

1961

## A History of Fort Hays Kansas State College 1902-1961

Lyman Dwight Wooster  
*Fort Hays State University*

Follow this and additional works at: [https://scholars.fhsu.edu/fort\\_hays\\_studies\\_series](https://scholars.fhsu.edu/fort_hays_studies_series)



Part of the [History Commons](#)

---

### Recommended Citation

Wooster, Lyman Dwight, "A History of Fort Hays Kansas State College 1902-1961" (1961). *Fort Hays Studies Series*. 36.

[https://scholars.fhsu.edu/fort\\_hays\\_studies\\_series/36](https://scholars.fhsu.edu/fort_hays_studies_series/36)

This Book is brought to you for free and open access by the Forsyth Library at FHSU Scholars Repository. It has been accepted for inclusion in Fort Hays Studies Series by an authorized administrator of FHSU Scholars Repository. For more information, please contact [ScholarsRepository@fhsu.edu](mailto:ScholarsRepository@fhsu.edu).

W

**A History**  
**of**  
**Fort Hays**  
**Kansas State**  
**College**  
**1902-1961**



111  
LD  
2651  
.842  
W006  
1961  
C.3



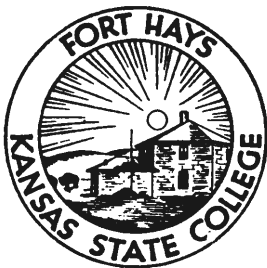


# Library

**Fort Hays Kansas State College:**  
**An Historical Story**

**FOR USE IN LIBRARY ONLY**

**Lyman Dwight Wooster**  
*President Emeritus*  
**Fort Hays Kansas State College**  
**Hays, Kansas**



Forsyth Library

Fort Hays Kansas State College  
Library

FOR USE IN LIBRARY ONLY

Library  
Fort Hays  
Kansas

**Copyright 1961**  
**by Fort Hays Kansas State College**  
**Library of Congress Card Catalogue No. 61-62650**

**FOR USE IN LIBRARY ONLY**

***Dedication***

*To those of the pioneering spirit  
who worked for a greater Fort Hays State*

iii

**FORSYTH LIBRARY  
FORT HAYS STATE UNIVERSITY**

FOR USE IN LIBRARY ONLY

Identification

The items of the following series  
were acquired for a general fund, 1950

FORT HAYS STATE UNIVERSITY  
FORSTH LIBRARY

## Preface

IN THIS period of rapid progress and change, it is possible to lose sight of, or at least to undervalue, the efforts of those who established and built this institution of higher learning on the plains of Western Kansas. It is essential and appropriate to consider the past if we are to understand the future of Fort Hays State.

The rich traditions and cultural environment of Fort Hays State, which are closely related to the history and development of the West, were, of course, not created overnight. They grew with the progress of Western Kansas and the growth of higher education in the state. Consequently, they have a definite influence on both staff and students, directly and indirectly. As one can see from the story which follows, Fort Hays State has evolved not simply as an extension of the secondary school, but into a liberal arts college which demands that the student cease to be a passive absorber and become an active learner.

At this time, when Kansas is celebrating its centennial, it seems appropriate to gather together some of the records of Fort Hays State to preserve them as a heritage for those who will utilize the resources of the college in the future.

Dr. L. D. Wooster, President Emeritus, recognized the importance of this heritage and spent the last years of his life gathering material for a history of Fort Hays Kansas State College. In his attempt to sketch the growth and development of this institution, much material had to be omitted. Many items of local interest not related to this development were, of necessity, put aside. He has, however, maintained high standards of objectivity and fairness to individuals, and accuracy of dates and incidents has been his aim.

Doctor Wooster served Fort Hays State for more than a half century. Through prosperity and adversity he maintained his devotion to high standards of scholarship in the institution he loved. Because of his long association with Fort Hays State and his intimate knowledge of the college, no other person is more qualified to put into writing the story of Fort Hays State.

Paul K. Friesner  
*Librarian*  
Fort Hays Kansas State College



## Acknowledgments

**ACKNOWLEDGMENT** is gratefully made to the many individuals who assisted in the preparation of this history. A special thanks is given to President M. C. Cunningham whose understanding of the interrelation between the past and the present provided the atmosphere which encouraged the writing of a history of Fort Hays Kansas State College.

A special thanks is extended to Miss Cora Bibens whose years of association with Fort Hays State gave her the knowledge to carry the editorial responsibilities of this publication. Her meticulous and intelligent criticism of the manuscript made it possible for the Fort Hays State story to be told, and her tenacity and firmness of purpose were instrumental in bringing this history into print.

### Fort Hays Studies Committee

RAYMOND L. WELTY

ROBERTA STOUT

ROBERT J. SPANGLER

MYRL V. WALKER

ROBERT MARPLE

PAUL K. FRIESNER,  
*chairman*

# Contents

	PAGE
PREFACE .....	v
ACKNOWLEDGMENTS .....	vi
CHAPTERS	
1. Backgrounds, 1865-1901 .....	2
2. In the Interim, 1901-1902 .....	16
3. The First Day of School, June 23, 1902 .....	22
4. The William Samuel Picken Administration, 1902-1913 ..	30
5. The William Alexander Lewis Administration, 1913-1933	62
6. The Clarence Edmund Rarick Administration, 1933-1941	98
7. The Lyman Dwight Wooster Administration, 1941-1949	116
8. The Morton Christy Cunningham Administration, 1949— .....	134
APPENDICES .....	161
Forsyth Library .....	162
The Museums .....	168
The Memorial Union .....	174
Anniversaries .....	176
Fort Hays Alumni Association .....	180
In Recognition of Twenty-five Years of Service .....	182
Twenty or More Years of Continuous Service .....	182
Necrology .....	184
Fort Hays Studies .....	185
Grants for Research and Study .....	188
The College Anthems .....	190
Enrollment Statistics .....	194
Fortunes—Good and Bad .....	196
INDEX .....	198



chapter 1  
**Backgrounds**  
1865-1901

# chapter 1

## Backgrounds

FORT HAYS KANSAS STATE COLLEGE exists today on its present location because of certain unique circumstances and events. This statement probably could be made for any college, but it is more significantly true of Fort Hays Kansas State College than of any other college or university which the author knows about. The circumstances which led eventually to the founding of the college extended over a period of more than thirty years. The events of these thirty years established a definite trend toward the founding of a college. Meetings were held at which the idea of turning the Fort Hays military reservation over to the state for agricultural and educational purposes was promoted as early as 1879, although other ideas for the use of the land were also promoted. There were petitions to Congress; there was state legislative action; committees were appointed; and the seeds of the idea began to germinate.

On October 11, 1865, a fort was established on Big Creek about fifteen miles southeast of the present location of Hays. This fort was established to protect stations of the Butterfield Overland Dispatch, stages and wagon trains to Denver, workmen constructing the Union Pacific Railroad [Eastern Division, later known as the Kansas Pacific Railroad, and now the Union Pacific Railroad], and the early settlers from attacks by the Indians. The fort was first named Fort Fletcher, in honor of Thomas C. Fletcher, former governor of Missouri. On December 11, 1866, the name was changed to Fort Hays, honoring General Alexander Hays, an officer of the Civil War, with the Sixty-third Pennsylvania Infantry, who was killed at the Battle of the Wilderness.

By the spring of 1867 it was planned to move the fort to higher ground south of the creek near the present city of Hays, adjacent to the oncoming railroad. A flood on June 7 of that year hastened the move. The new Fort Hays was occupied on June 23, 1867, thirty-five years to the day before the college was to open its doors.

In July, 1867, partly because of the relocation of the fort and partly because the railroad was rapidly approaching the area, Hays City was established. The rails of the Union Pacific Railroad, Eastern Division, reached Hays City in the early autumn of 1867.

Three events in 1867, the relocation of the fort, the oncoming railroad, and a place suitable for the establishment of a town helped to set up a situation which eventually resulted in the founding of a state college. Many towns were being established and other railroads were being built, but that most important factor, federal land potentially available for future state or local use, appeared only here and there.

When settlers from the East came into this area and tried to grow crops, trees, and gardens, they realized they were in a different kind of environment and needed help in learning the ways of nature in Western Kansas. One man in particular, Martin Allen, who came to Western Kansas from Ohio in 1873, set out orchards, grew wheat and planted vegetable gardens. As he gained experience here he became convinced that scientific studies and experiments were needed to learn what could be grown and how to grow it. In 1879, ten years before the fort was abandoned, Allen formulated this resolution:

*Resolved*, That the Kansas delegation in Congress be respectfully requested to use all reasonable means to secure the Fort Hays military reservation, when abandoned as a military post, for the endowment thereon of a school and an experiment station for the promotion of Agriculture, Horticulture, and Forestry.

He presented this resolution first before the 1879 annual meeting of the State Horticultural Society, then before every Republican county and district convention; to Governor John Pierce St. John, and finally to the legislature. He never let the matter rest, but persistently presented it and talked about it on every possible occasion until it was labeled "Allen's Hobby" and doubtless some thought of it as "Allen's Folly."

Here are a few significant lines from his speech before the Horticultural Society:

Every man, woman and child in Kansas ought to unite on this measure, and aid in *building up one of the best and most useful institutions*, here in this central county of the west. Western Kansas ultimately ought to show large artificial forests, because of its little natural growth of timber. The way to

accomplish this good and necessary work, *is mostly yet to be learned—and where is the school or experiments we can point to for aid?* I hope no dissenting voice will be found in western Kansas, to the objects of this measure.

In commenting on the resolution, 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.

The resolution received the unanimous vote of the meeting. In November, 1880, Mr. Allen was elected to the Kansas legislature.

Mr. Allen offered his resolution, similar to the one presented to the Horticultural Society, to the legislature, and the Secretary of State was instructed to send copies to all members of the Kansas delegation in Congress. Mr. Allen was defeated for the next session of the legislature and the matter came to a standstill, but he had planted the seed of an idea in the minds of Western Kansas citizens and public officials, and the idea kept reappearing through the next twenty years.

The Fort was abandoned in 1889, ten years after Martin Allen started promoting the use of the land for educational and experimental purposes. Simon Motz, a prominent citizen of Hays City, was made first custodian of the abandoned fort. Soon thereafter an official of the Department of the Interior announced that the reservation would be opened for homesteading as soon as the land could be appraised. In 1889 Fort Hays and Fort Dodge were proposed as sites for old soldiers' homes. Dodge City succeeded and Hays City failed in this project. Perhaps this turned out to be a case of fortunate failure for Hays City.

In 1890 a group of Army officers formed a syndicate to buy the land at \$10 an acre and sell it to settlers at a profit. A committee of Hays City citizens consisting of John Schlyer, H. W. Oshant, J. H. Ward, J. H. Reeder, George P. Griffith, H. D. Shaffer, and J. H. Downing was appointed by the Commercial Club to combat this proposal. They were successful in temporarily checking both the scheme of the army officers and the order of the Department of the Interior to open the land for settlement.

At a meeting of the Golden Belt Educational Association on November 30, 1894, President A. R. Taylor of the Emporia Normal School addressed the meeting and proposed that the meeting adopt a resolution in favor of establishing a state normal school and an agricultural experiment station on the federal land, if and

when it was turned over to the state for school and experimental purposes. This was done and a memorial was sent to Congress. A citizen's meeting in December, 1894, passed a similar resolution and signed petitions supporting it. From that time the proposed school was referred to as a normal school rather than an agricultural college, as implied in the resolution Martin Allen prepared and consistently supported. This change in the purpose of the school seems to have been acceptable to everyone concerned.

In January, 1895, John Schlyer, the Ellis County representative to the state legislature, introduced *House Concurrent Resolution No. 20* as follows:

WHEREAS, The experience of the settlers upon the plains of western Kansas, covering a period of more than twenty years, has demonstrated conclusively that agriculture cannot be pursued with profit, under existing natural conditions, and that artificial means 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 two thousand 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

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 Kansas Agricultural College. (2) For a western branch of the Kansas state 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 Representatives in Congress.

The resolution was passed by both houses of the legislature and printed in the *Senate Journal*, State of Kansas, 1895. The resolution was then sent to Washington where it passed both houses of Congress in 1895, but failed to become a law because President Grover Cleveland did not sign it.



A bill containing the same provisions as previous ones was introduced in Congress by Senator William A. Peffer of Kansas in 1897. At that time Charles Curtis of Kansas was in the United States House of Representatives, serving on the Committee on Public Lands. The bill was reported out of the committee, but no further action was taken during that session.

Between 1895 and 1900, the resolution was introduced in Congress five times before it finally passed. In March, 1900, the bill was introduced for the fifth time. In the meantime a Department of the Interior official had again opened the land for settlement as soon as it could be appraised. However, that action was also checked and the way cleared for acceptance by the Kansas legislature.

When the 56th Congress convened in December, 1899, Senator Fred M. Harris of Kansas introduced *Senate Bill No. 68* which was passed by the Senate on February 9, 1900. A month later it was passed by the House and President William McKinley approved the bill on March 28, 1900.

From the *United States Statutes at Large*, Vol. XXXI, 56th Congress, Session 1, here is the bill as approved:

CHAP. 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 State Normal School; and whenever the lands shall cease to be used by said State for the purposes 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.

When the state legislature of 1901 met, Representative John Schlyer introduced *Joint Resolution No. 1*, accepting the abandoned Fort Hays Military Reservation. Resolution No. 1, Chapter 421, *1901 Session Laws of Kansas*, reads as follows:

*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.

In this same session of the Kansas legislature, the law was passed establishing the agricultural experiment station, a western branch of the State Normal School, and a state park, and making appropriation for the same. That law is herewith quoted in full.

LAWS OF KANSAS—1901—CHAPTER 220

RELATING TO EXPERIMENTAL STATION, STATE AGRICULTURAL COLLEGE, AND WESTERN BRANCH STATE NORMAL SCHOOL

AN ACT relating to the Fort Hays military reservation, locating thereon an experimental station of the state agricultural college and a western branch of the state normal school, providing for the preservation of the native timber land for a public park, and making appropriation therefor.

*Be it enacted by the Legislature of the State of Kansas:*

SECTION 1. The boards of regents of the state agricultural college and of the state normal school, respectively, are hereby authorized to locate and establish an experimental station of the state agricultural college and a branch or auxiliary of the state normal school on the Fort Hays military reservation.

SEC. 2. The following-described tracts of land lying within the limits of the reservation aforesaid, to wit: Section 36, township 13 S., range 19 W.; section 31, township 13 S., range 18 W.; section 1, township 14 S., range 19 W.; sections 6 and 8, the east half of section 7, the north half of section 17, and the northeast quarter of section 18, all in township 14 S., range 18 W., are hereby placed under the direction of the regents of the state normal school. It shall be their duty to lease or rent the said lands to the best advantage, and all moneys derived from rents for such lands shall be collected by the regents aforesaid, who shall deposit the same with the treasurer of the board, to be expended by the said board of regents for the equipment and maintenance of said auxiliary of the state normal school.

SEC. 3. All the remaining lands of the reservation aforesaid are hereby placed under the direction of the board of regents of the state agricultural college, except the north half of section 5, township 14 S., range 18 W., which, with the buildings thereon, shall be used jointly as may be determined by the boards of regents of the institutions aforesaid.

SEC. 4. The said board of regents of the state normal school shall employ a principal and such assistant teachers and janitors as the needs of the school may demand; shall prescribe the course of study, not extending over more than two years, conditions of admission, and such other regulations as may be required for its successful conduct; provided, that such course of study shall embrace only such branches as may prepare pupils for the advanced academic and professional work provided at the state normal school at Emporia.

**SEC. 5.** All persons meeting the requirements for admission prescribed by the board of regents shall be admitted to said school; and on declaring their intention to fit themselves to teach in the schools of Kansas shall be exempt from all fees, save a small matriculation fee, which the board of regents may require. Students not intending to teach may be charged a reasonable fee, at the discretion of the board.

**SEC. 6.** 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. Said certificate shall also admit the holder to the third year's work at the state normal school at Emporia without examination.

**SEC. 7.** The president of the state normal school shall be president of said auxiliary normal school, with such duties and responsibilities as the board of regents may determine.

**SEC. 8.** The sum of seven thousand dollars is hereby appropriated for the fiscal year ending June 30, 1902, and the sum of five thousand dollars for the fiscal year ending June 30, 1903, is hereby appropriated, for the current expenses and improvements of said auxiliary normal school, the said amounts to be expended under the direction of the board of regents of the state normal school.

**SEC. 9.** The board of regents of the state agricultural college is hereby authorized to locate and establish on the reservation aforesaid an experimental station of the agricultural college, and shall adopt such measures as may be necessary to place the same in successful operation and to preserve the land upon which the native timber is now growing as a public park.

**SEC. 10.** To carry out the provisions of section 9 of this act, the sum of three thousand dollars is hereby appropriated for the fiscal year ending June 30, 1902, and three thousand dollars for the fiscal year ending June 30, 1903.

**SEC. 11.** All sums of money payable out of the appropriations specified in Section 8 of this act shall be upon vouchers approved by the board of regents of the state normal school; and all sums payable out of the appropriations specified in Section 10 shall be upon vouchers approved by the board of regents of the state agricultural college.

**SEC. 12.** The auditor of state is hereby authorized to draw his warrants on the treasurer of state for the several sums and purposes specified in this act upon verified vouchers approved by the boards of regents of the state normal school or the state agricultural college; provided, that no portion of the money appropriated in this act shall be expended by the board of regents until the attorney general of the state of Kansas shall first notify the governor and the board of regents that the title to the land in said reservation is unimpaired, and the land is available under the terms of the act of congress ceding said reservation to the state.

**SEC. 13.** This act shall take effect and be in force from and after its publication in the official state paper.

Approved February 26, 1901.

Published in the official state paper March 1, 1901.

It will be noted that Section 12 of this law provided that no money could be spent until the title to the land was unimpaired, and the land was available under the terms of the act of Congress to the state.

The foregoing law did not definitely establish the boundaries between the three institutions, although certain lands are assigned to the college, certain lands to the experiment station, and a tract designated to be used by the two institutions jointly, as determined by the Board of Regents. The legislature of 1931 authorized the Board of Regents to set aside a portion of the military reservation for public park purposes, including the site of the buildings of old Fort Hays, and to establish the boundaries of that portion of the reservation. From time to time minor changes were made in the boundaries between the three institutions, until at the time this history was written 4,160 acres was assigned to the Fort Hays Kansas State College, 3,263 acres to the Fort Hays Experiment Station, and 177 acres to the Kansas Frontier Historical Park, making the total of 7,600 acres of the military reservation.

Three months after Congress had passed the bill and President McKinley had signed it, but before the Kansas legislature had had time to accept the land, the Secretary of the Interior again opened the land for settlement. This was done in spite of the fact that the land had not been appraised and placed on sale according to law. A number of homesteaders settled on the land under this ruling. These homesteaders could not rightfully be called "squatters" because they had settled on the land in good faith.

The citizen's committee of Hays City, with the consent of the Governor and the Attorney General, sent William E. Saum, an attorney, to Washington to represent the state in attempting to get matters cleared. On May 14, 1901, he succeeded in having the case opened, but it was not until October, 1901, that a decision was handed down in favor of the state. This event occurred nineteen months after Congress had granted the land to the state, and seven months after the Kansas legislature had accepted the grant.

At any rate, Mr. Saum, who was a stone mason, an attorney and in 1903 the mayor of Hays City, succeeded where correspondence had failed. Whether the combination of stone mason and attorney had anything to do with his success the records do not show, but certain it is that he cracked the shell of bureaucratic obstinacy and preparation for the opening of the school could now proceed.

In connection with Saum's trip to Washington and other related missions, attention is called to the fact that expenses were involved. It is said that citizens of Hays City donated considerable sums to pay these expenses. Because of the impossibility of obtaining accurate information on finances or of naming all the individuals who contributed time and money it is not feasible to try to name

any of them. It can be assumed that such men as those on the previously named citizen's committee would be among those contributing.

And while speaking of those who played important parts in the early events leading to the founding of the college, attention is called to two men in legislative halls who carried the burden of the legislation. In Congress, Charles E. Curtis in the House of Representatives was of constant and effective help in securing passage of the federal legislation. In the Kansas legislature, it was John Schlyer who bore the main responsibility of securing the state legislation.

Others known to have played major parts in obtaining the land were Simon Motz, the first mayor of Hays City, first custodian of the fort after its abandonment, later a member of the legislature, and Harvey Penney, public-minded citizen of Hays City.

It is to such men as these and others mentioned that a debt of gratitude is owed for the foresight, energy, persistence, and fortitude which they demonstrated and without which there would never have been a Fort Hays Kansas State College.

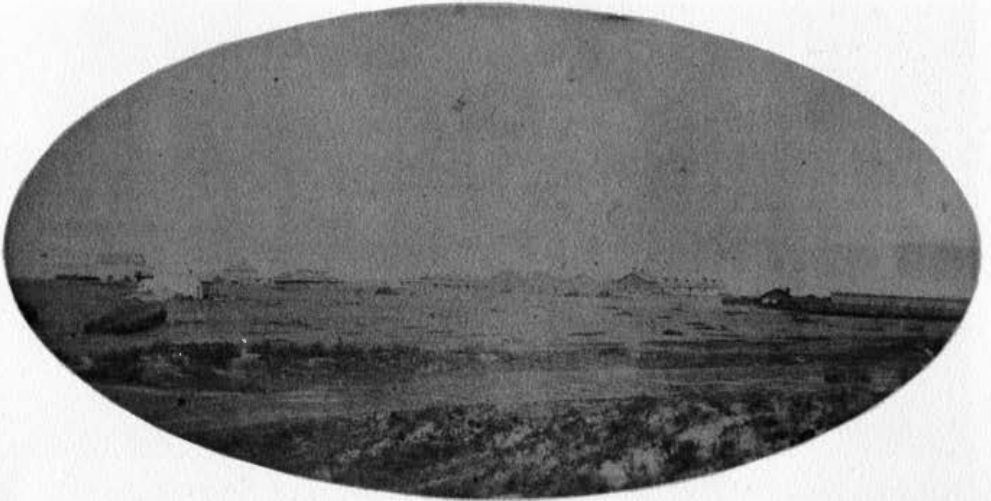
Thus, after more than twenty years of effort on the part of far-sighted citizens, the land of the Fort Hays Military Reservation was obtained for the state on which to establish a college, an agricultural experiment station and a park.

At the close of this account of the background events which had a bearing on the establishment of a college on the Fort Hays Military Reservation it is well to recall one of the statements made by Martin Allen in 1879:

Every man, woman and child in Kansas ought to unite on this measure, and aid in *building up one of the best and most useful institutions*, here in this central county of the west. Western Kansas ultimately ought to show large artificial forests, because of its little natural growth of timber. The way to accomplish this good and necessary work, *is mostly yet to be learned—and where is the school or experiments we can point to for aid?* I hope no dissenting voice will be found in western Kansas, to the objects of this measure.

Then, too, a prediction from an editorial in the *Hays City Sentinel* of July 16, 1880, stated:

Martin Allen succeeded in getting his resolution, asking for the Fort Hays reservation . . . passed again by the county Republican convention. Our esteemed friend turns up with the regularity of a clock with his resolution and one of these days it may come to something which will cause us to rise and call him a public benefactor.



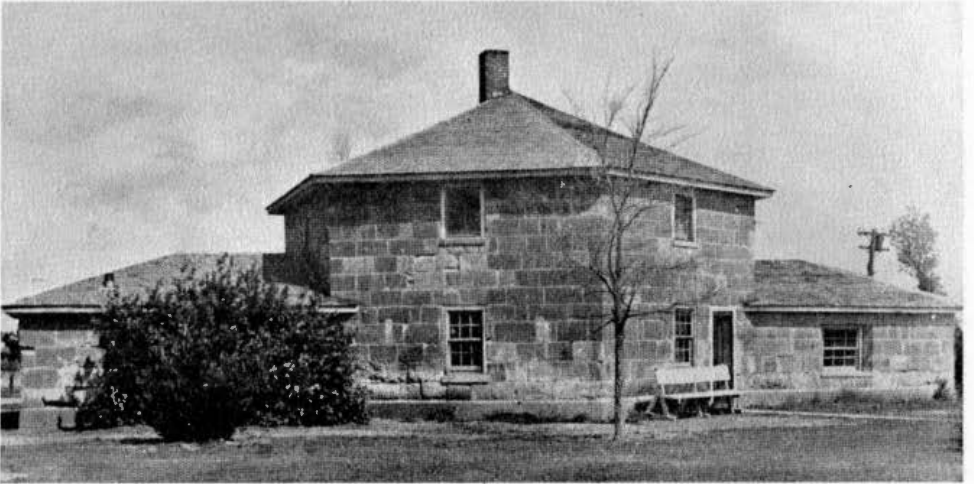
**Fort Hays, Ellis County, Kansas, looking west. This photograph was taken in 1869.**



**Old Forage House at Fort Hays in 1869.**



**Artist's sketch of Old Fort Hays.**



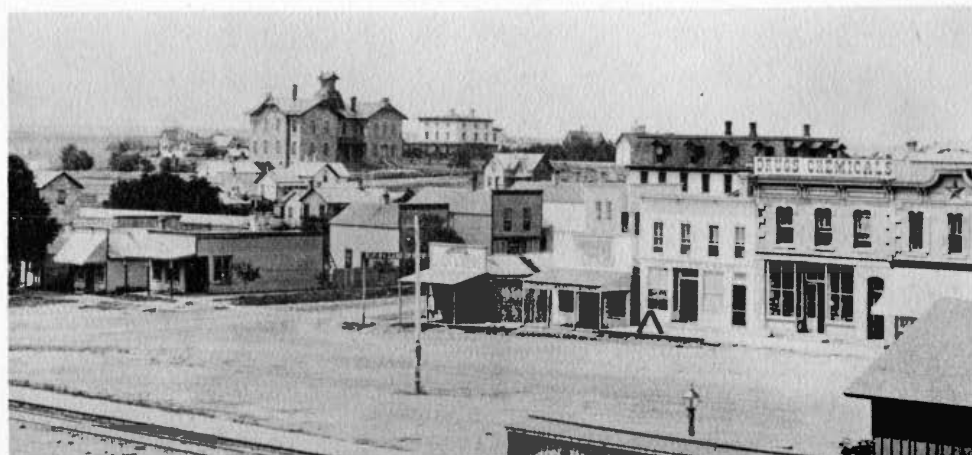
**A present-day view of the Blockhouse at Old Fort Hays.**



**Officers' Row, Fort Hays.**



**General Custer at camp on Custer's Island, near Hays City, Kansas.**

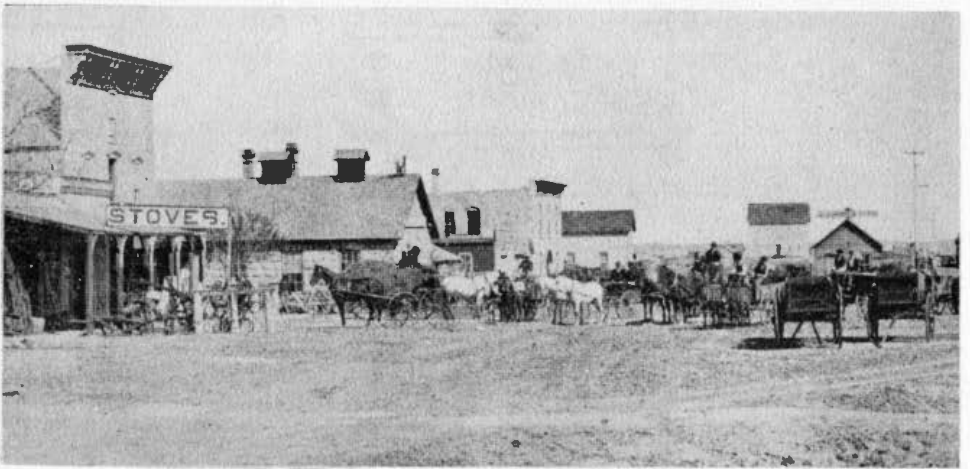


**Hays City—West North Main Street in 1880.**





**Mr. and Mrs. Martin Allen, Contest Grove, Hays City, Kansas, 1875.**



**A busy day on Peach Tree corner in Hays City in 1878.**

chapter 2  
**The Interim**  
1901-1902

## chapter 2

# The Interim

FROM March 1, 1901—the date on which the Western Branch of the State Normal School became officially authorized—to June 23, 1902, when school actually opened, there was an interval of nearly sixteen months. Primarily, the causes for this long delay were five.

*First*, there was an interval of more than seven months from the time that Governor William Eugene Stanley signed the bill on March 1, 1901, establishing the Western Branch Normal School to the time in October, 1901, when the state finally won its battle with the Secretary of the Interior to have the land withdrawn from homesteading.

*Second*, Section 12 of the statute establishing the school stated that no money would be available for the school until the title to the land was cleared. Removing the settlers from the land could not be started until the state had won its battle with the Department of the Interior.

Following this came the problem of reaching a settlement with the “squatters” and, more particularly, with the homesteaders who had taken over land on the reservation, some of whom had built homes, sheds, wells and fences. The squatters had “jumped the gun” in settling on the land, but the homesteaders had followed the declaration of the Office of the Secretary of the Interior, not knowing that it had not properly carried out directives from Congress in opening the land.

Finally an agreement was reached by which, in the worthy cases, the settlers would be allowed to remain on the land not more than five years, rent free. Some of these homesteaders were later permitted to remain as renters for many more years. Section 12 of the

law establishing the college was thus complied with. The time this process required is not recorded, but it must have been several weeks beyond the previous seven months' loss of time.

*Third*, the old fort buildings in which the college was to start were dilapidated and it took time to repair and remodel them for school purposes.

The buildings to be used were the hospital building, a long frame structure, which was to serve as the office, classroom, and library building; the stone guardhouse which was to serve as a gymnasium; and the commanding officer's house, a big, square, two-story, frame structure which was to serve as the principal's home.

These buildings had been vacant since 1889 when the fort was abandoned, a period of thirteen years. Windows were broken, roofs, siding, floors and woodwork needed repairs and paint. Much work was needed to put the buildings in shape for school use. President J. N. Wilkinson of the Emporia school, and S. H. Dodge, a member of the Board of Regents, visited Hays in February, 1902, to inspect the buildings and plan for repairs, needed construction and equipment.

William S. Picken, a teacher at the Emporia State Normal School, was appointed principal in February, 1902. Records do not show the date when Mr. Picken arrived to take charge, but it must have been early in the spring of 1902. Mr. Picken not only employed labor to repair buildings, but he himself installed new glass in the windows, did carpenter work and fought prairie fires which threatened the buildings. Frank Motz, one of the first students, later publisher of the Hays *Daily News* and a long-time resident of Hays, helped Mr. Picken repair windows and fight prairie fires.

Not only did the buildings need repairs but they needed to be remodeled for school purposes. They needed blackboards, cloak-rooms, toilet facilities, partitions, and many other items.

*Fourth*, there were furnishings to be bought and installed—desks, tables, physical education equipment, library cases and books, laboratory desks, and all necessary articles. Many of these items were donated by the school at Emporia. In 1960 some desks and bookcases brought from Emporia were still on the campus.

In 1901 the legislature appropriated \$12,000 for the expenses of the new school for the biennium, \$7,000 for the year ending June 30, 1902, and \$5,000 for the year ending June 30, 1903. When the school could not be started until the second year there was more money available for equipment and supplies. A great deal

of the \$7,000 appropriated for the first year was used to purchase furniture, physical education equipment and library books. About \$500 was used for gymnasium apparatus and about \$1,000 for library books.

There was a *fifth* factor, which, while it probably did not delay the actual opening of school, at least occupied the time of those interested, both before and after the beginning of school. That was a controversy over the location of the permanent campus—on the rise of ground south of Big Creek where the fort buildings were located and where the school started and remained for two years, or north of the creek, adjacent to the town of Hays where the campus is now located. It is said that the controversy raged hot and furious. Chat Picken, son of the principal, has stated that his father fought hard to keep the college over on the old fort grounds but the advocates of the adjacent-to-town location won out. This had to be decided before the first permanent building, appropriated by the 1903 legislature, could be located and constructed.

All these matters combined to delay the start of school for sixteen months after the establishment of the school was authorized by the state legislature. The school was able to open its doors for a summer session on June 23, 1902.



**Old Fort Hays Hospital Building.**



**Old Fort Hays, Officers' Homes.**



chapter 3  
**The First Day of School**  
June 23, 1902



## chapter 3

# The First Day of School

**AT LAST!** After thirty years of working and waiting, of hoping and praying, of meeting and conquering obstacles and problems, a dream had come true! This was an historic occasion on historic ground. Fort Hays had been for years an important military post on the western frontier. Sheridan, Custer, Forsyth, Miles and a score of other military leaders in days gone by had lifted their hats to Old Glory floating over the parade ground. Now, on this 23rd day of June, 1902, the parade ground became the campus of the new school, and the Stars and Stripes was again unfurled to the breeze.

Appropriate ceremonies marked the school's opening. The Reverend Mr. Harpster, of the Lutheran church, made an address on behalf of the people of Hays City in which he welcomed the new enterprise, and bespoke for it unending years of usefulness. President J. N. Wilkinson, of the Emporia school, addressed the assembly, reviewing the start of the school at Emporia and contrasting the better conditions under which the newer school was making its start. The Emporia school started with eighteen students; thirty-four names were entered upon the roll at Hays the first day. Emporia had an appropriation of \$1,000 for its first year's work, while the Hays school had \$12,000 with which to equip itself and carry on the work of the first year.

The commodious frame hospital building, approximately 125 feet long and 25 feet wide, the floor plan of which is shown as it was remodeled, was used as the main building, and the stone guard house, 90 feet long by 20 feet wide, became the gymnasium and laboratory. From the hill on which the buildings were situated

one could get a beautiful view of the rolling plains country, and the eight miles of timber along Big Creek—the creek which was to hold so many happy memories for the students who found boating, skating and picnicking all delightful pastimes.

The faculty on this first day of school consisted of William S. Picken, principal, and Anna Keller, teacher.

Mr. Picken, at the time of his selection, was a teacher of history and Latin on the Emporia faculty. He received his first certificate to teach from the Emporia Normal School in 1887. Following this he had been principal of the school at Dorrance and superintendent of schools at Eureka and Iola, all in Kansas. When President Wilkinson selected him as principal of the Western Branch State Normal School, he said: "We give you the best man for the place."

Miss Keller attended the State Normal School and was serving on the faculty there when President Wilkinson asked her to accept a position on the faculty of the western branch at Hays. She began teaching at the age of seventeen, and her experience included rural schools, city schools, a term as county superintendent, and a year at the Emporia school. Her duties here were many and varied as might be anticipated in so young a school with such a small faculty. In addition to her classroom duties she served as coach of the girls' athletic teams, adviser and counselor to both boys and girls in their personal as well as academic affairs. She gave supervision to the matters of board and room, and was largely responsible for the first dining hall on the campus. The students found in her a kindly, understanding friend. She could recognize shortcomings, but not condone them. She helped to develop in a new school, without any traditions, a college atmosphere, and to lay the foundations for the kind of traditions of which the institution might be proud in years to come.

A third group of classes was taught by J. E. Crawford, superintendent of schools in Hays and conductor of the Ellis County Teachers Institute. The institute for that summer was combined with the summer session of the Normal School.

Perhaps the first day of school can be described in no better way than to quote in full the stories which appeared in *The Ellis County Republican* of June 28, 1902:

#### WESTERN BRANCH OF THE STATE NORMAL SCHOOL OPENED

Last Monday morning at 9:30 o'clock the Western Branch of the State Normal School was opened in Hays City with appropriate ceremonies.

For twelve years the citizens of Hays and the people of the western half of the state have worked and waited for the realization of hopes long deferred in the establishment of this school.

Stores were closed and business practically suspended during the forenoon, our business men and families attending the opening ceremonies, in this way attesting their deep interest in the welfare and prosperity of this institution.

The Hays City Military Band was there and did its full share by rendering good music.

Promptly at the hour named the students of the school, headed by their teachers, marched from the assembly room to the flag staff, where a beautiful flag was unfurled, while the band played the Star Spangled Banner.

After prayer by Rev. Brown, of the Presbyterian church, Rev. Harpster of the Lutheran church made an address in which on behalf of the people and citizens he welcomed this new enterprise in our midst. The Doctor was here in the early 80's when this was called the wild and wooly west and has lived to see a new epoch in the history of Hays. His memory took him back to the days of Sheridan, Custer, Miles, and other great generals, who were at one time stationed on this beautiful reservation looking after the interests of the government; also to the days of Wild Bill and Buffalo Bill. In those days it seemed to be the pride of the people of Hays to say that they had a man for breakfast every morning. He also spoke of Boot Hill in the north part of town, which has become famous from the fact that it was the pride of these men to bury their dead with their boots on. "We have, however, come to a better mood—new history of the town of Hays and the western part of the state. So far as I am personally concerned, I would rather have this school planted in our midst than other institutions of manufacturing. This new institution will do more for the education and elevation of our people than one of manufacturing. I have traveled and lived from the Atlantic to the Pacific and have found that it is not best for the people where smoke is emitted but where schools are located. I congratulate the people for this school rather than manufacturing."

Professor Picken, in introducing President Wilkinson, said: "Had I introduced President Wilkinson six months ago, it would have been President Wilkinson of the State Normal School. I introduce him to you as President of the State Normal Schools."

President Wilkinson made a very encouraging talk, in which he stated: "This school started under better circumstances than the school at Emporia. That school started (in 1865) with an enrollment of 18. This one starts with 34 enrolled, which number will be doubly increased as soon as the rush of harvest is over. Your city did not have to vote bonds; Emporia did. This is a poetical occasion. In the past you gathered here to see the government soldiers, sent to protect you. Today it is an outpost of a great army of teachers gathered to campaign against vice and for morality and right. And literally they will 'beat their swords into plow shares and their spears into pruning hooks.' The State Agricultural College is attending to that. The State should be satisfied with what is being done here. I congratulate the citizens of Hays and I now declare the western branch of the State Normal School open."

After the formal opening of the school, the citizens were invited to go through the school building. We found nicely equipped assembly, recitation and library rooms.

The big stone guard house 20 x 90 feet, with a high ceiling has been made the gymnasium, and over \$1,000 worth of suitable furniture will be put in there.

Seven thousand dollars have been spent in buildings, furniture, library and apparatus.

The school for the next nine weeks is sustained by tuition as preparatory for the regular opening in September, when the state appropriation will pay the expenses. The work done now, however, counts on the course.

The school opens with Prof. Picken, of Emporia, as principal, Miss Anna Keller and Prof. Crawford as teachers.

Cataloguers are now at work on the library.

The old Fort Hays has become quite changed to accommodate the school. The company quarters or barracks, commissary and quartermaster's stores, barns, shed, etc., have all been moved from in front of the campus and school buildings, and now a beautiful view of the surrounding country for miles, with Big Creek and its eight miles of timber, makes a pretty location. All of the officers' quarters but three have been torn down, Prof. Picken occupying the colonel's or center building. The west end one is reserved for a boarding house for students, and the east one for other teachers, when needed.

Following is the enrollment (on the fourth day):

Jennie Ward	A. D. Haas
Grace Edwards	Wilhelmina Kohl
Jos. L. Ryan	Minnie Rowlyson
Maud Clark	C. A. Baumer
Edward Mills	Marie Applebaugh
C. C. Black	Geo. B. Griffith
Ruth Brown	Henrietta Oshant
Iona Brosius	Casper Middlekauff
C. B. Bolster	Elwin C. Penney
Jno. H. Freese	Harry J. Davis
Blanche Yost	Henrietta Myer
Elsie Taylor	Alfred Havemann
Mignonne Bratt	Mary A. Mulroy
Helen Mullen	Susie Shaffer
Katie Basgall	Geo. J. Basgall
Ida Scott	Myra Morgan
Mabel Conboy	Freda Schwaller
Fannie Cramer	Lucille Y. Lester
Mildred Barge	Lucy L. Picken
Eda Voss	Chat A. Picken
Nellie Haffamier	Clara Loreditsch
Lela Spratt	Della Wood
Kate Joslin	Bertha Virmond
Peter Frank	Abbie Westbrook

#### SCHOOL NOTES

Peter Frank has been elected janitor.

A class in Latin was started on Wednesday.

The apparatus for the laboratory is expected soon.

Miss Marie Applebaugh is the youngest student enrolled.

The new program clock has arrived and is now set up.

Several new pictures have arrived and will be hung in the school rooms at once.

N. A. Voss succeeded in getting a good picture of the flag raising on the first day.

The school opened with 34 students. The enrollment Thursday evening was 48.

New books for the library have begun to arrive. President Wilkinson's chief cataloguer is expected here next week from Emporia.

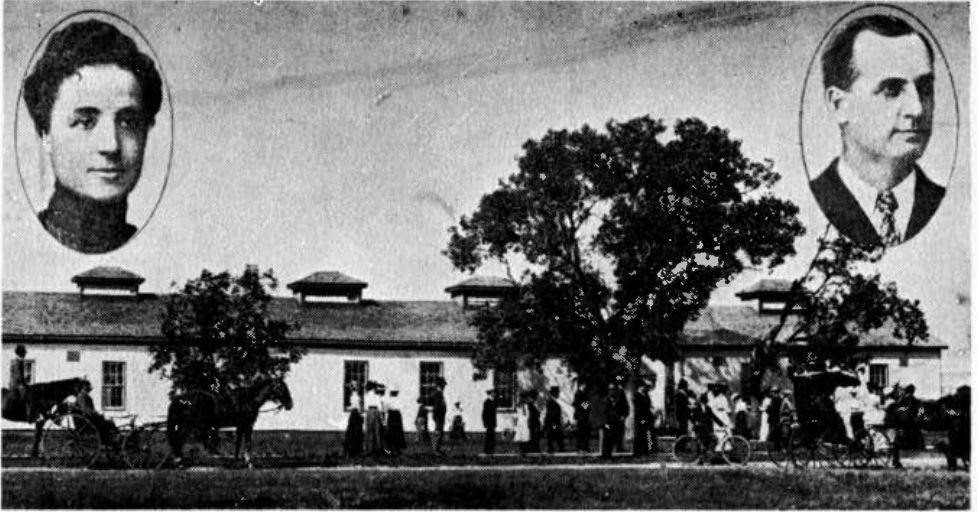
In compliment to the band boys for their kindly services and good cheer, the school chose as their colors the blue and the gold of the band's uniform.

It will be noted from the above account that the first day's enrollment was thirty-four, and that the enrollment by Thursday evening was forty-eight. In the newspaper for July 5 is found the following statement:

Miss Louie Solomon, Miss Martha A. Teters of Ellis, and Mr. F. D. Lindley of Portis, Osborne County, have entered the normal school during the second week; also Dollie Lee and Frank Motz.

The first student to pay her enrollment fee was Jennie Ward, later Mrs. Jennie A. Philip of Hays, whose receipt No. 1 for this fee is now in the college museum.

This was a day to live long in the memory of all who participated in and all who observed the activities and events of the occasion. It was a day of satisfaction in the accomplishment of ambitions and work well done. It was a day that marked the beginning of something bigger than anyone present dreamed of. It was the beginning of a school destined to grow into a college that would become one of the finest in the land; playing an important part in the development of Western Kansas; in the education of its youth; and in the building of a staunch, vigorous and courageous citizenry, leaders in affairs of the world. It was truly a great day!



The first day of school, June 23, 1902, with photographs of Mr. Picken and Miss Anna Keller inset.

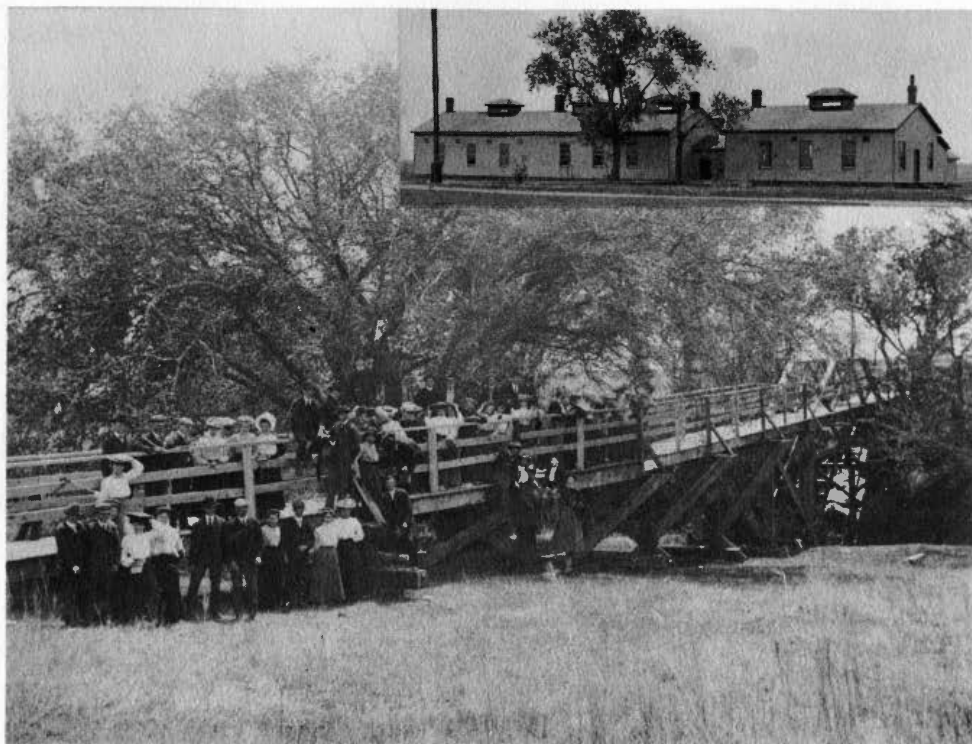
No. 1. **State Normal School,**  
**Western Branch,**  
 HAYS, KANSAS

Received of Jennie A. Ward, \$ 5<sup>00</sup>/<sub>100</sub>  
 as Fee for the Term ending August 22 1902,

Normal Department  
W. S. Picken  
 Principal.  
June 23 1902

6-02-1200

A reproduction of the receipt for fees from the first student to enroll at the Western Branch, State Normal School.



**An excellent photograph of the Old Fort Infirmary Building, in which the school began, is inset in the upper right corner. The larger photo, taken in 1913, shows a group of students on the foot bridge across Big Creek.**

chapter 4  
the **William Samuel Picken**  
administration, 1902-1913



# Calling to the Students

William S. Picken

WHEN the bugle sounded taps for old Fort Hays, yes, long before it sounded taps, there had come a clarion call from the people of the plains of Western Kansas asking that when the day came that the reservation land was no longer needed for the sword, it be turned into the plowshares and pruning hooks of education and peace. And it was done. William S. Picken was selected to prepare and promote the establishment and development of that place of learning on the old fort grounds.

With vigor and enthusiasm Mr. Picken sent his trumpet notes echoing across the plains, calling all youth to the opportunities of that newly established school. He travelled by horse and buggy out into the highways and by-ways and gathered young people in to that new educational opportunity.

To the students on the campus Mr. Picken made his earnest call for thorough preparation in all those fundamental things which make up the effectiveness of living—in subject matter, yes, but also in those intangible but basic qualities of integrity of mind and heart, and service value to society. Those are the things for which he everlastingly stood and worked.

Running all through his philosophy of education for those young people was a contagious enthusiasm and a sincerity of purpose which spread through the school, the town, and over the plains. It produced a pride and a loyalty for the young school which reached to the grass roots and to legislative halls. And this philosophy of William S. Picken was the foundation on which the Fort Hays Kansas State College was built, and on which it continues to this day to perform its services to Western Kansas.

(The foregoing statement was written by President Emeritus Wooster for use in connection with the unveiling of a portrait of Mr. Picken at the fiftieth anniversary celebration on October 31, 1952.)



**William S. Picken**

## chapter 4

# the William Samuel Picken administration

DURING this epoch there were, of course, more “beginnings” than in any other epoch of the school’s existence.

The first summer session, which started June 23, 1902, ended August 22, 1902. A tuition fee of \$5 was charged each student, because the legislative appropriations did not cover a summer session. Fifty-seven students enrolled for this term.

The opening day of the first regular school year was Monday, September 1, 1902. Thirty-one students enrolled for the fall term. There were three faculty members, William S. Picken, principal, Anna Keller, instructor, and Della J. Sisler, librarian and registrar. Three students, Fred E. Lindley, Fredella Schwaller, and Ida M. Schaffer, are listed as part-time instructors. They taught “special” students—those in the first two years of high school.

During the first two years, classes were held on the fort grounds in the old fort buildings. The Commercial Club of Hays provided a transportation system for the young ladies of the faculty and student body. It consisted of an “elongated surrey,” holding fifteen to twenty passengers, according to one student of that time, and a team of horses. The drivers were Clyde and Clayton Bice. It was said that occasionally young men students were permitted to ride in it—when there was room.

Mr. Picken was a “stickler” for sound fundamentals. One of his requirements for all students was drill in spelling. Everyone took spelling. Miss Keller, in her reminiscences of the wagonette trans-

portation, remarks that the time of riding "was spent in studying the spelling lesson, or in some other hilarious way."

A pedestrian short-cut from the town to the school grounds was by way of a footbridge over the creek, approximately back of the present Lewis Field stadium, and led by path to the fort buildings.

Mr. Picken, Mrs. Picken and their two children, Lillian and Chat, lived in the colonel's big house in "Officer's Row" on the fort grounds, and did not require transportation to the school. The family had a team of ponies and a buggy, providing their transportation to town, and Mr. Picken also used his two-horse-power vehicle to drive all over the area urging young people to take advantage of the new educational opportunities at the Western Branch Normal School.

The Picken home was the scene of many enjoyable social affairs in those early days. Mrs. Picken had as great an interest in the students as did Mr. Picken, and assumed the responsibility of doing many things for their welfare and enjoyment, providing the social life for students and faculty. The Pickens lived in the colonel's house until about 1910 when they moved to a house at 1603 Walnut Street in the northwest part of Hays. There they continued to entertain school groups. In the *State College Leader* of June 1, 1910, there is found this item which illustrates the hospitality of the Picken home:

#### SENIORS ENTERTAINED

Saturday evening, although the clouds gathered overhead and raindrops pattered down freely, the seniors met at the home of Mr. and Mrs. Picken where they were entertained—royally.

Big Creek furnished much of the opportunity for outdoor recreation. Considerably more use of the creek for recreational purposes was made in those days by students and faculty than has been done in later years. Picnicking along its wooded course was one of the most common forms of diversion in the early years. Boating in the warm seasons and skating in winter were also favorite sports. An earthen dam, which periodically washed out and had to be replaced, was built across the creek. Eventually a concrete dam was constructed and this created a small "lake" used for skating and boating. Students and faculty collected funds with which they purchased two steel rowboats. A canal and landing pier were built near the present Coliseum as a place for embarking and disembarking. Mr. Picken was much in favor of boating as a recreation, and promoted the project, but he was much concerned—and rightly so—about the possibility of accidents. Therefore, he

promoted two safety measures—the canal and landing pier, and a periodic speech in chapel which became something of a classic among students and faculty.

These two items in the *Leader* are examples:

Where are those delightful boat rides that we used to take? They are missed very much since the dam has been washed away. (*Leader*, September 17, 1908.)

Now is a good time to go boating. The dam is liable to go out with the spring rains and the creek may not be dammed any more this spring. (*Leader*, March 25, 1909.)

In addition to the outdoor recreational activities of picnicking, boating and skating, there were indoor activities, interclass and intersociety competition, parties and socials.

### *The Administration*

During this period of our history there were three main state institutions of higher learning, the University of Kansas, Kansas State College, and the Kansas State Normal School of Emporia, each of which had a separate governing body, designated as a Board of Regents. This school, being a branch of the Normal School, was under the direction of the board governing that school. The members of that first board were:

L. B. Kellogg, Esq., Emporia.	Sylvester H. Dodge, Esq., Beloit.
F. J. Altswager, Esq., Hutchinson.	E. A. Ross, Esq., Burr Oak.
George T. Coddling, Louisville.	A. H. Bushey, Pittsburg.

The president of the Kansas State Normal School at the time this western branch was started was Jasper N. Wilkinson. In the school year of 1906-1907 Joseph H. Hill became the president at Emporia, and therefore of this western branch and the Pittsburg branch, which was established in 1903. Mr. Hill remained as president until the summer of 1913.

William Samuel Picken was the administrative head of this branch from 1902 to 1913, with the title of Principal.

The "branch" arrangement was found to be cumbersome for all parties concerned, including the Auxiliary Normal School at Pittsburg, and the Hays school began to operate more and more on its own. The first annual catalogue for 1902-1903 was published under the name of *Fort Hays Auxiliary State Normal School*. In the second catalogue the school name was listed as *Western Branch State Normal School*. In the year 1906-1907 the word "branch" was dropped from materials published by the school, but the fact remains that throughout the Picken era this school was legally a branch of the Kansas State Normal School.

## *Faculty*

During the first two years Mr. Picken was not only the principal, but registrar, financial officer, dean, field agent and full-time teacher. In addition to these academic duties he was superintendent and manager of more than 4,000 acres of land belonging to the school. Not until the fall of 1909 did Mr. Picken even have part-time help in the office, then a student, Albert H. Kerns, was employed part-time and designated in the catalogue as "office assistant."

Mr. Picken's office for the first two years was in the hospital building. After the middle section of the Academic Building was completed his office was moved there. When the wings were added to that building his office occupied the northeast rooms on the first floor of the building. One small room was made into a vault. Eventually Mr. Picken's office desk was placed in the museum, and is used daily by the curator.

Miss Keller was assigned the duties of assistant principal, although she was not so listed in the catalogues. She served as dean of women, social director, full-time teacher, girls' basketball coach, and she did everything else that came to her attention which Mr. Picken's responsibilities did not cover. This was true for at least two years.

A third member of the faculty was added in the fall of 1902. Della Sisler came from the Emporia school to establish the library service. She was succeeded the following year by Emily Grosser.

The fourth member of the faculty was Ernest B. Matthew, who came as a teacher of mathematics and speech. The fifth member was Harry L. Kent, who taught science and agriculture, coached the athletic teams, and on occasions played on the football team.

Until this time all the faculty had come directly from the State Normal School and no faculty member had a degree of any kind. In fact, two-thirds of the faculty at Emporia in 1902 held no degree. This is mentioned merely to indicate the prevalent state of affairs with regard to degrees at that time.

In 1905-1906 Lucie Snyder, a young woman from Hays, was employed as librarian, and Lulu Bice, also from Hays, came as an instructor in "special" subjects, that is, the first two years of high school. In 1906 Miss Bice became librarian, replacing Miss Snyder.

Charles A. Shively was next employed to teach history and school organization. The first member of the faculty to come with any kind of a degree, he later became the first head of the department of education. He held a master's degree from the University of Kansas, although he had previously attended the Normal School at

Emporia. The next person with a degree to join the faculty was Jennie Nickles, with a bachelor of arts degree from the University of Kansas. She taught German.

Two more faculty members were added for the school year 1906-1907: Annette Foster, English, and John S. Bird, commerce. In 1907-1908 Julia M. Stone was employed to teach in the Model School, and J. L. Pelham came to teach agriculture, having a degree from Kansas State Agricultural College. In 1908-1909 the new faculty members were J. H. Beach, history; Clarence J. Smith, manual training; Claude F. Bice, gymnasium (part-time); and L. D. Wooster, natural sciences.

Of the fifteen faculty members for the school year 1908-1909 only four held a degree and only three had not attended either the Kansas State Normal School, or the western branch.

The faculty members added between 1909 and 1913 were: Dora Grass, Elizabeth J. Agnew, George R. Tilford, Elsie Macintosh, Josiah Main, Bessie Armstrong, Ward W. Sullivan, Helen C. Bovee, Ira H. Van Cleave and Thomas M. Wood.

During the last year of the W. S. Picken administration, 1912-1913, there were twenty-one members on the faculty, and of these nine had bachelor's degrees and four had master's degrees. This indicates the upgrading and growth of the faculty in keeping with the growth of the school in students, curriculum and buildings.

### *Curriculum, Certificates and Degrees*

Information contained in the first catalogue for the Western Branch was copied verbatim from the catalogue of the State Normal School at Emporia. At the beginning and through the 1906-1907 school year the catalogues contained this statement:

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

In other words, these schools were strictly teacher-training institutions. It was soon realized, however, that the western branch, being the only state school in the western half of the state, needed to serve the area in more ways than just preparing teachers.

From 1902 to 1906 the Emporia school offered only two years of college work and during these years the western branch offered only high-school courses. The "normal course" on this campus was the upper two years of high school, and in addition the first two years of high school were offered as "special subjects." There

were few four-year high schools in Western Kansas in those days. Many town schools ended with the eighth or ninth grade, so there was more demand for high-school subjects than for college courses. This remained true through the Picken era, and into the W. A. Lewis era.

In the fourth year of this school, 1905-1906, courses for a first year of college work were added, and in 1907-1908 another year of college work was added, making the fourth year of the "normal course." The Western Normal School could then grant the life certificate, which permitted the holder to teach. The first life certificates, nine in number, were issued in 1909.

By the 1907-1908 school year offerings were expanded in two respects: First, there was a broadening of the concept of the functions of this particular school, as the sole college in the western part of the state; and second (partly as a consequence of the first), there was considerable increase in the number and variety of courses offered, particularly in science, history and foreign languages. The 1907-1908 catalogue lists two courses in geology, four in zoology, and ten in history and social science. Home economics, manual training, iron working, agriculture and business courses were introduced into the curriculum late in Mr. Picken's term of office. Mr. Picken, although a teacher of history and Latin, was quick to sense the idea that this school must be of practical value to the people of Western Kansas, and as soon as possible he introduced these courses.

In 1910 the normal schools were authorized to give the bachelor of arts in education degree. Three years later, this was changed to a bachelor of science in education degree. By this time the college offered four years of high-school work and four years of college work—an eight-year curriculum.

For the first four years, teacher preparation in the Western Branch Normal School was accomplished solely by textbook and classroom discussion, particularly of methods of teaching specific subjects. In the school year of 1906-1907 teacher training was started by "observation" in the public schools of Hays. In 1907-1908 a training school was started on the campus in the hospital building (the "Incubator"). By September 1, 1910, the model rural school building had been completed, and upon the establishment of this school for the training of rural teachers, the training school which had started in the "Incubator" was moved to the basement of Picken Hall, and served for the training of urban grade-school teachers. From 1910 to 1913 two "model schools" were



maintained on the campus, one a rural and the other an urban training school. Miss Keller was the first director of teaching training. Julia Stone was principal of the model rural school and C. A. Shively was the first head of the department of education.

The correspondence study department was established in 1911 with offerings in agriculture, commerce, civics, domestic economy, drawing, English, geography, German, history, Latin, mathematics and pedagogy. Students were required to furnish their own textbooks and supplies, and a \$1 fee was charged to cover the cost of postage. This service permitted some teachers to comply with the requirements of the certificate laws, and others to earn more credits while teaching.

### *Campus and Buildings*

The first campus of this college was the fort grounds south of Hays City, and this was the location of the college for two years.

As stated before, there was much controversy over the permanent location of the school. The decision to make the flat area in the bend of Big Creek, near the southwest edge of town, the permanent campus, was made after a struggle between interests. One group, including Mr. Picken, wanted to keep the school on the fort grounds. Another group, including the real-estate interests, wanted it adjacent to town. Probably neither group had any realization of the extent to which both the town and the school would grow in sixty years. The advocates of the close-to-town location won.

It then became necessary to prepare the new location for occupancy. In an earlier day buffalo had grazed on the site. After Hays City was established the town cow herd pastured there. It was one immense prairie-dog town. Mr. Picken and his daughter Lillian spent many hours distributing poisoned wheat to rid the campus-to-be of the interesting little rodents, and the even more interesting co-inhabitants, the burrowing owls and rattlesnakes.

In the meantime, funds for the center portion of what is now Picken Hall, formerly Academic Hall or Administration Building, had been appropriated by the 1903 legislature. Construction was completed in 1904 and the school was moved to its present location. Not only faculty and students moved to the new campus, but they brought with them the old hospital building, which was moved in sections. One part was left on the south side of the creek, about where Custer Hall is located, and was used as a janitor's residence. The larger portion was moved to the approximate location of Sheri-

dan Coliseum, and was used as a classroom and for other functions. The manual training department started there; the dining hall started there; the band started there, and there was a woodturning and blacksmith shop in the building. It was because of all these beginnings that the building was dubbed the "Incubator." Later this portion of the building was again divided and moved to the back of the campus. One part was actually used as the incubator building in a poultry project. Later it was used as an apiary, and finally torn down.

The second building to be constructed was the gymnasium, completed in 1906 at a cost of \$15,000. Through the years this building has undergone many changes. It has been called the gymnasium, the library, the Woman's Building, the Social Building, and, in 1960, Martin Allen Hall, in honor of the man who conceived the idea and persistently worked at the job of securing the military reservation for a school. The building served first not only as a gymnasium but an auditorium, social center and classroom. After construction of Sheridan Coliseum it became the library. The name "Woman's Building" is not indicative of its use, but it was during this time that the dean of women had her office in the building, and it served as the center of social activities. During World War II it became the "day room," recreation hall or lounge for students enrolled in the College Training Detachment of the Army Air Force. After that phase of our history it was equipped as a recreation room, or "Social Building," for all students. When the Memorial Union was opened it was completely remodeled for a publications and office building and given the name of Martin Allen Hall.

Two end wings were added to the first permanent building in 1908, each wing costing about \$20,000. The completed building then represented an investment of approximately \$65,000. This building also has been the starting place of many phases of the college program. It contained the first real auditorium, which was the source of much pride and joy. It was the first building on the campus to be equipped with electric lights, steam heat and modern plumbing. The library was located in the north wing of this building at one time, occupying several classrooms and the hallway.

Next came the small model rural school building near the location of the present Custer Hall, which cost approximately \$2,200 and was first used in September, 1910. Later this building became part of the home for the farm superintendent.

A central heating and power plant had now become an urgent need. The legislature of 1909 appropriated \$30,000, and the plant was completed in 1911.

In 1911 the legislature appropriated \$40,000 for an agriculture building which was completed in 1912. The general catalogue of 1914 describes this building as follows: "The Agricultural Building was completed in 1912 at a cost of \$40,000. It is a handsome and commodious building, well adapted to the uses it serves. It is thoroughly equipped with all modern appliances and conveniences. It is devoted to the departments of household economics, agriculture, physical and biological sciences and geography. Modern laboratories and lecture rooms, equipped with the best apparatus, are provided for all these departments. The school dining hall is located in the basement, and a well equipped laundry occupies the fourth floor." This building was later called the Industrial Building and in 1953-1954 it was remodeled to house the division of education and psychology and named Rarick Hall in honor of former president Clarence Edmund Rarick.

### *Student Enrollment*

The total of fifty-seven students the first summer session included the Ellis County Teachers Institute. The first regular year started September 1, 1902, with an enrollment of thirty-one students. During the eleven months of the 1902-1903 school year 121 different students enrolled in the four ten-week terms.

In those early years the composition of the student body can be shown most clearly by the following breakdown of enrollment and classification for the 1911-1912 school year when 361 students enrolled:

First year secondary (high school freshmen) . . . . .	161
Second year secondary . . . . .	59
Third year secondary . . . . .	40
Fourth year secondary . . . . .	24
	284
Total secondary classification . . . . .	284
Total College enrollment . . . . .	77
	361

More than three-fourths of the enrollment was of high school rank. This was due to the fact that many of the students did not have access to high schools in their home communities, and a backlog of young people without a four-year high school education had been built up. Many of these persons had been teaching after completing the eighth or ninth grade, and they had experience, maturity and judgment. They were glad to have the opportunity to enroll at the Western Branch Normal School to continue their education. These

factors were responsible for a serious-minded, mature student body in the first decade of this college. It is interesting to note that in 1911-1912 students from forty counties in Kansas and from six other states were enrolled in the college.

The number of students and faculty for the eleven years of the Picken era are shown by the following table:

<i>School year</i>	<i>Total enrollment</i>	<i>Total faculty</i>
1902-1903	121	3
1903-1904	137	4
1904-1905	132	6
1905-1906	201	8
1906-1907	286	9
1907-1908	315	11
1908-1909	342	15
1909-1910	377	14
1910-1911	378	18
1911-1912	361	17
1912-1913	501	21

From 1902 to 1913, inclusive, the total enrollment given was the number of different students enrolled during the year, including the summer session.

## *Student Expenses*

### *Fees*

The catalogue for 1911-1912 contains this statement concerning fees: "The legislature of 1911 provided: 'Fees shall be charged to each student at the State Normal School and its auxiliaries as follows: Students residing in states and territories other than Kansas, twenty-five dollars per year; fees for Model School and special courses and for all departments of summer school shall be fixed by the Board of Regents.'" Previous to this time, with the exception of the first summer session, no fees had been charged regular students at the college. (A fee of \$5 was charged for the first summer session to meet expenses not covered by legislative appropriation.)

Fees established by the Board at this time for a nine weeks' term were: for the Model School, \$1 per student; for voice and piano lessons, \$15 for two lessons per week, \$9 for one lesson per week, and \$1.50 for a single private lesson; practice fee for the use of a piano for one hour per day, \$1.50.

In 1913 the legislature established a hospital fee of \$1 per year for each student. This fee provided a "mutual insurance" by the student body, guaranteeing preliminary medical attention until the parents could be notified. It did not cover surgery, dentistry or the treat-

ment of chronic ailments. This was the status of student fees at the close of the Picken administration.

### *Board and Room*

Up to the fall of 1909 the rooming and boarding of students had been entirely a matter of private homes or of the students' own arrangement. At the time the school opened it was possible to secure good board for \$2.50 a week and rooms at 50 cents a week, but the cost of living increased periodically. In the summer of 1909 faculty meetings were held to consider this problem. There had been a period of drought; times were hard, and students were going to have a hard time to continue in school, or even to start to school. The outcome of the faculty meetings was a decision to start a co-operative dining hall.

The location selected for the dining hall was the same building in which almost everything else started—the "Incubator." A student steward, Louis Christiansen, was employed, and under the direction of a faculty committee the eating place opened in September, 1909. The price of meals was established at \$2.75 per week. Mr. and Mrs. J. B. Cave, their three daughters and a son were employed to cook and serve the meals and perform all other duties which accompany such services.

There were a number of interesting incidents in connection with the dining hall, but space permits the recounting of only one. The dining hall committee decided to buy a Jersey cow, and she was placed in charge of "Louie" Christiansen, the steward. She was tethered out near the creek where there was a steep bank, became tangled in the rope, fell into the creek and was drowned. Thus began and ended the first dining hall dairy herd.

The dining hall was the center of much of the student social and recreational life. In 1912 it was moved to the basement of the new Agricultural High School building, as it was then called, and continued to operate there until 1923, when Cody Commons cafeteria was completed.

Throughout Mr. Picken's administration the price of board remained at \$2.75 per week, but the price of rooms during the period increased from 50 cents to an average of \$1.00 a week.

### *Student Activities*

Except for athletics, the first organized student activity was a literary society called *Literati*, after one of the four literary societies at the Emporia school. This was formed on September 19, 1902,

the first month of the first regular school year. The students were called together by Mr. Picken to consider the formation of such a society, and to choose a name and adopt a constitution. The vote on a name was taken between the two older societies at Emporia—Literati and Lyceum. The vote stood 13 to 12 for the name Literati. In the spring of 1904 the Lyceum Society was organized. Then began a wholesome rivalry for members in debate, oratory, and athletics. These societies also furnished the first organized social affairs. In other words, they were the center from which radiated many beginnings of student activities.

Early issues of the *Leader* tell of the organization of these societies and of their many activities. The following statements were printed in an account of the history of the two literary societies in the *Leader* of March 18, 1908, concerning the Lyceum Society:

There is much talent among the members of this society. Last year a debating contest was held between the two societies and the Lyceum won. We have a ladies quartette, several good readers and many debaters.

During the short life of this society there have been many enjoyable social functions given by its members.

The literary societies lasted for ten or twelve years and then faded out of the picture, just as they did elsewhere.

In October, 1905, a Young Men's Debate Club (Y. M. D. C.) was organized. It was quite active for a number of years, and in the school year of 1910-1911 the name was changed to Delphian Debating Club. Three years after the Y. M. D. C. was formed the Y. W. D. C. was organized by women students, but it did not last long. Part of the reason given for its demise as an organization was that the regulations of debate did not always permit the young women to have the last word!

### *Dramatics*

The drama activity started in a rather pretentious way. E. B. Matthew, instructor in mathematics and speech, had had considerable dramatic experience as a student at Emporia, so he selected and directed the plays. The first play to be given was "The Merchant of Venice" in the school year of 1905-1906. The next was "Hamlet" in the spring of 1908. In the spring of 1909 it was "She Stoops to Conquer," and in the spring of 1910 "A Midsummer Night's Dream" was presented. In the spring of 1912 the first German play was given by students in the German classes under the direction of Jennie Nickles.

### *Musical Organizations and Productions*

The spring of 1910 saw the first musical production by the school—Gilbert and Sullivan's "Mikado," which was repeated in 1911. C. A. Shively, head of the department of education, directed this production and E. B. Matthews was stage manager.

Early in April, 1909, the first chorus was organized. It practiced twice each week under the direction of C. A. Shively. An orchestra is first mentioned in the *Leader* of January 12, 1910:

The Normal orchestra is no longer a dream, but an actual reality. Last week about a dozen fellows held a meeting and organized for the purpose of studying and producing music. They hope to be able to play several simple selections before spring.

And in the February 23, 1910, issue of the *Leader*:

The Normal orchestra made its first public bow on last Friday (February 17) evening.

It should be remembered there was no regular music director at this time, and musical activities were directed by faculty members from other fields.

In the fall of 1912, Thomas M. Wood was brought to the Western Normal School to teach ironworking, blacksmithing, and mathematics. However, not satisfied with his "anvil chorus," he organized the first band early that fall. A picture of that band appears in the March 21, 1913, *Leader*. All these activities started in the "Incubator."

Helen Bovee, who came to the college in the fall of 1912, was the first regular music instructor.

### *The Western Normal Leader*

The first issue of the student newspaper was published on March 18, 1908, under the name of the *Western Normal Leader*. It was published every two weeks as a six- by nine-inch periodical. The subscription price was five cents per copy, or seventy-five cents per school year, payable in advance.

The *Leader* was liberally supported with advertising by Hays merchants. Among the advertisers were a number of firms who continued in business throughout the period of this history. They were: "C. A. Harkness, Drugs, Books, Stationery, Kodaks, and Sporting Goods"; "George Philip, Hardware"; "George S. Grass, Dealer in Shoes and Groceries"; "A. A. Wiesner, Dry Goods, Clothing and Groceries"; "C. Schwaller and Son, Lumber and Coal"; and "Brunswick Hotel." One of the interesting and significant changes in advertising between then and now is indicated by the following:

Harry Felten, Proprietor  
of  
Livery, Feed and Sale Stable  
Good Horses and Stylish Turnouts  
Phone 18  
Hays City ..... Kansas

A glance through the early volumes of the *Western Normal Leader* furnishes the reader with many articles of interest and with clues to the spirit, styles and habits of the day.

### *Athletics*

The Western Branch Normal School had athletic teams from the start. In the 1902 summer session, there was a girls' basketball team, and in the first fall term there was a girls' basketball team and a boys' football team. The girls played against high school girls' teams, and the football team played town teams and high school teams. These games were largely in towns along the Union Pacific Railroad, but there were games with other towns, and in such cases the trip had to be made by horsepower, literally.

Baseball, being the main pastime in almost every Western Kansas town, and most of the male students having played baseball, it was easy to field a good team and to find teams to play. For a number of years, then, baseball was really the major sport at the Western Kansas Normal School. Track, while it was listed among the athletic sports in the catalogue as early as 1906, did not actually become one of the active intercollegiate sports during the Picken era.

The catalogue of 1905-1906 mentions the organization of the Athletic Association of the Western State Normal School. The problems of intercollegiate athletics in those days were whom to play, how to arrange transportation, and how to meet the expense. By 1908 items in the *Leader* tell of football, basketball and baseball games with Kansas Wesleyan, Bethany, McPherson and Washburn college.

The first football game in the first regular term of school was with the Hays town team on Wednesday, September 17, 1902, on the fort parade ground. There was only one football in town, and the teams had to practice at different times in order to have the use of the ball. It was agreed that the team which won the game would become the owner of the football. The Normal School had only thirteen men enrolled in school, and one was physically unable to



play, so there were only twelve men on the squad. The game ended in a scoreless tie, so a second game was played the next week and the Normal team won 15 to 0, thereby gaining possession of *the* football.

Perhaps the best way to indicate the characteristics of the early athletics is to take a few extracts from accounts of games in early issues of the *Leader*:

The Normal girls proved to be too fast for the visiting Plainville team and won the game by a score of 25 to 4. (*Leader*, November 12, 1908.)

The first team lost in a fast, furious and rough game of basketball to the Wesleyan team Monday evening, Wesleyan 47, Normal 26. (*Leader*, December 10, 1908.)

Just before holidays the Bunker Hill girls came up to play basketball. The game was won by the Normal team by a decidedly one-sided score. The feature of the game was the "giggling" of the Normal guards. (*Leader*, January 14, 1909.)

In a hard fought football game on the League Park gridiron, Salina, Friday afternoon, Oct. 22, 1909, the Normal boys suffered their first defeat of the season at the hands of the Wesleyan squad. The score was Wesleyan 2, Normal 0. (*Leader*, November 3, 1909.)

Last Tuesday night witnessed the close of a very successful basketball season. Last year but two college games were played, the rest of the schedule consisting of high school games or contests with town teams. This year only one high school met the teachers; seven collegiate games were played, and the remaining two were played with teams whose reputation is state wide. But the greatest victory achieved by the Normal five was their introduction into the college circles of the state, which will undoubtedly result in games with the leading colleges and schools for next year. Among other enjoyable features of the season's games was the discarding of the A. A. U. rules for the inter-collegiate. (*Leader*, March 9, 1910.)

Coach Van Cleave organized a "heavy gym" team (so called). This team put on a gymnastic exhibition in March, 1913, of which the *Leader* says: "The people of Hays were treated to one of the finest athletic exhibitions ever staged by the Normal."

The first athletic coaches of this period were volunteers. For the first football team a student, Fred Lindley, served as coach as well as player. Two years later, Harry Kent, a member of the faculty in biology and agriculture, helped coach the football team, and sometimes played on the team, when playing town teams. Claude Bice was the first coach and physical education instructor employed for the purpose in 1908-1909. Following him was S. W. (Sol) Cunningham who coached all sports and taught agriculture. He was a star athlete at Kansas State Agricultural College and was a graduate of that college with a bachelor of science in agriculture degree. The last coach in the Picken period was Ira Van Cleave, a graduate of the Y. M. C. A. Training College at Springfield, Mass.

## Chapel

From the beginning to the end of Mr. Picken's administration chapel was held daily. "Chapel" meant not only an assembly or convocation of students and faculty, but an assembly which included a religious portion consisting usually of a scripture reading and prayer. Faculty members took turns in leading this devotional part of chapel. Occasionally a visiting clergyman or visiting college president or educator led these devotionals.

In early issues of the *Leader* are found such items as the following:

Rev. Smith of the M. E. Church led devotional exercises in chapel Tuesday morning. (*Leader*, April 16, 1908.)

Dr. Culbertson, president of Emporia College (The College of Emporia) led the devotional exercises in Chapel Friday morning and gave an exceedingly interesting talk to the students. (*Leader*, April 16, 1908.)

Rev. C. F. Wiest, pastor of the Lutheran Church led devotional exercises in chapel last Friday morning. (*Leader*, September 17, 1908.)

In these "chapels" there were also the usual run of announcements and directives by the principal and speeches by outsiders. In the early volumes of the *Leader* are found such items as the following:

Pres. E. R. Nichols of the State Agricultural College gave an interesting talk in chapel on Monday morning. (*Leader*, October 29, 1908.)

Babu Bheem Roy, a native of India, made a lengthy talk on "Life in India, Education and School Teaching." (*Leader*, April 2, 1908.)

Pres. Hill of Emporia made an interesting talk in chapel last Friday morning. His words are always an inspiration to the students. (*Leader*, May 6, 1909.)

Some of the directives which Mr. Picken periodically gave in chapel became famous among the students and faculty for their effective humor and good sense. Old-timers remember particularly Mr. Picken's annual or semi-annual directive concerning the use of boats on Big Creek. This speech warned against "rocking" the boats, standing up in the boats, or in any way "cutting up" and thus endangering the lives of those in the boats. His admonition usually ended with something like this: "If any of you should see a member of a boating party rocking the boat, or otherwise cutting up in the boat, you have my permission to shoot him on the spot." There was never a serious accident in the use of the boats.

In a later issue of the *Leader* appears this item:

Principal Picken gave some pleasant remarks Thursday morning at chapel about talking in the halls. (*Leader*, April 12, 1911.)

And when the writer said "pleasant" he meant just that, for Mr. Picken had a clever and effective way of making such comments.

The same issue of the *Leader* carries this item: "Mr. Picken explained the use of fire extinguishers in chapel."

Students were seated alphabetically in chapel, and faculty members checked roll at each assembly. Each of the two front sections in Picken Auditorium seated one hundred persons. Everyone looked forward to the time when enrollment would be over two hundred and it would become necessary to seat students back of the cross-aisle. Mr. Picken, a Latin teacher, called it "crossing the Rubicon." It was a great day in the life of the school, late in Mr. Picken's administration, when it became necessary to "cross the Rubicon" to seat all the students and faculty.

### *Lectures and Entertainments*

According to reports in the *Leader*, the first noteworthy entertainment attraction from off-campus was a concert by David Bispham on November 9, 1908. A later item in the *Leader* says that seventeen people came up from Russell for the concert, a distance of twenty-six miles. And this was in the horse-and-buggy days!

The *Leader* for November 12, 1908, lists five numbers on the "Normal Lecture Course" for the school year of 1908-1909. A season ticket for the course sold for \$2.

Announcing the five-number course for the next year, 1909-1910, the entertainment committee reported that the school had lost \$25 on the 1908-1909 course, but that a higher priced course for 1909-1910 had been engaged by the committee. One of the numbers on this course was a lecture by Hon. Victor Murdock, congressman from Kansas.

During the Picken epoch such names as the following are found on the lecture course: George R. Wendelin, Father Daly, Shildkrit Hungarian Orchestra, Ralph Parlett and the Chicago Glee Club.

### *Graduates*

Who should be classed as graduates of the Western Kansas Normal School? In any year of the college, preceding the time of granting degrees, it might be said to be those who finished the highest level of work offered. At the end of the first year, in May, 1903, three students completed the first two years of the "normal course," and they were called "graduates." They were Fred Lindley, Fredella Schwaller and Ida Shaffer. In 1904 there were six such graduates, and in 1905 there were eight. In 1906, the first year of college work

having been added, there were three graduates of this three-year course, and seven graduates of the two-year course.

In 1909 the first life certificates were granted. The first was issued to Murray Wallace in January, and in May eight more students received the life certificate. There are those who like to think of this as the first graduating class.

The first degree graduating class was in the spring of 1913, with six members. They were Etta Leona Arrasmith, Aura E. Bice, LoRee Cave, Margaret Upton Cave, Wallace Sullivan and Grace Enfield Wood.

### *The End of an Era*

Anna Keller remained with this school until her retirement in 1915. She continued to reside in Hays until 1920, when she returned to her girlhood home at Independence, Kansas. She attended the thirtieth anniversary celebration of the college in 1931, and expressed her amazement and pride in the growth of the college. Concerning Miss Keller's visit at that time the Hays *Daily News* of June 26, 1931, says:

It must have been a wonderful moment for Miss Anna Keller . . . to be introduced by the vice-president of the United States to the 4,500 persons who crowded Sheridan Coliseum, and to receive the splendid tribute Charles Curtis gave her. Not even the vice-president himself received a greater ovation than did this woman whose fine efforts in behalf of the Hays school will never be forgotten. . . . Anna Keller regarded the school as her own child and her sincerity and tenacity of purpose knew no limits. The students became imbued with her spirit of determination and each one became an ardent supporter of the school. . . . Let this be written in the book of all to come: No person ever connected with the school has contributed one iota more to its success than this pioneer teacher who gave the best days of her life that it might live and prosper.

Miss Keller died at her home in Independence on September 11, 1949, at eighty-six years of age, after having been bedridden for ten years.

In the spring of 1913 Mr. Picken resigned as principal of the Western Normal School, effective August 31, 1913.

The legislature that year changed the type of board of control for the state educational institutions from a separate board of six members for each institution to a Board of Education Administration of three members and a secretary which was to control all the state educational institutions. Mr. Picken was uncertain about the security of his position under this new board, and, against the advice of friends, he tendered his resignation.

As one looks back over Mr. Picken's regime one is struck by the truly remarkable job he did in getting the new school under way. He had to clear the reservation of squatters, and in doing this he had to fight the opposition of a few local citizens, including the editor of one of the papers. It required several months to repair and remodel the old fort buildings for occupancy by the new school, and he had to fight prairie fires that threatened the frame buildings, and to rid the land to be occupied by the permanent campus of prairie dogs, burrowing owls and rattlesnakes.

During his administration he obtained appropriations for new native-stone buildings from five biennial legislatures in succession, 1903, 1905, 1907, 1909 and 1911.

The enrollment, which reached 121 for the first full year, increased to 501 for the last year of Mr. Picken's administration. The era started with a faculty of two and closed with twenty-one. It started with nineteen courses in the two years of secondary work and ended with four years of secondary work, four years of college work, a catalogue listing of 160 courses, and the right to grant the bachelor's degree.

Mr. Picken, while positive in his convictions and strict in his disciplinary procedures, was, at the same time, pleasant and likeable in his relations with students and faculty. He was dignified but friendly and democratic, enthusiastic, hard working, determined, sincere and just.

When he resigned in 1913 the *Leader* of May 14, contained a three-page editorial on Mr. Picken and his eleven years of work in establishing and developing the Western Normal School. The following is quoted from that editorial:

It was with deep regret that the students of the institution learned that the resignation of Mr. Picken was accepted by the Board. At once a petition was drawn up and presented to the Board, asking them to reconsider their decision. This petition was signed by over 80 per cent of the students.

If looks and words ever express what is in the heart, then the regret so expressed is a lasting tribute to his honor, and the place he held in the hearts of the people does not often fall to the lot of humanity.

Words cannot tell the debt the western part of the state owes to Mr. Picken and it is with deep regret that we see him leaving the institution.

The high regard of the faculty for Mr. Picken is best illustrated by two actions: First, by the fact that the faculty voted in May, 1909, to recommend to the Board of Regents that the Academic Building, as it was then called, be named Picken Hall. This was approved by the board, and a bronze plaque bearing the name and date, May 28, 1909, was placed in the corridor of the first floor

of the building. Second, by the following item from the *Leader* of December 15, 1909:

On the evening of November 25, the faculty gathered at the home of Mr. and Mrs. Picken and presented Mr. Picken with a handsome gold watch, a testimony of their high regard for him and of the happy relations existing between himself and his faculty.

The relationship between the town of Hays and the school was, from the very beginning, one of close co-operation and friendliness. In fact, the town people and school people were hardly separable into two distinct groups; they were like one big family. For thirty years the people of Hays had worked to obtain the school, and now that they had it they were a part of it. The two grew up together.

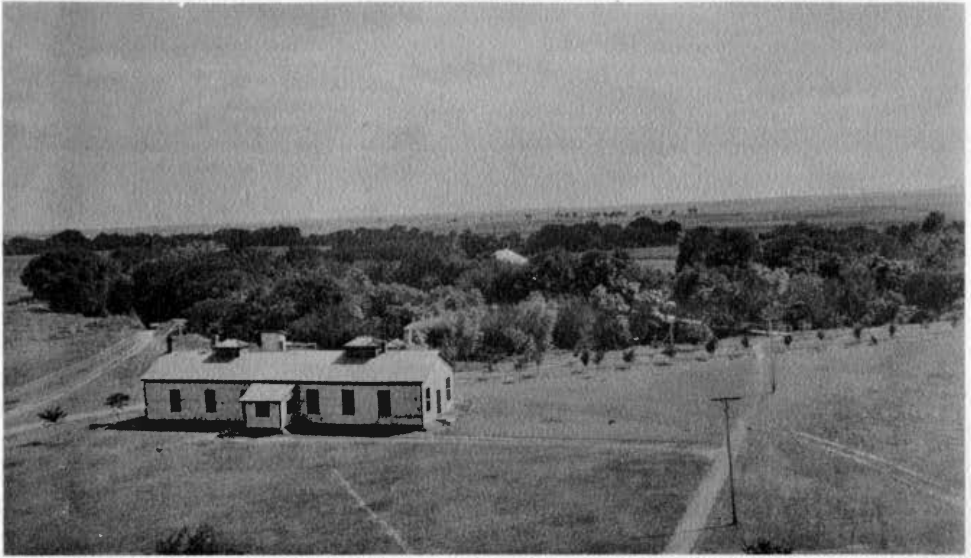
William S. Picken died unexpectedly on October 26, 1926, asphyxiated by gas from a leaking pipe in his home in Brooklyn, New York.



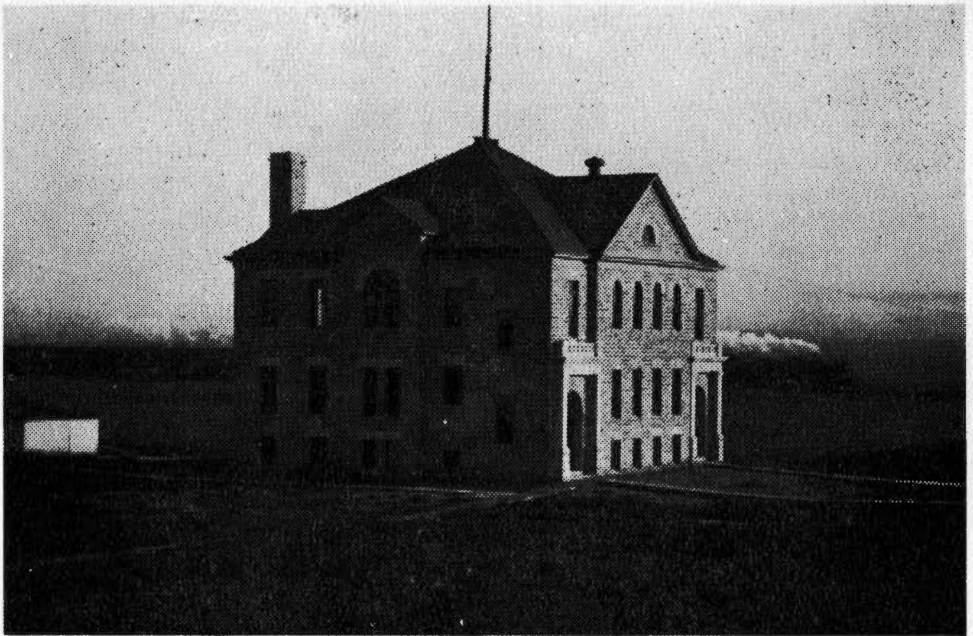
**Mr. Picken counsels with a student at his desk.**



**The Colonel's house at Old Fort Hays, in which the Picken family lived for many years.**

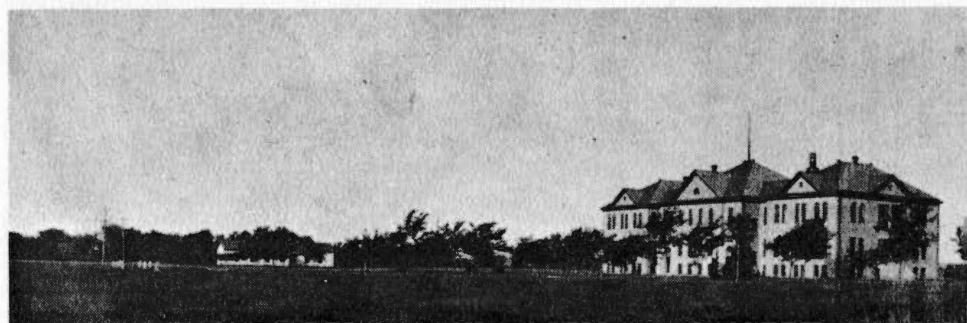


**The "Incubator," or infirmary, moved from the Old Fort. (This picture apparently was taken from the top of Picken Hall.)**

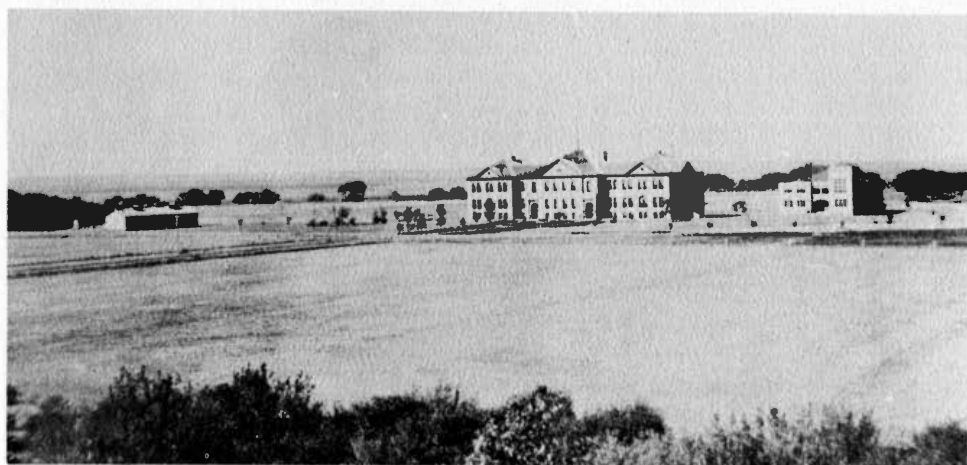


**The center section of Picken Hall, or the Administration Building, just after completion in 1904.**

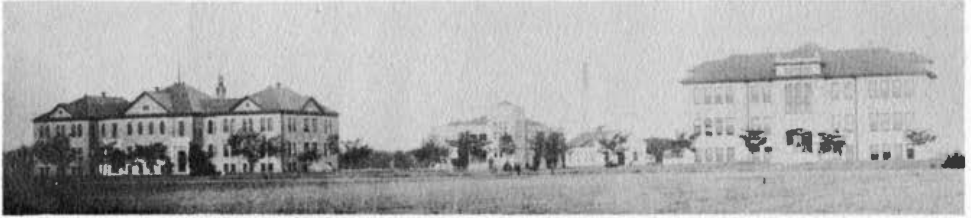




**Picken Hall with the north and south wings added is shown with the "Incubator" in these two photos. Most of the elm trees in the pictures are still living.**



**A view of the campus after completion of the gymnasium, at right, finished in 1906.**



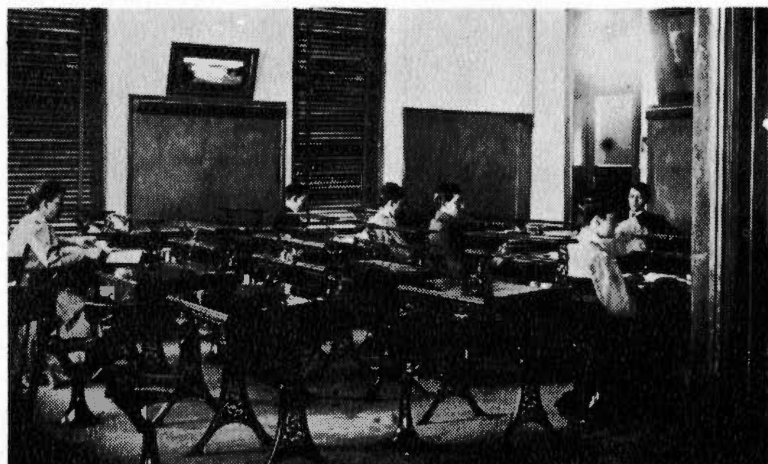
**The Industrial Building, right, now Rarick Hall, made a handsome addition to the school in 1912. The power plant is in the background.**



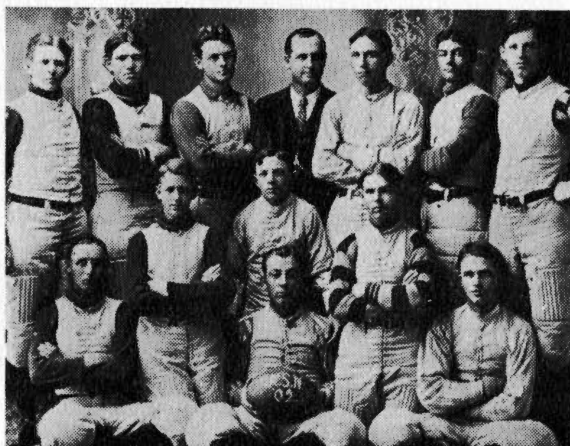
**The faculty of the branch normal school in 1906-07. Front row, left to right, are: C. A. Shively, Annette Foster, W. S. Picken, Anna Keller, E. B. Matthews. Back row: Jennie Nickles, Claude Bice, Harry Kent, Lulu Bice, John Bird.**



**The faculty in 1913. Dwight Wooster is sixth from the left.**



**A classroom scene in Picken Hall in the early years.**



**The first football team, organized in the fall of 1902.**



**Physical education for women took this form at the Western State Normal in 1912.**



**This was the school gardening project in 1913. This view is looking east toward the City of Hays.**



**Participants in a blacksmithing-farmers short course pose stylishly with their tools in 1912.**

The course of study adopted is outlined below:

**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.

**SECOND YEAR.**

- C.**  
 9. Bookkeeping and Penmanship\*  
 10. Rhetoric.  
 11. School Law and Management.  
 12. American History and Constitution.  
 13. Vocal Music.\*  
 Pronunciation.
- D.**  
 14. Geometry.  
 15. Literature.  
 16. Methods.\*  
 17. Physics.\*  
 18. Physiology.\*  
 19. Psychology.\*  
 Essay.

\*Half-term subjects.

The course of study is reproduced from the first catalog of the school in 1902.

The fall term will open with the following program:

BEGIN A. M.	MR. PICKEN Room 2	MISS KELLER Room 1	* Room 3.
8:10	Arithmetic, A.	Physiology, D	United States History. (special).
8:55	Geometry, D.	English, B.	Constitution (special).
9:35	RECESS		
9:45	GENERAL EXERCISES.		
	Orthoepy.	Spelling, B	Spelling (special)
10:20	General History, B.	Physiology (special).	Arithmetic (Special)
11:05	School law and Management, C.	Geography, A.	Geography (special).
11:50	United States Hist. and Constitution, C.	Bookkeeping (special).	

\*Teacher to be supplied.

The regular fall term of the school opens Tuesday, September 2.

For printed matter and further information address,  
**WILLIAM S. PICKEN, Principal,**  
**Hays City, Kansas.**

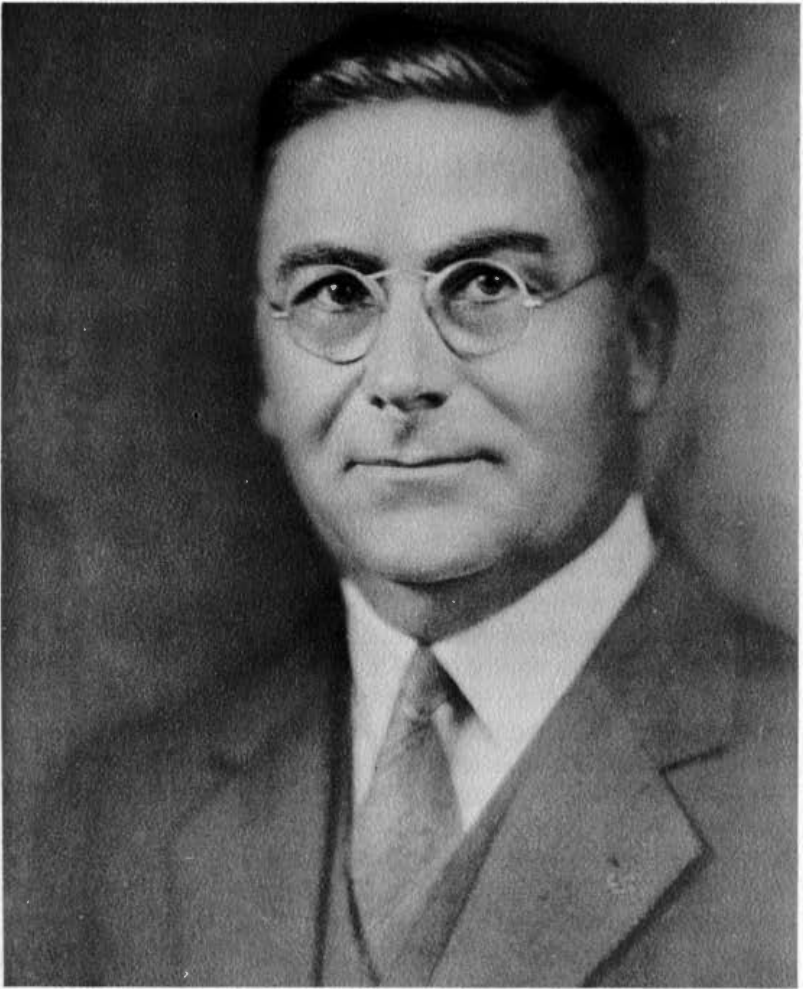
This page in the 1902 catalog lists the entire schedule of offerings at the new school.

chapter 5  
the **William Alexander Lewis**  
administration, 1913-1933

## Calling to the Students

W. A. Lewis

**THE** power of forts and regiments was required to control the haughty, stern-spirited red man. 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 halo of tradition. Men whose indomitable spirit made them the heroes of our nation have tramped over our campus and bivouacked on the banks of our lake and have cooked their meager meals on campfires replenished from our woods. Their example sets before us a lesson of superb courage, of true comradeship, of clean lives, of unselfish devotion to their people, to their state, and to their nation. The senior has beheld the same glory of prairie over which have looked the greatest men of our nation and has marched on the parade ground of unconquerable spirits, has picnicked on the campground of indomitable warriors, and has breathed the air of the plains' expanse. With such a heritage and with such a presence the alumnus must live a life of splendid service and the undergraduate has for his goal a life of high ambition.



**William A. Lewis**



## chapter 5

# the William Alexander Lewis administration

WILLIAM ALEXANDER LEWIS was appointed head of the Western Branch Normal School by the new Board of Educational Administration in the summer of 1913. He began his duties on September 1, 1913.

Mr. Lewis was born October 12, 1876, on a farm near Dwight, Illinois, of Norwegian-born parents, Lars and Ann Olsen Lewis. From these parents he inherited a large, rugged physical stature, vigorous mental powers, and strong emotional traits, typical of the Viking race from which he came. He was dynamic; he never followed the path of least resistance; he established his goals, and aggressively, though usually patiently, set about achieving those ends.

He had the degrees of bachelor of arts and bachelor of science from Valparaiso (Indiana) University; a bachelor of science in education from the Normal School of Warrensburg, Missouri; had studied at the Armour Institute of Technology and the Kansas City School of Pharmacy. Valparaiso University conferred upon him the Doctor of Laws degree in 1914.

Mr. Lewis taught chemistry from 1903 to 1908 in a Kansas City, Missouri, high school, and in 1905-1906 he taught also in the Kansas City School of Pharmacy. From 1906 to 1910 he was professor of chemistry at State Teachers College, Kirksville, Missouri. From 1910 to 1912 he was head of the department of farm and home economics and director of the state farm at the State Normal School at Kirksville. In the year 1912-1913 he was professor of industrial

education and director of the State Demonstration Farm at the University of Utah.

When Mr. Lewis came to Hays to look over the situation he was challenged by the possibilities offered by this young school in an area 275 miles from east to west, and 200 miles from north to south, with no other schools of higher education and few four-year high schools in the area. Having had two positions connected with college demonstration farms he was fascinated with the 4,160 acres of land belonging to this college. With the understanding that the process of making this college an independent institution would be completed, he accepted the position.

President Lewis, his wife and three children, Catherine, Lawrence and William A., Jr., moved to Hays in August, 1913, and for a time occupied a house on East Sixth Street. Later they built a lovely Colonial home at 402 West Seventh Street, near the campus, where the Lewis family maintained open house and entertained graciously.

### *The Inauguration*

March 6, 1914, was an important day in the life of this college. It marked the day of independence, the day when the apron strings were cut, the day the college was given a new name—Fort Hays Kansas Normal School.

The inauguration of William Alexander Lewis took place on this day, and he became the first administrator with the title of president. The president of the Board of Administration, the Honorable E. T. Hackney, presided at the ceremonies. Ex-Governor Edward Wallis Hoch gave the address on "Educational Visions," and at the close of his address he inducted Mr. Lewis into the office of the president. Other speakers were John R. Kirk, president of the Kirksville Normal School, President Waters of the Kansas State Agricultural College, President T. W. Butcher of the Emporia State Normal School and President W. A. Brandenburg of the Pittsburg State Normal School.

In his inaugural address President Lewis said:

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.

Western Kansas has a problem all its own . . . this school must emphasize the practical, but build into its courses enriching materials which give expression in wholesome social joys and serviceable citizenship. The school (college) which educates the children of western Kansas must bring into their consciousness facilities for matching the practical problems of home life, and bring to their souls a joy in relaxation by developing in them an acquaintanceship with music, art, good literature and the social pleasures which are a part of a well-rounded and a happy and hopeful citizen.

We at this school have a central purpose. That central purpose is agricultural, not agriculture. The education of the country boy and girl is not to be dished out in spoonful doses. Education is an attitude, rather than a series of specific facts taught.

## *Building an Independent College*

With independence came the opportunity to develop many new plans and policies, and to build into the life of this college new traditions and loyalties. The college was built on a solid foundation, and it was the ambition of the new president to give to the pioneer population of this area the advantages enjoyed by older sections of the country. He believed the college should become an institution of higher learning that would fill the educational needs of the territory it served.

Mr. Lewis was a lover of history and biography, and early in his administration he arranged for a life-size painting of Powder Face, chief of the Arapahoe tribe of Indians who roamed the prairies before the fort was established here. This painting he often called "Director of Athletics, 1868-1879."

His "Calling to the Students" was written during his first year at the college, and has been a challenge to students down through the years. The first yearbook, *The Reveille*, was published in the spring of 1914, and this challenge was printed in that book. Later one of the graduating classes had a bronze plaque made which was placed in the foyer of the Coliseum. As an indication of the students' acceptance of their leader the 1914 *Reveille* was dedicated to President Lewis with these words: "Dedicated to William Alexander Lewis, who by his large vision, wise counsel, and sympathetic interest has been our inspiration and guide during the closing year."

In 1915 President Lewis designed what he called "a completed plan" for the campus. This plan included the Coliseum, Forsyth Library, Science Hall, Cody Commons, a campanile and farm buildings. Nearing the accomplishment of this dream one of his last acts was the preparation of a picture bulletin, late in 1932, which contains a revised and expanded plan of the college buildings, of which he was *then* dreaming, and under which is this caption: "To grow and develop the administration of an institution must have the quality of vision. . . . *This is our College of the Future.*" The fulfillment of his dream was left to others, but it has been fulfilled.

William Alexander Lewis was a man of large vision. His whole term of office was one of large developments, whether in curriculum, in buildings, in prestige, in student leadership, or in any undertaking.

## *Administration*

On July 1, 1913, a new state Board of Educational Administration took office, replacing the former six-member Board of Regents. This board comprised three salaried members and a secretary. The members were:

Ed. T. Hackney, President, Wellington.	E. W. Hoch, Marion.
Mrs. Cora G. Lewis, Kinsley.	D. M. Bowen, Secretary, Pittsburg.

This type of board continued until 1925, when the legislature created a single, non-salaried Board of Regents of nine members with jurisdiction over all the state institutions of higher learning in Kansas. The members of that first Board of Regents, appointed in 1925, were:

W. Y. Morgan, Chairman, Hutchinson.	C. S. Spencer, Sedan.
B. C. Culp, Beloit.	E. W. Evans, Wichita.
C. M. Harger, Abilene.	G. H. Hodges, Olathe.
C. B. Merriam, Topeka.	Mrs. J. S. Patrick, Satanta.
	W. J. Tod, Maplehill

It will be remembered that during the W. S. Picken regime there was one administrative officer. Mr. Picken carried all the responsibilities of the main office, and it was only in the latter part of his administration that he had even a part-time student assistant. During the first year of President Lewis's administration he employed a registrar, Aloysius F. Bieker, and during the year 1918-1919 the first dean of women, with this official title, was employed. This was Elizabeth Jane Agnew who had resigned her position as professor of domestic science at this college to serve as dietitian at Camp Travis during World War I. When that duty was completed she was asked to return to the college and accept the appointment as dean of women. In 1919-1920 Floyd B. Lee was appointed director of extension, and the next year the duties of dean of the faculty and registrar were added to his responsibilities. Throughout Mr. Lewis's term of office he carried the responsibilities of the financial matters, although clerical help was employed for the detailed work. Through most of President Lewis's administration there were three administrative officers—president, dean of the faculty and dean of women.

## *Faculty*

There were twenty-four faculty members the first year of President Lewis's administration, and in the last year there were fifty-six. In his efforts to improve the standing of the college he sought faculty members with more academic preparation and higher degrees to

fill vacancies and new positions. The first person with a doctor of philosophy degree was employed in 1926. The first year of this administration there were eight faculty members who had no degrees, twelve with bachelor's degrees and four with master's degrees. In the last year of the administration all faculty members had degrees; nineteen had bachelor's degrees, twenty-three had master's degrees, nine had earned doctor of philosophy degrees, and three had honorary degrees (one doctor of education degree, one doctor of laws degree and one doctor of literature degree).

The Board of Regents adopted a policy of sabbatical leave on January 28, 1928, and this made it possible for a number of faculty members to improve their academic preparation.

With the beginning of the depression in 1929 President Lewis became concerned about financial conditions and the likelihood of a reduction in faculty members' salaries. For the fiscal years 1930-1931 and 1931-1932 there was no change in the appropriation and no change in salaries. In October, 1931, the Board of Regents requested the presidents of the tax-supported colleges to plan a reduction in expenditures to meet the reduction in state income. President Lewis met this challenge by arranging a schedule of reductions in several funds, totaling \$20,525.96. These amounts were charged off against the appropriated amounts. In the next year, 1932-1933, the board authorized a reduction of ten per cent in all salaries. The following year the board established a graduated schedule of salary reductions, from fifteen per cent of the first thousand dollars to thirty-five per cent of the fifth and subsequent thousand dollars, with the provision that no one, except the heads of the schools, should receive more than a twenty-five per cent cut from the 1931-1932 salary. At the same time the legislature reduced the matriculation and incidental fees of students twenty-five per cent for a two-year period. There was no increase in faculty salaries for the year 1934-1935, but in the 1935-1936 year a small increase was allowed. It was several years before salaries were increased to the pre-depression level.

During this administration a system of faculty committees was established and the faculty began to take a greater interest and responsibility in administrative affairs.

In the fall of 1920, L. D. Wooster, professor of botany and zoology, asked and received permission to prepare and send to rural and grade school teachers a mimeographed *Nature Study Leaflet*. By the first of December the demand for this leaflet had reached 4,000 and the requests for it continued to come in. For

the first time in its history the college had no trouble in obtaining complete lists of the teachers in Western Kansas counties. It was decided that if such a publication was so in demand, it should not be limited to nature study, and should be printed. A bi-weekly paper called *Public Service* was launched, with L. D. Wooster as the editor. Faculty members in the various departments contributed to this four-page paper, and the publication continued for ten years. In addition to *Public Service* several research bulletins were prepared by faculty members and distributed to the teachers in the area.

President Lewis encouraged faculty members and students to do some writing, and in 1930 a small magazine called *The Aerend* appeared on the campus. The editorial board was composed of faculty members, and it was printed by the college press. This publication was discontinued in 1945.

Another public service, or public relations program, inaugurated during these years was the extension department entertainment service, through which faculty members responded to calls for speeches, entertainments and services in other communities. Travel was often a serious problem with no hard-surfaced highways or high-speed automobiles. The college had an auto-truck, converted into a "carry-all," seating twenty-five passengers, which provided transportation on many of these occasions. This vehicle was called the "Normal Jitney" and was used for athletic teams, picnics, and class trips.

### *Changes in Name*

Although not the proper designation the first catalogue of this college was published under the name of Fort Hays Auxiliary Normal School. The next catalogue was issued under the name of the Western Branch of the State Normal School, which fulfilled the legal authority to establish a branch of the State Normal School. From the date of its founding until 1913 the school was known by the latter name.

In 1913 the legislature empowered the Board of Administration to establish the school as an independent institution, and to give it a new name. At the request of college personnel and the citizens living in this community the board approved the name of Fort Hays Kansas Normal School to recognize the historic surroundings in which the college is located and to perpetuate an appreciation of the pioneers of the plains.

To completely sever the ties to the State Normal School an action by Congress was necessary, because the grant of the land had been made to establish a "branch" normal school. Congress changed its grant to "establish this school as equal in function and standing with the other state normal schools" on August 27, 1914. This grant was accepted by the legislature in 1915, and the change of name and function became final on March 6, 1915.

Upon request of the Board of Regents the legislature of 1923 changed the names of the three state normal schools to Kansas State Teachers College, adding names of the towns where located.

The name of this college was changed again by an act of the legislature to Fort Hays Kansas State College on March 11, 1931. This action removed the restriction imposed by the word "teachers" and recognized the enlarging functions of the college in meeting its obligations to Western Kansas.

All the official changes in the name of the school occurred during the twenty-year administration of President Lewis, and indicate the growth of the college during this period.

### *Curriculum and Degrees*

An innovation introduced early in this administration was the Farmers and Housekeepers Institute, or Short Course, which lasted about three weeks. The first was held in December, 1913, and was repeated in 1914, 1915, 1916 and 1917. They then faded out of the picture, presumably having served their purpose or having been replaced by other activities.

Instruction by correspondence had come to be recognized as a legitimate field of school work, and had been started on this campus in 1911 by Mr. Picken. Any course was offered by correspondence which could be taught successfully to students not in residence. No tuition was required in the beginning, but students paid for postage, materials, and textbooks. In 1914 a \$3 fee was established for each course. In 1916 the fee was increased to \$10 per year for residents of Kansas. Moreover, the student could complete as many courses in the year as he was able to do. The fee for nonresident students was \$15. Changes in these fees were made periodically.

President Lewis enlarged the off-campus work by adding a number of extension services. Extension classes were organized in other communities in 1920, and sixty-six students enrolled in them that year. It was quite the usual thing during the early weeks of the fall, or in the late spring months, for as many as eight, ten or twelve faculty members to be out each week-end meeting these classes.

Other services of interest through the extension department were entertainment services—musical numbers, lectures, dramatics, and debates, provided by faculty and students. The “package library,” or the library extension service, provided books and materials. Information or instruction for scout and campfire leaders was available for the asking, and judges were provided for county fair projects. Lantern slides, covering a number of subjects, were available through the extension department.

An interesting feature of this administration was the Student Army Training Corps in 1918-1919. This war measure sought to give preliminary Army preparation to high-ranking students. Fort Hays Normal School was one of 660 colleges in the United States having such a program. “Without exception,” President Lewis said, “both the schools and the boys were dissatisfied with the outcome.” The program eventually became the Reserve Officers Training Corps. Approximately 365 men were enrolled in this program at the college. They were housed in the Coliseum, which was converted into a barracks. The influenza epidemic struck between September 26 and October 11, 1918, and 116 cases, with one death, were reported in this group.

The Model Rural School on the campus was discontinued in 1920. In 1919 C. E. Rarick was brought to the faculty to direct the rural education program, and under his direction prospective rural school teachers were transported to rural schools for their teacher training, just as the prospective high school or grade school teacher went to the city school system for training.

Doctor Rarick promoted another project for the benefit of rural education in Kansas, the consolidation of rural schools. The first of these was the Holcomb Consolidated School, and others were organized in later years. Doctor Rarick served as a member of the Kansas School Code Commission, to which he gave valuable service.

With the growth of the college came the realization that the only state college in the western two-thirds of the state should be meeting many other needs in addition to preparing teachers. In 1930 arrangements were made with the University of Kansas medical and law schools by which Fort Hays students could take premedical and prelaw work at Fort Hays Kansas State College, then continue their professional studies at the University, subject, of course, to meeting admission requirements. Washburn University at Topeka extended the same prelaw arrangement. The University of Kansas and Kansas State College engineering schools approved an arrangement by which Fort Hays students could complete the first two years of



engineering here, then move on to the professional school to complete their study.

### *Degrees*

The school was authorized to give the bachelor of arts in education degree in the last two years of the W. S. Picken administration. In the first year of President Lewis's regime this was changed to a bachelor of science in education degree. The bachelor of music degree was authorized in 1920 and the bachelor of science in music education degree in 1923. Granting of the bachelor of arts degree was approved in 1930. The master of science degree was authorized by the Board of Regents in January, 1929, and at the spring commencement of 1930 five master's degrees were granted.

Eight years of work were offered at this college by fall, 1913—four of secondary rank and four of college rank. By 1921 there were no high school students on the campus, and no high school work was offered. With the authorization of the master's degree the college work was increased to five years.

The quality of offerings and teaching was constantly being raised throughout the Lewis term, and by the end of the period students could obtain work in many liberal and applied arts and science fields, with the appropriate degrees, except the master's, which was master of science, no matter what the major field.

### *Graduates*

A total of 1,225 degrees were granted from 1913-1914 to 1932-1933, the Lewis term of office. Of these, 1,195 were bachelor's degrees and thirty were master's, and the latter degree had been offered only four years.

### *Training School*

By 1913 the training school for teachers consisted of a model rural school and a model grade school, both on the campus. In 1914 President Lewis and the Hays Board of Education agreed on the use of the public school as a training school. The head of the education department at the college under this plan was to be superintendent of the city schools. The plan had many advantages, but Hays citizens became dissatisfied and in 1931 the city employed its own superintendent. The college then set up the William Picken School on the campus, with pupils enrolled in all grades through the ninth grade. The tenth, eleventh, and twelfth grades were added during the next three years.

Previously the college had begun a system using one consolidated school and one city school each year as "affiliated demonstration schools" to enable prospective teachers to visit and observe two types of schools in operation. The first year, 1924-1925, this arrangement was made with the Holcomb Consolidated School and the Colby city school. In 1925-1926 the plan was with the Holcomb school and the Oakley city school, and these two schools were used for several years. Finally, many other schools were visited by prospective teachers.

## *Students*

At the beginning of this era in 1913, 75 per cent of the student body was of high school rank. The year 1920 saw the last high school students on the campus, but even with dropping the high school classes enrollment in the Lewis period increased 150 per cent—from an enrollment of 254 in the fall of 1913 to 626 in the fall of 1933.

President Lewis was interested in student participation in college affairs, and during his first year student assemblies were set up for one day each week, and assembly officers were elected to plan and conduct the assembly programs and business. This was the first form of student government on the campus. In 1927 a Student Council was organized with representatives from each of the four classes. This council began to plan and promote student affairs and to participate to an even greater extent in the life of the college.

Men students, with the help of the manual arts department staff in 1916, built the Fort Hays Normal building on the grounds of the Golden Belt Fair Association, the first floor of which was to be used for college exhibits, and the second floor for a lounge and refreshment stand.

World War I had its effect upon the college enrollment and activities. A Red Cross Auxiliary was formed at the college, and this group of students made hospital supplies, refugee garments, and sent Christmas boxes to students in the armed forces. A college service flag contained 233 stars—eleven of which were gold. A memorial drinking fountain, in honor of these men, was built on the campus between the Coliseum and Picken Hall, a gift of the class of 1919.

## *Student Expenses*

There was no general tuition or incidental fee for Kansas residents at the beginning of the Lewis administration. The \$1 per year

health or hospital fee was increased in 1920 to \$1 per semester, and remained at that amount through this administration.

The 1916 catalogue states that a "general laboratory" fee of \$2 per semester was charged each student "for wear and tear on equipment in the laboratories, libraries, gymnasium, etc." A late registration fee of \$1 was charged, unless the student could present a good excuse for his delay in enrolling. Special laboratory fees for materials used and fees for private music lessons were charged. Fees were listed in the catalogue with the courses.

A student activity fee of \$2.50 per semester was begun in 1918-1919 and was increased the next year to \$3.50. In 1921-1922 it was increased to \$5 per semester and remained there throughout this administration. This fee did not include the college yearbook, the *Reveille*.

The first general or "incidental" fee was started in the school year of 1919-1920 at \$7 a semester. In 1924-1925 it went up to \$10.50 and in 1926-1927 to \$18 where it remained through this period.

The cost of board in the college dining hall, established at \$2.75 a week in the Picken epoch, increased slightly from time to time until the Cody Commons cafeteria was completed in 1923. Then meals were served "cafeteria style" and the student purchased what he wished. This was a time of rising prices, but the cafeteria attempted to serve food at cost.

Room rents increased, and when Custer Hall dormitory opened in 1924 prices established there became the standard for rooms in private homes.

Many students had to earn at least a portion of their expenses, and projects were set up for them, as noted in the section on the college farm. Citizens in the community helped provide part-time jobs, and the college dining hall, dormitory, library, and other areas used student help as much as possible. Loan funds were established to assist students with immediate needs.

### *Student Publications*

The *Leader*, which began publication in the spring of 1908, was changed in 1913 from the book-size edition to a three-column newspaper form, and a few years later to a five-column size. For a short time it was printed with six columns, but settled down to a five-column newspaper. Before 1922 the paper was published every two weeks, but since May 31, 1922, it has been a weekly.

The first issue of the college yearbook, the *Reveille*, was published in the spring of 1914, and has been published annually since that

time, except in 1918 and 1919 when the editions were combined and published in the spring of 1919.

In 1920 the college established its own print shop. Up to that time type setting and printing were done at the *Ellis County News-Republican* print shop in Hays. An old press was purchased from a printer at Victoria, and for several months the college struggled with this press. The first experienced printer was employed in the fall of 1921, and the college was ready to print more of its bulletins and other materials, if equipment could be obtained. In 1922 twenty faculty members signed a note to purchase a \$5,300 Linotype, which was gradually paid on the basis of rates charged by the *News-Republican* shop for type setting. A new \$4,800 press was purchased in 1924 on the same basis, except that the last \$2,000 was paid from wheat money after a bumper crop on the college farm. Many smaller jobs were done in the college print shop and it was not long until there was more work than one printer could handle, and student help was employed.

#### *Student Organizations and Activities*

In the early days of the school when there were fewer than a hundred students on the campus at any one time, one activity which supplied the intellectual entertainment and social needs of the student was enough. As the college grew, however, there was a diversity of student interest and activity, and more types of organizations came into being.

Forensics, debate and oratory continued to thrive and are credited with excellent work in 1915-1916. About this time other clubs began to appear. The "K" Club of the athletic department was one of the first, in 1914. Then the German Club, and other department clubs followed, along with a Rifle Club, and a Boy Scout leaders' group.

Religious organizations—the Young Men's Christian Association, the Young Women's Christian Association and the Newman Club—were organized in 1917. The Young Men's Christian Association was disbanded in 1958. Social sororities and fraternities began to appear in 1920, and soon after this, professional and honorary organizations were formed on the campus.

During these years music was a popular activity, and there were several organizations—quartettes, sextets, glee clubs, bands and orchestras—which grew and flourished. Athletics, of course, had their place and part in the life of the college.

## Athletics

When W. A. Lewis took charge of the school, football was still in its "primitive" condition; that is, the teams played were mostly high school and town teams.

Basketball was more fortunate in having all intercollegiate games, perhaps because transportation was easier and less expensive for a team of five men plus a few substitutes than for a team of eleven men with substitutes.

Baseball was still a spring sport, but by the early twenties it began to fade out, not to return for many years.

After the college was admitted to the Kansas Athletic Conference in 1914, men's athletic teams began to compete on a par with other Kansas colleges. Distance from other colleges was the big handicap, but became less and less of a problem as automobiles, buses and paved highways entered into the picture. The "K" Club, composed of letter winners in athletics, was organized in 1914 when the college was admitted to the Kansas Athletic Conference.

In 1917 the football team won the first football championship for the school. The record for that year is found in the *Reveille* for 1918 and 1919:

### 1917 KANSAS STATE CONFERENCE CHAMPIONSHIP Season's Scores

F. H. N. ....	23	Southwestern .....	20	played at Winfield
F. H. N. ....	7	Baker .....	0	played at Hays
F. H. N. ....	8	St. Mary's .....	0	played at St. Mary's
F. H. N. ....	28	Haskell Reserves .....	7	played at Hays
F. H. N. ....	3	Bethany .....	0	played at Bethany
F. H. N. ....	38	Kansas Wesleyan .....	0	played at Salina
F. H. N. ....	33	Cooper College .....	0	played at Hays
	140		27	

Two members of that team, Paul ("Busch") Gross and Raymond (Dr. R. L.) Welty, are still connected with the college. The coach was Whitcomb G. ("Bunt") Speer.

The football team won another championship during the Lewis administration, in 1921. Fifteen colleges were in the Kansas Conference at that time. The six schools which Fort Hays played that year and the scores are:

### 1921 INTERCOLLEGIATE FOOTBALL CONFERENCE CHAMPIONSHIP Season's Scores in Conference Games

Fort Hays .....	32	McPherson .....	0
Fort Hays .....	18	Wesleyan .....	0
Fort Hays .....	14	St. Mary's .....	7
Fort Hays .....	7	Bethany .....	0
Fort Hays .....	14	Southwestern .....	7
Fort Hays .....	7	Sterling .....	0
	92		14

There were no championships in basketball during the Lewis era, although there were always good teams.

Track was gaining momentum in the early twenties and because the college was not large enough to support two spring sports, baseball was dropped.

By the time the Lewis administration was under way women's interschool athletics had become more or less taboo, and were reluctantly dropped from the athletic program of the school. However, intramural sports among the women gained strength, and of course were continued permanently.

### *Campus and Buildings*

President Lewis inaugurated a plan to acquaint legislators with the institution and its needs, in which he invited them to the campus for a day three or four weeks before the legislative session began. The Experiment Station and the Park co-operated in the visit. The legislators were guests of the college at a lunch at which time essential literature was provided for them to read at their convenience. After lunch they toured the campus, the state park and the experiment station. This acquainted them with the institutions so that when legislation and appropriations affecting them were considered the legislators had a better understanding of these agencies. These meetings ended with the depression.

The first building for which President Lewis sought an appropriation was Sheridan Coliseum. This building illustrates the scope of his vision and planning. Some legislators and others thought it much too large, but the large auditorium was filled to overflowing the first time it was used for a public gathering (this was an oratorio, "Il Trovatore," given by the music department for a convention of the Golden Belt Teachers Association). The 1915 legislature appropriated \$150,000 for this building, and it was completed in 1917.

The 1921 legislature appropriated \$90,000 for the first wing of Elizabeth Custer Hall dormitory for women. This was completed in 1922 and housed eighty-six women. With furnishings the dormitory cost \$102,000. This was the first student housing owned by the college, and was an attractive home for women students. An equally attractive dormitory for women was Wesley Hall, built by the Methodist Church of Hays in 1924, which housed fifty women.

The 1921 legislature also appropriated \$25,000 for Cody Commons cafeteria, and this building was in use by 1923. The terrazzo

floor and refrigeration plant were added by later appropriations.

Forsyth Library was provided by the legislature of 1925, and completed in 1926. The first appropriation was \$150,000 and later funds were voted for equipment. This building was the first permanent home of the library.

Science Hall was constructed with a \$150,000 appropriation made in 1926, and equipment was provided later.

The power plant was destroyed by fire in the winter of 1930. A new plant was built in 1931 and 1932 by appropriations of \$51,200 for building and boilers. President Lewis had previously warned the legislature of the dangerous and inadequate condition of the old power plant, and had requested appropriations before the fire destroyed it. Funds for one boiler had been appropriated.

President Lewis was quite successful in obtaining appropriations for new buildings between 1915 and 1931, but the depression halted the flow of funds and no building appropriations were made for fifteen years.

Mr. Lewis's interest in history was responsible for the naming of Sheridan Coliseum, Forsyth Library, Cody Commons and Elizabeth Custer Hall, which are reminiscent of this area's military background.

During the twenty years of this administration there was an interesting change in the appearance of the campus. Trees planted in the Picken administration and early in the Lewis administration flourished under careful attention. The new buildings required additional walks which were planned to add to the attractiveness of the campus. A drive around the campus was constructed making of it a quadrangle enclosing all the buildings except Custer Hall and the farm buildings. Grass, flower beds and shrubs were added, and in the last year of his administration President Lewis planned and had constructed an outdoor amphitheater and rock garden in the ravine in the northwest corner of the quadrangle. This made the campus an oasis on the plains and a striking contrast to the prairie-dog town which existed when this site was chosen.

Buildings of the defunct Golden Belt Fair Association, located on college land in the present Lewis Field area, were bought in 1932.

### *The College Farm*

Mr. Picken, among all his other duties, had been manager of the college farmlands. Until 1908 all the farming was done by homesteaders, and when the agreement with them was ended Mr. Picken signed leases with some of the tenants, and a number of them con-

tinued to rent and till the land for a number of years. The college gradually cultivated more and more of its own land, until in the late thirties the last of the tenants moved away.

It has been said that General Philip Sheridan, writing to the War Department in the seventies, reported that it was impossible for white men to live in the Great Plains region. Other observers have called this area "the Great American Desert." President Lewis had a different idea; he had a dream of the lands being converted into productive fields which would give students a chance to earn their livelihood and their education. It was his hope that these students would carry back into their home communities knowledge that would improve the rural economy of this "great American Desert."

The college farm was used to raise income crops to supplement the college budget, to supply grain for dairy, hog and poultry projects, and to furnish food for the dining hall. Students received practical experience in working with these projects.

The dairy was begun in 1914 when a herd of Ayrshire cows belonging to a nearby farmer were used to teach practical aspects of dairy and creamery practice. For a time small herds in the local community, or herds brought to the campus from a greater distance, were used in the teaching process. Later students who were interested in this phase of education were encouraged to bring cows from their homes to the college farm. Working out the feeding rations, milking, processing the milk, making butter, and selling the products on the local market were the responsibilities of the owners. The producing and selling of good milk and butter were promoted through the organization by faculty and students of a co-operative dairy and creamery. A milk route was established and the milk and butter were sold locally.

During World War I when most of the young men were in military service, it became difficult for students to bring their cows from home, and the plan was dropped. The college then began buying high-grade Holstein cows and the college herd was developed.

An orchard was planted south of Custer Hall and a small irrigation system was installed to water the trees and the adjoining garden projects. A Truckers (Garden) Association was formed in the spring of 1915 with eighteen girls and twenty-two boys. Each had one-fourth acre of land on which to plant tomatoes and cantalopes. The proceeds were intended to provide not only the expenses of the next year in college but a trip to the San Francisco world's fair! There were good years and bad years, and this was *not* one of the good years. Late frosts, blight, hail storms, and exceptionally wet



weather cut the profits drastically. However, the students did not give up, and in 1916 the story was different. One acre of this land produced \$560 worth of tomatoes and from ten acres of land \$2,700 worth of produce was marketed. These garden projects received much publicity, and on one occasion were publicized by displaying 2,700 silver dollars at an assembly in Picken Hall auditorium.

Gradually the irrigation project was enlarged, and more and more land was placed in garden projects. These agriculture projects gave the students valuable experience in producing, marketing, processing, and storing.

Eventually these plans were abandoned. Students no longer engaged in such projects to make money; the college employed full-time help to operate the farm lands, and the garden and orchard plots were developed into student housing areas.

Without question, however, the experience and instruction which the early-day students received at this college had a tremendous influence on the development of agriculture throughout the area, and the "Great American Desert" blossomed like a rose.

### *Music Festivals and Entertainments*

President Lewis found an excellent basis for the development of a cultural program on the campus, although there were few opportunities for encouraging talent in Western Kansas public schools.

Henry Edward Malloy came to Fort Hays Normal School from Bethany College at Lindsborg to become the head of the Music Department in 1914. One of his goals was to develop a Music Festival similar to those for which the Lindsborg college was famous. Another goal was to promote community and public-school music throughout Western Kansas, largely by preparing music teachers. The accomplishment of these goals took time, although in March of 1915 a college chorus sang "The Creation" and "The Chimes of Normandy."

In the spring of 1917, when the college was host to the Golden Belt Teachers Association, the music department produced "Il Trovatore," and on May 15, 1918, Mr. Malloy presented the first Hays community chorus of nearly 700 voices which sang "The Elijah."

The first annual Western Kansas Music Festival, called a "Peace Jubilee," was presented May 4 to 11, 1919. This event was the result of five years of preparation and endeavor. The slogan,

"Singing Western Kansas Into Tune," was coined in 1915 by John E. Pickett, later an associate editor of the *Saturday Evening Post*. Mme. Margaret Matzenauer, contralto, gave a concert the first Sunday afternoon, and Toscha Seidel, violinist, gave a concert on the second Sunday afternoon. A community chorus of 620 voices, assisted by Reed Miller, Marie Sidenius Zendt, Christine Schutz, and Gustaf Holmquist, guest artists, sang "The Messiah" on the two Sunday evenings accompanied by a 52-piece orchestra. Programs were given each afternoon and evening of the week days, by the guest artists, faculty and students.

High-school contests emerged in 1921 as the accomplishment of the goal to make music part of the education of public-school pupils, and they helped make the slogan "Singing Western Kansas Into Tune" a reality.

These music festivals continued for many years, and many outstanding artists were guests of the college. In 1922 Madame Schumann-Heink sang in a Coliseum packed to the rafters—chairs were even placed on the stage, surrounding the singer. Other outstanding artists and organizations were Rosa Ponselle, Ernest Davis, the New York Philharmonic Orchestra, the Minneapolis Symphony Orchestra, and others of like fame. Among the oratorios and operas produced by the college in connection with the festival were "The Messiah," the "Creation," the "Elijah," "Faust," "Aida," and the "Passion Play." The combined community and college chorus and orchestra were popular, with as many as 500 to 600 participants. Ballet also was developed on the campus as a part of the Festival Week.

The Music Festival was developed at a time when roads and highways were still dirt—or mud—and the danger of financial loss was much greater than in later years when television, movies and radio brought competition, and when the automobile and the paved highway removed some of the weather hazards. It was therefore necessary in those years to secure for each performance a financial guarantee signed by a large number of faculty members and other citizens.

Many fine entertainment and cultural programs—orchestras, bands, choirs, plays, and dance companies—found Hays a convenient stop between Kansas City and Denver, and the Coliseum was the largest auditorium in the area. These events helped build interest in the musical and dramatic activities on the campus and in Western Kansas.

When President Lewis came to the campus in 1913 there was one half-time music teacher, and at the end of his administration, twenty years later, the music staff numbered seven full-time teachers.

### *General Progress*

The twenty years of this administration included World War I and the depression years beginning in 1929. Between these problem years were what might be called "normal times" in which President Lewis was able to promote the growth of the college without serious handicaps or hindrances.

If Mr. Picken's period of service constituted the infancy and early childhood of the college, then Mr. Lewis's twenty years were its youth. President Lewis changed the outlook or objective of the institution from a secondary school to a "real" college. He could foresee that development of high schools in Western Kansas would provide students, and that there would be a demand for a broad, liberal education, rather than entirely vocational or teacher education. The keynote of the Lewis regime might be expressed in four phases: Large-scale planning and accomplishment; developing the foundation for a liberal education; promotion of student leadership; and service to all of Western Kansas. Succeeding administrations have had the tremendous advantage of building on the solid foundations laid by Mr. Picken and Mr. Lewis.

President Lewis wanted the students, the public, the accrediting agencies and the educational world in general to think of Fort Hays Kansas State College in the highest terms, and he succeeded in accomplishing this goal to a large extent. He wanted the students to think of their education, not in terms of so much knowledge, but in terms of living, of citizenship and of practical service. He wanted education to be practical in the sense of being useful to the individual and to society, but at the same time he felt that there was more to life than just being "practical." We quote again a sentence from his inaugural address: "Western Kansas must emphasize the practical, but build into its courses enriching materials which give expression in wholesome social joys and serviceable citizenship."

### *Religion on the Campus*

In this connection attention is called to Mr. Lewis's attitude toward religious expression and appreciation. While he eliminated the daily chapel of the Picken epoch, he did so on the basis of state law in a state, tax-supported institution of education. This did not

mean that he was eliminating religion from the education of youth; on the contrary, he was concerned over the matter of including the enriching values of religion in the curriculum. In 1927 he appointed Dr. C. F. Wiest, an experienced, broad-minded minister, to the position of professor of philosophy and religion. Courses were offered in these fields, and for many years large numbers of students of all religious beliefs were attracted to Doctor Wiest's classes. In his June 30, 1922, biennial report President Lewis stated:

I am glad to report to the Board that there never has been any controversy over doctrinal matters; and that students of any denomination find nothing in the discussions to disturb them in their own particular faith, and yet all come out of these classes with enthusiastic support and belief in the fine things developed therein. Since we all agree that it is the most wonderful Book of knowledge to be found in all the world, we have felt that we can make and strengthen the standards of manhood and womanhood by such courses.

Mr. Lewis also established the tradition of Religious Emphasis Week in the spring semester of each year, bringing outstanding speakers of all faiths who addressed the student body in a morning and evening assembly for five days. This policy was followed for many years.

#### *Accrediting*

One of the needs of a rapidly developing college was the establishment of high standards that would be recognized by accrediting agencies. He participated in the founding of the American Association of Teacher Colleges, of which the Fort Hays Kansas State College was a charter member with the rank of "Class A." The college became a member of the North Central Association of Colleges and Secondary Schools in 1916; accredited as a teachers college in 1922, and as a liberal arts college in 1930. These ratings were valuable to graduates wishing to enter other colleges or universities for advanced study.

#### *Governor's Day*

During the early years of this administration when the college was host to the Farmers and Housekeepers Institute, the tradition of "Governor's Day" was established. The governor of the state was invited to Hays on one of these days to speak to the enrollees in this short course, and special ceremonies and courtesies were planned for him. When the Coliseum was built the space over the east entrance to the arena was called "the Governor's Box," and for a time special guests were seated in this space for the Music Festival or other major events held in this auditorium.

### *President's Day*

In 1915 the students and faculty planned a surprise honoring President Lewis and his family, and this day was called "President's Day." There was a luncheon, a dinner, a special assembly, and a musical concert featuring the "Fort Hays March," composed by a member of the music faculty, and dedicated to President Lewis. This event was repeated for a number of years. In 1916 the bronze plaque in the Coliseum foyer was presented to the college, and in 1917 a portrait of President Lewis was presented.

### *Rural Education*

In his fifth biennial report, 1922, President Lewis said:

In 1916 this institution had reached the conclusion that, because of the sparsely settled condition of our school districts, something had to be done to vitalize education in the country. After careful investigation and study we reached the conclusion that, so far as modern life was concerned, the one-room rural school had practically outlived its usefulness in our part of the state. The problem facing us was the problem of substitution. Out of this problem and out of this need has grown what is known at the present time as the consolidated rural school. . . . We sought a man who had had experience in country and city schools . . . a man whose heart and soul was interested in the boys and girls of the rural community. We found in Mr. C. E. Rarick the type of man who was willing to help our rural school communities of western Kansas solve their school problems. . . . He has contributed to the organization of forty-three new school plants which have eliminated the old type of rural school organizations, and which have completely changed the life of more than four thousand children who had been going to rural schools of from two to six children in the school.

### *Student Health*

The health of the student body, as it increased in numbers, was a major concern of President Lewis. In 1929 he employed a doctor and a nurse, purchased the necessary equipment and established a health office in the Coliseum. The doctor and nurse taught health classes, and with the close supervision given to the matter of health, hygiene and sanitation, they were able to maintain a healthy condition on the campus, and prevented epidemics among the students.

### *Oil Leases*

Leasing of state lands to drill for gas and oil was authorized by the Board of Regents for the first time on October 18, 1929. However, there was little production during this era.

### *Color and Athletic Symbol*

Soon after President Lewis came to the campus he suggested that since the official color of the school was old gold (from the previous connection with the Normal School at Emporia) the school ought to adopt an additional color to distinguish it from Emporia. The color suggested was black. This would give the school the colors of gold and black, which would enable it to adopt the tiger as its athletic symbol. President Lewis was from Missouri, where he was, of course, loyal to the Missouri "Tigers."

### *Alumni Association*

The first mention of an Alumni Association in any of the school publications is found in the 1916 *Reveille*. A history of this organization is found in the *Appendix*.

### *A Leader Lays Down His Torch*

On January 26, 1933, the college celebrated the twentieth anniversary of President Lewis's administration with a banquet in Cody Commons. The faculty presented him with a gold watch inscribed suitably with a copy of the seal of the college. The twenty classes, 1914 to 1933, inclusive, presented him with a watch chain of twenty links, on each the numeral of the class presenting the link. The program for the evening was a review of all that had been accomplished in the school during the twenty years.

President Lewis suffered a heart attack at his desk in February, 1933. On April 1, 1933, the Board of Regents granted him a leave of absence for the remainder of the college year and the summer session. At Mr. Lewis's request the board appointed an administrative committee, consisting of Dean F. B. Lee, Professor Roy Rankin, Professor R. R. Macgregor, Professor R. L. Parker, Dr. Earl F. Morris, Dr. R. T. McGrath, with Dr. C. E. Rarick as chairman, to be responsible for all matters pertaining to the college in his absence.

A plot of land at Scott County State Lake was secured, and a group of the faculty men spent two days there erecting a one-room summer cottage where President and Mrs. Lewis lived through the spring and summer months. The days were spent resting, reading and riding horseback over the hills. He returned to the campus briefly for the commencement of May 25, 1933, at which time he presided over the exercises and conferred the degrees.

September found him back at his office attempting to take up his duties, but the heart which he had driven through all his years could not stand the strain, and he suffered another attack. He died on October 10, 1933.

The following statements are quoted from a tribute paid to President Lewis by Dr. C. E. Farick at a meeting of Pi Gamma Mu on November 23, 1933:

Words are, after all, such futile things. To undertake to express appreciation for the work and life of our fallen leader emphasizes this fact. Yet, if our tongues kept silent would not even the trees and rocks break forth in memory of him who is gone?

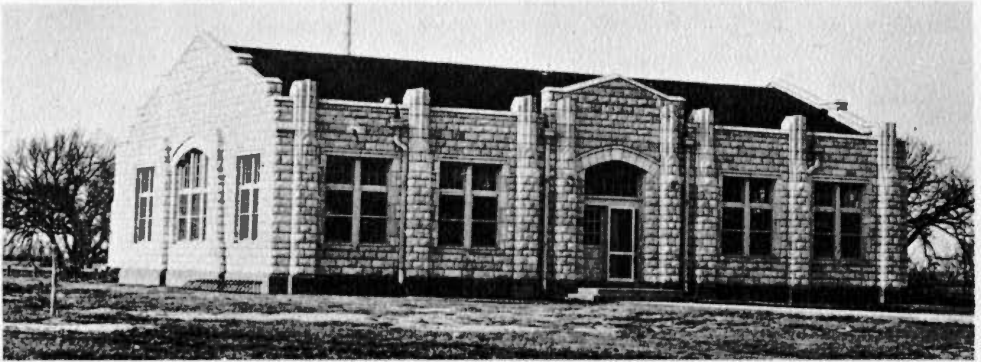
William A. Lewis, both in his teaching and his living, exemplified the ideals of scholarship, scientific attitude of mind and social service. . . . He is a dreamer. Not one who dreams only, but one who makes his dreams real. . . .

I have known President Lewis as a man. . . . His life before all men is clear. His activities will bear the closest scrutiny and be free from reproach. I have seen him under fire, battling for his ideals. He is a hard fighter, but clean, intelligent, and intense in it all. . . . I have found him loyal to every duty, loyal to every interest. His capacity for work seemed almost limitless. . . .

I look to the future, not with fears or forebodings, but with hope and exultation, for I believe that the future . . . will see the fruition of the ideals of our (late) president, and to me they become a challenge and an inspiration.



**Skating on Big Creek was a popular pastime.**

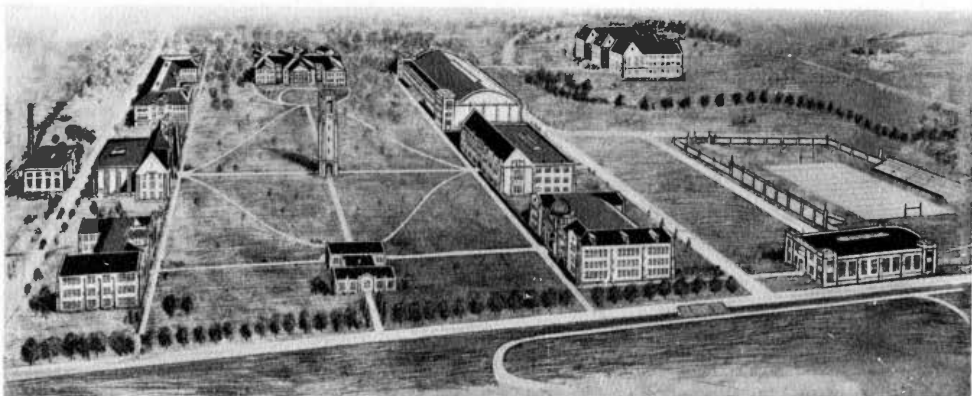


**Cody Commons, the cafeteria, is now part of the Memorial Union.**

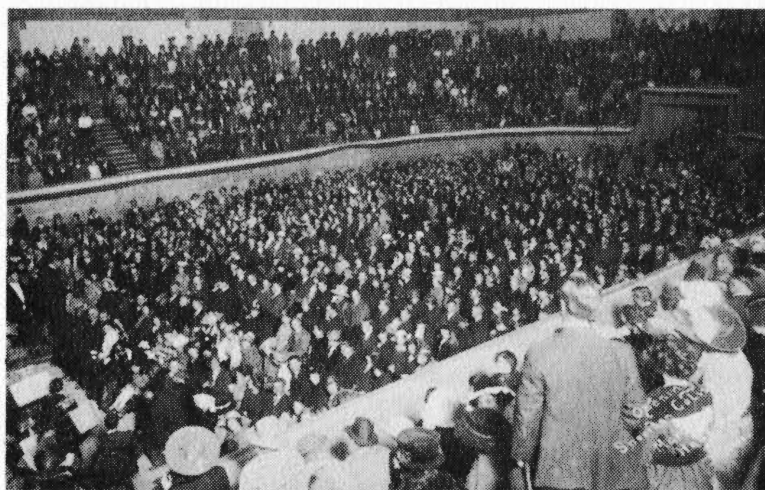


**One of Henry E. Malloy's first musical productions in 1914.**

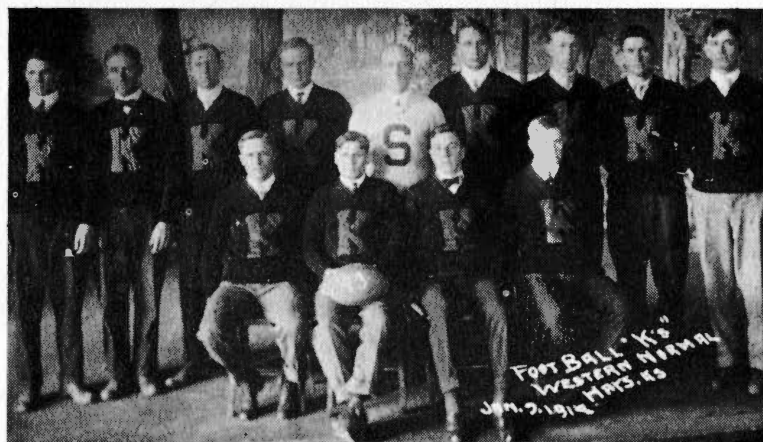




The college campus of the future as envisioned by President Lewis.



Critics said Sheridan Coliseum would never be filled to capacity—but it was.



Football lettermen in 1914.



**Governor Arthur Capper visits the campus on Governor's Day, probably in 1914.**



**Not wood sprites, but members of an early dancing class at Fort Hays Normal.**



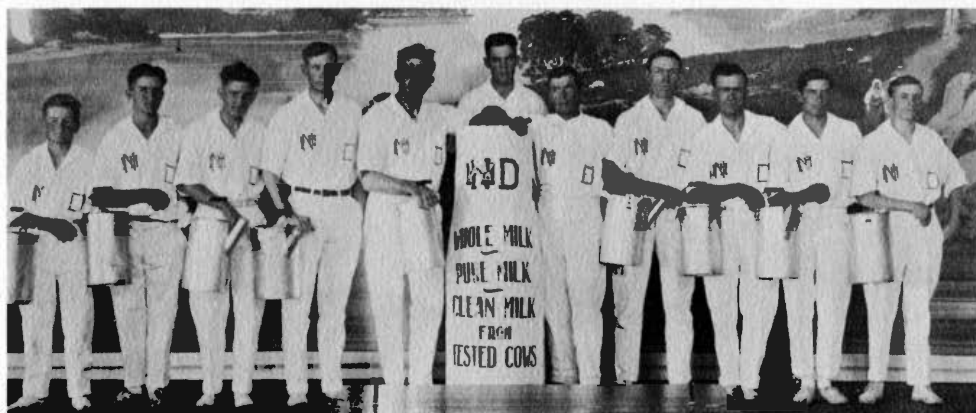
**Women dominate music chorus in 1914.**



The band was almost an all male group in 1914.



The band and gym team depart for Plainville and Stockton in open touring cars, 1914 vintage.



These students were in charge of the Fort Hays Normal dairy in 1915.



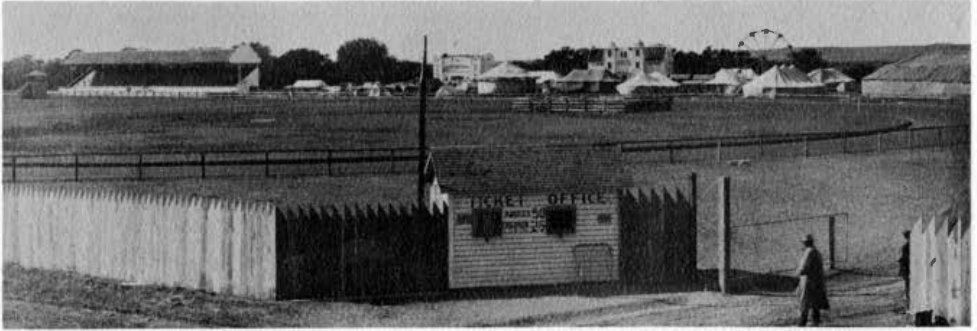
**A 1917 gardening project, apparently carried on by the faculty.**



**Students made their own ice "cubes" in 1915 when Big Creek froze.**



**An interior view of the cafeteria when it was still housed in the "incubator."**



The Golden Belt fairgrounds were once on the campus where the Lewis Field stadium and apartments are now located.



The Fort Hays Normal building at the Golden Belt fairgrounds.



"Princess Bonnie" must have been a big musical hit back in 1914 at the normal school.



A farmer's short course was well-advertised, as this photograph of Picken Hall during one of the courses proves.



The chorus and orchestra filled the stage of Picken Hall auditorium in January of 1915. Henry E. Malloy, center foreground, leads the groups.



The 1914-15 football team. Top row, left to right: Frank Carmen, Clarence Lorditsch, Frank Lorditsch, Ira Van Cleave, William Bolt. Middle row: Walter Scott, John Seuser, Jess Gatewood, Clem Miller. Front row: Fred Albertson, Ralph Archer, Walter Ottken, Erick Cummings, Martin Peterson.



The 1915 Fort Hays Normal Tiger football team. Top row, left to right: Ben Williams, Elmer Dougherty, Ernie Mock, W. G. Spear, Cleave Gardels, Ralph Archer, Clay Coughenour, Clark Reed. Middle row: Erick Cummings, Martin Peterson, Fred Beebe, Wiley Compton, Fred Archer, Emerson Belts, Raymond Welty. First row: \_\_\_\_\_, Fred Albertson, \_\_\_\_\_, Ira Spencer, \_\_\_\_\_, \_\_\_\_\_, Bob Spencer, and Leslie Grant.



**This handsome vehicle may well have been the first bus owned by the Fort Hays Normal School and must have been a welcome addition in spite of the rather uncomfortable-looking seats.**



**This group appears to be ready for a Sunday afternoon of boating on Big Creek. President Lewis is at the far right.**





chapter 6  
the **Clarence Edmund Rarick**  
administration, 1933-1941

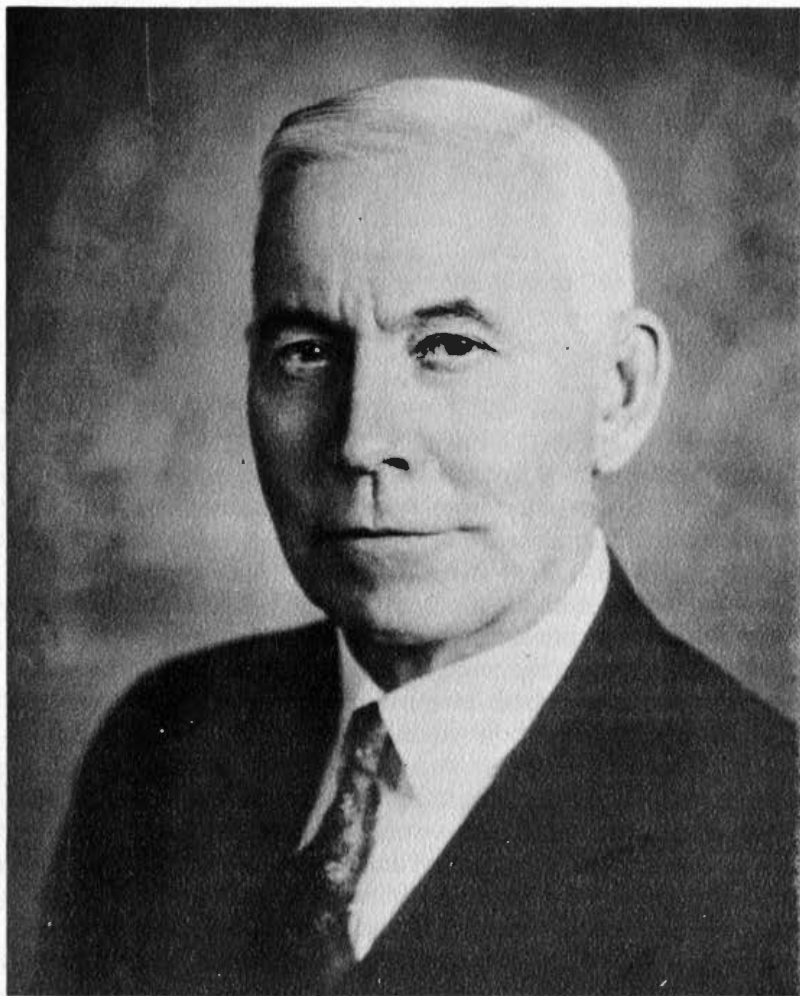
# Calling to the Students

C. E. Rarick

**THE** star of destiny of any civilization is charted by underlying principles. The star may sometimes be dimmed, but the principles remain, and through the mists and uncertainties of the years they continue to point out the way. For more than a century and a half the American people have accepted as a goal for accomplishment the education of all the children of all the people.

There is no activity of public concern that demands the attention and holds the interest of our people quite so much as does the subject of education. There is inherent in the minds of people a faith in its possibilities. Herein lies the hope of society. You and I need to keep alive this fervor which the American people have. If the improvement of public health is a worthy achievement; if the prolongation of human life is desirable; if adding to the sum total of physical happiness and security is a worthy attainment; if integrity of character has real value; if the development of human personality has merit; then we may say that education is the way that society must take. The enlightenment of all people is the goal we must seek.

This task is ours. The stark and bold outlines of its challenge cannot be ignored. Every influence that can be mustered for meeting the issue must be used. Renewed allegiance is ever necessary, particularly now. Let us pledge ourselves anew to a reaffirmation of our faith in the obligation assumed by our forefathers: To give educational opportunities to all the children of all the people.



**Clarence Edmund Rarick**

## chapter 6

# the Clarence Edmund Rarick administration

CLARENCE EDMUND RARICK, who had served as chairman of an administrative committee from April 1 to October 10, 1933, during the illness of President Lewis, was appointed acting president on October 28, 1933. He was appointed president on November 30, 1934, and served until his death on August 1, 1941. Because of the difficult times—depression, drought and international unrest—no inauguration ceremonies were held.

Doctor Rarick was born March 17, 1879, on a farm homesteaded by his father in 1871, three miles northwest of Glen Elder, Kansas. He was the son of George L. and Delilah Renshaw Rarick; his father was of Welsh and his mother of Irish descent. The house in which he was born was a simple, two-room, stone dwelling with a dirt roof and a board floor. The family did not remain on the homestead very long; there was a strong tradition of the ministry in this family, and in 1881 his father became a circuit riding preacher.

Clarence Rarick wanted to become a mathematics teachers in a large university, but to receive the necessary schooling the matter of expense had to be considered, and it seemed impossible. He then decided to try for an appointment to West Point. A doctor told him he would be unable to pass the physical examination, but gave him some rules for exercise which he followed conscientiously. When he took the physical examination he passed with a perfect score and was admitted to West Point June 18, 1900. His background was not of a military nature—his was a family of preachers and teachers—

and after a time he resigned at West Point to continue his preparation for teaching.

Mr. Rarick was married to May Jewell, of Osborne, Kansas, on June 12, 1904. Their three children, Margaret, Lois and Lawrence, were born and attended school in Western Kansas, including their bachelor's degrees at Fort Hays Kansas State College. Mr. Rarick had been a rural schoolteacher; county superintendent of schools in Rooks County; superintendent of schools at Plainville, Stockton and Osborne in Western Kansas; and in 1919 became a member of the faculty of the Fort Hays Kansas State College. In other words, he was through and through a Western Kansan.

He received a bachelor's degree from Kansas Wesleyan University at Salina, and later he was granted an honorary doctor of education degree by that university. He had done considerable graduate work at the University of Colorado in 1915, at the University of Kansas in 1916 and again in 1929-1930. He had been a member of the State Board of Education, State School Code Commission, Kansas Academy of Science, National Council of Education, Pi Gamma Mu, Pi Delta Kappa, a department superintendent of the National Education Association, and president of the Kansas State Teachers Association. He wrote the report of the State School Code Commission, and was author of "Transportation Costs in Schools of Western Kansas."

He had wide experience in the work of consolidation of schools in Western Kansas; was an adviser to school boards in connection with school bond issues; and it was said that he knew more about taxation for schools than any other person in Kansas. He was probably more widely known in Western Kansas than any other man in education, or in any other field, and was in great demand as a public speaker. All these points helped to qualify him for his duties as president of the college.

A "rugged individualist" himself, Doctor Rarick presented his philosophy of the task before him and the college in a letter addressed to the 1938 *Reveille* staff, which was printed in that year-book:

. . . The Fort Hays Kansas State College, and other educational institutions of the great plains area, are the "lighthouses" of its people. The predominating element in their philosophy is supremacy, not defeat. The real strength of this philosophy depends upon the innate qualities of the individual. Does the individual recognize that he has the responsibility for thinking through a problem? Can he do straight thinking concerning it? Has he "rugged individualism"? "Rugged individualism" involves not only the good sense to act wisely, but to act continuously, and in the appropriate way for problem solution. Our commonwealth has many "rugged individualists." Evidence of this

is that they came here, and that they abide here. The holding of the soil, and the husbanding of the forces related thereto, to the well-being of mankind, is a problem of major proportion. This will test to the fullest capacity the activities of the "rugged individualist." If man's ignorance and short-sightedness in the past produced deserts, then intelligent activities in the future may prevent them. . . .

This epoch in the history of the college was characterized by financial depression, an extended drought, crop failures, dust storms, lowered appropriations, and resulting difficult times for students, faculty and the college as a whole. Students were short of funds and lived very frugally. Faculty salaries were cut drastically at the beginning of this era. No appropriations for new buildings were made.

Activities of the college centered around the economic situation and its results more than around physical and academic developments. Events that stand out most clearly are the ways of helping students attend college; the alphabetical agencies, such as the Civilian Conservation Corps, the National Youth Administration, the Works Progress Administration, and the Public Works Administration, and their contributions in these trying times. For such a time as this came Clarence Edmund Rarick.

## *Administration*

The State Board of Regents continued to be the governing board through this administration. There was no change in the character of the board, except that in 1936 a full-time secretary was employed due to time-consuming responsibilities resting on the board, and the need to better co-ordinate the work of the colleges.

When Doctor Rarick became president the administrative staff consisted of Clarence E. Rarick, president; Floyd B. Lee, dean of the faculty and registrar; Elizabeth J. Agnew, dean of women. Irvine F. Wilson was appointed bursar in 1935 and in 1938 Standlee V. Dalton, who had come to the college in 1935, began his service as registrar. In 1939, as the time approached for Miss Agnew's retirement, Maude I. Gorham, a member of the faculty since 1928, was appointed adviser to women, and at the same time William D. Moreland, who had come to the campus in 1933, became adviser to men. In the same year, Lyman D. Wooster, a faculty member since 1909, was appointed dean of the faculty to succeed Floyd B. Lee.

At the close of Doctor Rarick's presidency the administrative staff was listed as: Clarence E. Rarick, president; Lyman D. Wooster, dean of the faculty; Elizabeth J. Agnew, dean of women; Irvine F.

Wilson, bursar; Standlee V. Dalton, registrar; Maude I. Gorham, adviser to women; William D. Moreland, adviser to men.

## *Faculty*

The faculty continued to participate in the work of the college through several faculty committees. One of the most important contributions made during this era was the self-study made by the faculty, analyzing the curriculum in relation to the needs of the students.

Several members of the faculty took advantage of the sabbatical leave of absence provisions to do additional graduate work. Some who could not arrange a full year's leave attended summer sessions for study toward advanced degrees, or for specialized work.

The first year of this administration the faculty numbered fifty-six, with nine earned doctor of philosophy degrees, one doctor of divinity, one doctor of medicine, and three honorary doctor's degrees. In the last year of the Rarick administration there were seventy-seven faculty members, and the number of earned doctor's degrees had increased to seventeen.

The drastic cut in faculty salaries, ordered by the Board of Regents just before the death of President Lewis, was a hardship for everyone, and faculty members resorted to many economies to meet this situation. Appropriations for salaries made by the legislature for each year of the next two bienniums were nearly twenty-five per cent below those of the previous two bienniums, so belts had to be tightened for a considerable length of time. Faculty and students had much in common during these years.

## *Curriculum and Instruction*

During this period some interesting curricular changes were effected. A thorough study was made of the college curriculum, and the study committee recommended that all instruction be consolidated into four groups, with each department assigned to one of the groups. This reorganization plan involved the use of introductory courses in each group designed to give the student a general understanding of that field and help him orient himself in any subject embraced by any group. These four groups were: The humanities, biological sciences, physical sciences and social sciences.



### *Home-supervised Correspondence Study*

At the request of the Board of Regents a new kind of correspondence instruction was undertaken in 1933-1934. This was called home-supervised correspondence instruction and was designed particularly for unemployed high-school graduates who could not afford to do college residence work. The work was offered in local communities in connection with high schools. Outlines and assignments were prepared by college faculty, and the instructors were members of the high school faculty. This was set up as an emergency measure, continued four years, and discarded when students were able to enroll in college in residence.

### *Freshman College*

In 1935-1936 and 1936-1937 this college, with other state colleges, participated in the National Youth Administration plan known as the freshman college program. As in the home-supervised correspondence instruction courses, the college faculty set up the courses, the teachers and classroom facilities were furnished by the local high schools, and the government paid the classroom teachers.

### *Civilian Pilot Training*

The Civilian Pilot Training program was started on the campus in 1939. This was a Civil Aeronautics Authority plan in which boys of high school graduation age and older who passed mathematical and psychological tests were given courses on the campus in the mechanics of engines, and flight lessons at the Hays Municipal Airport. This program continued for three years.

### *Grassland Research*

During this period of drought and depression a special program of study of native grassland vegetation—the effects of grazing and drought on the native prairies—was begun. These are major problems of range management and vegetation in the great plains, and the research, a continuing project, provides data of great value which is widely used by technicians and ranchers in the improvement and utilization of grasslands. Dr. Fred W. Albertson, professor of botany at the college, who was known internationally as an authority in this field, was director of the research.

### *Training School*

All twelve grades of the teacher education training school were on the campus in 1934-1935, and that year a class of three graduated from the high school. In September grades seven to twelve were

moved back to the Hays public schools, and grades one to six remained on the campus. All directed, or student, teaching was transferred to the public schools on September 1, 1939.

### *Campus and Buildings*

Although no appropriations for buildings were made during this period, there were some interesting developments of great value to the college physical plant. These improvements were made possible by co-operation with various federal agencies. Among the agencies working on the campus were the Civilian Conservation Corps, the Civil Works Administration, the Kansas Emergency Relief Committee, Public Works Administration, Works Progress Administration, and the National Youth Administration.

It would be difficult in every case to say who did what, because of overlapping in both labor and funds. Insofar as lines are clearly defined, credit is given to the agency responsible for the developments.

In 1933 and 1934 the Civilian Conservation Corps built on the college land known as the Golden Belt Fair Grounds two barracks to supplement buildings already there for housing 200 men in that camp. These buildings became the property of the college.

The old wooden bridge, the "spoon holder" (a popular trysting place), connecting the campus proper to the Custer Hall dormitory area, was replaced in 1933 by a new steel bridge in co-operation with the KERC. The creek banks near Custer Hall and the Coliseum were cleared of brush and debris, landscaped and riprapped, and a boat landing built near the bridge. The value of this project was estimated at \$10,000.

In 1933 and 1934 a small house was built at the back of the campus to provide a residence for students employed as nightwatchmen and campus workers. This was another KERC project and was valued at \$2,000.

On May 29, 1936, the Board of Regents issued this order:

The portion of the campus of the Fort Hays Kansas State College east of the creek, and bordering on the Kansas Frontier Historical Park, consisting of an area of approximately twenty-five and one-half acres, formerly occupied by the Golden Belt Fair Association, is hereafter designated and known as Lewis Field, in honor of the late President William Alexander Lewis.

On the same date the board granted authority to the College to construct the Lewis Field stadium as a Works Progress Administration project. The WPA paid for the labor and some of the materials, and the rest of the material was purchased through a newly

formed corporation, the Fort Hays Physical Education Association, which issued bonds in the amount of \$20,000, and leased the housing facilities on Lewis Field, the income from which repaid the bonded indebtedness.

It was planned to build a dormitory under the stadium, and to secure ideas for such a project President Rarick and R. U. Brooks, the college superintendent of buildings, visited the Huey Long stadium-housing project at Louisiana State University. This idea was a brain-child of President Rarick's, and Mr. Brooks drew the general building plans. Construction was begun in November, 1935, and in September, 1937, seventy-five men moved into this dormitory. The *Reveille* for 1937 states:

A dream has almost come true. Next fall the eastern half of the new Lewis Field stadium will be completed, replete with living quarters . . . a wall around the field, track for field events, glass-enclosed press box, and seats for 3,500. Work has begun on the western half, and when completed (both sides) will seat 7,000.

This construction was valued at \$175,000.

The Public Works Administration was responsible for an addition to the south side of Cody Commons main dining room in 1936. A basement for storage purposes was constructed under a portion of this addition, and the storage space within the cafeteria was expanded by the addition of shelves, cabinets and lockers. At this time the college installed three walk-in refrigeration units in the Commons. This addition was valued at \$23,000.

New roofs were put on Cody Commons, Picken Hall and the Coliseum, replacing roofs that were twenty to thirty years old and in bad condition. With a new roof on the building it was practical to install many new ceilings in Picken Hall. New flooring was laid in the Social Building and on two levels of Picken Hall. Picken and the Industrial Building were rewired and new electrical fixtures added. Weather stripping was done at the Coliseum, Cody Commons and Science Hall. Openings in several of the buildings were repaired and painted, and many classrooms received paint and minor repairs. These repairs were valued at \$15,000.

Two additions were made to the Industrial Arts building, one on the south side to provide additional space for the Industrial Arts department, and one on the north side to house the pottery kiln. These additions were valued at \$3,000.

A \$6,000 campus shop and storage building of frame and stucco construction to house the maintenance shops, trucks and cars was completed with the co-operation of the federal government.

A project of the Ellis County NYA out-of-school youth was the labor for building a farm unit, consisting of a farmhouse, poultry, sheep and hog houses, and fences. Six concrete reinforced pit silos were also a project of the out-of-school youth program. The value of this project was \$20,000.

Much of the rough lumber used in the foregoing projects was given by the federal government from the razing of a CCC camp at Quinter and from the demolition of old grandstands when the new stadium was built.

The first unit of Men's Residence Hall was a project of the National Youth Administration and was authorized in the fall of 1939. The walls were nearly complete but no roof was on when the NYA closed its program, and the building was left for another administration to complete.

The lily pond in front of Picken Hall was repaired and faced with native stone. The college purchased the cement and the out-of-school NYA project furnished labor for 275 feet of heat tunnels, valued at more than \$4,000. Buildings at Lewis Field were repaired, remodeled, and improved by the installation of gas, water, electricity and a sewer system. The athletic field was improved by leveling, sodding, and installation of an irrigation system. Walks were built, roads improved, and landscaping done in a number of places on the campus. An overflow channel for the waters of Big Creek was cut through a bend in the creek, and a storm sewer built to carry flood waters past the campus to the creek channel. The channel just below the railroad bridge was widened and cleared of debris.

It will be seen that much was accomplished with the small amount of funds available from the college budget. Much time and labor went into all these projects which not only added to the general appearance and serviceability of the buildings and campus, but even provided some noteworthy new construction.

## *Students*

### *Enrollment*

The enrollment for the fall semester at the beginning of this administration was 640. It increased steadily through the thirties until in 1938 it passed the one thousand mark for the first time, reaching 1,002. In the fall of 1940, the last year of this administration, it was 1,094.

## *Graduates*

During the eight years of this administration the college granted 1,071 degrees, of which 131 were master's and 940 were bachelor's degrees.

## *Expenses and Employment*

The 1933 legislature, to help students and their families through this time of drought and depression, reduced student matriculation and incidental fees twenty-five per cent for two years beginning in the fall of 1933.

During the dust bowl years the college supplied a form of student aid under the government-sponsored College Student Aid Program. Students were employed for all types of work from janitor service and ditch digging to paper grading and office help. Many students brought food from home, and there were numerous examples of co-operative light housekeeping that enabled students to live more cheaply.

Every effort was made during these years to provide jobs, even at very low wages (25 cents an hour, for example), that would enable students to attend college largely on their own efforts. Some of these jobs were on the campus and some were provided by Hays citizens.

## *Resident-vocational Training Project*

The National Youth Administration resident project was started in the spring of 1938. Established with the co-operation of the State Board for Vocational Education, the plan was designed to accommodate one hundred students, and the first enrollments were thirty-two women and fifty-eight men.

Classes were offered in secretarial science, home living, institutional cooking, pottery, stone and carpentry construction, livestock management, crop operations and repair of farm machinery. Four instructors were furnished by the state board, one by the NYA, and others by the college.

Students were required to spend four hours each working day on a work project closely related to the credit courses he was taking, making it on-the-job training. One hour was spent in vocational instruction, and a certain time was spent attending classes, not exceeding eight hours a week for men and five hours a week for women. Each enrollee was paid \$24 by the NYA for eighty hours of work each month, and from this he paid the college \$18.50 a month for living expenses and tuition. The rest was for books and incidentals. One of the major accomplishments of this project was

making 8,000 pieces of pottery which were sent to other NYA resident centers in the state, providing dishes for food services.

The purposes of this project were to enable worthy high-school graduates in need of financial assistance to learn a vocational skill which would enable them to earn a living; to provide them an opportunity to earn a living while attending college; and to rehabilitate and improve the health and social opportunities of young people who were victims of the economic depression. This project ended in the summer of 1940, and a survey taken later revealed that all the students enrolled in this two-and-a-half-year project had profited by the experience and training and were able to establish themselves in profitable employment.

### *Camp Lewis*

President Rarick, with the advice and counsel of faculty members, worked out a plan by which young men of high scholarship, recommended by high-school principals as to financial need and character, would have an opportunity to enroll at Fort Hays State College. The barracks buildings, purchased from the Golden Belt Fair Association, which had been occupied in 1933-1934 by the Civilian Conservation Corps, were used to house these students.

The first contingent of 77 students arrived in the fall of 1934. This was a carefully selected group, and necessarily so because the men had to live under something less than normal conditions. This group of students was known as the "Lewis Field Pioneers." A "plate" meal was provided at Cody Commons for 37½ cents a day. Though palatable and nourishing the meal was not always to the men's liking, but they had the determination and desire for an education to stay with the program. They paid \$4 a month for housing, and each was required to work at a job that would enable him to pay his board and room.

Most of these young men were freshmen when they arrived, and they stayed in college to earn their degrees. These men and others who followed them had a great deal of fun and built up a pride and loyalty in the group and their own accomplishments that established a tradition on the campus. They became outstanding leaders, not only during their college days but later in their community life.

### *Activities*

During this period greater emphasis was placed on the Little Theater, and some outstanding work was done in drama. Debate and oratory groups also did excellent work, and were hosts to many high-school debate tournaments. Other activities, such as music

organizations, intramural sports, religious organizations, and fraternities and sororities were all active. A number of new clubs and organizations were formed, and the students made the most of activities that did not require an outlay of money.

Funds were not available for bringing outstanding entertainment to the campus, and it was necessary for students to provide their own entertainment. This they did in a thoroughly enjoyable and profitable way.

### *Athletics*

The Tiger football team won its first Central Intercollegiate Athletic Conference championship in 1934 under the coaching of Jack Riley. The next fall, under Jim Yeager, there was a three-way tie in the C. I. A. among Fort Hays, Pittsburg and Wichita. In 1936 the team again won the championship, with Paul Waldorf as coach.

The basketball team tied with Pittsburg and Southwestern for the C. I. A. C. title in the spring of 1937, and this was repeated again in the spring of 1940, each time with Paul (Busch) Gross as coach.

In the spring of 1937 tennis was revived as a varsity sport, and more importance was given to track.

## *General Achievements*

### *Freshman Week*

When Mr. Rarick became president he appointed a committee to plan a program, giving more attention and help to incoming students and assisting them in becoming oriented to a new and sometimes baffling environment. The program developed at that time was called "Freshman Week," and was continued through the years with additions and improvements.

### *Psychological Clinic*

The legislature of 1935 provided an appropriation for clinical services for unusual or handicapped school children in this state. The administration, through the department of psychology, set up a psychological clinic for children who needed this special attention.

### *Civilian Conservation Corps Camp*

This was one of the first agencies to occupy the time of President Rarick after he came into the presidency. The camp was started July 22, 1933, and closed June 15, 1934. Previously there had been little organized effort to develop the area that was given to the state for a park. Arrangements were made for the CCC to develop the

park into a recreational area. The park bears a close relationship to the college, especially since by statute the college president is chairman of the park board, and it took considerable time and attention of President Rarick.

A cabin and two barracks were constructed on the Lewis Field area. The cabin was first used by the officers in charge of the CCC, and later became the residence of the park caretaker. The barracks, plus other barracks in that area, housed the camp workers.

In the park area the construction included two stone shelter houses, two suspension foot bridges, three dams, picnic tables, rustic shelters, fences, earthen walks, bridle paths and a drive. The creek bed and banks were cleared of debris and undergrowth, and considerable shrubbery was planted.

#### *Extension Services*

During this period a program of assistance for high-school students was developed. Through the extension department special days were planned, including High School Senior Day, Career Day, Band Day, and Play Day. These events brought young people to the campus to secure information for planning their future education.

Through the extension department adult education classes were offered on the campus in the evenings, some for course credit, some merely for exchange of information.

### *To One Who Toiling Fell*

On a Sunday afternoon early in September of 1939 at the first meeting of incoming freshman students, explanatory talks were made to them and their parents. The opening talk was made by President Rarick. As soon as he had finished he asked to be excused, saying he was not feeling well. The next morning he was seriously ill, and he was hospitalized from September 12 to October 11. In the latter part of November he began to give some attention to office work, and during December he was able to consult with his secretary and college officials on college matters. When classes opened after the Christmas holidays he returned to the campus with the doctor's assurance that he was in good physical condition.

During the school year 1940-1941 he gave full time and attention to his responsibilities. At the close of the day on July 30, 1941, he left the office to start on a vacation the next morning with his family. During the night he suffered a cerebral hemorrhage, was taken to the hospital, and died on August 1, 1941.



President Rarick, 62 years of age at the time of his death, had spent his entire lifetime in the field of education. He served as president of this college during trying times—times when responsibilities were heavy, and the going rough—nevertheless a period of interesting and unique accomplishments.

In an assembly of students and faculty on September 15, 1941, Mr. Lester McCoy, a member of the Board of Regents, paid this tribute to Mr. Rarick:

. . . Only the voiceless speak forever; only the deeds of the dead can never die. Who today can measure the power of the dynamic life of this man upon the present or the future of this country? Who can tell what distant shores of human thought and progress will be touched by this dauntless soul? We stand too near his living presence—our vision is yet blinded; we do not have a true and complete perspective of his life as it swiftly passed through the years of Kansas history. Only those who have felt the warmth of his handclasp; only those who have looked into his kindly face, know the depth of feeling for his fellow men. . . .

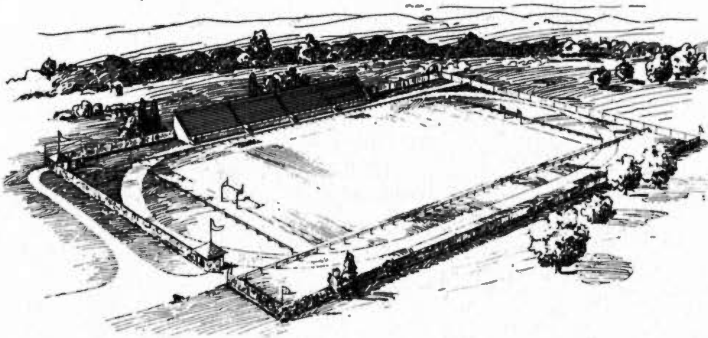
At a memorial service held later in the year this tribute was paid to President Rarick by his successor, Dr. L. D. Wooster:

. . . Someone has said that culture is what is left after all we ever knew, and after all the artificial appurtenances of education and experience which we have acquired have been forgotten. . . . Death is the great clarifier of human values, the great winnower of the wheat from the chaff of life. It sweeps away all the physical, the artificial, all the temporary acquirements, all the little crudities and contraptions, and leaves the substantial things, the realities, the everlasting values. . . . When we mention the name of one whose slate has been wiped clean by the inexorable change we call Death . . . there arises before us a vision, not of a physical body, not of positions, or degrees, or honors . . . but of a human spirit, a personality, with all its ruggedness, its kindliness, its enthusiasm, and its energetic service in a common cause and for the common good. . . . And so we of the Fort Hays Kansas State College honor Clarence Edmund Rarick, for his fine qualities of leadership, his indomitable spirit and energy, his steadfast maintenance of the highest spiritual life-values, and his life-long interest in education.

On September 9, 1952, the Board of Regents named the remodeled Industrial Building in honor of former President Rarick and Rarick Hall became the home of the division of education and psychology. It seemed appropriate to name this building for President Rarick because of his special interest in the children of the state and the preparation of teachers for these children.



**The horse barn on the Golden Belt fairgrounds, built in 1915, was used as a barracks for students as late as 1945.**



**This is an architect's sketch of the proposed athletic field at the State Teachers College, as it was then known, in Hays.**



**The athletic field named for President W. A. Lewis, as it was finally completed in 1937. The dormitory under the stands housed 75 men.**



**A view of the fountain and lily pond in front of Picken Hall on the campus and the attractive Normal Avenue, now Seventh Street, before the grassy median strip was removed.**



chapter 7  
the Lyman Dwight Wooster  
administration, 1941-1949

# Calling to the Students

Lyman Dwight Wooster

**THE** history of any region is one of advancing frontiers which were crossed and made useful for mankind.

Our forefathers met, in turn, geographic, climatic, economic and educational frontiers. Now, in a world torn with strife, it falls to our lot to grapple with the problems of human relationships; not so much for the sake of peace, as for order, justice and mercy; not only for the sake of human rights, but also for the sake of human responsibilities; not so much for making a living, as for living—living together in families, communities, nations and the world, with the good of all uppermost in our minds and hearts. The present attention of the whole earth is focussed on this frontier of human relations.

To youth we would say: *Youth*, this is your frontier; this is the challenge of your day and generation. The bugle call of a world trying to solve its problems of human values calls on you to throw your lives into the tremendous job of entering and conquering this modern frontier; of building the purposes of human society toward higher and finer physical and spiritual levels. You are educating yourselves for responsible living; you have the ambition, the courage and the zest of youth; you can meet and solve these problems on the level of high purpose, vigor and intelligence. You can and will meet this great challenge.



Lyman Dwight Wooster

## chapter 7

# the Lyman Dwight Wooster administration

LYMAN DWIGHT WOOSTER, who had been on the college faculty since the spring of 1909 and dean of the college the last two years of President Rarick's administration, was appointed August 15, 1941, to succeed Doctor Rarick to the presidency.

He was educated in the public schools of Eureka and Emporia, Kansas, and received a bachelor of arts degree from the Emporia Normal School, a master of philosophy degree from the University of Wisconsin, and a doctor of philosophy degree from Stanford University. His teaching experience consisted of a year at Parsons, Kansas, High School, a year at a Kansas City, Kansas, high school, and 32 years at Fort Hays Kansas State College.

President Wooster's greatest interest in the growth and development of the college lay in certain academic matters, the most fundamental of which was his concern that students would be so directed, led and "taught" that they would learn to study and to attack problems and issues of the day so that they would gain the necessary education for responsible living in a world much needing their help. This was in contrast to what he felt was all too prevalent in college education, that is, the mere accumulation of information. Through the years he had constantly been revising his statement of the purposes of education, and toward the last his definition was as follows: "The over-all objective and function of education in America is to prepare people for responsible living in a democracy." To Doctor

Wooster, the all-important, all-inclusive word in that statement was *responsible*.

Lyman Dwight Wooster was the son of Lyman Child Wooster and Ellen Ada Basset Wooster, and of English ancestry. He was born in Greeley, Colorado, July 15, 1884, while his parents were temporarily residing there and his father was attending the state college. His father was a science teacher at the Emporia Normal School most of his teaching career.

Doctor Wooster was married to Mary O. Smith on May 27, 1913, and they established a home at 212 West Seventh in Hays, where their four children, Lyman Dwight, Jr., Martha, Mary and Cynthia were born and reared. All the children received their bachelor's degrees from Fort Hays Kansas State College. The wife and mother, Mary O., died on April 24, 1945. Doctor Wooster was married a second time, December 22, 1948, to Mrs. Velma Rippeteau. A speech therapist, Mrs. Rippeteau had come to Hays in 1947 to serve in the children's speech and hearing clinic on the campus, established by the Logopedic Institute of Wichita.

"Dwight," as he was familiarly known, was interested in outdoor activities. His hobbies were photography and nature study, and as a young man he was a skillful tennis player. He was responsible for the organization of the Boy Scouts in Hays, and maintained an active interest in scouting for many years. He enjoyed writing, and a number of his articles were published in scientific journals and magazines. He was the author of three nature-study booklets, and was editor of the college publication, *Public Service*, for several years.

President Rarick's administration was harassed by the abnormal conditions of drought and depression, and some of these conditions carried over into the Wooster administration, augmented by the situations brought on by World War II. Four months after Doctor Wooster became president of the college the United States was attacked at Pearl Harbor, and war was declared.

When the war was over in the spring and summer of 1945, there was a period of what might be called reconstruction—reconstruction, as far as the college was concerned, of faculty, student enrollment, finances, curriculum, buildings and all activities. The situation was not an easy one, or one from which many satisfactions might ensue; however, the story of that period recounts many worthwhile achievements.



## *Administration*

The nine-member Board of Regents, appointed by the governor and approved by the legislature, continued to be the authority under which the state-supported colleges operated.

Dr. E. R. McCartney, who had been chairman of the department of economics and business administration, was appointed to succeed Doctor Wooster in the office of the dean. In the first year of this administration two positions were added to the administrative staff—that of the dean of the graduate division and the director of extension. The dean of the graduate division was Dr. F. W. Albertson and the director of extension was Hugh Burnett.

During the eight years of this administration other changes in the administrative staff were the retirement of Dean Elizabeth J. Agnew; the appointment of Walter E. Keating as business manager to replace Irvine Wilson, who resigned to accept other employment, and three changes in the position of adviser to women, with Delpha Fern Brock, Ruby Pauline Cox and Wilma Mae Wolf, successively replacing Maude Isabel Gorham, who returned to full-time classroom teaching.

In the last year of Doctor Wooster's presidency the administrative staff was as follows:

Lyman Dwight Wooster, President.  
Ernest Ray McCartney, Dean.  
Fred W. Albertson, Dean of the Graduate Division.  
Walter E. Keating, Business Manager.  
Standlee V. Dalton, Registrar.  
Wilma Mae Wolf, Adviser to Women.  
William D. Moreland, Adviser to Men.  
Hugh Burnett, Director of Extension.

## *Faculty*

In 1941 there were eighty regular full-time faculty members, with four temporary instructors in the NYA resident-vocational project. At the end of Doctor Wooster's presidency, eight years later, there were ninety-seven full-time faculty members. During these years there were many changes in personnel due to enrollment changes and to co-operation with the military services. Twelve faculty members were in military service for a portion of this time; ten members found other positions until the college enrollment necessitated their return; a number resigned to accept other employment; some were employed to teach in the ground school for the Army Air Force program at this college. Extra teachers were employed temporarily to

teach courses required for the ground school. A few of the regular faculty members eligible for retirement were continued in full-time teaching, or part-time service, because it was impossible to find qualified teachers for their positions.

It is understandable then, that one of the problems following the war was rebuilding the faculty, and one of the chief concerns of President Wooster in the immediate postwar period was the selection of a well-qualified staff of teachers.

### *Retirement*

The Board of Regents adopted a retirement plan for faculty and other employees on July 11, 1943. This plan became effective June 30, 1944, and was helpful not only to individuals retiring from the staff but to the administration in employing new personnel. This policy provides for retirement from administrative positions at the age of sixty-five, and from teaching and other positions at seventy. Ten members of the faculty and staff retired during this administration under the provisions of the policy: Elizabeth J. Agnew, A. W. Barton, C. H. Brooks, E. E. Colyer, Margaret Haggart, Mrs. Ethel McKenna, R. L. Parker, Roy Rankin, Fred J. Wagner and Charles F. Wiest.

### *Tenure*

A policy on tenure was adopted by the Board of Regents on April 18, 1947. This policy provides that after the expiration of a probationary period not exceeding seven years faculty members shall have permanent or continuous tenure, and service may be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

### *Curriculum*

The faculty continued to study and evaluate course offerings in the light of economic conditions, and then of wartime and postwar conditions. In 1941 and 1942 the federal government was still subsidizing youth—in school and out of school. The Freshman College and the Home Supervised Correspondence Study were still a part of the service of the college, and these were supplemented by extension services such as reading courses, audio-visual materials, film services and package library services.

On the campus noncredit courses for adults were offered in art, languages, psychology, literature, and identification of aircraft. Forums, symposiums and public conversation groups were set up

under the Extension Service for persons who could not attend regular classes, but who wished to discuss problems of the times.

It was during this period that more emphasis was placed on summer workshops and short courses. For three years of this period a short term was set up for May particularly for those teachers whose rural schools closed the last of April and who wished to earn more credits than they could in a nine-weeks summer term.

When the war ended and the veterans began returning to college a contract was made with the Veterans' Administration in 1944 for the education of these students.

Beginning in the fall of 1942 directed teaching was set up on the "educational block" system which permitted the taking of all the professional courses in one semester. This college was one of the first in the country to adopt such a plan, and Maude McMIndes, director of student teaching, was responsible for working out the system and guiding students in arranging their courses to work over into this plan. At this time more laboratory schools were needed, and contracts were signed with the school boards at Ellis and Russell for the use of their schools.

## *War Services*

Civilian Pilot Training, which started in 1939, continued over into this administration, and ended in 1942. The War Training Service, a follow-up of the CPT conducted along much the same lines, was on the campus for a year, ending in the spring of 1943.

On June 1, 1942, the first contingent of the preglider school students arrived. This group of men was housed at Lewis Field Stadium and fed at Cody Commons. Their training field was a tract of 640 acres four miles east of Hays.

The Board of Regents approved the Army Air Force program on February 22, 1943, and the 83rd College Training Detachment of the Army Air Forces Command was sent to this college. The groups of 200 enrollees were staggered, and at no time were there more than 400 students on the campus. A total of 1,208 young men received their ground-school training here. Each group was here about three months, then moved to another location for flight training, making room for the next contingent of AAF men in the ground school. Their studies at the college were in basic mathematics, basic English, world geography, world history, physics and speech.

The payment to the college for its services by the Army Air Forces Command enabled the college to continue the services of a number of faculty members and bolstered the finances.

The Army Air Force did not permit civilian students to use any of the Lewis Field facilities while its students were here, and the 400 men in each group occupied all housing facilities on that area. Civilian students were allowed to eat in the south room of Cody Commons, while the military students ate in the larger, or north room. Separate serving counters were used, and Dean Elizabeth J. Agnew was in charge of the food service for both groups.

The Social Building was set aside as a recreational hall for the Army Air Force where the men were allowed to have visitors and where games and refreshments were available. Mrs. W. A. Lewis was the hostess.

The Army Air Force program closed in the early summer of 1944. In an assembly program on June 6, Captain Claude H. McPatridge, the commanding officer of the 83rd College Training Detachment, presented to the college a Certificate of Service Award, signed by B. K. Yount, lieutenant general, commanding general of the Army Air Forces Command, "on behalf of Headquarters Army Air Force Training Command, in recognition of meritorious service." In presenting the award to President Wooster, the Captain said: "Fort Hays has done a good job."

It is interesting to note that all phases of war service this college performed were in some phase of aviation because of the favorable location and wide open spaces.

### *Campus and Buildings*

This administration, like the preceding one, was a time of limited activity in building construction with the greatest development being in student housing.

In September of 1942 the Board of Regents authorized the use of \$10,000 of oil lease funds to complete the unit of a men's residence hall started as a National Youth Administration project and left unfinished when the NYA project closed. This building was completed, and the first use made of it was by military personnel.

A frame addition was built on the Cody Commons kitchen in the spring of 1943 enlarging this facility for use by the Army Air Force. Funds were provided by the Air Force.

During this administration initial steps toward a memorial union building were taken. In June, 1944, the Board of Regents authorized the collection of student union fees, beginning with the spring semester of 1945. This action was requested by the Student Council. A committee of students, faculty and alumni was appointed to begin planning for the building and how to finance it.

Appropriations were secured for library stacks, water and sewer lines, stand-by equipment for the power plant, tennis courts and sidewalks, and some building repairs. These projects were all completed during this administration.

After the closing of the Walker Army Air Field, eleven miles east of Hays, arrangements were made by President Wooster to secure these buildings for veterans' housing. In January, 1946, the Board of Regents authorized the use of \$25,000 in college funds for moving some of these barracks to Lewis Field and remodeling them into apartments. The Federal Public Housing Agency gave financial help and sixty-three apartments were made available for married veterans. On September 20, 1947, the board authorized the use of \$65,000 to move and remodel additional buildings, making available a total of 123 apartments. Several small one-room "hutments" were also moved from the air field to the campus, to be used temporarily for housing students. These were unsatisfactory and were removed when the need was less urgent.

The Federal Public Housing Agency in 1947 moved a 60- by 112-foot building to the campus from the airfield, covered the outside, and remodeled the inside to meet the college's need for a men's gymnasium. This was done without cost to the college.

In the last year of this administration, in co-operation with the city of Hays and the property owners involved, the college paved the street in front and on the south and southwest sides of the campus.

This was the first paving on the campus and was a most welcome improvement after forty-five years of dust, mud and chuck-holes which became worse each year with the growth of the college and the increased traffic.

President Wooster was able to secure an appropriation of \$350,000 in 1945 for an Applied Arts Building, and \$250,000 in 1949 for an addition to Custer Hall. It was impossible to secure all necessary building materials, or for the state architect to find time to complete the building plans, so the construction was not started during this administration.

## *Students*

### *Enrollment*

The trend of enrollments during the eight years of this administration is interesting, although not different from any other college in the country for the corresponding period. In the fall semester of 1941 a total of 1,029 students were enrolled on the campus—558

men and 471 women. By the fall semester of 1942 the college had lost 300 students and the enrollment continued to drop until at the lowest point, the spring semester of 1944, only 247 students—30 men and 217 women—enrolled. This was the turning point, and students began coming back to college. In the fall semester of 1949 the enrollment was 1,023, practically the same point as in 1941.

Another interesting feature is the character of the student body at this time. During the twelve-month period of 1942-1943, including all three terms, 1,615 different students were enrolled in residence work; 677 students in extension classes and correspondence work; 400 in the 83rd College Training Detachment and 327 in Civilian Pilot Training. This made a total of 3,019 persons receiving some kind of instruction at the college in a one-year wartime period.

Before the war it was unusual to have a married student enrolled on the campus, but following the war it was a normal situation at this college as well as on other college campuses. Lewis Field quickly reverted to housing for married students.

### *Graduates*

During this eight-year period 789 students received degrees, 704 bachelor's and 85 master's degrees.

### *Student Housing*

In the summer of 1944, 553 students were enrolled on campus, and only forty-five of these were men. With the Walker Army Air Field near Hays, most available housing in the community was taken up by Air Corps personnel. When the war ended, Lewis Field almost overnight changed from a masculine to a feminine habitation. When the 83rd CTD moved out the women moved in. The stadium became the residence of sixty-one women; "Barracks B" or the first unit of Men's Residence Hall, housed forty-one women; and forty-six women were housed in the Coliseum. Custer Hall and Wesley Hall each made room for extras, and the rest lived in Hays or commuted. The Army "mess hall" was redecorated and again became a student cafeteria.

### *Student Publications*

The *Reveille*, the college yearbook, was published each year during this administration, but during the war it grew thinner and thinner, increasing in size after the war. The issues for 1944 and 1945 were the extremely thin ones. The pictures in these books indicated definitely that the campus was almost a "no man's land"

and it required a real search to find a man's picture. In 1944 the "K Club" was pictured as *one* man. The chorus was all women. Athletics was not even mentioned, and the fraternity pictures, as well as all the men's organization pictures, were missing. The 1944 *Reveille* was dedicated to men killed or missing in action and contained a list of all students in service at that time. The 1945 *Reveille* was dedicated to all Fort Hays State men in service.

The publication of the *Leader*, the college weekly newspaper, was continued regularly throughout the war period, even though there were times when it was difficult to find enough news to go to press. It did keep the students informed of official information affecting their military service status. When possible the paper was mailed to students in service.

### *Student Organizations*

Pi Kappa Delta, the forensics fraternity, reached a new high in achievement in intercollegiate competition in 1946. The Little Theater continued to do excellent work and to provide entertainment at a time when it was difficult to bring many entertainers to the campus. College music groups operated on a limited basis, and all organizations had a difficult time. Some, of course, had to become inactive during the war. Toward the end of this administration things were going better; membership was building up again and new organizations being formed. All were back to a normal stride by 1947-1948.

### *Student Expenses*

Student fees at the end of this period showed an increase of approximately eighty per cent over the beginning of the period. The cost of board and room also advanced, as well as most other expenses, in keeping with the trend of living expenses. Payment of the student union fee began in the spring semester of 1945. This fee was \$5 a semester and \$2 a summer session.

### *Athletics*

The 1946 *Reveille* states: "After the lapse of four years during the war, intercollegiate football play was resumed in the 1946 season, with the largest number of men to report for football in the history of the college."

In the winter of 1946, Ralph Huffman, who had been on leave of absence to assist with coaching at the University of Kansas during the war, returned to the campus as head football coach. Cade

Suran was employed as basketball coach and Alex Francis as track coach.

In 1946 there were eleven men on the basketball squad, and in 1949 the team won second place in the CIAC conference competition.

In the spring of 1947 the track team won the undisputed CIAC track championship, and in the spring of 1948 tied with Emporia State Teachers College for the championship.

Intramural sports became an outstanding program on the campus in the latter part of this period under the direction of Alex Francis.

It can readily be seen what the war conditions did to all phases of the work of the college—to enrollment, classes, finances, social life, student activities, and even to student concentration on study.

## *General Achievements*

### *Lectures and Entertainments*

Again, in this period, it was difficult to secure many outstanding entertainment programs, and especially large groups, because of transportation problems. One of the larger groups to come to the campus was the United States Navy Band, and among the smaller groups were the Manhattan Symphonic Ensemble, the Trapp Family and the Ben Greet Players. Helen Keller and Jesse Stuart were interesting lecturers. Because of this dearth of entertainment the college organizations provided their own entertainment, and even made some trips off-campus to other communities as a part of the Extension Service.

### *Rehabilitation*

During this period a state rehabilitation office was set up on the campus with a field consultant in charge, serving fifty-one counties in this part of the state. This service was supervised and directed by the State Department of Social Welfare.

The Logopedic Institute of Wichita established a speech-correction center on the campus with a competent therapist in charge. The interest in this phase of rehabilitation was the forerunner of the college courses added to the curriculum to prepare teachers who could help children overcome speech and hearing defects.

### *High Plains Music Camp*

The High Plains Music Camp was started in August of 1948. This activity was so successful and so popular that it has been continued each year, with larger and larger enrollments and finer



accomplishments. Harold G. Palmer, of the Fort Hays State music faculty, was and is responsible for the organization and direction of this activity.

#### *Endowment Association*

As early as June 6, 1945, meetings were held to discuss an Endowment Association. By November 15, a group of persons had been selected to form the nucleus of the organization and to apply for a charter. The charter was issued on December 4, 1945, and on March 30, 1946, bylaws were adopted and officers elected. This association, chartered under the laws of Kansas, was formed to provide the college with an agency whereby interested persons could be assured of the reliable, legal and competent handling of gifts.

#### *Western Kansas Development Association*

The Western Kansas Development Association was another of President Wooster's dreams for the economic and cultural development of the western part of the state. He was responsible for bringing together a group of prominent citizens who formed the association, and it has continued to work for the establishment of industries in Western Kansas, and for those facilities that would provide more cultural opportunities for the area.

#### *Mineral Rights*

Another problem which arose during this administration was the matter of mineral rights on the land occupied by the three state institutions in Ellis County. This question came up in connection with leasing land for drilling for oil, and was referred to the United States attorney general, who ruled that any income from the land, under the terms of the federal grant, should go to the institution on whose land the lease was made or oil produced.

#### *The West Kansan*

President Wooster reached the retirement age for administrative officers in the summer of 1949, and was retired by the Board of Regents with the title of president emeritus. Someone has said "Retirement is a misnomer for Doctor Wooster's life after 1949." It was at this time that the principles of "responsible living," of which he was such an ardent advocate, became so evident in his own life.

On the campus he returned to the science division and taught classes in geology. His extracurricular activities were many. This

history of Fort Hays Kansas State College is evidence of his interest in recording and preserving for others the story of the founding and development of the college where he spent his adult lifetime.

He was through and through a western man. In the last few years of his life he served as the executive secretary of the Western Kansas Development Association and as editor of its publication *The West Kansan*. His activities in this connection were channeled in a direction to help others see, in his words, "West Kansas, a good place to live and work," a maxim which he carried at the top of the front page. Because of his interest in, his enthusiasm for, and his services to the area, it is fitting to refer to him as "The West Kansan."

His colored photographic slides of wild flowers, sunsets, clouds and other phases of Western Kansas beauty were shared for the enjoyment of many, and they created an appreciation of the beauty of the western plains that for others turned what might have been for them the drab prairie into a place with a beauty peculiarly its own.

Doctor Wooster was appointed by Governor Fred Hall to membership on the first State Water Resources Board, which was created by the legislature of 1955, and he made a valuable contribution to the work of this board. He spent much time and effort in a study of weather cycles and precipitation, and in 1956 the result of this research was published. It created widespread interest throughout the entire Midwest. This study indicated that the then current five-year drought would terminate in May of 1957. The fact that the rains did come, and the long drought was broken on almost the exact date established by the weather cycle was given much publicity in newspapers throughout the Midwest, and he was recognized for his scientific research establishing the "Wooster Weather Cycle."

The annual college faculty dinner, on September 3, 1959, honored President Wooster for his fifty years of service to Fort Hays Kansas State College. At that time President Cunningham announced that the income from the annual Scholarship Endowment Fund Dinner would henceforth be known as the "L. D. Wooster Scholarship Endowment Fund." The award presented to Doctor Wooster at that time reads, in part, as follows:

FORT HAYS KANSAS STATE COLLEGE  
is proud and happy to take this occasion to honor  
LYMAN DWIGHT WOOSTER

on the completion of half a century of service to the college and to the community of Western Kansas. For fifty years Dr. Wooster has contributed to the growth of Fort Hays Kansas State College, serving as its president during the difficult war years and those years, in some ways even more difficult, just

after the war. His retirement from the presidency in 1949 did by no means indicate that he was through with active service; he has continued to put his shoulder to the wheel that needed to be pushed with the strength and vitality that is his. One monument to his continuing concern with doing what needed to be done is the Western Kansas Development Association, for the creating and sustaining of which Dr. Wooster is almost alone responsible. . . . During his half century at Fort Hays Kansas State College Dr. Wooster's lean and wiry figure, his bronzed features, and his ready grin have become familiar objects of affectionate regard to administrators, faculty and students alike. The college wishes to say, "Thank you for your many contributions during these fifty years."

During the last few years of his life Doctor Wooster suffered much from leukemia, but he never gave up, and continued to give time to the tasks to which he was committed. In February of 1960 his condition became worse, and in the late evening of February 21 he succumbed to the illness.

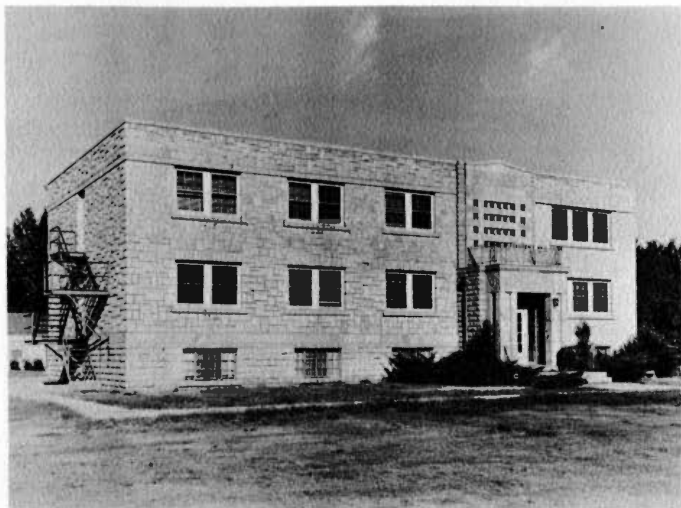
At the second annual Wooster Scholarship Endowment Fund dinner, on April 4, 1960, this tribute was paid to Doctor Wooster by President M. C. Cunningham:

. . . We are lingering in the afterglow of the sunset of the life of one whom we loved and revered. This afterglow floods our memories and we recall the unswerving devotion which he had to the cause of an educated citizenry; his vital interest in preparing youth to assume their places as useful, Christian citizens; his high standards of scholastic attainments; his zest for living; his unselfish giving of himself for any and all worthy causes; his interest and participation in the finer things of life; and the humbleness of the great man that he was.

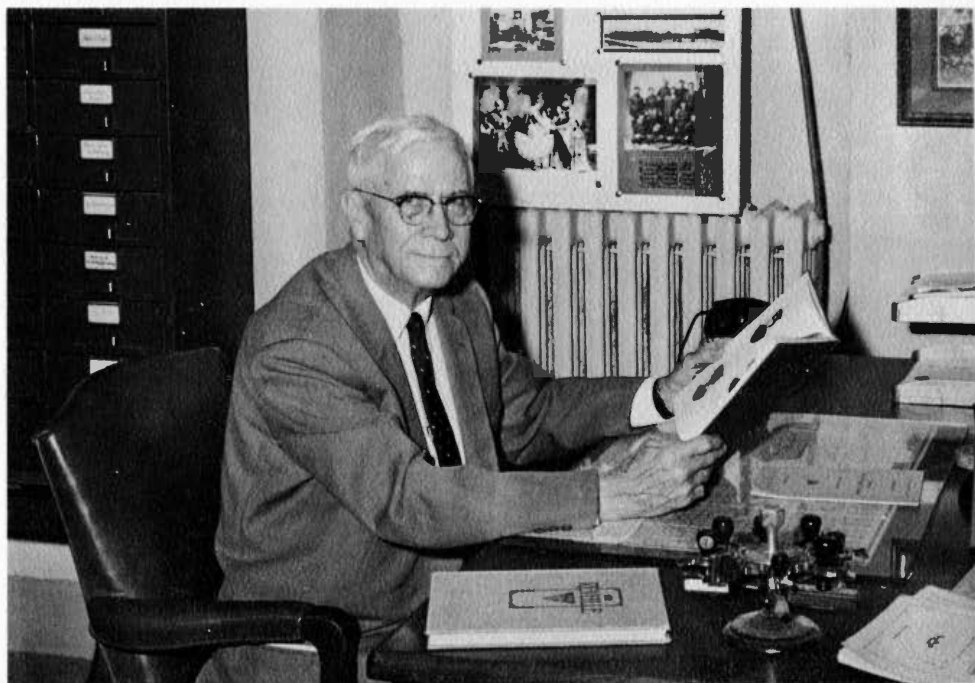
In the words of the English poet, George Meredith:

"Our life is but a little holding, but  
To do a mighty labour; we are one  
With heaven and the stars, when it is spent  
To serve God's aim. . . ."

Lyman Dwight Wooster has surrendered his holding; he has done the mighty labour; he is at one with heaven and the stars. He is not dead—he lives in the hearts and minds of the countless thousands who were privileged to know and be associated with him. Out of the richness of his experience and the abundance of his heart, he gave to each of us learning, inspiration and devotion to the finer things of life.



**The first unit of Men's Residence Hall was begun in 1939 and completed in the administration of President Wooster.**



**Dr. Wooster shown at his desk in the science building in 1957. It was here that Dr. Wooster did most of the work on this history after his retirement. Above him on the bulletin board can be seen a number of pictures which are reprinted in this volume.**



**Sheridan Coliseum in the winter as photographed by Dr. Wooster.**



**A winter scene of the campus taken by Dr. Wooster during his administration. In the center is the Social Building, now Martin Allen Hall, and at right is Picken Hall.**

chapter 8  
the Morton Christy Cunningham  
administration, 1949-

# Calling to the Students

Morton C. Cunningham

**EACH** new generation is asked to assume greater challenges and responsibilities than the last. This is as it should be, because youth has the experience and knowledge of past generations upon which to build. Our forefathers built solid foundations molded out of privation, suffering, and almost insurmountable hardships, but fused with liberal portions of determination, courage and faith.

You young people will need the very same attributes which characterized your forefathers in order to conquer the challenging frontiers of the technological and scientific age in which you live. With these as aids, you will still have moments of despair and defeat, but you will have an opportunity to make a contribution to mankind which will aid in bringing into being a world where peace and fellowship will replace war and distrust.

Since the challenge to you today is that of survival in a world torn with ideological conflicts, the hope of the world lies with you and all other youth. Through the education that you attain here and that which you gain throughout your life, you should develop an abiding faith in yourself, your fellowman and your God. All of your contributions toward a better world in which to live will then be made in the light of the principles and tenets of the Christian faith. Without these man cannot hope to forge a peaceful world.

The educational, social, economic and spiritual attributes which you possess make you, the youth of Kansas, better able than any generation which has gone before you to bring out of this world of chaos a world where peace, Christian fellowship, and love will rule.



**Morton C. Cunningham**



## chapter 8

# the Morton Christy Cunningham administration

ANTICIPATING the retirement of President Wooster, the Board of Regents began the search for a new president in the spring of 1949. As time passed the search was narrowed to two or three possible choices, the first being Dr. Morton Christy Cunningham, Dean of the Northwest Missouri State College at Maryville. Although he had not made an application, he was highly recommended for the position. The Cunninghams were visited by a committee and invited to meet with the board to discuss the position. After consideration Doctor Cunningham indicated his interest and willingness to accept the presidency if it should be offered to him. He was elected at a board meeting on July 22, with the appointment effective August 15, 1949.

Morton Christy Cunningham was born February 29, 1904, in Fulton, Missouri, to John Thomas and Maggie Scott (Vivion) Cunningham. He received his elementary and secondary education in the Fulton schools, then enrolled in Westminster College in Fulton. He was awarded the bachelor of arts degree at Westminster, and his master of education and doctor of education degrees at the University of Missouri. He served as teacher, principal and superintendent at King City, Sikeston, and Desloge, Missouri; and for several years was director of financial accounting in the Missouri State Department of Education. He was director of the Horace Mann Laboratory School at Northwest Missouri State before becoming dean of the college. He was married to Lottie Emory Dover December 28, 1929.

Doctor Cunningham came to Hays to assume his duties on August 15, thus becoming the fifth administrative head of the Fort Hays Kansas State College. Before the end of that month the family, consisting of Mr. and Mrs. Cunningham, a son and daughter, Morton Christy II ("Chris") and Marianne, established their home in Hays, and a new era was begun.

### *The Inauguration*

Not since the inauguration of President Lewis on March 6, 1914, had there been a formal induction of a new president. Circumstances existing when President Rarick and President Wooster assumed their responsibilities were not conducive to such a celebration, but conditions now were different, and this was an opportune time to plan a full-scale ceremony. September 30, 1949, was set for the inauguration of President Cunningham.

The program for the day included participation by educators from surrounding colleges in several states, and hundreds of alumni and friends of the college. Doctor Wooster, president emeritus, presided over the ceremonies. The Rev. William E. Shuler, pastor of the First Methodist Church in Hays, gave the invocation. Greetings were extended by Chancellor Deane W. Malott of the University of Kansas, representing the state colleges; Dr. Harold Choquill, representing the faculty; Dr. Burtis Taylor, representing the alumni; Marvin Meade, representing the students; Clyde U. Phillips, representing the city schools; and Norman Jeter, representing the community of Hays. Dr. Reuben Gilbert Gustavson, chancellor of the University of Nebraska, gave the main address and Jerry Driscoll of the Board of Regents gave the charge to the new president who responded with his acceptance of the responsibilities of the position.

Following the inaugural ceremonies a dinner was held for out-of-town guests, and in the evening a reception honoring President and Mrs. Cunningham, to which the community was invited, was attended by hundreds of friends.

Doctor Cunningham's inaugural address revealed his philosophy of education when he said the college must assume the responsibility for teaching an appreciation of the good, the true and the beautiful, to give meaning to the better things of life, and to improve social and human relationships.

## *Administration*

Throughout the period of time recorded in this chapter of the history, the governing board was the nine-member Board of Regents, which was established in 1925. In keeping with legislative authority, the Governor of the state is charged with the responsibility of appointing these board members for a period of three years each, the appointments to be ratified by the Senate. There has been, therefore, a constant turnover in the personnel of the board. Hubert Brighton, appointed to the position of full-time secretary in 1936, continues to serve in that position.

The administrative officers of the college at the beginning of the 1960-1961 fiscal year were:

Morton Christy Cunningham, President.  
Ernest Ray McCartney, Dean of the College.  
Ralph Vernon Coder, Dean of the Graduate Division.  
Walter E. Keating, Comptroller.  
Standlee Vincent Dalton, Registrar and Director of Admissions.  
Richard E. Burnett, Executive Assistant to the President.  
Bill Jellison, Dean of Men.  
Jean Stouffer, Dean of Women.  
William D. McFarland, Director of Housing.  
Hugh Burnett, Director of Extension Services.

## *Faculty*

During the eleven years covered in the history of this administration the rapid growth of the student body required a corresponding increase in the number of faculty members. When Doctor Cunningham became president there were 110 faculty members, and for the college year 1960-1961 there were 159 faculty members.

There was a definite increase in the academic preparation of the faculty. This was achieved not only by leaves of absence for study but by employment of new faculty members with higher degrees. At the beginning of this era there were twenty-two faculty members with doctor's degrees; and at the end there were forty-five doctor's degrees. To a considerable extent this increase in academic preparation was possible because of the sabbatical-leave policy adopted by the Board of Regents, of which many faculty members took advantage. This policy, which was established at half pay for the seventh year of employment, was liberalized in 1959-1960 to allow faculty members to take a sabbatical leave for one semester at full pay. Another factor of great importance was the GI bill for veterans, which enabled faculty members to make progress in their

study. Quite a number of teachers who were not always employed during the summer session used this opportunity to study. At least half the faculty members added to their academic preparation. Dr. Harold Choguill, professor of chemistry, has been the only faculty member on leave of absence to study in a foreign country. He spent a year in England at University College of London on a National Science Foundation faculty grant.

In addition to leaves of absence for study, several faculty members were granted leaves to give service to other countries. Dr. Fred W. Albertson, professor of botany, joined the staff of Kansas State College for two years beginning September 1, 1956, to work with the United States Technical Co-operation Mission in conservation and rehabilitation at Rajkot, Saurashtra, in western India. Dr. Katharine Nutt, professor of history, received a Fulbright grant for travel to India to teach a year at Isabella Thoburn College in Lucknow, for the school year 1957-1958. Dr. Doris V. Stage, professor of chemistry, was granted a leave of absence to teach for a two-year term at Woman's Christian College in Madras, India, effective September 1, 1960. Dr. Ivan L. Richardson, professor of political science and sociology, went to Brazil, June 15, 1959, for a two-year leave to serve as a consultant for the United States Economic Co-operation Administration. Miss Alice Beesley, professor of home economics, spent one semester in the spring of 1955, in Ewha College, Seoul, Korea, helping that college set up a program of home economics. After his retirement, Dr. H. B. Reed, professor of psychology, went to Turkey in 1958 to teach in the University of Istanbul.

The college participated in its first exchange teacher program in 1950-1951, when Mrs. Katherine Bogart, associate professor of English, received a Fulbright award for transportation to Truro, Cornwall, England, to serve as an exchange teacher for Miss Edna Pickard of that school, who spent the year teaching at this college. This was an interesting and valuable experience for everyone concerned.

The retirement plan established by the Board of Regents, July 1, 1944, was revised in July, 1951, by permission to participate in the Social Security act. This allowed faculty members retiring after that date to qualify for benefits under Social Security, and provided that the amount of retirement benefits under the board's plan be reduced by the amount of the Social Security benefits received. Twenty-two members of the faculty and staff, eligible for these benefits, retired during this administration: Edwin Davis, Mrs. Emma B. Golden, Maude Gorham, Modesto Jacobini, Robert

T. McGrath, Maude McMIndes, Jessie Pearce, Homer B. Reed, James E. Rouse, Ira O. Scott, Floyd B. Streeter, Mabel Vandiver, Thornton W. Wells, Lyman Dwight Wooster, Harvey A. Zinszer, Cora Bibens, George H. Brown, Adam Goetz, Tony Gross, Earl Meade, W. S. Mummert and William E. Smith.

During recent years the college has lost many fine faculty members to other colleges and other states that could pay higher salaries. This resulted in an exceptionally high rate of turnover. Part-time and temporary teachers have been employed in many instances to fill vacancies occurring late in the season.

### *Curriculum and Degrees*

During the early part of this administration the college was concerned with a self-study program inaugurated by the American Association of Colleges for Teacher Education. Each faculty member was assigned to one of the committees which made the three-year study and evaluation of every aspect of the college. On November 30, 1953, the college was visited by an evaluation committee. This committee was highly complimentary of the work done in the self-study, and in most cases gave the college a higher rating than it had given itself. The group commended much of what it described as "a sound, well-functioning program." After the study was completed the Faculty Senate continued to maintain a critical and constructive attitude toward the offerings, policies and practices of the college, endeavoring to evaluate and improve instruction, services and facilities to meet student needs.

The increase in enrollment made heavy demands on the teacher education program. At the beginning of this period all directed teaching was done in the schools of Hays, Russell, Ellis, and Ellis County rural schools. It was impossible, with the rapidly increasing demand, for all laboratory work to be done in these schools. Students are now being sent to the public schools in Dodge City, Ellis, Great Bend, Hoisington, La Crosse, Plainville, Russell, Wa-Keeney and Hays. These nine co-operating school systems provide more than thirty elementary, junior high and high schools available for use in the college's teacher education program.

The establishment of the Rehabilitation Center at Hadley Memorial Hospital in Hays made it desirable for patients hospitalized for a considerable time to have access to educational opportunities. Fort Hays State therefore began a plan to give hospitalized youths instruction while undergoing treatment.

Library science courses were added in 1949-1950 to enable prospective teachers to qualify for library supervisors in Kansas high schools.

The Psychological Service Center, which began in 1932 as the Psychological Clinic, was expanded to meet the needs of the children in this area and to provide service to college students who found the counseling they received at this center of great value in meeting day-to-day student problems. In addition to psychological evaluations the center sponsors counseling conferences for ministers and social welfare workers, rendering outstanding service in this field.

In addition to the preprofessional curricula in law, engineering and medicine offered at the college for many years, preprofessional work has been expanded to include medical technology, pharmacy, dentistry, theology and journalism.

Several new programs have been started in this era. Radio and television courses were added in 1950 to keep pace with the development in this area. These courses give students experience and understanding in a field of service that is relatively new and important to present everyday living.

The college is participating, by offering credit for work accomplished, in the national television program "Continental Classroom" carried on the National Broadcasting Company network. This program, which started in the fall of 1958, is on the air at 6:30 a. m. five days a week, and it is estimated that it attracts a daily viewing audience of more than 500,000. Both students and faculty members are taking this opportunity to earn credit.

The nurse education program was started in September, 1952, to answer a demand for the preparation of nurses to meet a critical shortage of personnel. This program was started in co-operation with the University of Kansas Medical Center and Hadley Memorial Hospital. In addition to these two hospitals, prospective nurses affiliate at the Chicago Lying-In Hospital and the Topeka State Hospital. The Denver Children's Hospital is now providing affiliation in place of the Kansas University Medical Center. Courses are so arranged that students can receive the registered nurse certificate and the bachelor's degree after completing four years of study.

The Speech and Hearing Services, in existence since 1950, are designed to help the student overcome loss of hearing and articulation defects. Speech therapists employed for this service also

teach speech correction courses for prospective teachers who will meet these problems in the classroom.

The Reading Services added in February, 1952, are directed toward resolving students' individual reading problems, thereby speeding up the learning process.

There has been an increasing demand for the summer session workshops, conferences and special courses offered through this period of the college's history. These activities have been organized in response to requests in practically every field of instruction, and have met many important educational needs.

Of particular value were the institutes in mathematics, chemistry, physics and botany, sponsored in the summers of 1959, 1960, and 1961 by the National Science Foundation, with financial grants for a selected group of secondary schoolteachers.

In March, 1958, the Board of Regents appointed a committee from their number to work with the presidents of the five institutions of higher education in Kansas, to (1) eliminate as far as possible, unnecessary duplication of programs and courses; (2) define the mission or function of each college; and (3) recommend to the board a policy for approving degree programs for each school. The degree programs were approved on September 18, 1959. At that time the function of Fort Hays State was defined as "preparing teachers for the Kansas public schools; providing a liberal arts education at the undergraduate level, and providing a limited degree of vocational training." The undergraduate degrees granted are the bachelor of arts, bachelor of music, bachelor of science and bachelor of science in applied fields. The master of arts, the master of science, and the specialist in education degrees were approved in specific fields. Also, the board established policies for extension and correspondence work. A permanent committee composed of the heads of the five institutions was directed to maintain regular meetings to co-ordinate the programs of the institutions and exchange information of mutual benefit.

### *Campus and Buildings*

During the administration of President Rarick the country was in a period of drought, depression and international turmoil. All state expenditures were limited to bare necessities. Appropriations already made for salaries and maintenance of state institutions were reduced, as noted in the history of that administration. It was out of the question even to ask for an appropriation for development of the physical plant, or to increase the faculty.

President Wooster's administration had its pattern laid out by World War II and the uncertain conditions following the war. It was not until near the end of his administration that President Wooster was able to secure appropriations for new buildings. Because of the scarcity of critical materials and labor it was impossible to obtain architectural plans and specifications to use building funds appropriated by the 1945 and 1949 legislatures.

President Cunningham took over the administration of the college with money available for two major buildings and one major remodeling project. With the easing of tensions and controls there was a period of general construction, and a program of expansion was developed at the college. Plans were made for use of the appropriations—much needed construction, remodeling, repairs and improvements. The buildings and grounds which had been neglected to a considerable extent when labor, funds, and materials were not available soon took on an improved appearance.

The 1945 session of the legislature, during the administration of President Wooster, appropriated \$150,000 for 1946 and \$200,000 for 1947 for the Applied Arts Building. Also, in the Wooster administration the 1949 legislature added \$100,000 to this amount because of the mounting costs of construction, although the building had not yet been started. Costs continued to rise, and before the building was completed President Cunningham secured from the 1951 legislature an additional \$272,346 to finish and equip the building. This building, costing a total of \$722,346, was ready for use at the beginning of the fall semester in 1952.

A large addition to Custer Hall and renovation of the old wing were made possible by a legislative appropriation in the 1949 session—\$250,000 to be available in 1950 and \$250,000 in 1951. Again the amounts estimated in 1949 proved insufficient to cover costs, which continued to mount rapidly, and the 1951 legislature appropriated an additional \$150,000 to complete and furnish this building. The new wing provided housing for 113 women, increasing the capacity of Custer Hall to 205 women students, and included dining facilities, the first to be incorporated in a dormitory on this campus. This building was ready for occupancy in September, 1952.

A second unit of Residence Hall, the south wing, was started in the summer of 1952, and as soon as it was completed the center section, or the connecting unit, was started. The completed building was ready for occupancy on September 1, 1955. This dormitory,



which houses 170 men and includes dining facilities, cost approximately \$625,000.

The attractive and convenient home for the president of the college was completed and occupied on April 1, 1954. The appropriation, made in 1951, was \$50,000.

Agnew Hall, named by the Board of Regents on April 22, 1955, in honor of Dean Emeritus Agnew, was the next major building to be constructed. This dormitory housing 170 women was completed in 1957 and cost approximately \$685,000. Elizabeth Jane Agnew came to the faculty of Fort Hays State on September 1, 1910, as "instructor in domestic economy," and gave a lifetime of service to the college and its students. She retired from the position of dean of women on September 1, 1943.

The construction of the Memorial Union was a long-anticipated event, and the ground-breaking ceremony on February 12, 1947, was an occasion for rejoicing. No state appropriations were used in the Union, which represents an investment of \$851,600. It was built entirely by student fees, gifts and loans.

While these larger projects were under way other important changes were taking place on the campus. During the fiscal year of 1953-1954 the old Industrial Building was completely remodeled for the use of the division of education and psychology at a cost of \$110,000. The Board of Regents approved a new name—Rarick Hall—in honor of former President Clarence Edmund Rarick.

The gymnasium, built in 1905 and later called the Woman's Building, and still later the Social Building, was abandoned as a center of social activity when the Memorial Union was opened. In the first half of 1960 this building was repaired and remodeled to provide quarters for the news service, student publications, printing and duplicating offices, and offices for faculty members. The refurbished building was named Martin Allen Hall in honor of the pioneer resident of this community who had much to do with securing the military reservation for the state on which to establish this college. It is interesting to note that the original cost of this building was \$15,000, and the cost of remodeling it was \$120,400.

Considerable work was done on the southwest stadium to increase its usefulness by the addition of rest rooms and storage space for athletic equipment. Other improvements made at the athletic field were ticket stands, fences, sidewalks, a clock and flagpole, drains and seeded areas. Six concrete tennis courts with lights, a chain-link fence surrounding the courts, four softball diamonds with chain-link

backstops and an irrigation system for the grassy areas were among improvements on the athletic fields.

The campus quadrangle underwent a real face-lifting in the portion of this administration covered by this history. The State Highway Department built a bypass on U. S. Highway 40, taking the heavy, through traffic outside the city limits. The city route was changed to eliminate the railroad crossing, and the new route paralleled the campus. This routing, plus the new buildings on the campus, required additional walks, drives, water mains and parking areas, with considerable paving to improve these drives and parking areas. A road was built across Big Creek between the housing and instructional areas to expedite traffic and eliminate hazards between these two points. High arc lights were installed along Park Street in front of the campus, and lower lamppost lights throughout the interior of the campus. Appropriate landscaping was done in connection with these changes.

Trailer parks were set up for the convenience of married students who provided their own housing.

The farm area also received its share of upgrading. A new modern dairy barn replaced the old frame structure that for many years had stood on the banks of Big Creek near Custer Hall. Machine shops, shelter sheds and silos were added to increase the efficiency of the farm operation.

The first major air conditioning on the campus was installed in the reading room of the library in 1957. This was followed by the complete air conditioning of the Memorial Union and Martin Allen Hall. By the end of this period most offices were provided with window coolers.

Three service buildings to house maintenance and campus workshops, garages, vehicle repair shops, greenhouse and storage for the entire campus were completed late in 1960 at a cost of \$300,000.

A project started in the summer of 1960 was the remodeling of Picken Hall, the oldest building on the campus. In the remodeling the auditorium was eliminated because it was too small to be of further use to the large student body. Picken Hall became an up-to-date classroom and office building at a total cost of approximately \$375,000.

On February 16, 1961, the Board of Regents approved the name of Wooster Place, in honor of President Emeritus L. D. Wooster, for an area to be set aside for married students' apartments. The first construction in this area was completed in January, 1961, and con-

sisted of forty-eight apartments, four buildings with twelve apartments in each, costing a total of \$500,000.

A new dormitory to house 120 men was completed in the summer of 1961 at a cost of approximately \$450,000. The Board of Regents, on February 16, 1961, named this building Wiest Hall honoring Dr. Charles F. Wiest, professor of philosophy and religion, who became a member of the faculty in 1920, and who lost his life helping a student at the time of the flood on May 22, 1951.

An appropriation of \$450,000 was made by the legislature of 1960 for an addition to Science Hall and construction began early in 1961.

### *Floods*

Floods have plagued the city and the college periodically over the years when the channel of Big Creek was unable to carry water accumulating from heavy rains in the hills to the west. On the night of May 22, 1951, a flash flood caused by a cloudburst close to Hays took the lives of two persons connected with the college—Dr. Charles Fisher Wiest, a retired faculty member, and Robert Rippeteau, stepson of President Emeritus Wooster. The campus was inundated, and damage to buildings and campus made it impossible to continue with classes or to house the students. The college year ended without the usual final examinations and commencement. Faculty members prepared grades for students, degrees were granted *in absentia*, and the graduates were honored at summer school commencement. It was only through the patience and understanding of faculty and students and the use of some of the public school facilities that it was possible to hold a summer session.

On June 21, 1951, one month later, another flood threatened the college, but coming as it did in the daytime, the water did less damage and there was no loss of life.

The State Emergency Fund Board allocated \$250,000 to the college to meet the emergency in cleaning up, rebuilding and purchasing new equipment. During the next fall the college and the city of Hays co-operated to clear the creek channel of debris, shrubbery and trees, to cut a bypass channel across a bend in the creek, and to install water gates to control and direct the flow of water. Levees were built along the creek to help eliminate danger of further flooding for the college and the city.

## *Students*

Fort Hays Kansas State College claims the distinction of being a Kansas college for Kansas youth, in that 99 per cent of the student body are Kansans. There are, of course, a number of students from other states and a few students from other lands. During 1959-1960 there were fifteen students from nine other countries, Peru, Thailand, India, Mexico, Korea, Cyprus, Costa Rica, Formosa and Iran. This was the largest number of students from other countries ever to enroll in any year.

### *Honors Seminar*

One of the finest incentives for student achievement during this time has been the Honors Seminar, established in the spring semester of 1958. Selected students with outstanding abilities are allowed to participate in a program which recognizes scholarship and initiative and features individual study, judgment and evaluation.

### *Academic Probation*

A system of academic probation also was established in 1958. Under this plan a student is placed on academic probation when his work falls below a certain quality. The limitations placed on students on probation are not designed to serve as a penalty, but to encourage him to raise the quality of his work.

### *Scholarships and Loans*

Prior to 1952 only a few scholarships and loans were available to students needing financial assistance. The increasing need for highly educated and skilled leadership stimulated an interest in establishing these aids for deserving students. Many persons found the donation of scholarships and loans to be an investment that paid dividends in developing capable young leaders. The college took advantage of the National Defense Student Loan Fund Act of 1958, and during the year 1959-1960 the sum of \$73,655 was received from the federal government for student loans. The one-ninth matching contribution required was donated by alumni and friends of the college. Outright gifts in the form of scholarships granted to students during the 1959-1960 year amounted to approximately \$25,000.

A feature of the work of the Scholarship Committee is an annual Endowment Fund Scholarship dinner, the profit from which is placed in the L. D. Wooster Scholarship Fund, named in honor of President Emeritus Wooster.

### *Student Expenses*

The cost of education—student fees, books, board and room—kept pace with the increased cost of living in other areas, but was not out of proportion to the general economic trends.

### *Employment*

Of invaluable service to students is the employment and placement service. Throughout the years many students have had to earn part or all of their expenses while attending college, and the college found it profitable to use students in many capacities for this part-time employment. This service is mutually beneficial. The placement service is helpful to students seeking full-time employment, in teaching and in other fields, and employers find this a dependable and valuable source of information and personnel.

### *Health Service*

The Student Health Service has been broadened from time to time until the service now consists of physical examinations, health counseling, dispensary treatments, emergency care, tuberculin tests, vaccines and toxoids. The staff of the health office now includes a part-time physician, two full-time registered nurses and part-time clerical help. The office is adequately equipped for examinations, laboratory tests and physiotherapy. Students participate on a voluntary basis in a student health insurance program which provides protection on a twenty-four-hour basis for the entire college year and covers injuries and sickness.

### *Housing*

In the latter part of this period it became possible to put into effect the Board of Regents' policy that all freshmen women not living at home or with relatives must live in college-owned dormitories. This policy, adopted by the board in July, 1949, provides orientation and counseling desirable for young women in their first year away from home.

### *Enrollment*

In the first fall semester of this period the enrollment was 1,023 students, the highest since 1941 when military service cut so deeply into the enrollment. In the eleven years following 1949 the enrollment reached an all-time high of 2,883 students in the 1960 fall semester. Of these 2,883 students there were 1,733 men and 1,150 women. The graduate student enrollment increased from 98 in the eleven-month term of 1949-1950 to 608 students in the eleven-month term of 1959-1960.

## *Graduates*

From the beginning of this administration on August 15, 1949, to the end of the 1960 summer session, 3,399 degrees were granted, of which 2,807 were bachelor's degrees, 584 were master of science degrees, seven were master of arts degrees, and one was a specialist in education degree (the first of this kind to be conferred by Fort Hays State).

## *Student Government*

The Student Council continued to be the representative student group. The Student Affairs Committee, organized in this period, is an active group, composed of five students, appointed by the Student Council and two faculty members appointed by the president of the college. This group deals with campus traffic control and co-ordinates all money-making projects of student organizations. Students serve on the Memorial Union board, the Union program council, and the many committees responsible for planning and promoting Memorial Union activities.

## *Student Organizations*

There has been a marked increase in the number of student organizations. Departmental honor societies, more national social fraternities and sororities, and many special interest clubs have been formed until there are now approximately fifty student organizations on the campus. Several fraternities and sororities have initiated programs to purchase homes, creating a desirable situation for these groups. Student organizations play an important role in the social, religious and cultural aspects of the extracurricular activities of the students' learning process.

## *Student Publications*

A new publication, the *Sheaf*, made its appearance in the spring of 1955. This is an annual publication and carries a selection of the creative writing of students. Publication of the *State College Leader*, the official organ of the student body, and the *Reveille*, the year-book, continued without interruption during this period.

## *Forensics, Debate and Dramatics*

There was a revival of interest in forensics and debate during the latter part of this period, resulting in Fort Hays State winning the C. I. C. sweepstakes trophy in 1959. The highest honor, however, came to the college team in an invitation to participate in the Seventh Annual Harvard Invitational Tournament at Cam-

bridge, Massachusetts, on February 4, 5 and 6, 1960. The team was chosen as one of the top eight out of a field of ninety-two teams participating in the tournament.

Dramatics continued to hold a place of high interest, and the Little Theater presented many fine plays, sometimes working with professional artists who were guests of the college.

### *Athletics*

When the men who had been absent from the campus during the war years began to return to the college in sufficient numbers, there was a revival of competitive sports. The athletic program, which had largely been limited to football, basketball and track, was enlarged to include tennis, swimming, wrestling, golf, cross-country and indoor track.

During this period of eleven years Fort Hays State did not win an undisputed football conference championship, but did tie for the championship in 1954.

In basketball, the varsity team made the best record in the history of the college in the year 1958-1959, with twenty-three wins and four losses for the season. After winning the Central Intercollegiate Conference championship, the team won the National Association of Intercollegiate Athletics District Ten playoff, and followed this by winning fourth place in the N. A. I. A. tournament in Kansas City. The Fort Hays State team won the conference championship in 1949-1950; the Holiday Tournament in Hutchinson, Kansas, in 1953-1954; and the Sunshine Tournament in Portales, N. Mex., in 1954-1955.

In track and field the Fort Hays State team won the 1951, 1953 and 1956 Emporia relays, and the C. I. C. championship in 1957.

The golf team won the conference championship and the N. A. I. A. District Ten playoff in 1960, and entered the N. A. I. A. championship meet at Bemidji, Minnesota, in the summer of 1960. The 1961 team repeated this championship and won ninth place in the N. A. I. A. tournament in Shawnee, Oklahoma.

Fort Hays State won the indoor track conference championship at Omaha in 1959, and in competition with fourteen colleges won the Emporia relays the same year.

The Missouri Valley wrestling trophy came to the college in the 1958-1959 season, and the swimming team won the conference championship in the 1956-1957 season.

In 1957 the "K Club" established the Paul "Busch" Gross award. This award is presented annually to the outstanding alumnus who

participated in athletics the year before at Fort Hays State. It is given on the basis of scholastic achievement in college, leadership, citizenship and athletic ability.

## *General Achievements*

### *Phi Kappa Phi*

A chapter of Phi Kappa Phi, national honorary scholastic fraternity, was established at Fort Hays State January 27, 1954. This was a recognition the college had sought for several years, and was an outgrowth of the Fort Hays Honor Society which established criteria and set the stage for the organization of a chapter of Phi Kappa Phi. This group's purpose is to promote character and outstanding scholarship in students.

### *American Association of University Women*

The American Association of University Women notified the president on November 16, 1953, that this college had been added to the list of institutions approved for membership eligibility. This approval recognizes all degrees granted by the college and qualifies all graduates for membership in chapters of the association. It was a goal long coveted by the college and its women graduates.

### *College Divisions*

In this period there was a rather slow transition in organizing instructional departments into divisions for better administration and correlation of course offerings.

### *Oil Production*

The first producing oil well drilled on college land came in on January 1, 1950, after portions of the college land had been under lease for some years. While the revenue from this source has not been great, the funds provided have been of much help, particularly in capital improvements when funds appropriated were not sufficient, or for special projects. The oil lease funds were used in completing the first unit of Men's Residence Hall, and since then have provided extra amounts needed to complete other projects.

### *Merci Car*

The Kansas "Merci Car," a gift from France to this state, was presented to Fort Hays State by the American Legion of Kansas. A plaque contained in the car, presented by Paul Ott of France, is a prized possession in the college museum. The car is located on the



campus near the library. Drew Pearson was the speaker when the car was presented November 11, 1949.

### *Geography Tours*

In the summer of 1949 a "geography tour" was organized to take students who wished to enroll in a field course of geographical study to interesting points in the United States. Students were required to study and take an examination for credit. The tour and the course proved so popular that these bus trips have been planned for each August since 1949. The trips have included all but four of the states, one of which is Alaska. Hawaii was the state farthest out in the 1960 summer tour. The tours have included four provinces in Canada, the Bahamas and Cuba, and a European tour is scheduled for 1962.

### *Entertainments*

Fort Hays State has always tried to bring to the campus and the community the finest in entertainment and cultural activities. Some of these events are mentioned in previous chapters, and during this period many more programs of superior quality were brought to the campus, including the Boston Opera Company, the Kansas City Philharmonic Orchestra, Apollo Boys Choir, Harry Belafonte, Nicholas Nyaradi, and the Army, Navy and Air Force bands. Student productions with guest artists have included such events as "The Glass Menagerie" with Julia Harris.

### *High Plains Music Camp*

The High Plains Music Camp, started on this campus in August, 1948, has become a permanent event. Each year more public school students make application than can be admitted. In the first year of this camp 157 students enrolled, and in the August, 1960, session there were 727 students, and the staff increased from fifteen to seventy-five. There were two bands the first year and six in 1960. The clarinet choir, which is now found in many high schools over the country, had its origin in the Fort Hays Music Camp. The one week of concentrated effort in band music, with specialists as instructors, is an event the young people look forward to from year to year.

### *Music Activities*

The work of "singing western Kansas into tune," started by Henry Edward Malloy at Fort Hays State in 1919, has continued to be a definite part of the college's work. There have been changes in emphasis from time to time, but each year, in co-operation with the

Kansas State High School Activities Association, district and state music festivals are held on the campus. Student musical organizations make tours to high schools in this area, and also give concerts for the entertainment and pleasure of the college and city communities. The faculty and students in the music department are generous in providing entertainment and support for college and community activities.

### *Career Day*

Another event of many years standing is the High School Career Day held annually on this campus. This activity has been carried on under various names and with various emphases. As it is now set up it is designed to give prospective college students a glimpse of many careers and opportunities available to them.

### *Freshman Enrollment*

A more recent development is the pre-enrollment days for freshman students held several times during the spring and summer. Students who have applied for admission may come to the campus, take guidance tests, confer with their advisers, make out their class schedules and arrange for housing. This has been a highly satisfactory way to handle the large number of freshman enrollments.

### *Our Challenge*

The first chapter of this history relates the fact that in 1879, eighty-two years ago, "the germ of an idea" was planted in the minds of the citizens of western Kansas. Although progress was slow at first, there has been growth from year to year until that idea has grown into a full-fledged college meeting the needs and aspirations of the people of a great commonwealth. Its influence does not stop within the borders of the state, but extends around the world.

Literally, the swords of cavalrymen were beaten into plowshares, and the indomitable pioneer spirit created a tradition that continues to permeate the atmosphere of the college. From these halls of learning has gone out a new and greater army of men and women who believe in the principles for which the pioneers fought, and who accept the challenges of today and today's world.

The administrators and faculty of Fort Hays State have been unwavering in their efforts to bring to the youth who come under the influence of the college the finest possible opportunities for developing them to their highest capacities. They have striven to give

youth the type of education that will develop them mentally, physically, emotionally, socially, morally and spiritually, to better serve their country and their world.

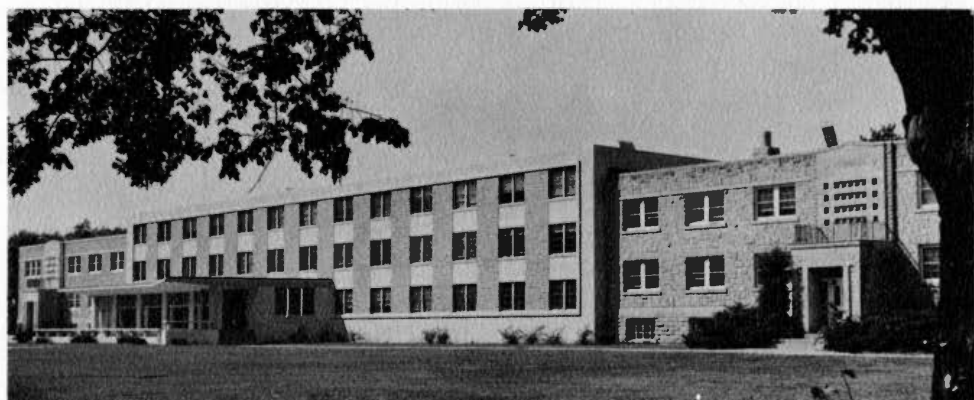
In the future, youth in ever-increasing numbers will be coming to Fort Hays State, and will find greater and more challenging opportunities. Honor is due all who contributed in any way to the building of this great institution of learning on the plains of Western Kansas, which stands with open doors to welcome those who would seek wisdom within her walls.



Much of the money for the Applied Arts Building was appropriated in the Wooster Administration, but the building was not completed until 1952 under President Cunningham at a cost of \$722,346.



The new wing of Custer Hall, completed in 1952, provided housing for an additional 113 women, increasing the capacity of the dormitory to 205.



The second unit of Residence Hall was completed in 1953 and the center connecting unit was ready for occupancy in September, 1955. The dormitory houses 170 men and includes dining facilities.



**The attractive home for the president, completed in April, 1954, was built by college crews.**



**Agnew Hall was completed in 1957 and named in honor of Dean Emeritus Elizabeth Jane Agnew. This dormitory houses 170 women.**



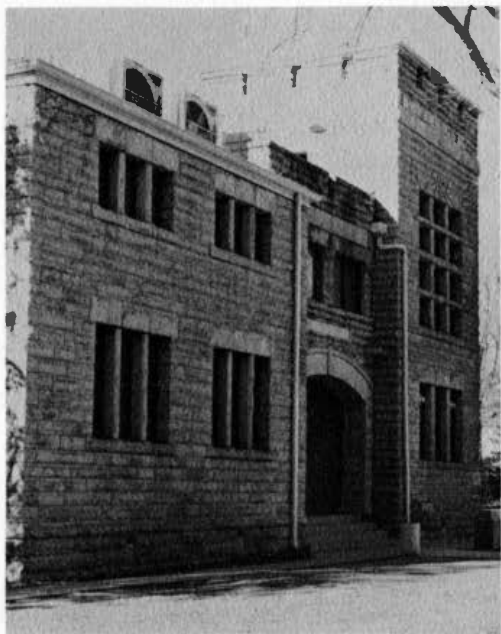
**Ground was broken for the Memorial Union February 12, 1957, and the building was ready for use by the fall semester of 1958. Plans are being formulated for an addition to the Union.**



**The Industrial Building was completely remodeled in 1953-54 and renamed Rarick Hall in honor of former President Clarence E. Rarick.**



**Modern buildings and equipment have replaced the old facilities on the college farm.**

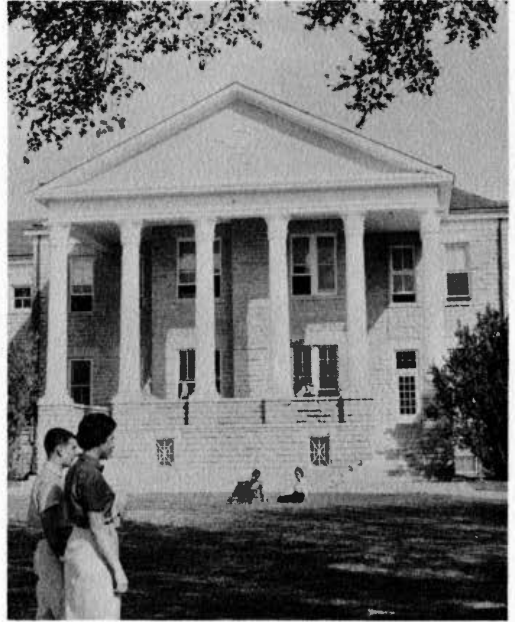


The gymnasium, built in 1905, is now called Martin Allen Hall in honor of the man who probably did more than any other one person to found Fort Hays State. The building was used as a library, a Woman's Building, and a social building.



Trailer courts have blossomed around the campus to provide homes for many married students who began coming to college after World War II.

**Picken Hall was given a \$375,000 face-lifting during the 1960-61 academic year. The remodeled building will provide more classrooms and office space as well as a language laboratory and other sorely needed facilities.**



**The new married student apartment buildings have been named Wooster Place in honor of former President L. D. Wooster.**



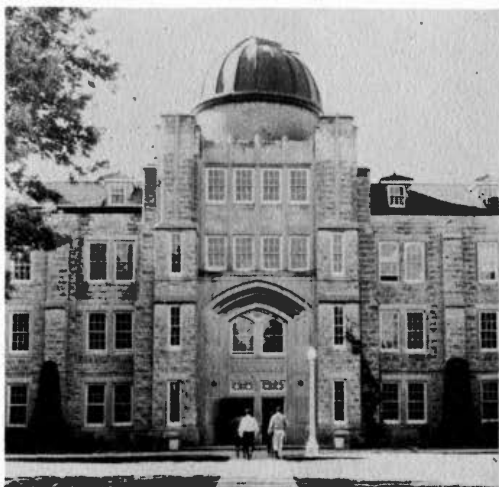


Three new buildings house maintenance and campus workshops, garages, and the greenhouse. At left is the campus maintenance building; at right, the automotive shops and garage.



A new men's dormitory which houses 124 students has been named Wiest Hall in honor of Dr. Charles S. Wiest, who taught at the college from April, 1920, to 1951. The dormitory was opened for occupancy in the summer of 1961.

**A \$450,000 addition to the Science Hall was begun in the winter of 1961 and is expected to be completed in the spring of 1962. The original building, seen here from the north, was constructed in 1928.**



**Science Hall remodeling, Spring 1961.**



## **Appendices**

## appendix 1

# Forsyth Library

BACK in the beginning days of the college when the old fort hospital building was used as part of this newly-established college, when it was considered a branch of the State Normal School at Emporia, when the library numbered 702 volumes, when the largest room with northeast exposure, across from the principal's office, was to house this embryonic library, this statement appeared in the State Normal School Bulletin of Emporia, May 6, 1902:

The library for the Fort Hays branch will start with a systematic organization and an initial equipment of books that will place it in an enviable position for so young an institution. Something like \$1,000 will be invested in books to start with. This will be supplemented with an unusually large number of government publications. Commissioner William T. Harris, of the Bureau of Education has given his personal attention to selecting the most valued publications of the bureau and some of these not generally obtainable have come to us. Congressmen Scott and Reeder are both interesting themselves particularly in our behalf, and some of the rarer and more valuable publications of the different departments will be ours as a result of their efforts. Professor A. B. Baker, another staunch friend of the new school, for ten years in the Smithsonian Institution, has expressed his interest in our work and will see that we are remembered for the best issues of the publications of that great institution.

Two consignments of books, one for general history and one for school management and its allied professional branches, have already been received. In selecting books, the experience of users of the large library in the main school at Emporia is being utilized in ordering books for the Fort Hays branch.

Great care is being taken that the new library at the Fort Hays branch shall be well balanced, workable, and in every respect modern.

From 1904 to 1916 the library was located in Picken Hall. Then it was moved to what was called the Gymnasium until 1918, when it was moved back to Picken Hall, where it remained until 1926, when the Forsyth Library building was completed.

To indicate the growth of the library, on July 1, 1902, there were 702 books, and at the close of the W. S. Picken era there were 4,000 books in the library. A list of the periodicals taken by the library

in this period may be of interest, and the following is the list for the 1904-1905 school year:

DAILIES

*Star*, Kansas City, Missouri.

*Capital*, Topeka, Kansas.

WEEKLIES

*Bee*, Bison.

*Chronicle*, Scott City.

*Epworth Herald*, Chicago.

*Free Press*, Hays.

*Gazette*, Emporia.

*Gazette*, Plainville.

*Harper's Weekly*, New York.

*Journal of Education*, Boston.

*Literary Digest*, New York.

*News*, Hays.

*Record*, Stockton.

*Republican*, Hays.

*Scientific American*, New York.

*Sentinel*, Hoxie.

*Standard*, Axtell.

*Times*, Plainville.

*Youth's Companion*, Boston.

MONTHLIES, BIMONTHLIES AND QUARTERLIES

*Century*, New York.

*Current Literature*, New York.

*Good Housekeeping*, Springfield,  
Mass.

*High School Independent*, Hays.

*Kansas Educator*, Hutchinson.

*Ladies Home Journal*, Philadelphia.

*Library Journal*, New York.

*Literary Digest*, New York.

*McClure's Magazine*, New York.

*New England Magazine*, Boston.

*North American Review*, New York.

*Review of Reviews*, New York.

*Scribner's*, New York.

*Success*, New York.

*Western School Journal*, Topeka.

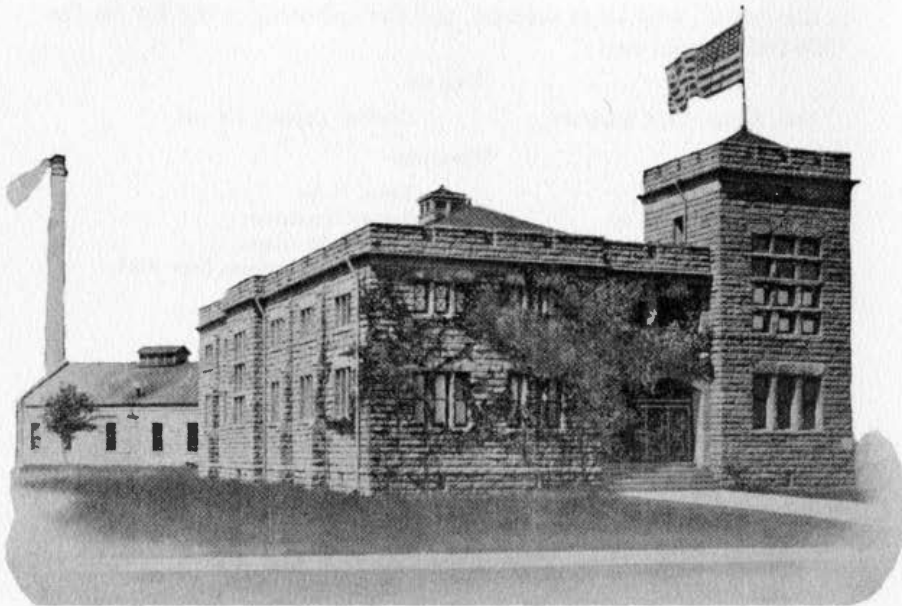
*World's Work*, New York.

Through the 1925 legislature an appropriation of \$150,000 was made for a new library building which was completed in the summer of 1926. During August of 1926 all the books were moved into the new building. When the books were moved they numbered about 14,000 volumes, over 2,000 government bulletins and pamphlets, files of four newspapers, and a special library of western history.

The new library building when completed was named (in accordance with the custom of President Lewis in naming buildings for military figures associated with western history) after General George A. Forsyth, an army officer stationed at old Fort Hays.

The college library was completely reorganized in 1926, and since that time has served not only the college faculty and enrolled students but has extended its many services to the community at large. This service operates partially through the package library service, the extension service, and audio-visual service, as well as direct service to interested patrons.

Over the years, Forsyth Library has become a unifying centralized library. There are no departmental libraries on the campus. By 1960, new services included: Audio-visual materials and equipment; micro-reproductions and equipment; curriculum library; documents



**The gymnasium was used as the library in the early years of the Fort Hays Normal School.**

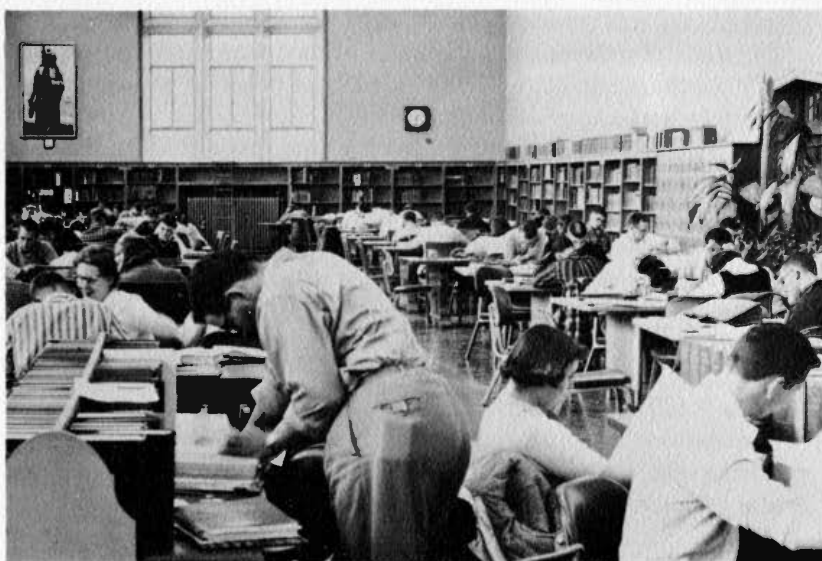


**The exterior of Forsyth Library today.**



**Ornamental glass chandeliers decorated the reading room of Forsyth Library in the 1920's.**

**The reading room of the library as it appears today—well lighted, air conditioned, comfortable, and conducive to study.**





collection; specialized collection of western materials; and specialized bibliography collection.

Special acquisitions, either by purchase or gift, have greatly increased the value and quantity of materials available in Forsyth Library.

The Charles R. Green Library, comprising books and materials relative to western history, was presented to the library in 1915. It numbers over 2,500 books, documents, government reports and other works covering early western history. Mr. Green was one of the pioneer civil engineers who surveyed the Union Pacific Railroad, Eastern Division, from Kansas City to California.

The Hugh Dabbs Library, consisting of almost 2,500 volumes of English and American literature, was also absorbed in the main collection. It proved valuable since it contained complete and little-known works of Carlyle, the Brontes, and others.

The Clark-Coles collection consisted of about 2,000 books, pamphlets, and magazines especially useful to students in the departments of philosophy, Biblical study, and English. The Venerable C. E. Coles, archdeacon of Western Kansas in the Protestant Episcopal Church, made the gift and it has been incorporated into the main collection.

The Science Library, about 1,600 books, periodicals, and bulletins published by the government and scientific societies of the United States and twenty-two foreign countries, was obtained from the Kansas Academy of Science in 1930, when a division of the Academy's library was made among three of the state schools.

Dr. Elam Bartholomew's scientific library was partly a gift and partly purchased in 1935. For a number of years he was curator of the college herbarium.

The Wardell Manuscript Collection was presented to Forsyth Library by Mrs. A. W. Burtscher in the spring of 1960. Not only does this collection include original, unpublished manuscripts, but it contains extensive material on the American West by well-known and obscure publishers.

After the death of Dr. L. D. Wooster, his family suggested that his library and personal files be made a part of the library collection. This collection includes books, manuscripts, and his extensive collection of photo-slides which he had personally made.

Acquisitions have been made in several areas of special importance with the assistance of Mr. Frank Glenn, former rare book dealer of Kansas City, Missouri. A number of rare bibliographical

works and special material for the Western Collection were added to the library under his guidance.

Current acquisitions of materials concerning Theodore Roosevelt and Franklin D. Roosevelt have developed these areas into outstanding collections within the general library collection.

In 1960 the collection of materials in Forsyth Library included: approximately 250,000 processed documents; 150,000 bound volumes; subscriptions by purchase, gift or exchange totaling 2,035; newspapers by purchase or gift totaling 100; and over 4,000 books and theses on micro-cards.

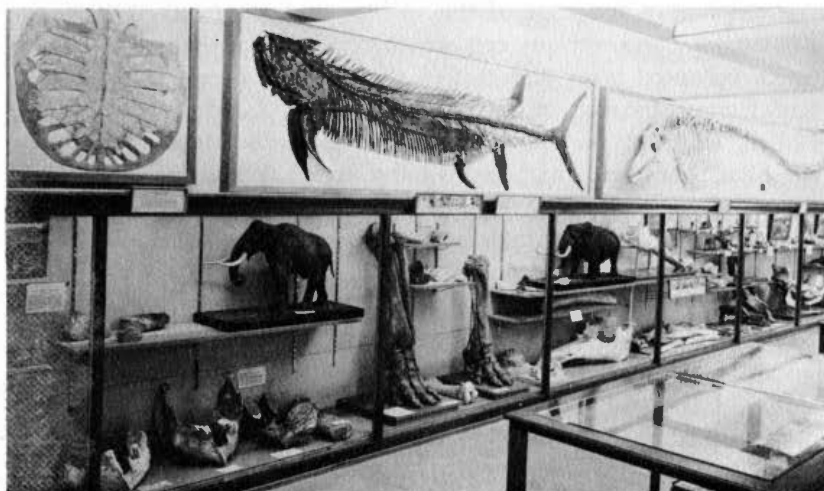
## appendix 2

# The Museums

HUNDREDS of articles of historical, geological and biological interest were located in several departments and offices of the college long before completion of the museum rooms in Forsyth Library in 1926. A collection of natural history specimens that had been growing since the early days of the college were displayed in the library room in Picken Hall. In the planning of Forsyth Library, several rooms were designated as future museum exhibit rooms. President W. A. Lewis was enthusiastic about the development of an interesting museum for the students and people of Western Kansas and was thinking of the future growth of the college when he encouraged the development of museum facilities on the campus.

The first printed record of interest in a museum by the Normal School was indicated in the floor plan when the two end additions were made to the Academic Building (Picken Hall). In the Western Normal School catalogue for 1907-1908 there appears a floor plan with all rooms numbered. The legend indicated that room 15 in the basement was to be the museum but it is not shown on the drawing. This drawing was repeated in several catalogues which followed, and room number 12 was never assigned. It is likely that this was a typographical error. Room 12 was occasionally occupied by the science division and some specimens were kept there for a time.

The library room was on the second floor in the northwest corner and it was possible to divide the room with a large pull-down wooden door. When the library room was divided, the north section was used as a museum room, but it was not long until all space was needed for the library. The library and museum then apparently shared the same space. The *Normal School Leader* of February 9, 1915, mentions that Miss Bice, the librarian, found it necessary to "place some tables in the museum room" to relieve the crowded condition in the library.



**A view of many fossil specimens in the Fort Hays State Museum, including in the upper center the famous fish within a fish, which has brought world-wide fame to the college museum.**



**George Sternberg, left, the man responsible for making the Fort Hays State Museum one of the most famous of its kind in the Midwest and Myrl V. Walker, director of the museum, discuss an exhibit of fossil remains of elephants that once inhabited Kansas.**

Even before the start of the college in 1902, local citizens, organizations, and various establishments had collections of curios, rocks, mounted birds and stuffed skins. A local real estate dealer and former federal officer of the General Land Office, C. W. Miller, Sr., had purchased mounted bird specimens from "taxidermists" back east, had learned the art of taxidermy, and began preparing specimens. It was not long until many of his specimens were placed in stores, banks, and offices in Hays. Eventually, some of his specimens were given to offices and departments at the newly established Normal School, and finally to the library-museum room. The first major and sizable contribution to the museum was the mounted bird collection presented by Mr. Miller.

Mr. Miller was appointed curator of the museum in the spring of 1914, but it is well known that he was acting in that capacity for some time previous. Records indicate that he served as museum curator as early as 1910.

The *Normal School Leader* for October 20, 1914, reported that Professor Ward Sullivan had started a collection of historical items, and several following issues of the *Leader* stated that Mr. Sullivan was acquiring many items for the historical museum. He sent out letters to a number of influential people requesting that they help in this collection of historical materials, for he feared that much of the pioneer history would be lost if a record were not made and objects, diaries, and pioneer stories placed in safekeeping.

President Lewis took an active interest in the development of a museum and donated specimens were reported from time to time and lists of donors were published in the *Leader*. Until the time of his death in 1933, President Lewis continued to work for a bigger and better museum and gave much encouragement to Mr. Miller, Mr. Sullivan, and later, Mr. George F. Sternberg and Dr. Elam Bartholomew.

President Lewis encouraged Mr. Sternberg, an independent field vertebrate paleontologist then living in Oakley, to establish headquarters in Hays. Mr. Sternberg had been collecting fossils for many years, for he and his two younger brothers had been trained in this work by their father, Mr. Charles H. Sternberg, perhaps one of the most noted and enthusiastic fossil collectors of all time. When Mr. Sternberg moved to Hays in 1927, he was assigned office space and workroom facilities adjacent to the museum rooms. However, he received a very minimum salary and continued to collect independently for many years. Mr. Sternberg was given the title of curator of geology and paleontology. Largely through his efforts,

an exhibit of fossils and rock specimens was started. Due to his continuing enthusiasm and active collecting some of the most complete and unique specimens of fossil reptiles and fishes to be found in any museum in North America are displayed in the Fort Hays State museums.

In 1928 in response to an invitation from President Lewis, Dr. Elam Bartholomew, a distinguished mycologist and botanist, moved to Hays and was assigned space in the newly completed Science Building. He brought with him from his farm home near Stockton a large collection of specimens of rusts and fungi and a large number of herbarium sheets. This collection, which has been housed in the botany department in Science Hall, was for some time known as the Mycological Museum, and later as the Elam Bartholomew Herbarium. After the death of Doctor Bartholomew in 1934, the herbarium became the responsibility of the department of botany.

Some time after Dr. C. E. Rarick became president, he appointed Mr. Sternberg curator of museums and Mr. Sternberg assumed the responsibility for all museum collections, except the Elam Bartholomew Herbarium. From 1934 to 1955 Mr. Sternberg served as the only staff member in the active museum program. In 1955, Mr. Myrl V. Walker, a graduate of the college in 1927; the University of Kansas in 1931; a former teacher; and from 1933 to 1955 a park naturalist in the National Park Service, returned to Hays on the invitation of President M. C. Cunningham. At the present time Mr. Walker is director of museums in addition to his teaching duties, and Mr. Sternberg is curator of the museum of geology and paleontology. They are assisted by many students interested in geology, biology, history, or museum planning. These students not only find part-time employment in this manner, but also find their science fields expanded through active participation in collecting, preparing, exhibiting and describing museum exhibits.

The collections have continued to grow over the years and at the present time the catalogue list is approaching 12,000 accession numbers. While some of these accession records constitute but a single item, some represent a large number of individual specimens.

Many people, in addition to the director and the curator, have had a part in bringing together the various collections. Several faculty members made sizable contributions, and local citizens and friends from Western Kansas have made numerous and important donations. A few of these donors have been Dr. L. D. Wooster, Dr. Fred W. Albertson, Dr. C. D. Blake, Dr. C. E. Rarick, Mr. James E. Rouse, Miss Elizabeth J. Agnew, Mr. George Philip, Mr. August Schutte,

Mr. I. A. Mort, the Hadley Estate, Mr. Marion C. Bonner, Mrs. Ida Josephine Brittain and many others. The accession catalogue shows that well over 500 citizens of Western Kansas have made important contributions to the present museum exhibits and study collections.

The natural history and historical museums are of primary interest locally and within the state, particularly to citizens of Western Kansas. They also contribute materially to the departments of history and zoology, and many classes utilize the facilities in their interpretive studies in these fields.

The museum of paleontology, and particularly that section dealing with the fossil animals and plants of the Kansas Cretaceous, is probably without equal in North America. There is little doubt that Fort Hays Kansas State College has one of the most significant displays of paleontological specimens in any college or university in the world. This has been brought about by two fortunate circumstances: the location of the college in close proximity to extensive exposures of highly fossiliferous Cretaceous limestone, chalk and shale, and the development by Mr. Sternberg of techniques and procedures for collecting, preparing and exhibiting these specimens that are recognized as the most satisfactory in the paleontological profession. Noted scientists from all over the world come to Fort Hays State to study the collection of fossil vertebrates and invertebrates from the Niobrara Cretaceous (chalk beds) of Western Kansas.



**This is an interior view of the circular stairway in the Union as the building neared completion.**



**A night view of the Union.**



## appendix 3

# Memorial Union

**THE** history of the Memorial Union began October 17, 1939, at the annual homecoming. At that time interest was mainly represented by a faculty-alumni group, but student interest soon followed. However, plans for a building were shelved with the coming of the second world war.

The Board of Regents was empowered by the legislature of 1941 to grant authority to the state colleges to establish student union fees to construct and operate a building. Early in 1944 Fort Hays State College requested permission of the Board of Regents to collect student union fees, beginning the spring semester 1945. This permission was granted on June 4, 1944, and the fee established at \$5 a semester and \$2 a summer session.

During World War II the old Gymnasium—Woman's Building—was converted into a Social Building and served as a student center until the first unit of the Memorial Union was completed in 1958, nineteen years after the original proposal to build a union.

When the first unit was completed it was found to be inadequate for the needs of a student body that had experienced an unprecedented growth during the planning and construction period. To provide an addition to the building the union fees were increased to \$7.50 a semester and \$3 a summer session, beginning September 1, 1960.

Ground-breaking ceremonies were held on February 12, 1957, and the "moving-in" process was started early in the fall of 1958. The building was in complete use before Christmas of that year.

Cody Commons, which during the years had passed through various transformations and additions, was again remodeled and incorporated into the new building, providing the food service center.

The students, faculty, alumni and friends of the college gave

much of their time, services and financial support to making the Memorial Union a reality. It was built at no cost to Kansas taxpayers. The fees collected for twelve years, contributions from individuals and a loan from the Federal Housing and Home Finance Agency made it possible to complete the first unit of the building, which cost \$851,600.

The college Memorial Union is, briefly, a campus community center, the headquarters for campus life providing most facilities not found elsewhere. But it is much more than a building—it provides an educational program of out-of-class activities designed to provide for the students' personal, social and cultural development, practice in leadership and management, and fullest enjoyment of leisure time hours. Its program includes hospitality and recreational facilities for students, staff, faculty, alumni, friends, parents and visitors. *It is a living room at the center of the campus*—a laboratory in human relations, in democratic action and in *living*.

The Memorial Union is the realization of a dream of students, staff, faculty members and alumni. It stands as a memorial to the men of Fort Hays State who lost their lives in the defense of their country during two world wars and the Korean conflict. A dedication service was held on October 18, 1958, during homecoming activities. This statement is quoted from the program for that event:

This building is dedicated to the unfulfilled dreams of our young men who gave their lives in defense of freedom. We can only speculate what contribution they might have made to the world's culture if war had not intervened, or what honor they might have brought as creative adults, to their families, their home communities, their college. . . .

A bronze and walnut plaque in the lobby of the Memorial Union lists the names of the Fort Hays State men to whom the building is dedicated.

## appendix 4

# Anniversaries

THE observance of the anniversary, or "Founders' Day" as it was sometimes called, originally took place in February, the month in which most of the federal and state legislation affecting the founding of the college was enacted. As the college grew older these observances increased in importance.

A twenty-year anniversary celebration was held on February 9, 1922, with speeches, dinner, a reception given by President and Mrs. Lewis, and a pageant depicting the story of the college, written and directed by faculty members with a cast of students. This pageant, with minor revisions, was repeated each year in February for a number of years, but after the thirtieth anniversary celebration the annual observance was abandoned.

### *Thirtieth Anniversary*

The thirtieth anniversary was the largest celebration up to that time. The 1931 legislature had changed the name of this college to Fort Hays Kansas State College and had established the boundaries of the park area and named it the Kansas Frontier Historical Park. These were causes for a celebration.

The speakers for this occasion were Vice-President Charles Curtis, Governor Harry Woodring and Brigadier General A. G. Lott, commandant at Fort Riley. A troop of cavalry from Fort Riley and a small band of Indians in native dress from Haskell Institute at Lawrence added color and pageantry to this occasion.

Quoting from a souvenir booklet of the event:

On June 23, 1931, Hays was the scene of a great celebration—a dual-rolled memorial. It marked the thirtieth anniversary of the founding of the Fort Hays Kansas State College, and the dedication of the Kansas Frontier Historical Park on the old Fort Hays Military Reservation. Thousands of people witnessed in action and pantomime, speech and story, an epic of these broad

plains, a surprising transition from bivouac to campus—the representation of the evolution of a college—your college—from its lowly beginnings to its great accomplishments of today, and the foreshadowing of its still greater, more glorious possibilities of tomorrow. It was a story fraught with all the pathos and emotion and hope and joy of a far-sighted vision, an able intelligence, an energetic and unflagging purpose, a persevering and noble vigilance. It was a romance of fact—one which has been duplicated in but few other states and which is paralleled in the history of our own state only by the growth of the state itself.

Vice President Curtis is regarded as the Father of the College in that his work in Congress secured the grant of the military reservation. Governor Harry Woodring signed the bill (in 1931) which removed the restrictions standing in the way of full maturity. Brigadier General A. G. Lott brought the cavalry from Fort Riley and for the day restored army life as it was at Fort Hays from 1867 to 1889.

A parade, speeches at the old fort grounds, dedication of the park, and speeches and pageantry at Lewis Field, were highlights of the celebration.

### *Fortieth Anniversary*

In 1942 the city of Hays celebrated the seventy-fifth anniversary, and co-operating in this event, the college observed its fortieth anniversary. On the evening of May 7 the pageant "From Bivouac to Campus" was presented in the Coliseum with James Start as narrator. The pageant was presented by means of pictures, slides, movies, music, dances, lights and tableaux.

The first episode, "The Prologue," depicted the prairie scene with the Indians, the soldiers, early days in Hays, and the abandonment of old Fort Hays.

The second episode, "The Normal School," presented the first day of school, Mr. Picken and Miss Keller, the first course of study, the first football team, Picken Hall in 1904, and other aspects of that period.

The third episode, "The Teachers College," pictured President Lewis, the separation from the Emporia school, the breaking of sod and new buildings as they came along, a growing student body with its many activities, football championships, music festivals, World War I, and other events of that period.

The fourth episode depicted the "Liberal Arts College," enlarging functions, drought, depression, Lewis Field, and youth overcoming difficulties under the guidance of President Rarick.

The fifth episode, "The Epilogue," was a movie of the campus, scenes of the students' every-day life, foreshadowing of war, a dream of the future with peace, and President Wooster with a challenge to the students.

## *Fiftieth Anniversary*

The committee appointed to plan for the observance of the college's fiftieth anniversary decided to use the entire calendar year of 1952 for the celebration. This plan permitted students enrolled in two academic years and a summer session to become familiar with the history of the college, and to have an opportunity to participate in at least one anniversary activity.

In addition to three major events of the year, a number of special anniversary days featured alumni speakers and entertainers. Special stationery, seals, pottery favors made on the campus, and picture and document exhibits were used throughout the year. All college activities were given a special anniversary emphasis. Former faculty, alumni and friends were urged to visit the campus as often as possible, and always found an especially warm welcome.

The 1952 *Reveille* was an anniversary souvenir edition, and the dedication in that book is of interest:

to each student who has gained something from the college . . . to each student who has given something to the college . . . and to each student who will reminisce of his college days . . . we of the staff proudly present this annual.

this 1952 reveille is hereby dedicated to the students of fort hays kansas state college—those of the past, the present and the future.

The first event, a "Founders' Day," was observed on March 8, 1952. Dr. Lyman Dwight Wooster, president emeritus, who came to the faculty when the college was not quite seven years old, was chosen as the special speaker. His subject was "What it Takes to Found a College." He recounted the many and varied "circumstances, events and efforts" which, over thirty years, eventually led to the founding of this college. This phase of the history is told in considerable detail in Chapter 1 of this book. Special guests invited for the occasion were persons who had something to do with the establishment of this college, or were in some way connected with these people.

The first day of school, June 23, 1902, was the second major event to be observed, and the celebration was held on the anniversary date. Guests honored on this occasion were students of the first decade. "What is so rare as a day in June" was never truer than on this occasion. Former students, alumni, faculty and friends gathered from far and near and enjoyed the beautiful day, the hospitality, and most of all, the reminiscences, recreating the atmosphere of 1902. Fred E. Lindley, from the class of 1903, who lived in San Diego, California, gave the address, and the entire

program featured former students. A luncheon was held in Cody Commons, and all guests were taken on a tour of historical points in the area, given an opportunity to see the growth and development of the college plant, and to note what the years had brought forth from the modest beginnings in 1902.

The big events, the climax of the anniversary year, occurred on October 31 and November 1, when participants were former students as well as students currently enrolled. Anne Laughlin, class of 1931, gave the principal address on this occasion. Portraits of the former presidents, William Samuel Picken, William Alexander Lewis, Clarence Edmund Rarick and Lyman Dwight Wooster, were unveiled with appropriate ceremonies, which included the reading of a "Calling to the Students" typifying the philosophy of each administrator.

An open house was a feature of this observance when guests visited the new buildings—the Applied Arts building and the new wing of Custer Hall—or wandered nostalgically through the older buildings, remembering the "days when."

The anniversary dinner was held in Cody Commons. The pageant, "The Fort Hays State Story," written by Dr. Ralph V. Coder, Mrs. Helen Francis and Dr. Geneva Herndon, and directed by Doctor Herndon, was presented in the Coliseum. This pageant depicted early life on the prairie, the Indians, the early settlers, the fort, the departure of the soldiers, the opening of the school, the episodes of development, depression, war, peace and the rosy future. Members of the choir, the orchestra, the band and the cast of the pageant were all students and faculty. Honor guests on this occasion were members of the families of former presidents.

The Homecoming on November 1 was a gala event. The parade, the finest in the history of the college, complimented the ingenuity of students in preparing floats of historical interest. The football game with Washburn University ended with a 14 to 20 victory for Washburn, but even this loss did not dampen the enthusiasm of the homecoming crowd. After the game open houses were held at the dormitories, fraternity and sorority houses, while the "K Club" members gathered at the old Social Building for coffee and conversation. The homecoming dance, lasting into the small hours of the next day, ended the observance of the Fiftieth Anniversary.

## appendix 5

# Fort Hays Alumni Association

THE 1916 *Reveille* briefly mentions an Alumni Association, and lists the following officers for the 1915-1916 year: Louis Christiansen, president; Walter E. Scott, vice-president; Maude McMIndes, secretary; and Alois Bieker, treasurer. In 1917 the treasurer's report indicates that life membership dues of \$5.00 were collected from degree and diploma graduates, and that the money thus collected was used to publish an alumni directory. Lula M. Bice, of the college library staff, kept a record of the names and addresses of degree and diploma graduates.

Early activities of the association included arrangements for homecoming and the annual commencement dinner for graduates, alumni, faculty and friends. In 1921 the association promoted a drive to secure funds to purchase a pipe organ for the Coliseum.

The Alumni Student Loan Fund was established in 1924, providing loan funds for senior students, with repayment after graduation. The fund was financed by life membership dues. The Scholarship Fund was established in 1951, making available tuition scholarships for students of any classification. Still later, in 1957, a plan was developed to build a reserve termed the Alumni Fund, for which annual contributions were solicited. Two-thirds of the money received for the Alumni Fund is placed in an account designated as the Alumni Loan and Scholarship Fund. The association was one of the first organizations to establish this type of help for students, and is now one of the major campus contributors to this service.

A small news sheet called *The Alumni News* was first published in 1929. This publication was short-lived, and at its termination the *State College Leader* became the official organ of the Alumni Association, with a page printed once a month featuring news of alumni. This issue of the *Leader* was mailed to all life members of the asso-

ciation. In 1950 the first issue of an attractive quarterly magazine was published under the name of *The Alumni News*. This magazine contains twenty to twenty-four pages, and in 1960 twenty-eight hundred copies were mailed to active members of the association. In addition to the magazine an *Alumni Newsletter* is published quarterly and sent to former students and alumni who are not currently active members.

Alumni clubs exist in many major Kansas cities, particularly in the western portion of the state, and these clubs hold annual dinner meetings in their communities. Active clubs are also found in Long Beach, California; Denver, Colorado; Kansas City, Missouri; and from time to time groups have held meetings in Washington, D. C.

Class reunion activities were established in 1937, and at five-year intervals all classes have an opportunity to meet for reunions. These reunions are now being held at the time of the annual college homecoming.

Activities of a special nature, initiated in recent years, are a Second Generation Club, whose special project is a Parents' Day each year; active support of the college legislative program; a Key Alumni program with a "key" alumnus in each county in the state who is kept informed of campus developments and needs; a Twenty-five Year Faculty Award, presented to faculty members at the end of twenty-five years of service to the college; and an Alumni Achievement Award, a program initiated in 1959, the purpose of which is to recognize meritorious service by alumni to society. The Alumni Achievement Award was granted in 1959 to Anne Laughlin of Denver, and Dr. Fred W. Albertson of Hays, and in 1960 the award was given to Mrs. Nita M. Landrum of Hays, Dr. Raymond Darland of Duluth, Minnesota, and Colonel Florian Holm of Cleveland, Ohio.

The Alumni Association has maintained an office on the campus since 1928. It is a member of the American Alumni Council, and is incorporated under the laws of Kansas, with the name of "Fort Hays Alumni Association, Incorporated."



## appendix 6

# In Recognition of Service

### IN RECOGNITION OF SERVICE

Service on the prairie  
Challenging vision wide  
Inspiring the scholar  
To replace the scout as guide.

#### *Twenty-five Years* (in 1961)

Elizabeth Jane Agnew  
Fred W. Albertson  
Elizabeth Barbour  
Cora Bibens  
Charles Henry Brooks  
Raymond Usher Brooks  
Hugh Burnett  
Edward Everett Colyer  
Standlee Vincent Dalton  
Edwin Davis  
Gaynelle Davis  
Lucille Elizabeth Felten  
Maude Isabel Gorham  
Paul B. Gross  
Modesto Jacobini  
Nita McBride Landrum  
Rosella Maud McCarroll

Ernest Ray McCartney  
Margaret Pearl McGimsey  
William Dennis Moreland  
Robert Lincoln Parker  
Roy Rankin  
Homer B. Reed  
James Edward Rouse  
Lester John Schmutz  
James Richard Start  
Floyd Benjamin Streeter  
Leonard W. Thompson  
Walter Wallerstedt  
Thornton Walton Wells  
Raymond Leo Welty  
Charles Fisher Wiest  
Lyman Dwight Wooster  
Harvey Alfred Zinszer

#### *Twenty or More Years* (in 1961)

#### FACULTY

Ethel V. Artman  
Lula Bice Boone  
Ralph V. Coder  
Emma B. Golden  
Walter E. Keating  
Floyd Brown Lee  
William Alexander Lewis  
Henry Edward Malloy

Robert T. McGrath  
Maude McMIndes  
Mary Mae Paul  
Jessie Brook Pearce  
Clarence Edmund Rarick  
David Andrew Riegel  
Charles Arthur Shively  
Mabel Vandiver

**OTHER STAFF**

**William Early  
Tony Gross  
Jake Herklotz  
Mabel McCoy Hopkins  
Charles W. Miller, Sr.**

**George F. Sternberg  
Eva Hedges Stewart  
Fred J. Wagner  
Clifford A. Witt**

## appendix 7

# Necrology

O may I join the choir invisible  
 Of those immortal dead who live again  
 In minds made better by their presence.  
 —George Eliot.

THIS college has been fortunate that it has not lost many of its faculty members in the fifty-eight years of its existence. The persons whose names are listed herewith died while in full-time service of the college, or after their retirement, with the exception of Mr. Picken. The first date given is when they began their service to the college; the last is the date of their death.

William Samuel Picken . . . . .	June 23, 1902	October 26, 1926
Charles Arthur Shively . . . . .	September 1, 1905	September 8, 1927
James Paul Jones . . . . .	September 1, 1928	October 31, 1928
Ann Priscilla Holmes . . . . .	September 1, 1927	January 1, 1929
Charles Hanford Landrum . . . . .	September 1, 1924	November 1, 1932
William Alexander Lewis . . . . .	September 1, 1913	October 10, 1933
Henry Edward Malloy . . . . .	June 1, 1914	October 15, 1937
Clarence Edmund Rarick . . . . .	July 1, 1919	August 1, 1941
Leona Robl . . . . .	September 1, 1944	December 1, 1947
Margaret H. Haggart . . . . .	September 1, 1929	December 31, 1948
Robert Lincoln Parker . . . . .	September 1, 1914	March 30, 1949
Leo Clinton Thomas . . . . .	June 1, 1942	May 21, 1949
Arthur Willis Barton . . . . .	January 20, 1929	September 1, 1949
Anna Keller . . . . .	June 23, 1902	September 11, 1949
Roy Rankin . . . . .	September 1, 1918	October 9, 1950
Charles Fisher Wiest . . . . .	April 1, 1920	May 22, 1951
Charles Henry Brooks . . . . .	June 1, 1925	May 3, 1953
Margaret Pearl McGimsey . . . . .	November 1, 1921	November 2, 1954
Walter Wallerstedt . . . . .	June 15, 1921	December 3, 1954
Modesto Jacobini . . . . .	September 1, 1921	June 11, 1955
Floyd Benjamin Streeter . . . . .	August 1, 1926	January 3, 1956
Inez Claire Torrey . . . . .	September 1, 1945	April 30, 1957
Ila Newbecker . . . . .	September 1, 1948	November 13, 1957
James Edward Rouse . . . . .	September 1, 1917	September 25, 1958
Lyman Dwight Wooster . . . . .	September 1, 1909	February 21, 1960
Elizabeth Jane Agnew . . . . .	June 1, 1910	February 8, 1961
Fred W. Albertson . . . . .	September 1, 1918	June 8, 1961



## appendix 8

# Fort Hays Studies

**DURING** the years as Fort Hays Kansas State College was growing and meeting new demands, research by faculty and students began to play an important role in college affairs. In 1939, the first issue of the *Fort Hays Kansas State College Studies* was published to serve as a medium by which research at Fort Hays Kansas State College could be made available to the academic world and others interested in the various subjects published. In 1960 this publication was reorganized and became known as the *Fort Hays Studies—New Series*. The publications issued in both the old and new series are:

### *Fort Hays Kansas State College Studies, 1939*

#### Education Series

- No. 1. Half Hours with Choral Speech, by Pearl Giddings Cruise (General Series No. 1), 1939.
- No. 2. Instrumental Music in Western Kansas Public Schools, by Harold G. Palmer (General Series No. 16), 1951.

#### Psychology Series

- No. 1. Studies in Clinical Psychology, prepared under the direction of George A. Kelley (General Series No. 2), 1940.

#### Sociology Series

- No. 1. A Study of One Hundred Farm Security Administration Grant Families in Ellis County, Kansas, 1939, by Clair A. Bondurant (General Series No. 3), 1941.

#### Science Series

- No. 1. Some Aspects of Evolutionary Theory, by George M. Robertson (General Series No. 4), 1942.
- No. 2. Municipal Water Softening in Kansas, by Roy Rankin (General Series No. 10), 1946.
- No. 3. Pasture Types of Western Kansas in Relation to the Intensity of Utilization in Past Years, by Gerald W. Tomanek (General Series No. 13), 1948.
- No. 4. Proper Mixtures of Ellis County Soil for Adobe Construction, and Their Physical Properties. Part I, by B. W. Read, W. G. Read, and H. A. Zinszer (General Series No. 14), 1950.
- No. 5. Proper Mixtures of Ellis County Soils for Adobe Construction, and Their Physical Properties. Part II, by B. W. Read, W. G. Read, and H. A. Zinszer (General Series No. 15), 1951.

### Economics Series

- No. 1. Employees' Share of National Income, 1929-1941, by Vernon T. Clover (General Series No. 5), 1943.
- No. 2. An Economic and Sociological Study of a Kansas Community, by Vernon T. Clover (General Series No. 8), 1945.
- No. 3. Trego County Real Estate Assessment Plan, by Vernon T. Clover (General Series No. 11), 1946.

### Language and Literature Series

- No. 1. Bat Masterson: The Dodge City Years, by George G. Thompson (General Series No. 6), 1943.
- No. 2. Book-Length Fiction by Kansas Writers, 1915-1938, by Maynard Fox (General Series No. 7), 1943.
- No. 3. Victoria, The Story of a Western Kansas Town, by Marjorie G. Raish (General Series No. 12), 1947.

### History Series

- No. 1. Issac McCoy: His Plan of and Work for Indian Colonization, by Emory J. Lyons (General Series No. 9), 1945.

### *Fort Hays Studies—New Series, 1960*

### Science Series

- No. 1. Distribution of Native Mammals Among the Communities of the Mixed Prairie, by Edwin Perry Martin, March, 1960.

### History Series

- No. 1. San Martin—One Hundred Years of Historiography, by Katharine Ferris Nutt, June, 1960.

### Economics Series

- No. 1. The Long-Run Supply Curve: Some Factors Affecting Its Shape, by Eugene Darrel Pauley, September, 1960.

### Art Series

- No. 1. Search and Research: An Approach, by the Art Department Faculty, December, 1960.

The publications of the Fort Hays Studies serve as the basis of exchange with approximately 150 other colleges and universities of the world, and bring to the campus many publications which cannot be purchased, but are available only on an exchange basis.

## appendix 9

# Grants for Research and Study

**DURING** the last decade Fort Hays Kansas State College has cooperated with other agencies in scientific research which has great value for this area and also, in many cases, for areas of similar environment.

The biological science division from 1953 to 1959 made studies of the grassland areas within the Badlands National Monument in South Dakota; field studies of a prairie region of approximately 300,000 acres in Colorado, Nebraska and Wyoming; field reconnaissance of portions of the Great Plains; an analysis of three areas in the Flint Hills of Marion County, Kansas; and an analysis of some grasslands in the true prairie in South Dakota, Kansas and Oklahoma, for which they received grants totalling \$10,416 from the National Park Service.

From 1956 to 1960 the same division conducted research studies of salt cedar and other vegetation at Cedar Bluff Reservoir in Trego County, Kansas, for which they received \$4,500 annually, or a total of \$22,500. In 1960 a grant of \$3,000 was received from the State Fish and Game Commission for vegetation studies at Cheyenne Bottoms in Barton County, Kansas.

The chemistry department in 1950-1951 received a Research Corporation (Frederick Gardner Cottrell) grant of \$1,500 for research in iodination of cresol, and in 1956 a Research Corporation grant of \$1,500 for research in halogenated nitroparaffins. In 1960 a grant of \$5,400 was received from the Petroleum Research Fund of the American Chemical Society for research in the decomposition of phosphonium carboxylate salts.

The mathematics department received a \$41,200 grant in 1959 from the National Science Foundation to conduct a summer institute on the campus for a selected group of mathematics teachers. The fund was used for staff, visiting lecturers, equipment and

stipends to the thirty-three enrollees. In the summer of 1960 another grant of \$45,600 was received for the same purpose, and thirty-nine mathematics teachers were enrolled in this session. A grant of \$83,700 was received for the 1961 summer session institute.

The physical and biological sciences in the 1959 summer session received a grant of \$71,800 from the National Science Foundation to conduct an institute for teachers in the field of secondary school science. Fifty-seven teachers received stipends to attend this institute in botany, chemistry and physics.



## appendix 10

# College Songs

THE college has never officially adopted a song, although three different songs have been "adopted" by general usage and manifest approval. The words of the first song, the *K. S. T. C. Hymn*, were written by Pearl Sidenius, who was a member of the faculty from 1915 to 1917. Some years later, R. R. Macgregor, a member of the faculty from 1928 to 1935, wrote the words of a *College Anthem* which was sung to the tune of "Men of Harlech." Jack Juergens, who served on the music faculty from 1948 to 1951, wrote the words and music of a new *College Anthem*, the third of the songs to be used as the Alma Mater song by students and faculty. The *Fight Song*, used in athletic contests, was adapted from a Northwestern University song.

Go you, Hays Tigers,  
Fight right through that line.  
With your colors flying  
We will cheer you all the time,  
Rah, Rah, Rah.  
Go you, Hays Tigers,  
Fight for victory.  
Fight for the fame of our fair name,  
Go Hays Tigers  
Win this game.

### K. S. T. C. HYMN

by Pearl Sidentius

All hail to thee, thou Black and Gold!  
All hail to thee, let thy banners unfold!  
For we love and adore, as have others before,  
Our dear Alma Mater, All hail evermore!  
Hope's banner bright be e'er our guide  
And Faith's pure light with thee abide.  
Our love for thee will e'er abound  
To you our song shall aye resound;  
To you our song shall aye resound.

*Chorus:*

All hail to thee, thou Black and Gold!  
All hail to thee, let thy banners unfold!  
For we love and adore as have others before!  
Our dear Alma Mater, We'll serve thee for evermore.

All hail to thee, thou glorious old plains!  
All hail to thee, with thy boundless range!  
Let our voices be raised in this hymn of praise;  
All honor and homage in each sounding phrase;  
To the glory and fame that Kansas has won,  
We pledge in defense each daughter and son  
Our love for thee will e'er abound.  
To you our song shall aye resound;  
To you our song shall aye resound.

COLLEGE ANTHEM

*by R. R. Macgregor*

Western Kansans' Alma Mater,  
Hail ye men who did create her,  
No one else can boast a greater—  
K. S. C. Fort Hays.  
Sons and daughters chaunting,  
Black and gold flag flaunting,  
Melodious strains of western plains,  
For right stands she undaunting,  
Raise your voices, swell the chorus,  
Honor those who went before us.  
Labor that she may adore us,  
K. S. C. Fort Hays.

Western Empire lies before Thee—  
On the wind-swept rolling prairie,  
Great, as only boldly dare Thee—  
K. S. C. Fort Hays.  
Sons and daughters seeking,  
Trusting to her keeping,  
The younger seeds of epic deeds  
And the future harvest reaping.  
Sing her praises, she who taught you  
How to live, and how comport you,  
Cheer for her who nobly wrought you  
K. S. C. Fort Hays.

COLLEGE ANTHEM

*by Jack Juergens*

On the plains of Western Kansas  
Stands a school we all love well.  
'Twas built by the toil of our fathers;  
To its glory our voices swell.

***Chorus:***

**Hail to old Fort Hays State!  
Let your voices ring.  
Praise for the Black and Gold  
We will ever sing.  
Long may our valor last  
Through the future days,  
Hon'ring and praising  
Dear Fort Hays.**

**In the years that lie before us  
We foresee our land's many needs.  
Through the efforts of new generations  
We'll go on to more noble deeds.**



# appendix 11

## Fall Semester Enrollments

### 1902-1960

(excluding military units in World War I and World War II)

1902	31	1922	315	1942	737
1903	33	1923	420	1943	300
1904	39	1924	490	1944	281
1905	63	1925	516	1945	344
1906	93	1926	589	1946	951
1907	111	1927	583	1947	984
1908	128	1928	550	1948	986
1909	132	1929	525	1949	1,023
1910	122	1930	653	1950	1,085
1911	139	1931	655	1951	999
1912	177	1932	626	1952	1,112
1913	254	1933	640	1953	1,300
1914	320	1934	840	1954	1,691
1915	402	1935	829	1955	2,082
1916	417	1936	814	1956	2,370
1917	292	1937	805	1957	2,348
1918	258	1938	1,002	1958	2,566
1919	321	1939	1,008	1959	2,806
1920	242	1940	1,094	1960	2,883
1921	307	1941	1,029		



## appendix 12

# Fortunes—Good and Bad

IN AN article concerning the celebration of the fiftieth anniversary *The Kansas City Star*, of October 26, 1952, makes the following comment concerning this college.

Proposals for the establishment of a college at Hays were ridiculed in the legislature. Lawmakers asserted there would never be enough people in the western half of the state to support a four-year college. Even when the legislature did put through a bill it was done rather grudgingly, and it was made a branch of the Emporia school.

It has been reported that General Philip Sheridan, writing the War Department in the seventies, said it was impossible for white men to live in the great plains region. This area has been called "The Great American Desert."

Among the tribulations that beset the college were floods, droughts, dust storms, bank failures, depressions, loss of crops, and wars.

The *Ellis County News*, on April 9, 1933, published an article written by Eleanor Winters, a student at the college:

Students at Fort Hays Kansas State College have learned to tackle Old Man Depression. . . . At least fifteen groups of students, from five to eight members in each, batch, co-operate or starve together. . . . Menus are not fancy, but wholesome. Meat is served once a day. . . . Bills for a month's supply of food run from \$6.50 to \$7.50 a person.

In spite of all the misfortunes that beset the college, its faculty and students, progress was halted only temporarily, and with an attitude of optimism they pushed on.

There were always leaders with courage and hope to point the way. "Dust or no dust, we sing," was a slogan used in one of the music festivals in the so-called "Dirty Thirties." This was a watchword that might well have been applied to a number of other activities—and it was!

There were years of good crops, and everyone who has seen the miles and miles of wheat fields on the college land just before harvest knows that this harvest of gold extends throughout the territory, and come the first day of college in the fall the students will be here.

The boys came home from war—and the GI bill helped them receive the education postponed when they went into service.

And the students come in ever increasing numbers to Fort Hays State, where faith and hopes are high, friendships are formed, and life goes on unendingly.

Alumni and friends join hands with students and faculty to build a Memorial Union. Citizens can pay their taxes, the legislature appropriates the money, and new buildings are constructed.

Rains follow the dust storms, the prairies bloom again, and the deserted homesteads come to life. The spirit of the pioneer—the never-say-die attitude—prevails at Fort Hays Kansas State College.



# Index

- Academic Probation, 145  
Accrediting, 81  
Achievement Awards, 181  
Activities, Student, 42-46, 73-75, 107-108, 124-125, 424  
Administration, 34, 65, 100-101, 118, 136  
Aerend, The, 67  
Allen, Martin, 3-4, 10, 39  
Alumni Association, 83, 180-181  
American Association of University Women, 149  
Anniversaries, 176-179  
Appendices, 161, 197  
Appropriations, 8, 17-18, 24, 38-40, 50, 66, 75-76, 122, 140-144, 159-164  
Army Air Force, 39, 120-121  
Athletics, 45-46, 74-75, 108, 124-125, 148-149  
Backgrounds, 1  
Big Creek, 2, 23, 25, 33-34, 103, 105, 143, 144-145  
Board of Regents, 7-8, 34, 65, 100, 136, 140  
Boating, 33  
Buildings, 5, 17, 22, 23, 24, 25, 38-40, 75-76, 103-105, 121-122, 140-144  
    Academic Hall, 38, 39  
    Administration, 38, 39, 121, 122  
    Agnew Hall, 142  
    Agricultural, 40  
    Apartment Dormitories, 143-144  
    Applied Arts, 122, 141  
    Campus House, 103  
    Cody Commons, 75-76, 104, 121, 174  
    Coliseum, 75, 104  
    Custer Hall, 75, 122, 123, 141  
    Farm Buildings, 105, 143  
    Forsyth Library, 76  
    Fort Buildings, 5, 17, 22, 23  
    Gymnasium, 39, 122, 142, 144  
    Hospital, Fort, 17, 22, 23, 38  
    Incubator, 34, 39  
    Industrial, 39, 40, 104, 142  
    Lewis Field, 103, 104, 105, 107, 122, 123, 142  
    Apartments, 103, 105, 107, 122, 123  
    Stadium, 103-104, 142-143  
    Martin Allen Hall, 39, 142  
    Memorial Union, 121, 142, 174-175  
    Model School, 39  
    Picken Hall, 38, 50, 104, 143  
    Power Plant, 39, 76  
    President's Home, 142  
    Rarick Hall, 40, 110, 142  
    Residence Hall, 105, 121, 141-142  
    Science Hall, 76, 144  
    Service, 143  
    Shop, 104  
    Social, 39, 104, 142, 174  
    Woman's, 39, 142, 174  
Butterfield Stage, 2  
Calling to the Students, 30, 60, 96, 114, 132  
Campus, 22, 38, 76, 105, 122, 140-144  
Certificates, 37, 49  
Chapel, 47-48, 80-81  
Civilian Conservation Corps Camp, 100, 103, 107, 108-109  
Civilian Pilot Training, 102, 120, 123  
College Farm, 76-78  
College Songs, 190-192  
College Student Aid Program, 106  
College Training Detachment, 83rd, 120, 121, 123  
Colors and Symbol, 83  
Correspondence Study, 38, 68, 102  
Cunningham, M. C., 131-159  
Curriculum, 23, 36-38, 50, 58, 68-71, 101-103, 106, 107, 119, 120, 138-140  
Curtis, Charles E., 6, 10, 176, 177  
Dairy, 42, 77  
Degrees, 37, 38, 48, 49, 70, 106, 123, 140, 147  
Depression, 66, 100  
Dining Hall, 42  
Directed Teaching, 37, 38, 69, 102, 103, 120, 138  
Dramatics, 43, 73, 107, 124, 147, 148  
Drought, 100, 127  
Educational Block, 120  
Employment, Student, 72, 106, 146  
Endowment Association, 126  
Enrollment, 25-26, 32, 40, 41, 50, 71, 105, 122, 123, 146, 151, 194  
Entertainment, 48, 78-80, 108, 125, 150

Extension, 67, 69, 102, 109, 119, 120, 123, 125, 140  
 Faculty, 23, 32, 35, 36, 50, 65-67, 101, 118, 119, 136-138, 181, 182-184  
 Farm, 76-78  
 Fees, 2, 41, 42, 68, 71, 72, 106, 124, 146  
 First Day of School, 22-28  
 Floods, 3, 144  
 Forensics, 73, 107, 108, 124, 147, 148  
 Fort Fletcher, 2  
 Fort Hays, 2-14  
 Fort Hays Experiment Station, 3, 4, 6, 7, 8, 9, 10, 23  
 Fort Hays Physical Education Association, 104  
 Fort Hays Studies, 186-187  
 Freshman Enrollment, 151  
 Freshman Week, 108  
 Founders Day, 176, 178  
 Gardens, 77, 78  
 Geography Tours, 150  
 Golden Belt Fair Association, 71, 76, 107  
 Governor's Day, 81  
 Graduates, 48, 49, 70, 106, 123, 147  
 Grants, Research and Study, 188, 189  
 Health, 82, 146  
 Hill, Joseph H., 34  
 Homesteaders, 4, 9, 16, 17, 18  
 Honors Seminar, 145  
 Housing, Student, 38, 75, 103, 104, 105, 107, 122, 123, 141, 142, 143, 144  
 Inauguration, 63, 64, 135  
 Independence, 64  
 Interim, The, 15-19  
 Kansas Emergency Relief Committee, 103  
 Kansas Frontier Historical Park, 5, 6, 8, 9, 10, 108, 109, 171  
 Keller, Anna, 23-32, 35  
 Leader, The State College, 43, 72, 73, 123, 124, 147  
 Legislation, 2-10  
 Lewis Field, 103, 104, 107, 122, 123  
 Lewis, W. A., 60-93  
 Library, Forsyth, 162-163  
 Location, College, 2, 3, 18, 22, 38  
 Memorial Fountain, 71  
 Memorial Union, 121, 142, 174-175  
 Merci Car, 149-150  
 Military Reservation, 2-14  
 Mineral Rights, 126  
 Model School, 37, 39, 69  
 Museum, 168-172  
 Music, 44, 73, 78-80, 125, 126, 150-151  
 Music Festival, 78-79, 150-151  
 Name of College  
     Western Branch State Normal School, 5-7, 16, 34  
     Fort Hays Kansas Normal School, 63, 67-68  
     The Kansas State Teachers College, 68, 82  
     Fort Hays Kansas State College, 68  
 National Youth Administration, 100, 102, 103, 105, 106, 121  
 Necrology, 184  
 Oil, Leases and Production, 82, 149  
 Organizations, Student, 42-45, 73-75, 107-108, 124, 147  
 Parents' Day, 181  
 Park, 5-10, 108-109, 176  
 Paving, 127  
 Phi Kappa Phi, 149  
 Picken, W. S., 17, 23, 30-51, 80  
 Picnics, 33  
 Preprofessional Curricula, 69, 139  
 President's Day, 82  
 Psychological Service Center, 108, 139  
 Publications, 44-45, 66-67, 72-73, 123-124, 147, 180-181  
 Public Service, 67  
 Public Works Administration, 100, 103, 104  
 Rarick, C. E., 82, 96-111  
 Rehabilitation, 125, 138, 139-140  
 Religion, 47-48, 73, 80-81  
 Research, 102, 186-187, 188-189  
 Reserve Officers Training Corps, 69  
 Resident-Vocational Training Project, 106-107  
 Retirement, 119, 137-138  
 Reveille, The, 64, 72, 123-124, 147, 172  
 Rural Education, 69, 82  
 Scholarship and Loans, 127, 145, 180  
 Second Generation Club, 181  
 Sheaf, The, 147  
 Social Security, 137  
 Students, 25, 40-41, 71-75, 105-108, 124-125, 145-149, 194  
 Student Army Training Corps, 69  
 Student Council, 71, 147  
 Tenure, 119  
 Training School, 37-38, 70-71, 102-103, 120, 138  
 Twenty-five Year Awards, 182-183  
 Twenty Years Service, 182  
 Union Pacific Railroad, 2-3

Veterans Administration, 120  
Walker Army Air Field, 122, 123  
War Activities and Services, 69, 71,  
120-121, 123  
Western Kansas Development Asso-  
ciation, 126, 127  
Wilkinson, J. N., 17, 22, 23, 24, 34

Wooster, L. D., 110, 116-130, 143,  
145  
Works Progress Administration, 100,  
103  
Young Men's and Young Women's  
Christian Association, 73

# Forsyth Library

**FOR USE IN LIBRARY ONLY**





FORSYTH LIBRARY-FHSU



2 1765 0120 7445 9