

STAFF CONVOCATION  
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Three-hundred-and-forty years ago, in the late summer days of 1638, a thirty-one-year-old, quiet, scholarly, unassertive minister, whose personality and attainments during his brief life had apparently made so small a stir in the new Puritan settlements that he was little known to his fellow colonists, bequeathed--as he lay dying of a "consumption"--his book collection of some four-hundred volumes to the new college which was to be built at Newtowne, a primitive hamlet, which had only recently been renamed Cambridge. And with this remarkable benefaction, Harvard University was on its way.

Writing a few days after John Harvard's death, a contemporary reports to a friend in England: "There is a University house reared, I heare, and a prity library begune." So well did the Puritan leaders understand that a "prity library" was the indispensable foundation upon which a university is built that the "Great and General Court" on its first meeting day, the following spring, "Ordered, that the college agreed upon formerly to be built at Cambridg shalbee called Harvard College."

Since their first beginnings, then, some three-hundred-and-forty years ago, the library has been the bedrock foundation for those institutions whose purpose, as the Puritans quite simply stated, is "to advance learning & to perpetuate it to posterity." It is the core of the American university, as it was known in the past and as it exists today. The growth in the excellence and usefulness of a university is critically dependent upon the growth in the excellence and usefulness of its library. The great universities have the great libraries. And it is my firm belief that the course of the future development of the Iowa State University, as one of the major teaching-research universities in the nation, will be fundamentally affected by the growth in the excellence of our university library.

As this academic community has come together each fall in its annual convocation, I have attempted to make this a time when, as a single community, we could focus upon the most central and most pressing issues and concerns affecting the life and the growth of this university: its developing institutional goals and responsibilities; its continuing long-term needs, as well as those newly emerging difficult and complex problems which will be having an impact upon the nature of the university far into the future; the temporary crises it has weathered; the progress that Iowa State has been making in enriching and adjusting its teaching curricula and its extension programs better to meet developing educational requirements; this university's expanding and strengthening programs in both basic and mission-oriented research.

We have developed, I believe, a good understanding of how Iowa State University, as one of the leading Land-Grant institutions in the nation, is fitting into higher education's growing responsibilities for meeting the changing educational needs of an increasingly knowledge-dependent society. We understand the new commitments this institution is obligated to take on because of the knowledge, skills, and competence it has been accumulating.

At several of these fall convocations, the temporary crisis has loomed so large that it has obscured and overshadowed the more fundamental long-term needs and problems of the university. Thus, it was a decade ago, in 1968--when the university was almost totally preoccupied with the seething discontent and disillusionment of students deeply dissatisfied with the course the world seemed to be taking--that the Library projected and spelled out clearly and forcefully the mounting problems which it was facing--despite its belated addition number two--because of crowded and inadequate space. This morning, then, 10 years later, I want to center my discussion with you upon the growing inadequacy of the physical facilities of our library, a paramount problem affecting the work of this entire academic community, a problem which has long been developing and which is now reaching crisis proportions.

One cannot be president of Iowa State University without perceiving and understanding the crying needs and resource shortages which every department, every college on the campus in

these years of rapid university growth and rampant inflation have been experiencing. But the overriding problem which we all share in common is the crippling and disabling impact that crowded and inadequate physical facilities will be having on the growing excellence and usefulness of our fine university library, and consequently upon the growth in the excellence and the usefulness of Iowa State University itself. It is a problem which, I believe, transcends the parochial concerns of the various sectors of this academic community. The necessity for expanded and improved library housing is, at this time in the life of our university, one of the most pressing and most central unmet needs of this institution. The future of the university--and I do not think I am overstating--critically depends upon how well and how expeditiously we solve this paramount problem.

Any vigorous and conscientious higher educational institution, earnestly committed to its public responsibilities, must necessarily, at every level and in every sector of the university, spend considerable time thinking and planning for the future: the emerging problems the university will be facing; the changing public needs in teaching, research, and service it should be meeting; the program adjustments it must be making if it is to continue effectively to perform its expanding educational missions. Thus, during this past year, the Iowa State University has been thoroughly involved in an analyzing and evaluating process in which each college, each department, has been considering the way of its future: examining its present program; focusing on its problems and needs; appraising its progress in adjusting to changing educational requirements; and updating its plans for making its future work more effective. Last spring, as you know, this appraisal process culminated in a series of seminars with the Board of Regents in which each college of the university thoughtfully reviewed and discussed its problems and its plans.

From the vantage ground of this appraisal, I believe we have cause for some satisfaction in the progress Iowa State is making as it moves toward the future. Iowa State's budget for the general university this year is approximately 8.7 percent larger than it was a year ago. Included in this year's base budget is an additional \$1,120,000 provided by the legislature to help meet the mounting costs of the heavy student enrollment increases which have been

occurring at Iowa State over the past several years, and for which the university has not been receiving compensatory funding. These additional funds surely will help to solve the problems Iowa State has been experiencing of overcrowded classes and too few teaching and laboratory sections to meet the reasonable demands of students for courses they are required or want to take. Nevertheless, even with the new funding, together with the systematic shifting of resources into the areas where the teaching pressures are greatest, the vexatious and troublesome problem of instructional overloads will still be with us during this academic year.

The level of Iowa State salaries is reasonably comparable to institutions of its kind in the Midwest area. This year, the average increase in faculty salaries is 6.7 percent (which includes the increase allocated for promotions in academic rank). For professional and scientific personnel, the average salary increase is approximately 7.5 percent; and for general service staff, an average of 8 percent. Therefore, on the basis of its salary levels and its fringe benefits, Iowa State stands today in a fairly strong competitive position for attracting and holding high-quality faculty in most of its colleges and departments.

Let me reassure you, however, that our financial situation is not so spectacular that it stands out to be shot at by a "Proposition 13." Moreover, as we look to the future, the prospect of achieving and maintaining salary levels comparable to those prevailing in other areas of the economic system is a discouraging one. For slowly but surely--as a new, thoroughly documented national study directed by Howard R. Bowen indicates--the salaries of the faculty, the administration, and the nonacademic staff in universities and colleges are slipping increasingly farther below those in the private sector of the economy, as, over the years, salary advances in higher education have lagged persistently behind the salary increases in private industry and in other occupations.

An adequate salary base for faculty and staff is the indispensable foundation upon which strong university programs grow and develop. But a university must also have an intangible something else if it is to achieve that moving equilibrium which is so highly characteristic of the excellent university. As an

academic community, it must have the imagination and the will, the self-confidence and the self-discipline, the social insight and the social concern, to be ever at the job of adjusting, improving, and strengthening its teaching, research, and service functions. Iowa State, I believe, is such an academic community. So numerous and diverse are its undertakings all over the campus to strengthen and improve and to enrich its programs, to take on new responsibilities, that any effort briefly to catalog them would be an exercise in futility and frustration. But several broad trends notably stand forth.

First, Iowa State, as it continues to work toward a more productive balance among its three large functions of teaching, research, and service, is imaginatively developing a variety of organizational forms and procedures which permit the three functions to supplement and complement each other in carrying forward the work of the university. These new forms of working partnerships, involving a variety of disciplines, are not only permitting the colleges--and this is particularly noticeable in agriculture--to maximize their talents and their resources; but they are enabling them to take on highly complicated problems which spill over the boundaries of the disciplines and require the three functions of the university be brought to bear upon their solutions.

Second, research, as one of the great social imperatives of our knowledge-dependent society, is rightly coming into its own, is becoming a more truly equal partner in the university enterprise. Despite the heavy instructional overload Iowa State has been carrying, its research function has been making impressive steps forward. In the past few years, the total research budget of the university--which includes state, federal, and private grant and contract funds--has been approaching the size of the teaching budget.

From its early beginnings, one of Iowa State's marked institutional qualities has been its determination to develop high-caliber research programs in those areas of knowledge in which it had outstanding strength. As one of the major teaching-research institutions of the nation, however, the broadening out



of its research drive has been a must at Iowa State. Therefore, Iowa State's research programs are diversifying until almost every discipline and every department--although some are outside the long-established, federally funded research structures of the university--are becoming importantly involved in the research effort and are receiving varying kinds and amounts of research support through the evolving college research institutes and because of the carefully guided, organized effort which is being made to assist individual scholars in obtaining outside research grants.

Notable also is the fact that the old research strongholds in agriculture, science, and engineering are taking national leadership in attempting to find innovative solutions to the age-old problems of energy, water, food production, transportation, environmental pollution, and community organization--problems which in our high-technology civilization have taken on complicated and threatening forms which could destroy our society as we know it.

Third, despite the overload on our instructional functions, Iowa State's teaching and learning environment has been strengthening and improving. Course contents in many departments have been thoughtfully and systematically changed and upgraded and have been redesigned and restructured; the instructional program has been enriched by the feeding in of new majors into the curricular structure; new instructional methods are being experimented with; new instructional media for better serving students in large-enrollment courses are being created; the student-advising function is being strengthened, given high priority, more resources, and better organization and guided direction. And, finally, Iowa State, like many other of the nation's major universities, is giving thought to bringing the core areas of human knowledge--mathematics, history, grammar and literature, basic physical and biological sciences--back into their necessary central position in every student's curriculum. For without receiving this long-accumulating, hard-core, basic knowledge, no individual can be either humanely and liberally educated or adequately trained for his profession or vocation.

During the next three years, Iowa State will be having what is probably a once-in-an-academic-lifetime opportunity for thoroughly overhauling, upgrading, and enriching its entire curricula structure. For during this period, the courses and curricula of every discipline, every department, every college on this campus will be undergoing a gigantic, root and branch appraisal and reevaluation process, as Iowa State--on the basis of a substantial 60 percent majority approval of its faculty--prepares to move from the quarter to the semester. Whether each of you as individual scholars believes this change-over to the semester will improve or impair the teaching and learning process at Iowa State probably depends upon how you voted last spring. But the decisions all of you will be making during this course and curriculum evaluation process will critically affect the nature and the worth of Iowa State's educational program for many years ahead.

Certainly, therefore, our departmental, college, and university curriculum committees must be on guard lest the restructuring of courses and curricula to fit the semester does not become a device for narrowing down and limiting the individual student's education merely to training in his or her particular field of specialization. On the one hand, no department can consider that the semester gives it a work permit to narrow down its courses to those designed merely to train its own majors. For in this total university, in which all disciplines and departments are interdependent, all departments must consider that service courses for majors in other areas are a substantial and worthwhile part of their function. On the other hand, no department can allow itself to believe that the semester allows less time for its majors to be educated in other areas of learning. For a nine-months academic year is a nine-months academic year under any name.

It is, I believe, a common tendency in thinking and planning for an institution's future development for such planning activity to devolve perhaps too largely into an exercise in cataloging present unfilled resource needs and then projecting such shortages forward, predicting their impact upon future program development. And this is understandable. For, whereas, the view of a university's future programs is dimmed and obscured by imponderables and uncertainties, the immediate needs of each department, each college are in clear focus, sharply real and present. Moreover, judicious

planning for the future work of the university must necessarily be heavily predicated upon the bricks-and-mortar considerations of adequate financing.

Thus, the planning seminars with the Regents last spring were much involved in assessing the resource shortages the university is experiencing today, as critical factors in determining the nature and the kinds of programs it can be building tomorrow. And, unfortunately, these appraisals of Iowa State's unfilled needs for adequate, modernized space for teaching and research, the inadequacy of funds for the purchase of scientific instrumentation, and an insufficiency of general expense funds are only too concretely real.

Again, this year, the university is in the throes of a severe financial crunch due to the continued serious underfunding of the "nonpeople" budgetary items of general expenses and equipment purchase funds. In the past several years, raw inflation and the increasing costs of a growing student enrollment have more than consumed the small percentage increases appropriated for these items. And this year, the situation was made even worse by an actual cutback in the number of dollars appropriated--the funds for general expenses being decreased by \$170,000 from last year's level, and those for equipment by \$40,000. The university, however, was able to bring these allocations back to last year's levels and to add a 5 percent increase in the general expense funds of the academic departments by making some hard budgetary choices and realignments, which included diverting a portion of the enrollment increase funds into these hard-pressed areas.

The impact of a continuation of the underfunding of the university's equipment needs upon our developing programs is disturbingly clear. For not only is high-level scientific instrumentation an ever-growing necessity for the effective carrying forward of modern research activities; but such scientific equipment is becoming ever more complicated, ever more costly, and ever more rapidly technologically obsolete. So serious, indeed, has the problem of obtaining adequate scientific equipment become on this campus, that the Iowa State University Foundation, in its meeting this past spring, determined to undertake the raising, through voluntary contributions, of some \$2,000,000 to augment the university's equipment funds.



This fall, the new College of Design will be setting up shop in its beautiful new structure on the west side of the campus. The construction of a badly needed new addition to the Horticulture building will soon be under way. The contract for the construction of the long-awaited new Music building has recently been let. Iowa State is continuing to make good progress in meeting the capital needs of a growing university whose campus has long been seriously underbuilt. Yet, almost every college on this campus is suffering from serious shortages of adequate, modernized space, and, therefore, has pressing needs either for new buildings or for the renovation, remodeling, and modernization of obsolete laboratories and teaching areas.

The university's largest and most urgently needed major remodeling project is, of course, the remodeling of the old Veterinary Medicine Quadrangle to fit the requirements of the College of Education and the Department of Psychology. Not only does this project have a number-one priority on the Regents' list of building needs, but planning money for "Phase One" of the remodeling project was appropriated by the legislature two sessions ago. So you may be sure that, during the next legislative session, we will be pushing hard to obtain funds to get this long-needed and long-delayed project under way.

Undoubtedly, today--as I emphasized at the beginning of this discussion--the most central, the most overriding need for a new building on the Iowa State campus, a need so critically urgent that it must be of serious concern to our entire academic community, is the necessity for constructing a major, modern addition to the University Library. For the great lack of adequate modern space for housing Iowa State's developing and enormously useful library is already threatening to create deficiencies in the university's programs of instruction and research. It will not only be impeding Iowa State's development as a major national teaching-research university, but will be limiting and impairing the work and the capabilities of every department, every college, every scholar on this campus.

There are few constants that can be fixed upon in attempting to determine what the nature and course of the universities will be in the years ahead. As part and parcel of their society, the universities will surely be strongly buffeted by social, economic, and political

pressures and coercions which we are now only beginning to perceive and to experience. Although the universities will, I believe, hold fast to those academic goals, values, and standards which have made them such immensely valuable social institutions, they will surely be taking on new social commitments and responsibilities as the educational requirements of their society shift and expand.

We cannot, therefore, predict where the most productive and most socially useful balance among the three large functions of the university will be found. We cannot reliably estimate the size or the composition of the student body two decades ahead. We cannot project what the educational and professional training requirements of the new mixes of students will be. As the knowledge revolution picks up even greater speed, we cannot foresee the new disciplinary structures or the new groupings and working relationships among the disciplines which will be necessary in the development and dissemination of knowledge. We cannot yet know the teaching methodologies or the instructional media which will be used in the various kinds of learning formats which are even now developing. We cannot foresee what the governance of the university will be or whether the faculty's traditional role and status in academic decision making will hold. We cannot know what will be the impact upon the universities of threatening changes in society's attitudes toward public spending.

In the midst of all of these variables and uncertainties, there is one factor, however, which I believe will always be a constant in the nature and work of the university. The university library will continue to be at the core of the excellent teaching-research university. For the modern university library, which has taken on a magnitude and complexity which could not have been dreamed of in the days of the young John Harvard, has acquired critical importance in the basic work of modern higher education. The support of its resources has become indispensable to the instructional and research programs of every discipline on the campus.

Many factors may go into the making of the excellent, prestigious university: academic myths, institutional charisma, quality research programs, diversified strength in all of the basic

areas of knowledge, consistently adequate and reliable financial support, the capacity to attract grants from the federal government and the foundations, and, above all else, of course, a high-quality, innovative and committed faculty. There is one component, however, which is always present in the makeup of the excellent university. The excellent university has the excellent library.

Today, the Iowa State University Library is in the process of developing the kinds of diversified, in-depth holdings, ranging across the spectrum of the disciplines, which are so necessary in supporting the varied curricula and research programs of a broad-based teaching-research university.

The strength and worth of the Iowa State Library's collections in the biological and physical sciences have long been nationally recognized. During the nineteenth century, under the impact of the American universities' awakening concern for natural science and for meticulous scientific research, the research library grew apace with the laboratory. And Iowa State's pioneer scientists, understanding that achieving excellence in the scientific disciplines was heavily dependent upon the building of strong, carefully selected library holdings, began the process of accumulating rich, highly valuable collections in Iowa State's academic areas of concentration and strength: the physical and biological sciences; agriculture; and engineering and technology.

Undoubtedly one of the most important innovations of the early scientific revolution was the creation of the scientific journal, a device invented in the seventeenth century to disseminate the new scientific knowledge which was accumulating in the learned paper. Recognizing the central position of the scientific journal in the scientific library, the farsighted director of Iowa State's library, Charles Harvey Brown, in the early decades of this century, began building, with imagination and vigor, a scientific serials collection which is today one of the finest in the nation. The Library serials holdings in such disciplines as chemistry, botany, entomology, physics, rank in the top five among the major teaching-research universities. Our library even has the rather rare--if somewhat antiquarian--distinction of possessing--with the exception of a single volume--all of the Philosophical Transactions of the Royal Society, beginning with its first volume in 1665.

During the years when the Library was accumulating its splendid collections in support of scientific research, it was also developing a strong, continuing commitment to the instructional needs of students. From the earliest years of this institution, when university libraries were still too commonly regarded as treasure troves to be chained and guarded and kept out of the reach of students, the Iowa State Library viewed itself as a major resource in the teaching-learning process. By 1877, for example, the doors of Iowa State's 6,000-volume library were open daily for student consultation and borrowing from seven in the morning until nine in the evening. (Apparently, students in those days were keeping somewhat different hours than they do today.) The Library, then, has long been a learning center for this university community, enormously useful and heavily used in the instructional process.

If there is a law of nature which sets the course that a library must follow if it is adequately to support the work of its university, it is the principle that the growth of the library must closely parallel the development of the university. At the beginning of the second World War, in the early 1940's, the Iowa State Library was bringing strong resource support to the priority disciplines of the small, narrowly based Iowa State College. By 1968, however, the University Library was becoming lamentably inadequate, lagging miserably behind the growing size and developing responsibilities of the kind of university Iowa State was becoming.

The changing nature and growing size of the Iowa State University is everywhere visible. Within the past two decades, undergraduate enrollment at Iowa State has increased by 139 percent; and graduate student enrollment has grown by 212 percent. Whereas in 1958 the Library was serving some 9,500 students, this fall it has the responsibility of meeting the instructional and research needs of at least 23,000 students. During the last 20 years, the size of the Iowa State faculty has grown from 885 members, in 1958, to 1,821, in 1977--an increase of 106 percent. Undergraduate curricula in which B.S. or B.A. degrees are granted have increased from 66, in 1958, to 85, in 1978. Majors in which master's degrees are granted rose from 68, in 1958, to 106, in 1978. Programs leading to the Ph.D. degree have more than doubled, growing from 41, in 1958, to 85, in 1978.

The disturbing lag between the development of the Iowa State Library and the vigorous growth of the university itself, had, by the mid-1960's, become an impelling core concern of the university. For not only was the Library already visibly failing to provide the strong resource support so necessary in maintaining quality research and instructional programs; but the growing inadequacies of its holdings loomed as obstacles threatening to impede and impair the university's continuing efforts to increase its excellence and its usefulness. The Library's limited holdings were still good, solid, and substantial; but they were not of the size, scope, and depth so necessary in adequately supporting a major teaching-research university. Not only were there great gaping holes in its collections in the socio-humanistic areas of knowledge, but the Library was also slipping gradually behind in its acquisitions in the fields of science and technology.

The university, in 1968, therefore, took on as one of its major goals the task of building the kind of library holdings and developing the variety of library services which would be commensurate with the needs of this growing, quality educational institution. Consequently, in that year, the university began the systematic financial underwriting of a large-scale library acquisitions program. In 1973, the acquisitions program was given a more solid and long-term financial underpinning when a special additional \$250,000 legislative appropriation for library improvement was incorporated in the annual base budget of the university.

The Library was on its way. And the progress it has been making within the last decade has been deeply satisfying. Working with imagination, discrimination, and specialized expertise, the Library, within 10 years, has been able almost to double the number of bound volumes which it held in 1968--holdings it had taken an entire century to accumulate. Today--that is, as of July 1, 1978--the Library's holdings include 1,253,002 bound volumes; 17,000 current serials subscription titles--up 50 percent from 1968; 912,796 microform units--up 644 percent; 318,618 photographs and slides; and 24,510 other audio-visual materials.

Moreover, during the same years in which it was moving full steam ahead in strengthening and enlarging its collections, the Library was innovatively attempting to expand and improve its



services to readers. The growing usefulness of the Library is clearly reflected in the remarkable increase in total circulation the Library has experienced. During the past year, for example, the total circulation of the Library was 781,327--an increase in circulation of more than 85 percent within the past decade. And, during this past year, the library building itself had over a million-and-a-half users.

Lest we become complacent about the progress the Library is making, however, let me point out that despite its remarkable growth in collections over the past 10 years, the Iowa State Library ranks only 82nd among the 94-member universities of the Association of Research Libraries. The Iowa State Library has now achieved a level of adequacy which permits it fully to meet the needs of existing undergraduate programs and many graduate programs on the campus. But the task of building the strong, valuable collections necessary to support the varied research of a broad-based university is still far from complete. Much work must still be done in improving and refining individual areas of the collection.

Nevertheless, the Iowa State University Library stands today as a fine, highly valuable, enormously useful and heavily used central resource of this university. Unfortunately, even as the Library is achieving so much, its continuing worth is being gravely threatened by its crippling and disabling physical situation, by being cramped and crowded into a far too small and dismally inadequate physical structure.

The history of the physical structure of the Iowa State Library has long been the frustrating experience of insufficient space, of library additions which were too little and too late. Perhaps Iowa State was able to find adequate space for housing those first 77 volumes--listed as being received from the Department of the Interior--which comprised the Library's holdings in 1868. That I do not know. Moreover, I can only suspect that the Library enjoyed less than adequate space facilities during those long years when it was housed in Morrill Hall, along with the Chapel and the Museum. For within five years after the completion of the first library structure, in 1922, it was already necessary to move overflow publications into storage on the fourth floor of the new Memorial Union.

So overcrowded had the Library become, by 1940, that upwards of 75,000 volumes were transferred to a new storage building on the periphery of the campus. Nor did the completion of Library Addition I, in 1961, provide sufficient space to permit the return of those volumes to the main library. Moreover, despite the considerably increased space provided by Addition II, in 1969, the Library's growing collections had soon far outstripped its shelf capacity, even after additional stack space was provided by the repeated reduction of already severely limited and urgently needed student seating space. Today, all presently available storage space is again filled to overflowing, and the Library will once again be renting additional storage from the Memorial Union.

It is difficult to convey an understanding of the extent and nature of the housing crisis which the Library is now experiencing. By almost any standard and on the basis of such working criteria as size of library holdings, variety of library services, numbers of graduate and undergraduate students, and needs of the faculty, the Library has far less square footage than is commonly considered acceptable for a quality teaching-research library. But square-footage shortages do not portray the reality of the emergency situation under which the Library is operating.

Day after day, the working life of the Library is one of make-shift and make-do, of coping with inadequacies and contriving emergency solutions. Over the past few years, the Library's daily experience has been the frustrating, confusing, time-consuming, and costly one of living with insufficient space: of shifting and reshifting collections hither and yon; of narrowing down stack aisles and installing shelving too close to study tables; of tearing out student seating or arranging for it in tightly compressed, heavy traffic areas; of hauling valuable and needed books into storage, where they are a prey to humidity, dust, and insects; of knocking out walls, throwing up partitions, juggling space needs, and converting rooms and corridors to new purposes for which they are ill-suited; and, finally, of having no solution at all for the very serious deficiencies of no graduate study spaces or carrels; extremely few and extremely inadequate work spaces for faculty; and no group study areas at all.

Today, the end of the road of coping and contriving has just about been reached. No more temporary solutions, however ingenious, can solve the growing space crisis the Library is experiencing. The Library has been living on borrowed time. The crisis is here. And it is up to the university to find a solution to this bedrock problem which will be adversely affecting this entire academic community.

The only solution is, of course, the construction of a large, major addition to the Library. And this will be no easily achieved undertaking. For the dimensions of the Library's space and remodeling needs are so large-scale that any library building program will require heavy outlays of capital funds.

Many of us, I am sure, when we envision a major new addition to the Library, have pictures in our heads of a structure enhanced and enriched by such highly functional, but sometimes depressingly costly, attributes as a visually satisfying and even exalting exterior, large open vistas temptingly guiding the eye into the quiet, spacious study and research environment of the Library, and that harmonious combination of stone, woods, and color which is so necessary in providing a library with warmth and dignity and in creating a sense of intellectual excitement and achievement.

We must, however, exclude such vaulting ambitions when we go to the legislature. As we look toward a library addition financed by state appropriations, we can only consider a bare-bones, no frills, building program which will merely provide adequate space and minimal facilities. For even these minimal library requirements will total up to a large capital asking.

Those qualities in structure and materials which are so generally the properties of the truly distinguished libraries must be gained by another road. Fortunately, the Iowa State Library can, I believe, look forward to receiving substantial assistance from those alumni and friends of the university who, understanding the high importance to this institution of a quality library, are ready to take an active part in bringing about the Library's development and improvement. Already, The Friends of the Library Association is carrying forward in its purpose of enriching the Library's collections. Moreover, the Iowa State University Foundation has

recently taken on as a major goal the raising, through voluntary contributions, of \$4,000,000, funds which are to be used to support and supplement the planning, equipping, and construction of an addition to the Library.

For centuries, philosophers have been preoccupied with the search for the essence of the natural phenomena they saw about them. And certainly the question of what constitutes the essence of a university has long come in for its share of philosophical delineation. Moreover, it is natural that so complicated and intricate a social institution as a university should be subjected to almost as many definitions of its essence as there are students who have considered the problem. Closely related and equally numerous are the theories which attempt to explain the components which create the worth and the usefulness of a university.

As a pluralist, I hold the belief that a university has many essences--depending upon the angle of one's view and upon the problems and purposes of the university which are being considered. Therefore, when one attempts to examine the university as a working entity carrying forward its confusing miscellany of varied activities, I believe that the university is, in its essence, an interdependent organism in which the work of each part is dependent upon the workings of the other parts and upon its relationships to an effective functioning whole.

Scholarship is generally a lonely occupation. But even the work and the achievements of the most solitary scholar are dependent upon the caliber of that network of functioning relationships which is the university. No discipline, no department, no college of the university can stand alone. It cannot achieve the high peaks of nationally recognized excellence and distinction unless it is a part of a disciplinarily interdependent university, known to be strong in the basic areas of knowledge. Moreover, no discipline, no department, no college on this campus can stand apart from the future of the University Library, independently aloof from the problems it is facing. For the quality and worth of every discipline is tied into the quality and worth of the Library's holdings.

The advancement of the common good of this academic community, then, is heavily dependent upon our Library's ability to make continuing progress. Unfortunately, too often, what is everybody's business becomes nobody's business. The long-term good of the university as a whole can quite easily become submerged in the intricacies of specialized drives and purposes. This university's paramount need for a new library structure, however, must become the shared concern of each scholar and each department on this campus. We must each of us make it our own individual business. And, together, perhaps we can achieve the kind of distinguished Library which is commensurate with the breadth and stature of the Iowa State University.