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COUNTY HISTORICAL SOCIETIES

Interest in Ohio's history is, at last, becoming general.

We are glad to note the springing up in various counties of new Historical Societies, and their perpetuation in permanent quarters. We hope the time will soon come when Toledo will show a like civic consciousness.

Some years ago one of Toledo's most civic minded citizens offered to deed to one of our patriotic societies a fine plat of ground on Collingwood Avenue if the patriotic and historical societies would combine and erect a suitable building there, for patriotic records and meetings. But at that time none of these societies felt able to finance and maintain such a building although their combined assets probably then exceeded $10,000. It is hoped that in the near future some one of Toledo's patriotic citizens will help finance or at least start such a project.

Lima is leading the way in a new movement of this kind. We quote:

"Work was started yesterday on demolition of the old William Wemmer mansion here to make room for a new museum for the Allen County Historical Society. Actual construction of the museum is slated for next spring at a cost of $100,000. The money was raised by popular subscription, and the site was donated by the Wemmer heirs."

KIN OF PETER NAVARRE, OLD INDIAN FIGHTER, IN ARMY

The great-great grandson of the man who fought successfully to help win this country for Americans today enlisted in the U. S. Army Air Corps to help them keep it.

He is Arthur H. Navarre, 280 Dearborn Avenue, direct descendant of Peter Navarre, Indian fighter and scout for Generals William Henry Harrison and Anthony Wayne.

Mr. Navarre, who is 25, was enlisted by the aviation cadet examining board in Macomber High School. He will leave in two weeks for Maxwell Field, Ala., to begin his flight training toward a flying officer's commission.

A graduate of the University of Ohio at Athens, Mr. Navarre now is employed as weighmaster on the experimental ship, Eskimo, at the Toledo Shipbuilding Co. plant. He is the son of Mr. and Mrs. Howard Navarre.

From family tradition, the Toledoan feels he has much to live up to and is anxious for the chance. It was old Peter Navarre who won Presque Isle and who held and settled much of the territory that now is East Toledo.

The Indian fighter took part in the Battle of Fallen Timbers and was the man who brought word through the wilderness of Commodore Oliver Hazard Perry's victory on Lake Erie.—*The Toledo Blade*

LEBANON, WARREN COUNTY

Lebanon, the county seat of Warren County, has recently had a series of interesting celebrations of its founding, over one hundred and forty-five years ago.

Beautifully situated in the valley of Turtle Creek, on land which, at the time of its founding, is said to have produced one hundred bushels of corn to the acre (a record not often since surpassed), the town has had a remarkable history, remarkable for the number of distinguished citizens whom it produced.

Two of them, Jeremiah Morrow and Thomas Corwin, became governors of Ohio, three became governors of other states, with jurists and senators and others distinguished in all walks of life, civil and military.

The town was first settled about the year 1795, and its civic organization dates from 1802. It was located on a part of the famous "Symmes Purchase", so called because John Cleves Symmes, a Revolutionary soldier and a member of Congress, from New Jersey, had purchased from the U. S. government all the land between the two Miami rivers from the Ohio river on the south to beyond Dayton on the north.

The Warren County Historical Society was recently organized to help perpetuate the county history and the memory of the many great men who have shed honor upon it. Its president is Hon. John Holden, of Morrow.

When Lebanon was first settled amid the primeval forests the Indians were still troublesome, notwithstanding the treaty of Greenville signed with them in 1795 by General Anthony Wayne the year after his victory at Fallen Timbers.

Gradually, with more quiet times, the village grew into its present attractive form, but never became the metropolis its founders hoped it would be.

For many years, until the beginning of the present century, in fact, it enjoyed (?) the distinction of being one of the two county seats in Ohio which had no direct railroad connection with the outside world, its nearest railroad station being six miles away at Deerfield or South Lebanon, to which a four-horse coach carried passengers for the trains.

The Editor well remembers that, when he was a young boy, he rode on the top of that coach directly behind the driver whose seat was shared by a most interesting character, General Durben Ward, a leading lawyer of Lebanon and a distinguished officer in the Civil war whose lively conversation enthralled his unknown little auditor behind him. Much of the General's talk was about the Civil war and about horses of which he seemed to have great knowledge.

One bit of that conversation is especially remembered. The leaders of the four horses drawing the coach were two beautiful horses—bays, if memory is correct—but the General, who knew their history, told the driver that he would never trust them because, some time before, they had belonged to a prominent citizen of Lebanon and had run away with the carriage, killing the owner's wife. The General said that you could never trust a horse with such a history.

Distinguished Citizens

Among the great men of whom Lebanon is so proud were Thomas Corwin and Judge John McLean.

Thomas Corwin, governor of Ohio, congressman, senator and ambassador to Mexico, had a reputation as an orator and statesman hardly surpassed by his contemporaries, Webster, Clay and Calhoun. His speech in the Senate in opposition to the Mexican war probably cost him his reelection but was a powerful arraignment of the promoters of that war.

A reading of that speech, today, reveals a far-sighted statesmanship which recognized the danger of the precedent set by the President in declaring war against Mexico without Congressional sanction and the possible effect of that action on future presidential assumptions of dictatorial powers. That, too, long before Hitler's time.

Referring in that speech to Mexican resentment of our invasion he said,

"Were I a Mexican, as I am an American, I would tell you, 'Have you not room in your own country to bury your dead men? If you come into Mexico, we will welcome you with bloody hands to hospitable graves.'" He shrewdly foresaw the effect of that war and prophesied that it would lead ultimately to war between the North and South in the United States, as it did.

But aside from eloquence and statesmanship, Corwin had a remarkable personality. It is said of him that, while he was our Ambassador to Mexico, he was a guest at a great state dinner and was requested to take out to dinner a Mexican lady of great beauty but who could not speak one word of English. As he was equally ignorant of Spanish, he was in a difficult position; but he was equal to it, for, during the whole of the two hours' repast, by his remarkable power of pantomime and facial contortion, he kept her and all of the surrounding guests in a gale of laughter and they thoroughly enjoyed the companionship.

Justice John McLean

A citizen of Lebanon who shares with Corwin a fame extending throughout the whole country, was Mr. Justice McLean of the United States Supreme Court.

Beginning life in Lebanon as a printer and joint editor of the *Western Star,* a newspaper still published and recognized as the oldest newspaper in Ohio of continuous publication, he made the paper a success in a time when that was an unusual feat. In one of its early issues appears the following:

"*The Western Star* doth issue forth,
From Lebanon, the seat of worth."

To which the editor of the Cincinnati Gazette added the following:

"And if that Star should chance to wane,
What would become of John McLean?"

But the Cincinnati editor need not have had any fear, for a great deal did happen to John McLean, for he became not only the leading lawyer of the little town of Lebanon and its vicinity, but a member of Ohio's

Supreme Court, a senator from Ohio, a postmaster general of the United States, a position which he used to reduce the much confused mail business of the United States to order and an economical system for the first time in its history.

But, more than that, he became Ohio's first representative on the Supreme Bench of the United States.

Like Corwin, he, too, lost favor, temporarily at least, by his courageous dissent from the majority opinion in the famous Dred Scott decision, the only dissenting judge. In his dissenting opinion he stated that slavery has its origin merely in power and is against right and, in this country, is sustained only by local law—rank heresy then, but absolutely right as we know the right.

His opinion is now recognized as that which, if it had been sustained by a majority of the Supreme Court, might possibly have averted the approaching Civil War.

Other Judges

Many other jurists—Federal and State—shed luster on the reputation of this little town. Judge Sage, so long a distinguished judge of the United States District Court of Cincinnati, was a son-in-law of Senator Corwin. Judge McBurney and Judge Joshua Collett of the Supreme Court of Ohio are not forgotten.

Judge James M. Smith, who for fourteen years was a judge of the First Ohio Circuit Court, and whose opinions form an important part of the early reports of that court, was also an honor to the judicial bench of Ohio. Of him it was said by another great judge of an appellate court of Ohio that if, in considering an important judicial point, he could find an opinion delivered by Judge Smith on that point, he would be better satisfied than by any opinion of the Supreme Court of Ohio.

Vallandigham

It was in Lebanon that Vallandigham, of secession fame, met his tragic death.

This lawyer and politician who had been a member of Congress from Dayton for two terms, was, during the Civil War, violently opposed to the conduct of that war, believing that it was unnecessary and unconstitutional. He was the northern leader of the "Copperheads", was arrested by General Burnside, tried and found guilty of disloyal conduct and sentenced to close confinement during the war, but President Lincoln commuted the sentence to banishment beyond the Federal lines. He was sent south, but was not cordially received by the confederates whose cause he would not fully espouse. He ran the blockade, escaped to Canada and in 1864 returned to Dayton where he again took part in politics, being nominated as the Democratic opponent of Governor Brough who defeated him by over 100,000.

In 1871, he was defending a client accused of murder and, after the court had adjourned for the day, he tried to illustrate to a friend the way in which the killing had, as he thought, occurred. Probably not knowing that the pistol was loaded he pointed it at himself. It went off,

inflicting a mortal wound from which he died a few hours after in a room in the Lebanon hotel. His death caused a sensation in local and legal history.

Charles Dickens

Charles Dickens stopped in Lebanon on his trip through the West and was much disgusted because the hotel—being a temperance house, would not serve him any liquor stronger than coffee or tea. He anathematized it in one of his references to his American tour. Nothing was too severe for his criticism of that hotel.

Henry Clay

Henry Clay sometimes passed through Lebanon on his way from his Kentucky home to Washington and was, in the custom of the times, feted by the leading citizens. But his young daughter was, on one occasion, taken violently ill and died in Lebanon, where she still lies in the Lebanon cemetery.

Normal University

In the educational field, Lebanon was long distinguished for its school known as The National Normal University, which offered to students of slender means an opportunity for classical education at small cost. Its terms were so arranged that students who were earning their living in other places could come to Lebanon for a short term of six weeks, returning later for continuance of their education. At one time it had over 3,000 students, some of whom afterwards filled positions of prominence. This institution was of National reputation under its founder, Alfred Holbrook, and his daughter.

The Shakers

Another institution located near Lebanon had an interesting history—the Shakers.

For the following account of these so-called "Shakers," we are indebted largely to an article written some years ago by Miss Lida Frost, of Lebanon, who enjoys the distinction of being the recognized historical authority of all of that region. We quote also from Howe's Historical Collections of Ohio:

"In March, 1805, three men appeared in Warren County who had come on foot from New Lebanon, New York, a thousand miles by the way they took through Kentucky. Obtaining permission from the pastor of the local church at Turtle Creek, they preached so earnestly that the pastor and many of his congregation became followers of their peculiar faith. They did not believe in politics, war or marriage. They called themselves the United Society of Believers. Their followers gave much or all of their property to the church which, in time, owned over four thousand acres of the best land in the county. When married people joined the church, they gave up the marital relation and became merely brothers and sisters; children came to them only by adoption. The people were honest, industrious, and noted for their cleanliness and simplicity. Their sole connection with the outside world was through the marketing of their crops and the sale of their products of mechanical skill. At one

time the settlement contained about 500 people. The principal street of their village was over a mile long and lined with large stores for the display and sale of their products, which, beside seeds and other farm crops, included ingenious and excellently made mechanical objects especially of an agricultural character.

"They wore grey homespun, woven in the village, and all dressed alike. The men and women walked to church in single file, the men occupied one side of the church and the women the other, but after the sermon the pastor announced that it was now 'time for divine worship', and that consisted in a form of dance, the men and women advancing and retreating in separate ranks to the tunes sung by special singers arranged on the sides of the room, or timed by the clapping of hands."

From another source we learn that to one of these tunes the following words were sung, a most fantastic form of worship:

The men would sing,

"Neighbor, neighbor, how is thee?" to which the women would answer,

"Very well I thank thee." Then the other side would ask,

"And how's the neighbor next to thee," to which the reply was,

"I don't know, but I'll go see."

The members of the community, men and women, ate in the same room, but at separate tables, in absolute silence. They never ate with outsiders, but they were hospitable and Miss Frost remembers that when she was a child she visited the community with her parents and they were served with plain but delicious food—of course in a separate room from the members.

At her first visit the floors were bare and every article of furniture was of the plainest; but, at a later visit some years afterwards, the floors were covered with Wilton carpets, a piano and victrola stood in the main room and refreshments were served on delicate china and with solid silver spoons.

After removing the trays one of the sisters turned to the Eldress and said "If you will sing for us, I will be good all day tomorrow." Without a moment's hesitation, she stepped to the piano and sang in a clear sweet voice, *Ave Maria* and several other hymns.

One of the visitors remarked on their peaceful life. "Yea," said Eldress Mary, "I have been a Shakeress for forty years and I can be for forty more. We live together so lovingly. If during the day we wound another's feelings, at night we clasp hands and ask forgiveness, and sometimes it is hard, but we do it."

As time wore on their numbers decreased until it became apparent that their peaceful, pastoral life would soon cease. Arrangements were made with the heads of the mother church at East Canterbury in connection with the remaining Elder at Union Village for the sale of the property near Lebanon. A large manufacturing establishment wished to buy the property but they decided that their consecrated land could not be used for such a purpose. It was finally sold to the United Brethren church for use as a home for the aged and for children.

In the summer of 1920 only four of the members remained, the youngest 82 years old. The three sisters were taken to the mother church. The old elder came to Lebanon but was lonely and unhappy and finally he was allowed to live in the old settlement until he died.

This strange sect arose as a religious following of "Mother Ann," an illiterate English woman who had been imprisoned in England for raising a disturbance while preaching. She claimed to be a prophetess and that Christ would speedily come again to earth and would appear in the form of a woman. She later announced that Christ had appeared to her in prison and had become one with her in form and spirit. The name "Shakers" arose from their early habit—later discontinued, of shaking and using strange bodily contortions in the course of their religious services. They were good people, honest in all of their dealings, industrious, excellent farmers, earnest in their religious faith, excellent citizens in every way, but conscientious objectors to war and every form of strife. It was because members of the sect who, before their conversion had served as soldiers, refused, after becoming Shakers, to accept pensions, that President Lincoln ordered the release of Shakers who had been imprisoned for refusing to serve when drafted for the civil war. The sum saved to the government in the refusal to accept pensions would, it is said, have more than paid for substitutes for all the Shakers who had been drafted. (Has this any bearing on present conditions?)

A HISTORY OF THE UNIVERSITY OF TOLEDO

By Frank R. Hickerson

(A dissertation submitted to the Graduate Faculty of the Teachers College of the University of Cincinnati in partial fulfillment of the requirements for the degree of Doctor of Education, 1941. 588 pages, typewritten. List of dates, appendices, and bibliography.)

The story of any educational institution may well be worth writing; but that of the University of Toledo is particularly significant, not only because of its growing recognition among institutions of higher learning, but because of its place among the small but increasing number of municipal universities. Therefore, the choice of Frank R. Hickerson, Assistant Professor of Education at the University of Toledo, for his doctoral dissertation was a happy one.

Nine years ago there was published as a bulletin (Number 2) of the Office of Education *The History of the Municipal University in the United States* by R. H. Eckelberry (Washington: Government Printing Office, 1932). This was apparently the first attempt to survey that field of educational history. A chapter was devoted to each of the then eleven municipal universities, and there were three chapters of a more general nature. This work was done very well, but certainly each institution merited a more detailed study. Between 1932 and 1941 at least two studies were made of other municipal universities, Charleston and Cincinnati. (See Hickerson, bibliography, pp. 578.)

The writing of critical local history is always difficult. Some records are available, but archives for the preservation of others have been woefully lacking. Much reliance has to be placed on miscellaneous pamphlets, magazine and newspaper articles, memoirs, diaries, and recollections of elderly people, if indeed these can be unearthed. Among these, newspapers are of prime importance, yet no newspaper account is worth more than the observer who wrote it. It is an axiom among historians that the memories of elderly people are apt to be faulty. Consequently, despite the fact that local history deals with subjects directly related to the community, as it is often written it contains insufficiently authenticated material.

There was fortunately considerable material available for this history, and Hickerson made full use of it. In addition to the files of the local newspapers, minutes of the Board of Directors of the University, of the Board of Education, and of other bodies concerned were used; also ordinances of the city and acts of the state legislature; county records of many kinds; catalogues of the university; records of law suits; and miscellaneous letters—to mention only some of the sources. Hickerson's historical technique has been sound. Where documentary evidence was lacking he made a real effort to obtain the testimony of more than one person or to find enough evidence to establish the facts beyond reasonable doubt—and he usually succeeded.

After an introductory chapter, the history of the university is dealt with in six parts: the Toledo University of Arts and Trades, 1872-1884; Toledo University as a municipal manual training school, 1884-1900; its reorganization as a polytechnic school, 1900-1904; the transition period from a polytechnic school to a municipal university 1904-1909; the establishment of a real university, 1909-1914; and twenty-six years of growth and development, since 1914. Topical studies are then presented of the professional schools and colleges; the university as a center of learning in Toledo; the student body, organizations, alumni, faculty, and athletics; and a summary and evaluation.

The author traces the story of Jessup W. Scott's career, his interest in Toledo and in education, and his bequest of land which resulted in the formation of the Toledo University of Arts and Trades—a story familiar in its broad outlines to Toledoans, but here presented in adequate detail. A few other gifts came in, and a school of design was opened in 1875 with fifteen students, mostly women, with painting and drawing the only subjects taught. Community support was lacking, and the school had to close its doors in 1878.

Six years later the City Council of Toledo yielded to the persuasion of the trustees and, in accordance with an enabling act passed by the Ohio Assembly some years before, took over the institution, allegedly as a municipal university. During the years from 1884 to 1900 the new venture, with the good will of the community, "pioneered in the field of manual training and developed one of the best schools in the nation" (p. 104). The Board of Directors consisted of six persons appointed by the Board of Education, six by the mayor, and the mayor himself as the thirteenth member. The manual training school was operated in conjunc-

tion with the city school system. High school, and even some grade school pupils, both boys and girls, were enrolled in a building adjacent to the high school. Almost from the beginning there was night instruction in freehand, architectural, and mechanical drawing and (after 1893) in sewing, dressmaking, and cooking, as well as in some "academic" subjects. An unsuccessful effort was made to provide an adequate endowment for the university in 1900, in which it seemed that Andrew Carnegie was interested.

With the growth of manual training schools throughout the country many people of the city began to feel that it was wasteful to use tax money in the support of secondary schools. From 1900 to 1904 occurred a bitter struggle between those who wished discontinuance of the university and its friends. The author gives the story of this struggle at great length (Chapter IV). In 1900 the manual training school was converted into a separate polytechnic school with complete curricula of its own. After some time of fiery debate the institution was turned over to the Board of Education in pursuance of a state law passed in 1902. Yet a group of persons kept their interest in the university, which they hoped to establish on a sound basis as soon as possible. They held that the Board of Education was holding the school in trust as a university. Among the enemies of the school at this time were Albert E. Macomber, long a member of the Board of Directors and early friend of the institution, and the heirs of Jessup W. Scott. In 1902 the state legislature passed an act requiring a board of nine members for every municipal university in the state; despite some confusion as to whether this included Toledo in the existing circumstances, Mayor Sam Jones appointed a new board. In the litigation by which the Board of Education sought to block the separate institution and to obtain control of its property the courts decided in favor of the university. In the light of the whole history of the university it is evident that the establishment of the polytechnic school was an important step.

In the five years from 1904 to 1909 the struggle increased in intensity. The Ohio Assembly defined a university as a group of two or more colleges, whereupon the Board of Directors planned for at least nine colleges. In 1904 the Toledo Medical College was taken over, largely through the efforts of Dr. James S. Pyle, who was on the staff of the College and a member of the university board. Along with this affiliation also came the College of Pharmacy. The quarrel with the Board of Education continued. Though that body had been forced by the courts to give up its former control of the polytechnic school, in 1906 the City Council passed the Wickenheiser Ordinance, providing for the transfer of this school to the public school system. The directors refused to comply on the grounds that the ordinance was unconstitutional, but the Board of Education seized the building. After extended litigation the Supreme Court of Ohio upheld the university and directed the return of the property. From time to time the City Council had made meagre appropriations. In 1908 that body allowed one-twentieth of a mill levy, only to have this thrown out by the Board of Sinking Fund Trustees. In the following year, however, the Council voted $2400 (!) to match an equal amount for an elephant for the zoo.

After the Council grant it was decided to call Dr. Jerome H. Raymond to the presidency of the university; he was succeeded in the following year by Dr. Charles A Cockayne. One of Raymond's first accomplishments was the establishment of the College of Arts and Sciences in 1909. In the same year the Y. M. C. A. College of Law was taken over, and in 1910 the College of Industrial Science was formed. The Toledo Medical College and the College of Pharmacy continued to function as more or less separate institutions affiliated with the university, and a similar arrangement was in force for a time with the Toledo Conservatory of Music. The administration of Cockayne was fully as stormy a period as any of the previous ones, due to continued attempts to block appropriations. Yet appropriations were made, and after 1911 serious opposition to them ceased. During this period faculty members participated in attempts to persuade the Council. In 1914 the Toledo Medical College was closed because its standards were below those demanded by the American Medical Association. Considerable time was spent by the board in providing a suitable location for the university. After a fire in the Medical Building in 1911 and a brief time in another downtown building, the Board of Education traded the Illinois Street Building for the Old Manual Training Building in 1914. The controversies of the period caused such dissatisfaction that President Cockayne was dismissed in 1914, though he made an undignified but unsuccessful effort to retain his office.

The administration of Dr. A. Monroe Stowe began later in the year 1914. During his term of office much advance was made. The College of Commerce was established in 1914, that of Education in 1916, and an agricultural department functioned until after the close of the World War. Despite the famous controversy over Professor Scott Nearing during the war years, the institution prospered. In 1922 it was moved to the Scott farm on Nebraska Avenue. The night school became a very important part of the offerings. In 1923 the Colleges of Law, Pharmacy, and Industrial Science were reduced to the status of departments in the College of Arts and Sciences and the first two years all colleges were organized into a more or less separate Junior College. This followed closely after accrediting by the North Central Association of Colleges and Secondary Schools. During the World War the university added courses for the training of mechanics and in telegraphy and formed a Student Army Training Corps. The science and social science offerings were greatly improved. Stowe always stressed the importance of public service. He had some difficulties with faculty members, and he resigned in 1925. The board at first voted to dismiss three members for insubordination and to inform the rest that their employment for the next year would be a subject for future consideration; later it reemployed the whole staff.

Dr. John W. Dowd, an elderly educator who had formerly been Superintendent of the Toledo schools, served as president from 1925 until his death the following year. The administration of his successor, Dr. Ernest A. Smith, was brought to an end by his untimely death two months after he assumed office. Dean Lee W. MacKinnon acted as president until the accession of Dr. Henry J. Doermann in the fall of 1927. Doermann's administration was marked by an overhauling of the curricula, the reestablishment of the Colleges of Business Administration and Engineering,

the campaign for a bond issue for a new campus, and the building of the present University Hall and the Physical Education plant on the Bancroft Street campus, to which the university moved in February, 1931. Dr. Doermann died in the fall of 1932.

Again there was an interim administration of Dean MacKinnon, after which Dr. Philip C. Nash came to the helm in September, 1933. During this administration the university has grown in enrollment, new buildings have been added and the physical equipment improved (with the aid of governmental agencies), and the standards have been constantly raised. The Colleges of Law and Pharmacy were reestablished as separate entities. A new Junior College, stressing terminal courses for those who can not plan for a full four year course, has been established.

Hickerson devoted some space to a study of the professional colleges, to the evening sessions, the library, and the community service of the institution. He also described the life of the students and the organizations of students and alumni.

There is no doubt that this study of the University of Toledo is a contribution to knowledge. This reviewer has discovered only a few historical errors; such as (by implication) a wrong date for the city ordinance turning over the university to the Board of Education (p. 303), and the statement that the College of Law was reestablished in 1937 instead of the correct date, 1934 (p. 511). Manuscript copies of the work are available in the libraries of the University of Toledo and the University of Cincinnati. It is to be hoped that the work may be published, but when this is done there are a number of parts which can be shortened with benefit to the style. The emphasis on the struggles of the university, the many controversies of which it was the center, give perhaps a wrong impression. However much these fights were a part of the history of the university, it is to be regretted that the period since 1914 was not described in proportionately as great detail, for it was in that period that the most constructive work of the institution has been done. The chapter on the professional schools and colleges (Chapter VIII) has an undue space devoted to the Medical College, long since defunct, and the account of the College of Arts and Sciences, the core of the university, is too short. But the overall impression of the work is excellent.

This review may well close with the pledge which since 1921 has been administered to every graduating class. This is a modification of the old Athenian oath, and it suggests admirably the spirit which should pervade a municipal university. The present form of the pledge is as follows:

> We solemnly promise to utilize in the service of Toledo, or of the community of which we may become residents, the knowledge and powers we have acquired through the generosity of the City of Toledo; and, moreover, we promise to strive unceasingly to quicken the public sense of civic duty, and to work with others to make our city greater, better, and more beautiful than it has been transmitted to us.

ANDREW J. TOWNSEND

AMERICAN COLLEGES AND UNIVERSITIES IN WAR TIME

By ANDREW J. TOWNSEND

Professor of History, etc. at The University of Toledo.

What the duty is of American colleges and universities in the war crisis is a timely question. They cannot avoid being greatly affected by the war. The raising of a huge army and navy, not to speak of the opportunities in industry, will of necessity make for decreased enrollment. This will be true even if the government continues a generous policy of exemptions for college students.

The experience of the colleges in 1917-1918 may well be studied. At that time both wise and unwise policies were adopted by the colleges, and we should be able to profit from their results. An immediate effect of the declaration of war in 1917 was the rapid enlistment of students. Some colleges lost one-third or more of their students, and the average loss by the fall of the year was said to be in the vicinity of twenty per cent. Though this presented grave problems to the colleges, they cheerfully accepted them and made adjustments. Most senior students who joined the armed forces in the spring of 1917 were given their diplomas. In some cases students who were of lower classification received blanket college credit for military service when they returned later. A second effect at that time was on the offerings of studies. Many "war-aims" courses, or at least lectures on the subject, were introduced. To be sure, it has been abundantly shown that even the colleges responded to the hysteria of the times and taught as facts many things later proved to be false, in which history teachers played their full part. Perhaps the other most noteworthy change in the college offerings was the complete disappearance of German in many institutions and the drastic reduction of German classes in many others. In many cases German was discontinued, not because the college authorities wished it but because the students no longer desired to take it. A third effect of the war was the great increase in military training, chiefly through the establishment of Student Army Training Corps in a large proportion of the institutions. This was in part an attempt by the colleges to hold some of their students while at the same time aiding in war preparation, but it was in part a response to national need.

College faculties and administrators have pondered these experiences and have been attempting to think through how their institutions could play a part fully as well as in 1917-1918 and yet avoid many of the mistakes made. This has been aided by the gradual approach of war, for few thinking people have believed since 1939 that there was no danger of war—whether they were so-called "isolationists" or "interventionists." Among other things these college faculties have been aware of the changed character of the war and of the fact that to a degree never before true, war is an undertaking of the whole people.

It may be asked, why should the colleges be asked to play much part in the war? Is it not fitting that they should continue their usual tasks with the traditional cloistered seclusion of the halls of learning? My answer to this is an emphatic No. In the first place the seclusion

of colleges and universities today is not nearly as great as some traditionalists would have us believe. The progressive idea of education as a training "in life" rather than "for life" has made some progress even among the institutions of higher learning. This is notably true of the larger universities, many of which are located in urban centers, but it is at least partially true of many of the smaller liberal arts colleges.

There are several reasons why colleges should bend every effort to aid in time of crisis. Those institutions which are publicly supported in whole or in part—the land grant colleges, the state universities, the teachers' colleges, and the municipal universities—have a duty which is patent to all. In the Land Ordinance of 1787 the federal government reserved one section out of each township for public education. Two years later, in the Northwest Ordinance, the principle was laid down that "schools and the means of education shall be forever encouraged." Land grants for universities were made to the Ohio Company in 1787 and to Symmes shortly after, from which ultimately came Ohio and Miami Universities. The Morrill Act of 1862 granted land for agricultural and mechanical colleges. Subsequent acts increased the grants, and in the twentieth century there have been many laws to aid and encourage education by the federal government. Every state has also done much to promote education of all grades. The private colleges have operated under benevolent charters and have enjoyed many privileges, such as exemption from some forms of taxation. Therefore the colleges have fully as clear a duty as do individual citizens to support the war effort. To be sure, just as the conscientious objector's rights are respected by law, so must those of the colleges under the control of religious bodies opposing war be respected.

There is still another reason why colleges have a tremendous interest in the struggle. The story of the Nazi encroachments upon the freedom of German universities and professors is known to all. The future of higher education in this country will be dark indeed if there is a victory of the totalitarian forces. In self-defense, therefore, colleges must band every effort to aid in winning the war.

What specifically should the colleges do? This will have to be worked out as the war progresses, and there will be variations in many places, but some suggestions are to the point. I shall pass over the question as to whether or not the colleges should encourage their young men to enlist with only a brief comment. Certainly no college authorities can tell their students not to enlist, for this decision must be made by the students themselves with full recognition that their prime duty is to their country, not to their college. Yet there is something to be said for the position that conscription is the best way to raise armed forces, and that men can properly wait for their government's call to whatever service seems most fitting. Again, students should at least consider the point that it may be that the best service they can render their country is to continue their education in order to fit them for better service if the emergency continues or to provide needed leadership after the war is over. Yet we may as well face the fact that many students will find themselves in war service with a consequent discontinuance of their formal

education, at least for a time. Above all, college is today no place for the loafer or the "draft dodger."

Colleges should increase their offerings in the technical fields to the limit of their capacity. This will be partly for the benefit of students who wish to train for specialized service and partly a community service for those who do not desire college credit. Much has been done already along this line through the National Defense classes in many institutions. This does not mean necessarily that large numbers of students should be encouraged to transfer to engineering colleges. But many should take more science and mathematics than they had previously intended taking. For similar reasons colleges should continue and perhaps increase their opportunities in pre-medical and other pre-professional courses on the grounds of national need. Moreover, colleges should provide additional guidance to students in order that they may take the courses best suited to their immediate needs, as well as their long-time ones.

Again, there should be a real effort to teach the causes of the present conflict and the issues at stake. To be sure, it is the most sacred duty of the college to promote the cause of truth. In so far as possible hysteria should be avoided, and no instructor should teach what he believes to be false. It is scarcely to be hoped that war-time propaganda will have no effect, that with the perspective of later years we shall not change our notions of some of the facts; but an honest effort should be made to teach the facts as they now seem to be. Certainly the college professor should be able to come closer to keeping his calm judgment than the untrained man. All of this means, of course, that history and the social studies should be given increased emphasis at this time, but with additional attention to the present day.

Among other things, it is highly important that colleges give attention, not only to winning the war but to "winning the peace." The settlement to follow the war, the type of world organization to be adopted, or the devices to guard against recurrence of such a struggle is even more important for college students than how to win this war. There must also be public education on the subject, for which the colleges are peculiarly well prepared. It is my firm conviction that cooperation of all peoples, at least of all democratic peoples, not selfish isolation, is essential to any plan; that the United States must accept full participation in world affairs in the days to come. Failure to do this has had something to do with the tragic events of today.

It is to be hoped that there will be no hysterical dropping of all study of German, Italian, and Japanese in our colleges. Certainly the value of Goethe's, Schiller's, and Heine's works as literature have not been impaired because we happen to be at war with Germany. From 1914 to 1918 France, with much more reason to hate the Germans than the United States, continued the study of German in its schools. There is as much need as ever for science students to be familiar with German. It is, however, to be expected that fewer students will elect work in these fields.

To these few suggestions as to college policies will be added others by educators, especially as the war progresses. Whether Student Army Training Corps will be set up generally is not at present clear. In the

last two years the government has refused to enlarge greatly the Reserve Officers Training Corps in the colleges of the country.

I have left my most important point for the last. Imperative as it is that colleges give attention to the imediate needs of students for scientific and technical subjects, that they attempt to portray faithfully the causes of the struggle and the issues involved, that they think of the future peace settlement, there is an even more important function for them to perform. They must preserve their cultural values, must keep ever in mind their permanent objectives. It may be true that colleges have had too traditional an approach, have been too slow to respond to the need for changed curricula in the light of present day conditions; but they have a duty to the present and to the future to keep as nearly intact as possible the liberal arts programs. If these have ever had any value—which I firmly believe—they will continue to be necessary. In the reconstruction of the world after the war is over men of broad cultural training will be more needed than ever. Consequently the specific things mentioned above should not be substituted for the general program, but offered in addition to it. It would be a tragedy indeed if nearly all of our students should become technically trained, at least to the exclusion of the cultural subjects. Literature, philosophy, psychology, the social sciences, history, languages as well as the sciences, retain their permanent values. We have always believed that education is for leisure time as well as for making a living, and nothing about the war situation changes this belief. Our liberal arts students may well take more science and mathematics with cultural as well as technical benefit, but the whole program must continue to be as broad as possible.

I have no fear that the institutions of higher learning will fail to respond to the present need. Life cannot continue with no adjustments in time of war, and colleges could not, if they would, avoid these adjustments. Students of the present college generation will have to work out their programs in part for their immediate needs and those of the country, but college officials should use guidance with the aim of keeping the balance, of maintaining the liberal traditions as completely as possible.