DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1920, No. 8

AGRICULTURAL AND MECHANICAL COLLEGES

INCLUDING STATISTICS FOR 1917–18

By

WALTON C. JOHN
Specialist in Charge of Land-Grant College Statistics
Bureau of Education

WASHINGTON
GOVERNMENT PRINTING OFFICE
1920

CONTENTS.

AGRICULTURAL AND MECHANICAL COLLEGES.

The Report of Agricultural and Mechanical Colleges for 1917–18 exhibits certain deviations from the tendencies shown in previous reports. This is doubtless caused in some measure by the disturbed conditions of the country which have resulted from the war and the subsequent readjustments of peace.

TEACHING FORCE AND STUDENT ENROLLMENT.

The teaching force in the land-grant colleges has increased considerably in number for the year 1917–18, and although many institutions have suffered serious losses from the higher ranks of the teaching personnel, these losses have been overcome in a measure by substitutes.

The student enrollment shows a marked decline for the past year; 122,053 white students were enrolled in 1916–17; this number dropped to 114,913 in 1917–18, or a loss of 7,140. The enrollment of colored students was 9,340, or 2,012 less than in 1916–17.

The divisions which suffered the most were those of agriculture and mechanic arts. The division of home economics showed a gain, likewise the special and the short courses.

A striking decrease is apparent in the number of students who received first degrees. In 1916–17 those who received the bachelor's degree numbered 11,361; in 1917–18 only 7,741 were graduated. The most striking loss appears in the graduate departments; 1,313 received advanced degrees in 1916–17; the number fell to 471 in 1917–18.

MILITARY EDUCATION.

Notwithstanding the decline in general attendance the enrollment in the Reserve Officers' Training Corps courses was more than twice that of the year preceding. The total enrollment in the usual military training courses has not appreciably changed.

INCOME.

The report shows little variation in the amount and the growth of income. This fact is significant, as it indicates that the land-grant institutions are on stable foundations, which enable them to pass through periods of crisis with much less harm than many institutions which rely primarily on private gifts and tuition fees.

The report includes for the first time the income spent under the conditions of the Smith-Hughes Act for vocational teacher training.

This money is not administered by the land-grant colleges, but inasmuch as the majority of teachers receiving this fund are stationed at the land-grant colleges the fund has been included as a part of the total income of the land-grant institutions.

CHANGES IN THE 1917-18 REPORT.

More specific information is offered with respect to the scope of specialization in the main divisions of instruction. The table on page 5 of the last report is continued for this year and followed by the revised form. The new tabulation is not so complete as is desired, but it is expected that the colleges will give more definite information regarding the different kinds of specialization permitted in the different divisions.

Specialization in agriculture is classified as follows: Agricultural education, agricultural engineering, agronomy or farm crops, animal husbandry, dairy husbandry, forestry, horticulture, pomology, poultry husbandry, rural economics, soils and fertilizers, veterinary science, general agriculture, and miscellaneous. Under engineering and mechanic arts are given: Civil engineering, electrical engineering, mining engineering, textile engineering, chemical engineering, sanitary engineering, general engineering, and unclassified. Under home economics are found: Foods and cookery, textiles and clothing, industrial management, cafeteria management, teachers' course, and general course. Besides these divisions there are departments of architecture, pharmacy, general science, etc.

ALASKA AGRICULTURAL COLLEGE AND SCHOOL OF MINES.

On May 3, 1917, the legislature of the Territory of Alaska passed a law establishing the Alaska Agricultural College and School of Mines in harmony with the act of Congress passed March 4, 1915. Sixty thousand dollars were appropriated for buildings. The college is located at Fairbanks, about 400 miles from the coast. In 1918 the main building was erected, but inasmuch as there was a failure to appropriate funds for administration and general maintenance the college will have to postpone its opening until the next session of the legislature in 1921. The Territory of Alaska is the last of the States and Territories of the United States to accept the conditions of the Morrill Act in behalf of education in agriculture, mechanic arts, and home economics.

UNITED STATES AND TERRITORIAL LAWS PERTAINING TO THE ESTABLISHMENT OF THE ALASKA AGRICULTURAL COLLEGE AND SCHOOL OF MINES.

The following laws touching the establishment of the Alaska Agricultural College and School of Mines are herewith appended:

ACT OF CONGRESS OF THE UNITED STATES.

AN ACT To reserve lands to the Territory of Alaska for educational uses, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That when the public lands of the Territory of Alaska are surveyed, under direction of the Government of the United States, sections numbered 16 and 36 in each township in said Territory shall be, and the same are hereby, reserved from sale or settlement for the support of common schools in the Territory of Alaska; and section 33 in each township in the Tanana Valley between parallels 64 and 65 north latitude and between the one hundred and forty-fifth and the one hundred and fifty-second degrees of west longitude (meridian of Greenwich) shall be, and the same is hereby, reserved from sale or settlement for the support of a territorial agricultural college and school of mines when established by the legislature of Alaska upon the tract granted in section 2 of this act: *Provided,* That where settlement with a view to homestead entry has been made upon any part of the sections reserved hereby before the survey thereof in the field, or where the same may have been sold or otherwise appropriated by or under authority of any act of Congress, or are wanting or fractional in quantity, other lands may be designated and reserved in lieu thereof in the manner provided by the act of Congress of February 28, 1891 (Twenty-sixth Statutes, p. 791): *Provided further,* That the Territory may, by general law, provide for leasing said land in area not to exceed one section to any one person, association, or corporation for not longer than 10 years at any one time: *And provided further,* That if any of said sections, or any part thereof, shall be of known mineral character at the date of acceptance of survey thereof, the reservation herein made shall not be effective or applicable, but the entire proceeds or income derived by the United States from such sections 16 and 36 and such section 33 in each township in the Tanana Valley area hereinbefore described, and the minerals therein, together with the entire proceeds or income derived from said reserved lands, are hereby appropriated and set apart as separate and permanent funds, which shall be expended only for the exclusive use and benefit of the public schools of Alaska, or of the Agricultural College and School of Mines, respectively, in such manner as the legislature of Alaska may by law direct.

SEC. 2. That section numbered 6, in township numbered 1 south of the Fairbanks base line and range numbered 1 west of the Fairbanks meridian; section numbered 31, in township numbered 1 north of the Fairbanks base line and range numbered 1 west of the Fairbanks meridian; and section numbered 36, in township numbered 1 north of the Fairbanks base line and range numbered 2 west of the Fairbanks meridian be, and the same are hereby, granted to the Territory of Alaska, but with the express condition that they shall be forever reserved and dedicated to use as a site for an agricultural college and school of mines: *Provided,* That nothing in this act shall be held to interfere with or destroy any legal claim of any person or corporation to any part of said lands under the homestead or other law for the disposal of the public lands acquired prior to the approval of this act: *Provided further,* That so much of the said land as is now used by the Government of the United States as an agricultural experiment station may continue to be used for such purpose until abandoned for that use by an order of the President of the United States or by act of Congress.

Approved, March 4, 1915.

ACTS OF THE TERRITORIAL LEGISLATURE OF ALASKA.

AN ACT To accept the grants of land and of money for the benefit of an agricultural college and school of mines for the Territory of Alaska.

Be it enacted by the legislature of the Territory of Alaska:

SECTION 1. The grants of lands for an Agricultural College and School of Mines for Alaska authorized by act of Congress approved March 4, 1915, and of moneys for the benefit of State and Territorial colleges of agriculture and mechanic arts authorized

by acts of Congress approved August 30, 1890, and March 4, 1907, being made subject to the legislative assent of the several States and Territories to the purpose of said grant, the assent of the Territory of Alaska is hereby given to the purpose of said grants and the conditions of the above specified acts of Congress are hereby accepted by the Territory of Alaska, and the treasurer of the Territory of Alaska is hereby designated as the officer to whom said moneys shall be paid.

SEC. 2. In accordance with the provisions of the act of Congress approved August 30, 1890, the Alaska Agricultural College and School of Mines is hereby designated as the beneficiary under the provisions of said act, said college to be located by the board of trustees within the boundaries of the four sections of land specified by the said act of Congress approved March 4, 1915, to be reserved and dedicated to use as a site for said institution.

Approved, May 3, 1917.

AN ACT For the establishment of the Alaska Agricultural College and School of Mines in accordance with the provisions of the act of Congress approved March 4, 1915, and to grant a charter to the Alaska Agricultural College and School of Mines.

SECTION 1. *Be it enacted by the legislature of the Territory of Alaska*, That as soon as the trustees are appointed as set forth in section 2 of this act they and their successors in office shall be and are hereby constituted a corporation under the name and style of "The Alaska Agricultural College and School of Mines," and by that name shall be capable in law of suing and being sued, taking and holding real and personal property, contracting and being contracted with, adopting and using a corporate seal and changing such seal at their pleasure, and doing and causing to be done all matters necessary for the purposes of any function as herein set forth.

SEC. 2. *And be it further enacted*, That the government of the Alaska Agricultural College and School of Mines shall be vested in a board of eight trustees, citizens of the Territory of Alaska, who shall be appointed by the governor thereof by and with the advice and consent of the Senate, and who shall serve without compensation, but shall be paid their reasonable necessary expenses while engaged in the discharge of their official duties. Two of said trustees shall be appointed to serve until the first Monday of April, 1919; two to serve until the first Monday of April, 1921; two to serve until the first Monday of April, 1923; two to serve until the first Monday of April, 1925; and their successors thereafter shall be appointed for a term of eight years from the first Monday of April of the years in which they are appointed, to serve until their successors are appointed and have qualified, and any vacancy in the board shall be filled by appointment made in the same manner as in the original appointment, but only for the unexpired term thereof.

SEC. 3. *Be it further enacted*, That the Alaska Agricultural College and School of Mines shall hold all properties and all funds herein granted to it and all other property and funds hereafter acquired by it, and shall use the same for the purpose of conducting a 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, the mechanic arts, and household economics in order to promote a liberal and practical education. All departments of said institution shall be open to both sexes for equal educational opportunities. The said trustees are hereby empowered to conduct a college extension service, the leading object of which shall be to carry information on rural life subjects to the people of Alaska.

SEC. 4. *Be it further enacted*, That the trustees of the Alaska Agricultural College and School of Mines as herein constituted shall meet and organize, and for the orderly conducting of the business of said corporation said trustees shall have the power and authority, from time to time, to elect such officers as may be required and prescribe their duties and tenures. The meetings of the board of trustees of the college shall be open to the public and the press, and all records of such meetings and of all proceedings

of such board shall be open to the inspection by the public and the press at reasonable times thereafter; *Provided*, That said board may hold executive sessions, the findings of said sessions to be made a part of the record of the proceedings of said board.

SEC. 5. *Be it further enacted*, That the board of trustees of said corporation shall have full power and authority to determine the time and place of meeting and the manner of notifying its members to convene at such meetings, and also to elect by a majority vote of the whole board, an executive head of the said college, who may attend all meetings of the board. The said board of trustees shall establish the position and fix the salaries and emoluments of the executive head of the college, all heads of departments, professors, teachers, instructors, and other officers; and the said board of trustees is further empowered to make or ordain, as the occasion may require, reasonable rules, orders, and by-laws not in conflict with the Constitution of the United States nor the laws of the Territory of Alaska, with reasonable penalties, for the good government of the said corporation, for the regulation of their own body; and also, by and with the advice of the executive head of the college, to determine and regulate the course of instruction in said college; but no instruction, either sectarian in religion or partisan in politics, shall ever be permitted in any department of the college; and no sectarian or partisan test shall be allowed or exercised in the appointment of trustees or in the appointment of any instructors or other officers of the college, or in the admission of students thereto, or for any purpose whatever; and the board of trustees shall confer such appropriate degrees as they may determine and prescribe. The trustees shall have the care, control, and management of all the real and personal property and all moneys of the said college, and shall keep a correct and easily understood record of the minutes of every meeting and all acts done by them in pursuance of their duties, and shall cause to be kept a complete record of all money received and disbursements thereof. They shall make a written report to the legislature of the Territory of Alaska at the beginning of its regular sessions of the conditions of the college property, of all receipts and expenditures, and of the educational and other work performed, provided, nevertheless, that no corporate business shall be transacted at any meeting unless at least five of the trustees are present.

SEC. 6. *Be it further enacted*, That the executive head of the Alaska Agricultural College and School of Mines shall have authority, subject to the approval of the board of trustees, to give general direction to the work of the institution in all of its departments. He shall have power to appoint the heads of departments and such other professors, assistants, instructors, tutors, and other officers of the said college to the positions established by the board of trustees; and he shall define their duties, and supervise the performance thereof, except that the dean of the college shall be nominated and appointed by the majority vote of the board of trustees. The trustees shall have power to remove from office any of the officers of the institution, by a majority vote of the whole board, when in their judgment the good of the college requires it, provided also, however, that the power to suspend and expel students for misconduct or other causes and to reinstate same is vested solely in the executive head of the college.

SEC. 7. *Be it further enacted*, That all powers, duties, and obligations devolving upon the said Alaska Agricultural College and School of Mines, in connection with or by reason of the various and several acts of Congress of the United States of America now enacted or which may be hereafter enacted in relation to agricultural colleges and agricultural or mining experiment stations, extension work in agriculture and instruction and extension work in the mechanic arts, are hereby granted and conveyed to and imposed upon the Alaska Agricultural College and School of Mines, to be enjoyed and carried out by it in compliance with the acts of the Congress of the United States and of the legislature of the Territory of Alaska, or, as may appear to the best interests of the purpose or purposes for which they were created; and the Alaska

Agricultural College and School of Mines is hereby named and appointed by the legislature of the Territory of Alaska to receive all moneys, appropriations, and grants now or hereafter coming to the Territory of Alaska from the United States Government, under any acts of Congress now in force or hereafter to be passed for the purpose or purposes herein named.

SEC. 8. That for the purpose of constructing buildings, for the purchase of equipment such as is necessary to the institution herein named, the sum of $60,000 is hereby appropriated from the treasury of the Territory of Alaska; *Provided*, That one-half of this said amount only shall be turned over to the board of trustees of the Alaska Agricultural College and School of Mines during the calendar year of 1917.

Approved May 3, 1917.

AN ACT To provide for leasing the school lands granted by law for the benefit of the Alaska Agricultural College and School of Mines.

Be it enacted by the legislature of the Territory of Alaska:

SECTION 1. That the trustees of the Alaska Agricultural College and School of Mines are hereby authorized to execute, in the name of the Territory for mining, agricultural, or other purposes, leases to the land granted for the benefit of an agricultural college and school of mines for Alaska by the act of Congress of March 4, 1915, for such time and for such rent or royalty as to them shall seem just, subject, however, to the terms and conditions that are now or may hereafter be prescribed by law.

Approved May 1, 1919.

AN ACT Authorizing the Governor of Alaska to make all necessary certificates to entitle the Territory of Alaska to the grant of moneys for the benefit of State and Territorial colleges of agriculture and mechanical arts authorized by acts of Congress approved August 30, 1890, and March 4, 1907, and declaring an emergency.

Be it enacted by the legislature of the Territory of Alaska:

SECTION 1. That the Governor of Alaska is hereby authorized to make all certificates required by law or the regulations of the Department of Agriculture or the Department of the Interior necessary to be made in order to entitle the Territory of Alaska to the grant of moneys for the benefit of State and Territorial colleges of agriculture and mechanical arts, authorized by acts of Congress approved August 30, 1890, and March 4, 1907.

SEC. 2. That an emergency is hereby declared to exist, and this act shall take effect and be in force from and after its passage and approval.

Approved May 3, 1919.

THE ASSOCIATION OF AMERICAN AGRICULTURAL COLLEGES AND EXPERIMENT STATIONS.

The thirty-second annual convention of the Association of American Agricultural Colleges and Experiment Stations was held in Baltimore, Md., January 8–10, 1919.

The program, on which appeared the Hon. D. F. Houston, Secretary of Agriculture, was one of unusual significance, inasmuch as reconstruction problems in agricultural and technical education were discussed.

The following extracts contain some of the more important statements pertaining to the educational policies of the land-grant institutions. Certain summaries and recommendations are included also.

For full report of the Baltimore meeting see the proceedings of the thirty-second annual convention of the Association of American Agricultural Colleges and Experiment Stations.

REPORT OF THE COMMITTEE ON COLLEGE ORGANIZATION AND POLICY.

(Presented by President W. M. Riggs, of South Carolina.)

When America entered the war the organization and policy of the land-grant colleges immediately became centered in the utmost effort to help win the war. The action of the Federal Government in establishing the Student Army Training Corps merely enlarged the use of the college machinery for military purposes. The training of officers and of men for special service, plus efforts to help increase the food supply, have constituted almost the complete round of our task this year. It will not profit much to discuss the wisdom of the "S. A. T. C." plan. The cessation of hostilities has brought new problems of transition. We are handicapped by reason of the reduction of our staffs. Each institution is adapting itself as best it can to the situation.

The act creating the land-grant colleges was passed during a great national crisis much like the one through which we now are passing. That the intent and purpose of the act was not only the advancement of the interests of the several States, but the promotion of the Nation's security, is evident by the special provisions for the encouragement of agriculture, the mechanic arts, and military science—all elements of preparedness. The present war has shown the wisdom of such a policy, and in addition it has called attention to another important factor from the standpoint of national security—the economic use of food and clothing. The land-grant colleges through their departments of home economics have dealt with this problem, but the war has shown that it is a much larger problem than it was formerly regarded.

The land-grant colleges, therefore, are keenly interested in the promotion of a national program of education. This program includes the promotion of (*a*) agriculture; (*b*) industry; (*c*) the economic use of food and clothing, including in each case the social and economic problems involved. The service includes also a conspicuous share in the Nation's program for military training, including the necessary physical education.

Your committee desire to call attention to matters which to us seem in need of serious and immediate consideration.

1. *An agricultural program.*—The all-important problem is the development of a more comprehensive, definite, and inclusive program for the improvement of agriculture and country life. We have many programs emanating from the active agencies of agricultural development but we have no unified program. We need to relate our American agricultural plans to the new world demands. Our colleges surely should have a good deal to say about this program, and we ought to be particularly well equipped to give counsel concerning the great needs of our agriculture and country life and the manner in which they may be met. A recent letter sent to over 100 men prominent in agricultural leadership in this country, perhaps two-thirds of them members of the staffs in our agricultural colleges, brought replies from the majority containing material of the utmost suggestiveness and value. There was practically unanimous agreement as to the need of a more comprehensive agricultural policy and the breadth and scope of the suggestions made are a splendid commentary upon the intelligent foresight and keen insight of our agricultural leaders.

2. *An industrial program.*—As land-grant institutions we are concerned with a definite agricultural program, but we are equally concerned with a definite industrial program, and while our institutions have not been called upon so extensively by

industry as by agriculture, the need for cooperation in industrial life, as in rural life, is very great. Has the time not arrived when an industrial program, broad enough in scope to unify the efforts of the various independent agencies engaged in the promotion of industry and the interests of its workers, should be formulated?

3. *The food supply the field of the agricultural college.*—It is almost a truism that our agricultural colleges have in the past dealt very largely with the problems of producing food and other agricultural raw materials. Research and teaching in the economic and social fields have been relatively recent developments. Many of our institutions have for years rendered a very large service through the departments of home economics in helping to solve the problem of food use in the home. The war, however, has carried us even farther into the whole field of food supply. Your committee believe that the time has come for our agricultural colleges to plan to include in their programs of research, of teaching, and of extension, the entire range of food needs and resources, of food production, of food distribution, of food manufacture, and conservation, as well as the household use of food; and we include all soil-grown products in the province of our activities. This policy places the land-grant college squarely before the public as the one State-supported educational agency that proposes to do all that an educational institution can do, in both the technical and economical aspects of all subjects relating to the food supply.

4. *Enlargement of research.*—This broad scope of service of the agricultural colleges calls for a very great enlargement of investigational work. We should have more information concerning our food needs and the possibilities of our food supply. We should greatly enlarge research in home economics. We should do more in a scientific way in the major problems connected with the conservation of food and the other raw materials of agriculture. The war has called conspicuous attention to the need for scientific research in the field of engineering. Some of the land-grant colleges have done notable work in this direction and many rendered valuable service during the war emergency. To insure its continuation and expansion, provision should be made at an early date for the support of this work.

5. *Investigations in the economic and social field.*—It is in the realms of economic and business problems on the one hand, and of the country life field on the other hand, that we find perhaps the greatest need for an extension of investigational work. These fields belong particularly to the land-grant college, but lack of funds prevents enlargement of scientific research, especially in connection with the complex machinery of the economical and fair distribution of farm products, and also in the still more complex and less clearly defined field of country life.

6. *The land-grant colleges and democracy.*—The efficiency of democracy turns in the last analysis upon the character of the leadership on behalf of the common welfare. We must enlarge our vision of the type of training that we will give our students. Heretofore we have been too content to make them proficient in their technique. We have laid too little emphasis upon the purpose to make the specialist understand his real service to society and his obligations to the democratic commonwealth. For the same reason we must come into closer touch with the world-wide movement for truly democratic education. We doubt if there is any other part of the American educational system so thoroughly democratic as is the work of the land-grant colleges.

The extension service frankly aims to reach every man on the land. We emphasize the importance of our teaching of better methods of production, and should not minimize our teaching of the principles of a sound and just method of marketing, credits, and other forms of farm business. Moreover, has not the time come when the land-grant colleges should seriously undertake extension service to the industrial worker? The task is difficult, but that is no reason why the land-grant colleges should not become veritable fountainheads of knowledge and of inspiration for all classes in the commonwealth, in behalf of a true democracy, political, economical, and social.

7. *Leaders in a democracy.*—On the teaching side, both on the campus and in the field, and in all departments of the land-grant colleges or universities, we need to have a very definite purpose in the training of men and women for leadership, in order that we may bring to bear upon the problems of our progressive democracy the informed mind and the clear insight of our best young men and young women.

8. *Army overseas educational commission.*—We would call especial attention to the proposed work of the Army overseas educational commission, and to the evident desirability of close cooperation between the commission and the land-grant colleges. The problem of wise vocational guidance to soldiers, many of whom look forward to different occupations than they have heretofore followed, must have our thought and cooperation. It is especially incumbent upon us to provide special opportunities to our own students and alumni in war service to rehabilitate themselves educationally on their return to America and before they resume active occupations.

9. *An educational program.*—An educational program, like an agricultural program, is in the making. What part are we to take in it? The time has arrived for the coordination of this part of our system of agricultural education into a real unit, and its further coordination with our general agricultural policy. The most important step in this direction that we can take as an association is to seek a closer cooperation of the agencies of agricultural education already in existence. We are already required to deal with the States Relations Service in the Department of Agriculture as well as with other bureaus in the department; with the Bureau of Education in the Department of the Interior; with the Federal Board for Vocational Education; and in many States, in addition, with the State boards or commissioners of education. In almost every State there are relationships still to be worked out with the administrative agencies such as the State board or commissioner of agriculture, the State board of health, the bureau of animal sanitation, and so on; and, last but not least, with the rapidly growing system of county farm bureaus, which in some States are already organized as public agencies not under direct control of the college. The relationship of the authority and activities of all these bodies is a most puzzling thing to follow. Vigorous action should be taken looking toward coordination of their work.

In order to carry out, as far as practicable, the suggestions that have been made by your committee, we present the following resolutions:

Resolved, First. That we urge the closest possible cooperation at this time among all agricultural agencies and organizations, public and private, in a supreme effort to prepare a more adequate program for the development of American agriculture and country life.

Second. That we recommend that, under the general guidance of the executive committee of this association, each of its standing committees, together possibly with committees especially appointed to cooperate in preparing for the next meeting of this association, report concerning such changes in the work and activities of the land-grant colleges as shall enable them to adapt themselves more completely to the demands of the reconstruction period. Specifically, we desire to have laid before this association plans for the enlargement of the field of research in the whole realm of food supply, in the economic and social aspects of agriculture and in engineering. We further desire plans for the enlargement of the extension service to provide for the needs of the industrial worker. We desire to have before us a statement of the need and form of Federal appropriations for these purposes, as well as suggestions for more complete correlation of research effort as between the different institutions and between all of them and the Federal departments. We seek light on plans for the wider development of training in the problems of citizenship for all students in all divisions of our land-grant colleges.

Third. That we urge upon the faculties of all the institutions in this association the need of very great emphasis being laid upon enlarging the opportunities afforded in courses of study, both for degrees and in short courses, dealing with fundamental

problems of a democratic society the world over, the need of extension of the teaching in these fields. We further urge the need for a reexamination of present methods for admission with a view possibly to the adoption of a qualitative test and to the end that no worthy and qualified individual shall be deprived of the opportunity for collegiate training up to the limit of his ability and resources.

Fourth. That we urge the institutions in this association to form the closest possible relationships with the work of the Army overseas educational commission.

Fifth. That we suggest that the executive committee take steps to secure the coordination of the authority and activities of the various National and State departments, bureaus, and boards that deal financially or otherwise with the land-grant colleges.

Respectfully submitted for the committee,

K. L. BUTTERFIELD,
Chairman.

THE REPORT OF THE COMMITTEE ON INSTRUCTION IN AGRICULTURE.

One of the leading objects of the committee on instruction in agriculture was to evaluate the experiences gained during the war emergency. The following paragraphs contain the more important observations and suggestions:

Summary and suggestions.—The instructional work of the agricultural colleges called for less revision to meet the war emergency than that of any other class of higher educational institutions. For years they had been teaching food production, farm management, veterinary practice, military tactics, and the sciences related to these practices. A little more emphasis on the production of grains for human food, a little on modifications in crop rotations and in farm practices to meet the labor and fertilizer shortages, a few additions to the special courses and short courses relating to these changed conditions and on the more general use of farm-power machinery—these were about the only modifications in the college instruction in agriculture. In other lines of work—extension teaching, farm bureau organization, service on emergency commissions, and the like—there were more radical departures from the normal program. * * *

But it should not be assumed that the college authorities were entirely satisfied with what they were able to do toward meeting certain emergency demands made upon them. They realized that many things needed to be done that could not be done while the war was on, and so were not attempted. Now that fighting has ceased and the colleges are returning to a peace basis, they may have time to give to some of the following considerations:

1. *Vocational instruction.*—One thing clearly demonstrated by the war was the weakness, or perhaps we should say the lack, of vocational training and vocational leadership. This was true not only in the mechanical trades, but also in agriculture. There was a large demand that could not be filled for operators of farm-power machinery, for leaders in home and school garden enterprises, for county agricultural agents, and for teachers of vocational agriculture. In the making of plans to overcome this weakness, so far as it concerns agriculture, the college of agriculture should take a prominent part. Much of the actual vocational teaching, it is true, will be done in schools below college grade, but the colleges should certainly have a strong influence in shaping policies. If they are to do this, they must now be alert to occupy the position of leadership that belongs to them. They are State institutions, many of them connected with State universities having direct organic relationship with the public school systems, and so will be in a position to influence the development of vocational instruction in at least three ways: (1) By assisting the public schools officers in plan-

ning and developing vocational courses and laboratories; (2) by assisting in preparing subject matter; and (3) by training teachers for this work.

The development of work under the Smith-Hughes Act will also have a strong bearing on the relationship of the colleges of agriculture to vocational instruction in agriculture and will compel them to give consideration to it in their entrance requirements and their college courses of instruction, particularly with reference to the training of teachers for this work.

---

2. *Training teachers of agriculture.*—In view of the provisions of the Smith-Hughes Act the committee pointed out the responsibility of the land-grant colleges in the training of teachers of agriculture and emphasized "the importance of building up strong departments of agricultural education."

3. *Instruction in rural economics and rural sociology.*—The importance of strengthening the work of the agricultural colleges in the field of rural economics was forcibly demonstrated during the war. There were persistent demands for information concerning the cost of producing milk, wheat, rice, cotton, and other farm products, but we were compelled reluctantly to admit not only that reliable cost statistics were not available, but also that we were not agreed as to a method of determining such costs.

Marketing is another branch of rural economics that has been too long neglected by the agricultural colleges. Farmers are criticising these institutions for giving so much attention to production and so little to the grading, standardization, packing, shipping, and marketing of products. We believe that in a measure this criticism is merited and that the colleges should take prompt steps to strengthen their departments of rural economics.

Closely related to the marketing problems are those of rural cooperation, which thus far the colleges of agriculture have hardly begun to study. Farming is almost the only business or occupation that is not effectively organized to present its claims; farmers, the only important group that has failed, with a very few notable exceptions, to cooperate for the promotion of its financial interests. This, too, is a field that the colleges of agriculture should survey and cultivate intensively.

The war has also intensified the social problems of rural communities. Hundreds of thousands of young men in the Army and of young women in industry have acquired new standards of life. The war has brought new institutions into country life, some of which may have a permanent place. War activities have aroused the community spirit and a new sense of the possibility of a better social organization. Extension workers, teachers, and other trained leaders of rural affairs are realizing the need of a more adequate knowledge of human nature and of a scientific approach to the social organization of country life. As yet there has been no general recognition by colleges and rural secondary schools of the need for instruction in rural social problems. The agricultural colleges, with their facilities for research and their extension organizations reaching more and more effectively into every rural community, are not only preeminently fitted, but they have a distinct obligation to take the lead in studying these problems and in giving comprehensive consideration to them in the curricula for training rural leaders.

A. C. TRUE,
J. F. DUGGAR,
G. A. WORKS,
For the committee

POST-WAR DEVELOPMENT OF NATIONAL AGRICULTURAL POLICIES AND OF AGRICULTURAL RESEARCH.

Dr. A. C. True, in his report as bibliographer of the association, presented a list of 77 British, French, and American publications which treat on national policies regarding agriculture, forestry, and the placement upon the land of men recently in the national service.

The most important contributions come from England and her colonies. Special mention is made of the Report of the Agricultural Policy Subcommittee of the Ministry of Reconstruction of Great Britain, which plans a reconstruction of the agricultural system. The report of the Association Nationale d'Expansion Economique de France emphasizes the unity of agricultural and industrial interests.

ADDRESS OF PRESIDENT DAVENPORT.

President Eugene Davenport, in his paper discussing the need of "A National Policy in Agriculture," called attention to the serious neglect of the farmers' interests. He pointed out—

That considerations of fairness and of public safety both demand a higher regard for the affairs and interests of the open country and for the welfare of the farmer and his family; that in a real democracy the farmer must stand higher than hitherto in public esteem, not because of demands he may make upon society but by reason of his worth and his service; and that he should count for more in the management of public affairs not administratively, in which he has little skill, but in matters requiring counsel, in which he is comparatively wise and relatively unprejudiced.

Agriculture, whether considered as a profession or as a mode of life, has never figured adequately in world affairs, being regarded by publicists mainly as the source of cheap food for cheap labor and of raw materials good for commerce and for manufacture, both convenient for holding the balance of trade upon the right side of the ledger. The farmer himself has been generally considered as an unskilled laborer, a humble producer rather than a typical citizen.

One of the most important needs of the farmer is an equal chance with his city brother in obtaining the necessary educational privileges. The farmer—

will probably say first of all that he wants better educational opportunities for his children, for as matters stand now they must leave the parental roof at a tender age or else he must uproot his home, abandon his business, and go to town if his children are not to fall behind those of the butcher, the baker, and the candlestick maker—to be more specific, of the carpenter, the plumber, and the day laborer.

But we have the Smith-Hughes bill which in itself is evidence that the public has not only recognized but acknowledged the conditions and begun to correct them—in a wise way too, for in a democracy the people must take the lead or at least carry a part of the burden of all progress. This plan which we have begun is a logical extension of the land-grant idea into the domain of secondary education.

We are evidently headed in the right direction at this point, but our progress will be insufficient until we succeed in providing for the children of the farm as wholesome, as adequate, and as cultural, if not as varied, educational opportunities as are provided in the most-favored cities. There are obstacles to be overcome of course, chief of which are the low tax-paying ability of the open country as compared with

the congested city, and the high per capita cost of instruction. But if we are to remain a democracy and be safe, this burden must in some way be assumed by the public and not remain a permanent handicap upon the profession of farming. If it is not so assumed as a national policy and as a part of a national plan, even to the extent of heavily subsidizing rural education, it is inevitable that we shall ultimately have a peasant population on the farms, and colleges such as ours will have no students of collegiate grade except from among land-holding city residents. It requires no prophet to foresee that when such a time comes democratic institutions will begin to crumble at the foundations.

Fundamentals of a national policy.—Among the achievements necessary to insure the proper development of American agriculture whether from a private or a public point of view, the following at least are of sufficient significance to be considered as fundamental in a national policy:

First. Subsidization of country schools to an extent that will insure to every child born upon the farm the opportunity of a good high-school education admitting to college, with choice of differentiation along agricultural, mechanical, commercial, scientific, or literary lines—and this without leaving the father's roof or breaking up the home and the business.

Second. Public recognition of the fact that the farmer is neither a capitalist nor a laborer, as the terms are understood in the commercial world, but a managing operator of a small business of which the home and the family are integral parts, and therefore entitled to stand in the public esteem as a typical democrat, not as a "rube," or even as an eminently useful laborer that should be "contented with his lot."

Third. Recognition of the fact that the American farmer, as a typical citizen representing our largest and most fundamental industry, and as our greatest home builder, is entitled to an income comparable with his labor, his investment, and his managerial skill.

Fourth. The assurance of this income, not by arbitraty price fixing in defiance of the economic law of supply and demand, not by force, but by conference between producer, distributor, and consumer.

Fifth. Requirement by law of minimum housing conditions upon rented farms, such conditions to be maintained under a system of adequate inspection.

Sixth. The obligation not only to maintain but to increase the fertility of land, this obligation to be equally binding upon landlord and tenant and enforced by public license.

Seventh. Recognition of the fact that as between the owner and the operator of the land the sympathy and support of the public should be with the operator.

Eighth. Recognition of the fact that as between the owner-operator, the tenant, and the speculator, the sympathy and support of the public should be with the owner-operator as the typical farmer.

Ninth. The elimination from the public mind of the idea that tenantry is to be regarded in America as typical land occupancy or as the ideal road to ownership, theories for nationalization and mutualization of land to the contrary notwithstanding.

Tenth. The appropriation of public funds for financing young men in prospective ownership as soon as they shall have fully established a reputation for thrift and shall have accumulated say 10 per cent of the purchase price of productive lands.

Eleventh. The establishment of interest rates on funds loaned upon land for home-building purposes that shall be based upon those of the most favorable bond issues, not upon current banking rates for short-term loans—rates that can not be generally realized in farming and that ought not to be realized in the business of producing the staple foods.

Twelfth. Discouragement of speculation in land, by means of graduated taxation, and if necessary by prohibiting the accumulation of large numbers of farms or other

acquisition of land with no intention of occupancy; in other words, the absolute dissociation of real estate speculation from farming and from the production of the food of the people. If we are to retain the principle and practice of private ownership, we must not abuse the privilege.

Thirteenth. Recognition of agriculture in all its phases as a matter of deep public concern, whether regarded as the machinery for the production of the food of the people or as the means of providing ideal conditions for the rearing of children.

Fourteenth. Finally, the determination to maintain upon the land the same class of people as are those who constitute the prevailing type among the mass of American citizens.

REORGANIZATION OF THE ASSOCIATION OF AMERICAN AGRICULTURAL COLLEGES AND EXPERIMENT STATIONS.

The following report by W. E. Stone, president of Purdue University, gives the principal reasons for a reorganization of the association:

The presidents of the land-grant colleges have had under careful consideration the subject of a more representative and efficient organization of these institutions.

Without disparagement of the Association of American Agricultural Colleges and Experiment Stations, or any criticism of those who have so ably conducted its affairs, it is self-evident that the present form of organization has become too complex: that it is no longer well adapted to the needs of the land-grant colleges as a whole.

The ideal organization of the land-grant colleges should have the prime purpose of securing unity of action on all matters pertaining to the common aims of the institutions in their relations to the Government and the public. No other group of institutions has so much in common; none other has so much at stake in the action of Congress and legislatures; none is so much in need of a strong central organization for promoting their mutual interests by concerted action.

Originally our association was adapted to this end, but through the growth of attendance and development along certain lines, it is apparent that it no longer represents the varied interests of the colleges or meets the fundamental need for deliberation and action upon questions of institutional administration and policy. The annual meetings bring out an attendance too large, too varied in its interests, and too limited in authority to secure careful discussion and responsible action on questions vital to the welfare of the land-grant colleges.

The present organization of the association provides no place for many important interests in the land-grant colleges. Were it to do so, however, it would only increase the present confusion and difficulties as regards careful discussion and action on institutional affairs as a whole; the organization separates authority from responsibility; the very name of the association is indicative of its one-sidedness.

Having these things in mind, the presidents of the land-grant colleges believe that it is now necessary to secure some form of organization which, without interfering with the general features of the association now existing, shall promote its efficiency. They see two ends to be attained—namely, to fix the responsibility for legislation relating to the policies and administration of the land-grant colleges upon those who are charged with the management of these institutions, and to retain those present features of the organization which have become its outstanding characteristics—namely, the meeting in sections for the discussion of matters pertaining to the working of the various departments of the colleges.

To this end the presidents recommend that a reorganization of the association be provided for, which shall accomplish the following ends:

1. The name to be the Association of Land-grant Colleges.

2. The legislative functions of the association to be lodged with the presidents of the land-grant colleges belonging to the association.

3. The retention of sections as at present for discussion and for recommendation and report to the legislative body of the association.

The presidents are deeply convinced that such a reorganization will be to the best interests of our institutions in all departments. They urge the adoption of this recommendation and the appointment of a committee to arrange the details of putting the same into effect with the least possible delay.

At a later meeting the committee on the revision of the constitution of the association recommended among other things the changes indicated in the preceding paragraphs.

According to the constitution these recommendations must "lie on the table until and be printed in the call for the next convention," when final action will be taken on the question.

ENGINEERING EDUCATION.

The respective merits of the revised Newlands bill and the modified Smith-Howard bill in behalf of engineering experiment stations were discussed by the engineering division of the college section. In view of the lack of unanimous support of any one of the proposed legislative plans, the debate was led back to the original grounds of discussion by President R. A. Pearson, of Iowa State Agricultural College, who made the following statements:

I want very briefly to mention five points which it seems to me are fundamental. We ought to get back to the first principles.

1. We need this bill because of the service it would give to our national industries, comparable with that which our agricultural experiment stations are giving to agriculture. We need it to complete the plan of the land-grant institutions which were started by our Government in good faith. The land-grant colleges are national institutions within State borders. We have a right to ask Congress for an appropriation to finish the structure which it began to build nearly 60 years ago.

2. The opposition to this measure has centered in a half dozen separate State universities. Several of these institutions are not interested and some, I am convinced, favor this measure which recognizes the land-grant colleges. As I see it, there are 48 institutions in favor of, perhaps six that oppose, this measure actively and a few more have been led into more or less indifferent antagonism. These several measures are receiving popular support in the main because the institutions are being circularized and in a manner which presents only one side of the question. If both sides were adequately presented much of this so-called support received by some of these measures would dwindle away.

3. The Federal Government has established the principle of recognizing one institution in each State for the conduct of agricultural and engineering work. Considerable appropriations are being made to these institutions. Now if at this late date, Congress recognizes another institution in any or all of the States and thereby divides the Federal aid it will establish a new precedent that will cause us trouble in connection with the Morrill, Nelson, Hatch, Adams, and Smith-Lever appropriations. Thus far we have been recognized without question as governmental agencies in the different States in agricultural and engineering lines. If now the Government decides to divide the engineering funds and recognizes another class of institutions, then we may expect that these other institutions will seek the division

of the agricultural funds long in our hands and we will have an annual battle on our hands.

Many ingenuous arguments have been advanced in favor of recognizing other institutions. One of them which has appealed to some of our best scientists is that in some given State the land-grant college is less well fitted to handle the work than is another institution. To offset that it may be said that it is easily possible to decrease the value of our Federal appropriations by oversupervision. If perchance it did happen in some State that the Federal money was spent in work done at an institution weaker than its competitor, the total losses of that character would not approximate those which would apply to all of the strong institutions throughout the country if they were bound down by such detailed supervision and red tape as is indicated by these various bills.

It is said that it would hurt the separate State universities if the land-grant colleges get this money. Not at all. If two institutions have been established in a given State, its legislature, if it chooses, can reduce the State appropriation to the land-grant college by an equivalent amount and add a similar sum to the appropriation allotted to the State university. It is entirely within the power of the State to adjust such a situation.

4. President Thompson pointed out to us last year that when a State decided to establish two institutions rather than one and to place engineering at the land-grant institution, it estopped itself from interfering with that arrangement at a later date. Too much stress can not be laid on the importance of this point of view.

5. We ought to stand firmly for the principle of the limitation of Federal appropriation to land-grant institutions. We should be more active than we have been in making this position plain to the Council of National Research and others, so that they will understand the two sides of this question. I can not help but think that they then will be more strongly our supporters than they have been. I gravely question the desirability of bringing the National Research Council into this matter in any administrative way. There is considerable departmental overlapping in Washington and each stands firmly for what it deems to be its own. And what has happened? Another organization has been created. The National Research Council to-day, I understand, is a self-perpetuating body. I query whether Congress will put into its hands the authority to supervise the expenditure of Federal funds. I hope that it will become so related to this work that its advice and counsel may be available, but we should insist that a recognized governmental department should exercise such supervisory powers as may be necessary, such as we are now accustomed to in connection with the use of the agricultural appropriations, leaving to the States the utmost freedom possible in developing the use of these funds.

WHAT CAN ENGINEERING DEPARTMENTS DO TOWARD TRAINING ENGINEERS FOR WAR SERVICE?

By MAJ. GEN. W. M. BLACK, Chief of Engineers, United States Army.

A military engineer must have a knowledge of the science and art of war, and must be skilled in the application of the principles of engineering to military work. He must be a soldier and an engineer.

It is hard to define in precise terms just what is a soldier. The New Standard Dictionary gives several partial definitions:

"(1) A person engaged in military service; a member of an army or organized military body.

(2) Emphatically, a brave, skilful, or experienced warrior; as, a soldier through and through."

These definitions are insufficient: a lot of words are used but they do not mean much. Might not a better definition be as follows:

"A man skilled in the science and art of war, having a trained and disciplined body and mind which fit him to act as a component part of an army of similarly equipped men."

To my way of thinking the essential quality a man must have to fit him to be called a soldier is the thoroughly trained spirit that makes his body and will ready at all times to respond immediately and promptly to the call of duty, no matter how repugnant or hazardous the performance of that duty may be.

A soldier is frequently spoken of as a disciplined man, and only too frequently the wrong meaning of "discipline" is foremost in the mind when this word is used. The Standard Dictionary gives two definitions for the verb "discipline":

"(1) To train to obedience, subjection or effectiveness; put through systematic exercise or practise; drill; educate; as, to discipline children: to discipline an army; to discipline the passion; to discipline the mind.

"(2) To punish or chastise; especially, to visit with censure, penance, or loss of privileges from a church or other organization."

To be a real soldier a man must have disciplined himself in accordance with the first of these definitions. The application of the second definition would show simply that such self-discipline had not been attained.

It will be noted that this definition of the word "discipline" is applicable just as fully to training for civil life as to that for the military career. It is insisted upon for the military career simply because to attain success an army must have a maximum of efficiency. The results of war are so stupendous to the human race that this necessity for a maximum of effectiveness in an army has always been recognized, and hence the word "discipline" has been largely connected with army work.

But, after all, is it not equally necessary or should it not be equally necessary in civil life? If discipline is the prime essential for a soldier, and if discipline is equally beneficial for the civilian, does it not then become a primary duty of each educator to see to it that each human intelligence sent to him for training shall be turned out trained and disciplined? And if such be the productions of the schools, can there be any higher service rendered to the country for peace or for war? Can there be a greater mission given to you as educators of the youth of our land?

It is not generally known that, of all the educational institutions of our country, the United States Military Academy numbers among its graduates who are not in the service the largest proportion of men who have obtained distinction in civil life. The effectiveness of its methods in training men as soldiers has long been recognized.

One result of the training given at the Military Academy is that the graduate cadet has a mind so well trained and a spirit so under discipline that he is ready to tackle any task that may be set before him as a duty, and, being ready, generally makes a success of his performance. It is not claimed that the curriculum of the Military Academy is the best possible, or that all the studies taught there are thoroughly understood, but the general results are good and the efficiency of the academy and of its graduates is undoubted.

I have alluded to the fact that not all of the graduates of the academy fully apprehend the subjects taught there, and recent experience would go to show that this defect is one not confined to the Military Academy. For a number of years past the Corps of Engineers of the Army has been endeavoring to obtain a certain number of its members each year from the graduates of our civil technical institutions. The law prescribes, among other things, that men desirous of entering the Corps of Engineers as second lieutenants shall be required to pass such a technical examination as the Secretary of War may prescribe. Year by year these examinations have been held. Some years none of the candidates have reached the standard prescribed in the regulations. The percentage of failure has ranged from 50 to 100 per cent and in order

to get enough men from civil life, each time an examination has been held it has been necessary to admit certain men who came nearly up to the standard required but have not quite attained it.

Two years ago, in order to determine whether fair questions were asked, a list of those propounded at the last preceding examiuation was sent to the faculty of the Virginia Military Institute and also to the faculty of Columbia College with a request for criticism. They were returned with a few minor and just criticisms, but the dictum of each body was that the students who had learned the course taught at these institutions should have been able to pass the examinations.

The failures were not all in the difficult subjects. On the contrary some of the simpler subjects proved stumbling blocks; descriptive geometry seemed to be apprehended but little. Even the principles of topographic surveying had not been learned, and ideas as to what a contour line means seemed very hazy. It was evident, therefore, that there was something wrong.

Frequently specialization in the engineering profession is gone into, not after a full knowledge of all that specialization implies, but from a passing inclination or even from sheer ignorance, only to result in a permanent misfit in life. Has there been a tendency to specialize too early? Has there been sufficient attention given to the fundamentals? Is it insisted upon that all men should know English, general history, the principles of law? If a man is to rise to the head of his profession in any of the specialized branches of engineering, must he not have as a foundation a thorough knowledge of civil engineering, of his own language, and better, in addition, of one or two languages besides his own? Should he not know enough of the history of the progress of the world to be able to judge in advance of the effects of such movements as are now agitating Russia and Germany, and of the general course of advancement of the human race? Should he not be well enough grounded in law to be able to appreciate to the full its special application to the works with which he will be engaged? I would plead for a more thorough primary education before specialization is permitted.

I have come to the conclusion, judging from my own experience, personally, as a cadet, the experience of other of our officers, and from the experience gained through these examinations, that the method of teaching is defective. The courses of almost all of our institutions are quite sufficiently comprehensive. The text books contain the information which the student wants, but the student does not get it. Dr. Mann, in his most excellent report, recently published, brings out these same facts and suggests certain remedies. Some of these suggested remedies are now being tried out at a school recently established at Camp Humphreys, the pupils of which are 62 young men, who, under the stress of war, were graduated from West Point after having completed only two of their four-years' course. In this school at Humphreys we are trying to see whether by a rearrangement of the courses better results can not be attained by the students.

For example, to a student in civil engineering a knowledge of mechanics is necessary—necessary as a tool which must be mastered for use in the solution of the problems of engineering in real life. Therefore, we are trying to teach mechanics as a tool and not as an end in itself. The study of the composition and resolution of forces is taught first of all by having a student make his own analysis of a bridge and make up his mind for himself why the bridge stands up under its load; why certain members are of one material and form, and certain other members are of another material and form. He is encouraged to work out for himself, first by experiment and then algebraically, the principles of the composition and resolution of forces. And so through mechanics the problem is shown him and then he is helped to learn the principles of mechanics on which the solution of the problem depends.

Earlier in this paper I have touched upon the great importance of discipline as a means toward efficiency. You know how much time is lost at the schools through

unpunctuality, through disorder, and through the many minor ways in which the lack of discipline makes itself felt. Can not this condition be bettered? * * *.

Discipline of the mind requires an effort of the will—an effort not carried out for one or two hours a day, but an effort carried out through the entire day and the entire week and the entire college year. If students are earnest in seeking an education and become convinced that this kind of training tends toward efficiency, not only in gaining an education but also in forming habits of efficiency valuable in later life, will they not be willing to subject themselves to the restraints necessary to bring about this habit of mind and body? Can there not be aroused in the student body a college spirit that will go far toward bringing this desired end? Will not earnest young men voluntarily submit themselves to the necessary restraints? Can there not be obtained by the action of the student body itself the restraint necessary for this self-discipline? College spirit in its best form is largely dependent on the feeling of comradeship, of work done together, of hardships willingly undergone together. It is hard to get a thoroughly good college spirit if the men are broken up into cliques and classes. The formation of these cliques or these minor classes is frequently due to the simple lack of acquaintanceship. The financial condition of the students varies. If unrestrained the young man with plenty of money will live in such a way that the young man with an insufficiency of money can not associate with him.

Why not have plain living enforced? Why not have forced restriction on the way in which the men are to live, on the amount of money they can have to spend, on the kind of clothes which they wear? Probably you all know that these restrictions are enforced in some of the best of our institutions for young people with little fewer years than those of colleges. I allude to institutions such as Groton, where simplicity of living is insisted upon and where lavish expenditure by any student is absolutely forbidden, and all are restricted to the same and a very small money allowance. To attain this end it is necessary that the students be required to live in dormitories and that the same table be provided for all. Can not this be done advantageously? Do you think there will be any lack of patronage of a school where such things are insisted upon as necessities for training, provided that school shows by the excellence of its work that it is worthy of being patronized? Is there any good reason why there should not be fixed hours for study, during which the young men must remain in their rooms, as well as fixed hours for recitation? Is there any reason why punctuality in the performance of duty should not be made a sine qua non? Military drills and military uniforms are aids toward these ends, but they are not essential, and a mere knowledge of military drill is far from the training necessary for a soldier. Military drill is chiefly valuable from a psychological point of view—viz, the constant suggestion of authority and the recognition of authority. This result is lost unless the same relations of authority and discipline are carried out at all times in the relations between students and instructors, which is not the case in most institutions where there are only a few hours of military drill each week. In the training of thousands of officers and men in the training camps the most difficult of the military essentials to teach were the principles of discipline and recognition of authority. Every educational institution can help to correct this. It was not difficult to teach the average man the elements of the art of war.

A real technical training can be given to a soldier only by experts. Just as born instructors for civil duties are few, so it is with instructors for military training. The higher the class of training desired the more difficult it is to find fit men. It has been my experience that it is better not to attempt a course of training than to attempt it with the wrong class of instructors. The Regular Army is insufficient in numbers to fulfill the duties devolving upon it. This is especially true of the Corps of Engineers of the regular establishment. Until the size of the Army is increased and in that increase is included a provision of officers for instructors at civil institutions and time is allowed for the training of such instructors, the Army can not supply them.

If the civil institutions of learning can not obtain military instructors from the numerous officers who received a partial training during the war, and who are now returning to civil life, it is my judgment that courses in the military art should not be attempted. Before such an instructor is selected, great care should be exercised in determining his qualifications. A man fit to be an instructor usually is fitted for many other classes of work, and the office must seek and secure the man.

All students should be taught the evil consequences to our country which have followed our policy of general unpreparedness. Any good world history should teach this. For our own Nation our common histories are misleading. "Upton's Military Policy of the United States" teaches the lesson conclusively. A study of this book should be made a part of the curriculum for every student in the land.

See to it that each man is a master of English, that he can express his ideas clearly on his feet and with his pen. For this the study of literature is requisite. See that he has the breadth of vision which the study of history gives. See to it that he is trained in the principles and the application of the principles common to all branches of engineering work before he is allowed to specialize. You do not want to train men to become life-long subordinates, but to give them that sure foundation on which a life structure of the highest form can be built.

Then in answer to the question, "What can the engineering departments do toward training engineers for war service?" I would say, see to it that your graduates are thoroughly trained in the principles of engineering, and that this training is founded upon that general education which every man must have in order to do his full part as a citizen. See to it that young men leave your schools with a high sense of devotion to duty and with that training of mind and body which will enable them to tackle any task that may be set before them with a will always to do their best. I think if you can give us graduates of this kind you will do far more for the Army than you could in sending out a lot of young men with a small knowledge of drill-book tactics, but otherwise not fulfilling the definition given of "a soldier."

ENGINEERING IDEALS.

By Dr. J. A. L. Waddell.

Engineering as an occupation can be traced back to the dawn of history; as an art it has existed for 2,000 or 3,000 years; but as a profession it is not yet half a century old. In truth, it is still lacking in some of the essential requirements of a profession, owing, possibly, to the fact that a large proportion of its members regard it merely as a means of earning a living and not as the mainspring of the world's activity and progress, and consequently as the most important calling of mankind. Until such time as at least a majority of its members shall consider it in the light of a truly noble vocation instead of a sordid business or trade, engineering as a learned profession will fail to attain to its wonderful possibilities. It is true that the work of its great leaders will keep it from languishing, and that material progress will soon be effected because of the striking object lessons of the existing world war in respect to the engineer's usefulness and necessity in all lines of endeavor; but ideal progress will not be accomplished until it becomes customary for engineers to take a more intense interest in the advancement of their profession than they do in their own individual welfares. Such a spirit of loyalty in times past has existed in certain organizations; and it undoubtedly continues to exist in this country, in spite of the seemingly apparent universality of self-interest. Evidence of this has been given of late by the willingness of the American youth to risk health and life in order to fight for an ideal—namely, the future welfare of all mankind. It is not too much to hope that ere long there will be developed very generally among engineers such a true, deep love for the

profession that, in all his business activities, the individual engineer will think first of how his actions will affect the interests of his chosen calling before considering how they may militate concerning his own. To attain such a desideratum and to make our profession truly efficient it will be necessary for us all to foster, stimulate, and establish many engineering ideals.

This brings us back to the subject of my address and raises the question as to what are engineering ideals. They may be divided into two groups—ethical and utilitarian.

In the first group may be included the following items: Code of ethics; loyalty; honor above wealth; expert evidence; goals for ambition; advancement by merit; outspokenness concerning evils; treatment of subordinates; improving the morale of students; advice to young engineers; publication of special knowledge.

In the second group may be listed: Economics; technical investigations; definition of the term "engineer"; publicity; Federal licensing of engineers; Federal department of public works; extra checking of plans of important projects; taking initiative in public affairs; teaching how to study; accurate thinking; improvement of engineering literature; independent engineering weekly without advertisements; propaganda to secure highest class of students for engineering; securing higher-grade teachers for engineering; study of vocational ability; study of Spanish by engineers; closer cooperation with foreign engineers; establishment of minimum charges for technical services.

To each of these lists might be added many items of minor importance.

Space does not permit the individual discussion of each item as brought out in the complete paper.

THE RELATIONS OF ENGINEERING DEPARTMENTS OF LAND-GRANT INSTITUTIONS TO THE TRAINING OF TEACHERS FOR TRADES AND INDUSTRIES UNDER THE SMITH-HUGHES ACT.

By J. C. WRIGHT.

The obligation which rests upon the land-grant colleges is a serious one. Many of them have been designated to cooperate with the State boards in the organization of these classes. If you look at the job seriously and realize its effect upon our national industries, upon the economics of the entire country, you will feel that it is an obligation upon your part to take hold of this work and to follow up the teachers after they have been placed in the schools and see that the instruction given them is actually put into practice.

A few principles which enter into this problem are:

1. Trade and industrial teachers must know the subject matter and must be skilled in the art of teaching to the same degree that teachers in any other schools or classes are prepared for their work.

2. Engineering institutions, if they are to be successful in training teachers for trades and industries, must place men in charge who not only are prepared as teacher trainers, but who are in full sympathy with the problems of vocational training.

3. The technique and processes of industry are so varied that no institutions can ever hope to possess an equipment that will give all the experiences of the trade.

4. Many men are to-day at work in industry who do not possess college or even high-school educations, and who, if given instruction in the art of teaching, become good teachers of shop or related work.

5. Teachers must be trained. The demand is great. State boards are charged with the responsibility, and land-grant colleges through their engineering departments should cooperate with them. Even though the outcome now seems somewhat uncertain, they should persevere to the end.

RESEARCH WORK IN HOME ECONOMICS AT AMERICAN COLLEGES.

The report of C. F. Langworthy shows that 15 institutions made investigations in nutrition and dietetics; 13 institutions made investigations in foods and cookery; 13 institutions made investigations in sugar and sugar substitutes; 10 institutions made investigations in flours and breads; 11 institutions made investigations in preservation of fruits and vegetables; 7 institutions made investigations in fats and oils; 4 institutions made investigations in meats and substitutes; 1 institution made an investigation in milk bacteriology; 5 institutions made investigations in fuels; 4 institutions made investigations in textiles; 5 institutions made investigations in household management; 1 institution made an investigation in house planning; 1 institution made investigation in calorimeter experiments.

EXTENSION PROBLEMS OF RECONSTRUCTION.

By K. L. Butterfield.

The one big, inclusive, almost overwhelming task of the extension service during the coming years is to keep the farmers of America in school. In a successful democracy, all the people must be alert to all the problems of the time. Education is the life-blood of democracy. All the kingdoms of knowledge are to be open to all the people. Study, reading, discussion, conference, must be added to experience and meditation, in the daily work and life of the multitude. The farm press and other periodicals, the grange and other farm organizations, friendly conference, and travel are important means of rural education. But perhaps the extension service has a greater obligation than any of the others. It is a public agency for the public good.

We should take to heart the doctrine of a democratic education announced by members of the British labor party: "The most important of all the measures of social reconstruction must be a genuine nationalization of education which shall bring effectively within the reach not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and artistic, of which he is capable." This is the democratic theory of education up to capacity. The farmer has a right to much besides education for more efficient production. The whole range of his interests as worker, as citizen, as man must be watered from the springs of knowledge and inspiration. * * *

Systematic teaching.—Another problem of our extension service is the effort to evolve much more rapidly than we have been doing the systematic teaching of farmers. You extension people have discarded the old-fashioned farmers' institute, thrown it on the junk heap, very largely because you assert that it was superficial in its character; but you have not yet developed the real systematic study that would contrast with the "touch and go" of the institute. You are doing a splendid work in teaching the individual farmer on his farm and through demonstrations, but you are still far short of success in making the average farmer a real student of his problem. Now, I know something about the difficulties in doing this because I have tried it. It is still hard to persuade most farmers to read books systematically and thoroughly. Nevertheless, the extension school, the study club, the reading club, the correspondence course, and similar devices for getting small groups of farmers and farmers' wives into the habit of systematic, consecutive, and profound study of fundamental problems is one of the big problems in the near future. I do not belittle the edu-

cational value of general discussion, of observation, of demonstration, of shared experience. I simply assert that we are neglecting the other aspect of education—that which comes from much thinking by oneself, from the study of what other men have said and written, and from a systematization of knowledge in one's mind. Are we going to try to make the farmers students? That is the question. Many of them are students, but not enough of them. And it is to a great extent our fault if the thing is not done. * * *

The Smith-Lever Act is probably the greatest piece of democratic educational legislation ever enacted in any country, for it has within it the potentiality of a systematic effort to keep the entire 7,000,000 of American farmers and their families in school after school days are over. It seems providential that this act is almost in full operation at this critical time, when we need supremely a national program of education in the great issues of the new epoch. The mission of the extension service during reconstruction is nothing less than to serve mightily in helping to lay the foundations for a fuller and more real American rural democracy.

COMMUNITY ORGANIZATION FOR EXTENSION SERVICE.

By Dwight Sanderson.

The extension service is unique in its organization, for of all our institutions it alone involves legally established cooperation of the Federal, State, and county governments with the people. Its organization differs from that of established educational institutions in that its mechanism is created and periodically modified for most effectively meeting the needs and problems of those actually engaged in agriculture and home-making, rather than being developed for systematic study of various phases of knowledge pertaining to these subjects. It is organized on a project basis for attacking specific problems. It has a functional organization, and in the degree that it maintains this form of structure will it constantly renew its youth, grow and live.

The extension service is equally unique in its educational methods, and from the standpoint of educational efficiency the method rather than the organization is the distinctive and essential feature of any educational movement. Three features of the method of extension work stand out as characteristic:

(1) Its chief educational method is that of the demonstration;

(2) Its program of work is determined by the local people with the advice of experts employed by them and the State and bringing to them the experience and knowledge of the States and the Nation; and

(3) This program is carried out through the discovery and development of personal leadership in local groups and communities with the support of their public opinion. It is a form of collective or group education.

If we recall the beginnings of extension work we shall appreciate that this conception of extension work is radically different from that commonly held only a decade ago, and that our whole attitude toward its organization must be modified accordingly.

It is unnecessary to discuss the merits of the county as the unit of organization. Historically, in the beginning of the Farmers' Cooperative Demonstration Work the county was found to be the best unit for the work of one demonstration agent, and so he became the county agent. As local support developed the county was the smallest political unit which had authority to appropriate public funds for this work. So the county became the basic unit of organization, as it is with most of our institutions. Yet we should clearly recognize that though the county is a political and administrative unit, frequently it is not a natural social unit; many of the communities forming

it may not be associated by other than political ties. Herein lies the need of an "organized county" for extension service. At first we emphasized the need of a county organization for the support of the county agent. We soon found that only by working through an organization and enlisting the assistance of its members in promoting the work in their localities could the agent be of most service. Finally we have come to see that if extension work is to have a permanent basis it must be an institution of the people, organized to maintain it and not merely dependent upon paid professional leaders frequently changing; the permanent success of any rural institution must depend upon its resident leadership rather than upon its employed agents.

THE OFFICERS OF THE ASSOCIATION.

The outgoing president of the association was Eugene Davenport, dean of the College of Agriculture of the University of Illinois.

The officers of the association for 1919 are as follows:

President, C. A. Lory, of Colorado; vice presidents: Brown Ayres, of Tennessee; A. M. Soule, of Georgia; J. G. Lipman, of New Jersey; A. F. Woods, of Maryland; R. W. Thatcher, of Minnesota; secretary-treasurer, J. L. Hills, of Vermont; bibliographer, A. C. True, of Washington, D. C; executive committee, W. O. Thompson, of Ohio, chairman; R. A. Pearson, of Iowa; W. M. Riggs, of South Carolina; W. H. Jordan, of New York; H. L. Russell, of Wisconsin.

FEDERAL ACTS FOR THE BENEFIT OF THE COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS.

The principal acts providing for the support of instruction in these institutions are three in number.

(1) The act of July 2, 1862, granting public lands to the States, known as the "first Morrill Act," and the act of March 3, 1883, amending the previous act and providing for the investment of capital.

(2) The act of August 30, 1890, making yearly appropriation to the States and Territories in aid of colleges of agriculture and the mechanics arts, known as the "second Morrill Act."

(3) The act of March 4, 1907, known as the "Nelson amendment," increasing the annual appropriation to $50,000 per year to each State and extending the conditions for the use of the funds.

In addition to the three acts supporting instructional work, there have been three acts granting Federal aid for experimentation and extension work:

(1) The act of March 2, 1887, the "Hatch Act," granting $15,000 to each State for agricultural experiment stations.

(2) The act of March 16, 1906, the "Adams Act," increasing the annual payment for experiment stations to $30,000 for each State.

(3) The act of May 8, 1914, the "Smith-Lever Act," making an annual appropriation to each State for agricultural extension work.

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

The benefits of the act of 1862, or of later acts in lieu of it, are received by every State, and 53 institutions are thereby aided—one in each of 43 States and two each in Massachusetts, Mississippi, South Carolina, Virginia, and Kentucky. Massachusetts divides its fund between the Agricultural College and the Institute of Technology, while Mississippi, South Carolina, Virginia, and Kentucky divide the funds between institutions for white and colored students.

The amount of the appropriation under the acts of 1890 and 1907 is now fixed at $50,000 for each of the 48 States and the two insular possessions—Porto Rico and Hawaii. Sixty-eight institutions are aided. Seventeen States maintain special colleges for colored students, which receive part of this fund.

Professors, instructors, extension workers, and experiment station staff.

	1913–14	1914–15	1915–16	1916–17	1917–18
In institutions for white students	9,019	9,742	9,961	9,800	11,503
In institutions exclusively for colored students	511	529	535	544	476
Total	9,530	10,271	10,496	10,344	11,976

Student enrollment.

	1913–14	1914–15	1915–16	1916–17	1917–18
In institutions for white students	105,803	114,905	119,886	122,053	114,913
In institutions exclusively for colored students	9,251	10,170	10,613	11,352	9,340
Total	115,054	125,075	130,499	133,405	124,253

Students in regular college courses in certain subjects in institutions for white students.

Subjects.	1913–14	1914–15	1915–16	1916–17
Agriculture	13,249	13,883	15,025	14,348
Horticulture	512	1,053	634	941
Forestry	485	989	374	347
Veterinary science	598	1,294	841	773
Household economics	4,018	4,431	5,177	5,055
Mechanical engineering	4,096	4,189	4,340	4,417
Civil engineering	3,473	3,289	3,015	2,822
Railway engineering	55	326	517	46
Electrical engineering	3,277	3,335	3,921	3,256
Mining engineering	677	713	671	571
Chemical engineering	778	871	1,095	1,505
Sanitary engineering	132	495	355	79
Textile engineering	90	99	150	107
General engineering	2,612	2,383	2,143	2,165
Architecture	1,045	844	890	984
Chemistry	614	715	713	831
Pharmacy	143	249	168	377
General science	4,356	4,842	5,673	8,989

Students in four-year college courses of agriculture and the mechanic arts, 1917–18.

1. IN AGRICULTURE.

Agricultural education	359	Poultry husbandry	63
Agricultural engineering	88	Rural economics	59
Agronomy of farm crops	771	Soils and fertilizers	21
Animal industry	1,166	Veterinary science	533
Dairy husbandry	151	General agriculture	6,937
Forestry	152	Miscellaneous	606
Horticulture	450		
Pomology	73	Total	12,426

2. IN ENGINEERING AND THE MECHANIC ARTS.

Civil engineering	3,535	Sanitary engineering	31
Electrical engineering	3,287	General engineering	1,838
Mechanical engineering	3,622	Unclassified	623
Mining engineering	660		
Textile engineering	189	Total	15,130
Chemical engineering	1,685		

3. IN HOME ECONOMICS AND IN ARCHITECTURE, PHARMACY, GENERAL SCIENCE, ETC.

Foods and cookery	140	Pharmacy	721
Textiles and clothing	94	General science	1,878
Industrial management	70	Unclassified	1,383
Cafeteria management	59		
Teachers' course	1,411	Total	4,496
General course	2,857		
		Total for both groups	9,687
Total	5,191		
		Grand total for divisions of agricultural and mechanical college	37,243
Agriculture	514		

Students in military science and tactics.

Institutions.	1913–14	1914–15	1915–16	1916–17	1917–18
In institutions for white students	26,600	28,746	31,268	33,704	30,220
In institutions exclusively for colored	2,436	2,029	2,177	1,415	1,803
Total	28,036	30,775	33,445	35,119	32,033
In Reserve Officers' Training Corps courses				8,035	17,550
Grand total				43,154	49,583

Enrollment in the principal divisions in institutions for white students.

Departments.	1913–14	1914–15	1915–16	1916–17	1917–18
Agriculture	13,844	17,169	16,874	16,409	13,445
Home economics	4,018	4,431	5,177	5,055	5,858
Mechanic arts	16,235	16,554	17,097	16,201	14,890
Short and special courses	15,510	11,907	12,181	16,477	11,925
All departments	105,803	114,905	119,886	122,053	114,913

Enrollment in institutions exclusively for colored students.

Departments.	1913–14	1914–15	1915–16	1916–17	1917–18
Preparatory	3,973	1,884	5,892	5,983	4,930
Industrial	.....	420	573	1,048	862
Collegiate	2,135	2,020	1 981	903	743
All others	3,361	3,537	3,290	3,408	2,805
Total, excluding duplicates	9,251	10,170	10,613	11,352	9,340
Agriculture	2,200	2,368	2,053	2,054	1,900
Household arts	5,487	5,652	5,758	4,118	3,388
Industrial arts	2,848	3,024	2,683	2,825	2,234

[1] Reduction is due to a more rigid classification.

Bachelor or first degrees.[1]

Courses.	1913–14	1914–15	1915–16	1916–17	1917–18
In agricultural courses	1,903	2,311	2,584	2,803	1,704
In mechanical courses	1,959	2,145	2,279	2,404	1,540
In home economics	436	653	754	787	853
All other courses	4,205	4,362	4,573	5,367	3,647
Total	8,503	9,471	10,190	11,361	7,744

Advanced degrees.

In agricultural courses	117	150	229	221	218
In mechanical courses	153	202	238	186	125
In home economics	17	5	7	9	112
All other courses	880	755	825	897	16
Total	1,107	1,112	1,299	1,313	471

[1] Not including institutions exclusively for colored students.

Value of property.

	1913–14	1914–15	1915–16	1916–17	1917–18
Endowment funds	$59,966,160	$61,283,123	$63,704,947	$66,367,086	$57,737,425
Farm and grounds	26,981,085	19,082,872	16,649,798	30,937,913	31,553,099
Buildings	51,825,768	65,524,849	72,575,218	65,619,208	65,591,190
Apparatus and machinery	16,842,273	18,524,284	18,603,947	22,198,115	21,079,123
Library	5,996,787	6,111,788	6,441,133	6,685,958	6,698,743
Live stock	1,686,282	1,293,681	1,444,395	1,599,928	1,769,218
Total	160,298,353	171,800,597	179,519,438	193,408,218	184,428,798

GIFTS, BUILDINGS, AND IMPROVEMENTS, 1917–18.

University of Arizona.—A new mechanical arts building costing $25,000, and a women's dormitory building, $100,000.

University of California (Berkeley).—The Jane K. Sather campanile, erected of steel and stone, the total cost to be approximately $225,000. A new chemistry building, of steel and concrete, known as Gilman Hall, to cost $198,000. Hilgard Hall, of steel and stone, for the agricultural department, to cost $365,000. The addition to and

completion of the original university library building, the total cost of the entire structure to be $1,240,000. A brick addition to the original power plant building, including new buildings, etc., at the cost of $90,000. Addition to Wheeler Hall, to be used for classrooms, offices, and auditorium; built of steel and stone, total cost of the completed building being $710,000.

At San Francisco.—A new university hospital building constructed of steel and stone, at a total cost of $672,000.

At Riverside.—The completion of the brick and frame laboratory building, which is to cost altogether $100,000, and also the completion of the brick and frame residence for the director, and the construction of cottages and outbuildings at the citrus-experiment station.

At Davis.—Additions to buildings, and various new, small frame buildings.

Colorado Agricultural College.—Additional shops and a large wooden dining hall were built for the soldier-training course.

Connecticut Agricultural College.—There were constructed eight new dwelling houses, well, and reservoir, coal bunker, poultry buildings, piggery, and three garages. The central heating plant was completed.

Delaware College.—A wing of a new dormitory of the Women's College of Delaware, to be known as Sussex Hall, the wing to cost $125,000.

University of Florida.—The erection of temporary wooden dormitory and a garage for use of soldiers; approximate cost, $8,000.

College of Hawaii.—A farm laborers' cottage, besides poultry house and yards.

University of Idaho.—An annex to the engineering building, a dairy building, and barns for horses, hogs, and sheep.

Purdue University, Indiana.—There was completed an armory, costing $188,000, consisting of a drill shed, 160 by 240 feet, and an administration building, 50 by 170 feet, having two stories and basement.

Iowa State College of Agriculture and Mechanic Arts.—The hospital, the women's dormitory, and the animal husbandry laboratory were completed. Wooden buildings were constructed for use as barns.

Kansas Agricultural College.—Wooden buildings were constructed for barracks, which will be used after the war for barns, tractor shafts, and for the housing of machinery. Three hundred and ninety-five acres of land were purchased by means of the State appropriation of $80,000.

Maryland State College of Agriculture.—The agricultural building, begun in 1917, was completed this year at a cost of $174,000.

University of Minnesota.—A new barn was constructed to take the place of the one destroyed by fire in 1917. A new seed storehouse

was also constructed. An addition has been made to the main engineering building for the purpose of housing 120 men. The electrical building has also been remodeled, and a large garage was built for the use of Army trucks and automobiles for the course in automechanics.

Mississippi Agricultural and Mechanical College.—Twenty thousand dollars was spent for equipment in agricultural engineering and $10,000 was spent toward the completion of a dormitory annex.

Montana State College of Agriculture and Mechanic Arts.—A new chemistry building, to cost $125,000, is in course of construction.

University of Nebraska.—A new agricultural engineering building was completed during the year.

University of Nevada.—A new $80,000 agricultural building is about to be completed.

New Hampshire College of Agriculture and Mechanic Arts.—A new wing has been added to the shops for the purpose of carrying on instructional work. An annex has been added to Smith Hall, the women's dormitory, giving space for 34 additional women. The Commons building, at a cost of $100,000. The barracks building, constructed for the Students' Army Training Corps, has been made into men's dormitories. A large number of small buildings have been erected for instructional work.

New Mexico College of Agriculture and Mechanic Arts.—A new automobile shop has been built.

North Carolina State College of Agriculture and Engineering.—The power house has been enlarged, and additions have been made to the steam and water plants.

North Dakota Agricultural College and Experiment Station.—There has been completed a new laboratory for automechanics and engineering work.

Oklahoma Agricultural and Mechanical College.—A residence for the president, costing $6,000.

Oregon State Agricultural College.—A veterinary hospital, $9,867; a horticultural biproducts building, $15,332; a laboratory building, costing altogether $120,961.

Pennsylvania State College.—A new engineering unit for wood shops, costing $56,000.

University of Tennessee.—Additions have been made to the engineering building at a cost of $15,000, and to farm buildings at a cost of $45,000.

The Agricultural College of Utah.—The irrigation and drainage building and the plant industry building are in course of construction.

State College of Washington.—One hundred and sixty acres of land were added to the farm at Pullman, and 50 acres to the experiment

station at Puyallup, Wash. A new book stack was added to the library building. Two new greenhouses for the department of horticulture and the outfitting of a new floor in the agricultural building.

University of Wisconsin.—Improvements at Camp Randall, $18,357; the women's field house, $1,464; a physics building and equipment, $82,931; a soldiers' building and equipment, $23,915; a dairy barn and addition, $8,971; heating station, $5,266; branch stations, $2,814; pumping system, $5,780; electrical distributing system, $1,971; Lincoln statue, $6,320; horticultural greenhouse, $2,086; the university farm, $1,534; the Bradley memorial, $1,349; infirmary, $1,231; other improvements, $3,884.

University of Wyoming.—A new model rural school building of frame, lath, and plaster; a music hall, brick veneer and shingle roof; a tunnel system for a part of the campus heating system.

INSTITUTIONS FOR COLORED STUDENTS.

State College for Colored Students, Delaware.—The school took possession, January 1, 1918, of an adjacent farm of 105 acres.

Florida Agricultural and Mechanical College for Negroes.—A dairy barn and a horse barn have been built. Addition has also been made to the mechanic arts building for machine shop practice.

The Southern University and Agricultural and Mechanical College of Louisiana.—A dairy barn building to accommodate 18 cows is being constructed at a cost of $3,000.

The Alcorn Agricultural and Mechanical College, Mississippi.—A new brick trades building has been built.

State Agricultural and Mechanical College, South Carolina.—A new dormitory for boys has been completed this year, taking the place of the one destroyed by fire.

The Agricultural and Industrial State Normal School, Tennessee.—A new implement shed has been constructed.

Prairie View State Normal and Industrial College, Texas.—A new, three-story brick, fire-proof building, to be used for agricultural work and for the officers of the extension department, costing $60,000.

The Hampton Normal and Agricultural Institute, Virginia.—Ogden Hall, to be used for assembly purposes, having a capacity of about 2,400 people, and a new administration building.

CHANGES IN COURSES AND METHODS OF INSTRUCTION.

University of Arkansas.—Courses have been added in wireless telegraphy, accounting, stenography, typewriting. On June 15, 1918, the training of soldiers of the United States Army in vocational work was begun.

Colorado Agricultural College.—In order to close the college early for the purpose of releasing students for work, class work was carried

on during holidays and vacations. A series of short courses was held in connection with our summer school for the training of club leaders, community leaders for food conservation, and extension work.

University of Florida.—Organization of classes for the instruction of 300 enlisted soldiers was undertaken.

Georgia State College of Agriculture.—Provision was made for a degree course in home economics.

College of Hawaii.—The program in mechanical engineering was discontinued. Cooperative arrangements were made with the experiment station of the Hawaii Sugar Planters' Association, whereby students in sugar technology receive part of their training at the experiment station and on various plantations.

Iowa State College of Agriculture and Mechanic Arts.—Numerous changes in courses and methods of instruction were made on account of the war.

Kansas State Agricultural College.—The attendance has been greatly reduced by the war. Great interest has been taken in the subjects which have direct military value.

University of Kentucky.—A written constitution has been prepared for the university. Courses in home economics have been reorganized. Certain departments have been changed. New departments of zoology, botany, economics, music, art, drawing, and farm mechanics have been established.

Maryland State College of Agriculture.—The educational system of the college has been unified by classifying the curricula under divisions of plant industry, animal industry, engineering, language and literature, general science, and vocational education.

University of Minnesota.—The collegiate work of the department of agriculture has been organized as the college of agriculture, forestry, and home economics. A series of courses in general agriculture has been introduced under the direction of the agricultural educational division. The procedure for the selection of a line of specialization has been modified to provide for more individual advice from the dean and the heads of the departments. New lines of specialization in home economics have been provided as follows: (1) A teachers' course in foods managements; (2) dieteties; (3) institutional management.

Mississippi Agricultural and Mechanical College.—Courses of study were modified to meet war conditions and the training of soldiers in the Students' Army Training Corps.

Montana State College of Agriculture and Mechanic Arts.—On October 1, 1917, the college changed to the plan of four terms of 12 weeks each, instead of two semesters of 18 weeks each. The training of teachers in agriculture, home economics, and trade in industry under the Smith-Hughes Act has been assigned to this institution,

and courses of study have been adopted accordingly. A new department of vocational education has been established.

University of Nebraska.—The most important change was the introduction in June, 1918, of a war vocational training unit of 900 men, which by lectures and laboratory methods was given instruction in mechanical and electrical engineering.

New Hampshire College of Agriculture and Mechanic Arts.—This institution changed from the two-semester plan to the three-term plan. New courses were added in home economics.

New Mexico College of Agriculture and Mechanic Arts.—A change was made from the two-semester plan to the three-term plan.

University of Tennessee.—During the year the teacher training work under the Smith-Hughes law was begun in agriculture, industrial arts, and home economics.

Agricultural College of Utah.—The institution has gone on the four-quarter basis.

University of Vermont and State Agricultural College.—Through an arrangement with the State board of education, the training of teachers in agriculture and home economics is to be conducted by the college of agriculture.

Virginia Agricultural and Mechanical College and Polytechnic Institute.—A new course in agricultural education has been added; also courses in trades under the Smith-Hughes Act.

University of Wisconsin.—No foreign-language requirements are made for graduation in either engineering or agriculture.

INSTITUTIONS FOR COLORED STUDENTS.

The Kentucky Normal and Industrial Institute.—New courses have been added to comply with the Smith-Hughes law.

The Alcorn Agricultural and Mechanical College.—New teacher training courses have been added in harmony with the provisions of the Smith-Hughes law.

Agricultural and Industrial State Normal School, Tennessee.—Courses in agriculture, domestic science, and domestic art modified to meet war conditions.

The Hampton Normal and Agricultural Institute.—The war classes, numbering about 250, were started June 15, 1918.

INCOME, 1917–18.

In reporting the income of the colleges, the items are separated into four distinct groups—funds for instruction and administration, funds for the experiment stations, funds for the extension service, and funds for vocational teacher training. In Table 9 is given the first of these groups, funds for instruction and administration, and in Table 10 are given the other two groups, together with the grand total income.

The following tables give the income under the old classifications for the years 1914–1917, inclusive, and the income under the new classification for the year 1917–18.

Income for five years.

Source of income.	Funds for instruction and administration.				
	1914	1915	1916	1917	1918
State funds:					
From endowments granted by the State	$479,050	$104,966	$133,444	$160,786	$248,305
From mill tax levy for support	4,010,234	3,733,316	3,842,112	6,441,533	4,237,245
From mill tax levy for permanent improvements	615,183	624,467	629,419	692,116	737,896
From appropriations for support	9,176,464	10,774,782	11,829,281	10,300,845	11,911,896
From appropriations for permanent improvements	3,716,834	2,768,576	2,833,204	3,783,702	3,788,135
Total State aid	17,997,765	18,006,107	19,269,460	21,378,982	20,923,477
United States funds:					
From land-grant fund of 1862	846,087	856,838	884,514	930,170	979,379
From other land-grant funds	264,111	195,239	193,573	241,840	366,411
From Morrill-Nelson funds of 1890 and 1907	2,500,000	2,500,000	2,500,000	2,515,171	2,504,748
Total Federal aid	3,592,198	3,552,077	3,578,087	3,687,181	3,856,538
College funds:					
From college endowment funds	1,151,511	1,216,672	1,144,075	1,399,607	1,725,122
From tuition, fees, board, and lodging [1]	3,059,358	3,565,771	3,741,429	6,077,868	5,841,282
From departmental earnings	[2]	[2]	[2]	2,970,412	2,808,829
From private gifts for support	[2]	[2]	[2]	312,054	360,946
From private gifts for permanent improvements and endowment	[2]	[2]	[2]	901,340	1,065,552
Miscellaneous	9,090,392	5,621,138	10,541,771	1,113,836	1,928,913
Total college funds	13,301,261	10,403,581	15,427,275	12,775,117	13,790,644
Total income for instruction and administration	34,891,224	31,961,765	38,274,822	37,841,260	38,564,655

FUNDS FOR EXPERIMENT STATIONS.

State funds	$1,068,441	$1,129,709	$1,059,018	$1,588,883	$2,063,408
United States funds	1,347,459	1,369,288	1,362,000	1,369,700	1,372,480
Private gifts	[2]	[2]	[2]	242,620	71,861
Experiment station earnings	[2]	[2]	[2]	1,213,216	1,271,825
Total funds for experiment stations	2,415,900	2,496,997	2,421,018	4,414,419	4,779,539

FUNDS FOR EXTENSION SERVICE.

State funds, Smith-Lever, and others	$1,292,273	$1,075,005	$1,364,356	$2,325,563	$2,376,341
United States funds		491,238	1,113,490	1,411,816	2,134,139
County, city, or association funds	[2]	[2]	[2]	690,334	900,504
Private gifts and miscellaneous	[2]	[2]	[2]	79,985	278,783
Total for extension service	1,292,273	1,566,243	2,477,846	4,513,718	5,689,768
Total for experiment stations and extension service					10,469,308

FUNDS FOR VOCATIONAL TEACHER TRAINING (SMITH-HUGHES).

From local funds					$34,444
From State funds					93,112
From Federal funds					107,876
Total vocational					235,442
Grand total income of institutions	$38,599,397	$34,027,005	$43,173,686	$46,769,397	$49,259,919

[1] Receipts from board and lodging included for the first time in 1917.
[2] Included in miscellaneous.
[3] Not reported.

MORRILL-NELSON FUND.

[Funds appropriated under Acts of Congress of Aug. 30, 1890, and Mar. 4, 1907.]

The total appropriation for the year ending June 30, 1918, from the United States Treasury in aid of colleges of agriculture and the mechanic arts under the provisions of the acts of Congress of August 30, 1890, and March 4, 1907, was $2,500,000, each of the 48 States and the two insular possessions receiving $50,000. In Table 11 are given the details for the year 1917–18. In addition this table shows $14,748.55 received from bank interest on daily balances during the year and added to the principal. The annual installment has been fixed at $50,000 to each State since the year 1911–12. The following tables give the amount expended under each schedule and the proportion each year:

Morrill-Nelson funds.

(Acts of Aug. 30, 1890, and Mar. 4, 1907.)

Subjects.	1913–14	1914–15	1915–16	1916–17	1917–18
Agriculture	$592,920	$579,374	$611,606	$587,411.01	$593,902.96
Mechanic arts	700,149	717,503	694,147	702,858.53	717,991.21
English language	222,844	219,011	211,949	207,928.46	217,114.22
Mathematics	219,057	207,045	197,022	199,002.88	194,175.85
Natural and physical science	600,413	565,881	581,797	581,734.37	578,796.69
Economic science	168,771	179,519	184,813	194,991.44	187,970.52
Training of teachers in special subjects	30,474	33,329	34,777	44,270.48	24,524.53
Total	2,534,619	2,501,662	2,516,551	2,518,237.17	2,509,490.02

Percentage of appropriations expended for instruction in various subjects.

Subjects.	1913–14	1914–15	1915–16	1916–17	1917–18
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
Agriculture	23.7	23.1	24.4	23.3	23.6
Mechanic arts	27.7	28.7	27.5	27.9	28.6
English language	8.6	8.8	8.4	8.3	8.6
Mathematical science	8.5	8.3	7.8	7.9	7.7
Natural and physical science	23.6	22.6	23.1	23.1	23.0
Economic science	6.7	7.2	7.4	7.7	7.5
Training of teachers in special subjects	1.2	1.2	1.4	1.8	.9

LAND-GRANT FUND OF 1862.

(Income from funds created by the land-grant act of 1862.)

Under the act of Congress of July 2, 1862, 10,920,000 acres of public lands have been allotted to the different States; of these, 1,187,090 acres remain unsold. From the sale of these lands permanent funds have been created amounting to $19,979,008, yielding an income of $994,360 for the benefit of the colleges. In Table 12 are given the details of income and expenditure for the year 1917–18. The figures below are the totals for the past three years.

Land-grant fund of 1862.

	1915–16	1916–17	1917–18
Principal of fund	$15,105,925	$18,254,899	$19,978,008
Income for year	916,151	990,000	974,360
Expenditures for year	925,048	931,039	924,360

TABLE 1.—*Statistics of colleges of agriculture and the mechanic arts endowed by Acts of Congress approved July 2, 1862, August 30, 1890, and March 4, 1907, for 1917–18.*

Institutions.	President.	Date of opening of institution.	Acres allotted to States under act of July 2, 1862, or equivalent act.[1]	Acres of land grant of 1862 still unsold.	Acres of other land grants still unsold.	Acres in farm and grounds.	Acres under cultivation.	Library.	
								Volumes.	Pamphlets.
1	2	3	4	5	6	7	8	9	10
Alabama Polytechnic Institute, Auburn, Ala.	Charles C. Thach, LL. D.	1872	240,000	0	0	325	90	33,550	5,200
University of Arizona, Tucson, Ariz.	Rufus B. von Klein Smid, Sc. D.	1891	150,000	150,000	387,000	605	510	30,000	1,500
University of Arkansas, Fayetteville, Ark.	John C. Futrall, M. A.	1872	150,000	0	0	120	40	31,000	11,000
University of California, Berkeley, Calif.	Benjamin Ide Wheeler, LL. D.	1869	150,000	1,402	320	1,775	897	440,000	175,000
Colorado Agricultural College, Fort Collins, Colo.	Charles A. Lory, LL. D.	1870	90,000	40,000	0	1,818	472	42,301	25,000
Connecticut Agricultural College, Storrs, Conn.	Charles L. Beach, B. S.	1881	180,000	0	0	1,066	215	15,250	1,000
Delaware College, Newark, Del.	Samuel C. Mitchell, Ph. D.	1834	90,000	0	0	277	200	24,900	3,200
University of Florida, Gainesville, Fla.	Albert A. Murphree, LL. D.	1884	90,000	0	0	604	250	32,500	20,000
Georgia State College of Agriculture, Athens, Ga.	Andrew M. Soule, Sc. D.	1872	270,000	0	0	957	348	50,000	49,000
College of Hawaii, Honolulu, Hawaii.	Arthur L. Dean, Ph. D.	1908	[2]			91	20	23,933	30,733
University of Idaho, Moscow, Idaho.	E. H. Lindley, Ph. D.	1892	90,000	0	0	336	300	42,000	800
University of Illinois, Urbana, Ill.	Edmund J. James, LL. D.	1868	480,000	0	0	1,923	1,633	410,573	53,076
Purdue University, Lafayette, Ind.	Winthrop E. Stone, LL. D.	1874	390,000	0	0	557	557	49,464	5,000
Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.	Raymond A. Pearson, LL. D.	1869	240,000	0	0	1,356	0	661,000	30,000
Kansas State Agricultural College, Manhattan, Kans.	W. M. Jardine, LL. D.	1863	90,000	7,686	0	1,137	696	61,360	22,000
University of Kentucky, Lexington, Ky.	Frank L. McVey, LL. D.	1865	330,000	0	0	314	356	33,869	2,500
Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.	Thomas D. Boyd, LL. D.	1860	210,000	0	0	755	375	48,450	1,500
University of Maine, Orono, Me.	Robert J. Aley, LL. D.	1868	210,000	0	0	473	175	58,300	.....
Maryland State College of Agriculture, College Park, Md.	A. F. Woods, D. Agri.	1859	210,000	0	0	286	200	17,500	.....
Massachusetts Agricultural College, Amherst, Mass.	Kenyon L. Butterfield, LL. D.	1867	360,000	0	0	568	450	50,090	.....
Massachusetts Institute of Technology, Cambridge, Mass.	R. C. Maclaurin, Sc. D.	1865	[3]					129,811	48,270
Michigan Agricultural College, East Lansing, Mich.	Frank S. Kedzie, D. Sc.	1857	240,000	50,359	0	1,505	641	42,271	9,133
University of Minnesota, Minneapolis, Minn.	Marion Le Roy Burton, LL. D.	1851	120,000	0	14,706	4,993	1,785	289,110	60,000
Mississippi Agricultural and Mechanical College, Agricultural College, Miss.	W. H. Smith, B. S.	1880	210,000	0	0	2,270	600	30,125	153,061
University of Missouri, Columbia, Mo.	A. Ross Hill, LL. D.	1841	330,000	47,287	0	888	700	223,470	71,928

[1] For the number of acres actually received, see Table 11.
[2] Hawaii and Porto Rico do not participate in this grant.
[3] Entire grant given under Massachusetts Agricultural College. Income divided, two-thirds to Massachusetts Agricultural College and one-third to the Massachusetts Institute of Technology.

TABLE 1—*Statistics of colleges of agriculture and the mechanic arts endowed by Acts of Congress approved July 2, 1862, August 30, 1890, and March 4, 1907, for 1917–18*—Continued.

Institutions.	President.	Date of opening of institution.	Acres allotted to States under act of July 2, 1862, or equivalent act.[1]	Acres of land grant of 1862 still unsold.	Acres of other land grants still unsold.	Acres in farm and grounds.	Acres under cultivation.	Library.	
								Volumes.	Pamphlets.
1	2	3	4	5	6	7	8	9	10
Montana State College of Agriculture and Mechanic Arts, Bozeman, Mont.	James M. Hamilton, M. S.	1893	140,000	63,085	35,686	420	420	17,147	1,000
University of Nebraska, Lincoln, Nebr.	Samuel Avery, LL. D.	1871	90,000	8,396	12,571	369	250	138,500	7,000
University of Nevada, Reno, Nev.	Walter E. Clark, LL. D.	1874	90,000	1	13	338	283	38,000	45,000
New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.	Ralph D. Hetzel, LL. D.	1868	150,000	0	0	523	200	38,000	14,000
Rutgers College, New Brunswick, N. J.	W. H. S. Demarest, LL. D.	1864	210,000	0	0	375	200	93,720	20,000
New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex.	Austin D. Crile	1890	150,000	241,909	0	530	175	18,323	38,297
Cornell University, Ithaca, N. Y.	Jacob Gould Schurman, LL. D.	1868	990,000	0	0	1,568	600	557,931	.....
North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C.	Wallace C. Riddick, LL. D.	1889	270,000	0	0	490	400	9,000	100
North Dakota Agricultural College, Agricultural College, N. Dak.	E. F. Ladd, LL. D.	1891	130,000	30,406	0	943	863	25,995	2,300
Ohio State University, Columbus, Ohio	William O. Thompson, LL. D.	1873	630,000	0	0	782	457	184,268	.....
Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	J. W. Cantwell, A. M.	1891	250,000	250,000	250,000	1,000	600	25,000	100,450
Oregon Agricultural College, Corvallis, Oreg.	William J. Kerr, Sc. D.	1865	90,000	920	0	350	259	42,773	115,225
Pennsylvania State College, State College, Pa.	Edwin E. Sparks, LL. D.	1859	780,000	0	0	1,265	987	60,388	80,000
University of Porto Rico, San Juan, P. R.	Paul G. Miller, Ph. D.	1903	(1)	0	0	243	193	7,500	1,500
Rhode Island State College, Kingston, R. I.	Howard Edwards, A. M., LL. D.	1890	120,000	0	0	169	[2] 160	22,600	5,000
Clemson Agricultural College, Clemson College, S. C.	Walter M. Riggs, LL. D.	1893	180,000	0	0	1,541	500	18,650	27,840
South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak.	Elwood C. Perisho, LL. D.	1884	160,000	141,138	0	560	400	23,364	6,000
University of Tennessee, Knoxville, Tenn.	Brown Ayres, D. C. L.	1794	300,000	0	0	1,025	600	44,204	45,315
Agricultural and Mechanical College of Texas, College Station, Tex.	William B. Bizzell, D. C. S.	1876	180,000	0	0	2,416	499	18,609	12,000
Agricultural College of Utah, Logan, Utah	E. G. Peterson, Ph. D.	1890	200,000	[3] 515	24,899	148	148	31,990	11,994
University of Vermont and State Agricultural College, Burlington, Vt.	Guy Potter Benton, LL. D.	1901	150,000	0	0	338	140	96,980	34,857
Virginia Polytechnic Institute, Blacksburg, Va.	J. D. Eggleston, LL. D.	1872	300,000	0	0	484	380	29,000	80,000
State College of Washington, Pullman, Wash.	E. O. Holland, Ph. D.	1892	90,000	77,870	75,000	491	420	64,000	55,000
West Virginia University, Morgantown, W. Va.	F. B. Trotter, LL. D.	1868	150,000	0	0	1,670	550	63,500	17,000

University of Wisconsin	E. A. Birge, LL. D.	1850	240,000	10	160	928	151	253,000	52,000
University of Wyoming	Justus E. Soule, A. M.	1887	90,000	71,065	31,015	1,151	150	40,000	.....
Total			10,950,000	1,187,000	833,500	15,152	21,838	1,834,849	1,554,679
Institutions for colored students.									
State Agricultural and Mechanical College for Negroes, Alabama.	Walter S. Buchanan, A. M.	1875	.....	.....	.....	182	60	7,500	1,200
Branch Normal College, Pine Bluff, Ark.	J. G. Ish, jr., superintendent	1875	.....	.....	.....	52	30	2,150	380
State College for Colored Students, Dover, Del.	William C. Jason, D. D.	1892	.....	.....	.....	100	90	1,000	700
Florida Agricultural and Mechanical College for Negroes, Tallahassee, Fla.	Nathan B. Young, A. M.	1887	.....	.....	.....	250	150	4,000	2,200
Georgia State Industrial College, Savannah, Ga.	R. R. Wright, LL. D.	1891	.....	.....	.....	135	51	200	5,000
Kentucky Normal and Industrial Institute for Colored Persons, Frankfort, Ky.	G. P. Russell, LL. D.	1887	.....	.....	.....	300	264	3,701	15,000
Southern University and Agricultural and Mechanical College, Baton Rouge, La.	J. S. Clark	1880	.....	.....	.....	500	240	1,370	500
Princess Anne Academy, Princess Anne, Md.	J. O. Spencer, LL. D., Baltimore	1887	.....	.....	.....	118	85	1,900	1,500
Alcorn Agricultural and Mechanical College, Alcorn, Miss.	L. J. Rowan, Ph. D.	1871	(2)	.....	.....	1,000	200	1,000	.....
Lincoln Institute, Jefferson City, Mo.	Clement Richardson	1866	.....	.....	.....	60	40	3,914	1,000
Negro Agricultural and Technical College, Greensboro, N. C.	James B. Dudley, LL. D.	1894	.....	.....	.....	129	90	2,700	55,000
Colored Agricultural and Normal University, Langston, Okla.	J. M. Marquess	1897	.....	.....	.....	319	201	350	275
State Agricultural and Mechanical College, South Carolina.	Robert S. Wilkinson, Ph. D.	1896	(4)	.....	.....	130	90	1,000	1,500
Agricultural and Industrial State Normal School for Negroes, Nashville, Tenn.	William J. Hale	1913	.....	.....	.....	168	130	1,452	575
Prairie View State Normal and Industrial College, Prairie View, Tex.	I. M. Terrell, A. M., principal	1879	.....	.....	.....	1,435	300	2,200	500
Hampton Normal and Agricultural Institute, Hampton, Va.	James E. Gregg, B. D.	1868	(5)	.....	.....	1,001	735	10,187	17,150
West Virginia Collegiate Institute, Institute, W. Va.	Byrd Prillerman, A. M.	1892	.....	.....	.....	83	40	800	500
Total			.....	.....	.....	5,960	2,856	75,424	103,180
Grand total			10,950,000	1,187,000	833,500	21,112	24,689	4,910,273	1,657,859

[1] Hawaii and Porto Rico do not participate in this grant.
[2] Only 60 of the 189 acres are included; the remaining 100 acres is land which has been leased.
[3] Total grant to State given under Mississippi Agricultural and Mechanical College.
[4] Total grant to State given under Clemson Agricultural College, South Carolina.
[5] Total grant to State given under Virginia Polytechnic Institute under act of 1894.

TABLE 2.—*Professors, instructors, and station staff in*

Institutions.	College of agriculture and mechanic arts or similar divisions.																			
	Resident instruction.														Extension service.					
	Agriculture.				Mechanic arts.				Home economics.				Total (includes some teachers not classified under the 3 divisions here given).		Agriculture.					
	Secondary schools.		Collegiate.		Secondary schools.		Collegiate.		Secondary schools.		Collegiate.				Full time.		County agents.		Part time.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alabama Polytechnic Institute			32				31						63		21		89		12	
University of Arizona			15				5					4	20	1	5		14	3	10	6
University of Arkansas			19				20					4	39	4	5		106	103	16	
University of California	44		112	2			50					6	206	18	13	4	18	9	23	2
Colorado Agricultural College	9		41	6	6		10			5		10	56	17	7	1	28	9	3	2
Connecticut Agricultural College			28	2			1						29	5	3	1	17	12	2	
Delaware College			11				8					3	19	3	3	4	3		2	1
University of Florida			23				13						31		6	3	51		10	3
Georgia State College of Agriculture			21				1					2	21	2	28		123		12	
College of Hawaii			2				3					4	15	8						
University of Idaho	14	3	36	5			8		4	4		5	44	12			43	6	8	3
University of Illinois			103	6			117	3				17	220	23	4		27		17	
Purdue University, Indiana			49				47	1				8	96	9	33	12	70	33	177	47
Iowa State College			79	1			[1]113	[1]28				25	221	65	37		161			
Kansas State Agricultural College	21	7	103	13	24	7	76	12	10	10	49	30	144	51	34		60			
University of Kentucky			19	1			58	10				5	77	15	3	2	47	22	8	
Louisiana State University			12				42	10				3	54	13	19	9	74		2	
University of Maine			13				25					2	38	2	8		19		6	
Maryland State College of Agriculture	3		33				16						49		16	7	31			
Massachusetts Agricultural College			60	2									60	2	15	1			16	
Massachusetts Institute of Technology	1						281	3					281	3					9	
Michigan Agricultural College			28	2			26					13	54	15	15	6	28		4	
University of Minnesota	66	27	65	3			68	1			1	21	201	53	18	6	88		77	22
Mississippi A. and M. College			21				10						31		30		100			
University of Missouri			56	1			75					6	129	6	34		51		12	
Montana State College	8		12		6		10			4		4	25	5	9		25		3	
University of Nebraska	59		57	1			41			21		13	109	25	40		59		6	
University of Nevada			17	2			11	1				2	18	4	3		7		3	2
New Hampshire College			16				19					5	35	4	8	4	18			
Rutgers College, New Jersey			17				24					2	41	2	12	1	18			
New Mexico College	7		18		5		6			2		2	36	4	12		27	8	3	
Cornell University, New York			202	36								16	202	51	36		82		19	
North Carolina State College			15				8						23		32	1	92	74	11	11
North Dakota Agricultural College	9		6		12		7			5		4	13	5	9		40	3	4	1
Ohio State University													420	61						
Oklahoma A. and M. College	1		15		4		11			1		8	311	9	23		85			
Oregon Agricultural College			36	1			24					17	60	18	12		20			
Pennsylvania State College			79	4			160					9	239	13	19		55		7	
University of Porto Rico	9	1	7	1	10	5	14	2		2		2	29	8					1	
Rhode Island State College			18	3			15	2			14	7	21	7	5	1	4	6		
Clemson Agricultural College			25				14						39		16		48		10	
South Dakota State College	38	15	30	10			6			5		5	43	18	18	1	70	3	8	2
University of Tennessee			37				23	2				4	38	7	17	5	94	89	3	
Agricultural and Mechanical College of Texas			58				49		5				107		45	2	83			
Agricultural College of Utah	5		30		4		7			3		6	46	9	14		30		30	
University of Vermont			17				25					3	41	3	11		14		3	
Virginia Polytechnic Institute	30		41				35						55		18		87		2	
State College of Washington	1		26	1	4		18					9	49	10	15	2	72	21	2	1

[1] Included with men.

colleges of agriculture and mechanic arts, 1917–18.

College of agriculture and mechanic arts or similar divisions—Continued.																													
Extension service—Continued.															Experiment station.										Total for college of agriculture and mechanic arts.		Total for entire institution.	
Mechanic arts.						Home economics.						Total.			Agriculture.		Mechanic arts.		Home economics.		Total.							
Full time.		County agents.		Part time.		Full time.		County agents.		Part time.																			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.							
22	23	24	25	26	27	28	29	30	31	32	33	34	35		36	37	38	39	40	41	42	43			44	45	46	47	
							14		77		5	122	91		23						23				166	91	175	91	
							4					20	16		18						18				67	20	81	28	
							1		104		1	127	209		16					1	16	1			166	109	221	125	
												133	15		134	3					134	3			269	18	1,109	(1)	
												38	15								19	1			110	31	110	31	
							3		12			29	17		9						9				62	24	62	24	
							3		4			5	12		13						13				27	15	48	19	
							7		42		1	100	58		13	3					13	3			113	68	113	68	
							2		101			103	107												184	105	184	105	
																									15	8	15	8	
									12			53	21		30	1					30	1			99	31	117	38	
							6					240	69		103	3	30				133	3			292	2	704	80	
												240	89		57	3					57	3			423	104	595	118	
10				1			8					212	8		57		9				66				483	73	483	73	
3							15		29			97	44		73	4					73	4			272	98	272	98	
												55	21		43	4					43	4			169	44	176	44	
							6		43			95	58		22	4					22	4			171	75	171	75	
			3				2		8		6	33	16		17	2					17	2			71	18	120	35	
							5		40			51	52		21	1					21	1			104	53	104	53	
							2					31	3		37						37				99	5	99	5	
																									281	3	281	3	
							3		1			44	10		32	8					32	8			79	18	133	33	
							6					181	28		110	4					110	4			260	62	342	75	
									75			130	88		7	1					7	1			168	89	210	93	
									5			97	3		62	2					62	2			120	8	225	26	
							3		10			37	13		27						27				78	18	105	23	
							6		27		15	105	48		24						21				105	48	214	73	
							5		7			13	14		16	3					16	3			40	19	40	19	
							6		21			29	31		18	6					18	6			79	42	79	42	
							2		15			30	24		38	4					38	4			92	27	92	27	
												42	13												78	17	78	17	
							4		42		2	133	48		46						46				385	99	769	64	
												125	39		78						78				226	39	226	39	
							3		7			53	17		28	1					28	1			80	23	123	40	
												103	37														532	10	
							7		52			108	59		26	1					26	1			148	69	186	92	
							1					32	1		19						19				111	19	208	101	
2		8					33					91	13												330	13	330	13	
1							1					2	1												30	9	50	29	
												9	7		9	2					9	2			36	16	36	16	
												74			24						24				115		144		
							1		13		1	102	21		15						15				137	39	137	39	
												104	94		23	2					23	2			155	103	317	131	
												128	2		57	1					57	1			292	40	292	40	
							4		15		14	71	33		29	2					29	2			149	44	149	44	
							2		9		1	24	12		28					12	28	12			69	15	69	15	
									58			84	107		142	25	3				25	3			164	145	164	145	
							5		12		15	89	56		28	1	1				29	1			164	107	241	127	

[1] Under collegiate are included 75 men and 28 women in industrial science.

TABLE 2.—*Professors, instructors, and station staff in colleges.*

Institutions	College of agriculture and mechanic arts or similar divisions.																			
	Resident instruction.													Extension service.						
	Agriculture.				Mechanic arts.				Home economics.				Total (includes some Teachers not classified under the 3 divisions here given).		Agriculture.					
	Secondary schools.		Collegiate.		Secondary schools.		Collegiate.		Secondary schools.		Collegiate.				Full time.		County agents.		Part time.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
West Virginia University			25				18					4	33	4	16		79		8	
University of Wisconsin	30		79	1						2		16	108	19	5		27		66	
University of Wyoming			7		1		6					6	19	5	10		24			
Total	369	53	2069	108	82	12	1654	75	14	67	64	339	4063	616	769	91	2439	391	648	111
Institutions for colored students.																				
(Industrial classes.)																				
State A. and M. College for Negroes, Alabama	6		1		12				1	7			20	7	2					
Branch Normal College, Arkansas													9	8						
State College for Colored Students, Delaware	1				1		1			1		1	2	1						
Florida A. and M. College for Negroes	3		3		7		7			10		6	10	10						
Georgia State Industrial College	4				9					2			13	2	3					
Kentucky Normal and Industrial Institute	12	9	12	3	7	2	5		2	8	2	6	12	9						
Southern University, Louisiana	3		3		5		5			4		4	8	4			3		1	
Princess Anne Academy, Maryland	4	2			4	2							8	4						
Alcorn A. and M. College, Mississippi													22	4						
Lincoln Institute, Missouri													15	18						
Negro Agricultural and Technical College, North Carolina	10		3		3		4						20		2					
Colored Agricultural and Normal University, Oklahoma	2	4	2			3							4	7						
State A. and M. College, South Carolina	6	9	6	9	11		11			3		3	17	12	6	9	7	2	3	3
Agricultural and Industrial State Normal School for Negroes, Tennessee	4		2		4				1	8			12	17		2			4	2
Prairie View State Normal School, Texas	3		3		10	4	10	4		5		5	13	9						
Hampton Normal and Agricultural Institute	4												61	69						
West Virginia Collegiate Institute	2				6					5			8	15						
Total	60	24	35	12	79	11	43	4	4	53	2	25	245	188	13	11	10	2	8	5
Grand total	429	77	2104	120	161	23	1697	79	18	120	68	364	4308	804	779	102	2449	393	656	116

[1] Figures of 1916–17.

of agriculture and mechanic arts, 1917–18—Continued.

College of agriculture and mechanic arts or similar divisions—Continued.																											
Extension service—Continued.													Experiment station.												Total for college of agriculture and mechanic arts.		Total for entire institution.	
Mechanic arts.						Home economics.						Total.		Agriculture.		Mechanic arts.		Home economics.		Total.							
Full time.		County agents.		Part time.		Full time.		County agents.		Part time.																	
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.			Men.	Women.	Men.	Women.
22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43			44	45	46	47
		2		2			3		29			107	32	13						13				120	32	120	32
							1				8	98	9	97	1					97	1			294	30	570	120
							5		4			34	9	17						17				70	9	82	26
16		10		3			179		874		153	4018	1761	1532	78	40				13	1646	92			7823	2214	11503	2774
							1					2	1											22	8	22	8
																								9	8	9	8
																								2	1	2	1
																								10	10	10	10
												3												3		3	
																								12	9	12	9
												4		4						4				12	2	17	11
																								8	4	8	4
												1												22	4	22	14
																								15	18	15	18
												2												22		22	
																								4	7	4	7
11							3		2		2	7	27											24	39	24	39
							2				2	12	17											12	17	12	17
																								13	9	13	9
																								61	69	61	[1]69
																								8	15	8	15
11							6		2		4	30	45	4						4				250	214	255	221
27		10					185		876		157	4148	1806	1536	78	40				13	1650	92			8073	2428	11758	2995

[1] Includes 75 men and 28 women in industrial science.

TABLE 3.—*Enrollment of students during the year ending June 30, 1918.*

A. DIVISIONS OF AGRICULTURE.

Institutions.	Students in collegiate courses of less than 4 years.		Regular undergraduate students in 4-year courses.		Graduate students.		Special or unclassified students.		Summer school students.		Total matriculated students.[1]		Students in secondary not preparatory courses.		Short-course students.[2]		Extension or correspondence course students.		Total enrollment, excluding duplicates.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alabama Polytechnic Institute	25	1	192	1	3	0	0	0	0	0	350	1	0	0	25	1	0	0	350	1
University of Arizona	4	0	23	3	1	0	3	1	0	0	31	4	0	0	121	0	4	3	156	7
University of Arkansas	0	0	44	0	0	0	1	0	0	0	45	0	0	0	139	0	3	0	187	0
University of California	0	0	322	22	22	3	11	3	50	0	344	25	218	(3)	314	(3)	1,916	(3)	5,856	25
Colorado Agricultural College	0	0	203	1	0	0	28	0	4	0	235	1	190	1	0	0	0	0	425	2
Connecticut Agricultural College	0	0	95	0	0	0	4	0	0	0	101	0	49	0	0	0	0	0	150	0
Delaware College	0	0	49	2	0	0	0	0	0	0	49	0	0	0	0	0	0	0	49	0
University of Florida	31	0	55	0	1	0	0	0	0	0	90	0	0	0	44	0	107	0	241	0
Georgia State College of Agriculture	52	0	155	0	4	0	3	0	0	250	214	250	0	0	302	168	0	0	516	418
College of Hawaii	0	0	5	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	5	0
University of Idaho	0	0	63	0	0	0	0	0	0	0	63	0	19	0	5	0	0	0	116	0
University of Illinois	0	0	514	32	0	0	9	1	0	0	514	32	0	0	0	0	2,700	(4)	3,246	(3)
Purdue University, Indiana	0	0	472	0	10	0	0	0	12	0	494	0	0	0	58	13	0	0	552	13
Iowa State College of Agriculture and Mechanic Arts	26	0	695	3	35	1	11	0	(3)	(3)	767	4	207	0	1,871	104	11	0	2,856	108
Kansas State Agricultural College	0	0	409	7	10	0	21	0	0	0	119	7	58	0	119	0	0	0	615	7
University of Kentucky	0	0	107	5	0	0	2	0	0	0	109	5	0	0	11	2	0	0	120	7
Louisiana State University and Agricultural and Mechanical College	0	0	129	1	4	0	2	0	0	0	135	1	0	0	164	6	2,085	635	2,384	642
University of Maine	0	0	114	2	0	0	0	0	0	0	114	2	17	0	19	2	8	3	158	7
Maryland State College of Agriculture	22	1	99	2	10	0	0	1	17	125	109	2	13	1	12	32	0	0	173	161
Massachusetts Agricultural College	52	7	389	23	28	1	52	7	0	0	521	38	0	0	113	90	0	0	634	128
Michigan Agricultural College	0	0	416	2	8	0	0	0	70	0	500	2	0	0	315	0	0	0	815	2
University of Minnesota	0	0	289	0	29	5	3	0	10	0	311	5	726	266	1,710	1,434	0	0	2,747	1,705
Mississippi Agricultural and Mechanical College	65	0	406	0	12	0	37	0	163	313	683	0	0	0	58	0	13	24	744	24
University of Missouri	0	0	306	26	20	0	24	6	38	3	326	26	0	0	167	14	46	43	547	81
Montana State College of Agriculture and Mechanic Arts	0	0	57	0	11	0	0	0	0	0	68	0	89	0	0	0	0	0	157	0
University of Nebraska	0	0	209	0	7	0	12	0	3	0	231	0	297	0	164	0	0	0	692	0
University of Nevada	0	0	17	0	0	0	1	0	0	0	0	0	15	0	77	21	0	0	110	24

New Hampshire College of Agriculture and Mechanic Arts	14	0	105	1	0	0	0	0	0	0	119	1	0	0	0	0	322	0	441	1
Rutgers College, New Jersey	0	0	54	0	8	0	2	0	0	0	65	0	0	0	0	12	0	0	139	12
New Mexico College of Agriculture and Mechanic Arts	26	0	3	0	1	0	1	4	0	0	31	4	0	0	0	0	0	0	31	4
Cornell University, New York	0	0	739	309	48	6	0	0	75	331	759	309	0	0	151	39	0	0	910	348
North Carolina College of Agriculture and Mechanic Arts	43	0	178	0	8	0	0	0	0	0	229	0	0	0	0	0	0	0	229	0
North Dakota Agricultural College	0	0	58	1	0	0	3	0	0	0	61	1	77	0	40	0	0	0	178	1
Ohio State University	128	1	465	1	0	0	13	0	16	0	465	1	0	0	119	0	0	0	727	2
Oklahoma Agricultural and Mechanical College	0	0	110	0	1	0	21	26	0	0	132	26	0	0	85	2	0	0	217	28
Oregon Agricultural College	0	0	356	4	14	1	27	1	0	0	397	16	22	0	0	0	0	0	419	6
Pennsylvania State College	0	0	601	4	10	0	4	2	21	74	536	79	0	0	209	0	3,552	1,125	4,297	1,504
University of Porto Rico	0	0	20	0	0	0	0	0	0	0	20	0	68	224	0	0	10	0	98	224
Rhode Island State College	0	0	46	0	0	0	0	0	0	0	46	0	8	0	0	0	0	0	54	0
Clemson Agricultural College, South Carolina	40	0	422	0	0	0	4	0	0	0	466	0	0	0	0	0	0	0	466	0
South Dakota College of Agriculture and Mechanic Arts	0	0	85	0	1	0	0	0	0	0	86	0	184	0	49	0	0	0	299	0
University of Tennessee	0	0	139	1	0	0	11	0	28	0	178	1	0	0	49	0	0	0	227	1
Agricultural and Mechanical College of Texas	0	0	382	0	12	0	44	0	1,010	122	860	0	198	0	0	0	0	0	1,728	122
Agricultural College of Utah	0	0	87	0	2	0	32	0	0	0	121	0	48	0	0	0	0	0	169	0
University of Vermont and State Agricultural College	0	0	60	0	0	0	0	0	0	0	60	0	0	0	18	0	0	0	78	0
Virginia Polytechnic Institute	0	0	107	0	6	0	0	0	0	0	113	0	63	0	52	1	0	0	228	1
State College of Washington	8	0	205	0	23	4	0	0	19	23	255	27	0	0	197	22	7	2	459	51
West Virginia University	0	0	102	47	6	0	4	1	0	0	112	48	0	0	5	0	27	50	139	98
University of Wisconsin	38	2	228	6	54	15	13	6	75	141	411	170	0	0	286	3	0	0	697	173
University of Wyoming	0	0	16	0	0	0	1	0	0	0	17	0	0	0	3	0	15	3	35	3
Total	577	12	10,382	506	408	36	400	59	1,641	1,381	12,367	1,078	2,596	492	7,145	1,966	1,382	2,188	36,866	5,940
Institutions for colored students.																				
Agricultural and Mechanical College for Negroes, Alabama	0	0	6	7	0	0	0	0	2	26	8	33	33	56	0	0	0	0	33	56
Branch Normal College, Arkansas	7	0	0	0	0	0	0	0	1	0	8	0	18	0	0	0	0	0	26	0
State College for Colored Students, Delaware	5	0	0	0	0	0	0	0	0	0	0	0	14	26	0	0	0	0	19	26
Florida Agricultural and Mechanical College for Negroes	0	0	3	0	0	0	1	0	0	40	0	0	38	52	0	0	0	0	42	40
Georgia State Industrial College	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0
Kentucky Normal and Industrial Institute for Colored Persons	48	55	48	108	0	0	0	0	13	33	48	108	0	0	1	25	0	0	110	[4] 221
Southern University and Agricultural and Mechanical College, Louisiana	27	0	10	0	5	0	0	0	17	6	42	0	16	.....	22	14	4	2	59	6
Princess Anne Academy, Maryland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0
Alcorn Agricultural and Mechanical College, Mississippi	65	20	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	77	20
Lincoln Institute, Missouri	0	0	16	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	24
The Negro Agricultural and Technical College of North Carolina	0	0	103	0	0	0	0	0	30	180	49	0	196	0	7	0	0	0	275	180

[1] Includes all graduate and undergraduate students who have fully satisfied collegiate entrance requirements.
[2] Includes short courses of 10 days or more.
[3] Women included with men.
[4] Not classified by divisions.

TABLE 3.—*Enrollment of students during the year ending June 30, 1918*—Continued.

A. DIVISIONS OF AGRICULTURE—continued.

Institutions.	Students in collegiate courses of less than 4 years.		Regular undergraduate students in 4-year courses.		Graduate students.		Special or unclassified students.		Summer school students.		Total matriculated students.		Students in secondary not preparatory courses.		Short-course students.		Extension or correspondence course students.		Total enrollment, excluding duplicates.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Institutions for colored students—Continued.																				
Colored Agricultural and Normal University, Oklahoma	11	47	2	0	0	0	3	2	22	202	36	236	57	134	0	0	0	0	131	417
State Agricultural and Mechanical College, South Carolina	271	314	46	44	0	0	0	0	19	274	46	44	21	24	0	0	0	0	357	1 656
Agricultural and Industrial State Normal School for Negroes, Tennessee	10	0	21	0	0	0	0	0	20	102	35	0	10	0	0	0	0	0	62	102
Prairie View State Normal and Industrial College, Texas	0	0	10	0	0	0	83	123	42	115	135	228	0	0	0	0	0	0	135	228
Hampton Normal and Agricultural Institute, Virginia	9	0	57	0	0	0	0	0	37	33	0	0	57	0	0	0	0	0	57	0
West Virginia Collegiate Institute	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0	0	0	16	0
Total	453	436	328	183	5	0	87	125	263	1,011	607	649	534	425	31	39	4	2	1,424	1,976
Grand total	1,030	448	10,710	649	413	36	487	184	1,844	2,392	12,774	1,727	3,130	917	7,176	2,005	1,386	2,190	38,290	7,916

B. DIVISIONS OF MECHANIC ARTS.

Alabama Polytechnic Institute	15	0	348	0	3	0	0	0	0	0	363	0	0	0	15	0	0	0	363	0
University of Arizona	0	0	45	0	0	0	0	0	0	0	45	0	0	0	0	0	0	0	45	0
University of Arkansas	10	0	98	0	0	0	4	0	0	0	112	0	0	0	38	0	0	0	150	0
University of California	0	0	579	6	25	3	17	0	138	136	604	9	0	0	0	0	0	0	904	0
Colorado Agricultural College	0	0	65	0	0	0	2	0	9	0	76	0	54	0	0	0	0	0	130	0
Connecticut Agricultural College	0	0	5	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Delaware College	0	0	94	0	0	0	0	0	0	0	94	0	0	0	0	0	0	0	94	0
University of Florida	0	0	67	0	0	0	0	0	0	0	67	0	0	0	0	0	0	0	67	0
Georgia State College of Agriculture	0	0	29	0	0	0	0	0	0	0	29	0	0	0	160	0	0	0	189	0

College of Hawaii	0	0	15	0	0	0	0	0	0	0	15	0	0	0	0	0	0	0	15	0
University of Idaho	0	0	70	0	2	0	4	0	0	0	76	0	0	0	16	0	34	0	125	0
University of Illinois	0	0	922	3	0	0	4	0	0	0	929	3	0	0	112	0	0	0	1,034	0
Purdue University, Indiana	0	0	849	0	40	0	0	0	0	0	889	0	0	0	0	0	0	0	889	0
Iowa State College of Agriculture and Mechanic Arts	0	0	581	0	0	0	0	0	(3)	(3)	581	0	121	0	46	0	0	0	667	(3)
Kansas State Agricultural College	0	0	252	2	1	0	5	0	0	0	253	2	19	0	135	0	0	0	410	2
University of Kentucky	0	0	102	147	4	6	4	13	27	52	137	218	0	0	0	0	0	0	137	218
Louisiana State University and Agricultural and Mechanical College	0	0	199	2	9	0	8	0	0	0	216	2	0	0	0	0	0	0	218	2
University of Maine	0	0	353	0	0	0	0	0	0	0	353	0	0	0	0	0	0	0	353	0
Maryland State College of Agriculture	0	0	40	0	0	0	0	0	0	0	40	0	0	0	0	0	0	0	40	0
Massachusetts Institute of Technology	0	0	1,565	16	32	0	18	3	6	30	2,245	19	0	0	0	0	0	0	1,714	19
Michigan Agricultural College	0	0	279	0	0	0	0	0	19	0	284	0	0	0	0	0	0	0	284	0
University of Minnesota	0	0	458	2	3	0	132	2	0	0	593	4	0	0	0	0	0	0	593	4
Mississippi Agricultural and Mechanical College	0	0	230	0	0	0	10	0	0	0	240	0	0	0	0	0	0	0	240	0
University of Missouri	0	0	470	2	3	0	25	0	22	0	280	2	0	0	0	0	0	0	498	2
Missouri School of Mines and Metallurgy	0	0	22	9	0	0	0	0	0	0	22	9	0	0	0	0	0	0	22	9
Montana State College of Agriculture and Mechanic Arts	0	0	95	1	3	0	0	0	0	0	98	1	65	0	0	0	0	0	163	1
University of Nebraska	0	0	246	1	0	0	5	0	2	0	253	1	0	0	0	0	0	0	253	1
University of Nevada	0	0	41	0	0	0	0	0	0	0	38	0	0	0	0	0	0	0	41	0
New Hampshire College of Agriculture and Mechanic Arts	0	0	187	0	0	0	0	0	0	0	187	0	0	0	0	0	0	0	187	0
Rutgers College, New Jersey	0	0	123	0	0	1	3	0	0	0	126	1	0	0	0	0	0	0	126	1
New Mexico College of Agriculture and Mechanic Arts	12	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	12	0
Cornell University, New York	0	0	845	5	98	0	0	0	0	0	845	5	10	0	0	0	0	0	845	5
North Carolina College of Agriculture and Mechanic Arts	30	0	196	0	6	0	0	0	0	0	238	0	0	0	0	0	0	0	238	0
North Dakota Agricultural College	0	0	27	0	0	0	1	0	0	0	28	0	63	0	128	0	0	0	219	0
Ohio State University	0	0	873	6	0	0	13	0	105	1	873	6	0	0	0	0	0	0	892	6
Oklahoma Agricultural and Mechanical College	0	0	112	0	0	0	0	0	0	0	112	0	0	32	1	0	0	0	144	1
Oregon Agricultural College	0	0	302	0	1	0	9	1	0	0	312	1	6	0	0	0	0	0	318	1
Pennsylvania State College	0	0	715	0	18	0	4	0	10	0	747	0	0	0	1	0	4,056	0	4,804	0
University of Porto Rico	0	0	56	1	0	0	0	0	0	0	56	1	24	0	0	0	52	0	132	1
Rhode Island State College	0	0	113	0	0	0	0	0	0	0	113	0	0	0	0	0	0	0	113	0
Clemson Agricultural College	0	0	297	0	0	0	3	0	0	0	300	0	0	0	0	0	0	0	300	0
South Dakota College of Agriculture and Mechanic Arts	0	0	39	1	0	0	0	0	0	0	39	1	0	0	0	0	0	0	39	1
University of Tennessee	0	0	110	0	0	0	9	0	14	0	133	0	0	0	42	0	28	0	203	0
Agricultural and Mechanical College of Texas	0	0	426	0	0	0	10	0	0	0	80	0	0	0	0	0	0	0	496	0
Agricultural College of Utah	0	0	44	0	0	0	31	1	0	0	75	1	153	0	0	0	0	0	228	1
University of Vermont and State Agricultural College	0	0	64	0	0	0	0	0	0	0	64	0	0	0	0	0	0	0	64	0
Virginia Polytechnic Institute	0	0	341	0	2	0	0	0	0	0	343	0	0	0	0	0	0	0	343	0
State College of Washington	0	0	105	13	13	25	0	0	3	0	125	13	0	0	4	0	0	0	129	13
West Virginia University	0	0	160	0	2	0	2	0	10	0	174	0	0	0	258	0	3,844	0	4,276	0
University of Wisconsin	0	0	532	1	14	0	5	0	103	0	654	1	0	0	0	0	0	0	654	1
University of Wyoming	0	0	24	0	0	0	0	0	0	0	24	0	0	0	0	0	15	0	39	0
Total	73	0	13,756	218	264	35	328	20	466	219	14,590	300	503	32	956	0	8,029	0	24,437	294

[1] Figures of 1916–17.

[2] Not classified by divisions.

[3] Women included with men.

1890[7]4°—20——4

TABLE 3.—*Enrollment of students during the year ending June 30, 1918*—Continued.

B. DIVISION OF MECHANIC ARTS—continued.

Institutions.	Students in collegiate courses of less than 4 years.		Regular undergraduate students in 4-year courses.		Graduate students.		Special or unclassified students.		Summer school students.		Total matriculated students.		Students in secondary not preparatory courses.		Short-course students.		Extension or correspondence course students.		Total enrollment, excluding duplicates.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Institutions for colored students.																				
Agricultural and Mechanical College for Negroes, Alabama	0	0	2	1	0	0	2	0	0	0	4	1	56	0	0	0	0	0	60	0
Branch Normal College, Arkansas	19	0	0	0	0	0	0	0	0	0	19	0	31	0	0	0	0	0	50	0
State College for Colored Students, Delaware	4	0	0	0	0	0	0	0	0	0	0	0	23	0	0	0	0	0	27	0
Florida Agricultural and Mechanical College for Negroes	0	0	1	0	0	0	0	0	0	0	0	0	136	0	0	0	0	0	104	0
Georgia State Industrial College	0	0	24	0	0	0	0	0	0	0	0	0	88	0	0	0	0	0	270	0
Kentucky Normal and Industrial Institute for Colored Persons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southern University and Agricultural and Mechanical College, Louisiana	50	0	16	0	1	0	0	0	17	69	67	0	33	0	0	0	0	0	89	0
Princess Anne Academy, Maryland	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0	0	0	16	0
Alcorn Agricultural and Mechanical College, Mississippi	140	0	0	0	0	0	0	0	0	0	0	0	23	0	0	0	0	0	163	0
Lincoln Institute, Missouri	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Negro Agriculturfi and Technical College, North Carolina	0	0	142	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	142	0
Colored Agricultural and Normal University, Oklahoma	5	17	0	0	0	0	1	0	0	0	7	20	18	6	0	0	0	0	12	37
State Agricultural and Mechanical College, South Carolina	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Agricultural and Industrial State Normal School for Negroes, Tennessee	1	0	66	0	0	0	0	0	31	50	64	0	76	0	0	0	0	0	178	0
Prairie View State Normal and Industrial College, Texas	0	0	12	2	0	0	196	664	64	458	260	1,122	0	0	0	0	0	0	260	1,122
Hampton Normal and Agricultural Institute, Virginia	0	0	210	0	0	0	1	0	0	0	210	0	0	0	0	0	0	0	210	0
West Virginia Collegiate Institute	0	0	0	0	0	0	0	0	0	0	0	0	80	0	0	0	0	0	80	0
Total	219	17	473	3	1	0	200	664	112	577	635	1,143	595	68	0	0	0	0	1,661	1,159
Grand total	292	17	14,229	221	265	35	528	694	578	796	15,225	1,443	1,100	100	956	0	8,029	0	20,008	1,453

C. DIVISION OF HOME ECONOMICS; AND GRAND TOTAL ENROLLMENT FOR THE INSTITUTIONS IN ALL DIVISIONS.

Institutions.	Students in collegiate courses of less than 4 years.		Regular undergraduate students in 4-year courses.		Graduate students.		Special or unclassified students.		Summer school students.		Total matriculated students.[1]		Students in secondary not preparatory courses.		Short-course students.[2]		Extension or correspondence course students.		Total enrollment, excluding duplicates.		Total enrollment in divisions of agriculture, mechanic arts, and home economics.		Enrollment in other colleges or schools of the institution.		Enrollment in preparatory department.		Grand total for the institution, excluding duplicates.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Alabama Polytechnic Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	713	1	294	349	0	0	990	361
University of Arizona	0	0	0	174	0	0	0	16	0	0	0	190	0	0	0	137	0	0	0	327	201	334	164	56	0	0	365	390
University of Arkansas	0	0	0	36	0	0	0	0	0	18	0	54	0	0	0	0	0	0	0	44	337	44	214	373	34	42	585	459
University of California	0	0	0	83	0	25	0	0	0	204	0	108	0	0	0	0	0	0	0	312	1,985	(3)	2,181	(3)	0	0	18,282	(3)
Colorado Agricultural College	0	0	0	181	0	0	0	24	0	23	0	228	0	95	0	0	0	0	0	323	555	326	0	0	11	2	566	327
Connecticut Agricultural College	0	0	0	25	0	0	0	6	12	498	0	23	0	6	0	0	0	0	12	560	161	560	0	0	0	0	161	560
Delaware College	0	0	0	36	0	0	0	3	0	0	0	39	0	0	0	0	0	0	0	39	168	297	73	79	0	0	241	376
University of Florida	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	241	0	426	294	0	0	1,099	(3)
Georgia State College of Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	705	118	224	0	0	0	929	118
College of Agriculture and Mechanic Arts of the Territory of Hawaii	0	0	4	9	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	9	65	75	0	0	0	0	65	75
University of Idaho	0	0	0	42	0	0	0	10	0	0	0	52	0	10	0	0	0	0	0	62	241	62	127	162	0	0	368	224
University of Illinois	0	0	0	391	0	0	0	1	0	0	0	391	0	0	0	85	0	0	0	476	1,548	511	2,065	930	0	0	3,909	1,641
Purdue University, Indiana	0	0	0	188	0	0	0	0	0	25	0	213	0	0	0	0	0	0	0	213	1,441	226	148	69	0	0	1,824	271
Iowa State College of Agriculture and Mechanic Arts	0	0	0	519	0	0	0	12	0	0	0	531	0	42	0	475	0	0	0	1,048	3,760	1,380	254	0	0	0	4,014	1,383
Kansas State Agricultural College	0	0	0	499	0	0	0	19	0	0	0	501	0	29	0	92	0	0	0	628	1,675	1,200	114	197	84	41	1,873	1,438
University of Kentucky	0	0	0	84	0	0	0	7	0	0	0	91	0	0	0	5	0	0	0	96	512	321	58	2	0	0	562	314
Louisiana State University and Agricultural and Mechanical College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2,600	644	474	668	0	0	3,074	1,312
University of Maine	0	0	0	58	0	0	0	0	0	0	0	58	0	0	0	6	0	0	0	58	511	65	201	168	0	0	712	233
Maryland State College of Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	6	213	161	0	0	0	0	213	161
Massachusetts Agricultural College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	634	128	0	0	0	0	634	128
Massachusetts Institute of Technology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,714	19	0	0	0	0	1,714	19
Michigan Agricultural College	0	0	0	352	0	1	0	0	0	169	0	391	0	0	0	0	0	0	0	414	1,099	416	47	0	0	0	1,146	416
University of Minnesota	0	0	0	227	0	0	0	9	0	87	0	373	0	0	0	0	0	0	0	373	3,368	2,082	3,324	3,163	87	89	6,779	5,334
Mississippi Agricultural and Mechanical College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	831	24	256	3	0	0	1,087	27

[1] Includes all graduate and undergraduate students who have fully satisfied collegiate entrance requirements.
[2] Includes short courses of 10 days or more.
[3] Women included with men.
[4] Excluding summer school students.

TABLE 3.—*Enrollment of students during the year ending June 30, 1918*—Continued.

C. DIVISION OF HOME ECONOMICS; AND GRAND TOTAL ENROLLMENT FOR THE INSTITUTIONS IN ALL DIVISIONS—continued.

Institutions.	Students in collegiate courses of less than 4 years.		Regular undergraduate students in 4-year courses.		Graduate students.		Special or unclassified students.		Summer school students.		Total matriculated students.		Students in secondary not preparatory courses.		Short-course students.		Extension or correspondence course students.		Total enrollment, excluding duplicates.		Total enrollment in divisions of agriculture, mechanic arts, and home economics.		Enrollment in other colleges or schools of the institution.		Enrollment in preparatory departments.		Grand total for the institution, excluding duplicates.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
University of Missouri	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	0	0	0	0	0	0	0	0	0	0	0	1,045	83	1,169	1,498	0	0	2,218	1,576
Montana State College of Agriculture and Mechanic Arts	0	0	0	71	0	1	0	0	0	0	0	72	0	22	0	0	0	0	0	94	320	95	65	309	0	0	385	405
University of Nebraska	0	0	0	213	0	7	0	40	0	16	0	276	0	204	0	1	0	0	0	481	945	482	1,700	2,013	0	0	2,645	2,495
University of Nevada	0	0	0	71	0	0	0	0	0	0	0	69	0	0	0	0	0	0	0	71	151	72	170	259	0	0	261	259
New Hampshire College of Agriculture and Mechanic Arts	0	2	0	59	0	0	0	0	0	0	0	61	0	0	0	0	0	0	0	61	628	61	322	334	0	0	950	395
Rutgers College, New Jersey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	7	420	423	172	0	0	0	592	423
New Mexico College of Agriculture and Mechanic Arts	0	[2]21	0	[3]4	0	0	0	0	0	0	0	25	0	0	0	0	0	0	0	25	42	28	168	47	0	0	210	75
Cornell University, New York	(4)	(4)	(4)	(4)	(4)	(4)	(4)	0	0	0	0	0	0	0	0	0	0	0	0	.....	1,855	253	1,788	1,291	0	0	3,643	1,654
North Carolina College of Agriculture and Mechanic Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	481	85	107	0	0	0	588	85
North Dakota Agricultural College	0	0	0	65	0	0	0	0	0	0	0	65	0	6	0	6	0	0	0	77	397	74	70	33	68	61	535	172
Ohio State University	0	0	0	215	0	0	0	2	0	28	0	215	0	0	0	0	0	0	0	219	1,806	325	1,651	1,368	0	0	3,457	1,693
Oklahoma Agricultural and Mechanical College	0	0	0	115	0	0	0	0	0	0	0	115	0	0	0	0	0	0	0	115	361	144	188	379	283	302	832	822
Oregon Agricultural College	0	0	0	364	0	3	0	28	0	0	0	395	0	18	0	0	0	0	0	413	737	420	1,299	997	0	0	2,056	1,417
Pennsylvania State College	0	0	0	142	0	0	0	6	0	209	0	357	0	0	0	6	0	158	0	521	1,283	436	515	415	0	0	2,132	857
University of Porto Rico	0	30	0	0	0	0	0	0	0	0	0	30	0	70	0	0	0	47	0	147	206	302	59	68	359	308	624	678
Rhode Island State College	0	0	0	42	0	0	0	0	0	0	0	42	0	0	0	0	0	0	0	42	200	51	0	0	0	0	200	51
Clemson Agricultural College, South Carolina	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	804	0	0	0	0	0	804	0
South Dakota College of Agriculture and Mechanic Arts	0	0	0	101	0	0	0	1	0	0	0	102	0	56	0	0	0	0	0	158	426	313	62	36	46	29	534	378
University of Tennessee	0	0	0	5	0	0	0	0	0	17	0	22	0	0	0	0	0	0	0	22	589	1,197	409	7	0	0	998	1,204
Agricultural and Mechanical College of Texas	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2,224	122	0	0	0	.....	2,224	122

Agricultural College of Utah	0	0	0	110	0	0	0	30	0	0	0	140	0	[1]	0	0	0	0	0	193	536	301	0	0	0	0	536	235
University of Vermont and State Agricultural College	0	0	0	45	0	1	0	0	0	0	0	46	0	0	0	0	0	0	0	46	142	46	280	141	0	0	451	486
Virginia Polytechnic Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	606	23	0	0	0	0	606	23
State College of Washington	0	0	0	126	0	0	0	0	0	80	0	237	0	0	0	11	0	0	0	248	588	312	219	354	127	121	967	761
West Virginia University	0	0	0	47	0	0	0	1	0	0	0	48	0	0	0	0	0	0	0	48	549	285	373	285	0	0	922	333
University of Wisconsin	0	0	0	258	0	0	0	0	0	0	0	258	0	0	0	0	0	0	0	258	1,351	432	2,474	2,791	0	0	3,423	2,944
University of Wyoming	0	0	0	24	0	0	0	5	0	0	0	29	0	0	0	0	0	3	0	32	74	35	113	572	0	0	222	639
Total	0	53	0	4,981	0	38	0	220	12	1,314	0	5,858	0	611	0	831	0	204	12	8,266	44,024	15,797	24,017	19,696	1,099	995	78,824	36,099
Institutions for colored students.																												
(Industrial classes.)																												
Agricultural and Mechanical College for Negroes, Alabama	0	0	1	5	0	0	0	2	0	26	1	33	0	133	0	0	0	0	1	166	56	108	65	49	(2)	(2)	121	157
Branch Normal College, Arkansas	0	50	0	0	0	0	0	36	0	49	[3]	[3]	0	85	0	15	0	0	0	235	76	235	0	0	65	77	141	312
State College for Colored Students, Delaware	0	8	0	0	0	0	0	0	0	0	0	0	0	40	0	0	0	0	0	48	46	74	2	0	19	0	67	74
Florida Agricultural and Mechanical College for Negroes	0	0	0	0	0	0	0	4	0	89	0	0	0	227	0	0	0	0	0	222	146	262	0	0	26	38	146	262
Georgia State Industrial College	0	0	0	18	0	0	0	0	0	0	0	0	0	69	0	0	0	0	0	190	274	190	0	0	159	103	274	190
Kentucky Normal and Industrial Institute for Colored Persons	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	110	221	[4]	[4]	[4]	[4]	110	221
Southern University and Agricultural and Mechanical College, Louisiana	0	74	0	70	0	18	0	0	0	114	0	88	0	92	0	0	0	0	0	290	149	296	23	22	9	16	180	328
Princess Anne Academy, Maryland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	57	31	66	27	45	27	42	58	111
Alcorn Agricultural and Mechanical College, Mississippi	0	66	0	0	0	0	0	0	0	0	0	0	0	76	0	0	0	0	0	142	240	162	0	0	90	25	330	187
Lincoln Institute, Missouri	0	0	0	194	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	194	172	154	0	0	0	0	172	154
The Negro Agricultural and Technical College of North Carolina	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	275	180	0	0	0	0	275	180
Colored Agricultural and Normal University, Oklahoma	0	47	0	0	0	0	0	2	0	202	0	205	0	134	0	0	[5]	0	0	205	122	390	0	0	9	27	131	417
State Agricultural and Mechanical College, South Carolina	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	357	656	0	0	[4]	[4]	357	656
Agricultural and Industrial State Normal School for Negroes, Tennessee	1	53	0	152	0	1	0	0	5	400	1	53	4	108	0	0	0	0	11	452	251	452	0	0	89	108	225	650
Prairie View State Normal and Industrial College, Texas	0	0	2	104	0	0	0	566	0	237	2	907	0	0	0	0	0	0	2	907	336	1,108	0	0	0	0	336	1,108
Hampton Normal and Agricultural Institute, Virginia	0	0	0	63	0	0	0	0	0	0	0	63	0	0	0	0	0	0	0	63	267	63	291	279	224	175	782	417
West Virginia Collegiate Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	180	0	0	0	0	0	180	96	180	29	17	0	0	125	197
Total	1	298	1	606	0	19	0	610	5	1,117	4	1,349	4	1,144	0	15	0	0	14	3,381	3,003	4,787	437	412	717	611	3,880	5,510
Grand total	1	351	1	5,587	0	57	0	830	17	2,431	4	7,207	4	1,755	0	846	0	208	26	11,647	47,127	20,584	24,454	20,108	1,816	1,606	82,674	41,599

[1] Included in other departments and schools.
[2] Includes 4 students in general science.
[3] Includes 3 students in general science.
[4] Included under agriculture.
[5] Below ninth grade.

TABLE 4.—*Students graduating and not graduating in four-year college courses of agriculture and the mechanic arts, 1917–18.*

A. AGRICULTURE.

Institutions.	Agricultural education.		Agricultural engineering.		Agronomy or farm crops.		Animal husbandry.		Dairy husbandry.		Forestry.		Horticulture.		Pomology (fruit growing).		Poultry husbandry.		Rural economics.		Soils and fertilizers.		Veterinary science.		General agriculture.		Miscellaneous.		Total in agriculture.	
	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Alabama Polytechnic Institute	107	....	....	....	162	....	182	28	....	....	15	....	128	....	....	....	....	....	....	....	....	....	44	17	....	....	....	....	350	45
University of Arizona	....	....	....	....	....	....	....	4	....	....	....	....	....	2	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	7
University of Arkansas	1	....	....	....	5	3	9	3	....	....	....	....	3	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	17	7
University of California	2	4	....	....	10	5	5	12	....	3	2	....	4	2	13	14	....	....	....	....	3	4	....	1	....	....	350	....	388	25
Colorado Agricultural College	116	....	....	....	13	5	26	7	....	....	4	1	5	5	....	....	....	....	....	....	....	....	34	9	....	....	....	....	200	27
Connecticut Agricultural College	3	2	....	....	3	....	25	3	....	....	....	....	20	3	....	....	10	3	....	....	....	....	....	....	....	....	....	....	60	11
Delaware College	....	....	....	....	13	1	24	6	....	....	....	....	14	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	49	2
University of Florida	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	55	6
Georgia State College of Agriculture	....	....	1	....	4	....	4	4	3	3	1	....	....	....	....	....	....	....	....	....	5	....	5	....	....	....	....	23	7
College of Hawaii	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	2	....	....	5	2
University of Idaho	....	....	....	....	....	....	....	....	....	....	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	73	4
University of Illinois	....	1	....	8	....	7	....	11	....	4	....	....	....	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	556	112
Purdue University, Indiana	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	472	72	....	....	472	72
Iowa State College of Agriculture and Mechanic Arts	20	16	42	7	50	14	241	64	20	16	....	....	....	....	....	....	....	....	....	....	....	....	114	30	249	....	....	....	812	157
Kansas State Agricultural College	....	....	7	....	27	18	32	35	3	4	....	....	3	3	....	....	....	....	....	....	....	....	77	33	....	....	....	....	436	81
University of Kentucky	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	112	20	....	....	112	20
Louisiana State University and Agricultural and Mechanical College	7	1	....	....	40	6	35	5	13	2	7	1	....	....	....	....	....	....	....	....	....	....	7	1	....	....	27	4	136	20
University of Maine	....	....	....	....	3	1	7	3	14	11	26	5	12	8	....	....	1	....	....	....	....	....	....	....	53	....	....	....	116	25
Maryland State College of Agriculture	12	1	....	....	24	5	21	3	....	....	....	....	15	1	....	....	....	....	....	....	....	....	....	....	....	....	29	2	101	12
Massachusetts Agricultural College	6	4	....	....	3	2	21	6	3	....	4	2	7	3	25	7	7	1	30	12	....	....	....	....	23	10	48	17	177	62
Michigan Agricultural College	....	....	....	....	....	....	....	....	....	....	6	2	31	19	....	....	....	....	....	....	....	....	53	10	417	52	....	....	507	83
University of Minnesota	....	....	....	....	....	....	....	....	....	....	28	5	....	....	....	....	....	....	....	....	....	....	....	....	239	34	....	....	267	39
Mississippi Agricultural and Mechanical College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	406	31	....	....	406	31
University of Missouri	....	6	....	1	....	2	....	10	....	9	....	1	....	5	....	....	....	1	....	....	....	5	....	1	362	7	....	9	362	35
Montana State College of Agriculture and Mechanic Arts	....	....	....	....	21	....	26	4	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	48	4

University of Nebraska	1	....	11	3	13	8	40	10	3	2	....	....	13	3	....	....	....	....	6	....	....	....	....	....	92	....	23	9	221	35
University of Nevada	....	....	....	....	14	....	21	....		....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	18	....
New Hampshire College of Agriculture and Mechanic Arts	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	23	....	....	....	23	....
Rutgers College, New Jersey	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	54	12	....	....	54	12
New Mexico College of Agriculture and Mechanic Arts	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	21	3
Cornell University, New York	....	....	....	....	14	2	5	1	....	1	....	....	1	....	....	....	....	....	....	....	....	....	....	54	1,068	199	....	....	1,068	253
North Carolina State College of Agriculture and Engineering	9	4	....	....	10	5	12	5	(1)	....	....	....	....	9	2	8	4	....	....	....	....	....	4	2	....	....	....	....	52	22
North Dakota Agricultural College	1	....	....	....	5	2	9	3	2	1	....	....	....	....	....	....	....	....	....	....	....	....	11	....	31	....	....	....	89	6
Ohio State University	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	466	54
Oklahoma Agricultural and Mechanical College	....	....	....	....	5	8	5	6	1	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	97	....	....	....	110	14
Oregon Agricultural College	....	1	....	....	....	....	....	8	....	7	....	....	....	5	....	....	....	....	....	....	....	....	....	....	425	8	....	24	425	53
Pennsylvania State College	12	6	....	....	115	26	76	15	....	....	25	3	43	17	3	1	27	7	....	....	....	....	....	....	198	....	12	3	559	94
University of Porto Rico	....	....	....	....	46	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	46	5
Rhode Island State College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Clemson Agricultural College, South Carolina	....	....	....	....	27	27	10	10	....	....	....	....	8	8	....	....	....	....	....	....	....	....	2	2	364	....	11	11	422	68
South Dakota State College of Agriculture and Mechanic Arts	....	....	....	....	18	7	10	5	7	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	48	....	....	....	83	14
University of Tennessee	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	151	14
Agricultural and Mechanical College of Texas	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	411	29	....	....	411	529
Agricultural College of Utah	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	31	....	....	....	47	13
University of Vermont and State Agricultural College	2	3	....	....	6	....	8	9	....	....	....	....	8	1	....	....	....	....	....	....	....	....	....	....	113	5	....	....	126	6
Virginia Polytechnic Institute	....	....	5	....	....	....	....	....	....	....	4	....	15	2	....	....	....	....	....	....	....	....	18	4	213	9	....	....	240	15
State College of Washington	6	5	....	....	9	2	1	6	2	1	....	....	6	2	....	....	....	....	4	1	....	....	....	....	132	....	....	....	112	17
West Virginia University	....	1	....	3	....	8	....	25	....	4	....	....	....	2	....	....	....	1	....	6	....	4	....	....	214	....	....	27	234	81
University of Wisconsin	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	16	1	....	....	16	1
University of Wyoming	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total	304	55	60	22	662	169	855	311	81	70	132	20	340	110	43	30	49	14	40	19	8	13	369	164	5,866	471	500	106	10,687	1,739

[1] Included in animal husbandry.

TABLE 4.—*Students graduating and not graduating in four-year college courses of agriculture and mechanic arts, 1917–18*—Continued.

B. MECHANIC ARTS AND ENGINEERING.

Institutions.	Civil engineering.		Electrical engineering.		Mechanical engineering.		Mining engineering.		Textile engineering.		Chemical engineering.		Sanitary engineering.		General engineering.		Unclassified.		Total.	
	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alabama Polytechnic Institute	52	5	179	22	235	10	6	2	.....	.....	25	3	.....	.....	.....	.....	.....	.....	392	42
University of Arizona	.....	1	.....	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	4
University of Arkansas	30	2	9	4	19	.....	1	.....	.....	.....	9	.....	.....	.....	44	.....	.....	.....	112	6
University of California	117	17	234	16	.....	.....	106	5	.....	.....	145	12	.....	.....	.....	.....	.....	.....	602	50
Colorado Agricultural College	8	6	5	3	3	1	.....	.....	.....	.....	.....	.....	.....	.....	45	.....	.....	.....	61	10
Connecticut Agricultural College	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....
Delaware College	17	6	24	4	18	3	.....	.....	.....	.....	24	2	.....	.....	11	.....	.....	.....	94	15
University of Florida	5	.....	11	1	4	.....	.....	.....	.....	.....	5	.....	.....	.....	42	.....	.....	.....	67	1
Georgia State College of Agriculture	26	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29	.....
College of Hawaii	15	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19	2	19	2
University of Idaho	13	.....	14	4	11	.....	12	1	.....	.....	10	2	.....	.....	.....	.....	.....	.....	60	7
University of Illinois	163	22	228	31	229	28	18	5	.....	.....	153	17	11	1	.....	.....	26	4	866	115
Purdue University, Indiana	167	23	239	33	234	36	.....	.....	.....	.....	189	16	.....	.....	.....	.....	.....	.....	849	108
Iowa State College of Agriculture and Mechanic Arts	115	26	190	23	191	11	6	1	.....	.....	53	5	.....	.....	1	.....	63	6	519	72
Kansas State Agricultural College	19	6	51	10	42	7	.....	.....	.....	.....	.....	.....	.....	.....	120	.....	6	1	245	32
University of Kentucky	45	3	.....	.....	137	27	19	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	201	25
Louisiana State University and Agricultural and Mechanical College	7	2	27	4	9	1	.....	.....	.....	.....	9	1	.....	.....	75	.....	74	4	201	12
University of Maine	54	5	82	12	76	6	.....	.....	.....	.....	119	8	.....	.....	16	.....	.....	.....	338	31
Maryland State College of Agriculture	12	2	17	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	2
Massachusetts Institute of Technology	239	40	219	43	268	52	89	6	44	8	257	43	.....	.....	.....	.....	77	1	1,305	212
Michigan Agricultural College	27	13	15	6	25	13	.....	.....	.....	.....	11	2	.....	.....	201	.....	.....	.....	279	34
University of Minnesota	78	.....	129	19	55	8	74	10	.....	.....	99	9	.....	.....	36	2	134	.....	597	57
Mississippi Agricultural and Mechanical College	15	4	45	11	11	4	.....	.....	.....	.....	.....	.....	.....	.....	304	30	149	.....	220	19
University of Missouri	29	.....	22	2	11	2	78	11	23	9	21	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montana State College of Agriculture and Mechanic Arts	12	3	40	3	22	4	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	8	.....	86	10
University of Nebraska	65	6	95	8	52	6	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	222	21
University of Nevada	40	.....	27	.....	83	.....	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	82	.....
New Hampshire College of Agriculture and Mechanic Arts	.....	.....	4	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	.....
Rutgers College, New Jersey	26	2	16	3	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61	5

New Mexico College of Agriculture and Mechanic Arts	1		1		3												1		6	
Cornell University, New York	260	42			692	57													945	99
North Carolina State College of Agriculture and Engineering	57	7	83	8	56	6			66	5	22						1		284	26
North Dakota Agricultural College	5				12	1													27	
Ohio State University	144	14	210	14	170	10	30	3			168	14			23	3			827	73
Oklahoma Agricultural and Mechanical College	3	2	8	6	4	4									97				112	12
Oregon Agricultural College	23	2	85	7	105	12	41	3					15				20	6	319	31
Pennsylvania State College	60	20	132	32	81	20	35	8			25	3	4		375	24			729	107
University of Porto Rico	6	3	1		3	1					13	3			34				57	7
Rhode Island State College	9	2	13	2	23	4					18	3			50				113	11
Clemson Agricultural College	18	11			60	34			13	4	17	4			218				326	53
South Dakota State College of Agriculture and Mechanic Arts	12	1	23	2	5														40	3
University of Tennessee	10	3	13	5	6	4					6	3			87				119	13
Agricultural and Mechanical College of Texas	126	6	152	7	73	2			16	1	39	1					20	1	426	18
Agricultural College of Utah																			416	8
University of Vermont and State Agricultural College	29	3	17	2	21	2													57	7
Virginia Agricultural and Mechanical College and Polytechnic Institute	43	2	119	13	75	3	13				34								284	18
State College of Washington	23		43	7	41	1	23	2			13						7		150	12
West Virginia University	54	4	44	4	41	4	19	1			7								168	13
University of Wisconsin	19	19	26	26	31	31	5	5			17	17							533	99
University of Wyoming	5	52	2		12	2	5	2											24	6
Total	2,147	388	2,897	390	3,215	407	593	67	162	27	1,517	168	30	1	1,779	59	598	25	13,622	1,508

TABLE 4.—*Students graduating and not graduating in four-year college courses of agriculture and mechanic arts, 1917–18*—Continued.

C. HOME ECONOMICS, ARCHITECTURE, PHARMACY, GENERAL SCIENCE, ETC.

Institutions.	Foods and cookery.		Textiles and clothing.		Industrial management.		Cafeteria management.		Teachers' course.		General course.		Unclassified.		Total.		Architecture.		Pharmacy.		General science.		Unclassified.		Total, excluding home economics.	
	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.	Not graduates.	Graduates.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Alabama Polytechnic Institute																	18	1	20	6	50	7			69	55
University of Arizona		1														1										1
University of Arkansas									36	4					36	4									36	4
University of California	48		35								177	24			83				87	25					87	25
Colorado Agricultural College					20				19						177	24					6	3			6	3
Connecticut Agricultural College											36	9			30						10	2			10	2
Delaware College															36	9									36	9
University of Florida																			16		208				224	
Georgia State College of Agriculture											9	1			9	1					11	2			11	2
College of Hawaii											42	9			42	9					45	3			45	3
University of Idaho																										
University of Illinois		22						17		70					392	94	203	28	147	40					742	162
Purdue University, Indiana											188	29			188	29			32	2	286	46			406	77
Iowa State College of Agriculture and the Mechanic Arts											519	92			519	92					81	12			81	12
Kansas State Agricultural College	4	3	4	1			16	6	185	77					209	85	9	4			195	14			413	103
University of Kentucky											84	6			84	6									84	6
Louisiana State University and Agricultural and Mechanical College																										
University of Maine					58	10									58	10			1	1					59	11
Maryland State College of Agriculture																										
Massachusetts Agricultural College																										
Massachusetts Institute of Technology																	73	21			2	3	129	18	168	42
Michigan Agricultural College											352	57			352	57										
University of Minnesota											286	64			286	64	37	4	77	19					114	14
Mississippi Agricultural and Mechanical College	33	6													33	6					74	10	58	3	132	13
University of Missouri		2								23						25					31	1			31	1
Montana State College of Agriculture and Mechanic Arts									15	15	46				61	15										

Rutgers College, New Jersey																										
New Mexico College of Agriculture and the Mechanic Arts	11		5						2	1					18	1					2	3			2	3
University of Nebraska											185	34			185	34		1	19	16	238					265
University of Nevada	20		28						1						45						1				1	
New Hampshire College of Agriculture and Mechanic Arts																										
Cornell University, New York[1]																										
North Carolina State College of Agriculture and Engineering	21	1							44	5					65	6		1			39	3	23	4	63	7
North Dakota Agricultural College											215	45			215	45	52	4	34	5						
Ohio State University									115	18					115	18							161	26	161	26
Oklahoma Agricultural and Mechanical College									415	57					415	57			68	4	85		358	18	511	22
Oregon State Agricultural College									142	26					142	26	17				275	29			292	29
Pennsylvania State College									30	18					30	18			18		15				33	
University of Porto Rico	42	6													42	6							42	3	42	3
Rhode Island State College																	8	2							8	2
Clemson Agricultural College, South Carolina											101	19			101	19			19		59	7			98	7
South Dakota State College of Agriculture and Mechanic Arts											5				5											
University of Tennessee																	20	1							20	1
Agricultural and Mechanical College of Texas																										
Agricultural College of Utah											10	5			40	5					18		28	5	46	5
University of Vermont																							456	51		
Virginia Polytechnic Institute																	10		49	11						
State College of Washington											64				64				21	1					21	1
West Virginia University	10	10	11	11			10	10	51	51	15	45			258	66				3						3
University of Wisconsin											24				24											
University of Wyoming																										
Total	159	51	83	12	1	78	26	33	1,040	365	2,418	139			4,359	832	447	67	599	124	1,731	145	1,265	128	4,032	464

[1] Included under agriculture.

TABLE 5.—*Students in various courses in colleges of agriculture and the mechanic arts for the colored race, 1917–18.*

Institutions.	Agriculture.	Carpentry.	Machine shop.	Blacksmithing.	Shoemaking.	Broom making.	Wheelwrighting.	Bricklaying.	Painting.	Printing.	Harness making.	Tailoring.	Plastering.	Sewing.	Cooking.	Laundering.	Nursing.	Millinery.	Plumbing.	Dressmaking.	Household arts.	Miscellaneous.	Military drill.
State Agricultural and Mechanical College for Negroes, Alabama	12	12	...	7	8	...	...	...	2	4	...	10	...	45	79	67	...	...	1	17	39	...	...
Branch Normal College, Arkansas	33	42	18	34	...	...	10	...	...	...	...	...	...	275	300	32	...	...	25	...	...	...	...
State College for Colored Students, Delaware	11	9	2	5	...	...	...	...	2	...	...	...	...	26	26	16	...	...	...	...	...	...	40
Florida Agricultural and Mechanical College for Negroes	124	12	15	7	...	...	5	...	7	11	...	20	...	100	126	...	5	...	...	...	...	...	85
Georgia State Industrial College	150	85	...	68	75	...	10	70	...	60	...	93	60	...	50	20	...	...	...	...	...	...	350
Kentucky Normal and Industrial Institute for Colored Persons	185	25	18	...	...	14	...	...	12	6	...	...	...	171	169	22	...	43	...	...	...	...	60
Southern University and Agricultural and Mechanical College, Louisiana	65	32	...	14	...	2	...	20	...	3	...	...	20	162	128	30	42	...	...	...	...	...	...
Princess Anne Academy, Maryland	5	16	...	8	...	...	...	...	...	16	...	...	...	87	87	87	...	...	...	...	...	...	...
Alcorn Agricultural and Mechanical College, Mississippi	517	44	...	37	60	...	37	...	9	...	...	...	...	104	57	55	7	...	...	...	...	...	...
Lincoln Institute, Missouri	34	18	19	19	9	...	19	...	...	...	...	16	...	116	66	18	...	...	...	...	...	...	...
Negro Agricultural and Technical College, North Carolina	39	7	5	24	...	5	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	51	139
Colored Agricultural and Normal University, Oklahoma	215	22	10	17	...	...	...	...	...	...	...	...	...	215	215	...	...	...	...	...	...	...	73
Colored Normal, Industrial, Agricultural, and Mechanical College, South Carolina	136	37	...	14	2	...	18	19	23	4	11	13	19	111	98	29	15	...	...	...	...	...	186
Agricultural and Industrial State Normal School for Negroes, Tennessee	15	53	49	2	...	25	53	17	3	3	...	...	17	209	189	149	15	33	...	...	...	...	129
Prairie View State Normal and Industrial College, Texas	65	70	11	35	26	48	35	...	...	30	26	31	...	209	180	130	...	18	...	...	...	...	...
Hampton Normal and Agricultural Institute, Virginia	228	54	30	16	5	...	4	33	12	11	...	...	22	336	290	175	...	...	...	...	...	...	556
West Virginia Collegiate Institute	28	25	...	23	...	...	...	16	14	13	...	...	16	85	78	...	...	...	...	...	...	...	105
Total	1865	563	177	334	190	94	191	336	84	161	37	188	154	2254	2088	770	84	94	26	17	39	51	1803

TABLE 6.—*Number of degrees conferred by colleges of agriculture and the mechanic arts, 1917–18.*

Institutions.	Undergraduate courses.										Graduate courses.									
	Agricultural courses.		Mechanical courses.		Home economics.		All other courses.		Total.		Agricultural courses.		Mechanical courses.		Home economics.		All other courses.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alabama Polytechnic Institute	45		41	1			52	3	138	4			8						8	
University of Arizona	7		4			1			12				1						1	
University of Arkansas	7		6			4			13	4										
University of California	46	3	50				195	425	291	428	5		2						7	
Colorado Agricultural College	27		10			24		6	37	30										
Connecticut Agricultural College	11						2		13								2		3	
Delaware College	8	4	15			9	9	20	32	30	1								7	
University of Florida	6		1				21		28		6		1						10	
Georgia State College of Agriculture	7								7		8		2							
College of Hawaii	2		1			1	2		5	1									1	
University of Idaho	4		7			9	6	17	17	26			1						1	
University of Illinois	107	5	115			94	259	142	481	241	6		8			1			14	1
Purdue University, Indiana	72		108			29	10	36	190	65	7		11						18	
Iowa State College of Agriculture and Mechanic Arts	123	4	72			92	36	6	231	92	15		7			1			22	1
Kansas State Agricultural College	63	1	32			85	28	6	123	92	2		11			4			13	4
University of Kentucky	20		25			6	11		56	6			5						5	
Louisiana State University			12						12		2		1						3	
University of Maine	25		31			10	1		57	10			2						2	
Maryland State College of Agriculture	12		2						14											
Massachusetts Agricultural College	64						40	2	64	2	1								1	
Massachusetts Institute of Technology			212						252	2			13				8		21	
Michigan Agricultural College	83		34			57			117	57	4								4	
University of Minnesota	39		57			64	100	181	196	245										
Mississippi Agricultural and Mechanical College	34		19		5		19		74								1		1	
University of Missouri	55		57			25	131	152	243	177	10		3			1	1		14	1
Montana State College of Agriculture and Mechanic Arts	4		10			15	2	7	16	22										
University of Nebraska	35		24			34	100	165	159	199	32		24			34			56	34
University of Nevada													1						1	

TABLE 6.—*Number of degrees conferred by colleges of agriculture and the mechanic arts, 1917–18*—Continued.

Institutions.	Undergraduate courses.										Graduate courses.									
	Agricultural courses.		Mechanical courses.		Home economics.		All other courses.		Total.		Agricultural courses.		Mechanical courses.		Home economics.		All other courses.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
New Hampshire College of Agriculture and Mechanic Arts	23	.....	13	.....	.....	.....	11	22	47	22	.....	.....	.....	.....	.....	.....	[1] 4	.....	4	.....
Rutgers College, New Jersey	12	.....	5	.....	.....	.....	13	.....	30	.....	7	.....	1	.....	.....	.....	.....	.....	8	.....
New Mexico College of Agriculture and Mechanic Arts	3	.....	.....	.....	.....	1	.....	3	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cornell University, New York	194	59	99	.....	(2)	.....	155	91	448	150	75	.....	6	.....	.....	.....	.....	.....	81	.....
North Carolina State College of Agriculture and Engineering	22	.....	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Dakota Agricultural College	6	.....	1	.....	.....	6	4	3	11	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio State University	54	.....	73	.....	.....	45	218	167	345	212	.....	.....	3	.....	.....	66	.....	.....	3	66
Oklahoma Agricultural and Mechanical College	14	.....	12	.....	.....	18	10	16	36	34	1	.....	.....	.....	.....	.....	.....	.....	1	.....
Oregon Agricultural College	52	1	31	.....	.....	57	20	2	103	60	3	.....	.....	.....	.....	2	.....	.....	3	2
Pennsylvania State College	93	1	107	.....	.....	26	18	6	218	33	5	.....	5	.....	.....	.....	.....	.....	10	.....
University of Porto Rico	.....	.....	7	.....	.....	18	.....	.....	7	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rhode Island State College	5	.....	11	.....	.....	6	3	.....	19	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clemson Agricultural College	58	.....	53	.....	.....	.....	2	.....	113	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota State College of Agriculture and Mechanic Arts	11	.....	3	.....	.....	19	3	4	20	23	3	.....	.....	.....	.....	.....	.....	.....	3	.....
University of Tennessee	14	.....	13	.....	.....	.....	1	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Agricultural and Mechanical College of Texas	29	.....	17	.....	.....	.....	.....	.....	18	.....	3	.....	.....	.....	.....	.....	.....	.....	3	.....
Agricultural College of Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Vermont and State Agricultural College	13	.....	7	.....	.....	5	42	28	62	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia Polytechnic Institute	6	.....	18	.....	.....	.....	5	.....	29	.....	1	.....	1	.....	.....	.....	.....	.....	2	.....
State College of Washington	14	1	12	.....	.....	21	17	34	43	56	3	.....	.....	.....	.....	1	.....	.....	3	1
West Virginia University	17	.....	13	.....	.....	.....	1	.....	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Wisconsin	80	1	99	.....	.....	66	284	272	463	339	18	.....	8	.....	.....	2	.....	.....	26	2
University of Wyoming	1	.....	6	.....	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	1,627	77	1,539	1	5	847	1,831	1,816	5,011	2,730	218	.....	125	.....	.....	112	16	.....	339	112

[1] Honorary.

[2] Included under agriculture.

TABLE 7.—*Value of property of colleges of agriculture and the mechanic arts, 1917–18.*

Institutions.	Land-grant fund of 1862.	Other land-grant funds.	Other permanent funds.	Unsold land grant of 1862.	Other unsold land grants.	Farm and grounds.	Buildings.	Apparatus and machinery.	Library.	Live stock.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Alabama Polytechnic Institute	$253,500		$31,000			$10,000	$525,000	$105,000	$80,000		$1,004,500
University of Arizona	132,667		$10,500	$450,000	$1,790,000	190,950	653,500	130,351	54,071	$22,279	3,301,651
University of Arkansas	732,485	$74,962	250			7,500	39,000	210,000	58,000	2,000	449,417
University of California	202,784		4,757,945	11,869		11,400,891	(1)	2,295,388	550,005	95,975	19,920,020
Colorado Agricultural College	135,000			400,000		470,000	498,955	204,899	54,126	26,900	1,857,464
Connecticut Agricultural College	83,000		121,000			63,315	867,566	113,000	22,500	38,000	1,360,381
Delaware College	153,900		390,864			400,000	974,000	203,222	55,013	29,180	2,135,259
University of Florida	242,202					185,000	426,000	27,000	70,000	6,500	868,300
Georgia State College of Agriculture	(2)		20,000			585,000	625,000	99,200	70,000	22,759	1,664,161
College of Hawaii	700,000	800,000				126,116	70,499	79,707	54,012	5,430	335,764
University of Idaho	149,013					60,000	625,000	300,000	51,165	30,000	2,566,165
University of Illinois	480,000					1,057,636	1,153,746	687,071	733,818	108,352	4,380,636
Purdue University, Indiana	689,530		104,500			200,000	1,800,000	550,000	(3)		2,994,500
Iowa State College of Agriculture and Mechanic Arts	491,747			38,430		261,841	2,944,922	883,068	193,075	92,494	4,944,930
Kansas State Agricultural College	144,075		40,000			341,350	988,684	479,802	120,665	165,416	2,626,094
University of Kentucky	182,313	136,009	400			227,749	597,685	211,716	49,595	17,577	1,388,397
Louisiana State University	118,200		133,750			177,341	573,790	223,802	49,000		1,342,646
University of Maine	115,944		9,000			11,000	712,347	153,086	84,930	12,018	1,225,331
Maryland State College of Agriculture	219,000		142,000			85,800	573,397	153,468	8,000	6,500	952,109
Massachusetts Agricultural College						122,719	999,389	592,836	95,943	30,775	2,202,662
Massachusetts Institute of Technology	996,241			285,000	1,000	2,568,000	6,266,000	1,574,000	(3)		10,408,000
Michigan Agricultural College	579,430	1,206,140	1,785,570		88,779	110,377	1,249,650	375,000	80,000	70,000	3,167,208
University of Minnesota	98,575	141,212				2,656,420	6,090,417	1,239,989	820,923	104,051	14,571,719
Mississippi Agricultural and Mechanical College	365,881	222,000	721,458	189,148		157,520	810,090	455,969	56,070	85,924	1,805,360
University of Missouri	680,250			630,850	356,800	801,385	1,987,470	704,256	423,209	66,206	5,481,012
Montana State College of Agriculture and Mechanic Arts	617,131	254,377	871,507	58,776	87,998	391,773	333,145	194,395	28,450	25,597	2,641,320
University of Nebraska	121,186	57,817	170,970		16	941,639	2,346,018	461,848	255,000	100,000	6,004,294
University of Nevada	80,000		870,000			29,290	274,978	203,424	50,000	45,000	1,214,681
New Hampshire College of Agriculture and Mechanic Arts	116,000		891,278			45,000	720,000	90,000	39,000	13,000	1,657,000
Rutgers College, New Jersey				241,909		449,586	989,579	294,000	100,000		2,830,357
New Mexico College of Agriculture and Mechanic Arts	688,576		14,221,996			40,000	210,000	130,000	51,468	15,000	668,377
Cornell University, New York						373,259	6,820,095	1,900,023	(4) 874,403		24,584,852
North Carolina State College of Agriculture and Engineering	125,000					110,000	645,000	311,000	20,000	15,000	1,235,000

[1] Included in farm and grounds.
[2] Hawaii and Porto Rico do not participate in this grant.
[3] Included in apparatus and machinery.
[4] Includes live stock.

TABLE 7.—*Value of property of colleges of agriculture and the mechanic arts, 1917–18*—Continued.

Institutions.	Land-grant fund of 1862.	Other land-grant funds.	Other permanent funds.	Unsold land grant of 1862.	Other unsold land grants.	Farm and grounds.	Buildings.	Apparatus and machinery.	Library.	Live stock.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
North Dakota Agricultural College	$1,323,777			$608,120		$95,000	[2]595,000				$2,621,897
Ohio State University	524,176	$218,797	$292,704			2,013,405	3,044,782	$1,281,170	$413,679	$24,307	7,813,020
Oklahoma Agricultural and Mechanical College				500,000	$500,000	60,000	538,517	293,817	50,000	45,000	1,987,334
Oregon Agricultural College	202,664			9,000		451,892	1,046,540	287,327	121,011	51,975	2,170,209
Pennsylvania State College	517,000					148,180	1,962,688	780,702	110,000	50,000	3,568,570
University of Porto Rico			10,854			51,002	261,449	85,990	22,036	2,429	433,760
Rhode Island State College	50,000					14,955	324,450	106,059	40,541	3,500	539,405
Clemson Agricultural College, South Carolina	95,900		58,539			170,702	[3]913,450	399,013	30,966	32,094	1,700,664
South Dakota State College of Agriculture and Mechanic Arts	390,941	(1)			1,411,380	70,000	450,000	57,000	21,600	15,000	2,415,921
University of Tennessee	400,000		5,000			749,300	465,554	202,348	68,580	43,583	1,934,363
Agricultural and Mechanical College of Texas	209,000					149,565	1,763,190	322,224	18,680	59,944	2,522,603
Agricultural College of Utah						23,200	643,700	174,153	33,513	17,115	891,681
University of Vermont and State Agricultural College	145,000	100,000	852,544			75,000	1,150,000	122,722	163,500	9,500	2,606,266
Virginia Polytechnic Institute	344,312					80,000	613,000	178,000	26,000	17,000	1,258,312
State College of Washington	349,627	416,894		1,557,395	1,470,806	147,124	1,278,529	272,287	55,534	27,027	5,384,223
West Virginia University	115,104					300,000	800,000	250,000	50,000	19,500	1,534,604
University of Wisconsin	303,595	223,028	167,768			2,137,311	4,769,488	1,059,964	588,986	63,345	9,313,683
University of Wyoming	54,725	45,968		746,954	340,150	110,000	465,000	215,000	80,000	10,000	2,077,797
Total	15,069,351	3,297,193	26,681,367	5,727,451	6,055,989	31,776,707	65,088,259	21,598,094	7,153,087	1,743,421	184,894,909
Institutions for colored students.											
State Agricultural and Mechanical College for Negroes, Alabama						35,000	137,300	31,000	6,750	800	210,850
Branch Normal College, Arkansas						60,000	28,500	25,232	3,500	1,200	118,432
State College for Colored Students, Delaware						30,000	30,000	1,500	200	5,000	66,700
Florida Agricultural and Mechanical College for Negroes						20,000	97,000	19,000	2,500	5,000	143,500
Georgia State Industrial College								5,000	1,000	2,000	8,000
Kentucky Normal and Industrial Institute for Colored Persons						31,000	90,000	8,872	500	5,555	138,927
Southern University and Agricultural and Mechanical College						21,750	77,170	9,338	400		108,658
Princess Anne Academy, Maryland						6,000	30,500	5,500	2,000	2,500	46,500
Alcorn Agricultural and Mechanical College, Mississippi	113,000	98,000				10,000	225,000	25,000	1,500	8,500	481,000
Lincoln Institute, Missouri						95,000	111,000	697	3,939	1,374	212,010
Negro Agricultural and Technical College, North Carolina						55,000	95,000	30,222	6,000	7,000	193,222
Colored Agricultural and Norman University, Oklahoma						18,000	170,000	21,000	400	4,500	210,900
State Agricultural and Mechanical College, South Carolina	95,500					40,000	267,000	25,000	1,000	12,000	440,500

Agricultural and Industrial State Normal School for Negroes, Tennessee						50,027	96,705	17,078	1,176	5,731	170,717
Prairie View State Normal and Industrial College, Texas						50,000	266,228	15,000	3,000	10,000	344,228
Hampton Normal and Agricultural Institute, Virginia	172,136		2,513,702			125,000	1,000,000	157,348	13,520	29,132	4,010,856
West Virginia Collegiate Institute						40,000	240,000	4,500	1,500	1,700	287,700
Total	380,656	98,000	2,513,702			687,777	2,961,401	400,285	48,885	101,992	7,192,098
Grand total	15,450,007	3,995,193	29,195,069	5,727,451	6,055,989	32,464,484	68,043,060	21,998,370	7,201,952	1,845,423	191,987,607

[1] Includes all permanent funds.

TABLE 8.—*Value of additions during the year to equipment of colleges of agriculture and the mechanic arts, 1917–18.*

Institutions.	Permanent endowment.	Buildings.	Library.	Apparatus.	Machinery.	Live stock	Miscellaneous.	Total.
1	2	3	4	5	6	7	8	9
Alabama Polytechnic Institute	0	0	$1,000	$2,000	$3,000	0	0	$6,000
University of Arizona	0	$600,219	4,252	6,017	2,338	$2,334	$11,076	626,236
University of Arkansas	0	0	738	0	0	0	0	738
University of California	$122,176	436,883	23,975	[1] 129,851	0	36,823	152,231	901,939
Colorado Agricultural College	0	30,000	1,000	.....	5,000	4,000	0	40,000
Connecticut Agricultural College	80,057	500	5,000	0	0	3,000	12,000	100,557
Delaware College	0	125,000	2,014	6,188	1,055	5,055	41,350	180,662
University of Florida	0	0,800	4,468	3,850	1,100	350	2,400	21,968
Georgia State College of Agriculture	0	1,500	5,400	4,400	2,680	0	0	13,980
College of Hawaii	0	0	3,351	0	2,935	993	1,356	8,635
University of Idaho	0	65,500	1,665	2,960	3,935	1,175	2,800	78,035
University of Illinois	0	0	69,379	19,469	14,584	12,848	19,687	126,967
Purdue University, Indiana	105,593	188,000	3,606	8,121	2,350	4,988	0	312,658
Iowa State College of Agriculture and Mechanic Arts	0	86,565	13,775	[1] 56,516	0	16,575	68,190	241,621
Kansas State Agricultural College	0	15,435	7,475	23,475	[1] 6,106	5,757	101,208	159,546
University of Kentucky	0	40,000	900	0	0	0	2,800	43,820
Louisiana State University and Agricultural and Mechanical College	0	0	0	1,884	955	0	1,569	4,358
University of Maine	0	291	2,916	0	[2] 2,111	511	0	5,829
Maryland State College of Agriculture	0	174,090	1,440	2,014	18,153	540	12,327	208,474
Massachusetts Agricultural College	0	6,623	6,287	0	67,068	3,609	29,300	112,287
Massachusetts Institute of Technology	500,000	[3] 449,743	0	0	0	0	0	949,743,
Michigan Agricultural College	0	220,000	1,000	5,000	9,000	4,000	0	239,000
University of Minnesota	47,927	38,815	35,140	18,023	15,455	201	23,674	179,835
Mississippi Agricultural and Mechanical College	0	84,540	3,659	12,407	7,078	32,927	23,625	164,266
University of Missouri	20,131	37,000	12,823	0	61,855	2,939	2,756	137,497
Montana State College of Agriculture and Mechanic Arts	137,078	27,645	1,950	2,080	840	1,000	12,223	183,436
University of Nebraska	31,580	730,000	12,500	24,271	17,132	16,849	103,274	935,406
University of Nevada	0	0	2,046	2,763	682	15,000	1,753	22,244
New Hampshire College of Agriculture and Mechanic Arts	0	0	0	0	0	0	0	0
Rutgers College, New Jersey	22,821	[4] 96,739	0	0	0	0	0	119,560
New Mexico College of Agriculture	0	0	0	0	0	0	0	0
Cornell University, New York	194,402	[4] 93,183	0	[5] 31,423	0	0	14,820	333,828
North Carolina State College of Agriculture and Engineering	0	1,778	1,299	2,497	2,274	125	2,617	10,590
North Dakota Agricultural College	0	4,200	0	0	0	0	0	4,200
Ohio State University	13,722	227,082	20,874	17,769	5,548	4,259	211,442	500,696
Oklahoma Agricultural and Mechanical College	0	6,879	1,311	5,565	3,750	2,640	15,000	34,955
Oregon Agricultural College	0	168,560	[illegible]	0	[1] 35,802	6,500	12,976	225,838
Pennsylvania State College	0	23,047	0	8,175	0	0	60,072	91,284
University of Porto Rico	543	142	0	2,870	14,941	0	0	18,505
Rhode Island State College	0	0	[6] 200	400	0	600	0	1,200

Clemson Agricultural College, South Carolina	0	[8] 26,172	0	0	0	0	0	26,172
South Dakota State College of Agriculture and Mechanic Arts	0	0	856	500	400	418	2,982	5,160
University of Tennessee	0	16,203	1,580	1,583	6,570	2,600	18,861	46,797
Agricultural and Mechanical College of Texas	0	259,568	2,950	20,085	28,854	10,201	13,588	335,246
Agricultural College of Utah	0	84,999	3,171	1,741	8,541	439	3,141	102,034
University of Vermont and State Agricultural College	0	0	0	0	0	0	0	0
Virginia Polytechnic Institute	0	0	500	1,000	0	0	0	1,500
State College of Washington	113,147	27,243	6,809	21,893	12,548	5,804	23,325	237,769
West Virginia University	0	151,000	1,900	7,000	6,500	1,200	0	166,700
University of Wisconsin	6,096	167,804	21,601	26,643	9,602	7,751	32,617	272,204
University of Wyoming	128,615	31,647	4,197	5,460	1,879	975	5,295	178,068
Total	1,551,288	4,753,795	299,131	488,452	382,471	214,377	1,033,525	8,721,041
**Institutions for colored students.*								
State Agricultural and Mechanical College for Negroes, Alabama	0	0	28	162	56	0	175	421
Branch Normal College, Arkansas	0	0	150	125	1,412	[7] 200	425	2,312
State College for Colored Students, Delaware	0	1,500	0	0	0	2,050	[7] 18,500	22,050
Florida Agricultural and Mechanical College for Negroes	0	6,484	200	199	375	1,200	0	8,359
Georgia State Industrial College	0	0	0	0	220	0	0	220
Kentucky Normal and Industrial Institute for Colored Persons	0	0	0	0	0	0	0	0
Southern University and Agricultural and Mechanical College	0	3,000	0	0	0	1,000	0	4,000
Princess Anne Academy, Maryland	0	0	0	0	0	0	0	0
Alcorn Agricultural and Mechanical College	0	15,000	0	3,358	3,000	0	1,145	22,503
Lincoln Institute, Missouri	0	0	0	0	0	0	0	0
Negro Agricultural and Technical College, North Carolina	0	0	200	350	2,000	700	1,600	4,850
Colored Agricultural and Normal University, Oklahoma	0	0	0	0	0	900	20,000	20,900
State Agricultural and Mechanical College, South Carolina	0	25,000	500	600	300	0	0	26,400
Agricultural and Industrial State Normal School, Tennessee	0	775	105	0	1,500	800	2,000	5,180
Prairie View State Normal and Industrial College, Texas	0	60,000	500	600	6,000	0	0	67,100
Hampton Normal and Agricultural Institute, Virginia	64,541	196,019	1,800	0	[9] 2,737	3,066	48,074	316,237
West Virginia Collegiate Institute	0	0	200	400	600	100	0	1,300
Total	64,541	307,778	3,683	5,695	18,200	10,016	91,919	510,832
Grand total	1,615,829	5,061,573	302,814	492,147	400,671	224,393	1,125,444	9,222,873

[1] Includes machinery.
[2] Includes apparatus.
[3] Includes equipment.
[4] Includes land.
[5] Includes library, apparatus, machinery, and live stock.
[6] Includes buildings, library, apparatus, and machinery.
[7] Farm of 100 acres.
[8] Total inventory shows depreciation.

TABLE 9.—*Income of colleges of agricul*

A. FUNDS FOR INSTRUCTION

Institutions.	Funds for instruction and administration.					
	State funds.					United States funds.
	From endowment granted by the State.	From mill-tax levy for support.	From mill-tax levy for permanent improvements.	From appropriations for support.	From appropriations for permanent improvements.	From land-grant fund of 1862.
1	2	3	4	5	6	7
Alabama Polytechnic Institute	$1,140.00	$11,645.11	0	$40,800.00	0	$30,280.00
University of Arizona	0	0	0	215,747.50	$100,000.00	17,789.24
University of Arkansas	0	0	0	140,315.50	0	6,188.33
University of California	40,825.19	0	0	1,909,625.52	205,864.17	40,481.11
Colorado Agricultural College	0	123,971.49	0	0	0	17,024.84
Connecticut Agricultural College	0	0	0	52,500.00	92,057.43	6,750.00
Delaware College	0	0	0	49,930.00	125,000.00	4,980.00
University of Florida	0	0	0	53,854.07	14,593.91	7,790.00
Georgia State College of Agriculture	0	0	0	70,000.00	0	16,954.11
College of Hawaii	0	0	0	22,592.98	11,363.39	0
University of Idaho	0	0	0	75,000.00	56,000.00	43,956.33
University of Illinois[1]	0	0	0	469,139.86	0	32,450.67
Purdue University, Indiana	0	302,776.47	$199,615.30	0	0	17,000.00
Iowa State College	0	0	0	783,250.00	412,500.00	33,901.34
Kansas State Agricultural College	0	0	0	400,000.00	[2]80,000.00	24,877.23
University of Kentucky	0	53,632.38	0	[3]97,805.83	0	8,644.50
Louisiana State University	0	0	0	115,000.00	0	9,115.69
University of Maine	0	0	0	127,500.00	0	5,915.00
Maryland State College of Agriculture	0	0	0	40,000.00	174,000.00	6,513.18
Massachusetts Agricultural College	8,313.32	0	0	273,500.00	0	7,300.00
Massachusetts Institute of Technology	100,000.00	0	0	0	0	3,650.00
Michigan Agricultural College	0	430,000.00	70,000.00	0	0	70,502.10
University of Minnesota	0	309,214.26	0	1,197,364.29	70,000.00	19,357.75
Mississippi Agricultural and Mechanical College	0	0	0	133,243.64	0	5,914.61
University of Missouri	33,960.40	0	0	536,174.90	48,014.19	18,139.08
Montana State College	0	0	0	72,000.00	50,000.00	42,861.98
University of Nebraska	0	490,384.90	367,797.04	157,500.00	112,750.00	38,004.60
University of Nevada	0	129,379.07	0	0	0	6,411.18
New Hampshire College of Agriculture and Mechanic Arts	0	0	0	52,000.00	0	4,800.00
Rutgers College, New Jersey	0	0	0	111,949.00	0	5,800.00
New Mexico College of Agriculture and Mechanic Arts	0	0	0	35,136.31	0	0
Cornell University, New York	0	0	0	41,131.22	82,299.28	34,428.80
North Carolina State College of Agriculture and Engineering	0	0	0	122,500.00	0	7,500.00
North Dakota Agricultural College	0	511.49	61,800.00	0	0	73,151.29
Ohio State University	17,227.63	0	0	1,187,148.20	287,474.04	31,450.59
Oklahoma Agricultural and Mechanical College	0	0	0	303,348.00	0	37,000.00
Oregon Agricultural College	0	261,473.96	0	0	0	10,973.39
Pennsylvania State College	0	0	0	488,467.01	73,036.93	30,000.00
University of Porto Rico	1,865.48	0	0	51,190.04	0	0
Rhode Island State College	0	0	0	40,000.00	[4]85,500.00	2,500.00
Clemson Agricultural College, South Carolina	0	0	0	208,721.68	0	5,754.09
South Dakota State College	0	0	0	110,650.00	249,860.00	40,285.49
University of Tennessee	0	0	0	57,584.93	900,000.00	23,960.00
Agricultural and Mechanical College of Texas	6,952.09	0	0	432,595.00	110,270.00	10,450.00
Agricultural College of Utah	0	107,978.10	0	0	59,758.72	14,055.12
University of Vermont	30,000.00	13,600.00	7,200.00	350.00		8,130.00
Virginia Polytechnic Institute	0	0	0	82,500.00	16,666.66	20,658.72
State College of Washington	0	362,322.36	(?)	0	0	24,858.76
West Virginia University	0	0	0	352,500.00	46,500.00	7,011.88
University of Wisconsin	0	1,292,871.42	0	106,727.12	[4]163,497.25	13,613.07
University of Wyoming	0	94,554.22	21,483.19	0	0	16,031.51
Total	244,305.11	4,237,245.12	737,895.53	11,819,832.00	3,676,000.97	970,226.80

[1] Agricultural and engineering colleges only.
[2] Purchase of land.
[3] Includes $5,816.83 from Smith-Hughes fund.
[4] Smith-Hughes fund.

ture and the mechanic arts, 1917–18.

AND ADMINISTRATION.

Funds for instruction and administration—Continued.								
United States funds—Continued.		From college endowment funds.	From tuition fees, board, and lodging.	From departmental earnings.	From private gifts for support.	From private gifts for permanent improvements and endowment.	Miscellaneous.	Total income, excluding extension, experiment stations, and vocational teacher training.
From other land grants.	Morrill-Nelson funds of 1890 and 1907.							
8	9	10	11	12	13	14	15	16
0	$28,450.00	0	$14,674.55	0	0	0	$18,794.61	$139,801.57
$17,789.21	50,000.00	$659.10	33,537.19	$9,499.36	0	0	18,164.34	463,185.97
0	36,363.64	0	7,009.00	0	0	0	0	189,871.74
4,071.94	50,000.00	131,935.10	220,409.01	309,478.51	$75,284.75	$165,175.77	253,099.19	3,415,883.29
22,237.43	50,000.00	0	21,433.33	0	0	0	41,724.45	289,491.54
6,750.00	50,000.00	0	50,232.95	126,662.61	20,460.00	0	0	405,412.99
10,000.00	40,721.41	21,225.00	48,213.15	0	0	30,000.00	5,847.00	336,006.56
2,061.00	25,000.00	0	36,210.03	1,000.00	3,750.00	0	0	154,292.01
0	33,333.34	1,400.00	5,295.00	48,350.94	0	0	0	175,353.42
0	50,000.00	0	112.16	3,118.10	0	0	1,979.01	89,095.97
37,319.67	50,000.00	0	8,695.00	8,000.00	0	0	0	298,941.00
0	50,000.00	0	0	201,535.98	0	0	0	753,126.38
0	50,000.00	0	63,855.45	33,990.49	0	0	21,304.37	781,542.02
0	50,000.00	0	118,131.56	155,353.56	0	1,000.00	3,168.92	1,557,408.38
0	50,000.00	0	71,362.70	240,012.06	0	0	15,606.48	994,858.47
5,805.83	42,750.00	2,000.00	38,144.49	0	0	0	5,709.72	251,792.74
5,440.00	28,856.25	0	13,491.80	0	0	0	58,790.80	230,694.54
0	50,000.00	0	67,279.61	1,306.81	0	4,000.00	23,089.20	282,870.62
0	40,000.00	0	29,916.15	0	0	0	0	290,459.33
0	33,333.33	.....	63,011.76	75,183.27	0	0	5,587.68	461,559.86
0	16,666.67	411,613.15	776,127.60	18,267.52	11,245.00	521,509.97	122,125.86	2,017,225.75
0	50,000.00	38,417.14	11,777.96	0	0	37.50	181,465.30	895,200.46
38,693.98	50,000.00	0	70,088.31	312,292.19	0	0	0	2,502,010.92
8,172.75	22,730.73	0	110,358.52	86,160.20	0	0	95,912.91	463,123.46
13,201.15	50,000.00	33,237.15	140,817.96	59,994.10	3,904.00	34,131.74	8,660.99	980,235.66
(3)	50,000.00	0	21,877.55	2,878.73	0	0	914.24	219,532.50
19,092.30	50,000.00	93,411.84	182,315.81	0	0	0	56,764.60	1,567,961.10
2,606.15	50,000.00	6,016.00	25,396.88	18,786.64	0	0	250.00	238,845.92
0	50,000.41	35,065.83	43,540.39	27,119.43	28.00	125.00	9,332.68	222,011.33
0	50,000.00	38,811.68	46,881.85	0	20,598.35	22,821.04	0	308,804.94
0	50,000.00	22,995.35	17,818.80	33,818.51	0	0	0	159,769.00
0	50,000.00	678,351.80	929,271.83	306,670.92	38,758.90	73,104.04	211,402.36	3,085,419.21
0	33,500.00	0	84,793.36	24,603.43	0	0	28,915.48	301,812.27
0	50,000.00	0	21,337.70	0	0	0	38,705.88	218,736.36
12,311.05	50,000.00	0	188,589.89	39,518.03	50.00	404.85	209,505.81	2,023,710.16
0	45,000.00	0	35,333.03	38,642.00	0	0	0	459,323.03
0	50,000.00	0	82,074.02	32,332.80	0	0	0	430,854.15
0	50,000.00	0	62,372.06	0	0	0	0	703,876.02
15,799.14	50,000.00	0	1,272.89	2,484.76	0	0	0	152,612.31
0	50,000.00	0	45,663.17	12,744.88	0	0	5,204.21	241,612.26
0	25,000.00	0	190,222.12	0	0	3,512.36	7,560.50	500,770.66
40,285.49	50,000.00	0	16,485.87	32,148.98	0	0	29,877.16	608,992.99
0	38,000.00	2,292.47	54,279.15	12,908.38	3,650.00	0	4,155.60	1,096,827.53
0	37,500.00	0	197,718.32	142,577.41	0	0	152,374.58	1,090,438.43
0	50,000.00	0	9,353.75	9,209.87	0	0	1,880.05	252,430.62
0	50,000.00	35,889.64	134,809.02	0	0	1,379.03	52,018.19	333,465.90
0	33,333.34	0	116,690.81	0	0	0	161,141.00	431,290.53
29,657.69	50,000.00	0	34,455.61	0	0	0	0	501,294.42
0	40,000.00	6,461.85	52,636.38	0	0	0	0	508,110.08
12,421.94	50,000.00	0	550,744.70	341,589.57	21,803.43	0	9,713.64	2,571,972.11
6,073.81	50,000.00	0	29,030.01	0	0	0	21,050.46	218,832.20
360,633.56	2,250,538.51	1,592,813.60	5,553,019.57	2,827,858.92	211,592.43	860,201.83	1,888,916.04	37,016,078.98

[3] Included in land-grant fund.
[4] For 2 years.
[7] Included under mill-tax levy for support.
[8] Includes $12,421.94 interest.

TABLE 9.—*Income of colleges of agricul*

A. FUNDS FOR INSTRUCTION

Institutions.	Funds for Instruction and administration.					
	State funds.					United States funds.
	From endowment granted by the State.	From mill-tax levy for support.	From mill-tax levy for permanent improvements.	From appropriations for support.	From appropriations for permanent improvements.	From land-grant fund of 1862.
1	2	3	4	5	6	7
Institutions for colored students						
State Agricultural and Mechcal and College for Negroes, Alabama	$1,000.00	0	0	0	0	0
Branch Normal College, Arkansas	0	0	0	$10,000.00	0	0
State College for Colored Students, Delaware	0	0	0	8,000.00	0	0
Florida Agricultural and Mechanical College for Negroes	0	0	0	11,000.00	$6,484.36	0
Georgia State Industrial College	0	0	0	8,850.00	0	0
Kentucky Normal and Industrial Institute for Colored Persons	0	0	0	21,000.00	0	$1,255.00
Southern University and Agricultural and Mechanical College	0	0	0	12,500.00	0	0
Princess Anne Academy, Maryland	0	0	0	5,000.00	500.00	0
Alcorn Agricultural and Mechanical College, Mississippi	0	0	0	8,000.00	2,000.00	6,814.50
Lincoln Institute, Missouri	0	0	0	32,852.91	0	0
Negro Agricultural and Technical College, North Carolina	0	0	0	15,000.00	0	0
Colored Agricultural and Normal University, Oklahoma	0	0	0	50,537.00	0	0
State Agricultural and Mechanical College, South Carolina	0	0	0	0	35,000.00	5,754.00
Agricultural and Industrial State Normal School for Negroes, Tennessee	0	0	0	26,650.35	0	0
Prairie View State Normal and Industrial College, Texas	0	0	0	30,065.00	68,150.08	0
Hampton Normal and Agricultural Institute, Virginia	0	0	0	800.00	0	10,329.36
West Virginia Collegiate Institute	0	0	0	51,850.00	0	0
Total	4,000.00	0	0	292,184.26	112,134.44	24,152.86
Grand total	248,305.11	4,237,245.12	$737,895.53	11,911,896.86	3,788,135.41	979,379.42

ture and the mechanic arts 1917–18—Continued.

AND ADMINISTRATION—continued.

Funds for instruction and administration—Continued.								
United States funds—Continued.		From college endowment funds.	From tuition fees, board, and lodging.	From departmental earnings.	From private gifts for support.	From private gifts for permanent improvements and endowment	Miscellaneous.	Total income, excluding extension, experiment stations, and vocational teacher training.
From other land grants.	Morrill-Nelson funds of 1890 and 1907							
8	9	10	11	12	13	14	15	16
0	$21,550.00	0	$1,234.70	$1,235.56	0	0	$2,461.33	$30,484.59
0	13,636.36	$795.00	245.50	1,100.17	0	0	0	25,777.03
0	10,000.00	0	4,439.00	1,079.00	0	0	84.00	23,602.00
0	25,000.00	0	20,427.80	804.00	$300.00	0	0	64,015.36
0	16,666.66	0	0	4,226.89	0	0	312.78	30,016.33
0	7,250.00	0	11,743.83	5,596.41	0	0	0	46,845.24
0	21,143.75	0	17,350.74	1,124.46	0	0	0	52,418.95
0	10,000.00	0	9,345.00	1,350.00	0	0	226.00	26,421.00
$5,777.77	27,299.27	0	23,370.03	0	0	0	0	73,231.57
0	3,125.00	0	1,842.00	1,493.06	0	0	0	39,312.97
0	16,500.00	0	12,116.41	11,898.49	0	0	0	55,544.90
0	5,902.14	0	14,005.86	750.10	0	0	0	71,195.10
0	25,000.00	0	8,431.50	0	0	0	0	74,185.50
0	12,000.00	0	21,927.32	3,472.15	0	0	882.35	64,940.82
0	12,500.00	0	117,327.98	0	0	0	45.80	228,078.86
0	16,666.66	131,511.31	5,765.00	0	149,054.12	$205,350.86	35,612.89	555,123.20
0	10,000.00	0	18,964.00	6,540.00	0	0	310.00	87,391.00
5,777.77	254,209.84	132,309.31	288,263.67	40,970.29	149,354.12	205,350.86	39,998.15	1,548,585.57
966,411.33	2,504,748.55	1,726,122.91	5,841,288.24	2,868,829.21	360,945.55	1,005,552.19	1,928,913.26	38,564,655.26

TABLE 10A.—*Income of colleges of agriculture and the mechanic arts in 1917–18 for experiment stations and extension work.*

Institutions.	Funds for the experiment stations.					Funds for the extension service.					
	State funds.	United States funds.	Private gifts.	Experiment-station earnings.	Total experiment-station income.	State funds, Smith-Lever and others.	United States funds.	County, municipality or association funds.	Private gifts and miscellaneous.	Total of extension service income.	Total extension and experiment station income.
1	2	3	4	5	6	7	8	9	10	11	12
Alabama Polytechnic Institute	$32,000	$30,000	$6,039	.....	$68,039	$57,311	$67,311	$24,785	.....	$149,407	$217,446
University of Arizona	31,577	30,000	.....	$18,095	81,672	4,564	14,574	8,174	.....	27,322	110,994
University of Arkansas	40,233	30,000	.....	6,241	76,107	11,155	51,475	80,871	51,066	194,887	271,384
University of California	10,196	30,000	.....	78,561	119,090	61,133	39,133	.....	50,806	163,672	312,732
Colorado Agricultural College	32,486	30,000	.....	.....	62,486	45,780	22,780	.....	.....	68,560	131,046
Connecticut Agricultural College	7,500	15,000	.....	7,382	29,882	55,080	14,725	.....	6,559	55,264	85,146
Delaware College	10,000	30,000	.....	31,129	71,119	5,412	12,412	.....	.....	16,824	87,943
University of Florida	12,316	30,000	.....	8,327	50,643	27,144	27,288	61,143	2,903	118,537	169,180
Georgia State College of Agriculture	.....	.....	.....	.....	.....	109,629	77,129	109,886	17,034	309,678	309,678
College of Hawaii	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Idaho	.....	30,000	.....	2,187	32,187	35,930	18,290	.....	.....	54,220	86,117
University of Illinois	195,500	30,000	.....	67,054	292,554	(a)	80,085	.....	.....	80,085	372,639
Purdue University, Indiana	91,000	30,000	.....	264,199	385,199	81,552	60,382	67,196	11,164	228,394	613,593
Iowa State College	175,500	30,000	.....	59,551	265,051	91,580	60,083	.....	7,117	158,730	423,781
Kansas State Agricultural College	59,500	30,000	.....	45,767	135,267	63,816	18,814	30,522	1,502	153,654	288,921
University of Kentucky	75,273	30,000	.....	153,671	258,944	56,275	66,245	25,000	11,300	201,770	160,714
Louisiana State University	21,500	30,000	.....	13,517	68,017	25,000	47,695	.....	12,605	85,210	153,227
University of Maine	21,771	30,000	.....	17,110	68,881	11,702	21,702	.....	.....	33,404	102,285
Maryland State College of Agriculture	30,000	30,000	.....	16,264	76,264	31,657	30,667	.....	.....	62,324	138,588
Massachusetts Agricultural College	41,000	30,000	.....	30,826	101,826	34,000	16,594	7,330	.....	73,924	175,750
Massachusetts Institute of Technology	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan Agricultural College	30,000	30,000	15,901	.....	65,901	40,000	58,086	.....	317	98,443	164,347
University of Minnesota	212,068	30,000	.....	87,520	319,588	25,000	19,730	.....	12,399	87,129	406,457
Mississippi Agricultural and Mechanical College	42,250	30,000	.....	22,111	94,361	61,515	61,515	.....	71,990	194,190	288,461
University of Missouri	40,194	30,000	.....	56,256	126,450	51,472	71,421	8,290	.....	131,787	231,237
Montana State College	65,250	30,000	.....	11,000	106,250	18,500	17,896	26,656	.....	93,022	199,272
University of Nebraska	53,770	30,000	11,997	.....	128,747	25,578	38,575	.....	.....	76,153	204,900
University of Nevada	110	30,000	.....	1,076	31,186	15,275	12,221	.....	.....	27,496	58,922
New Hampshire College of Agriculture and Mechanic Arts	.....	30,000	.....	10,621	40,621	5,689	15,689	.....	.....	21,378	61,999
Rutgers College, New Jersey	.....	30,000	.....	.....	30,003	20,124	30,124	.....	.....	50,818	80,848
New Mexico College of Agriculture and Mechanic Arts	7,022	30,000	1.80	3,650	40,802	9,141	19,101	68,345	.....	96,517	137,319
Cornell University, New York	.....	27,000	.....	.....	27,000	67,111	72,989	.....	.....	140,103	167,103
North Carolina State College of Agriculture and Engineering	.....	30,000	.....	8,087	38,087	71,207	71,207	.....	.....	142,414	180,501

North Dakota Agricultural College	62,000	30,000	.....	37,456	129,456	37,627	26,659	20,175	.....	84,761	214,217
Ohio State University	.....	.....	.....	.....	.....	80,593	78,149	51,550	.....	219,292	219,292
Oklahoma Agricultural and Mechanical College	5,000	30,000	.....	4,224	39,224	43,318	53,718	61,117	.....	157,833	197,057
Oregon Agricultural College	43,000	40,450	2,000	15,218	100,668	70,950	41,406	32,650	.....	145,006	245,674
Pennsylvania State College	1,550	30,000	2,418	56,465	90,433	163,658	108,483	.....	.....	272,041	362,474
University of Porto Rico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rhode Island State College	.....	30,000	.....	5,060	35,060	1,211	10,582	.....	.....	11,825	46,885
Clemson Agricultural College, South Carolina	.....	30,000	.....	2,839	32,839	11,843	51,843	.....	.....	93,686	126,525
South Dakota State College	16,000	30,000	.....	16,396	62,396	31,318	26,145	21,883	.....	79,611	142,010
University of Tennessee	115,000	30,000	.....	13,597	158,597	56,536	66,536	43,292	7,338	173,702	332,299
Agricultural and Mechanical College of Texas	230,856	30,000	.....	40,604	301,460	96,217	140,604	.....	.....	236,851	538,311
Agricultural College of Utah	18,000	30,000	.....	9,088	57,088	27,250	16,488	12,522	92	56,282	113,450
University of Vermont	8,000	30,000	.....	4,000	42,000	8,000	16,063	14,115	11,311	49,489	91,489
Virginia Polytechnic Institute	27,229	30,000	.....	7,914	65,148	59,397	61,391	63,250	.....	184,038	249,181
State College of Washington	58,176	30,000	203	21,438	109,817	24,186	27,393	.....	4,310	55,889	165,706
West Virginia University	65,000	30,000	.....	15,010	110,010	53,316	42,191	23,182	.....	118,989	228,999
University of Wisconsin	.....	30,000	.....	.....	30,000	212,966	53,106	1,500	1,910	290,482	320,482
University of Wyoming	2,467	30,000	.....	1,988	34,455	14,331	13,331	15,850	.....	43,512	77,967
Total	2,036,904	1,372,450	71,711	1,271,825	4,752,890	2,368,161	2,133,179	900,504	278,783	5,680,628	10,433,518
Institutions for colored students.											
Florida Agricultural and Mechanical College for Negroes	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Southern University and Agricultural and Mechanical College, Louisiana	.....	.....	.....	.....	.....	5,189	960	.....	.....	6,149	6,149
State Agricultural and Mechanical College, South Carolina	26,199	.....	150	.....	26,619	3,000	.....	.....	.....	3,000	29,619
Total	26,199	.....	150	.....	26,619	8,189	960	.....	.....	9,149	35,789
Grand total	2,063,103	1,372,450	71,861	1,271,825	4,779,539	2,376,341	2,134,139	900,504	278,783	5,689,768	10,469,308

[1] Included under funds for administration.

[2] Farm sales.

TABLE 10B.—*Income of colleges of agriculture and the mechanic arts in 1917–18 for vocational teacher training as administered under the Smith-Hughes Act; also grand total income of the colleges.*

Institutions.	Agriculture.				Trades and industries.				Home economics.				Total income for vocational teacher training.	Grand total income of institution.
	From local funds.	From State funds.	From Federal funds.	Total.	From local funds.	From State funds.	From Federal funds.	Total.	From local funds.	From State funds.	From Federal funds.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alabama Polytechnic Institute														$356,271.00
University of Arkansas		$72.02	$72.02	$144.04									$144.04	573,924.01
University of Arizona										$558.28	$558.28	$1,116.56	1,116.56	462,372.03
University of California		1,267.44	1,267.45	2,534.89		$681.31	$681.31	$1,362.62					3,897.51	3,732,512.80
Colorado Agricultural College	$3,416.00		1,000.00	4,416.00					$7,450.00		3,060.00	10,510.00	14,926.00	428,303.84
Connecticut Agricultural College		965.00	965.00	1,930.00						1,595.39	1,595.39	3,190.778	5,120.78	495,680.00
Delaware College		742.66	742.66	1,485.32		980.32	980.27	1,960.59		1,059.23	1,059.23	2,118.46	5,564.37	429,514.00
University of Florida		55.00	55.00	1,100.00									110.00	321,582.00
University of Georgia	1,136.59	1,240.14	2,676.73	5,353.46									5,353.46	490,385.00
College of Hawaii														89,096.00
University of Idaho		873.17	873.17	1,746.34						643.33	643.33	1,286.66	3,033.00	388,391.00
University of Illinois	1,690.00		1,690.00	3,380.00	$68.29		68.29	136.58	3,030.23		3,030.23	6,060.46	9,577.04	1,135,342.00
Purdue University, Indiana	1,427.33		1,427.33	2,854.66	330.83		330.82	661.66	1,902.83		1,902.83	3,805.66	7,321.98	1,402,457.00
Iowa State College of Agriculture and the Mechanic Arts														1,981,189.00
Kansas State Agricultural College										850.00	850.00	1,700.00	1,700.00	1,285,479.00
University of Kentucky		2,677.76	2,677.76	5,355.52						2,320.69	2,320.69	4,641.38	9,996.90	725,504.00
Louisiana State University		120.00	120.00	240.00									240.00	394,162.00
University of Maine		2,800.00	1,200.00	4,000.00						6,200.00	1,200.00	7,400.00	11,400.00	396,556.00
Maryland State College		540.77	540.77	1,081.54		168.98	168.98	337.96					1,419.50	430,467.00
Massachusetts Agricultural College														637,310.00
Massachusetts Institute of Technology														2,017,225.32
Michigan Agricultural College		2,677.96	2,677.96	5,355.92									5,355.92	1,024,893.00
University of Minnesota		3,955.00	3,955.00	7,910.00						3,955.58	3,995.58	7,991.16	15,901.16	2,954,369.00
Mississippi Agricultural and Mechanical College		865.99	865.99	1,731.98		78.34	78.34	156.68					1,888.66	753,472.00
University of Missouri	673.84		673.84	1,347.69					1,580.77		1,580.77	3,161.54	4,509.22	1,245,981.88
Montana State College of Agriculture and Mechanic Arts		1,576.69	1,576.69	3,153.38		300.00	300.00	600.00		1,000.00	1,000.00	2,000.00	5,753.38	454,557.98
University of Nebraska	393.75	393.75	787.50	1,575.00					1,076.87	1,076.87	2,153.75	4,307.49	5,882.49	1,778,744.00
University of Nevada										264.35	264.33	528.68	528.68	298,297.00
New Hampshire College of Agriculture and Mechanic Arts		142.12	142.12	284.24						1,391.35	1,391.35	2,782.70	3,066.94	287,077.00
State University of New Jersey (Rutgers)		1,065.22	1,343.52	2,408.74		618.19	243.88	862.07		958.64	798.67	1,755.31	5,016.12	394,726.00
New Mexico College of Agriculture and Mechanic Arts	7.45	600.00	600.00	1,207.45					4.00	109.80	109.80	223.60	1,431.05	298,549.00
Cornell University, New York		7,647.32	7,647.31	15,294.63						3,042.00	3,042.00	6,084.00	21,378.63	3,273,901.00
North Carolina State College		2,115.56	2,115.56	4,231.12									4,231.12	486,544.00
North Dakota Agricultural College		1,875.00	1,875.00	3,750.00		1,350.00	1,350.00	2,700.00		2,525.00	1,775.00	4,300.00	10,750.00	473,702.00
Ohio State University		670.00	670.00	1,340.00									1,340.00	2,244,342.00

Oklahoma Agricultural and Mechanical College	3,697.50		3,697.50	7,395.00	412.50		[illegible]	[illegible]	[illegible]		1,010.76	4,226.50	13,146.50	669,327.00
Oregon Agricultural College	695.81		995.81	1,391.62	795.28		795.28	1,590.56	1,050.00		1,050.00	2,709.00	5,678.18	788,206.00
Pennsylvania State College		1,955.90	1,955.85	3,911.75		800.00	800.00	1,600.00					5,511.75	1,071,962.00
University of Porto Rico														152,612.00
Rhode Island State College														288,197.00
Clemson Agricultural College, South Carolina		1,105.18	1,105.18	2,210.36									2,210.36	629,506.00
South Dakota State College										2,448.30	1,000.00	3,448.30	3,448.30	754,481.49
University of Tennessee														1,429,127.00
Agricultural and Mechanical College of Texas		4,268.32	4,268.32	8,536.64									8,536.64	1,837,296.00
Agricultural College of Utah														365,881.00
University of Vermont		4,315.00	2,000.00	6,315.00						2,330.14	2,000.00	4,330.14	10,645.14	435,600.00
Virginia Polytechnic Institute														680,472.00
State College of Washington		386.75	386.74	773.49									773.49	667,774.00
West Virginia University		675.00	675.00	1,350.00						350.00	350.00	700.00	2,050.00	736,158.85
University of Wisconsin										3,293.99	3,294.99	6,589.98	6,589.98	2,908,044.00
University of Wyoming						489.78	489.78	979.56		1,586.25	1,586.25	3,172.50	4,152.06	330,961.00
Total	13,438.27	47,644.72	55,022.78	118,105.77	1,604.90	5,466.92	6,687.46	13,759.28	19,410.44	37,598.19	13,761.23	100,771.85	230,636.91	47,680,865.00
Institutions for colored students.														
State Agricultural and Mechanical College for Negroes, Alabama														30,184.59
Branch Normal College, Arkansas														25,777.63
State College for Colored Students, Delaware														23,602.00
Florida Agricultural and Mechanical College for Negroes														64,816.16
Georgia State Industrial College														30,016.33
Kentucky Normal and Industrial College for Colored Persons														46,845.24
Southern University and Agricultural and Mechanical College, Louisiana														58,558.95
Princess Anne Academy, Maryland														20,295.00
Alcorn Agricultural and Mechanical College, Mississippi		12.50	12.50	25.00									25.00	73,256.57
Lincoln Institute, Missouri														39,312.97
Negro Agricultural and Technical College, North Carolina														55,544.90
Colored Agricultural and Normal University, Oklahoma														71,195.10
State Agricultural and Mechanical College, South Carolina														103,835.29
Agricultural and Industrial State Normal School for Negroes, Tennessee		660.00	660.00	1,320.00		450.00	450.00	900.00		1,280.00	1,280.00	2,560.00	4,780.00	69,721.17
Prairie View State Normal and Industrial College, Texas														228,078.56
Hampton Normal and Agricultural Institute, Virginia														555,123.20
West Virginia Collegiate Institute														87,391.00
Total		672.50	672.50	1,345.00		450.00	450.00	900.00		1,280.00	1,280.00	2,560.00	4,805.00	1,589,054.50
Grand total	13,438.27	48,317.22	55,695.28	117,450.77	1,604.90	5,916.92	7,137.46	14,659.28	19,410.44	38,878.19	45,043.23	103,331.85	235,441.91	49,269,919.00

TABLE 11.—*Disbursement of funds received under acts of Congress approved August 30, 1890, and March 4, 1907, by colleges of agriculture and the mechanic arts for the year ending June 30, 1918.*

Institutions.	Balance on hand July 1, 1917.	Appropriation for year ended June 30, 1918.	Total amount available.	Disbursement								Balance on hand July 1, 1918.
				For instruction in—						For preparation of teachers of the elements of agriculture and mechanic arts.	Total.	
				Agriculture.	Mechanic arts.	English language.	Mathematical science.	Natural and physical sciences.	Economic science.			
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama Polytechnic Institute	0	$28,450.00	$28,450.00	$1,900.00	$13,325.00	$2,108.31	$3,075.00	$6,041.69	0	0	$28,450.00	0
University of Arizona	$1,167.67	50,000.00	51,167.67	4,851.18	14,501.83	5,032.74	4,650.00	12,454.89	$9,656.99	0	51,167.67	0
University of Arkansas	0	36,363.64	36,363.64	7,782.04	7,808.64	3,675.00	4,560.00	7,478.32	4,999.64	0	36,363.64	0
University of California	0	50,000.00	50,000.00	27,499.74	12,699.84	0	0	9,800.42	0	0	50,000.00	0
Colorado Agricultural College	0	50,000.00	50,000.00	14,375.44	11,121.69	5,408.19	2,468.30	10,231.89	6,391.49	0	50,000.00	0
Connecticut Agricultural College	.95	50,000.00	50,000.95	23,645.63	2,700.00	3,875.00	2,000.00	16,700.71	1,079.16	0	50,000.50	$0.45
Delaware College	1,055.13	40,000.00	41,055.13	9,509.73	12,026.96	6,170.72	3,553.48	8,042.39	1,030.44	0	40,333.72	721.41
University of Florida	0	25,000.00	25,000.00	3,840.00	7,200.00	2,670.00	2,780.00	7,780.00	720.00	0	25,000.00	0
Georgia State College of Agriculture	0	33,333.34	33,333.34	0	6,901.10	5,000.00	4,800.00	14,229.24	2,400.00	0	33,333.34	0
College of Agriculture and Mechanic Arts of the Territory of Hawaii	28.47	50,000.00	50,028.47	6,862.58	11,818.30	2,848.17	2,728.33	22,909.42	2,860.65	0	50,027.45	1.02
University of Idaho	0	50,000.00	50,000.00	11,017.36	8,959.70	5,180.00	2,705.00	15,834.54	6,020.00	$283.36	50,000.00	0
University of Illinois	0	50,000.00	50,000.00	21,831.73	18,583.04	0	0	6,416.96	3,168.27	0	50,000.00	0
Purdue University, Indiana	0	50,000.00	50,000.00	11,291.83	15,915.67	3,523.00	1,590.00	10,679.50	1,822.00	2,175.00	50,000.00	0
Iowa State College of Agriculture and Mechanic Arts	0	50,000.00	50,000.00	11,616.87	10,274.98	2,666.66	1,800.00	15,416.66	2,724.83	2,500.00	50,000.00	0
Kansas State Agricultural College	0	50,000.00	50,000.00	0	31,457.22	2,233.35	8,669.98	4,018.31	3,591.07	0	50,000.00	0
University of Kentucky	0	42,750.00	42,750.00	3,371.64	15,518.27	6,050.00	5,285.00	12,525.09	0	0	42,750.00	0
Louisiana State University and Agricultural and Mechanical College	0	28,856.25	28,856.25	8,900.00	5,981.27	4,400.00	2,174.98	7,400.00	0	0	28,856.25	0
University of Maine	0	50,000.00	50,000.00	11,000.00	11,100.00	4,500.00	4,000.00	11,700.00	2,800.00	1,600.00	50,000.00	0
Maryland State College of Agriculture	0	40,000.00	40,000.00	10,522.91	12,332.08	4,519.86	749.97	9,672.18	1,153.00	1,050.00	40,000.00	0
Massachusetts Agricultural College	0	33,333.33	33,333.33	14,400.00	0	1,500.00	0	15,900.00	1,533.33	0	33,333.33	0
Massachusetts Institute of Technology	6.76	16,666.67	16,673.43	0	7,510.00	3,200.00	3,960.00	2,000.00	0	0	16,670.00	3.43
Michigan Agricultural College	0	50,000.00	50,000.00	9,729.20	17,195.40	3,625.30	4,319.10	13,533.60	1,566.20	0	50,000.00	0
University of Minnesota	0	50,000.00	50,000.00	21,750.00	14,800.00	5,200.00	2,500.00	3,500.00	1,150.00	1,100.00	50,000.00	0
Mississippi Agricultural and Mechanical College	0	22,730.73	22,730.73	8,031.15	5,408.18	3,295.73	2,733.28	3,262.39	0	0	22,730.73	0
University of Missouri	0	35,156.25	35,156.25	22,239.51	0	0	0	11,183.31	1,733.93	0	35,156.25	0

Missouri School of Mines and Metallurgy	860.67	11,718.75	12,579.42	0	5,412.70	0	2,666.07	4,500.00	0	0	12,579.42	0
Montana State College of Agriculture and Mechanic Arts	0	50,000.00	50,000.00	12,039.90	13,531.22	1,107.51	2,129.17	11,526.72	6,362.18	0	50,000.00	0
University of Nebraska	0	50,000.00	50,000.00	11,958.[illegible]	19,5[illegible]	0	1,2[illegible]	13,[illegible]	1,77[illegible].00	1,850.00	50,000.00	0
University of Nevada	0	50,000.00	50,000.00	6,573.27	9,415.61	6,086.61	5,420.72	16,710.5[illegible]	5,763.20	0	50,000.00	0
New Hampshire College of Agriculture and Mechanic Arts	0	50,000.00	50,000.00	16,910.15	12,471.71	1,006.13	0	11,109.64	2,138.87	0	50,000.00	0
Rutgers College, New Jersey	0	50,000.00	50,000.00	2,333.61	9,913.83	6,375.00	7,702.28	23,475.25	0	0	50,000.00	0
New Mexico College of Agriculture and Mechanic Arts	0	50,000.00	50,000.00	16,236.49	11,570.27	1,591.21	4,510.02	9,091.16	2,797.55	1,200.00	50,000.00	0
Cornell University, New York	0	50,000.00	50,000.00	16,166.65	20,000.00	1,000.00	1,000.00	8,000.00	3,833.35	0	50,000.00	0
North Carolina College of Agriculture and Mechanic Arts	0	33,500.00	33,500.00	12,625.00	15,275.00	0	0	5,000.00	0	0	33,500.00	0
North Dakota Agricultural College	0	50,000.00	50,000.00	9,321.87	10,199.75	6,263.87	5,511.51	10,306.48	5,399.92	2,703.60	50,000.00	0
Ohio State University	1.75	50,000.00	50,001.75	10,580.00	11,310.00	4,020.00	4,520.00	11,170.00	5,310.00	0	49,910.00	91.75
Oklahoma Agricultural and Mechanical College	0	45,000.00	45,000.00	11,500.17	13,337.07	4,391.95	2,616.74	9,977.18	3,176.59	0	45,000.00	0
Oregon Agricultural College	0	50,000.00	50,000.00	11,380.84	9,799.84	2,900.00	3,449.96	10,161.16	7,208.20	1,800.00	50,000.00	0
Pennsylvania State College	461.61	50,000.00	50,461.61	15,000.01	6,000.00	6,300.00	6,700.00	13,500.00	2,500.00	0	50,000.01	461.60
University of Porto Rico	3,115.61	50,000.00	53,145.61	10,070.60	21,878.51	5,082.62	3,230.23	8,136.92	3,881.99	0	52,889.87	255.74
Rhode Island State College	0	50,000.00	50,000.00	12,035.79	10,030.15	4,441.19	2,068.77	15,196.83	4,519.01	208.37	50,000.00	0
Clemson Agricultural College, South Carolina	0	25,000.00	25,000.00	2,761.19	10,580.62	3,835.49	3,712.95	4,109.75	0	0	25,000.00	0
South Dakota College of Agriculture and Mechanic Arts	0	50,000.00	50,000.00	10,880.11	11,105.50	2,000.00	5,700.00	17,304.36	3,010.00	0	50,000.00	0
University of Tennessee	0	38,000.00	38,000.00	5,770.60	13,508.19	2,716.68	2,200.00	10,003.76	3,090.77	710.00	38,000.00	0
Agricultural and Mechanical College of Texas	407.66	37,500.00	37,907.66	15,017.36	14,898.20	590.00	2,325.00	4,379.19	100.00	0	37,907.66	0
Agricultural College of Utah	0	50,000.00	50,000.00	8,737.61	8,350.11	5,200.08	3,631.27	10,982.49	13,098.41	0	50,000.00	0
University of Vermont and State Agricultural College	0	50,000.00	50,000.00	7,730.00	13,300.00	1,800.00	4,400.00	15,200.00	3,146.67	1,423.33	50,000.00	0
Virginia Polytechnic Institute	0	33,333.34	33,333.34	4,700.00	10,500.00	2,000.00	3,700.00	10,800.00	1,633.34	0	33,333.34	0
State College of Washington	0	50,000.00	50,000.00	11,532.91	11,396.10	5,766.55	2,666.70	16,317.04	2,320.70	0	50,000.00	0
West Virginia University	0	40,000.00	40,000.00	2,826.61	29,536.87	983.35	200.00	6,343.21	0	0	39,890.10	109.90
University of Wisconsin	0	50,000.00	50,000.00	20,000.00	20,000.00	2,500.00	2,500.00	2,500.00	2,500.00	0	50,000.00	0
University of Wyoming	0	50,000.00	50,000.00	4,195.09	13,657.99	6,180.32	7,180.81	12,931.25	5,551.54	0	50,000.00	0
Total	7,136.28	2,246,692.30	2,253,828.58	541,758.71	635,656.21	181,001.16	162,854.63	558,631.76	145,694.12	21,637.61	2,252,183.28	1,645.31
Institutions for colored students.												
Agricultural and Mechanical College for Negroes, Alabama	203.55	21,550.00	21,753.55	1,541.88	8,420.46	1,105.91	2,111.56	2,096.03	3,132.77	120.00	19,428.63	2,324.92
Branch Normal College, Arkansas	6,701.20	13,636.30	20,337.50	5,123.06	3,957.60	1,425.05	2,106.66	1,031.11	1,431.98	0	18,765.48	1,572.08
State College for Colored Students, Delaware	1,137.22	10,000.00	11,137.22	3,813.13	2,788.97	1,540.28	860.82	777.29	1,342.27	0	11,123.06	14.16
Florida Agricultural and Mechanical College for Negroes	225.01	25,000.00	25,225.01	5,987.35	5,900.11	4,122.33	1,820.00	2,252.90	5,141.11	0	25,224.10	.91
Georgia State Industrial College	1,460.87	16,666.66	18,127.53	2,576.21	4,582.10	3,314.25	1,491.73	810.00	5,320.24	0	18,127.53	0
Kentucky Normal and Industrial Institute for Colored Persons	0	7,250.00	7,250.00	622.20	2,486.65	1,965.15	1,860.00	316.00	0	0	7,250.00	0
Southern University and Agricultural and Mechanical College, Louisiana	2,305.39	21,143.75	23,449.14	3,755.70	5,622.12	5,037.57	2,237.10	851.16	3,222.50	1,670.89	22,400.49	1,048.65
Princess Anne Academy, Maryland	9.78	10,000.00	10,009.78	2,349.16	2,516.58	1,837.50	700.00	117.50	1,509.88	600.00	9,990.57	19.21

TABLE 11.—*Disbursement of funds received under acts of Congress approved August 30, 1890, and March 4, 1907, by colleges of agriculture and the mechanic arts for the year ending June 30, 1918*—Continued.

Institutions.	Balance on hand July 1, 1917.	Appropriation for year ended June 30, 1918.	Total amount available.	Disbursements.								
				For instruction in—						For preparation of teachers of the elements of agriculture and mechanic arts.	Total.	Balance on hand July 1, 1918.
				Agriculture.	Mechanic arts.	English language.	Mathematical science.	Natural and physical sciences.	Economic science.			
1	2	3	4	5	6	7	8	9	10	11	12	13
Institutions for colored students—Continued.												
Alcorn Agricultural and Mechanical College, Mississippi	$2,315.78	$27,269.27	$29,615.05	$5,185.42	$9,219.81	$2,772.14	$2,678.15	$2,900.00	$1,328.30	$500.00	$27,381.15	$2,030.90
Lincoln Institute, Missouri	0	3,125.00	3,125.00	721.99	2,400.01	0	0	0	0	0	3,125.00	0
The Negro Agricultural and Technical College of North Carolina	0	16,500.00	16,500.00	3,913.80	6,238.70	4,090.00	745.00	600.00	312.50	0	16,500.00	0
Colored Agricultural and Normal University, Oklahoma	902.11	5,133.28	6,035.12	184.61	69.10	0	0	0	0	0	253.71	5,781.71
State Agricultural and Mechanical College, South Carolina	990.08	25,000.00	25,990.08	6,209.45	9,345.80	3,953.24	2,175.62	1,651.92	2,566.00	0	25,955.93	35.65
Agricultural and Industrial State Normal School for Negroes, Tennessee	2,440.00	12,000.00	14,440.00	1,550.00	3,185.91	2,110.00	1,335.00	830.00	3,273.60	0	12,284.51	2,155.55
Prairie View State Normal and Industrial College, Texas	0	12,500.00	12,500.00	2,716.61	3,110.27	1,586.61	1,199.92	2,005.56	1,700.00	0	12,500.00	0
Hampton Normal and Agricultural Institute, Virginia	0	16,666.66	16,666.66	3,325.00	8,525.00	650.00	0	1,118.00	2,748.66	0	16,666.66	0
West Virginia Collegiate Institute	330.07	10,000.00	10,330.07	1,885.32	4,235.83	50	0	780.44	3,196.20	0	10,097.79	232.28
Total	19,051.78	253,110.98	272,492.76	52,114.22	82,335.00	26,116.06	21,325.22	20,164.93	42,276.40	2,890.89	257,216.78	15,216.02
Grand total	23,188.00	2,500,133.28[1]	2,526,321.34	563,002.96	717,991.21	217,111.22	187,179.85	373,709.69	187,970.52	21,521.53	2,509,430.02	16,891.43

[1] Includes $133.28 interest.

TABLE 12.—*Income from the fund derived from the land grant of 1862, or from land grants made in lieu of the grant of 1862, for the year ending June 30, 1918.*

Institutions.	Acres received under the grant.	Acres unsold.	Amount of fund.	Income for year 1917–18.	Balance remaining unexpended July 1, 1917.	Total available for the year ending June 30, 1918.	Expended for salaries.	Expended for facilities.	Total expenditures.	Balance July 1, 1918.
1	2	3	4	5	6	7	8	9	10	11
Alabama Polytechnic Institute	210,000	0	$273,500.00	$20,280.00	0	$20,280.00	$20,280.00	0	$20,280.00	0
University of Arizona	150,000	0	0	17,789.24	0	17,789.24	4,800.00	$13,108.24	17,789.24	0
University of Arkansas	150,000	0	132,666.67	6,183.33	$75.00	6,258.33	666.67	0	666.67	$5,591.66
University of California	150,000	0	0	40,484.14	0	40,484.14	40,484.14	0	40,484.14	0
Colorado Agricultural College	90,000	40,000	202,783.69	17,024.84	9,422.57	26,447.41	26,050.44	0	26,050.44	396.97
Connecticut Agricultural College	180,000	0	135,000.00	6,750.00	0	6,750.00	6,736.88	0	6,736.88	13.12
Delaware College	90,000	0	0	4,980.00	0	4,980.00	4,980.00	0	4,980.00	0
University of Florida	90,000	0	153,800.00	7,790.00	.33	7,790.33	7,790.00	0	7,790.00	.33
Georgia State College of Agriculture	270,000	0	242,202.17	16,954.14	0	16,954.14	13,552.79	1,401.35	14,954.14	[1] 2,000.00
University of Idaho	90,000	0	700,000.00	33,956.33	5,614.99	39,571.32	12,000.00	24,235.61	36,235.61	13,335.71
University of Illinois	480,000	0	649,012.91	32,450.65	0	32,450.65	32,450.65	0	32,450.65	0
Purdue University, Indiana	390,000	0	340,000.00	17,000.00	0	17,000.00	17,000.00	0	17,000.00	0
Iowa State College of Agriculture and Mechanic Arts	204,309	0	689,529.57	33,904.34	0	33,904.34	33,904.34	0	33,904.34	0
Kansas State Agricultural College	90,000	7,686	491,746.74	24,877.23	16,167.10	41,044.33	0	39,643.00	39,643.00	1,401.34
University of Kentucky	330,000	0	144,075.00	8,044.50	0	8,044.50	5,044.50	3,000.00	8,044.50	0
Louisiana State University and Agricultural and Mechanical College	209,920	0	182,313.03	9,115.69	0	9,115.69	9,115.69	0	9,115.69	0
University of Maine	210,000	0	133,750.00	5,915.00	0	5,915.00	5,915.00	0	5,915.00	0
Maryland State College of Agriculture	210,000	0	0	6,543.18	0	6,543.18	0	6,543.18	6,543.18	0
Massachusetts Agricultural College	360,000	0	219,000.00	7,300.00	0	7,300.00	7,300.00	0	7,300.00	0
Massachusetts Institute of Technology	[2]	[2]	[2]	3,650.00	0	3,650.00	750.00	2,900.00	3,650.00	0
Michigan Agricultural College	235,683	50,359	996,241.60	70,502.10	0	70,502.10	70,502.10	0	70,502.10	0
University of Minnesota	94,439	0	579,439.26	9,357.70	12,565.15	31,923.21	28,971.51	0	28,971.51	2,951.73
Mississippi Agricultural and Mechanical College	209,920	0	98,575.00	5,914.61	0	5,914.61	5,914.61	0	5,914.61	0
University of Missouri	277,067	0	0	18,354.68	.60	18,355.28	13,766.16	[4] 4,589.52	18,354.68	.80
Montana State College of Agriculture and Mechanic Arts	138,954	63,085	680,250.00	42,861.98	25,375.35	68,237.33	36,175.86	0	36,175.86	32,061.47
University of Nebraska	90,000	8,397	617,130.65	38,004.69	4,696.83	42,701.53	33,582.84	0	33,582.84	8,118.69
University of Nevada	90,000	1	121,835.62	6,411.18	265.72	6,676.90	3,683.62	682.50	4,366.12	2,310.78
New Hampshire College of Agriculture and Mechanic Arts	150,000	0	0	4,800.00	0	4,800.00	4,800.00	0	4,800.00	0
Rutgers College, New Jersey	210,000	0	116,000.00	5,800.00	0	5,800.00	5,800.00	0	5,800.00	0
New Mexico College of Agriculture and Mechanic Arts	150,000	211,909	0	0	0	0	0	0	0	0
Cornell University, New York	960,920	0	688,576.12	34,428.80	.80	34,428.80	34,428.80	0	34,428.80	0

[1] $2,000 go to the North Georgia Agricultural College.
[2] Total grant to the State given under Massachusetts Agricultural College.
[3] The interest on the land-grant fund has been less than 5 per cent, or the amount required by law. The board of regents have made up the deficit for the past four years by setting aside $38,000, the deficit being $35,048.27.
[4] To School of Mines.

TABLE 12.—*Income from the fund derived from the land grant of 1862, or from land grants made in lieu of the grant of 1862, for the year ending June 30, 1918*—Continued.

Institutions.	Acres received under the grant.	Acres unsold.	Amount of fund.	Income for year 1917-18.	Balance remaining unexpended July 1, 1917.	Total available for the year ending June 30, 1918.	Expended for salaries.	Expended for facilities.	Total expenditures.	Balance July 1, 1918.
1	2	3	4	5	6	7	8	9	10	11
North Carolina College of Agriculture and Mechanic Arts	$270,000	0	0	$7,500.00	0	$7,500.00	$7,500.00	0	$7,500.00	0
North Dakota Agricultural College	130,000	550,408	$1,333,777.29	73,181.29	$6,645.50	79,826.79	37,442.61	$40,995.57	78,438.18	$1,388.61
Ohio State University	629,000	0	524,176.50	31,450.59	0	31,450.59	31,450.59	0	31,450.59	0
Oklahoma Agricultural and Mechanical College	250,000	250,000	0	37,000.00	1.02	37,001.02	29,600.00	7,400.00	37,000.00	1.02
Oregon Agricultural College	89,908	0	0	10,973.39	1,671.63	12,645.02	4,557.44	0	4,557.44	8,087.58
Pennsylvania State College	780,000	0	517,000.00	30,000.00	0	30,000.00	30,000.00	0	30,000.00	0
Rhode Island State College	120,000	0	50,000.00	2,500.00	0	2,500.00	2,500.00	0	2,500.00	0
Clemson Agricultural College, South Carolina	180,000	0	95,900.00	5,754.00	0	5,754.00	5,754.00	0	5,754.00	0
South Dakota State College of Agriculture and Mechanic Arts	160,000	141,138	1,411,380.00	40,285.49	2,330.89	42,616.38	38,400.00	4,064.45	42,464.45	151.93
University of Tennessee	300,000	0	400,000.00	23,960.00	0	23,960.00	6,413.96	17,546.04	23,960.00	0
Agricultural and Mechanical College of Texas	180,000	0	0	10,450.00	0	10,450.00	7,985.03	0	7,985.00	2,464.97
Agricultural College of Utah	200,000	575	5,585,662.66	14,055.13	0	14,055.13	14,055.13	0	14,055.13	0
University of Vermont and State Agricultural College	149,920	0	0	8,130.00	0	8,130.00	8,130.00	0	8,130.00	0
Virginia Polytechnic Institute	300,000	0	344,312.00	20,658.72	0	20,658.72	20,658.72	0	20,658.72	0
State College of Washington	89,433	77,920	766,521.59	54,516.45	17,461.13	71,977.58	55,159.03	0	55,159.03	16,818.55
West Virginia University	150,000	0	115,104.17	7,011.85	537.50	7,549.35	5,771.68	0	5,771.68	1,777.67
University of Wisconsin	240,005	40	1,594.61	13,613.07	0	13,613.07	13,613.07	0	13,613.07	0
University of Wyoming	89,832			16,031.51	0	16,031.51	14,849.94	1,181.57	16,031.51	0
Total	10,928,295	911,406	20,014,847.25	985,072.04	102,831.71	1,087,931.55	821,468.80	167,608.03	989,058.80	98,872.73
Institutions for colored students.										
Kentucky Normal and Industrial Institute	(7)		0	1,255.50	0	1,255.50	0	0	1,255.50	0
Alcorn Agricultural and Mechanical College, Mississippi	(8)		113,000.00	6,814.20	6,814.50	13,628.70	2,038.30	10,856.46	12,894.76	733.94
State Agricultural and Mechanical College, South Carolina	(9)		95,900.00	5,754.00	6,103.56	11,857.56	1,334.00	7,955.92	9,290.02	2,567.54
Hampton Normal and Agricultural Institute, Virginia	(10)		172,156.00	10,329.36	0	10,329.36	10,329.36	0	10,329.36	0
Total			381,056.00	24,153.06	12,918.06	37,071.12	13,701.66	18,812.38	33,769.64	3,301.48
Grand total	10,928,295	911,406	20,395,903.25	6,009,225.10	115,749.77	1,125,002.67	835,170.46	186,420.41	1,022,828.49	102,174.21

[7] All grants combined.
[8] This includes the $349,626.59 of the grant of 1862.
[9] Total grant to the State given under University of Kentucky.
[10] Total grant to the State given under Mississippi Agricultural and Mechanical College.
[11] Total grant to the State given under Clemson Agricultural College, South Carolina.
[12] Total grant to the State given under Virginia Polytechnic Institute.