HISTORY

OF

1866+1891.

K. S. U.

QUARTER-CENTENNIAL HISTORY

OF THE

UNIVERSITY OF KANSAS,

1866—1891.

WITH PORTRAITS OF CHANCELLORS.

EDITED BY

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F. H. Snow.

THE

DEVELOPMENT OF STATE UNIVERSITIES.

Address delivered in University Hall June 9th, 1891,

BY J. B. ANGELL,
PRESIDENT OF MICHIGAN UNIVERSITY.

This day makes a landmark in the history of this University. Her sons and her daughters have gathered from far and from near to celebrate the twenty-fifth anniversary of her birth. A quarter of a century has elapsed since she first opened her hospitable doors and invited the youth from all parts of this broad State to enter and receive a college education almost without money and without price. The marvel is that so early in the hard and troubled life of this State the institution was prepared to make this generous offer. Kansas had been born into statehood five years before, only after throes of violence which shook the whole nation to its extremities.

At its very birth, the storms of the great Civil War broke upon its head, and deluged all this bor-

der, including this fair town itself, with blood. But in the very midst of the war, more than a year before the surrender of Lee at Appomattox, the Legislature, by the act of March 1, 1864, laid the foundations of this University. They thus showed at once their interest in sound learning and their faith in the future of the State and of the nation. What a flash of light is thrown back on the days in which this institution sprang into life by those significant words of the statute, providing that free admission to its privileges should be granted to "the orphans of deceased soldiers and those made so by the Quantrell raid." This University was thus in its very cradle baptized into the spirit of patriotism and devotion to the Union.

It was by no mere accident that, in spite of the dreadful contests which ravaged this region from 1855, vigorous efforts were from early days repeatedly made to provide for common schools and for schools of collegiate rank. For a large proportion of the settlers had come from States where the common school flourished. Not a few of them had received academic or even collegiate training. The best blood of New England coursed in the veins of many of them. Come peace or come war, they were determined

that their children should be educated. If their zeal for education at times outran their wisdom, as would seem to be indicated by the statement of the historian that eighteen universities and ten colleges were incorporated in the Territory between 1855 and 1860, yet this fact enables us to understand how the conception of the plan of this University was possible even in the very agonies of war. There is something pathetic in this eager desire for the planting of colleges and universities, even when, fortunately as we must believe, circumstances made it impossible for more than three of the twenty-eight which were planted to secure existence.

Compared with the present, the days of the founding of this institution were the days of small things. This new, prosperous and beautiful city had then only about 4,000 inhabitants. A large portion of the territory of this State was entirely unsettled. In 1865 the population of the State was only 135,807. By the census of 1890, it is reported to be 1,427,000. In 1866 the taxable property of the State was $50,000,000. Now it is more than $348,000,000.

The heavy burden of establishing all the charitable, penal and educational institutions, which an American State with its broad ideas of civiliza-

tion deems essential, was resting on the citizens, many of whom had hardly built for themselves comfortable homes. Not a few were yet living in huts of sods.

But, while thus engaged in the hard struggles which have always come to those who have the glory of founding and building new States, they bated not one jot of hope for the future. With an enthusiasm which was contagious and inspiring, they fired every newcomer with their own unquenchable faith in the coming glory of Kansas. They sounded its praises from the Kaw to the Atlantic. The fact that the Territory after a fearful contest had been won as the prize of freedom drew to this soil the high-spirited, brave-hearted men and women in whose souls the Civil War had kindled a passion for freedom. They flocked hither by thousands, feeling that here they stood on holy ground, consecrated by the blood of those who had fallen as martyrs in the cause of liberty.

When we consider what sort of men were living here twenty-five years ago, we are not surprised that they gladly availed themselves of the aid proffered them by the Government of the United States in seventy-two sections of land towards building a university. They were men

of high intelligence and character. They longed for the advantages of the best education for their children. They were firm believers in the necessity of education to the prosperity of the State. But they had not the means of endowing colleges. They could not afford to send their children to the remote institutions in the East. Unless the State with the aid of the national endowment should build up a college or university, a generation or two might be deprived of the blessings of such an education as many of these settlers had received in the East. But the State, by imposing so slight a burden upon the taxpayers as scarcely to be felt, might make provision for imparting to their children an education comparable to that in the colleges in the older States.

So, in spite of all the turmoil and excitement of those early years in the life of the State, the foundations of the University were securely laid. The generosity of the General Government, which, acting in accordance with the spirit of the great Ordinance of 1787, had set aside two townships of land as a university endowment, and the generosity of the State, which out of its poverty undertook to do what it could for the nascent institution, were most liberally supple-

mented by the generosity of this city, which has repeatedly shown its deep interest in the University by its large contributions for ground and buildings.

Like every similar institution, this University met with its share of delays and difficulties and disappointments. But under the leadership of courageous and energetic men it has pushed its way to the point where it has become the pride of the State, and where its future, we trust, is secure. When the commencement exercises of to-morrow are ended, it will have graduated in its twenty-five years of existence about 300 from its collegiate department, and about 600 from all departments. More than 1,600 others who could not remain to graduate have pursued liberal studies here for some years. What a reinforcement are these hundreds of men and women, who are occupying various positions of usefulness and honor, to the intellectual and moral strength of the State. The University has now an income of $84,000 a year. It has more than thirty teachers, and among them are men of national reputation, whom some of the older and larger universities would be very glad to borrow from you. It has a large outfit of the appliances for teaching the sciences according to

the modern methods. In a word, it is furnishing excellent instruction in that variety of work now expected of good classical and scientific colleges, schools of pharmacy and schools of law. Nor is there any good reason why you may not easily add a school of medicine and, perhaps, a school of dentistry. I applaud your courage and your wisdom in relegating to your high schools the preparatory work. Your new arrangement will prove better for you and better for the schools, provided you and they keep in close touch with each other. It is no exaggeration to say, that in its twenty-five years of existence this University has made more progress than Harvard College made in two centuries from its foundation. Rather than be impatient that the development of this youthful institution has not been more rapid, you should give thanks that it has gone forward at so swift a pace. No doubt you can see where mistakes have been made in the conduct of its affairs. But after all you have very much to be grateful for in what has been accomplished, and you are looking forward with well-grounded hopes to larger successes in the future.

It is with peculiar pleasure that I come to bring you the salutation of a sister university, and to assure you that she most heartily rejoices

with you in all your rejoicing over what has been achieved, and in all your bright hopes of triumph in the future. There is so much that is similar in the history and the situation of all the state universities, that each is profoundly concerned in the prosperity of all the rest. The failure of any one weakens, the success of any one strengthens, all the others. I have come to you from afar rather to testify by my presence on this your festal day to this deep interest, which we in Michigan feel in your welfare, than from the expectation that any words of mine can add much to your knowledge or inspiration.

As we assemble here to-day for this significant celebration, we must reflect with gratitude upon this fact, that state universities have so much stronger a hold upon public regard than they had when this University was established. There is perhaps no more conspicuous feature in the history of American education of late years than the rapid and brilliant development of state universities. From Ohio to the Pacific, from North Dakota to Texas, nearly every State has established or is preparing to establish a university on the foundation of the United States land grants of two townships to each State. During the last quarter of a century some of these have grown

with extraordinary rapidity in resources, number of teachers, and attendance of students, and in excellence and variety of instruction. A few of them need fear no comparison with the strongest and oldest and most richly endowed universities in the East. They are so firmly established in public favor, the advantages of maintaining them have become so obvious to the taxpayers, that while they may not always secure so large legislative appropriations as they desire, the question of giving them what is deemed a fair support is in few or no States longer open to discussion. Indeed, when we remember how many educational, charitable and penal institutions a new State must provide, how much the construction of roads and drains must cost, how much toil the earning of a dollar in ready money in a new region involves, and how many of the taxpayers never see the state university, and have no very accurate conception of its life and work, the wonder is, not that the appropriations for the state universities have been so moderate, but that they have been so large. Five or six States follow the wise plan of providing by statute for levying a tax of a mill or some fraction of a mill upon all the taxable property of the state for the aid of the university. Michigan thus raises a tax

of one-twentieth of a mill, Wisconsin of nine-fortieths, Colorado of one-fifth, Nebraska of three-eighths, California the generous sum of one mill, and Ohio, which has some forty or more colleges, most of them older than her state university, has just passed an act providing for a tax of one-twentieth of a mill upon the property of that wealthy State, yielding the sum of about $88,500 annually, for the support of the state university. When we consider these facts, when we remember how large a material plant each State now has in the buildings, libraries, apparatus and grounds of its university, when we observe that the States, without exception, apparently assume in all their action that the universities are to be cared for as certainly as their asylums and prisons and normal schools and agricultural colleges, we must accept it as settled that henceforth they have an assured future, and are to form an important part of the educational system of the country.

It is worthy of note that the development of the state universities has been natural, not artificial, and that because this is still true we may expect their continuous growth. They were founded because they met a real and serious need. It was clearly seen by wise and thought-

ful men that in the new States, still struggling with poverty, private endowments adequate to build strong colleges could not be obtained until they and their children were dead and gone. They also saw clearly that if a State ever needed men and women of high intelligence and character, it was in its plastic and formative years, when it was giving shape to its permanent institutions. Why not, then, they asked, seize upon the lands which by the munificence of the National Governerment we have received for the purpose, and secure to this generation, to our own children, the blessings of higher education? Objections enough were indeed raised. Colleges had in this country generally been founded and conducted by religious denominations. Would not the life in the state university be unfriendly to the development of religious character in the students, it was asked? Would not the institution be wrecked in political controversies? Would legislatures not fatally meddle with it? Would the people bear taxation for its aid? These and other questions were proposed sometimes by those who seriously doubted whether a state university could be successfully administered, and sometimes by those who in their devotion to other colleges earnestly hoped that it could

not long survive. Mismanagement occurred too often in the administration of the affairs of these state universities. The lands were sold at a sacrifice. Buildings were unwisely planned. Mistakes were inevitable. Still, in spite of all these discouragements, the universities continued to live, and in most cases to grow, because they did with more or less success meet a real want of the people. Very early in their history they began to show a broader and more liberal spirit in the arrangement of their curricula of study than the colleges which were modeled on the New England type. They made ample provisions for instruction in science and in the application of science to the arts. They established, in addition to the traditional classical course, other courses of which scientific studies formed a large part, and they conferred suitable degrees on those who completed such courses. They founded schools of engineering, pharmacy, medicine, dentistry and law. They opened their doors at an early day to both sexes. Students flocked to their halls, in some cases in such numbers as to be somewhat embarrassing. The attendance on the university in each of several States soon exceeded that at any other institution in the State. The very attacks on these univer-

sities seemed to advertise them rather than harm them. They have in large degree grown with the growth and strengthened with the strength of their respective States, and have attained a development almost unprecedented in the history of colleges and universities.

And now as we contemplate the blessings they have already conferred upon the West, and look forward to the yet greater usefulness which they promise for the future, must we not say with grateful hearts, that the wisdom of the founders has been fully demonstrated?

From a pecuniary point of view what a saving has the establishment of its university been to each State! At a cost so small as to be hardly worth mentioning, education of a high grade has been brought within reach of the young men and young women who could have procured it, if at all, only by expending large sums in repairing to remote colleges. Probably not until many years hence would private endowments have sufficed to build up here a university with so large an outfit as this now possesses. And who in the State has felt the burden of taxation for the support of the University to be burdensome in the least? The average annual appropriation by

your Legislature from 1866 to 1890 has been less than $27,000. The sum total of legislative gifts to you from the beginning until now is $641,000. The property in your possession, exclusive of the national endowment, your buildings, grounds, apparatus and library, are estimated by the Regents in their last report at $519,000. That leaves the total cost of the University to the State, not represented by the property on hand, $122,000, or less than $5,000 a year for its twenty-five years of existence. Surely that is not a very heavy load for this great State.

What a blessing the state universities have conferred by spreading educated men and women throughout these new commonwealths, when intelligence was so needed in wisely laying the foundations of the States and in shaping public opinion! Nothing can be further from the truth than the belief cherished by some, that those who have received the blessing of higher education do or can wholly appropriate to themselves the fruits of that education. On the contrary, they share these fruits with all around them. Indeed others often reap more advantage from them than they themselves. The teacher who

imparts of his learning to the generations of children that pass under his influence gives to them more of the benefits of his learning than he can retain for himself. Does the faithful physician, who willingly robs himself of his sleep that he may drive miles in the stormy night to reach your bedside and bring you relief, bless himself or bless you more by his learning and skill? To whom has the ethical and religious training of the faithful pastor been most serviceable, to himself or to the parish or town which has for years been lifted by his stirring appeals to the highest levels of truthful, honorable and devout living? The university is, through its students, diffusing its blessings through every hamlet and town in the State. If our republican institutions are to stand, it will be because there are found in every part of the land, in the smallest village and on the farms as well as in the great centers of population, men and women of sufficient intelligence and education to make the triumph of charlatans in medicine and in theology and of demagogues in politics impossible. This diffusion of intelligence is possible only where higher education is brought within the reach of a large number of the young men and young women who are to find their homes

in every part of a State like this. The state university with its ample public endowments does thus make learning accessible to almost any one who has sufficient intelligence and force of character to make it worth while to attempt to furnish him an advanced education, and these graduates share the benefits of their learning with all the citizens of the State.

The State which proffers education at a nominal cost to its promising children, whether they are rich or poor, renders a most important service in the harmonizing and consolidating of society. It is of comparatively little consequence to the children of the rich whether you have a state university, or any university here in Kansas. Their parents can send them to the East, or to Europe, if need be, to receive their education. But what would become of the children of the poor? And in these days when there are so many conflicts between the rich and the poor, when the contests between them seem at times to shake the very foundations of society, who can contemplate without a shudder the awful consequence of widening the gulf between the rich and the poor by giving the power of higher education to the former and denying it to the latter? Think of dividing our population into

two classes, the one rich and educated, the other poor and ignorant! Who can imagine the dreadful collisions between them? Who would cherish any hope of the continuance of our regulated, democratic institutions?

A careful enumeration made in two of the state universities shows that a much larger proportion of students come from the homes of farmers and mechanics than from those of any other class. In the University of Michigan, fifty-six per cent. of the students were found to be the children of men who earn their living by manual labor. I think it probable that the proportion in this University is higher still. Nothing is more erroneous than the impression which some have received, that the university students come mainly from cities and from rich families. The great mass of them, especially in the West, are poor. In order to obtain an education, many of them have for years practiced self-denial and suffered privations, the description of which would stir your hearts with admiration and fill your eyes with tears of sympathy.

There is really no more democratic institution in our country than the college or university. All distinctions of family and of wealth disappear here more than anywhere else in the world.

The son of the hod-carrier and the son of the millionaire there sit side by side on the same hard bench. Whichever of them has the brains and the character is there the king. And it is quite as often the son of the hod-carrier as the son of the millionaire who wins the regal honor in the friendly competitions of the class room. It is an experience of untold value to this Nation, that in the colleges and universities thousands of our young men and young women are living in a community in which, beyond all other communities on the face of the earth, every one of them is judged by his intrinsic worth and talent, regardless of the accidents of birth and fortune. That is a great object lesson in the purest democracy, and can never be forgotten by one who has learned it by four years of companionship in the student world.

The state university has more than justified the expectations of the fathers in the service it has rendered to the public schools. In spite of all the criticisms to which our school system has lately been exposed in some parts of the West, I believe that if there is anything in our democratic system which we shall never let go it is the common school. So long as anything stands in the Republic, that will stand. Now what I

affirm is, that the state university has been of the greatest aid to the public schools, and is to be of still greater assistance to them in the future. You are well aware that historically it has been true in all lands that the universities and colleges have sprung up before the common schools, and have helped kindle them into life. Though any college may be helpful to the common schools, yet the state university by its very organization comes into the most natural and most helpful relations to them. Even if the constitution or laws of the State establish no formal connection between them, yet it has been found that they soon tend to form a quasi-organic connection. Not limiting themselves to the old classical curriculum of the New England type of college, they establish collegiate courses which easily link themselves to the different courses that the high schools desire to carry on. They not only furnish a large force of competent teachers for the high schools, but, by cultivating intimate relations with those schools, they exert a lifting power upon them, and attract a large number of students from them. The elevating influence of this University, I venture to say, is already felt running down through the high schools to the grammar

and primary schools, so that in all of them bright boys and girls are already looking forward to a course in the University, and are by that vision inspired day by day to nobler and better work. Happy the State in which every child plodding over the mysteries of the multiplication table in the rudest and most secluded country school house sees the path open clear and wide before him through the district school and the high school straight up to and through the university, and is stimulated and thrilled day by day with the bright hopes of treading that path to the end, and of enriching his mind with all the scholarly training needed for the best work in life. Wise is the State which by timely generosity to its university has touched with such an uplifting power the mind and heart of every child within its borders. Rich with a wealth transcending that of forests and mines, of flocks and herds, is a State filled with noble men and noble women thoroughly furnished by a sound and generous education for all the demands and opportunities of our Christian civilization of the nineteenth century.

I trust that my commendation of the work of the state university will not be construed as evincing any lack of appreciation on my part of

the good work which the colleges under control of various religious denominations have accomplished. Even in the West, where the state universities are most flourishing, a limited number of them may and do discharge a useful function. They can reach some students whom the universities would not reach. They can draw into the service of education money which would not be given to the university. They and the universities ought with the generous temper of the goodly fellowship of scholars to cultivate friendly relations. A great danger to them and to the cause of sound learning lies in the tendency to multiply them unnecessarily, either through a denominational zeal which is not according to knowledge, or through the less praiseworthy zeal of real estate speculators who found a so-called college in order to make a sale for corner lots. My own conviction is that it would be better for higher education if not another college were established east of the Rocky Mountains for at least a generation to come. Let no weakling be started, but let all benefactions available for colleges be employed in strengthening and developing those which are already well started, and which deserve to exist. It would doubtless be a distinct gain, if several of

those already begun should consent to become good preparatory academies.

I think our friends who conduct the denominational colleges in the West must be ready to admit that the state universities, by their vigorous development, have stimulated those colleges to attempt higher and better work than they would have essayed but for this incitement. The universities have not only lifted the schools but have also lifted all the colleges throughout the Western States.

If now it is apparent that the founders of the state universities acted wisely in establishing them, if the results thus far attained under difficulties which cannot continue give abundant promise of larger usefulness in the future, we may well inquire: What are some of the most important conditions of their success? What can readily be done to make them most prosperous and efficient?

The state university needs wise and vigorous administration by its regents and its faculties. It is a much more complicated organization than the old-fashioned New England college. Its wants are more varied; its relations to the people and to the legislature are at once more close and more delicate. In most eastern colleges

the duties of the trustees are to a considerable extent nominal, and the discharge of them is often perfunctory. The number of trustees is usually large. Many of them live far away from the college. They rarely meet more than once or twice a year. A few of them, residing near the college, generally prepare the business and the others readily assent to their suggestions. Matters go on from year to year by such routine methods that perhaps that kind of administration does fairly well for them. But it will not answer at all for our state universities. The number of regents is usually small. A heavy responsibility rests on each. They should make a careful study of the problems which are submitted to them. They should have meetings with frequency. They may wisely leave the details of internal administration largely to the president and faculties. But they should be so familiar with the grounds of the general policy of their university, and especially with its financial condition, as to be able to vindicate them everywhere. They should not allow political or partisan considerations to have weight in determining appointments. They should strive to cherish the broadest and most generous views of the functions of the university and large plans for its

future development. They should remember that these institutions, which are playing so large a part in our western life, are yet but in their infancy, as indeed are these Western States which are almost rivalling European kingdoms in magnitude and importance.

The president and the faculties should also have the same large conception of the nature and work of the state universities. They should not confine their sympathies, their thoughts and their activities to the walls of their class rooms.

There indeed their chief energy is to be expended in bringing the fruits of the largest and finest scholarship to the aid of their pupils, in firing them with the highest enthusiasm for culture of mind and of character. But they should remember that their field, their legitimate domain, is not bounded by the limits of the campus or even by the boundaries of the State.

It is of the first importance that the life and work of the university should so far as possible be understood and appreciated by the people of the State, who are called to support it, and who are invited to profit by it. It is not so easy a task as might be thought to make the university thoroughly known even to its own State. So many have no accurate conception of what a

university is, from the extent of territory in a western State so many never even look upon the walls of the university, that it requires much effort to enable the great mass of people to comprehend exactly what it is doing and how it performs its work. There should be therefore the utmost publicity in its life. The details of its work, and especially the details of its financial management, should be made public year by year. Inspection and manly criticism of its methods should be invited. It should live with open doors. The professors should do what they can to maintain close relations with the schools and the teachers of the State. So far as is compatible with fidelity to their immediate duties, they should embrace opportunities to address the public on educational theories or upon any topics appropriate for them to discuss. They should make it clear that the university authorities desire to identify themselves with the people of the State and to contribute to their good in any proper manner. They should strive to convince the citizens that the university is their university, that it is sustained for the benefit of their children, and through their children for the benefit of the state and of the nation. They may thus do much to awaken through the State

a feeling of pride in the university, which will conduce greatly to its strength.

Nor should the students of the university forget that they can often do as much as regents and faculties to make the institution known and appreciated. They are as much a part, in some respects quite as important a part, of the university as the board of regents and the faculties. Perhaps they do not need to be told this. They are generally aware of it. But they do not always reflect that this fact confers on them a privilege and lays on them a duty—the privilege and the duty of making a good name for the university, and of promoting its growth. Not that they are deliberately neglectful in this regard. If at times the exuberance of their youthful spirits convinces us that matriculation in a university does not in every case insure the observance of all the proprieties of life, or if with the ripening of the down on the cheek there is occasionally developed a sharper perception of what they deem the deficiencies than of the merits of us, their teachers, yet with few exceptions they are loyal to their college, and in the long run give us teachers quite as much praise as we deserve, especially if we are criticised by any other college. But they may not fully real-

ize that, numbered as they are by hundreds, and going sooner or later into every part of the State, and meeting men in every pursuit and condition, they can perhaps do more than regents and faculties combined to commend the university to all. No wealth of endowment is so valuable to a university as the devotion of her children. If the graduates who have gone from these halls and those who are to go in the years to come will stand by their Alma Mater, will make known to the communities in which they dwell the nature and scope of the training given here, the free, generous, democratic, elevating spirit of the life of the University, the ennobling and inspiring influence which it is already wielding, and which in yet larger measure it is destined to wield, upon this rapidly developing State, they can win for the University the hearty and sympathetic support of the public, and pay in part the debt they owe to the dear mother of them all.

I think it is especially desirable that the religious men and women of the State cherish a warm interest in the university. Not unfrequently many of them have held themselves aloof from the state university, under the impression that life in such institutions is not con-

ducive to the growth of religious character in the students, perhaps that it is injurious to such character. I believe that this impression, if it still exists, is not justified by the present condition of the state universities. The regents do, in fact, generally represent fairly the moral and religious sentiment of the people, and know very well that our citizens, with almost no exception, desire that the conditions of college life should be helpful, rather than harmful, to the religious development of their children. The faculties are made up of men who, with almost no exception, are earnest, reverent, God-fearing men. Persons with different views and different spirit do not, as a rule, take up the profession of college teaching. So in our university towns you do, as a matter of fact, find the professors taking an active part in the work of the churches and in religious societies organized among the students. There is not a single one of the state universities in which there is not a Christian society of students. I know of none in which Christian teachers are not at liberty in proper and becoming methods to exert, and in which they are not exerting, a positive religious influence over students. I may say in passing, that the state university with which I am most fa-

miliar has sent out about twenty-five missionaries to the foreign field, and that about thirty of the students now within her walls have announced their willingness to enter on such service, if Providence opens the way. The real danger, if there is any, to the religious life in the state universities, is in the failure of Christian men to take an interest in them and to use their legitimate influence as citizens in shaping their policy. If such men take no interest in these institutions, it is possible under our system of government that they may fall into bad hands. Now that it is settled that these universities are here to stay, for good or for ill, it is not only the privilege, it is the Christian duty, of every good man to use his lawful power to make them the best possible for developing not only the largest intelligence, but the highest type of character in the students.

Again, if the University is to prosper, it must have the financial help needed for its proper development. The mere growth of the population of this State, which goes on at so extraordinary a pace, is going to make larger and larger demands upon this institution. The day is close at hand when you will have a thousand students

to provide for. But besides this, there must be a constant enlargement of facilities for teaching and a constant improvement of methods of instruction. New apparatus, new laboratories, and especially new books, must be furnished. The modern and approved modes of teaching science are very expensive. You desire, I am sure, to keep abreast of the best universities in the grade and quality of your training. You should here and now bravely face the fact that an endowment sufficient for to-day is not going to suffice for to-morrow. You can never say with complacency, "There, the provision for the University is now complete; we are never to go any further in enlarging its income." The University is never to be finished. If it has any genuine life, that life is a growth. It must continue to go forward. The moment the University stops growing, I do not say in number of students, but in intellectual development, that moment it has begun to die. If it stands still, it is retrograding, not alone relatively to other universities, but absolutely. You cannot expect scholars of energy and aspiration to remain long in the faculty of a university which is forbidden to grow and to improve. If the authorities are to administer such an institution wisely and effi-

ciently, they must have some such assurance of support for the future as will enable them to lay plans with forecast. They should not be compelled to tear down to-day what they builded yesterday. A university is not developed by cataclysms. It must have a certain steadiness of life. Legislatures may fairly be asked to be mindful of this. Such salaries should be provided for the teachers as will enable them, if reasonable, to work with a fair degree of contentment. The value of their work is greatly impaired, if they are compelled to give much thought to outside work in order to gain a decent livelihood, or if they are constrained to be scanning the horizon all the while in quest of a position which promises decent remuneration. Their terms of office should be such as to save them from disquietude, if they are really meritorious instructors. It should not be forgotten that it is not bricks and mortar, even if moulded into the finest architecture, but the men in the teachers' chairs, that above all make a university. Gather the great teachers here, and students will flock to receive their instructions, even though the lectures are given in huts of sods or on the open prairie. Especially is it fortunate when gifted instructors are so devoted to a school

that, in spite of calls to more remunerative chairs elsewhere, they toil on year after year to carry the school through its period of poverty and trial and make their lives a part of its life. No gift of money can furnish so rich an endowment as such self-sacrificing devotion. Nearly every college has such heroic men in its faculty. I congratulate you that you have more than one such, and especially that you have at the head of this University one who was present at its birth, and who has, with a devotion unsurpassed in the history of such institutions, literally builded his life into its life. When you are fortunate enough to secure such men, of tried ability and of unswerving loyalty to the University, let them know that they are appreciated; leave them their intellectual independence; let no whirlwind of excitement begotten of sectarian prejudices in religion or in politics be allowed to imperil their position or even to disturb their serenity.

There is ample room in this State, and in each of the Western States, for one large and prosperous university. Germany has one for each two millions of inhabitants. At the close of this decade, if the prosperity of this State is not checked, you will have about that population within the borders of Kansas. The area of

your State exceeds by four thousand square miles that of England and Wales combined, is more than four times larger than the kingdom of Greece, more than five times larger than Switzerland, nearly six times larger than Denmark, and nearly seven times larger than Holland. You can lay down seven kingdoms of the size of Belgium within the boundaries of Kansas and still have more than four thousand square miles unoccupied. This State, imperial in size and imperial in resources, should plan for a great and proud future. The heroic struggles of her early life drew hither men of the noblest strain of blood from all the States between here and the Atlantic. Others like them, seeking congenial companionship, have followed them. Of such a stock something more than a mere commonplace career must be expected. Here you are in the very heart of the continent, with an abounding wealth of agricultural resources which you cannot yet measure, with most complete railway communication east, west, north, and south, to all the markets of this country, and to all the ports of exportation upon the Atlantic coast from Galveston to Montreal. But one thing is absolutely indispensable even to this people of so noble lineage and high character

and undaunted enterprise, with all the magnificent resources of Kansas in their hands, if they are to gain and retain for the State that conspicuous position which you are hoping and predicting for her; that one thing is a sufficient number of men trained by the best education which can be furnished to fit them for leadership in all departments of human activity, for eminence in all branches of industrial, of professional, and of civic life. In the fierce competitions of these days, those communities and those States which produce the largest intelligence, the most energetic and noble character, will push to the front. It is generally conceded that the West, with its rapidly-increasing population and its illimitable resources, is to have the decisive word in guiding the destinies of this nation. But she does not deserve to wield such a power, and she ought not to desire to wield such a power, unless she can rear generations of broad-minded, large-souled men, fitted not only to develop the resources of the West, but to bring a virile energy and consummate wisdom and ripe statesmanship to the administration of our national affairs. If this great State aspires to do her part in securing for the West the high trust of leadership, she must see to it that the best training of the

age is secured for her children. Let no penny-wise economy rob them of the facilities for making themselves the peers of the children of any of the sister States. May all the educational institutions of this State be generously supported. May this University be a perpetual fountain of intellectual life, whose streams, increasing year by year in volume and in strength, shall make glad this proud commonwealth and diffuse its blessings throughout the nation and over the wide world.

R. W. OLIVER.

HISTORICAL SKETCH

OF THE

UNIVERSITY OF KANSAS.

WILSON STERLING.

I. THE PREPARATION.

The people who settled Lawrence were very far from being firmly established in their new homes when they began to turn their attention to the question of education. They had no means for the support of schools and no laws governing educational matters. Under these circumstances they naturally had recourse to their friends and supporters in the East. The peculiar circumstances attending the settlement of Lawrence gave the people a special claim to the friendship and generosity of a Boston gentleman of culture and means, Amos A. Lawrence, one of the founders of the New England Emigrant Aid Company, and a personal acquaintance and friend of many of the first settlers of the city

which bears his name. He became interested very early in the question of good schools for Kansas Territory, and particularly for Lawrence, and gave substantial expression of his interest by setting in operation a plan for the founding of a preparatory school in the city.

As early as 1856, he requested Chas. Robinson to spend some money for him in laying the foundation of a school building on the northern part of Mt. Oread, at the site of North College. Work on this building was actually begun, but as the title to the land was imperfect, the work was soon suspended. In a private letter to the Rev. E. Nute, of Lawrence, dated Dec. 16, 1856, Mr. Lawrence explains his plans and desires on this subject. He says:

"You shall have a college which shall be a school of learning and at the same time a monument to perpetuate the memory of those martyrs of liberty who fell during the recent struggles. Beneath it their dust shall rest. In it shall burn the light of liberty, which shall never be extinguished until it illumines the whole continent. It shall be called the 'Free-State College,' and all the friends of freedom shall be invited to lend it a helping hand. . . . I cannot furnish cash for building, but I can give what will be as good for paying expenses after it is up. For instance, having advanced ten thousand dollars to the university at Appleton, Wisconsin, last year, I hold their notes on interest. This is a good institution and it owes little or nothing except this. They have about two hundred thousand dollars' worth

of property, and four hundred and fifty students on their catalogue. I wish I had money, but I fear the time is far distant when I shall have more than enough to carry on my plans begun long ago."

He was evidently deeply interested in this matter, for in another letter to the Rev. Mr. Nute, written only five days later than the preceding, he says:

"I am very desirous not to lead in this matter of the college, but only to be one of many subscribers to the fund, which ought to be as much as one hundred thousand dollars at starting. They are now raising a sum of money in Connecticut (a dollar for every Fremont vote), they say forty-three thousand dollars, for relief. This would be the best relief they can give, to employ labor next spring, at the same time creating a permanent benefit and perpetuating the memory of a struggle which must exercise a vast influence on this continent. Pardon my troubling you, but the more I consider this matter of a 'Free-State College,' the more I like it, and hope God will put it into the hearts of the people to carry it out. The clergy could do it if they would not be jealous of each other's influence."

Naturally the majority of the settlers in their struggle with untamed nature, as it appeared in the unbroken prairie and the border ruffian, had little thought for this subject, but the friends of the enterprise here found time to discuss and investigate the questions of means and location for the proposed college. Some advocated the location of the site at a point more remote from

the town. This question was also submitted to Mr. Lawrence, and his reply doubtless had much weight in determining the location not only of North College, but also of the later University buildings. In another letter to Rev. Mr. Nute, dated Feb. 11th, 1857, he says:

"I should suppose [the proposed site] is not comparable with the high lands above the town. Trade will not go up the hills except to get prospect of a good bargain, and there is no risk in locating a college or a church on a hill, even in a large city. The Romanists have understood this, and we see in Europe their institutions on the pinnacles over the cities, unless occupied by a fortress, always. It insures a good view and seclusion. The spot originally selected in Lawrence is the right one."

In accordance with his previous suggestion, he forwarded to the local trustees of the New England Emigrant Aid Company the notes against Lawrence University, Wisconsin, and his letter of directions to the trustees regarding the disposal of the income is worthy of quotation in full, both as more fully revealing his plans and as giving an insight into the political creed and the character of the man.

"BOSTON, Feb. 14, 1857.

"*To Messrs. Charles Robinson and S. C. Pomeroy, Trustees*—

"GENTLEMEN: Enclosed with this are two notes of five thousand dollars each, of the Lawrence University, of Wisconsin, which, with the interest added, amount to eleven thousand six hundred and ninety-six and $\frac{14}{100}$ dollars, as of

to-day; also a certificate of stock in the New England Emigrant Aid Company (par $2,000), worth one thousand dollars or more at the present time; in all twelve thousand six hundred and ninety-six dollars and fourteen cents, which has been transferred to yourselves to be held by you in trust, and the income to be used for the advancement of the religious and intellectual education of the young in Kansas Territory. Until I shall give directions to the contrary, I wish one-half of the income to be applied to the establishment of the best system of common schools, by organizing in every settlement those who shall be in favor of its adoption, as soon as the school funds shall be received from the United States Government; also by giving aid to a school in Lawrence which shall serve as a model to others. The other half of the income to be used for the establishment of Sunday schools and furnishing them with the books of the Sunday School Union, of Philadelphia. In the event of my decease without giving any other directions than the above, I wish the fund to be used in the manner designated by me in a letter written to Rev. E. Nute, Dec. 16, 1856.

"The state of your laws prevents me from making a formal instrument of trust at this time, and I have only to say that by accepting the office of trustees you will confer a favor on me, while you will be serving the interest of the Territory in which we all have taken so much interest, and for which you have endured and risked so much. I rely implicitly on your honor to retain the property in your safe keeping, and to carry out the plan herein specified. In the event of your resignation of the office of trustee at any time or your removal from the Territory, I wish for the privilege of appointing your successors. Hereafter, I may give my views more in detail. You can draw on the treasurer of the Lawrence University at any time for a year's interest, in any one year. I have refrained from drawing because they have required all their funds for their new building. Recently

one building has been burnt, and on this account, as well as from my desire to prevent all embarrassment to the institution, I wish that the payment of the principal sum may not be urged, so long as the interest is received. If Kansas should not become a 'Free State' as soon as admitted to the Union, I wish the property returned to me or my heirs.

"Your obedient servant,

"AMOS A. LAWRENCE."

The poverty of the West and the unusual financial depression in the East prevented rapid additions to this generous gift, and the plans for the "Free-State College" could not be carried into execution at once. However, this magnificent sum, as it was then regarded, was supposed by many to be immediately available for any respectable proposition for the establishment of a college, and the following year saw the initiatory steps taken for the establishment of a school of high grade, to be under the immediate control of the Presbyterian Church of the United States of America. The active agent of this enterprise was a physician of Lawrence named Chas. E. Miner, a member of the Presbyterian Church and an energetic and aggressive business man. The directors were: Rev. Wm. Wilson, Rev. Richard Cordley, Hon. Chas. Robinson, John M. Coe, Chas. E. Miner, Rev. G. W. Hutchinson, James A. Finley, C. L. Edwards, all of Lawrence; Rev. F. P. Montfort, of Browns-

ville; T. E. Thomas, D. D., of New Albany, Ind.; N. L. Rice, D. D., of Chicago; C. Van Renssalaer, D. D., of Philadelphia; R. J. Breckenridge, D. D., of Kentucky, Rev. H. I. Coe, of St. Louis; and M. W. Jacobs, D. D., of Allegheny City, Pa. Appropriate committees were appointed, and plans were made for the erection of a building forthwith, to be thirty-six by sixty feet, two stories high. This building* was designed only as a wing of the main buildings, which were expected to cost not less than $50,000.00.

A committee was appointed to solicit contributions in the Territory in money and lands. The hope was expressed that the citizens of Lawrence and vicinity would not allow themselves to be surpassed by other portions of the Territory in their subscriptions for an enterprise that would add so much to the attractions and advantages of Lawrence. This project is scarcely to be compared with the "real-estate colleges" of more recent times, but its agents did not fail to note that "in a pecuniary point of view, holders of real estate in this vicinity will greatly enhance the value of their own property by upbuilding such an institution in our midst." It

* The dimensions were afterwards changed to fifty feet square.

was also announced that a lady of boundless energy, Mrs. Emily P. Burke, was already at work in the East raising funds for the cause, and her reports of successful operations gave great encouragement to the local committees. Several gentlemen of influence and means in the East were also actively interested.* Assurances were given that the Amos Lawrence fund would be available, provided the enterprise could be placed on a safe and permanent financial basis.

In Territorial days charters were granted only by legislative enactment. A bill was introduced and passed in the Legislature of 1859 which gave legal sanction to Lawrence University, with the following board of trustees: C. E. Miner, Wm. Bishop, G. W. Hutchinson, J. M. Coe, A. W. Pitzer, E. Nute, Chas. Robinson, S. C. Pomeroy, C. H. Branscomb, Wm. Wilson, J. A. Finley, C. L. Edwards, T. D. Thacher, Charles Reynolds, Robert Morrow, Jas. Blood, R. S. Symington, Josiah Miller, Lyman Allen, Thos. Ewing, F. P. Montfort. By a supplemental act the name of William Brindle was added to this list. †

Under this law, the trustees met on Jan. 22, 1859, and proceeded to the organization of Law-

* *Lawrence Republican*, July 8, 1858.

† Private Laws, 1859, pp. 81–86.

rence University. Their meeting was held at the Eldridge House, and a temporary organization was made by the election of Gov. Medary as chairman, and T. Dwight Thacher as secretary. After a prayer by the Rev. Wm. Bishop, a committee was appointed to nominate permanent officers of the board of trustees. All the persons named in their report were duly elected by ballot, as follows: For president, Chas. E. Miner; vice president, Lyman Allen; recording secretary, C. L. Edwards; corresponding secretary, Wm. Bishop; treasurer, James Blood; executive committee, Chas. E. Miner, T. Dwight Thacher, Wm. Bishop, Chas. Reynolds, G. W. Hutchinson, C. H. Branscomb, James Blood and Robert Morrow.

"The following chairs were then established: Biblical literature and moral philosophy, Greek language and literature, Latin language and literature, English literature, natural sciences, mathematics, modern languages, principal of preparatory department, principal of female department. Dr. C. E. Miner was appointed the agent of the board to obtain donations at the East for the University."

"A committee duly appointed nominated the

following candidates for the several chairs, who were all elected by ballot: Professor of biblical literature and moral philosophy, Rev. Thos. E. Thomas, of Dayton, O.; professor of Greek language and literature, Rev. William Bishop, formerly of Hanover College, Ind.; professor of English literature, Rev. Chas. Reynolds, formerly of Columbus, O.; principal of preparatory department, Chas. L. Edwards, present principal of Quincy High School, of this city; principal of female department, Mrs. Emily P. Burke, [of Chestnut Level, Pa.]

"A medical department was then established, consisting of the following chairs, and the following incumbents elected: Surgery and surgical anatomy, (unfilled); theory and practice and clinical medicine, C. E. Miner, M. D.; physiology and pathology, A. M. Clarke, M. D., of New York city; materia medica and medical botany, J. P. Root, M. D., of Wyandotte; obstetrics and diseases of women and children, Alonzo Fuller, M. D.; chemistry and medical jurisprudence, John M. Coe, Esq., of Lawrence."

Committees on by-laws and curriculum were appointed, and another committee was empowered to confer with the Legislature in regard to

the establishment of a normal school in connection with the university. The bond of the treasurer was fixed at ten thousand dollars. Chas. E. Miner was also placed on two more committees whose functions were to attend to the erection of the proposed building and to procure a seal for the university, and then the meeting adjourned to meet again in five days.*

During the month of January, 1859, the trustees of the city of Lawrence gave to the trustees of Lawrence University a "quitclaim deed with bond for the execution of further deed whenever patent shall issue for town site of Lawrence" to the present North College campus, "on condition that said university is permanently located at Lawrence, Kansas Territory, that a brick building not less than thirty-six feet in width and sixty feet in length, two stories high, be erected and completed within one year from this date, and that a school be commenced within six months from this date, and that, failing to comply with the above conditions, said Lawrence University shall forfeit all right to said lot of ground, and it shall again become the property of the city of Lawrence." †

* *Lawrence Republican*, Jan. 27, 1859.

† Report of committee on city property. (See council record of March 1st, 1865.)

In accordance with the terms of this quitclaim deed, an attempt was made to open a preparatory school. The trustees were unable to comply with the letter of the agreement, but they hit upon a plan for fulfilling its spirit. The "six months" specified in the agreement had elapsed, and no school was in operation. Mr. C. L. Edwards, who had conducted the Quincy High School and other schools in Lawrence, had advertised the opening of an institute* in September of 1859. Almost all the pupils of suitable age and attainments in the vicinity were pledged to attend his institute. The management of Lawrence University, accordingly, proposed to make his institute the "Preparatory Department of Lawrence University." With a very slight change of program this was accomplished. The place of the school was the basement of the Unitarian Church, which had been already secured for the institute. The fees were to remain the same. Two more members of the university faculty were added to the teaching force. Rev. Wm. Bishop, professor-elect of Greek literature, came each morning and opened the school with devotional exercises and conducted a beginners' class in Latin; Rev. Chas. Reynolds, professor-

**Lawrence Republican*, Sept. 1, 1859.

elect of English literature, came each day and heard a class in reading. The rest of the teaching and management was done by Mr. Edwards, who also received all the fees. This preparatory department was opened September 19th, 1859, and continued about three months, when its patronage ceased and it ceased.*

The difficulty of securing funds for the institution somewhat retarded the progress of the work of building, but, about the middle of the summer of 1859, Dr. Chester, of Philadelphia, and others, representing the Presbyterian Educational Board, visited Lawrence† and examined the situation. They were satisfied with the outlook, and accordingly the Board gave pledges of sufficient money to erect a building suitable for the purpose, on condition that an endowment could be secured from other parties.‡ The trustees voted to name their new building "Chester Hall," in honor of Dr. Chester, and set about the work with great earnestness and enthusiasm.

A similar enterprise was set on foot about this

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*Statement of C. L. Edwards. Compare erroneous statements in various State University catalogues, Kansas "Herd Book," and other places, with true date of opening, as shown by *Lawrence Republican*, Sept. 22, 1859.

† *Lawrence Republican*, Aug. 11, 1859.

‡ History of Lawrence Presbyterian Church, by Dr. Osmond, 1888, p. 11.

time by the Congregational Church of Kansas. The "Association of Congregational Ministers of Kansas" at an early day* determined upon the establishment of a college in Kansas Territory. Topeka made the first proposition to secure the location of their college but evidently promised more by way of inducement than she could fulfill. Accordingly, at a meeting held at Lawrence in June, 1859, a proposition was made to secure for Lawrence the establishment of an educational institution to be called "Monumental College," † designed to commemorate the triumph of liberty over slavery in Kansas, and to serve as a memorial of those who assisted in achieving that victory. The trustees of the Amos Lawrence fund, with the consent of Mr. Lawrence, signified their willingness to make over that fund to "Monumental College," ‡ on condition that the Congregationalists should have control of the institution. By a subscription the incorporators had obtained donations of a large amount of land, numerous town lots and money pledges, all together estimated variously at from $40,000 to $70,000. "The interest of the people of Lawrence in this move-

*Minutes of meeting, April 25–27, 1857.

† *Congregational Record*, p. 45.

‡ *Congregational Record*, p. 46.

ment may be seen from the fact that this whole sum was secured in a little over three days. The paper on which the names of the donors are signed makes a roll some eight feet long.''*

The Association almost unanimously accepted the proposition of the incorporators, and Mr. S. N. Simpson, of Lawrence, went to Massachusetts, where he presented the cause to prominent men of the denomination. The undertaking received the attention of many prominent men of the Congregational † and other churches. But in spite of these fair promises, the drought of 1860 and the consequent hard times prostrated the enterprise, and nothing substantial was accomplished. The association of ministers again took up the question in 1863 and located their college at Topeka, ‡ and Washburn College is the result of their efforts.

The claim of the Congregationalists§ that they were likely to secure the Amos Lawrence fund for their proposed college caused uneasiness among the Presbyterians, but the latter had the lead, and pushed forward the work of building

* *Lawrence Republican*, June 2, 1859.

† See *Springfield* (Mass) *Republican* and *Boston Journal*. as quoted in *Lawrence Republican* and *Congregational Record*.

‡ *Congregational Record*, Vol. V, p. 79.

§ *Congregational Record*, p. 46.

as rapidly as possible. Large quantities of brick, stone and lumber were hauled to the hill and masons were employed in laying a foundation for the building. On the eighteenth of October, 1859, the Free Masons, then in session in the city, publicly laid the corner stone, and Solon O. Thacher and others delivered speeches appropriate to the occasion.* Work was pushed on until cold weather compelled the workmen to cease. Meanwhile denominational jealousy was doing its work,† and there was a general feeling of dissatisfaction with the financial management of Dr. Miner,‡ who had gone to Boston, where he had made an unfavorable impression on Amos Lawrence.§ Work could not be resumed the following spring because of difficulty in securing cash to pay expenses. The workmen and contractors had been paid but little, and the Educational Board was unwilling to sink money in a failing cause. The hard times consequent upon the drought of 1860 decided the fate of the cause. It could not be carried to completion. Dr. Miner, however, insisted on the fulfillment of the pledge of the Educational Board,

* *Lawrence Republican*, Oct. 20, 1859.

† Letter of Rev. Wm. Bishop, Salina, Kas.

‡ Statements of Sam. Reynolds, C. Robinson and others.

§ Statement of C. Robinson.

but finally made a compromise proposition, which, on motion of Dr. Chester,* was adopted, whereby the board paid the sum of $1,523.50 to the trustees of Lawrence University, and the parties mutually released "each other from all obligation that they may have been under or that they may have been considered to be under." This payment was made in the fall of 1860. A previous payment of one hundred dollars had been made in January, 1859, and this sum of $1,623.50 represents substantially the amount actually invested by the Presbyterians in Lawrence University. They had, however, a considerable amount of material on the ground and debts of about equal amount. Liens aggregating $3,000 or $4,000 were made by sub-contractors upon the property. The general feeling was that the project had failed. †

Many, however, were unwilling to see the plan of a college for Lawrence given up. A new board of trustees was, therefore, formed and a new institution chartered by the Territorial Legislature of 1861, under the auspices of the Episcopal Church. The name of the new organization was "Lawrence University of Kansas." The trus-

* Record of Educational Board, supplied by Dr. D. W. Poor, Philadelphia

† Statements of R. G. Elliott and others.

tees named in the charter were: Chas. Reynolds, Chas. Robinson, Chas. E. Miner, H. J. Canniff, C. W. Babcock, Geo. W. Deitzler, Wm. H. Hickcox, Geo. W. Smith, J. M. Bodine, Caleb S. Pratt, Samuel Reynolds, Geo. Ford, Jas. Blood, N. O. Preston, John Foreman, R. G. Elliott, L. Bullene and S. A. Riggs.*

Rev. Chas. Reynolds, rector of the Episcopal Church, of Lawrence, was the principal agent of the enterprise. Contributions were again sought in the East, and liberal responses were received. Among the most liberal contributors were John David Woolfe, of New York, and Amos A. Lawrence, of Boston.†

By arrangement with the Presbyterians, a board of appraisers‡ was chosen and the foundation and materials collected on Mt. Oread were appraised. Liens to the amount of $3,000 or $4,000 were held against this property by mechanics and sub-contractors. The value of the property as determined by the appraisers was about equal to the sum of such claims, and on condition that the Episcopalian board would satisfy these creditors the Presbyterians surrendered their

* Private Laws, 1861.

† Letter from Rev R. W. Oliver, March 30, 1891.

‡ For a different and erroneous statement of this matter, see "Historical Sketch of First Presbyterian Church, of Lawrence, Kas., 1888," p 12.

claims. By further arrangement with the creditors, their claims were all paid on the basis of sixty-five cents on the dollar.*

In consequence of some adverse criticism of the management of Chas. Reynolds, the American Church Missionary Society, through whose agency support for the undertaking was secured, withdrew its support.

Mr. Reynolds afterwards resigned, and entered the United States army as a chaplain. Rev. R. W. Oliver, who was sent out as his successor, was commissioned by the society to investigate the charges of mismanagement and decide as to the advisability of continuing the work. He found the charges groundless, but decided that it was not best to continue the work immediately. † The war interfered, and practically nothing more was done.

About two years later the proposition to build a city school on Mt. Oread was revived. On the 12th of August, 1863, the city council appointed a committee "to enter upon and take posession of the city property on Oread Hill, and the foundation erected there for college pur-

*Statement of R. G. Elliott, who paid the money in settlement of these claims

† Letter from R. W. Oliver, who adds: "He (Rev. Chas. Reynolds) had paid the Presbyterians in full for all their claims, and I got their receipt in full for all demands."

poses, the several societies to whom it had been leased having failed to comply with the lease or contract entered into with the city, thereby forfeiting said property.''* Furthermore, a motion was made to issue bonds to the amount of $10,000 ''for the purpose of completing the school building on Mt. Oread.'' On August 19th, the mayor reported that formal possession of the property had been taken in the name of the city. Quantrell's raid, which occurred two days after this report, decided the fate of this movement for the time; but a year later the city again asserted its claim to Mt. Oread. Rev. R. W. Oliver protested against the city's action, as the following significant letter of remonstrance will show:†

''*To the Hon. Mayor Ludington and City Council of Lawrence*—

''GENTS: Your reply to my last communication is before me. If the affair stood respecting the property on college hill as you honestly suppose, your proposal to lay hold upon the building for city property without remuneration would not in my judgment be generous. But when, on the express authority of Rev. Mr. Reynolds, I am justified in believing that a consideration for the aforementioned work was proposed and accepted by a former mayor of your city, I am justified in asking you to reconsider your judgment. I have no mind to stand in the way of public improvements, and

*Council proceedings, Aug. 12th, 1863.

†Quoted from council proceedings, Sept. 7, 1864.

more especially when the improvements look towards the education of the rising generation. Had your judgments been of a friendly and contrary character, I would now be pushing forward, on a small but efficient scale, a public improvement for educational purposes.

"I lay no claim to any lands or lots; but simply as in my judgment neither a former mayor of Lawrence nor Rev. Mr. Reynolds had the individual right to convey away the rights of others without their expressly having authorized them so to do, that the case presents itself to your honest instincts and judgments for such action in the case as will place all parties right before a just public sentiment. Hon. Judge G. W. Smith is officially appointed to enter into any arrangement with you on the part of the vestry of Trinity Church.

"I am, gents, yours faithfully,

"R. W. OLIVER."

A few months later Mr. Oliver was elected Chancellor of the State University and secured the donation of the claims of the Episcopal Church to the State.*

II. THE FULFILLMENT.

The first constitution of Kansas Territory, adopted at Topeka in December, 1855, in the third section of its seventh article provided that "The General Assembly may take measures for the establishment of a university, with such branches as the public convenience may hereafter demand, for the promotion of literature, the

*Regents' record, p. 13.

arts, sciences, medical and agricultural instruction." A year and a half later the Free-State Legislature which met at Topeka, June 9, 1857, enacted five laws, one of which was "For establishing a State University, at Lawrence."*

The framers of the Lecompton constitution, in September, 1857, although possibly outdone by their Free-State brethren in zeal for the founding of a university, nevertheless in the fourth section of the ordinance appended to the constitution enacted —

"That seventy-two sections, or two entire townships, shall be designated by the President of the United States, which shall be reserved for the use of a seminary of learning, and appropriated by the Legislature of said State solely to the use of said seminary."

Again, the Leavenworth constitution, adopted by the Free-State men in April, 1858, in the seventh section of its seventh article provides that —

"As the means of the State will admit, educational institutions of a higher grade shall be established by law, so as to form a complete system of public instruction, embracing the primary, normal, preparatory, collegiate and university departments."

And, finally, the Wyandotte constitution, adopted in July, 1859, provided in the seventh section of the sixth article that —

* Wilder's Annals of Kansas, p. 169.

"Provision shall be made by law for the establishment, at some eligible and central point, of a state university, for the promotion of literature and the arts and sciences, including a normal and agricultural department. All funds arising from the sale or rents of lands granted by the United States to the State for the support of a state university, and all other grants, donations or bequests, either by the State or by individuals, for such purposes, shall remain a perpetual fund, to be called the 'university fund,' the interest of which shall be appropriated to the support of a state university.

"SEC. 8. No religious sect or sects shall ever control any part of the common school or university funds of the State."

By the act of the admission of Kansas into the Union, approved by President Buchanan January 29, 1861, the Wyandotte constitution became the constitution of the State of Kansas, and, therefore, the last sections above quoted form the constitutional provision for a State University of Kansas. By an act of Congress, approved on the day of the admission of Kansas to statehood, it was ordered —

"That seventy-two sections of land shall be set apart and reserved for the use and support of a state university, to be selected by the Governor of said State, subject to the approval of the Commissioner of the General Land Office, and to be appropriated and applied in such manner as the Legislature of said State may prescribe, for the purposes aforesaid, but for no other purpose."

The city of Lawrence had long been regarded as the literary metropolis of Kansas, by her own

citizens, at least, and when the question of location of state institutions came up for consideration, the people of Lawrence preferred to secure the State University to any other institution, even the capital. They based their preference on the belief that Lawrence was too far east to be able to hold the capital; that the State University would be a greater attraction to population, and that, even if greater numbers should not be attracted by it, the literary influence of the University would at any rate compensate for the difference in material advantage. In the location of the capital, therefore, the people of Topeka had their desire, and it is claimed that, by tacit understanding, at least, Lawrence was to have the University.* But as enterprising towns were more numerous than desirable state institutions, the Lawrence people were given to understand that the University, with its grant of seventy-two sections of land, would not be yielded to them without a struggle. However, as the various denominational enterprises for the founding of a college at Lawrence had failed, the "Amos Lawrence fund" was still intact, and, at the request of the trustees of the fund, Mr. Lawrence had expressed a willingness that it should

*Statements of Richard Cordley, J. G. Haskell and others.

be employed as an endowment fund for a State University, if its location could be secured for the city of Lawrence. Interest on the original notes had been accruing for some time, and the fund now amounted to about $15,000, which was still in the hands of Lawrence University, Wisconsin.

The first attempt to locate the State University under the constitution was a proposition made in 1861 in favor of Manhattan, where the Methodists already had a school in operation, under the name of Bluemont College. The bill for this location passed both houses of the Legislature, but was promptly vetoed by Governor Robinson,* who thought the movement premature. The question did not come up again until 1863. In the meantime Congress had made a magnificent grant of land for an agricultural college. Manhattan waived her claims to the University and without a contest† secured the location of the Agricultural College.

To secure the University, the city of Lawrence offered an endowment of $15,000, and forty acres of ground adjoining the city for a campus. At that time the city of Emporia

* See article of Prof. Walters, in *The Industrialist*, April 18th, 1891.
† House and Senate Journals, 1863

was the chief competitor in the race, and her representative, C. V. Eskridge, came forward with that city's proposition to give eighty acres of ground adjoining Emporia as a site. Emporia's representative had come to the Legislature bound by a promise to secure for his constituents the State University.* He evidently had the odds against him. A fair majority of the legislators were, doubtless, in favor of Lawrence at the opening of the session,† but by the diligence and ready promises of Emporia's representative many were inclined to support Emporia. Mr. Eskridge introduced House Bill No. 122, "To establish the State University at Emporia," which finally became the law, but not until its text had been radically changed and its title shorn of the fond words "at Emporia." The fight was one of the most earnest and memorable ever fought in a Kansas Legislature,‡ and was watched with interest by the whole State. The Topeka correspondent of the Leavenworth *Conservative*, Feb. 6, 1863, says:

"To-day, in the discussion in the House upon the bills for locating the University, Mr. Eskridge made a pointed and telling speech in support of Emporia.

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* Statement of J. S. Emery.

† Statement of Edward Russell

‡ Letter of C. V. Eskridge, Mar. 30, 1891.

"There have been a host of lobby members here from Lawrence, working to secure the supremacy of that place in this contest. To-day Judge Miller, the postmaster, and Mr. U. S. Assessor Legate, and Messrs. Blood, Horton and others, were around the halls and hotels, anxious and diligent."

The correspondent of the same paper again writes, Feb. 11:

"The result of the great university contest is already known to you. The discussion was conducted in the feudal manner, by champions. The first tilt occurred on Friday, the 6th, when Mr. Eskridge, of Emporia, met the speech of Mr. Emery, of Lawrence, at all points, and bore away the palm of victory and the plaudits of the assembly. Again the battle joined, on Monday, the 9th, and at evening neither foe was unhorsed nor out of breath. Till late in the night the contest raged, here and there a follower of the chiefs getting involved, and one of the clan Douglas, one Foster by name, was so buffeted, splashed and rudely upset in attempting a side attack on Eskridge, that he was taken off the field well nigh dead.

"The decision finally came. A vote was taken — it was a tie. Mr. [Ed.] Russell, of Doniphan, being in the chair, and an ally of Lawrence, the result was in favor of the city known as the literary metropolis — not the hub, but as one may say, the linch-pin of Kansas.

"Upon this question, with which it was supposed railroad interests had become involved, through the diligent log rolling of the entire session, the Henderson amendment men and the entire Douglas tier of counties, including the neighboring county of Jefferson, north of the Kansas, were early combined. This made twenty-five votes for Lawrence. The jealousy, which is ancient, and in the nature of things ineradicable, between the first and second tiers of counties would

ordinarily prevent any combination of their forces in a question upon which depends the great north and south railroad line. Yet, strange to say, by some enchantment every member for Johnson, Miami and Linn counties (except Mr. Christie, who lies dangerously ill, and Mr. Campbell) was induced to support Lawrence. Besides whom four of the Leavenworth delegation, animated solely by conscientious considerations, according to the declarations of Mr. Brown, went on this side, the other four passing by on that. Thus were secured thirty-eight votes; and so far as the House is concerned, thus was located the University, near the commercial center, the military depot, denominated Lawrence."

In the *Conservative* of March 3d, the same correspondent speaks of one Jefferson county member "who stood nobly aloof from the Henderson-amendment-Lawrence-University-Osawatomie-Insane-Asylum coalition. The sad fact remains to be confessed that two members from that county were drawn into the vortex of that engulfing maelstrom, and were carried away by the undertow." There was probably much less of a combination in favor of Lawrence than this account alleges,* and reference is made to it chiefly to show the fervor of local feeling in the contest. The bill came up for decision in the Senate on Feb. 11th,† and passed without a contest, and received the approval of Gov. Carney Feb. 20th, and so became a law.

*Statement of Ed. Russell. †*Leavenworth Conservative*, Feb. 22.

The bill provided for the appointment by the Governor of three commissioners, whose duty it should be to locate the State University. The specific duty of the commission was to examine proposed sites, make proper selection, require a good and sufficient title for the location without cost to the State, and make a full and impartial report to the Governor on or before the first day of May, 1863.* In case of the failure of Lawrence to secure a site of forty acres adjacent to the city and to deposit an endowment fund of $15,000 with the State Treasurer within six months after location by the commissioners, the provisions of the act should be null and void. And in that event, the proposition of Emporia to grant an eligible site within or adjacent to that city should be accepted by the State as the location of the University, and the Governor should issue his proclamation accordingly.

The commissioners appointed were S. M. Thorp, Josiah Miller and I. T. Goodnow, who met at Lawrence in March, and spent some days in examining grounds adjacent to the city,† and adjourned to hold a final meeting at Lawrence on April 25th, when the city council met in

* General Laws 1863, p. 115.

† Commissioners' report, 1863.

special session to consider a proposition to purchase a tract of land for the University site. The commissioners were present and "made some very interesting remarks in reference to the location of the same."* Chas. Robinson came forward with a proposition to furnish the required forty acres from his land above the city, on condition that the council would deed to him a half block of land lying south of the school foundation, on Mt. Oread.

A committee of the council was appointed to confer with Robinson and report two days later. In their report they recommended the acceptance of the proposition, provided Robinson would give bond to allow the city the privilege of redeeming the half block within six months for the sum of $1,000. The mayor was, accordingly, ordered to sign a deed of conveyance, and Robinson secured to the State the transfer of the University campus.†

Greater difficulties were encountered in securing the endowment fund of $15,000. It had been supposed that the notes, with the accrued interest, against Lawrence University, Wiscon-

* Council proceedings, p. 402.

† About half the campus was the property of Mrs. Robinson, who received for her share something over $600 from the citizens of Lawrence. (Statements of C. Robinson and Fred. Read.)

sin, could be collected without difficulty. Amos A. Lawrence generously offered to assist in the collection* and conferred with that institution in regard to settlement of the claim. The officers expressed a willingness to do all in their power, but were unable to pay the principal. They offered, however, to pay the interest, which then amounted to $4,400. Thereupon, Mr. Lawrence, with the same spirit of generosity which had prompted his original gift, agreed, upon surrender of the notes by the trustees, to give the State $10,000 in cash. It was expected to make up the required fifteen thousand by the collection of the interest above alluded to and a note held by Chas. Robinson against the Congregational Society, of Lawrence, for $600, which was unappropriated interest belonging to the fund. It finally proved impossible to collect either of these sums in time to meet the requirements of the legislative act, and the citizens of Lawrence were obliged to bestir themselves to make up the sum from their own resources. They had no ready money, but many men in business had credit. They, therefore, gave a personal note amply signed and

*Correspondence with Chas. Robinson.

amply secured for the sum of $5,000.* In the meantime the city of Lawrence was laid in ruins, August 21st, by Quantrell's raid, and the resources of the people were gone. All interests for the time were prostrated, but the friends of the University did not fail to rally in time to save the institution for Lawrence. One of these friends, Gov. Carney, of Leavenworth, came to the rescue, and cashed the citizens' note of $5,000. The city was thus enabled to deposit the necessary sum with the State Treasurer † on October 29th. The Governor's proclamation declaring the institution permanently located at Lawrence was made November 2d, 1863.‡

Gov. Carney's message to the Legislature, in January, 1864, contained the following reference to this matter:

"I submit the report (with accompanying papers) of the commissioners appointed to locate the State University. This institution is located at Lawrence. I obeyed the act of the Legislature, approved Feb. 20th, and made proclamation of the fact on Monday, the 2d day of November, 1863. The requirements of the act were all complied with. A generous and earnest friend of education and Kansas, Amos Lawrence, of Boston, Mass., gave $10,000 to it; the citizens of Lawrence advanced $5,000, making

* Statement of Chas. Robinson.
† Treasurer's Report, 1863, p. 8.
‡ Public Documents, 1863, report of commissioners.

the amount required, which sum has been deposited with the Treasurer of State. I am loth to recommend the expenditure of money devoted by law to specific objects; but I think this case so clearly exceptional that I do not hesitate to urge the Legislature to return to the citizens of Lawrence the amount contributed by them. Their gift we know was a generous one; it was noble as well as generous. In a fell hour they lost, as it were, their all. Rebel assassins did the fatal work. Where, then, the patriot heart in the State that would not say promptly, 'Return to those public-spirited men the generous gift which when wealthy they promised, and which promise when poor they fulfilled?' Where the legislator, knowing these facts so honorable to them and to humanity itself, who would hesitate in meeting this wish of the people, and of doing a duty which the State owes to herself?"

In accordance with this suggestion, an act was passed by the Legislature refunding the money nominally to the mayor of the city of Lawrence,* and thus was accomplished the first unconstitutional measure relating to the funds of the University; for the act locating the University required an endowment of $15,000, and the constitutional provision relating to a university provides "that all funds arising from the sale or rents of land granted by the United States to the State for the support of a state university, and all other grants, donations or bequests, either by the State or by individuals, for such purpose,

* General Laws 1864, p. 194.

shall remain a perpetual fund." Not content with diminishing the university endowment by $5,000, the Legislature took away from the $10,000 contributed by Amos Lawrence the sum of $167 to pay the interest on the loan of Gov. Carney.* The remaining $9,833 were invested by the State Treasurer in State bonds to the amount of $10,300,† which then constituted the University fund.

The Legislature of 1864 passed a law to organize the University. Two young ladies of Lawrence, the Misses Chapin, who had a private school, particularly urged the matter of organization of the University at that time.‡ During the Legislative session Chas. Chadwick, of Lawrence, visited Topeka to urge the matter with the representatives from Lawrence, and was by them instructed to draft a suitable bill for the organization. He withdrew to a library, found a copy of the charter of the State University of Michigan, and, with this as his model, drafted a bill which, with slight modifications, became the charter of the University of Kansas.§

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* General Laws 1864, p. 194.

† Treasurer's Report, 1864, p. 6.

‡ Statements of R. G. Elliott and Chas. Chadwick.

§ Statement of Chas. Chadwick.

The charter declares the object of the State University to be, "To provide the inhabitants of this State with the means of acquiring a thorough knowledge of the various branches of literature, science and the arts." The government of the University was vested in a Board of Regents, to consist of a president and twelve members, to be appointed by the Governor, with the State Superintendent of Public Instruction and the Secretary of State as *ex officio* members of the board.

The University was declared to consist of six departments, as follows: The department of science, literature and the arts; the department of law; the department of medicine; the department of theory and practice of elementary instruction; the department of agriculture, and the normal department.

The fee of admission to the University must never exceed $10, and to residents of the State the tuition for one year in the departments of science, literature and the arts, and elementary instruction, must never exceed $30; and all tuition in these departments was to be free to residents of the State as soon as the increase of the University fund would permit.

The Regents were given the ordinary powers

usually belonging to such bodies. The University was declared to consist of two branches, a male and a female branch. "The female branch may be taught exclusively by women, and buildings for that branch shall be entirely separate from the buildings of the male branch. And to establish and maintain the said female branch, the Regents shall annually appropriate a sufficient amount out of the funds of the University."*

The last provision was not a part of the original draft by Chas. Chadwick. At the suggestion of many citizens of progressive ideas, he had inserted a provision for equal educational privileges of both sexes in the University, but this radical proposition was on the point of defeating the bill, whereupon the concession was made to the conservative element in the Legislature, and the provision for the two branches became the law. However, this provision has been persistently and constantly overridden from the opening of the institution, and the day of the possible enforcement of this dead letter has long since passed away.

The act of organization was approved March 1st, 1864, and on the next day the following

*General Laws 1864, pp. 195-8.

gentlemen were appointed Regents: Chas. Robinson, J. D. Liggett, E. J. Mitchell, Geo. A. Crawford, J. S. Emery, A. H. Horton, C. B. Lines, S. O. Thacher, Geo. A. Moore, John H. Watson, Samuel A. Kingman and John A. Steele.* The Board as thus constituted never held a meeting. There is no record of futile atttempts to hold meetings, but the following resolution passed at the first meeting is significant:

"*Resolved*, That, in the opinion of the Regents present, in filling vacancies in the Board of Regents, the State executive should have reference to the appointment of such persons as will attend the meetings of the Board." †

The first meeting was held in the city council rooms of Lawrence, March 21st, 1865. By resignations of several members and the decease of John A. Steele, the *personnel* of the Board was materially changed by this time. The Board then consisted of Chas. Robinson, J. D. Liggett, E. M. Bartholow, Theo. C. Sears, J. S. Emery, C. K. Holliday, C. B. Lines, S. O. Thacher, G. W. Paddock, W. A. Starrett, D. P. Mitchell, J. S. Wever, with Isaac T. Goodnow, Superintendent

* List furnished from records of the Secretary of State, Topeka. By amendment to the University charter in 1873, the number of Regents was reduced from twelve to six, exclusive of the Chancellor, and the Secretary of State and Superintendent of Public Instruction were no longer included as *ex officio* members.

† Regents' record.

of Public Instruction, and R. A. Barker, Secretary of State, as *ex officio* members of the Board.* Only seven of the fourteen were present, but they declared themselves a majority, and after an informal discussion a permanent organization was effected by the election of Rev. R. W. Oliver, rector of the Protestant Episcopal Church, of Lawrence, as Chancellor and *ex officio* President of the Board of Regents; Rev. G. W. Paddock, of the Methodist Episcopal Church, as Secretary; Gen. G. W. Deitzler, as Treasurer, and J. S. Emery, as Librarian.†

On motion of State Superintendent Goodnow, it was decided to open a preparatory department as soon as the citizens of Lawrence should provide suitable rooms free of expense to the State. It was deemed impracticable to attempt to erect a building on the ground already belonging to the University. The foundation erected by the Presbyterians was still standing in good condition on North College hill. The grounds and building had reverted to the city. Some of the citizens were in favor of the erection upon this foundation of a city high school building, but the altitude of the hill led

* First catalogue.
† Regents' record

the authorities to decide against it.* The Regents, accordingly, thought it desirable to secure the ground for a preparatory school building, and expressed themselves as ready to accept a title to the ground whenever the city would put the foundation in such shape that $5,000 to be supplied by the Regents would complete the building. The resources of the Regents then consisted of the Congregational note† of $600, before alluded to; over $1,000 interest on University endowment fund, and $4,720‡ in cash, which Chas. Robinson had finally collected as interest from Lawrence University, Wisconsin. This sum was not sufficient to erect a building, so it was proposed to secure possession of a certain fund originally intended for another purpose.

Soon after Quantrell's raid, in 1863, the Union Merchants' Exchange, of St. Louis, sent a relief fund to the citizens of Lawrence to enable them to rebuild their dwellings and business houses. This fund, amounting to about $9,500, passed into the hands of James B. Laing, Ben-

* Interview with G Grovenor.

† This note was not paid until 1872. (Treasurer's report.)

‡ This sum, as well as the $10,000 previously given to the endowment fund, should be credited to Amos Lawrence An undetermined portion of the Boston Lawrence relief fund was also his gift.

jamin L. Baldridge and Wesley H. Duncan,* trustees, by whom it was loaned in sums of not more than five hundred dollars to some of the leading business men of the city. The notes, secured by real estate, were to run five years, with interest at six per cent., and when paid the money was to be used to found and maintain a home for the orphans of the victims of the raid.

Long before the maturity of these notes the necessity of an orphans' home for the persons intended by the donors had ceased to exist; besides, the sum was regarded as wholly inadequate to the object.† There was, however, a considerable number of the orphans of the raid who would gladly be recipients of a free education. Therefore, the Regents proposed to the city council of Lawrence the transfer of this fund to them for the erection of a University building, on condition that the University should furnish a free education to all the orphans of the raid who were willing to avail themselves of the opportunity. The council was willing on its part to accept the proposition, but felt some reluctance on account of the desire of the donors of the fund. Chancellor Oliver was, therefore,

*City council minutes, June 25, 1865.
†Regents' record.

appointed on behalf of the city council and the Regents of the University to represent the matter to the Union Merchants' Exchange, from whom he received the following communication:*

BARTON ABLE, President.
GEO. H. MORGAN, Secretary.

UNION MERCHANTS' EXCHANGE.
SECRETARY'S OFFICE,
ST. LOUIS, MO., Aug. 28, 1865.

R. W. Oliver, Esq., Lawrence, Kansas—I enclose herewith the consent of the Union Merchants' Exchange, through Barton Able, president, for the proposed use of the Lawrence relief funds. Yours truly,

GEO. H. MORGAN, *Secretary.*

The notes were, accordingly, turned over to the Regents, and by discounting them, some fifteen and others twenty per cent., about $9,000 was realized.

A similar fund had been collected in Boston to relieve the Quantrell raid sufferers by Amos A. Lawrence† and others. This fund originally amounted to about $5,000, of which $2,500 had been distributed immediately after the raid. The remaining $2,500 had been loaned in sums of $500 each to business men. Rev. J. S. Brown was trustee of this fund, and negotiations were entered into by Chancellor Oliver which led to the donation of this Boston Lawrence re-

*Regents' record. †Statement of J. S. Brown.

lief fund to the building fund of the Regents. Immediate payment of these notes was secured by discounting some twenty and some twenty-five per cent. *

Still another relief fund, of which Gov. Carney was trustee, amounting to $1,000,† was applied to the building fund, after a discount of ten per cent. to secure immediate payment.

Thus a sufficient sum was secured to erect a building of suitable dimensions and appointments.

On the 6th of September, 1865, Chancellor Oliver made formal application to the city council for a transfer of the ground on Mt. Oread. The request was granted on condition that the Regents have a building completed and a school in operation by the 1st of January, 1867. The conditions were accepted, and work was immediately begun to enclose a building before the setting in of winter, if possible. It was necessary, however, to suspend work on account of cold weather when the building was about half erected.‡ Work was resumed again in the spring and pushed rapidly forward, and North

* Regents' record, pp. 40, 41.
† Regents' record, p. 40.
‡ Regents' record,

College, practically as it stands now, was completed by the middle of September, 1866, at an expense of somewhat less than twenty thousand dollars.*

The north campus was not yet in satisfactory form. Gen. James H. Lane owned two and three-fourths acres necessary to complete the square of ten acres, and the good offices of Chancellor Oliver were again called into requisition. He conferred with Gen. Lane and secured bond for title by giving his personal note for $100. Gen. Lane, however, was afterwards pleased to return the note and donate the land to the State.†

The several funds supplied by outside parties were exhausted in building, and in order to open the University the State was called upon for aid. The first appropriation asked for by the Regents was secured without opposition. The Legislature of 1866 appropriated $4,000 to be employed as compensation of teachers, and $3,000 for the purchase of scientific and philosophical apparatus, library and furniture.‡

On the 19th of July, 1866, the Regents elected

*It will be observed that no part of this expense was paid by the State, nor by the city of Lawrence, directly.

†Chancellor Oliver's report, in Regents' record.

‡Regents' record, p. 10.

the first faculty of the University. In order to keep the control of the institution out of the hands of any one denomination, it was understood that two professors should not be chosen from the same denomination until all the leading denominations should have at least one representative in the faculty.* It is to be observed that the Chancellor was not at first regarded a member of the faculty, but as an officer of the Board of Regents.† It was decided to elect three professors: A professor of belles lettres and mental and moral science; a professor of languages, and a professor of mathematics and natural science.

For the first position three candidates were named: Dr. Alden, F. H. Snow and E. J. Rice. The last-named gentleman, a member of the Methodist Episcopal Church, was elected. For the second position, D. H. Robinson, of the Baptist Church, and (tradition says) F. H. Snow were nominated. D. H. Robinson received a majority of the votes, and was elected. For the third and last position, F. H. Snow, of the Congregational Church, received a majority of the votes cast, and was declared elected.‡ In considera-

* Letter of R. W. Oliver.
† Regents' record, p. 38.
‡ Regents' record, p. 27.

tion of the greater experience of Prof. Rice in educational work, he was chosen Acting President of the Faculty.

The first session opened at North College, which was just on the point of completion, on the twelfth of September, 1866. Twenty-six young ladies and twenty-nine young gentlemen applied and were admitted to the preparatory department during the first term.*

At the close of the year $1,200 had been drawn from the state treasury to pay teachers† and $1,669.16 to supply the institution with apparatus, furniture and books. It is not difficult to understand why so little of the $4,000 previously appropriated by the Legislature to pay teachers was unexpended, but that more than $1,300 that might have been employed in the purchase of books or apparatus should have been allowed to revert to the State is inexplicable.

The Legislature of 1867 granted an appropriation of $13,094.94, and of this amount again $3,666.67 reverted to the State.‡

During the summer of 1867, E. J. Rice resigned his position as Professor of Belles Lettres,

† First catalogue.

* The fiscal year then coincided with the calendar year.

‡ Regents' report for 1868, p. 7. Here may be observed one of many discrepancies of this period between the University Treasurer's report and the State Auditor's books.

Mental and Moral Science, and Acting President of the Faculty, and to perform his duties as instructor John W. Horner, formerly of Baker University, was chosen. The faculty was, moreover, increased by the election of Mrs. Cynthia A. Smith as Professor of French, T. J. Cook as Professor of Music, and Albert Newman* as Lecturer upon Hygiene. Dr. Newman had volunteered his services the previous year without pay, and was not the first year considered a member of the faculty.†

The attendance the second year was almost 100 per cent. greater than that of the first year, the names of 125 students appearing in the catalogue, of whom two were in the collegiate department.

The faculty had expressed the hope in the first catalogue that the preparatory department might be dispensed with at the end of the second year,‡ but the high schools of the State had not increased in numbers and efficiency as they had hoped, and the realization of their hope was indefinitely postponed. The preparatory department was more thoroughly organized, a third

* Second catalogue, p. 5.

† Regents' record, p. 27.

‡ In view of the fact that the last work of the preparatory department closed with this quarter-centennial year, this hope appears preposterous and amusing.

year was added to it, and it became the settled purpose of the University to maintain this department, only so long, however, as the want of suitable preparatory schools should make its maintenance necessary.

Near the close of the year 1867, Chancellor Oliver resigned his position and removed from Lawrence to Kearney, Nebraska, to take charge of the divinity chair in the diocese of Nebraska.* His services had been given from the first without remuneration, and in order to retain him in the position of Chancellor the Regents voted him a salary of $500 for the ensuing year, but his resignation was made before he received any part of it. His relation to the University had been of a business nature and he had nothing to do with instruction. His duties had been specified by the Regents as follows: First, to act as general financial agent for the University; second, to preside at all the meetings of the Regents; third, to preside at all the meetings of the executive committee, when present.† Although his services were wholly gratuitous, he rendered very valuable aid to the institution, as his success in raising funds for the erection of

*This position he still holds, a loyal friend of the University for which he labored so well.

†Regents' record, pp. 38, 39.

North College amply testifies. He had also been commissioned by the Regents to visit eastern colleges to find and recommend suitable persons for the offices of military instructor and permanent President. In his report for the latter position, he recommended the following gentlemen: Rev. Dr. Tappan, late president of the University of Michican; Rev. Dr. Bonans, president of the university at Northfield, Vt.; Edward P. Evans, Ph. D., professor of modern languages and literature, University of Michigan; Rev. Jas. R. Boise, A. M., professor of Greek language and literature in the University of Michigan; Henry S. Frieze, A. M., professor of Latin language and literature in the University of Michigan.*

The dual headship of the institution was regarded as unsatisfactory, and as both Chancellor and President of the Faculty had resigned, the Board of Regents resolved "that it is the judgment of the Board that under the law the Chancellor of the University is the President of the Faculty."†

After much discussion and serious consideration of the qualifications of various educators

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*Regents' record, p. 47.

†Regents' record, p. 52.

for the position, a vote was taken at the annual meeting held Dec. 4th, 1867, by which Gen. John Fraser,* president of the Agricultural College of Pennsylvania, was elected Chancellor and President of the Faculty. Gen. Fraser entered upon his official duties in the University on the 17th day of June, 1868.† The academic year 1867–8 had been successfully passed under the combined management of the senior members of the faculty, Professors Robinson and Snow. The catalogue of this year stated that "by the munificence of the State, tuition in the University has been made free in all departments. No charges are made, except an annual contingent fee of ten dollars," which was collected from all students except orphans of the victims of Quantrell's raid and honorably discharged Union soldiers. The resources of the institution for many years consisted of these contingent fees, the interest on the endowment fund, which was then generally referred to as the Amos Lawrence fund, and the annual appropriations made by the Legislature.

At the opening in September, 1868, the faculty had been considerably changed. Pro-

* Regents' record, p 52.
† Regents' report for 1869.

fessors Horner and Cook had resigned. Chancellor Fraser became Professor of Mental and Moral Philosophy and Belles Lettres, and S. M. Newhall was elected instructor in vocal music, W. H. Saunders instructor in chemistry, and John Folkmann, Ph. D., instructor in the German language and literature and drawing. Dr. Newman's title was changed from "Lecturer upon Hygiene" to "Instructor in Human Anatomy and Physiology and Hygiene."

The unusually large proportion of instructors in the faculty was principally due to the inability of the Regents to pay full professors' salaries to more than the three senior members of the faculty. The first difficulty in securing sufficient appropriations was experienced with the Legislature of 1868. The Regents' estimate of necessary appropriations was $13,800. This included the item of $3,000 for a Chancellor and President of the Faculty, which had been appropriated by the two preceding Legislatures but had remained undrawn in the State treasury. This item was now refused and the sum asked for was otherwise reduced to $7,500. The Regents felt that they must keep their contracts with the instructors, so no reduction of salaries was made, but at the close of the year 1868 an indebtedness of nearly

$2,000 had been contracted.* Yet, strange to say, again an undrawn balance of $533.34 was left in the State treasury.†

The attendance of the year 1868–9 was 122, of which number six young ladies were in collegiate classes.‡

The year 1869–70 is memorable in the history of the institution both because of important internal changes affecting instruction and because of the origin of a movement to provide a new and more ample domicile for the school.

Prof. Snow had already shown a predilection for scientific studies and work, and, when an opportunity came to increase the faculty, he asked to be relieved of mathematics and to be allowed to devote himself to work in natural science.‖ A division of his work was made in accordance with his desires, and F. W. Bardwell was elected Professor of Mathematics and Astronomy. Upon the resignation of Mrs. C. A. Smith and John Folkman, Ellen P. Leonard was made Professor of Modern Languages, Drawing and Painting.

The North College building, which was at first

* Regents' report, 1869.
† See report of Commissioners on Public Institutions for 1874, p 32.
‡ Catalogue of 1868–9.
‖ Regents' record, pp. 62 and 65.

regarded as very commodious, and sufficient for years, was full to overflowing. The attendance was now 152, with seventeen in the collegiate classes. In his annual report to the Regents, December 1st, 1869, Chancellor Fraser brought forward the question of new buildings, and it was voted by the Regents that the executive committee should confer with the authorities of the city of Lawrence to procure the issuance of bonds to erect additional buildings.*

A ready response was given to their appeal and an election ordered. A vigorous canvass was made, in which resident Regents and Chancellor Fraser took an active part. On the 3d of February, 1870, the citizens of Lawrence with great unanimity voted bonds to the amount of $100,000 to erect a new University building.†

Chas. Robinson, Chancellor Fraser and G. Grovenor, mayor of Lawrence, were chosen a building committee.‡ Plans and specifications of buildings were immediately asked for, and at a special Regents' meeting, held June 14, plans offered by J. G. Haskell, architect, were unanimously adopted.

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*Regents' record pp. 62 and 65.

†*Lawrence Republ can*, and Regents' report for 1870. After the city had paid interest on these bonds to the amount of about $90,000, the State assumed the debt. The legislation on the matter of these bonds forms an interesting chapter.

‡Regents' record, p. 71.

According to the plans adopted, the building was made 246 feet in length, ninety-eight feet in width of widest part, and ninety-five feet in height, containing fifty-four rooms, all to be devoted to the work of instruction. "For every branch of instruction that requires special fixtures and apparatus, a suitable room or suite of rooms is provided, so that everything belonging to that branch may be kept in its place, free from the vexations and hurtful disturbances which are unavoidable when one room is used for various branches."* Work was begun almost immediately, and in about one year the building was enclosed. It was the intention of the Regents from the outset to use the proceeds of the sale of the city bonds in enclosing a building, and to ask the Legislature for a sufficient amount to carry the work to completion.† Ninety thousand five hundred dollars were realized from the bonds, and the State was requested in 1871 to appropriate $50,000. This legislative appropriation was made in 1872, and with it the work was continued until, December 2, 1872, the building was occupied by University classes. And this did not come a day too soon, for the

* Regents' record, p. 65.
† Regents' record, p 70.

North College building was no longer sufficient to accommodate the numerous classes. For some time the basement of the Unitarian Church had been rented, and occupied by classes which could not find room in North College, and in inclement weather much discomfort and inconvenience was experienced in going to and from classes.

In pushing the work of building, a debt of nearly $8,000 had been incurred.* However the new building still lacked a good deal of completion. With two hundred and twenty-six windows which had no interior casings, and twenty-two windows which were covered with slats, it is easy to believe the statement of Chancellor Fraser, that "the cold air of winter finds free ingress into the building." Most of the rooms were insufficiently equipped with furniture and apparatus, yet the authorities found reasons for congratulating themselves on the improvement of the surroundings.

In the meantime the increase in the numbers and efficiency of the faculty, in the number of students and in the amount of appropriations for current expenses, was very gratifying. In 1870 the faculty was increased by the election

*Regents' report, 1873, pp. 11 and 13.

of D. O. Kellogg as Professor of History and English and J. E. Bartlett as instructor in music; the attendance was 227, of whom nineteen were in the collegiate work; the amount of State aid was nearly $15,000. In 1871 the faculty was further increased by the addition of Fred. E. Stimpson as Professor of Chemistry and Physics, and of A. J. S. Molinard as Professor of Engineering and Drawing; the attendance was 265, twenty-nine in collegiate work, and the appropriations were nearly $18,000, of which sum $750 remained in the State treasury undrawn.*

In 1872 S. W. Y. Schimonsky had taken the place of Prof. Molinard, and Byron C. Smith was elected Professor of Greek Language and Literature; the attendance was 272, with seventy-three in the collegiate classes, and the appropriations, exclusive of the $50,000 for building already mentioned, were $18,290.

The years 1873 and 1874 were years of unusual trials and discouraging circumstances. The Regents estimated the amount necessary to finish the new building at $35,000, and respectfully asked the Legislature for that sum. Not only did they entirely fail to get this appropria-

*Auditor's report, as quoted in report on public institutions, 1874, p. 32.

tion, but even of the $36,000 asked to pay running expenses and make good a deficit of over $7,000 incurred in building they received only $24,660 in 1873. The impoverished condition of the State, and the uncertainty of getting an appropriation to cover deficits, made it necessary for the Regents to reorganize the faculty on a lower scale of expenditure than before. In the reorganization, which took place in 1874, the number of instructors was only reduced from eleven to ten, but the number of regular professors was reduced from nine to six, and three assistants were employed at a lower rate of compensation. Professors Stimpson, Kellogg, Leonard, Schimonsky and Bartlett resigned their places, and Geo. E. Patrick, Wm. T. Gage, Frances Schlegel and E. Miller were chosen to take charge of chemistry and physics, history and English, modern languages and drawing, and mathematics, respectively. Professor Bardwell took charge of the work in civil engineering left by Professor Schimonsky, and, in the retrenchment which was carried into the following year, he even became superintendent of grounds and buildings. This sweeping change was to some extent the result of internal strife among members of the faculty, occasioned chiefly by a feeling of dissatisfaction

with the administration of Chancellor Fraser. His work of six years as head of the University had shown that he possessed executive ability in no mean degree, but he lacked the power of controlling men and harmonizing discordant interests. He accordingly resigned the chancellorship on the 15th of April, 1874, and his resignation was accepted on condition that he remain in charge until the appointment of his successor.

On the 15th of July, 1874, S. H. Carpenter, professor of logic in the University of Wisconsin, was elected Chancellor. It is reported that he came to the city, but withdrew without visiting any one officially connected with the University, and sent word to the Regents that he could not accept the position.*

On the 19th of November, 1874, James Marvin, of Meadville, Pa., was elected Chancellor. He accepted the position and assumed control early in the winter. Under his administration the institution made very considerable progress, notwithstanding adverse conditions. During his first year the salaries of regular professors and the Chancellor himself were considerably

* Regents' record, p. 183. See report of commissioners on public institutions for 1874, p. 31, for different statement of the case.

reduced because of insufficient appropriations by the Legislature to maintain them.

The institution was managed on a purely economical basis, and, with the return of prosperous financial conditions in the State, the University won the confidence of all classes. The $35,000 asked for to complete the new building was not received in a lump sum, but by the strictest economy and careful use of small appropriations made from time to time for the purpose the building was completed.

In October, 1878, the Law School was opened, with a class of thirteen students, under the charge of J. W. Green.*

During this period the seventy-two sections of land granted by Congress as an endowment were sold and a sum of considerably over $100,000 was realized.

The faculty was increased from ten to nineteen and the attendance of students advanced from 272 at the close of the former administration to 582 at the close of Dr. Marvin's administration.

The chemistry building was erected, at a cost

*In view of the fact that the records are much fuller, and information much more accessible, as well as in consideration of the class of readers for whom this account is intended, this sketch is made much briefer from the accession of Dr Marvin.

of $12,000. The University grounds were changed from a rough and treeless common to a well-graded enclosure covered with young ornamental and shade trees. On the scholastic side a proportionate progress was attained. Plans looking to the early discontinuance of the preparatory department were inaugurated, by the recognition of the best high schools of the State as schools preparatory to the University.

By legislative requirement of 1876, a normal department was opened and maintained for several years with success. When Chancellor Fraser retired, in 1874, seven collegiate students had graduated, and at the close of Chancellor Marvin's administration the aggregate of collegiate, normal and law graduates was 139. Chancellor Marvin resigned his office in 1883, and the effort was immediately made to secure a well-known educator from the East to succeed him. At the solicitation of the Regents, Prof. C. K. Adams, of Michigan University, visited Lawrence, but declined further consideration of the question of accepting the chancellorship. Later in the summer Joshua Allan Lippincott, professor of mathematics in Dickinson College, Carlisle, Pa., accepted the office, and entered upon his duties in September of the same year.

Under the new administration larger appropriations were demanded and received from the State, and several new enterprises were consequently carried out successfully. The most important of these was the building of Snow Hall, at a cost of over $50,000, which sum was appropriated for the purpose by the Legislature of 1885. This building is 110 feet in length, 100 feet wide, three stories high, exclusive of an attic twelve feet high, and is wholly devoted to the Department of Natural History. A new engine house was also built by means of an appropriation of $16,000. By legislative enactment in 1885, the Regents were directed to open a School of Pharmacy. This was done in the autumn of the same year, and Lucius E. Sayre, of Philadelphia, was placed in charge. The departments of Music and Art were more completely organized, and material advancement was made in all lines of collegiate and departmental work.

The number of recognized preparatory high schools was greatly increased and their relations to the University were more fully and satisfactorily determined. The Normal Department and one year of the preparatory work were discontinued. This occasioned some diminution of the

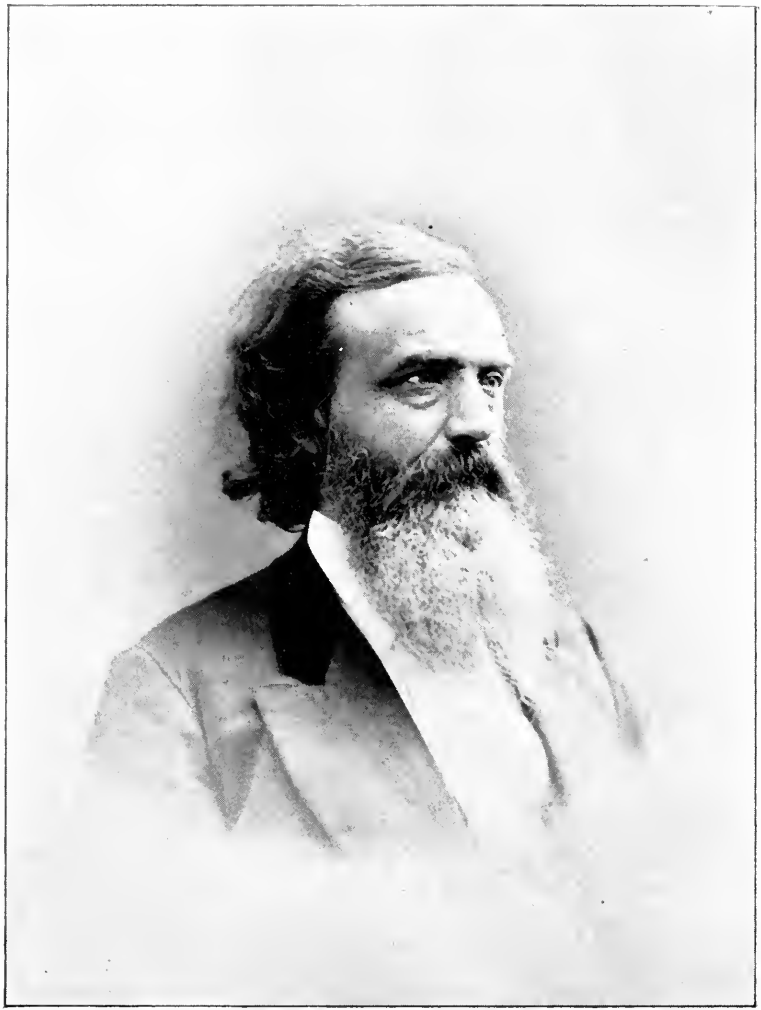
aggregate attendance, but this loss was more than compensated by the relief of the force of instruction from the necessity of doing a low grade of teaching, and the consequent elevation of the standard of scholarship.

The annual appropriations for current expenses during this period increased from something over $30,000 to $75,000.* The faculty at the close of the administration numbered over thirty, against nineteen at the beginning, and the number of graduates in all departments now amounted to 461.

Chancellor Lippincott resigned in 1889, and an interim of one year followed, in which Regent W. C. Spangler was Acting Chancellor and Professor Snow was President of the Faculty.

In the spring of 1890, Chas. F. Thwing, of Minneapolis, Minn., visited the University at the solicitation of the Regents, and was elected to the chancellorship. After considering the matter for some time, he declined to accept the office. A short time afterwards Professor Snow accepted the headship of the institution, to whose interests his life has been devoted, and a new administration and a new era were opened for the University.

*The Moody bill, passed by the Legislature of 1889, provides for the levy of a State tax for the University sufficient to raise the sum of $75,000 annually.



JOHN FRASER.

HISTORY OF THE LIBRARY.

CARRIE M. WATSON.

A UNIVERSITY and its library are closely allied. The present methods of conducting university work make the library a very essential part of a university. These methods which have obtained acceptance throughout the land may perhaps be best designated as German methods, since the impetus came from the German universities. The professor recommends his students to rely upon the library; to ascertain the original sources of materials used; to search for all authorities and opinions upon matters under discussion, and to verify statements made in the class room. The library thus gives vitality to the university. It has therefore become a truism that the growth of an institution is measured largely by its library. A very natural question to ask when judging of the strength of a university is, "How strong is its library?"

The University of Kansas has now been established twenty-five years. Let us, then, take a glance backwards and see whence the library came, that we may know the history of its struggles, trials and successes.

It is with gratification that we find that the library was a part of the original plan of the University of Kansas. On March 21, 1865, the first Board of Regents elected one of its members, J. S. Emery, librarian. He was reelected on December 6, 1865, and again on July 18, 1866. These elections, as a matter of fact, occurred before the opening of the University, as the first faculty and students did not meet for work until September 12, 1866. J. S. Emery was librarian until 1868. Another Regent, W. C. Tenney, received the appointment from 1868 to 1869. The charge of the library then passed from the Regents to the Faculty. Frank H. Snow, Professor of Natural History, was elected librarian December 1, 1869, and reelected December 7, 1870. He resigned September 3, 1873. Byron C. Smith, Professor of Greek, was made librarian for the next year. January 1, 1875, E. Miller, Professor of Mathematics, accepted the position, and discharged the duties for twelve years. He resigned April 1, 1887. Inasmuch as the libra-

rians up to this date were professsors in the University, the amount of time they could devote to library work was of necessity limited, but, with the resignation of Prof. Miller, a new state of affairs was inaugurated. Carrie M. Watson was then elected to devote her whole time and attention to the work. It seems the natural order of things, when writing the history of this library, to give the history of the librarians first, because the library had librarians before it had books.

The library may be said to have started from nothing but a hope — a hope that an appropriation for books would be made, or that some fund might be set aside for library purposes, or that some generous friend would endow or bequeath a library; but the early historical facts show us that it was for some time a forlorn hope. A definite idea of the condition of the library at the opening of the University may be found by an extract from a letter. The day after the formal opening of the University, Prof. Snow, in describing the building, wrote to a friend in the East as follows:

"The southwest and southeast rooms on the second floor are intended for a library and museum. They are now empty, save a few Congressional books in the library room

and three or four geological specimens of my own in the cabinet room."

The United States Government was the first liberal donor. We find in the minutes of the Regents, December 5, 1866, the adoption of the following resolution:

"That our Senators and Representatives in Congress be requested to furnish for the library of the State University, from the departments at Washington and other sources, as many books as possible, and that the Secretary be requested to furnish them a copy of this resolution."

The duties of the librarians, until 1873, were little more than to represent the department and to be custodians of public documents and private gifts. The growth of the library, for the first seven years of its nominal existence, was so slow as to be almost imperceptible. This fact is clearly demonstrated by the following quotation, which appeared regularly in the annual university catalogues for six years, from 1867 to 1873: "The nucleus of a library has been secured, to which additions will be made. At present the students are permitted to avail themselves of the private libraries of the Faculty." It is somewhat difficult to understand why this condition existed so long, but it was probably due to a combination of circumstances — chiefly to the fact that the institution did not start with a heavy endowment,

but with small annual appropriations from the State Legislature of a comparatively new Western State. At first the funds were necessarily used to provide buildings and instruction. Thus, year by year, these demands exhausted the money to be expended, and as a result there could be no books purchased. There is one strange bit of history connected with the early struggles of the library that puzzles one, when reading the annals of the University. The library was mentioned in the first appropriation along with scientific and philosophic apparatus, for all of which $3,000 was appropriated by the Legislature of 1866, but over $1,300 of the $3,000 reverted to the State treasury. Why $1,300 was not used to establish the library is the mystery.

August 7, 1867, Chancellor Oliver recommended, in his annual report:

"The collection of a library demands some attention. The large and well-assorted library of President Tappan is left with the trustees at Ann Arbor to be disposed of. It affords a rare opportunity for purchasing at a low rate one of the best assorted libraries in the land. The catalogue of his library is herewith submitted."

Nothing was ever done with this recommendation. We learn from the minutes of the Board of Regents for August 23, 1871, that the com-

mittee reported the purchase from John Speer, of Lawrence, of thirteen volumes of the United States Pacific Survey. These volumes cost $50. This was the first addition to the library by purchase. In 1873, the expenditures were $220.30 for books of reference.

Such deliberation did not produce a library. The inconvenience to the members of the faculty from the lack of library facilities is vividly represented in Chancellor Fraser's report of the Department of Mental and Moral Philosophy, dated 1873. He says:

"The books needed by the students are at present furnished out of my private library. Other professors in the institution likewise give to their students the use of books which are not to be found in the very limited and defective library belonging to the University. Without an adequate supply of good books, bearing on the subjects of text books, the student cannot be trained to habits and methods of critical literary and philosophical research. Narrowness, superficiality and dogmatism are almost sure to be results of the method of instruction that limits the student's knowledge of a subject to the contents of a single book. In common with the other members of the Faculty, I feel that my instructions are narrowed in their range and impaired in their usefulness from lack of books by the best authors on the subjects taught in my department. A library is as essential to thorough instruction in literature and philosophy as apparatus is to the laboratory work in chemistry and physics."

Chancellor Snow, in his inaugural address,

characterized this period, the first six years in the history of the University, as the "high school period, with some premonitions of an approaching collegiate character." But this high school was not as well supplied with a library as are at present many of the high schools throughout Kansas. It was a discouraging state of affairs, but perseverance and untiring efforts were finally successful. Those who were interested in the welfare of the University saw their hopes and plans begin to take material shape. In 1873, the Faculty and Regents asked for $3,000 for books. The Legislature, while not granting the request, made what was for the time a large appropriation. One thousand and five hundred dollars was to be devoted exclusively to the purchase of books. This is an important epoch in the history of the library, for it was the first decided effort made towards the accumulation of books otherwise than by gift.

Prof. Byron C. Smith reported as librarian in 1874 that there were less than one thousand volumes. But from that time the growth of the library was more apparent. Sums of money, though small, were regularly expended, so that the long-derided nucleus was enabled to develop. From 1875 to 1889, with the exception of four

years, $1,000 was annually spent for new books; for these four years but $500 was granted. In 1876, it was entirely withheld. For the year 1889–90, $5,000 was appropriated for additions to the library; for 1890–91, $2,500; $3,500 has been set aside for books for 1891–92. The following table shows the money appropriated and the number of volumes in the library from year to year:

YEAR.	PURPOSE.	APPROPRIATION.	NO. VOLUMES.
1871.....	13 volumes of U. S. Pacific Survey.....	$50 00	.....
1874.....	Books of reference.....	220 30	.....
1874.....	Books of reference.....	79 70	.....
1874.....	Appropriation for library books.....	1,500 00	less than 1,000
1875.....	Books of reference.....	21 90	.....
1875.....	Additions to library.....	1,030 69	1,700
1876.....	.....	.....	2,519
1877.....	Additions to library.....	500 00	2,519
1878.....	Additions to library.....	500 00	2,750
1879.....	Additions to library.....	1,000 00	3,100
1880.....	Additions to library.....	1,000 00	3 844
1881.....	Additions to library.....	1,000 00	4,500
1882.....	Additions to library.....	1,000 00	5,481
1883.....	Additions to library.....	500 00	6,200
1884.....	Additions to library.....	500 00	6,500
1885.....	Additions to library.....	1,000 00	7,000
1886.....	Additions to library.....	1,000 00	7,700
1887.....	Additions to library.....	1,000 00	8,035
1888.....	Additions to library.....	1,000 00	9,207
1889.....	Additions to library.....	5,000 00	11,056
1890.....	Additions to library.....	2,500 00	12,528
1891.....	Additions to library.....	.....	14,826

To be sure these figures do not always tell the story one expects; as, for instance, in 1889, when the amount expended was five times the

amount of any other year, it did not secure five times the number of books. The reason for this will be evident, when it is known that many of the complete sets of magazines, treatises and works of reference which were procured were out of print and expensive. It was deemed advisable to purchase these books as soon as possible, as each year they are becoming rarer and more difficult to obtain. Then, too, the increase in the number of volumes does not always show in the corresponding year of the appropriation. The volumes are not counted until placed on the shelves, and there are often delays in ordering and receiving books, especially those out of print and those that have to be imported.

We have just traced the origin of the library and the efforts made to procure books for it. Now let us follow it in its different locations, and notice the use made of it.

As has before been stated, the library had its location at the outset in the first building, on the second floor in the southwest room. It was a small room and made but a slight impression on the students. One of the alumni, who was then a student in the advanced classes, remembers using some of the few books in the library, but more especially books placed there by Chancel-

lor Fraser for the use of students. The advanced students and faculty knew of this small collection of books, but the nucleus of a library was a myth to the majority of the students.

When the removal of the entire University from the old building to the new one took place, in 1872, the mythical nucleus was arranged on shelves in room No. 4, which is now the university reception room. The use of this room was given to the senior classes. Further than adding to their pride, the members of the class gained little else from the advantage. The library experience of the students of this time was mostly confined to the city library and the libraries of the professors.

It was not until September, 1877, that the books were transferred to a room which had been fitted up with alcoves for the books and tables for the readers. The library was now for the first time thrown open to all the students. Here the library started out in a library fashion, although upon a ludicrously small scale. It was in the west room of the south wing, on the first floor, No. 14 —the room now used by the English Department. There were then 2,519 volumes. The room was open from 9 A. M. to 1 P. M. The librarian was occupied with his classes, so the first year

the room was under the care of four monitors, one student for each hour. But the next year it was found desirable to have one person to take charge of the room, to keep order, and to issue books. Carrie M. Watson was selected to assist Prof. Miller in this matter. Students could use this room as a reading room. They had access to the shelves, and they were permitted to draw one volume at a time for home use. The book could not be kept longer than three weeks without renewal. This was the beginning of the present practice.

The library remained in this one room until there were 8,035 volumes. It became so crowded that it was necessary to move to the north end of the main building, where more rooms and better facilities could be obtained. One room, at the extreme north end of the main building, on the first floor, was filled with alcoves to hold the library proper. Part of the corridor was closed off and shelved for the better arrangement of the public documents. A third room, No. 9, which seemed adapted for the purpose in its direct light from the east and its cheerfulness, was set aside for the general reading room. It was connected with the book room, but the de-

livery desk was placed at the doorway between the rooms. Only members of the senior and junior classes were allowed to enter the room where the books were kept. Library permits were issued to them. The other students were handed the books upon request. In the fall of 1889 a great need was felt for another book room, so a compromise was made with the Law Department by which room No. 8 was procured. Alcoves to hold the general library books were placed in this room on these conditions: That part of the alcoves should be reserved for the law books, the law books cared for, and the law students granted library permits. This arrangement lasted only one year, for in 1890 the Law Department was moved to the North College. The law library in its new location is very conveniently situated for work. There are three rooms, not very large, but well arranged. The University now owns 789 law books, to which J. W. Green, Dean of the Law Department, has added his own law library, 1,000 volumes, for the use of students. Some one from the general library examines the books with the shelf list two or three times a year. W. H. Starkey, a law student, has charge of the books.

At present the general library occupies all of the rooms on the first floor of the north wing of the main building and one room in the basement. It includes the reading room, with the librarian's office adjoining it, and the two book rooms, besides the hall way between these rooms, which makes a separate room for the public documents. The basement room is used for storage, for unpacking new books and for packing books for binding.

All students have good library facilities for work in the reading room. This room is supplied with 140 American and foreign periodicals, and sixty State newspapers. There is a good collection of cyclopædias, books of reference and dictionaries. When the lower classes are studying special topics, certain volumes may be placed upon reserve shelves for class use. These volumes are in no case to be removed from the reading room, as they are for the entire class. These students find what they want from the card catalogue, and are referred to books by the professors. Indeed, we use whatever means we can to create a taste for reading among those who have never enjoyed the use of a library and to extend the taste for reading among those who already have the habit, so that when they reach

the junior and senior years they will understand better the nature of their privilege of free access to the shelves. Under no circumstances should any one be allowed access to a library shelf who has not learned by personal experience what books are.

In the two book rooms the books are placed in alcoves arranged by subjects. Small tables are placed in the vacant spaces in these rooms, where the advanced students can work conveniently.

The library is available more hours than heretofore. It was open from 9 A. M. to 1 P. M., from 1877 to 1885. Two hours in the afternoon were added in 1885. Then, in 1887, the hours were extended from 8 A. M. until chapel time, and from 9 A. M. to 6 P. M., except on Saturdays, when it was open only from nine until twelve o'clock. It was decided, in 1888, to open the library Friday evenings from half past seven until ten o'clock. The desire on the part of a number of students for the past three years to work in the library during vacations which occur in the school year has made it seem advisable not to close the library at such times, but to give the opportunity for working mornings, except on legal holidays. Even during the Christmas recess many of the students do good work in the

library. This habit of research, which is developing among the students, cannot fail to be considered a good sign.

The library administration has developed gradually in the same manner that has characterized the growth of the library.

To trace the details of the growth would only interest librarians and be extremely prosaic to the general reader. Suffice it to say, that the result of this growth has produced or caused to be adopted methods which are practical and systematic, the strongest emphasis being laid upon accuracy and simplicity.

So, rather than show the development of the machinery by which the library runs, we will describe the methods as we find them in use at present.

The annual appropriations for new books are divided among the professors at the head of the several departments. In this way the books are chosen directly in the lines of work pursued.

The Board of Regents has made the following distribution of the book fund available for the coming year (July 1st is the beginning of our fiscal year):

Law	$500 00
American history and civics	225 00

Philosophy	$175 00
German	175 00
French	175 00
Mathematics and astronomy	125 00
Chemistry	125 00
Pharmacy	125 00
Music	50 00
Physics and electrical engineering	100 00
English	400 00
History and sociology	225 00
Latin	175 00
Greek	175 00
Botany, entomology and meteorology	125 00
Civil engineering	125 00
Zoölogy, anatomy and physiology	125 00
Geology and paleontology	125 00
Miscellaneous	250 00

The professors are furnished with printed order slips upon which are written the author's name, title, edition, place, publisher, date, number of volumes, size and price of the book wanted. We use the form of the Harvard order slip. After these blanks are filled out they are handed to the librarian. Care is then given to the purchase of the books. When in due time the new books arrive they are entered in the accession book, recorded in the shelf list, classified according to Dewey's "System of Decimal Classification," and catalogued according to Cutter's "Rules for a Dictionary Catalogue." They are then placed upon exhibition shelves in the

reading room until the lower classes become familiar with the latest additions.

The accession book was begun in 1885. Previously the records of the books were kept quite crudely. The accession book prepared by the Library Bureau is the most approved method of keeping library records. The history of each book is accurately kept. Its classification, number, author, title, publisher, place, date, number of pages, size, binding, of whom purchased or donated and price are recorded.

A shelf list for each department has been made. These shelf lists are invaluable in many ways. They are lists of the books made in the exact order in which the books stand upon the shelf when each book is in its place. They are especially useful when taking an inventory of the library.

The scheme for issuing books was planned by L. I. Blake, Professor of Physics. It is arranged so as to answer quite readily three questions: Who has a certain book? What book a certain person has? When a certain book is due? The students have the privilege of taking books home, although the privilege is much restricted. A university library is more useful as a reference library than as a circulating one, especially in

certain departments and at different times of the year when classes are studying certain subjects. Therefore the professor has the right to reserve books for his class work. When students, as in our library, do a large part of their work where the books are, it is to their advantage to find a book in the building rather than have to seek it at some student's home. Experience has taught us that, otherwise, when the professor refers the class to a chapter in a certain volume, one student will take the book home and the rest of the class will have to do without it, while, if reserved, the whole class will have an opportunity to read it some time during the day.

The first list of books was made in 1874, in manuscript form, by Charles S. Gleed, now a Regent of the University, but at that time a student. He made it for Prof. Byron C. Smith, who was the librarian. It is indeed an interesting relic. In 1880 the first printed list of books was issued, by Prof. E. Miller, librarian. It was called a "Catalogue of Books in the State University of Kansas, January 1, 1880," and there were appended the additions from January 1, 1880, to January 1, 1882. It was in pamphlet form, and consisted of the short titles of 5,303 volumes. A Library Bulletin No. 1 was published July,

1890. It contained the accessions to the University library from July 1, 1889, to June 30, 1890. It gave the full titles of the volumes, and they were arranged alphabetically by the author, under the ten main subject classes of the Dewey system.

The assistant librarians have always been students of the University. Carrie M. Watson, from 1878 to 1887, was a graduate; W. H. Johnson, 1884–85, H. F. Graham, 1885–86, W. S. Allen, 1886–88, E. G. Allen, 1888–91, were students carrying their regular collegiate work, and Helen B. Sutliff, 1890–91, was a post-graduate student.

The library has received two loan libraries. The first one was placed in the library in 1878 by Prof. F. E. Stimpson. It contains 113 volumes. It is known as the "Stimpson Loan Library." The second is the "Haskell Loan Library." In 1887, Mrs. D. C. Haskell placed 142 volumes in the library for the use of the students.

The library has been fortunate in having many generous friends. While we have not as yet received the gift of a library from any scientific or literary scholar, we have received a few choice volumes from a large number of persons. The largest private gift has come from Dr. L. Chase,

of Irving, Kansas. He has given 230 volumes of valuable miscellaneous books. The present has been made at several different times; in fact, it was only recently that we had the pleasure of opening one box which contained forty volumes. Among them was a set of Réclus' Nouvelle Géographie Universelle, in nine handsome octavo volumes, and Farrow's Military Encyclopædia, in three volumes, which were particularly valuable to us. The first most noteworthy gift the library ever received was from Hon. W. A. Phillips, of Salina. It is one of our oldest books in two ways. It is among the first books of the library, and its date of publication, 1518, makes it the oldest book we have. A portion of the title page is as follows: "C. Plynii Secvndi Natvrae Historiarvm Libri XXXVII. E Castigationibvs Hermolai Barbari, Quam Emendatissime Editi;" and the colophon reads, "Excusum, Hagenoae, typis ac formulis Thomae Anshelmi Badensis, Ductu & auspicio, Prouidiviri Lvcae Alantseae Viennensis incolae. Anno a Christi natali M. D. XVIII. Mense Nouembri. Caesare Maxaemiliano habenas moderante." It is a folio bound in vellum. It is exceedingly interesting from an antiquarian point of view. Two graduate students each gave useful books to the

library: Miss Ethel B. Allen, thirty-eight volumes of periodical literature, and Mr. Ellis B. Noyes, nineteen volumes of Humboldt's works. Rev. C. G. Howland has given ninety volumes of periodicals. He has completed our sets of *The Nation* and *The Century*, and now gives at the end of each year his two volumes of each of these two periodicals for us to bind, as our current numbers are worn out by use in the reading room. Mr. Frank R. Cordley, Boston, Mass., presented a set of the Harleian Miscellany. In 1888 Hon. P. B. Plumb, Hon. Geo. R. Peck and Hon. T. Dwight Thacher gave a set of the Early English Text Society publications as far as published. Hon. Geo. R. Peck, of Topeka, has since given us the "Works of Jonathan Swift; with notes, and a life of the author by Sir Walter Scott," limited American Edition of 1883, in nineteen volumes, and the "Works of Pope; with introductions and notes by Elwin and Courthope," London, 1871–86, in ten volumes. Col. Wm. H. Rossington, of Topeka, in 1889, gave the new edition of Dryden, revised by George Saintsbury, and published at Edinburgh. When completed it will consist of eighteen volumes. And a few days ago he kindly informed us that he would give us all the books, which

we did not already possess, in the standard and classical libraries of the Bohn Series. Judge D. M. Valentine, of Topeka, has been extremely generous to the library for the Law Department. A few months ago he gave sixty volumes of valuable law periodicals. Mrs. C. W. Babcock has just donated 157 law books, which is a fine acquisition to the Law Department. Last year Mr. D. J. Bossler, of Philadelphia, and Mr. C. L. Becker, of Ottawa, each gave a collection of pharmaceutical journals, which will be valuable to the Pharmaceutical Department. Members of the faculty have been very liberal to the library. They have given both books and current periodicals.

The endeavor of the University of Kansas has been to secure a useful collection of books—books which serve a purpose in the prosecution of investigation rather than those books which serve merely an ornamental and an æsthetic purpose. We readily allow the value of such books, but they have little place in academic training, and such books should be secured last. Knowledge in these days has become so divided that a university library is judged by its ability to furnish the best, most comprehensive and in some cases the rarest works upon the subjects

under discussion or investigation — rare not in the bibliographical sense of the word, for such books possess interest merely to the book collector, but rare from the fact that many valuable and exceedingly useful books have been allowed to go out of print. No pains or expense should be counted in procuring such books for students.

The books have been purchased with great care, but it is difficult to give a good idea of the collection in a short space. We are glad to possess a complete set of the Congressional Record and its predecessors, as far back as the Continental Congress:

1. Journal of Congress, September, 1774, to November, 1788..... 13 volumes.
2. Debates and Proceedings in the Congress of the United States, 1789–1824..... 42 "
3. Register of Debates in Congress, 1824–1837, 29 "
4. Congressional Globe..... 109 "
5. Congressional Record..... 98 "

Another set that we were fortunate enough to be able to buy is a complete set of the Niles' Weekly Register, in 76 volumes.

The following list will show something of the character of the books purchased; they are simply chosen at random from the books bought within the last two years:

Du Cange, C., Glossarium Mediæ et Infimæ

Latinitatis, 7 vols.; Godefroy, F., Dictionnaire de l'Ancienne Langue Française et de tous ses Dialects, du IXe an XVe Siècle, 6 vols.; Jamieson, J., Etymological Dictionary of the Scottish Language, 5 vols.

Complete sets of the following philological journals: Anglia, 12 vols.; Archiv, 84 vols.; Englische Studien, 14 vols.; Germania, 33 vols.; Journal of Philology (London), 17 vols.; and Romania, 19 vols.

Lagrange, J. L., Oeuvres, 13 vols.; Marie, Maximilien, Histoire des Sciences Mathématiques et Physiques, 12 vols.; Bentham, G., et Hooker, J. D., Genera Plantarum, 3 vols.; Heurck, Henri van, Synopsis des Diatomies de Belgique, 3 vols.; Lamarck, J. de, Histoire Naturelle des Animaux sans Vertèbres, 11 vols.

Chaucer Society publications, 50 vols.; Shakespeare Society publications, 32 vols.

Ternaux-Compans, H., Voyages, 10 volumes; Goethe, J. W. von, Werke, Weimar, 27 vols.; Tieck, L., Schriften, 28 vols.; Herder, J. G. von, Werke, 24 vols.; Gautier, T., 28 vols.; Sainte-Beuve, C., 31 vols.; Société des Anciens Textes Français, 45 vols.; Penrose, F. C., Principles of Athenian Architecture.

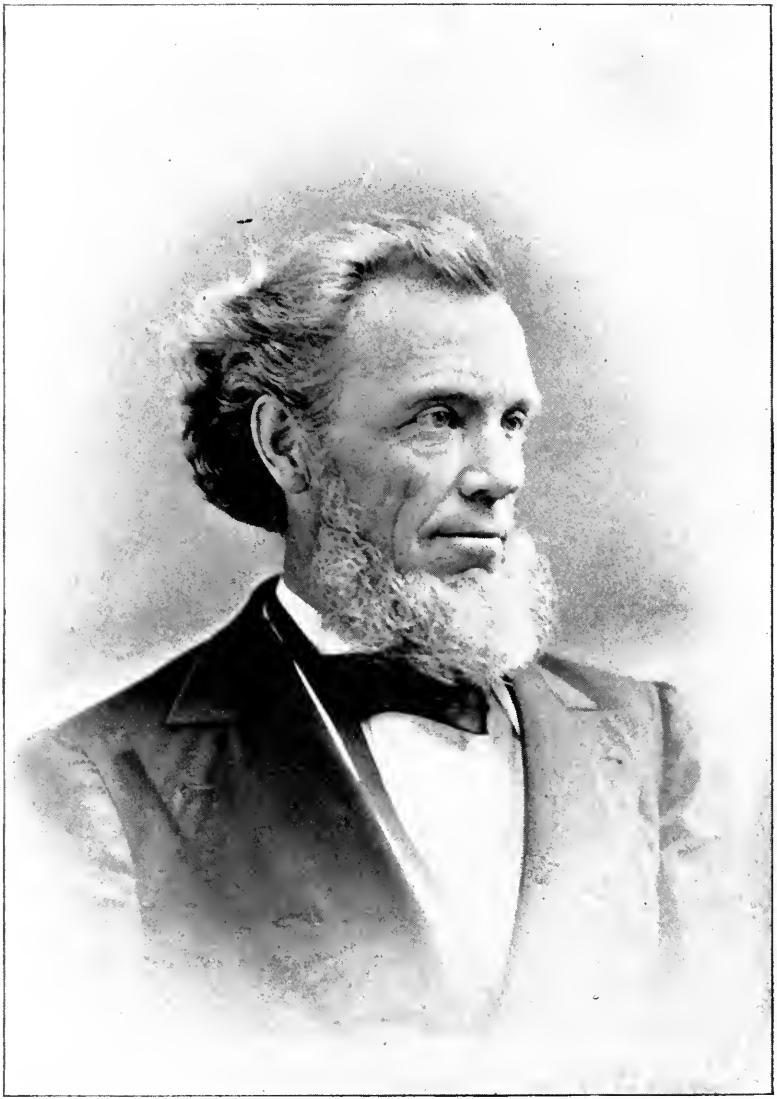
It is evident from reading the sketch of this

library that its past has been a struggle. In fact, the library's history for the last two or three years is all that deserves mention from the standpoint of actual growth. We have every reason to expect that henceforth its strength and size will increase rapidly.

As members of the University, we look upon its present success with pride, for we know with what it has had to contend. In the report for the year ending January 5, 1891, of the Newberry Library, in Chicago, we find that this library, which is only three and one-half years old, has added an average of 17,315 volumes each year — more in one year than we have in twenty-five years. This thought fills us with a longing desire to be able to furnish the young people of Kansas with more of the rich literary treasures of the past and present, that they may not be deprived of intellectual stimulus. They now have the use of about 15,000 volumes. While this collection makes only a beginning and is much smaller than we wish, what may we not expect in the future, since we have accomplished good results in the pioneer years? Our ambition is mainly directed towards making a strong and useful support for each department in the University, especially to the optional

courses. Ezra Cornell defined a university as "an institution where any person can find instruction in any study." It therefore becomes the business of a university library to supply any person with the literature of any study. We have proved the importance of the library by a practical demonstration — by the good it is doing every day; we have won the confidence and aroused the pride of many interested friends. With the united efforts of these friends, and the available resources of the State, grand improvements may be expected before the next twenty-fifth milestone is reached. May we not have a high ideal, and hope to make this library the literary center of this portion of the country? Let us fulfill a mission. Let us supply the want to which the weakness of the western writers was attributed by Mr. B. W. Woodward; he said, in his address before the Kansas Academy of Language and Literature, April 9, 1891:

"Who shall deny that our eastern writers, like those of Europe, succeed largely because they enjoy advantages denied to us — the access to great libraries, the association with men of high culture, the constant inbreathing of an atmosphere of literary thinking and doing? Of all this the western writer has been in a measure deprived, and especially has it been forbidden to the dwellers upon these Kansas prairies, remote from literary centers."



JAMES MARVIN.

STUDENT LIFE IN K. S. U.

ARTHUR G. CANFIELD.

Student life at each of our older colleges and universities has a certain character of its own. It is made up of a large body of forms and ceremonies consecrated by long observance, and rests upon a mass of traditions that have hardened through long years about the institution. The history of student life at the University of Kansas during the first quarter century of its existence must be, like the history of the University itself, a story of beginnings. Twenty-five years do not create such a body of peculiar forms and ceremonies and such a mass of traditions as are necessary to give its student life a very distinct individuality. Nor have the conditions surrounding student life been favorable to the rapid growth of such an individuality. For years the numbers in the regular collegiate classes were very small, and they have never been large

proportionately to the size of the community in in which they have lived. The life of the students has never dominated that of the town, as it has often done when institutions are located in little country villages. Furthermore, the students have never been separated from the larger community, as in colleges where the dormitory system prevails. They have not lived by themselves apart, but have been scattered and swallowed up in the homes of the city. The student body, therefore, has never felt itself to be a wholly separate world, quite outside of the operation of the civil and social laws that govern people, and free to evolve laws and forms of life of its own. Its life, political, social, literary, moral and religious, has been largely that of the city and the State.

But although the growth of a distinct college community, with its peculiar organs and life, has been slow, it has nevertheless gone steadily forward. Certain general features of this community declared themselves early, and were the necessary result of the constitution of the University or of circumstances of the time. Foremost among these is the presence of women on a perfect equality with men, and their association with them in all college relations. This is

the key to most, perhaps, of the differences that distinguish college life here from that in the older eastern institutions. The far larger devotion to the claims of "society," the large measure of freedom from certain boisterous sorts of fun making, the more uncertain hold of athletic sports, are some of the more obvious results of the co-educational constitution of the University.

Among the circumstances of the time that shaped college life I am inclined to put first the poverty, maturity and earnestness of the greater number of collegiate students in the early classes. They seem to have set a serious and self-reliant tone to college life which has been an influence ever since and has done more than any official watchfulness or discipline could have done to keep the history of the institution free from scandal and disorders. During the first ten years of its life, while the students were almost all in the preparatory classes, there appear in its catalogue under the head of discipline several specific rules for their government. They must not, for instance, leave town without the consent of the Chancellor. But after 1873 the single requirement of "unexceptional deportment" has stood unchanged. There have been of course from time to time those pranks that

boys, and especially college boys, will play upon each other, upon the faculty or upon the townspeople. Once or twice they have overstepped the bounds of good judgment and right feeling. But in all the twenty-five years the student body has been exceptionally free from anything that has brought real disgrace upon any of its members.

Hazing has been practically unknown. That is a natural result of the absence of class spirit, which is the almost necessary consequence of the very mixed class relations of most students in the earlier years and of the diversity of courses and wide range of electives in later times. The tie of class, such a strong one in all of the older colleges, has seldom been strong here, and has often failed to be consciously felt at all. The fraternity tie, strengthened by the intensity of fraternity rivalries, has cut across the class feeling and tended further to lessen it. Class relations have been comparatively little felt in society. No well recognized social event, I think, has grown out of the class organization or follows class lines. The exercises of class day are the only ones for which a class is held responsible by college tradition so far as it is at present established. A formal

class organization has usually been kept up by classes, though the great irregularity of students has often made it impossible to draw the lines of membership sharply. Usually also some further attempt is made during the course to develop the class consciousness, either by a class supper, or a class party, or by some distinction of dress. Thus the class of '84, in their Sophomore year adopted the mortar board as the class hat. Within the last few years class hats have been adopted by several classes, usually in their Senior year, but also sometimes in the Sophomore year. Class parties have hardly ever been given before the Junior year, though the ladies of '84 entertained the gentlemen of the class during their Sophomore year, and '88 had a party when they were still Freshmen. But these seem to be only sporadic exhibitions of class consciousness. Only in the class of '81 does the class tie seem to have been much more than nominal and to have outlived the chilling contact of the world. Still there have been indications in the past three years that Seniors, as the day of their separation approaches, appreciate the value of the class relation more than used to be the case; and the greater regularity of the students in their courses and the increased

number of those who can pursue their course to the end without interruption give a basis for class spirit which has hitherto been absent.

It is the fraternity which has been by far the most important unit within the University, both in society and in politics. Almost all those social events which have a well marked university character have been due to some one or other of the fraternities. The receptions and parties that belong specifically to the student world and are regularly recurring features of the social year are fraternity parties and receptions. There have been nine fraternities in the University, six belonging to the young men and three to the young women. About 100 of the 221 collegiate undergraduates at the present time are members of fraternities. This proportion has been quite constant for a number of years.

The first of the fraternities to enter the University was Beta Theta Pi. It was founded through the efforts of Major W. C. Ransom on the 9th of January, 1873. The University at this time contained less than fifty students in the regular college classes. Its charter members were: F. C. Bassett, Jas. A. Wickersham, L. D. L. Tosh, E. B. Noyes, E. H. Bancroft, Ralph Collins, Frank MacLennan and J. D. Lambert.

Many if not all of these were members of the "Degree of Oread Society," a sort of secret society existing within the Oread Literary Society, and containing also a number of young ladies. Some of these young ladies had already been in conference with representatives of the I. C. Sorosis in the spring and summer of 1872, and when they were sure that the Chapter of Beta Theta Pi had been founded they secured a charter for the Kappa Chapter of I. C., and the I. C.'s' pins appeared at the University almost as soon as the Betas'. Their charter was granted April 1st, 1873; the charter members were: Hannah Oliver, May Richardson, Lizzie Yeagley, Flora Richardson, A. Gertrude Boughton, Alma Richardson and Vina Lambert. The number of regular collegiate undergraduates then was thirty-nine, twenty-two of whom were in the Freshman class, and of this number the two young fraternities took in sixteen. An Alumni Chapter was established by the I. C.'s in Lawrence in 1882. In 1888 the fraternity elected to be called by its Greek letter name, Pi Beta Phi.

By 1876 the number of collegiate students had grown to between seventy and eighty, and in the beginning of that year a charter was

granted for the Kansas Alpha Chapter of Phi Kappa Psi. The Chapter was established February 19th, the charter members being: F. O. Marvin, through whose efforts largely the charter was secured, Charles S. Gleed, G. W. Hapgood, H. H. Jenkins, Valorous F. Brown, Harry W. Berks, J. W. Gleed, H. D. Crandall, G. T. Nicholson. The Phi Psis became at once the stubborn rivals of the Betas, and both have continued to play a prominent part in University society and politics ever since.

Kappa Alpha Theta was the fourth fraternity to found a Chapter here. In the beginning of 1881 it granted a charter to M. Lizzie Wilder, Julia M. Watson, Maggie R. Eidemiller, Alice E. Bartell, Grace Houghtelin, Cora E. Pierson, Kate L. Ridenour, Lizzie V. Caldwell, Carrie E. Heyward, Jo Brown, Roberta Neisley, Clara Gillham and Ida E. Bay, and on the 17th of March they were initiated and the Chapter established.

During the summer of the same year a charter was secured from Phi Gamma Delta, and on the 17th of December the Pi Deuteron Chapter of that fraternity was established here with the following as charter members: Glen L. Miller, J. T. Harlow, Samuel Seaton, John D. McLaren,

W. C. Stevens. In this year, out of an enrollment of 132 in collegiate classes the five fraternities contained 54.

The members of Phi Gamma Delta began at once to mingle prominently in the affairs of the college world. They especially antagonized Phi Kappa Psi, and had a considerable share in the revival of the *Courier* in 1882 as a rival of the *Review*, which was then controlled by Phi Kappa Psi. They have continued to maintain their connection with the *Courier* ever since, but the fortunes of college politics have changed their old antagonists in journalism into their allies.

The following year added Phi Delta Theta to the fraternities already established. The Chapter was founded Oct. 20th, 1882, having the following charter members: E. F. Caldwell, W. T. Findley, B. T. Chase, T. Jack Schall, S. A. Detwiler, J. A. Fowler, Justin P. Jacke and Stanley Williams. The Chapter ran *sub rosa* for several months; the pins were first publicly donned March 20th, 1883.

As early as March, 1882, there were rumors afloat in the University that a Chapter of Kappa Kappa Gamma was about to be founded here, due perhaps to the fact that a member of that fraternity had become a

student here. The rumor continued to be revived from time to time during the next two years, but it was not till the fall of 1883 that the Chapter was really established, Evelyn Smith, Laura Leach, Rose Wagner, Mabel Gore, Mabel Wemple, Bertha Starr, Sallie Loveland and Eva Howe being the charter members. The first public appearance of the fraternity was on Monday, February 4th, 1884.

The spring of 1884 saw also the advent of Sigma Chi, which had also been heralded by rumor the previous November. The Alpha Chi Chapter of that fraternity was established May 16th of that year, and the charter members were B. C. Preston, C. L. Smith, C. S. Metcalfe, R. L. McAlpine, Guy Schultz, Will Schultz, D. C. Kennedy, H. F. Albert and Geo. Metcalfe.

The latest comer among the Greek letter societies is Sigma Nu. The date of its establishment was June, 1884, and its charter members were J. T. Howard, H. B. Martin, P. R. Bennett, G. W. Harrington, F. A. Marshall, A. C. Markley. Several of these charter members had been prominent in University politics, often in combinations against the fraternities, and the new fraternity met at first with some opposition from the other Greeks.

All of these fraternities continue to exist in a flourishing condition, except Sigma Chi, which suffered in 1889–90 from internal discords which it barely weathered, and lost its standing in the first part of the present year with the withdrawal of its best men.

The social life of the University cannot well be considered apart from the fraternities, for it has centered in them. The intensity of this social life has varied from year to year and from fraternity to fraternity. As a rule each fraternity has planned to have two considerable social events during the year. These have usually taken the form of evening parties, with dancing and refreshments. More rarely have these events taken the shape of formal dinners or suppers with toasts and perhaps some musical or literary features. Unusual activity in social life is indicated by the frequency of informal hops or other parties. Only rarely and among a small circle of students has this social activity amounted to dissipation or invaded the precincts of the University building. There were times in 1884 and 1885, however, when Oread Hall was invaded by some light-headed and light-footed devotees of society for whom the evenings were not enough.

During the years when Beta Theta Pi and Phi Kappa Psi were the sole fraternities among the young men, the keenness of the rivalry between them seems to have drawn the fraternity lines pretty tight, and I have found little reference during those years to interchanges of social courtesies between the two. But in 1881 an era of good feeling seems to have been inaugurated by a banquet given by Beta Theta Pi to its rival. From that time to the end of 1885 parties given by one fraternity to another were a favorite form of social life. Since then it has been more customary for a fraternity to choose its guests from all the other fraternities. Once the male fraternities have put aside their rivalries and united in a celebration of their common aims, in the Pan-Hellenic, March 8th, 1889.* The Sigma Nus however did not participate. On the same evening the three fraternities of the young ladies also united in a celebration. The faculty has done little to influence or direct the social life of the students. It has often been represented at the social gatherings of the students, but has not often brought students together in the homes of its members. An attempt

*About two years before this, and perhaps still earlier, there had been a more informal meeting of several fraternities.

to bring the whole University together socially was made in what used to be called the faculty reception. This was a reception given at the University shortly after the opening of the college year to all students, with the desire of introducing the new students to the old, making them feel more at home, and strengthening the feeling of solidarity among all students. These receptions were inaugurated in 1877 and were continued until 1885. The custom was revived by Chancellor Snow in the reception to the University at large given at the beginning of last December. The University ball, as an occasion to unite all members of the University without reference to fraternity or other distinctions, has never established itself as a regular social event of the year. University balls have been given in 1881, 1882, 1883, 1890, and in the first half of the present year.

The literary life of the students has had two main channels of expression, the literary society and the college journals. Both have revealed a considerable activity, and both have been closely connected with college politics and often not to their advantage. The life of the various literary societies and of the numerous journals that have been founded here has been marked by

the struggle between rival factions for the control of those societies and journals; and these factions have usually been separated on fraternity lines. No combination between different fraternities has been stable for a long term of years, and they have generally shifted from year to year. Every fraternity has had its turn in a winning alliance.

The first paper* published by undergraduates of the University was the *Observer of Nature.* This was the organ of the Natural History Society, and was edited by William Osburn, '77. The first number appeared with the date of the 1st of April, 1874. Four numbers came out before commencement, and made up the first volume. The second volume was published at irregular intervals during the second half of the next year, and consisted of five numbers.

The next year a new paper, called the *Kansas Collegiate*, appeared. This was really an expansion of the *Observer of Nature*, for both papers were issued to the same subscribers and under the same management; the *Observer* limited itself to scientific articles, and the *Collegiate* devoted

*Journalism is the only field of our college life of which any historical account has been prepared. For a fuller notice of this subject the reader is referred to an article by Mr. P. R. Bennett, for the years before 1884, in the *Review* for June, 1884, and for the later years to a sketch by Mr. H. E. Copper in the *Review* for April, 1891.

itself to literary articles, editorials and news. Charles S. Gleed, who had assisted in the second volume of the *Observer*, edited the *Collegiate* and William Osburn the *Observer*.

After the spring of 1876, the *Observer* ceased to appear. The *Collegiate* continued to hold the field alone until 1878. In that year two rivals appeared, the *University Courier* and the *University Pastime*. The *Courier* seems to have been a revolt against an alleged exclusiveness in the management of the *Review*. The *Pastime* was a private venture, devoted particularly to news and inclined to sensation, and was published fortnightly. It lived only till April 16th, 1879.

The *Courier* issued but eight numbers of its first volume, but began its second volume regularly in September, 1879. It did not survive the year, however. An effort to consolidate it with the *Collegiate* failed, but led to the secession of a part of its supporters, and it ceased publication for lack of support in the beginning of 1880. Those who had withdrawn from the *Courier* went over to the *Collegiate*, and were given representation on it, and under the new control it appeared in November, 1879, as the *Kansas Review*.

For two years, 1880–81 and 1881–82, the *Re-*

view had no rival. But in the fall of 1882 the *Courier* was revived, again as a revolt against the exclusiveness of the management of the *Review*, and continued to appear every fortnight till commencement, 1884, when there was again a dissension in its ranks. Its directors voted to consolidate with the *Review* under the name of the *University Review*, but a party refused to accept the conclusion, and began in the fall of 1884 to continue the publication of the *Courier* as a weekly. Since that time the *Review* has remained the only monthly published by the students.

The *Courier* continued to have a checkered career. At first the *Review* opposed it with a weekly of its own called the *News*, but the *Courier* proved to have the most vitality, and the *News* soon suspended. In the following year a quarrel in the *Courier* company led to a split and the publication for a considerable portion of the year of two *Couriers*, one controlled by the Phi Gamma Delta fraternity and the other principally by Mr. John Sullivan. About the middle of the year Mr. Sullivan sold out his *Courier* to his rival and left it in possession of the field. Its possession was undisputed for the next two years, but in 1888 the fraternities

which were unrepresented on the *Courier*, with the aid of non-fraternity students, founded the *Times*. It was published as a weekly rival of the *Courier* throughout the year, but did not reach a second volume. But it had a successor in the *University Kansan*, which was the *Courier's* rival through the year 1889–90. At the beginning of the present year the two companies came to an agreement, and but one weekly paper has been published, still under the name of the *Courier*.

Besides these monthlies and weeklies five annuals have been issued from the University. The first was in the year 1873, and was called the *Hierophantes*. The next was in the year 1882, and was the *Kikkabe*. It was intended that the *Kikkabe* should be issued every year, and for the two following years annuals were regularly published, though each year under a different name. In '83 it was the *Cyclone*, and in '84 the *Cicala*. Since then but one annual has been published, in '89, under the name of the *Helianthus*. These annuals, like similar publications at other colleges, contain a very full account of the various student organizations, and much valuable matter which does not find its way into other publications of the University.

The first literary society founded at the University was called the "Acropolis Society." Its objects were the ordinary ones of college debating societies, and its exercises were of the usual kind. Founded in 1866, it was successful at first, and then afterwards languished, so that in 1870 a new departure was taken; the name was changed to Orophilian, and the young women were excluded, or at least discouraged from attending. This, with other elements of disaffection, led to a secession from the society and the foundation of a new one, to which the name Oread was given. The existence of a rival seems to have contributed to the vigor and prosperity of both societies, and for many years they continued in active and fruitful operation. Some time about 1875 they began to give public exhibitions on evenings of commencement week, or those just preceding. In 1880 an annual contest between the two societies was inaugurated. These contests were held during the month of December and were among the great events of the year. The first contest was won by Oread, who also won in '83 and '84. Orophilian won in '81, '82, '85, '86. In 1884 the commencement exhibitions of the two societies were changed to a joint exhibition. By this time,

however, the prime of the societies was passed. Oread was the first to cease to hold meetings, in the fall of 1886. Her place and hall were taken by a new society, the Athenæum, which had developed out of an offshoot of Orophilian. Orophilian, too, was living a precarious sort of life. Several of its members had formed an independent and smaller debating club that met in Orophilian hall on Saturday afternoons. This club later took the name of "Moot Senate," and after Oread ceased to meet, it transferred its sessions to her hall and became the Athenæum Literary Society, March 18, 1887. But that these societies were no longer satisfying the wants of the students in the direction of practice in debate is shown by the formation in this same year, 1886–7, of two other debating clubs — the Dickson Debating Club and the Lime Kiln Debating Club. But Orophilian and Athenæum continued to exist down to 1889. Athenæum then disappeared from sight. Orophilian made several attempts to get back her old energies, but in vain. Athenæum's place had been taken by a purely non-fraternity society, the Adelphic, which seemed to be doing good work. The fragments of Orophilian made a last effort to live, and formed themselves into the "Univer-

sity Literary Club,'' and an arrangement was made whereby, under certain conditions, the work done in the club should be credited on the English work of the student in class. But the club lasted only to the end of the year, and failed to show itself at the beginning of 1890–91. Adelphic remains the only general literary society among the students.

There are two reasons for this decay of the literary societies. One is to be found in the injurious entrance of politics into them in the attempts to control the election of the contest and June programs. These elections came to be very stormy affairs and the spirit often ran very high. The real aims of the society were buried beneath struggle for honors and place; voting and getting elected became of more importance than literary work and practice in debate. The other reason is to be found in the change that has been coming over the whole University, and not over this university alone but over many others. I mean the change in the methods and range of study and the growing specialization of students, and their larger interest in investigation. As this change has gone on the special club or society has taken the place of the general literary society. The first movement in

this direction here was an outgrowth of the interest in natural history. A Natural History Society was formed in 1873 and continued to exist until 1877. During the same time little clubs with no special organization were formed among their students by the professors of Greek, History and Modern Languages. It is in part an expression of the same tendency that the normal students formed in 1881 a separate Normal Society which continued until the abandonment of the Normal Department, and that the preparatory students in 1882 also banded themselves together in a separate organization. The law students organized Nov. 29th, 1880, a Kent Club for the holding of moot courts and for practice in debating. Nov. 24th, 1882, the students of civil engineering founded an Engineering Society. On September 15th, 1882, a Social Science Club was formed, to hold its meetings every Friday, but this club had but a short life, having ceased to be by the new year. February 8th, 1884, a medical society was formed under the name of the Iatrikos. This was consolidated in January of the following year with the Civil Engineering Society to form the Science Club, which has had a healthy life ever since, and still continues to hold fortnightly meetings. In

1883 a German Club was formed, which through various changes of form has continued to exist, and took on during the past year the form of a Modern Language Club, holding weekly meetings alternately in French and German. A Pharmacy Association was established in January, 1887; it met at first every Thursday, but now holds its meetings every other Friday evening. In the fall of 1886 a Philological Club was added to the others, and now holds its meetings every other Friday evening, alternating with the Science Club. The Seminary of Historical and Political Science, under the direction of the professors of History and Political Economy, was founded in 1887, and holds meetings on alternate Friday afternoons. It has just begun the publication of its papers or abstracts of them, under the title of "Seminary Notes."

Another organization which has a close connection with the literary life of the students is the Oratorical Association, whose business is to arrange for the contest in oratory, by which the orator is chosen who is to represent the University in the annual inter-collegiate contest. The Inter-Collegiate Association was first suggested by the University in 1881. The suggestion was repeated in the following year, and in 1883 a

committee was appointed to draft a constitution and work up the movement in the other colleges of the State. The efforts of this committee were successful; the other colleges gave their approval, and the first contest was held February 22d, 1884. The first State contest was held at Lawrence April 18th, and resulted in a victory for the representative from the Normal School, at Emporia. He was, however, convicted of plagiarism and thrown out and a new contest ordered at Baldwin, at which our representative, Mr. L. H. Leach, was the winner. In the series of State contests thus far the University has won first place three times.

The part which music has played in the college life of our University is very small. The Department of Music has done much for musical education, but it has apparently made little impression upon collegiate students. The lack of college singing has been a fruitful topic of lamentation in the college press ever since its beginning. Various means have been suggested and tried to stimulate the production of university songs, but the one or two that have been produced have never had the experience of being sung by a chorus of the whole student body. And there have been few musical or-

ganizations among the students. Of those that have existed the Arion quartette was by far the most famous. The members were C. F. Scott, J. W. Gleed, G. C. Smith and Scott Hopkins. There was a University Musical Union in 1880 working under the direction of Prof. F. O. Marvin at choruses. It died in the following year, but was revived again in 1883 and lived for two years longer. The only orchestra of which there is record is the Phi Kappa Psi Orchestra of 1885. The past year has seen the organization of a Glee Club and a Mandolin Club.

In another field which in most colleges absorbs a goodly share of the free activities of the student body, that of athletic sports, the University has also comparatively little to offer. Not that there has ever been a time when they have been totally neglected, for even from the first years of its history there is the record of the visit of a nine from the University to Topeka, and their defeat by a Topeka nine by the close score of ninety-six to fifty-seven. But the number of those feeling a keen interest in these sports has always been few, there has been no regular rivalry between the University and other colleges, and contests with other colleges have been few

and far between. This apathy in athletics has been remarked very frequently in the University papers.

The first organized effort in connection with athletics was the formation of a company of cadets in 1878. In May the roll of the company numbered seventy-five men, with Scott Hopkins as captain. A band was in practice under the leadership of Stuart O. Henry. Enthusiasm was great, and it was expected that a regular army officer would be detailed to instruct them the next year. The next fall they began the college year by ordering uniforms of light and dark blue, much like the uniforms of the regular army, but the paper of February 28th, 1879, contains the obituary notice of this short-lived company. In 1885 the papers agitated the revival of the military company, but without effect.

One athletic feature of the older college life that disappeared long ago is the annual rope pull between the Freshmen and Sophomores. When this was instituted I do not know. In 1879 it was already an old institution. It occurred sometime during the fall term, and engaged the whole of the two lower classes. It occurred for the last time in 1880.

Naturally all our contests with other colleges

have been in base ball, until last fall, but I do not find a record of any contest at all before 1880. That year seems to have seen a revival of interest in base ball. The faculty is reported to have given the nine its approval, and the Canfield silver ball was given as a prize to stimulate effort. Washburn was challenged and a series of three games played. The first, played at Topeka, was lost, but the other two were won. The next time the University played Washburn was in 1885, when Washburn was victorious. She was again victorious in 1886, and in two games in the spring of 1887. In 1888 Washburn was twice defeated. The University met Baker twice in 1886, one game being drawn and the other being won by the University. In 1888 we met Baker once and won, and in 1889 Baker was defeated by us again.

Foot ball as a scientific game was never introduced in the University till last fall, when it created a great deal of enthusiasm and did much to stimulate a general interest in out-door sports.

Tennis was introduced at the University as early as 1884, but was never played much until 1887–88. In the spring of 1888 the University played two matches with Washburn, winning the doubles and drawing the singles.

The management and control of athletic sports have been for the most part in temporary and shifting organizations. This has entailed great loss of coherence and concentration upon their management. Various attempts have been made to give the different athletic interests a united and consistent direction through one organization. The most elaborate was in 1884, when an Athletic Association was formed with carefully drawn constitution and by-laws. But it did not last out a year, and the unnatural activity which it created was followed by a greater apathy than had existed before. Another attempt was made in December, 1889, and the association then formed is still in existence. Besides supplying a central management for the various sports, it set itself to the task of raising money to procure and fit up suitable grounds for an athletic field. The need of such a field entirely under the control of the University has long been felt by the students and frequently been pointed out by the college papers. A subscription was begun among the students and faculty, and about $200 raised. Colonel McCook, of New York, interested himself in the plans of the association and gave $1,500 towards its object, with the promise of doubling whatever it should raise up to $10,000.

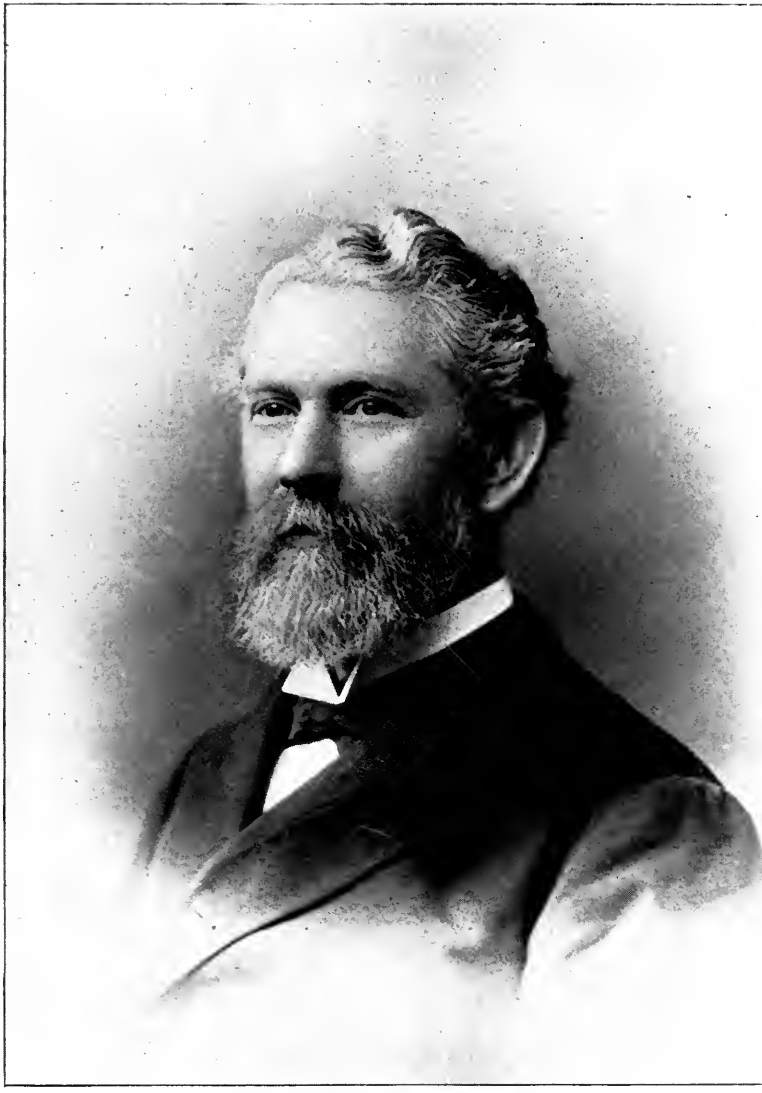
The association has prosecuted its work during the present year and raised about $800, and has received a further gift from Col. McCook of $1,000, so that there is available for its purpose about $3,500.

A gymnasium has also long been called for by the students and urged by the officers of the University. Chancellor Fraser recommended in his day the erection of an inexpensive building to serve the temporary needs of the students, but met with no response. In the absence of all provision for a building, the students have set about helping themselves as best they could. In the winter of 1882 the authorities granted the use of one of the rooms in the basement of the main building, and a gymnasium association was formed to equip it with the simplest and most necessary apparatus. This association went to pieces in the course of a year, and the apparatus, not being carefully handled, was broken or lost. The present Athletic Association revived the gymnasium movement and purchased sufficient machinery to equip one of the large rooms in the dome of the main building.

Soon after the formation of the State Oratorical Association the college papers agitated the

formation of a State Athletic Association. Nothing came of it, although the suggestion was repeated from time to time. The past year, however, has seen the formation of a triangular league between Washburn, Baker and the University; and this has been mainly due to the efforts of the students of the University.

Various voices have lamented in the past the lack among the students of the University of that enthusiasm for their institution which is known as college spirit. There seem to have been few vigorous demonstrations of it in the early years of the college; and that is not strange considering the few occasions on which this enthusiasm was sharpened by competition with rival colleges. The oratorical contests proved that it was not wanting by giving it a chance for expression, and greatly stimulated it. The athletic contests do the same thing. No one can well doubt the vigorous loyalty of the student body to the University when he hears the thunder of the college yell sent up from the foot-ball or base-ball field. The existence of the yell itself is a proof of that spirit; one common sentiment of love and pride and exultation seeks expression in one common form of words — "Rock Chalk, Jay Hawk, K. U."



J. A. LIPPINCOTT.

REMINISCENCES.

D. H. ROBINSON.

THE OPENING OF THE UNIVERSITY OF KANSAS.

TWENTY-FIVE years ago I was elected to a professorship in the University of Kansas. In no other State would a similar election have pleased me as well; for I thought then, and hold the same opinion still, that the superior intelligence and moral purpose of the early settlers must soon show itself in better schools and brighter pupils than are found in other western States, and eventually equal the best to be found in the older parts of the country.

Soon after my appointment I received a letter from Chancellor Rev. R. W. Oliver, D. D., asking me to make out a course of study for the new University. This I proceeded to do, modeling it after the classical course in an eastern college thirty years ago, with no provision for work below the Freshman class. All

preparatory work was left to the high schools, for it seemed to me a fair presumption, that since the State University would fall heir to the pupils of the "Lawrence University," and the public schools had already been in successful operation for several years, there were, probably, a few college students and a great many graduates of the high schools eagerly waiting an opportunity to secure that higher education which the State was in duty bound to give them, and which it could only offer in the University. To meet this clamorous demand the University was now about to be opened.

Coming to Lawrence early in September of 1866, I first met my colleagues, Professors Frank Huntington Snow and Elial J. Rice. Professor Snow and I were young men but recently out of college, and therefore with very little experience as educators; while our colleague was a gray-haired man of much experience, having been principal, and perhaps superintendent of schools, of some town in Indiana. In deference to his gray hair, I presume, and wider experience, the Regents wisely made him the "Acting President" of the new University.

Having established ourselves in an excellent boarding house on Kentucky street, conveniently

near the University, Professor Snow and I started out to call upon our worthy Chancellor. We desired from the official head of the University definite instructions in relation to opening the institution the coming week. Greeting us very kindly the Chancellor invited us to his study. The air was thick with tobacco smoke. Regent Starrett was present, smoking a pipe with a stem about six feet long. Six or eight similar pipes and a large pouch of tobacco were lying on the table. The men were evidently "hail fellows well met," and were having the jolliest kind of a time. Our coming had broken off one of Starrett's best stories — and he could tell good ones. Politely declining to join in the smoking, farther than was absolutely necessary, we tried to state our business. But no; that interrupted story must first be finished. It was a good story, and so well told that we had to have another to match it. The fun then grew fast, if not furious, one story provoking another in rapid succession, and the air all the time growing thicker and bluer, until we, poor fellows, half sick, finally insisted that we could stay no longer, and asked what preparations we should make for the opening of the University. I think we expected, in

rather a vague way, some general instructions about the reception of students from high schools upon examination, and from other institutions upon certificates. Our genial Chancellor, after considering a moment, kindly gave us our instructions—the most unique, I presume, ever given by the head of a great institution to his colleagues. Speaking with a strong Scotch accent, which I shall not try to indicate, he said: "I would advise you, young gentlemen, to go to Mr. Jaedicke's gun shop and hire some guns, and to Mr. O'Conner's livery stable and hire some saddle horses, and go away back on the hills and hunt prairie chickens. You may be gone two or three days. This will be as good preparation for your work next week as you can make." Saying this he dismissed us. We were somewhat surprised, to say the least. This advice, though somewhat congenial to our inclinations, seemed, however, scarcely to fit the question. We were not yet sufficiently experienced in University work to see the relation between hunting prairie chickens and preparing questions for entrance examinations. Bowing to our Chancellor's wider experience we took our departure, none the wiser.

After talking the matter over we concluded to defer the hunt for a few days, and consult with our "Acting President." This consultation, however, did not result in any very definite line of action. We found our President's mind preoccupied with a poem he was preparing, and which he hoped to be invited to read at the formal dedication of the University the day before we opened for students. As the poem was yet unfinished, and its reading might soon be called for, we could not think of interrupting its laborious construction with less important business, and therefore proposed to withdraw at once. But no; we must sit down and he would read it to us. It concerned the University, and he wanted our opinion of its merits. So we sat down and he read as far as he had written. Its general subject seemed to be the progress of education, with particular reference to the founding of the University of Kansas, and Quantrell's raid. I do not remember what opinion we expressed of its merits, but it made quite an impression upon us, and we often talked about it afterwards. It seemed to us quite a unique production. And yet, strange as it may appear, only one of all those linked couplets still lingers

in my memory. Speaking of the murderous raid, the poet said,

> "Then ran the streets with patriots' blood,
> Not drop by drop, but in a flood."

This gem I shall always cherish as a fitting memento of our "Acting President." As the program for the dedication was already full, the poem was not read, and hence, I fear, has not been preserved.

At last the expected morning came, Sept. 12th, 1866. The faculty were all present early. No one else, however, came for some time, except two or three noisy carpenters, who were at work on the stairs. Soon a few boys and girls from town came straggling in, and after a while a few more. Later still came those from greater distances — from Grant, Wakarusa, Kanwaka, and some, I think, from far-off Palmyra! After the devotional exercises, which were led that morning by Chancellor Oliver, the students were sent around to the several professors for examination. Then began our search for those college classes. Seniors and Juniors were given up at the first glance. If any were present, they were surely in deep disguise. For the student look, which comes only from years of work over books, was

not there. We might possibly have a few Sophomores and Freshmen, but appearances were against even this. I began my examination. None had studied Greek. Six, however, wished to begin. So that subject was soon disposed of. In Latin I fared somewhat better. Six or eight had a slight knowledge of the Latin grammar and reader, and were indifferently prepared to begin the study of Cæsar. Fifteen or twenty wished to begin Latin. The examinations in other branches showed similar lack of knowledge. We had examined, in all, forty students. As the net result, instead of the expected college classes, we had a few candidates for the lower forms of a rather indifferent high school. What a fall from our high expectations! Still some of the material seemed fairly good, and we hoped for better results in the future. We now saw the wisdom, the true inwardness, as it were, of our Chancellor's advice about hunting. It was now clear that he knew the kind of university we were about to open far better than we, and that hunting chickens was quite as useful a preparation for it as making long lists of examination questions which would not be needed for years.

ALMOST A PANIC.

Work began promptly and ran on smoothly until near the end of the year, when a strange

and, to us, unaccountable dropping off of students began. They gradually disappeared, one after another, without sign or warning, until by the middle of April more than half of our entire number was gone. Becoming alarmed lest they should all leave us, and we be reduced to the shameful necessity of closing the school before the end of the year, Professor Snow and I began to investigate the cause of this strange hegira. We found that, spring work having opened, most of our brawny students had gone home to assist on the farms, and that several in the city, suffering from the unusual strain of head-work, were down with the "spring-fever," almost hopeless cases.

It was evident that something must be done or the University would be disgraced. A consultation was held, the result of which was that, by much visiting and earnest missionary work among our patrons, and strong personal appeals to our pupils, we finally averted the threatened disgrace of abandonment, and closed our first year triumphantly with twenty-two students!

Had our University yell been then invented, I have no doubt that Professor Snow and I would have shouted loud and long "Rock Chalk, Jay Hawk, K. U.!"

THE UNIVERSITY IN EARLY LEGISLATURES.

From our first year's experience we were prepared, and, indeed, rather expected, to hear people say that the University was only a "Lawrence high school," but this, of course, we stoutly denied. To the superficial observer, it might, indeed, appear so; but not to the man who was accustomed to look beneath the surface of things. To see the real University, with its many departments, of literature, science and the arts, its extensive cabinets, museums, laboratories, libraries and work shops, its hundreds of professors and thousands of students, one must take a deep esoteric view. It seemed complete in all its parts, but in somewhat embryonic form. As the most perfect forms of animate life now in existence doubtless once lay dormant in the rudest germs, so to us the University then lay dormant in the creative act of the Legislature, scarcely yet in the first stage of its endless development. Closing our eyes to the meager present, and looking far down the glorious future, we had a dim vision of the real University, with a few of its many possibilities partially unfolded. Thus seen it was a great institution, just as the few patent office reports then on our shelves

were the "nucleus of a large and valuable library."

Thus did we easily prove, to ourselves at least, the existence of the University; but it was not so easy to prove this to our enemies, who refused to look at the matter from our point of view. Even our high courses of study did not convince them. At these they only laughed, and said that they knew a high school when they saw one, and we had nothing more. Convinced that we were right, we should not have cared much for the opinions of these men had not some of them soon turned up as members of the Legislature. Here they soon became very annoying. This was especially true for the first seven or eight years. Every winter some economic Solon, raised to influence by brief office only, used to assail and sometimes even endanger our meager appropriation by calling the University a "little Lawrence high school." Such attacks were numerous, and of varying degrees of virulence. The most outrageous of all, however, was probably the one made by a member from Johnson county, who wound up a long and abusive tirade against the needless expense of maintaining so useless an institution by the astounding assertion that it had eight or ten times as many professors

as were necessary, and that he knew "one man, a friend of his, who, with the aid of his wife, would undertake to teach everything now taught there, and do it better than at present, for the small sum of five hundred dollars a year!" This was cheap enough, surely, but, strange as it may appear, the offer was not accepted. Perhaps the rest of the members thought it too cheap. But even this man afterwards repented, and did us valiant service in succeeding Legislatures.

In the same Legislature, I think, another member, in a similar spirit of economy, but in a somewhat more jocular vein, declared that the University, with its large corps of professors and small body of college students, reminded him of a "six-mule team hitched to a buggy."

During the third winter, in a spasm of great economy, the Legislature threatened to reduce greatly, or even to cut off our appropriations altogether. Disaster, on this occasion, was only averted by inviting the entire Legislature to visit us in a body, and tendering them a generous feed at the Eldridge House. This was managed by the citizens of Lawrence. Many of the members came, inspected the University, ate our supper, returned mollified, and gave us what we needed.

On another occasion of financial stress, the Legislature closed all the normal schools of the State, three in number, but, for some reason, spared the University. This, if I remember, was in the winter of 1874–75, the year of the great grasshopper invasion. The University was probably then spared only because it had already begun in large measure to prove its usefulness. Since then it has generally been very kindly treated. The people, as a whole, appear to take an increasing interest in the institution, and seem disposed cheerfully to grant all needed facilities for the better education of their children.

GENERAL JOHN FRASER, A. M.

At the end of the first year the University lost its official head by the resignation of our "Acting President." Professor John W. Horner was appointed to the vacant chair, but not to the official position of the retiring officer.

The University was quite as active in its acephalous condition as it had been before, for, aided by our worthy Chancellor, who had now given up his long pipes, but not his funny stories, the several professors, each feeling a deeper sense of responsibility, worked harder for the success of the institution. Thus we ran on

smoothly without a head to the middle of the academic year; but this condition was not normal. The Regents began to realize it, and, uniting the offices of Chancellor and President, resolved to give the University a real, substantial head — perhaps a big head. After much careful canvassing, General John Fraser, A. M., was selected for this responsible position. The wisdom of this selection was fully justified by the results.

General Fraser was a man of unusual ability and force of character. Educated in the University of Edinburgh, he naturally brought with him the methods of teaching which he had seen so successfully practiced there. But the conditions here were so entirely different from those to which he had been accustomed that his success as a teacher in the University of Kansas was very small. Yet this made very little difference, for he was not expected to do much teaching. In fact, he was not employed for this. His great strength lay in planning, organizing and building. To conceive the purpose, organize the plan, and persuade a little city like ours to vote $100,000 for a University building, and carry all through to a successful conclusion, show wisdom, courage and energy of the very highest

order. In this work he was most successful, and our Main Building is his fitting monument. All honor to the noble work of General John Fraser, the first Chancellor and President of Kansas University!

DISCIPLINE.

Discipline, during our high school days, was maintained with a vigorous hand. Knowing that eternal vigilance prevents a multitude of sins, we resolved that the sly student should never catch us napping, nor the remiss and lazy find us over indulgent. We guarded our weak points, therefore, with great strictness. For instance, having been nearly disgraced the first year by the sudden withdrawal of our students, we cunningly guarded that point for the future by placing in our catalogue the following severe enactment: "Students *must* be prompt in attendance at the opening of the term, and *continue to the end of the same*, and *must* not absent themselves from town without permission from the President." Having once secured them, we fenced them in by law, and did not propose to let them even get out of town without express permission. We should thus be able to keep a few in sight, at least, until the end of the year.

And the event seemed to justify the rule, for we never thereafter had any trouble about keeping a part of our students to the end of the second term.

Again, see how the following rule puts to shame all our modern legislation on the same subject: "Students must present satisfactory excuses for every absence from any class or duty, before they will be permitted to resume their places in the college." There is strictness for you! A student was sent out of college for a single absence, and a professor might keep him out forever by not accepting his excuse! Perhaps, however, this was intended to be understoop in a somewhat Pickwickian sense, inasmuch as we added another rule just below, stating that "any student having *ten* unexcused absences ceased to be a member of the University." Just what peculiar construction we placed upon these rules, that both should seem necessary in the same catalogue, I do not now remember. For if a student was out of college for one absence and "not permitted to return," it is difficult to see how ten absences could do more. Or would they put him out ten times as far? But I give it up, and leave the explanation to some old student on whom it was tried. Who will answer?

These are samples of our rules. There were several others of similar strictness. One illustration of the vigor with which they were applied to practice will probably be sufficient.

One morning at chapel, after Professsr Snow had called the roll, which required every student to be present every morning and respond to the call — the professors were then always present — Professor Horner read off the names of the delinquents who had failed to hand in their essays at the appointed date, and commanded each delinquent, as his name was read, to leave the chapel and go down to a certain room and there wait to be sentenced. Several names had been read, and the culprits had gone, but pretty soon one was called who refused to obey. The professor looked stern, turned red in the face, rose up and shouted, "Leave the room." The young man looked defiant, and sat still. Down from the platform rushed the irate professor, seized the refractory youth by the collar, jerked him from his seat, and pushing with hands and knees, was forcibly ejecting him from the room, when Professor Snow, starting up, called out sharply, "Stop, Professor Horner! That is not the way to administer discipline!" The professor desisted, we returned to our places,

and quiet was soon restored. Devotional exercises now being ended, we retired to our class rooms.

Such was discipline in the early days. We have nothing now to compare with it. Now, thirty to forty professors will often deliberate weeks over some worthless fellow and probably not do as much in all that time as one man then would do in five minutes.

Is not some of that masculine vigor desirable?

COLLEGE JOKES.

From time immemorial college students everywhere have occasionally been inclined to practical jokes. Our University has had its share; but of the many that might be told, I have space for but few.

Jokes in which skeletons are made to play a prominent part have always been great favorites with students. The best one of this kind ever tried here was furbished up for use on the occasion of our first commencement, at the close of General Fraser's administration. This was in the summer of 1873. We had moved over into our new building the previous autumn. The south wing and main hall were yet unfinished. The hall was a great barn-like place,

with roughly plastered walls, windows mostly closed with old boards, floor level and unseated, and a round hole about eight feet across in the center of the ceiling. It was a very unattractive place, and yet the best we had in which to hold commencement exercises. A temporary platform was erected on the south side of the hall, and gaily decorated with flags, flowers and evergreens. The place was crowded with people, and even standing room was at a premium. In the midst of the exercises, just after some very impressive performance, while the full band was playing, there slowly descended from the dark hole in the ceiling a ghastly, grinning skeleton, shaking his clattering bones, and executing a sort of ghost dance just over the heads of the people, wearing on his big toe a paper inscribed with the legend "Prex"—only this and nothing more! Then for a time there was great commotion, and a rush was made by several of the professors to discover the perpetrators of the joke. But no one was caught. The only clew ever found was a rope hanging in an air shaft, and a blue necktie at the foot of the shaft. The tie was kept a long time in the office waiting for an owner, but no one ever came to claim it; and so, whether it belonged to some student, or whether

the skeleton lost it while climbing the rope, will probably always remain a mystery — unless, indeed, a certain student now living in Kansas City shall consent to give us further information. As soon as quiet was partially restored, the President's young wife, turning to her husband, asked, "What does 'Prex' mean?" "The faculty," he quickly answered.

Thus was played with us the skeleton act, which, with some slight variation perhaps, is still traveling on its dreary round.

Other jokes equally gray have also often shaken our students' sides with laughter. Tossing victims in blankets, and breaking their bones by the fall; sliding them down inclined planes into water tanks; suspending them from windows, sending them on snipe hunts at night, pelting them with eggs, ripe and unripe, and then washing them clean under the pump;— these, and many other practical jokes equally hoary, still furnish material for many an initiation, mock or real, from year to year.

Some jokes, however, were quite local in many of their features, and, for this reason, may perhaps be worth the telling. This, I think, is true of the following:

Soon after the first Greek letter society was established here, and the boys were flourishing their new badges quite conspicuously, suddenly another society seemed to "break out" with much larger and more conspicuous badges, consisting of the mysterious device, "T. C.," wrought out of bright new tin. These letters were about two inches long. There was much speculation as to the meaning of this strange device. Some thought it was intended only to ridicule the Greeks; others thought the letters concealed mysteries of dark and fearful import.

But of the real meaning of the device, when or where the society met, or what was done at the meetings, no one, for a long time, seemed to have the least conception. Curiosity being deeply aroused, a close watch was kept upon the movements of the members. It was at last ascertained that the society had no regular time nor place for meeting, but assembled usually on dark nights at no inconvenient distance from some nice turkey roost. Feathers, broken bottles, paper bags, scattered around a few fire brands, sometimes gave a slight clue to the nature of the festivities. Turkeys were missed in various localities, but no one seemed to know where they had gone. Thus the matter ran on,

until, in an unlucky hour, the boys raided the poultry yard of Judge Nelson Stephens. But the judge was no man to be trifled with. Possessing a rare knowledge of human nature, and great skill in detecting the wily ways of crooked men, he soon found out who the rogues were, and resolved to punish them in his own peculiar way.

Without mentioning his discovery to any one but the members of his own family, he politely invited all the "T. C.'s" to supper.

They were delighted at the invitation. The judge received them with unusual kindness, if that were possible, and kept them in a roar with funny stories until supper was announced. The boys had never had so good a time before in all their lives. Still shaking with laughter they were shown into the dining room, and assigned their places. On the plate of each "T. C." was a huge turkey. Asking his guests to help themselves, the judge went on with his funny stories, as if he was always accustomed to give each guest a whole turkey. The boys could neither eat nor listen. They were in torture. But the judge, too polite to notice their embarrassment, simply urged them to eat, now and then, and kept on with his stories. Thus did he roast those boys

as thoroughly as ever they had roasted his turkeys. At last, when he thought the roasting done, he politely dismissed them, the most disconsolate set of fellows that ever raided a turkey roost. This broke up the society, and the "Turkey Catchers" disbanded, and their badges were seen no more.

By this little experience the boys had been severely scorched, but their love for practical joking had by no means been eradicated. A new temptation for them came as follows:

The women's temperance crusade was being prosecuted in the city with great vigor. The crusaders held all-day meetings in nearly every drinking place in the city. The saloons were literally "sat down upon," and their owners urged and implored to give up their nefarious business and sign the pledge. The University was also invaded, and the pledge passed around. Many signed as requested, and among others several professors. One of these professors happened to have in his cellar at the time a few bottles of home-made wine, for use in sickness. This fact became known, in some manner, to these practical jokers. Their old ardor seized them at once, and they fairly burned to get hold of those bottles. It would be the best joke of

their lives. Thus thinking, they formed their plan.

A few evenings later two of them called at the professor's house. They seemed in especially happy mood, telling stories, joking, and laughing almost immoderately. Finally one of them, producing some music, offered to play it. With a big crash, he began, and such playing! He ran, and galloped, and cantered, and jumped up and down the keyboard until the old house fairly rattled from chimney top to cellar — especially the cellar. Then college songs were roared with equal force and energy. This went on an hour or two, when the guests withdrew, with many expressions of pleasure at the delightful evening they had passed, promising to call soon again. The professor and his wife were a little surprised at the call of these young men, who had never called before, and especially at their rather long stay and boisterous conduct. But still they were glad to have received the visit, and retired greatly pleased to think that these "T. C.'s," lately so wild, were now disposed to give up their disreputable practices, and cultivate the graces and amenities of social life.

In the morning, on opening the house, many evidences of burglary were plainly visible — in

fact, too plainly visible. The hoe and ax and pieces of candles were left near the cellar windows, in plain sight, as if courting an investigation. It was soon found that the cellar had been entered, the wine taken, and the following note left in its place:

"*Dear Professor*—Inasmuch as you have signed the pledge, and therefore can neither drink this wine yourself, nor sell it, nor give it away, as that would be abetting the great evil, we have concluded to take it, and thus relieve you from all temptation. Yours truly, CRUSADERS."

The professor, for obvious reasons, never mentioned his loss, but the boys thought it too good a joke to keep, and so, whispering it around among their friends, it soon became a well-known story.

THE FORGED TELEGRAM.

If any of the participants in this joke still feel sensitive over it, I shall beg their pardon in advance, and then go on with my story. For a sketch of University jokes with this one omitted would be like "Hamlet" with Hamlet left out.

One morning, about ten years ago, when Dr. Marvin was on his way to the University, a messenger boy gave him a telegram containing the startling information that Regent F. T. Ingalls, of Atchison, had suddenly died the day before, of heart disease, and would be buried on the

following day. The dispatch purported to be sent by John A. Martin. Greatly shocked, the doctor hurried to the University, and told the sad news to the faculty. All were equally shocked. After prayers the doctor, in a few very feeling words, communicated our sad loss to the assembled students, and informed them that ceremonies appropriate to the occasion would be held in chapel on the following morning. Two members of the faculty, who had been in college with the departed Regent, were selected to deliver memorial addresses. Further information by letter or telegram was expected that day, confirming or denying the report, but as nothing came it was accepted as true, and the professors appointed spent a large part of the night preparing for the ceremonies of the morning.

In the meantime Dr. Marvin and Regents B. W. Woodward and Rev. A. Beatty, impelled by a deep sense of duty, and with saddened hearts, had gone to Atchison to attend the funeral, which was to be conducted next morning. Arriving in town, they began to inquire the particulars concerning the sad event. As bad luck would have it, they chanced upon the one man of all others best calculated to deceive them —

the fellow found in nearly every town who will never admit that there is anything which he does not know! He knew everything they asked, of course.

"The death of Ingalls? Oh, yes; it was very sudden. The Senator was"— "But we don't mean the Senator; we mean his brother, F. T. Ingalls," said they. "Of course," said he, "a very fine man, too, and one who will be greatly missed; died suddenly in the street, of heart disease; funeral to-morrow at 11 o'clock, under direction of John A. Martin. You'll find Martin at his office. Go and see him; he'll tell all about it." So they went to see Mr. Martin. Feeling sure now that he will understand them, they inquire at once what arrangements have been made for the funeral. "Funeral!" said he, "what funeral? There is nobody dead, as far as I know. What are you talking about?" "Rev. F. T. Ingalls' funeral," they replied; "did you not send us a telegram this morning announcing his sudden death yesterday? We have come to attend his funeral." "No," he replied; "I sent no such telegram; somebody has fooled you. Ingalls is as well as ever, and is at a church social now."

Greatly surprised, and scarcely knowing what

to do next, they finally concluded to send a telegram to the University immediately, in order to prevent the delivery of those memorial addresses in the morning, and return home as quietly as possible on the first freight train. They sent the telegram, and then sat down to wait for the train. Though sent at nine o'clock in the evening, this telegram, through some strange mishap, was not delivered until after nine o'clock the next morning. It was then too late. The chapel door was closed and the addresses were being delivered. A solemn silence pervaded the room, broken only by the eloquent pathos of the speakers, as they portrayed in glowing language the noble life and character of the departed.

At last, when all was over, and we were slowly leaving the hall, the belated telegram was handed us, announcing that the whole matter had been a hoax from beginning to end. What a sudden revulsion of feeling! How quick the change from grief to indignation at finding ourselves the victims of so cruel a hoax. It was immediately decided that the perpetrators must not be allowed to go unpunished. They were soon sought out and punished with suspension for the remainder of the year. One of these young men returned to the University and finished his

course. The other never returned. Both are now successful lawyers, one in Kansas City, the other in New York.

EVIDENCES OF GROWTH.

The second catalogue of the University gives evidence of considerable growth. We had two college classes that year, Henrietta P. Beach, of Olathe, constituting the Junior class, and Lucie A. Carruth, of Lawrence, the Freshman class. Having gained these two classes, we felt so elated that we informed the public of our purpose "not to make the preparatory course a permanent feature of the University!" Yet one of the professors, having, after all, but little confidence in the rapid increase of high-class scholars, thought it wise policy to attach this junior class as firmly to the institution as possible, at least until she became a senior. This was finally done, and the junior class of 1867–8 is still strongly attached to the University, and slowly becoming a senior.

By the addition of several new instructors we were now prepared not only to offer French in our course, but also to teach it. The first year, instead of teaching this language, we starred Greek, calling attention to the following foot

note: "Young ladies who desire can take French instead of Greek, although it is earnestly recommended that all should pursue the Greek." This was our first French course. German was only offered in advanced courses in which we knew there would be no students. No course in music was offered or organized. The instructor was simply endorsed by the Regents as competent, and given permission to teach such students as desired and would pay for his services. He was always a sort of free lance, doing about as he pleased, and making whatever he could. And yet he was expected, and sometimes required, to grade the work of his pupils, and hand in reports to the Secretary for permanent record. Professor J. E. Bartlett once handed in his report, with the following explanation: "I grade on the basis of 100. You will observe that two pupils are each marked 125. They were so *very* good that I had to give them that high grade!" This will indicate the "happy-go-lucky" character of the Music Department before the appointment of Professor Wm. MacDonald. It was organized by this professor, and placed somewhat in touch with the rest of the institution.

A FEW INCIDENTS IN THE WORK OF A NATURALIST.

Our learned Professor of Natural History, who has now achieved more than a national reputation in his special lines of work, came to the University with the expressed desire of teaching the Greek language and literature. To this end, more perhaps than to any other, had tended all his previous training. A severe classical course in college, with special attention to Greek, and a three years' course in Andover Theological Seminary, with critical study of Greek and Hebrew, had given him especial fondness and capacity for linguistic studies.

His knowledge of the natural sciences, on the other hand, was mostly negative — only the smattering that was then taught in the New England classical college — just enough to make the "darkness visible." He brought to the duties of his professorship, therefore, no special training in science, but only the natural endowments of a sound, vigorous mind, sharpened by classical studies, keen powers of observation, a passion for knowledge, untiring energy, and boundless capacity for hard work.

Thus equipped he was elected professor, and

spread over the already broad, and constantly widening chair of "Mathematics and the Natural Sciences"—a place now occupied by seventeen instructors, and which will soon require several more. No wonder Professor Snow is a very broad man. The necessity of trying to cover an ever-expanding chair like that would be apt to broaden even a less elastic man.

Soon after his appointment the professor prepared for the catalogue and future students a full scientific course. This was to be, as far as possible, a practical course, to be wrought out rather in the field and laboratory, than from books. The statements of authors were to be proved, wherever practicable, by experimental observations. It was also hoped that, by this practical work in so fresh a field, a few additions, at least, might be made to the knowledge of natural history. Having thus laid out his plans, he set about their realization with characteristic energy.

The first scientific excursion ever undertaken by the University of Kansas was made on Friday afternoon, September 14, 1866. The entire faculty went in a body on horseback—not on one horse—up the river to Cameron's bluff, to see some petrified turtles which somebody had

told us were to be found there! I do not remember whether Professor Snow brought back any of those turtles or not; but I do remember that he and I rode so hard, and acted so much like boys, that we quite shocked our venerable President, who never thereafter could be induced to ride with us.

This excursion is a fair indication of the condition of science in the institution at that period.

Peculiar accidents sometimes occurred to mar the most perfect success. Once, after the professor had crawled a long distance over a muddy sand-bar, and had come within easy range of some fine specimens, taking deliberate aim, he fired and blew off the end of his gun barrel. He had filled it with sand while stalking his game.

On another occasion, while walking along the river bank with some farmer friends, and familiarly discussing the destructive habits of *Calopteenus spretus*, *Blissus lucopterus*, and *Cecidomyia destructor*, wholly absorbed in these interesting topics, he casually noticed a big bunch of feathers washed up on the shore, and stepped up to tip it over with his gun. All at once the bunch became animated, and, much to his surprise, a long desired specimen of *Anser Cana-*

densis slowly withdrew his sleepy head from under his wing, and, winking his left eye lazily at the professor, deliberately flew away, cheered by a parting salute from all the astonished company!

Again, one cold day in the early springtime, while apparently absorbed in schemes to destroy the chinch bug, or possibly in thoughts of "Bonny Jean," he rode his pony into a swollen ford of the Wakarusa, and, almost before he knew it, was floating down the stream. Aroused from his reverie by the cold bath, he quickly turned his pony around, and by good luck and the strength of his animal, finally gained the ford, and made his way to the bank.

Having secured a great many specimens by these excursions in the field, much labor was expended upon them in the study and laboratory. Of course I only helped in the field, but we both worked hard and long. The lamps in our room in North College were almost the last in the city to be extinguished.

One very dark, rainy night about twelve o'clock, we started down to our boarding place on Kentucky street, near the Central School building. Guided by an occasional flash of lightning, we had safely made our way down to Tennessee

street, straying, however, on account of the darkness, considerably from our usual course. Tennessee street was at this time impassible for teams, being gullied in places to the depth of seven or eight feet by recent rains. Just as we were about to cross the street it began to rain hard, and we started to run, when, lighted by a flash, I saw my comrade disappear in one of the deepest gullies. Stopping short on the brink, I waited developments. Hearing nothing, I called. No answer. Then came a sort of muffled, splashing, spluttering noise, followed by a call for help. Reaching down as far as I could, and catching hold of a muddy hand, I drew out the most forlorn, woe-begone, bedraggled-appearing professor ever seen in Lawrence. By making a long detour around the gullies, we reached our boarding place without further mishap, but firmly resolved to call the attention of the street commissioner to some needed repairs on Tennessee street.

In the course of three or four years nearly all departments of natural history represented in the field around the city had been pretty thoroughly examined, and it became necessary to try newer fields. Western Kansas and Colorado were repeatedly visited, and many valuable speci-

mens obtained, some of which were quite unique. For instance, the professor found, among other rare specimens, several skeletons of the Megalosaurus, and the only piece of fossilized shark skin ever discovered. He also "got a corner," as it were, on a sort of double-jointed, back-action beetle, familiarly known as *Amblychila cylindriformis*, rated among naturalists at $15 to $20 each. The few obtained by early naturalists had died early, without issue, and no one knew where to find any more. Hence their high price. Professor Snow, with characteristic skill and energy, soon learning their habits and habitat, secured enough in a few days to "bear" all the bug markets of the world! One of the professor's pupils then took up the business, and, in less than a year, ran the price down to half a dollar a bug, with no takers at that, and plenty of bugs left over! The price has never recovered, and the once silver-mounted *Amblychila cylindriformis* is now but a drug (or bug) in the market.

One day, while collecting in the western part of the State, the professor found a beautiful specimen — a fine young rattlesnake. Wishing to preserve him without bruising, he grasped the reptile firmly but gently around the neck close

to the head, and tenderly carried him to camp. Having no chloroform or other anæsthetic at hand with which to put him to sleep, he brought out a bottle of alcohol in which to let him die in a drunken stupor. But when the professor, forgetting the proverbial wisdom of the serpent, attempted to make him drink by thrusting his tail in the liquor, the intelligent creature resented the indignity by a sharp reminder of the end with which he was accustomed to take his drinks. The professor took the hint, and after cording his finger and sucking out the poison, put him in right end first, and *Crotulus horridus* was satisfied.

WATER-GAP CAÑON AND THE APACHES.

After our naturalist had thoroughly searched the rich fields of Kansas and Colorado with bug net, pick, and hammer, he began to make long summer excursions into the wild, Apache-haunted regions of New Mexico.

One summer, taking with him his little boy, Professor H. S. S. Smith and several student assistants, he located his camp twenty-five miles from Socorro, in Water-gap Cañon, a very picturesque place and abounding in specimens. All were happy, and the work was progress-

ing finely, when, one afternoon, two cowboys came riding furiously into camp on foaming horses, and announced that the Apaches were on the war path and had killed several teamsters between the camp and Socorro. Tanned faces blanched with fear, and the cold perspiration started. The collectors and neighboring miners were called in, and a council held. It was decided to guard the camp and wait for assistance. For three days the camp was in a state of siege, expecting an attack at any moment. All were constantly on the alert, with guns always ready. Even the cooking is said to have been done with a skillet in one hand and a rifle in the other. At last, worn out with watching and waiting for help, they resolved to start for town the next morning. This was a fearful thing to do, for the road was lined with fit places for ambuscades; but they must go. The best possible preparation was made, and they moved out of camp. The line of march placed those with guns in front, Professor Snow leading. Those with baggage brought up the rear, under command of Professor Smith. Thus they made their fearful march, passing broken wagons and murdered drivers, and at last arrived safe in

Socorro, the most thoroughly frightened bug hunters ever seen in the mountains.

By means of these and many other excursions, the professor had long ago not only mastered many departments of natural history, but also discovered a number of new species, and become a recognized authority on entomology. Long may he flourish, and never may his shadow grow less!

PROFESSOR F. W. BARDWELL.

The appointment of Professor F. W. Bardwell at the end of the third year to the chair of Mathematics and Engineering was a great relief to Professor Snow, and also a great gain to the University. Professor Bardwell was a man of superior ability, a hard student, a successful teacher, and popular with his pupils.

He was also of quite an inventive turn of mind. On several inventions he obtained patents. His last was a water wheel, by means of which he was sure that ships could cross the ocean in from one to two days less time than is now required. This invention he died without perfecting.

He also published an arithmetic, which is said

to have had considerable merit, but owing to his death soon after, it was never revised nor pushed into notice.

His last work for the University was a summer trip to Colorado in 1878, to take observations on the total solar eclipse that year. Professor Frank O. Marvin and I went as his assistants. He was in ill health before starting, but in that bracing atmosphere expected soon to recover. Leaving him at Manitou we made a ten days' trip in the mountains. On our return, instead of finding him better, as we expected, we found that, growing rapidly worse, he had packed up his instruments and gone home several days before our arrival. A few days later he died. In his death the University lost an able professor and a most excellent man.

PROFESSOR BYRON C. SMITH.

Byron C. Smith, the first Professor of Greek, began work in the University in the fall of 1872. He was undoubtedly one of the brightest men ever connected with this institution. To a quick, clear, strong intellect were joined an enthusiastic temperament, a sound judgment, and broad scholarship, unusually mature in one so young. While he took especial delight in the work of his

own department, he found great pleasure also in gleaning from many other fields. For instance, he used to read geometry as a recreation, memorize Latin poems as a pleasure, and fairly revel in the works of German metaphysicians. I have known him to memorize thirty lines of Ovid in twenty-five minutes, and be able to repeat them weeks afterwards. Often in camp, though tired and hungry, I have known him almost forget to eat, in his eagerness to prove some proposition in mental philosophy. His enthusiasm was contagious. His scholars all caught it, and were ready to do anything that he suggested.

On one occasion he planned a picnic to celebrate the birthday of Plato. Each pupil taking part was to assume the name and character of some friend of the philosopher, and respond to an appropriate toast with a fitting sentiment. Owing to the sickness of the professor, the picnic never came off. I am very sorry it failed, for it must have been a long time since Plato's birthday was celebrated, and I should like to have had the last celebration made by the students of the University of Kansas.