of the exercises had:

The books had been moved into the building and on the 3d. day of April the dedication was had and took this form:

( Dedication )

At ten o' clock the hour set for the beginning of the ceremonies, the spacious floor space was comfortably filled; among the many attendants was Miss Lutie E. Stearns Secretary of the State Free Library Commission, who congratulated the Board on the accomplishment of what it had set out to do.

After mutual exchange of greetings, the assembly became quite, and then Mr. John Miller of the firm of Miller and Krause chief contractors, stepped forward, and in a few well chosen words turned the building over to the Library Board by delivering the keys to the President.

In accepting the same the President said:

We accept the building and in doing so the Board thanks you for the fidelity with which you have carried out your contract; our relations with you have been pleasant and agreeable during the whole time the building was in process of erection. The building itself stands as a monument to your capacity and honesty as contractors and builders, and you have by your work, earned this public testimonial.

Reverend E. M. Thompson
Pastor of the St. John's Episcopal Church then in a fervid and solemn prayer invoked divine aid to the end that the library would always be true to its mission as an educational institution to the glory of God
and for the welfare of mankind.

Immediately after the close of the invocation, the powerful accords of Beethoven's grand anthem "The Heavens are telling the Glory of God" sounded through the space, sung by the Wausau Liederkranz with splendid intonation. Mr. Gustav Mueller acting as conductor.

The audience was yet under the inspiration of the invocation of Rev. Thompson and the grand Choral when,

The President of the Library Board rose and said:

This mansion has been constructed and completed for the reception of the public library of the city of Wausau, and in the name of the people of Wausau whose trustees we are, we dedicate it to public use for the purpose for which it was erected.

After years of wanderings the public library has now found a permanent abode. Here the best thoughts of the human mind are to be collected and preserved for the benefit of our people. May visitors and patrons take away from this building only good and wholesome ideas; may nothing but the best of influences ever emanate from this mansion, so that it may always remain an ornament to its donors; may it ever be an aid to culture, to education, to refinement, and a help in building up character and integrity in men.

May its reading rooms ever be used by students in a receptive mood, willing to profit by the writings of the great men who have unselfishly labored for the human race.
And as we look towards the rising sun, so may our city rise in civic virtue and may we always remember that our own individual wellfare is closely interwoven with the wellfare of all of our citizens.

Rev. Dr. N. S. Wilson

then closed the ceremony with an eloquent address, referring to the advantages to be derived from a good public library, the use to be made by people of small as well as large means, closing with a solemn prayer, asking the blessing of God upon the generous donors, naming Mr. Andrew Carnegie the principal one, upon the library and the people of Wausau.

With this closed the formal dedication, and after a few more songs by the Wausau Liederkranz, the Ladies of the Library Board, assisted by the Ladies Literary Club, held a reception during the remainder of the day, wellcoming the hundreds of people who viewed the building, which occasion was enlivened by songs and music by the High School choir and orchestra, and by the serving of delicate, light refreshments.

Evening Celebration.

The Common Council of the City of Wausau assembled in the evening at the City Hall, from whence they proceeded in a body to the Library, His Honor the Mayor leading; after viewing the building and library, they repaired in a body to the Opera House and took the seats reserved for them.

In spite of the unpleasant and threatening weather the Opera House was nearly filled to its capacity.

On the stage were seated the speakers and the High School Choir, and the Ladies of the Library Board and Librarian occupied the main box.

The orchestra played the "Martha" Overture and when the last sound
had died away, the President stepped forward on the stage and asked the assembly to sing "America."

The whole audience rose as one person, and led by the orchestra, joined in singing the beautiful national anthem with fire and will. The song being concluded, and the audience seated, the first address was delivered as follows by President Louis Marchetti:

Ladies and Gentlemen:

Civilization in Wisconsin is a plant of recent growth. It is within the memory of living men, that the large area of this state lying north of Portage City was uninhabited by, and almost unknown by the white race, excepting a few missionaries, who attempted to bring the gospel to the Indians.

Only a few bands of roving red men hunted through the dark forests, which stretched from the lower Wisconsin up to the great lake, and the occasional white straggler who invaded that territory besides the missionary, was either a trapper or fur trader, not much above the Indian in his mode of life.

And it is only sixty years since the pioneer established himself in Wausau, perhaps on the very spot, at all events not many rods distant from where the library building now stands.

It is fit and proper, that the first permanent building erected in Wausau, which is dedicated to public use in the cause of education and the dissemination of culture and refinement, free from political or sectarian connections, should be erected on the very spot, forever interesting as the place, where the founder of Wausau, the Honorable Walter D. Mc. Indoe emphasized his intention of making his home, by bringing here in the unbroken forest, his young bride from St. Louis, which was at that time the metropolis of the West, and who with a far seeing eye, laid the foundation for a city, where now more than fifteen thousand people have happy and contented homes, a city which is destined to become the greatest inland
city in our State.

For many years the growth of Wausau was slow and uneventful, marked by hard physical work and the privations incident to pioneer life, but by degrees the wilderness was subdued and gave place to civilization.

With the advent of a railroad began a new chapter in the progress of Wausau, and today, we write again a new chapter in its history.

The opening of a library building with a good library within, is evidence of an awakened consciousness of the need of higher culture, of the perception which manifests itself throughout the masses of our people, that the human race needs for its well being, food for the mind as well as food and clothing for the body.

What is it, that distinguishes the cultured man from the barbarian, if it is not his education, his mental and moral training, which broadens his mind, which teaches him to make those needful things, which tend to lengthen his life and make it more comfortable; which enlarges the sphere of his affection, and instructs him in those duties and responsibilities, which are justly demanded of him, as the superior being in the creation.

Man is superior to and distinguished from all other living creatures especially, in that to man alone is given the gift of language, which is the last seal of dignity, stamped by God upon his intelligent offspring. It is by means of language that man advances and progresses, and there are two kinds of languages, the spoken and the written. The spoken language of the master orator sways the multitudes as nothing else can sway them, but the effect of his oration is limited to the compass of the speaker's voice, while the thoughts of the master minds expressed in written language by means of the printing press, speak to the millions living, and the multitudes yet unborn. And it is in libraries where the written language is preserved, it is the library which treasures up the wisdom of the past and compiles the wisdom of our days.
When the ancient civilization of Rome was buried under the ravaging march of barbaric tribes, when the cultivated fields of Europe were laid waste and the tillers of the soil were forced to flee like wild beasts into the forests and marches to escape extermination, there yet remained the roots of the destroyed civilization in the shape of written parchment from which sprang in time a new and better civilization, better, because while acting on the wisdom of the past, it profited by avoiding its errors.

With the discovery of the New World so called, the white race spread over this continent, slowly at first under adverse circumstances, having to conquer the wilderness step by step, until it spread from the Atlantic to the Pacific, everywhere clearing, planting, cultivating, building houses, erecting schools and churches and founding cities.

Man is created to live in society, in close communion with his fellow man; he would not have been given the gift of language if it were otherwise.

The wonderful inventions in mechanical arts, the astonishing discoveries in all branches of science, were only possible by associations of men in cities, where one trade or profession helps to conquer the difficulties encountered by other professions, each supporting the other to the advantage of them all.

Hence the growth of cities, the growth of industrial life, and the immeasurable greater comfort, which mankind now enjoys, when compared to the lack of comforts in past centuries.

But this clustering together of large numbers of people on a small area has its drawbacks; it tends to foster unhealthy sanitary conditions and squalor, and misdirected social upheavals, which as a natural consequence, breed misery and crime.

For these and many other reasons it becomes the first duty of an enlightened society to counteract the evils which are apt to grow in thickly settled communities and the best way to attain good results in that respect is to act upon the principle, that an ounce of prevention is better than a
a ton of cure.

One of the best means to that end is, to see that the masses are housed in homes of their own, where, feeling secure in his house as his castle, the father can assemble his children around his heart stone, and there, in teaching them the lesson of obedience to parental authority, teaches them the first lesson in their duty of citizenship.

Fresh air, an abundance of pure and palatable water, and possible a garden however small, surrounding such homes, good schools and clean streets are other necessary means to that desirable end.

Children growing up in such surroundings will grow up clean in body and mind; they will easily acquire the lessons thought in schools, will afterwards choose a useful occupation, and will in time become useful members of society, adding by their labor to the combined wealth and comfort of the nation.

But the school can only prepare the mind for the assimilation of that practical knowledge, which the mature man and woman must acquire, in order to solve the many intricate problems which will demand solution in their life, and in the intelligent discharge of the duty of citizenship, and aid them in acquiring that knowledge is as much the duty of society, as it is to furnish the public school to the child.

This duty is all the more plain in our country, under our form of government, where the people govern themselves. As the stream cannot rise above its source, so will our government be, beneficent and enlightened, or wretched and miserable, as the people in their wisdom or folly make it.

Therefore the more advanced in thought, in intellect, the more refined the sense of justice is, in short the higher the mass of individual stands in all those noble qualities which go to make up culture and character, the better will be our government, the higher the civilization, and the more widespread will be the happiness and comfort of our people.
The public library supplements the good work begun by the school. Not underestimating the value of good newspapers and periodicals, still the public library has its great advantage in combining intellectual food with giving hours of splendid intellectual recreation after the days work is done.

In the language of Carlyle:

"The true university of these days is a collection of books."

And in the words of Oliver Wendell Holmes:

"I look upon a library as a kind of mental chemist's shop, filled with the crystals of all forms and hues, which have come from the union of individual thought with local circumstances, of universal principles."

But to have a library makes it necessary to have a place where it can be housed and stored and preserved, and that is the building we have opened today.

The Board has attempted to erect a beautiful building in which to place a library, in the hope that the outside may attract visitors to the inside, that one fine building will give rise to many more, to such an extent that our city will become a city of beautiful and sanitary homes, free from vice and crime so far as good surroundings can make it.

It was with this end in view, that we were willing to accept the donation of Hon. Andrew Carnegie for the building. No conditions are attached to the offer except the maintenance of the library itself, and whether we accept or reject the donation, Wausau would write its name down in shame instead of in pride, if it would ever permit to let its library of over four thousand volumes then, be scattered to the winds, which collection came from private and public sources, and of which there are over six thousand volumes now.
Had the offer been accepted mainly for the purpose of having so much money to spend, ostensibly for a library building but in reality for various other purposes than the professed one, then the acceptance would be justly subject to censure. It was given for a good purpose, and that being so, it was prompted from a good motive. In that sense the money was accepted and expended. It was expected that much good would come from the acceptance and that hope is already realized, and will be still more realized in the future.

Its good effect is already seen by the donations from Wausau citizens of a sum, nearly, if not altogether, equal to the Andrew Carnegie donation, mainly by the splendid gift of the Honorable Walter Alexander, whose name will be honored by generations yet to come, by whose gift it was made possible for Wausau to acquire an ornamental park, a public garden, right in the heart of the city.

This library, and the building and the Park, belong to the people of Wausau in their collective capacity, to all of them together, to no one in severality. Fifty thousand dollars would not reproduce the building with the ground whereon it stands, to say nothing of the value of the library proper and where is there a city in Wisconsin, excepting Milwaukee, which can contend with Wausau when the park is cultivated as it should be.

That ground should be made the finest garden in the city of Wausau. It should be made a place where the working man can rest his eye with pleasure as he goes to or returns from daily toil; where the mother can take her children to give them a view of the surrounding country; where she can show them the beauty of the flower buds as they open their blossoms after being kissed into life by the sum of heaven, where they can feast their eyes on the soft green carpet of nature, and sometimes listen to the melodious strains of music, inspiring lofty sentiments in their breasts, and returning to their home, carry with them the assurance, that manhood and womanhood is esteemed at its true value in Wausau, and that they can bring up their children here, in the well grounded hope of
their ability to give them a fair start in life.

The persons who have assisted the Board with their donations have our heartfelt thanks, but more valuable than our gratitude can be, is their consciousness of having aided in this great accomplishment, and they will always have a feeling of profound satisfaction with themselves, when they think of the good deed they have done.

But our work is not completed; more needs to be done, and we still request financial assistance, especially from those who have not yet aided us, and we invite everybody to contribute his mite.

Having concluded, the speaker introduced Mr. S. B. Tobey who spoke upon the subject of,

"The relations between the Public Library and the School."

Address by Mr. S. B. Tobey.

Ladies and Gentlemen:

The noblest thoughts of the purest and sweetest souls earth has known are to be found in the library. The loftiest flights of the imagination, the profoundest conceptions of truth are preserved in books. In them are enshrined the holiest affections of the heart. A mine of wealth richer than any of the Klondike is buried there.

Who shall open the blind eyes of children wandering unconsciously about these heaped up treasures? Who shall cause them to know that this is gold, that is base metal. Who shall teach them the value of the precious metal and inspire in them a longing to possess it? Who shall direct that aimless, doless, inert, lazy boy, devoid of ambition, with his hands in his pockets, slowly dragging his weary way along the street, to that fountain
of inspiration, the library, and awaken in him a thirst for reading that shall make him cry:

"Oh for a booke and a shadie nooke,
Eyther in a-dood or out,
With the grene leaves whispering overhede,
Or the streete cryes all about;
Where I may reade all at my ease,
Both of the newe and olde;
For a jollie goode booke whereon to looke,
Is better to me than golde."

And how shall that be done? These are the questions involved in determining the relationship between the public library and the schools.

The public library is no inconsiderable adjunct to the equipment of the school. It may be made to supplement every part of the work. He must be a poor calculator indeed who, in summing up the forces which are to contribute to his success as a teacher, does not recognize the value of this factor. The teacher who puts the child through the geography of the Sandwich Islands by means of the text book only may do something for him; but the one who, in addition to this, has given him an opportunity to read Marian M. George's book "A Little Journey to Hawaii" or "Alice's visit to the Hawaiian Islands," by Miss. Krout, has done much more. The child who has read one of these books has come to regard our new possessions as something more than a block of ink on a field of blue. In imagination he feels the warm breath of the Pacific on his brow, the perfume of strange blossoms is in his nostrils; with a leis, or a garland of flowers about his neck, he has sat upon the mat, cross legged like a turk, at the Laau, or picnic feast, has eaten poi with his fingers; and, at the close of the feast, has joined heartily in "Hawai Fonoii"—the national hymn.
He has tremulously followed the guide over the treacherous gray floor of Kilauea's dreadful crater, and awestruck and fearful has gazed on the lake of molten lava, has seen its jets of flame burst forth with a hiss of fury, and watched the fountains of fire leap high into the air and fall back into the lake with a roar like that of the sea. He has gone in fancy upon one of the semi-annual trips of the provision steamer to Molokai; and from the doorway of the house reserved for the visitors, has looked out toward the home of the noble priest who gave sixteen years of life to the care of the lepers, and crowned these years of sacrifice with the dreadful death which claims all who are subjected to the contaminating leprous touch. The boy has felt a deeper sympathy kindled in his own soul, and Father Damien lives again in the kindlier spirit born of this noble example. Thus through the library, geography becomes a thing of life instead of a mass of statistics.

The teacher of literature who keeps his pupils inside the narrow confines of the textbook will never develop in their minds a love for the study. What a flood of light is thrown upon the writings of Carlyle by a knowledge of his life. With how great interest do we take up Sartor Resartus (the tailor re-tailors) when we know that its philosophy was ground into his soul as, in poverty and loneliness, with dyspepsia "gnawing like a rat at the pit of his stomach", he fought the battle against doubt and unbelief and conquered. With what sincere sympathy our heart goes out to the man who, at the age of twenty six, could write his brother "I say, Jack thou and I must never falter. Work my boy, work unweariedly. I swear that all the miseries of this hard fight, and ill health, the most terrific of them all, shall never chain us down. Two fellows from a nameless spot in Annandale shall yet show the world the pluck that is in the Carlyles". Such brave words from such a man are like a tonic. They serve
us to greater efforts, while our interest in and knowledge of the man intensifies the attractions of his work. I have no patience with the man who says that the study of biography is not essential to the study of literature. Read and interpret if you can, "In Memoriam" without a knowledge of the life and friendship of its author, or the "Raven" or "The Deserted Village". So much of literature is made up of the deep, heart experiences of the authors, obscure and dark unless illuminated by a knowledge of their lives. The library is simply indispensable to the study of literature.

In the realm of history not less than in the province of literature do we find the library of primary importance. The textbook will give the framework, the bare bones of historical facts, will tell the time and place of a historical event, and possible give a hint of its historical importance; but it remains for the library to clothe the historical skeleton with redundancy, dissipate its sepulchral appearance, and inspire life into it. For the purposes of a recitation, a high school boy will learn what his textbook can tell him about Napoleon, and be glad when the ordeal is over and he has a pass mark on the teacher's record book to prove that he knows it; but there is no exhilaration of pleasure in the learning, nor will the impression upon his memory be permanent. It is a piece of disagreeable though necessary drudgery. But give him Headley's "Napoleon and his Marshals" to read, and he follows with unflagging interest the career of "The Little Corporal" from his birth at Ajaccio, in Corsica to his death at St. Helena. In spirit he stands with the young captain of artillery before Toulon, training his guns at the fort which is the key to the harbor and city. He is by his side as the young commander of the Directory's forces pours grape and canister upon the insurgents, puts down the mob in Paris, and, with the voice of canon, proclaims law and order in the capital city. In imagination he charges with the great general across the bridge of Lodi to snatch glorious victory from the hands of the Austrians. With him the scales the Alps, invades Russia,
joins the retreat from Moskau, and after capitulation, captivity, and escape he charges with him the combined armies of Europe on the fields of Waterloo, and beholds with intense feeling the Imperial Guard of Napoleon, never before hurled in vain upon an enemy, now break against the invincible British squares. If he has read aright he has learned that
"The boast of heraldry, the pomp of power,
"And all that beauty, all that wealth e'er gave,
"Await alike the inevitable hour.
"The paths of glory lead but to the grave."

Every page, every paragraph has been charged with deep interest, and impressions have been made which will never be effaced.

But to make the library the most useful in the field of history, literature or science, it should be well classified and indexed. The pupil should know how to find quickly and easily whatever his library can furnish him upon a given topic. Time of librarian is well spent that is given to making a dictionary catalog of the library. It is foreign to my purpose to dwell upon that here and now.

The highest and most important aim and end of education is character, and the best use of the library is in character building.

"However it be, it seems to me
"'Tis only noble to be good;
"Kind hearts are more than coronets,;
"And simple faith than Norman blood."

Who shall estimate the silent, resistless influence of a good book?
What boy or girl, can read Sarah K. Bolton's books and not be better for it?
Is a boy somewhat lacking in ambition? Give him Smiles' Self Help, or Mathews Getting on in the World; and if he has a spark of aspiration within him it will be fanned into a flame, and he will feel that it is

"Better to stem with heart and hand
"The roaring tide of life, than lie
"Unmindful, on its flowery strand,
Of God's occasions drifting by!
Better with naked nerve to bear
The needles of this goading air,
Than, in the lap of sensual ease, forego
The godlike power to do, the godlike aim to know."

Is he ashamed of honest toil; give him "The Widow Calligan's Boys" and let it teach him silently and resistlessly to

"Work for safe good, be it ever so slowly,
Cherish some flower, be it ever so slowly
Labor! all labor is nobly and holy."

We are educating for what? To give knowledge only? A dictionary or an encyclopedia has vastly greater learning than the profoundest scholar. Children are not mere receptacles into which to pour knowledge. We are training children? For what? That they may do something. What thing? If the thing they are to do does not make this old world better, if somebody's burdens are not made somewhat lighter, his pathway brighter, by the doing, it were better never done. The world needs not so many "Mergers" of the Rockefeller = Morgan type. It has too many now. It needs the Rockefeller, the Carnegie, the Peabody, the Stout givers.

We need to train a man not only to "paddle his own canoe", to paddle it up stream, and against wind and tide; but to throw a line to a weaker brother. If we wish to make the best use of our libraries we must search them to find that which will contribute the most to character building, and put our pupils in friendly touch with it.

"Were I so tall to reach the Pole;,
Or grasp the ocean in my span,
I must be measured by my soul;
The mind's the measure of the man."

Five thousand children in this city are to be influenced directly or indirectly by this public library. They constitute the dearest treasure.
that our citizens possess. Through the library, the fathers and mothers, the teachers in the schools, and the librarians may wield a most potent influence for good with these children. If we are wise enough to know that boys and girls do not have the more mature tastes of men and women, that they are going through a progressive development and that no amount of forcing upon them of books that they do not like will contribute to their stock of knowledge or the building of noble character, we shall have cause in future to rejoice that our children have been given the privilege which this library may confer. It is not too high an ideal, I think, that we should desire at least one good book adapted to the age of childhood for each child in this city. In no other way can we more wisely spend our money than in providing for them the books which they will enjoy and the books that will do them good and I have full assurance that when the teachers in the public schools and in the parochial schools shall ask the Common Council or public for generous provision of books for children, they will not ask in vain. We adults may deprive ourselves of what we will, but we shall not be willing to withhold from our children that which will make for noblest manhood and womanhood, and for the largest and happiest life.

After the close of this address the High School Choir, Miss Strauss directing, sang a beautiful melodic song with precision and tone quality.

The next speaker introduced was Mr. C. E. Turner who spoke on the subject "As a man of business views the library."