

Summer 1942

A History of The Fort Hays Kansas State College

Otis M. Dickey
Fort Hays Kansas State College

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A HISTORY OF THE FORT HAYS KANSAS STATE COLLEGE

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College
in partial fulfillment of the
requirements for the
Degree of Master
of Science

by

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Fort Hays Kansas State College

Date: July 23, 1942

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INTRODUCTION

Big Creek is a small Western Kansas stream. It's a pretty little stream. Trees line its valley and prairie sod covers its banks. Little dams hold back its water in reservoirs, and, in season the picnickers come to the parks and beauty spots along its banks. They fish and row. They eat by the light of a bonfire built of the dead wood of a tree--a tree that probably knew much of the story of Western Kansas.

Over the fire's dying embers night covers all. The casual visitor departs little realizing, however, that only yesterday, as time goes, this was the Indians' Elysian field.

Interesting is the history that has been made on the banks of Big Creek as it has flowed, usually gently, sometimes turbently, through the years when Kansas was in the making. The whole story will never be told for Big Creek, like Ole Man Riber, "don't say nuthin." However, the historical events arising in certain areas of this stream can be told.

One of the most interesting series of historical events centers in the area now comprising the campus of the Fort Hays Kansas State College. As recently as the turn of the present century, the ground on which the

college stands, was one great prairie-dog town. The only building in the area was an abandoned dug-out of an old cattle-herder. Trees lined the banks of the creek, to be sure, but away from the creek sod prairies stretched unbroken to the horizons.

Forty-two years have passed since the turn of the century and interesting changes have taken place. These years make possible a contrast that is almost unbelievable. Forty-two years ago--a prairie-dog town on an abandoned military reservation. Today--Fort Hays Kansas State College and its environs. "It is no less than a miracle of modern civilization" that a military post could so suddenly be transformed into the only State School of higher education in a prairie empire of more than 40,000 square miles. A beautiful campus with a score of buildings takes the place of a prairie-dog town, and from the halls of the college go the leaders of today.

Such is the contrast of only forty-two years. The author thought it should prove interesting and beneficial to record for coming generations the history of the years that make possible this contrast. Not necessarily to record all the history of events that have happened in this area but to make the beginning of a true history of the

college in order that people may know Fort Hays State through the years.

This, then, is a general history of the Fort Hays Kansas State College of Hays, Kansas. The author does not claim an exhaustive presentation on any topic or subject in the history. It is general in nature and detailed only where it is necessary to an adequate understanding of the situation or problem.

A great quantity of material was gathered for this history, therefore, it was necessary to make selections for inclusion in the history from the mass of materials. It is expected that not all will agree as to what material is pertinent to a general history of the college, however, it is hoped that the reader will be sympathetic with the author's attempt to be neutral of any special interest.

The author is not an aged historian who has observed the facts recorded in the following pages, therefore, this history is based largely upon articles and references taken from local city newspapers, school publications, and state historical documents. Its originality with the author is mainly limited to research and collecting, selection and organization, and composition.

The research and collecting procedure consisted of seeking out all possible sources of information and col-

lecting all available materials from these sources. Selection involved making decisions as to what material should be included in the history. The organization determined under what headings and in what order the material should appear. The organization is outlined in the table of contents. Finally, the composition procedure consisted of actually putting the material into the written form as it appears in the following chapters.

In the course of composition the three-quarters of a century herein described has passed and repassed in the writer's mind like some pageant, with long processions of men and women from Mr. and Mrs. Custer to Mr. Wooster and Miss McMIndes doing their appointed tasks and living their appointed time. It has been a wonderful sight! Indeed, so fine and noble has it seemed that it has been a real pleasure to compose the story.

The author will be more than repaid for his efforts if this story helps even a few to better understand the magnitude and quality of service given to the Western Kansas Community by those associated with the Fort Hays Kansas State College.

Otis M. Dickey

Hays, Kansas. 1942.



I AM THE SPIRIT OF THE FORT HAYS KANSAS STATE COLLEGE*

I cannot talk to you in spoken words, but I am articulate through campus and classroom.

My children are the sons and daughters of the pioneers who found it impossible to live on the Great Plains, but yet did it.

I have no Yesterday. My face is turned toward the virgin purity of Tomorrow.

My talents are my resourcefulness. My genius is not in my special gifts, but in my incarnate purpose.

I think less of my personal comfort and more of my responsibilities.

I am indifferent to praise or censure, applause or curses because I am doing the thing in hand.

I make mistakes but my failures are only apparent because of the eloquent testimony of my initiative.

I believe that teaching is the highest calling, the most self-respecting business. I believe it is more honorable to teach school than to make money, to occupy high office, or to command an army.

I am the Alma Mater of them who carry into life the realization that from toil with their hands came the noblest part of their character.

My achievements take form out of the magic void of just being at it every day.

My votaries learn how by trying to do the job with inexhaustible capacity for going on. My devotees laugh often and love much.

My sororities are bevyies of girls who wash dishes together. My fraternities are squads of overalled boys who have a dairy barn for a chapter house.

My faculty looks not into the past for information to be memorized, but makes use of the present as an inspiration to future endeavor.

And my president has no office hours.

My religion is creedless, but the Golden Rule is my catechism.

My sons are privileged to spend their blood, and my daughters to dedicate their lives for the principles of right that are more precious than peace.

God helping me I can do no more.

I AM THE SPIRIT OF THE FORT HAYS KANSAS STATE COLLEGE.

* With apologies to P. Caspar Harvey, 1918.

CHAPTER I

HISTORICAL BACKGROUND

Section A

A Brief History of the Fort
Hays Military ReservationIntroduction

The Fort Hays Kansas State College has developed through the years in a region rich in military and Indian lore. Less than eighty years ago the area of the present college campus was the grassy-plains home and hunting ground of the Indians. Vast herds of buffalo roamed the area and deer, antelope, wolves, and bobcats made their homes by Big Creek.

The episode of an Indians' Elysian field on the boundless plains of Western Kansas ended with the coming of the early railroads, the settlers, and the soldiers to protect them. For twenty-three years, from 1866 to 1889, the area that is now the college campus was a military reservation of the federal government and the home of many noted soldiers and Indian fighters.

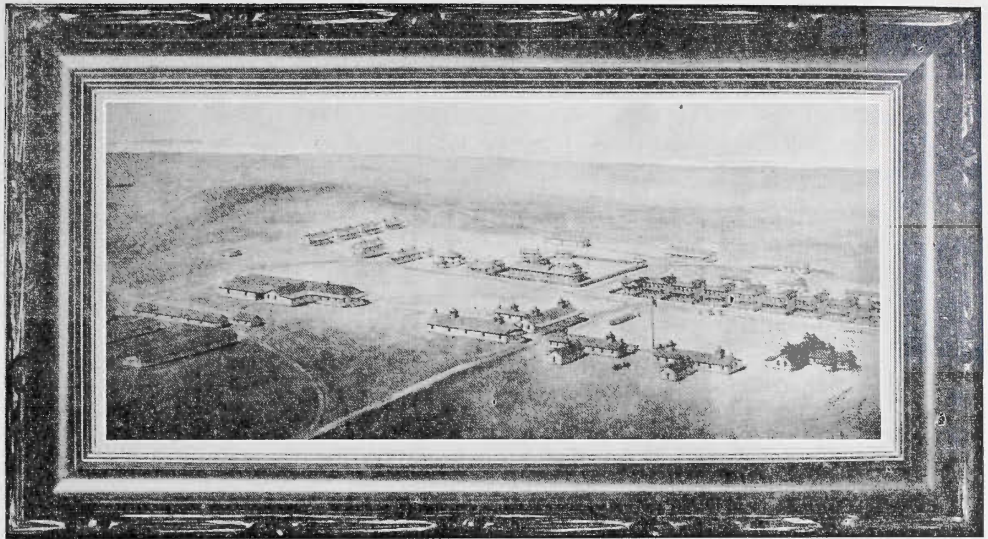
In 1902 this early home of the buffalo, the Indian, and finally the soldier, was transformed from a military post into a place of learning. The first chapter outlines the history of the Fort Hays Military Reservation

and tells how it came to be transferred to the State of Kansas for direct educational purposes.

Early Days of the Fort Hays Region

The first pioneers of Ellis County settled shortly after the Civil War in a region which was almost universally considered to be wholly unsuited as a home for civilized men. In his book, "Serving the Republic" which was written in 1869, General Miles wrote the following: "The land of that country was considered of little or no value. The ground has been for ages trampled hard by myriads of buffalo so as to be almost impervious to water." In 1866 General Sheridan had said in a report: "These plains can never be cultivated, never be filled with inhabitants capable of self-government and self-defense, but at best become one vast pasture ground." Similar opinions were expressed by others, notably by Pike in his report on the Western Kansas territory. The general opinion of these men was that forts and garrisons of soldiers would always be necessary to maintain order.

History has shown the error of these prophecies, however, only the toil, sacrifice, and heroism of our people have made errors of prophecies which would have proved true of a people any less determined. The conquest of the prairies was a continuous story of great suffering, of



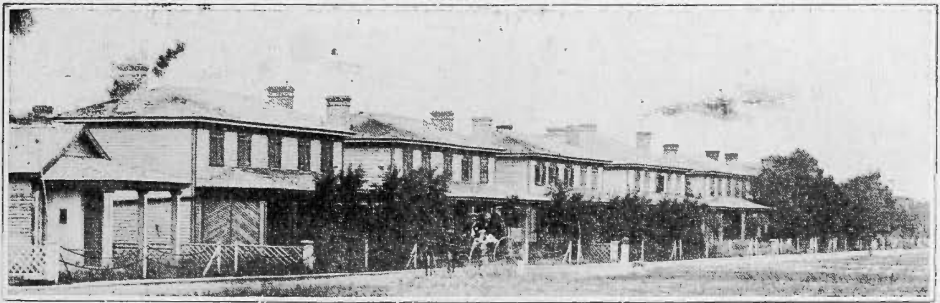
Panoramic View of Old Fort Hays



George A. Custer



Custer (standing) in His Camp.



Officers Row at Old Fort Hays

gladness, of many defeats, and finally of triumph. Nature was not always kind to the hardy pioneer. The Indians were treacherous and grief was not the unusual with the pioneers.

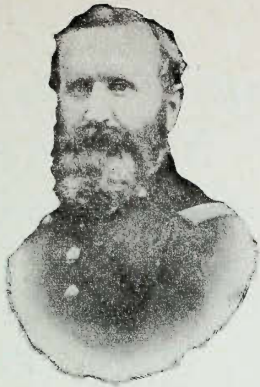
Into these outposts of civilization came the railroads. At the close of the Civil War, a railroad was projected from the Missouri River to Denver, Colorado. It passed through hostile Indian territory, therefore, it was necessary for the government of the United States to establish a series of forts along or near the railroad right-of-way for the dual purpose of protecting the railroad construction gangs and the frontiersmen on the plains of Central and Western Kansas. These forts were known as Fort Riley, Fort Harker, Fort Fletcher (later Fort Hays), and Fort Wallace.

The history of any one of these forts would make an interesting study, however, this thesis is only concerned with one--Fort Hays.

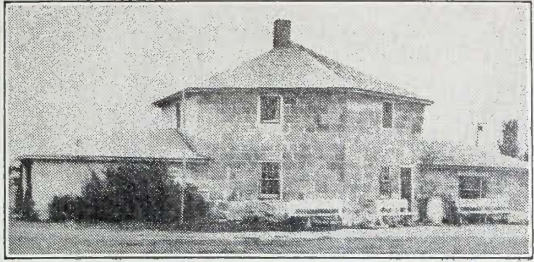
Fort Fletcher -- Fort Hays

Fort Fletcher was established October 11, 1865, on Big Creek about fourteen miles southeast of the present city of Hays.¹ It was named in honor of Governor Flet-

1. J. H. Beach, Old Fort Hays, Kansas Historical Collection, 11: 571-81.



Alexander Hays



The Block House. (One of the two buildings still standing at Fort Hays.)



Chief Powderface

cher of Missouri. The name was changed to Fort Hays on November 17, 1866.² The new name was in honor of General Alexander Hays who was killed in action at the Battle of the Wilderness during the Civil War.³

The Flood

On May 3, 1867, General Winfield Scott arrived at Fort Hays on an inspection trip. He reported that the fort would probably be moved to another location near the point where the Kansas Pacific Railroad would cross Big Creek. The fort was not moved immediately and a month later was subjected to a disastrous flood which occurred on June 5, 1867. Unfortunately the fort had been located on low ground along the creek. As a result, the flood destroyed the fort and several soldiers lost their lives. General Custer's wife was at Fort Hays at this time. She escaped the worst of the high water as General Custer had moved her tent to higher ground before leaving on a scouting trip to the Platte Country. In her book, Tenting on the Plains, Mrs. Custer has given a vivid description of the fort's experiences during this flood. She asserts that the water rose thirty-five feet in one

2. Cyclopedia of Kansas History, p. 661.

3. Harper's Pictorial History of the Civil War, p. 628.

night and that soldiers were rescued from the water while clinging to the tops of tall trees.

New Site

General Hancock was in command of the troops on the frontier at this time. After the flood, he gave orders for the selection of a new site. Following these orders, Major Gibbs of the Seventh Cavalry, went up Big Creek to choose a new location. He selected a spot on high ground to the south of Big Creek, and just south of the site of the present city of Hays. The new fort was officially established on June 21, 1867 and the flag was first hoisted over the fort by Lieutenant Brewster on July 4, 1867.

During the month of June, 1867, Lieutenant M. R. Brown, U. S. Corps of Engineers, Chief Engineer of Department of Missouri, had surveyed the reservation. It contained a little more than seven thousand and six hundred acres and was along a well wooded section of the creek. Water was plentiful in those days and the volume of the stream was much greater than at present.

Many years later one writer described the new fort as follows:

The post, in its isolation, was like an island in the sea. The uninhabited wastes stretched away to the south hundreds of miles, and northward to the pole. The summer winds from these quarters came not

then, as now, laden with the odors of alfalfa blooms and the fragrance of newly mown hay; they blew not among the branches or foliage of fruit and ornamental trees, nor over fields of ripening corn.

Noted Soldiers at Fort Hays

Many noted soldiers served at Hays for at least a short time. General Sheridan dates his report of 1868 from "The Field Near Fort Hays." Corbin, Custer, Hancock, Miles, Forsyth, Lawton, Wheaton, Hazen, Sturgis, and others more or less famous, were all at the fort in some capacity or another in the old Indian fighting days. The following list of commanders is taken from the reports of the adjutant general and other authentic sources. It is not complete, because some of the commanders served only a short time and their names do not appear in the reports. The list is as follows:⁴

- 1867, Col. George A. Custer, Seventh Cavalry.
- 1867, Capt. Henry C. Corbin, Thirty-eighth Infantry.
- 1868, Maj. John E. Yard, Tenth Cavalry.
- 1869, Lieut. Col. A. D. Nelson, Fifth Infantry.
- 1869, Col. Nelson A. Miles, Fifth Infantry.
- 1869-70, Lieut. Col. George Gibson, Fifth Infantry.
- 1871, Capt. Samuel Ovenshine, Fifth Infantry.
- 1871, Col. Wm. B. Hazen, Sixth Infantry.
- 1872, Col. Samuel D. Sturgis, Seventh Cavalry.
- 1872-73, Col. DeL. Floyd-Jones, Third Infantry.
- 1874, Col. James Oakes, Sixth Cavalry.
- 1874, Maj. Charles E. Compton, Sixth Cavalry.
- 1875, Lieut. Col. E. A. Carr, Fifth Cavalry.
- 1876, Lieut. Richard Vance, Nineteenth Infantry.
- 1877, Capt. D. M. Vance, Sixteenth Infantry.
- 1878, Lieut. Col. R. I. Dodge, Twenty-third Infantry.
- 1880, Col. R. S. Mackenzie, Fourth Cavalry.

4. J. H. Beach, Op. site.

1881, Lieut. Col. Z. R. Bliss, Nineteenth Infantry.
1882, Lieut. Col. M. A. M. Dudley, Ninth Cavalry.
1883-84, Lieut. Col. C. R. Lawton, Twentieth Infantry.
1885, Lieut. Col. J. J. Coppinger, Eighteenth Infantry.
1887-88, Col. J. E. Yard, Eighteenth Infantry.
1889, Maj. G. K. Brady, Eighteenth Infantry.

Historic Hays

After the establishment of Fort Hays at its new location and the completion of the railroad to this point, a civilian population began to gather. This civilian population of "people from the ends of the earth" made "Hays City" one of the most historic of Western frontier towns. The stories of Hays' "Boot Hill", its perpetual "Fourth of July", its "Wild Bill", and etc. must be told in another account, interesting though they are. This account is necessarily limited to a history of the Fort Hays Kansas State College.

Fort Hays Abandoned

As early as 1872 General Pope, Commander of the Department of Missouri, recommended the abandonment of Fort Hays. He argued that the Indians were no longer dangerous except in small bands of marauders. The War Department at Washington did not follow his recommendation with respect to Fort Hays, however, Fort Harker was abandoned at this time.

In 1882, General Sherman made the recommendation that

Fort Hays be abandoned.⁵ Again the War Department did not follow the recommendation and continued to occupy the fort as a military post until November of 1889. At this time it was abandoned by the War Department of the United States for military purposes.⁶ The reservation was then turned over to the Interior Department for disposal under the provisions of the Act of Congress approved July 5, 1884, providing for the disposition of abandoned military reservations.⁷

Section B

History of the Legislation Culminating In the Transfer of the Reservation to the State of Kansas

Introduction

The old reservation was a much neglected area for a dozen years after its abandonment. Several suggestions for its future uses were made.

The most numerous suggestions for the future uses of the lands of the reservation came from settlers who were interested in claiming the land under homestead laws. The results of their efforts will be shown in later paragraphs.

5. Loc. cit.

6. 13th Report, Kansas State Supt. of Pub. Inst., 1902.

7. U. S. Statutes at Large, Ch. 214, July 5, 1884.

When it was certain the State was losing Fort Hays as a military post, the Kansas Legislature of 1889, by resolution, asked Congress for a cession of the lands of the Dodge and Hays reservations for use as soldiers' homes.⁸ The same legislature appropriated money for establishment of homes at both of these places, but provided that none of the money should become available until the State had secured title to the lands. Citizens in Dodge City bought the remainder of the reservation there and gave it to the State. As a result of this action, the Soldiers' Home became a Dodge City institution.

Martin Allen

Another suggestion for use of the land was the original idea of Martin Allen.⁹ Mr. Allen was quite a town promoter and more or less a jack-of-all-trades. He seems to have been mainly interested in horticulture. As the Ellis County Surveyor, he surveyed the reservation in August of 1879. At this time he became convinced the reservation, once abandoned by the army, would be an ideal place for establishing an experiment station. It seems many people

8. Hays Daily News (Reprinted from the Archives of the Kansas State Historical Society), June 20, 1931.

9. Loc. cit.

have thought it was in his original plan to establish a school on the reservation land. This is not shown in the records examined by the author, however, he did include the suggestion that an agricultural school be established as well as an experiment station in his later proposals.

The following records explain how Mr. Allen introduced and worked for this idea. He first introduced the idea to the State Horticultural Society in 1879. The record of the 1879 meeting of the State Horticultural Society includes the following account:¹⁰

M. Allen, Hays City: I wish to offer the following resolution for the consideration of this body:

Resolved, That the Kansas delegation in Congress be respectfully requested to use all reasonable means to secure the Fort Hays and Fort Harker military reservations, when abandoned as military posts, to the interests of agriculture, horticulture and forestry, as experimental stations.

On the motion to adopt, Mr. Allen said: It is well known that I live 'way out on the plains', where about one-eighth of the land is held under the timber act of Congress, and the question of what to plant becomes one of the greatest importance, and requiring extensive practical information to secure success. These military reservations could and should be turned over to the benefit of the masses settling in that portion of our State.

This resolution received the unanimous concurrence of this meeting of the Kansas State Horticultural Society.

10. Annual Report of the State Horticultural Society, 1879, p. 133.

However, this record indicates it was not in Mr. Allen's original idea to establish a school on the reservation.

Mr. Allen was much enthused about the idea of getting the land transferred to the State of Kansas. He presented his plan in all Republican conventions, county and congressional, until it became known as "Allen's Hobby".

In November of 1880, Mr. Allen was elected as a member of the Kansas Legislature. He then wrote of his plan to Governor St. John as follows (the original is in the Archives of Kansas):

Hays City, Kansas
December 2d, 1880

Gov. John P. St. John

My Dear Sir.

If it is not too late, allow me to congratulate you on your re-election, - there is good reason to rejoice that the liquor element of our state seems to have so little force.

I commenced writing however, to say that a year ago I introduced a resolution at the annual meeting of our State Horticultural Society, looking towards securing Fort Hays Military Reserve when abandoned by the military, 'For the endowment thereon of a School and Experimental Station for the promotion of Agriculture, Horticulture and Forestry.'

This resolution was unanimously adopted then, as it has been since by our Republican County and Senatorial Conventions. We in the west feel that as all the State institutions are now located in the eastern 1/3 of the state, that the time has come for us to have one at least in the west, and considering that the time has come for us to have one at least

in the west, and considering that the teaching of Science is so largely against us in our Agriculture, as well as some facts, and that we are already crowded with people always without fruit, mostly without firewood, and sometimes without bread, that we can do nothing better than to bend our learning towards the production of these elements of necessity. Will you be kind enough to suggest something in your forthcoming message on this subject. In haste,

I am most truly yours,

Martin Allen

Governor St. John replied on December 17, 1880 as

follows:

Martin Allen
Hays City, Kansas

My Dear Sir:

Your letter of the 2nd inst., reached this department during my absence from home, hence the delay in reply.

I will look into the matter referred to by you, and do whatever is in my power to encourage the enterprise. We should present the matter in relation to securing Fort Hays Military reserve, to our Representatives in the House and Senate of the U. S. It seems to me that united action on their part might result favorably.

I have just returned from a trip to New York, and have not had time to give this matter any special attention as yet, but will soon. Please accept my thanks for your kind words.

Very truly, your friend,

John P. St. John

On December 27, 1880 Gov. St. John wrote to Thomas Ryan, a member of Congress as follows:

Hon. Thos. Ryan
Washington, D. C.

My Dear Sir.

I enclose herewith, letter from Martin Allen, of Hays City, Kansas, in relation to securing Fort Hays Military reservation for the endowment of a school for the promotion of agriculture and forestry. The movement strikes me favorably. Certainly the Government will not long require the Fort and reservation for military purposes. It seems to me that if the matter was agitated now, at the proper time, the same could be secured for the purpose named or for some other equally laudable purpose. I hope you will look after the matter a little, and let me hear from you.

Very truly yours,

John P. St. John

This letter was answered on January 12, 1881 by Thomas Ryan as follows:

Dear Governor.

Yours in regard to Fort Hays received. It is too late to secure legislation this session. I shall be glad to be of service when I can. Anderson should initiate proceedings here, for it is in his district.

Your friend,

Ryan

On the afternoon of February 4, 1881, Mr. Allen offered his House Resolution No. 28, which embodied the text as presented to the Horticulture Society in December, 1879 (printed in full in the laws of 1881). The Secretary of State was instructed to send copies of this resolution to all members of the Kansas delegation in Congress. How-

ever, as Mr. Ryan's letter pointed out, the matter was received too late for concerted action of the delegation.

Martin Allen was defeated in the election to the legislature of 1883, and there is no record of anything done to advance the project by the new party representative. Much credit is due Mr. Allen for his idea and his work to achieve its fulfillment. He was not successful but his idea started twenty years of work that finally culminated in the transfer of the reservation to the State of Kansas.

Citizens Committee

A group of retired army officers came to Hays after the fort was abandoned and formed a syndicate to buy the land of the reservation at ten dollars an acre to resell to the settlers. The citizens of Hays awoke. The Commercial Club met and decided to ask the U. S. government to cede the reservation to the State of Kansas for educational purposes. A committee was appointed to bring this about and did succeed in getting the Secretary of the Interior of the U. S. to suspend any action in the reservation pending action of Congress on the subject. John Schlyer, H. W. Oshant, J. H. Ward, J. H. Reeder, G. P. Griffith, H. D. Shaffer, and J. H. Downing served

on this committee.

Impetus was added to the movement when, in 1894, the fall meeting of the Golden Belt Educational Meeting passed a resolution favoring such state and national legislation as would be necessary to secure the establishment of a State Normal School and Agricultural Experiment Station on the government reservation near Hays City and that a memorial to that effect be presented to their representatives in Congress. As added proof of the community's interest in the project, a citizens' meeting was held at Hays City in 1895 to discuss the progress of the movement. This meeting adopted a resolution similar to the one of the Golden Belt Educational Meeting.

State Request

John Schlyer was the county representative in the Kansas State Legislature at this time. He had been active in the movement for the transfer of the land to the State of Kansas. On February 12, 1895, he offered a resolution known as "House Concurrent Resolution No. 20". The resolution was read and laid over under the rules. It was called up the following day at which time the members of the legislature had a little fun with Mr. Schlyer. Members arose and jeered the idea of a normal school and an experiment station out in Western Kansas. One member said

the "only things raised in Western Kansas are grasshoppers, prairie dogs, owls, rattlesnakes, cyclones and hell. Why they haven't any children out there to educate. They are mostly little Indians or Hottentots."¹¹ Mr. Schlyer liked a good joke but did not consider this particular situation to be very humorous. He reminded the members of some of his past favors to them and promised none would ever be sorry of voting for the resolution. When a vote was taken, much to Mr. Schlyer's surprise, all voted in favor of the resolution.

The resolution was transmitted to the Senate where it was passed with slight changes on February 16, 1895. This resolution was adopted as printed in the Senate Journal, State of Kansas, 1895, page 551 as follows:

WHEREAS, The experience of the settlers upon the plains of Western Kansas, covering a period of more than thirty years, has demonstrated conclusively that agriculture cannot be pursued, with profit, under existing natural conditions, and that artificial means and methods must be substituted therefor; and

WHEREAS, The tests and experiments required to determine the fitness of new methods applicable to these higher altitudes and limited rainfall cannot be made at the agricultural college of the state; and

WHEREAS, The Fort Hays Military Reservation, at an altitude of 2,000 feet above sea level, contains a valuable body of native timber that should be preserved to posterity, and the land of said reservation is admirably adapted for such experiments in agriculture as are required in the premises; and

11. Ellis County News, Sept. 24, 1925.

WHEREAS, The buildings upon said military reservation, formerly used as residences for officers and their families, barracks for troops, storehouses, etc., are large and commodious, but cannot be moved without destruction of their value, but in their present position are of great value and could be used with little additional repairs for the purpose of a branch of the state normal school; and

WHEREAS, The location of a branch of the state normal school at this place would be central and convenient for the whole of the north half of the state; and

WHEREAS, The said military reservation has long since been abandoned by the United States Government as a military post; now, therefore, be it

Resolved by the House of Representatives of the State of Kansas, the Senate concurring therein, That our senators and representatives in Congress are hereby requested to secure the passage of an act of Congress donating the said Fort Hays Military Reservation to the State of Kansas for the following public purposes: (1) For a western branch of the State Agricultural College Experiment Station; (2) for a western branch of the Kansas Normal Institute; (3) for a public park.

Resolved, further, That the Secretary of State be and he is hereby instructed to transmit a copy of these resolutions to the President of the United States Senate and the Speaker of the House of the Representatives and to each senator and representative in Congress from the State of Kansas.

Congressional Action

The State legislative resolution was transmitted to Congress where action was first taken in the Senate. On February 22, 1895, Vice-president Stevenson presented the resolution whereupon Senator John Martin of Kansas asked to have it read and requested permission to intro-

duce a bill in connection with it.¹² The resolution was then read and referred to the committee on Public Lands. Senator Martin then introduced a bill providing for the transfer of the reservation to the State. It was read twice by its title and referred to the committee on Public Lands. Three days later it was reported out of committee without amendment. On the 26th the Senate considered the bill as in Committee of the Whole. The bill was ordered engrossed for a third reading in the Senate where it was passed.

Meanwhile, similar measures were considered in the House. On February 28th the Speaker laid the Senate bill before the House where it was read and considered. After a brief discussion the measure was ordered to lie on the Speaker's table. On March 2nd the Speaker laid the bill before the House. It was read and considered at some length after which it was read for the third time and passed.

The bill did not become a law because it did not receive the president's signature.

When Congress convened in December of 1897, Senator William A. Peffer of Kansas introduced a bill embodying the provisions of the measure passed in the preceding

12. Congressional Record, Vol. 27, pp. 775 and 3148.

session. The bill was read twice by its title and referred to the Public Lands Committee. In the House two bills were introduced by Representatives Baker and Blue, both of which were referred to the Military Affairs Committee. On January 6th Congressmen Baker and Blue asked that their respective bills be referred to the Committee on Public Lands instead of the Military Affairs Committee. This request was granted. Charles Curtis, who was later a United States Senator from Kansas and also Vice-president of the United States, was a representative of the State of Kansas in the House at this time and a member of the Public Lands Committee. He was responsible for getting the Representative's (Blue) bill reported out of the Committee on Public Lands. However, no further action was taken during that session.

A similar measure was introduced in 1898 but it also failed to pass.

The First Session of the Fifty-Sixth Congress convened in December, 1899. Shortly after the opening of the session, Senator Harris of Kansas introduced Senate Bill No. 68, which provided for the transfer of the Fort Hays Military Reservation to the State of Kansas. This bill was read twice and referred to the Committee on Public Lands. On January 20, 1900, Senator Nelson from

that committee reported the bill out without amendment. It was passed on February 9th and was transmitted to the House where it was referred to the Committee on Public Lands on the 15th of February. A month later the bill was considered in the House. Amendments recommended by the committee were agreed to and the winning measure was finally passed. On March 19th the Senate concurred in the amendments. The President approved the bill on March 28, 1900.¹³ As approved on this date, the bill read as follows:

Chapter 110. An Act granting to the State of Kansas the abandoned Fort Hays Military Reservation, in said State for the purpose of establishing an experiment station of the Kansas Agricultural College, and a western branch of the Kansas State Normal School thereon, and for a public park.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the abandoned Fort Hays Military Reservation and all the improvements thereon, situated in the State of Kansas, be, and the same are hereby, granted to said State upon the conditions that said State shall establish and maintain perpetually thereon, first, an experiment station of the Kansas Agricultural College; second, a western branch of the Kansas State Normal School, and that in connection therewith the said reservation shall be used and maintained as a public park: Provided, That said State shall, within five years from and after the passage of this Act, accept this grant, and shall by proper legislative action establish on said reservation an experiment station of the Kansas Agricultural College and a western branch of the Kansas

13. United States Statutes at Large, Vol. XXI, 56th Congress, Session I, p. 52.

State Normal School; and whenever the lands shall cease to be used by said State for the purpose herein mentioned the same shall revert to the United States: Provided further, That the provisions of this Act shall not apply to any tract or tracts within the limits of said reservation to which a valid claim has attached, by settlement or otherwise, under any of the public land laws of the United States.

State Acceptance

The State Legislature of 1901 provided for the acceptance of the reservation.¹⁴ On January 16th Representative Schlyer introduced Joint Resolution No. 1, accepting the abandoned Fort Hays Military Reservation. Joint Resolution No. 1 read as follows:¹⁵

Be it resolved by the Legislature of the State of Kansas

Section 1. That the State of Kansas hereby accepts from the United States the abandoned Fort Hays Military Reservation, as provided in an act of Congress relating thereto, approved March 28, 1900.

Section 2. That the provisions of the Act of Congress, "An act granting to the State of Kansas the abandoned Fort Hays Military Reservation, in said state, for the purpose of establishing an experimental station of the Kansas Agricultural College and a western branch of the Kansas State Normal School thereon and a public park," approved March 28, 1900, are hereby accepted by the State of Kansas.

Section 3. That upon the approval of this act by the governor, he is requested to transmit a certified copy of the same to the Secretary of the Interior of the United States.

14. Laws of Kansas, 1901, Ch. 421.

15. Loc. cit.

This resolution was approved on February 1, 1901, by the Legislature of the State of Kansas and was signed by the governor of the state on February 7, 1901.¹⁶ A copy was transmitted to the Secretary of the Interior of the United States on the same date.

Subsequent Congressional Action

An act of Congress in 1914 completes the legislation dealing with the transfer of the reservation to the state. In this year the Sixty-third Congress enacted legislation which modified the provisions of the Act of 1900. The act of 1914 reads as follows:¹⁷

Chapter 291. An Act to amend an act of Congress approved March twenty-eighth, nineteen hundred (volume thirty-one, Statutes at Large, page fifty-two), entitled "An act granting to the State of Kansas the abandoned Fort Hays Military Reservation, in said State, for the purpose of establishing an experiment station of the Kansas State Agricultural College, and a western branch of the State Normal School thereon, and for a public park."

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That an Act of Congress approved March twenty-eighth, nineteen hundred (volume thirty-one, Statutes at Large, page fifty-two), entitled "An act granting to the State of Kansas the abandoned Fort Hays Military Reservation, in said State, for the purpose of establishing an experiment station of the Kansas State Agricultural College, and a western branch of the State Normal School thereon, and for a public park," be, and the same is, amended to read as fol-

16. Laws of Kansas, 1901, ch. 421.

17. U. S. Statutes at Large, 63rd Congress, Session II, 1914, p. 710.

lows:

"That the abandoned Fort Hays Military Reservation and all the improvements thereon, situated in the State of Kansas, be, and the same are hereby, granted to said State upon the conditions that said State shall establish and maintain perpetually thereon, first, an experiment station of the Kansas Agricultural College or a State Agricultural College and Experimental Station; second, a western branch of the Kansas State Normal School or a State Normal School, and that in connection therewith the said reservation shall be used and maintained as a public park: Provided, That said State shall within five years, from and after the passage of this Act, accept this grant, and shall by proper legislative action establish on said reservation an experimental station of the Kansas Agricultural College or a State agricultural college and experimental station, and a western branch of the State Normal School or a State normal school; and whenever the lands shall cease to be used by said State for the purpose herein mentioned the same shall revert to the United States: Provided, further, That the provisions of this Act shall not apply to any tract or tracts within the limits of said reservation to which a valid claim has attached, by settlement or otherwise, under any of the public land laws of the United States: Provided, That nothing contained in this Act shall be construed to entitle the State of Kansas to any additional appropriation out of the Treasury of the United States."

The above act was approved on August 27, 1914 and cleared the doubt on the part of some that the State of Kansas had the authority to make an independent institution of the Fort Hays Branch of the State Normal School. In the Act of 1900 Congress had provided that the reservation and improvements on the reservation be granted to Kansas on the condition that the State should establish and maintain thereon an experiment station of the Kansas

Agricultural College, a western branch of the Kansas State Normal School, and that in connection therewith the reservation should be used and maintained as a public park. The Act of 1914 amended these provisions to read "That the state shall establish and maintain perpetually thereon, first, . . . and, second, a western branch of the Kansas State Normal School or a State Normal School, and" In other words, the Act of 1914 was merely a re-enactment of the 1900 measure with certain amendments, the most important of which gave the State of Kansas the authority to make independent institutions of the experiment station and the branch normal at Hays.

The State Legislature, on March 6, 1915, accepted the Federal grant of August 27, 1914,¹⁸ which established the Fort Hays Kansas Normal School as independent of and equal in function and rank with the other State Normal Schools.¹⁹

18. Fort Hays Kansas Normal School Catalogue, 1915, p. 12.

19. A more detailed account of the Congressional proceedings with reference to the transfer of the reservation to the State of Kansas may be found by examining the Congressional Records.

Considerable opposition had to be overcome before the Kansas representatives in Congress were successful in getting the reservation transferred to the State

for educational purposes. The details of their efforts may be found in the following references to the Congressional Records:

- Vol. 27, Part 3, pp. 2775 and 3148.
 Vol. 28, Part 1, pp. 34, 35, 50, 105, 284, 478, and 599.
 Vol. 29, Part 2, pp. 1468 and 1910.
 Vol. 30, Part 1, pp. 641, 793, 848, and 941.
 Vol. 30, Part 2, p. 2045.
 Vol. 31, Part 1, pp. 469 and 577.
 Vol. 31, Part 2, pp. 1239, 1668, 1681.
 Vol. 31, Part 3, p. 2213.
 Vol. 33, Part 1, p. 86.
 Vol. 33, Part 2, pp. 1024, 1221, 1237, 1667, and 1841.
 Vol. 33, Part 3, p. 2955.
 Vol. 33, Part 4, pp. 3033, 3151, 3156, and 3415.

CHAPTER II

FOUNDING THE SCHOOL

Introduction

The Legislature of 1901 directed that certain portions of the land of the Fort Hays Military Reservation given to the State be placed under the control of the Board of Regents for the State Normal School. By law the land described as follows was to be under the direction of this Board of Regents:¹ S36, T13S, R19W; S31, T13S, R18W; S1, T14S, R19W; Sections 6 and 8, E $\frac{1}{2}$ S7, N $\frac{1}{2}$ S17, NE $\frac{1}{4}$ S18, all in T14S, R18W.

It was the duty of the Board of Regents to lease or rent this land to be used to the best advantage. All money derived from rents for such land was to be collected by the regents who were to deposit the money with the treasurer of the board, to be expended by the board for the equipment and maintenance of the branch of the State Normal School.

All of the old fort buildings stood on the portion of the reservation assigned by the legislature to the Experiment Station, being just a little to the south of the half-section which was erroneously supposed to contain the buildings.

1. Laws of Kansas, 1901, Ch. 220, Section 1.

The Board of Regents of the State Normal School and the Board of Regents of the State Agricultural College were authorized and empowered to effect such an interchange of the state land on the Fort Hays Reservation as to them seemed most expedient, for a permanent site for the branch of the Normal School.²

First Appropriation

The Legislature of 1901 appropriated \$12,000 for the biennium ending June 30, 1903, to be used for the organization and support of the Auxiliary of the Emporia Kansas State Normal School.³ Since much of the land was still in the hands of squatters, the law provided that the appropriation was not to be available until a clear title to all the land was vested in the State.

In order to understand the State's problem in getting clear title to the land of the reservation, it will be necessary at this point to review the history of the squatters' claims and to outline the somewhat inconsistent policy of the Department of the Interior at Washington, D. C.

Review of the Interior Department's Policy

On October 22, 1889, an executive order transferred

2. General Statutes of Kansas, Ch. 99, Art. 19.

3. Ibid., p. 1513.

to the custody of the Interior Department the abandoned Fort Hays Military Reservation for disposal under the Act of July 5, 1884. Section 2 of the Act of 1884 (23 U. S. Statutes, 103) authorized the Secretary of the Interior to cause the lands in such military reservation either to be regularly surveyed or to be subdivided into tracts of less than forty acres each, and into town lots, or either, or both, and directed that he cause the lands so surveyed and subdivided, and each tract thereof, to be appraised, and that he should cause the said lands, subdivisions, and lots to be sold at public sale to the highest bidders for cash. By section 3 of the same Act the Secretary of the Interior was directed to cause any improvements, buildings, building materials, and other property, which was situated upon said lands, to be appraised in the same manner as provided for the appraisement of the lands, subdivisions, and lots in any such reservation, and that he should cause the same, together with the tract or lot upon which they were situated, to be sold at public sale to the highest bidder for cash, or in his discretion cause the improvements to be sold separately, at public sale, for cash.

No steps were taken by the Department of Interior looking to the disposition of the land in the Fort Hays

Military Reservation under the Act of 1884 because the Secretary of the Interior issued an order, upon the request of Congressman E. J. Turner, directing that "no action will be taken toward the disposal of the lands under the Act of July 5, 1884, until after Congress shall have had the opportunity of acting on the matter of sale and disposal."

Such was the status of the land in the Fort Hays Reservation when on August 23, 1894, Congress passed an act to provide for the opening of certain abandoned military reservations. This act (28 U. S. Statutes, 491) is copied in full as follows:

That all lands not already disposed of included within the limits of any abandoned military reservation heretofore placed under the control of the Secretary of the Interior for disposition under the act approved July fifth, eighteen hundred and eighty-four, the disposal of which has not been provided for by a subsequent act of Congress, where the area exceed five thousand acres, except such legal subdivisions as have government improvements thereon, and except also such other parts as are now or may be reserved for some public use, are hereby opened to settlement under the public-land laws of the United States, and a preference right of entry for a period of six months from the date of this act shall be given all bona fide settlers who are qualified to enter under the homestead law and have made improvements and are now residing upon any agricultural lands in said reservations, and for a period of six months from the date of settlement when that shall occur after the date of this act: Provided, That persons who enter under the homestead law shall pay for such lands not less than the value theretofore or hereafter determined by appraisement, nor less than the price

of the land at the time of the entry, and such payment, at the option of the purchaser, be made in five equal installments, at times and at rates of interest to be fixed by the Secretary of the Interior.

Section 2. That nothing contained in this act shall be construed to suspend or to interfere with the operation of the said act approved July fifth, eighteen hundred and eighty-four, as to all lands included in abandoned military reservations hereafter placed under the control of the Secretary of the Interior for disposal, and all appraisements required by the first section of this act shall be in accordance with the provisions of said act of July fifth, eighteen hundred and eighty-four.

In substance, therefore, this act provided that the Fort Hays Military Reservation was subject to settlement and entry, but that entries could not be made until after an appraisement of the land. In the following December (1894) instructions were issued relative to the opening of the reservation to settlement and entry under the provisions of this new act of August 23, 1894. No order of appraisement followed these instructions, therefore, no legal entry could be made until such orders were forthcoming.

On March 22, 1895, Senator John Martin prevailed upon the Secretary of the Interior to have an order issued withdrawing the Fort Hays Reservation from settlement and entry. The Commissioner of the General Land Office withdrew the lands in the reservation by telegram as follows:

March 22, 1895

Register and Receiver,
Wa-Keeney, Kansas

Fort Hays Reservation temporarily withdrawn from
settlement and entry. Allow no entry for said lands.

S. W. Lamoreux,
Commissioner

This withdrawal was made in anticipation of legisla-
tion by Congress donating the lands within the reserva-
tion to the State of Kansas for various public purposes.
One act of the Congress donating Fort Hays Military
Reservation to the State of Kansas was approved by both
houses but failed to become law since the measure was not
signed by President Cleveland.

Several years of legislative effort on the part of
the Kansas representatives in Congress followed the
March 22, 1895 order of withdrawal. On June 6, 1899,
Congress not having in the meantime passed the antici-
pated legislation, the General Land Commissioner wrote
to the Interior Department as follows:

I see no reason why the lands may not be opened
to settlement and entry under said act (Act of August
23, 1894). Before this is done, however, the build-
ings and other government improvements thereon should
be disposed of under the provisions of section 3 of
the Act of July 5, 1884, supra. I, therefore, recom-
mend the revocation of the order of suspension of
March 22, 1895, and that this office be authorized
to direct the appraisement of the property, after
which proper steps will be taken in regard to its
disposal.

Acting on this recommendation, the Department of Interior, on June 13, 1899, in a communication to the General Land Commissioner (L. & R. Misc., 396, p. 305), said:

You have accordingly recommended that the order of March 22, 1895, be revoked, and that you be authorized to direct the appraisement of the property. In accordance with your recommendation, the above order of March 22, 1895, is hereby vacated, and you are directed to cause the property on the reservation to be appraised, with a view to its disposal under the Act of July 5, 1884. This action will open to settlement under the Act of 1894 all of the lands except those covered by improvements.

On June 21, 1899, the General Land Commissioner communicated an order to the register and receiver at Wakeeney, Kansas, saying:

I am in receipt of departmental letter of June 13, 1899, revoking said order--order of withdrawal of March 22, 1895--and directing this office to cause the property on the reservation to be appraised with a view to its disposal under the act of July 5, 1884. You will note on your records the revocation of said order of March 22, 1895. After the appraisement of the property shall have been made, and approved by the Secretary of the Interior, further instructions will be issued to you in regard to its disposal.

Under these conditions some sixty-six applications for reservation lands were presented to the local land officers. All of these applications were rejected by the local officers for the stated reason that the lands applied for were in the Fort Hays abandoned military reservation. Entries could not be made for the reservation lands until

such lands had been appraised. Several persons whose applications were rejected made appeals to the General Land Commissioner. At the same time the register of the local land office notified the General Land Commissioner that the local office would appreciate an early decision in the matter since there were so many cases of dissatisfaction.

On August 19, 1899, the General Land Office answered an inquiry from the local land officers as to whether homestead entries should be allowed to go to record for lands in the reservation as follows:

Under the operations of the act referred to -- act of August 23, 1894, supra--and in view of departmental order of June 13, 1899, promulgated by letter "C" of June 21, 1899, the lands in the reservation not containing government improvements are subject to settlement. The Department order directed the appraisal of the property with a view to its disposal, under the act of July 5, 1884, (23 U. S. Statutes, 103), stating that by such action the land not containing improvements would be subject to disposal under said act of August 23, 1894. While the lands are subject to settlement, as before mentioned, entries cannot be made until after its appraisal, and the approval thereof by the Secretary of the Interior. Instructions will be issued to you on this subject after the appraisal has been made and approved.

By order of the Department of the Interior on August 24, 1899, (L. & R., 398, p. 472), said "reservation together with the improvements thereon" was again "temporarily withdrawn from disposal under the acts mentioned."

This order was never revoked and was in force on March 28, 1900, when Congress passed the act giving the reservation to the State of Kansas.

On August 24, 1899, fifteen prospective homesteaders appealed to the General Land Commissioner from the local land officer's rejections but the Commissioner denied them the right to make homestead entry on any part of the land within the reservation.

The matter was again complicated, when upon the further appeal of the prospective homesteaders to the Secretary of the Interior on June 26, 1900, the decision of the Commissioner was reversed by the Department of the Interior. According to this June 26th order, which came several months after Congress had officially approved an act donating the lands of the reservation to the State of Kansas, the land office was directed to allow the homestead entries.

In the meantime certain citizens of Hays were interested in procuring a rehearing of the matters pending before the Interior Department. On January 30, 1901, they made application to the Secretary of the Interior for review of the departmental decision of June 26, 1900. The Secretary denied the application and said the decision of June 26, 1900, was reaffirmed.

Shortly after this, Mr. W. E. Saum, an attorney, was employed by a citizens' committee with the consent of the governor and attorney general of the State of Kansas, to go to Washington as counsel for the State, and if possible, procure a further rehearing of the matters involved.

In Washington Mr. Saum appeared before the Department of the Interior on May 13th and 14th and orally argued the questions in the case. On May 14, 1901, he succeeded in reopening the case and an order to that effect was made and signed on that day by the Secretary of the Interior.⁴ On the same day an order was issued from the Department of the Interior directing that copies of the State's petition and of all exhibits in support thereof, be served on all parties in interest, and that such persons be allowed thirty days from such service to file such answers as they might deem necessary to protect their interests.

During the month of October in 1901, a final decision was obtained in favor of the State of Kansas.⁵ The final decision rendered by the Interior Department vacated and set aside its former decisions on the subject and denied

4. W. E. Saum, Personal Letter to Mr. J. H. Beach, February 25, 1910.

5. Loc. cit.

the right of homestead claimants to make entry of any of the lands. Some compromise was necessary since many of the settler had gone on the land in good faith. These settlers were, in some cases, allowed as much as five years rent-free use of the land. In return, they gave up their title of the land to the State of Kansas.

It is interesting to note that while it was finally decided that homestead claimants did not acquire any valid rights to any part of the lands by virtue of their applications filed at the local land office during the months of July and August, 1899, the land was in fact legally open to settlements from June 13th to August 24, 1899. Had the claimants resorted to actual bona fide settlement and residence upon the lands between said dates, and not to the filing of formal applications to enter under the homestead laws, they would have prevailed in their efforts to hold the land and the reservation would not have passed to the State of Kansas for any purpose. The land was legally subject to settlement during the time named, and the provision contained in the Act of March 28, 1900,⁶ would have afforded ample pro-

6. "That the provisions of the Act shall not apply to any tract or tracts within the limits of said reservation to which a valid claim has attached, by settlement or otherwise, under any of the public land laws of U.S."

tection to actual settlers, all of whom would have had a preference right to make homestead entry for six months after appraisement under the Act of August 23, 1894.

The School Established

As stated above, Kansas accepted the donation of the Fort Hays Reservation on February 7, 1901, and appropriated \$12,000 for the organization and support of the auxiliary normal school to be established at "Hays City".

On March 5, 1901, the Board of Regents held its last meeting before the inauguration of new members.⁷ Since the title to the land was not clear the Board did not believe it wise to take any action with reference to leasing the land of the reservation delegated to it by the State Legislature. The entire matter was deferred until the new board met in April of the same year.

When the new board met on April 10, 1901, the most important business was that of assuming possession of the property assigned for the establishment and support of the branch normal at Hays.⁸ Later the Board, accompanied by President Taylor, went to Hays and held a joint conference with a committee from the Board of Regents of the State Agricultural College and the Citizens' Committee of Hays. They looked over the grounds

7. State Monthly Normal, No. 6, Emporia, March, 1901.

8. Ibid., May, 1901.

and buildings and took the preliminary steps necessary for taking possession of the part of the reservation allotted to the branch normal school. The regents of both institutions decided to take no steps toward the organization of the school and the experiment station until possession of the disputed land was guaranteed to the State of Kansas. It has been explained how this guarantee was not secured until the month of October, 1901.

In February, 1902, President Wilkinson of the State Normal School at Emporia, as ex officio president of the branch school, began to formulate plans for organizing the school. The Regents of the State Normal School took the first steps toward organizing the "Branch Normal" by electing as Principal, Mr. William S. Picken, then associate professor of history and Latin in the State Normal at Emporia, and Miss Anna Keller as assistant teacher. Later, J. E. Crawford was engaged as a special teacher for the summer session and Miss Della Sissler was appointed librarian and registrar.

During the first week in February, President I. N. Wilkinson went with Regent S. H. Dodge to Hays for the purpose of looking over the situation. They found the buildings at the old Fort Hays site in bad shape. The commissary building had fallen down and the lumber was

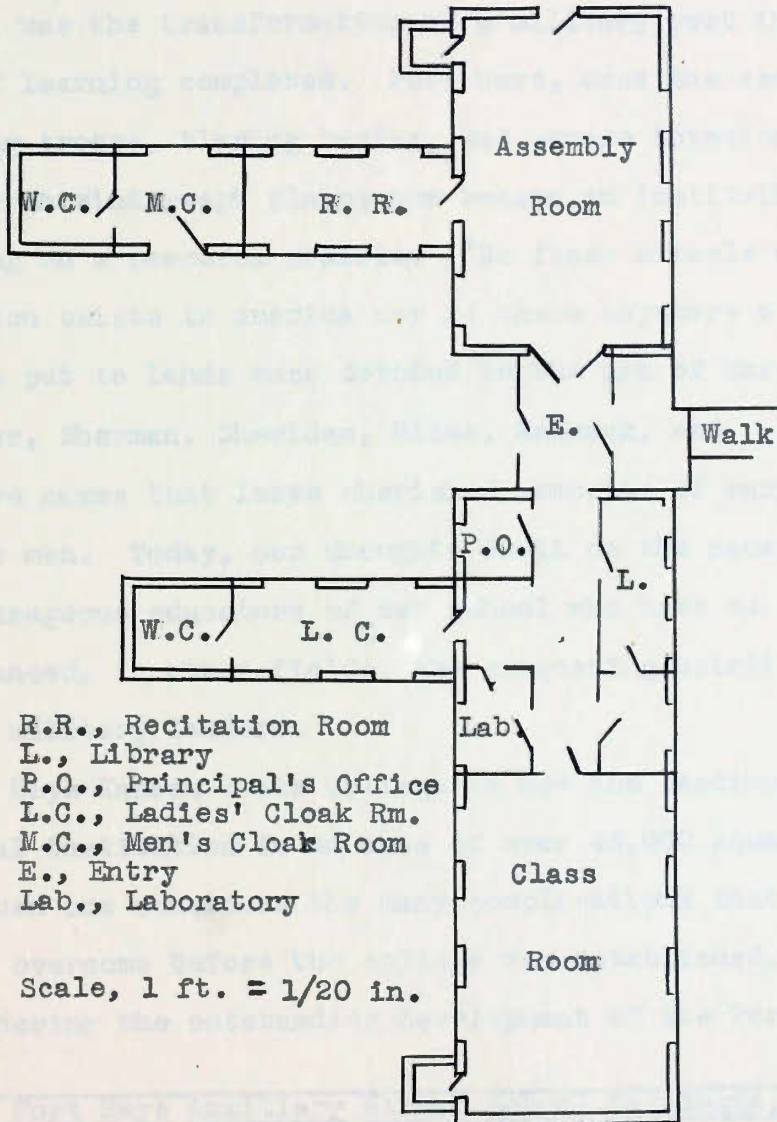
found piled up and ready to serve as lumber for some future use. The buildings that remained standing had no window panes in their sashes and were otherwise in extremely bad condition, with the exception of the commandant's office which was selected for the principal's residence. Since no school had been carried on the first year, the appropriation for this year was available for repairs and equipment. This amounted to approximately \$7,000. When the Attorney General of Kansas had declared the appropriation available in March, 1902, the Board had advertised for bids to erect from the \$7,000 appropriated for 1902, a new school building, but all bids were in excess of the appropriation, so the earlier plan for fitting up temporary quarters in the old fort buildings was resumed.

Workmen were put to work repairing and remodeling the buildings. Quarters were in readiness for the opening of the summer term of school on June 23, 1902.⁹

"Two commodious buildings" were used for the purposes of the school. The main building included assembly, class, library, and laboratory rooms, with cloak rooms for students and the principal's office. The second

9. Fort Hays Auxiliary Normal School Catalogue, 1903, p. 14.

FLOOR PLAN OF THE FIRST BUILDING OCCUPIED BY THE WESTERN BRANCH NORMAL, HAYS, KANSAS



building was used for gymnasium and operating laboratory.

The first regular term of school opened September 2, 1902.¹⁰

Thus, was the transformation of a military post into a place of learning completed. Fort Hays, once the scene of marching troops, blaring bugles, and savage invasions from a barren wind-swept plain; now became an institution of learning on a peaceful prairie. "No finer miracle of civilization exists in America nor is there anywhere a nobler use put to lands once devoted to the art of Mars."¹¹

Custer, Sherman, Sheridan, Miles, Hancock, and Forsyth are names that leave cherished memories of many courageous men. Today, our thoughts dwell on the names of the courageous educators of our school who have so nobly advanced, in other fields, the conquering spirit of our early military leaders.

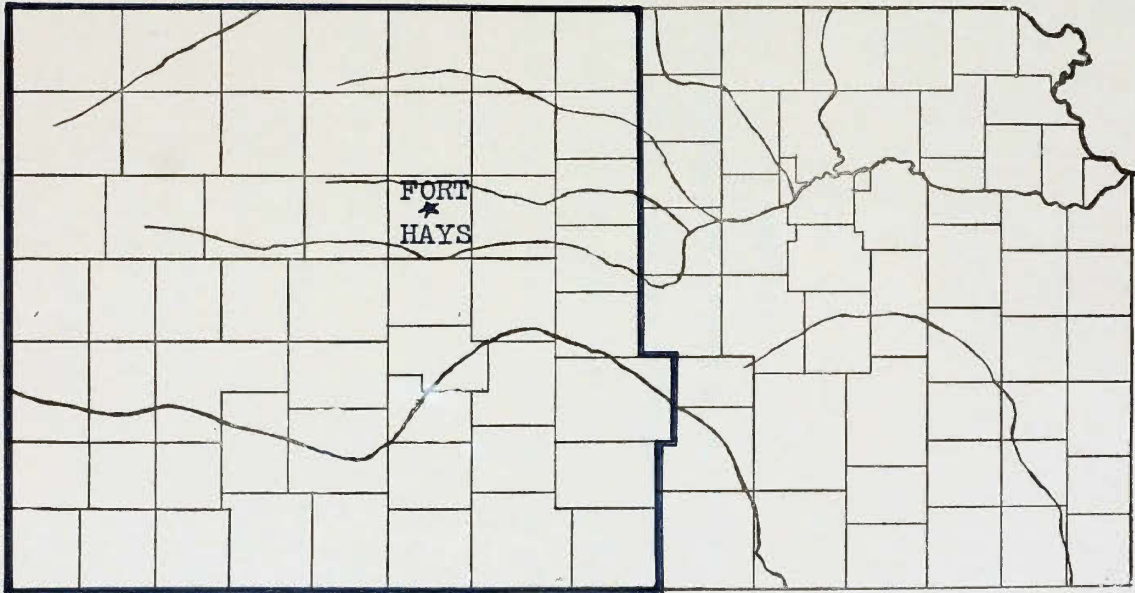
Fort Hays Kansas State College is now the leading educational institution in an area of over 45,000 square miles. When one considers the many complications that had to be overcome before the college was established, and considering the outstanding development of the Fort

10. Fort Hays Auxiliary Normal School Catalogue, 1903, p. 14.

11. Charles M. Harger, A Miracle of Civilization, 1931.

Hays Kansas State College since its humble beginning,
it may be said that such effort and development have
resulted in one of the State's most worthy achievements.





FORT HAYS KANSAS STATE COLLEGE--the only four-year State College
in an area of over 40,000 square miles

CHAPTER III

DEVELOPMENT OF THE PHYSICAL PLANT

Section A

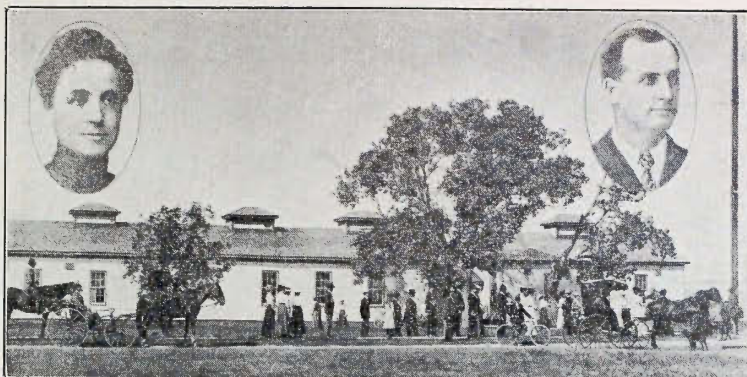
The First School

At the Fort Site

For two years, 1902-03 and 1903-04, the school occupied buildings at the old fort site. The first building used for classrooms and assembly purposes was the old Fort Hays Hospital. It was a long, narrow, one-story frame building that stood just west of the block house. The block house is one of the two buildings still standing on the fort site. The stone guard house was used as a gymnasium. Quarters in both these buildings were very limited when compared with our standards. However, they were exceptionally well equipped for a pioneer school in its first year. Here the school was maintained on a site quite remote from town. Rooms were scarce and board was high. In general, the institution suffered the many hardships incident to a pioneer life.

Section B

Second Location



The First Convocation Hour, June 23, 1902.



First All-School Picnic, 1902.

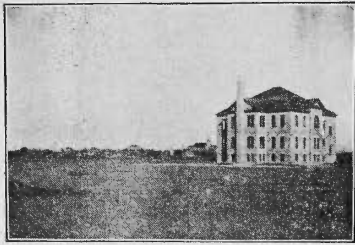
Administration Building--Picken Hall

In the fall of 1904 the school was opened in the central portion of the building now called Picken Hall. It was located on its present site and represents the first permanent building of the College. This building was at first called the "administration building." It was erected at a cost of \$20,000. In the school year of 1907-08 the north and south wings were added to the administration building at a cost of \$40,000. At the request of the faculty of the school this building was named William Picken Hall by the Board of Regents and was dedicated as such on May 28, 1909. A bronze tablet bearing this name was placed upon a wall in Picken Hall.

The Incubator

After school convened in the middle section of the administration building (Picken Hall) in 1904, the old frame hospital building at the Fort was moved to the new school site (1905). It was placed a little to the front of where the Coliseum now stands. It occupied this position for many years as the school grew. So many activities originated in this building it became known as the "incubator".

Its first use had been to house the manual training work under Charles Treadway and the first Model Rural



Picken Hall, 1904



First Gymnasium



A Girls' Basketball Game, 1904



- (Picken Hall) (Gymnasium) -
The Western Branch Normal School, 1906.

School under Miss Stone. In 1908 the manual training department was moved into the administration building by Mr. H. L. Pelham. In 1909, with the assistance of Mr. and Mrs. J. B. Cave, the dining club was started in the incubator. In 1911, Mr. Wood began to use it for a blacksmith shop and later for farm engine instruction. In 1915, Mr. Bird started the work in electricity in it. At various other times it had been used as a gymnasium, commerce department, band room, and store house. Finally, in 1916, Mr. Matthew began using it for a poultry house at which time it became an incubator in more than name.¹

Gymnasium--Social Building

The next building to be erected was a gymnasium for which the state legislature appropriated \$15,000. It was completed in April of 1906. Mr. Picken said that at that date it was the best gymnasium in use at any state educational institution in Kansas. It was abandoned as a gymnasium when the Coliseum was erected in 1917. Later, it was used for a time as the library. Still later, it was used as a woman's building in which were centered the social activities of the college. In earlier years it was used exclusively for the women's social activities. In 1921 the building had the distinction of being the

1. State Normal Leader, Sept. 30, 1916.

largest of its kind in the United States.²

This former gymnasium is now known as the Social Building. It is equipped with kitchen facilities. The office of the Dean of Women is also located in the building at the present time (1942).

Model Rural School

During the summer of 1910 a Model Rural School Building was constructed at a cost of about \$2200. This building was located across Big Creek from the campus. It was built for the purpose of portraying the ideals to be embodied in a perfect rural school. It was a one-story frame building and was moved to the college farm when its location was selected as the site for Custer Hall. The building now serves as a residence on the college farm.

First Power Plant and the New Plant

In the winter of 1910-11 the electric light, heating, water, and power plant was completed at a cost of \$30,000. It was located just back of the gymnasium (now called Social Building). As the school grew larger this power plant became inadequate for the needs of the school.

2. State Normal Leader, Sept. 13, 1921.

In 1929 the school made a request for a legislative appropriation to build a new plant. The request was refused at this time but later was granted when fire partially destroyed the old power plant.

The cement floor of this old plant may still be seen just back of the Social Building. For several years it served as an outdoor basketball court for the training school when the school was located in Picken Hall.

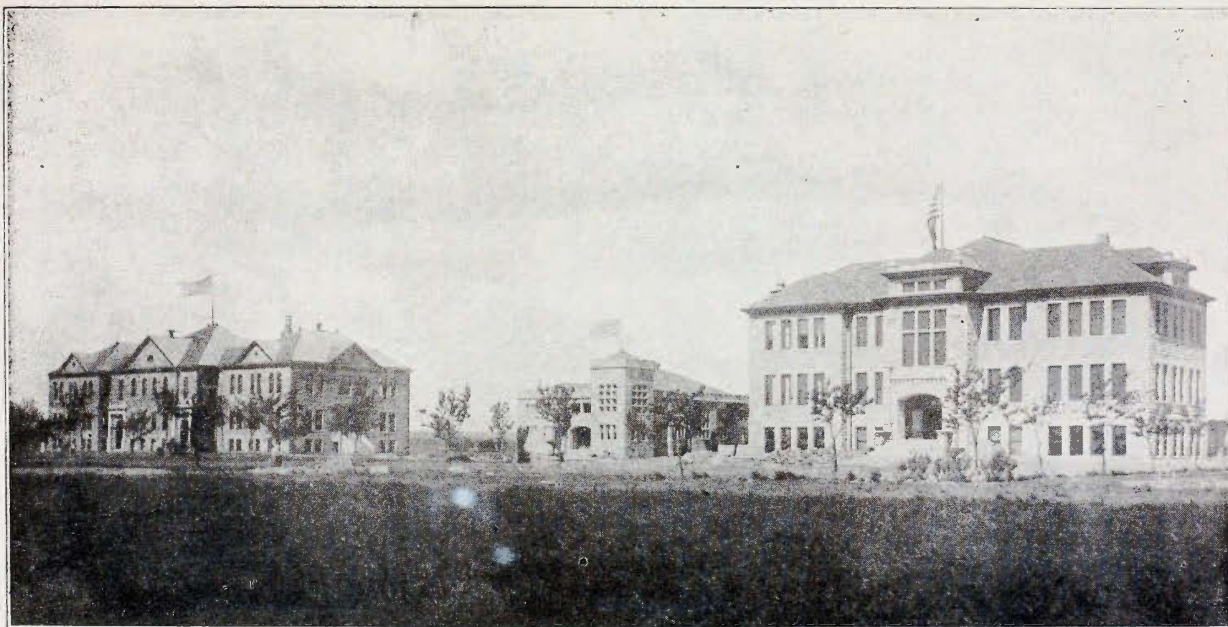
The new power and heating plant came into use during the winter of 1932. It is located north and a little west of the old building and across the draw that traverses the northern part of the campus. The new plant cost \$45,000 and is an adequate heating unit for the various college buildings.

Agricultural High School--Industrial Building

The Kansas Legislature of 1911 appropriated \$40,000 for the construction of a building to be known as the Agricultural High School. It was to serve as a model for high schools in this part of the state. The corner stone was laid on October 31, 1911.

An interesting ceremony was carried out in connection with the laying of the corner stone of this building. The governors of the State of Kansas had laid the corner stones of Picken Hall and the gymnasium but Mr. Picken

Western State Normal School, 1912



Picken Hall

Gymnasium

Agricultural High School

thought the students ought to have charge of the work on this occasion. His plan was put into action. The students had a large share in the ceremonies. Promptly at 10:15 a.m., October 31, 1911, the Normal School teachers and students and a number of the townspeople assembled in the auditorium to listen to the program. The first number was an instrumental duet by Mrs. Shively and Mrs. Wiest. Principal Picken then introduced the speaker, Professor A. M. TenEyck. Following the address there was the deposition of articles in the box which was to be placed in the corner stone. The first article to be placed in the box was a collection of autographs deposited by Principal Picken. They consisted of a number of recent petitions bearing the signature of almost every student in the school. A complete file of catalogues was then deposited by A. H. Kerns. Other articles placed in the corner stone box were as follows: Current issue of the Normal Leader, Miss Gill; correspondence work, Mr. Beach; Superintendent Fairchild's report on school agriculture; a pamphlet on educational agriculture, Mr. Main; the city papers, News, Free Press, and Republican, Mr. Layman; officers and members of the Literati Society, Miss Prue Morgan; Lyceum Society, LoRee Cave; Y.M.C.A.,

Mr. Law; Y.W.C.A., Lily Moore; Senior Class, Mary McCarthy; Junior Class, Mae Dyer; Sophomore Class, Flora Hargett; Freshman Class, Gene Cave; Second Year Normal, Tom Reed; First Year Normal, Miss Law; Model Training School, Charles Bissing; Student Council, Clarence King; Athletic Association, Claude Bice; and, the Constitution of the Student Council, Robert Terrill.

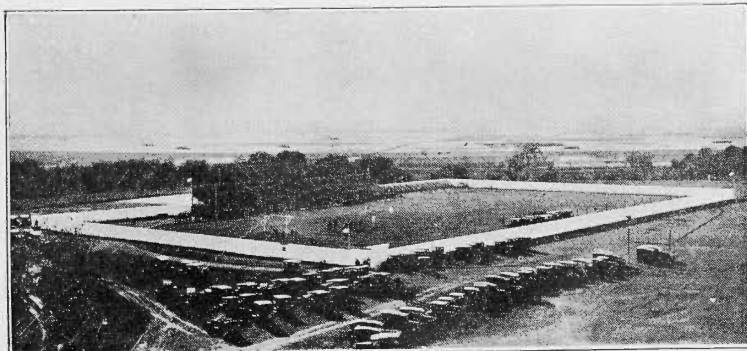
A stone raising committee was chosen, consisting of A. D. Hass, C. A. Picken, and Claude Bice, representing the enrollment for the first year of the Normal. Then a procession was formed, led by Clyde Ward and Marvel Bissing, the youngest representatives of the Model Rural School, who carried the box containing the deposits. On reaching the building these "Young Americans", together with Blaine Sites, representative of Post Graduates, Minnie Leiker of the Model School, Alice Craig of the Model Rural School, all the class presidents, Professor TenEyck and Principal Picken mounted a platform that had been erected on a level with the corner stone. Each one on the platform personally assisted in laying the corner stone by placing a trowelful of mortar around the box. The stone raising committee then slowly raised the stone to its final resting place and it closed down over the box containing the collection of re-



The Model Rural School Built in 1910.



Dedication of the Monument to Custer
on Custer's Island by the Class of '16.



"Lewis Field" at its original location.

ords and documents.

The Agricultural High School was dedicated on June 23, 1912, the tenth anniversary of the founding of the school.

It was used for its original purpose only a short time. For many years now it has been known as the Industrial Building.

Sheridan Coliseum

In his first biennial report to the Board of Administration, President Lewis recommended the construction of an all-purpose coliseum. He said in part:

The people today demand that the institution carry its influence into their lives and into their daily practices. To meet this demand, it is essential for us to have a large building planned to house an AUDITORIUM-GYMNASIUM-FARM STOCK AND FARM PRODUCT EXHIBITIONS and MUSIC building, and yet so built as to be capable of being thrown all in one room for practical education and for accommodations of great educational and economical conventions and expositions. The school is no longer an isolated institution for the mere purpose of teaching classroom technic.

Such great meetings and conventions as mentioned in the foregoing paragraph have met here, but have found facilities wholly inadequate for them. During the month of December, 1913, this school offered a great Home Economics and Farmers' Congress which lasted three weeks and took up the vital practical phases of all home life and business of the farm. On the opening day, it was necessary that the meeting be held on the campus with the south steps of the building used as the platform for the speakers. The auditorium-room would not accommodate more than

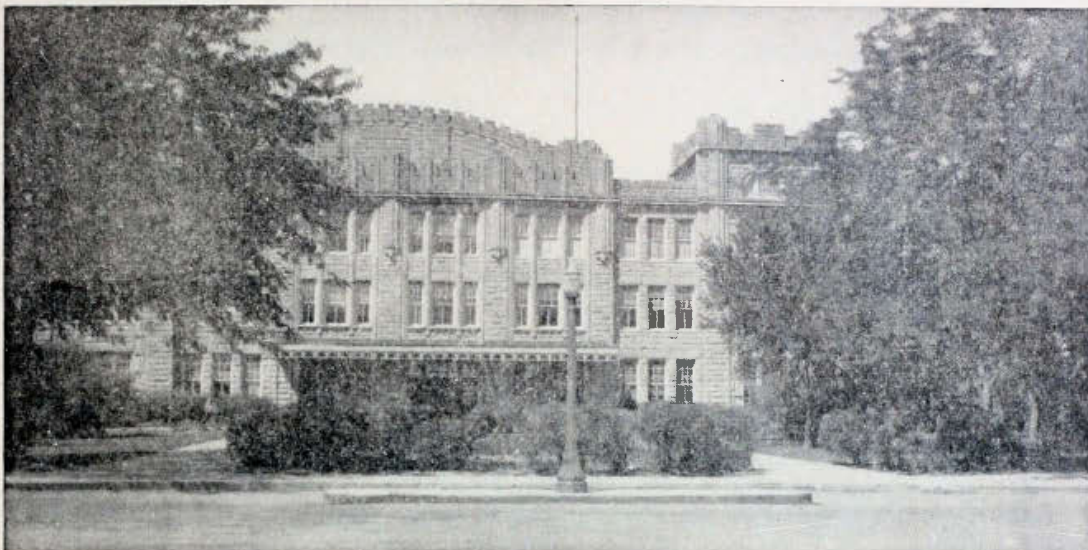
one-third of the crowd and therefore it was necessary for us to meet out in the open. This hurts the school. Every time there was an attempt to have a general meeting of the farmers and housekeepers, we found that it was wholly impossible to get them all in one place and finally gave up attempting to accommodate them all.

The type of building which will accommodate this institution and be thoroughly practical is a coliseum type of building. This idea will permit us to use the pit or main floor for our students for a gymnasium, or in a very few minutes cover the floor and be able to accommodate a great audience for conventions, musical festivals, and pageants which are a part and a very essential part of the school's business. This building is also to house the music department. We, therefore, shall have a building taking care of four distinct and active and very potential departments of the school. The conservative estimate of the State Architect of the cost of a building and its equipment to adequately meet our demands and to accommodate the great audiences which come to this school is \$150,000. And I earnestly urge the Board of Administration that they recommend earnestly that the legislature grant us this sum for the purposes set forth.

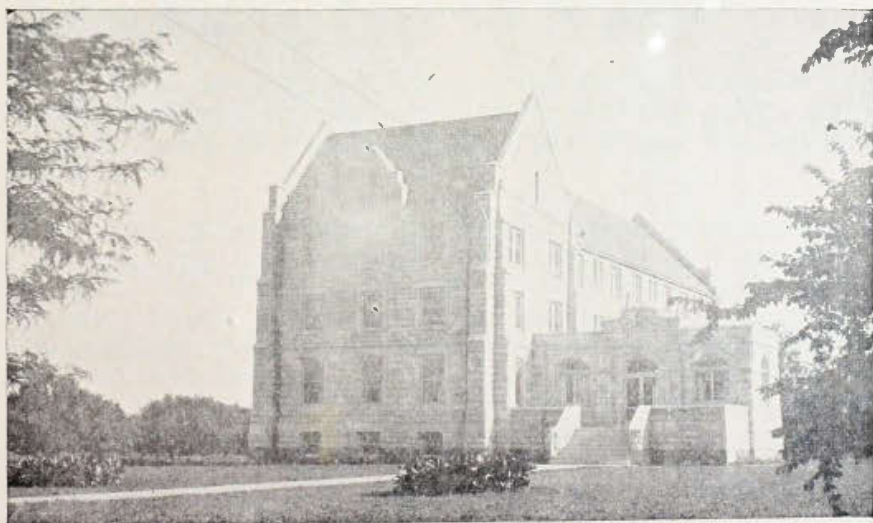
President Lewis' request was granted in part when the 1915 legislature appropriated \$100,000 for the building now known as Sheridan Coliseum.

The official breaking of the sod which prefaced the beginning of the excavation for the Sheridan Coliseum took place at 10 o'clock on Thursday, March 30, 1916.³ The ceremonies were in charge of the organized student body. Roy E. Frey of Sylvan Grove was marshall of the day. Walter E. Scott of Oakley, president of the senior

3. State Normal Leader, March 30, 1916.



Sheridan Coliseum



Custer Hall

class, presented Lew Wallace of Lucas, president of the organized student body, with the spade and Wallace turned the first spade full of dirt. The Fort Hays Hymn was then sung by the students. A photograph was taken to be preserved among the relics to be placed in the corner stone.

The laying of the corner stone of Sheridan Coliseum took place Wednesday, May 24, 1916, at 2:30 p.m. The following is an account of this ceremony:⁴

The stone was officially laid in place by the Most Worshipful Giles H. Lamb, Grand Master of the Ancient Free and Accepted Masons of Kansas.

The parade before the laying of the corner stone, assembled in the business section of Hays. The parade was headed by President W. A. Lewis and the Normal Band and the degree class in cap and gown. This was one of the longest parades ever held in Hays.

When the degree class reached the corner stone, open rank was formed and the Grand officials of the day marches to the platform just above the corner stone.

The first number on the program of the day was the singing of the Fort Hays Hymn by the student body of the Normal School. After this Rev. C. F. Wiest, Grand Chaplain of the occasion, read the Masonic prayer. The Grand Treasurer, Frank Havemann, placed the copper box in the top of the corner stone. The Grand Master then approached the corner stone and made ready to officially lay it.

The Grand Secretary, Charles W. Reeder, read the

4. State Normal Leader, May 25, 1916.

list of articles that had been placed in the copper box. The list of articles was as follows: Grand Lodge proceedings of 1916; list of members of Masonic bodies; by-laws of the order; a certificate of presentation of stone; general catalogue of school for 1916; bulletins of school for 1916; roll of legislature that granted appropriation; name of representative of this county in 1915 legislature; roll of state officers; roll of officers and faculties of state educational institutions; The Leader; The Reveille of 1916; the Ellis County News, May 20, 1916; The Hays Free Press, May 20, 1916; Topeka Daily Capital, April 2, 1915; Topeka State Journal of March, 1916; Salina Evening Journal, April 1, 1916; autograph of Governor Arthur Capper and state officers; autograph of state architect; signatures of the heads of the state schools; signatures of the board of administration; 1915 penny; 1916 penny; the bill granting the appropriation; seal of the state; list of alumni; roll of faculty; list of seniors of 1916; list of student body of 1916; pictures of buildings; and, pictures of Grand Master and Architect.

As the stone was being lowered into place by the Grand Master, the band softly played a sacred number.

Sheridan Coliseum was ready for use in 1917. It is the largest building on the campus. It is 220 feet long and 150 feet wide. It now (1942) contains the administration offices, the music department, and the health department. It is the center of the physical education activities. Its amphitheater seats 2500 for basketball games and has a total capacity of 3500 for lectures.

Cody Commons

The State Legislature of 1921 made an initial appropriation of \$20,000 for a dining hall to be built on the campus. This building has never been officially dedicated but has become universally known as "Cody

Commons" in honor of William F. Cody (Buffalo Bill), one of the notable characters of early Hays.

Custer Hall

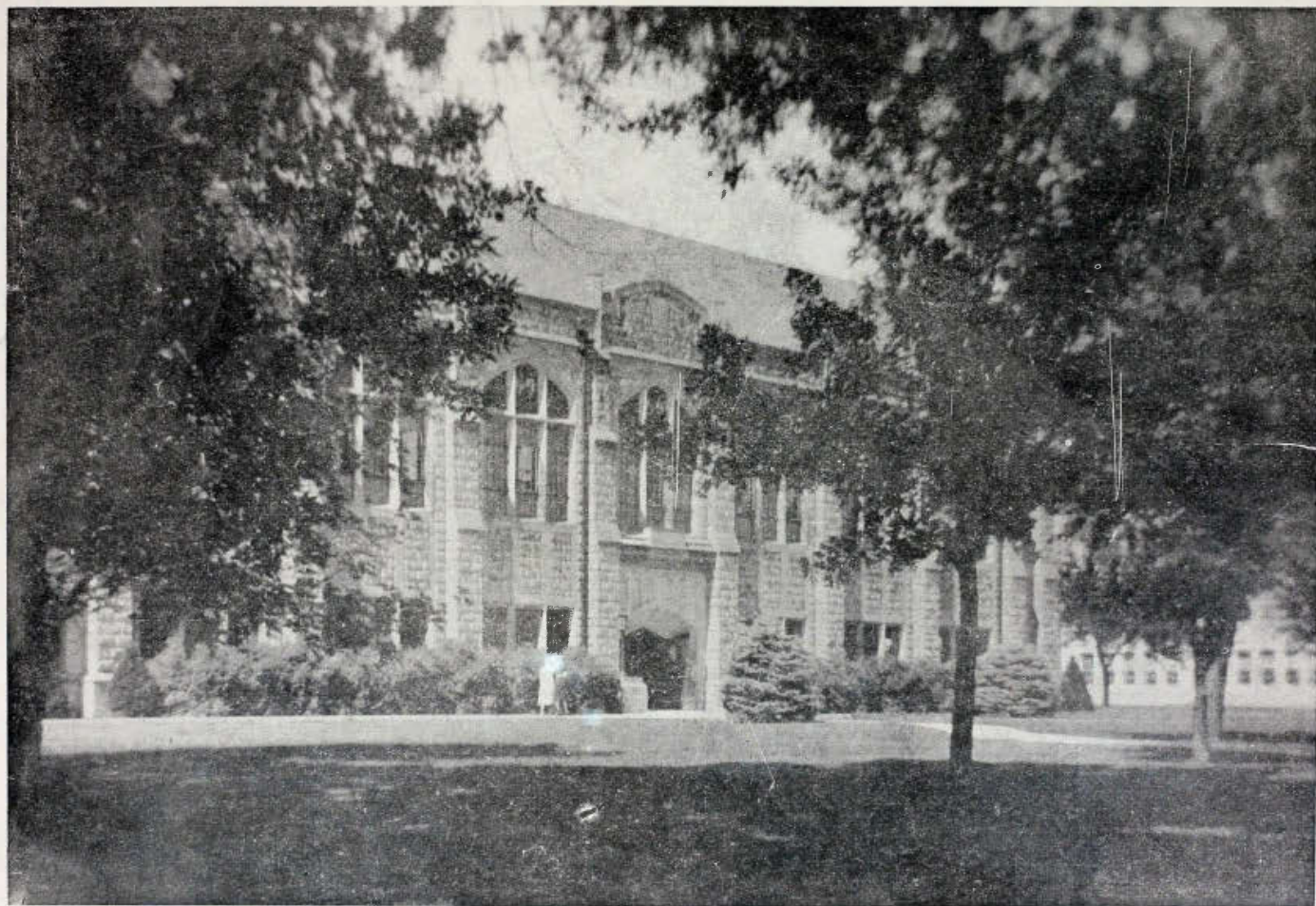
Custer Hall, a girls' dormitory, was provided for by the legislature of 1921 which appropriated \$100,000. Work was begun on this building in the winter of 1921-22. When completed, it provided housing facilities for eighty-six women. It was named Custer Hall in honor of Mrs. Elizabeth Custer, wife of General Custer who was stationed for some time at Fort Hays.

The dormitory is located a short distance from the other college buildings and across Big Creek. A cement and steel bridge, built in 1934, spans Big Creek to Custer Hall.

Forsyth Library

The most beautiful building of the physical plant is Forsyth Library.

Previous to the construction of the present library building, the housing problem of the school library was a most difficult one to solve. Until 1905 the library was housed in the corner room of the old hospital building at Fort Hays. It was then moved into a space partitioned off in one of the rooms at the north end of the



Forsyth Library

second floor in the original center section of Picken Hall. Later it occupied an entire room. Then it was moved across the hall; next, to the third floor into a room about the center of the building. In 1920 it was moved into the Social Building for one summer. In the same year it was moved back into the north end of Picken Hall where it remained until August of 1926 when the present building was completed.

President Lewis was an advocate of a good library. The beautiful building now on the campus is the result of many years of effort on his part. As early as 1920 he presented the need of a building which would take care of the demands of the institution for many years.

In conformity with his belief that beautiful surroundings would inspire the student to do better work, he planned that the library building should be one of the most beautiful buildings on the campus as well as being constructed scientifically for the housing of books.

With this two-fold purpose in mind, he asked for an appropriation for a building in his biennial report of 1920. The claim was not pressed in the legislature of 1921 because of the demand that the other state institutions should have buildings. In 1922 he repeated the request. His views on a library building are expressed

in the following extract from the biennial report of 1922:

Every college in America that has a library building with an adequate number of books always points to this as one of the evidences of its sterling quality as an institution. It is the ambition of every institution to have a library because, after all, in the library do the students come in contact with that opportunity which enables them to grow rich in the valuable assets which the master minds of the human race have produced for us. We, at this institution, have always been compelled to store our books in home-made wooden book-racks in vacated classrooms, as well as using the attic spaces.

Libraries ought to be the most attractive places on the campus, and an institution should have an adequate supply of books for the use of its students. This is demonstrated fact from evidence one sees of the care and attention given to the service and attractiveness of all the library buildings on the various college campuses. This institution sadly needs a library building and an appropriation of \$150,000 is earnestly recommended.

The Kansas Legislature of 1923 gave serious consideration to the matter of this request. The committee-men of the Senate were unanimous in their opinion that a library building was needed but the appropriation was not made.

President Lewis' request was again made of the legislature in 1925 and this time he secured favorable action. The building was completed in 1926.

The various ceremonies connected with its construction were similar to those of the Sheridan Coliseum.

The following articles may be found in the box of the Forsyth Library corner stone: Catalogue, dated June, 1925; announcements, 1925-26; Session Laws, 1925, making appropriation of \$150,000 for the library, and other appropriations for the institution; copy of Public Service, dated December 17, 1925; copy of the school paper, The Leader, dated January 14, 1926; seven folders with pictures of the library and data concerning the library; copy of the college program of courses for the spring semester; 1926 pennies; a copy of each speech made at the laying of the stone; six copies of the program of the day of the corner stone laying; extension bulletin dated January, 1925, and the summer school bulletin dated June, 1926; a copy of the school hymn; a copy of The Leader dated Tuesday, January 12, 1926; a statement of the fact that Professor C. A. Shively presented the copper box.

Forsyth Library is of Gothic design. Its length is 150 feet and its width is 100 feet. It has a reading room that is 40 by 150 feet and will accommodate about three hundred students at one time. The stack room has a capacity of 180,000 volumes and has the stacks for full capacity. The building is of native lime stone in keeping with the other buildings on the campus. It is

beautifully finished in the interior. It has soft gray and tan walls, silvered oak furniture, a vaulted ceiling in the reading room, and is beautifully finished throughout.

The library was named in honor of General Forsyth who started from Fort Hays on an ill-fated expedition that terminated in the disastrous Battle of the Aricka-ree on what has come to be known as Beecher's Island in Eastern Colorado.

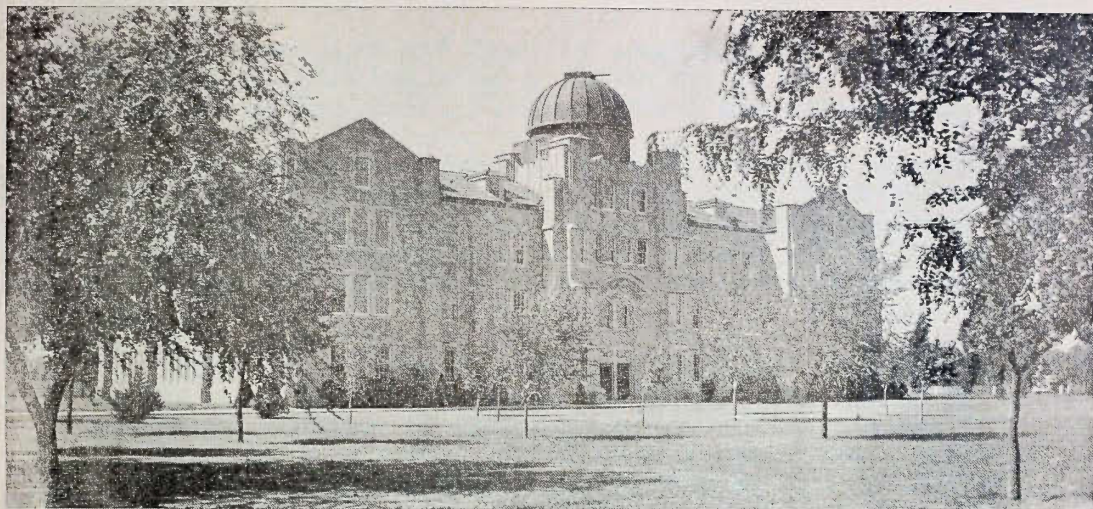
The Geological and Natural History Museums and various historical collections are housed on the first floor of the Forsyth Library. The general and special libraries, the reading room, and the office of the Librarian are on the second floor. The seminar rooms, art exhibit room, faculty room and the Documents Library are on the third floor.

Forsyth Library was dedicated by Arthur Rostwick, prominent St. Louis Librarian, on July 10, 1928.

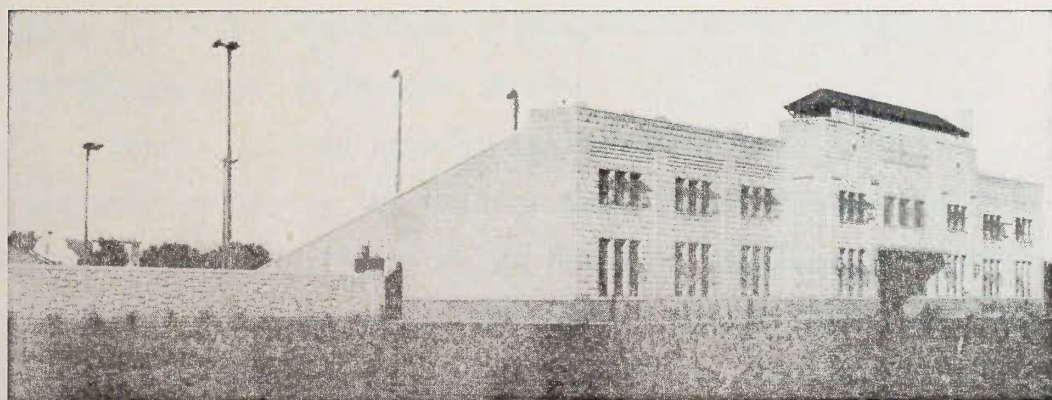
Science Hall

The Science Hall was made possible by a legislative appropriation of \$150,000 in 1927.

The ground breaking ceremonies for the Science Hall took place Wednesday, February 1, 1928, at 9:35 a.m.



Science Hall



Lewis Field, 1942

The following is an account of this ceremony:⁵

All students and faculty members were present. The program started with a selection by the band after which Dr. C. F. Wiest offered the invocation.

Four student speakers, Wendell Burditt, Edward Cain, Harold Copeland, and Dorothy King, told about the beginning of science, the marvelous advancement of scientific education, the betterment of the human race, and the wonderful discoveries along scientific lines.

Pres. W. A. Lewis took the speakers' stand, and in his hand he held a spade, which he said would be cherished forever by the college students because it had been the instrument which started the five finest buildings of the college; the Coliseum, Custer Hall, Cody Commons, the Library, and the Science Hall. He then gave the spade to Prof. Roy Rankin, head of the science department.

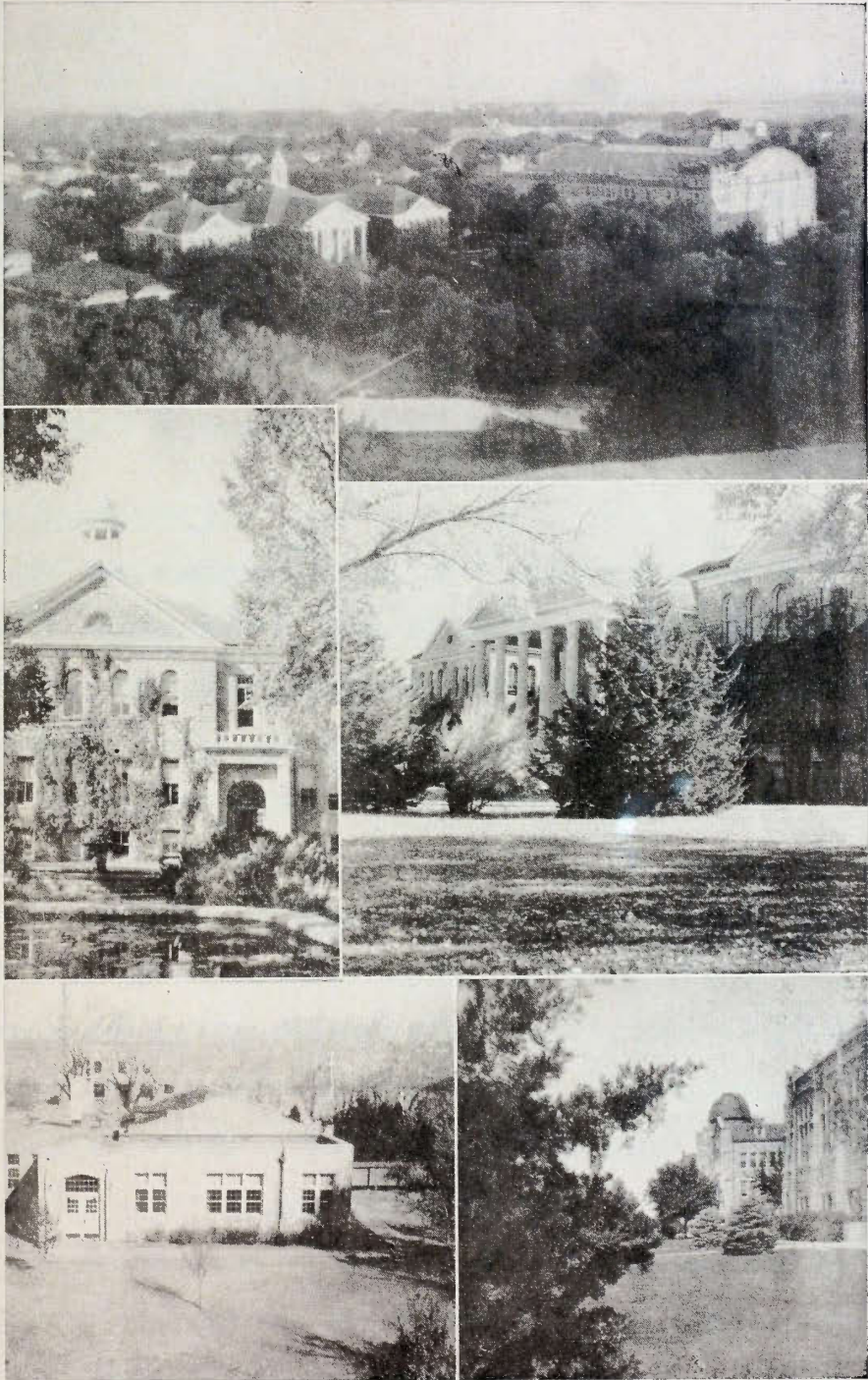
Prof. Rankin responded with a brief speech outlining the work of the new building. Several persons then removed a spade full of earth from the place where the walls of the new structure were to stand. A selection by the band ended the program.

The corner stone for the Science Hall was laid on July 10, 1928. This date corresponded with the date of the dedication of Forsyth Library.

Dr. H. P. Cady gave the science address at the ceremony of laying the Science Hall corner stone. Mr. W. Y. Morgan, chairman of the Board of Regents, officiated in placing the corner stone. During the ceremony, Professor Roy Rankin read a description of the contents of the box which was placed in the crypt of the corner stone. The following articles were placed in the corner stone

box: A United States coin, dated 1902, the date of the opening of the institution; a copy of the souvenir booklet; a copy of the twenty-fifth anniversary number of Public Service; a copy of the last catalogue of the institution; a copy of the 1928 Reveille; a copy of the July 4, 1928, K. S. T. C. Leader; a copy of the July 5, 1928, Ellis County News; copies of the June 14, 15, and 29th issues of the Kansas City Star-Times, containing accounts of the nominations of Hoover, Curtis, Smith, and Robinson, and the platforms of the Republican and Democratic parties adopted at Kansas City and Houston; also, the issue of July 8th containing a story of Forsyth Library; a copy of the last issue of the Kansas Teacher, June-July, 1928; and, a copy of Senate Bill 438 of the legislative session of 1927, of the Kansas Legislature, appropriating \$150,000 for the building of the science building.

The Science Hall was occupied in January of 1929. The departments of agriculture, biological science, chemistry, mathematics, physics, and psychology, each with their own specialized equipment, have been established in this building. The fourth floor, at first unfinished, is now used by the Clinical Department of Psychology.



Scenes on the Inner Campus

Inner Campus

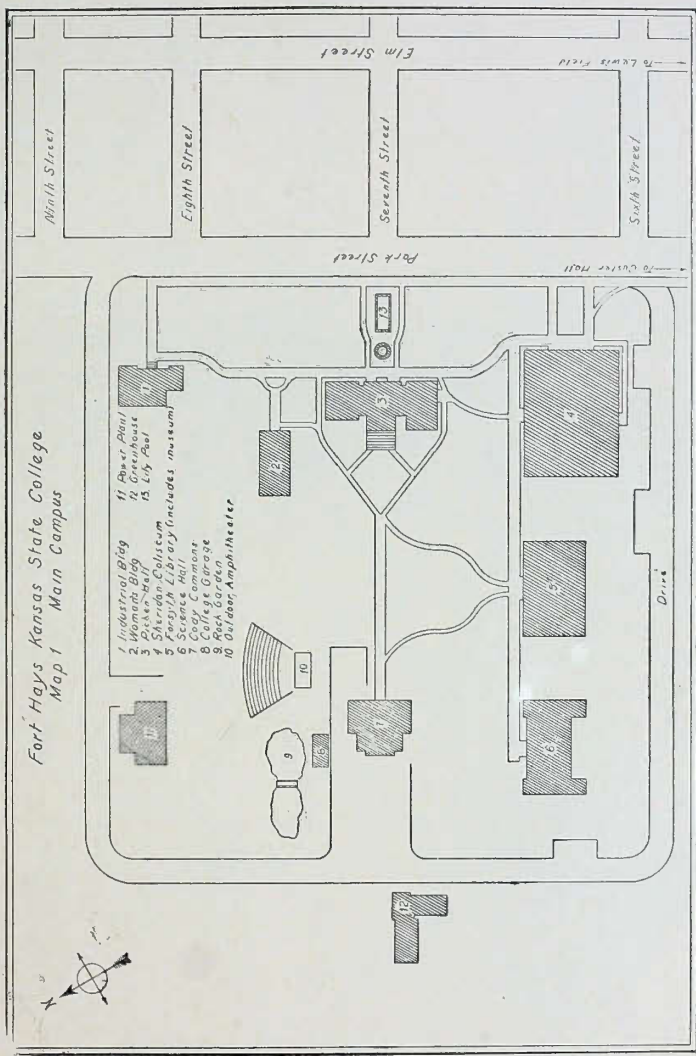
All the buildings on the inner campus, except the power plant, are constructed of native stone and form the basis of a quadrangle that is expected to be completed at some future time. These buildings enclose an inner campus of many trees, smooth lawns, beautiful shrubs, and beds of flowers. Truly, it is one of the beauty spots of Western Kansas.

Other Improvements

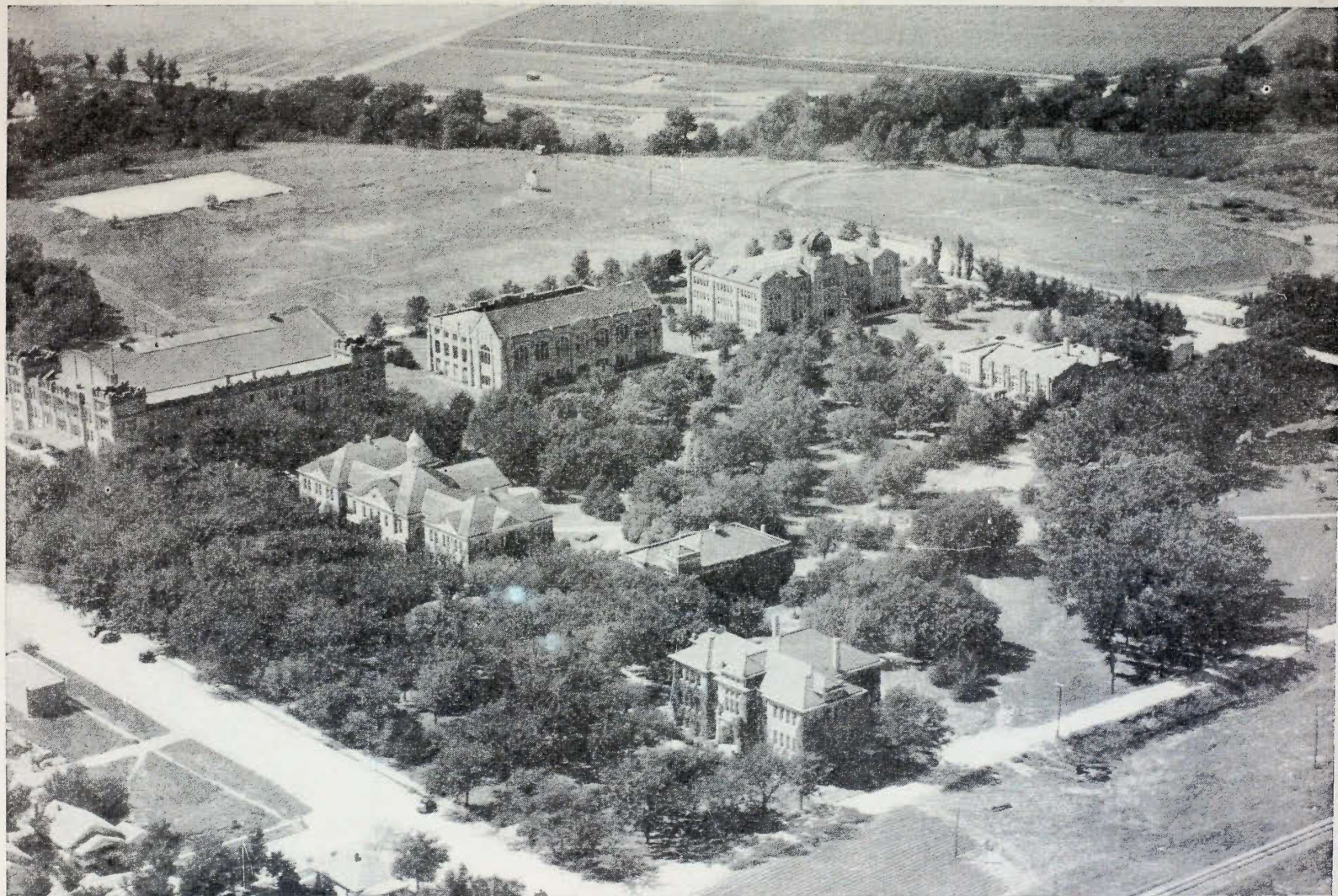
Off the quadrangle and inner campus there have been numerous improvements. During 1910 and 1911 a concrete dam was constructed across Big Creek about one hundred yards below the present site of Sheridan Coliseum. It holds back enough water for canoeing, swimming, and fishing in Big Creek.

Originally, the college greenhouse was built on the south face of what is now the Industrial Building. Later it was moved to its present site just northwest of Cody Commons. Many varieties of flowers and plants are raised and studied here. The greenhouse has become the headquarters for campus beautification.

The first track of the school was laid out in the form of an oval around the football field which in early days was known as Custer Field. In 1928 a well-built



Map of the College Campus



An Aerial View of the College

quarter-mile track was constructed to the north and west of the Science Hall. This track was abandoned upon the completion of the new track in Lewis Field Stadium.

Other college buildings on or near the inner campus include two residences and two garage, shop, and carpentry buildings.

Lewis Field

The Lewis Field project is outstanding in recent college history. The project is largely the result of the efforts of former President Rarick who was much interested in the housing problem of the college students.

The Lewis Field area now includes a spacious stadium and adequate living quarters for two hundred young men. These living quarters are located in the stadium and in several frame buildings.

The frame buildings were built in the days of the first World War by the Golden Belt Fair Association. They were later abandoned by this association and in 1933 they were occupied by a Civilian Conservation Corps.

In 1932 the college had been authorized by the State Board of Regents to purchase the buildings. An order dated July 20, 1932, read as follows:⁶

6. Private papers of C. E. Rarick.

Ordered by the Board of Regents, on the recommendation of President W. A. Lewis, that the buildings constructed by the Golden Belt Fair Association on the College Campus be purchased by the College, since the Fair Association has ceased to exist, and the buildings are under order of the court put up for sale. The price for the nine buildings and the other equipment on the grounds to be \$2,000.

In 1934 the Civilian Conservation Corps was moved to a new location thus vacating all the buildings in the area including two new buildings erected by the Federal Government for the Corps. The College purchased the old fair buildings which were put up for sale and was given permission by the Federal Emergency Relief Administration to use the two government buildings. The College later acquired title to these two buildings but not before considerable negotiation.

In the meantime, several of these buildings were remodeled and put into use as boys' dormitories. They were first occupied in the fall of 1934. Dr. W. D. Moreland of the college faculty was selected to supervise this project. He has served in this capacity for the eight years it has been in operation.

The dormitory project was named "Camp Lewis" in honor of W. A. Lewis, former president of the college.

In the spring of 1935 work was started on a new stadium in the Camp Lewis area and about a quarter of a mile southeast of the Coliseum. The new field and

stadium were planned to take the place of the old field which was no longer adequate to meet the needs of the growing school.

Upon the completion of the northeast side of the new stadium, the whole area was re-named "Lewis Field". The completed side of the stadium was used for housing additional young men under the Lewis Field housing program.

The football field at Lewis Field is completely enclosed by the stadium and a high wall of native stone. The area is landscaped and is in keeping with the beauty of the quadrangle and inner campus. Future improvements of this structure will make it one of the most modern and best equipped stadiums in the country. It now holds the distinction of being one of the few stadiums in the country where young college men are housed.

The first unit of a men's dormitory is now (Summer of 1942) under construction at Lewis Field. When completed, this project will include three large dormitories all constructed of native stone and will replace the frame buildings now used as dormitories.

College Farm

The story of the physical plant may be completed with a statement concerning the College Farm and its

activities.

There are more than 4,000 acres of college land, therefore, it has never been possible for the college to operate the whole farm area with its own personnel. As early as 1901 the Board of Regents and the school officials adopted a policy of renting certain areas of the college land to responsible renters. This policy has been continued down to the present time.

Through the years the college authorities have developed an area of the college land into what is now commonly called the "College Farm". This is the area of the college land operated by the farm superintendent and his assistants.

Intensive work on the College Farm was originally developed by Professor E. B. Matthew, who was head of the college department of agriculture for a number of years. He and President Lewis developed the project system of the World War days. This system received nation-wide attention and was copied by other institutions as the war brought on greater demands for food production.

Under the "project system" a boy or girl enrolled in a class and was assigned, in the gardening project for example, a certain plot of ground; he studied in

class what to do with the plot; he planted, cultivated, and marketed under the direction of Professor Matthew and his assistants; the returns kept him or her in school. There were nine of these projects. Each was maintained independently but run along similar lines as far as the work in the school was concerned. The traditional college subjects were taken in class attendance with the project work. There was no interference. The projects included: gardening, field crops, dairy, pigs, poultry, creamery, greenhouse gardening, bees, and a student's dining-hall project.

In 1917 James E. Rouse took over the management of the College Farm. He served in the dual capacity of faculty member and farm manager until 1935 when Mr. L. J. Schmutz was employed as a full time farm superintendent.

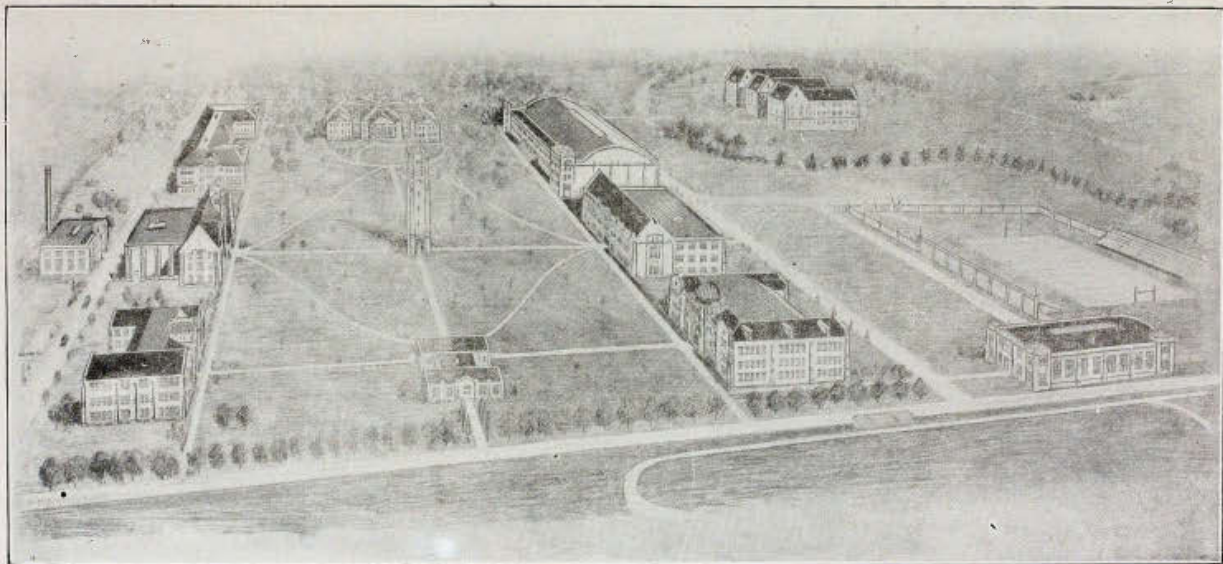
All through the years numerous students have worked their way through school while employed at the College Farm.

In late years it has become the policy of the college to operate additional areas of the college land thus making it possible for more and more agricultural students to get practical experience. At the present time the farm superintendent has instituted a systematic

program of land reclamation and experimental and scientific farming.

Future Plans

Future plans for the additional development of the physical plant of the college are portrayed in an architectural drawing by an artist of the state architect's office completed in 1928. This sketch shows the campus and its plan of buildings. It is on display in the Forsyth Library.



A Plan of the College Buildings

To grow and develop, the administration of an institution must have the quality of vision. Here is pictured the "Campus of Tomorrow" in a simple but effective plan.

CHAPTER IV

PERSONNEL

Introduction

The Fort Hays Kansas State College has been fortunate in having administrative leaders who possessed vision, courage, and high ideals. They have been men who turned their ideals into reality. They "dreamed dreams" but they didn't stop with dreaming. Through practical common sense and hard work they made them come true.

No finer tribute could be given the four men who have been the executive heads of the college than to say that each has had a share, and done well, in building the Fort Hays Kansas State College.

It is the purpose of this chapter to acquaint the reader with these men and to give some statistical information concerning the other personnel of the college.

Section A

William S. Picken

When the first school at Fort Hays was dedicated as the Branch Normal of Hays, President Wilkinson of the parent school at Emporia said, "We give to you the best

man for the place." Mr. Wilkinson's reference was to Mr. William S. Picken who had been selected to be the principal of the new school being established in the old hospital building on the site of old Fort Hays. It was Mr. Picken's lot to build a school in a pioneer country in trying times. However, it is to his everlasting credit that he held steadily to his course through adverse conditions of crop failures, litigation for land rights, and kickers from the community who did not sympathize with his aims.

In 1887 Mr. Picken had received his first certificate from the Emporia State Normal School. After this he went to Russell County as the principal of the schools in Dorrance. Here he gained an enviable reputation in the general region where he later returned as the principal of the Branch Normal at Hays. After leaving Dorrance, he became superintendent of schools in Eureka and Iola where he attained high rank in the state. He participated in the State University extension work which helped prepare him for the wider work of normal school administration.

Mr. Picken made some financial sacrifice to return in 1898 to Emporia State Normal as a member of its faculty. He was willing to make this sacrifice of sal-

ary since the work at the Emporia Normal was more suited to his taste.

Mr. Picken remained at Emporia as an instructor in history and government until 1902 when he was selected by the Board of Regents of the Emporia State Normal School to become the principal of the Western Branch Normal School at Hays.

At Hays Mr. Picken entered so heartily and strenuously into the work of building up a school for the western part of the State, that in two years the old hospital which was used at first was replaced by a fine stone building on the present campus. A member of the Committee on Agriculture in the 1903 Kansas Legislature visited Hays with his committee for the purpose of looking over and examining the tract of land comprising the old military reservation. He made the following comment in his report:

The Reservation, with all the improvements thereon, was given to the State of Kansas by an act of Congress, upon conditions that said state establish and perpetually maintain an experiment station of the Kansas Agricultural College, and a western branch of the Kansas State Normal School.

But these things cannot be carried and maintained on wind. They need money. An appropriation should be made by the present Legislature to aid this great work. Why, do you know, Prof. Picken has established a school out there and is carrying on his work in the old Hospital building (Soldier's

Hospital, I mean), and it is a miserable old thing,--not fit for a dog kennel. But there you will find William S. Picken, with his good wife, in this old dilapidated building, instructing the young and carrying on this great work.

If the present Legislature of this great state, now sitting in Topeka, should turn down the necessary appropriation to carry on this work, every mother's son of them should be defeated, and send men here who will help this great work along, and help those good people at Fort Hays.

William S. Picken worked incessantly for the interests of the institution. When the first school was established out on the hill, the faculty consisted of two members. In those days he was the teacher as well as principal. He was ever active in attempts to get larger legislative appropriations each session in order to build up the school plant. In 1911 he asked an appropriation of \$277,000 (nearly as much as the total appropriation since the establishment of the school) for current expenses, a library building, a Model Agricultural High School, a dormitory and an enlargement of the gymnasium.

The ways and means committee of the State Legislature at this time was not favorable to an increased building program for the Western State Normal School. One of the chief reasons for this attitude was the fact that there was a great movement in the State at this

time to increase the number of normal schools in Kansas. In this year, 1911, Garden City, Atchison, Concordia, Marysville, and Seneca all had bills introduced into the legislature asking for the establishment of normal schools in their cities. Under these conditions of divided interests in the legislature, Mr. Picken could not get all he wanted. However, he did succeed in making many fine improvements in the school.

After eleven years of service in the normal school at Hays, Mr. Picken handed his resignation to the state board in April, 1913, to become effective September 1, 1913. The state board accepted his resignation.

Mr. Picken's resignation was read in chapel to the student body. The students were so disappointed that a mass meeting was called for that evening. At this meeting it was voted that a petition be drawn up and sent to the said board requesting that Mr. Picken's resignation be not accepted until September 1, 1914. This petition was signed by over eighty per cent of the students. It was then forwarded to the state board. The petition included:

REASONS WHY WE PROTEST AGAINST THE ACCEPTANCE OF
MR. PICKEN'S RESIGNATION:

1. The students of this institution feel that their best interest will be served by retaining

Mr. Picken for at least another year.

2. Since the school is to be launched as a separate institution he should have the honor of being its first president because the best years of his life have been spent in its interest in the face of adverse circumstances.

3. Being acquainted with conditions and needs of the people of this part of the state, the school can best serve them under his administration.

4. Both the students and the people at large have confidence in him, and at all times he has set before them high ideals of manhood and womanhood.

5. He has always worked indefatigably to bring this school up to a high standard and reduce the expenses of the students to a minimum.

6. That the students resent the false articles that have appeared from time to time in the Hays Free Press.

The Hays News-Republican printed the following comment upon the resignation of Mr. Picken:

The News regretted to publish the fact that Principal Picken had decided to resign and the further fact that his resignation had been accepted by the Board of Administration. We regret to see Mr. Picken leave the school. He has been with it from the first day and has been always on the job. Under his guidance the school has grown from a few to more than five hundred. During nearly every year of his administration material improvement of one sort or another has been in progress, until he now leaves the school with several splendid buildings. The faculty has grown from two to twenty members.

The beginning of a new project always presents serious and difficult problems. The establishment of this school has been no exception to the rule.

Principal Picken has faced his problems with a determination and an earnestness which it will be hard for his successor to duplicate.

Principal Picken left the school but he left a place of honor in the hearts of the people at the school.

Section B

William Alexander Lewis--Second Principal, First President

Background

The story of the life and the accomplishments of William Alexander Lewis is a saga of hard work, high ideals, and persistent courage. It illustrates what can be done by an American youth whose purposes have been molded in the impressionable early years by wise and understanding parents; who in their unskilled and simple, but beautifully effective way have understood the capacities and envisioned the capabilities of their offspring, and have done every thing within their humble power to encourage, to foster and to guide.¹

William A. Lewis came of the indomitable viking strain that has left its mark in the culture of so much of the western world.² His ancestors for many generations resided in provincial Norway. The parents of W. A. Lewis were only six years old at the time they arrived in America and settled in the Mid-West. The parents of W. A. Lewis were married on March 5, 1857, in LaSalle County, Illinois. William Alexander was the ninth of

1. Foreward of the Lewis Memorial Article.

2. Aerend, Spring of 1937, pp. 60-99.



William Alexander Lewis

ten children born into the family.

William began his schooling in a small school house on his parent's farm. For several years the family moved about considerably. By 1894 William had entered the Chillicothe Normal School. He attended this school until 1896 after which he returned to teach his home school at a salary of thirty-five dollars per month for five months. He was then determined to fit himself for a higher position. He entered Valparaiso University at Valparaiso, Indiana, for a three-year course. Time and money meant much to many students in those days but they meant even more to William. He worked and studied much harder than the usual student and was granted his B. S. degree in one-half the time usually required of students.

In 1900-01 he was a student at the Armour Institute of Technology in Chicago. He received his Ph.B. from the State Normal School at Warrensburg, Missouri, in 1902. He became associate professor of chemistry and physics at this school until 1903 after which he went to Kansas City, Missouri, where he taught chemistry in the Central High School from 1903 to 1905. He then taught biology at the same school from 1905 to 1906. At the same time he was a student in the Kansas City College of Pharmacy, where he also taught chemistry.

At the age of thirty he became head of the Department of Chemistry at the State Normal School at Kirksville, Missouri. He continued in this capacity until 1910 when he became the head of the Department of Agriculture. He held this position until 1912.

All this time he was taking correspondence courses with men who were experts in their fields so that he could better understand their viewpoint and teach his subjects accordingly.

At the time the principalship of the Western State Normal School fell vacant, Mr. Lewis was Professor of Industrial Education and Director of the State Demonstration Farm at the University of Utah. The State Board of Administration was looking for a young and energetic educator to lead the young school at Hays to greater accomplishments. Mr. Lewis was offered the position largely upon the advice of Dr. John R. Kirk of the Kirksville College. Mr. Lewis accepted and in July of 1913 took up his duties as principal of the Western State Normal School.

Inauguration of a President

March 6, 1914 is College Independence Day. On this date the name of the school was changed to the Fort Hays Kansas Normal School and established as an in-

dependent institution. At the same time the office of president was created to replace the office of principal. Co-incident with the change of name Mr. Lewis was inaugurated as the first president in a ceremony conducted on Friday, March 6, 1914.

The president of the State Board of Administration presided at this ceremony. After a short program had been given opening the Golden Belt Educational Association, President Hackney introduced Ex-Governor Hoch who gave an address on "Educational Visions". At the close of his address he inducted William A. Lewis into the office of President of the Fort Hays Normal School by handing Mr. Lewis a key which he said was to unlock the storehouse of wisdom and learning which should come to the school.

The inaugural of Mr. Lewis was widely publicized as a result of his splendid address. Dr. A. E. Winship, Editor of the Journal of Education, said:

The statement of President Lewis as to the purposes of the Fort Hays Kansas Normal School, was the most comprehensive, far-sighted, clear-cut, well-balanced, and heroic of any statement of the mission of the Normal School, that I have ever heard. It was a noble vision which I am sure will be realized in his administration because it voiced project of efficiency in every sentence. His ideal for supplanting effete political history with vitalized industrial, historical developments was a classic.

His call to all young men and women in Western Kansas to "come up the hill and look around and select a destination" deserves to be read in full by all. However, the author has found it practical to include herein only the most vital parts of his plan of education as presented in his inaugural address. He said in part:

According to custom, the man who accepts a responsible position of a public character is expected to take the public frankly into his confidence and tell them the policy in education which he hopes the institution will assume. Perfect frankness with the public in school work oft times brings strong opposition, but the work before us in this Normal School is sufficiently far reaching in its scope that it is well to understand ourselves in the outset. The school man who practices policies for the purpose of steering with the popular winds and who does not do so from conviction should not be allowed to occupy the position of adviser and associate to a student body.

Western Kansas has a problem all its own. Western Kansas has a type of people of the character of the pioneer and their courage and resourcefulness have been tried as probably no other community in the United States has ever been tried. Western Kansas has many things to solve of an elemental nature. It is the heritage of this people to match the mysteries of arid farming as well as the systems of irrigation. It is theirs to use the knowledge of the scientist and work it into an art applicable to a climate, soil, and season whose counterpart can be found nowhere else in the United States.

In my short stay of eight months here I have learned to respect their resourcefulness under trying odds and their resileincy under discouragements more than any with whom I have ever associated. Our treeless plains, swept by the biting blasts of winter and scorched by the sun and drying winds

of the summer, present a task of mastery fit for the brain of the greatest student of soils and plants and offer opportunity to try the skill of the craftiest farmer who ever tilled the soil.

A school established in the heart of such surroundings must not attempt to be a reproduction of a Normal School established in a section whose seasons offer wealth with little effort. This Normal School has a future and a task distinctly its own. We have no pattern in America to furnish us a guide in mapping out our career. The future before us is as truly pioneering in its character as a successful system of agriculture for us is pioneering in its development. There are fundamental principles of education which are applicable to any school and to any location, but the practices differ widely. An institution, which is to give valuable service to Western Kansas, could not be the same in construction as a Normal School of Illinois, Iowa, Missouri, or even of Eastern Kansas.

The man who is responsible for the direction of a school should have two goals in mind constantly. First, the machinery must turn out a product of high usefulness for the present; and second, his vision of the future must be sufficiently clear to enable him to see to it that in the growth which necessarily must come, the machinery will be undergoing such constant and almost imperceptible readjustments that a product will be furnished at all times of high efficiency and successful endurance.

Western Kansas must emphasize the practical but build into its courses enriching materials which give expression in wholesome social joys and serviceable citizenship

This institution is proud of the fact that it is a Normal School and the purposes of its curriculum are strongly flavored with agricultural application and its work is largely with the rural boy and the rural girl. This Normal School has no desire or ambition of becoming an Agricultural College . . . it is our purpose, in so far as it is possible for us to do, to furnish the people of Western Kansas the

kind of education which shall be to their children the most helpful and the most serviceable

In order that our attitude may be a little more fully understood, I should like to emphasize the fact, it is our belief that language, literature, romance, music, and tradition are necessary to make a people warm blooded, sympathetic, and patriotic. While our school may seem to be extremely material, we put as little reliance in the judgment of the man who has only contempt for the fine, joyous things of life, as we do in the judgment of the man who confesses that to use his hands he is helpless, and wears this helplessness as a badge of honor

We must teach history, science, mathematics, commerce, and the other subjects in our curriculum in a spirit such that the student may carry back into his community a knowledge and habits which will make of him an agency of practical value as well as a social uplift

When the Normal School of America became sensitive to the fact that during all the years of their life they have been fostering a system of education which kept calling, calling to the country boy to leave the farm and the forge and go on into the city and the office, they were appalled at the years of blindness. Then came a period in the development of the Normal Schools in America in which there was a desperate effort made to reach a fair distribution of their energies between service to the city and service to the country. Some of the Normal Schools in their zeal to retrieve their shortsighted past, at great expense and not well thought out policies, established what they called Rural Departments. I have no disposition to find fault with any effort, however weak it may have been to reach the rural boy and the rural girl, but on the face of it the problem of the rural boy and the rural girl cannot be solved by a thin veneering. Their problems are just as fundamental and just as deep seated and just as comprehensive as the problems of anyone anywhere. And so now I come to the fundamental attitude of this Normal School in the business of Education. I shall try to sketch for you in a brief way the work before us. I believe that thoughtful men and women

who know our problem will agree with me.

We at this school have a central purpose. That central purpose is agricultural, not agriculture. Please remember that the education of the country boy and the country girl is not to be dished out in spoonful doses as so much wheat farming, so much poultry raising, so much horticulture, and so much home economics. Agricultural education is an attitude rather than a series of specific facts taught I believe that no Normal School, however great and powerful it may be, can give the right viewpoint to the boy and the girl of the rural community unless that attitude is the life of the institution itself

So the Western Kansas State Normal School is in a most happy situation. Its life is one of singleness of purpose. And its students and graduates can go out of its halls feeling that they possess as broad an education as students of any other Normal School, at the same time possess an education which will express itself in high service in the communities of Western Kansas. . . .

If I have one ambition, one hope which stands boldly above and beyond all others, it is the ambition and hope that I shall be permitted to be a helper in the development of this school and that tract of land so that Kansas can say to its boys and girls, if you have not the money to get a college education, the State of Kansas, through its State Normal School at Hays, stands ready to enter into a business partnership with you whereby you can secure your education. So Kansas can say to her boys and girls, live your life as a student, learn the difficult art of intensive production and profitable marketing, and greatest of all, learn to give large and enriching service in the business of the world and be an active participant and producer all your school life instead of an expense on society during the years you were developing your latent talents into large social service and high minded citizenship.

These remarks are fitting as the beginning of an outstanding career of a man who deserved whatever re-

wards life gave to him. Truly, his life-story is a saga of hard work, high ideals, and persistent courage. With reference to his years of service to the Fort Hays Kansas State College, the above statement needs only to be emphasized. It would be impossible to recount all his contributions to the College and the Western Kansas Community. However, an attempt must be made to tell whatever part of that story is necessary in order for the reader to get a true picture of the work and worth of the man "Bill" Lewis.

The reader will probably sense the permeating presence of "Bill" Lewis through a large part of the story of the growth and development of Fort Hays Kansas State College. Certainly, it is hoped that this man is pictured through the medium of his works. However, such a picture standing alone is too impersonal. His works are great as he was great. In certain ways his greatness will live in his great works but the man the College would have lived the longest is not the man who lives only through his material works. The people of the College want to know, and want the following generations to know, William Alexander Lewis as that kindly but indomitable man who fought the battles of youth and of Western Kansas; as the man who loved his job; and, as "the man

who strived always to bring a practical culture to raw, new land.³

Such a man does not live through references to someone who built an institution of buildings. Rather, does he come to life, and live, in the incidents and stories that show his leadership and his vision. They may be stories with a bit of humor or stories with a touch of pathos but always living--as does the true worth of the man.

A series of anecdotes written by students shortly after the passing of President Lewis will best illustrate his qualities of leadership and show how he impressed those who knew him.

One student wrote the following story:

In the spring of 1914, a group of four or five boys, of which I was a member, were employed at improving the campus by setting out trees and building drive-ways. One particular job was the setting of a stone at a corner to prevent vehicles from cutting the corner. Through an error, we had set the stone in the wrong place, and it was necessary to remove it from the hole into which it had been set. The stone was large, and the hole was deep. We were having considerable difficulty (owing largely to the fact that each boy was waiting for the others to do the heavy work) in lifting the stone from its place. Dr. Lewis happened to be viewing the proceedings from a distance; after a while, he came over to where we were standing around looking at the stone, and saying 'Boys, let me try that,'

3. Ben Hibbs, Letter to C. E. Rarick, June 21, 1935.

he got down in the dirt, took hold around the stone, and lifted it bodily from the hole.

This made a lasting impression on me, and although it was nearly twenty years ago, I can still see Dr. Lewis and hear his voice on that occasion.

Another student recalled "Prexy" as perhaps did a large body of those that were on the campus who, because of lack of opportunity, failed to break through the wall of reserve that naturally stands between student and teacher but who were conscious nevertheless "of the fine influence President Lewis exerted over pupils in his college." She wrote:

Never having been called into his office to be commended on my outstanding leadership qualities or to be condemned for putting freshmen in the lily pond, I regret to say my personal memories are only those of his cheery 'Good mornings', the president's reception, and his chapel speeches--just person to person talks, they seemed, as he gave us, in his deliberate way, cheery, common sense advice.

One student remembered President Lewis as a sane leader in the war days. He said:

He built for the future while others were thinking in terms of destruction. My class of '17 did not face the day of graduation jobless as so many young people of today do--they all (nearly all) went to war! I am always glad I followed the advice of President Lewis. I recall how in chapel one day he pleaded with the students to do the thing they were trained for; if their country needed them to fight they would be called upon. I taught (my only war work was in the Red Cross auxiliary). I was accused of being a pacifist but when tempted to weaken, President Lewis' challenge to help our country by doing that for which we had been trained, held me

faithful. My gratitude increases as the days go on.

Another student wrote:

It was during a Farmers' and Housekeepers' Short Course that Mr. Lewis was teaching the principles of the steam engine. I, with a lot of farmers and thresher men, attended the class. I can still see the drawing of the steam cylinder and hear his explanation. No students ever learned more in the same length of time than those in that class room. That teaching was one hundred per cent efficient. My experience leads me to believe that most teaching is from ten to twenty-five per cent efficient.

A former student once referred to President Lewis as "a bulky Lincoln". He said, "I think he sacrificed himself for the accomplishment of a number of buildings and what they stood for. Their picturesqueness reflects him, a rugged man with beauty inside."

In May of 1929 President Lewis was scheduled to speak at the Junior-Senior Banquet. Upon leaving his office that afternoon he turned mechanic and labored long at the job in his back yard, totally unmindful of the impending banquet and his speech. Seven o'clock came and the banquet guests sat down to dinner--without the speaker of the evening. The junior class president was in a delirium. Finally, he departed to find President Lewis very much engrossed with the subject at hand, even smeared with it. His presence attracted no response from the president. At last, desperate, the

class president cleared his throat very conspicuously. The president looked around inquiringly. "Pardon me," said the youth, "but aren't you supposed to be somewhere?" After an explanation, President Lewis beat a hasty retreat for the bath tub--and the speech was delivered in good time.

The following editorial appeared in the Kansas City Times a good many years ago:

It's raining the in the sixth district! Northwest Kansas appears to be coming into its own again. It has been raining out there The sixth district has been looking for rain . . . for many months, and it has been, as one acquainted with that part of the state can readily imagine 'a little dry', since it has been almost a year since that section was visited by either a sod-soaker or a gully-washer.

A year ago there was a big rain that covered the sixth district. President W. A. Lewis of the Hays Normal School was conducting a party of friends over the district to celebrate the completion of a number of consolidated country schools. At 10 o'clock in the morning the rain caught the party out on the prairies, and it proved to be a gully-washer. What time it was not raining it was snowing, and what time it was not snowing it was hailing, and then would come back again floods of water. All the time the wind was blowing at the rate of a mile a minute. On an average of about four times every six miles it was necessary for the 'distinguished guests' to climb out into the storm and help dig the motor cars out of the ditches.

Did Dr. Lewis apologize for the storm? He boasted of it. He pointed out to the tenderfoot visitors that he was delighted that the rain had overtaken them because the incident served as a

warning to them against believing all the stories they had heard about the lack of rain in the sixth district.

'This is only a typical Northwest Kansas rain,' the college president and Northwestern Kansas booster impressed upon his guests. 'We were not needing this rain particularly,' he said, 'but we get this kind of a storm every once in a while whether we need it or not.'

When the water-soaked soil-bespattered party reached Hill City after plowing through forty miles of mud and found a reception committee marooned in a garage awaiting the long overdue speakers for a public meeting that had been planned, Dr. Lewis attempted to 'wise up' the natives as to the song of praise he had been singing about Northwestern Kansas so that none of them would spoil it with comments as to the unusual character of the storm.

'I have been telling our friends,' he said, winking at the crowd, 'that this is only a typical rain storm for this part of the state.'

'Typical, hell,' said one of the old pioneers who had just forded the stream that in ordinary times was known as Main Street. 'This is the hardest rain we have had up here since the spring of '86.'

Ben Hibbs, Editor of the Saturday Evening Post, tells that a political leader of the State once remarked to him, "Bill Lewis is one of the best politicians in Kansas."⁴ Mr. Hibbs hastens to explain as follows:

Now I know, of course, that a certain stigma attaches to the word 'politician' as it is used so

4. Loc. cit.

often in a deprecatory sense. But I have lived pretty close to politics these last six years, and I have come to understand that there are politicians and politicians. Some of them, who use their ability for the welfare of the people and not for selfish ends, are pretty admirable sort of men. President Lewis was that kind. I marvel at the way he used to go down to Topeka, beat down the prejudices of a legislature dominated by Eastern Kansas interests, and--sometimes almost single-handed--wangle a fine new building for Hays. He was a builder, and it strikes me that the head of a tax-supported school must always have a lot of political ability if he expects to build. If Mr. Lewis hadn't been a darn good politician, the physical plant at Hays today would be only a fraction of what it is.

President Lewis was the executive of the College but he was more than that. He was one of the few wise and able leaders of the western half of Kansas. He talked much about the problems of Western Kansas. He didn't stop with words. He acquainted himself with the people of the prairies and understood and loved the common folk in his territory as few college presidents have.

In the spring of 1933 the college faculty celebrated the twentieth anniversary of Mr. Lewis' presidency with a banquet at Cody Commons. The faculty presented Mr. Lewis a suitably inscribed gold watch. The twenty classes, 1914 to 1933 inclusive, presented him a watch chain of twenty links. Each link signified one of the classes and each class was identified

by its numeral engraved on a link.

The main address of the evening was delivered by C. E. Rarick. He said many things that will further help us to know Mr. Lewis. Mr. Rarick said in part:

Institutions, after all, are only the mirrors in which are reflected the ideals, the ambitions, the hopes, the successes, and even the failures of its leaders.

For twenty years the purposes and activities of the Fort Hays Kansas State College have been directed by President Lewis. Its problems, its burdens, its growth, its successes, have been constantly upon his mind and heart. Probably not during a single hour of his waking time in all these years has he been free from the consciousness of these responsibilities I can see wrapped up in this responsibility, certain elements. May I enumerate them: discriminating thought, careful analysis and consideration, love for justice, fearlessness, stalwartism, vision, statesmanship, quality of faith, initiative, optimism, love for humanity, and work, work, work. To those of us who have known President Lewis during these years, both on the campus and off it, there has come a profound respect for the man because of the richness of his endowment in these qualities, and in others The very daring of the man who would accept a responsibility of planning a college in the midst of the great American desert, and at a time when even high school facilities were almost unknown in that territory, was a challenge

The new, the enlarged, and the refined interpretation of the place and purpose of higher education in a state's affairs which he brought, has all but revolutionized the character of higher education during these years and has extended its beneficent influence to other states

I have known President Lewis as a man. There

is no attempt at flattery tonight, nor any idle play in words--neither time nor the occasion permit. I am only recounting the impressions of my own heart, and these but feebly. I can say truthfully of him that I have never known any evil in him at all. His life before all men is clear He is a hard fighter, but clean. If the students and the faculty of this institution throughout the years could know but even a part of the responsibilities and the victories that he has carried forth in behalf of this institution, I am certain that their loyalty to the school would be tremendously increased. I have found him loyal in every duty. Loyal to every interest. His capacity for work seems almost limitless I believe the future will see the fruition of the ideals of our president, and to me, they become a challenge and an inspiration.

Such was the tribute of one fine man to the works and worth of another.

One may turn to page ten of the Fifth Biennial Report of the State Board of Regents and read the following:

The biennium has been notable for the loss by death of faculty members of the state schools. Prominent in the list was President W. A. Lewis, head of the Fort Hays Kansas State College. For twenty years he had given a fine and capable service to the cause of higher education and developed the school to the benefit of Western Kansas and the uplifting of the state. He passed away October 10, 1933.

Such is the honest appraisal of William Alexander Lewis by those who knew him.

CALLING TO THE STUDENTS

THE POWER OF FORTS AND REGIMENTS WAS REQUIRED TO CONTROL THE HAUGHTY, STERN-SPIRITED RED HAIL. FORT HAYS IS OUR REMINDER OF THE UNCONQUERABLE SPIRIT WHICH RULED THE PLAINS. IT IS ALTOGETHER FITTING AND PROPER THAT THE LAND WHICH ONCE SERVED THE SOLDIERS OF THE NATION AS A HOME WHILE THEY WERE WINNING THE PLAINS FOR CULTIVATION SHOULD NOW SERVE THE STATE OF KANSAS IN EDUCATING HER YOUNG MEN AND YOUNG WOMEN TO LIVE A LIFE OF PRODUCTIVE AND HAPPY CITIZENSHIP. THE FORT HAYS KANSAS NORMAL SCHOOL IS SURROUNDED WITH A HALL OF TRAITORS WHOSE INDOMITABLE SPIRIT MADE THEM THE HEROES OF OUR NATION. HAVE TRAMPED OVER OUR CAMPU AND BYOCHACKED ON THE BANKS OF OUR LAKE AND HAVE COOKED THEIR MESS ON CAMP FIRES REPLENISHED FROM OUR WOODS. THEIR SPIRITS ARE CALLING IN BUCLIE NOTES TO OUR BOYS AND GIRLS. THEIR EXAMPLE SETS BEFORE US A LESSON OF SUPREME COURAGE, OF TRUE COURAGEOUSNESS OF CLEAN LIVES, OF UNSELFISH DEVOTION TO THEIR PEOPLE, TO THEIR STATE, AND TO THEIR FATION. THE SENIOR HAS BEHELD THE SAME GLORY OF PEARIE OVER WHICH HAVE LOOKED THE GREATEST MEN OF OUR NATION AND HAS MARCHED ON THE PARADE GROUND OF UNCONQUERABLE SPIRITS. HAS PICTURED ON THE CAMP GROUND OF INDOMITABLE WARRIORS AND HAS BREATHED THE AIR OF THE PLAIN'S EXPANSE. WITH SUCH A HERITAGE AND WITH SUCH A PRESENCE THE ALUMNI MUST LIVE A LIFE OF SPLENDID SERVICE AND THE UNDERGRADUATE HAS FOR HIS GOAL A LIFE OF HIGH AMBITION.

MARCH 6, 1913 FEBRUARY 3, 1914

THE STUDENT BODY 1915-1916



Clarence E. Rarick

Section C

Clarence E. Rarick

The second president of the college was Mr. C. E. Rarick. He was born March 17, 1879, at Glen Elder, Kansas. He was the eldest of five children.

The Rarick family is of Welsh origin and were colonial settlers in Pennsylvania. President Rarick's grandfather was born in the State of New York in 1826. His father, G. L. Rarick, moved to Mitchell County, Kansas in 1871 where he became a Methodist minister. G. L. Rarick was a charter member of the Northwest Kansas Conference of the Methodist Church.

Mr. C. E. Rarick's father, being a minister, lived in various towns in Northwest Kansas--Glen Elder, Cuba, Plainville, Smith Center, Phillipsburg, Osborne, and Marquette. Clarence was graduated from the Smith Center High School in 1895. He entered West Point Academy in 1900 but later resigned because he did not wish to follow an army career. He then attended Kansas Wesleyan University of Salina, Kansas, from which institution he received an A. B. degree in June, 1904. His formal education was completed with graduate work at Colorado University, Boulder, Colorado, in the summer of 1915;

and the University of Kansas, Lawrence, Kansas, in the summer of 1916 and the 1929-30 school year.

Mr. Rarick had much experience as a teacher. He taught in country schools of Smith and Phillips counties for four years, 1895-98. He was then principal of the Portis schools for two years and from 1903-07 was the Superintendent of the Plainville schools. For four years following this he was the County Superintendent of Rooks County. In 1911, he became the Stockton, Kansas, City Superintendent of Schools. The next year he became the Osborne City Superintendent of Schools. He remained as superintendent here until he was called to the college faculty of the Fort Hays Normal School as the Professor of Rural Education in 1919. Upon the death of President Lewis, Mr. C. E. Rarick was appointed acting president in October of 1933. On November 30, 1934, he was made president. He held this position until his death on August 1, 1941.

Some points of interest concerning his personal life are of interest. On June 12, 1904, he married Miss May Jewell of Osborne, Kansas. Children born into the family were Margaret, Lois, and Lawrence.

Mr. Rarick was a member of the Methodist Church and for several years was a member of the General

Board of Education of the Church. This board had charge of all Methodist Colleges and Universities in the United States. He was three times elected a member of the General Conference of the Methodist Church.

Mr. Rarick was a member of the Kansas Schoolmaster's Club, Masonic Lodge, Rotary Club, Pi Gamma Mu, and of Phi Delta Kappa. He was one of the outstanding commencement speakers of the State of Kansas.

In 1907 Governor Hoch appointed him to the State Board of Education. In 1921, Governor Allen appointed him to the First School Code Commission. Governor Paulen appointed him to the Second School Code Commission in 1927. His work on this commission and in the field of rural education was so outstanding that Kansas Wesleyan University, his Alma Mater, conferred an honorary degree of Doctor of Education on him in 1928.

As Professor of Rural Education he established the system of consolidated schools in Kansas. His work in this department is described in detail in Chapter X of this history.

The Rural Life Conferences in Western Kansas were established under the direction of Mr. Rarick. In 1926 he was elected President of the Kansas State

Teachers Association. In 1929-30 he worked under the direction of Columbia University for the betterment of the schools in Missouri, and because of his efforts, Missouri adopted a new school code in behalf of the rural schools of Missouri. In 1940 Governor Ratner appointed Dr. Rarick to the Kansas State Board of Education.

In 1919, shortly after he came to the college campus, Mr. Rarick announced as his slogan "a complete system of education, from the kindergarten to the high school, for every boy and girl in Kansas, and within daily driving distance from his own home." His accomplishments went a long way toward meeting his ambitions.

As president he worked to continue the building program of the college. At Lewis Field he built a stadium with living quarters for boys at low rental rates. He started a new dormitory for boys to replace the frame buildings now being used by some of the boys. He made provisions for low cost meals at Cody Commons in order that more and more boys could take advantage of the opportunities of a college education.

Under President Rarick's administration the college farm was put on a new operating basis as explained else-

where. His immediate ambitions were to build a Fine Arts Building on the campus; to make an addition to Custer Hall; and, to build new dormitories at Lewis Field.

The above comments are enough to illustrate that Dr. Rarick died "in the saddle." The editor of the Kansas Teacher wrote in the September issue of 1941 the following about Dr. Rarick:

C. E. Rarick, president of Fort Hays Kansas State College, newly appointed member of the State Board of Education, veteran educator of Western Kansas, and father of rural school consolidation, died suddenly August 1 at the age of sixty-two

Because of the many contributions of Clarence Rarick it is difficult to isolate one, but if the attempt is made, his work on the problems of the one-room rural schools would probably be selected as the most outstanding. Back in the twenties Rarick studied, conferred and spoke throughout Kansas for rural school improvement. His philosophy and ideas were incorporated in the School Code of 1929, which the legislature received and promptly filed. His contributions were so outstanding that Missouri commissioned him to work there, during his lifetime, paradoxically as it may seem, his ideas were accepted and placed in practice in Missouri on a state-wide basis, while in Kansas they took root only in a few places. The harvest in this State awaits the future.

When Kansas becomes sick of running thousands of weak, small enrollment schools at exorbitant per-pupil cost, of paying WPA wages to rural school teachers, of permitting taxable property by the millions of dollars to escape any support for elementary schools and of tolerating exorbitant taxes on other property--when the State decides no longer to bear these conditions which give such miserable

offerings to pupils, such poverty pay to teachers, and such unfair burdens to taxpayers, the archives will open, and the Rarick plan of school unification on a county-wide basis will be adopted, and his name will be blessed.

In an editorial by Ben Hibbs, appearing in the Arkansas City Traveler, Mr. Rarick is described as,

A dynamic, jovial little man, equipped with a big heart and a tireless enthusiasm, who has preached the gospel of good schools to Western Kansas folks until they believe it The people of Western Kansas believe in Clarence Rarick and love him. He has shown them how to bring the advantages of the city school system to their own boys and girls.

The rise of consolidated schools in Western Kansas is one of the most remarkable educational developments in the last decade and Professor Rarick has been the general, field marshal, or what you will. He has risen to quick prominence in Kansas school work, and usually is found bearing up under a variety of impressive titles. He has been urged repeatedly for the office of state superintendent of schools, but thus far politics has failed to intrigue him. Besides, his work in Western Kansas is far from complete. The people of the plains still need him.

Mr. Hibbs wrote a good many years ago but his words are still a tribute to Mr. Rarick's good work for education in Kansas. His work for Western Kansas was incomplete only because he would never stop working and for the reason that the "people of the plains" will always need men of Clarence Rarick's caliber.



Lyman D. Wooster

Section D

Lyman D. Wooster

Upon the death of President Rarick, the State Board of Regents sought a man whose experience and interest in the College would qualify him for the presidency. They did not have to seek far or long to decide upon Mr. L. D. Wooster, a member of the faculty. For thirty years Dr. Wooster had been a member of the college faculty at Hays and a servant of the people of Western Kansas. His knowledge of the college's affairs and his interest in its problems made him the logical choice for the presidency.

Lyman Dwight Wooster was born in Greeley, Colorado, July 15, 1884. He was the son of Lyman Child Wooster and Ellen Bassett Wooster.

Dr. Wooster received his formal education in the Eureka and Emporia elementary and secondary schools; he received his A. B. degree from the Emporia Teachers College at Emporia, Kansas; his Ph. M. degree from the University of Wisconsin in 1919; and, his Ph. D. from Stanford University in 1935. He taught in high schools at Parsons and Kansas City, Kansas.

Since 1909, except for short intervals, Dr. Wooster

has been a member of the college faculty. He has published several articles and is nationally known in the field of nature study.

Before being appointed president in August, 1941, Dr. Wooster had served as Dean of the College for a period of two years. His appointment to the presidency was enthusiastically approved by all. The college looks forward to many years of progress under his capable leadership. The writer only regrets that he cannot look into the future and see the record of President Wooster's accomplishments about which it will be another author's pleasure to write.

The Board of Regents could not have selected a person better grounded in the traditions and customs of Western Kansas and the College. Under Dr. Wooster's leadership the best traditions of the College will be preserved and combined with a progressive spirit for continually bettering the standards of the school. The college is most fortunate in having a leader, who during uncertain times, is a steadying influence and one who commands the respect of the school and the community.

Section E

Faculty

Introduction

It would be a source of great pleasure for the writer to be able to give individual credit to each faculty member of the college for his loyalty and service to the students and college. However, even knowing what credit each was deserving, it would not be practicable herein to include such a voluminous record as would be necessary for so many score of teachers and leaders.

The faculty is not only an accumulation of a group of men and women specialized in the various fields and talented along definite lines. President Lewis once said,

The Faculty is a spiritual being and like all spiritual values comes into its sphere only after long and thoughtful cultivation. Consecration is of vital importance. Self denial and work are the refining requirements. Capacity and zeal are the yardsticks of growth. No curriculum can ever have much of a contribution to make in the lives of students, however scientifically it may be constructed, if it does not touch life in its vital connections and if it does not have the forward look and lasting values which are only given through the spiritual.

In 1927 the faculty and staff of the College celebrated a quarter of century of growth and progress. At

the same time they looked forward to the second quarter century and dedicated themselves to a service of worth and faithfulness in promoting the best interests of Fort Hays State. They set as their goal of the second quarter century the attainment of worth, faithfulness, loyalty, justice, and good citizenship. These goals were to be attained by practicing the following ideals:

To believe in the college and the importance of its mission and to live that belief; to discover what our contribution can be, rather than what we can get out of it; to sincerely work for the elimination of its weakness and the building of its strength; to be willing to sacrifice something of one's own comfort, ease, and convenience that the college may gain; to be as jealous of the good name of the college and of the faculty and staff as we are of our own; to refrain from criticizing our fellow faculty members, save as we sit with them face to face--this is FACULTY WORTH.

To perform scrupulously and fully every institutional duty; to continue such service until scheduled to close; to be as punctual and exacting of one's self as we should be of the student; always interpreting duty as an opportunity--this is FACULTY FAITHFULNESS.

To analyze, each of us for himself, the problems touching his own sphere of duty; to think them through, not as unrelated and isolated acts, but as they affect and are affected by the problems touching the entire college, and then to be willing to subordinate one's own interests to the interest of the whole--this is FACULTY LOYALTY.

To be entirely willing that every fellow worker shall enjoy like rights and similar duties; to hold equal self interest and institutional welfare; to

estimate students, not from our present rather settled point of view, but rather from their own changing and developing horizon; to be both advocate and judge; to soften the traditional severity of the schoolmaster with the interest of the friend--this is FACULTY JUSTICE.

To be careful that as faculty members we avoid being peculiar; that we do not allow ourselves the pleasure of idiosyncrasies; that we are consciously aware of the fact that many keen minds are daily observing us; that a large part of our value consists in being recognized as normal human beings; that we give evidence by our actions we have interest in all natural, wholesome, human activities; that our lives may not be so dwarfed and narrowed we make of ourselves a private and public target by being interested only in our own particular activities--this is GOOD CITIZENSHIP.

The faculty members practicing these principles are worthy of being called "teachers". In the words of the first quarter century toast, it is hoped that each faculty member will "catch the gleam of greatest opportunity and through a sympathetic understanding of the youth mind contribute a large share to the rounding out of profitable and wholesome lives."

Faculty Listed

The following faculty members have served and are serving the only state college of higher education in the western half of Kansas:

NAME	DEPARTMENT	YEAR APP'T
William S. Picken	Principal	1902-03
Anna Keller	Dir. Model School	1902-03

NAME	DEPARTMENT	YEAR APP'T
Dilla J. Sisler	Assistant	1902-03
E. B. Matthew	Math. & English	1902-03
Emily Grosser	Assistant	1902-03
Harry L. Kent	Natural Sciences	1903-04
Lula Bice Boone	Special Classes & Lib.	1904-05
Chas. A. Shiveley	History & Education	1904-05
Jennie E. Nickles Lee	German	1905-06
Lucie Snyder Phalen	Librarian	1905-06
Annette Foster	English	1905-06
John S. Bird	Commerce	1905-06
Julia M. Stone	Dir. Model School	1907-08
J. L. Pelham	Agriculture	1907-08
J. H. Beach	History	1907-08
Clarence J. Smith	Manual Training	1908-09
Claude E. Bice	Physical Education	1908-09
Lyman D. Wooster	Zoology	1908-09
Dora Grass Hayes	English	1909-10
S. W. Cunningham	Agriculture	1909-10
Elizabeth Jane Agnew	Dean of Women	1910-11
George R. Tilford	Commerce	1910-11
Elsie Macintosh	Library	1910-11
Josiah Main	Agriculture	1910-11
Eda MacArthur	Domestic Art	1910-11
Bessie Armstrong Dean	Domestic Art	1911-12
Ward W. Sullivan	History	1912-13
Helen C. Bovee	Music and Drawing	1912-13
Ira H. Van Cleave	Physical Training	1912-13
Thomas M. Wood	Iron Working	1912-13
William A. Lewis	President	1913-14
Elizabeth Condit	Domestic Art	1913-14
Elizabeth Apel	German	1913-14
Henry Edward Malloy	Music	1913-14
Daisy Roper Racette	Women's Physical Ed.	1913-14
Whitcomb G. Speer	Agriculture	1913-14
Robert L. Parker	Social Sciences	1914-15
Floyd B. Lee	Dean and Registrar	1914-15
Helen Hockersmith Bushy	Home Economics	1914-15
P. Caspar Harvey	English	1914-15
E. E. Colyer	Mathematics	1914-15
Anne E. Allen Earle	Music	1914-15
Walter B. Roberts	Music	1914-15
Georgina Wooton Roberts	Art	1915-16
Millard Crane	Rural Economics	1915-16
Margaret K. Schoenhals	Rural Education	1915-16
Rena A. Faubion	Home Economics	1915-16

NAME	DEPARTMENT	YEAR APP'T
Pearl Sidenius Jameson	Music	1915-16
Jessica Wills	Music	1915-16
Clara L. Malloy	Music	1915-16
Guy L. Knorr	Music	1915-16
Rex W. Cox	Agriculture	1915-16
Althea H. Brown	Women's Physical Ed.	1915-16
Edwin Davis	Industrial Arts	1916-17
Maude M. Davis	Rural Education	1916-17
Lo Ree Cave Keough	Home Economics	1916-17
Helen Pestana Storm	Music	1916-17
Marion Flanders	Women's Physical Ed.	1916-17
John W. Read	Chemistry & Physics	1916-17
James E. Rouse	Agriculture	1916-17
Livia Youngquist	Rural Education	1917-18
Rei Christopher	Music	1917-18
Elmer Dougherty	Auto Mechanics	1918-19
Anthony Gross	Auto Mechanics	1918-19
E. J. Montague	Commerce	1918-19
Ina McCurdy	Commerce	1918-19
Ray Davis	Commerce	1918-19
Elsie J. Dunn Edwards	Sup. Critic	1918-19
C. E. Rarick	Rural Education	1918-19
James Start	English	1918-19
Margery Mitchell Holton	Music	1918-19
Gustave F. Sonderlund	Music	1918-19
Calvin S. Wille	Music	1918-19
Eunice Eyer Lindsey	Music	1918-19
Lucille Felten	Music	1918-19
Roy Rankin	Chemistry	1918-19
Fred Albertson	Agriculture & Botany	1918-19
Edith E. Hoag	Commerce	1919-20
Ruth Thomas	Commerce	1919-20
Alberta Brackney	Education	1919-20
Lulu McKee	Kindergarten	1919-20
Jules M. Pimienta	Language	1919-20
Alfred J. Robertson	Men's Physical Ed.	1919-20
Flora May Ellis	Women's Physical Ed.	1919-20
W. D. Shewman	Physics	1919-20
Marie A. Stevenson	Education	1920-21
Alta Roberts Colin	Home Economics	1920-21
Mary Gabrielson	Home Economics	1920-21
Helen N. Wilson	Music	1920-21
Earl C. Starbuck	Music	1920-21
Elma Creighton Wilson	Music	1920-21

NAME	DEPARTMENT	YEAR APP'T
Julia F. Rands	Commerce	1920-21
Charles F. Wiest	Philosophy	1920-21
George J. Woodward	Men's Physical Ed.	1920-21
Madge (Julia) Stone	Education	1920-21
Victor C. Johnson	Telegraphy	1920-21
Wilbert Maynard	Music	1921-22
Modesto Jacobini	Foreign Language	1921-22
William Dale Weidlein	Physics	1921-22
Amos Milton Vance	Commerce	1921-22
Clarence W. Rogers	Business Administra'n	1921-22
Mabel Dora Senter	Home Economics	1922-23
Rollins Seabury	Music	1922-23
Annie Gibson Seabury	Music	1922-23
Frank P. Mandeville	Men's Physical Ed.	1922-23
Ethell Snodgrass	Home Economics	1923-24
Rosalia Ella Blake	Home Economics	1923-24
Jennette M. Powell	Art	1923-24
Bernard W. Miller	Music	1923-24
Martha Hill	Women's Physical Ed.	1923-24
Esther R. Scott	Business Administra'n	1923-24
Josephine Weatherly	Education	1923-24
Edith Ballwebber	Women's Physical Ed.	1923-24
Mark Hoffman	Music	1923-24
Ben Hibbs	Journalism	1923-24
Mary Stephens Townsdin	Home Economics	1924-25
Winfield S. Briggs	Business Administra'n	1924-25
J. Alfred Casad	Music	1924-25
Charles H. Landrum	History and Math.	1924-25
Harriett M. Schwenker	Commerce	1924-25
Adah Cain	Education	1924-25
Mary F. Murdock	Art	1924-25
Emma F. Wilson	Extension	1924-25
Charles H. Brooks	Latin	1924-25
Helen Ide Morse	Music	1925-26
Mildred L. Stephen	Women's Physical Ed.	1926-27
Gertrude Cole	Women's Physical Ed.	1926-27
Leon S. Pickens	Journalism	1926-27
F. B. Streeter	Librarian	1926-27
Frank C. Leisher	English	1926-27
Ethel J. Bowen	Extension	1926-27
Wm. Earl Barry	Chemistry	1926-27
Sarah W. McMonigle	Assistant	1926-27
Elsie I. Harris	Art	1926-27

NAME	DEPARTMENT	YEAR APP'T
Thorton W. Wells	English	1926-27
Paul H. Fontaine	Music	1926-27
Donald S. Gates	Business Administra'n	1926-27
Edgar P. Schowalter	Journalism	1926-27
Berte Leroy Kinkade	English	1926-27
George F. Sternberg	Museum	1926-27
Janet Woodruff	Women's Physical Ed.	1926-27
Van A. Christy	Music	1927-28
Walter Emch	Music	1927-28
Anna V. Burns	Education	1927-28
M. V. Walker	Biological Sciences	1927-28
Ann Pricella Holmes	Library	1927-28
John C. Frazee	Education	1927-28
Harold Schmidt	Men's Physical Ed.	1927-28
Florence Wallace Mark- well	Music	1927-28
Genevieve Lovejoy McMahon	Art	1927-28
Maude McMIndes	Education	1927-28
Elizabeth Graybeal	Women's Physical Ed.	1927-28
James Paul Jones	Science	1927-28
Irene E. Connoran	Women's Physical Ed.	1927-28
Frederick H. Huston	Business Administra'n	1927-28
Maude Isabel Gorham	Psychology	1928-29
Irvin H. McVey	Manual Arts	1928-29
Rob Roy I. Macgregor	English	1928-29
Pearl G. Cruise	Education	1928-29
Walter E. Gordon	Physics	1928-29
Mary Barrett Keyser	Library	1928-29
Arthur Willis Barton	Biology	1928-29
Earl F. Morris	Health	1928-29
Jessie Brooks Pearce	College Nurse	1928-29
Margaret H. Haggart	Home Economics	1929-30
Manetta J. Heidman	Home Economics	1929-30
Phyllis M. Brown	Library	1929-30
Hobart Davis	Music	1929-30
Homer B. Reed	Psychology	1929-30
Willis H. Walker	Social Science	1929-30
Lloyd Swanson	Music	1929-30
Harvey A. Zinszer	Physics	1929-30
Leonard W. Thompson	Business Administra'n	1929-30
Wilbur C. Riley	Men's Physical Ed.	1930-31
Paul B. Gross	Men's Physical Ed.	1930-31
Robert T. McGrath	Education	1930-31

NAME	DEPARTMENT	YEAR APP'T
Mary E. Williams	Library	1930-31
Paul B. Beckhelm	Music	1930-31
Frederick E. Green	Music	1930-31
Margaret H. Dresher	Library	1930-31
Wm. Donald Turner	Psychology	1930-31
Geneva T. Millett	Women's Phy. Educ.	1930-31
Ruth E. Bell	Commerce	1930-31
Voris V. Latshaw	Mathematics	1930-31
Earl E. Strimple	Journalism	1930-31
Beatrice L. Hagen	Mathematics	1930-31
Mary Mae Paul	Education	1931-32
Gaynelle Davis	Education	1931-32
Helen C. Malcolm	English	1931-32
Elizabeth Barbour	Women's Phy. Educ.	1931-32
James J. Yeager	Men's Phy. Educ.	1931-32
George A. Kelly	Psychology	1931-32
Walter G. Warnock	Mathematics	1931-32
Mamie McCormick	Education	1931-32
Emma B. Golden	Education and German	1931-32
Ruth Beagley Williston	Education	1932-33
Rosella McCarroll	Education	1932-33
Ernest R. McCartney	Business Administration	1932-33
Leona Welles Swab	Fine Arts	1932-33
William D. Moreland	Political Science	1932-33
Mabel Vandiver	Art	1933-34
Thelma S. Hruza	English	1934-35
John M. Strange	Art	1935-36
Clara Snyder	Business Administration	1935-36
Thelma Wiles	Library	1935-36
Frances Henry	Nurse	1935-36
James W. Chappell	Chemistry	1936-36
Carl Malmberg	Music	1935-36
Raymond U. Brooks	Supt. of Buildings	1935-36
William L. Bearley	Men's Physical Educ.	1935-36
Irvine Wilson	Bursar	1935-36
Lester J. Schmutz	Farm Superintendent	1935-36
Standlee V. Dalton	Zoology and Registrar	1935-36
Myrta E. McGinnis	English	1935-36
Hugh Burnett	Extension	1935-36
Goldie B. Proffitt	Education	1935-36
Virgil V. Edmonds	Music and English	1935-36
Raymond L. Welty	History	1935-36
Paul D. Waldorf	Men's Physical Educ.	1936-37
Orvis Grout	English	1936-37
Richard Niessink	Music	1936-37
Alma Smith	Women's Physical Educ.	1936-37
Mrs. Dorothy Sampson	English	1936-37

NAME	DEPARTMENT	YEAR APP'T
Enna Moore	Library	1937-38
Mary Barber	Library	1937-38
Grace E. Card	Nurse	1937-38
Louise M. Paxson	Library	1937-38
George R. Babb	Business Administration	1937-38
Drew Dobosh	Art	1937-38
Mrs. Elma Wilson	Music	1937-38
Rudolph D. Anfinson	Music	1938-39
Margaret Cook	Library	1938-39
Maude E. Druckenmiller	Library	1938-39
Clyde T. McCormick	Mathematics	1938-39
Homer T. Keller	Music	1938-39
Robert E. Bugbee	Zoology	1938-39
Gladys Patton	Home Economics	1938-39
David M. Cole	Business Administration	1938-39
Louise Propst	English	1938-39
George M. Robertson	Zoology	1938-39
Thelma C. Wine	English	1938-39
Carolyn Geopfert	Music and English	1938-39
Delpha F. Brock	English	1939-40
Thelma I. DeForest	Business Administration	1939-40
Helen T. Fisher	Library	1939-40
Donald M. Johnson	Psychology	1939-40
Arthur Katona	Sociology	1939-40
David A. Riegel	Botany	1939-40
Edna Triplett	English	1939-40
A. H. Rolph Fairchild	English and Journalism	1940-41
Howard E. Halgedahl	Music	1940-41
Margaret McGimsey	Ass't Librarian	1940-41
Eleanor W. Murray	Ass't Librarian	1940-41
John S. Rinehart	Physics and Math.	1940-41
Ira O. Scott	Education	1940-41
Dorothy E. Spencer	Ass't Librarian	1940-41
Dorothy V. Wells	Ass't Librarian	1940-41
Vernon T. Clover	Economics	1941-42
Ralph V. Coder	English	1941-42
Rolla V. Cook	Physics	1941-42
Robert W. Cooke	Art	1941-42
Ralph A. Goodwin	Physics	1941-42
Cecil E. Marshall	History	1941-42
Herman E. Rohrs	Agriculture	1941-42
Paul T. Scott	English & Journalism	1941-42
Clarice E. Short	English	1941-42
Earl G. Swafford	Mathematics	1941-42
Walter A. Wellerstedt	Printing	1941-42
Alan M. Wells	Music	1941-42

Section F

Student Body

Introduction

The purpose of this section is to give the reader statistics concerning the student enrollment during the school's history.

Enrollment

The following table shows the enrollment of resident students at the school for each year since the school was established in 1902:

<u>YEAR</u>	<u>ENROLLMENT</u>
1902-03	121
1903-04	137
1904-05	132
1905-06	201
1906-07	286
1907-08	357
1908-09	398
1909-10	377
1910-11	378
1911-12	361
1912-13	501
1913-14	593

<u>YEAR</u>	<u>ENROLLMENT</u>
1914-15	663
1915-16	857
1916-17	809
1917-18	810
1918-19	842
1919-20	831
1920-21	965
1921-22	1152
1922-23	1611
1923-24	1839

The large enrollment of this year was due to the fact that this was the last year in which the one year certificate was issued.

1924-25	1373
1925-26	1396
1926-27	1410
1927-28	1374
1928-29	1338
1929-30	1357
1930-31	1470
1931-32	1487
1932-33	1394
1933-34	1158

<u>YEAR</u>	<u>ENROLLMENT</u>
1934-35	1424
1935-36	1892
1936-37	1660
1937-38	1696
1938-39	1875
1939-40	1932
1940-41	1992

The Correspondence Department was organized in 1911. From 1911 to 1940 the following numbers have been enrolled in this department, in the extension classes, and in the short courses:

<u>YEAR</u>	<u>CORRESPONDENCE DEPARTMENT</u>	<u>EXTENSION CLASS</u>	<u>SHORT COURSES</u>
1911-12	203		
1912-13	211		39
1913-14	187		521
1914-15	76		456
1915-16	142		236
1916-17	103		244
1917-18	102		
1918-19	280	66	
1919-20	335	192	

1920-21	709	118	
1921-22	567	72	
1922-23	725	60	
1923-24	884	50	
1924-25	867	212	
1925-26	876	136	
1926-27	702	107	
1927-28	620	53	
1928-29	694	198	
1929-30	680	374	
1930-31	456	336	
1931-32	456	381	
1932-33	483	397	
1933-34	365	62	
1934-35	420	126	
1935-36	428	126	281
1936-37	455	179	167
1937-38	527	169	69
1938-39	577	149	62

CHAPTER V

EVOLUTION OF THE CURRICULA

Introduction

In 1902 the needs of the students in the Western Branch Normal School at Hays demanded a very meager curriculum. When compared with the curricular offerings of the Fort Hays Kansas State College of 1942, one is likely to be more amused than awed. However, it should be remembered that the 1902 curriculum represented what was considered best on the basis of their experiences and settled convictions. The least a great people will do is to show respect for the best of the past and recognize the fact that it is essentially a part of the fine heritage they now enjoy. It must also be remembered that the 1942 curricular offerings could not now exist except as they evolved through the years from the meager beginnings. It is the purpose of this chapter to record the story of this evolution and to show how the Fort Hays Kansas State College has met its responsibility of preserving and developing the values of its heritage, and, in addition, to show that it has created certain values of its own.

Section A

General History of Certificate and Degree
Requirements and Curricular OfferingsEarly Period

Candidates for admission to the Normal Department of the Fort Hays Auxiliary State Normal School in 1902, were, in accordance with the law, required to subscribe to the following declaration and agreement:

I hereby declare that my purpose in entering the State Normal School is to fit myself to teach in the schools of Kansas, and I solemnly agree, after leaving the same, to report to the Principal of the Faculty semiannually, for three years, my location and occupation.¹

On this basis thirty-four students were admitted to the Auxiliary State Normal, more commonly called the Western Branch of the Kansas State Normal, on June 23, 1902. Two regular faculty members and one special teacher were in charge.

The Normal School at this time was under what may be called the "methods period". The theory underlying the "methods period" was based on the assumption that if a teacher knew his methods of instruction he would easily be able to get his subject matter from text book sources and would thus be enabled to teach. Consequently,

1. First Annual Catalogue of the Fort Hays Auxiliary Normal School, p. 10.

the Normal School curriculum was almost entirely made up of methods courses covering the fields in which a student might be expected to instruct when he became a teacher.

The curriculum for the Western Branch of the Kansas State Normal School was at first copied from the first two years of the curriculum of the parent normal school at Emporia. It was as follows:²

First Year

A.

1. Arithmetic.
2. Drawing.
3. Elocution.
4. Geography, Physical and Political.
Declamation.

B.

5. Algebra.
6. Botany.
7. English.
8. General History.
Methods, Common subjects.
Spelling.
Declamation.

* Half-term subjects.

Second Year

C.

9. Bookkeeping and Penmanship.*
10. Rhetoric.
11. School Law and Management.
12. American History and Constitution.
13. Vocal Music.*
Pronunciation.
Essay.

D.

14. Geometry.
15. Literature.
16. Methods.*
17. Physics.*
18. Physiology.*
19. Psychology.* Etymology. Essay.

From this curriculum it will be noted that the only professional work offered was a ten weeks course in Psy-

2. Loc. cit.

chology and a twenty weeks course in School Law and Management. It is obvious, when measured in terms of our present day academic standards, that the first offerings of the Normal School were of secondary rank. Written examinations on arithmetic, geography, grammar, history, and reading were given to the candidates for admission, unless they were able to present credentials showing work as thorough and comprehensive in each of these subjects as was indicated by a second-grade certificate. Upon the presentation of proper credentials, work taken in high schools prior to entrance in the Normal School, could be counted as advanced standing.

The law establishing the school provided that:³

Any person of good moral character, over sixteen years of age, having been in actual attendance at least twenty weeks at the above-named school, and having completed the course of study prescribed by the said Board of Regents, shall be awarded a certificate which shall be a legal certificate to teach in any of the public schools of the state, except high schools, and good for one year.

Three-Year Curriculum

On March 15, 1905, an act of the legislature provided that:

The Board of Regents . . . shall fix, in addition to the two years' course as now provided by law,

3. First Annual Catalogue of the Fort Hays Auxiliary Normal School, p. 11.

a course of not less than three years in the Normal Department for each of the auxiliary schools, in such manner as may seem to them economical and effective in the training of teachers; and . . . shall on the completion of the three years' course in the State Normal School or its auxiliaries issue a diploma, which shall be a three-year certificate, valid for teaching in the public schools of the state.⁴

Accordingly, in May of 1906, three-year state certificates were issued. However, according to present day academic standards, all curricular offerings of the Normal School were still of secondary rank.

In the 1906-07 catalogue the school was designated as the "Western State Normal School of Hays, Kansas," instead of the Western Branch of the Kansas State Normal School. Two courses were now provided. One was a two-year course and the other was a three-year course. The three-year course included the work of the two-year course. Each of the courses led to a diploma; that of the shorter course being a one-year state certificate, the other a three-year state certificate. The completion of the three years of work meant, therefore, four years of state license to teach. No tuition was charged in the Normal Department. However, special classes called for a fee of

4. Fourth Annual Catalogue of the Western Branch State Normal School, p. 14.

fifty cents per week when three or more subjects were taken. The special classes were offered to enable the student to meet the pre-requisites for entering the Normal Department.

Four-Year Curriculum

The Normal School curriculum was extended to four years in 1908. On pages sixteen and seventeen of the 1907-08 issue of the Western State Normal School Catalogue the following course of study is outlined:

NORMAL DEPARTMENT

First Year.

Required

Arithmetic ----- 2 terms
 Botany ----- 2 terms
 Drawing ----- 2 terms
 Elocution ----- 1 term
 Pol. Geography -- 1 term
 English ----- 2 terms
 Rhetoric ----- 2 terms

Elective

(Four terms to be taken)
 Agriculture ----- 4 terms
 Manual Training - 2 terms
 Commerce ----- 4 terms
 Latin ----- 4 terms
 German ----- 4 terms

Second Year.

Required

Algebra ----- 2 terms
 Geometry ----- 2 terms
 Physics ----- 1 term
 Music ----- 1 term
 American History- 1 term
 Psychology ----- 1 term
 General History - 1 term

Elective

(Seven terms to be taken)
 Agriculture ----- 4 terms
 Latin ----- 4 terms
 German ----- 4 terms
 Zoology ----- 2 terms
 Geology ----- 2 terms
 Elocution ----- 2 terms
 General History - 2 terms
 History and
 Civics 2 terms
 Chemistry ----- 2 terms

(Students who desire one-year state certificate at close of two years' work will substitute a term

each of teaching, school administration and methods from the third year's work for thirty weeks of elective work of the second year.)

Physiology ----- 1 term
 Physics ----- 1 term
 Music ----- 1 term

Third Year.

Required

Psychology ----- 2 terms
 Teaching ----- 2 terms
 Mathematics ----- 1 term
 Oral English ---- 1 term
 Drawing ----- 1 term
 General Methods - 1 term
 Geography ----- 1 term
 Literature ----- 1 term

Physiology ----- 1 term
 Public Speaking -- 1 term
 Biological Science 1 term
 General History -- 1 term
 Physical Training- 1 term
 School Administr'n 1 term
 (Completion of the three years of work is rewarded by a 3-year state certificate.)

Fourth Year

Required

History of
 Education ----- 2 terms
 Teaching ----- 2 terms
 Child Psychology- 1 term
 Biological
 Science ----- 1 term
 History ----- 2 terms
 Physical Science- 1 term
 Prin. of Educa-
 tion ----- 4 terms
 Literature ----- 1 term
 School Administration
 1 term

Elective

Four terms of free
 electives.
 Completion of the four
 years work is rewarded by
 a diploma, which is a life
 certificate.

On the completion of this four-year life certificate course a diploma was issued which, without further inspection or approval, was a life certificate to teach in the public schools of Kansas, including those of all

classes of cities and high schools. At this time, also, any regularly enrolled student of the Western State Normal School could present himself for examination for county certificates which was conducted under the supervision of the officers of the Western State Normal School. The examination papers were sent to the county designated by the applicant to be examined by the county board of examiners.

In 1908 the entrance requirements were raised. The candidates for admission to the Normal School with an eighth grade diploma or a third grade certificate were only admitted to the county certificate year of work which was designated as sub-normal. Holders of certificates above the third grade were admitted to the Normal Course. Students who had completed two years or more of high school work could be admitted without examination to the county certificate year with subsequent recognition of their high school work as far as it might apply as credit on the first two years of the Normal life diploma course. Candidates for admission could be accepted on the basis of passing an examination if they did not meet the requirements. The minimum passing grade for such entrance examination was eighty per cent.

All this indicates that in 1908 two years of the Normal Course were recognized as of secondary rank while

the last two years were recognized as of collegiate rank. At that time the University of Kansas would allow about forty-five hours of advanced standing on an A. B. curriculum at that institution. Some of the professional work in the last two years of the Normal Course was not recognized for advanced standing.

Six-Year Curriculum

The 1910-11 catalogue of the Western Branch State Normal School made provision for a six-year course of study as follows:⁵

First Year	Fourth Year
English ----- 4 terms	Physics ----- 4 terms
Algebra ----- 4 terms	English ----- 2 terms
Botany ----- 2 terms	Civics ----- 2 terms
Agriculture ----- 2 terms	Psychology ----- 2 terms
Penmanship ----- 2 terms	Elocution ----- 2 terms
Bookkeeping ----- 2 terms	Physiography -- 2 terms
English, supp'y - 4 terms	Arithmetic ----- 2 terms
Second Year	Fifth Year
English ----- 4 terms	Teaching ----- 2 terms
Geometry ----- 4 terms	Methods ----- 1 term
General History - 4 terms	Public Speaking 2 terms
Drawing ----- 2 terms	American Hist.- 2 terms
Reading ----- 2 terms	Physical Train. 1 term
Library science, supplementary -- 4 terms	Electives ----- 8 terms
Third Year	Sixth Year
American History- 4 terms	Teaching ----- 2 terms
English ----- 2 terms	Psychology ----- 2 terms

5. Western State Normal School Catalogue, June, 1910, p. 20.

Arithmetic -----	2 terms	History of	
Geography -----	2 terms	Education -----	2 terms
Physiology -----	2 terms	Zoology -----	2 terms
Music -----	2 terms	Electives -----	8 terms

Drawing ----- 2 terms

Rural School

Management ----- 2 terms

(Special courses in Latin and German, Commercial Subjects, Sciences, and Manual Arts.)

(At the end of four years as outlined above the one-year certificate is granted; at the end of five years the three-year state certificate is granted; at the end of six years the life diploma is issued.)

Each six-year course was considered as a four-year course followed by a two-year course. The four-year course was the Normal Secondary course. It included sixteen units. Students were admitted to work in this course if they held county diplomas or presented credentials indicating the completion of eighth grade work.

The last two years of the six-year course were termed the Advanced Normal course. Students completing the Normal Secondary course at Hays or graduating from accredited high schools were admitted to study this course.

Correspondence Offered

In 1911 instruction by correspondence came to be recognized as a legitimate field of school work. Experience had demonstrated that credits could be given in this way without lowering the standards that should be maintained. In this year the Western State Normal School adopted a policy of offering in its Correspondence De-

partment all the subjects that could be taught successfully to the absent student.

At this time the Normal School students were usually compelled to teach at intervals before completing a full course. The correspondence work gave them the opportunity to continue their studies while teaching. In the 1912-13 school year an absent student could enroll for correspondence work in his choice of thirty-one subjects, provided, he was qualified to take the same course in resident work. The only charge was a postage fee of one dollar for each course taken. Outlines of these courses were sent out by teachers, and the students were expected to report as regularly as possible. In most cases a lesson assignment covered about a week's work. The grades made by correspondence gave the same credit, both at Hays and Emporia, as if made in resident study.

Bachelor of Arts Degree in Education Offered

In the fall of 1911 the Normal School was given the authority to grant the Bachelor of Arts degree in Education when a candidate had completed a four-year Normal College course. At this time the following courses of study were offered:⁶

- I. The Normal Secondary Course of Four Years.

6. Western State Normal Catalogue, June, 1912, p. 27.

- II. The Normal College Course of Two years.
(Leads to the life diploma.)
- III. The Normal College Course of Four years.
(Leads to life diploma and the degree of
bachelor of arts. 124 semester hours re-
quired for graduation.)

The college course of four years was first organized
as follows:

	<u>First Year</u>	
Required--	Hours	Terms
Mathematics	4	2
English	6	3
Science, physiology, biology	4	2
Physical training	2	1
Psychology	2	1
History	2	1
		<u>10</u>
Select 8 hours, 4 terms, from--		
Foreign language	8	4
Domestic science and art	8	4
Music	4	2
Mathematics	4	2
Manual Training	4	2
Commerce	4	2
		<u>4</u>
Free electives	4	2
		<u>2</u>

	<u>Second Year</u>	
Required--	Hours	Terms
Science, physiology, biology	4	2
Teaching	4	2
History education	4	2
Psychology	4	2
General Method	2	1
Physical Training	2	1
		<u>10</u>
Select 8 hours, 4 terms, from--		
Science	6	3
Drawing	4	2
History	4	2
Special methods in--		
Arithmetic	2	1
Geography	2	1
History	2	1

Nature studies	2	1
Reading	2	1
Grammar	2	1
Civics	2	1
Elementary agriculture	2	1
		<u>4</u>
Free electives		2
(The foregoing two years fulfill requirements for life diploma. 32 terms.)		

Third Year

Required--		
History of Education	4	2
Psychology	4	2
School Administration	2	1
History education or school Administration	2	1
Major courses	10	5
		<u>11</u>
Free electives		4

Fourth Year

Required--		
History education or school Administration	2	1
Psychology and physiology	2	1
Teaching	4	2
Major courses	10	5
		<u>9</u>
Free electives		6
		<u>6</u>
	TOTAL TERMS-----	30

(The last two years complete the four years collegiate work for the degree.)

Graduates of approved four-year high school courses, who had completed the required units of the Normal Secondary course or their equivalents, were admitted to the first year of the Normal College and could complete the course leading to the life diploma in two years, or to the life diploma and degree in four years.

The authority to grant the Bachelor of Arts degree was in force for only two years at the Normal School. Six students were granted this degree.

The Manual Training Certificate was also issued at this time. The certificate was issued by the Kansas State Board of Education upon the completion of the required courses in manual training.

Bachelor of Science Degree in Education Offered

Mr. W. A. Lewis entered upon his tenure July 1, 1913. His title as head of the school was "Principal" since the school was still a branch of the Emporia State Normal School. On March 6, 1914, the name of the school was changed to the Fort Hays Kansas Normal School. At this time Principal Lewis assumed the title of President Lewis. Co-incident with this change of name the institution was authorized to grant the Bachelor of Science degree in Education. The degree was granted to the student who successfully completed one hundred twenty-four hours of the Teachers College course, which included not less than thirty hours of professional work. Page twenty-four of the June, 1914, Fort Hays Kansas Normal School Catalogue includes an outline of the requirements for the Bachelor of Science Degree in Education as follows:

English, eight hours credit
Mathematics, or History, eight hours credit
Science or Language, sixteen hours credit
Vocational, twenty-four hours credit
Education, thirty hours credit
Physical Education, four hours credit
Electives, thirty-four hours credit

In addition to the educational major, the student must have credits for one other major. A major consists of work in allied subjects equal to the sum of thirty hours.

Note: A subject reciting four fifty-five-minute periods per week for five weeks gives one hour credit.

The completion of this four-years Teacher's College course entitled the student to a degree of Bachelor of Science in Education. The degree had the same legal force as a life certificate and was not granted for less than a year's resident work.

Other curricula offered in the 1913-1914 school year were as follows: One-year State Certificates, based on fifteen units of high school work together with an additional unit of professional work; Three-year State Certificates, based on thirty hours of college work; the Life Certificate, based on sixty hours of college work; the Manual Training Certificate, based upon the completion of prescribed courses in the department of Manual Training and the Department of Education.

The school year was made up of a ten weeks' summer school and two regular semesters. Each semester

was divided into two terms of approximately ten weeks each.

Special Certificates

The legislature of 1915 passed a law empowering the Normal School to grant special certificates for Domestic Science, Agriculture, Commercial Subjects, Drawing, Music, or other occupational subjects upon the completion of such course of study as was prescribed by the faculty and approved by the State Board of Administration. These certificates were legal teacher's certificates and entitled the holder to teach these special subjects in the public schools of the state of Kansas.

Departmental Growth

The growth of the departments of the college and the growth of the faculty and student body will be treated in other sections of this thesis, however, it is appropriate at this point to make a comparison showing how it was possible for the curricula to evolve so rapidly from secondary to collegiate rank.

In 1902 there were three faculty members teaching fewer than thirty subjects to approximately one hundred students of secondary rank. In 1915 there were more than thirty faculty members teaching approximately two hundred and fifty courses to more than a thousand

regular, special, and correspondence students many of whom were classified as collegiate. By 1916 President Lewis could report that twenty students had completed the 120 hours of college work and had received their degrees.

Requirements in 1917

By 1917 the requirements for certificates were considerably advanced. In the earlier years of the school it had been possible to get a one-year state certificate by attending and completing a twenty weeks course of secondary work. In 1917 a one-year state certificate was granted by the institution only to graduates of the whole secondary course who had in addition, one unit of professional work; or to graduates of an accredited four-year high school who had also taken six hours of professional work with the institution. Nine weeks residence was required to secure the certificate and it was not renewable.

The Three-year State Certificate was granted to the student who had successfully completed thirty-one hours of college work. This certificate was not renewable.

Practical Projects

During several years at this time (1917-1919) many of the students of the institution were wholly

self-supported. This was accomplished by means of a number of practical projects managed by the students and under the supervision of the faculty. The project plan enabled young men and women to obtain a college training who would otherwise have been denied that privilege and it supplemented the school work by furnishing a practical application for many of the theories they learned in the classroom. These projects were not a part of the regular curriculum but it is interesting to note that they were highly successful in developing initiative, managerial experience, and economic independence in the students who participated. Dr. F. W. Albertson of the present college faculty is a good example of the kind of men who found their school opportunities in their willingness to do a lot of hard work and make their project a success.

The catalogue of Fort Hays Normal School for the sixteenth year explains more in detail concerning these "practical projects." Some of them were: The Students' Dining Hall, the Normal Dairy Project, the Creamery, the Pig Project, Poultry Practice, Bee Culture, Gardening Under Glass, and Field Crops Projects.

Additional Curricular Changes

In 1919 the curriculum for a Life Diploma with a degree of Bachelor of Science in Education was as follows:

		Hours credit
I.	Professional	32
	General Psychology	4
	Applied Psychology	4
	Educational Psychology	2
	and	
	Child Psychology	2
	or	
	Psychology of High School	
	Subjects	2
	History of Education	4
	School Administration	4
	Rural	2
	and	
	City	2
	or	
	High School	2
	Sociology	8
	Teacher Training	
	In major subjects	2 or 4
	In minor subjects	2 or 4
	Methods course	4
	In major subjects	2
	In minor subjects	2
II.	Academic	90
	English	8
	Mathematics	4
	History	8
	Science	8
	Language, unless offered for	
	entrance	4
	Vocational	8
	Major elective	22 or 26
	Minor elective	8 or 12
	Elective	20 or 12
	Physical Education	4
	Coaching and Gymnastic Work	
	for Boys	2
	Coaching and Gymnastic Work	
	for Girls	2
	Total	124
	A major course consists of 30 hours.	
	A minor course consists of 16 hours. ⁷	

The curriculum was changed to a new base in 1920

which may be briefly summarized as follows:⁸

Education	32 hours
English	8
Mathematics	4
History	8
Biological Science	4
Physical Science	4
Vocational	8
Major	24
Minor	12
Methods in major department	2
Methods in minor department	2
Free electives	12
Total	<u>120</u> hours

In 1922 the requirements for the degree of Bachelor of Science in Education were again revised as follows:⁹

Education	24 hours
English	8
Biological Science	4
Mathematics	4
Physical Science	4
History	8
Vocational	8
Major	24
Minor	12
Teacher's Course and teaching in major department	4
Teacher's Course and teaching minor department	4
Free electives	16
Total	<u>120</u> hours

In 1923 the Fort Hays Normal School became the Kansas State Teachers College of Hays. Following this change

8. Fort Hays Kansas Normal School Catalogue, June, 1920, pp 27-28.

9. Ibid., June, 1922, p. 32.

of name, the degree requirements of the Bachelor of Science in Education was listed in the June, 1924, catalogue as follows:

Education	25 hours
Rhetoric	6
Elect five hours from each of six of the following eight groups:	
Biological Science	5
English	5
History	5
Mathematics	5
Language	5
Physical Science	5
Philosophy	5
Vocational	5
Major	20-40
Minor	12-20
Teacher course and teaching in major department	4
Teacher course and teaching in minor department	4
Electives to make 120 semester hours	
Physical Education during freshman and sophomore years, four semesters	4
Library Methods	1
At least one activity each semester	8
Total	<u>120</u> hours

In the meantime there had been a change in the institution's teacher certification policy. It was announced in the 1921-1922 catalogue that after the 1921-1922 school year it would be possible for those who had held a One-Year State Certificate to be granted a second One-Year State Certificate. This was to be done upon the completion of fourteen hours of college work in residence as prescribed in the course of study.

In the same year other changes and additions were

made. To successfully complete the work for the Three-year State Certificate, it was now necessary that the last eight hours of the required thirty hours be done in residence. For the Life Certificate it was necessary to complete the last fifteen of the required sixty hours in residence.

Upon the completion of sixty hours of college work as indicated under the life certificate kindergarten curriculum, it was now possible to be granted a Life Certificate with Special Proficiency in Kindergarten Work. It was also possible at this time (1922) to be granted a Three-Year Vocational Certificate in One (or Two) Departments and upon the completion of ninety college hours to be granted a second Three-Year Vocational Certificate.

In addition to the regular one hundred and twenty hour degree, it was possible during the 1920-1923 school years to be granted a degree of Bachelor of Science in Education with Special Proficiency in Smith-Hughes Vocational Agriculture. Such a degree was granted upon the completion of one hundred and twenty-eight yours of college work as indicated under the Smith-Hughes vocational curriculums. The first curriculum of the college leading to the degree of Bachelor of Science in Education which met the Smith-Hughes requirements for Vocational Education

in Agriculture was as follows:¹⁰

English	6 hours
Biological Science	12
Physical Science	12
History	4
Philosophy	4
Major in Agriculture	44
Mechanic Arts	20
Education	18
Total	<u>120</u> hours

In 1922 the degree requirements were on a one hundred and twenty-eight hour basis. Those preparing for Smith-Hughes Vocational Agriculture teachers were required to complete a degree of Bachelor of Science in Education as listed below.¹¹

Education	24 hours
Biological Science	12
Physical Science	8
English	8
Commerce	4
Major in Agriculture	40
Minor (Mechanic Arts)	22
Teachers' Course and Teaching Agriculture 83	6
Teachers' Course and Teaching Mechanic Arts 76	4
Total	<u>128</u> hours

The special curriculum for proficiency in Smith-Hughes Vocational Agriculture was only offered for three years after which time the State Board of Administration adopted a firmer policy with respect to allowing any

10. Fort Hays Kansas Normal School Catalogue, June, 1920, pp 27-28.

11. Ibid., June, 1922, p. 33.

greater duplication of the courses offered in the State schools than was absolutely necessary. The Kansas State College of Agriculture at Manhattan was preferred for this work since it had long been established as the State Agricultural College.

Bachelor of Music

Provision for granting the degree of Bachelor of Music was made in 1921.¹² This degree was to be granted upon the completion of one hundred and twenty hours as required in the applied music curriculum. This degree was not a legal certificate to teach in the public schools of Kansas.

Recognition by Accrediting Agencies

In 1922 the college was admitted to membership in the American Association of Teachers' Colleges and the North Central Association of Colleges and Secondary Schools. Graduates from the college were now admitted to the Graduate Schools of the State University.

Change of Name

On February 20, 1923, the legislature again changed the name of the institution. The Fort Hays Kansas Normal School became the Kansas State Teachers College of Hays.

12. Ibid., June, 1921, p. 76.

This seemed appropriate as the institution had in fact been a State Teachers College since 1914.

Additional Degree Requirements

In 1924 a degree of Bachelor of Science in Agricultural Education was issued upon the completion of one hundred and twenty hours of college work. The requirements for this degree were summarized as follows:¹³

Education	22 hours
Rhetoric	6
Science	24
Major in Agriculture	48
Minor in Mechanical Arts	24
Teachers' Course and Teaching Agriculture 83	5
Total	<u>129</u> hours

This degree was a life certificate for the holder to teach in any elementary or high school of Kansas but was organized for those who were preparing to teach only agriculture in the high schools. The same degree was offered in Commercial Education and the same principle applied. The required curriculum is summarized below:

Education, including Teacher Training	25 hours
Rhetoric	6
Required work, elect 5 hours from each of five of the following groups:	25
Biological Science	5
English	5
History	5
Mathematics	5
Language	5
Physical Science	5
Philosophy	5

13. Kansas State Teachers College of Hays Catalogue, June, 1924, p. 38.

Major in Business Administration	40
Minor and Teacher Training in minor	12
Elective subjects to the approval of the head of the department to make 120 semester hours	
Total	<u>120</u> hours

The course of study leading to the degree of Bachelor of Music was reorganized in order that music majors could complete a degree of Bachelor of Science in Music Education. The requirements for this degree were summarized as follows:¹⁴

Education	18 hours
English, including Rhetoric	10
Italian or French	10
Physics of Music	2
Major in Music	57
Minor	11
Music Methods and Teaching, 58, 59, 88, and 89	8
Teachers course and teaching in minor department	4
Total	<u>120</u> hours

A life certificate was granted with this degree which enabled the holder to teach in any elementary or high school of Kansas, but was organized for those who were preparing to supervise or teach only music in the public schools.

College Entrance Requirements

The general entrance requirements for admission of graduates of Kansas high schools to the College were fixed

14. Loc. cit.

by legislative enactment, which, by section 72-104, Revised Statutes of 1923, provided that:

Any person who shall complete a four-year course of study in any high school accredited by the State Board of Education shall be entitled to admission to the freshman class of the State University, the State Agricultural College, or any of the State Teachers Colleges, on presenting a statement containing a transcript of his high-school record, signed by the principal of the school, and certifying that such person has satisfactorily completed said course of study.

One-Year State Certificate Dropped. Other Curricular Changes.

In 1925 the One-Year State Certificate was eliminated from the list of certificates issued by the college. Coincident with the elimination of this certificate came the announcement that no advanced-standing credit would be given for work done during a four-year course of study in a high school, academy or preparatory school, nor for teaching experience. Thus, did the institution take on appearances of a mature college.

Another change in 1925 was the issuing of a Kindergarten Life Certificate which was granted upon the completion of sixty hours of college work, the last fifteen to be done in residence.

Another significant change of this year (1925) dealt with a new method of granting the degree of Bachelor of Science in Education. This degree was still issued upon

the completion of one hundred and twenty college hours and was a life certificate to teach in any elementary or high school of Kansas; however, if the student wished the bachelor degree to show that he had majored in the Department of Agriculture, Commerce or Music, he merely had his degree to read: Bachelor of Science in Agricultural Education, Bachelor of Science in Commercial Education, or Bachelor of Science in Music Education, respectively. A student who wished this designation had to complete at least forty hours of work in the department concerned. The purpose of this designation was to more specifically represent the student's major interest and circumscribe the field of preparation.

In 1928 the instruction which the College offered was arranged in three divisions, namely: Liberal Arts, Vocational Division, and Professional or Educational Division. The instruction was also arranged in groups and departments. A department was understood to include all the courses listed under a head professor. A group was understood to include all the departments listed under a group heading. For example, the Physical Science Group included the departments of Chemistry, Physics, and General Sciences.

The special certificates in vocational subjects which had been instituted as early as 1916 were eliminated in

1929. Modifications concerning the granting of Life Certificates were made in this same year. They were to be issued upon the completion of sixty hours of college credit. However, the curricula were organized to stress preparation for three types of elementary work, namely: the kindergarten-primary life certificate, the intermediate grade life certificate, and the junior high school life certificate. Each of these certificates was a legal certificate to teach in the department of the elementary school for which preparation had been made, or in any grade or rural school.

Emphasis on Liberal Arts

The reader will now long have realized that the curricular offerings of the College have been subject to many amendments and transitions. A more recent curricular change is implied in the latest change of name of the College from The Kansas State Teachers College of Hays to the "Fort Hays Kansas State College." This 1931 change of name is representative of the passing from the professional and specialized emphasis in the curricula to a more liberalizing approach.

Traditionally the degree considered to be the most liberal has been the Bachelor of Arts. In 1929 President Lewis had averred that the needs of Western Kansas could be best served by a general educational offering rather

than a specialized one. This change in the emphasis of the curricula was evidenced in the schedule showing the divisions, groups, and departments recognized by the college in 1929.¹⁵

A. Liberal Arts Division

<u>Group</u>	<u>Department</u>
I. Biological Science	1. Biological Science
II. English	2. English
	3. Journalism
III. History and Soc. Sci.	4. History and Soc. Sci.
	5. Economics and Business
IV. Language	6. Romance Languages
	7. Latin
V. Mathematics	8. Mathematics
VI. Philosophy and Bible Literature	9. Philosophy and Bible Literature
VII. Physical Science	10. Chemistry
	11. Physics
	12. General Science

B. Vocational Division

VIII. Vocational Group	13. Agriculture
	14. Applied Arts
	15. Home Economics
	16. Library
	17. Mechanic Arts
	18. Music
IX. Health Group	19. Physical Education (men)
	20. Physical Education (women)

C. Professional Division

X. Professional Group	21. Education
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15. Kansas State Teachers College of Hays Catalogue, June, 1929, p. 38.

In line with president's views, the college had, even prior to its change of name, organized a curriculum of the Liberal Arts and Sciences in affiliation with the University of Kansas to provide for those students who were pursuing a college education without the purpose of teaching. This affiliation was announced in the College Catalogue for 1929-1930. Under this program, a student could complete ninety hours at the College, then, by reciprocal relation with the University of Kansas, the last thirty hours could be done at the University and the Bachelor of Arts degree or the Bachelor of Science degree would be conferred by that institution.

Reciprocal relations were also established with the University and the Kansas State Agricultural College by which pretechnical training in medicine, law, and engineering could be offered at the Kansas State Teachers College of Hays which would fully meet the pretechnical requirements of those institutions.

The Liberal Arts trend in the college curricula was further emphasized in the reorganization of the divisions and groups as outlined in the schedule showing the divisions, groups, and departments recognized by the College in 1930. These were as follows:¹⁶

16. Kansas State Teachers College of Hays Catalogue, January, 1930, pp 38-39.

A. Liberal Arts Division

<u>Group</u>	<u>Department</u>
I. English	a. English
II. Language	b. Romance language
	c. Latin
III. Mathematics	d. Mathematics
IV. Physical Science	e. Chemistry
	f. Physics and Astronomy
V. Biological Science	g. Botany
	h. Zoology
VI. History	i. History
VII. Philosophy and Biblical Literature	j. Philosophy and Biblical Literature
VIII. Psychology	k. Psychology

B. Fine and Practical Arts Division

IX. Fine and Practical Arts	l. Music
	m. Applied Arts
	n. Economics and Business Administration
	o. Health and Physical Education
	p. Home Economics
	q. Library
	r. Mechanic Arts
	s. Agriculture

C. Professional Division

X. Professional	t. Education
	u. Educational Psychology

The College became a Liberal Arts institution in its own right when on June 6, 1930, the Board of Regents, consistent with President Lewis's representations, granted the college the authority to confer the A. B. degree upon such students as had completed an approved course in those studies. Regulations governing the election of courses

for the A. B. degree appeared in the January, 1931, College Catalogue. The following requirements for the new degree were listed on page 46:

In the choice of courses from groups and departments the student must conform to the following regulations:

Not more than fifteen hours may be offered toward the Bachelor of Arts Degree from Groups IX and X as outlined in the preceding table showing the division, group, and departmental organization of the college.

Freshman-Sophomore requirements: Before the beginning of the junior year the student must have completed sixty hours chosen from the list of courses numbered 1 to 49, open to freshmen and sophomores in accordance with the following requirements:

a. At least five hours must be taken from each of six of the first eight groups in the above table.

b. Not more than twenty hours may be taken in one department.

c. Rhetoric, six hours, must be taken by freshmen (with the possibility of exemption).

d. Before the end of the junior year student should present ten hours of a single foreign language.

e. Freshmen and sophomores may not carry more than ten hours in one group at one time.

f. Before being admitted to junior standing, each candidate for the degree must have satisfied the group requirements in the several departments and must have filed with the registrar a list of the new major courses approved by the head of the department in which the student is taking his major work. In case the student later elects to change his major department to another department, he may do so by filing with the registrar a list of the new major courses, approved by the head of the department to which he has transferred his major.

Junior-Senior Requirements: The work of the junior and senior years must include a minimum of sixty hours chosen from the courses offered by the several departments, but not more than twenty hours may be in courses open to either freshmen or sophomores, i. e., forty hours must be in courses numbered from 50 to 100. Juniors and seniors may carry not more

than twelve hours in one group at one time. The last thirty hours must be done in residence.

Before graduation the students must complete a major course in a department in one of the first eight groups. At least twelve hours of work in satisfaction of the departmental major requirements must be in courses not open to freshmen or sophomores, and at least eight of these hours must be done in residence.

Suggested Sequence of Courses for the Degree of Bachelor of Arts:

Freshman Year

<u>1st Semester</u>		<u>Second Semester</u>	
Rhetoric I	3 hrs.	Rhetoric 2	3 hrs.
Group Requirement	5	Group Requirement	5
Electives	8	Electives	8
Physical Education	1 cr.	Physical Educ.	1 cr.
Personal Hygiene	1 cr.	Personal Hygiene	1 cr.
Activities*	1 cr.	Activities	1 cr.
Library Methods	1 cr.		

Sophomore Year

Group Requirements	10 hrs.	Group Requirements	10 hrs.
Electives	3	Electives	6
Physical Education	1 cr.	Physical Education	1 cr.
Activities	1 cr.	Activities	1 cr.

Junior Year

Major	....	Major	....
Activity	1 cr.	Activity	1 cr.
Electives	....	Electives	....

Senior Year

Major	....	Major	....
Activity	1 cr.	Activity	1 cr.
Electives	....	Electives	....

*Activities not required for 1st semester freshmen or senior students after 1932.

When it became possible for students to complete an

A. B. degree in Fort Hays Kansas State College, the

affiliation with the University for the completion of the fourth year of the Liberal Arts Curricula at that institution was no longer necessary. The pretechnical curricula arrangements were retained.

Another agreement made it possible to receive a combined degree in the Liberal Arts College of Hays and the School of Medicine or the School of Law at the University. Under this agreement Hays College students could offer in satisfaction of all or part of the requirements of the senior year of the College of Liberal Arts and Sciences the entire first year of the School of Law curriculum or the School of Medicine curriculum in satisfying the degree of Bachelor of Arts, provided, of course, they had conformed to the correct standards.

Graduate Division.

On January 28, 1929, the Kansas State Board of Regents directed the College at Hays to extend the undergraduate work of its curricula to include graduate study.¹⁷ Courses leading to the Master's Degree were first offered in the Summer School of 1929.¹⁸ All work, both by student and faculty members, was to be performed under the close and careful scrutiny of the Graduate Council appointed by the

17. Graduate Division Bulletin No. 1, March, 1929, p. 1.

18. Loc. cit.

president.

Students were required to meet three conditions in order to be admitted to the Graduate Division: (a) hold a bachelor's degree of one hundred twenty semester hours from an institution approved by the North Central Association of Colleges and Secondary Schools; (b) have a grade average of C or better; (c) present at least twenty hours of suitable sequential courses in the subjects of his graduate study.

The faculty members, in order to be admitted to teach in the Graduate Division, also had certain conditions with which to comply. They were: (a) the possession of the Doctor's degree or its equivalent; (b) distribution of his departmental load so that his offering of graduate courses did not necessitate any diminution of preparation or care for undergraduate classes; (c) presentation of detailed write-up of courses offered, for the scrutiny and approval of the Graduate Council.

To be admitted to candidacy for a degree the student was required to present a thesis and a program of study approved by the major department and the Graduate Council. He must also pass an oral examination in his major and minor fields. The degree could be completed in one academic year or in four summer terms in residence.

The aims of graduate instruction on the college

campus indicated the trend towards which the administrative policies of the college inclined in greater degree as the years passed. This trend developed in two-fold manner. First, the educational or specific trend and, second, the general or cultural trend. The former at times appeared to be more apparent, but it was understood to be a means to the final accomplishment of the latter.

Several of the educational aims of the graduate instruction were as follows: to give the more or less general instruction obtained in the four years of college a certain definite direction by the addition of a fifth year; to enable the graduates to cope with the growing economic demands for students having this fifth year of additional preparation; to fit students wishing to enter the various graduate schools of the country for research leading to higher degrees; to reflect on the undergraduate student-body the presence of maturer students on the campus; and to sensitize, or keep alive the faculty members to current problems, local, state, and national in their respective fields of emphasis.

Special Three-Year State Certificates

By ruling of the State Board of Education governing certificates to teach special subjects, effective September 1, 1930, three-year special certificates were authorized. These were valid for teaching the subject or in the

department designated in the certificate and were granted to the applicant who held a highly specialized degree from an accredited four-year college or special school, who had the equivalent of such a degree, provided he could show an official transcript of record of one hundred twenty semester hours a credit distributed in the required manner.

A Transition

Mr. Lewis's presidency ended with his death in 1933 after twenty years of service to the college. During this term, the student body was transformed from a student body seventy-five per cent of which was of secondary rank and twenty-five per cent of which was of college rank, to a student body in which all students were of at least collegiate rank, and a considerable number of graduate rank. The college developed from a branch of the Emporia Normal without academic standing in the collegiate world to a nationally recognized leader in the academic world and a member of the North Central Association of Colleges and Secondary Schools and the American Association of Teachers Colleges.

Departments Regrouped

In 1935 the departments were again regrouped. The following table shows the groups and departments recognized by the College at this time:

Group

I. Humanities

Department

- a. English
- b. Foreign Languages
- c. Philosophy and Biblical Literature
- d. Applied Art
- e. Industrial Art
- f. Music
- g. Library

II. Biological Science

- h. Botany
- i. Zoology
- j. Psychology
- k. Agriculture
- l. Health and Physical Education
- m. Home Economics

III. Physical Sciences

- n. Chemistry
- o. Mathematics
- p. Physics and Astronomy

IV. Social Science

- q. History, Political Science & Sociology
- r. Economics and Business Administration
- s. Education

In the same year, 1935, it was possible to be awarded a teacher's certificate with a Bachelor of Arts Degree. Candidates for the Bachelor of Arts Degree could now apply to the State Board of Education for a three-year state certificate, renewable for life, if they included in their curriculum the following credits required by the State

Board of Education:

General Psychology	3	hours
School Administration	2	
Educational Psychology	3	
Supervised Teaching	3	
Electives in Education	7	
Total	18	hours

Other important general requirements in 1935 should be mentioned at this time.²⁰

A lower division student must meet the following requirements:

- a. Complete at least sixty hours of college work.
- b. The minimum group requirements shall be ten sequence hours of credit in four departments in three groups. (See groups and departments in chart above)

An upper division student must have satisfied the following requirements:

- a. Complete at least a total of one hundred and twenty hours of college work.
- b. At least forty of the 120 hours required for graduation shall be in upper-division courses (numbered 50 and above), and completed after the student has been admitted to upper-division standing.

c. Major and Minors:

1. For the A. B. degree complete ten semester hours in one language in the College and a major of at least forty hours, twenty-five hours of which must be in the major department.

2. For the B. S. degree complete a major of at least fifty hours.

3. For the B. S. in Education degree complete an academic major of at least thirty hours as outlined by one department, an academic minor of at least twenty hours as outlined by another department, and an education minor (or an education major if the candidate desires).

4. At least twelve hours of credit offered for a major and six hours of credit offered for a minor must be done in upper-division courses in residence. Students admitted to advanced standing must complete at least five hours in their major department and three hours in their minor department.

1939 Curricula Offerings

The curricula of the college in 1939 were offered in the following four divisions: Division of Liberal Arts

20. Loc. cit.

and Sciences, Division of Applied Arts and Sciences and Fine Arts, Division of Education, and the Graduate Division. A summary of the offerings in these curricula is as follows:²¹

Division of Liberal Arts and Sciences:

1. Liberal arts four-year curriculum leading to the Bachelor of Arts degree.
2. Three-year premedic curriculum offering the courses necessary for entrance into medical school.
3. Three-year prelaw curriculum offering the courses required by law schools for entrance.
4. A four-year curriculum not leading to a degree but for which a certificate showing the work accomplished will be given.

Division of Applied Arts and Sciences and Fine Arts:

1. A four-year curriculum leading to the Bachelor of Science degree.
2. A four-year curriculum leading to the Bachelor of Music degree.
3. A four-year curriculum leading to the Bachelor of Science degree with a teacher's certificate.
4. A two-year engineering curriculum.

Division of Education:

1. Bachelor of Science in Education degree.
2. Upper Grade Life Certificate--60 hours.
3. Intermediate Life Certificate--60 hours.
4. Kindergarten-Primary Life Certificate--60 hours.
5. Three-Year State Certificate--30 hours.

Graduate Division:

1. Master of Science degree.

1942 Curricular Offerings

The general history of certificate and degree requirements and curricular offerings of the Fort Hays

21. Fort Hays Kansas State College Catalogue, January, 1939, pp 43-49.

Kansas State College may be concluded with a summary of the present (1942) curricular offerings.

The forty years separating 1902 and 1942 make possible an interesting contrast in the curricular offerings. In 1902 it would have been possible for one student to complete all the courses offered by the school in two years. These courses were of secondary rank. In 1942 the curricular offerings, all of collegiate rank, were so great that one student could not complete a study of all courses even in a hundred years of full-time study.

In 1942 the Fort Hays Kansas State College offered curricula leading to the following degrees, certificates and preparatory credits:²²

Graduate Curricula:

Master's degrees.

Four-Year Curricula:

Liberal Arts, Letters and Sciences Curriculum:
Bachelor of Science degrees (a general college education).

Applied Arts, Letters and Sciences Curriculum:
Bachelor of Science in applied fields.

Education Curriculum. Bachelor of Science in Education degree.

Music Curriculum. Bachelor of Music Degree.
Certificate of Work Accomplished.

Two-Year Curricula:

Lower Division Certificate.

Lower Division Certificate of Accomplishment.

Professional Curricula:

Medicine-- 3-year premedic course. (also dentistry and nursing).

Law--Recommended general education, preliminary to study of law.

22. Fort Hays Kansas State College Annual Catalogue, January, 1942, pp 38-39.

Engineering-- 2-year engineering course.

Education-- Degrees and certificates as follows:

Master of Science in Education.

Bachelor of Science in Education.

Upper Grade Life Certificate--64-hour curriculum.

Intermediate Life Certificate-- 64-hour curriculum.

Kindergarten-Primary Life Certificate--64-hour curriculum.

Three-year State Certificate-- 32-hour curriculum.

Liberal Arts, Letters and Sciences

The Annual Catalogue of the College for 1942 explains that the curricula offered in liberal arts, letters and sciences have as their purpose the general education of the individual. It is presumed to give the student that broad educational base which is desirable and valuable in his understanding of himself, of society, and of any vocation or profession which he may decide to enter. As a general thing it prepares him for no particular occupation. Such professions as law and medicine are saying to those who think of entering them, "first, prepare yourself by obtaining a liberal education, though perhaps directing that education along lines which are somewhat preparatory to the intended profession."²³

The curricula offered in the liberal arts, letters and sciences are of two general types--one emphasizing

23. Loc. cit.

the arts and letters and leading to the degree of Bachelor of Arts and the other emphasizing the study of the sciences as a method of broadening one's education and leading to the degree of Bachelor of Science.

The Catalogue (1942) further states that the degree of Bachelor of Arts is granted to those who complete a College curriculum in conformity with the regulations and with a major of at least forty hours or a thirty hour major and a twenty hour minor as outlined by one of the following College departments: Art, Biology, Botany, Zoology, Psychology, English, Modern Language, Latin, Philosophy and Biblical Literature, Chemistry, Mathematics, Physics and Astronomy, History, Political Science, Sociology, and Economics.

The Bachelor of Science degree is offered on the basis of sixty hours of fundamental sciences, ten of which, in a field different from the major, may be offered in place of the ten hours of foreign language requirement. In liberal arts the following curricula are available:²⁴

1. Liberal arts four-year curriculum leading to the Bachelor of Arts degree.
2. Liberal arts (science) curriculum leading to the Bachelor of Science degree.
3. Three-year premedic curriculum offering the courses necessary for entrance into medical school.
4. Four-year prelaw curriculum offering the courses required by law schools for entrance and the A. B. degree.

24. Ibid., p. 40.

5. A four-year curriculum not leading to a degree but for which a certificate showing the work accomplished will be given.

Applied Arts, Letters and Sciences

The curricula offered in the Applied Arts, Letters and Sciences are outlined on page forty of the Annual Catalogue for 1942. These curricula have as their objectives education in some applied field, that is, some vocation or profession. At the same time, however, these curricula include the same lower division requirements as do the liberal arts curricula, to provide a broad base for the "applied specialization."

These curricula lead to the Bachelor of Science in _____ (the department in which the student majors, which in this case would be one of the "applied" departments), or, to the Bachelor of Music Degree.

"Applied" courses cannot be used for the Liberal Arts degree except to a very limited extent (not to exceed 15 hours) for certain specified purposes.

The student planning to take out a B. S. in _____ (major) degree should fulfill the requirements for a fifty hour major, or a thirty hour major and a twenty hour minor, or other combinations as required, in the departments of agriculture, applied arts, industrial arts, business, education, engineering (2 years), physical

education, and home economics.

It is further stated that the needs of students are not always served by departmental majors. Frequently a well-balanced combination of courses from several departments leading toward a certain goal, usually a vocation or profession, is desirable. Since it is not always possible to anticipate the student's individual requirements the College makes provisions for outlining special major curricula to meet individual needs and ambitions.

The procedure is as follows:

1. The student who has in mind such a major submits his plan to the undergraduate committee.
2. The committee and the student together decide on a faculty member who understands the student's needs and is qualified to act as an advisor in the field, to serve as major professor.
3. The student and his major professor work out the major curriculum in detail and present it to the undergraduate committee for approval.

The following are illustrative of the fields in which special majors may be considered:

1. Social Case Work.
2. Public Welfare Administration.
3. Law Enforcement Administration.
4. Child Welfare.
5. Newspaper management.
6. Biological Survey.
7. Forestry.
8. Conservation.
9. Municipal Administration.
10. Legislative Service.

Departments as Grouped in 1942

GROUP I	GROUP II	GROUP III	GROUP IV
Humanities	Biological Science	Physical Science	Social Science

LIBERAL ARTS

English	Biology	Astronomy	Economics
Literature	Botany	Chemistry	History
Foreign	Psychology	Geology	Political
Language	Zoology	Mathematics	Science
Philosophy		Physics	Sociology
and Religion			
Art			
Music			
Speech			

APPLIED ARTS

Applied Art	Agriculture	Education
Applied Music	Health and	Business
Industrial Arts	Physical	
	Education	
	Home Economics	

Grades

In 1942 grades were interpreted in terms of the following symbols:

	Grade points per credit.
A--indicates high-grade work.....	3
B--indicates work of above-average quality....	2
C--indicates work of average quality.....	1
D--indicates work of below-average quality but passing.....	0
F--indicates failure.....	0
I--indicates that work of otherwise passing quality is incomplete for legitimate reasons.	
W--indicates withdrawal from a course.	

Thus has the two-year secondary-rank curriculum of 1902 evolved into the many collegiate and graduate curricula offerings of 1942.

SECTION B

Departmental Organization

Introduction

Several hundred courses have been added and dropped from the curricula of the college since it opened its doors in the hospital building at the old fort site. Many departments have been added then dropped; others were re-organized and divided. A detailed account of all these additions and changes would make a lengthy volume in itself; therefore, no attempt is made herein to give a detailed description of what we may call the "departmental growth." However, it is appropriate to show in brief outline how the many departments of the college have evolved and grown from the meager organization of the first school. All references in the following paragraphs have been taken from the biennial report of the president to the state boards of control and from the quarterly bulletins of the college.

Departmental Development

When school opened in the old Fort Hays buildings, only two years of secondary work were offered. These two years corresponded to the first two years at the Emporia Normal School and were transferable to that school. There

were only two regular teachers during the first year. These were Principal W. S. Picken and Anna Keller. The first term was a summer session beginning June 23, 1902, and lasting until August 22, of the same year. By combining the County Normal Institute with the summer session, J. E. Crawford, conductor of the institute was added to the faculty for a short time. During the following winter term the three seniors, Fred Lindley, Fredella Schwaller, and Ida Mae Shaffer taught special classes. These special classes were conducted for pre-normal training.

The work was simple and was not extensive as compared with our college work. Algebra, geometry, and arithmetic were offered as fundamental courses in mathematics. There were other fundamental courses in grammar, rhetoric, and literature. History included general history, American History and Constitution. In the biological and physical sciences there were botany, physiology, psychology, and management. Vocal music completed the register. E. D. Matthews was hired during the winter term to teach mathematics and public speaking.

Three new teachers were hired for the winter term of 1903-04. Specialized departments had their beginnings at this time when Harry L. Kent was hired for the express purpose of taking over the field of natural sciences. This included both agriculture and the physical sciences as well

as biological sciences.

In 1907 Agriculture was taken from the natural sciences and given its own department under Professor Pelham. By 1914 the field of natural sciences was further separated. This separation divided the department into a department of Botany and Zoology under Lyman D. Wooster, and a department of physics and chemistry under John S. Bird. In 1919, Chemistry became a separate department under Roy Rankin and physics gained the same status under W. D. Sherman. In 1929 botany was separated from zoology and established in a department under Dr. Barton. With the increasing emphasis upon the flora and conservation in this region, Dr. Albertson became the new head of the botany department in 1937. At this time Dr. Barton became Professor of Biology.

The history department came into its own in 1904 when Charles H. Shively was hired to head that department. Out of this department grew the social science group from which evolved the separate departments of history, economics and business administration, and political science and sociology. The department of political science is the most recent department established from the original all-inclusive history department. An increasing emphasis upon the political sciences is evidenced by the increasing number of courses being offered. This expansion resulted

in the separation from the history department.

The teacher training department was inaugurated in April of 1906. Its history is outlined in Chapter VI. In the fall of this same year J. S. Bird organized the commercial department with courses in commercial subjects, shorthand, and typewriting.

The English department was also organized in 1906, by Miss Annette Foster. Until 1940 this department included the speech and dramatics curricula at which time the speech curriculum was organized in a separate department headed by Mr. James Start.

German was departmentalized in 1906 when Jennie E. Nickles was hired as a full-time instructor. All German courses were dropped in September of 1918 because of the influence of the first World War. The department was re-established in 1934 under the direction of Mrs. Emma Golden.

During 1908 and 1909 several of the old departments were extended as the faculty had been increased to fifteen by that year. During this year Lulu Bice became the first full-time librarian. Previous to this time the librarians had been required to teach part time in some of the departments.

The manual training department was organized during 1908-09 school year. The introduction of this subject

was made possible through the courtesy of the city schools which were not using their work benches and tools and loaned them to the normal school. Later, as the department developed, the college bought its own materials.

In this same year the physical training department was organized under the direction of C. E. Bice. This department was enlarged to include the girls in 1913 when Daisy Roper was hired to teach girls physical education. Prior to these dates athletics were extracurricular.

The health and physical education activities of the college were not placed under a centralized direction until 1929. In that year the departments of Hygiene and Public Health, Physical Education for Women, and Physical Education for Men were organized as one division of instruction. The reason for such a step was that modern health education and modern physical education were considered to have a common primary objective--the promotion of physical welfare.

Dr. Earl F. Morris was employed as the head of the new department. A registered nurse was hired to assist him. The regular instructors in physical education for men and women also assisted in the teaching program of the department.

It was one of the original objectives of the Health Department to give health service to the faculty members.

However, the College Health Office has become a full-time clearing house for the health problems of the students. This has made it necessary to close the Health Office to faculty members in order to do the student work.

Home Economics was accorded a more important place than it had previously held with the organization of a Domestic Economy Department in 1910. Miss Elizabeth Agnew was made chief instructor in this department.

Renewed importance was given to Art in 1912 when Helen C. Bovee was hired to teach drawing. In the same year she organized the music department. Henry E. Malloy was employed to head the Music Department in 1913. Under his direction it became one of the most widely known music departments of any institution in the state.

A department in iron working was organized in 1912. This department was located in the "incubator". This department was later combined with the manual training department and still later it was abandoned as being impractical for an institution of this kind.

Auto mechanics, telegraphy, and station accounting were organized into departments in 1918 to 1920. These lasted for a few years.

Philosophy became a separate department in 1927 under Dr. C. F. Wiest. In 1929 Modern Languages were combined under one department with Mr. Modesto Jacobini

at its head. The psychology department was established under Dr. H. B. Reed in 1930. The Psychology Clinic was established in 1932 by Dr. George Kelly.

The organization of the departments in the college at the present time (1942) are listed alphabetically in the table on the following page which also shows by five year intervals the number of courses added and dropped in each of the departments during the past twenty years.

Library

The library has made a remarkable growth. At the end of the first school year of 1902-03 there were 898 bound volumes in the library. Twenty-three years later, when the Forsyth Library building was completed, the list of accessions to the library had reached the number of 13,876. However, the great growth has occurred since July, 1927, when an annual appropriation of \$5,000 (now \$2,000) was made available by the Kansas Legislature. Between 1927 and 1933 the number of accessioned volumes more than doubled. By 1942 the number of volumes was 48,169. During 1941 the library gave an average of 55.5 free loans per student and per faculty member.

Some idea of the rate of growth in the volumes added to the library is given by the following table:

ANALYSIS OF THE GROWTH IN NUMBER OF COURSES, TAKING FIVE YEAR INTERVALS AS UNITS OF MEASURE. COURSES ADDED AND DROPPED ARE LISTED BY DEPARTMENTS.²⁶

ENROLLMENT	287		530		697		911		1182	
	Five-Year Period Ending									
	Department	1920-21		1925-26		1930-31		1935-36		1940-41
	A**	D**	A	D	A	D	A	D	A	D
Agriculture	12	0	1	0	3	4	2	0	4	1
Art	5	2	4	3	8	1	6	2	8	1
Biology	2	1	2	0	1	0	1	0	3	0
Botany	4	2	5	0	6	4	4	0	12	2
Economics and Business Ad- ministration	26	0	9	10	5	4	8	4	8	2
Chemistry	3	0	2	0	2	3	4	1	4	0
Education	7	0	8	3	28	0	8	12	5	5
English	14	3	4	2	7	4	7	7	4	0
Foreign Lan- guages	19	9	12	4	0	2	8	2	10	0
Health and Physical Edu- cation	14	3	15	2	21	11	6	4	5	1
History	5	2	4	1	8	2	3	2	2	0
Mathematics	6	0	2	0	7	2	5	0	5	1
Home Economics	6	1	6	2	6	1	4	2	2	0
Industrial Arts	2	0	6	6	2	5	0	0	2	0
Music	10	1	1	0	2	0	1	1	6	3
Philosophy and Biblical Lit.	5	0	3	0	4	0	1	2	1	1
Political Sci. and Sociology	4	0	3	3	6	1	5	4	21	2
Physics	12	0	5	4	3	8	4	2	3	2
Psychology	0	0	5	1	11	0	7	2	3	3
Speech	4	1	2	2	0	0	2	0	4	0
Zoology	0	0	5	2	7	5	3	1	8	0

** Column A designates courses added. Column D designates courses dropped.

26. From a survey made by the various departmental heads and compiled by the Dean's Office, December, 1941.

<u>Year</u>	<u>Number of volumes added</u>
1936-1937	1962
1937-1938	1551
1938-1939	2402
1939-1940	3918
1940-1941	2652

In 1903-04 the library received two daily newspapers, fourteen weeklies and fourteen magazines. By the 1941-42 school year that number had increased to well over three hundred and fifty periodicals.

Special Libraries

The Charles R. Green Library: In February, 1915, Charles R. Green, a resident of Olathe, Kansas, donated his collection of 2,000 books, documents, government reports and other works, devoted chiefly to early history of the West, to the college library. Mr. Green was one of the pioneer civil engineers who assisted in the survey of the Union Pacific Railroad. His interest in the history of pioneer days prompted him to make this collection which supplies a valuable source of information for research work in history.

The Clark-Coles Collection: This collection consists of about 2,000 books, pamphlets, and magazines, especially useful to students working in the fields of Philosophy, Bible and English. Many of the books are the products of leading American and British writers and some are rare editions of great value. The collection was

donated by C. E. Coles, archdeacon of Western Kansas in the Protestant Episcopal Church.

The Science Library: This collection consists of books and periodicals published by the governments and scientific societies of the United States and twenty-two foreign countries. The college obtained the nucleus of this collection from the Kansas Academy of Science in 1930 when a division of the Academy's library was made between three of the state schools. The collection has been supplemented by additional materials acquired through the exchange privilege.

Government Documents: In 1927 the Library became a depository library for the publications of the Federal Government. Each year the publications of several hundred serial numbers are added. In addition to the Federal documents, the library receives regularly a large number of publications issued by the several states.

Instruction in Library Science: In the fall of 1909 the first course in Library Science was offered. The title of this course was "Elementary Reference" and it was designed to teach students the use of books. In 1911 three other courses were added but were discontinued in 1913 when President Lewis took charge of the school. At this time a course in Library Methods was instituted for the purpose of teaching freshmen the use of the library. This course

was offered each year until the spring of 1931.

In 1927 the administration felt that the college should provide instruction in Library Science which would enable students to take charge of a high school or grade school library. Accordingly, eight hours of instruction were offered in 1927-28. The following year the offerings were increased to twenty-three hours, thus permitting the student to major or minor in this subject. As the demand did not warrant the continuance of the instruction in this field, all courses in Library Science, including Library Methods, were discontinued at the end of the spring semester in 1931.

The Museums

Soon after Mr. Lewis came to the college he accepted the offer of C. W. Miller to place his collection of birds, mammals, and historical specimens in the college. Mr. Miller was then designated Curator of the Natural History Museum. This represented the beginning of the museums in the college.

Mr. Miller had started collecting birds in 1873. From then on he made the collection not only of birds, but of mammals, and historical articles, his hobby and pleasure through the years.

This museum is housed in plate-glass cases built

on the first floor of Forsyth Library.

Later, realizing the opportunity for valuable collections, Mr. Lewis offered George Sternberg, paleontologist, quarters in the institution in which to have his office, workshop, and specimens. Mr. Sternberg accepted the offer. The institution thus began the development of another fine museum, and through purchase, gifts, and the loan of specimens, a most excellent geological collection has been built up.

Other collections of historical, archeological, mineralogical, and other specimens have come from various sources. The college museums have developed rapidly in recent years and are visited annually by hundreds of students and adults.

CHAPTER VI

A BRIEF HISTORY OF THE TRAINING SCHOOL

Introduction

At its inception the college was for the exclusive purpose of training teachers. By law each candidate for admission to the Normal Department of the school was required to subscribe to a declaration and agreement wherein he stated his purpose in entering the State Normal School was to fit himself to teach in the schools of Kansas and that he solemnly agreed, after leaving the school, to report to the Principal of the Faculty semiannually, for three years, his location and occupation.¹ The school existed for no other purpose than to train students to be teachers for the public schools of Kansas. Until recently this has been the chief purpose of the institution through the years.

The training school was the very center of the institution for thirty years. It has been as essential to the full development of the prospective teacher as the laboratory ever was to the would-be scientist. It is a well-known fact that a student may master the subject matter of his prospective teaching work, and yet, on account of his unfamiliarity with the method of imparting it to

1. Fort Hays Auxiliary Normal Catalogue, 1903, p. 10.

others, be relatively an unprepared teacher. It was, therefore, essential that students who were in training for the teacher's field should have had ample opportunity to practice the art of teaching under the careful supervision of experienced teachers. The training school gave that opportunity.

It is true that the college has offered many and varied other services to the Western Kansas Community other than training teachers, and, in more recent years it has placed great emphasis upon the liberal arts curriculum. Even under the modern set-up, however, the training of teachers remains a very important part of the school's service.

The Training School has been the most important medium of instruction and experience for the student in his preparation for the teaching service. Herein the prospective teacher, and the one eager to advance in his work, has been better prepared for his work; has been better fortified with an understanding of the problems and conditions with which he would be confronted in actual service; has learned many things in methods and management; and, has put theories into actual operation.

The Training School has had an interesting evolution. This evolution is outlined in the following paragraphs.

First Training School:

For several years after the Hays Normal School was established in 1902 it was not possible to offer pupil-teachers the advantages of a training school of younger students. Consequently, the pupil-teacher's experience in actual teaching and in the application of methods was necessarily limited to his classroom activities. For three years the pupil-teacher's work was limited to the study of textbooks. Great emphasis was placed on the methods of instruction. It was generally believed that if a teacher knew his methods of instruction, it would be an easy matter to get his subject matter from textbooks and would thus be enabled to teach.

In keeping with this theory each pupil-teacher studied a general methods textbook which included methods for all school subjects. According to the first school catalogue "The teacher in charge of general methods supplements the text with discussion of the latest and most-approved methods of teaching the different subjects."² Other than the methods course, only one professional subject was offered. This was a ten weeks course in Psychology D. Exceptionally strong students could make arrangements to complete the work in psychology by taking child study and

2. Ibid. p. 26.

ten weeks of the course in G Psychology.³

The pupil-teacher's special training was completed with a twenty weeks course in the theory and practice of teaching. In this course the pupil-teacher studied a series of teaching problems. During the first ten weeks the following subjects were studied:⁴

1. The Teacher's Preparation
2. Preparing for a Particular School
3. Organizing the School
4. Managing the School
5. Schools under Loose Supervision

In the second ten weeks another series of subjects as follows were studied:

6. Schools Under Close Supervision
7. The People and the School
8. Material Appliances
9. The Class
10. The Individual Pupil

Examination of this course of study reveals to the observer that such study was designed to prepare the pupil for teaching in the common schools--usually in the rural schools.

In 1905 a new plan was put into operation which in fact may be said to be the beginning of a training school. During this year a double-term course in "Teaching and Criticism" was offered and required of all students.⁵

3. Loc. cit.

4. Fort Hays Auxiliary State Normal School Catalogue, 1903, pp 26-29.

5. Western Branch State Normal School Catalogue, 1906, page 33.

This course was designed to furnish a field for the application of the principles of teaching and to give candidates for teaching model lessons for analysis and imitation. The pupil-teachers entering this course observed the work of other pupil-teachers or of critic teachers for the purpose of applying the instruction in methods to lessons that had been well planned. Teachers of experience and skill observed for the purpose of criticizing work from the standpoint of sound methods. The observation was directed successively to the cardinal points of good teaching, such as interest, self-activity, inductive presentation, application, reviews, etc.

Practice teaching was required of all, under the supervision and criticism of the critic teacher. The work demanded one period a day for twenty weeks. The teacher had full charge of the instruction and management of the class and was subject to occasional visits from the critic. Teachers' meetings were held frequently for the discussion of the observations reported, for the observation and discussion of model teaching, and for discussion of the problems of teaching that arose as individual incidents in the work.

The organization was called the "Model School." For a time the Model School was carried on in the Locker Rooms of the gymnasium until it could be housed in a portion of

the old hospital building. Students worked here forty-five minutes per day in teaching and observing. In addition they attended conference with the training teacher at least two afternoons per week for the purpose of studying the difficulties that arose in the everyday work of the school. The work of practice teaching was done in each school hour by those who had no work on this program during that hour. In 1906 Miss Anna Keller became the Directress of the Model School.

A model graded rural school was established in 1906 in connection with the other departments at the Western State Normal School with Miss Julia Stone as principal.⁶ This department was housed in one of the barracks buildings formerly used on the fort site and was intended to give instruction to teachers of rural districts in the management and teaching of schools in any country district in the state. Here was found the conditions and perplexities found elsewhere, and the teacher was always ready to assist not only her own pupils but the prospective teacher in meeting all such difficulties.

In describing the model district school the catalogue of the Western Normal School reads in part: "The seating is suitable to the various sized of the children; good light, and plenty of blackboard room within easy reach of

6. Western State Normal School Catalogue, 1908, p. 43.

the children is provided. There is a small library, including dictionary, also a cabinet containing such articles as cotton-bolls, acorns in their cups, butterflies, cocoons, etc."⁷

Students regularly enrolled in the Normal School were required to visit the rural school and observe the work from time to time so as to be the better prepared to education the children who later would come under their guidance and instruction.

In the 1908-09 school year there was a total enrollment of sixty students in the Model District School.⁸ The young pupils in this school came from various sources. Some were from families whose homes were in Hays; some from families who had come to Hays for the special purpose of schooling their children; some from the families who were tenants on the college lands; and other children came from nearby rural homes. The only law governing their admission was, "first come, first served."⁹ However, the eighth and ninth grade pupils were always enrolled in the original model training school. No pupil who had first entered the city public school was admitted

7. Loc. cit.

8. Western State Normal School Catalogue, 1909, p. 13.

9. Ibid., p. 46.

during that year. Later the Normal School adopted a policy of admitting not fewer than twenty-five nor more than thirty-five. All-day sessions were maintained and the regularly approved state course of study was offered for all grades at the common school level.

By 1910 the Training School offered teaching and observation in grade work through four different courses, each meeting for five periods a week.¹⁰ In the first course there was work in outlining subject matter, preparing lesson plans, observation and discussion of work done by other teachers, and teaching in the presence of the critic teacher. In the second course the student had charge of a class under close supervision. Under the third course the student had more independent charge of the class and was held responsible for results. In this course the student demonstrated his ability to teach. In the fourth course the student might be required to do supervisory work or teach as his needs seemed to suggest. Those planning for high-school work might be given advanced classes to teach.

On September 1, 1910, a new Model District School building was ready for occupancy.¹¹ This new building

10. Western State Normal School Catalogue, 1910, p. 36.

11. Western State Normal School Catalogue, June, 1911, p. 26.

was erected across Big Creek from the campus on the present site of Custer Hall. A legislative appropriation of \$2,200 made it possible to construct a convenient, attractive, sanitary and comfortable building. During the school year of 1910-11 there was a total enrollment of fifty-one in the Model Rural School and thirty-five in the Model School.

It should be remembered that the Hays Normal was first established for the purpose of training teachers for an agricultural area. It was only natural that great emphasis should be placed on training teachers to fit into an agricultural life. The following statement is taken from the Normal Training Manual of 1912:

It is of supreme importance that normal-training pupils be daily led to see the great responsibility of the teaching profession. And since they are to teach in rural schools they should be imbued with a proper spirit towards country life, and urged and aided to acquire a thorough knowledge of rural school conditions and requirements.

A New Experiment

The Training School was reorganized in 1914 when, by arrangement with the city of Hays, the professor of education of the Normal School became the superintendent of the city schools. This arrangement is explained by the following letter:¹²

12. News-Republican, March 24, 1914.

To the President and Members of the Board of Education,
Public Schools of Hays City, Kansas:

Gentlemen:

As President of the Fort Hays Kansas Normal School, I hereby agree to furnish for a period of two years beginning September 1, 1914, from the faculty of the Normal School, a superintendent for your city schools and such other supervisors necessary to give thorough supervision of the music, art, manual training, home economics, and physical education taught in the city schools.

I further agree to furnish the services of Professor Charles A. Shively as superintendent (so long as he is a member of the Normal School faculty) or someone agreeable to the Board of Education. The services of Professor Shively and the various Professors of the Normal School faculty who are to act as advisors and supervisors under him, shall be furnished without cost to the city.

In recompensing the Fort Hays Normal School for this service furnished, the Board of Education of the city of Hays is to grant the right to the students of the Fort Hays Kansas State Normal School to visit the classes in the Hays City schools and take such notes and make such observation as directed under the supervision and organization of the superintendent in charge.

It is further understood that the Board of Education of the City of Hays will not employ teachers in the city schools unless recommended by the superintendent in charge. If they deem it advisable, they may require the superintendent to recommend more than one individual for the position. And it is further understood that the teachers employed shall be employed as teachers in the Hays City schools and the superintendent in charge shall have the placing of the teacher.

It is further understood that the Board will maintain the system from the first to the twelfth grade as it is now.

Signed:

W. A. Lewis
President

Agreed to: J. H. Middlekauff, President of Board of Education, Hays, Kansas.

President Lewis explained the organization more in detail in his first biennial report of 1914 as follows:

Probably the one greatest forward movement step which this Normal School has made in the past year has been the assumption of professional control of the Hays City Public School system. The Normal School has taken over the professional guidance of the Hays City public school system and in return for this service to the City of Hays by the Normal School, the Normal School student now gets his professional laboratory work and teacher training in an actual school system working under its usual normal conditions. The one great point of advantage, however, is the fact that the school is under the supervision of experts of great experience and high efficiency, and, therefore, the school is presenting the prospective teacher a system working smoothly and with great effectiveness. Compared to the usual training school maintained by the Normal schools, we feel this is far superior. The arrangement is unique in the history of the normal school of America. It is an arrangement of which the Normal Schools have only dreamed and only two or three in America are enjoying. In addition to the professional advantage to the Normal School and its student body in maintaining this relationship with the city schools there is a great saving of maintenance. Only three-fourths the salary of one high class professor goes directly into this service. The rest of the faculty of the Normal School only work in the role of consulting and advisory relations. The advantage to the city lies in the securing of talent to handle its school system for which it could never afford to pay. This arrangement is ideal and is working to the entire satisfaction of those concerned."

Under this reorganized training school program two hours credit were required for the Three-year State Certificate, four hours for the Life Diploma, and eight hours for the Degree of B. S. in Education. Visitation,

observation, reports, lesson outlining and practical participation in the work of the school was required to receive these credits. During the 1913-14 school year Miss Anna Keller was designated as the first "Director of Teacher Training."

The rural school remained a part of the Training School. Miss Julia M. Stone, who had been in charge of the rural school, was now made professor of rural education.

Plan Was Successful

After one year of trial the plan proved satisfactory to all concerned. Under this arrangement a complete city system of schools, with skilled teachers in charge, served as the pedagogical laboratory for teacher-training purposes. The Training School now consisted of three departments--the High School, the Grades, and the Model Rural School. Herein the prospective teacher had the opportunity of acquiring the expert knowledge, skill, and inspiration which comes from daily contact with and participation in a real school organized and administered according to high standards of efficiency.

The affiliation of the Training School with the Hays City school was a distinct advantage to the prospective teacher. Since 1911 the Hays Normal School had been

authorized to issue a life certificate which, without further inspection or approval, was a life certificate to teach in the public schools of Kansas, including those of all classes of cities and high schools. However, not until 1913 did the prospective teacher have the proper opportunity to receive adequate training for teaching in a high school.

At the time the Training School was reorganized, as outlined above, the city school children of all grades attended school in one stone building. In the first six years, constituting the elementary school, the course of study for graded schools, prepared by the State Board of Education, was followed with a few modifications. The seventh and eighth years were organized as an advanced elementary unit with departmental work and some courses for which high-school credit was given. This was a departure from the old eight-year elementary course.

In 1915 Miss Anna Keller tendered her resignation to take effect June 1st. She asked to be relieved at that time because her health had not been good and she felt it necessary to be relieved entirely of her school work. Miss Keller was an honored and busy member of the Normal School faculty from the year of its beginning. Floyd B. Lee was employed in 1915 as assistant professor of education to take Miss Keller's place. As assistant

professor of education at the college Mr. Lee became the ex officio principal of the Hays City High School.

The public school faculty of ex officio critic teachers for 1914-15 were listed in the college catalogue as follows:

Georgia Virmond, German and Mathematics.
Henry E. Pearce, History.
Ruth C. McQueston, Latin and English.
Charles A. Beeby, High School Manual Training.
Maude McMIndes, High School Household Economics.
George F. Bear, Principal Junior High School.
Mrs. Abbie Pettie, Critic Teacher, Grades 6 and 7.
Emily Dite, Critic Teacher, Grades 4 and 5.
Elizabeth Leahy, Critic Teacher, Second Primary.
Annabelle Sutton, Critic Teacher, First Primary.

Rural School Expert

In 1915 the Model Rural School was placed in charge of a rural school expert who was a regular member of the Normal School faculty. Under this expert guidance the Model Rural School was expected to more adequately meet the needs of those expecting to teach in the rural schools or those expecting to become county superintendents, teachers in normal-training high schools, or leaders in rural communities. Later, in 1917, additional facilities for observation and practice under actual rural-school conditions were made available for those preparing for the teaching service in the rural schools. At this time a cooperative arrangement with a number of school districts within easy reach of Hays was entered into, whereby students in the rural training department of the Normal School visited

those schools twice a week for observation and practice under the direction of a critic teacher.

A Training School of Four Departments

The Training School was organized into four departments in 1918.¹³ These departments were the Senior High School, the Junior High School, the Grades, and the Rural School. The grades and the junior high school were housed in the old ten-room stone structure formerly used as the city school. The senior high school occupied a new and modern building with auditorium and gymnasium facilities. The rural school was housed in its original building of 1910.

In the grades the courses of study were organized as before. However, the seventh and eighth grades were organized as a junior high school. Music, art, physical education, and industrial training were under the direct supervision of the heads of those departments in the Normal School.

In the senior high school curriculum the student selected one of the following courses: Home Economics, Agriculture, Commercial, Mechanical-Industrial, or College preparatory. Besides these vocational courses other subjects were required of each student as a means to a liberal education.

13. Ibid., 1919, p. 34.

In 1919 Elsie Jane Dunn was employed as Supervisor of Teacher Training replacing Mr. Lee who was now employed in full time work in the college education department. A. G. Marple was then designated principal of the public school.

Rural School Dropped

The Rural School was dropped as a department of the Training School in 1920. At this time Mr. Rarick, as Professor of Rural Education, assumed the duties of making the cooperative arrangements with the rural school districts for the observation and practice teaching of those students preparing for the teaching service in the rural schools. This service was dropped completely within a few years as the time of the Department of Rural Education was fully occupied in other services to the rural communities of Western Kansas. The Kindergarten replaced the Rural School as the fourth department of the Training School in 1920. Lula McKee was made Professor of Kindergarten Training.

Affiliated Demonstration Schools.

The next important change in the Training School program came in the 1924-25 college year. At this time, by an agreement between the Kansas State Teachers College of Hays and the school boards of Holcomb and Colby, these

schools were designated as Affiliated Demonstration Schools.¹⁴

The purpose of this arrangement was to give the prospective teacher an opportunity to see two different types of schools, located in widely separated parts of the state, and doing a different type of work, and to become familiar with their operation. The extension of the teacher training school to include these demonstration schools enabled comparisons and observations to be made that otherwise would not have been possible. Under this plan of operation observers were taken in groups to these schools where, under competent supervision, opportunity was given for observations and comparisons. The organization of the school, its classroom instruction, its transportation system, and its community organization were observed and considered.

The next year, 1925-26, Holcomb and Oakley were designated as the affiliated demonstration schools. These two schools were used for several years and since that time many others have been used for similar purposes.

Five Departments

In 1926 the Training School embraced five departments.¹⁵ These departments were the Senior High School,

14. Kansas State Teachers College Catalogue, June, 1925, p. 59.

15. Ibid., 1926, p. 61.

the Junior High School, the Intermediate Grades, the Primary Grades, and the Kindergarten. This reorganization was made possible by the construction of two modern grade buildings.

After this time the Junior High School Department occupied all of the original stone building on the high school block. The kindergarten and grades, one to six inclusive, were now located in the two new grade buildings of "Lincoln" and "Washington." Most of the training work in the grades and kindergarten in the new buildings was at first done in the "Washington" building and later was done exclusively in this building. Special rooms were constructed in each of these buildings for teacher-training purposes. Their facilities offered excellent opportunities for observation, demonstration teaching, and supervised teaching under competent supervisors.

In 1927, John C. Frazee was employed as Professor and Director of Education and Teacher Training, and, Superintendent of City Schools. In the same year Maude McMIndes was given the title of Supervisor, Secondary Teacher Training. Anna V. Burns was made Supervisor, Elementary Teacher Training. Pearl G. Cruise was made Supervisor, Kindergarten Teacher Training.

In 1929-30 Guy W. Webster was made Building Principal of the Senior High School and Mary Mae Paul, Building

Principal of the Junior High School. In 1930 Robert T. McGrath was employed as Professor and Director of Education and Teacher Training, and, Superintendent of City Schools.

College Campus Training School

The city schools of Hays continued as the training school of the college until 1931. The relationship which existed between the college and the city schools had always been on a basis of friendly cooperation and, while this relationship had many advantages for both parties, there were certain considerations that made it desirable to have the training school on the college campus. Therefore, the relationship was severed by mutual agreement. In 1931 the Training School was moved to William Picken Hall on the college campus.

On the college campus the Training School was organized into a departmentalized school on the Kindergarten-six-three-three plan. Its fourfold purpose was as follows: (1) a school in which the best methods would be employed and tested; (2) a school which would typify current practice in the better public schools of the state; (3) a school in which large opportunity would be given for demonstration teaching by the supervisors; (4) a school which would provide ample advantages for students in training to teach groups of children under expert

supervision.¹⁶

Under this plan the student teacher in the Training School began his work with observation and participation in schoolroom duties. Later he applied what he had learned about teaching in a schoolroom with groups of children. Each student teacher pursued a five-hour course in supervised teaching. He was also required to spend two consecutive hours per day, five days per week, for one semester in the Training School. During this time he observed, participated and did his practice teaching.

The Training School was under the direction of the Head of the Department of Education and his supervisors. Every department of the college contributed to its work as a whole but the director and his supervisors were given the responsibility of coordinating all the teacher-training activities so that the greatest good might be attained for both pupils and student teachers.

In 1935 Dr. McGrath was designated as Professor of Education and at this time Miss McMIndes was employed by the college as Supervisor and Director of Teacher Training. Misses Mary Mae Paul, Gaynelle Davis, Pearl G. Cruise,

16. Fort Hays Kansas State College Catalogue, Jan., 1931, p. 140.

Rosella M. McCarroll, Goldie B. Proffit, and Mrs. Emma Golden were designated as Assistant Supervisors of Teacher Training. In 1942 Miss McMIndes was made Associate Professor of Education but remained as the Director of Teacher Training.

The Training School operated under this program until 1935 at which time the upper grades of the William Picken Training School were dropped. Later, in 1938, the grades were also dropped, and, at the present time all departments of the Training School are conducted in affiliation with the city schools of Hays and three rural schools of Ellis County.

In 1942

The training of teachers now, in 1942, falls into two major divisions of activity, viz., academic and professions. The academic training is taken in the curriculum of the Division of Liberal Arts and Sciences. Herein, the undergraduate student goes through a period of liberal training and development of his potentialities as a teacher.

In the professional division training facilities are afforded teachers preparing to teach in the rural, the elementary, and the secondary schools of Kansas. Under this set-up all candidates for teachers certificates and degrees are afforded training facilities in the

affiliated schools of Hays and vicinity.¹⁷ Training in the rural and elementary schools, through kindergarten and elementary grades, is afforded on the basis of grade groups with a regular teacher in charge of each grade. Training in the junior and senior high school is afforded on the departmental basis with the regular departmental teacher in charge. The Rural, Elementary and Secondary Directors of Training of the College are the coordinators between the teachers in training on the one hand and the regular classroom teachers of the affiliated schools on the other. In addition to these training facilities the teachers in training are provided the opportunity to visit some of the best school systems within the radius of 150 miles of Hays. This training is provided each semester and the summer session.

Beginning in the fall of 1942, seniors planning to take out a certificate will be expected to take their educational courses on the basis of a new "Educational Block" system. Under this system the student will take the following "Educational Block" in one semester:¹⁸

17. Fort Hays Kansas State College Bulletin, Jan., 1941, p. 152.

18. Ibid., p. 151.

Secondary Education 95 or 94	5 sem. hours
Directed Teaching T95 or T95b; T94 or T 94a	3-4 sem. hours
Curriculum Construction 180	2 sem. hours
Educational Psychology 82	3 sem. hours
The Adolescent 91 or Child Care and Training 90	2 sem. hours

This "Educational Block" will be offered each semester of school.

This then, is the record of the evolution of the Training School at the College.

CHAPTER VII

COLLEGE ADMINISTRATION AND FINANCE

Section A. Administrative Government

Introduction

Normal schools were introduced into the American educational system in 1839 to meet an urgent demand for a new type of training for elementary school teachers.¹ On the whole these normal schools have rendered a valuable service to the public education. The results of their work and the ideals they have built up in educational procedure have exerted a strong influence in the field of teacher training. Most of the normal schools, beginning as small institutions, have developed into teachers colleges and continue to be powerful educational agencies in this country.

The Fort Hays Kansas State College had a typical normal school beginning. It was a small institution of modest curricular offerings. One hundred and twenty-one was its total enrollment the first year. However, it was established at a time when many normal schools were rapidly growing into teacher training institutions of

1. J. P. Gordy, The Rise and Growth of the Normal School Idea in the U. S., pp 42-43.

collegiate standing. Under these circumstances its curricular offerings were increased greatly within a few years. In 1902 the Western Branch Normal School of Hays was offering two years of secondary work. Nine years later it was offering a four-year college degree. In the following years it has modified its courses in such a manner that it now assumes all the characteristics of a standard four-year college in education and the liberal arts with an additional year of graduate work being offered.

The change in the character of the work offered has necessitated a change in the nature of the administrative functions required of the college's administrative authorities and a change in the amounts of money needed to finance the school's operations. This chapter will show in general outline the history of this problem as it has related to the development of the College.

Mother School

In all the states the will of the people in educational matters is expressed in the constitutional provisions and the statutory enactments of the state. The principle is well established that a state legislature has plenary power in all matters that are not prohibited

collegiate standing. Under these circumstances its curricular offerings were increased greatly within a few years. In 1902 the Western Branch Normal School of Hays was offering two years of secondary work. Nine years later it was offering a four-year college degree. In the following years it has modified its courses in such a manner that it now assumes all the characteristics of a standard four-year college in education and the liberal arts with an additional year of graduate work being offered.

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Mother School

In all the states the will of the people in educational matters is expressed in the constitutional provisions and the statutory enactments of the state. The principle is well established that a state legislature has plenary power in all matters that are not prohibited

by the state or the federal constitution.² A legislature, unless prohibited by the state or the federal constitution, has power to establish public normal schools and teachers colleges.

In the Kansas Constitution we have the first definite mention of the establishment of normal school in any of the state constitutions. Article 6 of the constitution of Kansas, 1859, reads as follows:

The legislature shall encourage the promotion of intellectual, moral, scientific, and agricultural improvement, by establishing a uniform system of common schools, of a high grade embracing normal, preparatory, collegiate and university departments.

In many states the Normal Schools were located in the various cities by the action of the State Board or by a commission. In Kansas all the Normal Schools were located in their respective cities by the legislature directly.

Emporia Normal was established in 1863 by an act of the legislature on a twenty acre tract. This was the mother school of the Pittsburg and Hays schools, the latter being established in 1902.

Early Administrative Officers

The organization of the Western Branch Normal School

2. Newton Edwards, The Courts and the Public Schools, University of Chicago Press, 1933, p. 5.

at Hays was very simple in the beginning. The school plant was proportionately limited to the first year's enrollment of 121. There were two members on the regular faculty, a principal and his assistant. The administrative official was the principal who was under the direction of the president of the State Normal School at Emporia, Kansas. The principal, as head of the school, performed all the administrative functions. He collected fees, enrolled students, kept the records, directed each activity of the school, formulated the local policies, and in addition had a full teaching load.

The school grew so rapidly that it became necessary, in the interests of good business methods and efficiency, for the principal to relinquish some of his many duties. As more and more teachers were added and as the curricular and extra-curricular activities expanded, the principal found it necessary to develop a business-like organization that would be effective for administering the affairs of the school. In short, he found it necessary to develop an ability to efficiently delegate much work and responsibility.

In 1904 the librarian of the school assumed the responsibilities of a registrar. This was the first step by the principal delegating certain work and responsibility to a subordinate--a process that hereafter increasingly

acquired importance.

In 1906 the principal relinquished his personal guidance of the training school department to a Directress of the Model School. By 1909 he found it necessary to hire an office assistant. In 1912 the principal was the supervisor of seventeen full-time teachers, an office assistant, an engineer, and the janitor force. In 1902 he had taught half the teaching load of the whole school. Now, in 1912, his duties as an administrative official occupied his whole time. His work in being responsible for the discipline and successful conduct of the school and for the administration and supervision of all its departments made a full-time job. In the following year additional regular assistants and student assistants were employed to relieve an already over-worked administrative force.

Office of President Created

On March 6, 1914, the name of the school was changed. The old name of Western State Normal School was changed to Fort Hays Kansas Normal School, and the head officer of the school was changed from principal to president.

There were now twenty-four regular faculty members and the president. During the 1913-14 school year there were 1,568 students in regular, special, and correspondence

classes. It was then necessary to employ a full-time registrar-secretary for the school who would handle the students' records and credentials and other data. In 1916 a full-time registrar was employed.

As the years passed new administrative organization was effected from time to time. The various new organizations did not give the president less to do; in fact, he gained more work than ever. The new organizations merely served as tools by which the president was enabled to meet new demands and creditably perform the functions required of his office. His fundamental responsibilities remained as before, since in the final analysis he could not pass them on to any other official. It is true that he did create additional offices in order to adapt his program to changing conditions, however, this was only to continue an effective performance of duties that had become too numerous and too detailed for the time and energies of one man. They were a logical outgrowth in the evolution of the Normal School into the Teachers College.

In 1919 the office of the Dean of Women was added to the list of administrative officials of the college. The following year the office of the Dean of the Faculty was added.

With a regular faculty of thirty-four and a training school faculty of seventeen to supervise; with supervision

responsibilities of a janitorial, engineering, and administrative assistants force of sixteen; with a resident student enrollment of 1152 from April 1, 1921, to April 1, 1922; with a regular and special budget of more than a quarter of a million dollars to administer; and, with an extensive building program to manage, the president of the college in 1922 held a position comparable to a modern business executive. It became necessary for him to have a business man's ability in organization and financial administration. In addition to being a good financial executive, he had to be a scholar and an educator in order to be an inspiration and example for the students and faculty. His chief responsibility was to make good and effective citizens of the raw product of youth, yet, he had to operate, without profit financially, an institution requiring the outlay of large sums of money. He had to popularize education, yet, he had to interpret a changing society and train and direct his teachers according to the needs of the students in the light of the change.

Faculty Committees

The logical outgrowth of the ever increasing administrative burden on the president was the organization of a system of faculty committees. This organization was effected in 1916 with the following committees: Committee

on Positions, Extension Service, Dining Hall, Student Welfare Committee, Lecture Course, Special Program Committee, Correspondence Service Committee, Excess Work Committee, Publicity Committee, Athletic Committee, Playground Committee, Decorations Committee, Custodian Funds Committee, and Leader Committee.

The committees to assist the president and other officials in detailed administrative duties were organized in 1921 as follows: Student Welfare, Excess Work, Graduate, Athletics, Positions, Decorations, Normal Leader, Extension, Public Service, Standards and Credit Relations, Catalogue, Programs, Academy, Student Employment, Entertainment Course, and Consistory Loan Fund.

Other Administrative Personnel

In 1924 the college employed a full-time financial secretary. Other administrative assistants were appointed as the need for them arose. Some of the more important being as follows: Employment Secretary, Extension Secretary, Secretary to the President, Social Director of Custer Hall, and a college printer.

In 1937 an official College Bursar was added to the regular administrative force. Later the Bursar assumed the responsibilities of a central purchasing agent.

In 1940 a reorganization of the administrative

personnel set up the following staff of officers: President, Dean, Dean of Women, Bursar, Registrar, Advisor to Women, and Advisor to Men.

The 1942 staff of administrative officers may be listed as follows:

President	Lyman Dwight Wooster
Dean of the College	Earnest Ray McCartney
Chairman of the Graduate Division	Fred W. Albertson
Dean of Women	Elizabeth Jane Agnew
Advisor to Men	William Dennis Moreland
Advisor to Women	Maude Isabel Gorham
Registrar	Standlee V. Dalton
Bursar	Irvine Floyd Wilson
Director, Extension Service	Hugh Burnett

Administrative Assistants

Secretary, Extension Division, Placement Service	Ethel Artman
Secretary to President	Cora Bibens
Cashier	Wayne Foster
Secretary, Correspondence Service	Eva Hedges
Secretary to Dean	Margie Holland
Secretary of the Alumni Association and Student Employment Service	Nita M. Landrum
Housemother of Lewis Field	Mrs. Glenna Lewis
Secretary to the Registrar	Mabel McCoy
Housemother of Custer Hall	Mrs. Ethel McKenna
Secretary, Extension Service	Millie Netherland
Secretary, Student Employ- ment Service	Helen Wilson

Add twelve other full-time employees to this list and it makes an interesting comparison with the 1902 administrative force of one part-time administrator.

Concerning College Organization in 1942³

In general the president of the college is directly responsible for the organization of the college. The chief concern of divisions and departments should be so to organize their courses, and so to present their offerings that these may be in conformity with the general plans and objectives of the college as a whole. The college faculty performs particularly the functions of instruction and guidance of students. Other functions may from time to time be assigned to individual faculty members or to groups within the faculty. Obviously the president cannot look after all the details involved in the operation of a college. Therefore, it becomes necessary to delegate functions to individuals and groups, and to hold them responsible for the performance of these responsibilities. Furthermore, the value of a democracy within a college organization must be preserved. Every faculty member and employee is interested in the welfare and work of the college. There should be available at all times the methods by which these interests may be known. Also, ways should be provided by which any element of merit in such interests may be eventually contributed to the enrichment of the service which the college renders.

3. Faculty Bulletin, V II, pp 1-5, October 6, 1936.

Therefore, functions are delegated to faculty members or groups, in order to facilitate action and to assure a more cohesive and united attack with the full force of the faculty upon the problems of the college.

There are two general types of delegated functions: First, functions delegated to individuals, which are usually administrative; and second, functions delegated to committees. Unless specifically designated committees do not exercise administrative functions.

Certain individuals are delegated certain specific functions. In such cases the functions are usually administrative. Persons thus assigned administrative functions are given freedom to recommend policies or to suggest procedures either to the president or to the appropriate committee.

Delegation of Functions to Committees:

In general the functions delegated to committees, or referred to them, consist of:⁴

- (a) Problems of research and information getting.
- (b) Requests for advice or for information concerning precedents.
- (c) Recommendations as to policies to be followed.

Each committee should meet regularly, and should keep a careful minute of its proceedings, and furnish a

4. Loc. cit.

copy of the same to the president. Recommendations or policies agreed upon in committee action, will become effective on approval by the president. When approved the president designates the individual, or individuals, to be responsible for making effective the recommendations or policies.

In formulating policies it is understood that the committees may seek advice from those designated to administer policies, other members of the faculty, officers of the Student Council, or other students.

Two members of the Student Council participate with the Student Relations committee in the allocation of the Student Activity Fund.

Each committee is responsible for establishing, subject to the approval of the president, regulations, procedures or policies relating to the functions as enumerated respectively under the several committees as follows:

Administrative Committee: The consideration of general college policies and problems.

L. D. Wooster, Chairman
 Cora Bibens, Secretary
 Elizabeth J. Agnew
 F. W. Albertson
 Hugh Burnett

Maude Gorham
 E. R. McCartney
 W. D. Moreland
 Irvine Wilson
 S. V. Dalton

Undergraduate Committee: The consideration of curricular, scholastic and academic policies on the undergraduate level. The officers serve as a committee on special cases.

Personnel

E. R. McCartney, Chairman	Donald Johnson
R. L. Welty, Vice Chair.	Myrta McGinnis
S. V. Dalton, Secretary	Maude McMIndes
F. W. Albertson	Ira O. Scott
Wilbert Chappell	Leonard Thompson
Lucille Felton	

Graduate Committees: The consideration of curricular, scholastic and academic policies and regulations in the Graduate Division.

Personnel

F. W. Albertson, Chairman	W. D. Moreland
Roy Rankin, Vice chairman	H. B. Reed
F. B. Streeter, Secretary	
E. R. McCartney	
Myrta McGinnis	
R. T. McGrath	

Public Relations Committee: As the name indicates the function of this committee is to give consideration to the various aspects of the relationship of the college to the public, both local and state-wide, such as Extension Service, Alumni Activities, Placement Service, Music Festival, High School senior days, etc.

Personnel

Hugh Burnett, Chairman	W. Hugh Miller
James R. Start, Vice chairman	Geneva Millet
Eva Hedges, Secretary	Ira O. Scott
Paul Gross	Mrs. Nita M. Landrum
E. R. McCartney	Carl Malmberg

Student Relations Committee: The planning and promotion of the welfare and education of students along lines other than scholastic. This committee is really a composite of several special committees as listed below.

Personnel

Roy Rankin, Chairman	Maude Gorham
W. D. Moreland, Vice chairman	Howard Halgedahl
Mrs. Nita M. Landrum, Secretary	Jessie Pearce
Elizabeth J. Agnew	Ira O. Scott
F. W. Albertson	James Start
Fern Brock	T. W. Wells
S. V. Dalton	Two members from the
Gaynelle Davis	Student Council
Thelma DeForest	

Sub-committees

Social	Allocations
Housing	Publications
Special cases	Student Employment

Entertainments and Lectures Committee: To plan and provide valuable lectures and entertainments from both outside and local sources for students and faculty.

Personnel

Maude Gorham, Chairman	Lucile Felten
C. F. Wiest, Vice chairman	R. T. McGrath
Hugh Burnett, Secretary	George Robertson
Elizabeth Barbour	James Start
Hobart Davis	Mabel Vandiver

Physical Education Association and Athletic Committee:

The Physical Education Association is a corporation which was formed to build the stadium and living quarters. The Athletic Committee deals with the program and policies of inter-collegiate athletics. All but the last two named persons are members of the Physical Education Association, all are members of the Athletic Committee:

Personnel

R. L. Parker, President	W. D. Moreland
Ed. Davis, Vice president	Paul Waldorf
Irvine Wilson, Secretary-	L. D. Wooster
Treasurer	
Wm. Bearley	
R. U. Brooks	<u>E. F. Morris</u>
Paul Gross	R. L. Welty
E. R. McCartney	

Special Committees

Housing Corporation: The Housing Corporation is formed to comply with a law passed by the 1941 session of the legislature to provide for the building of dormitories and student unions.

Personnel

L. D. Wooster, Chairman	E. F. Morris
Irvine Wilson, Sec-Treas.	Ward Sullivan
R. U. Brooks	Mrs. Nita M. Landrum
Maude Gorham	Leroy Opdyke
Maude McMIndes	Vergene Gleason
W. D. Moreland	John Woelk
	Ruth Nelson

Lower Division Advisers: To help lower division students assigned to them in curricular and scholastic

matters, particularly enrollment.

Personnel

Fern Brock
 Robert Bugbee
 Hugh Burnett
 Wilbert Chappell
 David M. Cole
 Gaynelle Davis
 Thelma DeForest
 Drew Dobosh
 Lucile Felten
 Paul Gross
 Donald Johnson
 Rosella McCarroll

Cecil Marshall
 Gladys Patton
 Jessie Pearce
 Andrew Riegel
 L. J. Schmutz
 Ira O. Scott
 Earl G. Swafford
 Edna Triplett
 T. W. Wells
 Vernon Clover
 Clarice Short

Building Sponsors: To keep records and schedules, and in cooperation with the dean's office to approve the special use of rooms in their respective buildings. The dean's office serves as the clearing house for the use of all buildings.

Science Hall, Roy Rankin
 Picken Hall, R. T. McGrath
 Industrial Building, Ed. Davis
 Library, F. B. Streeter
 Coliseum, E. R. McCartney
 Woman's Building, Elizabeth Agnew

Little Theatre: To advise with the dramatics instructor in the selection and presentation of plays.

Personnel

James R. Start, Chairman
 Eva Hedges, Secretary
 Hugh Burnett
 Mrs. Ed. Flood
 Mrs. G. A. Kelly

Mrs. E. R. McCartney
 Mrs. Clara Malloy
 Edna Triplett
 Mrs. L. D. Wooster

Flight Training:

Personnel

George Kelly, Chairman
 Earl F. Morris
 H. A. Zinszer

E. R. McCartney
 C. T. McCormick
 L. D. Wooster

Administrative Policy With Respect to Tenure

Faculty members are commonly appointed as instructors or assistant professors, depending upon their preparation and experience, and usually with the understanding that the appointment is for one year, but that it will be continued thereafter indefinitely if the work is satisfactory to both parties.⁵

Faculty members are promoted in rank after a period of service and as vacancies occur.

The State Board of Regents has set up a plan of sabbatical leave for faculty members, with a maximum of half pay, upon recommendation of the administration of the college.⁶ Through the years since this plan has been in operation many faculty members have availed themselves of the opportunities afforded. The following is a copy of the resolution passed by the Board of Regents making possible this opportunity for sabbatical leave:⁷

It is ordered that, in strictly meritorious

5. President's report to the American Association of Universities, 1942.

6. Minutes of the State Board of Regents, Jan. 28, 1928.

7. Loc. cit.

cases, a faculty member at any of the five state schools who has served continuously for six years or longer at the institution with which he is connected, may, upon the recommendation of the president, be granted leave of absence with part pay for a period not exceeding one year for the purpose of pursuing advanced study; provided that the amount paid during the period of leave shall not exceed fifty percent of the absentee's regular salary, and that it shall not exceed the difference between the absentee's regular salary and the salary of the person employed as substitute during the period of leave; provided further that the number of faculty members to whom leave of absence with part pay is granted in any fiscal year shall not exceed four percent of the number of persons on the faculty payroll of the institution concerned, on July 1 of the fiscal year for which the leave of absence is granted; and provided further that no faculty member will be granted leave of absence at part pay who does not agree to return to the service of the institution for a period of at least two years following the expiration of the period of leave, or, on failing to return to the institution or to remain in its service for the time specified, to refund to the institution a proportion of the amount paid to him while on leave that equals the proportion of the time which he failed to serve the institution in accordance with his agreement.

Retirement and Pension Provisions

With regard to retirement and pension provisions, the Fort Hays Kansas State College, being a state tax-supported college, is, along with the state university and other state institutions of higher learning, dependent upon the state legislature for whatever provisions may be made. Up to the present time (1942) the state legislature has made no such provision. However, the State Board of Regents has approved for this college

a plan of gradual retirement beginning at any time between 65 and 70 years of age, as may seem wise to the Administration and the Board. This plan as it is working at the present provides for the gradual retirement of faculty members, at first cutting the work to about three-fourths of a load, and then down to one-half time, and then to one-fourth time, with the possibility of a nominal salary for the individual as long as he is able to render some sort of service to the college.

This plan is not based on legal enactment of law but operates as the best and most practical plan until the legislature is willing to make a fair retirement provision for the men and women who have faithfully served the State of Kansas for many years.

Student Government

The first movement for student government in the institution was begun in April of 1911. A constitution was drawn up, representatives from the classes were elected, and the council held its first meeting on May 16, 1911, at which time officers were elected. According to the minutes on file in the Registrar's Office, this council held frequent meetings during the remainder of the year. Then the movement seemed to lag.

After Mr. Lewis came to the college the movement was

revived on a broader scale. A "Student Assembly" was organized, with a student chairman, and other officers. An executive council consisting of representatives from the various classes was also organized. This organization has persisted to the present time and has functioned profitably in handling student programs, matters of student welfare, and student policy.

It is felt that a reorganization of the "Student Constitution" is necessary in order to conform with the idea that a college should be a training school for leadership and citizenship. Such a reorganization is planned at the time this paper is in writing.

Section B. College Finances

Introduction

This thesis is concerned with a general history of the Fort Hays Kansas State College. For this reason a detailed financial history of the school is not included. The subject of finances will make an interesting and profitable study within itself for some student of finance at any future date. However, a brief summary of the college financial set-up is pertinent to the problem of this thesis.

Inventory

As of June 30, 1941, an inventory of the college property showed the following assets:

Land	\$ 155,600.00
Buildings and Annexed fixtures	803,658.00
Sidewalks, driveways, roads, etc.	24,818.00
Apparatus	40,755.00
Machinery and Tools	26,975.00
Museum and Scientific Collections	28,135.00
Office and Classroom Furniture	23,455.00
Books and Pamphlets	96,128.00
Dormitory Equipment	5,527.00
Cafeteria Equipment	6,381.00
Live stock	7,366.00
Commencement Equipment	1,146.00
	<u>1,219,944.00</u>

Appropriations

Appropriations for sample years are listed as follows to give a representative view of the college's growth:

YEAR	APPROPRIATIONS
1901-02	\$ 7,000.00
1902-03	5,000.00
1903-04	7,000.00 and
for a building	20,000.00
1904-05	7,000.00
1906-07	12,000.00
1910-11	36,500.00 and
for a power and light plant	30,000.00
1911-12	42,000.00 and
for a Model Agricultural High School Building	40,000.00
1912-13	47,500.00
1914-15	53,000.00
1915-16	58,000.00 and
for a Coliseum	50,000.00
1916-17	60,000.00 and
for a Coliseum	50,000.00
1917-18	73,310.00 and
for Coliseum equipment	27,592.82
1920-21	100,600.00

1921-22	133,000.00	and
for Cody Commons	20,000.00	and
for Custer Hall	100,000.00	
1923-24	159,000.00	
1929-30	201,500.00	
1931-32	209,800.00	and
for a power plant	41,200.00	
1932-33	199,000.00	
1942	253,250.00	

The Fort Hays Kansas State College has no indebtedness, and operates on an annual budget. The financial report for the year ending June 30, 1941 is indicated in the following table which shows the source of all income and the amount expended for each item:

Receipts and Disbursements for the Fiscal Year Ending June
30, 1941

Appropriations

	Bal. June 30, '40	Appr. & Fees	Expenditures
Salaries	\$ 4,745.86	\$145,000.00	\$147,971.34
Maintenance	236.16	50,000.00	49,998.00
President's Contingent	135.61	250.00	181.47
Laboratory Sup- plies and e- quipment	436.02	5,000.00	5,434.70
Books	136.00	3,000.00	3,136.56
Psychological Clinic		1,000.00	1,000.00
Special Repairs	914.94		

Fees

Cafeteria	784.36	35,911.27	31,800.00
Commencement	1,443.87	1,902.29	1,204.04
Dormitory	3,978.42	6,881.30	6,833.50
Health	1,904.18	3,371.80	3,741.93
General Fees	9,694.52	112,860.01	109,631.81
Totals	<u>\$24,410.54</u>	<u>\$365,176.67</u>	<u>\$360,934.16</u>

The following table shows the legislative appropriations

for 1942: (Appropriations made by the legislature are not always available when the college is ready to use them).

Salaries	\$165,000.00
Maintenance and Repairs	62,500.00
President's Contingent	250.00
Laboratory Supplies and Equipment	5,000.00
Books	2,000.00
Psychological Clinic	1,000.00
Special Repairs and equipment	17,500.00
Total	<u>\$253,250.00</u>

Purchases

All purchases are made through the State Business Manager and an audit of all books and accounts is made annually by the office of the State Auditor. Reports of these audits are sent to the Governor and the State Board of Regents.

CHAPTER VIII

HISTORY OF THE STATE ADMINISTRATIVE BOARDS

Introduction

A board which controls and administers the higher institutions of a state is dealing with the state's most fundamental agency for progress. Men who are members of such boards should be capable of sound judgement and should possess a prophetic view which enables them to shape the careers of the institutions under their charge so as to make them of the highest possible service to the people of the state. In the final analysis, the material, moral, and cultural standards of the state depend upon the proper solution of the educational problems and the intelligent determination of educational policies.

If these important functions are to be performed in the most satisfactory manner, it is essential that the basis for choosing the governing board of higher educational institutions should be sound in principle. Kansas has done considerable experimenting along these lines, therefore, the Fort Hays Kansas State College has been under several administrative boards of control. It is the purpose of this chapter to show the evolution of the state's administrative control of the college.

Original Boards

In establishing institutions of higher learning it is necessary for the state, through constitutional provision or legislative enactment, to provide governing bodies who are responsible for the property of the institutions, the proper expenditure of the funds appropriated to or collected by them, the formulation of institutional policies, and the general administration of the institutions through the president and other officials whom they choose.

In Kansas the University and the State Agricultural College each had their respective boards of regents from the date of their establishment down to the year of 1913. The board of the University was composed of six regents, with one honorary member; the board of the State Agricultural College consisted of seven members. A single board of regents composed of six regular members and three honorary members governed the normal school at Emporia. Later, the same regents served as the governing board of the branches of the Emporia State Normal at Hays and Pittsburg.

The Fort Hays Kansas State College was established as a branch of the Emporia State Normal in 1902. The members of the board of regents serving these two schools

from 1902 to 1913 were as follows:

L. B. Kellogg	Emporia
F. J. Altswager	Hutchinson
Geo. T. Coddling	Louisville
S. H. Dodge	Beloit
E. A. Ross	Burr Oak
A. H. Bushey	Pittsburg
C. H. Messerley	Osage City
H. W. Grass	La Crosse
M. F. Amrine	Council Grove
Sheffield Ingalls	Atchinson
W. B. Ham	Stockton
Geo. E. Tucker	Eureka
J. E. Junkin	Sterling
J. E. Boyer	Kingman
Frank McIver	Hoxie
Charles Lander	Lindsborg
W. S. Berwick	Wakeeney
B. M. Dreiling	Hays
G. G. Bungler	Eskridge
Emerson Carey	Hutchinson
Laura French	Emporia
W. D. Kuhn	Holton

State Board of Administration

In 1913 the State Legislature abolished the three separate boards, together with the several boards having charge of the charitable, penal, and correctional institutions. The following law from Chapter 287 of the Laws of Kansas, 1913, explains the change in the system of administration of the state institutions effected by the Legislature of 1913:

AN ACT to create a state board of administration for the University of Kansas, the Kansas State Normal Schools, the Kansas State Agricultural College, the Kansas School for the Deaf at Olathe, and Kansas School for the Blind at Kansas City, Kan., and to prescribe

its duties, and to provide for the management and control of the University of Kansas, the Kansas State Normals, the Kansas State Agricultural College, the Kansas School for the Deaf at Olathe, and Kansas School for the Blind at Kansas City, Kan., and to make appropriations therefor, and to repeal all other acts and parts of acts inconsistent with this act.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. The University of Kansas, the Kansas Normal Schools, the Kansas State Agricultural College, the Kansas School for the Deaf at Olathe, and Kansas School for the Blind at Kansas City, Kansas, shall be governed by a state board of administration consisting of three members, and not more than two of the members shall belong to the same political party. Not more than one member shall be an alumnus of any one of the educational institutions enumerated in the title of this act at any one time, and not more than one member shall be from any one congressional district.

SECTION 2. The governor shall nominate and with the consent of a majority of the members of the senate in executive session shall appoint three persons from the state at large, and they shall be selected solely with regard for their qualifications and fitness to discharge the duties of their positions. Two of the members of said board of administration shall hold office, as designated by the governor, for four years, one for two years. Subsequent appointments shall be made as hereinbefore provided, and except to fill vacancies, shall be for a period of four years . . .

SECTION 3. The state board of administration of educational institutions shall have power to elect a president from among its own members, a secretary, who shall not be a member of the board but must be a person who is an experienced educator, and such clerks, bookkeepers and stenographers as may be necessary to properly conduct the business of the board.

SECTION 4. The board shall have the power to elect an executive head and a treasurer for each of

the heretofore named educational institutions, and to appoint professors, instructors, officers and employees; to fix the compensation which shall be paid to such officers, professors and employees; to make rules and regulations for the grading and promotion of professors, instructors, and employees; to make rules and regulations for the administration and government of said schools not inconsistent with the laws of the state; to manage and control the property, both real and personal, belonging to said institutions; to execute trusts or other obligations now or hereafter committed to any of the said institutions; to direct the expenditure of all appropriations the legislature shall from time to time make to said institutions, and the expenditure or investment of any other moneys that may accrue to said institutions by legacy, donations, or the proceeds of fees imposed by authority of law; and to do such other acts as are necessary and proper for the execution of the powers and duties conferred on them by law

SECTION 5. The boards of regents now charged with the government of the University of Kansas, the Kansas State Normal Schools, and the Kansas State Agricultural College shall cease to exist on the first day of July one thousand nine hundred and thirteen, and on the same date full power to manage said institutions as herein provided shall vest in the said state board of administration for the said Kansas state educational institutions.

.....
.....

SECTION 8. The board shall maintain a business office at each of the state educational institutions under its control and shall provide for said business offices such employees as may be necessary to the proper conduct of the affairs of the board

SECTION 9. Each member of the board shall be allowed an annual salary of \$3,500 and all necessary railroad fares and other traveling expenses incurred in the discharge of the duties imposed upon him as a member of such board, and such members shall devote

their entire time to the duties of said board, and shall be ineligible to hold any other appointive or elective office.

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.....
.....

SECTION 13. The board shall make reports to the governor and legislature of its observations and conclusions respecting each and every one of the institutions named, and including a regular biennial report to the legislature concerning the biennial period ending June 30th preceding the regular session of the legislature

Approved February 10, 1913.

The same legislature established two other boards-- one, the State Board of Corrections, was to have charge of the penal and correctional institutions; the other, the State Board of Control, was to have charge of the charitable and eleemosynary institutions. In other words, three boards took the place of more than a dozen. At the same time there was a central business office established for the institutions under the control of the board of administration, and an attempt was made to cooperate with the two other state boards in the purchase of supplies and equipment.

The new Board of Educational Administration held its first meeting in the governor's office on March 20,

1913.¹ It organized by electing Ed. T. Hackney president and D. M. Bowen as secretary. The following day the heads of the various institutions of higher education went to Topeka for a conference. A full and free discussion of the problems confronting the schools of Kansas took place.

Policies of the Board

At this time the Board of Administration stated that it would not attempt internal management of the various institutions but would hold heads of the institutions strictly responsible for the success of each school. The Board asked the school heads to nominate faculty members and to give much thought to personality for all new places. Professors and teachers should be able, the Board thought, to explain to the taxpayers in the Kansas language what they were doing that was of benefit to the people of the state.

The Board advised the heads of the schools that it favored permanency in positions and would expect teachers performing satisfactory service to remain as members of the faculties. The Board further stated that it would make no inquiry, and asked that none be made, as to the

1. First Annual Report, State Board of Administration, 1914, p. 9.

political or religious preferences of candidates for positions.

The school heads were assured that in the future the schools would be called on to furnish expert advice for the people of the state along their lines since the increase in population and the keenness of business competition made it necessary to use human intelligence to the best advantage and to eliminate waste in every avenue of life. It was felt that the faculties of these schools were the experts who could furnish to a large extent the advice and information necessary to help the people to live under the new conditions. All education, according to the policies of the Board, was to be given from the standpoint of fitting people for their life work. Education was to be a means for making the individual more efficient, and young people were to be taught to return its cost to the people of the community in added public service.

The duties of this Board have been listed in Section 4 of the law quoted above. However, a few sentences taken from the original minutes of the Board's meetings will show how it acted on the basis of the 1913 law:²

2. Official Minute Book, State Board of Administration Office, Topeka, Kansas.

March 6, 1914 (Meeting at Hays, Kansas)

It is hereby ordered that the degree of Bachelor of Science in Education shall be offered in each of the Normal Schools under the control of this Board beginning in September, 1914. The degree of Bachelor of Arts in Education in said institutions will not be given after that time.

June 3, 1914 (Meeting at Hays, Kansas)

After September 1, 1914, all recommendations for dismissals for members of the faculty who are not appointed for a definite term, except in extraordinary cases, should be made to the Board accompanied by a detailed report of the head of the department, dean, or director of the division and the executive head of the school as early as possible in the term and not later than April 15 of the academic year in which the service should terminate, and parties should be notified not later than April 15 of the intention to discontinue said service

March 8, 1915 (Meeting at Topeka, Kansas)

In order to preserve harmony between the institutions and to prevent unnecessary duplication, each institution will submit to this office, each new course that is to be offered in the catalog or in the institution, prior to the time it is offered, together with the brief, giving the reason for offering of said course, and no new course should be offered in any institution until it is approved by this Board.

Law of 1917

After the educational, penal, correctional, and charitable institutions had been operated under the three boards for four years, the State Legislature decided in 1917 to establish a single board of four paid members, including the governor, to have charge of all the State's

institutions, with one or two unimportant exceptions.

This board was known as the "State Board of Administration" being established by a law approved by the governor on February 27, 1917. The law is found in Chapter 297 of the Session Laws of 1917, State of Kansas. It went into effect on July 1, 1917. It provided for a board composed of four members, consisting of three electors appointed by the governor "who shall be chosen without reference to party policies and because of their fitness for the duties of the office, by and with the advice of the senate." The governor himself was the fourth member of the board and was the chairman. The term of office for the appointed members was four years, one retiring at the end of one biennium and the other two at the end of the next. The appointed members gave all their time to the duties of the board, for which they were paid a salary of \$3,500 per year. The law also provided that the board should appoint a secretary at \$2,000 per year and a business manager at a salary to be fixed by the board.

With few exceptions the State Board of Administration created by the law of 1917 had charge of all the state educational, charitable, penal, and correctional institutions, numbering with their branches twenty-seven in

all. They were as follows: University of Kansas, Lawrence, together with the medical school and the Bell Memorial Hospital, at Kansas City; Kansas State Agricultural College, Manhattan, together with the four branch agricultural experiment stations at Hays, Garden City, Colby, and Tribune; the three Normal Schools at Emporia, Hays, and Pittsburg; School for the Blind, Kansas City; School for the Deaf, Olathe; State fish hatchery, Pratt; Western University (colored), Kansas City; Industrial and Educational Institute (colored), Topeka; the four State hospitals at Topeka, Osawatomie, Larned, and Parsons; State training school, Winfield; State sanatorium for tuberculosis, Norton; State orphans' home, Atchison; Kansas State Penitentiary, Lansing; Kansas State Industrial Reformatory, Hutchinson; Women's industrial farm, Lansing; Boys' Industrial School, Topeka; and the Girls' Industrial School, Beloit.

According to the law, the Board of Administration

Shall control and manage said institutions, including the erection of all buildings, additions, alterations; . . . shall appoint the superintendent, warden, or other executive officer for each educational, benevolent, penal, or corrective institutions; . . . upon recommendation of the superintendent or executive officer of each institution, annually determine and fix, with the written approval of the governor and business manager, the annual or monthly salary of all the officers and employees of the several institutions.

The Board held the property of the several institutions for the State. It received and executed trusts for them, and authorized "such expenditures for the interest of said institutions as may in its judgment be necessary."

Although the Board seemed to enjoy almost unlimited power in its administration of the institutions, it was evidently intended that the internal administration of each institution should be left largely to the local executives, as was evidenced by the provisions stating that superintendents or executive officers "shall appoint, subject to the provisions of the civil service laws of Kansas, all officials, clerks, guards, and employees;" that executive officials could discharge any employee for cause; and that salaries were to be fixed by the Board upon the recommendation of the superintendents or the executive officials. They were also responsible for all the supplies and property belonging to the institutions under their charge.

The law provided that the "business manager shall under the board have full authority to manage and control such institutions by and with the advice of the board and to purchase all the supplies required by such institutions." In the statute as amended in 1921 it was stated

that the business manager should cause a full and complete inventory to be made at each institution; that under the direction of the Board he should have full charge of erecting all buildings and making all repairs.

It was also provided that contracts for all buildings were to be let only after public bids had been submitted and accepted in accordance with the specifications as laid down by the state architect.

Educators Not Satisfied With the 1917 Law

Educational circles were not satisfied with the organization under the 1917 law. The act itself contained inconsistencies. The relations of the business manager to the Board were by no means clear. The law provided that the manager was to be appointed by the board; that "under the Board" he was to "manage and control" the institutions, the very words used in conferring authority on the board itself; that with the "advice and consent" of the Board he, not the Board, should transmit to the governor biennial estimates of the needs of the institutions. On the other hand, there were provisions authorizing the Board to make rules and regulations with respect to the advertisement of bids, and in another place the "Board" was authorized to purchase chemicals and other materials.

Obviously it was intended to make the office of business manager of some consequence, and in doing so the respective functions of the Board and the business manager were so intermingled as to be workable only by common forbearance.³

Another point of much dissatisfaction was expressed in the fact that the law was evidently not written with the institutions of higher learning primarily in mind. Nowhere throughout the law are the words chancellor, president, professor, or instructor mentioned, whereas the paragraphs are filled with the words superintendent, warden, "other executive officer", clerks, steward, employee, guards, and inmates.

The motive in the mind of the legislature in creating the Board was probably to eliminate as many state boards as possible and by the establishment of a central business office to save the tax payers of the State a large amount of money. In theory it was a worthy motive but in practice it was false economy. It was assumed that the control and management of all state institutions of whatever character and the purchase of supplies for them was sufficiently similar in character as to constitute a common problem.

The basis of this thinking was largely fallacious

3. Bureau of Education Bulletin No. 40, Department of the Interior, 1923, p. 25.

but hardly as much so as the assumption that there was some inherent relationship between charitable, correctional, and penal institutions, on the one hand, and colleges, universities, and normal schools on the other.

The final criticism from educators concerning this Board was that it had too little time to devote to the consideration of problems relating to higher education. Its attention was so engrossed with problems of general and internal nature, including paroles, and pardons at the penal and correctional institutions, that it was quite impossible for the board to devote the time and attention necessary for the most satisfactory development of sound educational policies relating to higher education.

The personnel of the Board was not criticized as it was generally conceded they did remarkably well considering the magnitude of their tasks. From 1913 to 1925 the Boards of Administration in charge of educational institutions were composed of the following members:

Ed. T. Hackney
 Cora G. Lewis
 E. W. Hoch
 C. W. Green
 Wilber N. Mason

Wellington
 Kinsley
 Mari on
 Kansas City
 Topeka

H. J. Penney	Hays
E. L. Barrier	Eureka
E. N. Underwood	Atchison
A. B. Carney, R. M. Williams, and W. P. Lambertson	

Law of 1925

Through a commission working in 1923, the United States Bureau of Education made a survey of the colleges and universities of Kansas and recommended a single board of control for the institutions of higher learning. This recommendation, combined with the general dissatisfaction of the system operating under the 1917 law, caused the 1925 Legislature of Kansas to create a State Board of Regents to have control of the state tax-supported institutions of higher education.

The Board consisted of nine members appointed by the Governor of the State with the concurrence of the Senate of the Legislature. The members served for four years, with overlapping terms and without salary. This Board controlled the State University, the State College of Agriculture and Applied Science, and the three State Teachers Colleges of Hays, Emporia, and Pittsburg.

In part the law provided:⁴

Section 2. That all the jurisdiction, powers and duties now conferred by law upon the state board of administration relating to the University of Kansas, the Kansas state agricultural college and all branch experiment stations of said Kansas state agri-

4. Laws of Kansas, 1925, Ch. 260.

cultural college, the Kansas state teachers college of Pittsburg, the Kansas state teachers college of Emporia, the Kansas state teachers college of Hays, are hereby withdrawn from the state board of administration and conferred upon the state board of regents; except that the powers and duties now or hereafter conferred by law upon the state business manager relating to said educational institutions herein named, shall be exercised by such business manager through said board of regents.

Section 6. That said board of regents shall have full power and authority to appoint the executive heads of the institutions under its jurisdiction with power to remove said executive heads, deans, professors, teachers, or other employees, at the discretion of the board.

The Board of Administration remained in control of the benevolent institutions, including schools for the deaf and the blind, and the penal institutions of the State of Kansas.

Policies

On its organization the new Board of Regents laid down a few broad principles which it believed needful in the successful management of institutions of higher learning. These were:⁵

No politics in the schools' management.

No interference with the teachers because of their academic views, thus giving academic freedom.

The responsibility for conducting the institutions to be placed upon the heads of the schools, and the Regents to make no recommendations for teachers or minor positions in the institutions.

Consideration of the five schools as a single unit of higher education in Kansas with all possible

5. Second Biennial Report, Kansas Board of Regents, 1928, pp. 8-9.

elimination of over-lapping courses.

A long-time program of building construction to the end that the schools may attain full equipment in an orderly manner and as demands exist, without excessive appropriations in any one year.

Recognition of professors who have served for a long term of years in a retirement allowance as a due appreciation from the state of their work and also as a stabilizing influence in maintaining a strong faculty at each school.

At the first meeting of this new Board of Regents, Governor Paulen approved this program and said:⁶

I have place the schools of higher education in the Board's hands. I expect you to carry them forward. If you ask for my assistance and I can help you I shall gladly do all possible in the schools behalf--but I do not intend to interfere in any way with your procedure, nor offer any recommendations for places in the state schools. Kansas wants the schools managed without politics and for the good of the young men and women who make up their student body.

Under the 1925 law the Board of Regents made plans for exercising proper over-sight of the schools' operation. By law the Board was required to meet only four times a year, however, in actual practice it met much more often.

During November and December of each year the entire Board made visitations to all the schools, spending at least one day at each school. At least one board

6. Second Biennial Report, Kansas Board of Regents, 1928, pp. 8-9.

member made an official visit to each school every month.

In preparing the budgets for each year the Board sent a committee of three members to visit each school. This committee then reported to the full board where a final decision was made. Members of the Board also made plans to attend special occasions of the schools when their presence was desired.

In making appointments to this board it was the policy of the governor to name no member from a county in which was located one of the state schools. Members did not receive a salary but they were allowed actual traveling expenses in conducting the business of the Board.

For fourteen years the Board of Regents, as created by the law of 1925, served the State in a successful manner. The legislature often did not provide sufficient funds for the Regents to administer even their minimum program for the schools and it consistently refused to give favorable consideration to the Board's biennial recommendation of a fair and just retirement provision for the retirement of aged members of the schools' faculties, however, the Board carried on in a spirit of toleration and cooperation. It gave the state schools the best program with the means at its disposal.

Law of 1939

During the legislative session of 1939 the Board of Regents was abolished as organized in 1925 and a new board created to succeed it. Some of the provisions of this law are as follows:⁷

Chapter 289. Senate Bill No. 129. AN ACT relating to state institutions, creating a new board of regents for certain state educational institutions, prescribing the powers and duties of such new board of regents, transferring certain jurisdiction, powers and duties now conferred by law upon the state board of administration to said board of regents, amending sections 74-116, 74-3201, 74-3202, 74-3203, 74-3204, 74-3205, 76-108a, and 76-108b of the General Statutes of 1935, and repealing said original sections and repealing section 74-113 of the General Statutes, 1935.

Be it enacted by the Legislature of the State of Kansas:

Section 1. Section 74-3201 of the General Statutes of 1935 is hereby amended to read as follows: Sec. 74-3201. There is hereby created a state board to be known as the board of regents. Within sixty days after the taking effect of this act, the governor shall appoint, with the advice and consent of the senate, nine competent citizens of this state to be and act as the board of regents, five of whom shall be members of the political party casting the highest number of votes for secretary of state in 1938, and four of whom shall be members of the political party casting the second highest number of votes for secretary of state in 1938. The members of such board shall

Section 2. Section 74-3202 of the General Statutes of 1935 is hereby amended to read as follows:

7. Session Laws of Kansas, 1939, Ch. 289, p. 551.

Section 74-3202. No member of the board of regents created by this act shall receive any compensation for his services, but each shall be allowed all actual traveling and necessary expenses incurred while in the discharge of any of his official duties.

Section 5. Section 74-3205 of the General Statutes of 1935 is hereby amended to read as follows: Sec. 74-3205. That the treasurer of the state of Kansas shall be the treasurer of said board of regents created by this act.

Section 6. Section 76-108a of the General Statutes of 1935 is hereby amended to read as follows: Section 76-108a. That all the jurisdiction, powers and duties now conferred by law upon the state board of regents under chapter 259 of the Laws of 1925, relating to the University of Kansas, Kansas state college of agriculture and applied science and all branch experiment stations of said Kansas state college of agriculture and applied science, the Kansas state teachers college of Pittsburg, the Kansas state teachers college of Emporia, and the Fort Hays Kansas state college, are hereby conferred upon the board of regents created by this act; except that all powers and duties now or hereafter conferred by law upon the state business manager relating to said educational institutions herein named, shall be exercised by such business manager by and through the board of regents created by this act.

Section 7. That all the jurisdiction, powers and duties now conferred by law upon the state board of administration relating to the Kansas institution for the education of the deaf and dumb, the Kansas institution for the education of the blind, Kansas vocational school at Topeka and Western university of Quindaro are hereby withdrawn from the state board of administration and conferred upon the state board of regents created by this act; except that all powers and duties now and hereafter conferred by law upon the state business manager relating to said state institutions herein named, shall be exercised by such business manager by and through the board of regents created by this act.

Section 8. Section 76-108b of the General Statutes is hereby amended to read as follows: Sec-

tion 76-108b. That the board of regents created by this act shall have full power and authority to appoint the executive heads of the institutions under its jurisdiction with power to remove said executive heads, deans, professors, teachers or other employees, at the discretion of the board

Approved March 27, 1939.

Under the provisions of this new law the governor, in May, 1940, appointed a new Board of Regents. The appointments were: W. T. Markham, Lester McCoy, Drew McLaughlin, Mrs. Donald Muir, Ralph T. O'Neil, Grover Poole, Mrs. Elizabeth Reigart, Dr. H. L. Snyder, and Fred M. Harris. The Board was formally organized shortly after the appointments were made. Mr. Harris was elected chairman and a full time secretary was employed by the Board.

An analysis of the new law shows several differences as compared with the provisions of the old law. Under the new law the Board of Regents must be composed of persons belonging to the two major political parties, and not more than five members of the Board of nine persons may belong to the same political party. Another difference is that the Board's jurisdiction is enlarged. In addition to the original five institutions of higher learning which had been under the jurisdiction of the old Board of Regents, there are now added four other institutions. These are: the State School for the Deaf, the State School for the Blind, the Kansas Voca-

tional School, and the Industrial Department of Western University. The Board now carries on its work with this added responsibility.

Since 1925 the Board of Regents has been composed of the following members:

W. Y. Morgan	Hutchinson
B. C. Culp	Beloit
C. M. Harger	Abilene
C. B. Merriam	Topeka
G. S. Spencer	Sedan
E. W. Evans	Wichita
G. H. Hodges	Olathe
Mrs. J. S. Patrick	Satanta
W. J. Tod	Maplehill
M. G. Vincent	Kansas City
W. E. Ireland	Yates Center
C. C. Wilson	Meade
Oscar Stauffer	Arkansas City
Ralph O'Neil	Topeka
Leslie Wallace	Larned
Drew McLaughlin	Paola
Fred M. Harris	Ottawa
W. D. Ferguson	Colby
Dudley Doolittle	Strong City
B. P. Waggener	Atchison
Lester McCoy	Garden City
Sam Edwards	Blue Rapids
H. L. Snyder	Winfield
J. L. Bradley	Wellington
E. F. Beckner	Colby
Howard Payne	Olathe
Clarence Nevins	Topeka
Maurice Breidenthal	Kansas City
L. J. Beyer	Lyons
W. T. Markham	Topeka
Grover Poole	Manhattan
Mrs. Donald Muir	Anthony
Mrs. Elizabeth Reigart	Baxter Springs
Willis N. Kelly	Hutchinson
Mrs. Elizabeth Stephens Haughey	Concordia

The Board of Regents now operating under the 1939

law seems to meet with the general approval of all concerned. As long as the governors appoint well qualified members to the board, there is every reason to hope for successful administration of the institutions under the control of the Board.

Members of the Board of Regents should be men and women of some educational attainment whose experience has been broad and deep enough to give them definite conceptions of the purposes of higher education. They should know what equipment and facilities are necessary to accomplish desired ends. In order that the welfare of all the people of the State of Kansas may be the single consideration, the Board should be composed of public-spirited men and women chosen without reference to political creed, denominational attachment, or sectional interest. In short, the Board should be the medium for establishing perfect mutual confidence between the public and the state institutions of higher learning. In the degree that the Board meets these ideals, it best serves the citizens of Kansas.

CHAPTER IX

PUBLICATIONS, ORGANIZATIONS, ACTIVITIES, AND EVENTS

Introduction

Through the years the students and faculty of the Fort Hays Kansas State College have participated in numerous projects of work and activity. It is the purpose of this chapter to list, in the form of a summary, the outstanding publications, organizations, activities, and events. These are so numerous that it is only practicable to give a brief statement concerning each, except where a special interest attends the publication, organization, activity, or event.

Most of the school's leading publications, organizations, activities, and events are listed alphabetically in the following paragraphs.

Academy

The Academy was a part of the Normal School proper. It was realized that there were many young people in Western Kansas who had been denied the opportunity of acquiring a high school education until they had reached an age when it was embarrassing for them to attend the county high schools. For this reason the Fort Hays Kansas State School made arrangements for a number of years

whereby these young people could attend an academic department of the college. This was in reality a high school. In this department courses were offered which met the requirements of accredited high schools over the state. Students in the Academy received the pre-normal training necessary before entering the Normal proper.

Aerend

The Aerend is a quarterly publication containing literary compositions of students and faculty members. It is printed and bound by the College Press. It was first published in January of 1930. This publication has made a name for itself in Kansas literary circles under the editorship of Dr. F. B. Streeter.

All-Western Kansas Olympic

This event was an annual track and field meet for the high schools of Western Kansas. It was held on many different years during the first week in May. High school track and field meets are still held by the college but are not now known by the above name.

Alpha Sigma Alpha

A chapter of this sorority was installed at Kansas State Teachers College, Hays, on March 17, 1928.

Alpha Tau Kappa

A chapter of this social sorority was installed at the college in 1922.

Alumni Association

This is an organization of graduates and former students who are concerned with the welfare of the college and its alumni. It is the channel through which it is possible to build a greater and better college by promoting a feeling of good will and loyalty among its members.

Alumni News

This is a monthly publication issued as a supplement to the college paper. It contains interesting news items concerning the alumni of the college.

American Legion

The Fort Hays Kansas Normal Post of the American Legion was established at the Fort Hays Kansas State Normal School in the fall of 1919. The activities of the organization included social entertainments, basketball, baseball, and an annual home-coming celebration in honor of alumni and former students who maintained their membership in the Fort Hays Normal Post.

American Legion Auxiliary

The young women of the Fort Hays Kansas Normal School, after observing for three years the activities of the Fort

Hays Normal American Legion Post, decided they would like to have a part in upholding the ideal of patriotism and Americanization, for which more than a score of their former classmates made the supreme sacrifice. The first steps were taken to organize an auxiliary in January, 1922, under the direction of one of the college faculty, Miss Elizabeth Agnew.

Anniversary Day

The second Thursday in February of each year is celebrated as Anniversary Day in commemoration of the day the legislature of the State of Kansas accepted the grant of the Fort Hays military reservation by the United States congress for a state college, Thursday, February 7, 1901. The celebration aims to keep alive the best traditions of the institution, to pass in review the notable events in the history of Western Kansas and the college.

A. P. E. S. Literary Society

Realizing the importance of facility in self-expression in public a number of students met February 3, 1917, and formed an organization known as the A. P. E. S. Literary Society. The work of this society dealt particularly with extemporaneous speaking, drill in parliamentary law and the debating of current questions of the day.

Arbor Day

Arbor Day was always celebrated in the earlier years of the school with tree and vine planting. This is one of the chief reasons we have such a beautiful campus today.

It was the early custom to plant a tree on the campus side of the creek for every graduate of the Normal School. The trees were placed in such a manner as to allow room for a pathway between them which winds along the creek on the campus. In 1908 this lane was named "Alumni Lane" upon the suggestion of Miss Keller, although she greatly feared it might be known by some other name, especially among the younger generation. Miss Keller's fears have since been realized.

On Arbor Day in 1910 a student named Mary Ryan talked on the topic of "Normal Campus 30 Years Hence." She pictured a scene of many buildings hovering around the famous Picken Hall and a campus dotted with many beautiful shade trees. No truer picture could have been drawn.

Art Lover's Club

The Art Lover's Club was organized in 1923 primarily for the students majoring in Fine Art, but later included a few others vitally interested in the Arts.

Athletics

The athletic history for the first few years can be

most vividly presented by quoting some of the early participants. Mr. F. E. Lindley of San Diego, California, writes as follows:

As you probably know, I was a member of the first graduating class. I was there during the first summer session and during the first year that the school existed over on the old fort grounds.

We had a football team the first fall. No coach was provided by the school in those days, and I was the only coach the team had and was captain. Here is how the team obtained its first football, which was offered as a prize to the winning team by Mr. Freeze, the Editor of the Hays Free Press. The game was between the Normal School team, as it was then called, and the Hays town team, and was to be played at a picnic of some sort. Neither team had a football, so the prize was furnished in advance and was used by each team alternately so that they might have a football to practice with. The game at the picnic was a tie, so another game was arranged which was played on the parade grounds of the fort, where we laid out a football field. In this game the school won the ball, the winning score being made in the last few seconds of the game.

Mr. Lindley was manager of the first baseball team the school had and played on the first basketball team.

The young women of the school were not to be outdone by the men so they promptly took up basketball as described by Mrs. Clara Nicholas:

Basketball was readily taken up by the women students. The games were played in the old fort guard house which had been remodeled into a gymnasium. As there were not enough women to make two teams during the first term permission was given to complete the teams from the men's gymnasium classes. Therein competition was for strength and endurance as the men knew no more about basketball than did the women. About all any of the players knew about the game was not to run with the ball but to shoot at the basket as soon as one had possession of the ball. Later in

the winter two teams of five women each were organized as the enrollment had increased and the ten women were found who were interested in playing. This ruled out the men who had been playing with the women. They were not even allowed to watch the playing.

The gymnasium had neither dressing room, heat, wash room, nor drinking water. Drinking water had to be supplied in a pail. After playing the players had to go to the main building through all sorts of weather, where there was an improvised dressing room.

The women's basketball suits were of heavy serge with many yards of material in the bloomers. Long heavy black stockings were worn, also regulation gymnasium shoes. The women had to provide them for themselves.

Women's athletics continued about the same until the school moved to the present campus. That spring the women's basketball team played games with surrounding public schools on an outdoor court located just west of Picken Hall.....

H. L. Kent of the New Mexico State College of Agriculture and Mechanic Arts contributes the following:

I came on the staff of the Branch Normal in 1904 and since I was the only member of the staff who had had any football experience it fell to my lot to take over the football team and later the basketball team and to a considerable extent the baseball team although I had never played baseball. Therefore I acted as sort of business manager and Professor E. B. Matthew and I offered whatever consolation, comfort and advice we were able to give the baseball team. Claud Bice and his brothers were really the men who made the baseball team.

From 1904 to 1909 during which years I had charge of the football team, we had from thirteen to twenty-five men on the squad. In 1904 I think we had but thirteen men. And I believe the first game we played was against the Hays high school team and the high school team trimmed us. I doubt whether there was a man on that team that weighed one hundred fifty pounds, and the quarter back, Casper Middlekauff, weighed less than one hundred pounds. Before five years, however,

we had teams that were beginning to make themselves known in Western Kansas.

There was not sufficient funds in the athletic fund for us to have even semi-respectable suits and equipment. The boys furnished their own shoes and jerseys. From the athletic fund we were able to take money enough to buy football trousers and socks, and perhaps buy as many as two or three footballs each year.

For the first three or four years we dressed in an old frame building, one of the barracks buildings moved over from the fort. This building stood about where Sheridan Coliseum now stands. As I recall it, it was only about the last year we used this building that it had a shower in it. Before that, when we came in from practice, we dressed and went home for our showers.

We were forced to play town teams chiefly. We were very proud of the fact that by 1905 or 1906 we were too good for many of the high school teams, and therefore we began playing town teams made up of former college players. I recall we played Plainville, Russell, Colby and perhaps a number of other towns. The only college I can recall that we played in those days was Kansas Wesleyan. We also played St. John's Military Institute. Both these teams defeated us.

One credit I can claim for our team. We were the first to use the long forward pass in Western Kansas. . We played the Russell town team and there used the pass for the first time.

As far as the school was concerned intercollegiate athletics continued about as described above until 1913, when the school was admitted to membership in the Kansas Inter-collegiate Athletic Conference. Regular inter-collegiate competition in this organization was started in 1914. In 1917 and 1921 the school won the conference championship in football. Membership in this organization

continued until 1927. The membership of the conference had increased to seventeen which made it unwieldy, therefore, seven of the stronger institutions withdrew and organized the Central Intercollegiate Athletic Conference. As a member of this conference the Fort Hays Kansas State College has consistently made a creditable record in football, basketball, and track. This record includes several championships.

B. I. F. F. Club

This club was organized in November of 1921 with 14 charter members. The purpose of the organization was to provide good, clean, wholesome activities on the campus.

Boy Scouts

Realizing the important need for efficient leaders of boys in every town and community, the school, as early as 1916, offered a class in scouting in which regular school credit was given. This class developed into a regular activity in which expert training for leadership among boys was studied and practiced.

Camp Fire Girls

The Camp Fire Girls were organized in the Fort Hays Normal School as one of the student activities. The primary object of this organization was the general development

of character and good times for which Camp Fire work stood.

Cat's Meow

This was a boys' pep club organized in September, 1928.

Choral Union

The Choral Union is composed of students, faculty, and other citizens of the community who care to participate, and presents the "Messiah" in December and a major choral work at the May Festival.

Civil Aeronautics Association

This is an association in the college organized for the purpose of training pilots.

Commercial Club

The Commercial Club was first organized in the fall of 1919. Any student taking work in the department was eligible for membership.

Commercial News

The Commercial News was the official organ of the Department of Commerce of the Fort Hays Normal School. It first appeared in the fall of 1919.

Contribution to Education Series

In 1910 the first of a series of special studies by members of the faculty was published. By action of the

Publications Committee appointed by President Lewis in 1929 these bulletins were designated the Contributions to Education Series and each was given a number. Many helpful and worthwhile studies have been issued in this series.

Custer Monument

Custer Island, located a mile east of town in a bend of Big Creek, is the center of one most interesting romance about one of Kansas' bravest men. In 1868, Gen. George A. Custer was sent out by the United States government to be in charge at the old Fort Hays reservation. He brought with him Mrs. Custer, a pretty little bride of three months. A rise in the creek on one occasion forced them to move their first camp site to the location which now takes the name of Custer's Island.

General Custer lost his life in an Indian fight in 1876 but not before he left a rich heritage of Custer-lore to the Hays community.

In 1916 the surveying class of the Fort Hays Normal surveyed the island where General Custer camped when here, and the graduating class erected a monument to the courage of this great man of the West.

On the Unveiling of Custer Monument

On yonder hill the sentry stood;
The soldiers were drilled on thither sod;
In this, the Big Creek bend,
Stood the camp of Custer and his men.

In the bloody battle of the Little Big Horn,
The Indians killed our great war-lord;
Today we raise a shaft of white
To mark the camp but not the fight.

The Red-men have held their last pow-wow;
Their course is finished now and done;
The white man is the ruler of the plains;
Indian bones are bleaching in the sun.

--Anon.

Dames Club

This is an organization of student's wives.

Delator

The Delator is a directory of students and faculty published annually under the direction of the Publications Committee. At the present time the Seventh Cavalry prepares the directory.

Delta Epsilon

This organization is an honorary fraternity being established on the campus at Fort Hays in 1931 for the purpose of recognizing outstanding achievements in the field of science.

Delta Sigma Epsilon

The Rho Chapter of this sorority was installed at the Kansas State Teachers College of Hays, October 2, 1925.

Dining Club

The Dining Club was under the supervision of a special

committee composed of various students and faculty members and made up of students working for their board. This organization existed in the years before the school cafeteria was built.

Duck Club

This organization is a swimming club for women composed of those particularly interested in the sport.

Engineering Club

This club is composed of engineering students and others particularly interested in engineering activities. Its object is to promote an interest in and a greater understanding of engineering as a life profession.

English Club

This was a student activity for those interested in reviewing current literature, or in original, creative writing.

Epsilon Tau Nu

Organized in October, 1924, as a social sorority.

Faculty Concerts

The first Faculty Concert was given September 27, 1915. Since that time a yearly series of concerts has been given by the talent of the college faculty.

Faculty Men's Club

The Faculty Men's Club is an organization composed of the men of the faculty. Its object is the improvement of the members professionally, socially, and intellectually. Meetings are held regularly at which time the members dine together, and hold discussions on various phases of educational work.

Fort Hays Kansas State College Scholarship Fraternity

This is an organization to promote those attitudes and achievements which are recognized as characteristic of the best in true scholarship, and worthy citizenship. This fraternity gives special recognition to a number not to exceed ten per cent of the senior class and graduate students who, in its judgment, have achieved most fully the above-mentioned combination of characteristics.

Gamma Kappa Pi

This sorority was organized in 1922 at K. S. T. C.

Gamma Sigma

This organization was a sorority organized in 1920.

German Club

On petition of thirty students, a meeting was called on January 17, 1916, for the purpose of organizing a German society. The object of this society was the mutual

improvement of its members in the use of the German language and in the acquisition of a practical knowledge of German literature, art, music, and customs.

Girls' Athletic Association

Charter members of this popular organization were the girls who were on one or more of the school teams during the year of 1920-21. This association has a carefully worked out point list upon which all awards of honor are based.

Girls Reserve Leadership Group

This group was organized in September, 1925, for the purpose of training leaders in the girls' activities.

Golden Belt Educational Association

By 1917 the Golden Belt Educational Association came to be recognized by the students as one of the activities of the school year in which they should participate. The membership of the association was made up of the teachers in Ellsworth, Russell, Ellis, Rush, Gove, Rooks, Logan, Wallace, Trego, and Graham counties. The meetings were held in March of each year, the purpose being to uplift the profession of teaching and better the methods of instruction.

Golden Belt Fair

The Annual Golden Belt Fair which was held on a section of the school campus was a vital and significant phase of the students' life for many years. The fair afforded an excellent means whereby the student could give expression to his interest in things that made for community and social improvement. The students built their own exhibit building on the fair grounds.

Governor's Day

Governor's Day became an annual event at the Fort Hays Kansas Normal School being held coincident with the opening of the Farmer's and Housekeeper's Special Course.

Graduate Club

The Graduate Club is an organization to promote the scholastic and social activities of graduate students. The group meets twice a month for the discussion of educational and research problems.

H. A. T. Club

The H. A. T. Club was organized February 9, 1921. The purpose of this organization was to promote the social welfare of the school; develop the college spirit to its maximum and to serve the best interests of the Alma Mater.

Home Economics Club

This club was organized September 15, 1925, under the

direction of Miss Ethell Snodgrass and Miss Mary Ann Stephens.

I. K. S. K.

This was a sorority organized in 1923 at K. S. T. C.

International Relations Club

This is an organization of students and others particularly interested in the serious nonpartisan study of international relations in order to help create an intelligent public opinion. The club has a library, which is enlarged from time to time by contributions from the Carnegie Endowment for International Peace.

Iota Kappa Tau

Iota Kappa Tau was a fraternity organized October, 1923.

K. Club

The K. Club is an organization of men who have won the honor "K" in intercollegiate athletics. Its purpose is to foster fellowship among the group and to encourage the best in athletics.

Kappa Beta Tau

This fraternity was organized in February, 1928.

Kappa Phi

Psi Chapter of this sorority was installed in 1933.

Kappa Phi Alpha

Organized in 1923 as a social fraternity, this organization received its state charter in December, 1923.

Kappa Omicron Phi

This is a national Home Economics Honorary Society. The Gamma Chapter was installed at K. S. T. C. January 31, 1925.

Kappa Pi

The Nu Chapter of Kappa Pi, national honorary art fraternity, is composed of students who major or minor in art.

Leader

The Leader is the school paper. The first issue of the Western Normal Leader appeared on March 18, 1908. The management of the paper had offered a year's subscription to the student who would suggest the most suitable name. Numerous titles of all kinds were suggested. Among them were: "The Big Creek Buzzer," "The Normal Promulgator," and others which greatly shocked the dignity of the staff.

There were so many excellent names that the faculty committee, chosen to judge them, was at a loss which to choose. Each of the three members of the faculty committee chose a different name and were unable to make a decision.

Therefore, Professor Picken was chosen to arbitrate. After "having taken a day for deliberation" Professor Picken chose none of the names suggested by the student body; but the name "Western Normal Leader" proposed by "Master George McVey" of the model district school.

The Leader has been published each year as the official school paper.

Literati

On the first page of the secretary's book of the Literati Society is found the following:

On the 19th day of September, 1902, at 8:10 a.m. Principal Picken called a meeting of the W. B. K. S. N., and at his suggestion we proceeded to organize a literary society and to choose a name for it. After several speeches had been made, it was decided that it should take its name from one of the four societies of the Normal School at Emporia, and the Lyceum and Literati were named.

The following vote was taken: Lyceum, 12 votes; Literati, 13 votes. The Literati having received a majority of the votes cast was declared the name of our society. After giving the Literati yell the meeting adjourned. . . .

Susie Shaffer, Sec.

This literary society was an active organization in many school activities for more than fifteen years.

Little Theatre

This is an organization of students interested in all phases of dramatic education. The organization presents a yearly series of plays for the benefit of the school and the Western Kansas Community.

Lyceum

On Monday morning March 14, 1904, about fifteen energetic students met in one of the rooms in the Normal Building on the hill for the purpose of organizing a new literary society. These students named their organization the "Lyceum" after a similar society in the Emporia Normal School. This society was active in debate, music, readings and athletics. It was the chief competitive organization of the Literati Society in the early years of the school's history.

May Fete

At various times the old English custom of holding a May Day festival in honor of the goddess of spring and flowers has been observed at the school.

Men's Inter-Fraternity Council

This council was organized in 1930 to unite the interests of the fraternity men.

Music Festival

In the musical history of Western Kansas there has never been anything to compare with the Music Festival Week of the Fort Hays State College. The Music Festival Week has brought the artists of the world to the busy people of Western Kansas. These artists have yearly given to these people an interpretation of the world's classics.

Nature Club

The Nature Club was organized in 1921 as a result of a long-felt desire for such an organization among those most interested in nature. The purpose of the Nature Club as stated in the constitution was as follows:

1. To promote outdoor appreciation and enjoyment of birds, trees, stars, and nature generally, as a form of recreation and pleasure. To this end the club will promote hikes and excursions for nature observation and recreation.

The Nature Club's charter members were college students in Mr. Wooster's Botany and Biology classes.

Newman Club

The Newman Club, an organization of Catholic students, was permanently organized February 11, 1917. The aim of the club is to keep before the minds of its members the loftier principles of life which are indispensable in the building of a strong Christian character.

Omega Upsilon Sigma

The Beta Chapter of this sorority was established on April 18, 1925.

Orchesis

This was an activity for women students who had a special interest and some ability in the educational dance.

Pageantry

Pageantry was introduced in 1916 as a division of the English Department. It was introduced as a special course but rapidly became a school activity. Many fine dramatizations and historical pageants were given through the years.

Panhellenic

Inter-sorority council, Panhellenic, was established on December 12, 1925.

Parliamentary Law Club

This organization was for those students who wished to become familiar with the accepted procedure of conducting deliberative meetings. This activity has grown into a regular class offering credit hours.

Phi Chi Delta

This is a Presbyterian sorority for young women.

Phi Delta Chi

The Beta Chapter of this fraternity was installed May 3, 1936. It was formerly called Kappa Beta Tau.

Phi Mu Alpha

The Alpha Phi Chapter of this fraternity was installed at Hays, May 8, 1927.

Phi Sigma Epsilon

This fraternity was organized in Hays in 1931.

Pi Epsilon Pi

This organization was established in 1935 and better known to the students as the Pep Club.

Pi Kappa Delta

This is the National Honorary Forensic Society. The Nu Chapter was established at K. S. T. C. on October 4, 1924. Many students of Fort Hays State have won membership in this famous society through the speech and debate activities conducted by James R. Start of the college faculty.

Pi Kappa Sigma

This sorority was established in Hays in 1930.

Pi Omega Pi

This is a National Honorary Commercial Teachers Fraternity. The Lambda Chapter was installed at K. S. T. C. on May 17, 1929.

President's Day

The first annual President's Day at the Fort Hays Kansas Normal School was celebrated February 4, 1915. The day was presented as a surprise to President Lewis and he knew nothing of it until he arrived on the campus that morning.

The day was opened by the firing of the twenty-one guns of the Presidential Salute. As President Lewis, his party, and P. Caspar Harvey, the presiding officer of the day, approached the Auditorium, the Presidential Aide, E. H. Hull blew the bugle assembly call. The audience arose and the band played "Hail to the Chief." An appropriate program followed.

These days on which the president of the school was honored were carried on for a number of years.

Press Club

This club was organized in October, 1931, by the members of the Leader staff. The purpose of the club was to promote the interests of student publications and to help those interested in journalism and newspaper work.

Professional Club

An organization in the college to promote the interest of those who were taking professional or pre-professional training.

The Public Service Division

The Public Service Division of the college was organized July 1, 1919. It was the purpose of President Lewis that "off-campus" activities in which the school was represented as a unit should go through this division. The division was perhaps an outgrowth of the publicity work

which P. Caspar Harvey began for the institution in the fall of 1914. The Public Service Committee of the institution was first comprised of P. Caspar Harvey, Director; Floyd B. Lee, L. D. Wooster, and C. E. Rarick.

"Public Service"

The Division of Public Service published a bi-weekly newspaper called "Public Service." It had a circulation of several thousand for a good many years. It sent out for various departments and faculty members whatever materials was of use to the public in general or to particular classes of the public. Mr. Wooster's nature study work and his science leaflets were especially popular.

Quarterly Bulletins

These are the catalogue publications and schedules of the college and its various divisions.

Q. E. D.

The Q. E. D. was a Fort Hays Normal society composed of members of the junior and senior college classes who realized their obligations to the Fort Hays Normal, and wished to show their appreciation by being willing, at all times to assist any enterprise that would promote the welfare of the school. The society aimed to accomplish its purposes through the efforts of individual members

working with the student body.

Quill Club

The American College Quill Club is a national organization of students and faculty for the purpose of encouraging creative writing and literary criticism among students. It endeavors to establish worthwhile standards of literary taste among its members, and it also fosters publications of literary work by the students.

Red Cross

Work for the Red Cross Auxiliary of the Normal School for 1918 comprised the making of hospital supplies and refugee garments.

Red, Red, Rose

This is a National Fraternity of Public School Men organized in 1918 at Durant, Oklahoma. Conclave No. 2 in Kansas was organized in 1924.

Religious Week

Religious week is observed during the week preceding Holy Week, and is under the auspices of the Y.M.C.A., Y.W.C.A., and the Newman Club with the cooperation of the local ministerial alliance. The purpose of this week is to give the student body an opportunity to consider life in its higher aspects, social moral, and religious.

Reveille

The first annual was published in 1914, the first year of the administration of President Lewis. From the beginning the name of the college annual has been the "Reveille."

Each year, except in 1918 when the issue was combined with the Victory Edition of 1919, the Reveille has pictured the history of the school and left an interesting record of the events of the students' and faculty's school year.

Rifle Club

On the twenty-first day of April, 1916, a number of the young men of the Fort Hays Normal who were interested in outdoor sports met and organized a government Rifle Club. The object of the organization was to encourage military rifle shooting.

Science Club

This was an organization to foster the spirit of science and enable those interested to discuss scientific topics, literature, and inventions.

Second Generation Club

This club is composed of the sons and daughters of former students and alumni. The organization provides avenues for service and hospitality.

Senior Day

This is a day preceding commencement devoted to class-day functions of the Senior Class.

Seventh Cavalry

This is a local honorary society for young men who have been outstanding in leadership, scholarship, and character.

Sigma Alpha Iota

The Sigma Alpha Iota is a National Honorary Music Society for women. The Hays chapter was established in 1931.

Sigma Phi Gamma

The Beta Chapter of this sorority was installed at Hays in 1927.

Sigma Pi Sigma

This is a National Physics Honor Society. The chapter at Hays was organized in 1939.

Sigma, Sigma, Sigma

This sorority was established at K. S. T. C., November 12, 1925.

Sigma Tau Gamma

This fraternity established the Eta Chapter in Hays on

January 23, 1926.

Social Science Club

This was a student organization for the purpose of seriously studying the historical, social, economic, and political problems of the day and of fostering a closer fellowship among those who were interested in the social sciences.

Student Army Training Corps

The S. A. T. C. was a war measure intended to take young men who possessed a considerable scholarship and to give them preliminary preparation before they entered the active army service.

This plan of the first World War was not successful because the war ceased before the machinery of the organization could adjust itself to the college life. The S. A. T. C. resolved itself into the R. O. T. C.

Student Assembly

When President Lewis took charge of the Fort Hays Kansas Normal School and began to shape its future, the old methods of having a daily chapel exercise was abolished and in its place was substituted the twice a week Student Assembly. This assembly was in charge of the organized student body on Thursday of each week. In later years compulsory student assemblies were abandoned but the

student body is still organized and annually elects two sets of officers to conduct the assemblies for a semester at a time.

The student assembly is now called the Student Union, having a constitution calling for the election of student officers, a student council as a legislative body and a student court as a judicial body.

Tau Kappa Epsilon

This is a local fraternity for young men in the Fort Hays Kansas State College. It was organized in 1941.

Tau Mu.

The Tau Mu was organized late in January of 1922 by a group of students interested in a dramatic club. This club offered opportunity for amateur theatricals and opened the opportunity to students who could not enroll in the regular dramatic classes.

Tau Upsilon Phi

This sorority was organized in 1922.

Theta Epsilon

The Iota Chapter of this sorority was installed at Fort Hays Kansas State College on February 10, 1940.

Theta Sigma Upsilon

Zeta Sigma Phi was organized in 1927. It was installed

as the Mu Chapter of Theta Sigma Upsilon on October 11, 1929.

Tigerettes

This is a girls' pep club. It was organized in September of 1928.

Truckers' Association

The Fort Hays Normal Truckers' Association was organized February 15, 1915. It consisted of forty members, 18 girls and 22 boys. The purpose of the organization was to turn idle hours into cash. The money was used to finance a trip to the Panama Exposition. Each member of the Association rented one-fourth acre of ground from the Normal School Reservation and farmed it intensively. The Association elected officers as follows: Edna Fulton, President; Fred Albertson, Secretary; W. G. Speer, Farm Manager; E. B. Matthew, Sales Manager.

Y. M. C. A.

The Young Men's Christian Association of the Western Kansas State Normal was organized January 10, 1906. The organization was dropped in a few years and reorganized permanently in 1917.

It is the main purpose of this body of young men to create a spiritual atmosphere and a kindly fellow-feeling

among the boys of the school that will be conducive to the highest development of moral character and true manhood.

Y. M. D. C.

The Young Men's Debate Club of the Western State Normal was organized October 7, 1905, by Frank Smith, James McVey, Henry McVey, H. E. Pearce, Ward Sullivan, and E. E. Ritter. A constitution was adopted which limited the membership to eight. This club met in debate every Saturday evening. Professor Bird was critic.

Y. W. C. A.

Prior to the year 1905 the spiritual life of the Western Kansas State Normal School was centered in the Young Peoples' Societies of the various churches. But in November and December of that year a series of revival meetings was held by Lovic P. Law and E. Phillips. A large number of the Normal students were converted and on January 6, 1906, the young ladies met for the purpose of organizing a Young Women's Christian Association. This organization was dropped a few years later but was permanently reorganized in March of 1917. The purpose of this association is to unite the women of the school in loyalty to Jesus Christ, to lead them to accept Him as their personal Saviour, to build them up in the knowledge of Christ, to associate them with the students of the world for the advancement of the

Kingdom of God and to further seek to enlist their devotion to the Christian Church and to further the religious and social work of the institution.

Y. W. Sextette

The Y. W. Sextette was organized in 1920. Its purpose was two-fold. First, it stood for service, and second, it was a means of helping raise the \$650 budget for the Y. W. on the campus.

Xi Kappa Psi

This sorority was organized at K. S. T. C. in 1928.

Zeta Pi Phi

This sorority was established at the K. S. T. C. in 1923.

Zeta Sigma Phi

In 1927 this sorority was organized on the campus of the Kansas State Teachers College of Hays.

CHAPTER X

SERVICES OF THE COLLEGE TO THE WESTERN KANSAS COMMUNITY

Introduction

The average layman thinks of a college as a group of buildings inhabited by dignified and learned professors whose only duty it is to instruct the young people entering the doors. If this rather narrow conception of a college and its duties were accepted as the goal of any institution of higher learning, to the exclusion of any other service, it could not profess to be of true worth to the tax payers.

Fortunately, the Fort Hays Kansas State College has not accepted this narrow conception of a college's duty. As a matter of fact, and record, it has given an outstanding service to the Western Kansas community during the forty years since its organization. Not only has it educated the youth, but it has brought a culture and an opportunity to the whole of Western Kansas. It is the purpose of this final chapter to outline some of the services given by the college to the community it serves.

Extension Service

In the development of the college the guiding principle has been that of offering the greatest service

possible to the entire population of the territory tributary to the college, whether the students were on the campus or off it. Such a policy helps all concerned, even the college itself, for it brings those who support the institution into closer contact with it, giving them a realization of its problems and of its potentialities for service. It also gives a larger opportunity for personal acquaintance between faculty and students, thus fostering mutual sympathy, understanding, and interest.

The agent for this special contact and service has been the Extension Division. This division was definitely organized in September of 1919 with the departments of correspondence and extension class service. Later several types of service were added, such as library organization, package library service, lecture service, study programs for clubs, judging for various activities--art, music, exhibits, home economics, etc.--school organization service, and professional center service. During the last twenty-three years a large number of individuals have come in direct contact with the college who otherwise would never have had the opportunity to do so. The number of individuals served by the Extension Division in its various activities has been more than the number enrolled in classes on the campus.¹

1. C. E. Rarick, Extension Work in Fort Hays Kansas State College, 1933.

The early purpose of the institution was not only to serve those who came to the campus, but "to adapt the state college to the needs of agricultural communities."² How well this has been accomplished can be measured in part by a study of the service rendered through the years by the Department of Rural Education, which was a part of the Extension Division.

In May of 1919, the Department of Rural Education was reorganized by C. E. Rarick upon the basis of a new conception of community development. The predominating element of this idea was that a complete school system should be available to every boy and girl, regardless of where they lived. At that time high school facilities were not generally available in the territory served by the Fort Hays Kansas State College. Since the student body of any college is composed of high school graduates, its enrollment can grow only as the number of high school graduates in the territory from which it draws its patronage increases. Emphasis therefore was given to the movement to establish in every community a strong school, from kindergarten through the high school, located within easy reach of every home; to give every boy and girl in these communities the same educational advantages as enjoyed by the boys and girls

2. W. E. Lewis, Inaugural Address, 1914.

in the cities; and, to assure these advantages to them under the influence of the parental home. Thus it happened that Fort Hays Kansas State College was the first college in the state to foster the system known as the consolidated school.³

The Department of Rural Education, in addition to furnishing professional guidance in community school development, was called upon to furnish guidance in matters both of finance and of construction. Assistance was needed also in the problems of transportation, including the selection of equipment and the organization of the facilities for transportation. Many other problems of a pioneering nature, requiring study and careful handling were thrown upon the department to solve. The Fort Hays Kansas State College gave impetus to this development and it went forward continuously for fifteen years.

In the first year, 1919-20, only four community projects were completed. Twenty other projects were begun, which were soon completed. These twenty-four projects represented a valuation of \$36,300,000 and affected some four thousand children. The patrons' votes in the communities where schools were organized evidenced a deep interest on the part of the fathers and mothers in the welfare of the

3. C. E. Rarick, op. cit.

rural children.

By the summer of 1922 the demands upon the Department of Rural Education for establishing or reorganizing school systems were tremendous. The Department was not able to promptly meet all of them. As soon as possible, however, each problem was given attention. In the first three and one-half years of the activities of this Department forty-three new school plants had been organized. These supplanted the old type of rural school organizations, and largely changed the outlook on life for more than five thousand children who had been going to small rural schools of limited opportunity.

During the two-year period of 1923-24, the Department assisted forty-eight communities in twenty-five counties in central and Western Kansas. A total of fifty-five one-teacher schools were abandoned during this time and consolidated into eight larger units, each with a good high school. In addition to these consolidated schools, one rural high school was organized.

During the fall of 1921 the first conference on the administration of consolidated schools, one in the northwest section of the state and the other in the southwest section, were inaugurated. These conferences have been held annually since that date although their purpose has not always been limited to discussions on administration.

In the summer of 1923 the first Rural Life Conference for the betterment of rural schools was held on the college campus. This first conference was well attended by county superintendents, teachers, ministers, and farmers. These conferences have been an outstanding even in the Summer Sessions of the college.

In the fall of 1922 a careful study was begun of the costs of transporting children to and from school at public expense. This study was conducted in the consolidated schools of this territory through the years 1922 to 1929. In 1929 a summary of this study was published in bulletin form entitled "A study of Transportation Costs in the Schools of Western Kansas."

In 1925 the Department of Rural Education began a study of the means of financing education in the state. Such a study became necessary because at that time tangible properties were greatly overburdened with taxes, particularly farm lands, and some way of relief was needed. In making this study frequent conferences with school boards and superintendents concerning the problems of rural education were held both on and off the campus. The results of this study were announced in a set of principles which are still under consideration by the people of the state.

During the biennium, 1927-28, a new service was undertaken by the Department of Rural Education, that of

assisting county superintendents with their problems of supervision. The basis for this work lay in a county-wide testing program, which was carried on in three counties. From the results of achievement tests given, a remedial supervision program was set up through the cooperation of the county superintendents and teachers in the elementary schools of these counties. Standard achievement tests were used in each case. A careful analysis of the weaknesses revealed through these tests was then made, and remedial measures were agreed upon and put into operation. At the close of a period of months, another battery of tests was given. The actual improvement was compared with the normal improvement. In every instance the actual improvement was above the normal improvement. This seemed to indicate the value of the supervisory work carried on. This program was completed during the following biennium, 1929-30. The results were published in two bulletins: "An Extension Course in Diagnostic and Remedial Measures in Reading in Smith County, Kansas;" and, "An Extension Course in Diagnostic and Remedial Measures in Reading in Hodgeman and Ness Counties, Kansas." These bulletins received wide attention from educators everywhere from New York State to California.

There is probably no more definite illustration of the value of worthy dreams or visions than is found in

this phase of the development of the Fort Hays Kansas State College. The visions of its founders and of those who followed them in positions of responsibility have become realities in the services the college has given to Western Kansas.

Music and Music Festivals

The Fort Hays Kansas State College has contributed a most valuable asset to the life of Western Kansas through its programs of music festivals and through its policy of "Singing Kansas into tune." The fine arts contribute largely to refinement and high thinking and high moral living. This college has certainly gone the second mile in attempting to develop and maintain these high standards.

Recognizing music as one of the fundamental necessities of human life, the Fort Hays Kansas State College began early to make Hays the musical center of one-half of Kansas. As early as 1910 the Mikado was given. In 1914 Princess Bonnie and Chimes of Normandy were given. Faust was given in 1915; Bohemian Girl in 1916; Il Trovatore, 1917; the Rose Maiden, 1917; and, in 1918, Daughter of the Regiment, and Pinafore.

On March 11 and 12, 1915, the Creation was presented three times. It was given in the Auditorium and because of limited seating capacity it was repeated. On the evening

of March 11 the audience was limited to the faculty and students. On the evening of March 12 it was given twice for the members of the Golden Belt Teachers Association.

In reviewing these performances the editor of the Hays Free Press wrote:

The first oratorio ever presented in this third of Kansas was produced in Hays, at the Fort Hays Normal on March 11 and 12.

Mr. Malloy, the conductor and director, was surprised at the appreciation which the chorus and soloists received. There were 145 voices in the chorus and they sang with expression and feeling. It seemed as if each member of the chorus sang as if he were a soloist. The soloists were Garnett Hedge, Director of Music at the University of South Dakota, and Mr. and Mrs. Herbert M. Bailey of Chicago. They are singers of national reputation and they received the applause of three enthusiastic audiences.

The music of "The Creation" is sublime to say the least. It grows on a person. It is better liked each time it is heard or played. In it the greatness of music is portrayed and in it one can feel the greatness of music.

"The Creation" meant a great deal to Hays and the Normal, but it meant much more to Western Kansas. It means that Hays will take the lead in the musical development of this end of the State. It meant a great deal to Hays and the Normal. It meant much to Mr. Malloy to get so much harmony from so large a chorus his first year. But it meant much more to each person who sang "The Creation." Music of that character expands the soul and makes it more atune with its Maker.

In his fourth biennial report to the Board of Administration President Lewis discussed the work that the institution had been doing in music. In part he said:

However, it remained for the signal achievement

to be initiated in May, 1919. From the first Sunday in May to the second Sunday was held what was acknowledged by music critics to be the most ambitious and the greatest festival in the state of Kansas. The festival week opened on the first Sunday afternoon with one of the world's greatest women singers and closed with the second Sunday rendition of "The Messiah" by a chorus of 620 voices and an orchestra of 52 pieces.

A great achievement also was that during the week days the programs were put on by people developed within this institution and the great chorus and orchestra which gave in such splendid spirit "The Messiah" on the two Sunday nights, were creations of the Department of Music. The festival week was put on at a cost of \$9,000 and was supported by the funds taken in at the door and by local subscriptions.

In May, 1920, was held the second annual May festival week. We feel that the achievements of these music festival weeks are of the first magnitude and have a tremendous influence on Western Kansas. It is fostering and creating an appreciation of and a love for those finer and more elevating things of life as well as bringing opportunity to hear the world's finest artists within the reaches of their own homes. We are proud that we have the spirit and energy to accomplish a feat which we were told heretofore only the immense populations of the great cities could afford.

In addition to the renditions mentioned above, Western Kansas audiences have since heard many presentations of "The Creation", "The Elijah", "The Messiah", "Aida", "Faust", "Lucia di Lammermoor", "Stabat Mater."

In 1921 high school contests in music were added to the Musical Festival programs. In that year only four high schools competed. Since that year, the high school contests have been an important feature of the annual music festival. The largest number of high schools competing was in 1928, when seventy-nine schools participated and the number of

individual high school students was over two thousand.

War Service

Fort Hays Kansas State College has served Western Kansas and the nation in its war efforts. In his Third Biennial Report President Lewis reported:

This Normal School out of its student body of the last biennium contributed 156 young men. Nine of the students of this school who entered the service of the government within a few days after the declaration of war had the honor of landing with the first contingent of American soldiers on French soil, and with the exception of one who was killed in battle, they have served on active duty from that day to this. Every one of these nine boys was making his own way through school in our gardens or the dairy.

In the Friendship Fund Campaign the students of this institution contributed \$1,640. They have been active workers in the Red Cross service. Many of our girls are now engaged in hospital and war work and have accepted service until the close of the war.

The Normal School faculty has to its credit eight members in the service of the government-- five men in the army and three women in Red Cross and hospital service. Ever since war has been declared and the government pointed out ways in which institutions might be of service, this institution has been a consistent worker and enthusiastic in its efforts to fulfill its duty and carry out the necessary work of the government.

The following students and former students lost their lives in the first World War:

Lieut. Casper J. Middlekauf
 Corp. Charles Harvey
 Lieut. Eric Cummings
 Musician Julius Johnson
 Corp. George Davis
 Ralph Burns
 Julian R. Lehman

Jacob Edward Sturm
William Finch
Arthur Scott
Ira Wright

On June 9, 1918, Julius Johnson was the first Fort Hays Normal man killed in action. On June 20, 1917, Elmo Meade had been the first man of Fort Hays Normal to land in France.

On September 5, 1918, Congress authorized Student Army Training Corps throughout the United States. Captain Delaney was placed in charge of the S. A. T. C. established at Fort Hays Normal.

During October and November, 1918, a War Aims Course was given to the students in the S. A. T. C. President Lewis, R. L. Parker, C. A. Shively, and P. C. Harvey participated in giving this course.

There were 262 men enrolled in the S. A. T. C. at the Normal School and 102 men enrolled in the vocational training corps.

The second World War finds the Fort Hays Kansas State College again ready to do its part in the preservation of the American way of life. At the time of this writing (May, 1942), the Fort Hays Kansas State College is sending scores of its trained young men to the Army, the Navy, and the Air Corps.

Farmers and Housekeepers Short Courses

The Fort Hays Kansas State College has given an outstanding service to the rural people of Western Kansas through its summer short courses for farmers and housekeepers.

The first short course was organized in December, 1912. Instruction and lectures were given by the members of the faculty and experts from over the state. These short courses proved worthwhile and have been continued during various years since that date.

Alumni Association

Through its Alumni Association, the Fort Hays Kansas State College has maintained close contact with hundreds of former students working all over the United States and in many foreign lands. It serves these students in all ways possible.

Teacher Training

For forty years the Fort Hays Kansas State College has served Western Kansas by training an adequate number of well-qualified teachers for the elementary and high schools. The value of this service cannot be measured in mere numbers. The true value of this service must be measured in terms of the products turned out by these teachers in all the communities where they serve.

At the Present

During the 1941-42 school year the college has offered a great variety of services for the people of Western Kansas.

It has offered a complete schedule of campus events in athletics, music, concerts, lectures, and entertainments for all who wanted to come. Off the campus the college sponsored tours of musical organizations such as A capella choir, orchestra, instrumental ensembles, and faculty concerts for any community who desired such entertainments.

The Little Theatre group has presented plays in dozens of Western Kansas Communities. It serves any community that requests it.

The college presents an annual series of lectures for the civic clubs, Parent-Teachers Associations, farm groups, county teachers' meetings, and other groups of the Western Kansas Community. In the 1941-42 school year eighteen college professors gave several hundred lectures to such groups.

The correspondence and extension classes enrolled more than nine hundred students during the last year. When possible the college makes arrangements to offer special courses for those desiring them.

Additional services are given by the college in the form of various programs and activities. The college cooperates with any community in organizing Public

Conversation programs for clubs and civic organizations.

The Fort Hays Kansas State College has a service called "Reading Courses." By this service any citizen may request a reading course in any field and the college will endeavor to develop the course, sending the reader several units of material on it, at stated intervals. Examples of the requests received and the courses developed are: Business English, Economics, General Store Management, Nursing, Landscaping, Interior Decoration, Oil Painting, Poultry, Radio, Real Estate and Insurance, Salesmanship, Social Work, and Welding and Diesel Engines.

Through its Extension Division the college offers classroom sound film service to schools. Under this program it is possible for any school to get two films per week over a period of thirty weeks. This audio visual program is being used more and more for teaching purposes.

The Library of the Fort Hays Kansas State College will compile material consisting of books, pamphlets, clippings, etc., upon any particular subject. This package library service is much used by debate teams, women's clubs, high schools, teachers, and other organizations in the communities of Western Kansas.

The Art Department of the College prepares exhibits for showing at clubs, exhibits and the like. All these services, and more, are a part of the college's goal in

attempting to give Western Kansas a service worthy of an educational institution of higher learning.

To the Future

It would reveal a degree of audacity to prophesy in detail concerning the future services this college will give to Western Kansas. Changes, both in ideas and practices, at the present time are proceeding at so rapid a pace that outcomes cannot be clearly foreseen. Some of the most inflexible social institutions of yesterday are the most unstable today. However, it would reveal a degree of wisdom to prophesy that the Fort Hays Kansas State College will give to Western Kansas the type of service that is needed. The College has a faith in Western Kansas, even as the early settlers of the Hays community had a faith in the college it established.

In the future, as in the past, the beauty of Fort Hays Kansas State College and its campus will continue to be transplanted to hundreds of Western Kansas homes through the inspiration the college gives its students.

It is fitting to conclude with a tribute to the vision of the people of early Hays. Modern and beautiful Fort Hays Kansas State College stands as a lasting memorial to those fine people who fought for, and won, a college for Western Kansas.

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