

Inside the Page

Inman E. Page Library Newsletter

Special points of interest:

- Free Wi-Fi is accessible at the library and other campus locations
- Laptops are available for checkout in Page Library
- Recent Acquisitions in Archives/Ethnic Studies
- Summer Story Hour was a big success

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Welcome Back, Fall 2006

Welcome back to a new year and a new vision of the Inman E. Page Library. The year started off with a "wireless celebration" on August 24th, 2006. The Office of Information Technology Colleagues and the staff of Page Library had a great time celebrating the opportunity to use a laptop anywhere in the library. The students were encouraged to sign up to use the laptops through the checkout process in the library. Students filled out a form accepting responsibility for usage of the laptops. There are twenty laptops available to be checked out for two hour periods. They are kept charged and ready to go all

day long. Faculty and staff may reserve the laptops for classes 24 hours in advance to assure they are available. New laptops will be purchased as soon as funds become available. Many students have expressed their appreciation for this service, since they do not own laptops. Students will benefit from learning to use laptops in the wireless environment in Page Library. Go LU.

Many classes are using the library everyday in the electronic classrooms. Many of the librarians are teaching classes in general education this fall. This will help stu-



View from inside the Page Library

dents learn about how to use the library from librarians who are teaching them about electronic resources and other resources in Inman E. Page Library. Librarians and library assistants have been attending continuing education classes to improve their skills (*cont'd on page 2*)



Dr. Carolyn Mahoney, Quincy Troupe and Mrs. Elizabeth Briscoe Wilson

Quincy Troupe Visits Inman E. Page Library

Quincy Troupe was a presenter on October 24, 2006 in Langston Hughes Auditorium for two sessions. More than 200 students, faculty, and staff attended his presentations. Mr. Troupe is the winner of many awards including two American Book Awards. He has written over a dozen books chronicling diverse subjects from jazz to basketball.

His life seems to span many careers, from an aspiring baseball player, to a soldier, then a writer and an educator. His visit to Lincoln was greatly appreciated by faculty, staff, and students. Quincy Troupe will be returning this Spring to host a poetry workshop on campus for ten "serious" poets who will submit their work prior to his

arrival on campus in April, 2007. Ethnic Studies funds donated by Lincoln alums are used to bring authors, poets, and historians to campus to speak about the culture, history, and heritage of Lincoln University as well as the African American experience.



Carmen Beck, Lois Marshall, and Katrina Blau working hard to prepare the laptops for

Welcome Back, Fall 2006 *cont'd*

in organization, analysis and prioritizing. Sharon Procter, Administrative Assistant, Katrina Blau, Coordinator of Media Services, Lisa Braschler, Assistant Librarian, and Ithaca Bryant, Media Assistant, attended this class in the library. Elizabeth Briscoe Wilson, University Librarian, attended a meeting of the 1890 Library Director's in Atlanta, Georgia from August 25th-29th, 2006.

An \$18,000 grant from the Missouri State Library will enable us to have all year-

books from 1915-1959 scanned, digitized, and made accessible through the website in 2007. The story of the African Americans who attended Lincoln Institute, Lincoln College and eventually in 1921, Lincoln University will be accessible to alumnae and interested people all over the world. It is a great accomplishment made possible by the dedicated, hardworking librarians of Inman E. Page Li-

brary. Carmen Beck, Archivist, Inas El-Sayed, Coordinator of Technical Services, Jean Pace, Assistant Librarian, and David Brown, Assistant Librarian, helped with this project. Mrs. Briscoe Wilson, University Librarian, gave the Board of Curators a glimpse of this project on September 15th, 2006.

*Elizabeth Briscoe Wilson,
University Librarian*

Recent Acquisitions and New Images in the Archival Collection

Check out what's new in Archives:

1. Washington Family Collection, 2005, *A collection of LU diplomas and awards received by members of the Washington family.*
2. Elizabeth Briscoe-Wilson Collection, 2006
3. Reesha Archibald Collection, Delta Sigma Theta Sorority, Inc., January 2006
4. Beth Minter Collection, February 2006, *Oberholtzer, Ellis.*

A History of the United States since the Civil War, volumes I-V, covering years 1865-1901.

5. Miller Family Collection, February 2006
6. Mila Lewis Banks, Virginia Glass Neil and Gertrude Whitley Bardwell oral history interview, March 2006
7. Mila Lewis Banks Collection, March 2006
8. Student Activities Collection, March 2006 and August 2006
9. DeAndre Rhodes Collection,

Alpha Phi Alpha Fraternity, Inc., May 2006

10. Jeremy Bradley Collection, May 2006

11. Jean Kuta Collection, August 2006

Images:

1. *Buffalo Soldier*, transferred from the President's Office, January 2006
2. *The Conference of the Presidents of Land-Grant Colleges, November 20-22, 1928*, transferred from the

President's Office, January 2006

Addendums:

1. Omega Psi Phi Collection
2. Faye Tull Carter Collection
3. Bryant Family Collection
4. T.J. Pawley Collection
5. Lincoln University Collection, Barnes-Krekel Hall, August 2006

LU Goes Virtual

"We will transmit our University to those who come after us, greater, better and more beautiful than it was transmitted to us." -excerpted from the University Oath, Official Student Handbook, revised edition 2001.

The University Archives/Ethnic Studies Center, located on the third floor

of Page Library, is able to stand tall this semester when repeating the University Oath. With the aid of an \$18,041 grant supported by the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act as administered by the Missouri State Library, a division

of the Office of the Secretary of State, Page Library is able to make the Lincoln University Archives from 1915-1959 (intermittent years) available via the world wide web!

Receiving this grant took support from the whole University, yet could not have *(cont'd on page 3)*



LU Goes Virtual *cont'd*

been accomplished without the efforts of the Page Library Staff, specifically David Brown, Inas El-Sayed, Jean Pace, Sharon Procter and of course, our Director, Elizabeth Briscoe Wilson. The volumes will be available for public viewing in the fall of 2007 via the Virtually Missouri Project – www.virtuallymissouri.org. Plans to complete years

1960-2006 are underway for the 2007-2008 grant cycle.

When visiting the Center this year, you'll see a bright, new face in the afternoons. Miss Ithaca Bryant, daughter of Mrs. Clara M. and the late Dr. Theodore Bryant, is joining the ranks! A long time lover of LU, Miss Bryant (alumnae '84) brings a level of expertise and

knowledge that only an LU veteran can. Miss Bryant will concentrate on collection accessioning, exhibit development and patron research. The University as a whole will benefit from this new arrangement, and I, in particular, am grateful that someone of her stability and expertise is so willing to assist.

Carmen Beck, Archivist



FREE Wi-Fi is here!

Perspectives from the Circulation Desk

From my point of view, the Circulation Department has gotten off to a wonderful beginning this semester. Due to the preparations made for the impending school year, all has flowed well. We were able to be flexible after the fire in Dawson Hall when we were inundated with the large quantity of reserve materials. Dr. Carolyn Mahoney provided the large number of book donations by contacting each academic department and requesting they send textbooks to be put on reserve for the students that lost their own in the fire. Thank you, Dave Brown for processing the new reserve items in a timely manner. The students have been very appreciative of having all these new books available for check out.

Our new librarian, Robert Rekuc, works the evening shift at Page Library. Among other things, he is providing entertainment to the students in the form of movies and sports shows in room 100. I suppose this helps keep some of the

“socializing” that goes on in the library to a minimum as the students have few alternative events to attend in the evenings. Bob Rekuc has become a voting member of the Lincoln University Faculty/Staff Senate. We welcome Bob Rekuc as our newest employee and I applaud him for taking on extracurricular activities on campus.

Rick Landis has been spending more of his hours working with the Technical Service Department. He is still keeping busy with Serials and working the evening shift as well. Thank you, Rick Landis for keeping the students quiet in the evening. Fall semester is always a challenge with the freshmen class learning that there are “boundaries” as to what is expected from them when they enter the library.

Lois Marshall is able to fill in for many hours in the Circulation Department. She is quite busy with her government documents and is helpful by finding tasks for the student workers to do. We thank her for

scheduling our student workers. She also takes time to read to the students in the local school system.

Dana Glauner will be here for a year this October 11th. She has accomplished and met every challenge she has faced. Dana Glauner also volunteers to read to the students at the near by Montessori School. Dana Glauner and Lois Marshall attended the ALA Conference in New Orleans this summer. They had an enjoyable time and both managed to put in some valuable volunteers hours helping towards the post Katrina effort. At this time, Dana Glauner has been accepted by the SISLT program at the University of Missouri to work on her Masters degree in Library Science. Way to go Dana Glauner!

I speak for all of us in saying we are happy to be a part of the Page Library family and we look forward to all that this New Year brings. Keep up the great work everyone!

Lisa Braschler, Access Services Librarian

Lisa Braschler has very kind words for all of the wonderful circulation staff regarding their continuous efforts to keep things running smoothly in her “Perspectives...”!



Outside view of the Library

Some Aspects, Part II

The following is part II of the article, *Some Aspects*, written by Lt. Richard B. Foster. This version of the article was edited by Dr. Gary Kramer, Director of the State Historical Society of Missouri and Dr. Antonio Holland, Professor of History at Lincoln University.

There are not competent teachers for the white schools in the State. Have any of you known a surplus of thoroughly competent teachers, unable to find situations in any community in the State? But, as I have intimated, the white schools usually give better pay in money and social position than the colored; and teachers would be more than human if they did not seek the best places. There are needed to-day in this State one thousand first class teacher for colored schools, and there are not one hundred whose qualifications rank as fair. I know of only one way to [get] colored teachers. We can draw some from the North and East; we must educate the most at home.

There are but few occupations fairly open to the colored people that are both honorable and lucrative. Next to farming, which is the most honorable of all, the rightly pursued, the most lucrative, for it pays health, quiet, peace of mind, communion with God and nature—the highest, purest, sweetest life is that of him who sucks the breast of mother earth, next to farming is teaching. That profession has received a special honor in taking a Prof. [Ebenezer Don Carlos] Bassett from his school-room in Philadelphia—and mark you, he had a good school-house—to be Minister to Hayti. Missouri has a colored teacher, J. Milton Turner of Boonville, who, if he did not receive the mission to Liberia, was at least worthy of it. He, instead of myself, ought to have delivered this address to you.

In encouraging colored teachers I would not discourage white teachers from taking colored schools. I am no friend to the dogmas that colored people must keep to themselves in school and church. I am the sworn enemy of caste in all its forms. But here is an inviting field which fit persons ought to enter, the need can not be otherwise supplied, and in some cases, not being themselves entirely free from that caste spirit that has been and is such a bitter enemy to them, they prefer teachers of their own color.

They are an imitative race, and imitation, like love and justice is blind. It seizes alike on virtue and vice. And they have derived from us something of that spirit of caste which we so faithfully cherish.

While no white church in the land would accept the ministrations of a colored pastor, though he were another Athanasius or Augustine; while no white regiment would consent to be led into battle by a colored colonel, though he were a worthy successor to Hannibal and Toussaint L'Ouverture, let us not blame *them* too severely if they sometimes prefer teachers of their own class, especially as some white men and women have thought themselves good enough to teach schools, who were confessedly not fit to teach white children.

We must then have colored teachers. Whence? How? We must draw what we can from outside. Immigration has been the salvation of Missouri. A few carpet-baggers of the right kind would help the colored people amazingly. [But] we can not count much upon them. The supply of suitable material is too limited; and other fields, where the blacks are stronger, an education man might get to Congress, are more attractive. Then we must educate them at home. How? In the scattered, irregular, inferior schools, and poor school-houses they now have? How many teachers of colored schools are there to-day in Missouri who are graduates of some good normal school, up with the progress of the age and the science of teaching, and thoroughly competent to train teachers? If there is one, it is beyond my knowledge. Then we must have a normal school to train colored teachers.

That's what we want. A normal school in a suitable location, provided with good buildings and a good corps of instructors, and with tuition free. There are large numbers who would seek its advantages, who, in two years, would make second class teachers, and in four years would become first class.

Some of the pupils would, in one year, be better qualified than three-fourths of those now in the field. The buildings for such a school ought to be erected this summer, and the school to open with two hundred pupils next September. Is it possible to do that? Ten thousand dollars added to what is now ready for that purpose would put up the buildings. Let me explain what I refer to as now ready for the purpose.

In January, 1866, I was in Texas, a Lieutenant in the 62nd regiment United States Colored Infantry. I was about to be mustered out on a consolidation of the regiment into four companies. A sort of spontaneous movement arose to raise a subscription to establish a school in Missouri—ours was a Missouri regiment—of which I should take charge. The primary



An image of Young Hall

Some Aspects, Part II *cont'd*

idea was for the benefit of colored soldiers. I did not suggest the undertaking, but accepted it as an indication of providence as to my field of duty. The immediate results, were five thousand dollars from our regiment, thirteen hundred and twenty-five from the sixty-fifth, and two thousand dollars from the Freedmen's Bureau; the organization of a legal board of trustees under the name of Lincoln Institute; and the opening of the school in September, 1866, in the manner I have before referred to.

The results to this time have been that [the school has been established and] is now taught in a church by a colored man, Mr. W. H. Payne, a graduate of Adrian College, and his sister; an agent, a colored man, Rev. C. R. Beal, is at work in the East, and rather more than keeps the school going by his labors; and there is a permanent endowment, above expenses for three years, of seven thousand dollars, mostly invested in land near Jefferson City. The trustees are anxious first of all to preserve the funds committed to them, safe from all abuse and chance of loss. Counsels of the utmost prudence have prevailed. They will not build or spend more than is necessary to keep the school alive till the way is clear. They have asked the Legislature for a small share of the three hundred and thirty thousand acres of Agricultural College land given by Congress to this State, and in two successive sessions a bill has passed the Senate embracing that feature. Once it failed in the House to receive a constitutional majority, though there were ten more votes cast for it than against it, and last winter its consideration was postponed till the adjourned session. So far as I know, opposition to the bill was confined to other features, viz. The proposal disposal of the principal part of the grant so that it may be assumed that this provision is likely to become law, and a fund thereby realized at some future time, the product of say thirty thousand acres of land. According to the standard of North Carolina this would come to fifteen thousand dollars. According to the standard of Minnesota to one hundred and fifty thousand. But in either case this is uncertain, except as to the fact that it will not be available for years; and an agriculture college is not a normal school. But if the colored people of this State are to have good common schools supplied with competent teachers; if they are to have the opportunity of a higher education in agriculture, the mechanic art, law, medicine, theology, science and art, without going out of the State for it, and without waiting for the slow process of such correction of public sentiment as will open our high schools and colleges to them—a process much hindered by their ignorance—it is simply a necessity of the case that all the means available should be concentrated in one institution, strong enough to be respectable and useful, and with elasticity to develop each department of a complete university as it may be needed.

It is not a necessity that this institution be called Lincoln Institute, that it be located at Jefferson City, or that the individuals who now constitute the board of trustees of Lincoln Institute have control of it. But there are seven thousand dollars and an actual beginning of a school; and while I speak for myself alone, without authority of the board, [I] think I am safe in saying that that sum can be joined to any other funds that may be raised to establish such a school as is needed, in any location and under any name that may be most advisable.

The normal school should be the first department open. That is the most pressing necessity. I ask eth State [Teachers] Association to adopt a resolution urging the Legislature to [act] without delay [and requesting] a generous and philanthropic public not to wait for the legislature, but to contribute enough to inaugurate the work.

It will be said that teachers are not the only need. Our reply, they are the greatest. I know of schools waiting for teachers; schools that have applied to me for teachers, and I could not send them. Other schools have applied to the State Superintendent for teachers and he could not supply them.

Here I desire to call attention to a very effective provision of our school law: that namely which makes it the duty of the State Superintendent to establish colored schools were the local board fails to do so. It is within my knowledge that the mere fact of that law on the Stature book, couple with a firm impression that the Superintendent would obey it, has caused [sic] number of schools to be established where other means had failed. If in any community where the local board neglects to provide a school, the colored people have one intelligent friend, he can do them no other service so great, as by assisting them to make out a case for the Superintendent. He can only act "upon satisfactory proof."

It appears by the last biennial report of the State Auditor, that during two years 6,000 dollars had been appropriated from the State Treasury to the Military Institute at Lexington; \$10,000.00 to build the president's house at Columbia; and \$29,259.23 out of "seminary moneys" [sic] to the State University—in all \$45,259.23 to seminaries of learning above the grade of the common school. No colored student is ever seen in either of those institutions. No Statue law forbids their presence, but it is prohibited by a law whose edicts are more certain to be obeyed than those of the Legislature—the law of public opinion. I demand that the next biennial report of the State Auditor shall show disbursements of an institution of learning above the grade of the common school, that shall be open to colored students.

Some Aspects, Part II *cont'd*

But there are those who will say to this class, "Now you ought to be content with what you have obtained. Your masters have lost a great deal of money by your liberation. You are now as free as anybody. Equal civil rights are guaranteed to you by the laws. We expect some of you want to learn to read and [write and we will give you a change,] but you must not expect that the people, (have you ever noticed, how in talking about the people, it is almost universally assumed that Negroes are no part of the people?) but the people won't stand a tax to build you fine school-houses and hire as good teachers as the white schools have. Niggers are impudent and forward anyhow." I say language substantially like that expresses the view of a great many honest and well-intentioned persons. But I do not agree that that view is essentially sound. I think it is essentially wrong. With due deference to those who differ from me, I advance the following:

The natural rights of all classes are alike. If there is any difference in their claims, it is the result of fortuitous circumstances. Long continued deprivation of just rights does not constitute a valid reason to perpetuate that deprivation. From the first settlement of this State down to 1865, the Negroes were deprived of liberty and incidentally of education. During that period their unremunerated labor created a vast amount of the material wealth of the State. To give them now the widest possible opportunity for education, to let them have the fullest chance to find out what capacities God has given them, is perhaps to lessen the obligation but it is not cancel it. The debt is one which from its nature and from its magnitude can never be paid. It is true they have not much property to pay taxes on; but let society restore to them the earnings of which they were feloniously deprived and they will need no help. A particular case will put this in a clearer light than a general statement. My friend and neighbor Cyrus Trigg, was 68 years old when freedom came. For 50 years, with stout muscles and vigorous health he had done a man's work and received a sale's wages. Now, considering that money was formerly worth more than its present value, reckon his work at \$100.00 a year more than such food and clothing, as he received, and interest averaging 25 years at only 4% and not compounded, and we have \$5,000.00 principle, and as much more or interest that we owe him. I say we, for his master is not specially to blame. The responsibility lies on the State of Missouri, the State of Virginia, and the American nation, North and South. The United States owes him. How much it owes him in the nature of damages, for the repression and subjugation of his manhood, for false imprisonment, for tearing from him all his twelve children, ten of whom have never been recovered—I will not undertake to say, but I will say that we owe to him and his class that the number of colored schools in this State be increased ten-fold, the value of the houses for such schools one-hundred fold, and the character of their teachers raised to the highest possible rank.

Written by Richard B. Foster

Edited by Dr. Gary Kramer, Director of the State Historical Society of Missouri and Dr. Antonio Holland, Professor of History at Lincoln University

Footnotes:

Ebenezer Bassett was a Connecticut-born high school principal who had studied at Yale. He was appointed to the Haitian ministership by President Ulysses S. Grant and served during Grant's entire tenure in office. Benjamin Quarles, *Frederick Douglass* (New York, 1969), 321, 323.

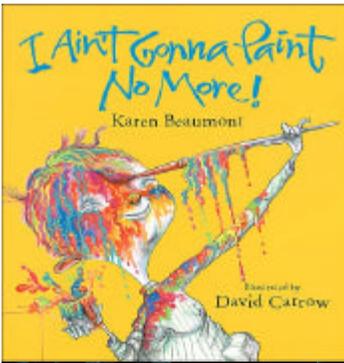
James Milton Turner was born a slave in St. Louis County, in 1840. After serving in the Civil War, he returned to Missouri and became involved in efforts to advance the cause of black education in particular and civil rights generally. In the process, he became recognized as a spokesman for blacks, not only in Missouri, but throughout the country. Though, as Foster reports in this speech, Turner did not receive the ministership to Liberia when he first applied in 1869, he was appointed to that position by President Grant early in 1871. Gary R. Kremer, "James Milton Turner: The Hopeful Years 1868-1875" (unpublished essay written in U. S. History Seminar at The American University, Washington, D. C., Spring, 1975), 7-12.

Again, this was the school that was being conducted in the Colored Baptist Church. W. H. Payne and Charles A. Beal, both of whom had been students at Adrian College in Michigan, had dedicated their lives to Negro education and had sent letters to the governors of former slave states inquiring about the possibility of gaining teaching positions in black schools. Their letter to Governor Thomas Fletcher was passed on to Richard B. Foster who immediately solicited Beal and Payne's assistance. Payne came as a teacher and was made principal and Beal was made field agent. Lincoln Institute did not have enough money to pay Payne a salary and he was asked to provide his own remuneration. He was able to get the American Missionary Association to contribute \$400.00 toward that end. Savage, *A History of Lincoln University*, 8, 12, 16, 198.

In 1869 a bill was offered in the legislature by Representative L. A. Thompson of Montgomery County to enlarge the University of the State of Missouri by establishing the Department of Agriculture and Mechanic Arts. This bill included a proposal that would have given Lincoln Institute 10 percent of the income from the agricultural college land grants provided by the federal government. When the bill was finally passed, the part about Lincoln Institute had been dropped. It was not until 1870, after a mass demonstration by black citizens from all parts of the state in Jefferson City, that Lincoln Institute was allocated state funds to continue its educational programs. In that year, the general assembly, in an attempt at compromise, offered a resolution, introduced by J. B. Harper of Putnam County, granting five thousand dollars annually in state aid to Lincoln if its trustees would consent to convert the school into one designed for the training of Negro teachers for public schools. Savage, *A History of Lincoln University*, 12-14; Parrish, *Missouri Under Radical Rule*, 131-132.

A normal school had as its primary purpose the training of persons to become teachers. An agricultural college, on the other hand, was less academic and more vocational, training its students to become scientific farmers and practitioners of the mechanical arts.

The next biennial report of the State Auditor did, of course, reflect the newly appropriated \$5,000 specifically earmarked for Lincoln Institute. By 1879 the state of Missouri had taken over complete operation of the school. Parrish, *Missouri Under Radical Rule*, 132.



One of this summer's hits at Story Hour, / *Ain't Gonna Paint No More* by Karen Beaumont.

Summer Story Hour

From June through early August, children from local summer programs came to Page Library for Story Hour. A few of the groups attended only once, but most were repeat visitors. Our group from the Apple Tree and Big Top day cares came twice a month to hear stories and then choose a book from our Scholastic Children's Center to check out. The children seemed to enjoy perusing the bookshelves and choosing their own reading material.

The Apple Tree and Big Top students kept track of how many books they had read between visits by placing a gumball sticker on paper gumball machines with their names written on the bottom. The student who had the most "gumballs" won the prize, a real gumball machine.

"A total of 388 children attended Story Hour this summer."

The children learned about George Washington Carver's numerous inventions, heard stories about nature and a variety of other subjects. Some of the favorites were "Ain't Gonna Paint No More" by Karen Beaumont and "He Came with the Couch" by David Slonim. The children also watched a few movies, most of which were based on books. "The Teacher from the Black Lagoon" is always a hit, as are the Arthur movies. "The Scrambled States of America", a movie about how the individual states want to move around and meet new states, was also well liked. It is humorous and a great way to learn about U.S. geography.

C a r m e n Beck, Lois Marshall, and Dana Glauner chose the books to read to the children and presented the

majority of the story hours. A special thanks to Elizabeth Briscoe Wilson, Ithaca Bryant, and Bob Rekc for lending helping hands when needed. Story Hour was a combined effort that would not have been possible without everyone's support.

A total of 388 children attended Story Hour this summer. We hope that next summer is just as successful, if not more so. If we encouraged just one child to pick up a book, we did our job.

Dana Glauner, Library Assistant II



Mrs. Elizabeth Briscoe Wilson had fun reading to children during Summer Story Hour.



Summer school children and their teachers from the Moreau Montessori School are pictured above. They were loyal participants of our Story Hour each week.



Upcoming Exhibits at Inman E. Page Library

"Celebrate Diversity" January – May, 2007

Sponsored by: 8th District Omega Psi Phi Fraternity, Inc.

Presenters:

- January 22 Noon Jazz Concert featuring Dr. Larry Ross
Coffee House area of Page Library
- February 1 Mrs. Elizabeth Briscoe Wilson *What Happened to Lloyd Gaines?*
6:00 - 7:30 pm, lower level of Page Library
- February 5 African American Read-IN co-hosted by Dr. Gerald Kendrick, Assistant Professor of English and Mrs. Elizabeth Briscoe Wilson, University Librarian
10 am-4 pm, main level of Page Library
- February 8 Dr. Antonio Holland will present his newly released book *Nathan B. Young and the Struggle over Black Higher Education*
6:00 - 7:30 pm, lower level of Page Library
- February 14 Valentine's Day Jazz Concert Night featuring Dr. Larry Ross
6:00-7:30 pm, Coffee House area of Page Library
- February 22 Dr. Dick Steward will present on his book *Beyond the Sabbath: Missouri and Her Violent Heritage*
6:00-7:30 pm- lower level of Page Library
- March 1 Dr. Carolyn Atkins will present her upcoming book
6:00 - 7:30 pm, lower level of Page Library
- April 5 Dr. Arnold Parks will present his upcoming book, *Lincoln University 1920-1970*
6:00-7:30 pm, lower level of Page Library

Exhibitions:

- January 22 – March 5 *African Sojourns: Paintings of South Africa 2004* by Dan Woodward,
Photos of Tanzania 2005 by Harry Bradley
Room 317 Page Library
Open: 9 am – 5 pm Monday through Friday
 - January 28 **Kick-off celebration: 2:00 – 4:00 pm**
 - February 1 – March 17 *Discover Greatness: an Illustrated History of the Negro Baseball Leagues**
Sponsored by Bank of America, the Negro Leagues Baseball Museum and Inman E. Page Library
Room 100 Page Library
 - February- March Aids Exhibition*
Lower level of Page Library
 - April 16- May 15 *From Freedom's Shadow: African Americans and the United States Capitol**
Main level of Page Library
- | | | |
|--------|-------------------------|-------------|
| *Open: | Saturday | 9 am – 5 pm |
| | Sunday | 3 pm – 9 pm |
| | Monday through Thursday | 9am – 9 pm |
| | Friday | 9 am – 5 pm |

ALL EXHIBITIONS AND PRESENTATIONS ARE FREE AND OPEN TO THE PUBLIC.

Inman E. Page Library Newsletter

Inman E. Page Library
Lincoln University
712 Lee Drive
Jefferson City, MO 65101

Phone: 573-681-5504
E-mail: teampage@lincolnu.edu

Check us out on the Web!

www.lincolnu.edu/pages/203.asp

My, How Times Have Changed!

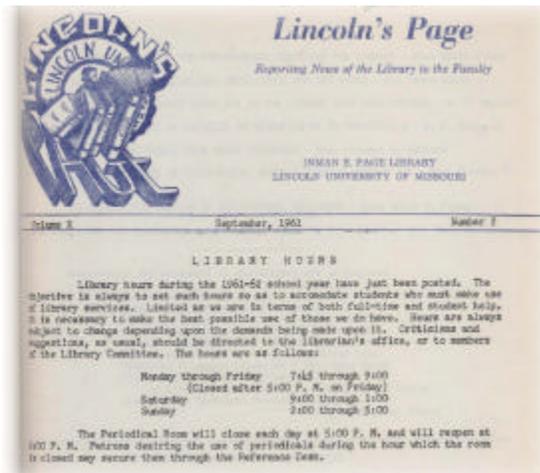
In the 1980s, when I used the library as a student here at Lincoln, the hours of operation were still the same as they were in the 60s. The only thing that has remained the same throughout the years has been the fact that the library closes at 5:00 on Fridays.

Now that we've hit the 21st century, we get up a little bit earlier Monday through Thursday and open at 7:30 a.m. instead of 7:45 a.m. Yet, we close at midnight Sunday through Thursday. Saturdays we stay open until 5:00 p.m. On Sundays we open at 3:00 p.m.

Even though the times and stu-

dents have changed, one thing remains the same: our objective is "to set such hours so as to accommodate students who must make use of library services."

Ithaca Bryant, Page Library Staff



In January 1997, Lincoln University reached another milestone as the much anticipated new library opened its doors.

The Jefferson City community joined forces with Lincoln University alumni, faculty and staff to raise \$443,000 in cash and pledges toward the completion of the approximately \$11 million dollar structure. The 80,000 square feet, state-of-the-art library, referred to as an 'information mall' is four times larger than the old facility.