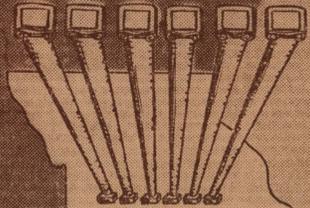


THE UNIVERSITY OF MISSOURI BULLETIN



THE UNIVERSITY OF MISSOURI
*First State University in the
Louisiana Purchase*

THE UNIVERSITY OF MISSOURI BULLETIN

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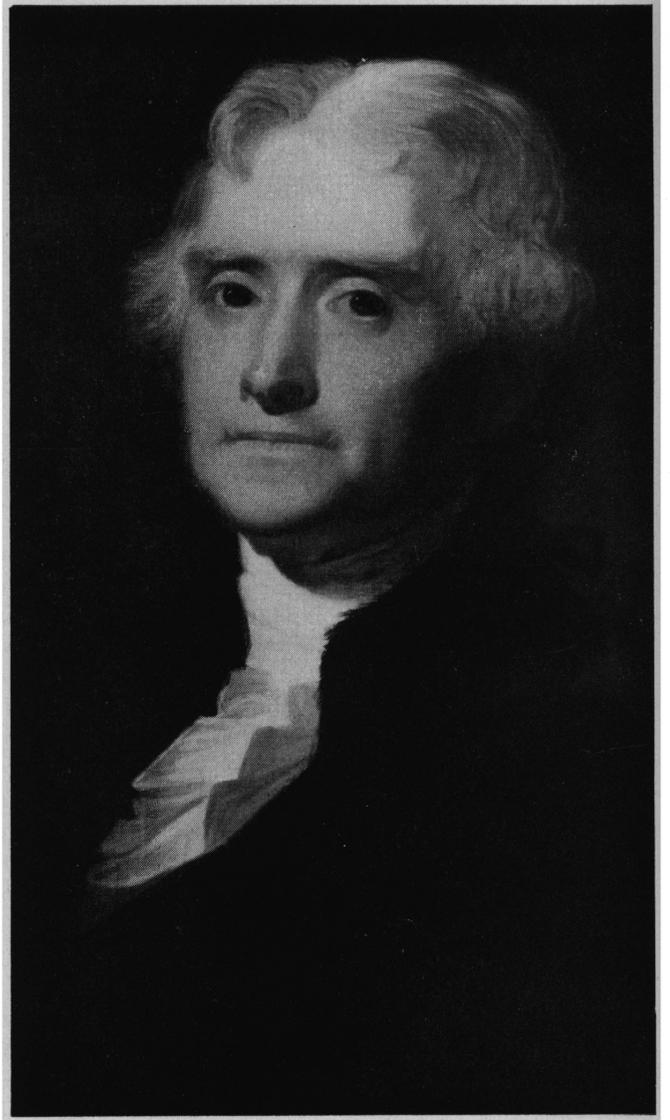
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1803 The Louisiana Purchase 1953

ON THE CAMPUS of the first state university founded in the Louisiana Purchase stands a granite obelisk which once marked the grave of Thomas Jefferson. Here, each year on the anniversary of his birth, April 13, the student body honors him as the author of the Declaration of Independence, and for his inspired leadership in the purchase of the Territory of Louisiana which fixed the destiny of this nation as a world power. Perhaps the greatest tribute paid him at these ceremonies is the realization, through the student body, as through such groups in all land-grant colleges, of his dream of a state-supported institution whose purpose it is to educate for democracy. Thomas Jefferson's vision of education for democracy was brought to fruition in the Morrill Act of 1862 which made possible the democratization of higher education by its provision for a system of scientific, technical, and practical education permanently endowed through grants of public land. The University of Missouri became the first land-grant college west of the Mississippi, February 11, 1870.



Thomas Jefferson by George Caleb Bingham, a portrait after the school of Gilbert Stuart, now hangs in the library reading room of the State Historical Society of Missouri. It once hung in the old state capitol where it was rescued from the fire that destroyed that building, 1911.

IN THE LOUISIANA PURCHASE

sequently, his favorite grandson and executor, Thomas Jefferson Randolph, followed Jefferson's instructions concerning the monument and its inscription. But Jefferson left an estate heavily encumbered with debts, and by 1836, when Monticello became the property of a Jefferson admirer, Lt. (later Commodore) Levy, U.S.N., the graveyard was in "neglected and wretched condition." Souvenir hunters had frequently broken open the iron gates of the cemetery to chip splinters from the tombstone for souvenirs. The white marble slabs marking the graves of Jefferson's wife and daughter had been similarly desecrated, and the marble tablet bearing his epitaph had been removed, later to be placed in the main hallway at Monticello by Levy.

In the following years, and during the Civil War, Jefferson's reputation was temporarily eclipsed. Monticello and its once-flourishing grounds fell into oblivion and decay. After Commodore Levy's death in 1862, Monticello was occupied by his overseer and his family; by the seventies, the graveyard was a scene of desolation. Congressman Augustus A. Hardenbergh of New Jersey reported to Congress on Jefferson's birthday in 1878 after a visit to Monticello (see *Congressional Record*, 45th Cong., 2nd Sess., vol. VII, pt. 3, p. 2494), that Jefferson's great-grandson had informed him that the original monument "had been all chipped away; that a second one had also been chipped away; and a third is now undergoing the same process . . . an obelisk stands over the tomb, but the whole site bears the evidence of a nation's neglect."

Jefferson's descendants, meanwhile, made various unsuccessful attempts to remedy the situation, but not until 1882 was any definite action taken. At this time, the Congress of the United States appropriated \$10,000 to repair the graveyard and erect a new shaft to commemorate the memory of the man who had been American Minister to France, Secretary of State, Vice President, and President. Prior to the dedicatory ceremonies, Jefferson's great-grandchildren received numerous requests for the "original" tombstone. One such request came from the University of Missouri. As the first state university in the Louisiana Purchase territory (which Jefferson had been instrumental in obtaining during his first ad-

The Jefferson Monument at the University of Missouri

WILLIAM PEDEN

Professor of English

ON FRANCIS QUADRANGLE AT THE University of Missouri stands a rough-hewn block of granite surmounted by a weather-beaten obelisk approximately six feet in height. This scarred monument once marked the grave of Thomas Jefferson at Monticello. Its history, including the story of how it found its way to the Red Campus of the University of Missouri, is a chequered one.

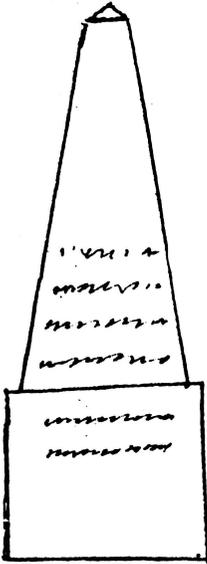
Shortly after Jefferson's death on July 4, 1826, his descendants found among his personal effects the rough sketch of a tombstone and directions for its inscription. "Could the dead," Jefferson had written on the back of a partially mutilated envelope, "feel any interest in Monuments or other remembrances of them," he would be gratified by a "plain die or cube . . . surmounted by an Obelisk" bearing the words:

*Here was buried
Thomas Jefferson
Author of the Declaration of American Independence
of the Statute of Virginia for religious freedom
& Father of the University of Virginia.*

He also requested that on the base should be carved the dates of his birth and death, recording his birth date as "Apr. 2, 1743 O.S.," the O.S. referring to the old style calendar in use when he was born. Jefferson further directed that these memorials be made from "the coarse stone of which my columns are made, that no one might be tempted hereafter to destroy it for the value of the materials."

Jefferson was buried in the family burying grounds at Monticello, between the graves of his wife and his daughter Maria. Sub-

THE FIRST STATE UNIVERSITY



could the dead feel any interest in Monu-
-ments or other remembrances of them, when, as
Anacreon says Οὐκ ἔστιν οὐδὲν κείνοισιν
Κοιῖς, ὄσων ἄνδρ' ἐπέων

The following would be to my Names the most
gratifying.

On the ^{grave} ~~grave~~
a plain die or cube of 3.f without any
mouldings, surmounted by an Obelisk
of 6.f. height, each of a single stone:
on the faces of the Obelisk the following
inscription, & not a word more

Here was buried

Thomas Jefferson

Author of the Declaration of American Independance
of the Statute of Virginia for religious freedom
& Father of the University of Virginia?

because by these, as testimonials that I have lived, I wish most to
be remembered. ~~It is to~~ to be of the coarse stone of which
my columns are made, that no one might be tempted
hereafter to destroy it for the value of the materials.

my bust by Ciracchi, with the pedestal and truncated
column on which it stands, might be given to the University
if they would place it in the Dome room of the Rotunda.

on the Die ^{of the obelisk} might be engraved

Born Apr. 2. 1743. O.S.

Died — ,

The original instructions left by Thomas Jefferson for
the design of the monument which now stands on the
campus of the University of Missouri

This marble tablet carved with the inscription written by Thomas Jefferson was once affixed to the obelisk of the monument. It is now kept in the vault in Jesse Hall to preserve it for the state and nation.



ministration as President), the University of Missouri presented an appealing claim. This claim, or rather supplication was strengthened because of Jefferson's lifelong labors in behalf of state-supported education (Jefferson, in effect, originated the concept of the state university), and because of his faith in the future of the western portions of the nation. Possibly even more significant is the fact that the sponsors of Missouri's effort to obtain the monument were both Virginians: President Samuel Spahr Laws, who had been confined to a Union prison during the War, and Professor of Greek Alexander Frederick Fleet, a member of the 26th Virginia Regiment from the beginning of the War until General Lee's surrender at Appomattox.

At any rate, the monument and the tablet inscribed with Jefferson's epitaph were finally deeded over to the "Curators of the University of the State of Missouri." Professor Fleet attended the ceremonies at Monticello on July 4, 1883, at which time the new monument was dedicated. Under his supervision, the old base, shaft, and tablet were shipped from Monticello to Columbia, whereupon



This granite obelisk stood at the grave of Thomas Jefferson at Monticello until it was brought in 1883 to the University of Missouri, first state university and first land-grant college in the Louisiana Purchase

THE FIRST STATE UNIVERSITY

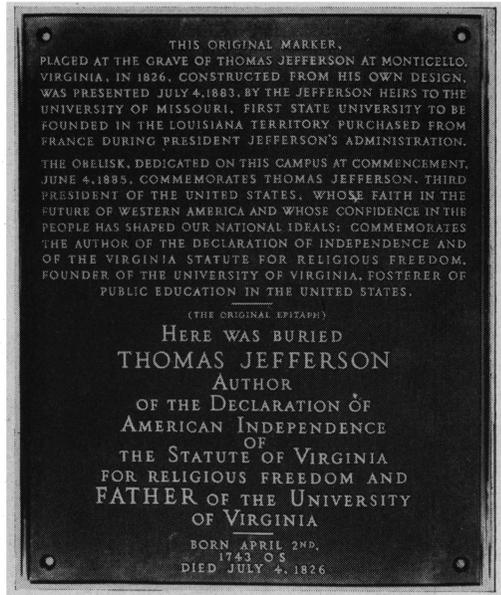
the Curators of the University of Missouri sent thanks to the donors and praised President Laws and Dr. Fleet for their "unsolicited, timely and active agency in not only originating the purpose to procure the monument of Jefferson for the University, but for prosecuting that purpose in the midst of difficulties to success." The "sacred relic" was placed to the right of the entrance to the main building where it was unveiled on July 4, 1885, the final day of commencement exercises, in a ceremony, said to have been the most elaborate in the history of the University, which included addresses by Missouri Senator George E. Vest and Thomas F. Bayard, Secretary of State.

Some time thereafter, the marble tablet which had been kept in the chapel was placed on the obelisk for a time but was removed later to the main building of the University for safekeeping. Ironically enough, in the fire of January 9, 1892, which destroyed the building, the shaft was unmarred, but the tablet was "cracked and burned" although, fortunately, not beyond restoration. Since that time the tablet is kept in Jesse Hall, classroom building of the College of Arts and Science and the main administration building of the University. The monument itself has been moved to a temporary site on Francis Quadrangle between the main north entrance and the west wing of Jesse Hall where it stands during the construction of the new auditorium.

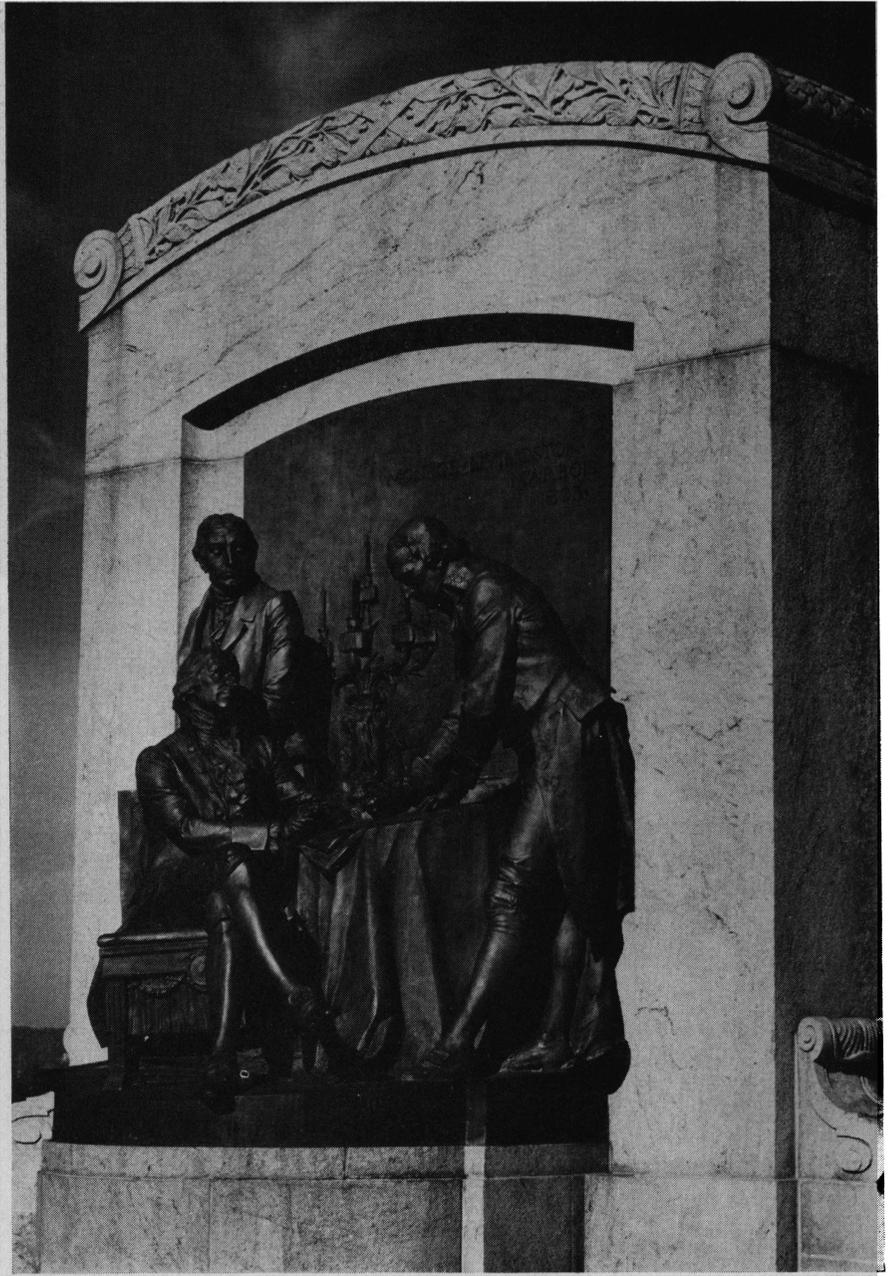
The monument remained virtually ignored and without a marker—although certain individuals and patriotic societies occasionally placed a wreath upon it on Jefferson's birthday—until 1931. In this year, Jefferson's birthday (April 13) was declared a state holiday by the General Assembly of the State of Missouri.

Following this action of the Missouri legislature, University of Missouri President Walter Williams and Representative Joseph B. Shannon of Kansas City (a Jefferson enthusiast who was largely responsible for the passage of the bill making Jefferson's birthday a holiday) were active in renewing interest in Jefferson at the University. On April 13, 1932, ceremonies were conducted at Jefferson's tombstone which included unveiling a new marker for

This bronze plaque on the die of the monument was unveiled in 1932 at the first of the ceremonies held annually on the University of Missouri campus honoring the birthday of Thomas Jefferson.



the monument and addresses by Mr. Shannon and Dr. Williams. Since that time, Jefferson's birthday is annually celebrated at the University of Missouri in tribute to a great statesman and great educator whose faith in education and in the American people is best stated in his own words: "Laws will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the public happiness that those persons, whom nature has endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens; and that they should be called to that charge without regard to wealth, birth, or other accidental condition or circumstance. . . . No other sure foundation can be devised, for the preservation of peace and happiness."



Gerald Massie

The signing of the Treaty by Karl Bitter on the capitol grounds at Jefferson City overlooking the Missouri River shows Livingston, Monroe, and Marbois signing the treaty 150 years ago on April 30. The original from which this group was cast was a part of the sculpture display at the Louisiana Purchase Exposition at St. Louis in 1904.

Jefferson's Vision Realized in the Purchase of Louisiana

FRANK F. STEPHENS

Professor Emeritus of History

THE ACQUISITION BY THE United States of the territory of Louisiana in 1803 was one of the most stupendous events in the history of the American nation. Without that great domain the young republic would have been confined to the territory east of the Mississippi; it would undoubtedly have been involved in boundary and navigation quarrels with the European powers which might have held the territory at different times. Almost certainly England would have acquired Louisiana eventually and Canada today would bound the United States not only on the north but also on the west; the United States never would have acquired Texas, the Oregon country, California, Alaska, the Hawaiian Islands, and other islands in the Pacific. It is hard to contemplate the probable changes in the historical development not only of the United States but also of the civilized world, had there been no "Louisiana Purchase." Yet it is incorrect to conceive of this growth in American territory as the result of American diplomacy and certainly it was not the result of American force of arms. Rather, it was due to a crisis in the centuries-old quarrel between England and France.

France had been one of the great colonial powers of Europe during the sixteenth, seventeenth, and eighteenth centuries. She had been active in exploring new lands beyond the seas, and next to Spain occupied more portions of the earth than any other of the European nations. She claimed large portions of North America, though outside of a few great fortresses and posts at strategic points she had made few actual settlements. Because of her explorations along the Mississippi River and her control of New Orleans at the mouth of the river, she had claimed the whole Valley; and

through her friendly relations with the most of the Indian tribes, had held back that region from settlement by the hardy English colonists who were already longing to take over the "back country." But the series of wars of the latter part of the seventeenth and early half of the eighteenth centuries stripped France of almost all of her American possessions. In a treaty with Spain in 1762, she had ceded her territories west of the Mississippi to her old ally to compensate the latter for losses elsewhere, and she had been forced to cede to Great Britain her claims on the territory east of that river. Thus America became divided on the line of the Mississippi between England and Spain. In a very real sense, however, though not realized by the British government, that spelled the doom of English control east of the river too; now, with the baneful influence of the French on the red men of the Ohio Valley withdrawn, the great westward movement in American history began. Following the international agreements of 1762-1763 came the series of unbelievably disastrous actions of the British government which were to lead to the American Revolutionary War. The Treaty of Versailles in 1783, therefore, led to the recognition of a new nation in America, and to the cession to the United States by Great Britain of her possessions in the Ohio Valley which she had obtained so recently from France. After 1783, therefore, that portion of North America south of the Great Lakes and north of the Floridas was divided between Spain and the United States on the line of the Mississippi.

The success of the French-American alliance in the American Revolutionary War did not save the morally and financially bankrupt French monarchy from disaster. Just as the Americans were reorganizing their government in 1789, the internal crises in France came to a head, and out of the tragic events of the seventeenthies arose the colossal figure of Napoleon Bonaparte. Napoleon had dreams of the reestablishment of France as a vast colonial empire and the first phase of this development had to be the revival of her control over much of America. Through one intrigue after another the Spanish monarchy was persuaded to retrocede Louisiana to France. Spain was not loath to do this for that great



The boundaries of the Territory of Louisiana were so vague that neither France nor the United States knew or realized the vastness of the territory acquired by this nation.

THE FIRST STATE UNIVERSITY

territory had been something of a liability to the court of Madrid. Using Louisiana, therefore, as a pawn to get something more to her liking, Spain finally ceded her possessions west of the Mississippi to France in exchange for the promise of a kingdom for the son-in-law of the King of Spain, carved from the territory of the unruly inhabitants of northern Italy. The bargain was made and sealed by the secret treaty of San Ildefonso of October 1, 1800, though even then it was two years before the territory of Louisiana was turned over to the French.

In the meantime rumors began to reach America of this secret bargain between France and Spain. Just the possibility of such a transfer created alarm in America; it was one thing to have a decrepit nation like Spain as a neighbor along the course of the Mississippi and even controlling the navigation at New Orleans but quite another story to have to deal with the ambitions of Napoleon in control of the most powerful army in the world. It was then that President Thomas Jefferson made the famous statement "there is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans . . . the day that France takes possession of New Orleans, fixes the sentence which is to restrain her (the United States) forever within her low-water mark. . . . From that moment, we must marry ourselves to the British fleet and nation." The United States at that time was admirably represented in France by Robert Livingston, a minister of more than ordinary ability, but in order to placate the westerners who were threatening to seize New Orleans themselves before the arrival of the French, and thus starting a new foreign war, Jefferson sent James Monroe to France to assist Livingston. Of far less ability than Livingston as a diplomat, Monroe still had this advantage that he stood high in the opinion of the west where he had also large holdings of land. His appointment, therefore, mollified the west and made that section of the country willing to wait for the president to work out a solution of the problem.

Monroe and Livingston were instructed to offer as much as fifty million livres (about ten million dollars) for New Orleans

IN THE LOUISIANA PURCHASE

and the Floridas. There seemed to be no thought of the purchase of the whole Louisiana territory. Jefferson told the American diplomats probably with more truth than he knew that the future destinies of this Republic depended upon the success of their mission.

Napoleon, meanwhile, was having great difficulty in putting his plans for the possession of Louisiana into execution. He believed that it was necessary first to secure possession of Santo Domingo as a stepping stone to Louisiana. The Dominican slaves on that island had risen in revolt against their European masters. Led by an able full-blooded Negro, Toussaint L'Ouverture, they had overthrown their French masters and had secured possession of the island. Napoleon then sent his own brother-in-law, General Leclerc, with a large force of French veterans but with the aid of a scourge of yellow fever the blacks defeated Leclerc. Leclerc himself died of yellow fever. Napoleon had sacrificed 50,000 of his veterans and would need another 50,000 before the island was captured from the rebels. He was almost beside himself and suddenly came to the conclusion to give up his plans for the colonial empire based upon Louisiana; he knew that when the war with England broke out again, as it would in the near future, Louisiana would fall into the possession of the British, mistress of the ocean routes. Napoleon may have wished also to prevent future wars with the American Republic. He knew that the United States would join the British if he kept possession of Louisiana and at the same time he believed that a powerful republic in America might sooner or later humble the pride of Great Britain. He, therefore, told his finance minister to sell not only New Orleans but the whole colony of Louisiana, and to commence negotiations at once without waiting for the arrival of Mr. Monroe.

This was the situation, though partly unknown to Livingston, when the French foreign minister Talleyrand suddenly proposed that France might sell all of Louisiana and asked what America would be willing to pay for it. Monroe arrived a few days later and the two men commenced bargaining with the French foreign

THE FIRST STATE UNIVERSITY

minister. In the end the American diplomats agreed to pay approximately \$15,000,000 in cash and claims for all Louisiana. In agreeing to this cession they knew that they were violating their instructions. They had been authorized to pay as much as \$10,000,000 for New Orleans and as much of the Floridas east of the river as they could obtain but instead they had agreed to give fifteen million for New Orleans and a tractless expanse of territory west of the river. They felt justified in violating their instructions hoping that the American people would uphold them. Livingston prophetically declared when he set his name to the treaty of cession that this made the United States take her place among the powers of first rank in the world.

The description of the boundaries of the territory which they had agreed to purchase were so vague that no one could tell exactly what they had purchased. Livingston asked Talleyrand what the boundaries of the territory were and he said he did not know. He said that America must take it as the French had received it. Livingston asked what Spain had meant to give up and Talleyrand replied he did not know. He said, "you have made a notable bargain for yourselves, and I suppose you will make the most of it." The only boundaries which were definite were the Mississippi River on the east and the Gulf of Mexico on the south. As a matter of fact the United States did make the most of it as the history of her subsequent diplomacy testifies. Napoleon probably knew that the United States would become embroiled in quarrels with Spain and he remarked at one time that if an obscurity did not already exist it would perhaps be good policy to put one there.

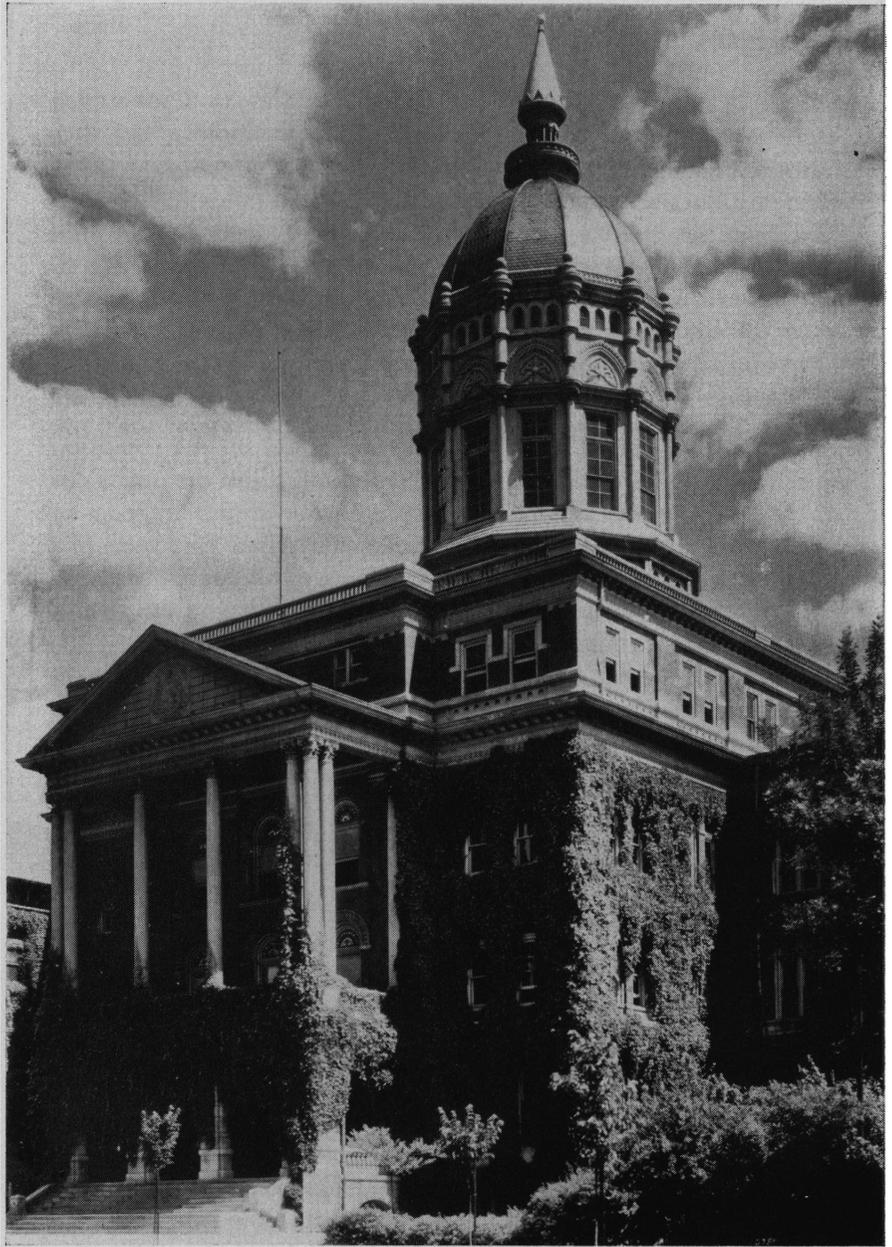
The news of the purchase was received in America with mixed emotions. The settlers in the west were joyful over the purchase. President Jefferson on the other hand hardly knew what to make of it. He was a strict constructionist and there was no phrase or clause in the constitution which justified the United States incorporating an uninhabited wilderness. He thought that an amendment would have to be made to the constitution but this might take years and, therefore, he advised the leaders of his party to approve the treaty at once and to pass the amendment at a later

IN THE LOUISIANA PURCHASE

time. The opposition party, the Federalists, was as dumfounded as Jefferson. The Federalists were broad constructionists but they charged that the government was tearing up the constitution. They charged that the purchase was illegal and that the price paid for Louisiana was enormous. They feared also that more states would grow up in the west and that the balance of political power would shift away from the east. The Senate eventually approved the treaty of cession by a large majority. The purchase of Louisiana has been called the greatest real estate bargain in history, 828,000 square miles at approximately three cents an acre.

Napoleon had gotten Louisiana from Spain on the condition that he would return the territory if he did not fulfill the provisions of the secret treaty, particularly the formation of the kingdom of Etruria in northern Italy. The Spaniards felt that Napoleon had betrayed them and protested vigorously to both France and the United States. Spain, however, was not ready to go to war, something which both Napoleon and the United States knew, and she finally handed over to a French representative the province of Louisiana; the French after an occupation of twenty days in turn handed over Louisiana to the United States on December 20, 1803.

The quarrels among European nations had once more worked to the advantage of the United States. The acquisition of this vast area meant that the American Republic had approximately doubled its original territory. The purchase also set the precedent for the acquisition of other territory in the future.



Jesse Hall, administration building of the University, completed in 1895, was called Academic Hall until 1922 when it was named for President Richard H. Jesse.

Missouri Finds the First State University in Louisiana Territory

FRED C. ROBINS

*Assistant Director, Office of Public
Information and University Publications*

THE UNIVERSITY OF MISSOURI, first state university west of the Mississippi and first land-grant college in the Louisiana Purchase, is symbolized for the state and nation by the six Ionic columns which stand on the campus as relics of its first building.

Missouri, the twenty-fourth state and the second to be formed from the Louisiana Purchase Territory, entered the Union, 1821. The Congressional act enabling Missouri to form a state government included provisions for a grant of thirty-six sections of land "with other lands heretofore reserved for that purpose for the use of a seminary of learning." When the investment of money realized from the sale of this land built up a fund of \$100,000, the increased and active agitation for a seminary could not be ignored.

The Geyer Act of February 11, 1839, which established the University, provided for an educational system modeled, in part, on Jefferson's ideas of education as set down in his *Bill for the More General Diffusion of Knowledge, 1779*. The original plan for organization of the University was revoked by acts of 1841 and 1843.

A preliminary step in establishing a university was the passage of an act, February 8, 1839, providing that the location of the institution should be in the one of six central counties which offered the best inducement in land and money. The University was located in Columbia when Boone County outbid other competing counties with a subscription of \$117,900.

In October, 1839, the first board of curators met to lay out the quadrangle for the Columbia campus. The cornerstone for the main building was laid July 4, 1840, and the following March, John H. Lathrop, the first president, was in office. In 1843, when

THE FIRST STATE UNIVERSITY

the first commencement was held for two graduates, there was a faculty of five, including the president, and the student body numbered seventy-four. The University offered both pre-college work and a liberal arts course.

Insufficient funds, internal dissension in the state over the slavery question, and a growing interest in private sectarian colleges kept down enrollment and held back progress during the pre-Civil War period. But in spite of all obstacles, the University, by 1860, compared very favorably with other schools of higher education established by that time in the Midwest. During the war, the University fought a noble struggle for survival. Federal troops occupying the campus early in 1862 caused the school to suspend classes in March. It partially reopened in November and managed to stay open through the war years. At the end of the war, the University, badly in debt, with its buildings damaged from being used as prison and barracks, made an appeal for state aid. The plea was finally heeded and in 1867 the University received its first appropriation from the general revenue fund.

A great determining factor in the success of the University's struggle for survival during the war years was the passage of the Morrill Act in July, 1862, which provided for a permanent endowment through grants of public land to states that would establish an agriculture and mechanic arts college. The Missouri Legislature accepted the provisions of this act in 1863. The Morrill Act was undoubtedly the motivating force behind the reopening of the University in November of 1862, for the University hoped to secure the location of the new college. All effort was bent in this direction and in 1870 the College of Agriculture and Mechanic Arts was established in Columbia.

With the establishment of the University as a land-grant college, progressive growth was assured. From its beginning as an arts college, the University has expanded to include on its Columbia campus the colleges of Arts and Science, Agriculture, Education, and Engineering; the schools of Business and Public Administration, Journalism, Law, Medicine, and Veterinary Medicine; and the School of Mines and Metallurgy at Rolla. The Graduate School at Columbia serves both campuses. Among the other divisions are

IN THE LOUISIANA PURCHASE

the Adult Education and Extension Service, the Agricultural and Engineering Experiment Stations, and the Missouri State Military School at Columbia and the Mining Experiment Station at Rolla.

The College of Arts and Science is the oldest of the present divisions, although it was not officially given its present name until 1907. Throughout its early years the University offered instruction only in liberal arts. At first there was also a preparatory school but this was dropped when a sufficient number of properly prepared students enrolled for college work.

The Division of Agricultural Sciences was organized in 1949 and consists of the College of Agriculture and the School of Veterinary Medicine. The College of Agriculture was first established as the College of Agriculture and Mechanic Arts in 1870. In 1888 the Agricultural Experiment Station was established under the Hatch Act of 1887 expanding the function of the school to include research for the benefit of agriculture. Agricultural extension teaching was established in 1912, two years before it was inaugurated in all land-grant colleges by the Smith-Lever Act of 1914. Today extension agents serve all 114 of Missouri's counties. The School of Veterinary Medicine was established in 1949. Courses in animal diseases were offered in 1885. In 1946 courses leading to the degree of Doctor of Veterinary Medicine were first offered.

The College of Education was made a college in 1947. In 1849 the General Assembly created a Normal Professorship but instruction was not offered until 1856. A Normal College was created in 1868 which admitted women before they were admitted to the University in 1872. It is worthy of note that it was through the Normal College that recognition was given the fact that women should not be omitted from the scheme of the democratization of higher education. In 1883 the normal work was placed in the Department of English until 1891 when a Department of Education was created. The department became the Missouri Teachers College in 1905 and from 1909 to 1947 it was known as the School of Education.

The College of Engineering was established in 1907. As early as 1849 courses were offered in engineering and a department of civil and military engineering offering the degree of Civil Engineer

THE FIRST STATE UNIVERSITY

was formed in 1859. The Engineering department became a division in 1877 when it was separated from the College of Agriculture, but in 1893 it was again placed under the College of Agriculture until it became an independent college.

The School of Mines and Metallurgy, located on its own campus at Rolla, is a division of the University owing its origin to the Morrill Act. In establishing the College of Agriculture at Columbia in 1870, the General Assembly also provided for a school of mines somewhere in the southern portion of the state and directed the board of curators to find a site through competitive bidding. Phelps County won with a bid of \$130,545 in land and money and in 1871 the school was in operation. The State Mining Experiment Station was established there in 1909 to render more complete service to the mineral industries of the state.

The School of Medicine was established in 1872, but instruction was offered in the early days of the University when "McDowell Medical College," founded in St. Louis, 1840, became a department of the University for a ten-year period, 1845-1855. In 1952 the school was enlarged to offer a complete medical course and an appropriation was made by the legislature for a teaching hospital and other facilities. Under the School of Medicine is the Department of Nursing Education established in 1949. Instruction dates back to 1901 to the opening of Parker Memorial Hospital. A School of Nursing formed in 1920 was discontinued in 1947, and until 1949 no nursing instruction was offered. The Crippled Children's Service administered by the University, has provided care and hospitalization for crippled children since 1927.

The School of Law was authorized in 1867 but it was five years before a dean was selected and the school formally opened in 1872. The school, one of the earliest west of the Mississippi, is a charter member of the Association of American Law Schools.

The School of Journalism, established in 1908, is the "first complete division of any university in the world to devote itself to education for journalism." Instruction in principles of journalism, part of a course in English, had been offered from 1879 to 1885.

The School of Business and Public Administration was es-

IN THE LOUISIANA PURCHASE

tablished in 1914 as the School of Commerce. The name was changed to the School of Commerce and Public Administration in 1916 and the present name was adopted in 1917.

The Graduate School was formally organized in 1910, although advanced degrees have been conferred by the University since 1892 when a graduate department was formed. Under the guidance of the Graduate School is the publication of outstanding research in the form of the *University Studies* issued since 1901. Under the Graduate School is also the administration of the University Research Council, created in 1937, for the support of research projects by faculty members.

The Adult Education and Extension Service was established in 1946 and merged in 1947 with the Extension Division formed in 1913. An Adult Education Division had been set up in 1945. This Service makes the "campus the entire state" by making available to the people of Missouri direct educational services of one kind or another.

The Missouri State Military School consists of the three Reserve Officers' Training Corps: the Army R.O.T.C., now providing field artillery training, started in 1916; the Air Force R.O.T.C. and the Naval R.O.T.C. both started in 1946. The first army officer was detailed here in 1868, and, as the University is a land-grant college, military training has been compulsory for all undergraduates since the early 1900s. A point of interest is that for a time in the 1880s a company of girls was organized to drill with "light guns and without corsets."

The growth of the modern campus followed the fire which destroyed the main University building in January, 1892. Two days after the fire the board of curators met and laid plans for most of the buildings which today border Francis Quadrangle, where the pillars of the old building still stand. After the fire there had been agitation in the legislature to move the University, but with the support of the conservatives, a contribution of \$50,000, and a promise of increased fire protection, Columbia kept the school.

The foundations of the modern University were laid in the years following the fire. Coincident with the growth of the campus came a broadening of the whole educational program. During

THE FIRST STATE UNIVERSITY

this time new departments and schools were added and standards were raised for both admission and graduation.

Today the University is divided generally into the West or Red Campus and the East or White Campus. The Red Campus takes its name from the red brick of the first buildings erected after the fire. Here is the administration building, Jesse Hall, completed in 1895. At the entrance to the Red Campus is the Memorial Gateway, two pillars bearing bas-relief portraits of John H. Lathrop (1799-1866), first president, and of James S. Rollins (1812-1888), called the "Father of the University" for his great leadership in the founding of the school and for his continued devotion to its welfare.

The White Campus which takes its name from its Oxford style native white limestone buildings is east of the original campus.

The whole of the University campus spreads over approximately 800 acres where dormitories, athletic facilities including Brewer Field House and Memorial Stadium, and many other buildings are found. Extensive University farms are located near Columbia and it is of interest that here is Sanborn Field, oldest experiment field in the United States, in use since 1888.

University buildings of special note are the Student Union completed in 1952 with its Memorial Tower, an outstanding example of Gothic architecture, dedicated in 1926 to students who lost their lives in World War I; and the General Library building, with its outstanding collections, which also houses the Western Historical Manuscripts Collection and the State Historical Society.

The determining factor in the growth of the University of Missouri has been a devotion to the conception of education for democracy on which the state-controlled land-grant colleges are founded. A summation of this conception was given by President Frederick A. Middlebush in his 1947 welcoming address to new students:

The people of Missouri maintain this University to bring you the great heritage of mankind that each generation of us must acquire and cherish lest it be lost. In the real meaning of the term, we want this University to educate—to lead you to the expression of your greatest and finest capabilities.

University of Missouri - Columbia



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