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### Master's Research Project, an Oral History of Charles Barnes

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MASTER'S RESEARCH PROJECT  
AN ORAL HISTORY OF  
**CHARLES BARNES**

BY  
LYN BURTON AND HAROLD R. BATMAN

SPRING 1993

## CHAPTER II

### NARRATIVE

Opening Comments: I'm Lyn Burton. Butch Batman and I will interview Charles Barnes about his involvement in the educational system in Kansas for the last thirty four years.

Lyn: First of all Mr. Barnes, we would like for you to tell us a bit about yourself and how you became involved in education.

Mr. Barnes: Do you want the long version or the short version?

The short version is that I grew up in Chicago, graduated in a kind of extension high school in Chicago, got in two years of college and was married in 1940. I was born in 1917, so that makes me seventy five years old. I then went away to war for three years - almost two of that spent overseas. When I came back, I decided to return to school and finish up what I started. At the time we were living in Southwest Missouri, so the closest school was, what was then known as Kansas State Teacher's College, or Pittsburg; and that is where I ended-up. It was a matter of economics. It was less expensive and it was close; and so my two degrees are from there. In addition to

those degrees, I have a lot of graduate work at different schools like University of Colorado at Boulder, Michigan State University, University of Michigan, that kind of thing.

My first teaching job in 1950 was at Ottawa High School. I was there one year, and then I was offered an opportunity to go to Ft. Scott Community College as an instructor in history which is what I had been doing in Ottawa, too, for that year. By the third year, I was the assistant dean at the Ft. Scott Junior College; and at the end of my term there, in 1956, I accepted a position as dean of the Junior College at Pratt. I stayed at Pratt from 1956-1959, and then I finished my career here at Dodge City Community College from 1959-1984. So, that is some of the background.

Lyn: You went to school on the GI bill then?

Mr. Barnes: Yes. Nelly and I married in 1940, and I started school then in 1947. Actually, it was the summer of 1947.

Lyn: Well, I think what we want to focus on today are the changes in the junior community college within the last thirty four years or so. If you like, Mr. Barnes, you may start with the change in the name of the junior or community college.

Mr. Barnes: Yes, names are significant. That is why we pay so much attention to our own names. The name change signified not only a distinction between what had been, but a prelude of what was to come, so that when the junior college

organizational packet was passed, most of these schools were referred to legally in the law as Dodge City Junior Community College. I never particularly cared for the word junior, so we never used it, even though it was required by law on documents of one kind or another. But, as you can see from the signs around here, it was Dodge City Community College after 1964 and still is. The significance of the name change has to do, not only with the name of the school, but the function of the school. Historically, junior colleges arose as a means of providing post-secondary education to the young people of this country. We have to remember that it is really quite an old business that we are in. The first of the schools in Kansas came in 1918. There was one in Garden City and one at Ft. Scott. However, that was not the first of the community, let us say junior, colleges in the United States. Those happened elsewhere for the most part. As far as I know, the very first one came in Illinois and was the result of William Raney Harper's interest in post-secondary education. He had the idea that, if you could get two years in, after high school, it would make the transition to college easier. Almost all of this referred to graduates of high school and their continuing their education on into the college and university level. It wasn't until many years later that the notion of post-secondary education belonged to somebody other than eighteen and nineteen year-

old developed. Early on, when we were still a junior college, we did develop a number of programs, especially in the business area, that were intended for other than college transfer people. However, I suspect that the very first, truly community college program was the nursing program, and that began with the Licensed Practical Nurse program itself. Today, of course, that is both the Licensed Practical Nurse program and a Registered Nurse Program. With the change in name in 1965, the passage of the bond issue to build a new campus, and the separation of the college from the Unified School District, to where it became a county college, came the biggest change of all -- that is in the area of the development of vocational and technical programs at the post-secondary level, not at the high school level. We have had vocational education in the high school level for many, many years, but very little outside of the specialized programs in schools, like Kansas State Teacher's College at Pittsburg, who were early into the business of post-secondary vocational education.

Other than that, junior colleges were exactly that, kind of little brothers and sisters to the senior colleges across the country. Today, of course, the situation is quite different. Not only do we have a large number of people who have no intention whatsoever of transferring in vocational technical programs, but we also have a considerable number of all the freshmen in

the country who are going to post-secondary education to begin with. I have to guess at it; but if I was guessing, it would be somewhere between twenty-five and forty percent of all the freshmen in the country are at community colleges. Lyn, are you up on that data?

Lyn: Yes. Right now more than fifty percent of all the freshman are attending community colleges and the average age of our student is thirty-three.

Mr. Barnes: That's interesting. Our students were all eighteen and nineteen up until about the time of these big changes. I would say they were actually post-war, probably about 1950, in the most progressive of the states as far as junior colleges are concerned. Vocational technical programs at the post-secondary level were already underway, and significantly so. It took a little longer in Kansas, partly because we are not a big manufacturing state and partly because of the rural background of so many of our students, particularly in Western Kansas.

Butch: Have summer sessions always been part of the community college or junior college?

Mr. Barnes: As far as I am aware.

Butch: Let's talk about the length of the school day. Did that basically stay the same and did you have night classes at this time?

- Mr. Barnes: We offered night classes, even in junior college. In fact, it was in night classes that we began the programs that were not intended particularly for transfer purposes.
- Lyn: Am I to understand that this might have been more of a time to involve the community people?
- Mr. Barnes: Yes, particularly in the field of business.
- Lyn: Then junior college was more of the extension of the high school, and the community college that we have today serves basically the whole community. Now we have the business courses offered, business and industry training, and we are serving everyone. We are now serving more than just the traditional transfer student, but the community as a whole.
- Mr. Barnes: You are well aware of those since you are in the business. You know how varied those programs are and how numerous they are too.
- Butch: What was the atmosphere of the education? Was Dodge City Junior College a warm and friendly place?
- Mr. Barnes: In the junior college era, I would suggest that, because the enrollment tended to be smaller, perhaps our largest enrollment prior to moving to this new campus in the strictly academic area was close to 300 students, which is probably only about one third or so of what you now have. With that, and with the relatively close quarters in the old junior high school building which we occupied from 1957 until we moved to this new

campus in the spring of 1970, with those close quarters, and with a very stable faculty. There were very few changes in the faculty over the years, from the founding of the college from 1935, for that matter. With that as a background, I think that the relationship between the student and the whole junior college, from the administration on down, was closer than it became once the move was made to the larger campus and the separation of the faculty into the buildings according to the associated disciplines that were involved. And so, it was partly a matter of geography that provided the closeness. It was partly a matter of the stability of the faculty and the certainty that the student was going to get Winifred Russell for English, Paul Shelden for mathematics, Audrea Shelden was going to be the librarian, Frank Revitte was going to be the speech teacher, Bryce Gleckler was going to handle sociology and economics. I even taught a couple of classes myself in American History, but it was that kind of a relationship.

At the time that we had exactly 287 full-time transfer students. I was the dean and I had a secretary, and that was the administration of the college. Frank Toalson was superintendent of the schools; but Frank almost totally left the running of the college to the secretary. She and I actually ran it. You can see now the marvelous difference. And looking back on it, I am not entirely sure that the payoff, which is the FTE

students vs. number of administrators is quite as efficient as it was in that period.

Lyn: It has just become more big business, I think, than what it was at that time.

Mr. Barnes: Oh yes, I expect so.

Butch: Can you tell about any grants and things of that nature that you might have received during the earlier days of the junior college?

Mr. Barnes: Well, the federal interest in post-secondary education and education in general, I think, can be marked in time pretty accurately, and that was the propulsion of Sputnik into the atmosphere by the U.S.S.R. That was a shock to American pride; and it also pointed up the necessity to do something about the educational system. Then we had a whole succession of acts, but the most important ones as far as this school was concerned was the Academic Facilities Act of 1963. That act and the grant that I wrote for it, contributed to the building of this college. The \$2.5 million dollar local bond issue was supplemented by a federal grant of \$1.4 million under the Academic Facilities Act. The second major act at the federal level was the Higher Education Act of 1965; and under that act, we had literally dozens of grants that dealt with almost every single title in the Higher Education Act. These grants ranged from Titles I-V all the way down to IX and X. Out of that act

grew our first dean of community services and the first community services program. Out of that act came our dean of student services and the first student services program. And, out of that act came our staff relations, staff improvement, professional improvement programs that came along at the same time. So, the period from 1963 to 1970 was very fruitful in terms of post-secondary education. We got, for the price of a few bombers, a literal revolution in terms of the educational system in our country. At the elementary and secondary level of course, the changes were equally as important.

Lyn: While we are talking about the resources available, tell us a little bit about finances. Tell us about the financial changes that were taking place, about how much it cost to go to the junior college when you first came to Dodge City.

Mr. Barnes: When I came in 1959, it cost \$8.00 to attend school. That \$8.00 was an activity fee. There was no tuition; and if you couldn't afford to rent books, we gave them to students and then took them back at the end of the semester. So, literally, the cost was negligible.

Lyn: I believe the junior college at that time was considered grades thirteen and fourteen, or just an extension of the high school. Tell us how grades thirteen and fourteen were then financed?

Mr. Barnes: In the beginning, exclusively by this school district....

Butch: This school district, 443?

- Mr. Barnes: Yes, but at that time it wasn't even 443. About the same time, the unification came with the secondary school level, the first of the state aid programs developed; and there was a two-way street and still is for funding. Actually, I should say three-way: student tuition, state support and out-district support. Those are the three basic ones -- always of course supplemented by grants at the state and federal level, one kind and another. That is still the system for financing schools today. Looking down the road, I anticipate a time when local funding will be equalized in the community college districts across the state at a certain level, and the rest of the support will come from the state and will be incorporated into a statewide higher education system.
- Butch: A little bit like our schools are now, about \$3,600 a student for the high school and then for the unified school districts?
- Mr. Barnes: Well, rather than that, incorporated into the higher education system under the board of regents' with several possibilities, one of which would be to retain a local board in an advisory capacity. Another would be to abandon local boards at all and put them directly under the board of regents' with a community college committee of the board. States vary in this matter as to how they do it. Oklahoma has a regents system, so does Colorado. However, Nebraska and Kansas do not.
- Lyn: Weren't you instrumental in getting some of these legislative issues changed?

- Mr. Barnes: We lobbied very hard.
- Lyn: This was in 1964?
- Mr. Barnes: Well, from the sixties on until we got the law changed. It was a matter of talking to people in the state. The first job, of course, was to get the college financial situation changed from district to county, and that required a county-wide election. That was the first step, and that county-wide election carried easily here. I suspect largely because Dodge City has so much of the population of Ford County, and I suspect, further, that Dodge City saw that as partly a way of getting some of the cost of the college off their back, in terms of taxes.
- The other counties are now seeking ways and means of easing their financial burden in terms of paying for the cost of their students who attend here. It is all these forces that will eventually come together and force change.
- Lyn: That's right, because Ford County people are now saying that they are very stressed financially by having to foot the majority of the bill for Dodge City Community College. They wish that it would be equal across the board for the other eight counties that we serve.
- Mr. Barnes: Yes.
- Lyn: Which is probably the way it should be.
- Mr. Barnes: And the fact that it is going under a board of regents has some advantages and some disadvantages. Some of the advantages

would have to do with financial side of the picture, that is one of the main ones, but there is another one and that is that a coordinated and unified system of higher education in this state should have benefits, generally in terms of the stature, of community colleges. I think they would be raised as regents' schools in the eyes of the public, generally. Transfer between institutions would be more easily accomplished if the rules and regulations were set at the regents' level.

**Butch:** Has that been a major problem? I did not attend a junior college, but I know when I was in Emporia, a number of students had transferred, and seemed to have a problem getting all their credits to transfer. Do you need to go to the university that you are going to and then come back and do pre-planning, or will most of the credit hours at Dodge City transfer on?

**Mr. Barnes:** The simple answer is that, if you pay attention to what you are doing, it doesn't really make very much difference. You can transfer to any public university in this state. The problem is no greater than it is for a freshman at Ft. Hays who doesn't know what he wants to do and ends up spending five years or more before he gets a degree. If you don't know where you are going, and you don't know what you want, you have got a big problem right from the very beginning -- no matter where you go to school. So, the actual transfer of credits is no problem at all. The transfer of credits in a coordinated program between the

community college and the university is no problem either. But a student who merely takes what happens to come along at either school is going to have difficulty by the time they get to their junior year.

Lyn: You can't take pottery for five semesters and expect all those classes to transfer.

Mr. Barnes: Well they would get an "A" in something!

Butch: Let's talk about extracurricular activities for a moment. I grew up in Southwestern Kansas and remember that at some point in time Dodge City Junior College did not have a football program. When did that take place?

Mr. Barnes: Just one year, I would say 1965.

Butch: Was it in 1964 that you won the national championship in basketball?

Mr. Barnes: In basketball. It was either 1965 or 1966, somewhere in that period of time.

Butch: Would you make the decision to pull the football program again?

Mr. Barnes: You bet.

Butch: You would not have the football?

Mr. Barnes: No, I wouldn't.

Butch: Was it the cost, or the type of students the program are bringing in?

Mr. Barnes: Well, actually it was a matter of cost. Yes. It is a relative few in number of students who can benefit from the program, and the cost is so high on a per-student basis, that it is much easier to support basketball, track, baseball, that kind of thing.

Lyn: But public opinion wanted the program?

Mr. Barnes: At that time, there was a considerable to-do about it, and the Board finally decided that they would return football to the varsity sports. This upsets some people, but there are economic reasons for having football. It ensures that at least forty, fifty, or sixty young men will be in school, since an overwhelming number of fellows will be out-district, it further ensures that there would be considerable out-district. Tuition support, which, of course, doesn't make out-counties happy in that regard. So, from that point of view, you can probably justify some of the football program. The other way to justify it is to say it gives you something to do in the fall!

Butch: Quite a stadium down there?

Mr. Barnes: Yes. I think that they will come to see soccer as the chief varsity sport in our colleges.

Lyn: In Western Kansas?

Mr. Barnes: Yes. It is already being played in a number of colleges, and I think it is only a matter of time. It is an international sport that is played all over the world.

Butch: They voted that down this year, didn't they?

- Mr. Barnes: I don't know.
- Butch: But they are bringing track back.
- Lyn: That is right.
- Mr. Barnes: Oh well, soccer is so much less expensive. All you really need is a pair of shoes and a jersey, a rugby or soccer jersey, that is all, and the injury rate is much much less.
- Lyn: How about the changes in the organizational structure of the college? I know when you came to Dodge City, you were a dean.
- Mr. Barnes: Yes.
- Lyn: And you left Dodge City Community College as a President?
- Mr. Barnes: The change came in 1965. At the time we went county, we also elected an independent board. The district was out of the picture as far as the community college was concerned, in terms of the district administrator structure.
- Lyn: We have talked previously about, I think it was Pratt, when you were there and the dual administrative role you played. Tell us a little bit about the role of the high school and the college.
- Mr. Barnes: In some school districts, the last two years of high school and the first two years of college were incorporated. It was called a six-four-four plan, and it had some success in some places. Logically, it had a great deal to be said for it, in terms of incorporating that age group.
- Lyn: You had first through sixth grade and then the last six grades?

- Butch: The first six, and then seven, eight, nine, ten. Eleven and twelve were actually with thirteen and fourteen. For administrative purposes; and in many of the systems that employed the six-four-four system, the classes were open, particularly to twelfth graders.
- Butch: They could move on up, like they can today.
- Mr. Barnes: Yes. The advantage was that to do that, all they had to do was go across the hall. Today they have to go across town, in most cases, to do it.
- Lyn: There is a maturity level difference between a seventeen-year-old and a fifteen-year-old.
- Mr. Barnes: That was the biggest difficulty, that and the whole of sports program was complicated so that, there was really a division between the thirteenth and fourteenth grade and the eleventh and twelfth grade. Age-wise, activity-wise, boy and girl-wise, the whole thing.
- Lyn: Now, back to Pratt. You were a dean at Pratt and the principal at the high school also, is that correct?
- Mr. Barnes: Yes.
- Lyn: So, you had just total administrative charge of the high school and the junior college?
- Mr. Barnes: No, only the top two grades at the high school. The other two were over in a kind of middle school which also comprised four grades.

- Lyn: The seventh, eighth, ninth, and tenth?
- Mr. Barnes: Exactly.
- Lyn: But after the structural change in 1964, the administrator was called a president?
- Mr. Barnes: That is right, and that was true clear across the state.
- Butch: You stated earlier that you had written a grant for the construction of this facility?
- Mr. Barnes: In 1963. The Act of 1963. The grant application probably took some eighteen months in the process. Considerable sums of money were involved at the time, and the exact amount each school got depended as much on the vagaries of the time schedule as it did on the merit of the application. In other words, the federal funds weren't consistent. It came at different times. We happen to come at a good time, so we got quite a bit of money.
- Butch: What year did you move out here into these buildings?
- Mr. Barnes: In the spring of 1970. But let's go back a bit. When the college was founded in 1935, the first classes were held in the senior high school building, up on the top floor of the senior high school. And that was true from 1935 to 1957, so there was a twenty-two to twenty-three year period there when all of the program was centered in the high school, mostly for that matter on the top floor I understand of the high school. And then from

1957 to 1965, we occupied the old junior high school building down on Second.

Lyn: Which is currently the Administrative Offices of 443?

Mr. Barnes: That's correct. So there have been considerable physical changes. I am sure that the people who were in charge of the college in 1957 were happy to move into the old junior high school building, if for nothing else than it put some distance between them and the high school and the high school students too. Just as we were happy to move out here some eight years later.

Lyn: But you had grown out of that particular building in 1970. You had grown all down the block and elsewhere.

Mr. Barnes: Oh yes, across the street, in houses and whatnot. The whole space occupied now by the Dodge City Public Library were originally occupied by houses that we bought one at a time to occupy community services and student services and that kind of thing.

Lyn: No public housing for students at that time?

Mr. Barnes: No, they lived in homes, private homes in town.

Butch: When was the public housing for students? Was this when you moved out here?

Mr. Barnes: Yes. That didn't develop until we built the first residence hall, the largest one; and that, by-the-way was built with revenue bonds. Incidentally, the entire campus is paid off now in terms

of public debt. There is still a considerable debt in terms of revenue bonds on the student union and on the various dormitories, but the public debt is paid.

Butch: And this was a coed dorm?

Mr. Barnes: Yes.

Butch: Any controversy at the time?

Mr. Barnes: No. None.

Butch: Anything radical or anything of that nature?

Mr. Barnes: No. None at all.

Lyn: That was a pretty radical change.

Mr. Barnes: But it was going on generally, so, I think most people accepted it. And, as a matter of fact, I don't think we had a single episode of any consequence whatever, which is remarkable considering we covered the period from 1970 to 1984. I had fourteen or fifteen years without any major problem. No suicides. No rapes. Nothing of that sort. I guess it was a kinder and gentler period.

The biggest problem in those days was trying to keep football players out of trouble. I am not sure that has changed a great deal.

Lyn: Sometimes it is basketball players now.

Mr. Barnes: Yes, sometimes.

Butch: What was the cost of the school? For the new one?

Mr. Barnes: We had \$2.5 million + the 1.4 which would make it \$3.9 million, just say \$4 million dollars. The student union came in at \$750,000, and the first dormitory was \$600,000. So you have a \$1.3 million there, and then, there were three more dormitories after that. So, I expect what you are looking at right now would probably be in the neighborhood of \$6 or \$7 million in the initial investment. Since then, of course, we have added the Nursing/Allied Health. And the Cosmetology/Child Care. So, I would guess the total public cost is probably approaching \$8 million. Of course, the replacement cost is probably \$25 or \$35 million.

Lyn: The ground was purchased from who?

Mr. Barnes: The ground was originally a farm. Originally it was a quarter section farm. Let's see, what is that? 140 acres?

Butch: 160.

Mr. Barnes: One hundred and sixty acres, and it lost a few acres when the highway bent off and took that corner off in the northwest section, and then we lost a few more acres when we sold the state some for the widening, what will some day be a bypass maybe. And then we gave an acre or two more when we gave the county, or the city in this case, some right-of-way on fourteenth, and then an acre and one-half or so went to the county to build the Mental Health Center up in the northwest

corner of the campus. So with that, I guess we probably reduced to somewhere in the neighborhood of 145 acres.

Lyn: And how much did that cost per acre?

Mr. Barnes: \$1,050 per acre.

Butch: That was from a Mr. Mooney?

Mr. Barnes: Yes that was from Mr. Mooney.

The land was \$150,000, give or take on the plus side a few hundred dollars. It is a good lesson to remember, that the cost of land is generally just a fraction of what is going to go on it, and I was frankly determined, from the beginning, to get a site large enough that would protect the college from encroachment of commercial enterprises and also provide sufficient space for additional buildings if the time came in the future, and furthermore provide additional space for programs that might require it -- like the horse science program or the fire science program, and that sort of thing.

Butch: Or enough room for a lake named after you.

Mr. Barnes: That was an accident!

Lyn: That was an accident?

Mr. Barnes: No, not really an accident. It just kind of grew up. It was a consequence, partly of the irrigation system that we built a few years after we were out here. The fact is, that the college is at the end of the Ark River drainage system, and in its location, when you cross the highway, you get into Buckner and the

north drainage system. So the water comes down this way, pours down from the college and goes on down to the river. And the cost of irrigating this land, if we depended on city water would have been prohibitive. So we had some extra money lay around from a grant I had for vocational education, and we spent \$22,000 to put in the irrigation system. My guess is that we paid for it in the first couple of years.

Lyn: Probably so.

Mr. Barnes: In terms of city water costs.

Butch: Especially when you consider they rationed Dodge City's water two years ago.

Mr. Barnes: Yes, indeed.

Lyn: Do you come out here and fish on the lake.

Mr. Barnes: Oh, I have done it, but not recently.

Butch: We talked a little bit about the age of students. Earlier they were eighteen, nineteen, twenty-year-old students, except probably right after the war, World War II and the Korean War, and the age of the students would go up. Now we are thirty-three. Did you see this as you were leaving, the age of the students getting older?

Mr. Barnes: No. When I left in 1983-84, the age of students was twenty-seven. So it has gone up even more in the last few years. The trend began with the middle sixties in Kansas. It had begun

earlier in larger urban centers where manufacturing and industry was much more important.

Butch: And you lived through the sexual revolution and the Vietnam War? Were there any protests out here at the time?

Mr. Barnes: Oh yes. We had some gatherings on campus, and we made some of the rooms available for discussions about the war. But we didn't have riots or sit-ins that disrupted school services. I think one reason that we didn't have too much student protesting is that, generally speaking, I was sympathetic to the students' concerns about the war and understood why they were upset about the long, drawn-out engagement in Vietnam - why we were there, what we were doing, so that on this campus in particular, we did not have a large mass of student protests.

Lyn: They never captured the administration building or tried to burn the files?

Mr. Barnes: I have been held in a president's office, but it wasn't on this campus. I was consultant examiner for the North Central Association of Colleges and Schools, which meant simply that I went out to schools in a consultant role on occasion to help them prepare for their on-site visit in the effort to achieve accreditation at the post-secondary level and I was also an evaluator. You don't do the two things at the same time. In this particular case, there was a Thornton Township Community College which is in South Chicago, way on the South edge of

Chicago, and it was at the height of the civil rights movement, the freedom movement, for black students; and the first morning we were there, I got locked in the office so that I would listen to the complaints of the black students in Thornton Township, and they had a lot of complaints. Many of them were justified complaints. When I wrote my report, I said so. This found its way, by the way, into the local press and was the occasion for editor's saying that they didn't need outside agitators coming in to run the college. Despite the fact that we were just reminding the people that there was a whole segment of the student population that really wasn't participating in the activity life of the college, in proportion to the amount that they paid for. One example, for instance, that I recall quite clearly, all the proms that could have been held in the big new gymnasium at the community college or in a local hotel were all held in Downtown hotels, which did not make it very easy for poor black students who paid the same activity fee to participate. If this had been an independent program and paid for by just the students who went to it, it would have been a different matter. You could view it kind of in a private light. But it wasn't. It was paid for under student funds. And I felt, and still feel, that those kind of programs should be made available to all students, and at least in a geographical location

that it is possible for them to get. But it was kind of a sticky situation for awhile.

Lyn: Speaking of minority students, were there many minority students here at Dodge City Community College at that time?

Mr. Barnes: There have never been a lot of minority students at this college, and the reason largely is, there is not a large number of black minority students in the Western Kansas area. There is a black population in Dodge City and in Garden City and around, but it has never been large, in proportion to the total population of Western Kansas. As a consequence, the enrollment has never been as large in proportion to the total enrollment of the college. I have never been happy with the enrollment figures of Hispanic students, in terms of the numbers that are available and the numbers that we actually get. I have been appalled the last three years, at the drop-out rate of Hispanic students, say even between junior high school and senior high school, to say nothing of the drop-out rate between senior high school and community college. And it bothered me considerably over the years, that it seemed like, no matter what we do or did, it was extremely difficult to increase this ratio of students. Now, I don't know what the situation is at the present time.

Lyn: It is still very low. Do you have any suggestions?

Mr. Barnes: You see the same questions arise for twenty-five years. No, I really don't. It is surprising to me constantly, because the

Hispanic family is so close-knit and generally supportive of its members. It is related, I am convinced, to economic level and that would be true for all of our minority students.

Lyn: It bothers me with our students today. With the financial aid that is available, it is simply a question of getting the information out, because the majority of these students would probably qualify for many of our financial aid programs.

Mr. Barnes: I am sure they would. It isn't entirely economic. It is partly cultural and has to do with familial expectations. We don't need to get into all of this, in terms of the sociology of college attendance, but the situation in the family, situation in the culture generally, the economic status of the incoming student or the non-coming student, all those are factors in college attendance. We may see a great surge in Hispanic enrollment in the next few years. We have lost an awful lot of blue collar jobs, high-paying blue collar jobs, that probably will never be restored. It is a great tragedy, and that may induce more students to attend, to pick-up the specific skills that are going to be required in the twenty-first century, if they are getting to get good jobs and well-paying jobs. So, it is possible that both black and Hispanic attendance will increase as the proportion of those minorities, relative to the white population of the country, expands.

Butch: Discipline on the campus. Have you seen a change from the early fifties or the fifties up until the late seventies or is it basically almost the same kids doing basically the same thing?

Mr. Barnes: I left in 1984, remember. So that is almost ten years ago. I never expelled a student, from either the junior college or the community college. I did, however, encourage one student to look elsewhere, suggested it rather strongly. One student, though, you see, out of what may be close to 10,000 students. We just didn't have a great deal of problems. Sometimes youngsters get into difficulties that are occasioned as much by high spirits as anything else. There were occasional encounters with St. Mary's students, at drinking establishments around the area.

Lyn: You had a drinking establishment right across the highway at that time, frequented by the students?

Mr. Barnes: Yes. And there were occasional illegalities committed, stealing a package of bread from the front of the store, for example, that kind of thing, shoplifting. I had occasional visits to the jail to talk to the students and talk to our attorney, but I don't remember over all those years that any of those students actually went to jail for any time at all. They might have spent overnight in jail, which did them a great deal of good in most cases, generally frightening them into becoming somewhat more wholesome citizens along the way.

Lyn: Did it make a difference, you think, with the drinking age of eighteen at that time?

Mr. Barnes: Well, you see, 3.2 beer was always available to the eighteen-year-olds in Kansas. I shouldn't say always -- since at least after prohibition. So that wasn't anything new. We all participated in a kind of general delusion that 3.2 beer was fine and not necessarily intoxicating, despite the fact that the only difference was about one percent between it and this other beer. I never saw quite the rationale for this distinction at all.

Lyn: Do you think they got in more trouble than our students today, because they were allowed to drink?

Mr. Barnes: Well, you could judge that better than I, because that change occurred after I left. You are referring to twenty one. Well, if they pay attention to it, it will certainly cut down I should think, on some of the problems that arise out of excessive drinking.

Lyn: How about drugs. Drug problems out here?

Mr. Barnes: There were never any drug problems out here or downtown either, except alcohol. Don't forget, that is the drug of choice. And in many ways, it is the most insidious and destructive of the drugs.

Lyn: Now there has been the big change now with the other drug, tobacco. Could students smoke anywhere on campus before?

Mr. Barnes: No, only in the outer corridors. We preferred that it be outside, but we did permit smoking at the doors, but not in classrooms and not in the interior hallways; and they pretty well abided by it. The dangers of smoking were evident at that period, as well as now. It was clear in 1970 that tobacco was a drug equally as dangerous as alcohol and perhaps even more so, in terms of the total health of the country. And I think most of the kids understood that.

Butch: But basically the hippie movement, the marijuana, the LSD, that never hit the Dodge City campus?

Mr. Barnes: No. See the overwhelming number of our students are from Western Kansas. After you toss out thirty or so students, forty maybe, who have been induced to attend for sports reasons and a few more who attend for certain programs that may not be available in other community colleges in their area, the overwhelming number of our students are from Western Kansas. They grow up on farms and in small communities, and the familial expectations are high, not only in terms of school and school work, but also in terms of citizenship and the wholesomeness of what the family expected of the student. And I think that has played a very important role in terms of the discipline situation on campus; and I don't think that has changed too much.

Butch: Can you go back and think of some of the outstanding students that you have had through the years - doctors, lawyers, and Indian chiefs?

Mr. Barnes: Well, we began the practice of having the distinguished alumnus come every year, and that dates from about 1968-1970, somewhere in there. There are probably now some twenty of those, and I can remember all the names of them, but there are a lot of other students as well. As a matter of fact, I met one this morning. The name is Jack Anderson and his dad is Richard Anderson. Richard was with the City for a long long time. Jack went to our old building on Second. He spent twenty years in the service, because he was an outstanding trumpeter, and he spent a portion of that time in the Honor Guard Division of the Army at the Tomb of the Unknown Soldier. After he finished twenty years of that, he joined the Secret Service, and he is just finishing his fifteenth year with the Secret Service. He still looks as big and strong and intelligent as he did when I met him in the first place. So there are literally thousands of students like that who have gone on to careers in all sorts of things.

Lyn: Tell us about the changes in the faculty and the way that they related to each other.

Mr. Barnes: It goes back to the situation that I described with student-faculty relationship. The administrative-faculty relationship

was pretty much like that too. We had a small faculty lounge, probably didn't measure more than ten by fifteen feet. Quite a number of the faculty smoked at that time, and that was the only place that they could smoke, and that is where we gathered for coffee and discussions. Most of the problems that might have occurred were usually ironed-out in the faculty room before they ever became widespread.

Lyn: That is something that we do not have today at Dodge City Community College. The situation is more like at the high school level. It sounds like the Fowler High School lounge where Butch teaches. They can't smoke in there anymore, but they can gather and discuss.

Mr. Barnes: Well, remember again that many of the faculty that were with me when I came in 1959, came out of high school teaching backgrounds, many of them, maybe all of them when in retrospect. There was a closeness. The dean, or in many cases, the president at many of those junior colleges at the time were not much bigger than ours anyway, even the independent ones. The administrative head tended to be much more of a first among equals, than he was the overlord of the whole apparatus. That accounted, too, for some changes in the way in which administrative/faculty relationships.

Lyn: More of a real friendly, personable relationship, more than we have with Dr. Gamble? He is very personable, but I'm not

really free to go in and put my feet up and have a Pepsi with him when.

Mr. Barnes: This is partly the business of management style.

I maintained that management style, that openness on the campus too. For example, in my office, I did not have a secretary. The girl who did much of my work was in the general secretarial pool. The door was open all the time, so there wasn't any question about knocking on the door or anything of that sort. They just came in and we talked. It was a deliberate effort to maintain open-management system, and I think my motto was that almost anything can be done if it doesn't make any difference who gets the credit. A partnership atmosphere permeated the institution, at least until the last couple of years. I suspect that in time, you will out-stay your welcome, especially if the stay approaches twenty-five years. When I began, I was the youngest college president in the state; and when I retired, I was the oldest.

Lyn: Is that right?

Mr. Barnes: Yes. Community colleges and senior colleges as well. I am not entirely sure that anybody has had that long a tenure. It is possible.

Lyn: In any of the colleges in the state?

Mr. Barnes: It is possible, but I'm not sure. Pete Cunningham was at Ft. Hays quite awhile; but whether he was there twenty four years

or not is another matter. Incidentally, the chief complaint I have ever had about the campus is that it is pretty windy.

Lyn: It is windy. There is no windier place on earth.

Mr. Barnes: It is pretty windy, and that goes with the openness, of course.

Lyn: But it is one of the prettier campuses that I have been on and by far, I think, the prettiest community college campus in this state.

Mr. Barnes: I have heard that said, and of course I visited all of them; and I think the only one that comes close at all is Butler County, where my old friend Ed Walburn was president for many years. It is also a beautiful campus, not as pretty as this one.

Lyn: Not as pretty as this one. You did a great job.

Mr. Barnes: Thank you. I don't have any buildings named after me, but I have the lake. I have got the lake and I have got the little block they put up there, you know, that says this thing was built by so-and-so.

Lyn: And you have your picture in the...

Mr. Barnes: Oh in the halls up in the Student Union I think. But it was quite an experience, and I have enjoyed it thoroughly. I am still in public life, as far as that is concerned, serving on several public boards.

I should tell you, that if I was able to accomplish anything, it was probably, no it was certainly, because of my marriage. I was married in 1940 and Nellie had to endure all the time I was

gone from the war, and then she had to work while I was going through school, and then over the years, she has had to put up with being the president's wife and all of the pleasure and problems that is a part of it as well.

Lyn: She certainly has supported you.

Mr. Barnes: Well, we will celebrate our fifty-third anniversary on July sixth of this year, and hopefully. I have learned not to take things for granted.

Butch: Going back and just summing up. What was your beginning salary?

Mr. Barnes: Well let's go back to Ottawa. My beginning salary in Ottawa was \$2,800 in 1950. And I went to Ft. Scott in 1951 as an instructor for \$3,300, which was quite a nice raise. Five years later, I went to Pratt for \$5,000. I was there for three years. And then I went to Dodge for \$7,000 in 1959. I started paying bills that I had accrued six or seven years, but in my case it was not unusual at all. That was, in fact, a pretty good starting salary in 1950, \$2,800.

Lyn: You wouldn't work for that today, would you?

Butch: It seemed like I had more left when I got the \$5,000 than I do today.

Mr. Barnes: As my salary went up, Nellie I think, felt that we had less spending money than we had before. There is a definite

tendency, of course, to spend more and hopefully to save more too.

Butch: Yes.

Mr. Barnes: That is part of it. And it really stays fairly relevant. I bought my first car, the first new car, brand new, in the spring of 1951, probably on the strength of going to Ft. Scott, but also because the old Pontiac I was driving was wiped out in the flood of 1951. Do you remember the great flood?

Butch: No.

Mr. Barnes: We had one in Ottawa. We had a great flood in Ottawa, well all of Kansas City. The Missouri just went crazy and flooded everything in Kansas City. But, to get back to the point, \$600 for a new Chevy 4-door sedan. I didn't have any idea how I was going to pay for it. That, after all, was something like twenty percent of my salary in that new car, maybe a bit less than that, but it is relative.

Butch: Mr. Barnes, I have enjoyed it. Thank you very much.

Lyn: It has been fun!

Mr. Barnes: That's it. Thank you. Holy Moses, we have been going an hour and one-half!