

THE
UNIVERSITY OF MISSOURI
BULLETIN

VOLUME 17 NUMBER 12

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OPENING EXERCISES OF THE
NEW LIBRARY BUILDING
JANUARY 6, 1916

EDITED BY
HENRY ORMAL SEVERANCE
LIBRARIAN



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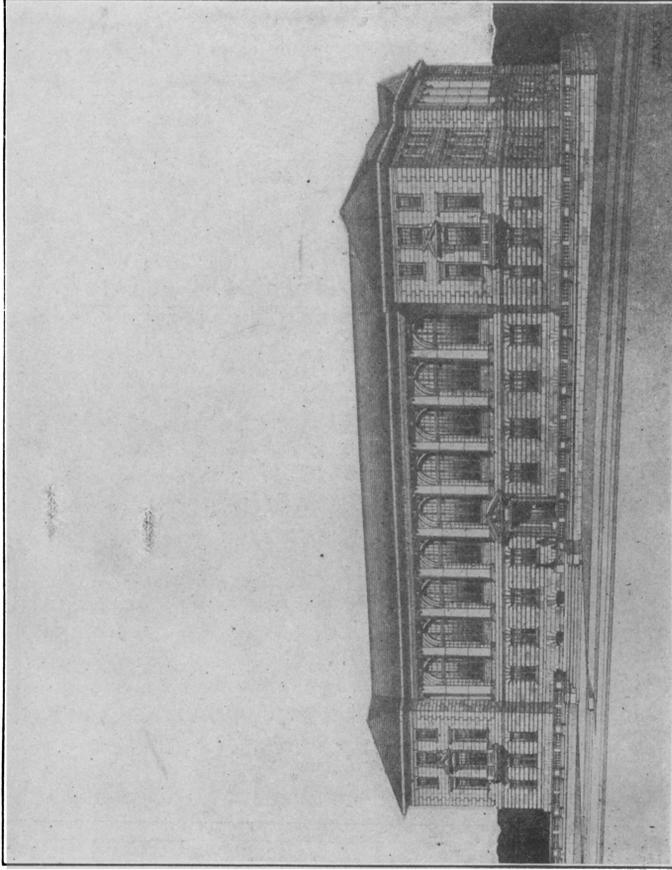
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New Library Building—Completed view

INTRODUCTORY

The opening exercises of the new library building were held in the reading room of the library January 6, 1916, in the presence of about three hundred people. President A. Ross Hill presided and before introducing the speakers said in part:

I wish only to call attention to the fact that the need of a library building has been very keenly felt in the University of Missouri for a great many years. From the time that the institution came to have an enrolment of seven or eight hundred students it has been found impracticable to carry on study by students efficiently under the conditions that prevailed when the library was housed in the main building.

In the first place, it wasn't possible for any individual to work under proper conditions, and in the next place there wasn't room enough for the increasing number of students that had to make use of the library. Furthermore, the collection of books had been gradually increasing and the risk of extensive loss by fire became constantly greater, so that the need of the building became more and more keenly felt as the years went by.

Certainly we presented the needs of the University for this building to the Legislature often enough to have educated the entire state to the need of a building. I don't know how far back that plea goes but I know that from my first acquaintance with the University, and this is the thirteenth year of my connection with the institution, I have heard the call for a new library building. Perhaps it was fortunate that we didn't get the building at the time we first began to dream of it. We should not then have realized the need of a large enough building because we didn't know what the future had in store in the enrolment of students in the University. We certainly would not then have been able to secure a building large enough if we had succeeded in getting it when the institution was smaller. Furthermore, one particularly fortunate thing about it is that we missed making a great mistake in its location by getting it later. Had the library been secured about ten years ago it would doubtless have been located on the West Campus near the north end, which in the long run is going to be a remote corner of the campus. The fact that we came to build up a new campus led us to think of this location as central and thus to make the request of the Legislature to furnish a site as well as a building, and I think in the long run it is going to prove quite as important to have this site as to have secured the building at the time we did.

The building will not be completed now — just when we cannot say. But we do know this: That the facilities we find here are so much superior to those we had under the old conditions that we find ourselves in luxury to be able to move into this central portion of the building.

That brings up another matter, namely, that it seemed clearer to us as we had experience in presenting the need for this building that we were not going to get an adequate building appropriated at one time, so we had plans made for the complete building and submitted them to the Legislature, and requested the appropriation of enough money to build the central portion only. The Legislature knew that we were going to build only about half of the building with the two hundred thousand dollars that was appropriated, so they will not be surprised when we ask for an appropriation to build the wings.

The President then introduced Dr. Jay William Hudson, who gave the principal address of the occasion.

THE LIBRARY AND THE MODERN UNIVERSITY

BY JAY WILLIAM HUDSON, PH.D.,
PROFESSOR OF PHILOSOPHY, UNIVERSITY OF MISSOURI

Three days ago I stood before the new Widener Library of Harvard University. I tried to think back two hundred and seventy-eight years to the time when "The Reverend Mr John Harvard sometimes Minister of Gods Word at Charlstown, by his last Will & Testament gave towards the erecting the abovs^d School or Colledge, th' one Moiety or halfe parte of his Estate', and all his books." As it was with Harvard, so has it been with nearly every great university; its founding has been inaugurated by the founding of a library, and the growth of the library has almost invariable been the concomitant of the university's development.

This historic relation of the library to the university has been made infinitely more vital because of recent changes in conceptions of education. There are four such changes which are especially significant.

First, the library has had to meet the demands occasioned by the rapid multiplication of courses, which in turn has been largely due to the rise of the elective system. More and more the modern university has tried to fulfill Ezra Cornell's ideal of a university, a place where anyone can obtain instruction in any subject. An illustration of this

multiplication of courses is found in the history of the University of Missouri during the last fifteen years. In 1900, the number of courses offered by the College of Arts was 166. During the next eight years, they had more than doubled, being 367 in 1908. In the current catalog, the number is 476, exclusive of courses offered twice during the year. This multiplication of subjects offered by the modern university has naturally meant a vast increase of the number of books absolutely needed for the purposes of instruction.

Second, the functions of the university library have become increasingly important because of the widespread adoption of the laboratory or research method in education. The laboratory method, which was once quite largely restricted to the natural sciences, is now a vital part of instruction in the social sciences as well. We are sending the students to the sources; and this means sending students to the library, for, in the social sciences, the sources, to a great extent, are books. Add to this that the natural sciences themselves increasingly encourage, besides work in the laboratories of experiment, original readings of the masters of science, then one may appreciate the significant truth that the library is not merely a laboratory co-ordinate with others, but is the central laboratory of the entire university.

A third significant fact in modern education is the growth of specialization. This specialization is most obvious in the development of graduate schools; but our universities have shown a sane reaction against an overfree election of courses by undergraduates, until there is a marked tendency to insist upon a coherence and deepening of the students' curricula. Thus, while the elective system means an increase of the library in the number of subjects represented by its books, the growth of specialization means a necessary increase in the number of books on single subjects. The modern university library must not only be extensive but intensive.

Fourth, the modern teacher is growingly constrained to adopt the sort of pedagogy which teaches a subject thru its history. Probably much of this interest in genetics is due to the widespread discussion of the concept of evolution, a concept which, rightly or wrongly, has been applied to almost every subject taught in a university. For a long time it has been the custom of philosophers to introduce the problems of philosophy through a history of philosophy. Quite recently I was in the habit of hearing teachers of certain physical sciences allege as a reason for this that since philosophy had never come to any demonstrable truths concerning any of its problems, there was nothing else for it to do than to teach the history of its failures! But now, not only are such subjects as psychology, sociology and political science taught in terms of a history of theories, but the natural scientist himself is beginning to see that one of the best introductions to the appreciation of the nature of a scientific problem is thru discovering how it first arose and how it developed thru successive attempts to solve it. For the library, this has meant not only an in-



President A. Ross Hill

crease in the number of books taking up the genesis and history of university subjects, but it has meant a vast increase of such books as open to the student the sources of yesterday's thinking, even tho the conclusions of that thinking be now modified or discarded. When I first heard that there was considerable doubt among biologists with regard to whether one can inherit acquired characteristics, I was distressed. For it seemed to me then that the doctrine was somehow necessary to make human progress possible. How could the race improve if the hard won achievements of parents could not be inherited in any measure by their children? Well, since then I have become reconciled to the newer view, principally because I realize that the characteristics most worth acquiring by succeeding generations are handed down to them thru books. An Aristotlé, a Shakespeare, a Schiller, cannot indeed transmit to offspring their acquired physical characteristics, but they can do what is of much more importance to the progress of the race; they can hand down to succeeding generations forever the characteristics which they value most and which mankind cherishes most—their ideals and all the spiritual achievements wrought in the masterful pursuit of them.

It is well for our American democracy that we are thus gaining an evaluation of the present thru a perspective of the past. For it is one of the subtle dangers of our forward-looking democracy that it shall lightly and even rebelliously isolate itself from the past and thus fail truly to appreciate the real problems of the present and the responsibilities of the future. Let us hope that the new and widespread study of the great problems thru their geneses will mean a new historic consciousness which will give us that logic of history fundamentally required by democracy's tasks.

But the library of the modern university has not grown only in terms of these vital changes in education. It must grow to be a still more important factor in university life because of needs of reform in our system of education—needs which are now beginning to be felt very keenly by all who have the welfare of higher education at heart. We are beginning to see that while our students can do what they are told to do fairly well, they lack, what it is one of the chief functions of education to induce, an initiative which impels them to look beyond the textbook and the lecture for the mastery of a field. It is not merely or chiefly the performance of the task set by the teacher that counts as genuine education, but the creation of desires which shall become at length spontaneous and which shall express themselves in supplementary reading and research arising from a genuine devotion to a subject. This sort of initiative is now so rare among students in our American universities that I well remember the surprise I felt a few years ago when, in a certain class in elementary psychology, a student actually volunteered information upon the lesson of the day, derived from the voluntary reading of unassigned texts! It is the function of the library to invite this sort of initiative. And it is the



Dr. Jay William Hudson

business of the instructor so to articulate teaching with library research that the student will utilize its manifold opportunities without specific direction and as a matter of course. I am persuaded that the chief reason for the lack of this sort of initiative rests not so much with the student as with the instructor, who should create so conscious a relation between his courses and the library that the pertinent books shall be easily accessible and the pedagogical inducements to use them compelling.

Another great need in present day education is the organizing by the student of his separate courses into some semblance of a connected curriculum. The variety of courses in the modern university, together with the freedom of the elective system, has too much tended to make a student's education a mere atomistic aggregate of discrete courses rather than a rational whole. Even where the student pursues subjects more or less related, as required by the majoring and minoring systems of most American universities, they do not really articulate these subjects so successfully as they should. Here, again, we educators ourselves are largely responsible. In most of our universities there is no machinery by which a student is required to think of his various studies in terms of an organized mastery of them, except, possibly, in the vocational schools. In these, the incentive is obvious, but where is there such an incentive in what is usually known as the College of Liberal Arts? Too often the student is led, at the conclusion of a course, thru our lack of curriculum-thinking, to throw away his notebooks, sell his text, and exclaim with triumph, "Thank God, I'm thru with that!" And the worst of it is he *is* thru with it, as it is thru with him.

This ideal of organization in the student's education cannot be achieved successfully unless the student has learned to fill in the gaps between his separate courses by a judicious use of the university library. There are many ways of encouraging this. One way, that has given rise to some favorable discussion, is to provide for an examination at the close of the senior year on the courses that make up the student's major work, with the aim of determining how far the student has succeeded in mastering the fundamentals of the field he was supposed to cover and how far he has achieved a rational synthesis and interrelation. The question of ways and means, however, is still a question for serious discussion. The main point is that the student should be encouraged in some way or other so to organize his work that he shall perforce read, as generously as his time will permit, unassigned books that will aid him to gain a total survey of the field of his major studies. Once more, this means a more conscious relation to the functions of the university library than the average instructor has yet attained.

Closely related to the obvious need of initiative and organization in the modern student's work is the need of so regarding his education that many of the studies begun in college shall be continued be-

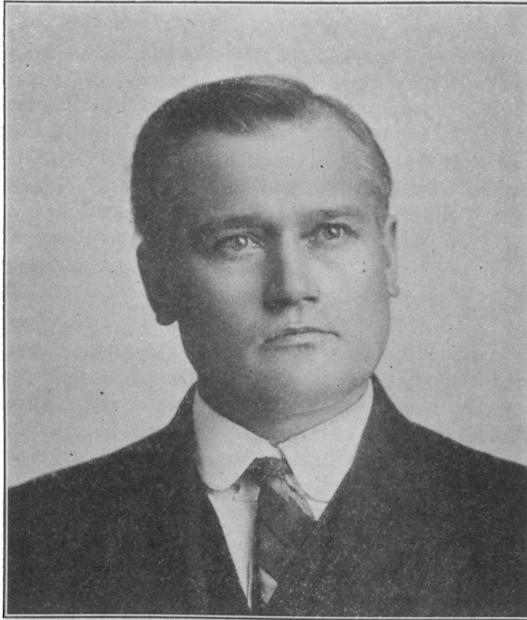
yond Commencement Day. How common it is to find that the American student, after graduation, has forever laid aside vital interests awakened during his college course! All of us have known of students—indeed, most of us would probably find ourselves among the number—who have gained, say, a good reading knowledge of Greek or Latin literature, or a quite respectable mastery of the fundamental problems of economics or philosophy, but who have never seriously read a single book in these subjects after the benediction at the Commencement exercises. Can university education be truly said to be a success under such circumstances? Now, of course, it would be fatuous to say that the university library has the responsibility of curing such a fundamental defect in the spirit of our educational process. Yet, one can say with truth that if the student, during his college course, learns to read for himself outside of the routine requirements of the class room, he will be more likely, thru the acquirement of such a habit, to continue such reading when his college days are over. I have not the time now to discuss the changes necessary in our conception of education to make it probable that the student will achieve such habits of independent reading. I only know that such habits should be fostered, or our higher education is largely in vain. Again, this means a much closer relation to the university library on the part of both student and instructor.

But nothing of all this can be rightly achieved by cut-and-dried methods of pedagogy or by the machinery of rules passed by faculties or enjoined by the policies of administrators. I have seen faculties of large universities become so engrossed in the making of rules that the larger purposes and aims of education were lost in the clamorous click of the machinery of methods which have lost the life of the very ideals which they were genuinely meant to serve. It has even come to pass that often "mere ideals" are sneered at as so impalpable and indefinite that it is hardly worth while for a faculty to discuss them, in comparison with amendments to by-laws and modifications of grading systems, valuable as such considerations are. And yet, in the last resort, indeed, in the first resort, all education worth while is thru the contagion of virile, ever conscious, and growingly pervasive ideals. All the needs that I have mentioned—initiative, organization, continuity—are possible only thru the contagion of *constructive ideals*, communicated by instructors to students and by students to each other. Such conscious educational ideals comprise the only true college "spirit". I cannot teach philosophy successfully merely by compelling the student to become erudite in the great philosophic systems of history. These systems, to be understood from within, that is, vitally, must be taught in terms of the living ideal, which the student shall adopt as his very own, of the glory and the worth of what it is to be a philosopher. One cannot teach English composition merely thru enjoining the rules of grammar and of rhetoric. Indeed, it is a human impossibility to teach mere grammar and rhetoric to any student

who is worth while. Nobody cares anything about mere grammar and rhetoric, unless he be an undesirable pedant, and so a still more undesirable citizen. No; the only way successfully to teach the writing of English is to create in the student a genuine love for the great masterpieces of English literature, so that, by contagion of these masters, he shall long to express himself in language as near worthy of them as his ability can achieve. This, of course, will mean that he will study grammar and rhetoric, but grammar and rhetoric will be infused with life and meaning, transfigured from the dead, inert and burdensome baggage of a persecuted wanderer in the valley of the shadow to the means of a spirit finding its utterance and so finding itself.

Now, where shall the student find the contagion of such ideals? First of all he must find them in his instructor. They must be found there, or education is a mockery. Then, thru the inspiration of his instructor, he shall find the contagion of such ideals thru communion with the great masters of thought who perpetually dwell within the walls of the university library. This is not merely a Place of Books; it is a Place of Visions. Here, shall the students learn to know the masters face to face and soul to soul—to see them and feel them as concrete, pulsating lives which shall give new significance to the difficulty of every task and the forbidding hardness of every climb toward knowledge.

Thus it is that the normal growth of the modern university, as well as the growth that is to be, thru the fulfillment of new needs and of new ideals, has made the library not a mere adjunct but an integral and vital part of the process of education. The library of the modern university is not a mere department of the university, but it is the synthesis of all departments. Within these walls is housed the university's perpetual faculty, the masters of the sciences and humanities of all ages, the faculty to which we whose names appear in the annual catalog are but assistants. Who comprise the real faculty of the University of Missouri? Homer, Plato, Aristotle, Vergil, Dante, Bacon, Göethe, Von Humboldt, Shakespeare, Wordsworth, Darwin, and the remainder of the host of the "masters of those who know". Here is a faculty forever accessible to students, winter and summer. Here is to be found the true and perpetual exchange of professors. All countries and all times, from the first university to the last, have sent them here. Here is a faculty that asks no raise in salary; receives no harassing "calls"; who worry not over grading systems—happy immortals they! Here are the true teachers, for they give nothing save as the student gives of his diligence and his ideals. Here, culture knows no national boundaries, no castes, no clans. Here is the beginning of that new internationalism to which a world in conflict shall come at last. Here is the great world-parliament, of which the dreamers have prophesied. Here is democracy triumphant, for here is gathered the world's best society, with no qualifications for

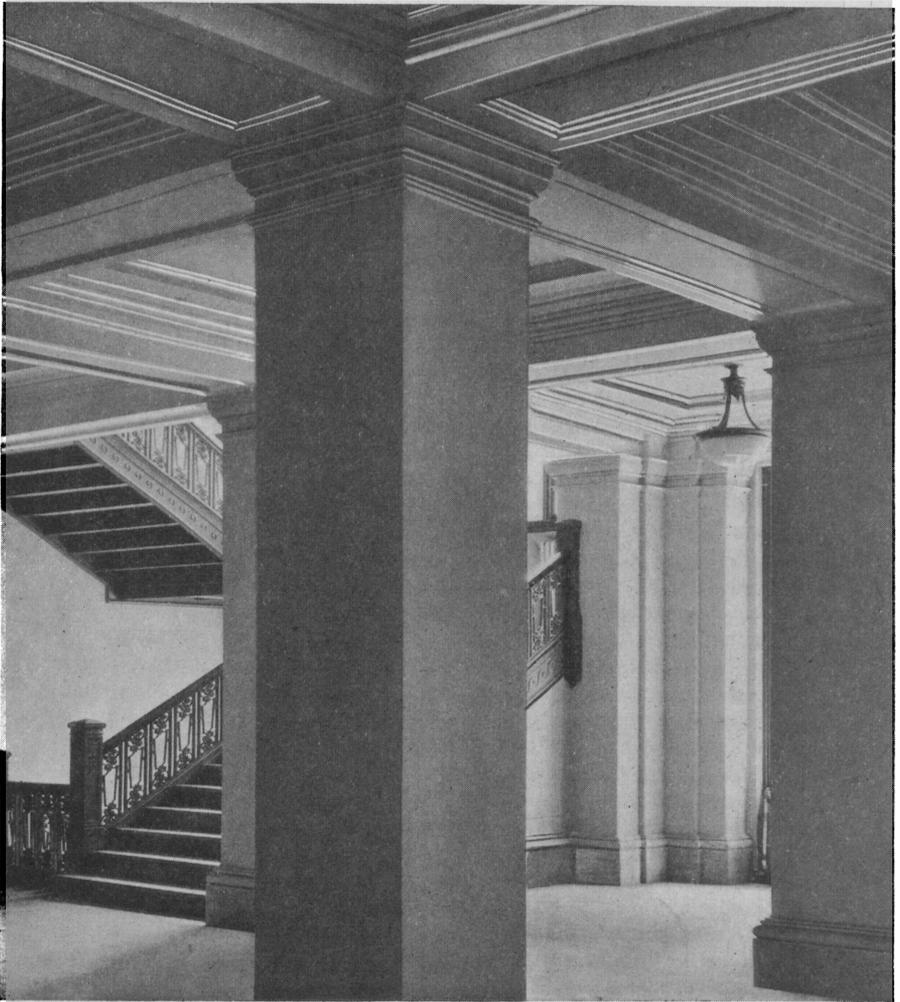


Henry Ormal Severance, Librarian

entrance save the ability and purpose of those who aspire to it. Justin Windsor once suggested that "had we instruments delicate enough to register them we might yet hear the footfalls of Plato walking in the Academy; the denunciation of Brutus on the Rostrum; the prayer of Columbus at San Salvador; the periods of Garrick at Drury Lane; the calm judgments of Washington in the federal convention". But, wonderful as such records would be, the library is stored with records infinitely more significant than these merely outward expressions of the human spirit. We cannot hear the footfalls of Plato; but we can read his innermost thought in his printed dialogues. We cannot listen to the denunciation of Brutus; but we can read his meaning in the unfolding drama of Rome's story. We cannot thrill with the periods of Garrick at Drury Lane; but the race can forever marvel over the lines that made Garrick great. We cannot listen to Washington in the Federal convention; but the thoughts he uttered, the ideals he formulated are here, forever accessible to those who, as future citizens, will incorporate the best of his dream into the building of the mightier state.

This library is the realization of the hopes of three-quarters of a century. From the administration of President Lathrop, nearly every president of the University has been aware of the increasing importance of an efficient library and has labored to achieve it. The obstacles have been great and the consummation has been slow. Up to the time of the Civil War the sum of not more than \$2500 was spent on books. It is interesting to note that during the Civil War the Federal troops were housed in the University building and that the library room was used as a guardroom. Now, it is evident that these soldiers were discriminating in matters relating to true culture, for "a considerable number of books disappeared"—went when the soldiers went. Who says that war and culture do not go together! Then in 1892, when the library had amassed some 23,000 volumes, the main building of the University burned and, with the exception of the few hundred books loaned out, the entire library was destroyed. Yet today, thru the devoted and energetic labors of those in whose hands the responsibility for the University's development has been placed, the library is one of the best in this section of the country, numbering 150,000 volumes. This achievement we owe not only to those who have efficiently administered University affairs in the office of President, but to the farseeing ideals of the Board of Curators, to the support of the Legislature, to the co-operation of the Historical Society, and to the devotion of the people of Missouri.

There are at least three requisites for a good university library building, requisites which this library happily fulfills. A library should be accessible to all departments of the university; this library is fortunately situated in the very heart of the University's life. A library should be spacious; in this reading room alone where we are gathered today there is desk space for 260 students. Besides this are



Exhibition Corridor and East Stairway

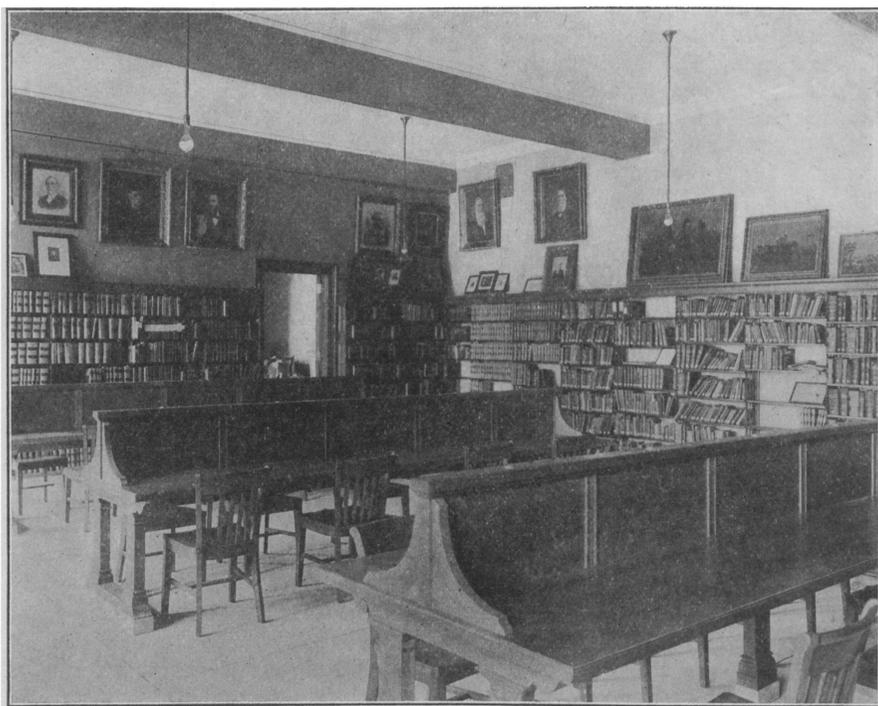
the long needed seminary rooms. Both these and space for readers will be increased as the University grows. And, finally, a library should be attractive—its portals should ever tempt one to enter; in many ways this library is the most attractive building that the University possesses.

Thus, the opening of this library marks a new and significant epoch in the development of the greater University of Missouri. Succeeding generations of faculties and students will realize this more fully than we of today can. It is possible that among all the encouraging achievements of President Hill's administration the realization of this building will be longest remembered and cherished. For the erection of this library is significant far beyond the event itself. Situated on a rise of ground higher than either of our campuses, it marks a linking of the old with the new. Up to now, there was a West Campus and an East Campus; hereafter there is really only one campus, of which the library is the center.

It will come to pass that a great university will increasingly be judged by the nature and use of its library. Not by the number of its volumes; not by the magnificence of its building; but by the books of power which it houses and by the manner in which the faculty encourages their abundant and judicious use. We intend this library to develop in such significant ways that it shall serve to invite scholars here and to draw serious minded students here. We intend this library to fulfill the paramount purpose of a great university library; the double purpose of exact scholarship and creative research, the research that finds truth, and the still greater research that leads the student to find himself.

As the University grows in its influence thruout the state, this library will become in many senses not merely the center of the University, but the intellectual center of Missouri. Under its roof are to be found not only the books of the University, but the valuable records of the Historical Society, which has worked hand in hand with the University for the realization of this building. Upon the seal of the University is to be found the motto, "*Salus Populi*", "the welfare of the people". It is for the service of this broad purpose that the University exists and it is to the uses of this service that this library is today formally opened, since we know full well that upon the knowledge and wisdom which its books represent, and the ideals which they stimulate in the future citizens of Missouri, the welfare of this commonwealth in some measure depends.

At the present time this building is incomplete, and we all look forward to the day when the people of Missouri will make actual the vision we have of the finished structure. And yet, in the most significant sense of all, a university library is always incomplete. It is a suggestion of the future even more than a record of the past. The best books are yet to be written; and what books these shall be depends to some extent upon the sort of thinkers this University creates



Reading Room of the Missouri State Historical Society

thru just such opportunities as this building presents—thinkers to some of whom we shall look to take their rightful places beside the masters who dwell within this House of Books.

At the close of Dr. Hudson's address, the President called upon Mr. O. H. Swearingen of Kansas City to speak. Mr. Swearingen was a member of the legislative committee which secured the money for the buildings of the East Campus, the Physics, Chemistry and Biology buildings, and he was chairman of the committee of the House which purchased this site and erected this part of the building. He spoke in part as follows:

This is indeed a great event. I would not be possessed of the ordinary sentiments that move men, did I not greatly appreciate the honor of being asked to participate even in this small way, in the ceremonies of this auspicious occasion. Whatever in my humble way I may have done to aid you, to aid the University, to aid the Historical Society in the consummation of their wish, in the realization of their dream, an adequate building to house this great library, I did without hope of favor or reward, simply as a matter of state pride. My present wish is that the Legislature may soon decide to complete your original plans. We must have buildings and equipment for all our institutions commensurate with the resources of this state and with its dignity and standing among the other members of the Union."

William R. Painter, Lieutenant Governor of Missouri, representing the State Historical Society, was next introduced by the President, who said: "Of all the state officers who have been interested in the construction of this building, and interested for many years in having a building secured here for the University and State Historical Society, I think we could very well place Lieutenant-Governor Painter at the top of the list." Mr. Painter said in part as follows:

I am here today to represent in a way the State Historical Society, of which I have been a member since its organization in 1898, when at Kansas City a committee was appointed by the Missouri Press Association to preserve in some way the History of Missouri.

The Missouri Press Association, representing practically all of the newspapers in the state, thought the time was ripe for us to begin to

preserve the history of this great state and to gather the books and the pamphlets, the messages and the letters and the pictures that had been made in the centuries past, and so this organization came about. At the meeting in Excelsior Springs in the same year the organization was perfected, and Mr. E. W. Stephens of this city was elected president and Professor Loeb was elected secretary. Without money, without any library, without any books, they began work, and we have in these few years accumulated as you know the books, pamphlets and newspapers that are kept in the Historical Society rooms.

The state soon recognized the State Historical Society and made an appropriation for its support. About that time Mr. Sampson was elected secretary of the organization, and he brought to it a library that he had been years in gathering, pamphlets and books that are invaluable. We could not secure in any way possible duplicates of the books that he brought to the State Historical Society. He served as secretary for many years, gathering here and there those pamphlets and books that were rare indeed, and being very familiar with all of these things from his study of them for years he knew where to locate and find and purchase things that would have been lost to the people of this state. Too much credit can not be given to him for that great work in which he engaged. And yet he is interested in trying to secure the things that are of interest and will be of more interest to the people of the state. And I think the thanks not only of the Historical Society, which have been given to him, but I think the thanks of this great University; not only that, the thanks of the people of the entire state of Missouri should be given to him for this great work in which he has been engaged.

The Historical Society has had only a few presidents and only three secretaries. Mr. E. W. Stephens was the first president; Mr. H. E. Robinson of Maryville was the second president; Mr. W. O. L. Jewett of Shelbina was the third; Mr. Southern of Independence was the fourth, and the present president of the association is Mr. R. M. White of Mexico, Missouri. The secretary of the association is Mr. Shoemaker, with whom you are all well acquainted. I predict for the gentlemen who now have the matter in charge that the Historical Society will continue to grow, continue to become of more interest than it has ever been in the state. Since it is now housed in this beautiful building with its spacious reading room and its books and pamphlets so that they may be obtained easily by those who desire to study the history of the state, it seems to me that the room below will soon be too small for the purpose for which it was intended.

Mr. Charles E. Rush, librarian of the Free Public Library of St. Joseph, representing the Missouri State Library Association was the last speaker. He said:

The Missouri Library Association, representing the interests of nearly all of the college, public and university libraries thruout the state of Missouri, desires to offer felicitations on the dedication of this admirable new library building and in this official way extends congratulations to all those who have been charged with its construction and management, all those who have contributed to its erection and all those who shall become beneficiaries of its state and nationwide service.

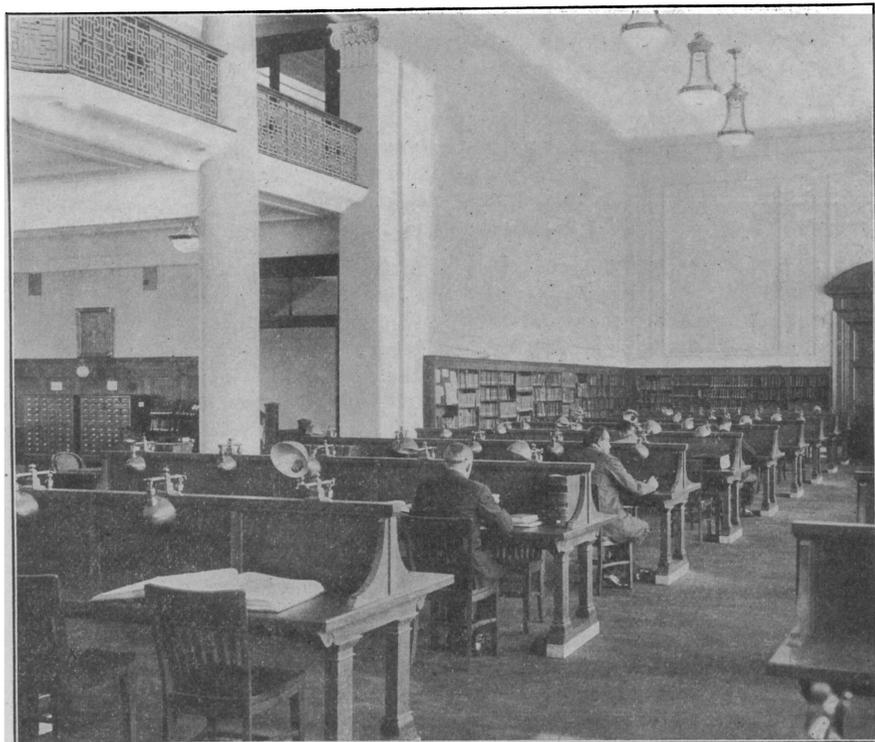
Today the professional interest and best wishes of all Missouri librarians are centered upon this important and memorable event, which places the great state of Missouri in the front rank of sister states having the best and most efficient type of university library equipment.

This new building has that delightful air of bookish democracy and collegiate atmosphere which has lately become almost a lost art among university library architects, wherein all students feel welcome and comfortable, appealing to those who read by precept and assignment as well as those who read for the pure enjoyment of good reading. Furthermore, it is so constructed and arranged that it serves to emphasize the fact that upon use its contents become gifts finer and more wonderful than pure gold, that the wealth of brain, the value of experience and the power of inspiration stored herein will enrich the whole of life for all, while gold can only enrich the purse of the few.

May the entire state be not unmindful nor unappreciative of the "acts of faith" with which this great library has been founded, supported and housed, and may its confidence in the wise direction and educational administration of the library be not lessened but grow apace with the extension of library activities and service.

As pointed out by one of our famous present-day librarians, Dr. E. C. Richardson of Princeton University, the modern university library has become an indispensable teaching institution, having a far greater function than that of merely collecting and handing down to future generations the literature of modern times and of ages past. "It is above all things a teacher of the present generation," having become so "by its very existence as a separate organization, by its books, by its exhibition and laboratory facilities, and by its staff of library assistants".

Such a recognition of its importance and place in the sun of educational efforts has rightly led to the creation of this beautiful building, housing sufficient wisdom to free the shackles of all who are held in intellectual bondage thruout the commonwealth. Upon all who shall learn of better things in this great institution will be laid the



Main Reading Room—Looking east

blessed burden of disseminating to others the means of making this old world a happier and better place in which to live and to the end that they may realize life's great purpose that all shall so fit themselves that the opportunity of service may find seedbed and root and prosper accordingly, this building is today dedicated. May they not forget that, in this age of preparedness and in this time of "keep your powder dry", it is of supreme importance to neglect not the enlargement of the armament of the brain and the development of the aerial forces of the soul, "for what shall it profit a man if he shall gain the whole world and lose his own soul"? It was one of our great presidents who said: "I will study and get ready, for sometime my chance will come."

Shall we not on this impressive occasion recall again the words of another great student whose prophesy, "behind us lies endless power, before us awaits endless possibilities, and all about us are endless opportunities", is in a happy way applicable to this splendid library of the University of Missouri.

The President said in conclusion:

This building in its plans is really the result of a great deal of study. Mr. Severance, the librarian, was at work on it for a long time, canvassed the entire country, secured the opinions of all the experts and then formulated his plans. Mr. Jamieson, the architect, was able to take these suggestions and put them together and adapt them to the money and the site and the general situation; and I think we can join in our gratitude to Mr. Severance and Mr. Jamieson for the sort of building we have secured thus far. I trust that we shall not forget that Mr. Jamieson must complete the building, that we must not get another architect to build the wings. The greatest apprehension I have is that by some accident we may have another architect to re-place the rest of the building.

Furthermore, the administration of the library is quite as important as getting the building, and I can say frankly to visitors that I have the testimony of our graduates who go elsewhere, to large universities like Columbia and Harvard with their great libraries, that nowhere have they found such facilities for getting at the materials as they have found in the University of Missouri; so that I judge the administration of the building and of the Library itself is such as to give satisfaction to all of us and enable us to look forward with confidence to the fullest possible effective use being made of this building and of the books that are housed here.

The University of Missouri library and the State Historical Society library are both housed here now and I trust will always continue to be housed together. My attention was called today to the fact that in another state these two institutions are united in one building and that each proceeds with its work without thought of the other, with the result that a great deal of money is wasted. No money is wasted here for not a dollar that the State Historical Society spends for books is duplicated in the expenditures of the University library, and *vice versa*, so that we have here a most complete and cordial cooperation. The University has had the expression of gratitude from the State Historical Society for the generosity shown in the amount of space given to that society, and in return the University wishes to express its gratitude that the material under the administration of the State Historical Society is here for the use of our students.

I now declare the University of Missouri Library Building open for use.

MU Libraries
University of Missouri--Columbia

Digitization Information Page

Project: University of Missouri Bulletin.
Library Series

Local identifier OpeningExercises1916

Capture information

Date captured

Scanner manufacturer	Zeutschel
Scanner model	OS 15000
Scanning system software	Omniscan v.12.4 SR4 (1947) 64-bit
Optical resolution	600 dpi
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File types	tiff

Source information

Format	Book
Content type	text
Source ID	
Notes	

Derivatives - Access copy

Compression	Tiff: LZW
Editing software	Adobe Photoshop CS5
Editing characteristics	
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Color	grayscale
File types	tiff
Notes	Pages cropped and brightened