

Northwest Ohio Quarterly

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President's Page

Self-Crimination

“. . . nor shall (any person) be compelled in any criminal case to be a witness against himself . . .”

THIS third clause of the Fifth Amendment of the Federal Constitution is designed to protect the accused against inquisitorial methods which had been employed in England and on the European Continent previously to the adoption of our Constitution.

During the Seventeenth Century and prior thereto the examination of the accused was the central feature of a criminal case. The accused could be brought before a tribunal and compelled to prove his innocence, and thereby forced to answer a series of searching interrogatories. The burden rested upon him to establish his innocence, not upon the State or Crown to prove him guilty.

On the Continent during the Seventeenth Century, the accused was not only compelled to testify against himself, but he was denied the assistance of counsel for his defense. He was even refused a copy of the indictment or other writ setting forth the charge against him. He was permitted only to say what he could in Court.

In England during the Seventeenth Century criminal procedure was more fair to the accused. English law permitted the trial to be public and required the Crown to prove its case to the satisfaction of a jury. While the jury was free to return any verdict it liked, it did so at the risk of having proceedings taken against its members if the verdict did not meet with the approval of the Court, with the possibility of severe punishment if a verdict of acquittal was returned contrary to the Court's notion of what the verdict should have been.

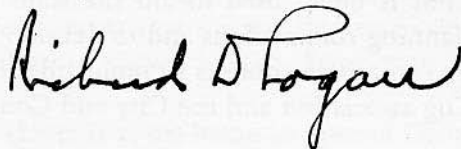
It appears from the records of England's Court of Star Chamber, which was abolished in 1641, that under ordinary procedure

criminal cases were publicly heard and the accused could be represented by counsel, but the defendant was required to submit to interrogatories under oath.

In extraordinary cases, and the Court itself decided which case was an extraordinary one, involving the safety of the State or Crown, or when the crime charged was a heinous one even though the safety of the State or Crown was not involved, torture was employed not only to compel confessions but to secure the disclosure of accomplices. While this procedure was recognized as being contrary to the common law, it was justified as an exercise of the extraordinary power or prerogative of the Crown for the protection of the realm.

During the witchcraft craze which swept our Colonies and England in the Seventeenth Century, torture was applied to compel accused persons to confess their guilt.

Under existing Ohio law, a person may not be compelled to testify in a civil case if he states that his answer would tend to incriminate him. Also in Ohio, the accused in a criminal case cannot be compelled to testify, but if he fails to do so, the prosecutor may comment on such failure in his argument to the jury.

A handwritten signature in cursive script that reads "Richard D. Logan". The signature is written in dark ink and is positioned above the printed name.

President



JESSE R. LONG, *Editor*

The Toledo Metropolitan Planning Committee

Results of nearly three years of study by the Toledo Metropolitan Planning committee are expected to be published by early summer, according to Mrs. Nelson Morris, secretary.

The group, sponsored by the Chamber of Commerce, and co-operating with other planning agencies, has been working since August, 1943, on a master plan for the Toledo area.

Under the chairmanship of Frank Sohn, the group began its work by analyzing earlier master plans formulated in the 1920's. A yearly appropriation of \$35,000 from county and city funds is being used to aid the staffs of the City and County Planning commissions and to develop master plans from which the committee submits recommendations to the Regional Planning association and the City and County Commissions.

The Toledo United Nations Association

Gustavus Ohlinger, president of the Toledo United Nations Association, has announced that the membership of that organization has grown to approximately 700.

The association has had an active season, with a number of excellent speakers at its membership meetings and on its lecture course. Among those appearing have been Dr. Manley O. Hudson, professor of international law at Harvard and judge of the Permanent Court of International Justice; Congressman Walter H. Judd of Minnesota; Dr. Anna Louise Strong, author; and Grove Patterson, editor of the *Toledo Blade*.

Many Toledoans have participated in discussions held each month for members and guests. Plans are now being made for an expanded program for the 1946-1947 season.

The Harriet Beecher Stowe Home

The Harriet Beecher Stowe home in Cincinnati has been acquired by the State of Ohio and will be transferred to the Ohio State Archaeological and Historical Society at a ceremony in late spring. Governor Frank J. Lausche will be the speaker.

The local association which has held ownership of the property will be permitted to continue its educational, cultural and social activities, which include a museum and depository for relics of the anti-slavery movement.

Personal Notes

Dr. Wilfred E. Binkley has returned to Ada after serving on the faculty as director of the political science section in the Biarritz American university at Biarritz, France. Still on leave of absence from his duties as professor of political science at Ohio Northern University, he expects to spend several months writing, including work on a revision of his book, *Power of the President*. Dr. Binkley reports that he was impressed with the high quality of scholarship shown by the Army men enrolled at Biarritz.

Commodore Webb C. Hayes is at his home in Spiegel Grove, Fremont, after active duty on the U.S.S. *West Point*, which is being decommissioned. Mr. Hayes, grandson of President Rutherford B. Hayes, is secretary of the Hayes Foundation.

Arthur MacLean, curator of the Toledo Art Museum, has been appointed by Governor Frank Lausche to membership on the board of trustees of the Ohio State Archaeological and Historical Society.

Dr. F. James Schrag has taken up his duties as assistant professor at the University of Toledo, succeeding Howard S. Burtch, associate professor of history, whose death was announced in the last number of the QUARTERLY. Professor Schrag

received his Ph.D. degree from the University of Chicago. Before coming to Toledo he was pastor of the Congregational church at Oak Lawn, Illinois.

Lloyd Lapp, a recently returned veteran, has been appointed assistant professor of history at the University of Toledo, beginning March 25. Mr. Lapp received his B.A. and M.A. degrees from the University of Toledo and has taught in Toledo public schools.

Arvid T. Johnson, associate professor of history, has been named assistant dean of administration at the University of Toledo. Among his duties as aid to Dean Raymond L. Carter will be the counseling of students, many of whom are returning service men and women. Mr. Johnson is a veteran of World War I.

Dr. Randolph C. Downes, new associate professor of history at the University of Toledo, will begin his services during the summer of 1946. Dr. Downes received his Ph.D. degree from Ohio State University, and has had many years experience as a college teacher. He is a specialist on regional and local history, particularly that of Ohio. He is the author of a number of books and many articles on regional history. Dr. Downes will serve on the staff of the QUARTERLY and will be of great assistance to the Historical Society of Northwestern Ohio.

Dr. Carelton F. Waite will also begin his services as associate professor of history at the university during the summer. He has also had considerable experience as a college teacher and comes with a Ph.D. degree from the University of Southern California.

Willard A. Smith will come to the university as assistant professor of history in September. Mr. Smith received his B.A. degree from the University of Toledo, his M.A. from Harvard University, and he is now working on his Ph.D. dissertation at Harvard. He was a captain in the Intelligence Service of the United States Army during World War II.

Edward Schweickardt, a new assistant professor of history

News

at the university, will teach during the first summer session. He is a graduate of Colgate University, and took graduate work at Buffalo University. He has had considerable experience, not only as a high school teacher but as radio analyst over the Mutual Broadcasting System.

The following promotions in the history department at the University of Toledo have been made for the next academic year: Emil Lucki from assistant to associate professor and Herbert Schering from instructor to assistant professor.

Governor Frank J. Lausche will speak in Perrysburg the evening of May 16 to dedicate a 10 acre tract recently acquired as an addition to the Ft. Meigs memorial.

The Historical Society of Northwestern Ohio

Annual Meeting

The annual meeting of the Society was held at 7:30 on March 19 at the Toledo Public Library. The mail ballots for trustees were counted and the results announced: Collins, Hurin, Nelles, C. B. Spitzer, and Vogel re-elected for the term expiring in 1948.

President Logan reported on the state law permitting county commissioners to appropriate money to county historical societies. Affiliation with the Ohio State Archaeological and Historical Society, a necessary precedent to such aid, has taken place as a result of action by the Board of Trustees. It was moved that the President appoint a committee to present matter of aid to the County Commissioners.

Much interest was displayed by the members present in the employment of an Executive Director, for half-time duty, as soon as funds are available. Such director would be a member of the staff of the University of Toledo trained in regional and local history. He would also be supplied with clerical help.

At the suggestion of a number of members it was decided to have several meetings of the members during the year; including historical pilgrimages—one to the Hayes Memorial Library at Fremont. It was voted to have a program committee to work out details.

The meeting was encouraging in the interest displayed in revivifying the society, increasing its membership, and enlarging its services to the community.

Suggestions for the Society

Excerpt of a letter from Rev. John J. Vogel to Dr. Curtis W. Garrison, December 30, 1945.

. . . 1) Our immediate objective should be to strengthen and improve the present Historical Society. I have felt for a long time that the organization is too impersonal and too inactive, making exception of the QUARTERLY REVIEW, which is really a scholarly publication of sound worth and value. But

the organization is too *impersonal*. The membership is, of course too small, but worse than that, the members *are not acquainted with one another*. They are just names in a roster. We ought to know each other. I suggest we ought to have a more or less informal meeting at least once or twice a year to get acquainted. Not many members will be attracted to annual meetings whose sole function is to elect officers and read reports of finances. And how can we choose the best officers if the members remain in studious isolation? No doubt most of the present members have their own individual historical interests and personal abilities in one line or another. Some are qualified for writing, others for lecturing, research, etc. These are things we ought to know. I feel there is much talent, ability, etc., which lies dead and inactive, because it is not recognized. I ought to know you, and you ought to know me, and we should know each other's particular interests, and qualifications. To utilize our talent and ability, scattered among the members, we should know the members and let the members sit down and talk over their interests, etc. We can't operate in a vacuum.

2) These get-acquainted-meetings should take the form of a local forum. I suggest there are many projects which members have in mind which are worth considering. For instance, I have one or two historical projects which I would like to propose. But I feel lonesome! No one to collaborate with. Two or three members might collaborate on one definite project. Some might undertake research work, others writing up the results of the research etc. I should like to talk over these things with others who are interested. But we need the encouragement of others who sympathize with our views and interests. Personally, I am interested in the Indian lore of the community, the Indian reservations, etc. If I could find some one else with similar interests, I would have a real pal. "Blessed is he who has found a friend."

3) Eventually we might provide a bureau of lecturers, men and women who are qualified and willing to give talks or lectures to other groups, study clubs etc. If it is known that the N. W. Historical Society can provide speakers for various groups, we could offer a real service to the community. . . .

6) We should determine our relationship with other local county-Historical Societies within Northwestern Ohio. For some years I've been a member of the Wyandot County H. Society. (I'm a product of Wyandot County, was born and raised there.) Couldn't there be more of an exchange of services between our Society and these various county-organizations? Nearly every county has its representatives and students of local history. We should know who these men are, we can help and encourage them, and they us.

7) There ought to be a list of the Historical volumes which are of service to the local Historian. Couldn't this list be published in our QUARTERLY?—Also many valuable source books are out of print. But we can salvage some of them and get them into our collection in the Public Library. There are some books which I have been trying to get for years. A few years ago I made a list of these books, and advertized for them in a paper at Upper Sandusky, Ohio—To my surprise, I rescued a few out-of-print books, which might have been thrown away and lost. For instance, J. B. Lindley, who operated an Indian School at Upper Sandusky wrote an account of his experiences, but I have never been able to get hold of it. But I'll bet there are some copies still extant among some of the old Methodist families of Wyandot and Sandusky Counties.

8) Another project is getting old photographs of Toledo, the Canal, how Toledo looked in 1860-1880, etc.—old maps etc. . . .

George Rogers Clark

An Editorial in *The Filson Club History Quarterly*

January 1946, page 50

We are glad to carry out the instruction voted at the Annual Meeting of The Historical Society of Northwestern Ohio on March 19 and reprint this editorial with permission of The Filson Club of Louisville, Kentucky. We are in full accord with the point of view expressed, and we give it our full support.

—EDITOR

Long ago Bismarck declared that the most significant political development of modern times is "the inherited and per-

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manent fact that North America speaks English." The influences of this fact are increasing with the ages and even now are too vast for us to grasp fully.

To GEORGE ROGERS CLARK, more than to any other one man in history, belongs the credit for this continental spread of our people, yet his name has again been denied a niche in America's Hall of Fame on New York University Heights.

There are many names there of splendid Americans but none of them has served our country, the world, and all times better than George Rogers Clark; and none of them has wrought more heroically, in the face of more discouragement, or conquered more "impossible" conditions. Everything was against him save his vision of his country's needs, the confidence of his followers, and his own god-like courage.

None of his compeers, throughout the Patriot America of his day, saw the future of the continent as he did; and none of them personally suffered as sorely or persisted more gamely. Yet his name is pushed aside to make place for some who are merely accomplished lawyers, oratorical divines, successful politicians, and local celebrities. There is no jealousy in this statement; they are all welcome to their niches; we are proud of all of them. But there is amazement that America does not appreciate and honor the genius and the patriotism and the success of this man who *created* the destiny that sent them trooping over the Alleghenies, over the Father of Waters, over the prairies, the mountains, and the deserts to the shores of the Great South Sea; the destiny that sent them over that great sea to awaken the drowsy minds of Ancient Asia; to make sure that humanity and liberty shall rule forever throughout earth.

It is impertinent to argue that if Clark had not won the West, someone else would.

NO ONE ELSE DID!

When he crossed the Ohio River he set foot in the British province of Canada, inhabited by British Indians and French

Canadians, ruled from the French-Canadian town of Detroit. That these inhabitants, these savages, acted with him, was due to his genius.

At the fateful, the imminent, the irrevocable moment George Rogers Clark seized an empire, the cradle of our five great states, Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota. And it is not too far-fetched to conjecture that he saved to the future Union Kentucky, West Virginia, and Western Pennsylvania. His empire then was one-half as large as the rest of the colonies and is today the Heart of America, without which her blood could not flow.

Is the Heart of America going to permit the continued neglect of this epic figure, perhaps the clearest visioned genius in the Revolution, certainly one of the half-dozen greatest leaders in that conflict, just because easterners of the Atlantic seaboard have set the pattern of our histories and have been blinded by the proximity of their own affairs to the worth of his work?

The only other dream in the Revolution—aside from the general one of liberty—comparable to Clark's was the campaign in the St. Lawrence Valley. It was not so "impossible," the sufferings were no greater, the dangers no more threatening. The Lower Canadians were not so warlike as the northwestern Indians. In that campaign the patriot armies were larger, better appointed, their home backing more cheering; and, yet it was a bungled failure. Seldom in history is there seen such mastery of men and conditions as Clark showed in his campaign.

But today the work of Montgomery and Arnold has more seeming importance in our histories than that of Clark, who suffered but never quailed; who was surrounded by most alarming dangers yet never cowered; whose home-backing was feeble, niggardly, reluctant; who overcame great Indian nations by the majesty of his manhood, and superior numbers as well appointed and fortified British by the miracle of his accomplishment, the force of his mind, and the intenseness of his patriotic purpose; who overcame every obstacle because he, George Rogers Clark—alone—determined that the nation that was to be, would

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not be fenced in by the Alleghenies and the Royal Proclamation of 1793.

George Rogers Clark's place in the hearts of all Americans should be—must become—too big to be neglected by any part of the nation he rescued from a narrow seaboard and seated upon a continent; a continent which, BECAUSE OF HIM, was to become an unbroken area of the highest civilization in the world, the civilization that was to become the nemesis of tyrants, instructor in freedom, and the hope of liberty throughout the world.

George Rogers Clark's name must be the next one placed in the Hall of Fame. This Continent of Civilization must honor its origins.

The Founding of the Toledo University of Arts and Trades

FRANK R. HICKERSON

THIS article deals with the conditions in the Toledo area which led to the establishment of the Toledo University of Arts and Trades, and the struggles of the institution during the period 1872 to 1884. The principal characters are Jesup W. Scott, his three sons, and Albert E. Macomber. The steps which they took to endow and organize the school, and then to keep the struggling institution open, are discussed. The facts presented here have much to do with the shaping of the future organization and policies of the university.

Conditions Leading to the Establishment of the University.—The first step toward founding an institution of higher learning in Toledo was taken by Jesup Wakeman Scott (frequently spelled Jessup) and a group of local business men. Their idea was a natural outgrowth of the expanding industries of the city at that time. The university which they founded was planned to meet a special local need for "trained artizans" [sic].¹

Toledo was a booming city during the early 70's when the university started. A great trading center was developing because of the strategic location between Lake Erie and the rich agricultural region to the west and south. Population and wealth had been rapidly increasing for three decades. Civic leaders of the city confidentially believed that a great industrial era was in the offing. A shortage of skilled workers was already retarding the infant industries which were springing up all over the city.

Scott, a Connecticut Yankee, had been identified with nearly every bit of progress made by the city during the previous three decades. At sixteen he taught his first term of school. Through independent study he was able to enter Union College in the junior year. He moved to Augusta, Georgia, after leaving college and taught in Richard Academy. While teaching there he read law, and was admitted to the bar in Georgia at the age of twenty-three. He next opened a law office at Chester,

South Carolina. Nullification clients did not like to patronize a union lawyer, so he gave up his practice of law. In 1824 he went back to his Connecticut home and married Susan Wake-man. Their wedding journey was to drive from Connecticut to South Carolina in a chaise. He next taught in the State Female College at Columbia. Here Mr. Scott became interested in maps of the interior of the country and forecast, with now recognized accuracy, the growth and relative importance of many cities.²

His interest led him to write a letter to the postmaster at Maumee, Ohio, concerning the nature of this frontier region. A few months later he resolved to move with his family to Ohio. The first newspaper in the Maumee Valley was started by him at Maumee in 1835. After moving to Toledo he became editor of the *Toledo Blade* for a time, and after that he was a constant and valuable contributor to the leading journals of the city. His articles were generally designed to promote projects calculated to advance the interests of Toledo.³

In an article in *Hunt's Merchants Magazine*⁴ and a booklet, *The Future Great City of the World*,⁵ Scott argued that the position of Toledo was such that she would eventually become the central city of the continent. He believed that Toledo would be larger than New York City by 1900, and larger than any other city in the world by 2000. The pamphlet attracted much attention among the people of the city. On October 17, 1872, the editor of the *Blade* gave the following review of Scott's pamphlet:

It shows a careful study and extensive research of the author. While many did not comprehend the facts and were disposed to jeer and laugh at his conclusions, careful readers and observers of the laws of trade and the influences which combine to make great cities, were struck with the force of his facts and arguments, and there is no doubt but Toledo is much indebted for her rapid growth, during the past few years, largely to the influence of Mr. Scott's pamphlet.⁶

The chief factor in the growth of Toledo was the lines of

communication which led into the city. In 1872 ten railroads had been completed, and seven others were in process of construction. Local merchants and business men looked forward to the time when all these roads "would be pouring their share toward building up the 'Future Great City.'" Every issue of the local papers during this period contained one or two columns of "Railroad Matters." The prospects for a great boom seemed certain. The business elements of the community were becoming more and more conscious of the part that rail rather than water traffic would play in the future development of the city and adjacent territory. A merchant told a newspaper reporter of that period that a market for the surplus products of the region would be built up which would, without other contributing influences, sustain a city of a quarter of a million.⁷

In 1869 the Lake Shore and Michigan Southern Railroad officially announced that it was contemplating purchasing land near the corporation limits of Toledo for an important junction point. It was to be equipped with train trip terminal facilities, car repair shops, freight and coal truckage, etc.⁸ The officials of the road planned to use about 1,200 hands to maintain the terminal. Business men believed that the Lake Shore and Michigan Southern "would be the opening of an artery by which a steady stream of vivifying blood would diffuse itself through every vein and capillary of the commercial system of Toledo."⁹

Scott owned 160 acres of farm land adjacent to the proposed junction site. A new residential and business district was expected to develop in the vicinity. The estimated value of Scott's property in 1872 was \$80,000 and the prospect of it appreciating in value seemed certain. The unearned increment on other tracts now in the business district of Toledo, had made him wealthy.

Scott was familiar with a gift of land which had been made to Trinity Church in New York City about 200 years before. This property was known as Sailor Smug Harbor. It was located less than a mile from the Battery. After the city grew up, the income was so great that it might have supported a half dozen universities.¹⁰ Scott's firm belief in the future greatness

of Toledo and the ultimate value of his 160 acre farm influenced him to donate it as an initial endowment for the promotion of manual and industrial education. In deeding the farm to the trustees of Toledo University of Arts and Trades, he specified the mode of leasing three-fourths of the tract in city lots on a long-term lease-hold.¹¹ His plan was similar to that of Trinity Church.

Other public spirited leaders shared with Scott the belief that his gift of 160 acres of land would be adequate to endow an institution of higher learning. They readily joined him in working out a plan to incorporate and establish a university to train skilled workers who were in great demand.¹² After collaborating with Scott for several months in consummating the project, an announcement appeared in the *Toledo Commercial*, October 24, 1872, describing the proposed university:

It has for some days been known to us, that our worthy fellow citizen, Jessup W. Scott, Esq., was maturing the plan of a movement which promised much for Toledo and the cause of education; but we thought best to defer mention of it until it should assume definite and complete shape. This was reached yesterday afternoon, and we take the earliest opportunity to present the facts to the readers of the *Morning Commercial*. The plan is for the establishment of an institution of learning, to be known as 'The Toledo University of Arts and Trades,' and to embrace the objects more particularly set forth in Mr. Scott's deed of trust.

The Trustees of the corporation met on the 23rd of October (1872) in the Boody House, His Honor, Mayor Jones, in the chair, where they organized, by the choice of Hon. Richard Mott as President, and Colonel D. F. DeWolf, Supt. of Schools, as Secretary.

Jessup W. Scott, Esq., being present then delivered to the Board of Trustees the deed of trust of 160 acres of land, described therein, and located about three miles from the post office, together with a plat of the same, which were formally accepted and adopted by the Board on the conditions therein set forth. A committee was appointed to draft by-laws and plan of work, and call a meeting of the Board when ready to report.¹³

Articles of Incorporation.—The articles of incorporation were drawn up on October 12, and were received for record in the Lucas, County, Ohio Recorder's office on October 14, 1872. The

The Toledo University of Arts and Trades

document¹⁴ defined the character of the institution for many years and was eventually the basis of much litigation. The first paragraph state that Jesup W. Scott, William H. Scott, Frank J. Scott, William Raymond, Sarah R. L. Williams, Charles W. Hill, and Albert E. Macomber, residents of Toledo, had met on October 12, 1872, and organized under the laws of the State of Ohio enabling trustees of colleges, academies, universities, and other institutions to incorporate.

There were five main parts of the document. The first stated that the name by which the institution would be known was "The Toledo University of Arts and Trades." The second specified that the location of the university would be in or near Toledo. The first described how the university was to be supported from the income of 160 acres of land donated by Jesup W. Scott. The fourth explained the purpose of the university and how instruction was to be conducted. The fifth provided for a board of trustees which was to be composed of eight regular members and three *ex-officio* members. The trustees were to be self-perpetuating body.

Reaction of the Public to Scott's Proposal.—Apparently the community warmly welcomed the step as one which would accomplish much toward attracting to and building up a splendid intellectual center.¹⁵ The press at the time, however, seemed to have failed to grasp the real import of Scott's plan, which was the establishment of a manual training school, or, at least, it was not played up to the public. The high-sounding title "Toledo University of Arts and Trades" led them to believe that a liberal arts college was being established. In the not distant future they expected it to be a great intellectual and cultural center. Little was written or said about manual training in the new university. This type of instruction was still unknown to most people in Toledo, and it was not popular with the others who did know something about it.

An editorial in a local newspaper described the new university in the following terms:

No one doubts the future greatness of Toledo, as a commercial

and manufacturing center; but Jesup W. Scott, the founder of this University, whose almost prophetic vision clearly saw, from the time Toledo was a small village, that it had a proud mission to fill among the first commercial cities of the world, now quite as clearly sees the necessity for placing in the midst of this great business mart an institution which shall say to the world that Toledo is not wholly devoted to money-making—that here the Arts and Trades are encouraged—that genius is recognized as belonging to the people, and they have provided for its development—that intellectual progress is encouraged here—and that this city proposes to extend a cordial welcome to all lovers of Science and Art, all who cherish advancement toward higher and better life.¹⁶

The Purpose of the University.—Jesup W. Scott was well grounded in Greek and cultural subjects. Nevertheless, he realized that there was a place in the educational system of his day for a type of instruction which would directly contribute to the prosperity of the city. His son, Frank J. Scott, had studied architecture in the *École des Arts de Métiers* in Paris, and had interested his father in establishing a similar institution in Toledo. There were only two such schools in the country at this time. The plan for founding and the objectives of the university were incorporated in the deed of trust. The wording and style seem to indicate that most of the document was written by Frank J. Scott rather than by his father. The purposes of the gift were set forth in almost identical language in both the articles of incorporation and the deed of trust.

There were specifications in the deed that the trustees should use the income from the land for: (1) the establishment of an institution for the promotion of knowledge in the arts and trades and the related sciences by means of lectures and oral instruction, (2) the preparation of cabinets and materials, and museums instructive of mechanic arts, (3) instruction of any type which might serve for high culture, (4) the imparting of instruction in the use of phonographic characters and to aid their introduction into general use by writing and printing, and (5) the encouragement of health giving, invigorating recreations.¹⁷

Three years later Frank J. Scott, in an address at the close of the summer term of the university, elaborated on the objectives of his father's gift. A portion of the address was as follows:

With a good common school education for a foundation and the facilities of such schools as we propose, with efficient and practical men for master of instruction in the several arts and trades, two years of study in our schools, and work outside of them will advance boys and girls as far in any art or trade as twice as many years under the old apprenticeship system. In short, we must provide a substitute for, and an improvement on the old apprentice system.

The German and French schools of trades have teachers who can show the blacksmith how to distinguish intelligently, the different sorts and makes and qualities of iron: how to compute their strength, how to economize through various trades to become a thorough artist-workman, whether as machinist, builder, architect, manufacturer or engineer.

The cabinet maker should be able to learn here; in connection with the practice of the shop, how to make and combine all the parts of his woodwork, so as to give the most elegant result for his labor and the most thorough and honest construction.

The student of architecture should here, after a thorough training with the schools for the carpenter, the mason and iron monger, be carried into the school of design and have years of practice and instruction in styles, systems, and principles of architecture. Architecture and civil engineering should be a department, and all the arts and trades which go to make the least or the greatest specimens of architecture or engineering should be taught to mechanics in this school.

Now it is just as much a matter of course, that every good mechanic should draw. It is no accomplishment, it is simply an element of the beginning of an education. When you can draw an apple or pumpkin, and rise to the skill required to draw a pump, you become an artist or a bungler just as you succeed in doing one or the other, so that a farmer will recognize the variety of apple, and the sort of pumpkin, and the machinist the exact kind of pump which you have attempted to represent. To draw apples well, you must study apples, and it is this necessity, that you study the thing you are drawing that constitutes its great usefulness.¹⁸

Original Trustees of the University.—The articles of incorporation¹⁹ and deed of trust²⁰ provided for a board of eleven

trustees. Scott appointed the original members of the board. It consisted of his three sons, five eminent citizens, and three *ex-officio* members (the mayor of the city, the superintendent of schools, and the governor of the state). A more public-spirited and competent group of Toledo citizens could hardly have been found.

The three Scott sons were well qualified to carry out the plans of their father. The Scott name carried a great deal of prestige. Through their business and civic activities, they had a deep insight into the economic, social, and intellectual life of Toledo. They were firm believers, like their father, in the future greatness of the city. Many local institutions were due to their agitation and intellectual influence.

William H. Scott was the most aggressive and influential member of the family. His training and experience made him a valuable member of the board of trustees. He had been instrumental in the establishment of the Toledo Public Library, and served as president of its board for many years. During Governor Young's administration he was a trustee of Ohio Wesleyan University.²¹ After Toledo took over the Toledo University of Arts and Trades, he became the first president of the board of directors.²²

Maurice A. Scott engaged in several businesses. He was a printer, a telegrapher, a miller, and finally a real estate dealer. Many of the old business buildings of the city and whole blocks of residences were constructed by him.²³ Maurice A. Scott is known to the average Toledoan of today through his daughter Florence, who married Edward Drummond Libbey, a wealthy glass manufacturer and founder of the Toledo Museum of Art. Scott lived in Castilia, New York, for several years after the university was founded, and had little part in shaping its policies.

Frank J. Scott was the most scholarly member of the family. It was he who fired his father's mind with accounts of the type of technical instruction being done in the schools of France. The plan for a university, as drawn up in the deed of trust and

articles of incorporation, seems to have been the work of Frank J. Scott himself. At his suggestion Jesup W. Scott later prepared the amendatory deed making the Scott endowment available for aiding technical instruction in the public schools.²⁴

William H. Raymond was a close friend of the Scott family and a pioneer business man of the city. During the Civil War his business operations proved unfortunate. He compromised with his creditors and moved to Oakland, California. Here he recouped his fortune. Later he returned to Toledo and paid his creditors in full, principal and interest.²⁵ He was in Toledo on a visit from California at the time the university scheme was launched. With a generous interest in the project, he promised to endow a professorship, or otherwise aid the university to the amount of \$15,000.²⁶ Raymond was never an active member of the board.

Albert E. Macomber was the youngest member of the board of trustees, being but thirty-five at the time the university was established. He served on the board during the twelve-year period when the university was a private institution and sixteen years after the university had been taken over by the city council. There was no member who worked harder and gave more time to the welfare of the institution than Macomber. It was largely through his initiative and foresight that the university project was not abandoned while it was a private institution. Also it was due to his initiative that the city was persuaded to assume the Scott trust and reorganize the university as a municipal institution. He seemed to have had a better idea than any of his colleagues what services the school could best render.²⁷ During Macomber's later years he believed that the university was being operated contrary to the provisions of the Scott trust. He then became its implacable enemy, and for many years worked to undermine and discredit it.

Richard Mott, one of the best known citizens of Toledo, was elected as the first president of the board of trustees. Mott was immensely wealthy. He was president of the Toledo Savings

Bank, director of a railroad, and a grain dealer. His experience as a public official consisted of one term as Mayor and two as Representative in Congress. He also served in various capacities in civic organizations.²⁸

Charles W. Hill had a colorful career. He taught school for several years before beginning the practice of law. During the Civil War he organized and trained 310 Regiments of State Militia. He served for thirty years on the Toledo board of education, and was one of the prime movers of the Y.M.C.A. in the city. A high school commencement speaker once said that "if any man in Toledo was entitled to have a monument erected to his memory here, that man was Charles W. Hill, for his promotion of the public school system of the city." He was also an active member in the city council for several years.²⁹

Sarah R. L. Williams was an influential and talented woman. She was a niece of James Langdon, the first governor of New Hampshire and a member of the National Constitutional Convention. At one time she taught school in Buffalo. Her husband, Joseph R. Williams, was the first president of Michigan State College, a member of the Michigan State Senate, and finally editor of the *Toledo Blade*. After the death of her husband she became editor of the Women's Department of the *Sunday Blade*. In her later years she became a strong advocate of Woman Suffrage. Susan B. Anthony and Carry Chapman Catt were close friends and co-workers of Mrs. Williams.³⁰ Little is known of what part she had in the affairs of the university.

The Amendatory Deed.—Two months after incorporation Jesup W. Scott and his wife gave an amendatory deed. It provided that funds arising from the leasing of property originally deeded to the corporation could be used in conjunction with, or as a part of, any educational fund. The main clause in the amendatory deed was as follows:

Now we do hereby qualify said limitation so that these funds may be used in conjunction with and as a part of any educational fund for the promotion of the kind of education embraced in the

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Deed of Trust which may hereafter be furnished by state or city or by the general government of the United States, subject to such conditions and agreements as the Trustees of the University and the authorities having the disbursement of the public funds may unite in making.³¹

This change was made by Jesup W. Scott at the earnest solicitation of his son, Frank J. Scott, who was convinced of the importance of grounding all educational work on the broad basis of the free public school system.³² Another clause in the deed released the trustees from the specifications for erecting buildings on the farm. This clause was not important because no lots were ever leased for residential or commercial purposes.

Plat of the Farm and Provision for Buildings.—Jesup W. Scott had a plat of the farm prepared in the office of the city engineer.³³ The streets were laid out according to his plan for a campus and business center. Some of the streets still exist today in Scott Park. The central part of the farm was to be circular, with a diameter of five hundred feet. It was to be called University Place. Buildings were to be erected upon it for the use of the university whenever funds were available for that purpose. The four radial streets from each of the corners to the circular area were named North West Street, North East Street, South West Street, and South East Street. Two concentric streets were laid out around the central part of the plat. The others ran north and south, and east and west. The streets were named for distinguished scientists, artists, and educators. Provision was made that no buildings were to be located less than twenty feet from the streets. In the division of lots into blocks, provision was made that each lot in the rectangular blocks should be, as far as practicable, twenty feet wide. Those of irregular blocks were to be as nearly as possible that size.³⁴

Provision for Financial Support of the University.—In order to support the university, as stated previously, Scott bequeathed 160 acres of land to the trustees. Provision was made in the trust that the lots into which the farm was to be divided were to be leased as opportunity offered, at an annual rental of not less than

four per centum of their value nor more than six. The leases were to be for a term of five years, on the basis of appraised value.³⁵ It was expected by Scott at the time of incorporation of the university, that several professorships would be endowed by citizens of wealth.³⁶ Some of the better informed citizens realized at the time that other gifts would be necessary if a university worthy of the name was to be established. The editor of the *Toledo Commercial* wrote:

Of course—and to this point, we desire to call the especial attention of the citizens of Toledo—the success of this highly important enterprise depends upon the support which it shall receive at the hands of other friends of education in Toledo. Mr. Scott's munificent donation—liberal and valuable as it certainly is—can be regarded in no other light than as an initial step, the substructure of the proposed institution.³⁷

The first person to respond was William H. Raymond. He pledged \$15,000. This gift was to endow a department in the university to be known as "Raymond School of Mines and Mining."³⁸ The trustees drew on Raymond for \$8,000 to purchase the old Independent Church building at Tenth and Adams streets from Albert E. Macomber. A few months later Raymond became involved in financial difficulties and was unable to pay any more.³⁹ Mention was made in various sources of a gift by Macomber. The consideration mentioned in the deed to Independence Church Property was \$8,750.⁴⁰ It is assumed that the \$750 difference between Raymond's gift and the cost of the property was a contribution by Macomber.

The trustees were disappointed in their expectation of a large income from the Scott farm. The terminal was never built. Richard Mott, president of the board of trustees, advised that the land be conveyed back to the Scott family. The sons objected.⁴¹ In the settlement of their father's estate, they donated ten additional parcels of real estate to bolster the struggling school.⁴² The value of this second gift was estimated at about \$60,000.

Instruction was to be free to all pupils who did not have

the means to pay tuition. Others were expected to make some contribution to the support of the school by paying such tuition and fees as the trustees would require.⁴³ A sarcastic letter to the editor of the *Blade*, at the time the university was opened, implied that *all* students paid a uniform fee—three dollars for each quarter term.⁴⁴

The university trustees had ample endowment to maintain a school in the 1870's, but, unfortunately, it produced very little income. A portion of the Scott farm was rented to truck gardeners. The auditorium of Raymond Hall was rented to a Unitarian congregation which had just been organized. The Unitarians held services in the building for several years. No record is available of the amount of rent secured from this congregation, but it certainly must have been small. The Scott farm was valued at \$80,000, the parcels of real estate donated by the Scott heirs at \$60,000, and Raymond Hall at over \$8,000. The total holdings were worth almost \$150,000.

Opening of the University of Design.—The university did not open for almost three years after incorporation. Raymond experienced some financial reverses and had considerable difficulty in raising \$8,000 of his \$15,000 pledge. The university, according to the plan of the trustees, was to be temporarily housed in the Independence Church building until it could construct more suitable quarters. They renamed the building Raymond Hall. It originally cost \$23,000. The congregation, due to a division or some kind of dissension, was unable to pay for it and gave it up.⁴⁵ It was finally put in condition for instructional purposes by obtaining a loan on which the lots donated by the Scott estate were used as security.⁴⁶

The arrangement of the building was described as follows:

What was built for an auditorium room of the church is to be a mammoth and magnificent library room, after the plan of the most complete and convenient in the country. Here are to be book shelves, reading and writing tables, and the cabinets of curiosities. This apartment is to be called the "Raymond Library." The basement, or what would have been such, is to be made into what

shall be known as "Raymond Lecture Hall," with adjacent rooms for apparatus, study, and other purposes.⁴⁷

After the building had been completed, there was not a dollar in the treasury to pay an instructor and to start classwork. Colonel D. F. DeWolf, superintendent of schools and secretary of the board of trustees of the university, spent his Christmas vacation in 1874 raising funds by public subscription for the school. An energetic canvas of a number of wealthy citizens produced sufficient funds to maintain the school for many months.⁴⁸

The university opened quietly on January 4, 1875. The editor of the *Blade* on that day wrote that "the question of adding technical studies to the common schools of Toledo was being agitated by some unwise educators and justly met with little encouragement from the most practical and thoughtful." He added that the Toledo University of Arts and Trades would supply this needed education independently of the public schools, and would thus avoid interrupting academic instruction.⁴⁹ The university, however, started out as a school of design rather than a university of arts and trades. The only subjects taught were architecture and painting.

Frank J. Scott assisted Colonel DeWolf in the raising of funds by preparing an article for the *Blade*. He made it quite clear to parents of ambitious youths of Toledo that the technical instruction available in the new institution would yield big financial returns. A portion of the article read as follows:

A school of this sort is greatly needed in the West. Until quite recently nothing has been done in this country to instruct the mass of constructive mechanics in this, the very alphabet of success in their calling. The result is that all our designs have come from abroad. The silverware and jewelry exposed for sale along our streets, the carpets, tapestry, furniture, etc., if manufactured in America, were designed by men who cannot speak our tongue, at salaries ranging from \$4,000 to \$8,000 a year, while our mechanics are left to work up these patterns at one-fifth of this compensation.

Bequests have been liberal in the country to institutions of learning designed for general culture, and we are glad of this. We hope

we shall never lose sight of the essential importance of this culture to our national existence. But, in addition to this, the practical instruction and training of our industrious, active, energetic people is what we now need to make our American system of education by all comparison the best in the world.⁵⁰

The first teacher in the school was William W. Young, an English architect. When not teaching he maintained an office at 99 Summit Street. Young seems to have been quite successful in the profession. Frequent mention of plans for residences and business buildings drawn up by him was made in the local papers. Accounts of the school indicate that Young was a competent and much admired teacher. After being held up twice on his way home from night school at the university, he always carried a revolver with him, and on one occasion used it when held up.⁵¹ He drew up the following business-like set of rules to be observed by his students:

The following rules have been promulgated for the government of students in the School of Design:

1. That no applicant will be received under 14 years of age.
2. That they have a good moral character.
3. That they present the attached form of recommendation, filled in and signed by some responsible citizen.
4. That on entering the school they have their names registered, and obtain their card of admission whenever demanded.
5. That they observe strict silence during the sessions.
6. That they maintain in good order the desk and their appliances provided for their use.
7. That absence, without reasonable excuse, for six consecutive sessions of the class to which they belong, shall be considered sufficient cause for dismissal.
8. That any student absenting himself for more than one-third of the sessions of the term, without reasonable cause, shall be excluded from future terms without special action and permit of the Trustees.
9. That any insubordination on the part of a student shall subject such student to instant dismissal.
10. That students in the elementary classes shall occupy at least one term in such classes.
11. That any student in the higher classes shall, at times, when

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deemed desirable by the Master, take part in the elementary classes.

12. That students provide themselves with all requisite drawing materials, at their own expense. (These can be obtained at the School at the usual cost.)

The above conditions being fulfilled, any person resident in the city may enter the school as a student, on payment, in advance, for each term of four months, for the purpose of covering expenses of fuel and light, the sum of three dollars.

The fee may by special arrangement, be paid monthly in advance.⁵²

Nature of the Program of Instruction.—The student body consisted of a few ambitious laborers who wanted to get ahead in their trade, and women interested in painting and drawing. The students were divided into two groups—the mechanical and architectural drawing class and the freehand drawing class. The former was composed principally of mechanics, and three of four women who intended to pursue architecture professionally. A large majority of the students were in the freehand drawing class. The individual method of instruction was used. The progress of the student depended upon the talents which he exhibited, and the time in and out of class he was willing to spend on the work.⁵³ The following detailed description of the methods of instruction used by Young was given by a contemporary in the *Toledo Blade*:

In teaching of Perspective, we find all those complex terms and problems which used to drive us to despair, dissolved into the most simple and easily understood exercises, and the pupils have the mastery of this hitherto hidden science in a few simple examples.

In the advanced class, which comprises drawing from the model and designing, is badly supplied with the requisites, and the master suggested that there must be amongst our kindly disposed citizens and tradesman members who have fine models of bronze work, statuary vases and other things they could present to the institution as permanent objects, or lend them for a session. Perhaps our citizens and friends of the cause may note this, and leave their offerings with Mr. Young at the school, or at his office in Ft. Industry Block.

Having noticed the classes, we may say little about the school itself. The large basement room in the Raymond building is well

fitted for this temporary preliminary work, and the Trustees have fitted up under Mr. Young's directions in a good comfortable manner. The wall is lighted by about twenty large coaloil lamps, with reflectors, which will be replaced by gas as soon as the connection can be made. Each student has a good, substantial desk, the top of which can be elevated or depressed, or made perfectly flat, as best suits his position and work. Each top is painted black, that is, every desk is available for black-board practice. A large American Base Burner gives warmth to the room, and when the room is lighted up and the pupils are at their work, there is an air of cheerfulness and businesslike energy which is thoroughly pleasant.

On Monday and Tuesday evenings the classes are very large and keep the master well occupied, passing along in the rear of his pupils reviewing their work as they progress, dropping here and there an encouraging remark and here again correcting some faulty line which his practical eye discerns instantly, and so passing round and round, keeps his students well up to their work. It is pleasing to remark that the pupils, without exception are industrious, attentive, and go to their work with thorough earnestness. From the general good feeling existing between the pupils and their master, we may look forward to this first trial session of a school of design being a grand success, and we would encourage all having a taste for design to avail themselves of the remaining term of the present session.⁵⁴

Citizens were requested by the trustees to contribute needed equipment and materials for the new school. There was little response outside of the board of trustees themselves. Frank J. Scott presented a valuable set of architectural studies, books, and materials, which he had selected with great care during a visit to Paris in 1873.⁵⁵ Albert E. Macomber presented busts of Theodore Parker and Charles Sumner to be used as models by the drawing classes.⁵⁶

The enrollment, however, was disappointing to the trustees. The School of Design could attract only a few talented persons who were interested in painting and architecture. Most of the fifteen students enrolled in 1875 were women.⁵⁷ A liberal arts course which would have been popular with the masses was not offered. Young resigned on May 8, 1875, and moved away from the city.⁵⁸

C. J. Shipley was elected teacher for the remaining one month

of the term. The university was reopened with twenty-nine pupils in attendance. Shipley added a special afternoon class for "ladies desirous of acquiring knowledge of drawing as an accomplishment."⁵⁹ Enrollment continued to increase so that Shipley could not handle the classes single handed. E. O. Fallis, A. Wunder, and Charlotte Williams, were added to the faculty to assist with the instruction.⁶⁰

Struggle to Keep the School of Design Open.—An attempt was made to increase the enrollment still further by advertising the school in the *Toledo Blade* each day for two weeks.⁶¹ Two advertisements were inserted, one for the Raymond School of Design and the other for Raymond University of Arts and Trades.⁶² The former was signed by C. J. Shipley and the latter by the Directors. Both ads were similar in content. They are reproduced below.

Raymond School of Design. Classes Held Every Evening (Except Saturday) from 7 to 9 and from 2 to 4 p.m. Application for admission to be made at the drawing room of RAYMOND HALL, on Adams Street corner Tenth, before study hours to

C. J. Shipley, Master

Re-organized! The Raymond University of Arts and Trades. Messrs. A. Wunder and E. O. Fallis have been appointed as teachers. The School will be reopened for the summer term, July 10, 1876. For terms, etc., apply to or address A. WUNDER, Artist, 18 Hartford Block, as teacher of "Free Hand Drawing," or E. O. FALLIS, Architect, 51 and 52 Hall Block, as teacher of Architecture and Mechanical Drawing, or at the University, corner of Adams and Tenth Streets, during session evening, except Saturday, between 7 and 9 o'clock P. M.

By Order of the Directors

The school had a struggling existence for about three years. There were many obvious reasons why it could not succeed. The railroad terminal was never constructed. The farm and other property depreciated in value each year. Wealthy citizens did not loose their purse-strings and endow chairs in the university. Tuition fees were insignificant. The courses offered by

the school were not attractive to students who were not artistically inclined.

An attempt was made to raise some money by disposing of some parcels of real estate held by the trustees. Albert E. Macomber succeeded in selling one lot in the Stickney Addition for \$1,800.⁶³ Frank J. Scott, in order to help the school, bought a lot in the Shaw Addition for \$1,600.⁶⁴ The board was unable to make any additional sales. Such funds as the trustees held dwindled away. Frank J. Scott, twenty-five years afterwards, wrote, "The school had to be run out of the pockets of some of the trustees:—Father's estate, Mr. Richard Mott, president of the board and myself being the pockets."⁶⁵ The university closed its doors in 1878 because it did not have a dollar to operate with, and the trustees were powerless for several years to re-establish it.

Summary.—The Toledo University of Arts and Trades was the outgrowth of an era of rapid industrial development. It was the intention of Jesup W. Scott, the founder, to establish an institution which would train skilled laborers, and thus supply a much needed demand in Toledo. The university which he started, however, was not organized as originally planned. Painting and drawing were the only subjects taught. Women attended in greater numbers than men. The community soon lost interest in the project. Five years after incorporation it had to close its doors because of lack of funds and almost empty classrooms.

NOTES

1. Deed of Trust, Lucas County Recorder's Office, Vol. 73 of Deeds, pp. 189-91, October 24, 1872. (The complete text of the deed of trust may be found on p. 89.)
2. John M. Killits, *Toledo and Lucas County, Ohio*. (Toledo: S. J. Clarke, 1923, Vol. I, pp. 480-481. This book was donated to the city library by Albert E. Macomber, a lifelong friend of the Scott family. The original biography of Scott has been cut out and a typewritten one inserted. It is assumed that it was written by Macomber.)
3. *Toledo Blade*, October 17, 1872.
4. *Hunt's Merchant Magazine*, December, 1861.
5. Jesup W. Scott, *The Future Great City of the World* (Toledo: Blade Steam Book Company, 1868), p. 41.

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6. *Toledo Blade*, October 17, 1872.
7. *Toledo Blade*, October 17, 1872.
8. *Toledo Commercial*, October 24, 1872.
9. *Toledo Blade*, July 15, 1872.
10. Albert E. Macomber, *The Relation of Toledo University to the Scott and Mott Bequests*, Number Eleven (Toledo: The Author, 1916-1924), p. 1.
11. Deed of Trust, Lucas County Recorder's Office, Vol. 73, of Deeds, pp. 189-191, October 24, 1872.
12. *Toledo Blade*, July 15, 1872.
13. *Toledo Commercial*, October 24, 1872.
14. Articles of Incorporation, Lucas County Recorder's Office, Vol. 2 of Miscellaneous Records, pp. 223-225, October 14, 1872.
15. *Toledo Blade*, October 19, 1872. (Also see *Die Toledo Express*, October 24, 1872.)
16. *Toledo Blade*, October 19, 1872.
17. Deed of Trust, Lucas County Recorder's Office, Vol. 73 of Deeds, pp. 189-191, October 24, 1872.
18. Address by Frank J. Scott at the close of summer term of Toledo University of Arts and Trades, *Toledo Blade*, October 2, 1875.
19. Articles of Incorporation, *loc. cit.*
20. Deed of Trust, *loc. cit.*
21. C. J. Van Tassel, *Men of Northwestern Ohio* (Toledo: Hadley Printing Company, 1898), Vol. IV, p. 63.
22. The name "board of trustees" was changed by law to "board of directors" when the city council assumed the Scott trust on March 24, 1884.
23. Harvey Scribner, *Memoirs of Lucas County and the City of Toledo* (Madison: Western Historical Association, 1910), Vol. II, pp. 28-29.
24. "First Annual Report of the Directors of Toledo University," *Annual Statement of Finances of Toledo: The Mayor's Message and Reports of Various Municipal Departments* (Toledo: B. F. Wade Company, 1886), p. 717.
25. H. S. Knapp, *History of Maumee Valley* (Toledo: Blade Mammoth Printing Company, 1872), p. 656.
26. *Toledo Commercial*, November 23, 1872.
27. Interview with Mrs. J. K. Hamilton, December 1, 1939. Mrs. Hamilton was the wife of J. Kent Hamilton, a prominent local attorney and a member of the Board of Education. Hamilton was the first person actively to recommend the establishment of a real university.
28. Interview with Miss Belle King, the only known living pupil who attended the Toledo University of Arts and Trades, October 17, 1939.
29. Interview with Stanley R. Walbridge, August 15, 1939. Mr. Walbridge's grandfather was one of the first directors of Toledo University.
30. Interview with John F. Kumler, grandson of Mrs. Sarah R. L. Williams, September 25, 1939.
31. Amendatory Deed, Lucas County Recorder's Office, Vol. 74 of Deeds, pp. 310-311, December 16, 1872.
32. Clark Waggoner, *History of Toledo and Lucas County* (Toledo: Blade Printing and Paper Company, 1888), p. 631.
33. *Toledo Blade*, July 15, 1872.
34. Deed and Trust, Lucas County Recorder's Office, Vol. 73 of Deeds, pp. 189-191. October 24, 1872.
35. Deed of Trust, *loc. cit.*
36. Deed of Trust, *loc. cit.*

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37. *Toledo Commercial*, October 24, 1872.
38. *Toledo Blade*, October 16, 1872.
39. Frank J. Scott, *The Present Status of a Project for a Toledo University of Arts and Trades; Manual Training in the Schools of Toledo; and the Relation of the City of Toledo as Trustees for Each Respectively* (Toledo: The Author, 1903), p. 40.
40. Deed to Church Property, Lucas County Recorder's Office, Vol. 78 of Deeds, p. 37, April 1, 1873.
41. Albert E. Macomber, *The Relation of Toledo University to the Scott and Mott Bequests*. Number Eleven. (Toledo: The Author, 1916-1924.)
42. Deed of Scott Heirs to Trustees of Toledo University of Arts and Trades, Lucas County Recorder's Office, Vol. 80 of Deeds, p. 274, February 25, 1874.
43. Deed of Trust, Lucas County Recorder's Office, Vol. 73 of Deeds, pp. 189-191, October 24, 1872.
44. *Toledo Blade*, February 10, 1875.
45. *Toledo Commercial*, November 23, 1872.
46. Deed of University Real Estate to City of Toledo, Lucas County Recorder's Office, Vol. 129 of Deeds, pp. 279-281, August 2, 1884.
47. *Toledo Blade*, December 22, 1874.
48. *Toledo Democrat and Herald*, December 22, 1874.
49. *Toledo Blade*, January 4, 1875.
50. *Toledo Blade*, December 22, 1874.
51. *Toledo Blade*, April 2, 1875.
52. *Toledo Blade*, April 2, 1875.
53. Interview with Miss Belle King, October 17, 1939.
54. *Toledo Blade*, February 3, 1875.
55. "First Annual Report of the Directors of Toledo University," *Annual Statement of Finances of Toledo: The Mayor's Message and Reports of Various Municipal Departments* (Toledo: B. F. Wade Company, 1886), p. 718. (Also see the *Toledo Blade*, July 7, 1875.)
56. *Toledo Blade*, June 30, 1875.
57. Interview with Miss Belle King, October 17, 1939.
58. *Toledo Blade*, May 10, 1875.
59. *Toledo Blade*, July 3, 1876.
60. Charlotte Williams was a daughter of Sarah R. L. Williams, a member of the board of trustees.
61. *Toledo Blade*, July 3 to 16, 1876.
62. The official title of the university was "Toledo University of Arts and Trades." It was generally referred to as the "University of Design" until this time. Changing of the name to "Raymond University of Arts and Trades," and "Raymond School of Design" seems to have been a result of the school being housed in Raymond Hall, and in honor of William H. Raymond.
63. Deed of Lot in Stickney Addition, Lucas County Recorder's Office, Vol. 113 of Deeds, p. 570, October 27, 1879.
64. Deed of Lot in Shaw Addition, Lucas County Recorder's Office, Vol. 92 of Deeds, p. 406, February 4, 1876.
65. Frank J. Scott, *The Present Status of a Project for a Toledo University of Arts and Trades; Manual Training School in the Schools of Toledo; and the Relation of the City of Toledo as Trustees for Each Respectively* (Toledo: The Author, 1903), p. 40.

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occupations, in addition to what are furnished by the public schools of the city. Also to furnish instruction in the use of phonographic characters and to aid their introduction into general use by writing and printing. Also, to encourage health giving, invigorating recreations. All the advantages of the institution shall be free of cost to all pupils who have not the means to pay; and all others are to pay such tuition and other fees and charges as the Trustees may require, and be open alike to pupils of both sexes. All income from leases of the lands herein conveyed, shall after paying necessary charges and improvements, be expended by said Trustees, to accomplish the objects herein stated. The Trustees shall plat and subdivide the land hereby conveyed according to the annexed map which shall be a part of this deed and they shall dedicate the streets and open grounds to public uses not inconsistent with the uses of the trust; and shall lease as opportunity offers, the lots thereon upon the terms following; to wit: For an annual rental of not less than four (4) percentum nor more than six (6) percentum upon the fairly appraised value of the lots so leased, payable quarter yearly. Said leases shall be for a term of five (5) years, renewable at the option of the leasees for an indefinite number of years from time to time, at the end of each five years, on the basis of the appraised value, at the convenience of each term of five years. The Board of Trustees shall prescribe the plans of all buildings to be erected upon the leased lots, and shall require that all dwelling houses be located not less than twenty (20) feet from the streets. The central plat, five hundred (500) feet in diameter, is designed for the erection of buildings for the use of the university, to be built in sections, as funds may be acquired for that purpose, the front of which shall not be nearer than twenty (20) feet to the avenue. The said Board of Trustees shall have power to fill out by vote of a majority of its members (not less than five remaining) all vacancies by death or otherwise. If it shall be reduced below five, the Governor of Ohio is authorized to make appointments to fill up that number. In the division of blocks into lots, each lot in the

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rectangular blocks, should be, as far as practicable, twenty (20) feet wide; and those of irregular blocks as near that size as may well be made.

In witness whereof the said Jesup W. Scott and Susan Scott have hereunto set our hands and seals this twenty first day of October in the year one thousand eight hundred and seventy-two (1872).

Signed, Sealed, and Delivered in the presence of

E. O. Brown Jesup W. Scott (Seal)

F. B. Dodge Susan Scott (Seal)

State of Ohio, Lucas County, ss