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# Access Free Statistics Of Land Grant Colleges And Universities

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## **KEY=UNIVERSITIES - HAROLD JENNINGS**

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**Statistics of Land-grant Colleges and Universities Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1955. Bulletin, 1956** The present publication continues the series of annual statistical reports by the Office of Education on land-grant colleges, which first began for the academic year 1869-70. Data on enrollment, earned degrees conferred, income, expenditures, endowment, and physical plant facilities of the 69 land-grant colleges and universities for the year ended June 30, 1955 are presented in this bulletin. This series is distinguished, first, by its long history of 86 years, and second, by the scope of information regarding the individual colleges and universities in the land-grant group. To a greater extent than previously, the Office of Education is coordinating its data collection from the land-grant colleges and universities with the program of data collection from all institutions of higher education. This procedure facilitates comparisons with other groups of institutions and makes the data more useful generally. Certain features of the present report deserve mention. First, there is provided a summary of the numerous laws (dating from 1862) under which Federal funds are allotted to the land-grant institutions. Second, the text has been expanded to call the reader's attention to various important figures of the tables. Third, two new tables have been included on degrees conferred by the land-grant institutions (tables 10 and 11). Finally, data have been systematically introduced to show the relative magnitude of the land-grant component in American higher education. Thus, the 69 land-grant institutions, constituting 5.1 percent of the 1,344 4-year institutions of 1954-55, included 20.3 percent of the total resident college-grade enrollment in 4-year institutions in November 1954, conferred 39.3 percent of all doctoral degrees granted in

the year ending June 30, 1955, and were responsible for 54.2 percent of all expenditures for organized (separately budgeted) research in the fiscal year 1955. The summary of legislation presented in the Appendix was prepared in consultation with Lloyd E. Blanch, John Hesphey, Walworth Brown, and Luke M. Schruben. (Contains 30 tables and 10 footnotes.) [This bulletin was prepared under the direction of Mabel C. Rice in consultation with Lloyd E. Blanch. Best copy available has been provided.]. Statistics of Land-grant Colleges and Universities Statistics of Land-Grant Colleges and Universities Year Ended June 30 Bulletin 1947 Statistics of Land-Grant Colleges and Universities Year Ended June 30 Bulletin 1947 Statistics of Land-grant Colleges and Universities Year Ended June 30, 1962 : (Final Report) Statistics of Land-Grant Colleges and Universities Year Ended June 30 Circular, 689. 1960 Statistics of Land-Grant Colleges and Universities Year Ended June 30 Circular, 689. 1960 Statistics of Land-grant Colleges and Universities Statistics of Land-grant Colleges and Universities Statistics of Land-grant Colleges and Universities Year Ended June 30, 1958 Statistics of Land-Grant Colleges and Universities Year Ended June 30 Bulletin 1946 Statistics of Land-Grant Colleges and Universities, Volume 1, Issues 1-20 [Palala Press](#) This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant. Colleges of Agriculture at the Land Grant Universities A Profile [National Academies Press](#) Although few Americans work as farmers these days, agriculture on the whole remains economically important--playing a key role in such contemporary issues as consumer health and nutrition, worker safety and animal welfare, and environmental protection. This publication provides a comprehensive picture of the primary education system for the nation's agriculture industry: the land grant colleges of agriculture. Colleges of Agriculture at the Land Grant Universities informs the public debate about the challenges that will shape the future of these colleges and serves as a foundation for a second volume, which will present recommendations for policy and institutional changes in the land grant system. This book reviews the legislative history of the land grant system from its establishment in 1862 to the 1994 act

conferring land grant status on Native American colleges. It describes trends that have shaped agriculture and agricultural education over the decades--the shift of labor from farm to factory, reasons for and effects of increased productivity and specialization, the rise of the corporate farm, and more. The committee reviews the system's three-part mission-- education, research, and extension service--and through this perspective documents the changing nature of funding and examines the unique structure of the U.S. agricultural research and education system. Demographic data on faculties, students, extension staff, commodity and funding clusters, and geographic specializations profile the system and identify similarities and differences among the colleges of agriculture, trends in funding, and a host of other issues. The tables in the appendix provide further itemization about general population distribution, student and educator demographics, types of degree programs, and funding allocations. Concise commentary and informative graphics augment the detailed statistical presentations. This book will be important to policymakers, administrators, educators, researchers, and students of agriculture.

Proceedings of the National Association of State Universities and Land-Grant Colleges ... Annual Convention House documents  
Proceedings of the American Association of Land-Grant Colleges and State Universities ... Annual Convention Biennial Survey of Education in the United States, 1930-1932. Bulletin, 1933, No. 2. Chapter III Statistics of Higher Education, 1931-32 Statistics of higher education have been collected and published by the Office of Education since 1870. These reports, originally on an annual basis, have been published biennially beginning with 1918. In the present report, for the first time, statistics of all institutions of higher education, including junior colleges, are here summarized in one publication. This includes material previously carried in three separate chapters: (1) On universities, colleges, and professional schools; (2) on teachers colleges and normal schools; and (3) on land-grant colleges and universities. A unified statistical view of the higher educational situation in the United States is thus afforded. A total of 1,4850 institutions reported, including universities, colleges, and professional schools of various types including teachers colleges and normal schools, and junior colleges offering at least 2 years of work above the secondary level and enrolling at least 50 college students. The figures presented were obtained by means of printed questionnaire, copies of which were sent to every institution of college grade in continental United States of whose existence the Office of Education had information. Approximately 20 percent of the institutions were visited by representatives of the Office, who assisted in making the returns. Questionnaires were also sent to and replies received from the institutions of college grade in the outlying parts of the United States, but these institutions are not included in the general summaries. (Contains 2 footnotes, and 40 tables.) [This bulletin was prepared with the assistance of Margaret J. S. Carr, Nathalie Leveque, Blanche K. Choate, and Maude

Farr. Best copy available has been provided.]. **Land-Grant Universities for the Future Higher Education for the Public Good** [Johns Hopkins University Press](#) This book should be of great interest to faculty members and students, as well as those parents, legislators, policymakers, and other area stakeholders who have a vested interest in the well-being of America's original public universities. **The Student Experience Data Related to Change Colleges of Agriculture at the Land Grant Universities Public Service and Public Policy** [National Academies Press](#) Since their inception in 1862, the U.S. land grant colleges have evolved to become the training ground for the nation's and the world's agriculturists. In this book, the committee examines the future of the colleges of agriculture in light of changing national priorities for the agricultural, food, and natural resource system. The effects of federal funding constraints also are examined, as are opportunities for growth presented by developments in science. The committee's preceding volume, **Colleges of Agriculture at the Land Grant Universities: A Profile**, is a compilation of the data that helped formulate the specific questions to be addressed. **Colleges of Agriculture at the Land Grant Universities: Public Service and Public Policy** is the deliberative report, rating conclusions and recommendations for institutional innovation and public policy. It addresses these and other questions: What education mission should colleges of agriculture adopt--and what strategies should they use--in light of significant changes in the agricultural complex? Research in agriculture is expected to respond to consumer demands, environmental concerns, world population growth, and increasing pressure on agricultural lands. Is the century-old structure of land grant university-based research up to the task? What is the role of extension in light of today's smaller farming communities and larger farming conglomerates? This volume is the culmination of a landmark evaluation of land grant colleges of agriculture, an American institution. This document will be of value to policymakers, administrators, and others involved in agricultural science and education. **Annual Report of the Commissioner of Education Faculty Salaries in Land-grant Colleges and State Universities, 1949-50 Circular Proceedings of the National Association of State Universities and Land-Grant Colleges ... Annual Convention Bulletin Military Training in the Land-grant Colleges and Universities With Special Reference to the R.O.T.C. Program Report of the Commissioner of Education Bulletin Academic Women Revisited An Empirical Study of Changing Patterns in Women's Employment as College and University Faculty, 1890-1963 Proceedings of the ... Annual Convention of the Association of Land-Grant Colleges Proceedings of the ... Annual Convention of the Association of Land-Grant Colleges Annual Report The Past and Likely Future of 58 Research Libraries, 1951-1980 A Statistical Study of Growth and Change Proceedings of the National Association of State Universities and Land-Grant Colleges ... Annual Convention Proceedings of the ... Annual Convention of the Association of Land-Grant Colleges and Universities Agricultural and Mechanical Colleges Including**

**Statistics for 1917-18. Bulletin, 1920 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. 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. 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. 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. This 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. (Contains 12 tables and 3 footnotes.) [Best copy available has been provided.]. Digest of Educational Statistics Serial set (no.5001-5799) Report on the Work and Expenditures of the Agricultural Experiment Stations**