

Address of President Henry J. Doermann on the Forty-fifth Anniversary of the Founding of the University of the City of Toledo.

We stand at the threshold of our forty-sixth year as a municipal university under more favorable auspices than any previous anniversary gathering. We are building a new university. We all are. We are contributing day by day, or we are piling up obstacles which will have to be overcome before the university of our ideals comes into being. Architects and builders will construct the buildings, we here are the makers of the kind of life we shall lead here. It is because events of recent occurrence have made me apprehensive of our worthiness to inhabit the kind of building we are planning that I wish to use the time allotted to me for a few serious remarks.

I have just returned from the annual meeting of the North Central Association of Colleges and Secondary Schools. The University of the City of Toledo has been a member of that Association since 1922. You may, perhaps, not appreciate the significance of our membership in that body. Suffice to say that because we are members of that association the credits you earn here are accepted at par in the 250 best colleges and universities of the north central area comprising 14 states. Membership in that association is of inestimable value to each and every one of us. I have witnessed the struggles of colleges to gain the privileges which we have enjoyed since 1922. We ought to pause long enough on a day like this to pay a tribute to President Stowe whose persistent efforts gained this recognition for the University of the City of Toledo. He is entitled to the grateful appreciation of every one connected with the institution.

Membership in the North Central Association is retained only upon the basis of continuously improving standards. We were able to appeal for a better university home because we had achieved and had retained recognition among standard colleges and universities. To remain on the accredited list was no easy task throughout some of the difficult years which have intervened since 1922. We are therefore indebted to President Dowd and Vice-president MacKinnon for their contributions to the continuing prestige of our university. The task they have so well carried forward is not completed, yet it is due to their leadership that the enviable position the University of the City of Toledo has attained ^{it has} in the report of the Association covering the year 1927-28, just made public. I dwell on this point because I think nothing is more important than the scholastic standing of our university.

On this anniversary day I should like once more to say a word of sincerest appreciation to the student body and alumni for the magnificent achievement as a result of your assuming the responsibility for the bond-issue campaign last fall. No other student group will have the same sense of pride and personal achievement in the new university as the student body of 1928-29. Your particular page in the history of this university will be a bright one indeed.

There is one other fact in the history of the year just passed which seems to me worthy of special commendation at this time. The largest freshman class in the history of the university entered in the fall of 1928. I would not mention the fact if the size of the class were its

most significant feature. The average score of this class on the Ohio State Intelligence Test was $5\frac{1}{2}$ points higher than any previous large entering class. And the higher score placed the freshmen of the University of the City of Toledo slightly above the average of the freshmen entering the Ohio colleges including the State University last fall. Nothing finer could happen than the continuance of this upward trend in the quality of our entering students. Pass the word along that your university is especially eager to attract the brightest of the high school graduates. I could, if time permitted, continue in this happier vein but I must save a few minutes for a few sobering thoughts. Not so long ago I read in a current periodical, from the pen of an old college acquaintance, these words: "A boy(or girl) may go through college today with a minimum of education and a maximum of evasion. He may come out of college a cultured gentleman(or gentlewoman), or a collegiate sport. He may qualify as a hard-boiled Napoleon, or as a scholarly recluse. He may cram, and crib, and bluff his devious way through a learned curriculum, and then be as lonesome in a learned society as Mayor Thompson would be in Downing Street. And yet, willy-nilly, all these alike are dubbed Bachelors of Arts- of arts about which, some of them at least, know little and seem to care less."

Is this an unfair characterization of University of Toledo students? For some of you, yes, it is a gross libel. But you know, and I know, that we have our due proportion of students who are not using their talents to the full bent, students who have brought here standards of conduct and responsibility which have no place in a university, boys and girls who use the greater freedom of college life to add, by their indiscretions, to the lack of faith ^{as} ~~our~~ older generation has in the youth of our time.

What I am saying has little to do with the class-room. If any of you should be of the opinion that this is no concern of ours you are greatly mistaken. You may master the subject matter of every course offered here, but if you are not clean, honest, courteous, tolerant, considerate, you will never belong to the educated men and women of this or any country. Your conduct outside the classroom is a greater measure of your manhood or womanhood than your behavior inside the classroom. I am not worried about the personal standards of the majority of you, but I am genuinely concerned about the standards of some few of you. I am even more aggrieved by the fact that this student body seems inclined to condone the behavior of this riotous minority.

Finally, a word about your attitude toward the classroom and what it stands for. We who have left our student days behind us are impressed how woefully little of the vast store of knowledge we were able to become acquainted with in our undergraduate years. Every year that body of knowledge increases by leaps and bounds. One of the great travesties in the college world is the conception, which thousands of our American university students have, that the honored bachelor's degree is earned by the accumulation of credits on the registrar's books. Credits are not worth the paper they are written on unless they are symbols of sound learning. There is abroad among us, as well as among college students generally, a habit of doing the minimum amount of work and study to satisfy requirements. This minimum is a pitiful dribble of the desirable content of an educated person's equipment. In spite of this well known fact the "getting-by" spirit prevails, and there is no greater obstacle to the development of a real university. You may get good grades by bluffing, you may have an experiment approved with borrowed data or copied drawings, you may get credit for a

review of a book you have never read. You may do these things, but your rewards are a fraud, and you have gained nothing but a duller sense of personal integrity: We want fewer and ever fewer of the students of this type.

A Great Teacher once expressed a direct relationship between sowing and reaping. Modern science is full of evidence that this law of the spirit is as true of mental life as it is in the physical universe. A university ought to be the last place where students should expect to reap the benefits of spiritual and intellectual achievement without indulging in the requisite mental exercise.

We who are your teachers recognize that we are not without responsibility in ushering in this finer university life. I close with a few extracts from "A Prayer for Teachers" written by President Glenn Frank of the University of Wisconsin. I am sure every sincere teacher will join me in the confession.

"O Lord of Learning and of Learners, we are at best but blunderers in this godlike business of teaching.

We have been content to be merchants of dead yesterdays when we should have been guides into unborn tomorrows.

We have been peddlers of petty accuracies, when we should have been priests and prophets of abundant living.

We have counted knowledge more precious than wisdom.

We have tried to teach our students what to think instead of how to think.

We have thought it our business to furnish the minds of our students, when we should have been laboring to free their minds.

Give us to see that a student's memory should be a tool as well as a treasure chest. Help us to see that all facts are dead until they are related to the rest of knowledge and the rest of life.

May we be shepherds of the spirit as well as masters of the mind.

Give us, O Lord of Learners, a sense of the divinity of our undertakings."

In this spirit may we enter and continue through our forty-sixth year.