KANSAS State University, the first state-supported institution of higher education in Kansas, was established by the legislature on February 16, 1863, in Manhattan, as the state agricultural college. Earlier, on February 3, the legislature had accepted the terms of the Morrill act of 1862, obligating the state to comply with the terms of that federal law, which was the basis of the system of land grant colleges. It is interesting that a pioneer state that had recently passed through a stormy and turbulent territorial experience, and that was at the time engaged, along with the other loyal states, in a struggle to preserve the integrity of the union, should be able to plant, on the western fringe of settlement, the nation’s first land grant college. Only in recent months has research by R. W. Sherman, of the U. S. Department of Agriculture, proved that Kansas was actually the first state to organize and establish a college in full compliance with the provisions of the Morrill act. This achievement was made possible because a group of pioneer settlers in the Manhattan area had been able to secure funds to erect a college building. This group of college-trained men had obtained a charter in 1858 for Bluemont Central College, and by the winter of 1860 they had a three-story stone building ready to receive its first students.

Under frontier conditions, and with a civil war coming on, the prospects for raising money to keep the little college running were slim. When the new state, in 1861, began to consider the location of state institutions, the Bluemont College authorities offered their property to the state, without cost, as the location for the state university. The legislature passed a bill accepting this offer, but Governor Robinson vetoed the bill, as he was interested in getting either the state capital or the state university located at Lawrence.

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Then came the passage by congress of the Morrill act in 1862 and its acceptance by Kansas in 1863. Again the Bluemont College property was offered to the state as the site of the agricultural college, and the offer was accepted.\textsuperscript{1}

The Morrill act provided that each state, which complied with the terms of the act, should receive 30,000 acres of public land for each senator and representative that state had in congress. As Kansas then had but one representative, as well as its two senators, its allotment of public land was only 90,000 acres. As a matter of fact the original land endowment of Kansas State was nearly 8,000 acres less than the allotment, as some of the land selected lay close to the area of railroad grants, and hence was considered to be twice as valuable as other public land. This restriction was, of course, entirely unsatisfactory to the college authorities as in some cases railroads had relocated their lines. Thus the college lands lost whatever added value they had had because of their proximity to the original railroad grants. Attempts to correct this injustice dragged on through the years until, in 1908, congress granted the college nearly 8,000 additional acres, bringing the total of the land endowment practically up to the 90,000 acres.

By authority of legislation dated March 3, 1863, the governor appointed three commissioners to locate the land for the college endowment. The lands selected in those early years were in Marshall, Washington, Clay, Dickinson, and Riley counties. When, after 1908, the last 8,000 acres were selected, only lands in the western part of the state were available and selections were made in Greeley, Sherman, Cheyenne, Gove, Morton, and Rawlins counties. The sale of these lands was a duty of the board of regents of the college, who acted through land agents whom they appointed. All lands were eventually sold and the proceeds, amounting to over $680,000, constitutes a permanent endowment fund. By law this fund must be invested in government bonds or "other good securities," and only the interest may be used to help support the institution. In recent years the annual income from this endowment fund has amounted to less than $19,000, which is a minor item in the budget of the college. If any of this money should be lost through bad investments, the state is obligated to replace such loss, and the legislature occasionally has had to appropriate state money in limited amount to make good on this obligation.\textsuperscript{2}

\textsuperscript{1} J. T. Willard, "Bluemont Central College, the Forerunner of Kansas State College," \textit{Kansas Historical Quarterly}, v. 18, pp. 323-337.

The legislature provided in March, 1863, that the control of the college should be in the hands of a board of regents consisting of the governor, the secretary of state, the superintendent of public instruction, the president of the college, all ex-officio, and nine men appointed by the governor and confirmed by the senate, provided "that not more than three of those selected shall be members of the same religious denomination." Another provision of this law was that "no student shall be refused admittance to this college simply because he has been expelled from some other college."a

As is well known, the land grant college system represented a new idea in higher education, namely, the democratic idea of education of the agricultural and industrial classes. In the words of the Morrill act, the land endowment was to assist each state
to support and maintain at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

In other words, in place of maintaining colleges for the few who wished to prepare for the so-called "learned professions," there should now be institutions subsidized by the government for the training of all capable youth for agriculture, industry, and business.

To translate this ideal into practical reality was not an easy task and in Kansas it took a number of years to make the transition from the old type of college to the new. When the state took over Blue-mont College its president, the Rev. Joseph Denison, was retained to head the state college. He was listed as president of the college and professor of ancient languages and mental and moral science. His faculty consisted of J. G. Schnebly, M. A., professor of natural history and lecturer on agricultural chemistry; N. C. Preston, M. A., professor of mathematics and English literature; J. Evarts Platt and Belle Haines taught in the preparatory department; and Mrs. Eliza Beckwith taught instrumental music.

This faculty was to give Kansas youth a practical education in agriculture and mechanic arts and to that end, they set up a program of courses beyond the preparatory year which included Latin, beginning Greek, algebra, geometry, chemistry, Caesar, philosophy, Cicero's Orations, the Anabasis, trigonometry, physiology, the Aeneid, Herodotus, Livy, botany, Horace, the Odyssey, agricultural chemistry, moral science, mental science, mineralogy, and zoology.

As the years passed, the agricultural and mechanical curriculum

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a General Laws of the State of Kansas . . . . 1863, p. 18.
dropped all courses in classical languages and added some material of a more practical nature. President Denison and his associates were aware of the ideas suggested in the Morrill act, and if they had not been, growing criticism in the agricultural press was certain to make them aware; but in their wish to make the course of study of more direct value to the industrial and agricultural classes, they were frustrated by at least three factors. In the first place, there were almost no text books prepared for instruction in practical aspects of farming or mechanical callings. In the second place, there were at first few if any teachers prepared in these fields. And finally, even if texts and teachers could be found, there was practically no money available with which to provide the tools, implements, livestock, seed, etc., with which to give such practical instruction.

The state legislature was reluctant to appropriate money for the state agricultural college because its income was to come from its land endowment. It was not at first appreciated that it would take several years to get the land selected, sold, and the proceeds invested and producing income; so, during most of the Denison administration, state appropriations were very small and what was granted was for salaries and running expense and nothing for supplies and equipment. Some of the state money was specified as a loan to be repaid from income from the endowment receipts.

There was growing criticism, expressed in farm papers and agricultural gatherings, that the college was not being administered in harmony with the intent of the Morrill act. This attack resulted, in 1873, in the acceptance of President Denison's resignation and the selection of the Rev. John A. Anderson to succeed him. Although by this time President Denison had added to his faculty a professor of veterinary science and animal husbandry, a professor of practical agriculture, and a professor of horticulture, and courses in these areas had been introduced into the curriculum, yet considerable work in Latin, French, German, literature, history, and moral philosophy was still required.

In the fall of 1873 the regents restated the purpose of the institution in these terms:

Resolved, that the object of this institution is to impart a liberal and practical education to those who desire to qualify themselves for the actual practice of agriculture, the mechanic trades, or industrial arts.

Prominence shall be given to agriculture and those arts in the proportion that they are severally followed in the state of Kansas.

Prominence shall be given to the several branches of learning which relate to agriculture and the mechanic arts according to the direction and value of their relation.
A course of study was outlined for six years of two terms each. All classical and modern foreign languages were eliminated and emphasis was put on practical use of English rather than on literature. The courses were grouped under three headings, "practice," "knowledge used," and "aids." The first were those which developed skill in the workman; the second those that furnished knowledge directly used by the workman; and the third those that helped him in gaining or using skill. In the farmer's course, 17 terms were devoted to "practice," 17 to "knowledge used," and 14 to "aids."

One new feature in the practical training of young people was the requirement that each student must take an "industrial" each term during the six years. This was a regular assignment to work one or two hours each afternoon on the farm, in the orchard, the garden, the shops, or in the kitchen or sewing room, for which the student received no pay. It was purely to develop skill. As this work was nearly always done in the afternoons, the students called it their "P. M." This course of study is the basis for the statement, published in the college catalog for 1877:

... we claim that Kansas has an Agricultural College which differs radically and advantageously from all other institutions in the United States; that it furnishes a mental education having less superfluous bosh and possessing more real value to the boys and girls who will have to make a living by working than can be obtained elsewhere; that it affords a mental discipline equal to that of any other institution; and that it gives a manual training which cannot be found elsewhere.4

By 1876 the six-year course of study was reduced to four and by 1879 the two-term plan was changed to three terms a year.

President Anderson wrote and published a Hand Book of some 65 pages, which was also incorporated in the college catalog of 1874, and in this essay he clearly and forcefully upheld the new program for the practical training of boys and girls who would be expected to return to the farms, shops, and homes of Kansas. Many friends of the college, some of them members of the faculty, criticized the new order vigorously as tending to make the institution a mere trade school rather than an educational institution. Certainly the emphasis was on eliminating all "bosh" and "fancy" material that did not contribute to the money-making ability of the young person. Three members of the small faculty made the mistake of going to Topeka to lobby against the confirmation of members of the board of regents whose earlier appointment had not been confirmed as the senate had not been in session at the time of their appointment. If the professors could block the confirmation of the regents, they

4. Biennial Catalogue of the Kansas State Agricultural College... , 1875-1877, p. 4.
might check the Anderson reforms. The lobbying professors failed in their attempt, were dismissed on February 6, 1874, by a vote of the regents, and the Anderson reform program proceeded. This action of dismissing three out of a faculty of about ten had a bad effect on the morale of the staff and worked against the popularity of the new administration.

It was during these years of the Anderson administration that the college was moved from the Bluemont College location to the present campus. Those who had to do with farm and orchard activities claimed the soil out on the higher elevation was not suitable for their work. Also, more room was needed than the old building afforded so a move seemed desirable. In 1871 Manhattan township voters authorized the issuance of bonds amounting to $12,000. With this money and some other funds the regents bought three farms that now make up the main campus, and by 1875 the college work was being carried on at the new location.

There was a stone residence on the Preston land, which was the northwest area of the new campus. This building was used for various purposes but students in the years following World War I will remember it as the student hospital. It was used for this purpose until the new health center was built in 1959 and then it was torn down. The first building erected by the state on the new location was the one later known as Farm Machinery Hall. It was built in 1872 as the first wing of a barn, but by 1875 it had been remodeled to serve as the office and class room building and was so used till Anderson Hall was erected between 1878 and 1884. This old landmark of the campus is doomed to be razed as the first century of the institution’s life comes to a close.

The desertion of the Bluemont College site by the authorities of the state college resulted in litigation. Members of the Bluemont College Association brought action in the district court to compel the state to relinquish its claim on the property that had been given to the state under the specific condition “that the land, buildings, appurtenances, etc. shall be forever used by the State of Kansas for the purposes contemplated in the act of February 16, 1863,” which was the act that established the agricultural college at the site accepted from the Bluemont College Association. If the college were to be moved, the contention was that the state was violating its contract and the property should be returned to the donor. The plaintiffs lost their case in court on the technical ground that the

Bluemont College Corporation no longer existed because its directors had not met for a number of years. As a matter of fact, the state institution continued, and still continues, to use the property for research purposes even though it long ago ceased to be the site of the principal college activities. The Bluemont College building was razed about 1885, and most of the stones were used in building a fence around the farm, although those that formed the arch over the door on which were the letters “Bluemont College” eventually found a place in an interior wall of Farrell Library.

Writing of President Anderson and the radical changes he introduced at the college, J. T. Willard says: “He knew what he was doing, and his disregard for the old-type college and its products may have been necessary to swing the College out of all ruts and set it on a new plane where its destiny might be charted by the use of new data and new criteria. If he was extreme, his errors were readily corrected.”

A New Regime

President Anderson was elected to the U. S. house of representatives in 1878. His resignation from his college position became effective September 1, 1879, though he had necessarily been absent from his office much of the time from the fall of 1878. During these months, Prof. M. L. Ward served as acting president.

As the new president the board of regents selected the Rev. George T. Fairchild, who was professor of English literature at Michigan Agricultural College, and he assumed his duties at Manhattan on December 1, 1879. His tenure lasted till June 30, 1897, and those 18 years proved to be a rich period of development for the college.

Although the new president continued to emphasize the practical side of college training, including the industrials, yet, gradually, and without causing any severe criticism, he broadened and enriched the curriculum by adding courses in literature, history, art, and music. President Fairchild frequently reminded his colleagues and the students that “our task is not only to make men better farmers but also to make farmers better men.”

The growth of the college was steady but not spectacular. Student enrollment went up from 276 in the first year of the new administration to 734 in its last year, which was a much greater percentage of growth than the rate of increase of the population of the state during those 18 years. Neither the number of students nor the funds

available called for much expansion of the physical plant. The main building, later to be named Anderson Hall, was completed by adding the central and south wings to the north wing which was built in the last year of Anderson’s presidency. One major building, to be known eventually as Fairchild Hall, was erected in 1894, and minor buildings included a residence for the president, a large stone barn, and additions to the shops and greenhouses. The plant was modernized by the installation of electricity for light and power, and of a central steam heating system by the close of this administration.

It is worthy of note that, although this was a tax-supported institution, all through these early years religion was emphasized. The first three presidents were ordained ministers and the rules of the college required all students to attend daily chapel services and also church service on Sunday, either at the college or at a city church, unless the student presented a written statement from his parents requesting waiver of these requirements. Church attendance ceased to be a requirement by the end of the Anderson period, but, till about the middle of the 20th century, all student assemblies, which came to be less frequent than daily, were opened by devotional exercises. The Y. M. C. A. and the Y. W. C. A. were, from early decades, strong and active student organizations.

Beginning in 1875 the college published The Industrialist. Most of the time it was published weekly, though there were periods when it was issued monthly or biweekly. The purposes of this publication were, partly, to furnish practice to students taking work in printing, but partly, also, to keep all supporters of the college constantly informed of its work and progress, and to make farmers acquainted with the latest developments in their field. The periodical is a rich and original source of college history and traditions. It is regrettable that it was deemed necessary to discontinue it in 1955.

George T. Fairchild was a capable, conservative administrator who not only handled the business affairs of a growing and struggling institution in such a way that even the most inquisitive politicians never questioned his integrity, but he also built a loyal following among faculty, students, and citizens of the state. In those years the president personally made out each student’s class schedule so he could keep a close and friendly contact, and he was a good judge of a young person’s sincerity. Few bluffers ever got past his desk without being the recipient of some sharp and pointed advice. Students from 1880 to 1897 almost universally looked back upon their association with their great president as a peculiarly enriching and uplifting one.
The faculty grew in number from 11 in 1879 to 21 in 1897 and they were, in general, dedicated and efficient teachers truly loyal to their leader. In that number of persons, there were naturally a few who perhaps shirked their duties to some extent, and some who had peculiar traits of personality that made them less than completely successful, but President Fairchild was inclined to see the best in his colleagues and with his inherent kindness was apt to overlook small shortcomings in his staff.

These were years of many new devices that were to continue to serve society. The telephone was a mysterious instrument in the late 1870's and Professor Kedzie gave demonstrations of it as he lectured over the state. In 1883 a telephone line connected the offices of the president of the college and the treasurer downtown, and by 1895 a telephone exchange was installed to serve the offices on the campus. In the 1890's Wilhelm Roentgen discovered the X ray and in 1896 the professor of physics and the assistant in chemistry made probably the first X-ray pictures ever produced in Kansas.

**Political Troubles**

The administration of the college began to run into difficulty by the beginning of the last decade of the 19th century. By this time the country was experiencing what has been called the agrarian revolt. The farmers of the Midwest and South, who were largely of the debtor class, were complaining of what they considered unjustly high freight rates and other railroad abuses, of currency deflation and of credit manipulation by bankers, all of which tended to bring the producer a smaller return for his crops and livestock while his dollar payments on interest and the principal of his debts remained fixed. It was discouraging for the farmer to work hard to produce the staple commodities needed to sustain life and then see his financial returns taken by the railroads, and other middlemen, and the voracious money lenders, to the point that he might lose his farm by foreclosure.

It was at last evident to the depressed rural population that the only way to correct these conditions was by concerted political action, so there arose the People's party, popularly called the Populists. In 1892 the new party gained partial control of the machinery of state government and some Populist regents were appointed to the board that controlled the agricultural college. No radical action resulted, but premonitory rumbles of revolt were heard. The regents adopted resolutions calling attention to the problems connected with
money, credit, and marketing, and asserting that these important phases of economics were not being brought to the attention of the students of this college, most of whom came from the rural population. It was well that students were taught better methods of production—“how to make two blades grow where one had grown before”—but it was equally important that they know about finance, exchange, and distribution. The regents then went on to provide for a position on the faculty for a professor of economics—then called political economy—who was to give a course of public lectures which should not deal unfairly with the “new school of economists,” and “without bias or prejudices” would treat such topics as “land nationalization, public control of public utilities, and reform of financial and monetary systems.”

To fill this position on the faculty, the regents employed Thomas E. Will, holder of bachelor’s and master’s degrees from Harvard, and he began his service in the fall of 1894. The administration was suspicious of this move, and the president continued to teach the one course offered in economics while Professor Will, in addition to giving the prescribed public lectures, was assigned other duties not related to his special field.

In 1896 the control of the state government came wholly into the hands of the Populists. When the legislature met in the winter of 1897 the composition of the board of regents was changed by dropping the president of the college from the board and adding a seventh appointed member. Then the governor, with the approval of the senate, appointed members of the board so as to give it five Populists and two hold-over Republicans. In its April meeting the board passed a resolution declaring that “the school year shall begin July 1 each year and close on June 30 of the following year; and the term of employment of all the present employees shall expire June 30, 1897.” Thus the way was cleared for complete reorganization of the school. President Fairchild promptly stated that he was not a candidate for reappointment and could not accept if re-employed. The board maintained the fiction that he had resigned, but there is good evidence that he would not have been accepted if he had applied. All members of the faculty were invited to apply for employment if they were interested. Several followed the president’s example and refused to ask for re-employment, but most of the members of the old staff were rehired and no questions were asked as to their political affiliation. They were only asked if they could work harmoniously with the new administration.
Before the faculty was chosen, the board made Prof. Thomas E. Will president and he, properly, had most to say in the selection of the staff, both from the old faculty and from new applicants. Will insisted that he was politically independent, but both his previous and his later activities indicated—to use a current expression—that he was left of center in his social and political philosophy, though he was doubtless truthful in saying he was not actively affiliated with any political party.

Spokesmen for the regents emphatically denied that their reorganization of the college was based on political bias. They could truthfully insist that practically all the re-employed men were known to be Republicans and the new appointees were not asked about their political connections. They wished to impress the public with the need for change in order to improve the efficiency of the institution. In The Industrialist for July 15, 1897, an article under the authority of the board of regents enumerated and elaborated seven distinct reasons for the changes made, ranging from the claim that the president had assumed powers belonging to the regents, to the assertion that the faculty had been swamped by “half-educated men,” to the accusation that agricultural education had been neglected, to the woeful neglect of their duties by some teachers, to the scandalous inefficiency of the experiment station. “Our sole object, we assert, in effecting the recent reorganization is to raise the standard, increase the efficiency, and enlarge the usefulness, of the institution committed to our charge.”

These protestations were doubtless sincere, yet the political atmosphere was so charged with feeling, and the opportunity for change had been so nicely articulated with political changes in the state, that it was not easy to convince the political opposition of the absence of partisan bias on the part of the regents.

In the Topeka Daily Capital of September 10, 1897, Fairchild gave a dignified and factual statement of events leading up to the revolutionary changes of 1897, together with his interpretation of the motives of the regents. There is no question that he regarded the whole movement as the expression of radical political thinking.

If any further evidence is needed to indicate that the college, in the decade of the 1890's, was the “football of politics,” it may be found in the fact that when the Republicans regained control of the state government in 1898 no time was lost in changing the political complexion of the board of regents. That body then summarily dismissed President Will and those new faculty men who worked in the area of social science. Some interesting attempts were made
to prevent this action of the board, but they failed and do not need to be detailed here.

The interference of political partisanship in educational programs is dangerous and always to be avoided if possible, but it must be admitted that the upheaval at Kansas State in 1897 brought about some good results. It shook the institution out of its old ruts and undoubtedly inaugurated some beneficial changes.

Up to this time all students took the same course of study, nearly all of which was prescribed by the faculty with virtually no opportunity for the student to elect subjects to further his preparation along lines of his individual interest. The Will administration set up four courses of study so that students had a choice of taking the curriculum in agriculture, engineering, home economics, or general science. These four curriculums were, of course, the germs from which grew four of the several undergraduate schools of the modern university.

Five of the new professors brought in by Will held the degree of Ph. D. and, with one exception (W. A. Kellerman, professor of botany, 1883-1891) these were the first members of the teaching staff of the college to have earned this highest academic degree.

Other innovations of these years tended to add fuel to the flames of criticism. The home economics building was new, and in it the college opened a cafeteria where the students and staff could get good, simple meals at low cost. A museum piece still in possession of the institution is a ticket good for a meal costing ten cents. The college also opened a book store where school books and supplies were available at a good saving. President Will estimated that the book store saved the students $1,500 a year. Of course, certain vested interests added their voices to those of the politicians in insisting that the people's college had been taken over by a wild group of socialists. It was a generation too soon to call them communists.

**Tranquil Progress**

After the turbulence of these two years came a long era of peaceful but substantial growth. When Will was dismissed, the regents chose Prof. Ernest R. Nichols as his successor. Nichols, who had been the professor of physics for some years, was a quiet, unspectacular personality of distinctly conservative mind. He gave the college 10 years of calm, business-like leadership. In the first year of his administration, the enrollment passed 1,000 for the first time, and by his last year, 1908-1909, it had reached over 2,300. These were years of good economic conditions in the state and in the country,
and higher education was appealing to more and more youth. The curriculums available to K-State students grew from the four mentioned to seven by the addition of electrical engineering, architecture, and veterinary medicine. In addition, further specialization in agriculture was made possible by programs in agronomy, animal husbandry, dairy and poultry husbandry, and forestry. The Fort Hays branch experiment station was established in 1901, and extension work was expanded by an enlarged program of farmers institutes, by railroad demonstration trains, and other activities.

This growth, and especially the increased enrollment for resident instruction, called for expanded physical facilities, and President Nichols was successful in getting appropriations for several new buildings. During this decade the following major buildings were added to the growing city on the hill: the auditorium, Holton Hall, Dickens Hall, Calvin Hall, Burt Hall, and the first Denison Hall for chemistry and physics, which was destroyed by fire in 1934. Their present names are used here, though they were not named till after the Nichols period. Also there was the building now used for chemical engineering. A few of the other buildings were enlarged.

Naturally, the teaching staff had to be increased. In the school year 1899-1900 there were 18 full professors, or what would later be called heads of departments, and 32 assistants and foremen, while in 1908-1909 the numbers were, respectively, 29 and 84, or a growth from 50 to 113 of the instructional staff. Of this number, only two held the doctor of philosophy degree.

The Council of Deans

The president continued till about 1908 to assign each student and personally to supervise his program. The growing number of students and the increased variety of courses of study led to the suggestion that a council of deans be set up to relieve the president of many of the details of administration. The first deans were of agriculture, of science, of mechanic arts, and of women. To this group was added a dean of the college who should be assistant to the president. By 1912 the units of the college administered by the deans were called divisions; in 1942, the divisions became schools, each directed by a dean. The number, the titles, and the functions of the deans have changed from time to time. There came to be a dean of the division—later, school—of home economics, a dean of the school of veterinary medicine, and a dean of the graduate school. In addition certain other members of the staff who have had administrative duties have sat in the council of deans, such as the dean of
summer school, and the dean of academic administration. Of course the dean of mechanic arts became the dean of the school of engineering and architecture, and the dean of science became the dean of the school of arts and science. The office of dean of the college was discontinued.

**Admission Requirements**

For several decades the college catered to the rural population and set its admission requirements to meet existing rural educational conditions. High schools were not common except in the cities and towns, so Kansas State admitted boys and girls who had completed the eighth grade, or who could pass examinations in the common school subjects. Gradually, other subjects were added, such as bookkeeping, physical geography, algebra, etc., until by 1909 the entrance requirements were practically equivalent to one year of high school.

To accommodate those who had not completed work in elementary schools and who could not pass the entrance examination, a preparatory department was maintained in which their deficiencies could be removed.

Beginning in the fall of 1913, graduation from an accredited high school was made the prerequisite for entrance and so, at last, the college curriculums could be administered to conform to standard college work and the graduates of Kansas State were eligible for admission to graduate work in universities across the land. As there were still some Kansas youth without easy access to a high school, the college established on the campus a school of secondary grade, calling it at first the school of agriculture and later the vocational school. The first year this campus high school enrolled nearly 600 students, which indicates that it was serving a real need, but as more local high schools were established in the state from year to year this need diminished. Finally, in 1924, the school was discontinued. This secondary "school of agriculture," which existed under that name from 1913 to 1921, must not be confused with the later division of the university which is also called the school of agriculture.

**Change in Leadership**

In disregard of the growth and progress that the institution was enjoying in the first decade of the new century, criticism arose on the alleged grounds that Nichols, a physicist, was neglecting the interests of agriculture. This criticism was especially effective as it came, chiefly, from the secretary of the state board of agriculture, F. D. Coburn, who was also, for a time, a member of the board of
regents, and was supported by the leading agricultural newspaper of the state, the *Kansas Farmer*. These critics sought to persuade various farm organizations to adopt resolutions denouncing Nichols. Sometimes they were successful. The president was emphatic in answering his critics, pointing out instances in which he had diverted funds from other activities of the institution to increase his support of agriculture. He declared he would resign and remove from the state if it could be proved that he had slighted the work of this department. His critics kept after him, and certain members of the faculty, for personal or other reasons, let their grievances against the administration be known. In 1908 the regents asked Nichols to resign effective June 30, 1909. This he did, and spent his last year in calm, unembittered, and apparently increasingly popular, administration of the college. Meanwhile the regents searched for his successor.

For the next third of a century after 1909, the institution was directed by a succession of three agronomists who had had experience as deans of schools of agriculture. The first three presidents had been ordained ministers, followed for two years by an economist, and for ten years by a physicist. Of the new line of succession, the first was Henry Jackson Waters who served from July 1, 1909, to December 31, 1917. Waters had been dean of the school of agriculture at the University of Missouri. He was followed by William M. Jardine, who had been dean of agriculture at K-State. When he left to become secretary of agriculture in the cabinet of Pres. Calvin Coolidge in 1925, he was succeeded by Francis David Farrell, who had followed him in the deanship and who served as president until 1943.

These 34 years resulted in increasing maturity and steady growth. With the establishment of high school graduation as the basis for admission, the institution became a standard college. The curriculums were revised and strengthened and now recognition of the college by national scholastic honor societies was in order. Soon a local chapter of the honor society Phi Kappa Phi, was organized, followed in later years by chapters of Gamma Sigma Delta, Omicron Nu, Sigma Xi, Sigma Tau, and many other honor scholastic societies. Alpha Zeta had been established in 1909. Women graduates were recognized as eligible for membership in the American Association of University Women, and the institution itself was accredited by the Association of American Universities. The first social fraternities and sororities appeared early in this period.
President Waters fixed more definitely the functions of the deans, and under the name council of deans they came to meet more regularly and to share more specifically in determining policies. The work of the office of the secretary of the college was divided and one person was made responsible for financial duties while another, now known as the registrar, kept academic records and issued transcripts of student records. In later years the financial officer was called the comptroller, responsible to the business manager, while the registrar assumed the duties of director of admissions in addition to the original work of the registrar.

On invitation of the legislature of the Philippine Islands, President Waters undertook to make a survey of the natural resources, the agricultural practices, and the educational program of the islands. The regents gave him a leave of absence from his duties as president and he spent several months making the survey and preparing his report to the island authorities. During these months Dr. J. T. Willard was acting president of the college. Then in the spring of 1917 the United States became an active participant in World War I and soon President Waters was made chairman of the Kansas Council of Defense; also that fall he was appointed food administrator for the state. He soon became convinced that his war duties were causing neglect of his college work and that he could be of more service during the crisis by concentrating his efforts on the war program, so he resigned the presidency on December 31, 1917. Again for two months, until the regents named a successor to Waters, Dr. J. T. Willard was acting president.

The war of 1917-1918, of course, interfered with the normal progress of the college. The enrollment dropped from 3,300 in 1916-1917, to 2,400 in 1917-1918, then returned to about 3,000 the next year, but the latter figure included some 1,200 young men of the student army training corps. These men had to be housed and fed separately from civilian students and, since they considered themselves to be only temporary residents of the campus till they should be called into the fighting forces, they constituted a disturbing element in the administration of an educational institution. They were quartered in fraternity houses and the Y. M. C. A. building until the army provided wooden barracks for them on the campus. Partly because of the nature of their housing, they proved especially susceptible to the influenza virus in the epidemic of the winter of 1918. At one time nearly one quarter of all the 1,200 members of the S. A. T. C. were ill, and 10 of them died.
Erected in 1859 by the Bluemont Central College Association of Manhattan, the building was given to the state in 1863. First classes of Kansas State Agricultural College were held here.

Kansas State Agricultural College in 1885. The main college building at the left was named Anderson Hall in 1902.

On verso—>

Kansas State University today. Anderson Hall (near center) faces the landscaped area to the right.
New Developments

Several new departments or agencies of lasting significance date, at least in organized form, from the years of the Waters administration.

As early as 1906, the department of chemistry had taught cereal chemistry and had carried on experiments in the baking qualities of flour from the several varieties of wheat. Finally in 1921, a new department of milling industry was established. Continued work on flour production and in baking was carried on in a pilot mill and laboratories in East Waters Hall. This, it is claimed, is the only institution in the Western hemisphere offering four-year college curriculums in milling administration and milling technology, and students come from many foreign countries to take this work. Later, by about the middle of the century, much interest developed in the production of formula feeds for livestock. College work in this area was expanded and the department was reorganized as the department of flour and feed milling industries. After fire in 1957 largely destroyed the east wing of Waters Hall, the flour and feed manufacturers of the country gave much of the money for the rebuilding and re-equipping of the flour and feed milling extension on the building.

The health of the students has always been a concern of the college authorities, but it was not till 1913 that a real beginning was made in giving adequate medical care to the college community. The legislature of 1911 authorized the collection of a health fee from the students each semester, and by 1913 the regents had employed a full-time college physician. With offices and consultation rooms in Anderson Hall, with one or more nurses, and with meager hospital facilities in the old stone residence building that stood north of the power and service building, and in wartime barracks, a succession of doctors ministered to the health needs of the campus. In 1948 army surplus buildings were moved on to the campus and joined together to constitute a health center just west of the library. This was an improvement over the former facilities but was, in its nature, temporary. Finally, in the fall of 1959, a modern health center was opened on the site of the barracks hospital, and the program begun in 1913 culminated in a fine hospital with a staff of doctors, dietitians, and nurses to care for the health of the student population.

The advancement of the college to standard rank led to a change in the college calendar. Throughout most of its history the school
year had been divided into three terms—fall, winter, and spring. This arrangement again indicates the policy of fitting the college program to the needs of the rural population, for it permitted the boys to stay out of college to help on the farm in the harvesting or seeding season, or both, and still get in at least one term of academic work. In 1917 the new division of the school year into two semesters went into effect. As this was the general system in use in American colleges, the change at Kansas State put the institution in harmony with others and facilitated the transfer of credits to and from other schools. Also the semester plan reduced the amount of paper work connected with assigning students, reporting grades, etc. The task of reorganizing curriculums and class schedules on the new pattern was difficult but, once it was accomplished, the new calendar proved generally acceptable. Also the student had to become accustomed to taking more courses with classes meeting two or three times a week in place of fewer courses with daily class sessions.

The engineering experiment station dates from the Waters administration. This institution was authorized by the regents in 1910 and the staff consists of the heads of departments in the school of engineering and architecture with the dean of the school as director of the station. The work of this station receives no national subsidy, as does the agricultural experiment station, but the research carried on and reported in published bulletins has been valuable, not only in the development of industry in the state, but also to the rural population.

Another new and progressive practice was introduced by President Waters. This is a provision for sabbatic leaves for teachers in order that they may undertake study or research that will strengthen them for their college work. After a person has served six full years on the staff, he may take a year off for advanced study and receive part of the salary he would have earned if he had remained in residence. The plan was to pay one on sabbatic leave the difference between his full salary and what it would cost to hire a substitute, so, if some of his work could be taken over by his colleagues, he might receive half of his regular salary. A professor who takes advantage of this opportunity for further study is obligated to return to his position on the faculty for at least two years, or repay to the college all that he has received as sabbatic salary. Teachers often use their sabbatic leaves to earn advanced degrees.
MACHINERY OF STATE CONTROL

From 1863 to 1913 the agency through which the state managed the land grant college was a board of regents, appointed by the governor with the approval of the senate. The number on the board varied slightly from time to time, but the members served without pay, except for necessary expenses, and the board controlled only the Manhattan institution.

By the end of the Nichols administration questions arose in the legislature and in the press as to possible wasteful duplication of work in the educational institutions of the state. The result of this discussion was the legislation of 1913 creating a state board of administration to have jurisdiction over all the institutions of higher education, including the School for the Blind and the School for the Deaf. This board was to consist of three members, appointed by the governor with approval of the senate. Not more than two of these appointees were to be from the same political party and not more than one an alumnus of any one of the schools. They were to serve four years and receive salaries which would enable them to give their full time to this work. Three worthy citizens were appointed and they gave honest, nonpolitical direction to the schools for four years. They took up the question of duplication of work and, by conferences with and among the heads of the several institutions, reached agreement that there was little or no unjustifiable duplication and, by their counsel, they checked any serious tendency in that direction.

In 1917 the legislature replaced this board by a new one that was to have jurisdiction over all charitable, penal, correctional, and educational institutions of the state. This board of administration was to consist of three members appointed by the governor, and was to be nonpartisan, but, peculiarly, the governor was to be, ex officio, chairman of the board with power of removal when "in his judgment the public service demands it." Obviously, the plan contained the possibility of partisan domination. However, the system continued to operate until 1925, when it was replaced by the creation of a board of regents supervising only the purely educational institutions; this system of control has continued to work well to date. The board has wisely and consistently refrained from interference in the internal, educational functions of the institutions. The members receive only payment of their expenses, but the work is centralized in the hands of a salaried executive secretary with his office in Topeka. The story of the actions that brought about the replacement
of the second state board of administration is told elsewhere in these publications.  

**Between Wars**

William M. Jardine had been connected with the college since 1910, first as professor of agronomy and later as dean of agriculture, so that when he assumed the presidency on March 1, 1918, he was already well acquainted with the institution and its policies. He was succeeded as dean of agriculture by Francis David Farrell, who had been an employee of the United States Department of Agriculture.

President Jardine made no significant changes in the administrative machinery but a number of new curriculums were recognized during these years, such as that in rural commerce, from which evolved the business administration curriculum of later years. Other new curriculums were in chemical engineering and biochemistry, both of which were destined to develop into separate departments, and one in home economics and nursing. There was about a 33 percent increase in student enrollment from 1918 to 1925, from about 3,000 to 4,000.

When the first World War ended in the fall of 1918 there was already discussion as to a suitable memorial to honor the Kansas State men who had lost their lives in the conflict. The president appointed a committee of faculty men and women in the fall of 1919 to consider what might be done. The principal suggestion at this time was a student union, but the estimate on the cost of such a building was about a quarter of a million dollars. In those days such a sum seemed far beyond attainment so the project was dropped. In 1921 President Jardine appointed another committee and, after considerable discussion, it was decided to recommend the building of a stadium. This also would be an expensive undertaking, but it was pointed out that it could be built one section at a time and so, perhaps, no big debt need be incurred. This is what was decided upon, and machinery for soliciting funds was set up for the faculty, the students, the alumni, and the citizens of Manhattan. A goal of $300,000 was set, but by the commencement of 1922 only $157,000 had been pledged. The stadium corporation was organized and chartered. The corporation let the contract for building the west bank of seats, hoping that they might be used for some of the football games in the fall of 1922. Some of the seats were actually used that fall, but the completed west wing was not

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accepted by the corporation till September, 1923. A year later the east wing was completed, but the banks of seats stood out like skeletons and the enclosing walls were not completed till 1938, after funds were received from the Works Progress Administration of the federal government.

It was thought at one time that a field house might be erected at the south end of the stadium in place of the planned curved bank of seats, but funds were not available, nor has it yet seemed feasible to build the curve that would complete the original horseshoe design.

Later press and radio facilities were built on top of the west wing and accommodations for visiting athletic teams were provided under the seats, but it was all paid for as built so no burden of debt developed. Still later the housing needs of the college led to the construction of living quarters under the stadium seats, but this was no part of the memorial and no function of the stadium corporation.

**Radio Station KSAC**

Before the first World War, the physics department of the college was broadcasting weather forecasts by Morse code from its licensed station 9YV. This had to be stopped during the war, but in 1919 the station resumed its broadcasts and soon it was changed to a radio telephone station, WTG, transmitting spoken and musical broadcasts. For a short time in 1923 some college lectures were broadcast over the Kansas City Star station and by the winter of 1924 the regular program of the "College of the Air" was being sent out over station KFKB of Milford.

In 1924 the board of administration financed the installation of a 500-watt transmitter in the west end of the second floor of Nichols Gymnasium with two antenna towers just west of the building, and in November of that year the college programs were switched from KFKB to the new station, KSAC. Later in the 1930's the station was improved by replacing the 500-watt transmitter with one of 1,000 watts. In 1947 the power was raised to 5,000 watts and the antenna tower was built about a mile north of the campus.

**R. O. T. C.**

All land grant colleges were obliged to offer work in military science and tactics, but the Morrill act did not make this work compulsory for the students. From the beginning Kansas State had maintained a military department which, with very brief intervals when no army personnel could be detailed for the work, was directed by an officer of the U. S. army. By faculty requirement, approved
by the regents, freshman and sophomore boys were required to register for these courses. While the advanced courses given for juniors and seniors were elective, no official recognition was given to those who completed all four years of military work. Under the National Defense act of 1917, the Reserve Officers Training Corps was created, and qualifying colleges might establish R. O. T. C. units. This Kansas State did in 1918, and each year since then a group of men who have completed the four years of military work, including summer camp, have received their commissions as second lieutenants in the U. S. army reserve.

The basic courses in military science and tactics continued to be required by the college authorities, but in the decade of the 1930's an extensive movement of protest against the requirement arose on the campus. The outcome of this agitation was an act of the legislature in 1935 making this work compulsory for freshman and sophomore men at Kansas State, which puts these courses in the unique position of being the only college work required by statute. The advanced work for the last two college years remained elective. In the late 1940's an R. O. T. C. air force unit was established.

**Experience as Miners**

In the fall of 1919 a strike of the coal miners tied up production of the mines of southeast Kansas. State institutions were required to use Kansas coal and it appeared that they might have to close as cold weather came on. The men students of Kansas State indicated their willingness to become temporary coal miners if such an arrangement could be worked out. Soon more than 100 men from the college, under the supervision of the men's advisor, were mining coal. Men from some of the other colleges in the state joined them and a heating crisis was averted. As the regular coal miners settled their controversy with the mine owners and returned to work, the students came back to college, but they were not all back in classes until late December. It was a unique episode in college life.

**Change of Leaders**

For the third time a president of Kansas State was called into national service. President Anderson had gone to congress, Dr. Waters became involved in war activities, and now in the spring of 1925, President Jardine was appointed to the Coolidge cabinet as secretary of agriculture. Dean F. D. Farrell of the school of agriculture was made Jardine's successor and for over 18 years he gave the institution calm, effective, and essentially conservative leadership.
DEPRESSION YEARS

The orderly progress of the college between 1925 and 1943, when Dr. Farrell resigned, was complicated by two powerful outside factors—the great economic depression and the second World War. The agricultural segment of the national economy had been adversely affected as early as 1922, as indicated by low prices for farm products, mortgage foreclosures, and other evidence of "hard times." Then came the securities panic of 1929 which introduced the depression of the 1930's, which was also, in the Great Plains area, the period of drought and dust storms. Naturally the college was affected by these economic conditions. Enrollment fluctuated between 4,000 and nearly 5,000, although there were years when it fell to 3,000 and even below that figure. State revenue decreased as tax payments became delinquent. All state institutions were urged to retrench and not to spend all the money appropriated, and then appropriations were reduced. All college activities had to be restricted and salaries were reduced from 15 to 35 per cent, with the higher salaries suffering the greater percentage of reduction. It took many years to restore the salary budget and in many individual cases the former salary figures were not again reached during this administration.

This was the period in which the federal government was trying to revive the national economy by various grants of funds both to "prime the economic pump" and also to relieve actual suffering. To aid all kinds of productive enterprises, there was the Public Works Administration (PWA), followed by the Works Progress Administration (WPA). Many states obtained money from these agencies for the erection of buildings on college campuses then needed, or sure to be needed when normal economic conditions should return, but all administration authorities in Kansas were so opposed to the program of government spending that essentially no funds were secured from these sources for the erection of major buildings. At Kansas State some help was received from the WPA for building the walls of the stadium and for rebuilding parts of the stone wall around the campus, but none for campus buildings. The National Youth Administration (NYA) made grants to colleges to enable them to employ students who could not otherwise afford to attend college. The work the young people were employed to do was such as the college could not have paid for from other funds. While this program was in effect from 1933 to 1939, over 1,500 students were employed at Kansas State and the total amount of NYA money
paid to them was over $230,000. Most of them would not have been able to attend college without this help.

**Campus Improvements**

It is truly remarkable that so much expansion of campus facilities could take place during this period between wars, when severe economic depression prevailed much of the time. Among the major buildings that date from these years are the central and west wings of the engineering building, later called Seaton Hall; Thompson Hall, erected for institutional management and for a cafeteria; the veterinary clinic building; west wing of Waters Hall (the east wing had been built earlier); Farrell Library; the heat, power, and service building; and Willard Hall for physics and chemistry, to replace the first Denison Hall which had been destroyed by fire in 1934.

In addition two other structures deserve mention. The organized women of Kansas for years put pressure on the legislature to provide money for the erection of women's residence halls at the state educational institutions, and this agitation at last produced for the Kansas State campus in 1926 Van Zile Hall, its first dormitory. The other building of special interest is the residence of the president. When the college was moved to the present campus, the president lived in the stone residence on the northwest corner of the campus that was later used as a student hospital. Later, in 1885, a home for the president was built near present Dickens Hall, but it was struck by lightning and burned in the spring of 1895. In 1914 Mrs. Mehitable Wilson left some $20,000 as a bequest to the college with the stipulation that the money be used to erect a memorial on the campus to her late husband, Davies Wilson, who had been a pioneer citizen and surveyor in the Manhattan area. By 1923 this fund had increased to about $29,000 and it was used to help finance the building of the present home for the chief executive officer of the college.

For this building program, and for that of later years, Dr. Farrell is largely responsible. In 1918 an amendment to the state constitution had been approved that enabled the legislature to levy a tax for the purpose of raising money for permanent improvements at the institutions of higher education. The legislature had never exercised its power to levy such a tax, so before the close of his administration, Dr. Farrell urged the board of regents to ask for the creation of an education building fund by such a levy and the legislature was induced to provide for a tax of one-fourth of a mill for this purpose. This levy has since been increased to three-fourths of a mill, plus one-fourth of a mill for dormitory buildings.
A CENTURY OF KANSAS STATE UNIVERSITY

CHANGE OF NAME

From its beginning this land grant college had proudly borne the name of Kansas State Agriculture College, but time brought changed conditions so in 1931 the legislature changed the name to Kansas State College of Agriculture and Applied Science, which in popular usage was condensed to Kansas State college. This change did not imply any reduction of emphasis on agriculture but, as four other schools (then called divisions) had developed, several of them with larger enrollments than the division of agriculture, it seemed only reasonable to recognize this situation by giving the more inclusive name. The athletic teams probably appreciated being called something other than "Kansas Aggies" and their supporters in engineering, arts and science, and home economics doubtless were glad to remove the excuse for their rival institutions to refer to Kansas State as "Silo Tech."

ADVANCED DEGREES

Students had done work beyond that for the bachelor’s degree from very early days and many master of science degrees had been conferred through the years, but the requirements for that degree had not been uniform nor well established till 1920. In that year graduate work was put under the administration of a graduate council, consisting of professors from the several divisions of the college, and programs and procedures for graduate work were put on an orderly basis. Courses that were to carry graduate credit had to be approved by the council and rules were established covering the proportion between major and minor subject matter fields, methods of research, character of the thesis, examination, etc., and the chairman of the council was the director of the work. In 1931 the division of graduate study was created with its own dean, who took over the duties of the former chairman, but he still had a council of professors with whom he worked. By 1929 the question was being discussed as to granting the doctor of philosophy degree by certain departments, and the board of regents considered the problem till the fall of 1932 when they authorized the college to grant this degree to those who met the requirements in either of the four departments of chemistry, milling industry, bacteriology, and entomology. The first Ph. D. degree was granted to a candidate from the department of chemistry in 1933. There are now 24 departments that offer work leading to this highest academic degree.
The War Years

The attack on Pearl Harbor in December, 1941, had immediate and disrupting effects on the college. Of course enrollment fell off, especially in the divisions in which most students were men. The total enrollment for the year 1940-1941 was 4,902 and that of 1943-1944 was 2,025, or a reduction of over 58 per cent. There were 797 students in the division of agriculture in 1940 and only 64 in 1943. The drop in the division of engineering and architecture was from 1,200 to 287. Obviously there was a surplus of professors. Many of the younger members of the faculty entered the armed services, and others found employment in the industries stimulated by the war, while still others became government inspectors, personnel directors, etc.

Some teachers remained on the campus but transferred from fields where they were not needed to help in the instruction of young men in the armed services who were sent, temporarily, to colleges in the army specialized training program. These A.S.T.P. boys were in uniform and had had their basic training. While they were waiting until facilities were available for their intensive training for combat, they were sent to colleges to be assigned to classes in mathematics, physics, geography, history, English, medical aid, and physical training. According to the contract with the military authorities, the work was set up on a schedule of five months of class work, but probably not many of the groups stayed on the campus for a full term. There were often as many as 600 of these boys on the campus at one time. This called for extra teachers, so professors in agriculture and in engineering found themselves teaching English, history, or mathematics.

The task of housing and feeding these boys was a serious one for college administrators. They were housed in fraternity houses and even in Van Zile Hall, though there was strong objection to this arrangement in some quarters. The stock pavilion was converted into a cafeteria for their use.

In order to enable the boys who were not in uniform to get as much of their college work as possible done before they were called into military service, the college changed its calendar. In place of two semesters, the school year was divided into three 16-week terms and by taking this accelerated program, the student could get his degree in less than four years. This meant that subject matter that had been covered in 18 weeks had to be condensed into 16 weeks of work and also, most teachers were obliged to work 48 weeks each
year. Most educators felt that this program was too much of a “cramming” process for real educational achievement so, when the pressure of war conditions was removed, the former calendar was restored. It is interesting to note that now, 20 years later, consideration is being given to the possible desirability of making the three-term school year permanent.

A New Leader

In the spring of 1943 President Farrell surprised the college community and the state by announcing his resignation effective June 30. The burdens of administration had been carried by him for 18 years and the added worries of wartime problems were undermining his health, so he decided that a younger man should be found to head the college. His successor was Milton Eisenhower, a native of Abilene and a 1924 graduate of Kansas State. Eisenhower had worked in the consular service of the U.S. and in various capacities in the Department of Agriculture, and then as assistant director of the Office of War Information. He was not free to assume his new duties at Manhattan till September, so Dr. Farrell continued as acting president.

The Eisenhower administration began in the midst of war and was beset by all the problems and difficulties of that situation.

Postwar Enrollment

As soon as the war ended, thousands of men who had been in the armed services crowded back into colleges, aided by government subsidies established by acts of congress in Public Laws 346, 16, and 113. Most of them qualified under Public Law 346 and each received a monthly stipend of $50 if single and $75 if married. In addition, the college in which they registered was given $500 for each man admitted under this law to cover incidental fees, books, and supplies. The two other laws provided subsidies for those needing vocational rehabilitation, a number of whom enrolled at Kansas State.

The total enrollment in the final year of the war was 2,064; the next year it was 5,052; and the postwar peak was reached in 1948-1949 when there were 8,366 students on the campus. This rapid increase in the college population posed several problems, one of the most immediate of which was housing. Living quarters were constructed under the seats of Memorial Stadium; army barracks were located west of the trailer court and in the southeast corner of the campus, where there also was placed a group of barracks to
serve as a cafeteria to supplement that in Thompson Hall. This group of buildings still remains, nearly 20 years later, as an eyesore in the front lawn of the university. To this large group of barracks the students promptly gave the name "Splinterville."

Another problem of these strenuous days was that of the daily class schedule. Classes met at seven o'clock in the morning, during the noon hour, and in the evening after dinner. Almost every suitable room was in use, and some not so suitable.

It was difficult to secure the necessary new teachers, for all colleges and universities were faced with the same problem and competition was keen. Besides, industry paid more than colleges and some who had been professors and found employment in industrial or business establishments during the war elected to stay in those occupations. At the peak of veteran enrollment at Kansas State, the ratio of students to instructors was about 20 to 1 in place of the desired ratio of 10 or 12 to 1.

Administrative Changes

The task of obtaining surplus army barracks and getting them located on or near the campus, and of assigning quarters to married and single students, demanded the time of a special administrator. At first a coordinator of housing was appointed in the office of the comptroller. Later he became director of housing and continues as an active and important part of the administrative machinery, responsible, in later years, to the dean of students.

For many years the college had a men's advisor and a dean of women, but early in the postwar period the office of dean of students was created and eventually an associate dean of students replaced the dean of women. Not only did this office have ultimate supervision over student activities, including disciplinary matters, but also housing and food service, placement, student counseling, and other student service departments were put within its jurisdiction.

More complete and scientific counseling of students was assured when a separate counseling office was set up. The staff of this office administers and evaluates standard aptitude tests and also is prepared to give any student who requests it special tests designed to discover the young person's vocational interests and abilities. Students are also encouraged to talk over their personal and emotional problems with competent and sympathetic advisors and this often results in the orderly continuance of the educational career in place of a disheartening disruption of the student's program.
In 1944 a dean of academic administration was appointed to relieve the president of a mass of details regarding courses, curriculums, schedules, and relations of the faculty to students and to the administrative offices.

An agency outside the regular machinery of administration is the Kansas State College Endowment Association, incorporated in 1943, to encourage donations and bequests and to manage such funds on behalf of the college. It has obtained certain sums for scholarships, residence halls, scholarship houses, visiting professorships, faculty lectureships, the All-Faith Chapel, and many other objectives for which state appropriations would be unobtainable.

**Educational Programs**

An interesting gift secured by the endowment association was that of $200,000 from the Volker Foundation for the establishment on the campus of an institute of citizenship. This gift was expected to finance such an institute for a period of five years. A staff was hired, a program worked out, and by 1946 classes were meeting and a four-year curriculum was set up. The institute expressed the war-inspired emphasis on democratic institutions. It gave courses in constitutional democracy; freedom and responsibility; American democratic ideas; war, peace, and the world community; and effective citizenship. A distinctive feature in the presentation of these ideas was the required reading of the original documents and source authorities. When the endowment funds for this institute were exhausted, the courses, under the same or similar names, were returned to the subject matter departments that covered these areas, and the institute passed away.

Another educational innovation was the series of comprehensive courses. It was thought that every college student, regardless of his field of specialization, should gain some acquaintance with each of the four great areas of learning—the physical sciences, the biological sciences, the social sciences, and the humanities. Faculty committees were set up to work out the details of such courses and by the fall of 1945 the program was in operation. Syllabi were prepared by subcommittees in the several fields and several of these eventually evolved into published textbooks. Soon most of the curriculums offered on the campus required two semesters in each of these general fields, outside the specialized area of each curriculum; that is, for example, since engineers are required to take much work in physical science, they were not required nor permitted to take the comprehensive course in the physical world but were generally
required to take the other comprehensive courses, or the equivalent.

At first the work in the comprehensive courses was administered by committees from the staffs of the departments concerned, but by 1953 a separate department of general studies was created. In the fall of 1962 this department disappeared and the administration of these courses was returned to one or another of the departments that contribute to the subject matter of the course.

The college became rather closely associated with the United Nations Educational, Scientific and Cultural Organization (UNESCO). When the national commission of UNESCO met in 1946, Kansas State's president, Milton Eisenhower, was chosen chairman and in that capacity he attended the world meetings of the organization in Paris, Mexico, and Beirut. The staff of the institute of citizenship was active in promoting the ideas of UNESCO in the state and it is claimed that Kansas was the first state to effect a state-wide organization with local city or county units.

Last Years of the Century

In 1950 President Eisenhower resigned to accept the same position at Pennsylvania State College, and the regents soon replaced him by Dr. James A. McCain, who came here from the presidency of the University of Montana.

The dozen years of the administration of the 10th president of Kansas State have brought remarkable progress in many respects. The student enrollment has grown from 6,867 in 1950-1951 to 8,740 in 1960-1961, with every indication pointing to a rapid increase in the decade of the 1960's. The number in the graduate school has grown from 749 to 1,517. Expanded service to students has come from the counseling office, the placement center, the housing office and other agencies. Financial assistance has increased by the growth of the number of scholarships from 50 to 404, by the establishment of three scholarship houses, and by the increase of 40 per cent in the several loan funds. In addition national foundations have given several hundred thousand dollars to aid in special fields of education, such as the preparation of high school and college teachers.

The teaching staff has increased in number and the per cent of those holding the Ph. D. degree has grown from 23 to 45, while salary increases have kept the pay scale not too far below the national average. A group of faculty men and women is serving under the national agency for international development in India assisting in the development of technical and extension education. Distin-
guished visiting professorships have been made possible in various departments.

In 1959 the legislature registered the recognition of the established facts by changing the name of the institution to Kansas State University of Agriculture and Applied Science. With its five undergraduate schools, its strong graduate school with authority to grant the Ph. D. degree, and its extensive facilities for research, the institution had actually long been a university. The university status was further recognized when the regents granted the institution the authority, under proper circumstances, to grant the bachelor of arts and the master of arts degrees.

Even in a university that emphasizes scientific and technological training, extensive opportunities exist for the development of the cultural aspects of education. Certainly farmers, engineers, and veterinarians, along with all other educated people, should have some acquaintance with, and appreciation of, the best in music, art, and drama.

The department of music has always been a strong one. In recent decades its vocal and instrumental ensembles have been the means of valuable training of those who participate and have delighted the community and the state with their concerts. These musical groups have regularly made tours performing in many communities of the state.

Likewise the forensic and dramatic talents of the young people are cultivated in the various contests, debates, and dramatic performances sponsored each year by the department of speech and drama. Also, the students may develop their skills in painting and sculpture under expert direction.

The university community supports regularly scheduled performances by some of the best professional talent in the country; and many exhibits of paintings and prints, classical and modern, are brought to the campus each year. Thus, Kansas State University offers scientific and technological education in a rich cultural environment.

The most obvious and spectacular evidence of growth has been in the physical plant. Since 1930 the total number of square feet of space added for teaching, research, and housing is greater than that of all the campus construction in the preceding 87 years. The total cost of all this new construction has been well over $22,500,000, but of this sum 41 per cent has come from gifts, fees, or other non-tax sources. The major buildings financed with tax money are two
additions to Seaton Hall; the stack addition to Farrell Library; the addition to Kedzie Hall; Dykstra Veterinary Hospital; animal industries building; Umberger Hall; the second Denison Hall; Justin Hall; the nuclear reactor building; the gymnasium and field house; and before the university’s centennial year ends, the physics and mathematics buildings should be in use and the poultry and dairy husbandry building under construction. Those structures financed at least partly from non-tax funds are three residence halls and a scholarship house for women; one residence hall for men; the union; the chapel auditorium; the feed technology wing of Waters Hall; the student health center; and the apartments of Jardine Terrace for married students. To these may be added the two buildings with eight apartments in each built by the endowment association for temporary rental to new faculty personnel till they can make arrangements for permanent homes.

RESEARCH AND EXTENSION

This historical sketch has necessarily been limited to only one of the three phases of university service, namely, that of resident instruction. Each of the other two phases, research and extension, is worth a separate treatment. It must suffice here to call attention to the fact that, even before congress passed the Hatch act in 1887, Kansas State had carried on and reported valuable research in the several areas of agriculture. Since the experiment station was established in 1888, the extent of this research in agriculture and home economics has been tremendous. In addition, in recent decades, has been the work of the engineering experiment station. Now, in recent years, state funds have been made available to support original research in the departments in the school of arts and sciences.

It is difficult to evaluate exactly the results of research but it has been conservatively estimated that the annual increase of wealth in the state due to the work of the staff of the agricultural experiment station and its branches, in improving old crops, adapting new crops to our environment, the study and cure of livestock diseases, methods of pest control, irrigation procedures, and dairy and poultry research, has been more than the entire cost of maintaining the university during the century. The money available to support research in 1950 was $1,077,392 and in 1960 it was $4,302,676. Of this amount, the federal government furnished $566,000, the state $1,742,600, and gifts from private industry and industrial foundations amounted to $1,894,000. Another estimate is that Kansas is receiving $4.20 worth of research results for an investment of $1.75 of state money.
The third branch of the university's service, the division of extension, has developed its outreach to the state-wide campus. This division now has agricultural agents in all the counties of the state, and home demonstration and 4-H club agents in most of them. The membership in 4-H clubs numbers over 30,000 and several thousand make use of its Rock Springs ranch each year, while 1,200 to 1,500 gather on the university campus for the roundup each summer. It is estimated that the number of families served by the home economics extension workers has tripled in the past decade and this service now includes urban as well as farm families.

So the first century draws to a close. One hundred years is not a long time in the span of history, but it is impressive to realize that the college of 1863, housed in one small building standing lonely on a wind-swept hill, with a faculty of three or four and a student enrollment of barely 100, has, in the space of one century, become a university of more than 8,000 students, served by a faculty of over 800, and occupying a physical plant with a replacement valuation of more than $45,000,000. This growth in size and service is amazing, and prospects for the future are indeed promising.