

Faculty Banquet,
Feb. 3, 1928.

Mr. Toastmaster, Ladies and Gentlemen:

The topic assigned me this evening has willy nilly cast me for the role of a prophet. One that is a difficult part to play and one to which my training and experience ill suits me. Perhaps the experience of one of our Kentucky citizens will illustrate my predicament. The clerk of the court called the next victim. "Joshua" he called. Joshua arose and faced the Judge. "Joshua" - "Yes, yuh honah". "Are you the Joshua that made the sun stand still?" "No, yuh honah, I'se de Joshua what made de moonshine".

If I am to give you any indication of my conception of the "wonder that would be" I must necessarily refer to the foundations which have already been laid. So instead of pointing my telescope ahead permit me to turn it to the past for a few brief moments. Lest some of you become uneasy at this prospect I will remind you that I am not using the microscope in this backward look.

What then in the past are some of the characteristics which should be carried over into the future? At the very outset we have imbedded into our university the splendid idealism of Jesup W. Scott and his wife Susan.

Mr. Scott was a man of vision. He pictured a cultured citizenry trained in the arts and crafts. Here was a piece of educational statesmanship. We have not in our practice caught up with this ideal yet.

It was my privilege to have a slight part in a curriculum survey at the Massachusetts Institute of Technology about three years ago. What do you suppose was the impetus back of that survey? A conviction on the part of a considerable number of the faculty of that institution that the cultural content of their four years of highly specialized technical curricula was inadequate. That is the problem which nearly every technical college in this country is trying to solve. Yet that is precisely the purpose Mr. Scott had more than fifty-six years ago. It was not long after he founded the Toledo University of Arts and Trades that the institution became a mecca for men interested in the newer technical education.

We had a splendid start. Darker days followed. One of the Board members told me of a unique experience he had when he was first appointed a University Director. He and his fellow members were at a loss to know what they were to direct. The dictionary informed them that a university was a collection of colleges, but where were the colleges? They took their appointment seriously. They

went about collecting colleges here in Toledo. This may strike you as a curious method of creating a university, but without such desperate determination to keep the University of Toledo alive the foundation of Jesup W.Scott would in all probability not have come down to us.

Let me pause a minute to pay homage to Mrs.Scott. Reading through some of the back records I came upon the quaint language of this affidavit attached to a formal deed of Trust:

"And the said Susan Scott, the wife of the said Jesup W.Scott, being examined by me separate and apart from her said husband and the contents of the foregoing deed made known and explained to her did declare that she did voluntarily sign, seal and acknowledge the same and that she is still satisfied therewith as her act and deed for the uses and purposes therein mentioned".

I must not leave this part of the record without calling your attention to another significant fact. This University was not founded as the Scott University of Arts and Trades, as it well might have been had the founders been interested in perpetuating the personal features of their gift. Right at the very core of our university we have an example of the finest high-minded, selfless generosity. Such a foundation deserved to succeed. It will succeed all the more if our contributions are saturated with the same spirit.

The past further shows a group of citizens determined to keep alive the university, often against heavy odds, men who accepted appointments to the Board and faculty when there was

no particular honor attached to such servuce, not only not honor but sometimes even ridicule.

Many of you of the faculty have been here long enough to witness a marked change. Many of you here have had a large part in bringing about that change. Today you are accepted as an equal in the associations of colleges and universities and your membership in those organizations is a badge of approval. You have made noteworthy progress in the past ten years. Your courses have attracted not only the graduates of our high schools in ever increasing numbers, but mature men and women, many of them graduates of long established colleges, have been enrolled in your classes. The day of ridicule has passed, the day of indifference, if I am to believe my ears, has also passed.

Now for the morrow. Many an institution has faced a future with greater and more discouraging handicaps than we have. When one looks about and sees the direction higher education is taking in the United States one pauses again at the prophet's task. Here is Harvard, after twelve years of conservative experimentation, abandoning its age old emphasis upon class room instruction. Their present practice, with significant differences, resembles that of the old English universities. The College of William and Mary, the second

oldest institution of higher learning in this country, has broken a tradition of more than two hundred years' standing and become coeducational. Swarthmore, Smith, and others have adopted plans which free the serious and exceptionally bright students from the rigorous routine imposed upon the less enterprising and less gifted students. Some of the state universities, weary of their immense enrollments, are now openly encouraging students to get the first two years of college training elsewhere, others are rapidly setting up the first two years as a separate administrative unit. The University of Wisconsin attacks this incubus of numbers in a startlingly new way. For two years three hundred students, chosen with a view to represent a cross-section of the student body, under specially selected instructors will devote themselves to a frankly intellectual endeavor to analyze the civilization in which they live, in all its aspects. Prescribed courses, as we know them, play no part in the Wisconsin Experimental College, but a systematically worked out plan of procedure has been adopted. As opposed to this we might cite another experiment worthy of serious attention. National publicity has been given the part-time plan of Antioch. Here the students alternately spend a half of their time on the campus in regular university classes and the other half in the work-a-day pursuits of business and industry off the campus.

He would be brave indeed who would venture a prophecy in this rapidly changing college world. One prediction, however, I think we may safely make. The day of uniformity in American colleges and universities has passed, they will never again be as much alike as they were during the first quarter of this century.

Our university shield carries these three striking words- opportunity, service, cooperation. Overused words perhaps, but each the expression of a realizable ideal. These ideals must in a very special sense govern the procedure of a municipal university. We are not a college set off in a peaceful country village where we may leisurely ply our other worldly pursuits. We are set down in the midst of a hustling urban industrial community- the typical expression of our twentieth century civilization. This does not mean that we have nothing to learn from Williams, Dartmouth or Princeton, or from Oxford and Cambridge across the sea. The great urban universities have lessons and their experience is available to us. We need not repeat all of their mistakes. But we cannot stop there. It is not our purpose to set up a patchquilt of pieces borrowed from our academic relatives. We propose a University of the City of Toledo, we propose that opportunity, service and cooperation shall be spelled out in terms of Toledo, Ohio, and that will engage the best efforts

of all the groups represented here tonight, whether inside or outside of academic halls.

It will take a high order of team work to assure that new day. And team work we must have. I shall expect you ladies and gentlemen of the faculty to gaze through the telescope with me when the long look is necessary. I shall also ask you to peer critically, yet sympathetically, through the microscope with me in finding the flaws that hamper our development.

Your determined struggles in the past against heavy odds, the growing recognition which the University commands today, your hopeful outlook for the future, your generous welcome and assurances of good will to a new captain--all these give promise of success to the efforts we shall put forth.

Dr. Henry John Doermann,
President, The University of the
City of Toledo, Toledo, Ohio.