

# History of The Land Grant Movement - A Revolutionary Process -

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# Outline

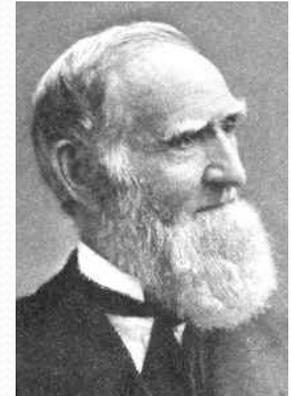
- History
- Challenges for the 21st Century
- Relevant or Relic?
- Myth vs. Reality?
- Our Comparative Advantage
- Back to the Future

# The US in the 1800s

- 85% of the population resided on farms or small towns
- Higher education was dominated by private universities with emphasis on Law, Medicine, Philosophy and Literature
  - Available only to the “landed gentry”
  - Generally elitist
  - Education was seen as a “state’s rights” issue, not a federal matter



# Historical Background



- How did it all get started?
- 1830's – Jonathan Baldwin Turner
  - “Plan for a State University for the Industrial Classes”
- Justin Morrill's first attempt at establishing support for public education was passed by Congress but vetoed by President Buchanan in 1859
- The “land grant bill” was reintroduced in 1861 and signed into law in 1862 – The Morrill Act
- Why was this legislation passed in 1862, while being vetoed earlier?

# Summer, 1862

- May 15 - Establishes USDA
- May 20 - Signs the Homestead Act
- July 1 – Signs Internal Revenue Act
- July 1 – Signs Transcontinental (Pacific) Railroad Act
- July 2 - Signs the Morrill Act
- July 8 – Signs Morrill Anti-Bigamy Act



# Lincoln's View

- "Farmers ..... as a class are neither better nor worse than other people.....but" .. ....their interest is the largest interest. It also follows that their interest is most worthy of all to be cherished and cultivated—and if there be inevitable conflict between that interest and any other, the other should yield."

A. Lincoln 1859

Recd. 11 July

Public Law

# Thirty-Seventh Congress of the United States of America:

At the Second Session.

Began and held at the city of Washington, on Monday, the Second day of December, one thousand eight hundred and ninety-one.

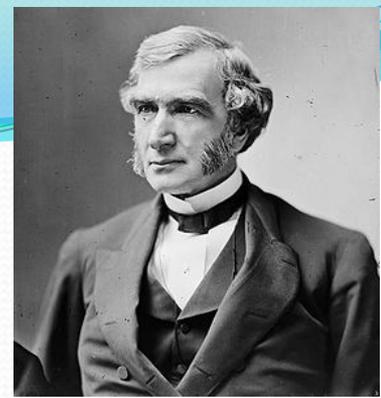
## AN ACT

*Granting public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts.*

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That there be granted to the several States for the purposes hereinafter mentioned an amount of public land to be apportioned to each State a quantity equal to thirty thousand acres for each Senator and representative in Congress to which the State are respectively entitled by the apportionment under the census of 1890, hundred and sixty: Provided, That no mineral lands shall be selected or purchased under the provisions of this act; and be it further enacted, That the land apportioned, after being surveyed, shall be apportioned to the several States in sections or subdivisions of sections, not less than one quarter of a section, and whenever there are public lands in a

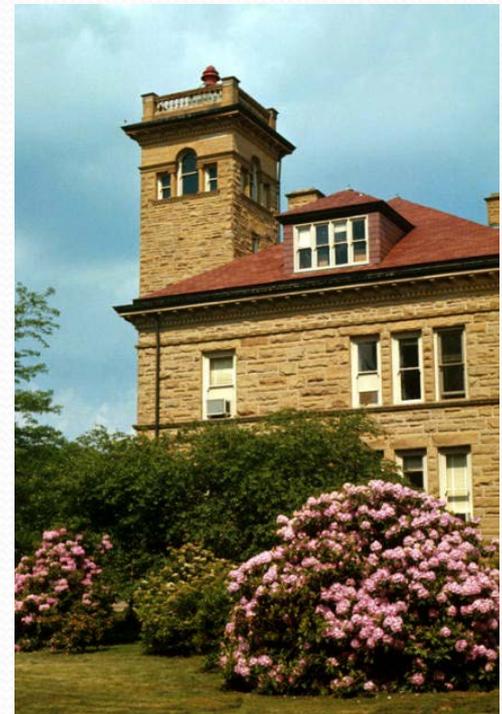
# The Morrill Act of 1862



- *An Act Donating Public Lands to the several States and Territories which may provide Colleges for the Benefit of Agriculture and Mechanic Arts.*
- “to establish one college where the leading object shall be without exclusion of other scientific and classical studies, and including military tactics, to teach such branches of learning as related to agriculture and the mechanical arts, in order to promote the liberal and practical education of the industrial classes in the pursuits and professions of life..”
- Created in the belief that American social and economic development was best served if higher education was made broadly available to all
- Established a public, federally assisted system of higher education

# Hatch Act of 1887

- Created a research and experimentation effort focused in the public interest
- Divested and shared the research and discovery efforts with the states and their newly formed colleges
- Established the role of government in stimulating local or regional economic growth and development



# Second Morrill Act of 1890

- The second Morrill Act provided for the creation and funding of the 17 historically black land grant institutions and Tuskegee Institute

# Smith Lever Act of 1914

- Created out of a need to disseminate information for the public good
  - Information was not reaching farmers
- Congress created a new funding mechanism that established a three-way partnership, between the Federal Government, States and Counties

# Wither CSU?

- 1870 – Edward M Cook signed an act creating a Board of Trustees and the University – but on paper only
- 1871 – Parcels (30, 80 acres) were deeded
- 1874 – \$1000 authorized to erect building(s) required a match
  - First building completed (16'X24'), wheat planted
- 1876 – the territorial law establishing the college was reauthorized
- 1877 - State Board on Agriculture formed
  - Railroad right of way authorized
- 1878 – Old Main completed
- 1879 – First term:
  - Arithmetic, English, U.S. history, natural philosophy, horticulture and farm economy
- 1885 – Liberal arts (Ladies Course) implemented
  - Drawing, stenography and typewriting, foreign languages, landscape gardening and psychology

# Territories included in LGU System

- Territorial Colleges and Universities become “1862” LGUs in 1971
  - Virgin Islands
  - Guam
  - Micronesia
  - American Samoa
  - Northern Marianas

# Recognition of the 1994's

- The Equity in Educational Land Grant Status Act of 1994 conferred LGU status on the Native American colleges as a provision of and authorized the creation of an endowment to support the 1994 institutions.

# Land Grant Colleges and Universities



# National Associations

- 1887 - Association of American Agricultural Colleges and Experiment Stations (AAACES),
- 1919 - AAACES became the Association of Land-Grant Colleges (ALGC)
- 1926 - ALGC became the Association of Land-Grant Colleges and Universities (ALGCU)
- 1963 - Merged with National Association of State Universities (NASU) and the State Universities Association (SUA) to form the National Association of State Universities and Land-Grant Colleges (NASULGC)
- 2009 - NASULGC becomes Association of Public and Land Grant Universities (APLU)

# The Central Theme of the Land Grant Colleges and Universities

- Accessibility, research and discovery in the public interest, teaching and engagement with stakeholders is our hallmark
- “It’s what makes us different!”

# Troubling Recent Trends

- University administrators concerned about rankings
  - Often based on research, contracts and grants
    - (athletics too)
- Decreased or changing funding sources
  - Reduced federal, state and county funding
  - Increased tuition
  - Increased reliance on contracts and grants
- Emphasis on entrepreneurial activities
- Differential cuts to Ag Colleges
- This has changed culture of universities!!!

# Recent Trends, cont.

- Changing demographics and stakeholder needs
  - Declining agricultural population
    - Less than 1% of population involved in food production
    - But everybody eats!!
  - Fundamental disconnect between food production and food consumption
  - Larger production units
  - Increasing demand for safer, more healthy food
  - Emergence of niche markets, local foodsheds, etc.

# Challenges of the 21st Century

- Are we really a system?
- Can LGUs Can we recognize the challenges?
  - Funding, mission creep, accessibility, accountability, 21<sup>st</sup> century needs
  - A viable component of the public educational landscape?
- Are we becoming elitist?
- Is the mission obsolete?
- Can we develop flexibility to respond rapidly to timely issues?

# Public Good versus Private Benefits

- Do our publicly elected officials understand PG vs. PB?
- Do we make decisions within our universities on the basis of the *Public Good* that will result?
- Are our contributions still viewed as impacting the public good?

# Embracing the Future

- What is our comparative advantage?
- Are we using it?
- With our network and outreach capacity, we have an unfair advantage, but can we use it effectively?
- Can we use our comparative advantages to determine priorities?

# Rediscovering our Comparative Advantage

- What can we do best in light of 21st Century realities?
- How do we create partnerships and collaborative arrangements to maximize efficiency?
- Can we persuade the general public that investments in higher education will result in worthwhile payoffs?
- Can we move at half the speed of business?

# Are We Relevant?

- Of course we are!
- Are we a Myth or a Reality?
- Have we lost our way? - *Yes, to a degree.*
- Can we adapt? – *Yes, we must!*

# Questions for Moving Forward

- Are we addressing important stakeholder identified needs?
- Are we successful in developing programs for new and/or nontraditional audiences?
- Are we accountable to our stakeholders?
- Can we document attitudinal, knowledge or behavioral change in targeted audiences?

# Questions for Moving Forward

- Are we building effective teams with collaborators on and off campus?
- Are we targeting niches where we can make unique contributions to problem solving?
- Are we achieving outcomes that are well-defined and specific to priority audiences?
- And most importantly..., Are we communicating the above effectively?

# A Roadmap for The Future

- Connect with K-12 teachers via “in service” workshops
- Reconnect the general population with food production
- Build stronger connections among LG Institutions and strive to make “The Partnership” really work
- Build strategic partnerships to benefit students, e.g. internships, meaningful international partnerships, cooperative education programs
- Prepare faculty to teach effectively and reward success
- Initiate serious reviews of undergraduate programs

# Some Initial Steps

- Return to the original focus/intent of the LGU
- We must be as *One* and not three different entities (TRE)
- Value the integration of teaching, research and extension
- Demonstrate the impacts and value of the mission-driven work and organization
- Focus today's major challenges – Energy and Food Security, Human Health, and Global Climate Change
- Use of our political networks, access to stakeholders, and distribution networks to support the Land Grant initiative (and Universities) instead of competing against ourselves
- Reinvest in the LGU System at the federal level

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- “Education is simply the soul of a society as it passes from one generation to another.” - As G. K. Chesterton

# Calculation of Formula Funds

- Hatch

- 3% to the Secretary of Agriculture for administration
- 20% to each state
- Not less than 52% allotted to each state, half based on % of total rural population, half based on the % of total number of farms\*
- Not less than 25% (of total) for multistate research

- Evans Allen

- 3% to the Secretary of Agriculture for administration
- 20% in equal proportions
- 40% allotted based on % of total rural population
- Remainder allotted based on % of total number of farms\*

\*as determined by the most recent census

# Calculation of Formula Funds

- Smith Lever

- 4% to the Secretary of Agriculture for administration
- 20% in equal proportions
- 40% allotted based on % of total rural population\*
- Balance based on % of total number of farms\*

- 1890 Extension

- 4% to the Secretary of Agriculture for administration
- 20% allotted to each institution
- 40% allotted based on % of total rural population\*
- Balance based on % of total number of farms\*

(\*as determined by the most recent census)

# Important Dates

- **1878** - The Northwest Ordinance, created the NW Territory and authorized the sale of federal land to support education
- **1857** - Morrill's first attempt is vetoed by President Buchanan
- **1862** - Morrill Act provides land for college of agriculture and mechanical arts
- **1887** - Hatch Act creates Agricultural Experiment Stations
  - 15 States have formally organized Agricultural Experiment Stations
  - The Association of American Agricultural Colleges and Experiment Stations formed
- **1890** - Second Morrill Act broadens land-grant program and sets up funding for traditionally black-serving universities
- **1893** - 49 experiment stations exist under the Hatch Act
- **1889** - Department of Agriculture raised to Cabinet status
- **1907** - Nelson Amendment passed providing \$25,000 to each state to provide for teacher education
- **1908** - Benefits of 2<sup>nd</sup> Morrill Act and Nelson Amendment extended to Puerto Rico
- **1914** - Smith Lever legislation created the Extension Service
- **1929** - Alaska Act extended benefits of Hatch and Smith-Lever acts to Alaska
- **1930** - Puerto Rico Act extended the benefits of the Hatch and Smith-Lever Act to Puerto Rico.
- **1946** - The Research and Marketing Act of 1946 required the use 25% of Hatch funds for regional or multistate research
- **1960** - Land grant status extended to the University of Hawaii
- **1971** - Territorial Colleges and Universities become LGUs
- **1994** - Tribal Colleges become LGUs
- **1994** - CSREES is created by combining CSRS and CES
- **1998** - AREERA requires annual POW and reports, multistate extension and integrated research and extension activities
- **2009** - Creation of the National Institute of Food and Agriculture

# Selected References

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- *Induced Innovation: The Story of the Land-Grant Universities*; Michael V. Martin Justin Smith Morrill Lecture, 2007 NASULGC (APLU) Annual Meeting
- *Where Are Land-Grant Colleges Headed?* ; Henry Fribourg, J. Nat. Resour. Life Sci. Educ., Vol. 34, 2005
- *Exploring A New Role For Federal Government In Higher Education*; Mark\_G. Yudof, President UC System

# Agriculture Then and Now

	1860*	2010**	% Change
Number of farms	2,044,000	2,201,000	7.68
Total acreage	407,213,000	921,000,000	126.17
Avg. acreage/farm	199	418	110.05
Total U.S. population	31,443,321*** (10.6/sq. mi)	308,745,538 (87.4/sq. mi)	881.91
Labor force in agriculture	15,141,000***	2,113,000	-86.05
% of population in agriculture	48%	0.68%	-98.5