards on the administration of this act by each State and the expenditure of money to each State.

(June 5, 1924, 43 Stat. 430.) Appropriated for State use in providing vocational rehabilitation, under the act of June 2, 1920, one million dollars for each of the fiscal years ending June 30, 1925, 1926, 1927, 1928, 1929, 1930; and seventy-five thousand dollars annually for three years commencing July 1, 1924,¹ to Federal Board for Vocational Education for cooperating with the States in administering the provisions of said act.

¹ Subsequently provided \$75,000 up to and including fiscal year ending June 30, 1930.

TABLE 10.—Appropriations for vocational rehabilitation

[Under acts: June 2, 1920, 41 Stat. 735; June 5, 1924, 43 Stat. 430]

Fiscal year ending June 30	For State distribution	For Federal Board for Vocational Education for conducting studies, cooperation, administration, etc.	Total
1921	\$750,000	\$75,000	\$825,000
1922	1,000,000	75,000	1,075,000
1923	1,000,000	75,000	1,075,000
1924	1,000,000	75,000	1,075,000
1925	1,000,000	75,000	1,075,000
1926	1,000,000	75,000	1,075,000
1927	1,000,000	75,000	1,075,000
1928	1,000,000	75,000	1,075,000
1929	1,000,000	75,000	1,075,000
1930	1,000,000	75,000	1,075,000
Grand total	9,750,000	750,000	10,500,000

Part VI.—Literature Relating to Federal Subsidies for Education

Adams, Charles Kendall. State aid to higher education. [Baltimore, Md., 1898.] 28 p. 8°.

Asserts that no State has been admitted since the adoption of the Constitution that has not received from the general government the means for the establishment and support of higher education in substantial accordance with the policy which existed throughout the colonial period.

Addis, Wellford. Federal and state aid to higher education. Washington, Government printing office, 1898. p. 1137-64. (U. S. Bureau of education. Report of the Commissioner of education for 1896-97. ch. xxiii.)

A summary of the acts of 1862, 1889, and 1890 as the most important efforts made by the people of the United States to foster higher scientific education. Shows amounts of land granted to the different states therefor and the estimated value.

Allen, Charles R. Federal cooperation with the states. United States daily, June 23, 1928.

An article explaining the scope and method of cooperation between the federal government and the states with respect to vocational training and civilian rehabilitation.

(See also Prosser, C. A. and Allen, Charles R.)

Background of federal aid [to education]. Woman citizen, n. s. 10: 27, October 1925.

Shows that government grants of land for religion and education existed in Europe during and since the middle ages. Cites grants made by Colonial governments in America for education, and contends that the practice of the United States in granting land for education was the outgrowth of earlier colonial practices.

Bagley, W. C. The question of federal aid for normal schools. In National education association. Addresses and proceedings, 1915. p. 766-71.

"Education is vastly more than a matter of merely local concern. ... The nation as a whole must be vitally concerned with school efficiency in every section; ... with our mobile population there can be no such thing as educational localism." Contends that national aid to public education is a justifiable policy to insure national progress and, in the terms of the Constitution, to promote the general welfare. "Every argument that will justify federal aid for agricultural education will justify federal aid for the training of teachers. ... Federal aid to normal schools will stimulate both types of education [education for material prosperity and liberal education]."

Beveridge, J. H. A national program for education. In National education association. Addresses and proceedings, 1919. p. 509-514.

A plea for a department of education in the federal government to meet the problem of world organization.

Blackmar, Frank W. The history of federal and state aid to higher education in the United States. Washington, Government printing office, 1890. 343 p. 8°. (U. S. Bureau of education. Circular of information, 1890, no. 1.)

The author shows the progress of American education from the foundation of the colonies, and discusses the rise of national education, with its relation to local education.

Boone, Richard G. Centralizing tendencies. In his Education in the United States. New York, D. Appleton & co., 1890. p. 79-94.

Points to centralizing tendencies in education in the early days of the federal government. Contains a brief summary of federal land grants.

Briggs, Thomas H. A national program for secondary education. School and society, 7: 301-6, March 16, 1918.

An address delivered before the National council of education at Atlantic City, February 26, 1918:

"The federal government should equalize the opportunities of all youth of our land for secondary education. ... The administration of secondary education should be locally directed, in accordance with

formulated principles of our national ideals. ... Provisions should be made for a reformulation of the ideals of democracy so as to express the deepest meaning of contemporary American life. ... Provisions must be made for the formulation in terms of national ideals of a pragmatic philosophy of secondary education. ... The United States Bureau of education should be given such increased dignity and support as will enable it to furnish leadership in the new system."

Butler, Nicholas Murray. Over-organization of public schools. Annual report, Columbia university. p. 20-23. (Bulletin of information, 1921. 22 series. no. 10.)

A plea of warning against federal control of education. Doctor Butler states that while education is a national problem, it has been characteristic of American people to solve their most difficult national problems through their own action in the field of liberty rather than through the agency of organized government. "The true path of advances in education is to be found in the direction of keeping the people's schools closely in touch with the people themselves. ... A school system that grows naturally in response to the needs and ambitions of a hundred thousand different localities, will be a better school system than any which can be imposed upon those localities by the aid of grants of public money from the federal treasury, accompanied by federal regulation, federal inspection, federal reports, and federal uniformities."

— The New American revolution. American bar association journal, December 1924.

Asserts that evidences point unmistakably to a quiet revolution taking place in the minds of men, which manifests itself in a willingness to permit government to absorb increasing control over private life and occupation. President Butler says: "The American public school is in a peculiar sense the product of the locality and the constituency which it serves. Its strength has lain in its intimate relationship with home and family, with church and neighbor. Cut these ties of local intimacy and interdependence and substitute a mechanically operated unit, however efficient, of a huge national machine, and the American system of public education will have disappeared."

Capen, Samuel P. Review of recent federal legislation on education. Educational record, 1922-23. p. 19-26.

Address delivered at the inauguration of President David Kinley, of the University of Illinois, December 1921.

Points to difficulties growing out of recent federal legislation on education. Holds that educational control by the federal government should be avoided; and that education needs from the federal government three things: "Unification of the government's own educational enterprise; studies on a large scale of the educational problems of the country; and leadership."

Claxton, P. P. Federal aid to elementary education. Child labor bulletin, vol. vi, no. 1, May 1917.

Address before National child labor association, 1917.

Cites unequal ability of the states to provide adequate facilities for education. Claims education to be of national concern, and that the principle of county aid to districts and of state aid to counties might well be extended to federal aid to states.

Clopper, Edward N. Federal aid for education. Child labor bulletin, 7: 56-64, May 1918.

A discussion of the methods of distributing federal aid, especially for elementary education to reduce illiteracy as planned by the Hollis Bill before Congress in 1917; also the Smith-Hughes method. Advocates the following method of distributing money to states: "... The country should be viewed as a unit and the allotment to any state should be determined simply by its proportion of that part of the marginal population which the money is intended to help. No fairer plan has yet been suggested."

Cook, William A. Federal and state school administration. New York, Thomas Y. Crowell co., 1927. p. 93-111.

A discussion of the merits of the Sterling-Reed bill for a Department of education.

Coolidge, Calvin. Education and government. School and society, 20: 33-39, July 12, 1924.

An address before the National education association, Washington, D. C., July 1924.

"It has not been thought wise to undertake to collect money from the various states into the national treasury and to distribute it again among the various states for the direct support of education. It has seemed a better policy to save their own taxable resources to the states and permit them to make their own assessments for the support of their own schools in their own way." With reference to the proposal before Congress to establish a Department of education and relief, to be presided over by a cabinet officer,

President Coolidge said: "Bearing in mind that this does not mean any interference with the local control and dignity but rather an attempt to recognize the importance of educational effort, such proposal has my hearty endorsement and support."

Crosby, Dick J. Cooperation between the United States Department of agriculture and state school authorities in promoting agricultural education. *In* National education association. Address and proceedings, 1908. p. 303-7.

— The work of the national government in extending agricultural education throughout the public schools. *In* National education association. Addresses and proceedings, 1907. p. 1063-69.

These two addresses serve to outline the work of the federal government for agricultural education.

Cubberley, Ellwood P. National land grants for education. *In* State school administration. Boston, Houghton Mifflin co., 1927. p. 15-77.

A brief history of federal grants to states for education. Includes tabular summaries showing amount of such grants.

— and Elliott, Edward C. National aid for education. *In* their State and county school administration. vol. 2. New York, The Macmillan co., 1915. p. 18-108.

A descriptive and tabular summary of federal land and money grants for education.

Curry, J. L. M. National aid to education. *In* Warren, Charles: Illiteracy in the United States in 1870-1880. Washington, Government printing office, 1884. p. 88-89. (U. S. Bureau of education. Circular of information, 1884, no. 3.)

A plea for 10 years of federal aid for elementary education based particularly upon the urgent educational needs of the negroes of the South.

Davenport, Eugene. Early effects of congressional appropriations for education. University of Illinois. Bulletin, vol. xix, no. 23. February 6, 1929.

In this article Doctor Davenport in prophetic manner points with confidence to the future of land-grant institutions. He says: "They have certainly passed the experimental and controversial stages and seem to have left behind them most of the evils that all young things fall heir to."

Davis, Charles R. The federal government and industrial education. *In* National society for the promotion of industrial education. Proceedings, 1909. p. 101-12. (*Its* Bulletin, no. 9.)

An argument for federal aid for industrial education which the author contends is necessary in order to hold our place among the nations of the world. Refers to the grants for industrial education made by the various federal governments of Europe. Quotes President Roosevelt as saying: "We shall . . . find that our most formidable competitors are the nations in which there is the most highly developed business ability, the most highly developed industrial skill, and these are qualities which we must ourselves develop."

Davis, James J. Ten years' progress in vocational education. Current history, January 1928, p. 520.

In this article Secretary Davis holds that marked progress has been made in vocational education within the past 10 years, and chiefly so by reason of federal aid.

Dewey, John. Federal aid to elementary education. *In* National child labor committee. Proceedings, 1917. p. 66-71.

Doctor Dewey stated that education is not entirely a local issue. The rural "regions that most need increased educational opportunities and improvements are those that are economically least fitted to supply the need and they are the people who are least aware of it." Contends for national grants to the states to relieve the pressing need for improvement in rural education.

Dillard, James H. National aid to negro education. School and society, 7: 669-71, June 8, 1918.

An abstract of a paper submitted at the Atlantic City meeting of the Department of superintendence, March 1, 1918. Holds that "reasons for national aid to negro education far outweigh all possible objections." Contains outline of policy he desired in connection with future federal aid to negro education.

Douglas, Paul Howard. Federal aid for education. [Chicago? 1922.] "Reprinted from the Educational review vol. 64, no. 1, June 1922."

A defense of the Townner-Sterling bill for a Department of education. Cites unequal ability of different states to support education. Holds that children are citizens of the United States as well as of the State of their birth, and that the nation should see to it that they have proper educational advantages. "Federal appropriations . . . (when given) are to be net additions, not deductions, from existing state and local funds." Asserts that "federal aid to the States for educational purposes is but a logical extension of the existing methods of aiding and supporting public education. . . . Federal aid recognizes the fact that a State's resources need not be, and generally are not, in proportion to its needs, and it therefore widens the geographical area which bears the burden. The richer States help bear the burdens of the poorer."

Draper, Andrew Sloan. The general government and education. *In* National education association. Addresses and proceedings, 1896. p. 201-8.

Asserts that the educational interests of the country need more support, more management, and more leadership from authoritative centers; and that it would be a great advantage if the federal government rendered aid in this respect.

Dutton, Samuel T. and Snedden, David. The national government and education. *In* their Administration of public education in the United States. Rev. ed. New York, The Macmillan co., 1912. p. 25-40.

A brief account of what the federal government has done to promote education.

Edwards, I. N. State educational policy and the Supreme Court of the United States. Elementary school journal, 26: 22-29, September 1925.

Points out the recently increasing power of the Supreme Court of the United States to control state educational policies. Asserts that this power is derived mainly by interpretation of the Fourteenth Amendment in the light of recent discoveries of social and economic facts. Cites, among others, the case of Muller v. Oregon (208 U. S. 412) in which Justice Brandeis, who rendered the opinion of the Supreme Court, said: "When a question of fact is debated and debatable, and the extent to which a special constitutional limitation goes is affected by the truth in respect to that fact, a widespread and long-continued belief concerning it is worthy of consideration. We take judicial cognizance of general knowledge."

The educational influence and results of the ordinance of 1787. *In* National education association. Addresses and proceedings, 1887. p. 118-45.

A series of addresses on this subject commemorating the one hundredth anniversary of the adoption of the ordinance.

Federal board for vocational education. Bulletin no. 1. Rev. ed., December 1926. Washington, Government printing office, 1927. Statement of policies.

The Federal government and education. American review of reviews, 65: 88-89, January 1922.

Arguments against federal control as given by President McKinley.

Flanders, J. K. Some effects of federal aid upon secondary education. Educational administration and supervision, 5: 325-34, September 1919.

The author points to the international commission of education urged upon the delegates of the League of nations, and says that "we may secure an international system of education before we have a national system. . . . In view of the tremendous significance of education for the future of democracy it is difficult to understand why this, the greatest of all democracies, should continue to trust to the chance interest and the chance ability of the local communities." Criticizes the operation of the Smith-Hughes act and holds that the Federal board for vocational education should develop, by scientific investigation (not personal opinions), the knowledge and skill necessary for success in each of the more important vocations.

Fulton, Robert B. Federal and state interest in higher education. *In* National education association. Addresses and proceedings, 1901. p. 169-73.

A brief summary of early grants for higher educational purposes.

German, George B. National legislation concerning education. New York, 1899. 148 p. 8°.

Thesis (Ph. D.). Columbia university.

Shows influence and effect of congressional enactments relating to education in the six public land states east of the Mississippi River admitted prior to 1820.

Halliday, Samuel D. History of the agricultural college land grant of July 2, 1862, together with a statement of the condition of the fund derived therefrom as it now exists in the union. Ithaca, N. Y., Journal book and commercial house, 1890. 106 p. 8°.

Hanson, C. C. The need of federal aid in the improvement of public education, especially as concerns country schools and country life. 13 p. 8°.

A paper read before the National conferences on rural education and country life, Oklahoma City, May 1-3, 1919.

Asserts that it is the function and duty of the federal government to aid in the education of its citizens.

Harding, Warren G. Federal aid. Address to Congress, November 21, 1922. President Harding stated: "I believe in government aid becomingly bestowed. . . . The federal government has repeatedly aided education by land grants and money. No aid to any cause has yielded a larger return. With federal aid and encouragement the states would remedy their educational weaknesses."

Harris, T. H. *and* Fauber, O. N. Public-school support. Journal of rural education, 1: 145-60, December 1921.

This study is furnished with tables showing the amounts of federal, state, and local support, by states, for elementary, secondary, and college and normal school education.

Hinsdale, Burke A. Topics in the educational history of the United States, 1837-1900. Ann Arbor, Mich., the Inland press.

Contains views of early presidents on the subject of a National university, and digest of principal acts relating to federal subsidy for education.

— Congressional grants of land and money for colleges of agriculture and the mechanic arts, 1862-1890. *In* U. S. Bureau of education. Annual report of the Commissioner, 1892-1893. p. 1275-88.

An account of the agitation for federal endowment of agricultural schools.

Hollister, H. A. Why and how should we federalize education? School and society, 10: 591-94, November 22, 1919.

Asserts there are four departments of government in the United States—legislative, executive, judicial, and educational. Urges against federalization of education, and suggests broader and fuller representative organization of education in each state.

Hood, William R. The federal government and education. *In his* Review of educational legislation, 1917-1918. Washington, Government printing office, 1919. p. 4-13. (U. S. Bureau of education. Bulletin 1919, no. 13.)

A summary of the provisions of the Smith-Hughes act.

House documents, vol. 149. 63d Congress, 2d session, 1913-1914. Washington, Government printing office. Report of the Commission on national aid to vocational education, together with the hearings held on the subject made in pursuance to the provisions of Public resolution no. 16, 63d Congress.

Comprises a comprehensive report as to the needs of the country with respect to vocational education. Recommends that national grants be given to the States for the purpose of stimulating vocational education in agriculture and in the trades and industries, and the manner under which it should be given.

Inglis, Alexander. Federal policies in education. American education, 25: 396-402, May 1922.

An argument against federal subsidies. Professor Inglis says: "Back of all arguments for federal subsidies lie two premises: (1) That there is great need for improvement; (2) that states and communities have shown themselves unwilling or unable to remedy the grave deficiencies which are readily recognized. The first of these premises is undoubtedly sound. . . . The second premise has by no means been established and deserves far more consideration than it has received." Asserts that the practice of granting federal subsidies for education is bad governmental, economic, and educational policy; and that the function of the federal government should be advisory and stimulative rather than executive, directive, and administrative.

James, Edmund J. A national program for education. *In* National education association. Addresses and proceedings, 1919. p. 517-523.

Contends that land-grant acts, second Morrill, Smith-Lever, and Smith-Hughes acts dispose the notion that the federal government under the Constitution had no right to support popular education; and that the function for providing opportunity for education in a democracy is a general, and national function, and that the federal government should assume a part of the burden of popular education.

— The origin of the land-grant act of 1862 (the so-called Morrill act) and some account of its author, Jonathan B. Turner. Urbana-Champaign, University press [1910]. 139 p. 8°. (University of Illinois, University studies, vol. 4, no. 1.)

A thesis to prove that Jonathan B. Turner, at one time professor in Illinois College at Jacksonville, Ill., was the real father of the Morrill act of July 2, 1862.

John, Walton C. Land-grant college education, 1910-1920. Washington, Government printing office, 1924. (Bureau of education. Bulletin, 1924, no. 30.)

A brief history of land-grant college education. Shows the principal objectives of land-grant institutions.

Kandel, Isaac L. Federal aid for vocational education; a report to the Carnegie foundation for the advancement of teaching. New York city [1917]. vi, 127 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin no. 10.)

A history of legislation relating to federal aid for vocational education. Includes statistics showing federal aid to colleges of agriculture and mechanic arts and agricultural experiment stations.

Keith, J. A. H. *and* Bagley, W. C. The nation and the schools. New York, The Macmillan co., 1920. 364 p. 12°.

A book of facts and arguments to show that the nation is an educational unit; that the federal government should assume a fair proportion of the cost of maintaining schools throughout the country; and that there should be a Department of education.

Kendall, C. N. A national program for education. *In* National education association. Addresses and proceedings, 1919. p. 514-516.

Argument for larger federal appropriations for educational aid to states. Asserts that "education is in part a federal function."

Kinley, David. The relation of state and nation in educational policy. University of Illinois. Bulletin, vol. 19, no. 23. p. 31-46.

Doctor Kinley says: "What we need more than federal appropriations is a public opinion aroused to the neglect of education and the dangers of that neglect." He asserts that the federal department or bureau of education could do no greater service than to put before the public the facts concerning educational delinquencies in the various states and point out their causes.

Knight, George W. History and management of land grants for education in the Northwest territory. New York, G. P. Putnam's sons, 1885. 175 p. 8°.

Lane, Franklin K. Education a national concern. *School life*, 2: 3-4, January 1, 1919.

Taken from his Annual report.

Strongly urges federal cooperation with the states toward definite ends for more education. "It could be done without coercion, without trenching on the prerogatives of the state in the slightest. . . . Make the same kind of an offer to the states for the education of their illiterates that we make to them for the construction of roads, and in five years there would be few, if any, who could not read and write in this country."

Lepp, John A. National aid for vocational education. *School and society*, 1: 649-57, May 8, 1915.

This article advocates national aid for vocational education. Asserts that it is the duty of the federal government to promote the general welfare and "when certain conditions are found to exist which are detrimental to the general welfare the federal government owes an obligation; . . . federal aid should be given only for those forms of vocational education for which there is an urgent need, that is not now being met and where it is clear that the states can not take action quickly enough to meet the present and growing need."

Layton, Caleb R. Bureaucracy and the nationalization of education. *Congressional record*, February 23, 1923, p. 4432.

A plea for the defeat of the Sterling-Trowner bill. Contents that its measures are inconsistent with constitutional government and dangerous. Includes copies of many letters from educators who wrote against the passage of the said bill.

Learned, Henry B. The educational function of the national government. *Educational record*, 3: 3-17, January 1922.

Reprinted from the American political science review, vol. xv, no. 3.

A definition of the educational functions of the federal government from the legal point of view. Asserts that "lawyers seem to agree that such authority as Congress may assume over education must find its warrant in the 'general welfare' clause and that it rests upon these two principles of interpretation: (1) Educational undertakings authorized by the Constitution must be calculated to result in benefits fairly diffused; and (2) such undertakings must be only those not within the power or the capacity of the states, of the local authorities, or of private individuals." Holds that we have passed from conception of the national grants for indefinite educational purposes to grants for purposes carefully defined and set forth in the substantive law.

Lovett, J. A. B. National aid to education. *In National education association. Department of superintendence. Proceedings*, 1886. Washington, Government printing office, 1886. p. 106-13. (U. S. Bureau of education. Circular of information, 1886, no. 2.)

A plea for federal aid for "the education of the masses." Holds that democratic government must of necessity be interested in its constituency. Professor Lovett says: "An ignorant voter is a mockery upon the name of a free government. . . . Unrestrained ignorance is a dangerous element anywhere and ignorance with legalized power is that one monster evil to be dreaded in our Republic." He asserts that if federal aid for education be unconstitutional, "it can only be so in a mere technicality, and not in the spirit of that Magna Charta," which permitted millions of acres of our country to be devoted to education. Again he says: "If there is a constitutional impediment to this measure, the same spirit that led to the emancipation of human slavery should lead us to make such amendments to the Constitution as would give liberty to the millions who are now in the slavery of ignorance."

MacDonald, Austin F. Federal aid. *New York, Thomas Y. Crowell co.*, 1928. This study was conducted through the generosity of the Social science research council, which awarded a research fellowship for "a comprehensive field study of the grants made by the federal government to the States." A review of the entire federal aid system in some detail, including among its subjects: Evolution of federal aid; forest fire prevention; agricultural extension work; highways; national guard; vocational education; vocational rehabilitation; hygiene of maternity and infancy; the future of federal aid. In the chapter on vocational education Doctor MacDonald says: "Federal supervision of state activities is reasonably thorough, and has aroused practically no resentment."

— Federal aid to the states. Supplement to the National municipal review, October 1928. vol. 17, no. 10. *New York, National municipal league.* Contains a summary of the origin, development, and present extent of federal aid to states, including aid for education; a concise discussion of federal aid laws and the manner in which they are administered; and a critical estimate of the federal aid system, with recommendations for needed improvements. Admits federal aid to be the most controversial question before the American people at the present time. Holds

the system sound and that it ought to be continued. Makes the following conclusions: (1) Federal aid has stimulated state action; (2) Federal aid has raised state standards; (3) Federal aid has been consistently administered without unreasonable federal interference in state affairs; (4) Federal aid has accomplished results without standardizing state activities; (5) Federal administration of the subsidy laws has been uninfluenced by partisan politics; (6) Federal aid has mitigated some of the most disastrous effects of state politics; (7) Federal aid has placed no unreasonable burden on any section of the country.

Magill, Hugh S. Education and the federal government. *Washington, D. C., National education association, October 1921.* 7 p. 89. (Legislative commission series, no. 2.)

Holds that need for comprehensive plan of cooperation between the federal government and the states for the promotion of education is based on the following generally accepted facts: (a) That education is a state function; (b) that the primary purpose of education is to develop good citizens; (c) that good citizenship is essential to prosperity of our Republic; (d) that privileges and responsibilities of citizenship are not affected by state boundaries; (e) that whatever strengthens citizenship promotes the welfare of the entire country; (f) that weakness in any state subtracts from general security of the nation; (g) that neglect of proper training of any portion of future citizens endangers future of the nation; (h) that it is the imperative duty of the federal government to promote education in the states so that all youth have opportunity for the fullest possible development, thereby conserving and developing the human resources of the Nation."

Mahoney, Robert Hugh. The federal government and education; an examination of the federalization movement in the light of the educational demands of a democracy. *Washington, D. C., 1922.* iv, 80 p. 129.

Thesis (Ph. D.)—Catholic university of America, 1922.

An account of the evolution of national interest in education, showing the present trend in federal legislation. Holds that the present trend of federal control of education is inconsistent with democracy, quoting Bryce, "Democracy needs local self-government as its foundation."

Mann, Charles R. Federal organization for education. *Educational review, February 1922*, p. 102-109.

Suggests a federal education commission of five appointed by the president because of conspicuous ability as educational leaders, not for the purposes of regulation or maintenance of education but rather for leadership. Of this plan Doctor Mann says: "It establishes sound democratic relations between the federal government and the states. It encourages the states to look to the federal government for opportunities to serve rather than to look upon the federal government as a source of easy money. It encourages the people to consider what they can give rather than what they can get."

— The sins of the "fifty-fifty" plan. *Nation's business, October 1928*, p. 30.

Holds that under the 50-50 plan the states are simply matching 50 cents of their own money, and that in doing this they are sacrificing their own heritage of independence. "They are matching their birthright dollar against a fifty cent mess of pottage. . . . For fifty cents . . . the federal government buys a dollar's worth of supervision of affairs which, by tradition and constitutional prerogative hitherto remained exclusively in the hands of the states."

Doctor Mann asserts in this article that the federal government should facilitate education, not regulate it.

May, A. D. and others. [National aid to education.] *In National education association. Department of superintendence. Proceedings*, 1882. Washington, Government printing office, 1882. p. 44-60. (U. S. Bureau of education. Circular of information, 1882, no. 2.)

A plea for 10 years of federal aid for elementary education of the masses, particularly in the Southern states, which will become in the meantime more able to maintain an adequate school system.

Monahan, Arthur C. Federal aid for vocational training: the Smith-Lever and the Smith-Hughes bills. *Journal of home economics*, 7: 245-48, May 1915. A brief history and explanation of the Smith-Lever and the Smith-Hughes bills.

McClendon, W. H. Federal statutes that provide for state cooperation. *The United States daily, August 14 1928.*

A brief abstract of federal laws which provide for federal cooperation with states in matters of agriculture, education, land, immigration, public buildings, census, forestry, roads, etc.

National education association. The extension of the principle of federal aid for the promotion of education. Washington, 1923. p. 25-70, (Legislative commission series no. 3.)

A defense of the Towner-Sterling bill. Advocates greater federal aid to remove illiteracy, to Americanize foreign-born; to establish effective programs of physical education; to provide qualified teachers in public schools; and to equalize educational opportunities within the states. Contains statistics on educational delinquencies.

— A national program for education. Washington, 1918. 27 p. 8°. (Commission series no. 1.)

A statement by the National education association, Commission on the emergency in education.

Orfield, Matthias N. Federal land grants to the states. Minneapolis, University of Minnesota, 1915. 275 p. 8°. (University of Minnesota. Studies in the social sciences, no. 2.)

A treatise of federal land grants to the states for various purposes with special reference to Minnesota. Includes a summary of federal grants of land for common schools.

Phillips, D. E. Rural education and consolidation. School and society, 7: 191-94, February 16, 1918.

Advocates federal aid for the rural schools in the amount of \$50,000,000 annually to be distributed to states on condition that each state by state levy provide the amount equal to that which it is to receive from the federal government. Holds that this method is necessary in order to destroy local taxation with all its evils and to promote rural consolidation.

Pritchett, Henry S. Government control and support of higher education in the United States. In Carnegie foundation for the advancement of teaching. Bulletin no. 1, Papers relating to the admission of state institutions to the system of retiring allowances of the Carnegie foundation. March 1907. p. 19-33.

A brief history of federal and state control and support of higher education in the United States.

Prosser, C. A. and Allen, Charles R. Vocational education in a democracy. New York, Century company. ch. 16, p. 423-486.

The authors claim national grants for agricultural and trade and industrial education are justified: (1) By the inability of states to meet the demand for the training of workers; (2) by the interstate and national character of the problems; (3) by abundant precedent; (4) by the successful results of previous federal grants for education; (5) by the fact that public favors federal grants; and (6) by the "greater importance of the human problem of preparing our people for life and for work over that of many purely physical problems on which we spend federal moneys." Suggests ways federal grants for vocational training should be given.

Reisner, Ed. H. A national consciousness in education. In Nationalism and education since 1789. ch. 18, p. 469-560. 1922.

Shows development of local consciousness in education to that national consciousness. Holds that the fruit of past federal aid encourages larger federal aid in the future. Doctor Reisner states: "In the last analysis . . . the national problem is more than one of stimulating states to greater activity. It is a matter of equalizing through the national treasury if necessary, the educational opportunity of American boys and girls who will become American voters. It would seem that we have come to the day of that necessity."

Report of House committee on education. H. R. Report, 1201, January 17, 1921. p. 56-58.

Cites inequality of educational opportunities in different states. Asserts that "it should be the Nation's task to so encourage the states and cooperate with them that every child in America whether born in a city or a remote rural district, shall have the advantages of at least a common-school education;" and that the nation, the state, and the local community should share in the responsibility and expense of supporting an adequate and equalized system of public education.

Ross, Edward A. Principles of sociology. p. 602-3.

Cites disparity and inequality in school opportunities among American commonwealths. Professor Ross says: "Such inequalities may not be trusted to disappear of themselves. Ignorance is self-perpetuating. Poor schools become endemic in a region. . . . All progressive peoples are coming to feel that the child's schooling is too much a social concern to be left entirely to the direction of the parent, or even of the local community."

Schafer, Joseph. The origin of the system of land grants for education. Bulletin of the University of Wisconsin, no. 63, History series, vol. 1, no. 1, p. 1-53, 1902.

Cites English and American colonial grants of land for education and shows continuity of such policy and its adoption (with the omission of grants for religious purposes) by the United States government.

Smith, Payson. Limitations of state control in education. School and society, 7: 391-94, April 6, 1918.

Also in Journal of education, 87: 338-41, March 28, 1918.

Asserts that resources and common purposes should be behind our educational program; that wealth wherever it is should be taxed for children wherever they are; and that the federal government can, within its proper sphere, study national problems of education, not as statistics, but as definite and practical programs, and give expression to those common ideals and standards which should more clearly and definitely mark the course of educational thought; and efforts.

Spaulding, Frank Ellsworth. Educating the nation. [n. p. 1920.] 13 p. 8°. Reprinted from the Atlantic monthly, April, 1920, for the Department of the Interior, Bureau of education.

An outline of a minimum educational program needed in the United States. Asserts that training for civic responsibility, as an objective of American education, should be carried on directly under the auspices of the federal government and that for this purpose all male youth should be mobilized for one year, one-third of which time should be devoted to physical and military training, the remaining two-thirds to literary technical, artistic, cultural and practical education. This article holds also that any plan of education adequate to national needs, demands the establishment of a Department of education in the federal government.

Spaulding, T. M. Federal aid to military training in colleges. Education, 35: 107-14, October 1914.

A discussion of method of federal aid to state colleges for military training. Holds it good policy to divert the aid now given to the weakest colleges—in numbers and curricula—and give it to those strongest in these respects.

Staffelbach, Elmer H. Some facts concerning the need of federal aid in support of public education. School and society, 21: 147-52, January 31, 1925.

Summarizes with three reasons why federal aid to education is needed: (1) Educational standards in certain states are inadequate to meet present-day needs; (2) Impossibility, under present methods of state support, to improve to the point of adequacy the low standards which exist in certain states; (3) Federal aid offers a feasible remedy for correction of educational conditions which are irremediable under present methods of state support.

Stewart, Rolland Maclaren. Cooperative methods in the development of school support in the United States. Iowa city, Chestnut printing co., 1914. 161 p. 8°. A study of methods in supporting schools—in the colonies, by the federal government, by the states, a statistical study of support for twenty-two years, and some recent tendencies.

Strayer, G. D. A national point of view in education. American city, February 1921, p. 115-118.

Cites national crises in education due to lack of teacher training and funds. Holds that encouragement and aid from the national government should be provided. Quotes Lincoln as saying: "I hope the time may come when our country shall guarantee to all an unfeathered start and a fair chance in the race of life."

— A national program for education. In National education association. Addresses and proceedings, 1919. p. 523-24.

A plea for federal department of education. Doctor Strayer says: "Any adequate plan for the development of American public education must take account of the fact that wealth is most unequally distributed throughout the Nation. . . . Democracy promises an equality of educational opportunity and guarantees that the burden of providing this service shall rest with equal weight upon all who pay taxes." States that federal support is necessary to equalize educational opportunities and burdens.

— What shall be the nation's part? In National education association. Addresses and proceedings, 1924. p. 888-90.

Advocates federal aid to equalize educational opportunities; asserts that such a program is economically and educationally sound, and consistent with the principle of federal support of education already established.

Swift, Fletcher Harper. Federal aid to the public schools. Washington, Government printing office, 1923. 47 p. tables. 8°. (U. S. Bureau of education. Bulletin, 1922, no. 47.)

A review of the development of policies adopted by the federal government in dealing with public education, including land grants, per centum grants, loans, royalties, and conditional and cooperative grants of money. A concise statement of what the federal government has done to encourage and promote education.

Thurber, Clarence Howe. Fiscal support of state universities and state colleges. Washington, Government printing office, 1925. 164 p. tables, diags. 8°. (U. S. Bureau of education. Bulletin, 1924, no. 28.)

Contains a summary of federal laws affecting the land-grant colleges; also of the Smith-Hughes Act.

Thwing, Charles F. Beginnings of the national movement. *In his* A history of higher education in America. New York, D. Appleton & co., 1906. p. 175-91. A brief account of the interest and activities of the Federal Government in education.

Ten Brock, Andrew. American state universities. Cincinnati, Robert Clarke & co., 1875. 410 p. 8°.

A history of their origin and progress, with particular account of the history of congressional university land grants.

Towner, H. M. National aid for education. *In* National education association. Addresses and proceedings, 1921. p. 793.

Asserts that security and prosperity of a free government depend on the intelligence of its entire electorate. "And so it is a national problem as well as a state and local problem."

United States. Congress. House. Vocational education. Report. (To accompany H. R. 11250.) [Washington, Government printing office, 1916.] 12 p. 8°. (64th Congress, 1st session. House. Report no. 181.)

A plea by Mr. Hughes, from the Committee on education, for passage of vocational education bill. Asserts that national grants for agriculture and trade and industrial education are justified: (1) By the urgency of the demand; (2) by the interstate and national character of the problem; (3) by abundant precedent; (4) by the successful results to the nation as well as to the states of previous grants for educational purposes.

Joint hearing before the committees on education and labor. A discussion of the Smith-Towner bill to create a Department of education and to authorize appropriations therefor, etc. Contains statistics showing educational conditions in the states and the amount of money proposed to be granted to the states for educational purposes.

Walcott, Charles D. Relations of the national government to higher education and research. The Carnegie institute of Washington, D. C. Washington, Government printing office, 1902. p. 1051-80. 8°. (U. S. Bureau of education. Report of the Commissioner of education for 1900-1901. ch. 22.)

Historical review of the federal government's activities for the endowment of higher education.

Watkins, Isabel. Federal aid for education. An outline and collation of material for the South Carolina high school debating league. [Columbia, S. C., 1924.] 130 p. 8°. (Bulletin of the University of South Carolina, no. 135, January 1, 1924.)

Contains quotations of various authors on the subject of federal aid for education, including argument for and against federal aid.

Wilson, M. V. Federal aid to education. *In* National education association. Addresses and proceedings, 1925. p. 388-94.

A brief summary of federal land and money grants for education.

Wright, J. C. Vocational education. The American year book, 1927. p. 785-794. New York times, New York city.

Contains discussions on "objectives in vocational education"; "goals of the government"; and the present status of vocational education.