

WAYNE UNIVERSITY - A HISTORY

A DISSERTATION

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PREFACE

The growth of Wayne University in the heart of the nation's industrial capital - Detroit - has been an educational development worthy of note. Situated in the Cultural Center adjacent to the Detroit Public Library and the Art Institute, Wayne University offers the citizens of the Motor City a unique opportunity to obtain the benefits of higher education amidst the busy hum of business and industry.

Wayne University is, perhaps, America's unique institution of higher learning in that it is the capstone of an educational system extending from the Nursery or Kindergarten levels on through the Elementary, Intermediate, and Secondary Schools to the undergraduate and graduate levels of the University which is under the direction of the Detroit Board of Education composed of seven persons elected on a non-partisan basis by the citizens of Detroit. A resident of Detroit can enter the schools as a child and progress steadily upward until he finally achieves the doctorate and all during that period of education the only requirement is that he move from building to building and maintain a proper scholarship. The financial cost of such complete schooling is relatively low compared to the expenditure necessary to attend other state or out-of-state institutions, particularly those of higher learning.

With an enrollment approximating 20,000 students; an expanding campus being measured yearly in terms of newly erected buildings; a program of community service that has been in operation since its official establishment in 1933-1934 - all of these factors make Wayne one of

America's fastest growing Universities. Yet despite the phenomenal growth in this institution in the past two decades and its increasing importance in the cultural life of the City of the Straits it has no written history worthy of the name.

Therefore, the purpose of this dissertation will be to present the first comprehensive history of Wayne University and its influence and its contribution to the intellectual, cultural, and complex industrial life of the community. In addition, this study will present the principal facts that led to the establishment of a municipal university in Detroit and will present the role of the several individuals who were largely responsible for the founding of the University. By tracing the development of one American municipal University, this project will make a contribution to knowledge in the field of education.

Naturally, much of the material dealing with the history of Wayne University is contained in various libraries both those within and without the City of Detroit. In undertaking this project the author drew extensively upon the primary sources of historical material on deposit in the libraries of the University, itself, particularly those of the Reference Library on the second floor of "Old Main," the principal building of Wayne, and the fourth floor Education Library. In addition, the extensive historical resources of the Detroit Public Library as exemplified by the Burton Historical Collection and the Social Science Departments were drawn on for historical material in the predecessor colleges that eventually became Wayne University, notably the Detroit College of Medicine and Surgery, Detroit Teachers College, and the Colleges of the City of Detroit. Extensive use was made of the Reference

Library maintained in the Administrative Offices, Detroit Board of Education, located in downtown Detroit as well as the excellent library maintained by The Detroit News. The libraries of two of Wayne's sister institutions, the University of Detroit and the University of Michigan at Ann Arbor, were also consulted for documents relating to Wayne. One other source of historical material should be mentioned and that is the many documents in the forms of memoranda, letters, personal memoirs, and official publications of the University that are to be found in the files of many of the administrative officials of Wayne. Finally, many of the persons who were instrumental in founding the University supplied valuable information through the medium of personal interviews relating to Wayne's past and present.

The research done and the technics used were those of historical research involving the location, examination, and evaluation of both published and unpublished materials found in libraries, offices, and in the memories of those interviewed. After the material was discovered, the sources evaluated for accuracy and importance, the material was interrelated for presentation in the narrative and descriptive form found in the body of this dissertation. It should be noted that while detailed analyses and evaluation of the administration of Wayne University as it has existed in the past have been presented, the writer has not attempted to analyze the present administration of President David D. Henry inasmuch as he is in the middle of a long range program of development of Wayne that cannot be equitably evaluated for some years to come.

In the preparation of a document of this type there are numerous individuals who assisted "above and beyond the call of duty." Perhaps it was due to the fact that this was the first detailed attempt in recent years to record the University's history that so many persons were so wonderfully cooperative but the fact remains that there are in Detroit literally "legions" of persons who are proud of the history of their Alma Mater and who were willing to go out of their way in helping the author present it in the form herein contained. Some names stand out, however, and therefore they shall be mentioned specifically although a sincere vote of appreciation is due to the many persons who helped in the preparation of this manuscript.

Putting "first things first" the author should like to extend a sincere note of thanks to Dr. William Reitz, Chairman of the Doctoral Committee. Not only was it his original suggestion that such a history be prepared but he has worked unceasingly to make this final dissertation a reality. The writer is proud to say that Dr. Reitz is more than a mere academic adviser for he is also in that rare category of true friend. The other three members of the Committee, Drs. Harold Soderquist, Miles C. Romney, and Paul B. Rickard have, by their patient counsel and wise understanding, made the path of scholarship that much easier. As an "ex-officio" member of the Committee, Dr. Sidney Glazer of the Wayne University History Department, has reviewed the entire manuscript and offered professional assistance as well as friendly advice.

The administrative staff of Wayne has aided immeasurably in the presentation of the University's history. Dr. David D. Henry has not only encouraged the writer throughout the entire period of research and

writing but he has supplied much valuable historical information in the form of documents from his office and in his personal evaluations of his predecessors in the offices of Executive Vice-President and President of the University. Mr. Arthur Neef, Provost and Dean of the Law School; Mr. Olin Thomas, Executive Secretary and Director, Division of Finance; Miss Elizabeth A. Platt, Registrar; Mr. Homer Strong, Director of Alumni Affairs; Dr. Rupert Cortright, Chairman, Department of Speech; Dr. Raymond Miller, former Chairman, Department of History; Mr. Wendell Vreeland and Miss Evelyn Holtorf, Division of Statistics and Research; Mr. C. J. Wickwire, Office of Press Relations; and Messrs. David Holmes and George Sherman of the University Athletic Department have all contributed encouragement, advice, and valuable historical data.

Particular thanks are extended to the following Deans of the University's Schools and Colleges who either supplied information or took the time to read the chapters dealing with their branch of Wayne and offer suggestions: Dr. Gordon H. Scott, Dean, College of Medicine; Dr. Waldo E. Lessenger, Dean, College of Education; Dr. Arthur W. Carr, Dean, College of Engineering; Dr. Victor A. Rapport, Dean, College of Liberal Arts and Mr. Donald S. Miller, Associate Dean, College of Liberal Arts; Dr. John J. Lee, Dean, Graduate School; Mr. Roland T. Lakey, Dean, College of Pharmacy; Dr. Walter C. Folley, Dean, School of Business Administration. In addition, valuable assistance was rendered by members of the secretarial staffs of these administrators, particularly by Mrs. Doris M. Lusk, Secretary to President Henry; Mrs. Elizabeth Stewart, Secretary to the Director of Alumni Affairs; Miss Rose Hoban, Secretary to Dean Gordon Scott; and Mrs. Emma B. Hartshorne, Graduate School, who also typed the final copies of the manuscript.

No document of a historical nature could materialize without the assistance of numerous librarians. The following, however, were of particular aid: Miss Grace Winton, Librarian, Northwestern High School; Miss Estelle M. Reid and Miss Gladys Hogland, Reference Library, Wayne University.

Among the numerous persons who aided the final presentation other than those already listed were Dr. Albertus Darnell, Dean Emeritus, Wayne University College of Liberal Arts; Mr. Don Leonard, Commissioner, Michigan State Police; Mr. Franklin Stewart, Managing Editor, Lincoln-Mercury Times; Mr. Frank Gorman, Attorney and Former Member, Detroit Board of Education; Mr. A. Douglas Jamieson, Member, Detroit Board of Education; and Dr. Herman Browe, Deputy Superintendent, Detroit Public Schools.

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CHAPTER 1

INTRODUCTION AND GENERAL BACKGROUND

Purpose of the Study

The great 19th century essayist, poet, and philosopher, Ralph Waldo Emerson, writing in his famous essay on Self-Reliance, stated the now oft-repeated maxim: "An institution is the lengthened shadow of one man...and all history resolves itself very easily into the biography of a few stout and earnest persons."¹

In a very broad sense Mr. Emerson clearly foretold the history of Wayne University for it is essentially the story of the lengthened shadow of one man, Frank Cody, and the biography of a few stout and earnest persons, including Charles Spain, David Henry, David MacKenzie, Warren Bow, Burt Shurly, Walter MacCraken, Stuart Curtis, Waldo Lessenger, Allen Campbell, Arthur Neef, Roland Lakey, Arthur Carr, William Pyle, John Lee, Preston Scott, Donald Leonard, and their host of colleagues among the faculty, student body, and alumni, as well as the support of the citizens of Detroit and Michigan, that have resulted in the establishment of one of America's unique institutions of higher learning.

The late Dr. Charles L. Spain, Executive Vice-President Emeritus of Wayne University, expressed the particular role this University has played in American education when he addressed the Class of 1939 at Commencement:

¹Ralph Waldo Emerson, "Self-Reliance," ed. by Saxe Commins and Robert N. Linscott in The World's Great Thinkers (New York: Random House, 1947), Vol. III, p. 392.

Wayne University, because it is the capstone of a complete educational system extending from the kindergarten through the higher levels of the University graduate school, is unique among the universities of this country. The integration of all of the educational functions of a great public school organization has resulted in greater unity of purpose and effort throughout the entire system and offers to the University an opportunity for leadership in a broad program of public education.¹

Thus, the growth of Detroit's municipal university has been an educational development worthy of note. As Dr. Sidney Glazer of the University's History Department has noted in a series of historical articles he prepared for the college newspaper, The Detroit Collegian, which were published in the spring of 1934, Wayne University did not come into existence as the outgrowth of any specific institution nor of any early formulated conscious plan. Rather, its development was substantially an account of the establishment or acquisition of different schools by the Detroit Board of Education. In essence, it was also the story of the attempts of various Detroit educators to promote the interests of higher education and to make possible collegiate instruction of varying types for those deserving it. Inasmuch as these persons were the students of Detroit, it may be said that Wayne was pushed into progress by scholars who wanted the education it offered.²

Such an institution, then, deserves an accurate chronicling of its past and present and a consideration of its probable future. No such document now exists. The purpose of this dissertation, therefore, will be

¹Charles L. Spain, The Municipal University of Tomorrow (Detroit: The Detroit Board of Education, 1939), p. 4.

²Sidney Glazer, "History of Wayne University," The Detroit Collegian, Vol. XXIV, April 23, 26, 30, and May 3, 7, 10, 14, 21, 24, 28, and 31, 1934.

to make available a comprehensive history of Wayne University and of its influence and its contribution to the intellectual, the cultural, and the complex industrial life of the community.

The investigation into the history of Wayne University will be divided into two parts: (1) the chronological narrative of the history of the University, and (2) a topical narrative of the pertinent aspects of the University.

The chronological narrative deals with the following phases of the problem:

1. The presentation of important facts concerning the establishment and development of the University in terms of the history of the seven existing schools and colleges that were operated by the Detroit Board of Education on August 8, 1933, at which time they were consolidated into The Colleges of the City of Detroit and into Wayne University on January 23, 1934. These seven municipal colleges were the Detroit College of Medicine and Surgery, Detroit Teachers College, The College of the City of Detroit, the College of Pharmacy, The College of Engineering, The Graduate School, and the Detroit City Law School.

Five of these colleges developed separately and two were the out-growth of departments originally established in The College of the City of Detroit. However, all of them, except the Law School, were the nucleus of Wayne and as such deserve separate chapters in the University's history. The Law School, which did not become an official part of the University until March 7, 1937, shall be included, however, since it was an integral part of the University.

2. Following the individual presentation of a brief, yet conclusive, history of the seven predecessor colleges, chapters will be devoted to a consideration of how these individual parts became a unified University.

3. It is then proposed to consider the history of Wayne in terms of eras, namely, the era of original growth, covering approximately the period from 1934 to 1941; then to consider Wayne's role in World War II from 1941 to 1945; next, the role of the University in the post-war years from 1945 to 1951; continuing with a chapter setting forth the growth of student and alumni activities, and extra-curricular activities such as athletics and social life; and, finally, to conclude with a brief prognosis of the University's future.

The topical narrative deals with the following phases of the problem:

1. The growth and development of the student body, the campus organizations, the alumni, the faculty, and the physical plant.

2. The problem of financial support of the University during its entire existence.

3. The role of the various outstanding educators whose unselfish devotion to the cause of the University made its founding and continuing success a reality.

4. The influence of the University as a center of learning in Detroit and its service to the community, state, nation, and possible international interests in the field of higher education.

Need for the Study

The story of Wayne University is replete with information and incidents which properly compiled should be of interest to all persons concerned with educational activities. While certainly not the first and probably not the

last municipal university, Wayne University is unique in that its establishment in Detroit in 1933 saw for the first time in America a university in the fullest sense of the term existing within a public school district and under its jurisdiction. This arrangement made it possible for a student to enter school in metropolitan Detroit in the nursery or kindergarten division and to progress successively through the elementary, intermediate, high school, undergraduate, and graduate divisions without doing much more than move from building to building, but always remaining under the direction of the same guiding Detroit Board of Education.

Wayne University, then, is an institution of higher learning which supplements the privately endowed university, the state-supported colleges and universities, the smaller independent or denominational colleges, and the municipal universities established in various urban centers.¹ The recording of the steps in the evolution of such an institution will not only be valuable to students of education but also to city and university officers who may contemplate the organization and administration of similar universities in other communities. This study will enable them to profit by the experience of Wayne University.

Furthermore, no complete history of the University is now in existence in a complete, up-to-date form. The only histories now in existence, which will be considered shortly in this introductory chapter, are either fragmentary accounts or are out of date. The need for

¹Detroit Public School Staff, Frank Cody: A Realist in Education (New York: The MacMillan Company, 1943), p. 349.

a complete history which provides an accurate, comprehensive, and current treatment of the University is obvious.

Again, the rise of the municipal university is a relatively recent educational development to which little attention has been paid in the history of education. By tracing the history of Wayne University a significant chapter in the story of the rise of the municipal university will have been recorded. As such, this dissertation will make a further contribution to existing educational knowledge.

As R. H. Eckelberry pointed out in his study of The History of the Municipal University in the United States, which he conducted for the United States Office of Education in 1931, the municipal university represents the extension of educational opportunity because it has not only meant low tuition fees, or none at all, to the student in the city, but it has also meant the opportunity to live at home while attending college. Furthermore, it represents the secularization of education because with its principal support deriving from the public through its representative agencies, it becomes, in effect, an integral part of the public school system and shares its secular character.¹

The emergence of this specialized type of institution of higher learning within the past century is a distinct departure from the original pattern of university growth and development in the United States. The American university on the undergraduate level was

¹R. H. Eckelberry, The History of the Municipal University in the United States, United States Office of Education Bulletin No. 2 (Washington: United States Government Printing Office, 1932), p. 5.

originally patterned after the English and French ideas of a college or university. On the graduate level, however, higher education in the United States was basically patterned after the German university. It was originally designed to serve and perpetuate a relatively static society in which a social and intellectual elite directed the destiny of the nation and the lives of the individuals who composed it.¹

To perform the various functions of business, government, and the professions necessary to such a social order, the training of highly-skilled specialists became of prime importance. This training became centered in the American graduate school which served as a preparation for a very limited few of the total population.

American higher education was modeled, then, upon this "aristocratic" philosophy but as the result of the particular development of the Industrial Revolution and the concept of individual liberty and democracy in the United States there gradually grew up the belief in expanding institutions of higher learning to include more of the previously uneducated masses. The result was that a general democratization of American education transpired that showed communities that it was not entirely necessary to send its youth to private, denominational, or state-supported universities in order to train them for leadership tasks in an ever-increasingly urban society.

Municipal universities that could permit the youth to enjoy the benefits of higher education at moderate costs while residing in their

¹William Reitz and James R. Irwin, "The Training of College Teachers in America," International Zeitschrift Fur Erziehungswissenschaft-International Education Review-Revue International De Pedagogie, Salzburg, Germany, No. 1 and 2, 1950, pp. 163-164.

own homes permitted an extension of education in a fashion not contemplated a century ago.

The urbanization of American society furthermore necessitated the training of technical specialists who could often not achieve such training in existing institutions. Therefore, local American communities had to develop their own unique universities, such as Wayne, and, in effect, solve their own particular educational problems.

Probably the best summarization of the foregoing viewpoints is contained in an address given in 1914 by Dr. C. W. Dabney, at that time president of the municipal University of Cincinnati, when he said:

In the development of every nation there comes the period of the cities. Originally a confederation of States, America is fast becoming a republic of cities...

The municipal university, therefore, is needed as the intellectual and spiritual dynamo of the city. The city, as well as the Nation, is awakening to a recognition of the necessity for intelligent and righteous leadership....Hand in hand with the demand for the purification of the ballot and city administration goes the demand for higher ethical and educational standards. The university must make these standards, and it must train the leaders.

The old university was a thing apart, a city set on a hill. When it occasionally marched out of its doors to visit the people, music and banners celebrated the event. Some 30 years ago it took on what was called 'University extension.' The very name 'extension' implied that the university needed to be set free to serve. 'University extension' was, however, the beginning of a new era in the life of universities, developing in them a consciousness of their duty to the public. The service of some of our great State universities is a splendid illustration of what can be done by such institutions to promote the agricultural, industrial, political, and social, as well as the educational interests of their States. In similar manner the university mind is becoming the city mind, and the city itself is becoming a university for training its own servants. Now the municipal university is needed to develop this city-mindedness and to organize this study of the city's problems....

The city must have a spiritual head, and this head should be a university....The ideal head is the municipal university, the capstone of the city's educational system. The justification of

the municipal university is the need of the city itself.¹

In ancient times it was often said in university towns such as Oxford, Cambridge, and Paris that there were two factions, namely, the "town" and the "gown." Today, it might be said that the town has moved into the gown of the municipal university and a whole new era in higher education has begun.

Therefore, a history of such an outstanding municipal university as Wayne in "Dynamic" Detroit can serve to add to the torch of educational knowledge and to keep it burning that much brighter.

Still another reason for studying the history of Wayne University is the enthusiastic approval and support it has received from the City of Detroit and the State of Michigan. With an expanding building program and the erection of several new architecturally styled classroom structures to supplement "Old Main" at the corner of Cass and Warren Avenues; with thousands of students enrolled in both part-time and full-time day and evening classes; with constant pioneering in new fields of higher education as particularly adapted to the modern industrial urban community it serves; with an increasing share of the money appropriated by Detroiters to operate their first-class educational system until today the people of the community truly regard Wayne as the triumph of their city educational system; with the development of the University as a cultural and intellectual center of the community, an institution that plays an important part in the lives of so many alumni and citizens - all of these are reasons contributing to the fact

¹C. W. Dabney, The Municipal University, The United States Office of Education Bulletin No. 38 (Washington: The United States Government Printing Office, 1915), pp. 8-9.

that Wayne University has grown in public importance to the place where its written history deserves a proper telling.

Selected Related Studies

Eckelberry¹ devoted one chapter of his well-known history of municipal universities in the United States to the Colleges of the City of Detroit, as they were known prior to their becoming consolidated into Wayne University in 1933. Inasmuch as Eckelberry conducted his study in 1931, two years before the combination of these units, his discussion is not actually a history of Wayne University so much as an individual recounting of the histories of the Colleges of Liberal Arts, Medicine, Education, Law, and Pharmacy.

Glazer² has written what is probably the most complete history of Wayne University which he prepared in a series published in The Detroit Collegian, undergraduate newspaper now published daily by a student staff. Written in the Spring of 1934, this series was later revised and brought up to date in 1944-1945 by Mr. Homer Strong, Director of Alumni Affairs, in an unpublished manuscript available in the University library.³ While fairly complete, this series of articles made no attempt to be all-inclusive of the University's history but rather sketched the high points of its historical development up to that time.

¹Eckelberry, op. cit., pp. 139-142.

²Glazer, op. cit., in toto

³Sidney Glazer, "History of Wayne University" (Unpublished manuscript in the Wayne University Library, revised by Homer Strong, 1944-1945), pp. 1-35.

In 1942, the City of Detroit's Board of Education celebrated the centennial of the establishment of free, public education in the community. The Superintendent's Annual Report entitled, One Hundred Years: The Story of the Detroit Public Schools, 1842-1942, was prepared under the direction of Otis A. Crosby, Division of Informational Service, Detroit Public Schools.¹ This account, too, was but a brief resume of the most important facts in the growth and development of Wayne but cannot be considered a complete history in any sense of the word.

The next year, 1943, saw another brief treatment of University history contained in the volume entitled, Frank Cody: A Realist in Education, written by the various staff members of the Detroit Public Schools as a tribute to Frank Cody, first president of Wayne and also Superintendent of Detroit Public Schools.² This account consists primarily of a listing and discussion of Dr. Cody's contribution to the establishment of the University and is, therefore, partly historical and partly biographical.

The year, 1943, also saw Wayne University, itself, publishing a brief description of the University's campus development by the authority of the Detroit Board of Education, thereby adding to existing sources of knowledge. Entitled, Wayne Looks To The Future,³ this booklet added pictorial evidence of the growing campus expansion including

¹Otis A. Crosby, ed., One Hundred Years: The Story of the Detroit Public Schools, 1842-1942 (Detroit: The Board of Education, 1942), pp. 19-35; 61-63.

²Detroit Public Schools Staff, op. cit., pp. 349-371.

³Detroit Board of Education, Wayne Looks to the Future (Booklet Published by Wayne University on the authority of the Board of Education, 1944), pp. 1-15.

architect's drawings of a proposed campus in the Detroit Civic Center embracing acres of land surrounding the present University site as well as the sites of the Detroit Public Library and Art Institute. In addition, the booklet contained pictures of models of proposed new structures as well as showing the estimated costs for such a building expansion program.

Like any other public institution, Wayne University had come into existence partly through various legal enactments. In an effort to collect all such legal statutes into one source the University in 1944 published Legal Foundations of Wayne University.¹ Prepared by Wendell Vreeland, Director, University Division of Research and Publications, this volume re-published the relevant enactments of the State of Michigan; the relevant enactments of the Detroit Board of Education; and miscellaneous related documents pertaining to the legal background of the University. Here, again, however, this publication cannot be considered an historical treatment of the University but rather a compilation of existing statutes affecting the establishment of this institution of higher learning.

On November 14, 1946, a joint Legislative Committee of the Michigan State Legislature, consisting of four State Senators and four State Representatives, published a Report to the 1947 Legislature of the

¹Wendell Vreeland, ed., Legal Foundations of Wayne University (Detroit: Wayne University, 1944), pp. i-iv plus 77. For ready reference of Michigan school law, including provisions affecting Wayne, see W. Ray Smittle and John Darbee, A Primer of Michigan School Law (Clawson, Michigan, Oakland Education Press, 1948 Edition), pp. 1-iv plus 140.

State of Michigan on Wayne University, Its Organization and Services, and Its Relationship To the Program of Higher Education In the State of Michigan.¹ This study had been undertaken after the Detroit Board of Education had petitioned the State Legislature to provide financial support for the operation and maintenance of Wayne.

As a part of this committee report the legislators included a brief five-page history of the University. Here, again, however, this was merely a fragmentary history and the main body of the report was concerned with the then current status of the institution including data of interest to the state should it provide the type of financial support requested by the Detroit Board of Education. This particular report will be considered in greater detail in a later chapter of this dissertation.

Another related source of possible historical material on the University is a booklet entitled, This Is Wayne, donated by friends of the school in 1948 complete with pictures of the various existing buildings and various graphical presentations of the organizations of the institution.²

As Wayne University has become an integral part of the local and state communities, there has been an increasing tendency on the part of

¹Legislative Committee, Michigan State Legislature, Report to the 1947 Legislature of the State of Michigan on Wayne University, Its Organization and Services, and Its Relationship to the Program of Higher Education In the State of Michigan. Report published in mimeographed form at the direction of the Legislative Committee, Created by Concurrent Resolution No. 20, Special Session, February, 1946.

²[Anon.]¹, This is Wayne, A Booklet Donated by Friends of Wayne University, Private Printing, 1948, pp. 1-28.

regional magazines to include articles of general interest relating to it. In addition to considering Wayne's contemporary place in the community these publications also devote some space to a discussion of its past history.

One of such articles that appeared in 1950 is to be found in the July-August issue of the Lincoln-Mercury Times which presented a two-page article covering a portion of the University's past and present as well as a two-page color map by two Wayne art instructors, William A. Allen and William T. Woodward, showing the present and future proposed campus building development.¹

The second major article or series of articles appeared in the December 13th issue of Michigan Tradesman which devoted some thirty-eight pages of story and pictures to the rise and development of Wayne University.²

The three Detroit daily newspapers, The News, The Times, and The Free Press have all at some time in the past presented feature articles dealing with some phase of the history, either past or present, of Wayne University or its member colleges. However, these are largely fragmentary in nature and will not be considered in detail at this time. In addition, there are in existence various booklets, bulletins, and magazine articles dealing with phases of the University's history and

¹Franklin M. Reck, "Wayne University," Lincoln-Mercury Times (Published by Lincoln-Mercury Division, Ford Motor Company, July-August, 1950), 2,4, pp. 18-20.

²[Anon.]², "The 'Wayne University' Story," Michigan Tradesman (Published Semi-Monthly by Tradesman Company, Grand Rapids 2, Michigan, December 13, 1950), pp. 1-38.

particularly of its member colleges. These will be considered in the preliminary chapters dealing with the separate histories of the predecessor colleges that became Wayne.

Summary

The past century has witnessed the rise of the municipal university. Designed to provide the maximum in educational benefits at a minimum of cost to thousands of students residing in the large urban, industrial areas of the United States, such universities have come to supplement the already existing facilities of the private, denominational, and state-supported institutions of higher learning.

Wayne University in Detroit, Michigan, occupies a unique place among such institutions inasmuch as it is the capstone of a city-wide educational system extending from the nursery school through the graduate level and is under the operation and direction of a board of education elected at large by the popular votes of the citizens of the local community.

While one of the youngest of America's municipal universities, Wayne has a long and distinguished career as evinced by the history of its predecessor colleges of Medicine, Education, Liberal Arts, Pharmacy, Engineering, Graduate and Law Schools, with the Medical College dating back to 1864, and the others being combined into the integrated whole known as Wayne University on August 8, 1933. The Law School actually became affiliated with Wayne in 1937 but was established as one of the institutions operated by the Detroit Board of Education in 1927.

Despite this long history there is no existing record of the University as a unified institution of higher learning that traces its origins, growth, and development in any matter of detail. To present that history more accurately and adequately will be the main purpose of this dissertation, as well as to provide a contribution to the history of education through a consideration of one phase of the important record of the municipal university in America.

CHAPTER II

A HISTORY OF THE DETROIT COLLEGE OF MEDICINE AND SURGERY (NOW THE WAYNE UNIVERSITY COLLEGE OF MEDICINE)

Introduction

At the beginning of the third decade of the twentieth century the City of Detroit found itself on the proverbial horns of dilemma. It was operating five institutions of higher learning, namely, The Detroit College of Medicine and Surgery, The Detroit Teachers College, The College of the City of Detroit, The Detroit City Law School, and The College of Pharmacy of the City of Detroit. By 1933, two more institutions of collegiate rank, The College of Engineering and The Graduate School, had been established under the control of the Board of Education and the administration of the Superintendent of Schools.

All of the seven institutions with the exception of the Medical College were housed in the same building at the corner of Cass and Warren Avenues, a building which was known to most Detroiters simply as "City College."

Frequently, these schools collectively were spoken of as "The University" although each unit technically was in a sense separate and independent. As a matter of actual practice, it was necessary for all the colleges to be closely inter-related, particularly those occupying the same building.

It became obvious to the administrative heads of the Detroit Public School system that such duplication of function, even though on a cooperative basis would be more efficient if all these units were

merged into a formal, unified university organization. Furthermore, the prestige of belonging to a university type organization would enhance the reputation of the individual member colleges. In addition, the consolidation would still permit the colleges considerable autonomy within their own spheres of influence while offering the advantages of centralized authority placed in the hands of a president.

The advantages of cooperation were constantly bringing the different schools together as a unit. All the colleges participated in the combined commencement exercises in 1928, and the practice was repeated in succeeding years. The practice of letting students from one college receive instruction in certain fields from the faculty of other divisions was inaugurated and resulted in scholars being able to enjoy the benefits of further educational specialization.

Finally, the Detroit Board of Education resolved the dilemma by adopting a university form of organization in August, 1933, consolidating the member colleges under the title of "The Colleges of the City of Detroit." Early in January, 1934, the Board officially proclaimed that the Colleges would henceforth be known as "Wayne University," the name under which the institution has operated since that time.¹

Although Wayne was relatively young in terms of its own corporate existence, it was the possessor of a long and distinguished history in terms of the records of the various member colleges.

¹Detroit, Proceedings of the Board of Education, 1933-1934, pp. 22, 147, 177 and 194.

At the present time the Seal of Wayne University is emblazoned with the date 1868 as the beginning of the institution. This date stands, at present, for the first beginnings of two of the member colleges, namely, The College of Education and the College of Medicine.

The first teacher training class was begun under the direction of Superintendent Duane Doty of the Detroit Public School System in the spring of 1868 when he organized a class of thirty girls who wished to become teachers and lectured to them three times a week on the theory and practice of teaching.¹

The beginnings of the College of Medicine are at present traced to 1868 when five doctors met on May 18th of that year and organized the Detroit Medical College.² However, there is evidence to show that the actual beginnings of the Wayne University College of Medicine date from a period four years earlier or 1864. In fact, Dean Gordon H. Scott of the College states that the actual foundation of the Medical School is 1864 and he feels that eventually the Wayne University Seal may be changed in recognition of that fact.³

In any event it is apparent that the Wayne University College of Medicine is the first collegiate unit officially established and, as such, is entitled to the first place of honor in the history of the

¹For a complete treatment of the early history, including documentation, of the Wayne University College of Education, see Chapter III.

²Silas Farmer, History of Detroit and Michigan (Detroit: Silas Farmer & Company, 1884), p. 733.

³Statement by Dean Gordon H. Scott, personal interview, March 30, 1951.

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University. Therefore, its record shall be chronicled first.

Early Medical Education in Detroit

The history of the medical profession in Detroit is that of a revolution rather than an evolution insofar as medical standards are concerned.

Prior to 1833, there was no legislative enactment requiring the registration of doctors beyond having any person who so desired simply proclaiming himself "Doctor" or affixing the letters M.D. after his name. The public, therefore, had no protection from the numerous quacks and charlatans who infested themselves upon gullible patients.

In 1833, a mild measure known as the Howell Medical Act was passed providing for the registration of all persons who had practiced medicine for at least five years preceding the passage of the Act, and that all persons graduating from a legally authorized medical college anywhere in the world might register. Little or no attention was paid to whether the candidate's education or character fitted him to practice medicine. The law was very seldom enforced.¹

At the same time any person who wished to undertake the study of medicine had two resources: one, if he could afford it, was to spend a certain amount of time in registration in one of the medical colleges that then existed, supplementing this with study, chiefly clinical, in some of the European hospitals; the second course, which involved less

¹J. H. Dempster, M. D., "The Story of Medicine in Detroit," ed. by Clarence M. Burton in The City of Detroit, Michigan, 1701-1922 (Detroit: The S. J. Clarke Publishing Company, 1922), p. 1171.

time, was to inveigle some prominent physician into taking him on as a sort of apprentice.¹

The fledgling, in return for the instruction received at the hands of the master, performed such multifarious duties as preparing the powders, mixing the concoctions, making pills, sweeping the office, keeping the bottles clean, assisting in operations, and being a general factotum. This apprenticeship usually lasted for a period of from three to four years after which time he, too, was considered able to practice the art of healing.²

Naturally, there were medical schools in existence during this period in America but these were of a private nature existing in part from the fees charged the students with the medical faculty usually donating their services without pay.

Detroit Preparatory School of Medicine

When the War Between the States occurred, it had a paralyzing effect upon the existing medical schools and their facilities. The conflict stimulated many young men to enter the ancient profession of Hippocrates but with the Southern Schools badly disrupted it threw tremendous burdens on the Northern Schools of Medicine. For example, during the early 1860's there were more than 500 students enrolled in the University of Michigan's Medical School.

¹W. H. MacCraken, M. D., "History of the Wayne University College of Medicine" (Unpublished manuscript by the late Dr. MacCraken, former Professor and Dean, on file in the office of Dr. Gordon H. Scott, Dean, Wayne University College of Medicine, February, 1940), pp. 1-2.

²Dempster, op. cit., p. 1172.

On February 4, 1859, Walter Harper deeded to a Board of Trustees a plot of 1000 acres near Detroit, three dwellings in Philadelphia and about \$3000 for the purpose of establishing a Protestant hospital and, if practicable, a manual training school.

Two weeks later, Ann or Nancy Martin, a vegetable dealer at the old Detroit city-market, made an additional grant to the city of some land valued at \$15,000. During 1864 and 1865 the Trustees purchased five additional acres fronting on Woodward Avenue, Detroit's principal artery, and offered the use of it, rent free, to the United States Government on condition that it would erect suitable buildings.

The Government accepted the offer and erected one huge central building, four cottages on either side, and two in the rear were put up and furnished at a cost of \$60,000. Sick and wounded soldiers began to come to the new hospital and by the summer of 1865, thousands of patients had been received.¹

In the summer of 1864, Drs. Edward Jenks, T. A. McGraw, D. O. Farrand, George P. Andrews, and S. P. Duffield organized a preparatory school of medicine on the grounds of Harper Hospital, a school offering "practical courses in practical work."²

In December, 1865, the buildings of Harper Hospital were turned over conditionally to a hospital association and in January, 1866, the hospital

¹Frank Walker, "Detroit College of Medicine," Souvenir Annual-Detroit College of Medicine (Published by the Class of 1901), pp. 1-29.

²Hickey Preston, M. D., "History of the Detroit College of Medicine," The Leucocyte, I, 3 (December, 1894), 1-10.

was opened for general patients.

The students at the Preparatory School also had an opportunity to use the facilities of St. Mary's Hospital on Clinton and St. Antoine's Streets, which had been established in 1844 by the Sisters of Mercy.

The success of the Detroit Preparatory School of Medicine and the availability of facilities at Harper and St. Mary's Hospitals led the Doctors Jenks, McGraw, Farrand, Andrews, and Duffield to meet on May 18, 1868, to become the incorporators of a stock company founded for the purpose of establishing a regular medical school.¹ From this meeting, along with Superintendent Doty's teacher training lectures, the foundation of Wayne University is officially traced.

Detroit Medical College

The first session of the Detroit Medical College was held on February 2, 1869, with the original lecture, employing a surreptitiously acquired cadaver, being delivered by incorporator, Dr. S. P. Duffield, in one of the Harper Hospital buildings.²

After his first lecture Dr. Duffield concluded his remarks by saying:

And now, young gentlemen, we have opened wide the portals of the temple an omnipotent Creator hath builded for puny men; come forward in the pride of your manhood, in the freshness of your intellect, and imbibe the principles in science, which, developing with your growth, shall place you on the grand platform with those who believe in the persistence and correlation of force.³

¹Farmer, loc. cit.

²Walker, loc. cit.

³S. P. Duffield, M. D., "Inaugural Address Delivered At the Opening of the Detroit Medical College, Tuesday Evening, February 2nd, 1869," Detroit Review of Medicine and Pharmacy, IV, 4 (April 1, 1869), 155-169.

During the early years of the Detroit Medical College, so greatly were doctors in demand that applicants were accepted without regard to their preliminary education and were graduated after two sessions of five months each. The courses of study comprised anatomy, chemistry, physiology, medical botany, materia medica and therapeutics, practice of medicine, surgery, obstetrics and diseases of women and children, ophthalmology, otology, and medical jurisprudence.

Beginning with the opening session, September, 1880, the course was lengthened to three terms of six months each, and an examination was demanded on the preliminary education of each candidate.¹

Michigan College of Medicine

With the successful establishment of the Detroit Medical College other physicians felt that Detroit could support another medical school. Accordingly, some twenty-eight men banded together in June, 1879, contributed \$250 each and purchased a three-story building at the southeast corner of Catherine and St. Antoine Streets for \$45,000. The school was incorporated on October 24th and first opened on November 17, 1879.

The founding trustees included Luther S. Trowbridge and George Hendrie, both of whom were to have streets named after them, and William C. Maybury, later to be Detroit's mayor, was Professor of

¹Clarence M. Burton, "The Detroit College of Medicine and Surgery," The City of Detroit, Michigan, 1701-1922 (Detroit: The S. J. Clarke Publishing Company, 1922), p. 1173.

Medical Jurisprudence.¹

This institution was probably the first of the later to be Wayne University units to offer its services to the local community in a very particular fashion. The Michigan College of Medicine inaugurated a free ambulance service shortly after its founding that was placed at the disposal of the Detroit public for all emergencies. It also established a free dispensary at which more than 10,000 patients were treated during the year ending May 1, 1882.²

The horse drawn ambulance of the college racing through the streets of Detroit both day and night, gong clanging, one white coated attendant in the driver's seat and another clinging to the steps in the rear soon became a familiar sight and a particularly welcome one to the ill and injured.

Like the faculty of the Detroit Medical College, the professors at the Michigan College of Medicine served without pay in order to further the cause of medical education and to keep both schools open.

The Detroit College of Medicine

The rivalry between the two competing institutions grew so intense that a truce was declared and amalgamation discussed. It was obvious that with both colleges competing for the same patronage that the interests of neither could be conserved nor could the course of medicine be advanced. Therefore, a joint committee of the two colleges secured

¹[Anon.],³ "First Classes of College of Medicine and Surgery Held in 1879," The Detroit Collegian, XXIV, 2, September 21, 1933, 2.

²Farmer, loc. cit.

the passage of a bill by the State Legislature, providing for their consolidation which was effected in June, 1885.¹

Immediately, the professors of the newly organized school took steps to strengthen the positions of the faculty due to such causes as death, sickness, or removal from the city. Inasmuch as the school was operated as a stock company, the By-Laws were changed in 1885 to cover any eventualities. If a professor died, became ill, or moved from Detroit, the amount of the stock owned by the holder of the said professorship was to be purchased by the faculty per capita, within 90 days after the death or resignation. On the other hand, if the professor resigned for any other reason, a committee of three was to be appointed by the president of the college to check and if the cause of resignation was sufficient, the stock was to be purchased by the remainder of the faculty providing it didn't exceed \$1,000.²

In addition to internal reorganization an expansion program was undertaken that resulted in the erection of a new brick structure in 1899 in the present location of the college at St. Antoine and Mullett Streets on ground formerly occupied by the first Detroit city cemetery. Furthermore, the curriculum was also strengthened and by September, 1895, attendance upon four regular sessions of seven months each was required for graduation. A practical course in operative surgery was

¹Colleta M. Mauw, "Medical Education in Detroit: A History of Wayne University College of Medicine," (Unpublished manuscript on file in the Office of Dr. Gordon H. Scott, Dean, Wayne University College of Medicine, 1939), p. 20.

²By-Laws of the Faculty of the Detroit College of Medicine, Adopted June 23, 1885 (Detroit: William A. Friedrich, Printer), p. 8.

made compulsory in 1896.

At this time senior students were allowed to work with contagious patients at Harper; orthopedic cases in Children's Free Hospital; obstetrical cases at the old House of Providence Hospital, the Emergency Ward of Woman's Hospital, and Foundling's Home.

In January, 1891, a Department of Pharmacy was opened offering courses in theoretical instructions and laboratory work, extending over a period of two years of six months each. The term was lengthened to seven months in 1892 and to nine months in 1899. This Pharmacy Department was a night school for the first eight years of its existence and became a day school in the ninth year of its operation.

A Department of Dental Surgery was begun in 1891 under the direction of Dr. Shattuck but when he moved to California in 1907 the Department was abandoned. The study of Veterinary Medicine was offered in September, 1891, but this was abandoned in 1899. For a ten year period the Detroit College of Medicine was offering a full course in Medicine, Pharmacy, Dentistry, and Veterinary Medicine and was the closest thing to a full university in existence in Detroit until Wayne University was established.

The college building was gutted by fire on December 17, 1896, and while this was a temporary blow the work of instructing the future medical men was not allowed to suffer for the course work was shifted to the veterinary laboratory building on Mullett Street.¹

¹The source for most of the foregoing facts are to be found in the three histories of the Detroit College of Medicine written by Hickey, Mauw, and Walker previously referred to in the footnotes.

The building was restored and reopened in September, 1899, extending for a front of sixty feet and being some eighty feet in depth.¹ It was opened with appropriate ceremonies which were so impressive that the Detroit Free Press remarked as follows:

The opening of the new Detroit College of Medicine was celebrated by a grand public reception in the new building last night.

Between 1500 and 2000 people responded to the general invitation to attend. Tours of the building were held. Refreshments were served. Various members of the faculty were seen in and around the building.

...One prominent physician, who had just returned from Europe said that in all of his travels he had never seen anything equal in point of convenience, plumbing, ventilation, and architectural beauty the new college building.²

The fame of the school had spread to the point that when the fall term opened on September 25th, 1899, a total of 150 students from Detroit and Canada were included among the student body.

The Transition Period from 1890 to 1900

Students enrolled in the Detroit College of Medicine during the last decade of the 19th century were privileged to participate in a gradual transition from traditional modes in medicine, as well as in life, as the twentieth century appeared on the scene.

During the 1890's the great discoveries of Pasteur and Lister were just being discussed and since antiseptic surgery was unknown and hospital gangrene was not so likely to develop on the kitchen table,

¹[Anon.]⁴, Alumni Association of the Detroit College of Medicine, Annual Report, 1889-90. (Detroit, Free Press Printing Company, 1899), p. 66.

²[Anon.]⁵, "The Detroit College of Medicine - Its Fine New Building Was Formally Opened Last Evening," Detroit Free Press, September 25, 1889.

most operations were performed there in preference to the forbidding walls of the hospital, which reeking of carbolic acid and iodoform, sent the chill of death into those unfortunates who walked in but were carried out.

Dr. George W. Tape of the Class of 1889 recalls seeing a Professor of Surgery at the Detroit College of Medicine whet his scalpel on the leg of his suit just to show the class his contempt for the Listerian Theory.¹

Detroit, itself, during the so-called "Gay Nineties" was a pleasant place in which to live. George Stark, Detroit City Historiographer, has answered the question of what made the City of Destiny such a gay place during this period by saying:

Was it an assortment of amusements, diverse and exciting? Was it a gay rig for a team of horses? Or a bicycle built for two? Oysters at Tom Swans? Or an elegant dinner at the old Cadillac, in a plush dining room, with an unobstructed view of the street. Maybe it was an all-day ride on the ferry boat for 10 cents back and forth over the river, stopping at the foot of Third Street, the dock at Belle Isle.

...Perhaps you'd admire a daylight excursion to the flats with a delectable frog, fish and chicken dinner at Joe Bedore's or the Star Island House? The dinner would cost you fifty cents...

Of course, our feelings about the nineties may have been just a state of mind, a quiet state of mind. No dreadful wars, no labor trouble. The panic of 1893 was soon over. We were happy. We liked the pattern of our life and we liked its tempo, behind a good horse or on a bicycle and mind you don't go more than fifteen miles an hour or the scorching cops will get you.²

Malcolm W. Bingay, perhaps Dynamic Detroit's greatest booster, has put it as follows:

¹George W. Tape, M. D., A Letter quoted in Wayne University College of Medicine Alumni Association Golden Anniversary Program, 1895-1945 (Detroit), p. 12.

²George Stark, City of Destiny (Detroit: Arnold Powers, Inc., 1943) pp. 432-3.

Detroit was known in those days at the loveliest city in America; it was world famous as the City Beautiful. There was no river in the world quite so wide. Great shade trees cooled our streets. There was a poise, a maturity, a dignity that set this community apart.

...Word swept over America about a strange thing that was happening in Detroit. A group of Detroiters were making wagons that could run without horses!

...Detroit did expand prodigiously. Overnight, farm lands yielded great crops of beautiful homes and wide paved streets.¹

Soon, however, these homes and streets were to become victims of the various products that the City of Destiny manufactured. Tremendous industrial expansion created thousands of motor cars, which, in turn, doomed the quiet, peaceful city of the 19th century to the limbo of forgotten things and replaced it with the large urban center known today as Dynamic Detroit-The City of Champions.

The new century arrived and with it medicine and surgery, particularly medical education, began to pass through one of the greatest revolutions in their history. It was a period in which doctors were absorbing the full meaning of earlier discoveries, and translating new knowledge into practice. Lister had stamped his indelible mark upon the profession - a safeguard to women in childbirth, and the key to all modern developments in surgery of the hollow cavities of the body. Great scientific names were on every tongue in this era of transition. Pasteur, with anti-toxins and pasteurization. Koch, with his many bacteriological contributions. Roentgen and the X-ray. Carrel, with surgery of the vascular system.²

¹Malcolm W. Bingay, Detroit Is My Home Town (New York: The Bobbs-Merrill Company, 1946), p. 16.

²Henry B. Selleck, A Golden Century of Medicine (Detroit: Published by the Wayne County Medical Society, April, 1949), p. 66. This booklet gives a complete account of a century of medical progress in the Detroit area.

There were many controversies among doctors but the end result was that medical education was changed to take cognizance of the new discoveries and tremendous progress was made in surgery, bacteriological examination of air, water, food, and drugs; in social and occupational hygiene; in public health and education.

It was in the latter two fields of public health and education that the Detroit College of Medicine was to play an important part. In 1901, Detroit, a city two hundred years old, was feeling growing pains that brought many new problems some of which were governmental and administrative in nature and others which were social. The city was forced to extend many services heretofore not accomplished for its citizens so that Detroit's growth may be measured in terms of the number and kinds of activities appended to the government. Many were in the interest of public health and others were in public and private education. In 1899, Detroit performed 129 services for its citizens, a large increase, but not overwhelmingly so, over the original twenty-three activities granted the common council in 1824. By 1910, this number had grown to 170.¹

The Detroit College of Medicine shared in this expansion program. By 1907 the announcement for the coming year proclaimed:

The Trustees of the Detroit College of Medicine have ever been alert to adopt the advance methods of medical education and have made it their aim to furnish the best means of instruction and facilities for training in all branches of the medical art. With that end in view the old buildings were abandoned several years ago and new ones erected. Although located in the heart of the city at the corner of St. Antoine, Catherine, Mullet and Gratiot Avenues, there is ample room. Separate and well-lighted and well-heated lecture rooms furnished with comfortable seats are provided

¹Joe L. Norris, "Detroit--Thirty Years of Urban Development, 1900-1930," Bulletin Detroit Historical Society, IV, 4 (December, 1947), p. 5.

for each class.

Large and commodious rooms have also been provided for laboratory work in anatomy, chemistry, histology, bacteriology, physiology, pathology and operative surgery, and equipped with all the modern appliances for thorough training in this most important part of a good medical course. No possible pains have been spared that would enhance the value of the student's residence here.¹

Period of Financial Difficulty

Despite the noble sounding phrases of the Medical College's announcement, the school began to feel the pinch of economic circumstances. Being a private school supported chiefly by student fees, the Detroit College of Medicine was unable to expand beyond a certain point.

At this same time the American Medical Association had undertaken an intensive campaign to raise the standards of medical schools. Under the terms of a grant from the Carnegie Foundation the A. M. A. had begun a series of inspections of existing schools and classified them as A, B, or C. The Detroit College of Medicine survived the inspection and was given a rating of Class B, which it continued to hold, largely on account of its clinical teaching facilities until about 1913.²

Dr. Burt Shurly, who had for years taken an active interest in the affairs of the college, has recorded his impressions of what happened to the school during these trying days. Prepared just a few months prior to his untimely death on October 20, 1950, at the request of President David Henry of Wayne University, these personal memoirs tell the story in the way that no other living person could set them forth.

¹Detroit College of Medicine-Announcement Session of 1907-1908
(Detroit: Published by the Board of Trustees, 1907), p. 11.

²MacCraken, op. cit., pp. 8-9.

As an alumnus of the Detroit College of Medicine, Dr. Burt Shurly, Class of 1895, literally preserved the institution by his own private action of purchasing the property.

Inasmuch as these memoirs are of vital import to the history of the Detroit College of Medicine they are reprinted here in full as follows:

The Detroit Medical College was in financial distress in 1913. The cost of Medical Education had increased so rapidly that, without endowment, the fees of tuition covered one-third of the actual cost of operation. It was a stock company. The demands for higher standards and improved laboratory facilities were costly.

A board of inspection from the American Medical Association put the college in B class. This meant that our graduates could register for practice in two states - Illinois and Kansas. The inspecting body required one year of collegiate preparation in Biology, Chemistry, French or German, and Collegiate English. The Jesuit College [the University of Detroit] refused to teach Laboratory Biology. The University of Michigan prepared her own students of her own Medical School.

To return to A Class, six full time professors were required. We had only one. Modern laboratories for Anatomy, Physiology, Pharmacology, Physiological Chemistry, and Pathology were necessary. The College had unpaid bills for coal, drugs and chemicals, and salaries were six months in arrears.

The Board of Trustees decided to sell the college to the highest bidder. An attempted merger with the University of Michigan resulted in an ultimatum, whereby the University of Michigan demanded \$1,000,000 for the merger and the proposition was rejected.

The Board of Trustees met a little later and considered an offer of \$75,000 from the University of Detroit. I got up in that meeting, offered \$76,000 cash and the Detroit College of Medicine and everything that went with it was sold to me personally.

My partners in this venture were Dr. Angus McLean, who put no money into the sale, and with Dr. Don M. Campbell, who put \$5000 into the deal. The three of us reorganized the institution and incorporated it with a new Board of Trustees, under the name of the Detroit College of Medicine and Surgery. Dr. Frank Walker was elected Secretary, Dr. Sidney T. Miller, President, and I was elected Dean.

At this time the presidents of Albion, Alma, Hope, Kalamazoo and Adrian Colleges in Michigan were interested in teaching one year of pre-medical college work.

I called on Dean David Mackenzie of Central High School here in Detroit in 1913. I told him our troubles and we organized a Junior College--a one-year course in Biology, Chemistry, French or German, and Collegiate English with about fifty students.

The inspecting board put us back in A Class and required a second year of college work which the Junior College arranged. Our Association of American Medical Colleges, to which we belonged, approved our preparatory course.¹

Detroit College of Medicine and Surgery

Under the reorganization the Detroit College of Medicine and Surgery, like the motto of the City of Destiny, "hoped for better things." With the incorporation of the institution on an endowment basis, in the reorganization of the faculty, in the accession of many new members to the teaching staff, in the thorough remodeling and complete equipment of the laboratories, in new clinical affiliations, in a rearrangement of the courses, and in every particular the hope for success was felt by all connected with the new venture. So much optimism filled the directors of the college that they aimed at establishing a million dollar endowment to be solicited from various sources.²

By 1917, plans had been perfected for the endowment fund campaign, but the entrance of the United States into the World War, bringing as it did so many calls for money, made it necessary to abandon the endowment plan. While the "War To Make the World Safe for Democracy" was to have disastrous effects upon the operation of the college, it also provided a chance for the Detroit College of Medicine and Surgery to write a glorious chapter in the history of American medicine on the

¹Unpublished personal memoirs of Dr. Burt Shurly, prepared in 1950 at the request of Dr. David Henry, President, Wayne University, and now on file in Dr. Henry's office on the campus of Wayne University.

²Detroit College of Medicine and Surgery Bulletin Announcement for 1914-1915 (Detroit: Published by the Board of Trustees, August, 1914), p. 5.

war front while maintaining its fundamental task of training doctors on the home front.

Detroit College of Medicine and Surgery Unit - Base Hospital 36

As soon as the United States had declared war on Germany on April 6, 1917, Mr. Carl E. Schmidt of Detroit offered \$35,000 to establish a second base hospital for this city. He communicated with Major Burt R. Shurly, Medical Officers' Reserve Corps, Dean of the Detroit College of Medicine and Surgery, who had previously be appointed to take charge of the medical department of the base hospital unit organized by the Harper Hospital of Detroit.

Dr. Shurly then telegraphed to Colonel Jesse Kean, of the Red Cross and the Army Medical Department, for authority to establish and equip a Detroit College of Medicine and Surgery Unit to be recruited from the faculty, staff, graduates, and students of the College. Authority was granted on April 7, 1917, to form the Unit, now designated as Base Hospital 36, to consist of twenty-four officers, sixty-five nurses, and one hundred and fifty enlisted men.

The people of Detroit were appealed to for funds to assist in forming the Unit and their response was generous resulting in gifts ranging from \$5000 donated by Mrs. Julian H. Harris for X-ray equipment for the hospital down to Mr. Willard Worcester's donation of \$10.

The staff of the Unit was made up chiefly from the faculty of the Detroit College of Medicine and Surgery and the entire staff left for camp on the morning of August 23, 1917. After appropriate training it was shipped overseas and arrived in France on November 16th and was

established in Vittel, France. The Unit served continuously until it was discharged back in the States at Camp Custer, Michigan on May 2, 1919.

The Base Hospital had the distinction of caring for the first American soldier wounded on the American front in Alsace, handled hundreds of patients during the big drives, and brought back to health and strength the first American prisoner patients received from a hospital in Germany.

A total of 15,097 patients were handled at the Base from December 8, 1917, to December 8, 1918. But statistics do not begin to tell the story of sacrifice and devotion to duty performed by this group of men from the Detroit College of Medicine and Surgery.

General John J. Pershing, Commander-in-Chief, American Expeditionary Force, stated the United States Army's official thanks in a personal letter to Dr. Shurly dated March 5, 1919, which said in part: "To you is due much credit for the efficient management of one of the largest and most important base hospitals in the American Expeditionary Forces."¹

World War I at the Medical College in Detroit

While Dr. Shurly and his colleagues were bringing honor to the Detroit College of Medicine and Surgery on the war front, the "home fires had to be kept burning" under the direction of Dr. W. H. MacCraken.

¹The entire history of the Unit's history has been recorded in a 232 page volume entitled, A History of United States Army Base Hospital No. 36 (Detroit College of Medicine and Surgery Unit) available in the Detroit Public Library.

The College, along with all other Class A schools, came under governmental control. At first, all the students were enlisted in the Medical Enlisted Reserve Corps, but later registrants were required to enlist in the Students' Army Training Corps so that for a time there were two military units in the College. In return for joining the Army the medical students were to be provided uniforms and all equipment, allowed board and sleeping equipment, and their tuition was to be paid at the prevailing rate. The Medical College was required to provide barracks and drill facilities.¹

The College was reconstructed according to War Department plans and a barracks, a shower room, a kitchen and mess hall were constructed but were never used inasmuch as proper equipment was lacking.

During the war years every effort was made to raise money to keep the College operating but this proved impossible, particularly since most persons were investing heavily in Liberty Bonds. Efforts were also made to borrow funds to continue operations but this, too, was unsuccessful.

The Board of Trustees felt that since the College was now a government institution that they couldn't close it. Another effort was made to combine it with the University of Michigan, as had been suggested in 1914, but again the University's terms were so severe that the Board of Trustees rejected them.

Dean MacCraken in his memoirs previously referred to has told the story of what transpired as follows:

¹[Anon.]⁶. "U. S. Will Control Medical College," The Detroit News, September 2, 1918.

A committee of Dr. Henry Carstens, Dr. Guy L. Kiefer and I called on Mayor Marx of Detroit and asked for an appropriation of money from the city's funds to be made as a war measure in order to keep the school open in face of the demand for physicians.

Mayor Marx explained that there was no money available and sent us to the Board of Education.

The Board of Education agreed to take over the College if the Board of Trustees cared to deed the property to them. This was done and the transfer effected.¹

The actual request to the Board of Education to take over the college was contained in a letter from Dr. Sidney T. Miller, President of the Board of Trustees, to the Detroit Board of Education on February 28, 1918:

The cost of medical education has increased so much during the last twenty years that medical schools all over the country have been obliged to ask for help from the State, the municipality, or by endowment.

The Detroit College of Medicine and Surgery doing noble work for fifty years, and being rated as a 'Class A' college by the American Medical Association, must close its doors unless it receives help. Last year an arrangement had been made to raise an endowment, but the war breaking out just at that time prevented it, as money was needed in so many other directions....

All students are enlisted in the Medical Reserve, and assigned to finish their medical education in the medical college, as doctors are very much needed in the Army. It is, therefore, a patriotic duty of the citizens to continue the school. The Central High School now has sixty pupils preparing to take a medical degree.

The Board of Trustees of the Detroit College of Medicine and Surgery, therefore, request the Board of Education to ask the Common Council and Board of Estimates for \$30,000 and that the Board of Education take over and have entire management and charge of the medical school, the Trustees of the latter to keep charge of the granting of diplomas to the graduates, until legislation can be obtained, giving the Detroit Board of Education the power to grant degrees, and the Detroit College of Medicine and Surgery will then surrender its charter and transfer to the Board of Education the

¹MacCraken, op. cit., pp. 13-14. These memoirs of Dr. W. H. MacCraken were written just one month before his death in March, 1940, and provide an invaluable source of data on the Medical College's history.

full management of the medical school and all the buildings, real estate, and equipment, free of charge, and free of debt....¹

The Board of Education voted 6 to 1 in favor of the transfer with Inspector Angell dissenting.

There was to be further dissension before the final act in this particular drama was to be played. The Assistant Corporation Counsel of Detroit criticized this action of the Board on the ground that it was done without legal authority. Dr. John S. Hall, a member of the Board, said in reply:

Mr. Atkinson claims that this agreeing to operate College of Medicine and Surgery was done without legal authority. I will not discuss that, but I will say that the city would have lost the school if we had not acted, and one of the most efficient medical colleges in the country would have ceased to exist.

When the legislature meets this autumn any needed legislation to properly turn the school into our hands will be passed. We had to act, law or no law. This is war times; we could not afford to have our country lose the instruction the college gives.²

The following April, 1919, the legislature passed an emergency act legalizing the actions of the Board in taking over and supporting the College and another act definitely conferring on the Board of Education the right to take control of and conduct a college of medicine and surgery and to grant the usual degrees to those completing the course of study.³

This legislation was strongly opposed by certain members of the

¹Detroit, Proceedings of the Board of Education, 1917-1918, pp. 401-402.

²[Anon.]⁷, The Detroit Times, September 27, 1918.

³Public Acts of Michigan, 1919, Nos. 85 and 109.

Detroit delegation to the legislature on the ground that it was too expensive an undertaking, that it meant the neglect of the elementary schools, and that it was impertinent to ask the legislature to legalize retroactively an illegal act. It was defended on the ground that the action had been taken as a war necessity.¹

Despite the legal battle the Detroit College of Medicine and Surgery was an accomplished fact and was the only medical school in America conducted under the authority of a municipal board of education.²

Medical College Under The Board of Education

Just prior to becoming a unit of the Detroit Public School System the Detroit College of Medicine and Surgery had allowed women to enter as prospective candidates for the degree of Doctor of Medicine.

In 1919, the faculty, upon a recommendation of the Council of Medicine of the American Medical Association voted to confer the degree of Bachelor of Medicine on those students who completed the routine four years in Medical School, and to confer the M. D. degree on those who had satisfactorily completed a year of internship in an approved hospital and submitted a piece of original work in the form of a thesis under the direction of an adviser attached to the hospital staff. Thus, it took five years of study instead of four to become an M.D.³

In 1921, the College extended its facilities to include those of

¹[Anon.]⁸, The Detroit Journal, March 19, 1919.

²A. M. Smith, "History of Detroit's College of Medicine," The Detroit News (Reprinted by the Detroit News in booklet form at the request of Dr. Raymond B. Allen, then Dean, Wayne University College of Medicine, May 3-7, 1937), p. 8.

³Glazer, op. cit., p. 2.

Receiving Hospital in Detroit and this institution provided about 90 per cent of the clinical instruction given to the students of the College.¹ In addition to the clinical affiliations with Receiving, the College had expanded its hospital associations by arrangements with Herman Kiefer Hospital and Dr. Burt Shurly's private hospital which he operated at that time at 32 Adams West in downtown Detroit. These were in addition to the previous affiliations with Harper, St. Mary's, Woman's, and Providence Hospitals.

In 1926, a new building was erected, providing for the medical library, departments of physiology and chemistry, a laboratory of operative surgery, and the animal house for experimental research.

While going through a period of expansion of its physical plant and equipment, the Detroit College of Medicine and Surgery was undergoing a similar period of increasing its entrance requirements.

At the time it came under the aegis of the Detroit Board of Education, the Medical College required one year of academic collegiate training for entrance, and from 1918 to 1927 it would admit prospective doctors who had had two years of academic work in a standard college of arts and science. In 1928, entrance requirements were increased to include either an academic degree conferred by a school recognized as qualified by its own State University, or three years of academic training in such a school under the combined degree plan prior to the receipt of any professional degree.

¹Selleck, op. cit., p. 44.

Post-graduate medicine was not neglected during this time for the College of Medicine and Surgery adopted a policy of providing the best in medical education for in-service doctors, particularly for those who had been in practice for a long number of years. In cooperation with the Wayne County Medical Society, the College had inaugurated a well-organized system of post-graduate medical education in 1927. The course was held throughout the year, twice a week, a lecture in surgery alternating with one in medicine. These lectures were given by professors of the College as well as by members of various hospital staffs throughout Detroit. By 1932, the College had expanded its offerings to include courses in public health and hygiene as well as in preventive medicine leading to the degree of Doctor of Public Health.¹

In addition to its activities in training both pre-service and in-service medical personnel, the College during the twenties attempted to further the cause of education by establishing and conducting from 1929 to 1931 a professional quarterly journal, owned and controlled by the Detroit Board of Education. Edited by a board representing the faculty, alumni, and student body, the publication was devoted to presenting original articles in the various branches of the medical sciences.²

This publication was not the first nor yet the last scientific

¹Paul B. Cornely, Postgraduate Medical Education and the Needs of the General Practitioner (A Dr. P. H. Dissertation from the University of Michigan published by the Michigan State Medical Society at Edwards Brothers, Ann Arbor, Michigan, 1934), p. 38.

²J. E. Davis, ed., Journal of the Detroit College of Medicine and Surgery, II, 1, 81.

publication to flourish during the long history of the College of Medicine and Surgery. From October, 1894, to 1922 a journal known as The Leucocyte was printed which included both graduate and undergraduate material, sometimes of a rather frivolous nature. It was succeeded by The Detroit College of Medicine and Surgery Bulletin that became The Detroit College of Medicine and Surgery Journal described in detail in the preceding paragraph. After this journal ceased publication, it was finally succeeded from 1937 to 1941 by the Wayne University College of Medicine Journal that published three volumes.

Controversy with Mayor Murphy

While the Detroit College of Medicine and Surgery was writing many an illustrious chapter in the history of medical education, there were forces at work in the form of world events that were to play at least a temporary role of villainy in its unfolding drama.

The turbulent thirties had arrived and with them world-wide depression. Detroit was among the hardest hit of all American cities as its giant industrial organization ground to a slow halt. Thousands of persons who had previously been gainfully employed in the various aspects of the automotive industry found themselves without work and many of them were destitute.

In its time of crisis the city turned to a young man who had made a name for himself on the bench of the local courts, a young man who was destined to end his days on the highest tribunal in the land - Frank Murphy. Having been elected Detroit's mayor, Mr. Murphy naturally sought to trim governmental expenses whenever possible. Eventually his eye fell

upon the Detroit College of Medicine and Surgery.

Noting that the College had an annual tax burden of \$169,444 or a net rate of \$470 per student for its 360 students then rolled in 1932, Mayor Murphy recommended that the institution be abolished by its operating head, the Detroit Board of Education, although he had no objection to its being continued as a private college supported by private endowment.¹

Thus, it appeared that the medical school had made the complete cycle of its existence. It had passed from a private college to a municipal institution serving the entire City of Detroit and State of Michigan and here was the administrative head of the local municipality recommending its abolition.

The Board of Education considered this recommendation but failed to heed the Mayor's suggestion. The Detroit College of Medicine and Surgery continued as an independent unit of the Detroit school system for two more years until it was consolidated into Wayne University as the College of Medicine.

It is interesting to note the emergence of a particular pattern in the history of the Medical School. First, it was established by a group of public spirited doctors during the Civil War in order to meet the needs of a community that had to have properly trained physicians.

Throughout all of its years of existence until 1918 it was supported by the medical profession and the fees of its students. This support was

¹[Anon.]⁹, "Murphy Would Close Medical School," The Detroit News, February 26, 1932.

often given at great personal sacrifice to both faculty and students. Once the school was saved through the personality of Dr. Burt Shurly who purchased its entire assets in order to continue its service to Detroit, and in a larger sense, mankind.

In 1918, when it faced its darkest hour and would have been forced to permanently close its doors it was rescued through the good offices of the Detroit Board of Education. This action was taken as a World War I emergency measure at a time when the city faced severe demands upon its financial structure. In the face of opposition from many quarters it took a resolute stand upon the part of the Board of Education to purchase the private medical school and incorporate it into Detroit's educational system as one of the first segments of what later became a municipal university.

It appeared that history was about to repeat itself during the early days of the depression of the 1930's when in 1932 Mayor Murphy adopted a policy of expediency and recommended the liquidation of one of Detroit's prime assets.

Paradoxically enough, it was this same Mayor Murphy who was to win national recognition for his humanitarian actions in providing a haven for all persons in Detroit on the local welfare rolls during this depression period regardless of their length of residence. Need was the only criterion for public aid and thousands of person were saved from possible starvation and certain malnutrition by being provided funds from the Detroit welfare organization.

Yet the years ahead were seemingly overlooked by the Mayor who failed to see that the doctors who would be trained at the Detroit College

of Medicine and Surgery would more than repay the community for their educational expense in the years to come through the lives they would save through the practice of the healing arts and through medical research.

The action of the Detroit Board of Education in remaining adamant in the face of successive pressures and keeping the College operating will stand forever as a tribute to the advantages of having a municipal university of member colleges operated by a group of citizens elected at large on a non-partisan basis, such as is still followed in Dynamic Detroit.

Wayne University College of Medicine

When Wayne University was established in 1934 the Detroit College of Medicine and Surgery ceased its corporate entity and surrendered its particular good to the greater common good of the larger body of university knowledge and operation. Therefore, its history is naturally absorbed into the story of Wayne but there are some items that should be considered before closing this chapter.

Administration of the College¹

To trace the entire administrative history of the Wayne University College of Medicine when it was a private medical college would be an exceedingly difficult task further complicated by the fact that like records of many early medical societies the records of the Detroit Medical College and Michigan College of Medicine are not available.

¹Unless otherwise noted all biographical data relating to the administrative heads of the Wayne University College of Medicine is taken from Who's Who in America, and the Proceedings of the Detroit Board of Education.

Therefore, only two of the early heads of the institution shall be considered inasmuch as both of them left Emerson's "lengthened shadow" that set the tone of the institution and left an imprint on hundreds of Michigan doctors. These two men are Dr. T. A. McGraw and Dr. Burt Shurly.

Naturally, there are other giants in the College's history, particularly Dr. W. A. MacCraken, who guided the institution's destiny from 1918 to 1935, as well as the several men who followed him up to and including the present writing in 1951. The record of the administration since 1918 through 1951 shall be presented.

In 1863, Theodore McGraw received his M.D. degree at the New York College of Physicians and Surgeons and then served as an army surgeon to the end of the Civil War. On his return to Detroit, he was not long in deciding to devote his own superb training and rich experience to the education of others, and he became one of the five original incorporators of the Detroit Preparatory School of Medicine and the Detroit Medical College.¹

Perhaps he is best remembered through the eulogy paid to him by one of his former students, Dr. Andrew P. Biddle, Class of 1886, who once said:

Whenever I think of the old days of the Detroit College of Medicine there comes to mind the name of Dr. T. A. McGraw, that versatile and lovable man who was President for so many years. As a surgeon his eminence was international. His grace of manner, his charm and his convincing lectures will remain always with any student who ever sat before him.²

¹Selleck, *op. cit.*, pp. 41-42.

²[Anon.]¹⁰, "Doctors Bow to Teachers," The Detroit News, June 14, 1927.

The contributions of Dr. Burt Shurly to the history of the Detroit College of Medicine and Surgery have been set forth previously in some detail. However, in addition to being "savior" of the College in 1914 he served successively as Instructor, Assistant, Associate, and Full Professor of Physiology and Eye, Ear, Nose and Throat, as well as Dean, for a total period of fifty years.

He was recalled by the Board of Education, which he served faithfully for four successive terms, in a special memorial that pointed out among other things on October 24, 1950, that he was an implacable foe of all subversive influences in America; a jealous advocate of all he judged to be right yet accepting the differing opinions of the majority with the good grace that typifies the good sportsmanship of true democracy.

The actual administrative history of the Detroit College of Medicine and Surgery, however, insofar as Wayne University is directly concerned, began with the leadership of Dean W. H. MacCraken who was placed in charge by the Board of Education in 1918 when the College became an official part of the Detroit school system.

Dr. Walter Harrington MacCraken was born in Albion, New York, in 1870. He received the A.B. degree from Benton Harbor College and his M.D. degree from the University of Kentucky. Following internship he practiced medicine in Bowling Green, Kentucky. In 1906, he returned to the University of Louisville as an instructor.

In 1914, shortly before the outbreak of the first World War, he came to Detroit and accepted the position of Professor of Pharmacology in the newly reorganized Detroit College of Medicine and Surgery, an

independent proprietary institution governed by a Board of Trustees of non-medical men and supported by student fees.

When Dr. Shurly resigned as Dean of the College in 1917 to take the Base Hospital 36 Unit overseas, he recommended that Dr. MacCraken be appointed Dean in his place. The United States Government recognized Dr. MacCraken as essential for training medical men so necessary in war time. He assumed the duties of Dean in addition to his professorial work at no extra compensation.

When the Board of Education assumed full control of the College of Medicine and Surgery in 1918-1919 it continued Dr. MacCraken as Dean, by appointment. He held this office until 1935 when illness resulting from the strain of long continued overwork caused him to resign, although he continued his professorial duties until his death on March 3, 1940. The Board of Education recognized his outstanding services by conferring on him the honorary title of Dean Emeritus of Wayne University College of Medicine.

The history of Dr. MacCraken is a history of Wayne University College of Medicine, so closely interwoven are they. He was a pioneer in the establishment of the only medical school in the country as part of a public school system, and he was at the helm during the most active and critical years of its development, expansion, and the establishment of high standards and ideals.

Wayne University College of Medicine was a challenge to Dr. MacCraken. With singleness of purpose, fidelity to high standards, and devotion to duty he reorganized the College of Medicine under the Board of Education. Under his leadership the medical school continuously

maintained an unchallenged Class A ranking among the medical schools of the United States and Canada under the constantly enlarged and increasingly higher standards set up and maintained by the American Medical Association at a time when many medical schools were forced to discontinue because of low standards.

Dr. MacCraken kept the College up to the highest standards of medical training of undergraduate students; he carried on a limited amount of research; he established harmonious relations with the alumni; he brought about cooperation with the hospitals, with reciprocal benefits to them, the students, and the city; he designed and supervised the construction of the new building in 1927; he established a medical library.

He was respected by all who worked for him and he once financially provided several hundred dollars out of his pocket to finance a Junior Class annual formal dinner and dance, which, of course, the class later repaid.¹

Following Dean MacCraken's resignation in 1935 because of ill health brought on by overwork in the cause of the College he loved and served so well, he continued his affiliation as Professor of Pharmacology. The Board of Education then appointed Associate Dean, Dr. William Stapleton as Acting Dean and began a country-wide search for a worthy successor.

¹Esther A. Dale, "Appendix to the History of the Wayne University College of Medicine by Dr. W. H. MacCraken," April, 1940, p. 41.

Dr. Raymond B. Allen was in charge of Graduate Studies at the College of Physicians and Surgeons at Columbia University and Associate Director of the New York Post Graduate Medical School and Hospital when he accepted the position of Dean of Wayne University's College of Medicine in 1936.

Dean Allen had received his B.S., M.S., and M.D. from the University of Minnesota in 1924, 1925, and 1928, respectively. In 1930, he took the additional degree of Ph.D. in Urology at Minnesota. After a brilliant academic career he went to Columbia where he remained until coming to Wayne.¹

Dr. Allen's regime at the College of Medicine resulted in an increase in the number of full-time teachers, including the appointment of professors of Surgery, Anatomy, Medicine, and Pediatrics; reorganization of the curriculum; affiliation with Harper and Grace Hospitals; the development of a program of graduate medical education, including the granting of the Master of Science degree; and the development of more research activity.

In the summer of 1939, Dr. Allen severed connections with Wayne to become Executive Dean, Chicago Colleges of Dentistry, Medicine and Pharmacy of the University of Illinois and then later became Dean and now President of the University of Washington.

After his resignation Associate Dean Stapleton again took over in the interim as Acting Dean until Dr. Edgar Norris, Professor of Pathology,

¹[Anon.]¹¹, "Dean for Medical School Appointed," The Detroit News March 10, 1936.

was appointed to be Dean on December 12, 1939.

Dr. Edgar Norris was born in LaGrange, Indiana, on October 19, 1893. Like Dr. Allen he was trained academically at the University of Minnesota from which institution he received his B.S., M.S., B.M., and M.D. degrees in the years 1914, 1916, 1918, and 1919, respectively.

He engaged in independent practice from 1919 to 1931 and then was inactive until 1935 because of illness. He retrained in pathology from 1935 to 1938 when he came to Wayne University as Professor of Pathology and then Dean in 1939.

In 1940, Dean Norris announced plans to give Detroit a medical educational center to cost \$50,000,000 and to be commensurate with the importance and needs of the city. Dr. Norris and the group who worked with him on the project envisioned a medical center occupying four or five city blocks, on which about eight buildings were to be placed, the cost of the same to be from ten to twelve millions of dollars with the money to be raised from donors.¹

Naturally, many persons opposed this project as an overly ambitious, if not completely grandiose scheme, but while it has never been materialized it will forever be credited to Dean Norris that he saw the need for expanded medical education facilities in Detroit and, following Dean Allen's leadership, attempted to make Wayne University's College of Medicine a truly great contributor to the health of the people of Detroit and to medical science of the world. This proposed Medical

¹[Anon.]¹², "Plans Ready for Center-Medical Project Will Cost 50 Millions," The Detroit News, April 21, 1940.

Center will be considered in greater detail in a later chapter dealing with the entire University's history after 1934.

Dean Edgar Norris resigned in 1946 to become Visiting Professor of Anatomy at Washington University.

The next Dean of Wayne University's College of Medicine was Dr. Hardy A. Kemp who undertook the administrative position from active service with the United States Army Medical Corps. Born in Monnett, Missouri, July 13, 1902, Dr. Kemp took his B.S. in Medicine at St. Louis University in 1923 and his M.D. degree from the same University in 1926. He immediately interned in St. Louis and then entered private practice. He then turned to the important work of medical education serving as Associate Professor of Bacteriology and Hygiene, Baylor University, 1928-1934; Professor of Bacteriology and Preventative Medicine, Baylor, 1934-1939; Dean, College of Medicine and Professor of Preventative Medicine, University of Vermont, 1939-1941; Dean, College of Medicine, Ohio State University, 1941-1942, when he entered the Army on February 1, 1942, being discharged with the rank of Colonel in 1946 and coming to Wayne.

He remained as Dean until the fall of 1948 when he resigned to become Director of Graduate Studies in the Baylor University College of Medicine in the Texas Medical Center, Houston, Texas.

Dean Hardy Kemp was succeeded by the present Dean of the Wayne University College of Medicine, Dr. Gordon H. Scott. At the time of his resignation, Dr. Kemp had explained that he felt that he must accept the Baylor University position since it offered him greater opportunities than he then had at Wayne.

Dr. Gordon H. Scott's appointment as Acting Dean and Special Professor of Anatomy at Wayne on September 14, 1948, was a fitting reward for splendid service to the College which he had first joined in 1945 as Professor and Department Head in Anatomy. It also marked the Board of Education's return to the policy of promoting from within the ranks of its own organization, a principle that had proved highly effective at all times in the Detroit Public School system.

Dean Scott was made full Dean of the College in 1949 and has remained in that position ever since. He was born in Winfield, Kansas, on April 10, 1907. He received his A.B. at Southwestern College in Winfield in 1922; his M.A. at the University of Minnesota, 1925; his Ph.D. at Minnesota in 1926. In addition, his academic training included a year as a student at Johns Hopkins in 1922-1923 and study at the University de Lyons, France, 1939.

Dr. Scott was an Assistant in Biology, Southwestern College, 1920-1923; a Teaching Fellow in Anatomy at the University of Minnesota, 1923-1926; Assistant Professor of Anatomy, Loyola University, Chicago, 1926-1927; Assistant at the Rockefeller Institute for Medical Research, 1927-1928; Assistant Professor of Cytology, Washington University, 1928-1931, Associate Professor from 1931 to 1942; Professor of Anatomy and Department Head, University of Southern California from 1942 until 1945 when he came to Wayne University.

As a result of this rich academic, teaching, and administrative background Dean Scott is in a position to lead the Wayne University College of Medicine to ever greater heights in the field of medical education.

At the present time he is the recognized leader along with President David Henry of Wayne University and the two million citizens of Detroit in appealing to the Michigan State Legislature for an appropriation for Wayne University's College of Medicine.

Present Status of the College

The Wayne University College of Medicine as of the Spring of 1951 was limited to sixty-eight students in each class. These students were being instructed by a faculty consisting of forty-three professors; forty-eight Associate Professors; sixty-six Assistant Professors; seven Senior Instructors; one hundred and seventy-one Instructors; eighty-nine Assistant Instructors; nine Research Associates, of whom three had the rank of Instructor; five Associates; and four Lecturers.

The College of Medicine is affiliated with the City of Detroit Receiving Hospital, which serves as the major clinical teaching unit of the school. It is also affiliated for undergraduate teaching with the Herman Kiefer Hospital, conducted by the Board of Health, the Children's Hospital of Michigan, Wayne County General Hospital, and Veterans Hospital, Dearborn, Michigan. Other hospitals associated or affiliated with the College of Medicine in the teaching of graduate medicine and in post-graduate instruction are: Alexander Blain, Grace, Harper, Mt. Carmel, Mercy, Providence, Veterans, Woman's, and Wayne County General Hospitals.¹

¹Wayne University Bulletin, College of Medicine Catalog Issue, 1950-1951 (Detroit: Published at Wayne University, March 15, 1950), XXVII, 6, pp. 4-22 and 24.

The College cooperates with other universities and colleges in the Detroit metropolitan area in the promotion and teaching of various aspects of medical education. At various times it has provided instruction in certain phases of medical science for students at Mercy College and in dentistry for the University of Detroit.

Dean Raymond B. Allen in 1938 pointed out an example of the friendly relations between Wayne University and the University of Detroit when he stated that by informal agreement between the two schools, the former would not conduct a dental school nor the latter a medical school. At that time dental students from the University of Detroit took certain courses in Anatomy, Physiology, and Pathology at the Wayne Medical School, which arrangements have continued in varying degrees until the present time.¹

The major factor in the present status of the Wayne University College of Medicine, however, is the matter of the construction of a new Medical Science Building. This new building will be erected in the Hastings slum clearance area in downtown Detroit, comprising a total of six and two-tenths acres which will be cleared, as they have already been condemned, and the site will house the proposed building. This area is approximately two blocks from the present medical buildings on St. Antoine and Mullet Streets.

The history of the Medical Science Building, however, has been one

¹Raymond B. Allen, M.D., "Memorandum on the Wayne University College of Medicine," (Written by Dean Allen in February, 1938, and now on file in the office of Dean Gordon Scott, Wayne University College of Medicine), p. 10.

of great tribulation since it was agreed by action of the Detroit Board of Education, at the request of Wayne President David D. Henry, on November 22, 1949, to ask Governor G. Mennen Williams of Michigan to include in his budget message to a special session of the State Legislature the subject of an appropriation for the building in the amount of \$3,000,000.¹

Governor Williams was favorably impressed with the request, and his budget message included an item of \$2,800,000 for the construction of the building. The Michigan State Medical Society, a specially organized State-wide sponsoring committee, the editors of many of the newspapers throughout the state, the Wayne University medical graduates, and many other citizens and groups, by the passage of resolutions, by letter, and by personal interpretation, supported this proposal to the Legislature from the Board of Education.²

The principal arguments advanced in favor of the new building were the fact that there was a state-wide shortage of physicians; that the College of Medicine is only one of two medical schools in Michigan but that its students need more laboratory and classroom space; and that of 1900 known living graduates of the College, 1600 are located in 68 of Michigan's 83 counties. Since there are an estimated 5000 physicians in the State, this means that approximately one out of every three

¹Detroit, Proceedings of the Board of Education, 1949-1950, p. 215.

²Wayne University, Report of the President, 1949-1950 (Board of Education, City of Detroit), p. 13.

doctors now practicing received his training at Wayne. Furthermore, the Medical College in 1951 had 250 undergraduate students, all of them from Michigan. Of this number, 171 were from the Detroit area and 83 from other parts of the State. Of the 58 members of the senior class, 44 have already been accepted for internship in Michigan hospitals, 22 of them outside of Wayne County.¹

The further close cooperation between the medical profession and the College is exemplified by the fact that each year hundreds of doctors take postgraduate courses at Wayne to learn the latest developments in medical science and techniques.

The legislature was favorably impressed with Governor Williams' budget message and appropriated a total of \$112,000 in its "omnibus" Appropriations Act for the preparation of plans and specifications for the Wayne University Medical Building.²

With the plans drawn, Wayne University still lacked the necessary funds to begin construction. Accordingly, the 2,000,000 Detroiters who comprise a quarter of Michigan's population and who pay fifty per cent or more of all the taxes which the state levies, through a resolution signed by both Mayor Alfred Cobo and the Detroit Common Council, petitioned the State Legislature early in 1951 for an appropriation of \$3,000,000 to begin construction.³

¹[Anon.]¹³, Wayne Can Train More Michigan Doctors If (Detroit: Wayne University, Donated by a Friend of the University, January, 1951), p. 6.

²Report of the President, 1949-1950, op. cit., p. 16.

³[Anon.]¹⁴, "A Voice to be Heard," The Detroit Free Press, March 29, 1951. A similar article appeared in The Detroit News on the same date in an article entitled, "Call for More Doctors."

On May 11, 1951, the State Legislature's House of Representatives passed an appropriation bill calling for an immediate grant of \$1,800,000 and included authority for letting contracts up to \$3,500,000. The remaining \$1,670,000 will presumably be furnished from the 1952 State budget. Although the original appropriations bill was reported out of the House's Ways and Means Committee without any inclusion of funds for Wayne, an amendment from the floor was tacked on the bill. The legislators approved the amendment by a vote of 68 to 20.

Dr. Arthur O. Neef, University Provost and Law School Dean, praised the House action by saying, "We are gratified with the efforts of the House of Representatives in our behalf and with their recognition of the need."¹

On May 26, 1951, after twenty-nine hours of continuous session, the Legislature passed a record-breaking \$306,000,000 general fund budget bill which gave Wayne University \$1,000,000 to start construction of a \$3,350,000 medical center, with the promise of more funds later. Wayne was authorized to supplement the State appropriation to purchase land and let building contracts.²

Alumni Association Activities

The Alumni Association of the Detroit College of Medicine was established on May 3, 1886 through a merger of the alumni of the Detroit

¹[Anon.]¹⁵, "House OK's New Med School Bill," The Detroit Collegian, XLI, 135, May 14, 1951, p. 1.

²[Anon.]¹⁶, "\$306 Million Budget Voted by Legislature," The Detroit News, May 26, 1951. The whole case for the Wayne Medical School was presented, incidentally, by Allen Scoenfield in The Detroit News on May 21, 1951, in an article entitled, "Michigan Gets a Bargain in Wayne U. Medical Aid."

Medical College and the Michigan College of Medicine. The two separate associations had come into existence in 1875 and 1881, respectively.

The new Alumni Association was established to foster friendly relations between members, to promote a just and liberal policy toward Alma Mater, to preserve college ties through social fellowship, and to cultivate friendly relations with the medical profession in Michigan and other states.¹

In 1889, the Association began a policy of giving an annual banquet for its members at which two medals were awarded to two outstanding graduates who had passed written examinations for proficiency in all medical branches and who had written the best paper on anatomy, physiology, and chemistry.

At this time the Association also published a sixty-page annual report of all the activities including the addresses given at the banquet and at the commencement exercises. In later years The Leucocyte for a time published a monthly report of alumni activities. An alumni seal was adopted and the colors of the Association were established as red and green. Lapel buttons showing the year of graduation were obtained and sold to the graduates and a small diploma certifying membership was given.²

In 1898, a clinical week designed to bring the old graduates back was inaugurated and included sessions in medicine, surgery, and laboratory

¹Constitution and By-Laws of the Alumni Association of the Detroit College of Medicine, 1886-1905 (Inclusive Copies on File in Alumni Affairs Office at Wayne), p. 1.

²Walter Johnson Cree, M.D., "Early Days of the Alumni Association of the Wayne University College of Medicine," Wayne University College of Medicine Golden Anniversary Program, 1895-1945 (Detroit), pp. 7-10.

work. These clinics have continued at various intervals until the present time and the Alumni Association has cooperated with the College in providing suitable programs of medical instruction. Today, however, the prime responsibility for such clinics is now that of the College of Medicine as a part of its Graduate Medical Program.

As of 1951 the Alumni Association annually gave two prizes: \$50 to the senior student who had made the best scholarship record throughout the four years and \$50 to a recent graduate for the best scientific work done during the year. Mr. Homer Strong, Director of Wayne University Alumni Affairs, has stated that the College of Medicine Alumni Association has been one of the most active in the University and has been of great assistance to the entire University through the wholehearted cooperation it has afforded him in the entire program of alumni activities.¹

Summary

The entire history of the Wayne University College of Medicine evolves as a repeated pattern of meeting specific needs, facing opposition to the fulfillment of those needs, and final triumph, within certain bounds, as new needs arise and must be met.

Born out of the Civil War need for more doctors, the initial unit of the College of Medicine known as the Detroit Preparatory School of Medicine was established to treat both the soldiers and civilians of that period of conflict. In 1868, the success of the Preparatory School led to

¹Statement by Mr. Homer Strong, personal interview, April 18, 1951.

the founding of the Detroit Medical College which, in turn, was followed in 1879 by the establishment of a rival institution, the Michigan College of Medicine.

Recognizing the fact that the needs of medicine would be better served by one institution rather than two competing for students, these two medical schools consolidated into the Detroit College of Medicine in June, 1885.

From that time until 1914, the story of the College was one of continued expansion in the face of rising financial costs. Eventually, the outbreak of World War I caused the abandonment of the College as a private institution and marked its final absorption into the Detroit City School system toward the end of hostilities as the Detroit College of Medicine and Surgery.

Even as a municipal institution, however, its worries were not over for during the depression Mayor Frank Murphy suggested that it again be abandoned as too great a drain on the taxpayers. Through the resolute stand of the Detroit Board of Education, it was able to weather this period of financial stress and was finally created the Wayne University College of Medicine in 1933-1934 when the University was established.

From 1934 until the present, the College of Medicine has continued to serve both Detroit and Michigan as it turns out doctors who administer to the mental and physical welfare of thousands of Americans. Today, it is one of America's finest medical schools and, while handicapped for lack of laboratory and classroom facilities, continues to train young men and women in the healing arts in the centuries old tradition of the followers of Hippocrates.

CHAPTER III

A HISTORY OF THE DETROIT TEACHERS COLLEGE (NOW THE WAYNE UNIVERSITY COLLEGE OF EDUCATION)

Introduction

In speaking of education and its role in the cultural development of America, Professor Arthur B. Moehlman of the University of Michigan once said:

Education is a lifelong process of development and growth. It is an essential part of every culture, although its form varies with the degree of cultural complexity and political organization... the democratic problem of raising the general cultural level so that each individual may participate more intelligently and responsibly in government demands a general, flexible, relatively free, all-inclusive educational program which each individual may share according to his inborn capacity.¹

To carry out such an educational ideal requires the establishment of a system of public education carried on by a corps of trained teaching specialists, who, acting "in loco parentis," literally make or mar the schools. In turn, the training of such instructors requires the operation by the educational authorities of an adequate training program centered, ordinarily, in the teachers college of a university.

Wayne University has followed this pattern in its growth and development as a center of learning in a large urban community. "Because of the University's location in a great population center, it is today extending opportunities for higher education to many thousands of

¹Arthur B. Moehlman, School Administration (New York: Houghton Mifflin Company, 1940), p. 28.

students to whom such opportunity would otherwise be denied."¹ Among these students are the hundreds of prospective teachers who will staff the schools of Detroit, Michigan, and the nation. Their training, therefore, becomes one of the prime obligations of Wayne University and this responsibility is being met through the resources and facilities of the present College of Education.

But it was not always thus. Although the famous Ordinance of 1787 had stated that "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education should forever be encouraged,"² and although the City of Detroit had established a system of free, public education in 1842, little or no concern was given to the proper training and selection of teachers employed by the Board of Education of the City of the Straits in the years immediately preceding the War Between the States.

"The teacher selection program, nationwide, like Topsy, 'just grew'....'Selection' amounted to the acceptance of the services of those unfortunates who found they couldn't do, so they taught. At the national level, associations of colleges have come into being which established teaching requirements in the secondary schools....In Detroit, teacher selection...has grown hand-in-glove with the development of a teacher training program."³

¹Wayne University Bulletin, College of Education Catalog Issue, 1950-1951 (Detroit: Published by Authority of the Board of Education, January 15, 1950), XXVIII, 2, 32.

²Henry S. Commager, Documents of American History (New York: F. S. Crofts & Co., 1934), pp. 121-22.

³Dorothy M. Perry, "Patterns of Selected Innovations in Detroit Elementary Schools" (Unpublished Ed.D. dissertation, Department of Education, Wayne University, 1950), p. 50.

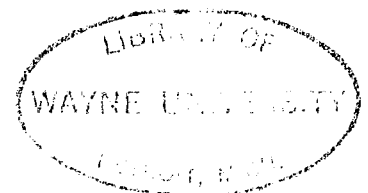
The development of that teacher training program is embodied in the history of Detroit Teachers College which eventually became the present College of Education, Wayne University. This chapter shall trace that growth from its earliest beginnings through its absorption into the University as the second oldest member college.

Early Teacher Training

A long but not particularly distinguished line of teachers served the Detroit educational system before Superintendent J. M. B. Sill inaugurated an official teacher-training program in 1881. This training course began as the Detroit Normal Training School and this institution, through several successive name changes, eventually became Detroit Teachers College, and, finally, the College of Education, Wayne University.

Very little is known of the qualifications possessed by the earliest instructors in the Detroit schools. Certain names are usually recalled when Detroit's early history is considered. Such figures as those of the famous clergymen, Father Gabriel Richard and the Reverend John Monteith, bring pleasant memories but these men were educators in the broadest sense and were not ordinarily directly concerned with the day-to-day instruction of youth in the confines of a classroom. Like many of their contemporaries, these men served their people by inaugurating, fostering, and maintaining a variety of schools including the establishment of the "Catholepistemiad" or University of Michigania, which later became the present University of Michigan.

When the Detroit Board of Education opened free primary schools on



May 16, 1842, it appears that many of the early teachers who were first employed had no claim to distinction except that they possessed characteristics that teachers should not have. And about this time, according to available records, various "school inspectors" and "commissioners" issued teachers' certificates; but there is no statement extant as to the requirements for these teaching certificates until 1842.¹

In her definitive work on Education in Detroit Prior to 1850, Sister Mary Rosalita, I.H.M., Professor of American History, Marygrove College, Detroit, points out that among their various other duties, early school inspectors conducted the examination of prospective teachers and granted them certificates.²

When the Detroit Board of Education published its introductory report in 1842, it pointed out in the first section that all teachers not only had to be chosen by a vote of the majority of its members but, furthermore, all teachers had to be of good moral character and had to receive a certificate of qualification from the proper "Committee." At a later point in the report the Committee on Teacher's Qualifications states that all prospective teachers seeking employment had to be qualified to teach Reading, Writing, Arithmetic, Geography, English, Grammar, and such other branches as directed by the Board.³

¹Farmer, op. cit., pp. 715-749.

²Sister Mary Rosalita, I.H.M., Education in Detroit Prior to 1850 (Lansing, Michigan: Michigan Historical Commission, 1928), p. 243.

³Detroit, Introductory Report of Board of Education (1842), p. 23.

Upon first examination this Report seemingly reflects an enlightened policy on the part of the Board of Education but at a later date the Board members felt moved to go on record as stating that teachers should be chosen on merit alone and in no instance was the hiring Committee to be swayed by the impulse of friendship or be prejudiced by the spirit of enmity.

As might be expected, the type of person employed at this time came from the ranks of many who had just finished elementary schools. As late as 1857 girls of fourteen were being hired as teachers and it wasn't until 1871 that the minimum age of teachers was set at eighteen.

Thus, the earliest Detroit teachers largely were teen-agers who had graduated from Union schools and presented themselves as candidates for teaching positions. They were often able to pass creditably such examinations as were given, but the School Board realized their general unfitness to teach. The lack of experienced teachers, while revealed as a source of embarrassment to the Board, is evinced in the Superintendent's and Board's annual reports for this period, could not be overcome until proper training courses were established.

In Superintendent Sill's report for 1864, occurred the first suggestions as to the establishment of a training class for teachers. Nothing came of this recommendation although it was repeated in various forms in almost every annual report from 1864 to 1870.

Finally, in the spring of 1868, Superintendent Duane Doty, whose name now graces a Detroit elementary school, having succeeded Mr. Sill, reiterated the need for proper training. However, Superintendent Doty was not one to sit idly by and wait for the Board to act. Instead, he

organized a class of thirty girls who wished to become teachers and lectured to them three times a week on the theory and practice of teaching.¹

In June, 1871, the Board agreed that a diploma from the High School should be accepted as a certificate of qualification to teach; but in 1875 a new rule was made requiring a teacher's examination and successful trial in the school-room in addition to the High School diploma.²

The Superintendent continued to agitate but little was done. Mr. Doty went out of office on April 1, 1874, to be succeeded by his predecessor, Mr. Sill. The new Superintendent again took up the fight for better teacher training and in May, 1880, the Committee on Teachers of the old Board, while they did not believe the project to be a prime necessity, suggested that Mr. Sill formulate a plan for the establishment of a teacher training school but that this had to be done at no cost to the Board of Education.³

This report was presented by Mr. Sill on January 10, 1881. The Committee was won over and passed favorably on the recommendation which embodied the Superintendent's recommendations as follows:

¹Detroit, Annual Report of the Superintendent (1864), pp. 16 & 41; (1865), p. 37; (1867), p. 50; (1869), p. 54.

²Farmer, op. cit., p. 749.

³Detroit, Proceedings of Board of Education, (1880), p. 69.

1. No person in the future should be appointed a teacher except in special departments, who lacked both training and experience.
2. A normal teacher should be appointed and a normal school started in the high school.
3. This teacher was to instruct a class for half a year and observe or supervise it in practice mornings during the second half, starting a second class in the afternoon.
4. The training class should be selected by competitive examination from high-school graduates or the equivalent.
5. Not more than 80 per cent of the required teachers should be trained in the Detroit school.
6. The school was to be established without cost to the board.

Factors in the Development of Normal Schools

The period from 1850 to 1880 had been marked by tremendous changes in the life of the people of America, a change noticed particularly in the elementary schools.

While the War Between the States had noticeably checked material progress, resulting in the American people having neither the money nor the interest necessary to expand the schools or to add to already existing types of schools, several factors were operating to necessitate the better preparation and training of teachers, particularly in normal schools.

Chief among these forces was the emphasis on the part of public education as a promise for the fulfillment of the democratic ideal, as an instrument for making democratic government adequate to fit the exigencies of society. Secondly, the need to assimilate the millions of aliens who were pouring into the country, to give them at least the fundamentals of learning forced the schools to look for teachers who might not only teach these newcomers but also appreciate their adjustment

problems.¹

Again, the emphasis upon the equalization of educational opportunities with a rising current of thought stressing better schools at least on the local level resulted in educators finally looking about to put their training houses in order. For twenty years or more teachers had been selected and trained in a most cursory manner and reform was needed. The average teacher of the period was not a graduate of a college and few of them had ever heard of a normal school.²

Probably the whole history of the period in relation to education has best been summarized by E. P. Cubberly when he said:

The great educational development of these three decades (1850-80) was within the normal school innovation. New subjects of study were introduced, and the teaching of the older ones was revolutionized, and technique, a methodology for instruction in each subject, except history and literature, was worked out. Where before the ability to organize the discipline of a school had constituted the chief art of instruction, now the ability to teach scientifically took its place as the prize professional requisite. A 'science and art of teaching' now arose and the new subject of Pedagogy began to take form and to secure recognition.

The normal school now found its place, the movement to establish these schools gained headway after about 1865 for public normal schools and 1870 for the private tuition schools.³

Another writer, the Reverend Robert C. Hartnett, S.J., formerly of the faculty of the University of Detroit, has put it in a slightly different manner when he said:

¹A complete treatment of this point of view is contained in the work of the Educational Policies Commission, The Unique Function of Education in American Democracy (Washington: NEA, 1937), pp. 43-49.

²Burton, op. cit., p. 745.

³E. P. Cubberly, Public Education in the United States (New York: Houghton-Mifflin & Company, 1919), p. 308.

One of the reasons why the United States has become the strongest and most productive and resourceful nation in the world is that we as a people have understood for over a hundred years the connection between national prosperity and an educated citizenry. Our task has been heavier than that of any other nation because we have absorbed into our population tens of millions of immigrants, many of them from countries where they had no chance to go to school.

Our school system, the most extensive and expansive in the world, has succeeded in moulding our people into a great national unity despite the circumstance that they have come here from all over the globe. The public-school system has carried its burden with remarkable success on this score...¹

Thus, by 1880 Detroit had joined this national trend by finally admitting through its Board of Education that a suitable training program and training school for teachers was a prime requisite.

History of the Detroit Normal School

In August, 1881, the first examination for entrance to the Detroit Training Class was given to twenty-nine applicants, fifteen of whom were successful. The new Normal Class met for instruction in a room of the High School which stood on Capitol Square. The practice and observation work was given in the Washington School, located a half-mile distant.²

This Capitol High School building in itself was an historic structure. Originally the structure had been the Michigan state capitol when that branch of government was conducted in Detroit. After the state government headquarters was moved to Lansing, Michigan, the building stood idle and was finally "appropriated" by the Board of Education. Remodeled and made into Detroit's first high school, it

¹Robert C. Hartnett, S.J., Equal Rights for Children (New York: America Press, 1947), p. 30.

²Jean Logan, History of the Detroit Teachers College (Unpublished manuscript in the Wayne University Library, 1920), p. 2.

remained in use until destroyed by fire on January 27, 1893. At that time the site was converted into a public park, now known as Capitol Square.¹

This fire was to have further repercussions in the eventual history of Wayne University because with the burning of Capitol High the city was left without any high school building at all until the slow process of constructing the Central High School could be completed. When Central High was finally built and became a functioning part of the Detroit schools in 1896, few persons thought that it would eventually become the revered "Old Main" building of Wayne University, the role it occupies today.

In February, 1882, the first class of pupil-teachers (later called "cadets") began teaching in the Detroit Public Schools under supervision and without pay. In the following June, thirteen out of the fifteen enrolled in the first Training Class, having successfully completed the course in theory and cadet teaching, were given teachers' certificates and appointments at \$30 per month. At the close of this first year the Training Class was considered a success by the Superintendent and the Board and was regarded as a permanent and necessary part of the school system.²

From 1884 to 1886 the Normal School had hard sledding. The 80 per cent quota of teachers which the school was to train was the graduates' job insurance. When this provision was changed to 60 per cent on

¹George B. Catlin, The Story of Detroit (Detroit: The Detroit News, 1923), pp. 462, 463, 550, and 689.

²Detroit, Annual Reports of Superintendent: 1882-83, p. 73.

August 28, 1884, the girls now preferred to substitute for one year rather than study hard for half a year and work another half under supervision and without pay. If this rule had remained in effect for any length of time it would have successfully sabotaged the Training School.

Superintendent Sill, who had been the guiding genius behind the school's founding, finally induced the Board to return to the original plan pointing out the valuable influence the school had exerted over the entire teaching corps of Detroit and emphasizing the fact that he knew of no other city having a self-sustaining Training Class.¹

Mr. Sill's efforts were rewarded in June, 1886, when the Board not only returned to the original plan but hereafter ruled that cadets should be paid \$10 a month out of the profits of the institution.²

It is interesting to note that Mr. Sill's fame as a teacher trainer spread beyond the confines of Detroit to the neighboring city of Ypsilanti, Michigan, where the State Normal College was located. In 1886, Superintendent Sill resigned his Detroit position to become principal at Ypsilanti and was succeeded by Mr. William E. Robinson, the fourth Superintendent of Detroit's Public Schools.³

Another change in terms of the physical housing of the training school occurred at this time when the distance between the High School

¹Detroit, Proceedings of Board of Education: 1885, p. 62.

²Detroit, Proceedings of the Board of Education: 1886, p. 101; 1887, p. 43; 1884-1885, p. 12.

³Crosby, op. cit., p. 20.

building and the Washington School caused inconvenience to the students and a loss of time in transit. Therefore, in February, 1888, the Board transferred the class to the Russell School, a primary school on the site of the present Russell School on what is now Detroit's lower East Side. A class-room and library were provided for the normal students while the observation and practice work were carried on in the Russell grade rooms.¹

At this time another important change was undertaken in the training program itself. In September, 1888, the term of supervision was extended from one to three semesters. A certificate was awarded at the end of one semester of successful teaching good for one year only, and a diploma carrying a permanent appointment was granted at the end of the following year, provided that the cadet showed evidence of increased teaching ability. After a few years, the practice teaching certificate was abandoned but the plan of supervision was continued for many years.

The Russell School proved unsatisfactory for the Training Class because of its distance from the then center of the city, making it inconvenient to hold cadet meetings there. Therefore, in February, 1890, the class was transferred to the second floor of what was then called the Miami Avenue Building. This building had been erected in 1888 as an ungraded school. It contained four classrooms and a large assembly room on the second floor which were immediately used by the trainees for observation and practice teaching.

¹Detroit, Annual Report of Superintendent: 1888, p. 18.

It is interesting to note that this particular building now occupies an even more important part in Detroit's educational organization. With a current street number of 1354 Broadway Avenue, this building at present houses the nerve center of the entire system including the offices of the Superintendent of Schools and his staff, the regular meeting room of the Detroit Board of Education, a reference library on the third floor in addition to numerous other administrative services and functions.

Thus it was that after an existence of over nine and one-half years the Detroit Normal Training School for the first time found all of its activities centered under one roof. But this condition was again soon to be subject to change - a change brought about once again by the expanding needs of the teacher training program - a change to be undergone frequently as this branch of higher learning continued to play an ever increasing role in the training of those who were responsible for the education of Detroit's youth.

After five years in the Miami Avenue building moving time came again, with the school occupying quarters in the Washington School which had been enlarged for the purpose and renamed the "Washington Normal School." According to George Stark, Detroit's Official Historiographer:

The Washington Normal School stood in Beaubien Street, near Madison Avenue, and thither went many bright young women (not many men) to learn, not the three R's, but how to teach them, with patience and fortitude, to the moppets of old Detroit....Teachers were required to endure a long period of practical training there before acquiring their teaching certificates. This was the first faint beginning of the Detroit Teachers' College and of that

wonderful unit now known as the School of Education, a part of Wayne University.¹

Washington Normal School

Upon moving to the Washington Normal School, the teacher training program entered upon the second phase of its distinguished history. The annex to the Washington having been completed, the Normal School found the combined enrollment of the two schools to be six hundred children with a faculty of twenty-one teachers including the Training Department.

In May, 1895, the Board established a Kindergarten Department with a training class consisting of one year's instruction in the Normal School and one year's probationary teaching in the schools of the city. During the next few years, however, the school was to feel the pressure of protest as some citizens objected to the additional cost to the Board of Education in maintaining a training school, particularly one that was continually expanding its services. It appeared as though educational progress, while welcome to some, met with reactionary forces in some quarters who felt that the maintenance of the status quo in Detroit educational circles was the thing most highly to be desired. There were progressive forces at work such as those on the Detroit Board of Education, on the other hand, especially School Inspector Dr. Edwin S. Sherrill, who, after an investigation, proved that the

¹George Stark, "Washington Normal Grads Honor School and Teacher-Town Talk Column," The Detroit News, February 21, 1951, p. 26.

difference between the meager allowances given the cadets and the salaries which would otherwise have to be paid to experienced teachers not only paid the expenses of normal training in Detroit but saved a considerable sum for the city. Presenting his tabulations to the Board in September, 1898, Dr. Sherrill's report resulted in the administration of the school remaining virtually unchanged during the storm of criticism.¹

The first annual report of the Normal School was printed in the Superintendent's Report for 1892. It was a very comprehensive statement covering the following topics: history, purpose, organization, admission, courses of study, practice work, supervision, development of the work, and the needs of the school. The "schedule of work" given in this report shows the organization of the work of the students and cadets as it was carried on for several years.²

The need for more training of the students in the Elementary Department had often been expressed. In October, 1895, the Board lengthened the term of instruction in the Normal School for one year. Thus, by 1895 one year of normal school with examination in English, Algebra, Geometry, and Physics accounted for 80 per cent of Detroit teacher qualifications, the remaining 20 per cent being applicants from institutions other than the Washington Normal School. These teachers

¹Detroit, Proceedings of the Board of Education, 1888-89, pp. 156-161.

²Detroit, Annual Report of Superintendent: 1892, p. 94.

were hired through making written application and being interviewed by representatives of the Superintendent or by that individual himself.

During the opening years of the twentieth century the curriculum of the Normal School was expanded to include geo-politics, geo-economics, sociology, oral English, and similar innovations. In 1900, the course for kindergarten teachers had been extended to two years of instruction in the Normal school and one year of supervised teaching. In September, 1904, the elementary course was lengthened to three semesters of instruction in the Normal School and three semesters of supervised teaching.

The turn of the century had not only ushered in curriculum change but had once again focused attention on the need for larger quarters for the Normal School. In 1901, the Board recognized the need for a fifteen-room building to relieve the Tilden School. A resolution was passed instructing the architects to prepare working drawings and specifications for a Normal Training and Grammar School Building with the intention of erecting only so much as could be completed within the appropriation to relieve the Tilden. The idea was to erect this building on the side in the rear of Central High School. It was thought that the heating plant, library, laboratories, and the auditorium of Central might be used by the Normal.

On November 20, 1901, plans and specifications for such a building were accepted by the Board.¹ This was followed by a protest from the Cass Farm Company on the grounds that the land on which the Central High School was built had been sold to the city with the understanding that

¹Detroit, Proceedings of the Board of Education, 1899-1900, p. 270.

a high school, not an elementary school, was to be erected there. Therefore, on December 12th the Mayor vetoed the action of the Board, and the plan was finally abandoned.

It might be said that it was the destiny of the training school through all of its various name changes and operations to have its fate inextricably entwined with the large building located at the corner of Cass and Warren Avenues. It was to this building that the Detroit Teachers College was eventually to move in 1930 to finally become Wayne University's College of Education in 1933.

In 1901, however, it appeared as if reactionary forces had again succeeded in thwarting the expansion of the Normal Training School. But in the Spring of 1904, Superintendent Wales C. Martindale sent a very lengthy communication on this matter to the Board, a document which said in part:

The conditions for efficient work in the Normal School are poor. The building is old and dirty. The location is bad. The general structure for normal training purposes could hardly be worse. The proper equipment of the building is impossible. One-third of the work is carried on in the hallways. Our high schools are buildings of model construction and equipment. The transition from the surroundings of the high schools to those of the Normal must be most harmful to the formation of correct ideals of what should obtain in a model schoolroom.¹

Undoubtedly stirred by the appeal of the Superintendent, the Board in 1904 took action in this regard by appropriating a sum of \$20,000 for the purchase of land adjacent to the Washington site for the erection of a new Normal Building.

¹Detroit, Proceedings of the Board of Education, 1903-1904, p. 494. This same letter is also quoted in the Superintendent's Annual Report-1903, p. 107.

The Real Estate Committee and the owners of the property were unable to agree on a price and condemnation proceedings were instituted in the Circuit Court which rendered a favorable decision. The findings of that court, however, were reversed by the Michigan Supreme Court. The appropriation was returned to the city and once more the matter was at a standstill.¹

Approximately eight more years went by before the next step in the process of establishing a new Normal School building was undertaken.

In 1911, the Detroit Common Council had purchased a tract of forty acres at the corner of Grand River Avenue and West Grand Boulevard from D. M. Ferry, Jr. for the sum of \$20,000. This acreage was then in one of the least desirable residential sections of the city and was operated by Mr. Ferry's seed company as a farm. The nearest business section was then situated around the junction of Hudson and Grand River avenues, approximately three-quarters of a mile from Grand River and the Boulevard. Purchase of this land by the city set off one of Detroit's notable land booms with price increases ranging from one to six hundred per cent.

In 1912, the Common Council turned some eleven of the forty acres over to the Board of Education for the erection of Detroit's fifth secondary school, Northwestern High School, and gave twenty-nine acres to the Detroit Recreation Department adjacent to the high school for an athletic field plus a triangular section running from a short distance in front of the school to the point formed by the junction of Grand River

¹Detroit, Proceedings of the Board of Education, 1903-1904, p. 506; 1904-1905, pp. 276 and 511; 1906-1907, p. 91; 1910-1911, p. 150.

and the Boulevard.¹

In July, 1912, the Common Council allowed the Board of Education a portion of the land intended for the high school to be used for the erection of a second building wherein would be housed the Normal Training School. This strip of land extended for a distance of 160 feet along West Grand Boulevard.²

While construction of the high school and the new normal building were in progress the Board again requested permission for more land from the City's Ferry Field to erect a large elementary school in the area. The City granted the Board a section some three hundred feet deep with a frontage of one hundred and fifty feet on Grand River Avenue on which to erect the Marr Elementary School. At this time there was no idea of using this as a practice training school.

While the work of erection of the Northwestern High School and the Marr Elementary School and the new Normal Training Building went on simultaneously, it was decided in the fall of 1914 to combine the elementary school with the Normal school for practice teaching purposes.³

All three schools, Marr, Northwestern, and the new Normal were opened in 1914. The Normal was given the name of the Superintendent who had worked for its erection some ten years previously, Mr. Wales C. Martindale. The building had cost a total of \$162,029.78.⁴

¹Northwestern High School, 1914-1939, A History (Compiled and Written by the Federal Writers' Project of the Works Progress Administration for the State of Michigan, Detroit: Goodwill Printing Company, May, 1939), pp. 6-7.

²Detroit, Proceedings of the Board of Education, 1912-1913, p. 24; 1913-1914, p. 166.

³Ibid., 1912-1913, p. 436.

⁴Northwestern History, op. cit., p. 8.

Martindale Normal Training School

By 1914, the dream of so many years had been realized and the Normal School was ready to enter upon the third and culminating period of its history. At the beginning of this period, the faculty consisted of the Principal and seven assistants in the Elementary Department and a supervisor and two assistants in the Kindergarten Department. There were also several special teachers and supervisors who gave part of their time to the instruction of Normal classes. From the period of 1914-1918, several Northwestern High School teachers also gave part time assistance to the Normal School instruction.

The Martindale Normal period was one of expansion along all lines. The enrollment of students, not including cadets, increased from 157 in the spring of 1914 to 329 in the spring of 1920. The rapid growth of Detroit with the improved facilities for training afforded by the new school, made larger classes possible. Faculty additions raised the number on the instructional staff from 11 to 25 with 15 critic teachers at the Marr.

Admission to the Normal School by examination had never been entirely satisfactory, however, at one time it was the only practicable mode of selection. In 1914, the then Martindale principal, Mr. John F. Thomas, made a study of the entrance requirements of the city normal schools throughout the country and found that the formal examination as the sole entrance requirement had been abandoned. Soon after this, the Detroit Normal followed the example of other schools and admitted without examination graduates of Detroit high schools or others of equal rank who had been recommended by their Principals. Graduates from high

schools not on the approved list of the University of Michigan or graduates not receiving recommendations were entered on examination in history, algebra, and English.

Later, a college credit course was also worked out through a credit arrangement with the University of Michigan whereby students who took special courses at the Normal for two years would be permitted to enter Michigan with Junior standing. By 1919, fifteen Normal graduates who had taken advantage of this opportunity were in attendance at the University.¹

Incidentally, while the Martindale Building was being erected in 1913, the curriculum had been extended to two years, and gradually students had a training program giving instruction leading to specialization in physical training, art, music, kindergarten, and Americanization. In 1915, courses in Measurement were introduced.²

In March, 1917, the Detroit Board of Education requested the Michigan State Board of Education to inspect the school with the view of having a diploma from the Martindale Normal recognized as a State Teaching Certificate.³ The State Board complied and gave informal approval. Therefore, in May, 1919, the Detroit Board requested the Michigan State Legislature to take official action on this matter which it did by passing an act authorizing the State Board of Education to

¹Education in Detroit (Detroit Board of Education, Prepared for the Department of Superintendence, National Education Association, February 21-26, 1916), p. 35.

²Detroit, Annual Report of the Superintendent, 1914, p. 75; 1915, p. 111.

³Detroit, Proceedings of the Board of Education, 1916-1917, p. 460.

issue life certificates to the graduates of the school, providing the work of the school met with its approval. Since this had already been informally granted by the State Board, official approval was immediately forthcoming.¹

In January, 1919, the Detroit Board authorized the then Superintendent of Schools, Mr. Frank Cody, "to offer to graduates of high schools in Wayne County, scholarships, under conditions that may be determined by him."² The following April the Board decided to establish a County Normal Class as a part of the work of the Martindale Normal School, a law having been recently enacted by the State Legislature authorizing this action.³

During this period of unusual activity, the practice teaching was extended from the Sophomore through the Senior terms, the Senior practice period of ten weeks being arranged in various schools of the city. Cadet meetings were also held during the regular session instead of after school, giving students the opportunity to substitute in the rooms of the cadets and giving the cadets observation of the work of Critic Teachers and others.

As early as 1916, the Supervisors of the Normal Cadets cooperated with the Substitute Department bringing them into Cadet meetings. During 1919 the daily assignment of substitutes was twenty and this was turned over to the Normal School.

¹Public Acts of Michigan, 1919, No. 157.

²Detroit, Proceedings of the Board of Education, 1918-1919, p. 197.

³Ibid., p. 307.

One of the strongest features of this period was the increased participation of students in school life. An organization of students and cadets, called the Normal Union, had begun and gave a series of weekly assemblies with the students securing interesting speakers or providing other entertainment. Several public entertainments were given by the Normal Union. In addition, they established a school store, a lunch room, and a school paper which was named, appropriately enough, "The Normalite." For a time the Normal Union was handling about \$1000 annually in its various enterprises.

As has been stated in previous chapters, the whole history of the development of Wayne University and its various member colleges has been its community role, that is, the fact that many of its services and facilities were the direct outgrowth of a community demand for instruction along specific professional lines. In other words, the people of the city of Detroit felt and expressed a need for certain aspects of higher education and turned, logically enough, to their local Board of Education, who, in turn, being cognizant of the need moved to meet it through the facilities of its local colleges that eventually became Wayne University.

An example of this community cooperation in the history of Detroit Teachers College, while it was still known as the Martindale Normal Training School, occurred in 1918. Realizing that further extension of educational opportunity to future and in-service teachers was necessary, the Principal, Mr. John F. Thomas, opened a summer school which was attended by 240 students. So enthusiastic was their reaction that the next summer the enrollment had grown to 400 and by 1920 had doubled the

original number reaching a total of 500 students.¹

Following the success of the first summer school session, Mr. Thomas organized an Evening School with an enrollment of 500, which was increased to 1190 during the 1919-1920 school year. Training not only for service but also those instructors new to the city, the Normal School had more than half of the entire city's teaching staff or 2,800 enrolled in the 1921-1922 evening sessions for further knowledge and newer method. The November day school membership at this time was 595.²

This growth of interest in one of the city's municipal institutions was to be repeated frequently during the course of Wayne's history as the Board of Education either anticipating or following the wishes and desires of the people of the City of Detroit moved always to provide the very best in the way of higher educational facilities.

In the words of Mr. John F. Thomas, the man who had worked so closely with the Superintendent and the Board in providing this increased educational facility to teachers in the form of a summer and evening school:

It is important, not only that the city schools be well planned, but that they be taught by persons prepared to make the most of the greater facilities provided by the new types of schools. This need was met by the City Normal Training School. In the past, the purpose of this school has been narrowly conceived as the training of high school graduates to be teachers in the kindergarten and elementary grades. Teachers in-service need training no less than beginners, and through 'evening classes' and summer sessions the work of the Normal School has been

¹Detroit, Annual Report of the Superintendent, 1920, pp. 41-42.

²Arthur B. Moehlman, Public Education in Detroit (Bloomington, Indiana: Public School Publishing Company, 1925), p. 241.

broadened and widened. Moreover, these extension courses have enabled former graduates of the school to win the advanced credit needed to secure a State Life Certificate and exchange diploma.¹

Detroit Teachers College

While the Training School was expanding in the directions indicated, the need for a more appropriate name than "Normal School" was being felt and expressed.

The then Detroit Superintendent of Schools, Mr. Frank Cody, who was to later achieve further educational fame as the first president of Wayne University, made the following recommendation regarding the extension of the work of the Normal School:

With each advance in educational progress, the need for continued education of teachers in-service becomes more apparent. Each year large numbers of the teaching force leave the city for professional work at distant universities during both winter and summer sessions. The attendance at the summer and evening sessions of our City Normal Training School has increased marvelously. To meet this developing need and to insure proper professional credit for constructive work done by teachers in improving the service within the city, I recommend that beginning September 7, 1920, the name of the City Normal School be changed to Detroit Teachers College and that as soon as possible legislative action be secured empowering the college to offer four year courses and graduate work, leading to appropriate degrees.

I further recommend that for the year 1920-21 the present Director of Educational Research be appointed Director of Instruction, Normal Training and Research, and serve as Dean of the Detroit Teachers College in addition to directing the work of supervision in the elementary grades and research throughout the city.²

¹Superintendent's Report, 1920, loc. cit.

²Detroit, Proceedings of the Board of Education, 1919-1920, p. 525.

The recommendation was adopted, and on September 7, 1920, the Detroit Teachers College began its work with Mr. Stuart A. Courtis as Dean. Curricula were provided for the training of elementary, intermediate, and high school teachers. At the legislative session of 1921 a law was enacted authorizing the State Board of Education to issue suitable degrees to graduates of the teachers college.¹

The Martindale Building retained its name although it was no longer called the "Martindale Normal Training School" and this structure was enlarged in 1922. Later, provisions were made to increase the number of training schools, and at one time four elementary schools, including the Wingert and McGraw, were utilized as practice units with critic teachers.

In 1924, Dr. Warren Bow became Associate Dean of the College and in the same year the school was admitted to the North Central Association of Schools and Colleges which placed it among the accredited teacher training institutions of the country. One year later when Dr. Courtis became an educational consultant, Dr. Bow succeeded him as Dean. This same Dr. Bow was later to become Superintendent of Detroit Schools and President of Wayne University, succeeding Dr. Frank Cody in these positions in July, 1942.

About this time there were the first faint beginnings of a movement to establish a municipal university which was finally accomplished in 1933. While the Detroit Teachers College had been developing there had been a similar, although much later development in terms of time, of another institution of higher learning in Detroit. This was the College

¹Public Acts of Michigan, 1921, No. 52.

of the City of Detroit, which was the outgrowth of old Central High School offering post-graduate work several years earlier on through the rise of Detroit Junior College to the City College in 1923. The complete history of this branch of Wayne University will be told in Chapter IV.

However, the crystallization of the idea of a municipal university took place when the Board of Education purchased a 40-acre campus located on a site bounded by Linwood and LaSalle Boulevard in Detroit and known as Roosevelt Field. The Board developed a competition among four local architects to plan the series of buildings that would ultimately comprise that group. The Detroit Teachers College was to form the center of the group facing the east, with elementary, intermediate, and high practice schools adjoining with the Liberal Arts College facing the west, and the athletic and play fields in the center.¹

This plan never completely materialized into the establishment of a new series of buildings for a proposed municipal university. Instead, Detroit Teachers College continued on for several more years in the Martindale Building and the College of the City of Detroit took over completely the building that had been occupied by Central High School since 1896. Central High School instead took over the 40-acre area and today shares it with the Roosevelt Elementary and Durfee Intermediate Schools. It is interesting to note, however, that at the

¹Moehlman, Public Instruction in Detroit, op. cit., pp. 227-228.

present time the Roosevelt Elementary along with the Poe and Marr Schools plus additional elementary buildings used on a part-time arrangement, serves as one of the principal training schools for students of Wayne's College of Education.

During the period of the twenties the training course, itself, was undergoing further revisions and extensions. Entrance requirements remained much the same until 1926 when Board and College authorities adopted a battery of tests for entrants in order to eliminate at the post those students whose potentials were doubtful. In the same year the possession of a Michigan Life Certificate became mandatory which implied a two year period of training.

In 1928, the course of training was lengthened to three years and freshman students were asked to take their first year of work at the College of the City of Detroit. Two years later the administration announced that entering students would be asked to enroll in a four year curriculum leading to the life certificate and the Bachelor's degree.¹

Despite the increase in the teacher training requirements successful completion of the prescribed Detroit Teachers College course of study led to immediate employment by the local Board of Education in most cases. After graduation, the teachers were placed by a Board personnel director on the recommendation of the faculty while in College, as well as on the basis of their grades with special consideration being given

¹Glazer, The Detroit Collegian, May 7, 1934, op. cit., p. 2.

for the field of specialty after the advent of the Platoon System in elementary schools in 1920.¹

In 1930, the Board of Education adopted the three-year period of training as prerequisite for teaching in Detroit, and by the next year had decreed that a Bachelor's degree was the basis for employment. Also in 1930 the final shift in building arrangements for the Detroit Teachers College was completed. The College was moved from the Martindale Building on the Boulevard down to the main building of the College of the City of Detroit located at Cass and Warren Avenues in Detroit.

Dean Bow became Assistant Superintendent of Schools and until March, 1931, Dr. Wilfred Coffey, then dean of the City College, was in charge of the administration of the school. In that month, Dr. Waldo E. Lessenger was named Acting Dean by the Board of Education and in June, 1931, was made Dean, a position he still occupies today.²

In the early thirties it had become evident that the operation of the number of separate colleges by the Board of Education suffered from a number of disadvantages. Accordingly on August 8, 1933, the Board of Education passed a resolution establishing "a University to be known as the Colleges of the City of Detroit" and Detroit Teachers College became the College of Education, Wayne University, the following year when the final name of the new municipal institution was chosen in honor

¹Perry, op. cit., p. 60.

²Detroit Teachers College Catalog, 1932-1933 (Published by the Authority of the Board of Education, City of Detroit, 1932), pp. 13-14.

of the Revolutionary War hero, General Anthony Wayne.¹

Wayne University College of Education

From 1934, naturally, the story of the teacher training activities of the Detroit Board of Education becomes a part of the larger history of Wayne University and there it shall properly be told. However, before this chapter is closed, a word must be said of three particular items in the history of the Normal School, the Detroit Teachers College, and its final successor, the College of Education, Wayne University. These three items are the administration of the institution throughout all of its long and distinguished history, the activities of its alumni and alumni association, and the present status of the College.

Administration of the College²

The history of the administrative heads of the College of Education down through the years reads like a Who's Who of Detroit and national education. When one considers the educational attainments of such names as Oliver G. Fredericks, Charles L. Spain, John F. Thomas, Stuart A. Courtis, Warren E. Bow, and Waldo E. Lessenger, both in relation to the College, Wayne University, the City of Detroit, and the nation at large, the impression is made that these educational giants have had an important part in the shaping of modern educational history.

¹Detroit, Proceedings of the Board of Education, 1933-1934, pp. 22, 147, 177, and 194.

²Unless otherwise noted all biographical data relating to the administrative heads of the Wayne University College of Education is taken from Who's Who in America or the Proceedings of the Detroit Board of Education.

Through their own personal efforts, their administrative progress, and their general concern with things educational they have left an imprint upon thousands of teachers, who, in turn, passed on their heritage to hundreds of thousands of Detroit children so that, in effect, these men may be said to have shaped the future of at least Detroit's educational history for generations to come.

But the forementioned men were not the only persons to have played an important part in the administration of the College. As might be expected, it was the opposite sex who originally had the responsibility of College management back in the 1880's when it was known as the Normal School.

The original teacher of the first Training Class established in 1881 was Miss Amanda P. Funnelle who was employed at a salary of \$1800 at the recommendation of Superintendent J. M. B. Sill.

Miss Funnelle had been trained in the Oswego Training School and was at this time a teacher in the Indiana State Normal School at Terre Haute which was organized on the plan, with Oswego graduates as method and critic teachers.¹ Thus, the Normal School was opened under the direction of an instructor equipped with the best training of the time, for the Oswego School had a national reputation and was probably the best training school then in existence for normal instructors.²

Miss Funnelle served until June, 1886, when she resigned to enter

¹J. P. Gordy, Rise and Growth of the Normal School Idea in the United States (Washington: United States Government Printing Office, 1891), United States Bureau of Education Bulletin, No. 8, p. 79.

²Cubberly, op. cit., p. 297.

Johns Hopkins University for further study. Her five years' stewardship had resulted in the successful establishment of teacher-training in Detroit.

The second principal was Miss Harriett M. Scott, who had been trained under Miss Funnelle at Terre Haute. Miss Scott remained at the helm until June, 1899, when she resigned and removed to California where she passed away in 1906. Her achievements were officially recognized by the Normal School Alumni Association in the Spring of 1914, when a stained glass memorial window was placed in the Martindale Normal Building. The alumni association published a booklet entitled, "In Memoriam" in 1917 in which they said among other things, "Harriett M. Scott lives in the memory of her pupils as an abiding influence more deeply appreciated as years of maturity are reached."

Mr. Oliver G. Frederick succeeded Miss Scott as Principal of the Washington Normal School in September, 1899. Although his administration was to be short he made epochal progress in the teaching of geography.

Mr. Frederick who was born in Maumee, Ohio, in 1864, had graduated from the University of Michigan and entered the educational field in 1892 as Superintendent of Trenton, Michigan, schools.

He entered the Detroit system at the old Cass elementary school, became principal of the Williams School, and finally Principal of the Washington Normal. In January, 1901, Mr. Frederick was assigned supervisory work in the elementary schools and remained as Principal of the Normal spending at least one day a week in the school. This arrangement made necessary the appointment of a Vice-Principal, Mr. Charles L. Spain.

At the close of the 1901 semester Mr. Frederick was appointed to full time supervisory work and was succeeded by Mr. Spain as Principal. He was, however, to rise to the position of Assistant Superintendent of Detroit Schools along with his successor, Mr. Spain, and Mr. Frank Cody in 1914 as one of the three assistants to the then Superintendent, Dr. Charles E. Chadsey. In this position he was responsible for the hiring of many Detroit teachers including numerous graduates of the Martindale Normal School.

He had numerous other interests in addition to his educational pursuits including a term as President of the Detroit Kiwanis Club in 1923, the raising of a Holstein herd on a Michigan farm, and the development of an island in Georgian Bay. Mr. Fredericks died on June 18, 1934.

Mr. Frederick's successor, Dr. Charles L. Spain, was to have a distinguished career as an educator, including the positions of Deputy Superintendent of Detroit Public Schools and first Executive Vice-President of Wayne University. His biography shall be considered in greater detail in relation to the administrative heads of Wayne University.

Dr. Spain served the Normal School well and under his leadership particular emphasis was placed upon scientific method, maintaining high standards of efficiency, keeping abreast of the best educational thought and promoting harmony of purpose and action between the Normal School and other parts of the educational system. In order to achieve these objectives, courses of study in language, geography, arithmetic, and physiology were worked out under Mr. Spain's direction. He also was active in promoting public relations between the Normal School and

the remainder of the school system and published numerous reports and pamphlets setting forth in pictures and text the various activities of the school.¹ In June, 1908, Mr. Spain was withdrawn entirely from the Normal School to act as Supervisor of the first three grades of the city schools. Mr. John F. Thomas then became Principal of the school.

Mr. Thomas, who was also destined to rise to high place in the Detroit Public Schools' administrative organization, had come to Detroit after graduation from the University of Michigan and service as principal of the high school in Negaunee, Michigan; Superintendent of Schools for six years in Lowell, Michigan; and finally two years as Superintendent in Hastings, Michigan. This administrative experience fitted him admirably for the tasks of administration which he undertook at the Normal in 1908.

Mr. Thomas continued as Principal of the Normal School when it moved to the Martindale Building and in 1920 he was promoted to Director of Educational Expenditures. After this period his rise was steady, culminating in his appointment to Deputy Superintendent in 1939. He died on November 20, 1940.

His Principalship's attainments have been noted previously in this history but he was particularly remembered for the many friendships he made while training thousands of Detroit teachers. Prior to his demise he had paralleled his rise in administrative circles with a similar attainment in the academic field having taken the M.A. degree at the University of Michigan and the Ph.D. at Duke University. Dr. Thomas's

¹Detroit, Annual Report of the Superintendent, 1905, p. 117.

successor was Dr. Stuart A. Courtis who became Dean of Detroit Teachers' College on September 7, 1920.

Stuart A. Courtis was born in Wyandotte, Michigan, May 15, 1874, and received his formal education at old Central High, Detroit Business University, spent two years in Engineering training at Massachusetts Institute of Technology, shifting to education and taking the B.S. degree at Teachers College, Columbia University, in 1919. He took an M.A. and a Ph.D. at the University of Michigan in 1921 and 1925, respectively.

His long and distinguished educational career, in addition to his Deanship of Teachers College, includes service as head of the Mathematics Department of the Liggett School, Detroit, from 1898 to 1914; Director of Educational Research, Detroit, 1914-1919; Professor of Education at the University of Michigan from 1921-1947 and at Wayne University from 1931 to 1947.

During his four years as Dean of Teachers College, Dr. Courtis also served as Director of Instruction, Detroit Public Schools, as an educational consultant with Detroit and Hamtramck, Michigan, schools, and taught both in Teachers College and for the University of Michigan.

Although he was only Dean for four years, he is vividly remembered for his aggressive personality, his educational attainments, and his devotion to the cause of measurement in the science of education. After leaving Detroit Teachers College he earned world-wide fame as an educator and continued to serve his College as a part-time Professor until his retirement from both Michigan and Wayne in 1947.

Even then his interest did not cease for he came out of retirement

at the request of Dean Waldo E. Lessenger to offer a special doctoral seminar for advanced students seeking the newly offered Ed.D. degree at Wayne University. It was the privilege of the writer to be included among those fortunate students in one of Dr. Courtis' seminars in Education 393, Advanced Educational Research, in the Spring semester, 1948.

Dr. Courtis was, in turn, succeeded by another educational leader, Dr. Warren E. Bow, another member of the Detroit Teachers College hierarchy destined to serve as Superintendent of Detroit Schools and President of the larger Wayne University. His role in the history of Wayne University will be considered in some detail in a later chapter.

Dr. Bow served as Dean of the College from 1924 until 1930 when he became Assistant Superintendent of Schools. He was succeeded by the present Dean of the Wayne College of Education, Dr. Waldo E. Lessenger, who became Dean in 1931.

Dean Lessenger was born in Irwin, Iowa, on July 6, 1898. His education on the collegiate level was begun at the State University of Iowa, which awarded him the A.B. degree in 1919, the M.A. degree in 1922, and the Ph.D. in 1925.

Serving as Superintendent of Public Schools in Radcliffe, Iowa, from 1920-1924, Dr. Lessenger came to Detroit as Instructor in Education at Teachers College in 1925. From that time on his rise was rapid as he was made Assistant Professor in 1926, Associate Professor in 1928, Professor of Educational Administration and Research in 1930, Acting Dean and finally Dean in 1931.

Under Dean Lessenger's aegis the College of Education has grown into one of America's outstanding Teachers Colleges often ranked along with Teachers College, Columbia University, as one of the country's best teacher-training institutions. A brief statement of its present status will be found at the conclusion of this chapter.

College of Education Alumni Association

The College of Education Alumni Association, which was formerly the Detroit Teachers College Alumni Association, was organized in 1893 in connection with the Detroit Normal Training School. In the years since its origin, its membership has continually increased until today it is approximately 2100 in number.

The aims of the Association as set forth in its constitution are: (1) to foster the spirit of loyalty to the College, (2) to raise the standards of the teaching profession, (3) to assist professionally and financially those who need help, (4) to keep alive the spirit of real fellowship, and (5) to encourage worthwhile contacts between the student body and the Alumni Association.

In order to achieve these five purposes the Association each year presents three scholarships providing tuition payments for outstanding students in the College of Education. It also operates a loan fund for deserving students who may borrow money with no interest charge with the same to be paid back in specified times.

The Association also honors the graduates of fifty years ago each year at a Golden Jubilee Tea. For example, on December 14, 1950, the Class of 1900 was honored at the Golden Jubilee Tea and the living members were awarded life memberships in the College of Education Alumni Association,

and as a permanent reminder of the occasion they were given a special inscribed life membership certificate.

Although the Association only charges dues of twenty-five cents per annum which are collected through a series of Alumni Aides, a member for each building in the Detroit school system, it has during its more than half a century of existence built up a treasury of several thousands of dollars.

In addition to using this money for the purposes previously explained, the Association has frequently made generous gifts to the College and the University. Two examples of this are worthy of note. The first was a gift of \$250 to be used for the purchase of books on teacher training. The books were placed in the libraries of the Roosevelt, Marr, and Poe Training Schools in accordance with the Alumni Association's desire to help future teachers who were still in the training phase of their educational program.¹

The second gift was that of \$1,000 that was to be used as the College's gift from its Alumni Association to the Wayne University World War II Memorial Mall, which will be a beautiful area surrounded by the campus buildings of State Hall, the University Library, and a Fine Arts Building, when completed. Inasmuch as the total share to be collected from the alumni of Wayne University was \$30,000 it can readily be seen that the Association's gift was an extremely generous one.

Voted at a special Board of Directors meeting of the College of Education Alumni Association consisting of Irett F. Ferris, President,

¹Detroit, Proceedings of the Board of Education, 1944-1945, p. 109.

Robert Dodge, Vice-President, Georgina Germain, Secretary, and James R. Irwin, Treasurer, the gift was presented to Dean Waldo E. Lessenger, who, in turn, presented it to Dr. David Henry, President of Wayne University, at appropriate ceremonies at the Golden Jubilee Tea held in Student Center on campus on December 14, 1950.

The Present Status of the College of Education¹

The keynote of the present College of Education, Wayne University, is that of cooperation and coordination not only with the remainder of the University and the school system of the City of Detroit but also the people of the motor capital of the world.

Since 1920 there has been close coordination between the work of the College and that of the Division of Instruction, both units of the Detroit public school system. This coordination includes the pre-service training of prospective teachers, the supervision of teachers in-service, and the offering of programs of professional study on the graduate level.

Preliminary training is now offered for prospective teachers of all divisions of a school system through courses leading to degrees and teachers' certificates.

Another important activity of the College is that of supplying opportunities to teachers who wish to continue their education while teaching, working for higher certificates or degrees, or seeking help in the solution of their classroom problems. To meet such needs, classes

¹The material on which this section is based is taken from Wayne University Bulletin, College of Education Catalog Issue, 1950-1951, op. cit., pp. 21-55.

are offered in the late afternoon, in the evening, and on Saturday morning. In addition, an annual summer session consisting of six and eight week sessions is offered in addition to a special two weeks' inter-session. In effect, the operation of the Wayne University College of Education is a twelve hour a day operation, five and one-half days a week, approximately eleven and one-half months of the year.

In cooperation with the other colleges of the University, the College of Education provides opportunity for teachers who hold bachelor's degrees to continue their work in the graduate field and to qualify for higher degrees. These degrees include both the Master of Education and the recently offered Doctor of Education degree.

The College of Education is also organized as a two-year County Normal, and as such provides courses leading to the county as well as the Michigan State limited certificates. It serves the County as a training school for teachers for the primary school districts and for village and city school positions. In cooperation with the County Superintendent of Schools, the College offers supervisory aid to all Wayne County school districts.

Furthermore, the College serves the schools of the metropolitan Detroit area by providing students as teachers for members of the regular instructional staffs who may be called upon to attend educational meetings and to engage in professional cooperative committee work. These substitutes are supplied at the request of the particular school's principal who desires such professional assistance.

The entire public school system of Detroit is available to the College of Education as a work-shop for the preparation of prospective teachers. These facilities are available to students particularly in the

courses in child psychology, school administration, observation and student teaching.

As explained previously, three Detroit elementary schools, Marr, Roosevelt, and Poe are used for the first teaching assignments. Although these schools and their teaching staffs are under the regular elementary school administration of the Detroit school system, the personnel and general supervision, as far as teacher education is concerned, are under the direction of the College of Education.

For the advanced teaching contacts, the students are assigned to other schools in the city, under the supervision of carefully selected teachers. Secondary school and certain special room student teaching facilities are offered in various intermediate, high, and special schools of Detroit and neighboring communities under supervisors of student teaching selected and trained for this work but located in these schools.

After training, the University maintains a Bureau of Teacher Employment whose facilities are available to graduates of the College of Education who have completed the initial teacher preparation program. These services are also available to the teachers in service now or previously enrolled in the College of Education or the Wayne University Graduate School.

At present, students may take work in a total of twenty-six different curricula ranging from Art Education to Visiting Teacher and on the graduate level a total of twenty-five different specialization sequences leading to the Master's degree ranging from Administration and Supervision through Vocational Education. At present, the Doctor's degree

is being offered in Administration and Supervision and Educational Evaluation.

The large number of courses are offered under the direction of a faculty consisting of twenty-five full Professors in the College of Education or cooperating faculty from other Colleges in the University, twenty-five Associate Professors, thirty-four Assistant Professors, eleven Instructors, one hundred and fifty part-time faculty and special lecturers, and fifty student teaching staff members in the Marr, Poe, and Roosevelt elementary schools.

The College is deeply concerned with organizations of students that will not only represent professional interests but will also offer social contacts with fellow teachers regardless of race, religion, nationality, or academic standing. These organizations are fourteen in number and delegates from these clubs and members of the Student Affairs Committee of the Faculty Assembly of the College of Education form the Inter-Club Council. It is the function of this Council to coordinate club activities, to provide for the interchange of ideas between students and faculty, and to give opportunities for guidance toward the solution of student problems.

These student problems are held to a minimum, however, because of the rigorous entrance and selection program in operation at Wayne before students are admitted to the College of Education. The Board of Education working in cooperation with the University has inspected and revised its practices in teacher admission and selection. This was partially the result of the action taken by several other institutions who had begun programs of selection which were based on observations of the whole organism. Notable among these are the University of Utah, Syracuse

CHAPTER IV

A HISTORY OF THE COLLEGE OF THE CITY OF DETROIT (NOW THE WAYNE UNIVERSITY COLLEGE OF LIBERAL ARTS)

Introduction

Mounted on the wall of the central administrative offices of the Wayne University College of Liberal Arts, Cass at Warren Avenues, Detroit, is a large replica of the Seal of The College of the City of Detroit, which was the immediate predecessor of the Liberal Arts College.

In addition to the three words that constituted the motto of the College, namely, Industry, Intelligence, and Integrity, the Seal bears the Latin inscription, Commune Bonum - for the common good.

This legend almost completely summarizes the entire philosophy underlying the Liberal Arts College, as well as Wayne University proper. For if ever an institution of higher learning was conceived in terms of the "common good" it was the Wayne University College of Liberal Arts and its two forerunners, The College of the City of Detroit and the Detroit Junior College.

All three of these college organizations were the direct outgrowth of the extension upward of the work of Detroit's Central High School which was the original occupant of the building at Cass and Warren Avenues.

The extension of high school work in the City of the Straits to the collegiate level was the result of a number of factors including the expressed needs of students who desired to take further academic work to prepare for college entrance; the increasing complexity of entrance requirements for admission into professional schools of medicine and law; the pioneer work of far-sighted administrators who laid the groundwork

for what was to become a great municipal university; and the realization on the part of the people of a metropolitan center that there was a need and an obligation on their part to provide higher educational facilities within their city school system.

At the turn of the twentieth century the native Detroiter found it impossible to enter an institution beyond the secondary level unless he was able to pay his way through the State University of Michigan at Ann Arbor, approximately forty miles away, or some similar state institution or unless he could afford to pay the tuition costs of the private and denominational schools located within the city or the State. The only other alternative was to enroll in a school beyond Michigan's boundaries and the cost of this was usually prohibitive except for those in good financial straits.

For those students wishing to enter the teaching field there was no barrier since the Detroit Board of Education was operating an excellent Teachers College but for those wishing a general liberal arts education or a specialized training leading to entrance into engineering, law, pharmacy, or medicine or even those desirous of taking advanced work beyond the baccalaureate degree there was simply no institution in which they could enroll on a public basis in Detroit.

The stiffening of entrance requirements in the medical profession as the result of the work of the American Medical Association during the first decade of the twentieth century made it necessary for prospective doctors to offer first a year and then two years of pre-medical work for admission.

Naturally, there grew up in the city a gradual demand on the part of

senior secondary students for post-graduate courses to be offered within their own high schools within their own city. Eventually, the administrative heads of the local school system and the high schools took cognizance of this need and instituted such courses. Finally, the University of Michigan gave official recognition for such work done at Central High School in 1915 and two years later the State Legislature through legislative enactment allowed Detroit to establish a Junior College.¹

Now the City of Detroit could look forward to the eventual establishment of a great municipal university. The Board of Education had been operating an excellent Teachers College since 1881; it had recently obtained a Class A Medical School through acquiring the Detroit College of Medicine and Surgery in 1918-1919; it had the beginnings of a Liberal Arts College in the Junior College; and could hope for the addition of other professional schools within the years to come.

It was necessary, however, to establish a Liberal Arts College in Detroit if a great University was to become an eventuality. For the "liberal arts" have always been at the cultural heart of every great institution of higher learning and Wayne University has proved no exception to this general rule.

Liberal Education in Detroit

One of the prime objectives of secondary education is to prepare the adolescent for future education on the higher college or university

¹Detroit, Proceedings of the Board of Education, 1917-1918, pp. 27-28.

level. The high school bears the responsibility of training youth for the first years of college, those years that for several centuries mankind has labelled either a "liberal" education or education in the "liberal arts."

From the days of Socrates and Plato in ancient Greece to the glory and the grandeur of Rome's Cicero and Quintilian through the Middle Ages of St. Thomas Aquinas to the twentieth century battle of the Titans, Dewey, and Hutchins - educators and philosophers have all agreed on one thing, namely, the necessity of some type of "liberal" education. They have differed as to what constitutes such an education but appear to agree as to its inclusion somewhere within the framework of the educational process if an intelligent citizenry is to result.

Perhaps the "liberal arts" may be best defined as "those studies which are formative of men's highest powers, constitute an intermediate stage in educational process, and hand down with organic growth the fundamental human truths by which we live."¹

The Harvard Committee succinctly summarized this viewpoint when they stated, "The task of modern democracy is to preserve the ancient ideal of liberal education and to extend it as far as possible to all members of the community."²

The first recorded instance of a Detroit educator anticipating the

¹John A. Wise, The Nature of the Liberal Arts (Milwaukee: The Bruce Publishing Company, 1947), p. 16.

²General Education in a Free Society, Report of the Harvard Committee (Cambridge, Massachusetts: Harvard University Press, 1945), p. 53.

challenge promulgated by the Harvard Committee is found in the first annual report on the condition of the Public Schools of Detroit as presented by Mr. J. F. Nichols, Superintendent of Schools, to the Detroit Board of Education on the 17th of January in 1856. Although Detroit had opened free primary schools on May 16, 1842, it wasn't until 1856 that the first law in Michigan authorizing the establishment of high schools and a superintendent of schools was passed. Therefore, Superintendent Nichols made his first report in 1856 in the form of a general survey of the needs of the school system, and in which he said in relation to the needs of higher education:

The Public School System which we have adopted rests upon the clear and well established conviction that it is the interest of every social community to provide for the education of all. But while all are educated to the limits of our present system, it is nevertheless our duty so to arrange and perfect the Union System, that we shall be able ere long to throw open the doors of a Free Academy or Central High School, into which the most advanced pupils from the different Union schools of our city may pass up, and find ample provision for their progress in branches of study which are necessary to the full culture of mind, but which lie altogether beyond the range of our present Union Schools, viz: the higher Mathematics, Surveying, Engineering, etc., the Natural Sciences; and those Classical Studies which are preparatory to the University and perhaps through the first University year, together with Music, Drawing, etc. I would desire to call the attention of the Board particularly to this subject. We have reached a point, I think, where such a Department becomes a most urgent want. The public are loudly calling for this finishing step in our system. Many reasons might be given as warranting your immediate action in this matter. In the case of a very large share of those who send their children abroad for education, the cost is a heavy burden, which they bear only because they must, or their children go uneducated. Thousands are expended every year in the foreign education of children-and well expended too, if the end cannot be attained without. But the education that is thus secured at great sacrifice, is seldom better than could be provided in our own system in its full operation.

There are pupils in all our Union schools that have arrived at a stage of proficiency that requires such a provision for their higher instruction. It is not possible for the teachers in our present Public Schools, with the amount of work on their hands, to meet this want of the most advanced class of pupils, without a direct

injury to the great mass. Now let a higher department be added, under the charge of instructors of ability, and we should at once have a most desirable Academic School, not only meeting the present wants, but providing for future needs. The influence of such a High School would be salutary in its influence on the whole system. It would awaken the desire in many for larger attainments and a broader culture. Let some high standard of proficiency be fixed by the Board of Education, making our Union Schools the only avenue of admission to the High School, and the influence would be felt down to the lowest class in our schools, stimulating and encouraging exertion.¹

To few men are given the gift of prophecy but the ideas of Superintendent Nichols certainly indicate a complete understanding of the City of Detroit. For what he said in 1856 about the need for establishing a High School and perhaps the first university year was to be the same need felt in the 1900's that led to the establishment of Detroit Junior College.

The mills of the educational gods in Detroit ground exceedingly slow in the case of establishing collegiate education in the city but the end product has been a fine University.

The Board of Education did not immediately respond to the challenge of Superintendent Nichols but under the leadership of Board member, D. Bethune Duffield, the Detroit high school was opened in August 30, 1858. This was made possible by transferring the union school to the new Bishop Building just completed at a cost of \$23,365. The first high school was established in a new building on Broadway, then Miami Avenue, on the site now used for the administrative offices of the Board of Education.²

¹J. F. Nichols, Superintendent's Report for 1856. Quoted by A. B. Moehlman in Public Education in Detroit (Bloomington: Public School Publishing Company, 1925), pp. 259-263.

²Catlin, op. cit., p. 463.

The first principal and faculty was Professor Henry Chaney, formerly connected with the University of Vermont, and the curriculum during the first year was rather flexible, including only the addition of the classics to the ordinary studies of the union schools. There were 54 students in membership with an average daily attendance of 40 to 74 per cent. Some advocated the immediate expansion of this school into a junior college but Mr. Duffield felt that it should be developed into something similar to the Chicago high school, or "high-toned, substantial academy" preparing both for college and for life.¹

From 1858 until 1863 the high school remained in the Miami Avenue building but in 1863 it was removed to the second story of the building that had originally been the Michigan State Capitol. This building had been taken over by action of the Detroit Board of Education when the state had let the building stand idle after removing the capital to Lansing, Michigan.

The State Capitol Building and the high school as its principal occupant remained in the building located on Capitol Square until the night of January 27, 1893, when the old Capitol High School was destroyed.²

Struggle for Secondary Education

While high school education in Detroit faced a gradual growth and development, it was not without struggle, for it had opponents, as did secondary education elsewhere in America, particularly in Michigan.

¹Moehlman, *Public Education in Detroit*, op. cit., p. 97.

²Catlin, op. cit., p. 550.

For example, the City of Kalamazoo, Michigan, in 1872, voted to establish a high school and employ a superintendent of schools, and levied additional school taxes to cover the expense. A citizen by the name of Stuart brought suit to prevent the collection of additional taxes.¹ The case was carried to the Supreme Court of Michigan and the decision was written by Chief Justice Cooley who established for all time the right of the public to support secondary education with tax money.²

In Detroit, in July, 1881, a resolution was presented to the Detroit Board of Education requesting the appointment of a committee to determine whether there were grounds for the discontinuance of the high school. The Committee consisting of Levi T. Griffin, Chairman, W. N. Hailman, C. I. Walker, Luther S. Trowbridge, and Magnus Butzel reported on June 28, 1883, and in the summary said:

In the best judgment of the committee, impressed with the grave responsibility which rests upon them, and enlightened by every source of information reasonably accessible, and carefully weighing all suggestions in opposition to their present conclusion, conceding to all who may differ from them sincerity in their convictions, the High School ought to be maintained with substantially its present course of study.³

This ended the last serious opposition to high school education in Detroit and it has continued basically unmolested to the present time.

As stated previously, Capitol High School burned down in 1893. Following the fire the school inspectors, as they were then called,

¹Cubberly, op. cit., p. 199.

²William H. Burton, Introduction to Education (New York: D. Appleton-Century Company, 1934), p. 219.

³Detroit, Proceedings of the Board of Education, 1882-83, pp. 165-176.

arranged with Luther Beecher, the owner of the Biddle House, at the southeast corner of Jefferson Avenue and Randolph Street, for its temporary use as the high school. At the same time the Young Men's hall, which occupied the eastern part of the Biddle House property, was engaged for auditorium purposes. These facilities served until the new Central High School was erected on Cass Avenue between Hancock and Warren.

The cornerstone of the building was laid in May, 1895, and the building was formally dedicated and the cost to the city was a total of \$573,345.13 which was accounted for as \$130,845.73 for the site, \$434,485.27 for the building, \$8,013 for the equipment. Today, this same building still serves Detroit as "Old Main," the central building of Wayne University.¹

The Development of Detroit Junior College

Central High School as the new institution was called continued to flourish and it was joined by the construction of two more high schools in Detroit: Western in 1898 and Eastern in 1901. While the curriculum of these three schools was liberal, it emphasized academic education. In 1908, Cass High School, which had opened the year before in the Cass Union School, was ready for those who wished a more practical training. The Cass unit was not completed until 1912-1913.

Between 1910 and 1912 the population of Detroit increased 113 per cent. To meet this situation more secondary schools were built including

¹John C. Lodge in collaboration with M. M. Quaife, I Remember Detroit (Detroit: Wayne University Press, 1949), pp. 25 and 32.

Northwestern and Northeastern in 1914, and by 1920 there were in existence Southeastern and Northern and Nordstrum High, which was discontinued as a school in 1922. These buildings had well planned laboratories and shops making it possible to offer more practical courses. Old courses were expanded, and new ones added. Domestic science became homemaking, mechanical and architectural drawing were added, and vocational guidance was introduced into all high schools.¹

While all this expansion was progressing, making the schools better fit to teach the majority, the minority were still suffering from a lack of training beyond the high school level leading to college entrance.

As early as 1910, however, Central High School had taken official notice of the need for post-graduate training and had offered a few courses beyond high school level. In fact, Albert Harold Hollinger, Central High School class of January, 1910, recalls taking post-graduate work until June, 1910, in College Algebra and Advanced Science for which Michigan Agricultural College, now Michigan State College, allowed advance credit when he enrolled there in the fall of 1910.²

The real story of the beginnings of the Detroit Junior College, however, can be told best in the words of David MacKenzie, who was principal of Central High School from 1904 until he was made Dean of Detroit Junior College in 1918, when he said:

¹Crosby, op. cit., pp. 46-47.

²Statement by Albert Harold Hollinger, personal interview, April 13, 1951. Mr. Hollinger is a Teacher of Science, Northwestern High School, Detroit.

Like many other high schools, the Detroit Central High School had for many years been offering postgraduate work. In some cases these courses were in advance of the standard secondary school courses; in other cases they were merely the more advanced courses in the regular curriculum. For this additional work advanced credit was sometimes given our students on entering college; but, as there was no general agreement on this point, and as the practicability of doing advanced work grew apparent, we decided to organize a 1-year junior college, and to offer such beginning collegiate courses as our existing instruction force seemed to justify.¹

About this same time the American Medical Association had inspected the Detroit College of Medicine and placed it in Class B because it had inadequate facilities for laboratory study and because it did not require sufficient collegiate preparation of at least one year of college work in Biology, Chemistry, French or German, and English for entrance.

In 1913, Dr. Burt Shurly had purchased the College and as Dean determined to do something about improving entrance requirements by arranging for a year of collegiate preparation in the local Central High School. Accordingly, in 1913 he "called on Dean MacKenzie and told him our troubles and we organized a Junior College--a one-year course in Biology, Chemistry, French or German and Collegiate English with about fifty students."² The Association of American Medical Colleges, to which the Detroit College of Medicine belonged, approved the preparatory course and eventually the school was returned to Class A.

¹David MacKenzie, Problems of the Public Junior College (Washington: United States Government Printing Office, 1922), United States Bureau of Education Bulletin, No. 19, pp. 29-35.

²Shurly, loc. cit.

Dr. Albertus Darnell, who retired in 1939, as Dean Emeritus of the Wayne University College of Liberal Arts and who was closely identified with the entire growth of higher education in Detroit from the days of Central High School, where he served as Head of the Mathematics Department, to his final appointment and eventual retirement as Dean of the College of Liberal Arts, has corroborated Dr. Shurly's statement when he stated:

The Detroit Junior College, at its inception in 1914, was an answer to the demands of colleges of medicine for one year of college training for all students applying for entrance to medical schools. Perhaps this is not quite accurate for junior colleges were being started in several large cities and such schools were encouraged by the large universities as a way of relieving them of a considerable number of freshman students.¹

Development of the Public Junior College

Dr. James R. Angell, when he was President of Yale University, had borne out Dean Darnell's thesis when he pointed out that the motivation for the junior college came not so much from the universities, however much they may have served the cause through occasional educational leaders and occasional agitation of educational fields, but rather from secondary schools and from the intelligent public that serves them.²

As a matter of fact, the University of Michigan had encouraged secondary schools to offer a year of post-graduate work leading to college entrance and advanced credit when in the early 1890's they

¹Albertus Darnell, "The Beginning and Early Years of Detroit Junior College, The College of the City of Detroit and Wayne University," (Unpublished manuscript prepared at the request of Mr. Homer Strong, Director of Alumni Affairs, Wayne University, and on file in his office at Student Center, February 9, 1951), p. 1.

²James R. Angell, "The Junior College Movement in High Schools," School Review, 23, May, 1915, pp. 289-302.

accepted one year of college work done by stronger Michigan high schools. By 1895, the East Side High School of Saginaw gave freshman college work in Latin, algebra, trigonometry, English, and History. By 1897, eight students with such work had graduated at Ann Arbor in three years after entrance although later this work was discontinued.¹

The public junior college was established in Joliet, Illinois, in 1902.² Therefore, by the time that the University of Michigan gave formal recognition to the post-graduate work being done at Central High School in 1915 and stood sponsor for it before the North Central Association of Colleges and Secondary Schools, which also recognized it,³ the public junior college had been in operation for some time and had already proved its worth in the American educational system.

By 1915, then, the Detroit Junior College was an establishment in fact if not in name. Although the work was still carried on within the Central High School building by the Central faculty who carried this additional burden at no additional compensation, there was a growing demand on the part of the students for formal recognition of this collegiate instruction with the dignity of a College appellation.

These students were of two distinct types, namely, pre-medical students desiring to prepare for medical school entrance, and liberal arts

¹Walter Crosby Eells, The Junior College (New York: Houghton Mifflin Company, 1931), p. 53.

²J. S. Brown, The Growth and Development of the Junior Colleges in the United States (Washington: The United States Government Printing Office, 1922), United States Bureau of Education Bulletin No. 19, p. 27.

³Proceedings of the North Central Association of Colleges and Secondary Schools (Chicago: Proceedings of the Twentieth Annual Meeting, March 19-20, 1915), p. 39.

students who wished to enter the University in the sophomore year with one year of advanced standing. All of these individuals had been placed in Central High School for their additional post-graduate collegiate work although there were the other Detroit high schools in existence. It was felt that this centralization would lend itself to more efficient administration.

"During the first three years of its operation Detroit Junior College was quite a bit undercover there being no legislation under which it could operate legally until 1917."¹ In order that the legality of the project might be assured, legislative authorization was sought. Dean MacKenzie explained it by saying:

In order to forestall any attempts to hinder our development, in 1917 we decided to seek legislative authorization for the establishment of a junior college. Opposition to the establishment of public high schools in Michigan had to be fought in the courts in the early days and we feared that any attempt to organize a junior college would arouse similar opposition unless sanctioned by legislative enactment.²

Therefore, under the leadership of Dean MacKenzie and Superintendent of Schools, Dr. Charles E. Chadsey, an official request was made to the Michigan State Legislature to pass an enabling act authorizing the board of education in any Michigan school district having a population of more than 30,000 to provide a junior collegiate department embracing not more than the first two years of college work, and to issue diplomas to those successfully completing the course of study. Such junior

¹Darnell, loc. cit.

²MacKenzie, loc. cit.

collegiate departments were to be open only to graduates of standard 4-year high schools. The legislature passed the Act in April, 1917.¹

Consequently, Superintendent Chadsey made the following recommendation to the Detroit Board of Education in 1917:

Inasmuch as the legislature has passed a bill authorizing the establishing and offering of advanced courses of study for high school graduates to be known and designated as the Junior College Department, I recommend that the Superintendent be authorized and instructed to proceed with the organization of the Junior College Department of the Public Schools of the City of Detroit, to be known as the Detroit Junior College. The courses to be offered shall be such as are ordinarily found in the Freshmen and Sophomore years of the University of Michigan or other institutions of equal rank, and the instructors of these courses shall be selected from the Central High School faculty without additional compensation.²

The courses to be offered included Greek, Latin, French, English and Public Speaking, History and Political Science, Domestic Science and Art, Mathematics including Algebra, Trigonometry, Solid Geometry, Analytic Geometry, German, Italian, Spanish, Music Theory and Appreciation, Physical and Military Training, Astronomy, Botany, Chemistry, Geography and Geology, Physiology, Physics, Zoology, Shop Practice, Freehand and Mechanical Drawing.

It will be noted that Military Training was being offered at the inception of Detroit Junior College. In fact, "a contributing cause of the rapid growth of Detroit Junior College was the Reserve Officers Training Corps enterprise of the Federal Government in organizing training

¹General School Laws, State of Michigan, Revision of 1921: Section 1 of Act 146, Public Acts, 1917 (Lansing: State Printers, 1921).

²Detroit, Proceedings of the Board of Education, 1917-1918, pp. 27-28.

centers under Army supervision in colleges and universities."¹

With the establishment of Detroit Junior College on the unanimous authorization of the Detroit Board of Education acting on Superintendent Chadsey's recommendation, the two year junior college offered its first courses in September, 1917.

Post World War I Development

The two year Detroit Junior College immediately proved itself successful.

The Board of Education had officially changed Mr. David MacKenzie's title from Principal, Central High School and Detroit Junior College, to Dean, Detroit Junior College and Principal of Central High School, in 1918.²

Along with the change in the Dean's title came a corresponding change in the character of the student body. "In the years immediately following World War I all the colleges were confronted by the back-log of young men seeking entrance and the junior colleges shared this experience."³ These young men, many of them veterans, wanted to obtain the two years of education offered at Junior College even though they might not continue their college education beyond the first two years.

However, it must not be assumed that Junior College was an exclusively all-male establishment for women were admitted from the beginning and enrollment figures for the academic year 1918-1919 showed that 434

¹Darnell, loc. cit.

²Detroit, Proceedings of the Board of Education, 1918-1919, p. 234.

³Darnell, op. cit., p. 2.

men and 155 women were in attendance. With this enlarged student body, the College broadened its scope by arranging for instruction in special curriculums. In 1919, there were five in number including literary, business administration, pre-medic, pre-law, and engineering.

By 1919-1920 the enrollment had increased to 816, and by 1921-1922 to 1,227. At this time there was beginning to emerge a separate faculty organization composed of teachers who were either particularly well qualified by past preparation to teach the Junior College courses or who were employed strictly to teach the collegiate courses offered. Mr. John W. Baldwin, later to be Registrar and Professor of Mathematics at Wayne University, was the first instructor brought to Detroit Junior College in 1918 to specifically teach college courses. Coming from Michigan State Normal College in Ypsilanti, Michigan, Mr. Baldwin taught the first Surveying and Descriptive Geometry courses ever offered at the College in addition to his instructional work in regular Mathematics.

Thus, with the earliest development of Junior College there began to appear a need for expanding the work from two to four years of college with a baccalaureate degree being granted upon completion. In fact, in December, 1918, Superintendent Chadsey expressed the hope that a city university would eventually be established. He pointed out that the City Council and the people of Detroit were increasingly recognizing the value of education:

They have seen millions spent for war, and been glad to give it, and now they are more willing to see greater sums spent for improving home conditions. We shall gradually round out the supplying of the demand for elementary education, and I hope to get to the point finally where we can see our way clear to

establish a city University, with the cooperation of the city's citizens.¹

In January, 1921, the deans of the Junior College, Teachers College, and The Detroit College of Medicine and Surgery, after careful consideration of plans for coordinating the work of the three institutions, united in urging the Board of Education to request the Legislature to authorize the extension of the work of the Junior College to four years.²

At this same time Dean W. H. MacCraken of the College of Medicine pointed out that authorization of four years' work was necessary in order that graduates of the Medical College who did their pre-medical work at the city college might be recognized by the New York State Medical Board, and by certain other authorities. He also pointed out that many good medical students left because they could not secure their bachelor's degree after completing their course at the Junior College and Medical College.³

In September, 1921, the Superintendent reported to the Board of Education that 150 students in Detroit Junior College out of a total enrollment of 1,227 were now ready for their third year of work. This Superintendent, incidentally, was Dr. Frank Cody, who was later to become Wayne University's first president, and who had succeeded to the Superintendency in July 1, 1919, following the resignation of Dr. Chadsey to accept the Superintendency in Chicago, Illinois.

Dr. Cody pointed out that of these 150 students some 60 would be

¹Detroit Free Press, December 21, 1918.

²Ibid., December 9, 1920.

³MacCraken, op. cit., p. 20.

unable to continue their Junior College work unless they were given the privilege of resuming their college work in Detroit. He, therefore, strongly urged the Board add the additional year to make a third year.

The Board, however, was not yet ready to act on the proposal and referred it back to the Superintendent for further consideration. On October 13th he reported that he did not wish to give any further consideration to the proposal, as it was then too late in the year to care for the students, and the freshmen and sophomore classes filled the College to capacity.¹

The Detroit Board of Education at that time was under considerable pressure from many quarters to sidetrack any action on higher education because the post-war expansion of the City had resulted in an influx of families with small children and the need for expanded elementary schools was of prime necessity. All efforts were then aimed at relieving the elementary situation before any further consideration was given to establishing a senior college.

However, not all citizens were overlooking the increased needs of higher, as well as elementary, education. In 1921, the Board of Education received resolutions from the Detroit Teachers Association, the Twentieth Century Club, and "a large number of citizens" favoring the establishment of a four-year college.²

¹Detroit, Proceedings of the Board of Education, 1921-1922, pp. 175 and 229.

²Detroit, Proceedings, 1921-22, op. cit., p. 64.

Struggle to Establish A Four Year College

By 1923, the pressure for the establishment of a senior college had become almost too strong to be resisted. Dean Mackenzie, aided by Dr. John S. Hall, a member of the Board of Education, led a fight on the administrative level to bring about legislation enabling Detroit to establish a senior college. They were, of course, aided mightily by Superintendent Cody but his role, of necessity, had to be kept in the background because of the many facets of the problem. However much he might wish to establish an institution of higher learning on a four-year level, his responsibilities toward primary and secondary education were equally important. Therefore, he offered largely "moral support" on the surface while he always stood resolutely behind MacKenzie, Hall, and others working in the front lines of the battle for higher education.

There was another group in the struggle who were to play a tremendous part in finally achieving the goal of a four year municipal college and that was the student body of Detroit Junior College. A group of students headed by Don S. Leonard, who was later to achieve fame as Commissioner of Michigan State Police, working in close harmony with Dean MacKenzie and the faculty, circulated petitions among Detroit citizens and then took these along with an official request from Detroit authorities to the State Legislature in Lansing, Michigan, that Detroit be allowed to establish a four-year college.

After several trips to the capital on the part of the students, Mr. Leonard was allowed to address the Legislature and to present the petitions. The students also contacted individual legislators off the

floor of the House and Senate and presented their arguments.¹

Eventually, the State Legislature considered the appeal in a favorable light and passed an act authorizing the board of education in any city having a population of more than 250,000 to establish a four-year college as part of the public school system, and to grant diplomas and degrees to those completing the course.²

The Detroit Free Press of May 2, 1923 commented on this enactment as follows:

In the passage of the bill Dr. John S. Hall, member of the board, and David MacKenzie, dean of the college, have won a fight which they have waged for years. They have sought greater recognition of the college in Detroit and maintained that any city of the size of Detroit should have the power to give to students a university education. Doctor Hall said Tuesday night there were 18 states in the country with a population less than the city and that the bill gave to Detroit what it has deserved for years.

According to Doctor Hall the bill will enable hundreds of students to gain a university education who could not have afforded to go to Ann Arbor to study at the University of Michigan. He stated that scores of young men and women who have had to quit the junior college after they have completed two years of study would have continued their studies had it not been necessary for them to leave the city to do so.

The battle was over and the final victory won. It was a triumph that belonged to the Messrs. Cody, MacKenzie, and Hall and the administration of the Board of Education but it was also the outstanding work of a group of students who had finally seen the realization of a dream that had first been voiced by Superintendent Nichols back in 1856.

¹Statement from Don S. Leonard, personal interview, May 17, 1951.

²Harry F. Kelly and Eugene B. Elliott, General School Laws, State of Michigan Revision of 1940, Part I, Chapter 8, Originally Act 138, Public Acts of Michigan, 1923 (Lansing: Franklin DeKleine Company, 1940), p. 81..

The College of the City of Detroit

In accordance with the provisions of Act 138, Legislature of 1923, Superintendent Cody recommended to the Board that the name of the Detroit Junior College be changed to the College of the City of Detroit and that work in the third and fourth years be authorized. This recommendation was made in June and the Board passed it and the institution opened in September, 1923, under the new name and with the extended course serving a total enrollment of 2400 students.¹

Thus, City College entered upon the second phase of its history. It did so with a faculty headed by Dean MacKenzie with Albertus Darnell, Assistant Dean, John W. Baldwin, Registrar, and Miss Elizabeth A. Platt, present Wayne University Registrar, as Record Clerk, and a faculty of 60 persons.²

As the Junior College sang its swan song the students paid it a lofty tribute in The Green and Gold of 1923, the first year book ever published from Junior College, when they pointed out that the students of Junior College had always possessed a very enviable reputation for scholastic ability; that while belonging to no conference, athletic association or alliance with other colleges its teams had been represented among the best colleges of the mid-west in football, basketball, track, swimming, boxing, tennis, and wrestling; it had given

¹Detroit, Proceedings of the Board of Education, 1922-1923, p. 568. Also Detroit Public Schools, Annual Report, 1923-1924, pp. 73-74.

²College of the City of Detroit Bulletin, Announcement of Courses, 1923-1924, No. 1, (Published by Authority of the Board of Education, City of Detroit, 1923), pp. 4-5.

student operas and dramatic productions; that its debating teams had defeated senior college teams from such institutions as Olivet and Adrian Colleges; that among the various clubs that were active in the College were the Student Council, the Dramatic Arts Society, the Lit Club, the Spanish Club, the Engineers, the Economics Club, the Pre-medical Club, and the Chess and Checker Club; that the Junior College had developed a spirit that typified true democracy since students were gathered for only one purpose - to acquire a higher education. The Annual predicted that City College, Junior College's successor, would continue in its path of progress, and that its students in later life would reflect on its glory. The Detroit educational system, whereby a person might receive an education from kindergarten to college at city expense, long the dream of Dean MacKenzie had at last been realized.¹

The students also pointed out in their 1923-1924 Handbook that with the extension of the course of study to four years, new fields of activity were made possible, the preparatory school spirit would be more completely eradicated and replaced by a senior college attitude. Thus, the whole tenor of school life was changed as the new regime took over. This occasioned no anxiety, however, and all students were proud of their new Alma Mater.²

¹The Green and Gold, First Annual of the Detroit Junior College and The College of the City of Detroit (Detroit: Friesema Bros. Printing Company, 1923), pp. 10-11.

²The Hand Book of The College of the City of Detroit, issued by The Student Club, 1923-1924, Volume IV, pp. 10-11.

the certificate and the former the degree. Several graduates of the first class of 1925 were placed in teaching positions as a result of this cooperation and the number increased in the ensuing years.¹

When The College of the City of Detroit had first opened as a senior college it charged no tuition fee to local residents but charged non-residents seventy-five dollars a semester and thirty dollars for the summer session. Soon, however, a small charge was made which was gradually increased over the years in an attempt to answer critics of municipal higher education by making the institution nearly self-supporting.

Linwood Avenue Campus

It soon became apparent that the old Central High School building was inadequate to carry on the increasing enrollment in the College of the City of Detroit. Crowded into a building that had been the pride of the 1890's but that was now badly cramped not only with College students but also with the Central High School students who were forced to share the same building, education suffered.

Consequently, the Detroit Board of Education in 1924-1925 purchased a 40 acre site on the northwest side of Detroit in an area bounded by Linwood, Tuxedo, and LaSalle Boulevard and known as Roosevelt Field. It developed a competition among four local architects to plan a series of buildings that would combine the Detroit Teachers College and the City College into what would eventually be a municipal university.

¹College of the City of Detroit Bulletin, Announcement of Courses, 1926-1927 (Published by Authority of the Board of Education, City of Detroit, 1926), pp. 16-19.

There were also to be erected an elementary, intermediate, and high school in the center of the group facing the east and to be used as practice schools for the teacher training institution and City College was to face the west with athletic and playfields in the center.¹

Immediately, however, there was opposition from the parents living in the area who wanted only the elementary, intermediate, and high schools on the site and who did not wish to share it with an institution of higher learning. After much discussion, the Board of Education abandoned the idea of consolidating City and Teachers Colleges and moved Central High School entirely out of the building at Cass and Warren to the Roosevelt Field site in January, 1925. Central High School opened at the new location where it has remained up to and including the present time.

Further Expansion at City College²

During the first few years of the existence of City College it offered the first two years of work in Engineering and in 1926 offered

¹ Moehlman, Public Education in Detroit, op. cit., pp. 229-230. This idea is also discussed by Glazer, op. cit., p. 12. The Board of Education Proceedings, 1924-25, contain various references to the use of Roosevelt Field for athletic purposes by City College but do not enter into a discussion of the proposed consolidation.

² A complete description of the further expansion of City College may be found in the College of the City of Detroit Bulletin, Announcement of Courses (Published by Authority of the Board of Education, City of Detroit), 1926-1927, pp. 16-19; 1927-1928, pp. 18-20; 1928-1929, pp. 21-25; 1929-1930, pp. 19-27; 1930-1931, pp. 19-27; 1931-1932, pp. 21-31, and 1932-1933, pp. 19-28. These bulletins show the increasing of admission requirements and the establishment of the various curricula leading to the granting of degrees with increasingly higher standards as the College of the City of Detroit grew in importance and was given recognition by such accrediting agencies as the North Central Association of Colleges and Secondary Schools.

a three year course in Chemical Engineering. By 1929, the Department of Engineering was offering a four-year Chemical Engineering Course and the third year course in Aeronautical, Civil, Electrical, and Mechanical Engineering. By 1933, the Aeronautical, Civil, and Mechanical Engineering courses were four years in length and in that year the Engineering Department of City College was given the full status of a separate College of Engineering.¹

In addition to the Engineering School, the City College building also housed the Department of Pharmacy, which had begun at Cass Technical High School in 1922. This was transferred to City College in 1923 so that it could give work on a collegiate level and thus be rendered acceptable to accrediting agencies. From 1924 to 1928 the School of Pharmacy formed part of City College and offered a standard three-year course. In 1928, it was made a separate College with its own Dean.²

Nursing courses were first offered at City College in 1928, followed by the establishment of Nursing Education in 1930, and this was made a separate College of Nursing in 1944 as a part of Wayne University.

Inasmuch as the Colleges of Engineering and Pharmacy will be made the subjects of separate chapters in this dissertation and inasmuch as

¹For the growth of the Engineering College see the College of the City of Detroit Bulletin, Announcement of Courses (Published by Authority of the Board of Education), 1929-1930, p. 95; 1930-1931, p. 104; 1931-1932, p. 123; 1932-1933, p. 129. See also Board of Education Proceedings, 1933-1934, loc. cit.

²Detroit Public Schools, Annual Report, 1922, p. 46; 1924, pp. 74-75; Proceedings of the Board of Education, 1923-1924, p. 474.

the College of Nursing's establishment will be recorded in a later chapter on the growth of Wayne University, no further consideration of this phase of City College's activities will be considered at this time.

Each year of the history of the College was marked by an increase in faculty members, many of whom had had experience at the leading institutions of the country. Of much importance, also, was the development of the library, which had its nucleus in the Central High School collection. There was, furthermore, cooperation with different city departments and institutions. Several curators of the Detroit Institute of Arts rendered instructional services as part of a cooperating faculty; and the Detroit Public Library with its Burton Historical Collection of Detroit, Michigan and American history was also extensively utilized.¹

In toto, the College of the City of Detroit continued to grow tremendously as it gradually became one of America's outstanding municipal colleges. Primary among the reasons for this growth was the fact that it was an institution geared to the needs of the local community. It was no ivory towered, ivy-covered college remote from the people but instead was rapidly becoming literally a "street car" college to which thousands of students, both undergraduates working for degrees and others who sought only to improve themselves along particular lines, could come and imbibe at the fountain of learning. There was no grass covered campus covered with traditional buildings;

¹Glazer, op. cit., pp. 12-13.

its football teams would never fill a stadium for, indeed, there was no stadium connected with City College to be filled; but there was growing up in Detroit a tradition of scholarship and community service and purpose that was to eventually grow into America's unique institution of higher learning, Wayne University.

The College of the City of Detroit was becoming the cultural heart pumping a new kind of life's blood into the turbulent manufacturing giant, Detroit, that was to give the City a new type of intellectual tradition, previously lacking.

Evening School

As a part of its community service, City College had early begun to offer late afternoon and evening school classes to students who could not otherwise enjoy the fruits of collegiate education. Evening classes were begun on an informal basis about 1921 but by 1924 had grown to the point where courses were being offered in Accounting, Business Law, Business Psychology, Chemistry, Economics, French, History, Literature, Mathematics, Physics, Political Science, Public Speaking, Psychology, Sociology, and Spanish.¹

The administration of the evening classes was quite informal from 1921 to 1927 with Mr. Baldwin helping to organize them and later Assistant Dean Joseph O. Selden had charge. In 1926, Dean Albertus Darnell of City College asked Don S. Miller, at present Associate Dean of the Wayne University College of Liberal Arts, to take over this assignment in addition to his Chemistry teaching. Dean Miller has continued to

¹College of the City of Detroit Bulletin, Announcement of Evening Courses, Second Semester, 1923-1924 (Published by the Authority of the Board of Education, City of Detroit, 1924), pp. 4-8.

pay a great deal of attention to Evening School Administration until the present time but his activities have never been confined entirely to Evening School business. City College and now, Wayne University, has never had a separate Evening Division distinct from the regular day school program but has always conducted this activity within the framework of the total educational operation at the school.¹

The 1924 Annual of the College of the City of Detroit devoted an entire page to the "Night College" as they called it and compared it to Day School as follows:

We who attend school in the day-time scarcely realize that there is another branch of our college running in the evening...

However, because of its size; because of its importance; its attitude; and because of the vital part it plays in the life of our college, we can but recognize its importance to us and to our city. The night school has an enrollment of 799 persons with a curriculum of about 25 courses. Its faculty is our faculty, its building is our building, and its curriculum is ours. The night college, indeed, is a part of us.

When one goes from the day classes to the night classes, he cannot but notice the difference in the attitude and the difference in the students themselves. We all know the youth and the enthusiasm of the college proper. The night section shows more maturity. While the day students are, in the average, persons fresh from high school, working for an academic degree, the night students are of a different class.

There is the housewife, tired after a day's work in her home; the school teacher, coming to be taught that she may teach better; and the office girl studying so she can rise above stenography and bookkeeping.

Then there are the men - young bankers studying the theories of their work; factory workers, their hands calloused and blackened; and the office help studying business administration; while Art, Literature, and Rhetoric are studied by all classes of students.

...The people in the night classes are more serious and more determined in their efforts. They have sacrificed their time and

¹Letter from Dean Don S. Miller, April 30, 1951.

money to attend these classes.¹

While the foregoing is a bit literary, it still summarizes the community nature of City College and how it served the needs of the many in its student body.

By the time City College had become Wayne University in 1934, its Evening School program had grown so that it had an enrollment of 3627 students taking courses during the academic year of 1934-1935.²

Today, the Wayne University College of Liberal Arts, as City College's successor, is still offering Evening School courses to several thousand Detroiters whose general background is much the same as those students described at length in the 1924 Annual. This is another phase of the activity of the College of the City of Detroit that fully justified its use of the motto, Commune Bonum, for it was certainly in the "common good" that it offered specialized evening courses to students who might otherwise never have enjoyed the benefits of higher education.

Transition Period from City College to Wayne

When in 1930 the Detroit Teachers College was moved from the Martindale Building on West Grand Boulevard to the City College Building at Cass and Warren Avenues, it operated for a short time under the administration of the City College. Dean Wilford Coffey, who had

¹College of the City of Detroit, The Annual-1924 (Detroit: Friesema Bros. Printing Company, 1924), p. 94.

²Table Showing the Total Number of Different Students Enrolled at Wayne University, Prepared by Division of University Research and Publications, September 25, 1945, and obtained from that office in April, 1951.

succeeded to the direction of City College after the death of Dean David MacKenzie in 1926, was in charge of Detroit Teachers College. This arrangement was only temporary, however, and in 1931 Dean Waldo Lessenger was made Dean of Detroit Teachers College.

Thus, the building at Cass and Warren was indeed the focal point for higher education in Detroit. It now housed a liberal arts and a teachers college and also was the center for pharmacy, engineering, and nursing education. It offered day and night courses; it operated a summer school; it was, in effect, a series of municipal colleges. As explained previously, the Detroit College of Medicine and Surgery occupied its own buildings in downtown Detroit but when the Detroit City Law School was established by the Board of Education in September, 1927, it, too, occupied the City College building during the evening.¹

Therefore, all that was lacking to create a municipal university within the City of Detroit was a formal declaration in that regard by the Board of Education. Such action was soon to be forthcoming inasmuch as the five municipal institutions, namely, the College of the City of Detroit, Detroit Teachers College, the College of Pharmacy of the City of Detroit, the Detroit College of Medicine and Surgery, and the Detroit City Law School were all closely interrelated at the beginning of the 1930's. A Council of Deans, under the chairmanship of Dean Wilford Coffey of City College, was formed to handle all matters of common interest in an attempt to integrate the work of the

¹Detroit, Proceedings of the Board of Education, 1926-1927, p. 615.

sister institutions.

Dean Darnell, who succeeded Dean Coffey as head of City College, has explained the actions that lead to the establishment of a municipal university when he said:

Through several months of the latter part of the college year, 1931-1932, discussions were carried on at the direction of President Frank Cody and under the leadership of Dr. Charles L. Spain looking toward the organization of a municipal university that should join all the units doing collegiate work under the Board of Education. After a series of conferences this was accomplished and Dr. Charles L. Spain became the Executive Vice-President of first, the Colleges of the City of Detroit, and, then, Wayne University.¹

At the time that City College became City Colleges and then Wayne University, it was offering the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Home Economics, Bachelor of Science in Aeronautical, Chemical, Civil, Electrical, and Mechanical Engineering, and Bachelor of Science in Nursing. It was contemplating offering graduate work leading to the Degrees of Master of Arts and Master of Science degrees, and had, in fact, already offered preliminary courses leading to those degrees. However, just before Wayne University was created a separate Graduate School was established by Board of Education action on August 8, 1933.

"The first official recognition of the existence of a Graduate School appears to be the inclusion of its name in the list of colleges 'now operating' (August 8, 1933), although, according to Director William H. Pyle, graduate work was offered by the College of the City

¹Darnell, op. cit., p. 3.

of Detroit as early as 1930."¹ Therefore, the original Statutes and By-Laws, as authorized by the Board of Education, August 8, 1933, made reference to "The Colleges of the City of Detroit," which officially was changed to "Wayne University" on January 23, 1934.²

With this official action of the Board of Education, the College of the City of Detroit lost its separate entity as a distinct institution and became the College of Liberal Arts of the larger Wayne University organization.

From its inception as a Junior College as the outgrowth of post-graduate work at Detroit Central High School in 1915-1917 to its establishment as a four-year degree granting institution in 1923 to its final absorption into Wayne University, City College had held aloft the torch of higher education.

Administration³

Of all the member colleges that finally became Wayne University perhaps none so truly exemplified Emerson's dictum of the "lengthened shadow" as did The College of the City of Detroit and its predecessor, Detroit Junior College.

The whole history of the College is inextricably entwined with the man who became its first dean, namely, David MacKenzie. David MacKenzie was born in Detroit in 1860. He graduated from the University of

¹Vreeland, op. cit., p. 24.

²Detroit, Proceedings, 1933-1934, loc. cit.

³Unless otherwise noted all biographical data relating to the administrative heads of the Wayne University College of Liberal Arts is taken from Who's Who in America or the Proceedings of the Detroit Board of Education.

Michigan in 1881 with the degrees of B.A. and M.A. He then taught in the schools of Fenton, later moving to Flint, and finally he became Superintendent of Schools of Muskegon, Michigan, where he established the first manual training school in the State.

He came to Detroit in 1904 as Principal of Central High School and retained that position in addition to adding the title of Dean of, first, Detroit Junior College and, later, The College of the City of Detroit, which titles he took in 1918 and 1923, respectively. He died suddenly on July 17, 1926.

Known primarily as the "students' dean," a touching tribute was paid to him by his beloved undergraduates on the occasion of his funeral. A total of fifty college students formed a guard of honor in an aisle through which his casket was borne from his home at 4735 Cass Avenue, a scant half-block from the City College Building, to the street. This guard was posted again for a similar duty at the cemetery.

His death came as a distinct shock to his colleagues as well as to his beloved student body. His superior, Frank Cody, Superintendent of Schools, paid him a lofty tribute when he said:

It was Dean MacKenzie's understanding nature which made him ever popular with the students and teachers with whom he came in contact. He always was willing to listen to a student's troubles and would do all in his power to help him out of the difficulty usually in as quiet and unobtrusive a manner as possible.

His close assistant, Albertus Darnell, who was to succeed him eventually as Dean, eulogized him as follows:

Dean MacKenzie and the Colleges of the City of Detroit were names so closely linked from the time of the college's founding that the Dean's death has made us feel that the bottom has dropped out of everything. I never knew any man who could win the confidence of young people so quickly and completely as could Dean MacKenzie. This quality and his vision as an educator, coupled with his

ambitions for the growth of the college, were the main reasons, I believe, for his great success in building up the college.¹

Another executive who was closely associated with him in the conduct of the affairs of The College of the City of Detroit, the present Associate Dean, Don S. Miller, said of Dean MacKenzie:

I liked Dean MacKenzie. He was sincere. He was a good educator. He was tolerant toward everyone and everything. He was open to new ideas. He was easily approachable to students and colleagues alike. He was cultivated and a classical scholar. He wanted City College to become a people's college in the sense that he wanted no exclusiveness. He wanted to open its doors as an opportunity to those who couldn't otherwise have gone to college. Although he was self-effacing, he would never cater to those in higher positions of authority. He was, of course, highly respected in the community. By letting City College grow naturally, offering what it could, letting it grow as felt needs developed he left a monument for all time in his beloved Detroit.²

One other statement will summarize the operation of Detroit Junior College and the College of the City of Detroit under Dean MacKenzie and its fundamental operating philosophy:

When City College became Wayne University's College of Liberal Arts in 1933-1934, it was the fruition of Dean MacKenzie's dream. He foresaw a demand for college education by Detroit boys and girls who could not afford to go away to school and determined to build a municipal institution for them.

In the early days there was much opposition to the maintenance of even high schools at public expense. It was a problem then to explain to the public the benefits of secondary education. Now, judging from the development of municipal colleges throughout the country, we are recognizing that tax-supported institutions of higher learning are good investments.

Truly, David MacKenzie was an educator of experience, ability and vision.³

¹Statements by Cody and Darnell taken from an article, "Voice Tribute to MacKenzie," Detroit News, July 17, 1926.

²Statement by Don S. Miller, personal interview, April 11, 1951.

³Statement by Albertus Darnell, personal interview, April 21, 1951.

Following the untimely death of Dean Mackenzie the College was under the administration of Dean Darnell as Acting Dean during 1926 and 1927. Mr. Joseph P. Selden was asked to assume the duties of Assistant Dean of the College in charge of student activities. Mr. Selden was the first Dean of Students at Wayne.

During this period of time the Detroit Board of Education, acting upon the recommendation of Superintendent Frank Cody at a meeting on July 25, 1927, voted to hire Dr. Augustus R. Hatton of Cleveland, Ohio, as Dean of the College of the City of Detroit and Director of College Education in Detroit at a salary of \$10,000 a year. The Board voted 6 to 1 for the appointment with Dr. John S. Hall opposed.

On August 5, 1927, Mayor John W. Smith of Detroit wrote a letter to the Board of Education in which he vetoed the recommendation on the grounds that he saw no reason for the creation of the position of Director of College Education in the city since this would be an added expense to the taxpayer. He further opposed Dr. Hatton's appointment on the grounds that he was a resident of Cleveland. This, Mayor Smith wrote, violated the general rule of City Departments, namely, that appointments to such positions should be made from within the organizational ranks as was then being successfully done by the Police Department and the Department of Parks and Boulevards.

Then Mayor Smith went even farther and charged that Dr. Hatton was more of a politician than an educator. He pointed out that his only claim to fame was the fact that he had drafted the charter Cleveland was then operating under, while he was teaching Political Science at Western Reserve University.

Mayor Smith concluded his letter of veto by stating that he understood that Dr. Hatton had connections which would make considerable calls on his time and thus he would be unable to give to Detroit the undivided attention his position required.

The Board of Education reconsidered the Superintendent's recommendation in light of the Mayor's veto but finally decided to back the former and disregard the latter and passed the recommendation over the veto.

On August 11, 1927, the Wayne County Medical Society through its Secretary, Dr. W. P. Woodworth, congratulated the Board of Education on Dr. Hatton's appointment.¹ Despite the offer of the appointment, Dr. Hatton declined to accept the position and Acting Dean Darnell continued to guide the College's destinies.²

Early in 1928 Dr. Wilford L. Coffey was appointed Dean of City College. Dean Coffey was born near Chatham, Ontario, Canada, on August 24, 1879. He received his A.B. at Michigan State Normal College, 1922, his M.A. and his Ph.D. at the University of Michigan in 1924 and 1929, respectively.

His professional career began as a rural school teacher in Michigan from 1897 to 1903 and he gained administrative experience as Superintendent of Schools at Lake City, Wolverine, and Warren, Michigan, from 1903 to 1911. He became Commissioner of Schools, Cheyboygan County, Michigan, from 1911 to 1915.

¹Detroit, Proceedings of the Board of Education, 1927-1928, pp. 30, 68, 69, and 88.

²Statement by Albertus Darnell, personal interview, April 21, 1951.

An expert in school law, Dr. Coffey became Assistant Superintendent of Public Instruction in Michigan in 1921 and became Superintendent in 1926. He was appointed Dean of City College from this position in 1928.

His tenure of five years was marked by his dual role for a short time as Dean of both City College and Detroit Teachers College. In 1931, Dr. Waldo Lessenger relieved him of the latter responsibility and Dean Coffey continued as administrative head of the College of the City of Detroit. When Superintendent Frank Cody announced his plans to form a university structure of the collegiate units then being operated by the Board of Education in 1933, Dr. Coffey demurred on the grounds that his position as Dean of the Arts College in the proposed organization involved a demotion. Accordingly he resigned in June, 1933.¹

The Detroit Board of Education once again turned to Albertus Darnell to head the College of the City of Detroit, as he had done in the interim following Dean MacKenzie's death and Dean Coffey's appointment, and officially made him Dean of City College on July 1, 1933.²

Albertus Darnell was born in Sandwich, Illinois, October 21, 1868. After his high school education in Aurora, Illinois, he entered the University of Michigan which granted him the degree of Ph.B. in 1898. He then became a teacher at Bay City, Michigan, High School from 1898 to 1900.

At the turn of the century he came to Detroit as a Mathematics

¹Detroit, Proceedings of the Board of Education, 1932-1933, p. 311.

²Detroit, Proceedings of the Board of Education, 1933-1934, p. 2.

teacher at Central High School and was made Department Head in 1918. He was a teacher at Detroit Junior College from 1917 to 1923; Assistant Dean, College of the City of Detroit, 1923 to 1933; Acting Dean, 1926-1928; Dean, 1933-1939, when he retired and was appointed Dean Emeritus by the Board of Education.

Dean Darnell has evaluated his own administration of Wayne University College of Liberal Arts as follows:

In the years from 1933 to 1939 the going was not always easy. The writer as Dean of the College of Liberal Arts felt 'at wit's end' at times. These were the years of the well-known depression of the thirties. The city's finances were at a low ebb, so that it was extremely difficult to bring about deserved promotions and salary increases. The facilities of the restricted building space were another handicap and the number of students was increasing beyond all expectation. There was also the problem of building up the faculty to keep pace with the growing student body. To inject a personal note here, I have often thought of the patience and loyalty of the faculty during these difficult years and the kindness of Dr. Charles L. Spain in easing the burden that we carried through this period.¹

Mr. Walter E. Gleason spoke for the majority when he said of Dean Darnell's administration of the Wayne College of Liberal Arts:

In 1923, Mr. Darnell was made Assistant Dean of Detroit City College, in which capacity he worked closely with Dean MacKenzie in developing the curriculum and the instructional and administrative policy of the new institution.

Although the development of The City College of Detroit was largely due to the efforts of Dean MacKenzie, Mr. Darnell is credited with having practically handled all of the administrative work during the last three years of Dean MacKenzie's life.

In 1933, Mr. Darnell was named Dean of the College of Liberal Arts. He has devoted the last five years to organizing the college into an administrative unit, expanding the curriculum, establishing scholastic standards, developing a procedure for relating the college to the other colleges and schools of the university.

Throughout his regime Dean Darnell has had as his chief objective the advancement of the moral, intellectual, and social standards of students and the community. His contribution to the development

¹Darnell, op. cit., p. 4.

of higher education in Detroit is recognized as the result of a trained mind and resolute character.¹

Mr. Gleason as a student, teacher, and member of the Board of Education's Department of Informational Service had occasion to know and thus evaluate Dean Darnell's administration. The writer, too, feels that he would like to add a brief personal note about Dean Darnell. As a student at Detroit Northwestern High School, Class of January, 1935, he had the privilege of being a member of the last group in that particular high school to use two famous Mathematics textbooks written by Dean Darnell in collaboration with Professor Lyman of Michigan State Normal College in Ypsilanti, Michigan, namely, Elementary Algebra-First Course and Elementary Algebra-Second Course.

Upon graduation and entering Wayne University's College of Liberal Arts, he was under Dean Darnell's guidance until graduation in June, 1938. He always found Dean Darnell's door open for the discussion of any problem and he was in every sense of the word, a gentleman and a scholar of the old school.

For his very great and loyal service to Wayne University he was awarded the honorary degree of Doctor of Science in Education and made Dean Emeritus of the College of Liberal Arts on the occasion of his retirement in 1939. The citation of his degree read as follows:

As a teacher, he has won many friends, who, recognizing in him an earnest and devoted scholar, acknowledge themselves the wiser and the richer for having had association with him. Under his skillful and self-effacing direction, The College of Liberal Arts

¹W. E. Gleason, "Albertus Darnell Retires as Dean; Ends Long Service," Detroit Educational News, April 14, 1939, p. 1.

has solved the problems of organization and development within the University program. Today, this University, so much the better for his work, expresses to him the respect and affection in which he is held.¹

Dean Darnell was succeeded by an educator of national note in the person of Dr. W. W. Whitehouse. Born in Yorkshire, England, October 28, 1891, he took his A.B. at Lebanon, Ohio, University in 1916; his B.D. at Garrett Bible Institute, Evanston, Illinois, 1917; his M.A. at Lawrence College, Appleton, Wisconsin, 1919; a Th.D. at Drew University Theological School, 1922; a Ph.D. at Northwestern University in 1927; and a LL.D., Wayne University, 1946.

Dr. Whitehouse had come to America in 1913 and was ordained to the ministry in the Methodist Episcopal Church in 1916. He was pastor of Ashbury Church, Milwaukee, Wisconsin, 1917-1918; at Parma, Michigan, 1918-1919; Educational Director, Camp Custer, Battle Creek, Michigan, 1917; Professor of Economics, Albion, Michigan, College, 1922-1929; Dean, Albion, 1929-1939; Dean, College of Liberal Arts, Wayne University, 1939-1945.

Dean Whitehouse left Wayne University in 1945 to return to Albion College as President, a position he still occupies. He was an extremely wholesome, approachable man, particularly well intentioned, open-minded and open-hearted and friendly, according to his colleague, Dean Don S. Miller.²

¹[Anon.]¹⁷, "Wayne Gives 1290 Degrees," Detroit News, June 16, 1939.

²Statement by Don S. Miller, personal interview, April 11, 1951.

Dr. Rupert L. Cortright, Chairman, Department of Speech, College of Liberal Arts, Wayne University, who knew Dean Whitehouse while taking his undergraduate work at Albion College when the Dean was an Economics Professor there, and who then had the privilege of serving under him as a faculty member at Wayne, has evaluated his administration as follows:

Dean Whitehouse had a good understanding of the various departments of the College of Liberal Arts. He often dropped in on departmental meetings unannounced in order to find out the exact needs of those under his direction.

His excellent national standing as an educator helped Wayne gain prestige with accrediting agencies and educational organizations.

He was of course, well educated, and is an outstanding speaker much in demand throughout the country. He is personally approachable and likes personal contact with young people.

As a matter of fact it was his desire to renew acquaintances with the young people of his beloved Albion College that inspired him to leave Wayne to accept the Presidency. It is his proud boast that he ~~knows~~ knows thousands of Albion and Wayne alumni by their first names.

He is exceedingly active on the religious side as befits his ministerial training and his contributions to Wayne were on the scholarly side.¹

Dean Whitehouse was followed by Dr. Victor A. Rapport who was born in Hartford, Connecticut, on December 23, 1903. Dr. Rapport took his Ph.B. at Yale in 1926 and his Ph.D. in 1930. He was Associate Professor, University of Connecticut, from 1934 to 1940. He then entered military service with the United States Army and was discharged with the rank of Colonel, when he took up the administrative tasks as Dean of Wayne University's College of Liberal Arts.

¹Statement by Rupert L. Cortright, personal interview, April 21, 1951.

While in service Dean Rapport had a distinguished record that gained him numerous decorations, including the Legion of Merit and the Bronze Star from the United States; the Order of the British Empire; and the French Government awarded him the Croix de Guerre with Palm. Under his guidance the Liberal Arts College has maintained the same high standards it held under the previous administrations of Deans MacKenzie, Darnell, and Whitehouse.

Present Status of the College¹

Today, the Wayne University College of Liberal Arts has grown into one of the most important units in Detroit's municipal university. Staffed by a Dean, an Associate and an Assistant Dean, an Assistant to the Dean, fifty-seven full Professors, eighty Associate Professors, one hundred and thirteen Assistant Professors, one hundred and thirty-four Instructors, one hundred and twenty-two Special Instructors and Lecturers, and eleven Administrative Assistants, the College offers the widest possible type of liberal education.

In addition to the general liberal arts studies, the College also offers pre-professional programs in Business Administration, Law, Medicine, Dentistry, Forestry, Religion, Mortuary Science, Teaching, and Social Work.

The Liberal Arts College attempts to function in accordance with the principles upon which the Junior College was founded. It offers

¹Wayne University Bulletin, College of Liberal Arts Catalog Issue, 1951-1952 (Detroit: Published by Authority of the Board of Education, February 15, 1951), pp. 6-19.

programs to students striving for academic degrees. Its pre-professional courses have been continued through its existence and it has tried to take care of individuals who are qualified to take certain subjects, but who are not able or do not care to become candidates for a degree. Finally, the College has increased the scope of its activities through rendering various types of service, and has, as a result, made itself a part of the civic and cultural life of the Detroit metropolitan area.

Summary

The Detroit Junior College was the direct outgrowth of the upward extension of education from the high school post-graduate level to full-fledged collegiate instruction. It came into being as the result of the demands for pre-medical training in the early days of the twentieth century, and the demands of students who wished to continue their education beyond the high school level within their own community since they could otherwise not receive a higher education.

It was also the far sighted vision of certain administrators including Frank Cody, Charles Chadsey, David MacKenzie, and Albertus Darnell, who, along with an inspired study body of the Junior College, succeeded in establishing a senior college in Detroit known as The College of the City of Detroit.

The College expanded tremendously in the dying days of the "roaring twenties" and survived the depression of the "turbulent thirties" to become the Liberal Arts College of Wayne University. It has always sought to serve the citizens of Detroit in as practical a way as possible not only through its regular program of undergraduate studies but also

through its specialized courses offered in Evening and Summer Schools for the benefit of the entire Detroit public. It has served the common good of the Detroit metropolitan area while remaining the cultural heart of Wayne University.

CHAPTER V

A HISTORY OF THE COLLEGE OF PHARMACY (NOW THE WAYNE UNIVERSITY COLLEGE OF PHARMACY)

Introduction

The history of the Wayne University College of Pharmacy may be traced to the development of pre-professional education following the turn of the century.

Prior to 1900 it was often possible to enter such professional schools as medicine and law directly from high school. In the case of the pharmacy profession even this was not always required for the Michigan State law regulating admittance to the ranks of Registered Pharmacists as late as the second decade of the twentieth century required only official evidence of four years of apprenticeship in an establishment purveying pharmaceuticals and the passage of a written examination. There was no stringent requirement of formal training in a school or college of pharmacy but the major emphasis in this field was placed in actual job experience in a drug store.

The Detroit College of Medicine and Surgery had begun to require first a year of pre-professional training beyond high school for entrance in 1913 and then had added successfully a second, third, and fourth year.¹ It was soon apparent that the pharmacists of Detroit would not be long in emulating their medical brethren in requiring standards for pharmaceutical certification.

¹Shurly, op. cit., p. 1.

First, the druggists of Michigan working with the State Legislature established the requirement that in addition to the four-year apprentice training prospective pharmacists would have to submit evidence of high school graduation before being issued licenses.

Accordingly, the Detroit Board of Education in 1922 established a six-year course in Pharmacy at the then almost completed Cass Technical High School. This course was a part of the group course in science, the remainder of the group being Chemistry, Physics, Biology, Bacteriology, and a five-year Metallurgy course.¹

The next year, 1923, a group of Detroit pharmacists headed by Oscar Gorenflo, Fred Ingram, and John Webster met with Superintendent Frank Cody and Dean David MacKenzie, City College, and Mr. Roland Lakey, the present Dean of the Wayne College of Pharmacy, to discuss the possibilities of establishing a College of Pharmacy as a part of the Detroit public school system.²

The school officials reacted favorably to the suggestion and the druggists petitioned the Board of Education for the establishment of such a college. The Board of Education established a College of Pharmacy and authorized the appointment of a Dean and Assistant Dean with the recommendation that all of its activities be housed in the Cass Technical Building.³

¹Detroit, Seventy-Ninth Annual Report of the Superintendent of Schools for the School Year Ending June 30, 1922 (Published by the Authority of the Board of Education, City of Detroit, 1922), p. 46.

²Statement by Roland Lakey, personal interview, May 15, 1951.

³Detroit, Proceedings of the Board of Education, 1923-1924, p. 474.

It soon became apparent, however, that in order to satisfy the demands of accrediting agencies and in order to facilitate the proper development of the work in pharmacy, it would be advisable to transfer the College to the main building of the College of the City of Detroit. Therefore, in 1924 the equipment and facilities of the Pharmacy College, which were valued in excess of \$100,000,¹ were moved to City College and a three year curriculum leading to the degree of Pharmaceutical Chemist was established.²

Growth of the Pharmacy College

As a part of the College of the City of Detroit the newly established College of Pharmacy operated under a partially independent administrative organization. Although Dean David MacKenzie of City College was its nominal head, it operated under the actual direction of Assistant Dean J. C. Moore in 1924 and the next year Mr. Roland Lakey was given the title of Director of the College of Pharmacy replacing Mr. Moore.³ Thus, while technically considered a part of the College of the City of Detroit, the Pharmacy College for all practical purposes was a separate institution operating in conjunction with the Liberal Arts organization but not independent of it.⁴

¹Lakey, loc. cit.

²Detroit, Eighty-First Annual Report of the Detroit Public Schools (Published by Authority of the Board of Education, City of Detroit, 1924), pp. 74-75.

³College of the City of Detroit Bulletin, Announcement of Courses, 1924-1925 (Detroit: Board of Education, 1924), No. 5, p. 13.

⁴Lakey, loc. cit.

The College of Pharmacy opened in February, 1924, with an enrollment of 18 students, many of whom had arrived with advanced standing. Upon the occasion of its first commencement in 1925, a total of 5 Ph.C. degrees were granted. In 1926, 2 Ph.C. degrees were granted; 9 were given in 1927; followed by 11, 16, 13, 21, 22, 33, and 3 for the years of 1927 through 1933, inclusive. The last year Ph.C. degrees were granted in 1934 only 2 were given.¹

By 1926, the College of Pharmacy was able to announce that "the school has well equipped laboratories for pharmaceutical manufacturing, pharmacognosy, prescription practice, drug assaying, and lecture room. The School of Pharmacy is an associate member of the American Association of Colleges of Pharmacy."²

The degree of Pharmaceutical Chemist was conferred upon the completion of a curriculum covering 96 credit hours taken in six semesters or equivalent. The object of the Ph.C. course was listed as being to prepare men and women to qualify as prescriptionists and retail pharmacists. The degree of Bachelor of Science in Pharmacy was announced in 1926 and would require the completion of two semesters of work beyond that of the course leading to the Ph.C. The candidate for the B.S. degree had to complete 30 additional hours of credit of which five had to be in advanced pharmaceutical courses.

¹Data obtained from Miss Elizabeth A. Platt, Wayne University Registrar, on May 9, 1951.

²College of the City of Detroit Bulletin, Announcement of Courses, 1926-1927 (Published by the Authority of the Board of Education, City of Detroit, 1926), No. 15, p. 95. See also the Eighty-Fourth Annual Report of the Detroit Public Schools, 1927, p. 97.

State law at that time allowed three years of college work to be offered in lieu of the retail store experience, therefore, every candidate for the pharmacist's license was required to produce evidence of one year of practical store experience.

During 1926, Director Lakey pointed out:

Because we have been able to lay a proper foundation for each course, we have been able to develop a type of curriculum different from that of any other pharmacy college in the country.

Since colleges of pharmacy have come up from the apprentice system, it has been our particular aim to attempt to co-ordinate the courses in the proper sequence, to obtain a well-balanced course of instruction. Scientific, cultural and business administration courses are included as important phases of training for pharmacy.

This college occupies a place of distinction among American colleges of pharmacy because of our unusual equipment and apparatus. A special classification was created for us three years ago by the Association of Colleges of Pharmacy held by only one other college of pharmacy in the country. The college has received recognition from the Board of Regents of the State of New York, which makes us fully accredited with the strict regulations of that state as well as with those of our own.¹

The Pharmic Class of 1927 was the largest class to graduate since the first formation of the College. It pioneered in several aspects of student life but perhaps its principal contribution was its fight to have representation on the Student Council of the College of the City of Detroit. Its nine members worked for this representation and were successful when they were finally recognized as a vital part of the City College student activity program.²

In 1928, the College of Pharmacy was given the status of a separate

¹Roland T. Lakey, "History of Municipal Colleges is Revealed in Old Newspaper Headlines," The Detroit Collegian, XXIV, 2, September 21, 1933, p. 3.

²The Griffin, 1927 Yearbook of the College of the City of Detroit (Detroit), p. 27.

college within the framework of the municipal colleges then conducted by the Detroit Board of Education and Director Lakey was appointed Dean. It thus became the fifth municipal college then operating in the city, the others being the College of the City of Detroit, Detroit Teachers College, the Detroit College of Medicine and Surgery, and the Detroit City Law School. The latter institution had been established in 1927 but actually followed Pharmacy in terms of origin since Pharmacy had been a separate school since 1923 for all practical administrative purposes. This 1928 action was merely giving official recognition to an existing fact.

In 1929, the College granted the first five Bachelor of Science in Pharmacy degrees. From this figure it was to grow to a total of sixty-four granted in June, 1950. In 1930, the Pharmacy College Announcement stated that after the June Commencement in 1933 no more Ph.C. degrees would be granted and that all new students would have to register for the Bachelor of Science in Pharmacy degree.¹

Wayne University College of Pharmacy

On August 8, 1933, the College of Pharmacy became a unit of Wayne University. It continued to expand its program and in the fall of that year students enrolling in the school were notified that the B.S. in Pharmacy degree required four years of work in the College or the equivalent of 127 hours of work. More than half of these semester

¹College of the City of Detroit Bulletin, College of Pharmacy Announcement of Courses, 1930-1931 (Detroit: Board of Education, September, 1930), p. 9.

credits were to be taken in the cultural subjects offered by the College of Liberal Arts.

The College maintained its own library located in the northwest wing of the main Wayne University building and it contained a large collection of pharmaceutical periodicals along with the regular books and files.¹

Shortly after becoming a part of Wayne University it again became apparent that the College of Pharmacy needed further room for expansion. Occupying some 6,600 square feet of floor space in the main building of the University, it was contributing to the overcrowding then existent in the structure and any form of relief was highly desirable.

The Board of Education made a study of the utilization of space at the College of Medicine and Surgery and this study showed that the Pharmacy College could be located there. The Medical College did not always use certain specially equipped rooms and alternate use of these facilities could be worked out by appropriate scheduling. The Pharmacy College was authorized to move so that it would be located on Mullet Street in downtown Detroit for the opening of the University in September, 1935.²

This close association with medicine helped to coordinate the work of both the Colleges of Medicine and Pharmacy. The student bodies of both were impressed with the scientifically trained physician's need of competently trained assistants to provide the necessary armament to

¹The Handbook of the Detroit Municipal Colleges, Vol. XIV, 1933-34, p. 15.

²Detroit, Proceedings of the Board of Education, 1934-1935, p. 347.

carry on the physician's campaign against diseases.¹

The growth of Wayne University's College of Pharmacy had paralleled the development of Detroit into one of the largest drug centers in the world by 1936. The plant of Parke, Davis, and Company was the largest of its nature in the world, while the Frederick Stearn's establishment ranked with the largest. Besides, the city had approximately twelve hundred retail pharmacies, with 56 other drug manufacturing companies maintaining production facilities besides Parke, Davis and Stearns. These companies manufactured more drugs, compounded for wholesale and retail consumption and sale, than any other three cities in the world.²

This large drug industry provided the College with a unique opportunity to not only serve the local community through training pharmacists but gave it a chance to make arrangements with such a company as Parke, Davis to give Mr. F. O. Taylor, their chief pharmaceutical chemist, supervision, in conjunction with a pharmacy faculty supervisor, of certain types of student research on a graduate level. Graduate work developed so rapidly that twenty per cent of the June, 1939, Pharmacy graduating seniors expressed their intention of entering the course for their Master's degree in Pharmacy and the Medical College offered a course of six semester hours of credit in Physiological Chemistry for Pharmics.

¹Roland T. Lakey, "Dean's Report of the College of Pharmacy to the President of Wayne University, June, 1939" (Mimeographed report on file in the office of Roland T. Lakey, Dean, Wayne University College of Pharmacy), p. 1.

²Joseph Rosenstein, "The Druggists Petitioned the Detroit Board," The Griffin (An Official Student Publication, Wayne University, December, 1936), p. 17.

In 1934, the combination of local professional pharmacists and the administration of the College of Pharmacy again joined forces to score a victory for higher standards when they convinced the State Legislature to pass a law requiring a four-year college and graduation requirement as a prerequisite for taking the state licensing examination. The class of June, 1939, was the first class that was required by the Michigan Pharmacy Act to complete its full course of study.

From 1936 to 1939 the College of Pharmacy conducted a course of continuation lectures under the co-sponsorship of the Detroit Retail Druggists Association. These lectures provided graduated pharmacists with the opportunity of becoming conversant with the scientific progress which has been made since their graduation. The last meeting of the year was attended by over six hundred.¹

Again, we see the emerging pattern of a member College of Wayne University meeting local community needs by offering work of a post-graduate level to a professional group within the city.

Present Status of the College²

Since becoming a part of Wayne University, the College of Pharmacy has witnessed a steady growth in terms of student enrollment, improved courses, faculty membership, and professional standards.

At present, the teaching staff consists of the Dean; two Professors;

¹Lahey, Report to the President, op. cit., pp. 1-3.

²Information contained in this section taken from Wayne University Bulletin, College of Pharmacy Catalog Issue, 1951-52 (Published at Wayne University, Detroit, Michigan, March 1, 1951), XXIX, 6, pp. 1-24.

one Associate Professor; six Assistant Professors, one Instructor; two Special Instructors; three Special Lecturers; and fifteen cooperating faculty from the Colleges of Medicine and Liberal Arts.

The College of Pharmacy has facilities for teaching operative pharmacy, pharmacognosy, prescription practice, drug assaying, pharmaceutical botany, prescription practice, drug macology, physiology, and microscopy. The courses in chemistry, zoology, bacteriology, English, government, mathematics, physics, economics, and modern languages are given in the departments of the College of Liberal Arts, while instruction in physiological chemistry is in the College of Medicine.

Instruction in Hospital Pharmacy is provided at the Detroit Receiving Hospital through an agreement with the Detroit Department of Health. A regular full time faculty member of the College is stationed at the Hospital. He is responsible for the administration of the in- and out-patient pharmaceutical service.

The senior students acquire experience in the compounding of prescriptions, the manufacturing of compressed tablets, ointments, elixiers, gels, magmas, and parenteral solutions.

A limited number of internships at the Detroit Receiving Hospital have been established through an agreement with the Detroit Department of Health. These internships provide for post-graduate instruction and experience in hospital pharmacy and upon satisfactory completion of the internship, a certificate of Hospital Pharmacist is granted.

Administration¹

While the College of Pharmacy was for a short time under the Dean-ship of David MacKenzie and his immediate successor, Albertus Darnell, and then Wilford Coffey, this was largely a titular arrangement with the actual administration of the College in the hands of Roland T. Lakey, first as Director and then as Dean.²

Dean Lakey was born in Bath, New York, on June 30, 1883. He was a student at the Medical College of Virginia from 1902 to 1903. He received the degree of Bachelor of Pharmacy from the University of Buffalo in 1904. He was a medical student at the Detroit College of Medicine from 1913 to 1917 and in 1923 he took an M.S. degree from the Detroit Institute of Technology. He also attended Graduate School, University of Michigan, for one year.

He was a Chemist, Stecker Lithographic Company, 1905-1908; in the Scientific Laboratory, Frederick Stearns Company, Detroit, 1908-1914; Professor of Chemistry, Detroit College of Medicine, 1913-1917; Director and Dean, College of Pharmacy, Wayne University since 1924.

His professional affiliations in pharmacy include the offices of Director and Secretary of the Michigan Drug Industries Council; President, Director and Historian, Michigan Academy of Pharmacy; Chairman, Committee on Practical Experience, District 4, Pharmacy, State

¹Biographical data on Dean Lakey taken from the 1950 Edition of Who's Who in America.

²Statement by Roland T. Lakey, personal interview, May 15, 1951.

Boards and Colleges; Chairman of the Subsection on Basic Sciences and Pharmacy, Michigan State Board of Education; member of the Wayne County Medical Society and the Detroit Retail Druggists Association. Dean Lakey is also a member of the Detroit Physiological Society and the American Pharmaceutical Association.

Summary

The College of Pharmacy of Wayne University was born out of the community need as evinced through the Detroit Retail Druggists Association for advanced training of a college nature for pharmacists. The need was met by concerted action on the part of college administrators, the Detroit Board of Education, and the retail druggists.

Like all of the member colleges of Wayne University, Pharmacy fits into the emerging pattern of a University geared to the fulfillment of the needs of the local community in providing a necessary service to the public health and welfare through the training of professional pharmacists. Thus, it is an important segment in the development of an outstanding municipal university.

CHAPTER VI

HISTORY OF THE DEPARTMENT OF ENGINEERING (NOW THE WAYNE UNIVERSITY COLLEGE OF ENGINEERING)

Introduction

"Wayne University is located in the heart of Metropolitan Detroit,-- the engineering center of the United States. In keeping with the spirit of its location, Wayne University is cognizant of the importance of science and technology."¹

Stated most succinctly the foregoing statement might serve as the credo of the Wayne University College of Engineering. Located in the city that has been called the industrial capital of the nation, and as a part of a municipal institution dedicated to the proposition of service to the local community, it was virtually pre-ordained that engineering subjects would be offered in the local university as soon as it was established.

In essence, then, this has been the history of the College of Engineering. It has grown from a few courses offered as a part of the work of the College of the City of Detroit in its earliest years, 1923-1924, to a full-fledged college in the greater Wayne University granting Bachelor's degrees in the fields of Aeronautical, Chemical, Metallurgical, Civil, Electrical, Mechanical, and Industrial Engineering and Masters'

¹Engineering at Wayne, A booklet published by the Wayne University College of Engineering, Detroit, Michigan, January, 1951, p. 3.

degrees in Civil, Electrical, and Mechanical Engineering and in Engineering Mechanics.

The first record of institutional recognition of the unique location of Detroit as the logical site of an engineering college is contained in the City College of Detroit Announcement of Courses, 1924-1925, when it was stated:

An important part of many courses offered here will be trips to the various industrial plants in and around Detroit. These inspection trips will serve to emphasize practical and technical points and to give a glimpse of the application of theory which would be hard to get by class work alone. For practical work in applied physics and chemistry, the college is especially well located. In addition to the various branches of the automobile industry, we find in Detroit: blast furnaces, steel plants, smelters, salt works, alkali industries, Solvay works, fine and heavy chemical plants, glass plants, paint and varnish works, cement works, brick yards, plants for the manufacture of food products, pharmaceuticals, etc. In the line of public utilities we have available: the modern and well-equipped plants and systems of the Michigan Bell Telephone Company; the Detroit City Water Works and Department of Street Railways; the Detroit City Gas Company; and the Detroit Edison Company. Beside allowing college classes to visit their plants, many of these industries are contributing exhibits of their products to the college. In this way small displays of industrial products are being built up which are of great use in class room work. Many of the industries as well as municipal, state, and federal agencies contribute other kinds of help in the way of slides, films, and publications. Advantage is being taken of these various helps to as great an extent as is possible in order that the quality of the courses may be kept at a high standard.¹

In accordance with the philosophy outlined the College of the City of Detroit announced that in 1924-1925 a student could enroll for either a two year Engineering Program or a three year Engineering Program.

¹College of the City of Detroit Bulletin, Announcement of Courses, 1924-1925 (Published by Authority of the Board of Education, City of Detroit, July, 1924), No. 5, p. 11.

Successful completion of the latter course and one year in the engineering college at the University of Michigan resulted in City College granting an A.B. degree and following this program the engineering course at the University of Michigan could be completed in two years.

At this early date, however, all Engineering subjects were being offered as a part of the course work of the College of the City of Detroit and there was no concerted effort to expand the engineering work into a separate college.

The first Announcement of Courses ever published by the College of the City of Detroit listed among its "suggested courses of study" in 1923-1924 a two year course in Engineering including such technical subjects as Mathematics, Mechanical Drawing, Descriptive Geometry, Shop, Physics, Chemistry, Surveying, and Engineering-Mechanics along with the liberal arts offerings of Rhetoric, French or Spanish, and electives. It also pointed out that courses in drafting, while not giving credit toward a degree at the University of Michigan, were required of every student of engineering who had not had mechanical drawing in high school.¹

Development of the Engineering Curricula

Engineering courses at the College of the City of Detroit remained much as they had been in 1923-1924 until 1929. While a three year course

¹College of the City of Detroit Bulletin, Announcement of Courses, 1923-1924, op. cit., pp. 26-27.

in Chemical Engineering had been started in 1926,¹ it was not until 1929 that City College took official recognition of the growth of Engineering education and granted it the status of a separate department within the college organization.

The 1929-1930 Announcement of Courses stated that:

The College of the City of Detroit has, for several years offered the first two years of engineering courses and also more recently has given a complete four year course in Chemical Engineering. In order to meet the demands of Detroit industries the Board of Education has authorized an extension of the opportunities for the study of engineering through the organization of a Department of Engineering of the College of the City of Detroit.

Tentative programs for the third year in aeronautical, civil, electrical and mechanical engineering have begun and it is planned to provide programs for the fourth year at an early date so that students now entering may expect to be able to complete a four-year curriculum in any one of the different branches of engineering listed.

The degree of Bachelor of Science in a specified field of engineering will be granted upon completion of a curriculum including a minimum of 90 hours of class work.²

This recognition by both the Board of Education and City College of the development of Engineering education had not been taken, however, without a similar recognition by professional engineers in Detroit. In 1927, the Associated Technical Societies of Detroit had recommended the establishment of an Engineering School at the College of the City of Detroit and the Board of Education had referred this to Superintendent Frank Cody.³ Two years later the official establishment of an Engineering

¹College of the City of Detroit Bulletin, Announcement of Courses, 1926-1927 (Published by the Authority of the Board of Education, City of Detroit, July, 1926), No. 15, p. 26.

²College of the City of Detroit Bulletin, Announcement of Courses, 1929-1930 (Published by Authority of the Detroit Board of Education, July, 1929), No. 19, p. 95.

³Detroit, Proceedings of the Board of Education, 1927-1928, p. 103.

Department was realized.

In 1930-1931, the Mechanical Engineering course was extended to a full four-year program joining the four-year course in Chemical Engineering. The next year, 1931-1932, the Aeronautical engineering course was extended to four years and in 1932-1933 the Civil Engineering program was made a four year course.¹

Wayne University College of Engineering Established

The Department of Engineering continued to expand its educational program in accordance with the dictates of its parent institution, The College of the City of Detroit, until 1933.

On August 8, 1933, the Detroit Board of Education, in a series of resolutions which the then Superintendent Frank Cody, who was also responsible for City College, recommended take immediate effect, established a university organization comprising the College of the City of Detroit, the Detroit Teachers College, the Detroit College of Medicine and Surgery, The College of Pharmacy, The Department of Engineering, and The Graduate School into a new unit to be known as "The Colleges of the City of Detroit."²

The specific resolution pertaining to the so-called "School of Engineering," for this was the first time it had ever been thus designated, read: "The Department of Engineering of the College of Liberal Arts of

¹College of the City of Detroit Bulletin, Announcement of Courses, 1930-1931, p. 104; 1931-1932, p. 123; and 1932-1933, p. 129.

²Detroit, Board of Education Proceedings, 1933-1934, op. cit., pp. 22, 147, 177, and 194.

the Colleges of the City of Detroit shall be made the College of Engineering with rank coordinate with the other Colleges in the group. Arthur R. Carr, Director, Department of Engineering, shall be made Dean of the College of Engineering."¹

On January 23, 1934, the Board of Education approved the change of name of the university organization from The Colleges of the City of Detroit and the Engineering College became a part of Wayne University, which was adopted as the official designation of the municipal institution. From that time until the present all engineering courses have been offered on the undergraduate level at the Wayne University College of Engineering, while graduate courses in engineering were offered by the newly created, 1933-1934, Graduate School of Wayne University, a procedure still in operation.

Having achieved the status of a College within the University organization, Engineering was quick to proclaim its specific aims in education:

Detroit, with its industrial development along many and varied lines, is an ideal location for the study of every branch of engineering. Besides the aeronautical and automobile industries, there are plants for the manufacture of steel, cement, brick, glass, paint, alkali and food products...

There is a need, therefore, for practical application of the theories studied in the classroom. Thus, the College of Engineering aims to provide broad training in the fundamental courses so that graduates may either successfully pursue further investigations of their specialties in graduate study or be more useful to industry should they decide to enter industrial work directly.

The College realizes the important part that industrial experience plays in engineering training. Therefore, the technical courses are under the direction of those who have had professional experience as well as a broad scientific training.

¹Ibid., p. 21.

The non-professional courses required of Engineers such as English, mathematics, chemistry and physics are given in the Liberal Arts College since the first two years of collegiate education are practically the same for all branches of engineering.¹

Naturally, the greatest development of the College of Engineering dates from 1933-1934 when it began to function as a part of Wayne University. Therefore, its history becomes a part of the larger history of the entire University. However, certain events that have occurred since 1934 and that are of direct importance to the growth of engineering education at Wayne shall be included in this chapter to establish an over-all picture of its present state.

Like all of the separate colleges of Wayne, the College of Engineering has long been handicapped by a lack of proper building facilities, particularly in regard to laboratory space. Crowded into Old Main it had to share the limited space available within this structure with the College of Liberal Arts and, until 1935, the College of Pharmacy.

The lack of laboratory facilities handicapped the College of Engineering in securing accreditation and in 1941 this situation was alleviated somewhat by the letting of contracts totalling \$74,047 for the construction of long-awaited engineering laboratories at Wayne. At that time the Detroit Board of Education awarded contracts for the construction of an engineering laboratory unit to be built on the north-west corner of the block occupied by the University's main building at Second and Warren Avenues. This building expansion also included

¹Wayne University, Catalog and Announcements, 1934-1935 (Published by the Authority of the Detroit Board of Education, 1934), p. 281.

remodeling one room in the main building to handle engineering subjects.¹

This addition, while welcome, still did not suffice to handle the expanding engineering program. With the end of World War II and the subsequent influx of students under the provisions of the GI Bill of Rights, many hundreds of veterans came to Wayne University for engineering training.

Under constant pleading from the University's administration the Detroit Board of Education was finally able to advance funds for the construction of a new Engineering Building for which ground was broken for the initial section on November 10, 1948. President Henry presided as master of ceremonies in which the Mayor of the City, members of the City Council, members of the Board of Education, representatives of the Engineering Society of Detroit, and representatives of the College of Engineering took part.

Speaking at what was the most significant event in the history of the College of Engineering, President David Henry said:

Today's ceremony is significant in the history of Wayne University's progress. It is even more meaningful in terms of this community's predominately engineering character.

Financed through funds provided by the City of Detroit through the Board of Education, another new structure is being added to the University's ever-growing skyline. Architecturally, it will be an imposing addition to the campus and further indication of the University that will some day be an integral part of the City's cultural center. It is also the first building expressly designed for one of the University's professional colleges and schools.

¹[Anon.]¹⁸, "Engineering Contracts Let for Wayne," The Detroit News, February 26, 1941.

Wayne's location in the heart of the industrial capital of the industrial capital of the world accentuates the need for expanded engineering education to extend further services to industries and organizations in the fields of research, consultation, advanced technical training, and placement...

An excellent beginning is here being made...¹

The new three million dollar Engineering Building was to be built in three units in an area bounded by Warren, Putnam, Second and Third Avenues. The first section housed laboratories for five dynamometer test cells, an instrument room, refrigeration, mechanical engineering research, domestic heating, and electrical engineering laboratories and test rooms.²

In December, 1949, the contract for the third unit of the Engineering Building was let. The third unit consists of an extension of the main building toward Third Avenue and a south wing. The entire main section facing Putnam Avenue is a three-story and basement structure approximately 365 feet long. The south wing is a two-story structure extending approximately 100 feet toward Warren Avenue.

With the opening of the spring semester in February, 1950, classes were held in the design rooms and in part of the laboratories of the first two units. The classes were held through the semester in spite of the fact that that portion of the building was not yet completed.³

¹David D. Henry, "Speech Delivered at the Ground Breaking Ceremonies for the Wayne University College of Engineering Building on November 10, 1948." Quoted in Review of the Year Ending June 30, 1949 (Published at Wayne University, Detroit 1, Michigan, 1949), p. 53.

²[Anon.]¹⁹, "New Building at Wayne University to be Started," The Detroit Free Press, November 10, 1948.

³Review of the Year Ending June 30, 1950 (Published at Wayne University, Detroit 1, Michigan, 1950), p. 63.

Graduate Study

While the undergraduate engineering program had grown from a total of twelve Bachelor of Science degrees in a specialized field granted in 1931 to a total of two hundred and twenty-three in 1950, the field of graduate engineering education had also been undertaken at Wayne University.

The importance of graduate study in engineering had greatly increased in recent years. The rapid expansion of knowledge and methods in the various fields of engineering had made it increasingly difficult to cover required courses in a four-year program. Some universities solved this problem by requiring a five-year curricula leading to the B.S. degree. Wayne University, however, has stressed the importance of graduate studies.

While graduate work has in the past often been synonymous with research, this is no longer necessarily the case insofar as the Master's degree is concerned. Depending on the branch of engineering and upon the ability and inclination of the student, the Master's degree in engineering may be primarily a fifth year of advanced study or may place more emphasis on research. Since graduate study at Wayne University is largely aimed at the engineer in industry in the Detroit metropolitan area, time requirements often make it necessary or desirable to emphasize study rather than research for the Master's degree. Full-time students are, however, more often in a position to do research as a part of their work towards the Master's degree. For the convenience of those in industry, graduate courses in Engineering at Wayne University are offered in the evening.¹

To carry out such a philosophy of graduate work in Engineering the Graduate Council of Wayne University approved the granting of Master of Science in Engineering degrees in the curriculums of Civil, Electrical,

¹Engineering at Wayne, op. cit., p. 24.

and Mechanical Engineering and Engineering Mechanics. The degree of Master of Science in the major department was granted on completion of twenty-four hours and a thesis or thirty hours and an essay. The degree of Master of Science in Engineering was granted on completion of a program requiring twenty-four hours credit and a thesis when superior scholarship and original work were certified by the Engineering Graduate Committee.¹ In 1951, the Graduate Council changed this to the M.S. degree in the particular branch of engineering.

Cooperation With Industry

The Wayne University College of Engineering offers many services to industry. Among these are the following:

1. Special courses either set up for University credit or on a non-credit basis. The Rubber and Plastics Course or Management and Foreman Training Programs are examples of such courses which are operated on a self-supporting basis.

2. Cooperative education programs, where the student works in industry during alternate semesters or during summer sessions, where the student works part-time in industry and attends classes regularly, or where the man in industry studies part-time during the evenings.

3. Special problems courses are included in the regular curriculum. These problems may be set up so that a student works with a particular company in analyzing and solving a company problem. This type of project is of mutual benefit and value to both industry and the students.

4. Seminars and symposia offer industry an opportunity to keep abreast of the latest ideas in the field as well as to keep the University advised of the requirements of industry.

5. The Engineering College staff is composed of experienced engineers, many of whom are experts in their fields. Research,

¹Wayne University Graduate School, Minutes of the Graduate Council from September 12, 1945 to July 28, 1946 (Detroit, Michigan), Vol. IV. Granting of Degrees approved on December 12, 1945 and April 2, 1946.

testing, and consulting are done by members of the various departmental staffs.

6. Some companies have solved the problem of additional education for their own qualified personnel by setting up fellowships that cover tuition, supplies, instruments, and equipment. This type of program may solve problems that such companies could not handle within their own organization.

7. The Wayne Engineering Research Institute aids industry and government agencies in the field of engineering research. The Institute is a self-supporting, non-profit organization. It conducts a program of research using staff members of the College of Engineering to direct the projects, thus providing additional possibilities for student participation in research projects.¹

Administration²

Since its founding on August 8, 1933, as a College of Engineering, this branch of Wayne University has been under the continuous direction of only one man, Dean Arthur R. Carr.

Dean Carr was born in Whitehall, Michigan, on April 9, 1893. He received his B.Pd. at Michigan State Normal College, Ypsilanti, Michigan, in 1914 and his A.B. in 1915. He received a B.S. in Engineering, University of Michigan, 1920, an M.S. in Engineering in 1921, and Michigan granted him the Ph.D. in Chemical Engineering in 1924.

He brought to Wayne University a rich experience as an educator and has had extensive work in the practical work of engineering. He was Superintendent of Schools, Stockbridge, Michigan, 1915-1920; Instructor, Chemical Engineering, University of Michigan, 1920-1924; Assistant Professor of Chemistry, College of the City of Detroit, 1924-1929;

¹Engineering at Wayne, op. cit., pp. 25 and 27. For a complete description of the Engineering Institute see A Science Service for Industry--Wayne Engineering Research Institute (Wayne University, Detroit 1, Michigan), pp. 1-14.

²Biographical data taken from 1950 Edition of Who's Who in America.

Professor of Chemical Engineering and Head, Engineering Department, 1929-1933; Dean, Wayne University College of Engineering, 1933 to the present. In addition, Dr. Carr has held a number of part-time positions including the following: Assistant in charge of the survey of shales and clay of Michigan, Michigan Geologic Survey, 1923; Engineer in charge of Inflation of Dirigible ZMC-2, Grosse Ile, Michigan, 1929; Chemical Engineer in Charge of Research, Shakespeare Company, Kalamazoo, Michigan, 1929-1930. He was also a member of the Municipal Utilities Commission in Detroit, 1937.

Present Status of the College¹

The College of Engineering is organized on a departmental basis at present. The eight departments are: Aeronautical Engineering, Chemical and Metallurgical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering including Industrial, Engineering Drawing, Engineering Mechanics, and Engineering Shop. The first five departments are degree granting departments while the last three give professional engineering instruction common to all or most departments. The required and elective work in Chemistry, Physics, Mathematics, English, Economics, Government, Accounting, and various other subjects is given by other colleges of the university.

The College offers a continuous program from eight in the morning to ten in the evening. The classes after three o'clock are planned to meet the needs of students who are unable to devote full time to college

¹The information for this section is based on material in the Wayne University Bulletin, College of Engineering Catalog Issue, 1949-1950 (Published at Wayne University by Authority of the Detroit Board of Education, February 15, 1949), pp. 3-33.

work.

In addition to the cooperative programs previously mentioned, the College has specific programs with the Dodge Division of the Chrysler Corporation and with the Michigan Consolidated Gas Company in which the student works for an entire semester or summer session so that his regular program is disturbed very little. The student has the advantage of experience on the job and of earning part of his expenses.

The engineering student at Wayne University is fortunate in being able to use the facilities of the Kresge-Hooker Scientific Library with its collection of chemical journals, which were first purchased from the Hooker Library of Central College, Missouri. In 1943, the Kresge Foundation contributed \$100,000 to a \$200,000 fund to bring to Wayne this Hooker Science Library, organized by Dr. Samuel Cox Hooker, a distinguished chemist, who devoted the later years of his life to accumulating a great chemical reference library.

Later designated as the Kresge-Hooker Scientific Library, it is at present housed in quarters in a corner of Wayne's Old Main but through the grant of \$1,000,000 from the Kresge Foundation a new Kresge Science Library is being built on the east side of Second Avenue, between Merrick and Kirby.¹ The story of this library will be told in greater detail in a later chapter.

In addition to Dean Carr and Assistant Dean Rex H. Schoonover, the College has a staff of seven full Professors; seventeen Associate Professors; eleven Assistant Professors; fifteen Instructors; one Research

¹Wayne University, Report of the President, 1949-1950 (Board of Education, Detroit, Michigan, 1950), pp. 10-11.

Associate; and forty-five Special Instructors who taught a total of 1285 undergraduates in the fall semester, 1949, and 1207 in the spring semester of 1950.

Summary

This Wayne University College began in 1923-1924 as an offering of two year courses in the College of the City of Detroit and became a separate department of the College in 1929. It achieved full status as a College of Engineering on August 8, 1933, and has progressed steadily since that time.

The location of Wayne University in the heart of Detroit, America's industrial capital, has afforded unique opportunities to offer engineering education to thousands of local students in keeping with the Wayne tradition of serving the needs of the local community. In its new three million dollar Engineering Building, the first of four buildings in Wayne University's long range development plans, the College of Engineering will continue its educational functions.

CHAPTER VII

A HISTORY OF THE WAYNE UNIVERSITY GRADUATE SCHOOL

Introduction

The unique function of higher education in the educational scene has been aptly summarized by Walter A. Lunden when he said:

Higher education is one of the great social institutions which renders form and continuity to society. It joins the past with the present by carefully observing and preserving a large share of the information and knowledge relative to all phenomena. Since a University of a college transmits learning it is, of necessity, weighted and influenced by yesterday. Higher education, therefore, in its operation as a social institution acts as an equilibrator in society. A University, if it subsists, may enable a nation to survive some of the social disorders and convulsions which beset mankind from time to time.¹

If a University is to meet the challenge thus set forth it must be cognizant of its many and varied responsibilities. Among these are its need to provide training for those who will carry on the instructional program for coming generations and another need is to provide for a continuous program of research that will enable mankind to move forward.

While undergraduate teaching is a prime responsibility, it is on the graduate level that this dual responsibility of training for teaching and provision of research is ordinarily met in that branch of institutions of higher learning which have become known as "The Graduate School."

Dr. Earl James McGrath, present United States Commissioner of Education, has discussed this function of the Graduate School when he

¹Walter A. Lunden, The Dynamics of Higher Education (Pittsburgh: The Pittsburgh Printing Company, 1939), p. 3.

said:

The responsibilities which universities have for training the members of the various professions, such as medicine and the law, are relatively new. Even as late as the beginning of the twentieth century, many of those who aspired to become members of these professions learned the art of their calling by informal study and observation. Gradually, however, the older professions placed the training of their new members in the hands of universities and as new professional groups have sprung up they, too, have seen the advantages of having their members receive a period of formal education. The result has been a rapid multiplication of professional schools and curriculums. As our society demands more technical services, institutions will be called upon to establish new courses of study in these fields.¹

In a sense Dr. McGrath has summarized the whole history of Wayne University for as each profession such as medicine, law, pharmacy, engineering, and education in the Detroit metropolitan area saw the advantages of increasing their professional standards through rigorous college training, they turned to their municipal university to institute proper courses of study.

At the very top of this professional training Wayne University has placed the Graduate School where it correlates the highest functions of the University with all of the member schools and colleges. It first took official cognizance of this institutional responsibility in 1928-1929 when Dr. Alexander Burr, presently Director of the North Dakota Research Foundation and a member of the graduate faculty of the University of North Dakota, taught a graduate course in Thermodynamics in the Chemistry Department, thus inaugurating the graduate work at Wayne.²

¹Earl James McGrath, "The Training of College Teachers," The Preparation of College Teachers (Washington: American Council on Education Studies, July, 1950) XIV, 42, p. 30.

²Statement by Dean John J. Lee, Graduate School, personal interview, May 7, 1951.

In September, 1930, the Graduate School officially began operations with a faculty of fifteen instructors offering fifteen courses to an enrollment of two hundred and twenty-five students.¹ The administration of these advanced courses was placed in the hands of a Graduate Council composed of then Dean Wilford Coffey, College of the City of Detroit, and six members of the faculties of City College and Detroit Teachers College.²

To be admitted to graduate work a student had to have an A.B., a B.S., or Ph.B. from an accredited undergraduate school and to have taken sufficient courses in his field of specialization to qualify him to pursue graduate work. If the prospective student had any deficiencies they could be removed by additional work in either City College or Teachers College.

Early Expansion of Graduate Work³

Immediately, the Graduate School found itself an integral part of a collegiate organization that was dedicated to the proposition of serving the interests of a student body drawn from a great industrial area. Most

¹William H. Pyle, Annual Report and Recommendations of the Director of the Graduate School, August, 1939, p. 1. Report on file in Graduate School office.

²Colleges of the City of Detroit, Bulletin of Graduate Courses (Published by Authority of Board of Education, City of Detroit, January, 1931), No. 27, pp. 5-7.

³Most of the information contained in this section is based on The Annual Report and Recommendations of the Director of the Graduate School, Dr. W. H. Pyle, prior to his retirement in 1945, and covers the years from 1930-1945. These reports are on file in the Graduate School office at Wayne University. They are an invaluable source of historical data in connection with the Graduate School inasmuch as Dr. Pyle died in 1946. These reports were made available through the courtesy of Dr. John J. Lee, Dean, Wayne University Graduate School.

of the first advanced students were teachers who were anxious to obtain Masters' degrees in line with the Detroit Board of Education's policy of requiring this degree for placement in the secondary schools of the city. However, there were many others who wanted higher education such as governmental workers, social workers, medical students, medical technologists, various branches of engineering and some enrolled for various aspects of scientific research.

At the beginning of the fall semester of 1931 the enrollment had almost doubled with 476 persons taking graduate courses. The first masters' degrees, twenty-nine in number, were granted in 1932. These degrees were three in number, namely, the Master of Arts, the Master of Arts in Education, and the Master of Science. In order to obtain one of these three it was necessary to write a thesis relating to the student's field of specialization.

The early graduate work was carried on under great difficulties. Usually it was an additional burden added to the already heavy undergraduate load and when the work was started under the general direction of Dean Coffey, members of the faculty who carried graduate work did so without any release from undergraduate teaching. The faculty, naturally, had many obstacles to overcome but as the College of the City of Detroit and Detroit Teachers College expanded into Wayne University there was a consequent broadening of Graduate School policies and adjustments were made in teaching loads.

In the first two decades of the twentieth century the average student seeking admittance to graduate work was interested in either college or university teaching as a future career or else was interested in doing

research work of an advanced nature. By 1930, however, at least in Detroit, a new type of graduate student was emerging. Reference has been made to the fact that many persons either teaching in or desirous of teaching in local secondary schools were enrolling for advanced course work leading to the Master's degree. They did this for a variety of reasons. Some needed the M.A. to either obtain or hold a high school teaching position; others needed the M.A. in order to qualify for or retain such an administrative position as department head, counselor, assistant principal, or principal. Therefore, they came to Wayne University in large numbers seeking work leading to the Master's degree.

In the traditional pattern of Wayne's basic operating principle of service to the citizens of the local community, these students found the Graduate School offering the specific type of advanced work they required, including provisions for specialized research facilities that would assist them in their secondary school educational responsibilities, while they also found the Graduate School maintaining its functions of providing advanced research work for college and university administrators and instructors.

This resulted in the Graduate School having to synthesize these two philosophies of graduate education into some sort of unified whole so that the character of advanced work at Wayne University would not become distorted. Consequently, the Graduate Council on January 4, 1940, voted approval of the general principles included in the recommendations of the committee of the Association of American Universities appointed to

consider the preparation of secondary school teachers.¹ These recommendations included the statement that the high school teacher who became a candidate for the Master's degree would have to show that he is a scholar in the field wherein he expects to teach and that he has those professional qualifications which all high school teachers should have. As a result, the Graduate School of Wayne University, working in cooperation with the College of Education, has adopted a broad plan for work leading to the degree of Master of Education including ten hours of general professional background courses and a minimum of eight hours chosen in specialization sequences.

The total effect has been that the Wayne University Graduate School has met the particular needs of the new type of graduate student while still maintaining the older standards of those wishing to engage in college teaching or advanced research.

Formation of Wayne University

When Wayne University was formally created by the action of the Detroit Board of Education acting upon the Superintendent's recommendation on August 8, 1933, the first official recognition of the actual existence of a Graduate School appears to be the inclusion of its name in the list of colleges "now operating" under the direction of the Board of Education.²

¹Wayne University Graduate School, Minutes of the Graduate Council from November, 1930 to June, 1940 (Detroit, Michigan, September, 1940) Vol. I, Meeting of January 4, 1940.

²Wayne University Graduate School, Administrative Memorandum, January 14, 1947.

With its official establishment in 1933 the Graduate School was reorganized from the Graduate Council composed of the Dean and six members of the faculties of City and Teachers Colleges to a new Graduate Council including the Deans and representatives of the faculties of all the colleges offering graduate degrees. The Executive Vice-President of Wayne University became Chairman of the Graduate Council as the result of the reorganization.¹

In 1935, the Graduate Council was changed to include the Executive Vice-President, a Secretary of the Council, the Deans of the Colleges entitled to representatives, and seven members of the faculties of the Colleges of the University including four from Liberal Arts; two from Education; and one from Medicine.²

On September 24, 1940, the Detroit Board of Education approved a new By-Law covering the reorganization of the Graduate School which established the Director (later made Dean) as the ex-officio Chairman of the Graduate Council, the body in whom is vested the formulation of graduate policies. The Council was reorganized to consist of nine members representing the graduate faculties in the several major disciplines of the University. The members of the Council were appointed by the Executive Vice-President, and now by the President, upon the recommendation of the Director, now the Dean, after a preferential poll

¹Wayne University Graduate School, Bulletin, 1934-1935 (Published by the Authority of the Board of Education, City of Detroit, 1934), p. 7.

²Wayne University Graduate School, Bulletin, 1935-1936 (Published by the Authority of the Board of Education, City of Detroit, 1935), p. 9.

of the graduate faculty. This system is still in effect in 1951.¹

Development of Doctoral Work

As early as 1932 discussions were held by the Graduate Council as to the advisability of offering graduate work on the doctoral level. At a series of discussions held on January 6, 7, and 21, 1932, tentative requirements for a Ph.D. to be given by the College of the City of Detroit were considered. Mimeographed instructions were authorized but not published in the Bulletin.

For the next two years various discussions were held by the Graduate Council as to the feasibility of offering Ph.D. work and while some students had enrolled in the program on July 5, 1934, the Council was directed to write to the candidates for the doctorate then on file and inform them that in no way were they to consider themselves as candidates for the degree merely because they were pursuing work beyond their master's degree.

On February 20, 1935, the Graduate Council passed a resolution that the announcement of acceptance of the Ph.D. candidates be withdrawn and the material printed in the university catalog for 1935-1936 be dropped in the 1936-1937 catalog. This action was taken because the Graduate School was then working for accreditation by the American Association of Universities and it was necessary to concentrate on the Master's work before attempting doctoral degree work.²

¹Wayne University Graduate School, Minutes of the Graduate Council, Vol. I, op. cit., Meeting of October 1, 1940.

²Wayne University Graduate School, Minutes of the Graduate Council, Vol. I, op. cit., Meetings of January 6, 7, 21, 1932; July 5, 1934; February 20, 1936.

Although Wayne University's Graduate School was accredited by the Association of American Universities on November 10, 1941, World War II deferred action on the doctoral program until the closing years of the conflict. In February, 1944, the Departments of Chemistry and Physiological Chemistry petitioned the Graduate Council for authority to grant a Ph.D. On April 3, 1945, the Dean of the Graduate School reported that the members of the Detroit Board of Education and then Wayne President Warren Bow and Executive Vice President David Henry found no objections to the offering of the Ph.D. in these two departments.

On December 20, 1948, President Henry authorized the Ph.D. program with a major in Anatomy. This action was approved by the North Central Association of Colleges and Secondary Schools on June 23, 1949. In June, 1950, the Ph.D. in Physiology and Pharmacology was authorized.¹

The Wayne University Graduate School also offers a Doctor of Education degree in Educational Administration and Supervision and in Educational Research and Evaluation. This degree was unanimously approved by the Graduate Council on June 5, 1945 and authorized by President Henry on July 18, 1946, with the degree program to begin in September, 1946. The President authorized the Ed.D. program in Educational Evaluation at the doctoral level to begin in February, 1947.²

In order to offer such doctoral work the University has required that

¹Wayne University Graduate School, Minutes of the Graduate Council from July 1, 1943 to June 30, 1945 (Detroit), Vol. III, and Minutes from July 29, 1947 to June 15, 1948, Vol. VI, and Minutes from July 28, 1948 to June 7, 1949, Vol. VII, and Minutes from July 28, 1949 to June 6, 1950, Vol. VIII.

²Wayne University Graduate School, Minutes of the Graduate Council from July 1, 1943 to July 8, 1947, Volumes III, IV, and V.

all faculty members offering doctoral work themselves possess the doctorate and the Graduate School has kept the entrance standards at a sufficiently high level that only exceptionally well qualified students have been able to enter and complete the program.

Graduate School Accreditation

The Association of American Universities Committee on the Classification of Universities and Colleges in a letter dated November 10, 1941, signed by Fernandus Payne, Chairman, said in part, "Our Committee was very happy to place Wayne on the approved list. We felt that Wayne University was still, so to speak in its infancy and that it is a rapidly growing institution. We think its potentialities are great..."¹

On April 14, 1947, Dean Waldo Lessenger, College of Education, and Dean John J. Lee, Graduate School, received communications from Dr. Charles W. Hunt, Secretary of the American Association of Teachers Colleges, advising that graduate study had been approved by the Association at the meeting in Atlantic City on March 1, 1947. In a memorandum from Dean Lee to President Henry, Dean of Administration Clarence Hilberry, and the Members of the Graduate Council, dated April 25, 1947, Dean Lee stated in part, "Dr. Hunt said that the instructional program at the graduate level in education was highly adaptable to the maturity and background of the students enrolled. Wayne is an unusual

¹Letter quoted in Minutes of the Graduate Council from Commencement, 1940 to Commencement, 1943, Vol. II.

type of university doing what appears to be an excellent piece of work."¹

Cooperating Agencies and Programs in Graduate Work at Wayne

As would be expected from the Graduate School of a municipal university Wayne early began a policy of cooperating with local institutions in offering graduate work. On April 24, 1935, the Graduate Council authorized the insertion of a statement to be placed in the official bulletin which said:

The Graduate School of Wayne University has formal cooperative arrangements with three nearby non-degree granting research institutions. Students have the opportunity of taking a portion of their work under the Children's Center Unit of the Children's Fund of Michigan, The Merrill-Palmer School, or the Detroit Bureau of Governmental Research as candidates for graduate degrees from this institution.²

On October 24, 1935, the Graduate Council established the Degree of Master of Science in Medical Technology given in cooperation with Henry Ford Hospital and this program has been continued up to and including the present time.

On April 22, 1943, the Graduate Council passed a plan for cooperation with Marygrove College in Detroit whereby the Sisters of the Immaculate Heart of Mary who conducted Marygrove could earn half of their graduate work at ~~their~~ own college and the other half at Wayne and thus receive the M.A. degree. This arrangement called for the work to be the regular courses listed in the Wayne catalog and to consist of regular Wayne

¹ Memorandum quoted in Minutes of the Graduate Council from October 1, 1946 to July 8, 1947, Vol. V.

² Wayne University Graduate School, Minutes of the Graduate Council from November, 1930 to June, 1940, op. cit., Meeting of April 24, 1935.

Wayne residence instruction, given by the Wayne instructional staff and requiring the same conditions as to tuition, registration as prevailed for Wayne students on the main University campus.

In addition arrangements were made whereby two Marygrove faculty members who held the Ph.D. degree could offer special course work at the Mother House of I.H.M. Order in Monroe, Michigan, with this work also to apply on the M.A. degree from Wayne. This cooperative arrangement is still in operation and has been a splendid example of institutional cooperation in accordance with the Wayne University tradition of community service.¹

Research

Inasmuch as one of the primary functions of any Graduate School is to conduct research of an advanced nature, the Wayne University Graduate School has always given as much attention and emphasis as possible to this phase of scholarly activity.

In his capacity of Secretary, Director, and finally Dean of the Wayne University Graduate School, William H. Pyle had sounded the need for expanded research not only in his annual reports but also in various addresses and articles he gave and authored in the late thirties and early forties.²

¹Wayne University Graduate School, Minutes of the Graduate Council from Commencement, 1940 to Commencement, 1943, Vol. II, Meeting of April 23, 1943.

²An example of the scholarly viewpoint held by Dr. Pyle in this regard may be seen in an address he delivered entitled, "The Social Importance of Scientific Research," given under the auspices of the Beta Sigma Phi Fellowship on May 18, 1939, at the Wardell Hotel and later published in booklet form by the Fellowship.

In commenting on "The Graduate School and Research" in 1943, Dr.

Pyle wrote:

The functions of our Graduate School, or any graduate school, are to provide for advanced study beyond the point usually reached by undergraduate students, and to promote research and other types of scholarly work in all fields of knowledge...

Now, just a few words with special reference to our own Graduate School. I need only mention that we have granted hundreds of master's degrees to students representing practically every important occupation and profession in Detroit, to indicate our great possibilities and responsibilities. Following the war, problems of social, economic, and educational readjustments will nowhere be greater than they will be here. The vast industries in Detroit and vicinity have intensified our problems. We have race problems, problems of delinquency, of housing, transportation, government, of such consequence that, from the money standpoint alone, will justify the expenditure of much time, money, and energy in their solution. The Graduate School is the chief instrument which our city should use in the solution of its many problems that involve research...

It is the duty, as well as the responsibility, of the Graduate School to take the lead in advanced scholarly work of all types and in all fields, setting high standards of scholarship and achievement, stimulating competent students in research, and making their work possible. The master's degree from Wayne should indicate that the recipient is a scholar and is qualified for intelligent leadership. In fulfilling its high purpose its libraries, laboratories, and faculties should be at the service of the community, and it should cooperate with industrial, social, and governmental institutions.¹

The Graduate School, along with all of the other member colleges of Wayne University, has attempted to meet the challenge set forth by Dr. Pyle prior to the appearance of this article by the functionings of the Graduate School Research Committee which was founded by Dr. Pyle in 1940. In 1942, the Committee working through several sub-committees made an intensive study of the situation at Wayne with reference to graduate work

¹William H. Pyle, "The Graduate School and Research," The Graduate School Bulletin (Published by the Graduate School, Wayne University, Detroit, Michigan, Gift of the Class of 1943), XXI, 12, December 15, 1943, pp. 3, 9, and 10.

and research since 1935. It reported that from 1935 to 1942 members of the graduate faculty had published in the appropriate scientific journals a total of approximately fifty research papers annually.¹

As an example of the unique opportunity the Wayne University Graduate School afforded scholars to conduct studies dealing with community relations, it is interesting to note that in the summer of 1942 the Jewish Community Council and the National Association for the Advancement of Colored People offered Wayne University two graduate fellowships of two hundred and fifty dollars each for the purpose of making a study of Jewish-Negro relationships in Detroit. The fellows, Mrs. Eleanor Paperno Wolf and Mr. Alvin D. Loving, both of whom had previously received a master's degree from Wayne, worked under the direction of Assistant Professor Donald A. Marsh, and conducted an extensive study of the various aspects of Jewish-Negro relationships within the city.

Dean Pyle pointed out that this was but an initial study in what could well be a series of studies of similar type since the metropolitan Detroit area offered unrivaled opportunities for the study of racial relationships in an urban community.²

The total over-all picture of research in terms of Wayne University grants from 1939-40 through 1947-48 show that a total of \$1,700,735 was

¹William H. Pyle, Annual Report and Recommendations of the Director to the Executive Vice-President Concerning the Wayne University Graduate School, 1942, p. 1.

²William H. Pyle, op. cit., July 19, 1943, p. 2. Report on file in Graduate School Office, Wayne University.

made available.

This amount included gifts of equipment and research grants to Wayne University and marks the growth of support for research over the years as shown in Table I.¹

TABLE I

THE AMOUNT OF MONEY IN THE FORM OF GRANTS TO
WAYNE UNIVERSITY FOR RESEARCH PURPOSES FROM 1939-40 TO 1947-48

YEAR	AMOUNT OF GRANTS
1939-40	\$ 17,775
1940-41	89,125
1941-42	94,435
1942-43	89,030
1943-44	280,200
1944-45	242,685
1945-46	290,970
1946-47	292,730
1947-48	303,785
Total	\$1,700,735

Not all of this money, naturally, should be construed as being grants for Graduate School research exclusively, but many graduate projects were financed in these monies which include that distributed throughout all the colleges of the University.

¹Clarence B. Hilberry, "A Report to the President On the Support of Research and Other Creative Activities of the University Faculty," Prepared by the Dean of Administration, March, 1950. A copy of this report obtained through Dr. John J. Lee, Dean, Wayne University Graduate School, May 7, 1951.

Administration

The Wayne University Graduate School has functioned throughout its entire history under the aegis of two men, namely, Dr. William H. Pyle and Dr. John J. Lee.

William Henry Pyle¹ was born in a log cabin on a farm in Southern Illinois, February 27, 1875. He graduated from high school in 1893, taught two years in a country school, then went to college. He received his A.B. degree from the University of Indiana in 1898, and began teaching in high school. In 1906, he resigned as superintendent of the Vandalia, Illinois schools and went to Cornell University to study psychology, receiving the degree of Ph.D. in 1909. From 1909 to 1925 he was head of the Department of Educational Psychology at the University of Missouri, and during this period he also taught one year at the University of Indiana, and was visiting professor for five summer sessions at the University of Michigan and for one summer session at the University of Wisconsin.

Dr. Pyle came to Detroit in September, 1925, as a member of the staff of the Detroit Teachers College. After serving as Supervising Instructor for one year, he was promoted to the rank of Professor of Educational Psychology. In 1938, he became Secretary of the Graduate

¹Much of the biographical data concerning Dr. William H. Pyle is taken from the program of a Testimonial Dinner given in his honor on May 24, 1945, on the occasion of his impending retirement in June. Attended by then Wayne President, Frank Cody, and present Chief Executive David Henry, the dinner was given jointly by the Classes of the Graduate School, Beta Sigma Phi, and the Graduate Council in recognition of his twenty years of service to Wayne University.

Council, and on January 31, 1938, he was appointed Director of the Graduate School. He became Dean of the Wayne University Graduate School in January, 1945. He retired in June, 1945 and passed away in March, 1946.

He was the author of sixteen books, including texts and other works in the field of psychology and education, besides numerous articles based on his own investigations of the learning process, the thinking process, individual psychology, and racial psychology, in which he dealt especially with the mental characteristics of the Chinese, the Negro, and the American Indians. His best known work, The Psychology of Learning, has been translated into numerous European and Asiatic languages.

For twenty years Dr. Pyle worked unceasingly for high academic standards and educational eminence for Wayne University. He had a nationwide reputation as an author, scientist, and scholar. His former students and his colleagues admired him for his kindly spirit, his great optimism, his respect for learning, and his ability to inspire others to high achievement.¹

His successor as Dean, Dr. John J. Lee, has said of him:

Wayne University owes a great deal to Dr. William Pyle for his years of administration of the Graduate School. He was the foundation upon which the whole graduate structure of education rests at Wayne University. He established the school on a high level in accordance with the standards of accrediting agencies. He was truly an outstanding educator.²

¹Detroit, Proceedings of the Board of Education, 1945-1946, p. 480.

²Statement by John J. Lee, personal interview, May 7, 1951.

His memory has been perpetuated at the Graduate School by the creation of the William Henry Pyle Room on the second floor of the Graduate School office building. A plaque in the room bears the legend that the room is furnished through the donations of the Classes of 1944, 1945, 1946, and 1947; The Beta Sigma Phi Fellowship Society; the Sigma XI Society; the Phi Delta Kappa Education Fraternity; Faculty and Friends.

Dr. Pyle's successor, John J. Lee, was born in Marcellus, Michigan, on April 25, 1899. He received his A.B. and his M.A. from the University of Michigan in 1925 and 1929, respectively. He was granted the Ph.D. by Ohio State University in 1942.¹

Dean Lee has enjoyed a distinguished educational career that has carried him from the position of Teacher in a Rural School in Van Buren County, Michigan, in 1917-1918, to the position of Dean of the Wayne University Graduate School from 1945 to the present.

He has seen educational service as a teacher and administrator on the secondary level as well as the elementary and university levels for he was Principal of the Pellston, Michigan, High School, 1920-1922; Superintendent of Schools in Alba, Michigan, 1922-1924 and in Ewart, Michigan, from 1924-1927 and then he turned to administrative work on the state level. He was Inspector of High Schools, State Department of Public Instruction, Lansing, Michigan, from 1927-1929; State Supervisor, Divisions of Special Education and Civilian Vocational Rehabilitation,

¹Biographical Data on Dr. Lee is based on the 1950 Edition of Who's Who in America.

Department of Public Instruction from 1929-1936.

He left the State Department of Public Instruction in 1936 to come to Wayne University as General Adviser, Department of Special Education and he was also in charge of the Bureau of Teacher Recommendations, College of Education, from 1936 to 1945, when he became Dean of the Graduate School.

Dr. Lee brought to his new position an international reputation as an authority on special education. He was President of the International Council for Exceptional Children, 1942-1945; President, National Society for Crippled Children, 1949-1950; Vice-President and Chairman of Legislative Committee of the National Rehabilitation Association, 1930-1935 and President, 1935-1936. He was a Member, Committee on Crippled Children, White House Conference, Washington, 1931; and from 1947-1949 he was a member of the Executive Committee, Midwest Conference on Graduate Study and Research.

Under Dean Lee's administration the Graduate School has continued to grow under the policies originated by Dr. Pyle and the new Dean has given special attention and emphasis to the development of graduate study on the doctoral level.

The Present Status of the Graduate School¹

The Graduate School at Wayne University is the institution-wide organization through which the several colleges and departments provide facilities and opportunities for qualified graduate students to extend

¹The material in this section is based largely on Wayne University Bulletin, Graduate School Catalog Issue, XXVIII, 10 (Published at Wayne University, Detroit, Michigan, May 15, 1950), p. 12.

their knowledge, to achieve creative scholarship, and to advance their professional qualifications.

Through the departments which comprise the Liberal Arts and the disciplines of the Fine and Applied Arts, the Languages and Literature, the Biological, Physical, and Social Sciences, opportunities are afforded for advanced study, for creative and scholarly work, for acquiring command of the processes and techniques of research, and for doing significant research.

The advanced student is also offered similar opportunities through the professional schools and colleges of Engineering, Education, Business Administration, Law, Medicine, Pharmacy, Nursing, and Social Work. This work is for students who desire to advance their qualifications and become specialists in their respective professions.

In most of the colleges and departments graduate work is organized through degree programs leading to the Master's degree in approximately eighty major areas of study. Advanced work on the doctoral level leading to the Doctor of Philosophy degree is authorized in the Departments of Anatomy, Chemistry, Physiological Chemistry, Physiology and Pharmacology. Work leading to the degree of Doctor of Education is authorized in Educational Administration and Supervision and in Educational Evaluation and Research.

Summary

As the highest unit of the Detroit educational system which offers a resident of the Motor City a complete system of education beginning with the Nursery School, the Wayne University Graduate School serves the

needs of the student on the highest educational level by offering the best of opportunities and facilities for graduate work.

Probably the best summary that can be made of the growth and development of the Graduate School may be obtained by examining the data contained in Table II, which was obtained from official records on file in the offices of the Graduate School and the Registrar.

TABLE II

STUDENT REGISTRATIONS AND ADVANCED DEGREES GRANTED IN THE
WAYNE UNIVERSITY GRADUATE SCHOOL BY YEARS FROM 1930 TO 1951

Years	Number of Student Registrations			Total	Number of Degrees Granted		
	Summer	First Semester	Second Semester		M.A.	Ph.D.	Ed.D.
1930-31		225	257	482			
1931-32	224	476	412	1112	29		
1932-33	190	513	517	1220	57		
1933-34	170	564	561	1295	94		
1934-35	237	834	993	2064	98		
1935-36	370	1059	1018	2447	112		
1936-37	431	1138	1145	2714	149		
1937-38	562	1372	1434	3368	207		
1938-39	415	1537	1485	3437	257		
1939-40	701	1494	1476	3671	295		
1940-41	629	1451	1229	3309	281		
1941-42	500	1253	972	2725	254		
1942-43	528	902	789	2219	278		
1943-44	450	963	974	2487	233		
1944-45	589	1270	1284	3107	251		
1945-46	716	1257	1586	3559	289		
1946-47	1184	1721	2059	4964	330		
1947-48	1410	2466	2468	6344	509	4	
1948-49	1546	2689	2370	6470	451	2	2
1949-50	1658	3020	3345	8023	509	7	4
1950-51	1897	3161	3312	8370	546	8	2
Totals	14315	25365	29540	73387	5230	21	8

CHAPTER VIII

A HISTORY OF THE DETROIT CITY LAW SCHOOL (NOW THE WAYNE UNIVERSITY LAW SCHOOL)

Introduction

The Detroit City Law School, which was the predecessor of the Wayne University Law School, was established in 1927 as the fifth unit of Detroit's system of higher education.

Although it was not one of the six member colleges incorporated into The Colleges of the City of Detroit in August, 1933, and into Wayne University in January, 1934, it was a vital part of the educational system of the Detroit Public Schools and was incorporated into Wayne University in 1937. It took a decade of existence as a Law School to eventually prove its necessary inclusion into the local University, but inasmuch as its history preceded the formation of Wayne and inasmuch as it became an outstanding unit of the University, its history is being treated in a separate chapter as one of the founding colleges of the University. For all practical purposes it was a part of Wayne University from its very beginnings, and, therefore, merits consideration in the roster of founding schools that resulted in the greater Wayne.

Prior to 1927, Detroit had two law schools. One of these was the Detroit College of Law, which had been operating as a private institution for several years and was later taken over as a part of the local educational system operated by the Young Men's Christian Association, who still operate it. The second school was conducted as a department

of the University of Detroit, an institution conducted under the auspices of the Society of Jesus, who also still operate the University of Detroit Law School.¹

In the spring of 1926, negotiations were undertaken by the Detroit Board of Education to transfer to its control the Detroit College of Law, which the Y.M.C.A. was then conducting as an evening school.

One of the leaders in this movement was Allen Campbell, a noted local attorney and a member of the Board of Education, who stated his reasons for desiring Detroit to acquire the law school when he said:

Assumption of the law school's functions by the school board may prove to be very desirable from the point of view of public education, provided it can be accomplished without excessive cost to taxpayers.

It will aid in rounding out the city's collegiate program, which already has progressed to commendable proportions.

There are a number of phases to be considered before the city can take over the law school.

Financially, we are in no position to undertake new departments while elementary instruction and other proper functions of the city's educational system are lacking.²

At the same time, it is advisable to look to the future in matters of this kind where additions to the public-school system for higher education apparently are available at little cost. Ultimate development of the law school is one consideration, and it is my belief that the school will fare better under public administration by the Detroit school board than under the more or less financially restricted supervision of the Y.M.C.A.³

Despite Mr. Campbell's leadership an agreement for the transfer of the Detroit College of Law to the Detroit Board was not reached, and

¹Allen Campbell, "History of the Founding of the Detroit City Law School," The Jurist, 1928 (Founder's Edition, Published under the auspices of the Student Council, Detroit City Law School, Detroit, Michigan, 1928), p. 6.

²The Detroit News, April 8, 1926.

³The Detroit Free Press, April 8, 1926.

instead the local Board of Education proceeded to establish a new law school. On November 11, 1926, the Superintendent of Schools was instructed to include in the Board's budget for 1927-28 an estimate of the cost of establishing courses in law in connection with the College of the City of Detroit; and on December 23rd the budget, carrying an item of \$25,000 for that purpose, was approved.¹

The Board of Education, however, did not make this recommendation to the Superintendent without considering the matter in some detail. At that time, as has been mentioned in connection with the history of the Detroit College of Medicine and Surgery and of the College of the City of Detroit, the City of the Straits was engaged in a building boom necessitating the establishment of both elementary and secondary schools in newly developed residential sections. Consequently, many taxpayers had protested the extension of higher education by the acquisition of any new colleges but the lawyers of Detroit, when the proposal to establish a law school was broached, rallied to the cause, particularly under Allen Campbell's leadership.

When a group of Detroit lawyers established to the satisfaction of the Board that such a law school could be maintained out of the fees that were already being charged to students in similar institutions,² and when the lawyers assured the members of the Board of Education that it would go so

¹Detroit, Proceedings of the Board of Education, 1926-27, pp. 229, 298.

²Campbell, loc. cit.

far as to underwrite certain costs, including the furnishing of a law library, and rely upon future funds for reimbursement,¹ the Board of Education made the recommendation previously mentioned.

However, there was still one more legal hurdle that had to be overcome before Detroit could establish its own law school. That was the necessity of securing legislative sanction authorizing the Board of Education to confer professional degrees. In May, 1927, an Act of the State Legislature was secured which granted to the board of education of any city having a population of 500,000 or more comprising a single school district the right to "establish or acquire and maintain a college of the liberal arts and such professional colleges as it may deem expedient and may operate such professional colleges in connection with said college of liberal arts or separately as it may in its discretion determine."²

Detroit City Law School Established

Therefore, the Detroit Board of Education on June 9, 1927 passed a resolution stating that a law school to be known as "The Detroit City Law School" be established as a part of the educational system of the city and that the school be administered by a Dean appointed by the Superintendent of Schools with the approval of the Board. The entrance requirements were established for 1927-1928 and 1928-1929 as being the

¹Arthur Neef, "Wayne University Law School," Michigan State Bar Journal, XXVII, 10, October, 1948, p. 15.

²Kelly and Elliott, op. cit., Provisions in The General School Laws, Part I, Chapter 8, Districts of the First Class, Originally Public Acts of Michigan, 1927, No. 193.

completion of four years of high school and one year of college work. Thereafter, the entrance requirements were to be the completion of four years of high school and two years of college work. The completion of the four year course in the Law School in a satisfactory manner would entitle a student to the degree of Bachelor of Laws.¹

The Detroit City Law School was formally opened on September 15, 1927, with a faculty composed of seventeen practicing attorneys, a master in chancery, and three judges under the administration of Dean Allen Campbell and a Secretary, Arthur Neef. The School was begun with classrooms and library facilities in the main building of the College of the City of Detroit at Cass and Warren Avenues. It had an enrollment of two hundred sixty-five students of whom about two hundred and thirty remained at the end of the year. The shrinkage was due to various causes, but chiefly to the difficulties attendant upon studying law while engaged in making a livelihood or supporting a family at the same time.

Approximately one hundred fifteen of those enrolled during the first year had had no previous work in law, the remainder having transferred from other law schools. Three students completed their work in February and were certified to the Michigan Board of Bar Examiners. All three successfully completed the examinations. Thirty students completed their work in June, 1928, so that thirty-three students had been awarded the

¹Detroit, Proceedings of the Board of Education, 1926-1927, pp. 614-615.

Ll.B. degree by the Board of Education.¹

A distinguished faculty headed by Dean Campbell and Secretary Neef included such outstanding Detroit jurists as Ira W. Jayne, Guy A. Miller, Harry Keiden, Charles C. Simons, Arthur F. Lederle, Robert M. Toms, and local attorneys such as Clarence Page, Board of Education Counsel, Edward J. Jeffries, son of a judge and later Mayor of Detroit, Oscar Hull, Fred G. Dewey, George J. Cooper, John R. Watkins, and John C. Bills among others.

One of the founding jurists, the Honorable Ira W. Jayne, has written of the early days that resulted in the Law School's establishment, as follows:

While I was teaching at the Detroit College of Law, Wayne University was struggling through the early days of getting enough colleges to enable it to its pretentious name. Johnny Smith was Mayor. Allen Campbell was a member of the school board, a dignified, erudite gentleman fit to head any law school. His law clerk at that time was Arthur Neef who had graduated from the University of Michigan with a high scholarship record and a flare for administrative detail. I was a particular friend of each. It was one of those natural and fortuitous combination of circumstances from which so many great institutions spring.

Some of the braver and more adventurous professors imbued with the pioneer instinct, including John Bills, Fred Dewey, Leo Kuhn, Guy Miller and myself joined up. The study of law entered a new era based on sound administrative principles, a scholarly full time staff, several tons of law books, and the other requirements which are necessary to respectability and recognition by the great society of law schools the country over.²

The instructional method employed in the early days of the Detroit City Law School was by the study and discussion of reported cases. While

¹Detroit, Eighty-Fifth Annual Report of the Detroit Public Schools (Published by the Authority of the Board of Education, City of Detroit, 1928), pp. 91-92.

²Ira W. Jayne, "Reminiscences of a Law School Professor," Michigan State Bar Journal, XXVII, 10, October, 1948, p. 14.

this method was probably slower than the lecture or textbook and quiz methods and required far more preparation and pedagogical skill on the part of the instructor, its aims were to instill an understanding of the fundamental rules and principles and an ability to apply them to concrete problems.¹

Having established the Law School with the requirement of first one year of pre-professional and later two years pre-professional training to be followed by a course of study necessitating seventy-eight hours of credit to be earned by an attendance of ten hours a week over a period of four years, the faculty of the Detroit City Law School became active in the promotion of higher standards of legal education. In an effort to raise Michigan standards to the minimum requirements proposed by the American Bar Association, the group of attorneys who had founded the Law School met with Dean Henry Bates of the University of Michigan Law School and Mr. Carl Essery of the Detroit Bar Association to draft a statute for presentation to the Legislature requiring two years of pre-legal training before entrance into law school. The actual draft was prepared by Thomas H. Adams, who later became an instructor in the Law School, and who is now a member of the Board of Bar Examiners, and with the assistance of Oscar Hull the bill was favorably enacted by the Legislature.

The Detroit City Law School was further honored in its efforts to raise the statutory pre-legal requirements by having Dean Campbell appointed to the Committee on Legal Education of the Michigan Bar

¹Detroit, Eighty-Fifth Annual Report, loc. cit.

Association which drafted the bill that raised the qualifications for law school entrance. The actual bill as passed by the Legislature was Act 167, Public Acts of Michigan of 1929 and this was the first advance of admission standards for law practice in the State since Act 163, Public Acts of 1913 which required only the completion of three years of high school at the time of admission to a law school.¹

The First Decade at the Law School

Although Dean Campbell had optimistically written in 1928 of the immediate future of the Law School, his predictions were not to be borne out completely. Dean Campbell had said:

The growth of the City and the increasing interest in higher education generally have contributed to make the Detroit City Law School a success from the start, and this apparently without diminishing the number of students in attendance at either of the other City law schools. Statistics from other cities indicate that in a municipal center such as ours, numbering probably 1,250,000 inhabitants, it is reasonable to expect that there will be at least 2000 undergraduate law students. If this figure is correct, three law schools are probably not too many to serve the educational needs of the community in this regard.²

The depression of the early thirties, however, had arrived before the school had graduated its first class. Incidentally, the President of that class was Don S. Leonard, present Michigan Commissioner of State Police, who had been previously prominent in the history of City College by being the President of its first graduating class and for his part in convincing the Legislature in 1923 to make The College of the City of Detroit a four

¹Detroit, Eighty-Sixth Annual Report of the Detroit Public Schools (Published by the Authority of the Board of Education, City of Detroit, 1929), p. 111. See also Neef, op. cit., p. 16.

²Campbell, op. cit., p. 7.

year institution.

The depression curtailed the professional plans of many Detroiters but while the enrollment did not reach the proportions predicted by Dean Campbell, the student body at City College and the Law School did increase slightly so that in 1936 the overcrowding in Old Main forced the removal of the library and classrooms from the Cass-Warren structure to the third floor of the High School of Commerce Building located on Grand River and Second Boulevard.

Just prior to the move, however, the Law School had proclaimed its fundamental operating philosophy when it said in its 1934-1935 Catalog:

Intended to meet the needs of the self-supporting student, classes were arranged with that in mind. Its original faculty (virtually unchanged) was composed of judges and lawyers who were willing and capable of undertaking the teaching of law students in addition to their regular work. Whatever measure of success the School may have had has been primarily due to the unselfish efforts of this group. It has determined the policies of the school. In this determination it has been actuated by a sympathetic understanding of the problem of the self-supporting student, but always with the consciousness that the primary obligation is to the public. The aim of the faculty has been to work out an adjustment of two somewhat conflicting ideals. The practice of law should not be confined to the wealthy inasmuch as the lawyer occupies a quasi-political position. Neither should it be open to those not properly prepared to meet demands made upon the lawyer under the complexities of our present political, social and economic organization.

Admission to the Bar in Michigan is by examination conducted by the State Board of Bar Examiners. This school complies with all the requirements of the Board, and graduates are assured of the privilege of taking the examination.

Unless a student devotes substantially all of his working time to his studies, attendance for four years is required. School runs from September to June, and to complete the course in four years requires attendance for an average of 10 hours a week throughout this period. Full time students may complete the course in three years by averaging 13 hours a week.¹

¹Detroit City Law School, Catalog and Announcements, 1934-1935 (Published by the Authority of the Board of Education, City of Detroit, 1934), pp. 5-7.

Affiliation With Wayne University

While the Law School was operating under the philosophy outlined above in its new quarters in the High School of Commerce Building, the Deputy Superintendent of Schools and Executive Vice-President of Wayne University, Charles Spain, informed the Board of Education that as soon as the American Bar Association has approved the Detroit City Law School, it would automatically become a unit in Wayne University as no further investigation would be required by the Committee of the Law School Association.

Consequently, at a meeting of March 9, 1937, the Board voted that the Detroit City Law School be incorporated as a part of Wayne University under the designation of the "Wayne University Law School." On July 1, 1937, Dean Allen Campbell was made honorary Dean, and Assistant Dean Arthur Neef was made Dean of the Law School.¹

In the first few years of the forties, Wayne University continued to expand its physical facilities to include a number of buildings formerly occupied as residences. With the declining enrollments of World War II and after an absence of seven years, the Law School moved back to the main campus on February 24, 1943, and was located in a building at 5229 Cass Avenue, between Merrick and Putnam Avenues, a location it still occupies.

The new building provided greater shelf space for the increased law library and Dean Neef announced, "This will also facilitate operations with the other Wayne colleges and will make available greater space for

¹Detroit, Board of Education Proceedings, 1936-1937, pp. 336-337.

study."¹

As the Law School continued in operation it became apparent that the offering of night courses would not satisfy the demands of its students at least during the middle thirties. Curtailed employment and the lack of funds to study away from home made it mandatory that a day school program of studies be inaugurated in keeping with the Wayne tradition of serving the needs of the local community and the members of its particular student body. As a result day classes were started resulting in a change in the character of the faculty. Inasmuch as the evening school faculty had been primarily composed of judges and practicing attorneys who found it impossible to come to the campus for day school classes, it was necessary to add a staff of full-time instructors. By 1951, a faculty of ten full-time professors out of a total of thirty-two instructors were offering courses at the Law School.²

By scheduling classes at eight o'clock in the morning, at noon, or at four o'clock in the afternoon, the urban location of the Wayne Law School has made it possible to give all students an opportunity to work with men actively engaged in the practice of law.

Present Status of the Law School³

The Wayne University Law School is a member of the Association of

¹[Anon.]²⁰, "The Law School Back on Wayne Campus," The Detroit News, February 24, 1943.

²Wayne University Bulletin, Law School Catalog Issue, 1951 (Published at Wayne University, Detroit, Michigan, January 1, 1951), pp. 4-5.

³Much of the material in this section is based on Dean Neef's history, op. cit., p. 20.

American Law Schools and is on the list of institutions approved by the American Bar Association.

The instructional program is substantially the same as that of other law schools, namely, the basic fundamental rules of the common law are studied in the traditional casebook method but increasing emphasis is being given to techniques in handling collateral legal problems and materials.

While a considerable skill in the trial of law suits and facility in the drawing of legal instruments can be achieved only in actual practice, the Law School offers training in this regard by the operation of a moot court and experience in the preparation of wills, contracts, and other documents. With Detroit the seat of numerous courts and governmental agencies, there is an unparalleled opportunity for the student who has the time to avail himself of these chances to observe the application of the principles of law in actual practice.

The Law School Building on Cass Avenue houses the classrooms, offices, and the library of 26,000 volumes. While present enrollments strain these facilities so that it has been necessary to restrict admission to Michigan residents, this has certain compensations in that it permits more personal attention to the students.

In keeping with its policy of accommodating the current needs of both the student body and the legal profession, the Wayne University Law School on December 29, 1949, received authorization from the Graduate Council and President David Henry to offer a program in Law leading to the degree of Master of Laws with majors in Taxation or Labor Law. By attending three two-hour evening sessions a week for two years, a

graduate lawyer already possessing the LL.B. degree may obtain the graduate degree which is approved by the Council on Legal Education of the American Bar Association.¹

In 1950, the Law School Alumni Association was reactivated and representatives from the classes of 1928-1949 met at Student Center in April to discuss the possibilities of reorganizing the Association. Later, a constitution was adopted and officers were elected with the Association being headed up, appropriately enough, by Don S. Leonard.²

Administration

The Wayne University Law School has been under the direction of only two men during its entire existence, namely, Allen Campbell and Arthur Neef.

The first Dean was Allen Campbell who was born in Detroit on October 12, 1876. Graduating from high school in Detroit in 1895, he entered the University of Michigan where he finished the four year course in three years receiving his A.B. degree in 1898. He then plunged into the study of law at Detroit College of Law and received his law degree in 1901 while he was teaching history at Central and Cass High Schools. Like so many others whose legal education he was to guide, he studied law at night. He resigned his teaching positions to enter the law firm of Maybury, Luckin, Emmons and Helfman.

In January, 1909, the firm of Campbell and Dewey was formed and

¹Wayne University Graduate School, Minutes of the Graduate Council from July 28, 1949 to June 6, 1950, Vol. VIII. Meeting of January 3, 1950.

²Wayne University, Review of the Year For the Year Ending June 30, 1950, op. cit., p. 66.

continued until 1930. In January, 1918, he served as a First Lieutenant in the United States Army from January to December. In 1921, he was elected to the Detroit Board of Education serving until 1927 when he resigned to become a founder and first Dean of the Detroit City Law School. He was appointed Judge of Circuit Court on January 1, 1930, by then Governor Fred Green.¹ He served as both Judge and Dean until 1937 when he was made Honorary Dean and he continued on the bench until his untimely death on May 16, 1939.

His death brought forth the following editorial comment from The Detroit Free Press:

A native son of Detroit, Judge Campbell lived the whole of his sixty-three years in this community. Even in his school days, the acuteness of his intellect, and the clarity of his thought were evident, and through the years of his life as student, teacher, as soldier, as public official, as attorney, and finally as judge, his ability and capacity developed and broadened in an orderly manner.²

The Detroit News also commented on Judge Campbell's passing in these words:

During his more than nine years of service on the bench of Circuit Court, Judge Campbell came to be known as a 'lawyer's judge'. Good lawyers liked to try their cases before him because they knew him as a student of the law; as a judge who would hew sharply to the legal line. He was a jurist of distinction and in the death of Judge Campbell, Detroit loses an able and diligent public servant and a worthy citizen.³

¹[Anon.]²¹, "Judge Is Dead After A Stroke--Long Career Ends for Allen Campbell," The Detroit Free Press, May 16, 1939.

²[Anon.]²², "Judge Allen Campbell," The Detroit Free Press Editorial, May 17, 1939.

³[Anon.]²³, "Rites Are Set for Campbell," The Detroit News, May 16, 1939.

Dean Campbell's successor was Dean Arthur Neef who was born in Detroit on January 9, 1899. He graduated from the University of Michigan in 1921 with an A.B. and he took his J.D. two years later, graduating with high honors. His first position was that of a minor law clerk in the offices of Campbell, Dewey, Stanton and Bushnell. The Campbell in the firm was Allen Campbell who offered Mr. Neef his first teaching assignment.

When the Detroit City Law School was formed as an evening school in 1927, Arthur Neef became Secretary and he relieved Dean Campbell of many of the administrative duties connected with the school. Thus, Mr. Neef spent his days in a law office, teaching and managing the business of the school at night. In 1937, at the age of thirty-eight Arthur Neef succeeded Allen Campbell as Dean, Wayne University Law School, after having served as Assistant Dean as well as Secretary from 1930. He was later made Provost of Wayne University in addition to the administrative duties of Law School Dean.¹

Dean Neef has carried on the policies established by the founders of the Law School, particularly Dean Campbell, and the Wayne University Law School is one of the outstanding professional schools in the entire University organization.

Summary

The Detroit City Law School was the outgrowth of the need for increased legal training facilities first expressed in the City by a group

¹Ray Pearson, "The Power That Erring Men Call Chance, The Seventeenth and Last of a Series of Sunday Articles on Detroit Men-Today-Dr. Arthur F. Neef," The Detroit Free Press, March 3, 1940.

of outstanding lawyers. Begun through the cooperation of this founding group and the Detroit Board of Education as a municipal law school in 1927, it became a part of Wayne University in 1937. It has progressed from an evening school to a day and evening school offering both graduate and undergraduate law courses and is filling an important role in training lawyers for service in the courts of Detroit and Michigan.

CHAPTER IX

WAYNE UNIVERSITY ESTABLISHED

Introduction

The history of public higher education in Detroit as related to the final formation of the municipal Wayne University has been unique in the history of education.

Wayne University derived from the independent development of four institutions of collegiate rank, with two other such institutions arising from the division of one of the four, and a seventh school coming into existence through the offering of graduate work for students of two of the original four separate schools.

Two of the colleges that became Wayne University developed as parts of the Detroit Public School System, namely, the College of the City of Detroit as an upward extension of Central High School to form a junior and then a senior college; the Detroit Teachers College as an extension upward of the city normal school. The third, the Detroit College of Medicine and Surgery, was a private institution taken over by the Detroit Board of Education as an emergency measure during World War I. The Detroit City Law School was established as a new department, after the failure of negotiations for the transfer to the Board of Education of a privately controlled school. The College of Pharmacy resulted from the division of the College of the City of Detroit while the College of Engineering developed from departmental status within City College to a separate college organization. The seventh college, the Graduate School, was formed by offering advanced work for students of the College

of the City of Detroit and Detroit Teachers College, followed soon after by the offering of some advanced work for members of the medical profession who were affiliated with the Detroit College of Medicine and Surgery.

While they developed separately for the most part, these seven institutions offered the paradox of retaining a large degree of autonomy while also being closely interrelated. They were all under the control of the Detroit Board of Education and were subject to the administration of the Superintendent of Schools. By 1930, six of the seven colleges occupied the same building at Cass and Warren Avenues while the College of Medicine and Surgery occupied quarters in downtown Detroit.

A Council of Deans, under the chairmanship of Dean Wilford Coffey, City College, had been established in 1930 to handle all matters of common interest and to integrate the work of the various colleges. Just prior to the formation of the Council of Deans combined commencement exercises had been held by the seven colleges in 1929. Thus, it was readily seen early in the 1930's that when the Board of Education would finally establish a city university with these seven schools as constituent parts, it would only be given official, formal recognition to what was already an existing fact.

However, before the story of the actual consolidation of these seven schools is considered, it will be interesting to examine into the character of a very important part of the life of these collegiate institutions just prior to the formation of Wayne University, namely, the student body.

This dissertation up to the present has been mainly concerned with tracing the historical development of the various member colleges that became Wayne University which has been considered largely in terms of individuals and actions over the years that resulted in the establishment of the various schools. It has also been concerned with the development of such items as community relations, status of the curriculum, admission standards, degrees granted, building facilities, and other related items. However, no university consists merely of faculty, administration, and buildings. A very important, probably the most important, part of its existence is the student body. Therefore, some mention of the character of the student body in at least one of the member colleges that became Wayne University, namely, the College of the City of Detroit, will be presented so as to provide a background as to the type of student that was attending college in Detroit in the early thirties and for whom Wayne was to provide educational facilities.

The Student Body at the College of the City of Detroit¹

In the academic year 1930-31, Preston H. Scott, founder and Chairman of the Department of Speech, College of the City of Detroit, conducted a questionnaire survey of the matriculated day students to determine the student performance in a municipal college. He submitted the data he obtained to the University of Michigan in the form of a doctoral dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

¹The material in this section is based on Preston H. Scott, "Student Performance in a Municipal College," (Unpublished Ph.D. dissertation, University of Michigan, 1932), pp. 2, 7, 8, 9, 12, and 68-71.

This document shows in detail the role of both the student and the college in a community such as Detroit. In discussing the role of the municipal college and the part it played in the educational life daily of the student body at College of the City of Detroit, Dr. Scott said:

A municipal college differs in a good many respects from other colleges or universities. By and large, the student lives at home, and is still subject to the home and community influences that have always surrounded him. Because the College of the City of Detroit has no campus and no student union, the significance of the community is more marked. The tendency of the student when he has finished classes, and has done what work he desires in the library, is to leave the building. There is no place for him and his fellow students to congregate. The moment he steps out of the building he finds himself in the hum and bustle of a large city. In most instances he lives many miles from the college. Whether he drives an automobile or rides the bus or street car, each minute of travel takes him further away from any suggestion of higher education. The social life reflects this same idea. There are no National Fraternities or Sororities. The local clubs rent a room or group of rooms near the College. Their members hold a regular meeting one evening a week, but aside from this, although they make some efforts at group solidarity, the absence of continuous contact causes group consciousness to be decidedly weakened. While some dances are held in the College building, the major functions of fraternities, sororities, organizations, and the College as a whole, are held in hotel ballrooms, golf and country clubs, and like places, distributed in all parts of Detroit and the surrounding area.¹

The foregoing description of campus life at the immediate predecessor of Wayne University, namely, City College, shows the handicaps under which students had to labor to gain the well-rounded education that is considered a part of college life. However, it is important to note that this perseverance is typical of the student attending any municipal college or university, not just those at Wayne, and contributes mightily to the unique contribution these municipal institutions have made to the

¹Scott, op. cit., p. 7.

history of higher education in America.

Dr. Scott's main problem in his research was to analyze student performance at City College in the light of data secured from a record of activities during the second semester of the academic year of 1930-1931. First, he investigated scholastic achievement as measured in terms of honor point averages in relationship to extra-curricular activities, work for wages, personality traits, and sex. Secondly, he analyzed statistically from the viewpoint of student distribution and intelligence trends, campus activities, personality traits, health, home duties, time spent in recreation, type of future employment, reasons for selecting life work, nationality of parents, and other factors which might enter into the problem of performance.

Taking only matriculated day students in the number of 1,703 students, 73.5% of the then total enrollment of such students in the number of 2,313, Dr. Scott presented a questionnaire which was given to a total of 759 Freshmen, or 75.7% of the total number of Freshmen; 506 Sophomores, or 58.4% of the total number of Sophomores; 252 Juniors, or 38.4% of the total number of Juniors; and 150 Seniors, or 57.7% of the total Seniors. Thirty-six unclassified students were distributed among the Freshmen and Sophomores after examination of their programs.

Dr. Scott came to the following conclusions about the performance of students at City College in 1931:

1. The fact that 43.8% of the students at City College participated in campus activities as compared with 72.3% who participated in off-campus activities indicated that the community interests played an important part in the lives of these college students. This was in keeping with the unique position that a municipal college had in a large city.
2. The 1036 participations in campus activities by 747 students were in the main of two types, social and athletic. Since these

accounted for over four-fifths of the 747 students who actually interested themselves in social and athletic events, the student interest in other activities was small.

3. Students who participated in campus activities represented, in the main, a higher economic status. Those not working and engaging in activities represented 25.6% while those working and engaging in activities represented 17.3%.
4. Campus activities seemed to be a stimulant to academic achievement.
5. A reasonable amount of work seemed to be a stimulant to academic achievement.
6. In the main, students who neither worked nor engaged in campus activities tended toward poor scholastic achievement.

Then, Dr. Scott brilliantly summarized the entire concept of the role of the municipal college or university in the life of a student when he said:

The tendency of students of City College of Detroit to cling more or less closely to their community ties is interesting. The writer [Scott] believes that this is indicative of a new era in higher education. The municipal college offers something that, in the main, other colleges can't offer. This is the opportunity to attend college and still be a part of the social and economic progress to be made after graduation. The old conception that the student should leave home when time comes for college may be replaced by a new conception that the student should stay at home. Certainly when a student leaves his community for four or more years, he either never returns or returns more or less a stranger, forced to rebuild his former associations or seek new ones.¹ Whether this is either profitable or necessary is a question.¹

The study made by Dr. Scott could probably be duplicated in 1951 with much the same results for the student body of what is now Wayne University has not changed much in nature but largely in size, for the enrollment of full-time matriculated students is 7464 as of March 3,

¹Scott, op. cit., p. 71.

1951 compared to the 2313 enrolled in 1931.¹ The important thing to be gained from this study by Dr. Scott, who left the Speech Department to become University Coordinator of Community Relations, is the fact that students of a municipal college or university face particular problems in the achievement of a higher education that must be met by the local school in a program designed to fit specialized academic needs not found in other institutions of higher learning.

When six of the seven member colleges existing in Detroit in August, 1933, were combined into a municipal university at first designated as "The Colleges of the City of Detroit" an attempt was made to alleviate at least some of the lack of student recreational facilities as noted by Dr. Scott.

The MacKenzie Union, a memorial to Dean David MacKenzie, first Dean of the College of the City of Detroit, was opened in the form of a 12-room structure located at 4847 Second Boulevard, directly in the rear of the main college building, on September 9, 1933. This Union was exclusively for the men students but the women were also provided recreational facilities in the form of an apartment building at 467 W. Hancock operating under the jurisdiction of the Association of Women Students to which all coeds belonged.

This apartment building was later requisitioned and purchased by the University and the Board of Education for office space and today houses the office of the Dean of the Wayne University College of Education as

¹Wayne University Enrolment Report, Enrolment In On-Campus Budgeted Programs As of March 3, 1951, by University Division, Table Prepared by the Division of Research and Publication and obtained from Dr. William Reitz, College of Education.

well as various administrative offices of the Division of Instruction, Board of Education.

The Mackenzie Union Building materialized plans that had been maturing since 1929, when at a meeting of the then City College Alumni Association, Mr. Charles Mackenzie, a brother of Dean MacKenzie, announced a gift of \$90,000 to City College from a sister, Miss Janet K. Mackenzie, for a memorial union. The building was furnished and decorated through additional aid given by Mr. MacKenzie.¹

Proposed School of Practical Responsibility

During the first three years of the third decade of the twentieth century, The College of the City of Detroit, as the cultural heart of the various colleges then being operated by the Board of Education, was constantly proving its place in the community life in Detroit by offering as many services to the local citizenry as possible. An example of one such project, while it never actually materialized, will serve to show how uniquely a municipal institution can serve the community.

On November 12, 1930, at a meeting of the Detroit Board of Education it was proposed that the College of the City of Detroit establish a "School of Practical Responsibility" comprising young men students who would be instructed in traffic duties by the traffic squad of the Detroit Police Department. They would then be placed in charge of directing traffic at fifteen public schools in the vicinity of the College and

¹[Anon.]²⁴, "City Colleges to Have Union," The Detroit News, September 9, 1933.

thus relieve fifteen traffic policemen for other police duties. These students were to be paid a reasonable amount and to have their college hours arranged so that they would not conflict with traffic duties, which, incidentally, were to be performed under the jurisdiction of the Police Department. The Board recommended that the City Council be petitioned to allocate a sum of \$9,200 dollars to establish the school. After discussing the matter, the Board recommended that it be referred back to the Committee of the Whole. On December 9, 1930, the Committee recommended that the Board approve the plan but no action was taken at that time.¹

Dr. Burt Shurly, as a Board member, requested that the Committee of the Whole again consider the matter on October 10, 1933, and the Committee referred the matter to the Board without recommendation. Dr. Shurly pointed out that such a School of Practical Responsibility would be an additional safeguard in the prevention of accidents to school children. Dr. Shurly again requested that the Detroit Common Council be petitioned to appropriate a sum of \$9,200 to establish the school. For a second time the matter was referred back to the Committee of the Whole, and at a meeting on October 24, 1933, the Committee recommended that the matter be deferred until a later date.²

The matter was never again seriously considered but it stands as an example of the type of community service a municipal university might

¹Detroit, Proceedings of the Board of Education, 1930-1931, pp. 315 and 384.

²Detroit, Proceedings of the Board of Education, 1933-1934, pp. 89, 107, and 108.

provide to the local community resulting in the safeguarding of lives and property as well as relieving Police Officers for other tasks connected with the public safety. Inasmuch as the City of Detroit faced a serious financial problem in 1933 this undoubtedly had much to do with the Board's not actually petitioning the Common Council for the sum of \$9,200 since such funds were not available during the depths of the then world-wide depression.

The Controversy Concerning Dean Wilford Coffey

As explained previously, a Council of Deans had been established in 1930 to coordinate the activities of the various colleges operated under the direction of the Detroit Board of Education. The Chairman of the Council was Dean Wilford Coffey of the College of the City of Detroit. In this position, Dean Coffey exercised considerable administrative authority and he, naturally, considered himself as more or less the "Executive Dean" of the then existing municipal colleges.

By 1933, it was evident that in the interests of operating economy and efficiency that the Board of Education would probably combine the various existing colleges into a university type of organization. Dean Coffey felt that he was the logical administrator to head up any such organization, but when his appointment as head of the proposed university appeared not to be forthcoming he resigned in June, 1933, on the grounds that his position as Dean of the Arts College in the proposed university organization involved a demotion.

The Board of Education appointed a special committee consisting of Members A. Douglas Jamieson, Chairman, Dr. Burt Shurly, and Mrs. Laura

Osborn to confer with Dean Coffey about rescinding his resignation at its official meeting of June 13, 1933. On June 27th, the Committee reported to the Board that they had gone into the matter very carefully in discussing the details of the Superintendent's plan to form a University Structure of Collegiate Units, and that Dean Coffey looked with disfavor upon certain details of the plan, particularly since he felt that he was being demoted.

After considerable discussion the Committee concluded that while the plan contemplated certain readjustments which were evolutionary in nature, Dean Coffey should not consider them a demotion. The Committee felt that in order to retain Dean Coffey's valuable service to the Board and the community, he be allowed to withdraw his resignation, accepting the proposed university plans, and take advantage of the opportunities thus provided for a continuance of his work.

One Committee member, Dr. Burt Shurly, had submitted a minority report in which he recommended that the resignation not be accepted and that Dean Coffey should be assigned as Executive Dean in charge of the College of Letters and Science, specifically, and of all the other activities, in general, in the college building located at Cass and Warren Avenues.

Inspector Edward Williams, supported by Inspector A. Douglas Jamieson, moved, however, that Dean Wilford L. Coffey's resignation be accepted and in the following vote these two Board members were joined by Inspectors Laura Osborn and Frank Gorman in terminating Dean Coffey's association with the College of the City of Detroit. Dr. Shurly voted against accepting the resignation.

Mr. Williams then moved, again supported by Mr. Jamieson, that the Board of Education express its regrets at the withdrawal of Wilford L. Coffey from the Detroit educational system, and that in recognition of his achievements the Board's appreciation be extended to him by proper resolution. This resolution was carried unanimously and President of the Board Frank Gorman appointed Dr. Shurly to draft the resolution.¹

On July 1, 1933, Mr. Albertus Darnell was appointed Dean of the College of the City of Detroit to succeed Dean Coffey.²

Superintendent Cody Recommends a Municipal University

The controversy over Dean Coffey's place in the administrative organization of the municipal colleges had been the result of a movement undertaken by Superintendent of Schools Frank Cody early in the 1930's to secure the consolidation of the then existing colleges into a university type organization.

Dr. Cody had appointed his Deputy Superintendent of Schools, Dr. Charles L. Spain, to a committee that was charged with investigating the possibilities of creating a municipal university. Accordingly, Dr. Spain visited the City College building, conferred with the Deans and other administrative personnel and recommended to Superintendent Cody the establishment of a municipal university. Accordingly, Dr. Cody

¹Detroit, Proceedings of the Board of Education, 1932-1933, pp. 310 and 311.

²Detroit, Proceedings, 1933-1934, op. cit., p. 2.

instructed Dr. Spain to write a set of By-Laws to govern the proposed organization and when these were completed, subject to the Superintendent's changes, the recommendation was made to the Detroit Board of Education at a meeting on August 8, 1933, that a municipal university to be known as "The Colleges of the City of Detroit" be established.¹

Dr. Cody cited the authority granted to the Board of Education by Sections 39 and 42 of Chapter VIII of the Michigan School Code--Act 319 of the Public Acts of 1927 to establish such an institution and he recommended that the proposed university include the College of the City of Detroit, the Detroit Teachers College, the Detroit College of Medicine and Surgery, the College of Pharmacy, the Graduate School, the College of Engineering, which was raised from departmental status in City College, and such other units as might be organized by the Board of Education.

It will be noted that the Detroit City Law School was not included in the proposed University inasmuch as it was then organized as an evening school only and would not be fully accredited until it became a day school as well. The Law School became an official part of Wayne University in 1937, as explained in detail in Chapter VIII.

Mr. Cody also recommended that the Superintendent of Schools be officially designated as President and that the Deputy Superintendent of Schools, Dr. Charles L. Spain, be designated as the Executive Vice-President of the Colleges of the City of Detroit. The Superintendent's recommendations also listed the various Statutes and By-Laws setting forth the functions and authority of the groups comprising the administrative

¹Statement by Dr. David Henry, Wayne University President, personal interview, June 20, 1951.

and instructional organizations of the new University.

The Superintendent's recommendation pointed out that this University to be known as "The Colleges of the City of Detroit" be established "in the interest of higher education in the City of Detroit and to promote the most efficient administration of the Colleges now under the jurisdiction of the Board of Education."¹

The Board of Education showed its confidence in Dr. Cody's judgment by approving the recommendations by a unanimous vote of six to nothing, and at long last Detroit had an official municipal university in both name and fact.

Under the provisions of the By-Laws the President of the University was appointed the administrative head with the Executive Vice-President being designated the chief executive officer. A Council of Deans composed of the Deans of the various colleges was continued from the previous organization when the colleges were separate and it was charged with administrative matters under University control and had jurisdiction in matters of discipline.

The Council of Deans was also named as the Executive Committee of the University Council charged with carrying into effect the rules and resolutions of that body. The University Council was to consist of the Executive Vice-President, the Deans of the several colleges, the Dean of Students, and faculty representatives from the colleges chosen in such manner as each college should determine. Faculty representatives were apportioned among the colleges on the basis of 5 to the College of Liberal Arts, 3 to the College of Education, 2 to the College of Medicine, 2 to

¹Detroit, Proceedings, 1933-34, op. cit., p. 22.

the College of Engineering, and 1 to the College of Pharmacy. The University Council was granted general legislative authority over all matters concerning the University as a whole, but not over the internal affairs of a college, except where the same affected the interests of the University as a whole or the interests of other colleges. The Executive Vice-President was given the responsibility of settling any questions of jurisdiction between the University Council and a College. The University Council was to meet at least once a month during the college year and at other times upon call of the Chairman.

The By-Laws also set forth the duties and responsibilities of the Dean of Students, the Registrar, and the Librarian. Deans were charged with being the chief administrative officers of their respective colleges. Each dean was to serve as a medium of communication between the College and the University organization. He was responsible for the admission of students to the college and supervised their progress. He submitted to the Executive Vice-President his recommendations as to the annual budget and the appointment, promotion, transfer, and dismissal of members of his staff and faculty.

Each college was granted the fullest measure of autonomy in its internal organization and administration that was consistent with general university policy and proper academic and administrative relationships with other colleges or divisions of the University. Each college was granted full jurisdiction over its legitimate educational program including curricula, requirements for degrees, and rules for the guidance and government of students, provided no question of general university policy or

inter-college relationships was involved.¹

These By-Laws have remained as the written constitution of the University and when The Colleges of the City of Detroit was officially named "Wayne University" at the Board of Education meeting of January 23, 1934, the By-Laws were changed accordingly.

Dr. Frank Cody emerged at this time as the dominant figure in the establishment of the municipal university whereas prior to this time his influence, while widely known in this regard, had been kept more or less in the background. There were sound reasons for this type of administrative policy on Dr. Cody's part. As Superintendent of Detroit Schools his first responsibilities were to elementary and secondary education. As noted previously, Detroit had experienced an influx of population in the 1920's, followed by building booms in the newer sections of the city. This necessitated the erection of many new elementary school buildings so that higher education was forced to continue into the crowded quarters of the building at Cass and Warren Avenues and in the Medical School's facilities in downtown Detroit.

When the 1930's arrived bringing with them world-wide depression, Detroit was one of the hardest hit cities in the nation. It operated beyond its indebted limits and eventually had to pay its city employees, including teachers, in scrip. Obviously, there would be no action taken to increase educational facilities at the higher collegiate levels, and as pointed out in Chapter II, Mayor Frank Murphy even counseled the

¹Detroit, Proceedings, 1933-1934, loc.cit. Mr. Wendell Vreeland discusses the whole question of the Statutes and By-Laws of Wayne University in his work, Legal Foundations of Wayne University, op. cit., pp. 22-28.

closing of the Medical College to save the taxpayer's money.

Therefore, it took real courage for Superintendent Cody to announce the formation of a municipal university at such a time of curtailed budgets and decreasing operating expenditures, yet this was actually a sound administrative move. The operation of seven autonomous colleges with no central administrative control was inefficient, particularly through needless duplication of effort. Thus, the consolidation of the units of collegiate rank into a municipal university with centralized administration was not only an important educational objective but would result in a saving to the taxpayers as well.

Mr. Frank Gorman, at present a Detroit attorney and who was a member of the Board of Education in 1933 when the municipal university was established, has succinctly summarized Dr. Cody's reasons for establishing the Colleges of the City of Detroit as follows:

Frank Cody recommended the establishment of a municipal university that was designated first by the title of The Colleges of the City of Detroit, and later changed to Wayne University, in order to bring a heterogenous group of separate colleges into a homogeneous university unit offering a coordination of functions. Mr. Cody was always strong on organization and he wanted to place all collegiate administrative functions in Detroit under a centralized administration with proper authority and control.¹

It should be recalled, however, that the idea of a municipal university in Detroit did not originate exclusively with Dr. Cody. The first suggestion for extending higher education beyond the secondary level had been made as far back as 1856 in the Superintendent's Report for that year

¹Statement by Frank Gorman, personal interview, June 7, 1951. The whole matter of Mr. Cody's role in establishing Wayne University is discussed in detail in Chapter 8 of Frank Cody: A Realist in Education, op. cit., pp. 349-371.

by Mr. J. F. Nichols, as explained in detail in Chapter IV.

Various other superintendents had mentioned the possibility of establishing higher education in some type of municipal university, particularly Dr. Charles Chadsey, who was Superintendent Cody's immediate predecessor. As a matter of fact, Detroit Junior College had been established while he was head of the local schools in the period from 1915 to 1917 upon his recommendation to the Detroit Board of Education. In this effort he was assisted largely by David Mackenzie who was the first Dean of Detroit Junior College.

It was this same David Mackenzie who was to team up with Dr. Cody in 1923-1924 to obtain permission to change Detroit Junior College from a two year school to a four year degree granting institution, the College of the City of Detroit, through permissive action of the Michigan State Legislature.

After Dean Mackenzie's death it was Dr. Frank Cody who almost single handedly carried on the work of establishing a municipal university and it is to him that full credit must be given for the final establishment of the municipal university now known as Wayne University.

Dr. Herman Browe, Deputy Superintendent of Detroit Public Schools, who was a close personal friend as well as professional colleague of Dr. Cody, has summarized this viewpoint by saying, "Frank Cody, working with David Mackenzie, started what eventually became Wayne University, when the 13th and 14th years were begun at Central High School to become Detroit Junior College. This finally became City College and then Wayne University."¹

¹ Statement by Herman Browe, personal interview, June 7, 1951.

Name Changed to Wayne University

Although there was great satisfaction upon the part of the administration, student body, and faculty of the new university, as well as by the citizens of Detroit and its representative Board of Education, at the formation of the new municipal university, there was some concern on the part of many persons at the inadequacy of the title, "Colleges of the City of Detroit."

The local press, particularly, found it difficult to handle the long appellation. The Detroit News remarked on January 27, 1934, that the formation of the municipal university at a time when the whole question of public school financing was at a critical point represented an affirmation of the City's belief in its educational system, but that the name Colleges of the City of Detroit had never been in keeping with the character of the University.¹

The student body at the Colleges was quick to proclaim the fact that some definite name was needed for the new institution in order to give it the proper prestige its new University organization merited. The Detroit Collegian, undergraduate newspaper, immediately set about stirring up interest in a more suitable name. As a part of its campaign to obtain a new name it invited interested students and faculty members to join in a poll of possible titles for the new University.

On October 30, 1933, the Collegian printed the results of a student-faculty poll in two parts. The first part showed that the students had

¹Don Lochbiler, "New City University a Long-Sought Goal," The Detroit News, January 27, 1934.

voted for the following names in the following numbers: Detroit City University, 176; University of the City of Detroit, 164; Detroit Civic University, 72; Detroit Municipal University, 51; Great Lakes University 29; University of Southern Michigan, 17; Cadillac University, 12; Detroit Public University, 8; Mackenzie University, 8; Wayne University, 6; Rackham University, 5; Detroit Metropolitan University, 2; Colleges of the City of Detroit, 1; Memorial University, 1; Dynamic University, 1; University of Metropolitan Detroit, 1, University of Greater Detroit, 1; and University of the Colleges of the City of Detroit, 1.

The faculty poll showed fewer names and a greater concern for the title of "Detroit" to be included within any proposed name. The faculty vote in the poll was as follows: Detroit City University, 29; Detroit Municipal University, 7; Detroit Civic University, 4; Great Lakes University, 2; Detroit Public University, 1; Cadillac University, 1; and Colleges of the City of Detroit, 1.¹

The Collegian, itself, on the same day it published the student-faculty poll editorialized to the effect that the new University should be called Lewis Cass University in honor of the great Michigan statesman. They further pointed out that since the main university building faced on Cass Avenue this was a logical choice.

Finally, on December 7, 1933, William Macomber, President of the University Student Council appeared before the Board of Education with the request that the name be changed from the Colleges of the City of Detroit to something more appropriate. Dr. Burt Shurly recommended that

¹Results of Student-Faculty Poll taken from The Detroit Collegian, XXIV, 14, October 30, 1933, p. 1.

the name be Detroit City University.

On December 12, 1933, a sub-committee of the Detroit Board of Education recommended that the name Colleges of the City of Detroit be changed to Detroit City University and the matter was referred back to the Committee of the Whole.

On January 9, 1934, Mr. John J. Sloan, President of the Alumni Association of the University of Detroit, a university operated in the city by the members of the Roman Catholic Church's Society of Jesus, appeared before the Board of Education and asked that further consideration be given to this matter so that there would be no confusion in the mind of anyone concerning the two universities. He argued that not only did the University of Detroit have prior claim to the title but that two large universities in the same city both bearing the words "University" and "Detroit" in their titles would result in utter confusion.

Mr. Edward Piggins, President of the Colleges of the City of Detroit Alumni Association, and a group of students representing the Colleges' Student Council, also appeared before the Board and stated that considerable discussion had been had concerning the proposed change, and requested that in some way the municipal institution operated under the public school system be identified with "Detroit" and "University."

Member John Webster, supported by member Dr. Angus McLean, recommended that the name be changed to Detroit Municipal University but despite all of these recommendations and opinions the Board of Education did not take action at the meeting of January 9, 1934.

Finally, Superintendent-President Frank Cody suggested to a sub-committee of the Board that was chairmaned by member A. Douglas Jamieson,

then as now active on the Board, that the name "Wayne University" might be appropriate.

Mr. Jamieson has described the Board's reaction as follows:

When Frank Cody suggested the name 'Wayne' for the municipal university at an informal gathering just prior to the formal meeting of the Board of Education on January 23, 1934, he immediately struck a responsive chord in all of the persons concerned. It was truly a 'meeting of the minds' for the Board members were particularly impressed with the name Wayne since General Anthony Wayne had been intimately connected with the early history of Detroit. The response was highly favorable.

Consequently, Mr. Jamieson recommended that the name "Wayne University" be officially adopted by the Board of Education at its formal meeting of January 23, 1934. This recommendation was approved and the name officially changed.² At the same Board meeting the name "Wayne University" was substituted in the Statutes and By-Laws wherever the title, Colleges of the City of Detroit, appeared.³

Dr. Herman Browe has said in connection with the suggestion of the name of Wayne University:

The name of Wayne University for the new municipal university was another great contribution of Dr. Frank Cody to the organization he was instrumental in establishing. The name of Wayne University was definitely Mr. Cody's own suggestion. It came literally as the answer to a prayer since it settled any possible future controversy with the University of Detroit over the name Detroit and University. It also accorded a signal honor to the great Revolutionary War hero, General Anthony Wayne, after whom Dr. Cody had decided to recommend the naming of the new University.⁴

¹Detroit, Proceedings, 1933-1934, op. cit., pp. 122, 147, 177, and 194.

²Statement by A. Douglas Jamieson, personal interview, June 11, 1951.

³Vreeland, op. cit., pp. 22-24. This work contains a complete listing of all pertinent Statutes and By-Laws from 1933-1944. Later changes are contained in the Proceedings from 1944 to the present.

⁴Statement by Herman Browe, personal interview, June 7, 1951.

The reaction of the local press to the new name was enthusiastic. For example, The Detroit News editorialized on January 25, 1934, as follows:

Detroit is to be the home of Wayne University. The choice should prove acceptable.

Wayne is a name well worthy of this commemoration for its distinguished bearer, General Anthony Wayne, is closely connected with the history of Detroit, Michigan and the Great Lakes region.

General Wayne's name has been given to counties in Georgia, Illinois, Indiana, Iowa, Kentucky, Mississippi, Missouri, Nebraska, New York, Utah, Tennessee, Ohio, West Virginia, and Pennsylvania. The county in which the City of Detroit is located has been named Wayne. In addition, Detroit has perpetuated his memory with a street named after the General. In addition, there are literally scores of cities, towns, villages and townships in America named after him.

The United States Army has remembered his memory locally by naming Fort Wayne, located at W. Jefferson and Livernois Avenues, in his honor.¹

Despite this public acclaim in honor of the new name some of the members of the student body at the University felt somewhat chagrined. They had heard of General Wayne's nickname, "Mad Anthony," and felt that this was a slur to them. In fact, some local wags even took to calling the students "Wayniacs" but this quickly died out. Board of Education member of this period, Mr. Frank Gorman, recalls that when some students complained to him about the name of Wayne, he pointed out to them that the school had been named after Wayne County and they left him satisfied. He points out that he simply failed to mention to them the fact that Wayne County had been named, in turn, after General "Mad Anthony" Wayne.²

¹[Anon.]²⁵, "Long Live Wayne University," The Detroit News, January 25, 1934.

²Statement by Frank Gorman, personal interview, June 7, 1951.

Biographical Sketch of General Anthony Wayne¹

As a matter of actual record, Fr. Frank Cody had proved himself to be cognizant of not only local history but national history as well in suggesting that the new University be called in honor of one of America's outstanding Revolutionary War heroes.

General Anthony Wayne was born at Waynesboro, Pennsylvania, on January 1, 1745. He went to a private academy kept by his uncle, Gilbert Wayne, in Philadelphia, where he secured his formal education.

In 1765, he was sent by a Philadelphia land company to supervise the surveying and settlement of 100,000 acres of land in Nova Scotia. This adventure failed and he returned to Philadelphia on March 25, 1766. He later married and entered his father's business which he inherited exclusively in 1774.

On January 3, 1776, Congress appointed him a Colonel of a Chester, Pennsylvania, County regiment. He was made a Brigadier-General on February 21, 1777 and he took command of the Pennsylvania Line. He fought at the Battle of Brandywine; was beaten at Paoli, September 20, 1777. Accused of negligence in this affair, he was court-martialed and acquitted. He spent the winter at Valley Forge with General George Washington, and later achieved fame for his victory at Stony Point.

After the Revolutionary War he negotiated treaties of submission with

¹Biographical data on General Wayne taken from Dictionary of American Biography (New York: Charles Scribner's and Sons, 1936), XIX, 563-564 and F. Clever Bald, A Portrait of Anthony Wayne (Ann Arbor: Clements Library, University of Michigan, 1948), pp. 7-15.

the Creek and Cherokee Indians in 1782 and 1783. Retiring from the Army as brevet major-general in 1783, Wayne turned to civilian pursuits. He was elected to Congress from Georgia and served from March 4, 1791 to March 21, 1792, but was removed from office due to alleged election irregularities.

George Washington named him major-general in command of the rehabilitated American Army and on August 20, 1794, Wayne met and defeated the Indians at the Battle of Fallen Timbers near what is now Toledo, Ohio. The Indians met with their conqueror at Greenville in August, 1795, and signed away to the United States most of the present state of Ohio, together with small patches of land at Detroit, Mackinac, and elsewhere.

Late in the fall of 1795, after having accomplished his mission in the West, General Wayne returned to his home at Waynesboro and then went to nearby Philadelphia, then capital of the United States. There he was feted a national hero. President Washington's judgment in appointing him had been justified, for Wayne had completely humbled the Indians; he had acquired a vast expanse of territory for settlement by land-hungry Americans; and he had not, as many had direly predicted, precipitated a war with Great Britain.

After only four months rest at home, General Wayne was ordered by President Washington to inspect the western posts. Setting out from Philadelphia, he retraced the route of his victorious army and on August 13 reached Springwells, located about three miles from what is now downtown Detroit.

Riding into Detroit General Wayne received a tumultuous welcome. Here he established the headquarters of the United States Army. From his office, Wayne issued orders that were carried to all the military posts. His most important administrative task while he was at Detroit was the reorganization of the Army in accordance with an Act of Congress passed in May, 1796.

While commandant at Detroit, General Wayne was honored by having the citizens name the county in which the city was located in his honor. On November 14, 1796, Wayne thanked the citizens for naming the county in his honor and stated that he would always take a peculiar interest in whatever might contribute to promoting the happiness and prosperity of Wayne County. The next day the General sailed for Presque Isle, now Erie, Pennsylvania, and a month later he died there on December 15, 1796.

The United States Army officially recognized General Anthony Wayne's contribution to the early history of Detroit when on March 6, 1849, they named the Fort that was then being constructed at what is now Livernois and West Jefferson Avenues, Detroit, after General Anthony Wayne.¹

Thus, the naming of Detroit's municipal university after this outstanding Revolutionary War hero was in keeping with a local tradition of honoring Wayne's contributions to the City of the Straits.

Proposal of a Memorial University for Detroit

One interesting sidelight in the history of the establishment of

¹R. Jones, Adjutant General, United States Army, General Orders No. 6, War Department, March 6, 1849, as quoted in "History of Fort Wayne, Michigan," Headquarters Memorandum, Fort Wayne, Detroit, Michigan, March 13, 1941, p. 3.

Wayne University is worthy of mention in this chapter on the founding of the municipal school. This is the matter of the proposed Memorial University that received some consideration by the Board of Education just prior to the establishment of Wayne early in 1934.

Shortly before Wayne University had become the official name of the former Colleges of the City of Detroit on January 23, 1934, the Detroit Board of Education at a meeting on November 14, 1933, resolved that since Public Works Administration funds were available for unemployment projects, and since the people of Detroit had approved a bond issue of \$5,500,000 on November 8, 1921, to erect a convention hall to be known as Memorial Hall, that a Committee of three members, including A. Douglas Jamieson, Chairman, and Doctors Angus McLean and Burt R. Shurly, meet with the Memorial Committee of the American Legion to consider plans for the use of such a structure. The Committee was to determine if the University might obtain much needed classroom space in the proposed building while still allowing the American Legion full facilities.

Subsequently, a plan was drawn up by A. Reinhold Alliason, Head of the Electrical Engineering Department at the Colleges of the City of Detroit, and copies of this were sent to the leaders of the Wayne County Council of the American Legion by Mr. John R. Cann, Executive Secretary, at the direction of Mr. W. B. Waldrip, Commander. Superintendent Cody, in turn, placed the plan before the special Board of Education Committee.

The plan called for the first unit of the proposed Memorial University to be erected on Cass Avenue across from the Detroit Public Library at a cost of about \$3,000,000. It was believed that this sum would take care of an expanding enrollment at the municipal University

which had grown from 1335 full-time students out of a total enrollment of 1827 in 1924 to 5813 in 1934 of whom 2353 were full-time and 3460 part-time students. The sponsors of the plan felt that the total of \$5,500,000 would probably provide for the necessary expansion of the University for a ten-year period and would also provide for an athletic field and buildings.

Furthermore, it was believed that funds could be obtained from the PWA for the project with the liquidation of the amount to be taken care of by a bond issue financed by Wayne County. This, of course, would have transferred control of the University from the City of Detroit to the County of Wayne but this proposal, too, was in agreement with a recommendation made by the Detroit Bureau of Governmental Research to consolidate the Detroit and Wayne County school districts, thus allowing all students within the County to attend the University with equal tuition rates.

The proponents of this plan also felt that such a Memorial University could also include an auditorium to be installed on the north side of the Detroit Public Library for use by large and small meetings of veterans, as well as by the University and other civic groups, even to include the Detroit Symphony Orchestra. The auditorium was to be named after a selected war hero.

Veterans' groups were assured that scholarships to sons and daughters of veterans would be made available and the hope was expressed that this Memorial University might even be thought of as a national memorial of World War I.

Board of Education member, Dr. Burt Shurly, felt that the establishment of an educational center adjacent to the Detroit Art Institute and

Public Library would be one of the greatest civic accomplishments the City had ever attempted. Furthermore, he felt that it would provide jobs during a period of depression for architects, laborers, and workers in the building trades. He advised all veterans' groups to get behind the project to make it a success.

Speaking on the effect that such a building would have on the growth of the municipal university, Dr. Shurly said:

Our municipal colleges need larger quarters and better facilities. The university here is really larger than the one at Ann Arbor and we have it housed in an old high school building at Cass and Warren Avenues. We should give it a chance to contribute solutions to our industrial, social and economic problems.

If under the present crowded conditions the Colleges of the City of Detroit have made such a splendid record, there is no telling to what glories they would rise if given proper help.¹

At its regular meeting on February 6, 1934, the Board of Education again took cognizance of the movement underway to construct a memorial institution or building to be financed by Public Works Administration funds, which would provide a convention hall, housing for the veterans' organizations, and for the various departments of the University. They again expressed interest in such a project which would bring to Detroit a splendid new development but they turned down any recommendation that the name Memorial University be included in the title of the University just recently changed from Colleges of the City of Detroit to Wayne.

It must not be assumed, however, that this proposed scheme for a Memorial University and Veterans' Building met with complete approval from either the entire Board of Education membership or from various

¹Don Lochbiler, "Memorial University Proposed For Detroit," The Detroit News, January 20, 1934.

veterans' groups in Detroit. At the February 6th meeting, Mrs. Laura Osborn protested any such merger of Wayne University and a veterans' building on the grounds that these were two widely divergent activities. A memorial building for war veterans should be built for them and suited to their needs and purposes, she maintained, while Wayne University was an institution of learning under the Board of Education and must continue to serve that purpose only. To combine these two activities would be unfair to both and might, in many instances, defeat the purposes of both.

At the next regular Board of Education meeting of February 13, 1934, Mr. Harry Hoffman, representing the Veterans of Foreign Wars, the Disabled War Veterans, and the United Spanish War Veterans expressed these organizations' protests against including housing for Departments of Wayne University in a War Veterans' Memorial Building if such were constructed.¹

Eventually, the matter was dropped by the Board of Education with no further action being taken to secure such a Memorial University for Detroit.²

First Administrative Heads of Wayne University³

By the end of January, 1934, Wayne University was an established fact. It had a "board of regents" in the form of the Detroit Board of Education.

¹For the Board of Education's role in the proposed Memorial University see Detroit, Proceedings, 1933-1934, op. cit., pp. 126, 194, and 198.

²Statement by A. Douglas Jamieson, personal interview, June 11, 1951.

³Unless otherwise noted the biographical data on Dr. Frank Cody and Dr. Charles L. Spain is taken from the Proceedings of the Board of Education. In addition, much pertinent data on Dr. Cody is contained in the book, Frank Cody: A Realist in Education, op. cit.

It had a set of By-Laws which served as its constitution. It was under the direction of a President, Frank Cody, and an Executive Vice-President, Charles L. Spain, who was directly responsible for the administration of the institution.

Dr. Spain had been associated with one of the predecessor colleges of Wayne University, namely, the College of Education when he had served as Vice-Principal and then Principal of the Washington Normal School, a forerunner of the Detroit Teachers College, from 1901 to 1913. He was best known to the Wayne University faculty as the second highest executive in the Detroit Public School System in his capacity of Deputy Superintendent of Schools.

Dr. Cody, of course, was nationally known as Superintendent of Detroit Schools but his assumption of the Presidency of Wayne University inaugurated a new phase of an educational career that had carried him from teaching in a one room rural school to the Superintendency of what was at that time the nation's fourth largest city.

Frank Cody was born in the village of Belleville, Wayne County, Michigan, on December 31, 1870, of an immigrant father and mother descended from 17th century pioneers of the Hudson valley. Upon graduation from high school, Frank Cody taught in the village for one year for \$250. Ambitious to go to college, he then obtained a \$300-a-year post at the old Willow Run School near Ypsilanti, Michigan.¹ This same Willow Run School later made way for the famous Bomber Plant of World War II that is now occupied by the Kaiser-Frazer automobile plant.

¹James S. Haskins, "Biography in Brief...Frank Cody," The Detroit Free Press, August 11, 1940, p. 6.

He attended the Michigan State Normal College at Ypsilanti for two years and then accepted the principalship of the Delray, Michigan, School. In 1906, Detroit annexed the village of Delray and Mr. Cody was annexed with it as an integral part of the public school system.¹

Mr. Cody was made Principal of the McMillan School until 1913 when he was appointed supervisor of Special Education with responsibility for evening and summer schools, community recreation, and special functions. In 1914, he was promoted to Assistant Superintendent of Schools and in 1919 he was made Superintendent, a position he occupied until his retirement on July 1, 1942.

Although his formal education was not extensive, the education he achieved in service brought to him early the recognition of educational leaders. First, he was awarded the degree of Master of Pedagogy in 1912 by Michigan Normal College, his alma mater. Twelve years later the University of Michigan gave him the Master of Arts degree; and in 1933 the University of Detroit recognized his unique contributions to education by awarding him the degree of Doctor of Laws. His own beloved Wayne University, which he founded and served so well, awarded him a Doctor of Laws degree at the Commencement Exercises on June 17, 1942.

The honors attained by Dr. Frank Cody in the field of education would in a very literal sense cover many pages. However, a few of these will be listed to show the local, state, and national reputation he enjoyed as both school administrator and university president.

¹James Harvey Voorhees, "The Origin and Development of the Elementary School Principalship in Detroit" (Unpublished Ph.D. Dissertation, School of Education, University of Michigan, June, 1941), p. 150.

Frank Cody was a member of the Michigan State Board of Education from 1913-1942; a member of the Michigan State Board for Vocational Education; President, Michigan Education Association in 1927; President of the Department of Superintendency of the National Education Association in 1929-1930; President, National Education Association, 1927. On the local level he was President of the Boys' Club and the Old Newsboys; Director of the Detroit Athletic Club in 1925; Director of the Detroit Convention and Tourist Bureau, 1931; an honorary member of the Wayne County Medical Society in 1934; and after his retirement in 1942, when he was appointed President Emeritus of Wayne University and Superintendent-Emeritus of the Detroit Public Schools, he ran for and was elected a member of Detroit's Common Council. He served on this body until his death on April 8, 1946.

In his fifty-one years in the service of the public schools in the Detroit area, including twenty-three as Superintendent of Detroit Schools, Dr. Frank Cody achieved practically every honor that could be granted an educator. A sample of one of his many awards was his designation as "Man of the Year" in 1943 in the annual award of the Associated Exhibitors of the National Education Association. This award is given annually to the man or woman who has made the outstanding contribution to education during the year.

No attempt will be made at this time to evaluate his administration or policies but this will be done in Chapter XI in the discussion of the University's history from 1941 to 1945, during which period Dr. Cody retired as Wayne President.

It is interesting to note, however, that upon the occasion of his retirement on July 1, 1942, he addressed the Board of Education in a letter in which he briefly described his administrative philosophy as regards Wayne University as follows:

Special mention must be given to Wayne University. The building of Wayne from uncertain and diffused origins to the present status as a nationally accredited and respected institution of higher education is one of the important achievements of the Board of Education. The responsibility for the direction of the University has fallen to the Executive Vice-President. As President, I have followed the policy of encouraging faculty participation under the executive in the direction of University affairs. I believe that the identity of the University, as such, must be preserved and developed and the uniqueness of University administration recognized, in order to¹ allow Wayne to take advantage of the momentum which it now has.

Characteristic of Dr. Cody's innate sense of modesty, he gave the Board of Education and the Executive Vice-President the credit for the development of Wayne University whereas his was the guiding spirit that made it a reality in the first place.

Inasmuch as Dr. Cody had practically full-time responsibilities as Superintendent of Detroit Schools he had, as explained above, early turned the actual administration of the municipal institution over to his Deputy, Charles L. Spain, upon the establishment of Wayne in 1933-1934.

Dr. Spain was born on March 3, 1869, in South Bend, Indiana, and attended high school there. He began his teaching career in South Bend in 1888 but left that position shortly afterward to continue his education.

He received the A.B., M.A., and Ph.D. degrees from the University of Michigan in 1893, 1920, and 1923, respectively. He was awarded a Master

¹Detroit, Proceedings of the Board of Education, 1942-1943, p. 6.

of Pedagogy degree by the Michigan State Normal College in 1915, and on June 16, 1939, Wayne University awarded him an honorary Doctor of Laws degree.

After serving for a number of years as teacher and principal of several schools in Grand Rapids, Michigan, Dr. Spain came to Detroit in February, 1901, as vice-principal of the Washington Normal School and the next fall he was made principal. In this capacity, he was in charge of the training of many students who became teachers in the Detroit Public Schools. He was appointed Supervisor of Elementary Schools in 1913; Assistant Superintendent of Schools in 1914; and Deputy Superintendent in 1919. For the next fourteen years, he had general charge of the school system under Dr. Cody with his particular responsibility being the direction of the elementary schools.

Dr. Spain was nationally known for his contribution to elementary-school organization and curriculum. He early appreciated the significance of having school buildings designed to meet the needs of the children in relation to the best available curriculum. He fostered the adoption of the "platoon system" in Detroit schools. Although he believed in an adequate program in the Three R's, he designed the platoon-school organization to make it possible for children to have a rich and well-rounded education without excessive cost, including provisions for art, music, the school library, health and physical education, the auditorium, literature, social studies and science. He worked with the school architects in planning buildings that would be best suited to such a diversified educational program. During this whole period he gave leadership of a high order to the principals, supervisors, and teachers

in Detroit schools. In 1933, Dr. Spain was given the additional title of Executive Vice-President of Wayne University, while retaining his Deputy Superintendency. He remained in this dual responsibility until his retirement as Vice-President and Deputy Superintendent Emeritus on June 16, 1939.

At the time of his death on February 23, 1950, the Detroit Board of Education summarized Dr. Spain's role in the development of Wayne University when it said:

Dr. Spain went to Wayne University at a critical period in the development of higher education in Detroit. His was the hand that drafted the organization plans for the city's own university. As the institution's first Executive Vice-President, it became his task to weld into a unit the several schools and colleges that had grown up more or less independently of one another. Under his leadership, additional schools and colleges were organized and Wayne University grew, both in numbers and prestige.¹

Inasmuch as Dr. Spain's role in the expansion of Wayne University was a vital one in the period of initial development from 1934 until 1941, his administration shall be evaluated in Chapter X.

Summary²

Realizing that the municipal colleges existing in Detroit in 1933 could not achieve their greatest possibilities under separate administrations, the Detroit Board of Education on August 8, 1933, gave official sanction to a university organization.

Composed of the College of Liberal Arts, formerly the College of the

¹Detroit, Proceedings of the Board of Education, 1949-1950, p. 383.

²Material in the Summary section is partly based on Charles L. Spain, "The First Year in Retrospect," The Griffin (Published by Students of Wayne University, Detroit, Michigan, 1934), Vol. i, pp. 16-21.

City of Detroit, the College of Education, formerly the Detroit Teachers College, the College of Medicine, the College of Engineering, formerly a department in the College of the City of Detroit, the College of Pharmacy, and the Graduate School, the six schools were originally named the Colleges of the City of Detroit, which name was changed to Wayne University on January 23, 1934.

The constitution adopted by the Board of Education simplified administrative relationships by closely allocating authority and placing responsibility. The inherent right of each college to legislate concerning matters that legitimately lie within its sphere of influence was definitely recognized, while the authority of the university organization over all matters of concern to the entire university was assured.

The appointment of the Superintendent of Schools as President and of the Deputy Superintendent as Executive Vice-President not only brought the several units of the school system into closer harmony but also gave to Wayne University an opportunity for educational leadership which it had not been able to exercise previously.

Faced with the matter of establishing its academic standing in the college world as rapidly as possible found Wayne University formally applying to the North Central Association of Colleges and Secondary Schools early in 1934 for accreditation. The Liberal Arts College had been accredited for several years and the North Central Association sent a representative to Wayne early in 1934 to see if such recognition could be extended to the new University organization.

Upon the recommendation of this inspector, Wayne University was on April 20, 1934, officially accredited without any reservations whatsoever.

In his report the inspector stated that in his opinion the entrance requirements of Wayne University were higher than the requirements demanded by the North Central Association of Colleges and Secondary Schools.

In addition to providing recreational and social facilities for the student body in the form of the MacKenzie Union and the quarters for the Association of Women Students, student activities of all kinds were encouraged, including forensics, dramatics, athletics, concerts, and lectures during the first year of the new University's existence. The high spot of the forensic year was the international debate held between representatives of Wayne University and the University of Cambridge, England.

Students seeking employment were assisted by the establishment of a Wayne branch of the Placement Bureau of the Detroit Public Schools; about two hundred students received financial aids through the Federal Emergency Relief Administration; and a Wayne University day was inaugurated with each local high school in which students and officials of Wayne visited each of these schools and attempted to interest their students in the possibilities of entering Wayne as college students.

The year of 1933-1934 witnessed, then, in Detroit the beginning of a new educational project that was to literally make educational history within the community. Although Wayne University was founded during the depths of a world-wide depression it was young enough and progressive enough in spirit to throw off any cloak of defeatism or pessimism and set its goal as one of becoming one of the country's outstanding universities.

Through the administrative consolidation of six of the seven existing institutions of higher learning being operated in the City of Detroit by the Board of Education, the people of the Motor City had gained the final "star" in their local educational crown, a University, making it possible to enter school in the nursery or kindergarten divisions and progress steadily on through the graduate level. In addition, this new University offered an excellent opportunity to eliminate educational waste through needless duplication of effort and also gave the City a tremendous cultural uplift as well as enhancing the prestige of the community by offering a university named after one of America's great military heroes, Anthony Wayne.

CHAPTER X

THE PERIOD OF INITIAL GROWTH OF WAYNE AS A MUNICIPAL UNIVERSITY FROM 1934 TO 1941

Introduction

The establishment of Wayne University in 1933-1934 inaugurated a new phase in American higher education. For the first time in history there existed an administrative organization that was unique in the educational pattern of the United States--a complete instructional program from nursery school through the higher levels of a university under the control of a board of education elected by direct vote of the people.

Under such a coordinated educational program a citizen of Detroit could be assured that his child could enter school in the nursery or kindergarten and progress through the elementary, intermediate, and high school divisions while participating in the most modern type of instruction available in the country. Should the child need specialized training as the result of either physical or mental handicaps, this, too, was available. Upon completion of secondary education, the child could enter an institution of higher learning, namely, Wayne University, that was prepared to offer him not only a complete liberal education but also professional training in education, medicine, engineering, pharmacy, law, and graduate work, which carried with it facilities for research under the experienced guidance of the faculty of the university.

Wayne University, therefore, was not only a urban university but a municipal university belonging to and located in a great metropolitan community and was supported in a large part by its citizens and largely attended by youths and adults who lived within the Detroit metropolitan area.

As the direct result of its unique organization and function, Wayne University immediately began to find its rightful place within the metropolitan area as a community university. Its administrative head, Dr. Charles L. Spain, Executive Vice-President from 1933 to 1939, immediately accepted the challenge of serving the community and in all of his written and spoken utterances stressed the obligations of Wayne to the community and explained how the University and the community became one and the same for all practical purposes.

Writing in The Nation's Schools on the subject of "Organizing A School System for Complete Community Service" in November, 1935, Dr. Spain said:

A municipal university, as an integral part of a large public school system, has exceptional opportunities for constructive leadership. It may be a positive factor in shaping educational thought and practice among teachers and school executives. Through its function as a cultural force it may assure to the community a body of teachers worthy to assume the responsibility of training the present generation of youth. Through the teacher training and supervisory functions of its college of education, the university may be reasonably certain that those who aspire to teach or hold administrative positions in the schools shall have acquired not only a theoretical and practical training, but also a scientific attitude toward their problems and a wholesome philosophy of life.¹

In 1936, the Association of Urban Universities held its twenty-third

¹Charles L. Spain, "Organizing A School System For Complete Community Service," The Nation's Schools, 16, 5, November, 1935, p. 18. This entire article of four pages considered in detail Detroit's educational plan of "From kindergarten through university" with particular reference to how Wayne University met specific community needs.

annual meeting in Detroit and Dr. Spain addressed the afternoon session of November 10, 1936, on the topic of "The Urban University And Its Relation to the Community" in which he again specifically considered in detail how Wayne University met its obligations of community service to those who looked to it for guidance and education. At the same time he also brilliantly summarized the role of any municipal university in a metropolitan area. Inasmuch as his pronouncements were of great importance to the history of Wayne University since they, in effect, explained the administrative philosophy under which the University operated in its initial period of growth from 1934 to 1941, the address of Dr. Spain will be quoted rather extensively as follows:

Wayne University has few traditions but it does have ideals and a clearly defined program. First of all it must be an institution of high rank. Its academic standards and ideals of scholarship must approximate those of the best universities. It must provide a liberal education as well as technical and professional training for all who may be able to profit by such opportunities. It must also be selective, must discover and conserve potentially superior students and recognize their possibilities for creative thinking and leadership. It must single out and encourage that limited group who have the urge and the ability to carry on research--to discover new truth. It must inspire in all students an openmindedness and attitude of inquiry in all of their work.

A municipal university in a large metropolitan area is sure to attract a large group of students whose cultural background, standards of living, and home environment leave something to be desired, but a group nevertheless which includes many who are intellectually strong, who have a seriousness of purpose and a keen appreciation of the value of an education. If encouraged these students may become creative thinkers and producers, may make a real contribution to society. Were it not for the close proximity of the urban university many of this group would remain unrecognized and undeveloped. Wayne University requires of its matriculates a high standard of scholarship. Those who are admitted for a degree must have attained an average of B in an accredited high school during the junior and senior years. Late afternoon and evening classes are provided for those whose academic achievements fall short of the requirements. Some of these classes are for those who hope to prepare for matriculation. Other classes offer training in great variety for any or all who may need such service.

But the responsibilities of the municipal university do not stop here. It must give some heed to the ideal which is deeply rooted in American tradition that knowledge and training should be the common possession of everyone in proportion to his ability to acquire and make use of it. If we view the human scene about us realistically, the University cannot avoid its responsibility for cultural and educational leadership. Because of unusual relationship to the community it is strategically placed to render a large and helpful service. To meet this responsibility the university must offer its services to a large group in the community who cannot be reached by a regular university program. To progress and remain happy in any field of life both youth and adults feel the need of continued re-education and training to help them keep pace with progress in their several fields of work. A municipal or urban institution located in the heart of a great industrial center where the tempo of life is rapid, where humanity en masse is trying to find the best way to adjust to social and industrial changes and to attain a fair measure of security, must play a part in the complex life about it, must come to grip with the problems both youth and adults are trying to face.

The University is undertaking to meet its community responsibilities in two ways:

First, by carrying the facilities and service of the University to the community.

Second, by utilizing the educational resources of the community in training the youth and adults who may seek service from the University.

As indicative of the way the University extends its services to the community the following examples are typical:

1. Both private and public organizations draft the services of Wayne's faculty for research in technical and cultural problems.
2. Members of the faculties respond to hundreds of invitations for lectures and instruction for public and private groups.
3. Radio programs are broadcast over several stations carrying information of social, cultural, and technical value to the public.
4. Special courses are offered for adults who cannot meet regular University requirements.
5. The University conducts home-making courses for 2,200 adults in various centers in the community.

On the other hand, Wayne University widely extends its field of usefulness by merging its resources with those of many other educational, governmental, social, and industrial agencies in the Detroit area. Under the sponsorship of Wayne trained specialists from many institutions offer courses for which Wayne awards credit toward a degree. It is readily apparent that this pooling of resources greatly extends the usefulness and influence of both the cooperating agency and the University, and greatly increases the expert service available to the people of the city and community.

Wayne University has definite cooperative relations with over sixty community agencies and informal relations with many more.

...Viewing the opportunities of such a University at close range it does seem that the situation offers a challenge we cannot

overlook. With the movement of the population to urban centers the problem will become more general and more acute. It is my belief that the urban university, whether municipal or not, has tremendous possibilities for service that we have not yet fully realized.¹

Dr. Spain neglected no opportunity to inform all interested persons as to the role of Wayne University in the community. In 1937, he again took pen in hand and said in part:

In 1937, 13,000 individual students--whole time or part time--are enrolled in Wayne University. As teachers, doctors, lawyers, engineers, druggists, artists, nurses, business men--and most important, as informed, responsible citizens--Wayne's graduates enter the life of this community and contribute to the character of its business, industrial, and social institutions. The future of Detroit and of the metropolis is, in no small way, being determined by the educational training that its leaders and citizens of tomorrow are obtaining today.

The list of former students and graduates now approximates 25,000. Probably no university in America serves a larger portion of its community; comes more directly in contact with citizens; or is more responsive to their educational needs. Wayne provides the opportunity for advanced education to the youth of Detroit and of Wayne County--many of whom would otherwise find the door of opportunity closed.

This then is Wayne's opportunity and duty--to offer the advantages of higher education in all branches possible, to all persons possible, at the lowest cost possible, and to emphasize to every student that with these opportunities goes the equal obligation of intelligent, responsive citizenship.²

To Dr. Charles L. Spain, then, goes the credit for establishing the fundamental operating pattern of Wayne University as a community university, a policy that has been followed consistently by his successor as Executive Vice-President, the present President of Wayne University, Dr.

¹Charles L. Spain, "The Urban University and Its Relation to the Community," Proceedings of the Twenty-Third Annual Meeting of The Association of Urban Universities (Detroit: Wayne University, 1936), pp. 66-68.

²Charles L. Spain, "Wayne University's Need and Opportunity," Citizens' Committee Report On The Needs of Wayne University (Detroit: Published by Authority of the Citizens' Committee and the Board of Education, 1937), p. 5. Dr. Spain climaxed his views in this regard when he addressed the graduating class of 1939 at Commencement on the topic, "The Municipal University of Tomorrow," op. cit.

David D. Henry.

Wayne's Role in the Community

When Dr. David D. Henry first came to the Wayne University campus in 1935 as a Professor of English and shortly thereafter as Administrative Assistant to the Executive Vice-President, Dr. Charles L. Spain, he was quick to proclaim his complete belief in the fundamental role of Wayne as a community university. Writing in the student annual, The Griffin, in the 1935-1936 issue on the topic, "All the Town's Our Campus," Dr. Henry said:

Wayne University, in establishing cooperative working relationships with fifty-seven institutions and service agencies of the Detroit area, is strikingly illustrative of a significant and comparatively new trend in higher education. Universities have probably never been as isolated from the 'every-day' life around them as many people have believed, but until recently their relations with the communities of which they are a part have often seemed remote and loosely defined. Today, however, the community relations of institutions of higher learning, particularly urban universities, are increasingly becoming more immediate and concrete.

Wayne University recognizes that its unique administrative structure places upon it certain peculiar responsibilities with respect to community service. It is the only university in the United States which forms an integral part of a complete educational system directly subject to public control, through the board of education of a public school district. The Detroit Board of Education is the University's board of regents. Moreover, the University is partially supported by Wayne County. Thus it is a sister institution to other city and county organizations.

As a public civic agency, Wayne University has a two-fold function: it must take the facilities of the University to the community, and it must utilize the educational facilities of the community in training students for civic, professional, business and vocational leadership. Wayne's location in the midst of one of the largest urban centers in the United States affords special advantages for the fulfillment of both of these functions.

Realizing this fact, the University has established direct contacts with the governmental, social, and educational organizations of the community it serves. Through these contacts Wayne is better able to offer the assistance of its trained staff members and advanced students in specialized fields, toward the solution of innumerable civic, industrial, and social problems. It is enabled also to mold with greater accuracy and effectiveness the pattern of its program of instruction to fit the needs of the community.

...As a public institution, confronted on every hand by the activities and problems of a great metropolitan area, Wayne University recognizes the privilege and the obligation of allying itself closely with community forces. The University believes that in this way it may attain its greatest usefulness for the community which it serves.¹

In order to present most concisely the role of Wayne University in the community in the period from 1934 to 1936, Figure 1 is shown with a listing and brief explanation of each of the fifty-seven institutions and service agencies of the Detroit area that Wayne had working relationships with as a part of its metropolitan campus. The map shown in Figure 1 was prepared by Miss Evelyn Holtorf, Division of University Research, to accompany Dr. Henry's article.

¹David D. Henry, "All the Town's Our Campus," The Griffin, Activities Number, 1936, op. cit., pp. 24-27.

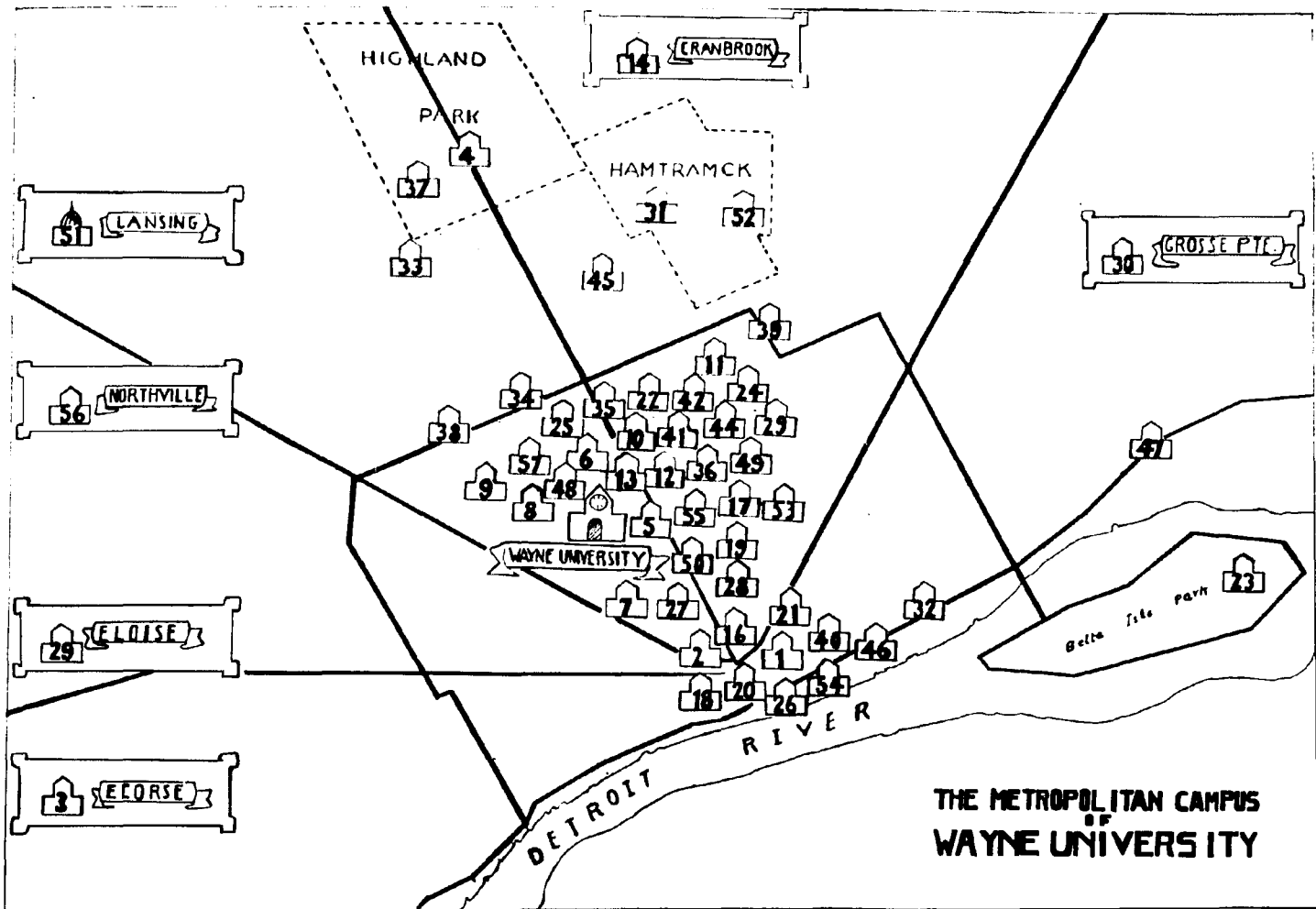


Figure 1. The Metropolitan Campus of Wayne University in 1936.

KEY TO THE MAP

1. Adcraft Club
Conducts courses giving college credit for those who are qualified, under the sponsorship of the University.
2. American Institute of Banking
Conducts courses giving college credit for those who are qualified, under the sponsorship of the University.

Figure 1 Key Continued:

3. American Pharmaceutical Association
Recommendations and activities of the Association are integrated with the program of the College of Pharmacy.
4. Artisan's Club
The staff of the Guild offers courses, open to Wayne University students, in various phases of creative craftsmanship.
5. Arts and Crafts Society
Courses given by the Art School of the Society are open to Wayne students.
6. Boy Scouts of America
Training in Boy Scout Leadership, under the direction of an official of this organization, is offered in the College of Education.
7. Bureau of Governmental Research
The offices and library of the Bureau, located adjacent to the University, are available for student and faculty research workers.
8. Burton Historical Collection
Officials in charge of the Collection extend cooperation in the use of valuable materials for graduate students in history.
9. Campfire Girls, Detroit Council
A course in the problems of Campfire Girls' Leadership is given with the cooperation of the organization.
10. Children's Aid Society
Students registered in social case work courses may do field work under the direction of the Society.
11. and 12. Children's Center and Children's Fund of Michigan
Offer practice work in the teacher-training program of the University and maintain a unit for those working toward the Master's degree.
13. Community Fund
The Community Fund and its many agencies cooperate with the University in providing field training for students in social case work.
14. Cranbrook Academy of Arts
By arrangement with the Cranbrook Foundation, students may take courses in the Academy.
15. Art Institute
The staff of the Institute conducts courses for the University in the history and appreciation of Art, with the Institute as a laboratory.
16. Board of Education
Wayne University is a unit of the Detroit public school system under the supervision of the Detroit Board of Education. The public schools are used as a laboratory of the College of Education, which supervises the instructional program of the Detroit schools. The College of Pharmacy analyzes foods and soaps purchased by the purchasing agent of the Board of Education.
17. Board of Health
The Nursing Division of the Detroit Board of Health provides and supervises the field experience for many types of nursing taught in the Nursing Education Department of the University. Heads of the various divisions of the Board of Health teach courses in their specialties in the University.
18. Common Council
The Common Council of the City of Detroit in its power and responsibility of reviewing the budget of the Board of Education has direct relationships with the University's financial support.

Figure 1 Key Continued:

19. Department of Public Safety
Cooperates with the University
in giving courses in safety
education.
20. Department of Public Welfare
Classes for students in social
work are held at the Welfare
Center.
21. Department of Recreation
Wayne University offers
teacher training courses for
those interested in recreation-
al leadership activities. The
Commissioner of the Department
of Recreation is a member of
the advisory committee of this
curriculum.
22. Girl Scouts, Detroit Council
This organization cooperates
with the University in offering
a course in administrative and
leadership problems of the
Girl Scouts.
23. Horticulture House-Belle Isle
Available to Wayne University
students for field work in
Botany.
24. Juvenile Court
Wayne University conducts a
class in juvenile delinquency,
with the use of the facilities
of the Court.
25. Public Library
The Public Library is used by
the students of Wayne University.
The Library staff cooperates
with the University in the
training of school librarians.
26. Public Lighting Commission
The commission's power plant is
a source of information and
study for the students in the
College of Engineering.
27. Purchasing Department
The College of Pharmacy analyzes
drugs purchased for City use by
the Department.
28. Receiving Hospital
The College of Medicine has
clinical affiliations with the
Hospital for the training of
third- and fourth-year students.
29. Eloise Hospital and Infirmary
Provides training facilities
for the senior class of the
College of Medicine.
30. Grosse Pointe Public Schools
Cooperate with Wayne University
and the University of Michigan
in providing internships for
students working toward the
M.A. in Education.
31. Hamtramck Board of Education
Tuition in Wayne for graduates
of Hamtramck high schools is
paid by the Board. The College
of Medicine presents to its
students unusual opportunity
for training in all branches of
medicine and surgery through its
clinical, interne, and teaching
affiliations with the following
hospitals:
32. Evangelical Deaconess Hospital
33. Florence Crittenden Hospital
34. Ford Hospital
Through additional cooperation
with the staff and the
laboratories of the Ford
Hospital the University offers
a curriculum in medical
technology leading to the
Master's degree. The Henry
Ford School of Nursing and
Hygiene also provides a part
of the professional work in the
five-year course of the Nursing
Department.
35. Grace Hospital
Work under the clinical
laboratories, also, counts
toward meeting requirements
for the A.B. degree.

Figure 1 Key Continued:

36. Harper Hospital
The Department of Nursing Education is also affiliated with the Farrand Training School for Nurses of Harper Hospital. The Farrand School provides a part of the professional work in the five-year nursing course.
37. Highland Park General Hospital
38. Providence Hospital
39. St. Joseph's Mercy Hospital
40. St. Mary's Hospital
41. Jewish Child Placement Bureau
A number of students in social work receive additional training through the cooperation of the Bureau.
42. Jewish Social Service Bureau
The University maintains teaching and field work relationships in social work with the Bureau.
43. Merrill Palmer School
Both graduate and undergraduate students in the University may pursue courses at the Merrill Palmer School, internationally known in child welfare and parental education work.
44. Mother's Pension Fund
Provides opportunities for field experience in social case work.
45. North End Clinic
Offers field experience to many students in nursing and social case work.
46. Osborne Transformer Company
Provides research facilities for graduate students in the field of television transmission.
47. Pewabic Pottery
University students may take work in pottery craftsmanship, sponsored by this organization.
48. Radio Stations WXYZ and WMBC
The Wayne University School of the Air presents discussions on topics of every day interest each Thursday morning at 10 o'clock over station WXYZ. WMBC presents Wayne University students and faculty each Sunday afternoon at 4 p.m. in a variety program of entertainment and instruction.
49. Sigma Gamma Clinic
Wayne University maintains a teaching relationship with the Clinic for work in orthopedics.
50. Symphony Orchestra
Offers a series of special concerts and explanatory lectures for students.
51. State Department of Public Instruction
Teachers' certificates are authorized through the College of Education by authorization of the State Board of Education. As a part of the Detroit School system Wayne University is also concerned with the Superintendent of Public Instruction as the state officer in charge of State School Funds.
52. Tau Beta Community House
The College of Education aids the Tau Beta Community House by providing advanced directed-teaching students and graduates registered in experimental and clinical courses who act as instructors and assistants.
53. Visiting Nurse Association
Provides and supervises field experience for Wayne students in nursing care in the home and in instruction in the prevention of disease and the promotion of health.
54. Wayne County Department of Welfare
The College of Education extension service cooperates in the administration of an educational program designed for welfare group leaders.
55. Wayne County Medical Society
Recommendations and activities of the Society are integrated with the program of instruction in the College of Medicine.

Figure 1 Key Concluded:

- | | |
|--|--|
| <p>56. Wayne County Training School-
Northville
Through a cooperative arrangement between the University and the Wayne County Training School a program of practice work, special courses, and research in the field of the education of mentally handicapped children has been established. This cooperation extends to the College of Education, Graduate School, and the Department of Sociology and Social Work.</p> | <p>57. Webster Hall Hotel
The swimming pool at Webster Hall has been made available to Wayne students.</p> |
|--|--|

By 1939-1940, Wayne University had increased its cooperative relationships with private and public community agencies from the fifty-seven of 1936 to a total of one hundred and ninety-five.

Among the significant additions to the metropolitan campus of Wayne University in 1939-1940 were the following:

1. The Chamber of Commerce committees cooperated in specified activities of the Business Administration program.
2. The Department of Child Accounting and Adjustment of the Grosse Pointe Public Schools provided field work for students working in the Department of Clinical Psychology.
3. The Detroit Association of Retail Credit Men assisted in courses on credit offered by the Department of Business Administration.
4. The Detroit Purchasing Agents Association cooperated in courses in industrial education.
5. The Foreign Trade Club of Detroit assisted in the organization of the export market development and merchandising class.
6. The W. K. Kellogg Foundation provided supervised experience in rural public health nursing for graduate nurses.
7. The Legal Aid Bureau cooperated with the Law School in the work of giving legal service gratuitously to indigents.
8. The Michigan Manufacturers Association assisted in publicizing the business administration classes for people in the industrial field.

9. The Wayne County Airport provided flight instruction for the Civil Aeronautics Association.

10. The Detroit Council on Local History, organized to coordinate efforts in Detroit historical research, was composed of representatives of various organizations of the City, including Wayne University's Department of History.

11. On the University's side, particularly on the part of the student body, fifty Wayne University students volunteered their services during the school year for 136 speech engagements before Detroit clubs, church groups, and community centers, with audiences estimated at 38,525 persons.

12. A total of sixty-five students were trained in radio work during the school year, giving one hundred and fifty radio program broadcasts, involving 769 participants.

13. Student music groups gave almost 100 musical programs and the ninth annual rendition of Handel's Messiah was presented at Masonic Temple on December 13, 1939, before an audience of 5,200 persons.

14. The Wayne University bands presented a total of ten concerts in the Wayne University auditorium and in Detroit high schools before a total estimated audience of 10,000 persons. Millions of persons were reached by a national broadcast presented over the National Broadcasting Company's Blue network on May 2, 1934.

15. Among the Speech Department's student activities, including oratory, men's, women's and freshman debate; extemporaneous speaking; the verse speaking choir; interpretative reading; and two dramatic groups, the Student Stage and the Workshop Theatre, gave over three hundred public appearances before audiences estimated at approximately 17,000 people.¹

It is apparent that Wayne University was truly a vital part of the local community by the beginning of the fourth decade of the twentieth century. Conceived as a "people's university" the entire administration, faculty, and student body were engaged in a comprehensive program of making the entire facilities of the various schools and colleges available

¹Wayne University Bulletin, Report of the University Year, 1939-1940, (Detroit: Wayne University, Detroit, Michigan, November 1, 1940), XVIII, 21, pp. 14-16.

to all of the people of the metropolitan Detroit area and the state of Michigan, as well. The community was responding nobly to the efforts of the University and Wayne was establishing a firm place in the community as one of America's youngest, yet most vital, institutions of higher learning.

Fulfillment of Community Educational Needs

In addition to the many community services it was providing to the citizens of the city and state, Wayne University during the first period of its growth was active in promoting specialized educational programs and services that would meet the needs of the greatest number of students.

An example of the type of service that Wayne was able to provide in the period from 1934 to 1939 was that of the Community Colleges. Organized under the authority of the State Emergency Welfare Administration during the darkest days of the depression in 1934, Wayne University sponsored Freshman Community Colleges in Macomb, Oakland, St. Clair, and Wayne Counties.

The Freshman College was an attempt on the part of the Federal Government to extend the opportunity of college and university work to those young people for whom such an opportunity had been an unrealized ambition, particularly due to the stress of financial difficulties in the early thirties. Under the provisions of the program, the Federal Government provided funds with which the instructors, supervisors, and administration were paid. The local Board of Education was required to provide buildings, facilities, heat, light, janitor services, office space, desks, filing cabinets, supplies, and laboratory equipment in the case of science courses being offered. There were to be no tuition

charges.¹

The student had to be certified as being otherwise unable to attend college by a county agency, by a representative of the local Board of Education, or by the director of the freshman college.

In 1936, the name of the educational project was changed from "Freshman Colleges" to "Community Colleges" but the basic organization remained much the same. Students could carry up to thirty-two hours of work but this was classified as "extension" credit and was not accepted by any other college until it had been validated by residence work at the University. Community College students could make arrangements to take comprehensive examinations at the end of each semester at the recommendation of the instructor and if they passed such examinations successfully could have such work transferred to Wayne or any other cooperating institution in the program.²

During the 1936-1937 academic year Wayne University, working in cooperation with five local boards of education, and the Michigan Works Progress Administration was conducting seven Community Colleges in Royal Oak, Birmingham, Ferndale, River Rouge, and in Detroit at Eastern, Northwestern, and Southwestern High Schools. Attendance during the first five semesters showed a total of 4,684 different students. At the end of the first four semesters 472, or slightly over 13 per cent, had transferred to 39 different institutions. Wayne

¹Wayne University Freshman Colleges, Catalog and Announcements, 1934-1935 (Published by the Authority of the Board of Education, January, 1935), p. 6.

²Community Colleges Sponsored by Wayne University, Catalog and Announcements, 1936 (Published by the Board of Education, City of Detroit, January, 1936), p. 6.

received 307, or over 65 per cent, of these transferred students. For the college year of 1936-1937 the total enrollment of the Community Colleges was 1889 students, 338 of whom attended both semesters. Eliminating these duplicates, this left a total of 1551 students for the year.¹

The Community Colleges continued under Wayne's direction until 1939 when the director, Mr. Harley Gibb, reported to the Wayne University Advisory Administrative Committee at its meeting on July 20, 1939, that Wayne University was the only collegiate institution in the State that had conducted the program during the year and other institutions were becoming more and more critical of the academic evaluation of Community College work. He furthermore pointed out that the WPA was removing from the list of eligible teachers some of the more experienced and better trained and that many of the students in attendance were "border line" cases, who were probably capable of paying tuition but by receiving this free grant from the government were actually competing with the freshman work of the University for which tuition was charged.

Consequently, the Administrative Committee recommended that the Community Colleges of Wayne University not be reopened in the fall semester of 1939.² It is interesting to note, once again, the essentially community character of Wayne University as the very last of

¹Community Colleges, Leaflet Number 97 (Detroit Public Schools, Division of Informational Service, 1937), pp. 1-4.

²Wayne University Advisory Administrative Committee Minutes, 1939-1940, Volume 5, pp. 2-3.

the original sponsoring institutions of the Community Colleges to continue them in operation. The sponsoring institutions in 1936 had included Central State Teachers College, Michigan State College, Michigan State Teachers College, Northern State Teachers College, University of Michigan, Western State Teachers College, and Wayne University.

School of General Studies

In addition to meeting the specific educational needs of those who would otherwise not have been able to attend college from 1934 to 1939 due to financial conditions, Wayne University during this period also established an educational program designed to reach those students who were interested in a general or vocational curriculum beyond the high school level but who either did not wish or were not eligible to follow a conventional degree program on the University level. In 1937, Wayne established a School of General Studies which offered a two-year certificate program for full-time students with any credit thus earned to be transferred to any of the degree granting colleges only in the case of superior students in a limited number of courses. These students had to meet the entrance requirements of the degree granting college and had to pass comprehensive examinations in the subjects for which credit was desired.¹

The University was conscious of its obligations of serving a specialized part of the community who desired higher education but it also was insuring that the School did not become a "back door" entrance to those students who were not qualified to enter the University as

¹Wayne University Advisory Administrative Committee Minutes, 1938-1939, Volume 4, p. 13.

full-time students working for a degree. Thus, there was no lowering of academic standards on the part of the regular University offering yet there was the opportunity of University study for persons who would ordinarily have been denied entrance to any form of higher education.

The School of General Studies was placed under the direction of then Assistant Dean, and now Associate Dean, of the College of Liberal Arts, Mr. Don S. Miller, and in addition to a general two-year curriculum the School offered several vocational curriculums to meet the needs of students who desired to prepare to enter business and other semi-professional vocations. These curriculums included accounting, commercial art, industrial technology, merchandising, and secretarial science.

Students were admitted to the School upon the recommendation of their high school principals and by entrance examinations. No definite scholastic rating in the high school was specified as a minimum for recommendation as students were selected on the basis of their interests, desires, and educational needs, as well as their general capacities.¹

Although the School of General Studies was originally established as offering terminal curricula for a large number of students who would otherwise have concluded their formal education on the secondary level, many of the youth who started out in the School retained the desire to obtain one of the traditional college degrees and made every effort to transfer later to four-year college work. During the three year period

¹Wayne University, "Report of the Dean, College of Liberal Arts to the President of Wayne University," Combined Reports of Deans and Directors to Executive Vice-President and President (Mimeographed Reports for the Period Ended June 30, 1939). Reports on file in Wayne University Library, p. 4.

from September, 1937, until February, 1939, it was possible for the students in the School of General Studies to petition the deans of the four-year colleges for admission after the completion of approximately a year of work in the general college, which, incidentally, had been conducted not in Old Main but in the High School of Commerce Building in downtown Detroit. Some standard courses in the School such as English, history, and mathematics, carried credit toward a bachelor's degree, and in addition, many new courses were introduced into the general college, such as social studies and general science.¹

In 1939, the School offered a two-year curriculum in retail store apprentice training on a cooperative plan worked out with several stores in the City of Detroit. This program, continuing over a two-year period, required approximately 2,500 clock hours of training. Of this time, 588 clock hours were devoted to classroom training; the balance was devoted to job training on selected jobs in stores. The students in this cooperative program were paid twenty-five cents an hour for work in the store while attending school.²

The attendance at the School fluctuated tremendously from the time it was established in 1937. For example, a total of 1068 men and women were enrolled in 1939-1940 but enrollment had declined to two hundred students by 1949-1950. By 1950, the School of General Studies was offering a curriculum designed to train students for secretarial or

¹Doris A. Cline, "An Analysis of Data Concerning Freshmen Admitted to Wayne University" (Unpublished Ed.D. dissertation, University of Michigan, 1940), p. 4.

²Wayne University, Report of the University Year, 1940-1941 (Published at Wayne University, Detroit, Michigan, 1941), p. 113.

general business training with emphasis upon liberal education in addition to the acquisition of technical skills. A certificate in either Secretarial Science or General Business was awarded to students who successfully completed sixty hours of prescribed work in typewriting, shorthand, accounting, office machines, filing, business correspondence, mathematics, economics, business organization, business law, psychology, and speech.

Upon the retirement of Mr. James Holtsclaw from the principalship of the High School of Commerce in June, 1950, it was decided by the Detroit Public School Administration to develop a post-graduate high school program in commercial subjects in the High School of Commerce Building. Since the inauguration of this program would result in the duplication of the function formerly conducted in the same location by Wayne's School of General Studies, and since facilities were not available on the main Wayne campus to house the school, the Director of the School recommended to President David Henry that the School of General Studies be abandoned. Dr. Henry accepted the recommendation and the School of General Studies ceased to function after the 1950 academic year following the completion of the two year program by those enrolled prior to the closing date.¹

School of Public Affairs and Social Work

The University during its earliest days sought at all times to fulfill specific educational needs within the local community. In addition

¹Wayne University, Review of the Year, 1949-1950 (Published at Wayne University, Detroit 1, Michigan, 1950), pp. 83-84.

to the Community Colleges and the School of General Studies, Wayne organized and maintained a School of Public Affairs and Social Work designed to train students for the profession of social work and to offer courses in cooperation with various community and governmental organizations.

The first beginnings of the school had taken place in 1930 when the College of the City of Detroit introduced an undergraduate curriculum in social work which supplemented its existing curriculum in sociology and aimed at training students for the profession of social work.¹ The curriculum was expanded progressively to meet the evident training needs of the state and the improved standards of social work performance.

In 1935, the School of Public Affairs and Social Work embracing the departments of Government and Sociology was officially organized under the direction of Dr. Lent D. Upson. The work of the School was aided by the cooperation of various community and governmental organizations including the specialized library of the Detroit Bureau of Governmental Research. The School did not maintain a separate faculty but acted as an administrative and coordinating agency to assist students who were preparing for careers in government and social work.²

In 1936-1937, a full two-year graduate curriculum was added to the School and in September, 1937, a similar program for training group workers was placed in effect. Thus, the School was providing for full-

¹Wayne University, School of Public Affairs and Social Work, Curricula in Group Work and Case Work (Pamphlet Published by Wayne University Covering the Academic Year from September 20, 1937 to June 18, 1938), p. 2.

²Combined Reports of Deans and Directors, 1939, op. cit., p. 3.

time graduate students, part-time qualified graduate students, employed social workers, and undergraduates planning to specialize in social work.

The establishment of the School also included the prime function of providing undergraduate and graduate instruction in government and public administration as well as in social work. Therefore, in 1939-1940 the Graduate Council authorized the granting of the degree of Master in Public Administration as well as in social work. Therefore, in 1939-1940 the Graduate Council authorized the granting of the degree of Master in Public Administration, and the School offered graduate instruction in such subjects as personnel administration, housing, city planning, public welfare administration, administrative law, the law of municipal corporations, financial administration, and federal, state, and local taxation as applied particularly to Michigan.¹

The School, working in cooperation with the State Board for Vocational Education, developed a number of non-credit courses of a vocational character for the training of public employees in subjects ranging from Modern Assessing Techniques to the Chemistry and Bacteriology of Water Purification and Sewage Treatment. The total enrollment for such courses in 1939-1940 was 474.

In addition, the School conducted training projects embracing 1,000 employees of the Department of Public Welfare, Department of Street Railways, Department of Water Supply, and Police Department covering activities ranging from training in case work processes for Welfare

¹Wayne University, Review of the Year, 1939-1940, op. cit., p. 114.

workers to training of Police Sergeants and Detectives. This phase of the School's work was conducted under the provisions of the George-Deen Act which provided for three-quarter's reimbursement of the direct cost of such instruction by the Federal and State Governments and the remaining one-quarter of the direct cost to be borne by the students themselves, or by the governmental agency concerned.

In addition to the foregoing activities, the School of Public Affairs and Social Work also conducted research in problems relating to the economic, social, and governmental agencies in the Detroit metropolitan area and sponsored the publication of various research studies by the students and faculty of the School. With the accrediting of the University by the Association of American Universities during 1941-1942, the School met all of the requirements for membership in the American Association of Schools of Social Work and membership was granted in May, 1942. This membership made the School's students eligible for senior membership in the American Association of Social Workers and as candidates for civil service employment in several jurisdictions, notably the Federal Government.¹

With the death of Dean Lent D. Upson, it was agreed by all the faculties and administrative officers concerned with the programs of public administration and social work that the two programs should be separated. Thus, on April 25, 1950, the Board of Education left with the School of Social Work full responsibility for supervision over those curriculums organized for the training of students in social work and

¹Wayne University, Review of the Year, 1941-1942 (Published at Wayne University, Detroit, Michigan, 1942), p. 81.

placed the responsibility for the University's work in public administration in a new Department of Public Administration in the College of Liberal Arts.¹ Thus, the School of Public Affairs and Social Work ceased to exist as a part of Wayne University and a new School of Social Work was established to carry on one-half of the work of the former school with the remainder being done in a separate department.

Community Reaction to Wayne University

While Wayne University had been establishing itself as a community university in the period from 1934 to 1941, it had been doing so in relation to a definite philosophy outlined by Dr. Charles L. Spain and carried on by his successor as Executive Vice-President, Dr. David D. Henry. The University's role in providing community services has been set forth but it is now important to consider briefly how the metropolitan Detroit area reacted to the new educational institution within its midst and which was performing so many specialized services for the local community.

Usually the local press gives a fairly accurate picture of local conditions so it is to at least one of them we will turn, momentarily, to see how Detroit accepted Wayne University within the first two years of its establishment in 1934-1936.

Writing in The Detroit News for Sunday, October 18, 1936, Mr. W. K. Kelsey, conductor of the famed "Commentator" column, wrote of Wayne as follows:

¹Detroit, Proceedings of the Board of Education, 1949-1950, p. 425.

The Commentator, if ever the common property is divided among the taxpayers, believes he would gladly swap his share of the police and other departments for a fair-sized chunk of Wayne University. There's an institution of which he reeks with civic pride.

It begins its day's activities at 7:30 a.m., when comfortable people are drinking their coffee and thinking about getting ready to start for their jobs; and after stores and industries have closed for the day, and many have seen a movie and returned home and are preparing to turn in, its lights are still shining and it is still pouring knowledge into eager ears.

Wayne can challenge the nation to produce a university that makes such intensive use of such limited equipment.

It has to use its equipment thus, for in one square block it must do the work to which a well-endowed university devotes a campus of a couple of hundred acres, and in one building what a rich institution accomplishes in a dozen or more.

...Wayne could use much more land, many more buildings. It goes without many things it should have. But it possesses something that many a rich university may well envy--a spirit in both faculty and students which money can't purchase, and which is the essence of successful education.

Life is real and earnest at Wayne. The rah-rah element is lacking. The playboy goes elsewhere to spend his father's money. Wayne is the university of the common people. If it did not exist, there are thousands of boys and girls in the high schools of this country who could not look forward to a college education, because by no possible stretching of the family purse could they afford it.

If it did not exist, there are thousands of young men and women in the stores and factories and offices whose ambition would be quenched because there would be no place within their reach and within their means where they could take the special courses which they need to improve their positions and their earning capacity.

The Commentator knows of Detroit homes that will be chilly this winter, and where there will scarcely be enough to eat, whose children are attending Wayne University--looking forward to the day when present sacrifices and hard work will pay rich dividends, and their families will know poverty no more. He also knows well-to-do families whose children are attending Wayne because they have found there a do-or-die spirit that makes life feel as if it means something worth while.

...Well, what does it cost the taxpayer to keep up this really remarkable University? How many millions a year for upward of 10,000 students, regular and special? Would you call \$5,000,000 exorbitant for the results obtained?

The answer is: A sum slightly over one-tenth of that amount. A little more than half a million dollars.

So, if and when the assets are divided among the taxpayers, the Commentator would like to reserve, as his share, all he can get of Detroit's municipal university--Wayne.

This paean of praise was no isolated instance of a newspaper reporter becoming temporarily idyllic over a favorite subject for just four years later in 1940 Mr. Ray S. Ayer, conductor of "The Roadside Philosopher" column in The Detroit News, in writing of Wayne said:

This is a brief for Wayne University. It is prompted by the receipt of the University Bulletin. The institution commands my admiration and has my support.

...A young person might say, 'O, I don't want to go to Wayne; it has no campus, no architectural beauty. There are no winding pathways 'neath shading trees, no atmosphere.'

Tut, tut, youngster. All of Detroit is the University's campus; all the city's beauty and all its many interests lie at your feet.

'But,' the objection comes, 'the institution has no background, no tradition, no social standing.'

Tut and Mr. Tut! Your objections are puerile. What do you mean, no background? With the best instructors the world affords, the University offers you the accumulated wisdom of all the ages. 'No tradition,' you say. Is tradition a matter of locality? The tradition of education goes back to the temples of the ancients. They know no time or place.

Now, this social stuff. The foundations of good society are educational and cultural. These two elements come not from the accident of birth, nor from this locality or that, but from what is implanted in the mind and the spirit.

Yes, I hold a brief for Wayne University; each year its banners will rise to new and greater heights.¹

The local newspapers have continued this support of Wayne University, particularly during 1950-1951 when the University sought backing for its request to the Michigan State Legislature for an appropriation for a new Medical School Building as related in Chapter II.

Another outstanding example of how the people of Detroit literally took their municipal university to heart is contained in the history of the Citizens' Committee authorized by the Detroit Board of Education

¹Ray S. Ayer, "Wayne University," Reprinted from The Detroit News in Detroit Education News, November 6, 1940, p. 2.

at its meeting on November 24, 1936, to be appointed by President Frank Cody with the principal aim of studying the housing needs of Wayne University.¹

Dr. Cody accepted the Board's authorization and appointed A. Douglas Jamieson, Chairman, and named as other Committee members such prominent Detroiters as George Bailey, Fred Butzel, Will Clark, Douglas Dow, Frank D. Eaman, Mrs. Edsel Ford, Rabbi Leo Franklin, Israel Himelhoch, Henry Hulbert, Mrs. Nels Johnson, William R. Kales, M. Hubert O'Brien, Herbert Russell, Lent D. Upson, Charles B. VanDusen, Fred Wardell, and Edna Noble White.

The administrative heads of the University were immediately charged with preparing a report on the needs of the various colleges and schools and on January 7, 1937, Dr. Charles L. Spain presented a portfolio of information concerning Wayne University to the Committee members. In analyzing the plant needs of the University, Dr. Spain pointed out the two aspects of the problem: first, there was the problem of finding adequate classroom and laboratory space to insure instructional efficiency for the present program; and second, there was the problem of planning for the continuous development of University functions. Therefore, Dr. Spain listed five basic housing problems as needing urgent solution as of 1937:

1. The need for additional classroom and laboratory space.
2. The need for additional library space.
3. The need for housing of student activities and extra-curricular functions.

¹Detroit, Proceedings of the Board of Education, 1936-1937, pp. 122 and 180.

4. The need for additional plant for health education activities.
5. The need for additional space for the College of Engineering as a unit.

Thus, Dr. Spain recommended to the Citizens' Committee that the Board of Education acquire for University purposes the two blocks north of the main building, bounded by Second and Cass Avenues on the west and east, and by Warren Avenue and Merrick Avenue on the north.¹

The Citizens' Committee considered the recommendation of the Wayne University administration and then at the Board of Education's meeting of December 14, 1937, the Committee submitted its own recommendations on the housing needs of Wayne which said in part:

We believe Wayne University needs at once additional ground and buildings to function properly with its present student attendance and with its prospects of steadily increased attendance in the immediate future. The cumulative registration of Wayne University for 1933-1934 was 8,290; for 1937-1937 was 13,500 and the indicated cumulative registration for 1937-1938 is 15,500 or a growth over the four-year period of 87%. This increase in enrollment, without any significant increase in facilities and space, has created critical pressure for proper housing of University functions.

Wayne University in large part is housed in the old Central High School building at Cass and Warren Avenues, a building originally intended to house 2,500 students. This space recently has been increased by an addition to the main building and the rental of fourteen residences in the neighborhood. This has brought little relief as enrollment has outdistanced this small expansion.

We believe the logical place, then, for growth is in the vicinity of the present Wayne University. The development of the University in its present location permits the continued utilization of its present plant and in the future will integrate Board of Education properties with the Detroit Public Library and Detroit Institute of Arts, making for a significant achievement in city

¹Portfolio of Information Concerning Wayne University for Members of Citizens' Committee (Mimeographed Report Submitted to Committee Members by Wayne University Administration on January 1, 1937), pp. 13, 24-25. This entire portfolio of 39 pages contained a brief listing of the general program of the University, its scope, character, and functions. It is on file in the Wayne University Library.

planning. Further, the present location of the University is in keeping with its metropolitan character, accessible as it is to students from all parts of the city and near the focal point of many community activities.

We have considered the assessed valuations and other factors involved in the possible acquisition of property to the North, East, South and West of the block where the main building is now located, and believe it to be most feasible and economical to acquire, if possible, the three blocks immediately to the north of Warren Avenue between Cass and Second Avenues. Most of the buildings now on these properties can be used for various activities of the University and the site will be admirably adapted to future new buildings when it is possible to erect them.¹

The Board of Education voted 5 to 2 to approve the Committee and the Superintendent's recommendations, for Dr. Cody had previously agreed with the Committee's findings, and the Board stated that legal steps should be taken at once to institute condemnation proceedings of the three blocks.

In 1938, Dr. Charles L. Spain reported to the Alumni of Wayne in the Wayne University Alumnus that the Mayor had approved the Board of Education's enactment and that the acquisition of this area, while it might be delayed temporarily on account of business conditions, would proceed in due time.² The area, itself, was assessed at \$948,150 and the Committee had made its recommendations in terms of handling the problem at minimum cost while the property was at a fraction of its former value and of what its value might be in the future.³

For three successive years the Board of Education recommended the

¹Detroit, Board of Education Proceedings, 1937-1938, pp. 209-211.

²Charles L. Spain, "To the Alumni," Wayne University Alumnus (Wayne University Bulletin Published by Wayne University, Detroit, Michigan, January 1, 1938), XVI, 1, p. 6.

³Charles L. Spain, Wayne University's Need and Opportunity, op. cit., p. 5.

appropriation of funds for the condemnation of the land, but the Mayor and the Common Council failed to take action. The Board continued to pay some \$40,000 a year rental for the use of the buildings within the three block area and which were being used largely as departmental buildings for units of the various colleges within the University. Finally, in the spring of 1941 Mayor Edward J. Jeffries and the Common Council allowed the sum of \$100,000 for condemnation purposes and steps were immediately taken to acquire the first block north of the main University building, bounded by Cass, Warren, Second, and Putnam Avenues. The second and third blocks were acquired at a later date giving Wayne room to expand northward around the Art Centre, comprising the Detroit Institute of Arts and the Detroit Public Library which, in effect, were a part of the University's campus and used by thousands of students each day.¹

A great deal of credit must be given to the Citizens' Committee for recommending this expansion at a time when the city's financial position was still not completely recovered from the blows of the depression. It is highly probable that the Wayne University administration would not have achieved the goal of acquiring an expanded building site if it had not been for the backing of the prominent Detroiters who served on the Committee. This is a prime example of how a University which has thoroughly established itself as a community institution through a program of service to all the people may reap the reward for that service through backing by the citizens when it needs assistance to continue its

¹Wayne University, Review of the Year, op. cit., p. 26.

program of community service.

Wayne University Foundation

Partly as the result of the civic interest engendered by the work of the Citizens' Committee and partly as the result of the work of Dr. Charles L. Spain in 1933, there came into existence in 1938 a corporation known as the Wayne University Foundation. Founded under the provision of Section 148 of Act No. 327 of the Public Acts of 1931, known as the Michigan General Corporation Act, the purpose of the Foundation was to act as trustee for the receipt, management, and disbursement of grants and gifts for the general or specific use or benefit of Wayne University, or any department thereof or any activity therein; To promote and encourage the securing of such grants and gifts for the use of benefit of said Wayne University; and To promote, encourage and aid scientific investigation and research at said Wayne University.¹

The original Board of Directors of the Foundation included such prominent Detroiters as Frank D. Eaman, Henry S. Hulbert, W. S. Knudsen, A. William Lescoshier, Martha C. Shelden, Alfred C. Marshall, Robert R. McMath, and Harry B. Keidan. The articles of incorporation provided that the President of the University might attend all meetings and have a voice but was not given a vote. Five trustees were elected by the Board of Trustees, one by the University Alumni Association, and one by the Mayor of Detroit.

¹Wayne University Foundation, The Trust Instrument, The Articles of Incorporation, The By-Laws (Booklet published in Detroit, Michigan, 1938 and on File in the University Library), pp. 12-13.

The first financial contribution was made on June 2, 1938, by the Mackenzie Union of Wayne University who conveyed, assigned, and set over to the Trustees of the Foundation the sum of \$2500. By December 18, 1940, there had been established eight individual funds comprising the Foundation and these were known as the Administrative, Medical Center, Gastro-Intestinal Research, Bile Research, Biological Effects of Florescent Light, Brain Disease Registry, Metabolic Research, and McGraw Fund. In 1940, the Foundation established offices at 2459 National Bank Building with Louise McCain in charge.¹

After the Citizens' Committee had made its report and during the time that the Board and the Committee were working to obtain funds to condemn the land north of the University, the Wayne University Foundation worked with both the Committee and the Board. They published a booklet entitled, "The Wayne University Foundation Supports the Next Step in the Development of Wayne University", in which they said in part:

The Wayne University Foundation believes that the development of Wayne University is important to the welfare of Detroit and Wayne County. Wayne's graduates enter the life of this community and contribute to the character of its business, industrial, and social institutions. Here, as in few other universities, the values the students receive are turned back directly into the life of the community. The future of Detroit and of the metropolitan area is, in no small way, being determined by the educational training that its leaders and citizens of tomorrow are obtaining today.²

The support of the Foundation along with the Citizens' Committee assisted Wayne University in achieving its goal of an increased building

¹[Anon.]²⁶, "W. U. Foundation Opens Offices Downtown; History Reviewed," Detroit Education News, December 18, 1940, p. 3.

²The Wayne University Foundation Supports the Next Step in the Development of Wayne University (Booklet Published in Detroit, Michigan, February, 1940), p. 5.

site. The Wayne University Foundation has continued in existence up to and including the present time and has enabled the University to accept the gift of private funds for various projects that might otherwise not have accrued to the University. Thus, it has played an important part in the history of the University, which by nature of its municipal organization and support might not be in a position to receive private grants save for the Wayne University Foundation.

The Financial Support of Wayne University

The history of the financial support of Wayne University has been inextricably entwined with the history of the Detroit Board of Education. In the earliest days of the existence of any of the member colleges of the University there were two main sources of financial revenue, namely, either the payment of tuition by the students or the direct support of the various schools by monies granted by authorization of the Detroit Board of Education.

In the case of the pioneer unit of Wayne, the College of Medicine, the financial support from 1864 to 1918 was entirely from the payment of tuition fees by students enrolled in the school with other monies being supplied through private individuals in the form of donations of money, time, and equipment. In the case of the first municipally supported unit, the College of Education, as in the case of the Medical School after 1918, and in the case of all other member colleges, the financial support of the units came from the payment of tuition fees by students and from tax monies granted through the budgetary function of the Board of Education. In some cases there were gifts of equipment or monies in the form of scholarships, books, and similar items from

private citizens but, in general, the financial support of the various colleges that became Wayne University came from the payment of taxes by the citizens of Detroit and Wayne County.

From the time that Wayne University was founded in 1933-1934 the picture of financial support of Wayne University may be summarized as one of aid from the Board of Education, aid from Wayne County, and tuition payments by students. Prior to 1939-1940 all of Wayne University's financial transactions were part and parcel of the Detroit Board of Education and no separate financial statements were issued. Beginning in 1939-1940 with the publication of the Annual Reports or Reviews of the University Year separate budgets for Wayne University were published, giving a breakdown of expenditures and revenues. However, records on file in the office of Mr. Olin Thomas, Director, Wayne University Division of Finance, show that the support of Wayne University in terms of monies from Wayne County taxes increased spectacularly in 1935-1936 and again in 1936-1937 when it leveled off to a position that it has held ever since. For example, in 1934-1935 Wayne County supplied the University with a total of \$67,000 but in 1935-1936 this amount jumped to \$154,000 and the next year to \$304,000. In a like manner examination of Mr. Thomas's records revealed that as student enrollment increased at Wayne from 1934 to 1941 tuition payments increased as did the Board of Education's payments to the University. In some published statements are made to "Federal Aid" but Mr. Thomas points out that these monies were in effect reimbursements to Wayne under the terms of the Smith-Hughes and George-Deen Acts for the conduct of vocational education programs and were not to be construed as any financial support of the University by the Federal Government.

In later years the financial reports have included such reimbursements with miscellaneous income.¹

Naturally, the financial support of Wayne University during the days of the depression of the 1930's suffered tremendously as did all public finances in a city that was particularly hard hit. As a matter of fact, the Wayne University School of Public Affairs and Social Work conducted a detailed study into the Financial Problems of the City of Detroit in the Depression which it published under that title in 1939. Dr. E. S. Wengert of the Wayne University Government Department summarized the predicament of Detroit and thus the University when he said:

Financial planning during the decade 1920-1930 was admittedly difficult in Detroit, because of rapid growth in population and the constant annexation of land, largely undeveloped. However, no attempt at such planning was made, except that the five budgets after the fiscal year 1926-1927 held the total yearly tax budget to \$76 million, which in turn caused increasing proportions of capital costs to be met by the sale of bonds rather than from current taxes. As the result of this lack of financial planning, Detroit entered the depression with a heavy burden of debt service, a large unfunded debt and a decreasing total assessed value to support both debt and ordinary operating expenses.

...Although the bank closings may be advanced as the source of Detroit's serious financial troubles, as that event prevented further successful negotiations as to credit, the primary causes were more fundamental. Serious tax delinquency extended back to 1931 and even before. The extent of this tax delinquency was currently known yet the City attempted to depend upon short term borrowings rather than upon reduced expenditures to meet the situation. The problem of decreasing cash income was made even more complex by the heavy cost of welfare.

The details of the refunding of Detroit's entire debt at an original cost of some \$125 million in added interest was a 'breathing spell' in the cost of debt service for 10 years following the 1933-1934 budget; its disadvantages were the high added cost for interest, the high level of debt service after 1943-1944 (about \$20 million a year) and the maturity in 1963 of \$80,000,000 of bonds. It did not offer any plan for ultimately

¹Statement by Olin Thomas, personal interview, June 20, 1951.

financing Detroit's debt and was not intended to do so.

The refunding (which included defaulted bonds, short time notes, interest, and interest on interest) made available a golden stream of collected delinquent taxes for current purposes. This asset was not conserved, but was used largely to lower current taxes, to expand services, in the payment of reductions previously made in salaries and wages, and for other deferred items.

...The ease with which the City of Detroit extricated itself from the effects of the financial depression came about from the postponement of debt charges through refunding and from the resumption of payment of both current and delinquent taxes. As a result it was possible to retire the outstanding scrip within two years, to raise wages and shorten working hours, and to expand services to the public.¹

In effect, then, the story of the depression financing in Detroit was also the story of Wayne University's financial problems. However, an examination of Tables III and IV will show how the University fared financially from 1936 to 1942.

¹Egbert S. Wengert, Financial Problems of the City of Detroit in the Depression (Detroit: Detroit Bureau of Governmental Research, Inc., September, 1939), p. iii.

TABLE III

COMPARATIVE STATEMENT OF REVENUES
AND EXPENDITURES FOR THE THREE-YEAR PERIOD ENDING
JUNE 30, 1939 AT WAYNE UNIVERSITY, DETROIT, MICHIGAN¹

REVENUES

Source	1936-37	1937-38	1938-39
Tuition and Fees	\$ 751,474.51	\$ 848,314.59	\$ 910,456.32
Federal Aid	13,512.00	19,878.93	20,669.47
State Aid	-----	5,083.33	-----
County Aid	304,430.00	302,250.00	271,600.00
Board of Education	499,968.77	633,739.74	771,559.62
Total	\$1,569,385.28	\$1,809,266.59	\$1,974,285.41

EXPENDITURES

Type of Expenditure	1936-37	1937-38	1938-39
Professional Service	\$1,332,795.76	\$1,525,060.74	\$1,617,962.26
Instructional Supplies	53,104.33	66,549.56	60,499.80
Library Books	7,943.43	16,733.39	10,168.18
Operation	130,116.85	118,502.91	178,574.55
Maintenance	28,312.64	38,643.01	51,928.20
Administration	13,012.64	16,735.04	18,137.97
Fixed Charges	4,099.63	27,041.94	37,014.45
Total	\$1,569,385.28	\$1,809,266.59	\$1,974,285.41

¹Data for this table was originally prepared by the Wayne University Division of Finance and published in the Combined Reports of Deans and Directors to Executive Vice-President and President, June 30, 1939, p. 3.

TABLE IV

COMPARATIVE STATEMENT OF REVENUES
AND EXPENDITURES FOR THE THREE-YEAR PERIOD ENDING
JUNE 30, 1942 AT WAYNE UNIVERSITY, DETROIT, MICHIGAN¹

REVENUES

Source	1939-40	1940-41	1941-42
Tuition and Fees	\$ 894,056.68	\$ 861,805.21	\$ 752,679.32
Federal Aid	29,315.06	19,732.00	19,348.71
State Aid	1,739.13	5,000.00	3,000.00
County Aid	334,400.00	334,400.00	304,000.00
Other Income ²	9,096.75	23,959.47	20,864.65
Board of Education	773,751.92	846,083.00	1,014,611.63
Total	\$2,042,359.54	\$2,090,979.68	\$2,114,504.31

EXPENDITURES

Type of Expenditure	1939-40	1940-41	1941-42
Professional Service	\$1,643,419.36	\$1,727,861.22	\$1,742,191.23
Instructional Supplies	86,262.24	72,053.71	83,494.41
Library Books ³	12,632.69	10,272.07	4,148.75
Operation	185,625.27	190,358.37	195,714.69
Maintenance	45,571.56	29,540.56	29,539.72
Administration	24,052.59	11,483.98	10,699.85
Fixed Charges	44,795.83	49,409.77	48,715.66
Total	\$2,042,359.54	\$2,090,979.68	\$2,114,504.31

¹Prepared from Board of Education Cost Reports by the Wayne University Division of Finance and published in The University Year, 1940-41, p. 121 and 1941-42, p. 121.

²Other income represents reimbursements to the Board of Education by auxiliary activities of Wayne for expenditures made for their benefit.

³Additional expenditures for Library Books from Library and Equipment Funds amounted to \$16,012.80 in 1940-41 and \$21,088.58 in 1941-42.

A brief examination of the Revenues for Wayne University in the period from 1936 to 1942 reveals that the three principal sources of income were the tuition and fees, aid from Wayne County, and the money appropriated from the Board of Education as obtained from tax sources. The element of Federal Aid has been explained previously as being reimbursements for special vocational education programs conducted under the terms of the George-Deen and Smith-Hughes Acts. It will also be noted, however, that State Aid appears in the revenues. Although this is a minor item it is one that is of interest historically inasmuch as Wayne University was to receive a large amount of State Aid in terms of its building program in the period following World War II, as will be considered in Chapter XII.

The Report of the University Year, 1939-40, however, set forth Wayne University's brief for aid from the State Government of Michigan on pages 18-21, and said in part:

The nature of Wayne University's contributions to metropolitan Detroit, and thus to the State of Michigan, has made the suggestion that the University should receive state financial support a natural and logical one.

The whole issue was brought into sharp focus last spring by Mayor Edward J. Jeffries when, in reviewing the financial limitations under which the University is operating, he made the statement, '...It is positive discrimination that the State doesn't contribute to this University.' The same point of view has been expressed by members of the Ways and Means Committee of the Wayne County Board of Supervisors, by leading private citizens, and by many others who are conversant with the educational and political problems involved.

...It is obvious that the issue of fair treatment for municipalities in regard to state financial legislation is the background for the activity under discussion in the proposal of state aid for Wayne University. It does seem reasonable to hope that with the facts of present inequality of educational opportunity and support so obvious, the essential rightness of the proposition will find favor among those charged with the responsibility for financial legislation.

The next year, 1940-1941, Wayne University again pressed its case for state aid. A bill was introduced into the State Legislature requesting state aid for all school district junior colleges. Under the provisions of the bill, Wayne University would have been eligible to participate in the distribution of an annual appropriation of \$500,000, to an amount not to exceed \$75 a year for each full-time junior college student of Michigan residence. Although the measure did not pass, progress was made in the acceptance of the idea.

While the administration of the University was working toward increased financial support from the State of Michigan they also pointed out in The Report of the University Year, 1939-1940, that another possible source of increased revenue to the University was the appropriation annually received from Wayne County. Under the State law authorizing the county appropriation the amount of the appropriation may be up to \$50 per student. On page 21 they gave a table showing that in 1939-1940, for example, the total amount authorized to be paid to Wayne University from the County was \$237,000 and that the total due at \$50 was \$325,300 leaving a deficiency of \$88,300.00. In calling attention to the fact that the maximum amount had never been allowed, the University authorities said:

It is to be hoped that in the near future it will be possible to have Wayne County appropriate the full amount possible under the State law. All the students of the City of Detroit and the outlying districts of Wayne County are, as citizens of Wayne County, profiting by this county appropriation. The young people of Detroit are, of course, Wayne County students also. In addition to the benefit to students, however, it must be pointed out that in the training and placement of teachers for areas outside of Detroit in Wayne County, in supervisory and consultation services

for the Wayne County schools, in the lecture service of the faculty members, and in many other ways the work of the University covers the entire County. Of most significance, however, is the fact that the research and instructional program of the University has significance for all county and city agencies and organizations alike.

In concluding this brief consideration of a portion of the history of the financial support of Wayne University covering the period from 1934 to 1941, one final viewpoint on the entire problem should be presented. Inasmuch as it was in 1939 that Dr. Charles L. Spain severed his connections with Wayne University since he had reached retirement age, his thoughts on the subject of financial support of the institution he served so well are of importance. Addressing the graduating class of 1939 on the subject of "The Municipal University of Tomorrow," Dr. Spain said:

To maintain Wayne University, students and parents contribute nearly one million dollars annually in fees and tuition. The total annual cost to the Board of Education for the maintenance and operation of Wayne is less than \$650,000.00. This sum is augmented by \$300,000.00 a year received from Wayne County, making the total cost to the community approximately \$950,000.00 a year, a sum which seems very modest and inadequate when we consider the service that the institution renders in training and building the morale of thousands of youth in this community and when we set this sum of \$950,000.00 over against the budgets provided elsewhere for universities of comparable size.

In considering the financial problems of Wayne University, it is helpful to remember that its enrollment comes almost entirely from Detroit and the metropolitan area because a very large percentage of Wayne students would find it difficult, if not impossible, to leave home to attend one of the state educational institutions. Detroit, through taxation, contributes a liberal sum for the support of the state university and other state colleges for those youth who can afford to attend them. Therefore, it would seem only fair and equitable that this great metropolitan community should contribute with equal liberality to an institution which serves a great body of youth living within its own borders who are also worthy of a higher education but who, because of financial barriers, cannot leave the city to secure it. Such an investment would return large dividends to this community in terms of happiness, opportunity, and new hope to a fine group of youth eager for self-realization and capable of contributing to society and efficient

and loyal service.¹

Some Other Relationships With the State and Federal Governments

The academic year of 1940-1941 marked an interesting relationship with the State Government of Michigan that may in the future have far reaching results on the administrative organization of the University, although at the present time no formal action has been taken in this regard. On April 8, 1941, the Board of Education approved in principle proposed enabling legislation permitting the establishment of a Board of Regents for Wayne University separate to the founding Board of Education. The reason for this proposal at the time was the fact that the University was seeking to establish a multi-million dollar Medical Center in Detroit under the sponsorship of the then Dean of the College of Medicine, Dr. Edgar H. Norris. It was felt that if the project were to become a reality provisions would have to be made for the donation of funds by private individuals, some of whom had voiced objections to the control of the University by the Board of Education. Although this Medical Center, the history of which will be considered in detail in Chapter XI, never materialized, the action of the Board of Education to have such legislation introduced into the Legislature became a reality when the Detroit Corporation Counsel presented a proposed bill, as an amendment to Chapter 8 of Part I of Act 319, Public Acts of 1927.²

The bill provided that the Board of Education be empowered to appoint

¹Charles L. Spain, *The Municipal University of Tomorrow*, op. cit., pp. 5-6.

²Detroit, Proceedings of the Board of Education, 1940-1941, pp. 332 and 349.

a Board of Regents for Wayne University which would be invested with the powers, duties, and responsibilities of the Board of Education with regard to higher education under the school laws of the State. The most fundamental difference under the proposed organization would be in matters pertaining to budget procedure and finance. The measure left unchanged the status of faculty members with regard to rights and privileges.

Introduced into the Legislature as Senate Bill 400, the measure was passed by the Senate and House and signed by the Governor. Among the amendments to the bill was one that changed the name of the proposed board to "Board of Governors" to avoid confusion with the University of Michigan Board of Regents.¹

The Detroit Board of Education thus had the authority at any time to create a separate governing board for Wayne University particularly in the event that a private donor desired to make a large grant to the University but desired it to be administered by a group other than the Board of Education. While this measure has never been utilized by the Board of Education its presence on the statute books allows for a flexibility in future administrative arrangements at the University without having to go through the complicated process of changing existing school laws at a time when rapid action might be of paramount importance.

Mention should be made of the relations of Wayne University with the Federal Government during the period from 1934 to 1941. Although the University received no Federal money as a part of its revenues beyond

¹Report of the University Year, 1940-1941, op. cit., pp. 24-25.

the payment of funds under the Smith-Hughes and George-Deen Acts for Vocational Education programs, during the first years of the University's existence the Federal Government was instrumental in adding to the physical plant by granting money to the University in the form of additions to existing buildings.

On October 16, 1936, the Detroit Board of Education received a letter from Mr. Horatio B. Hackett, Assistant Administrator, Federal Emergency Administration of Public Works, Washington, D.C., in which he stated that subject to the terms and conditions (PWA Form No 210, July 1, 1936) of the proposal, the United States of America offered to aid in financing the construction of an addition to the main building of Wayne University including necessary equipment by making a grant to the Detroit Board of Education of forty-five per cent of the cost of the project upon completion but not to exceed the sum of \$74,290.00.

The Board of Education met in a special session on October 22, 1936, and voted unanimously to accept the offer with construction to begin no later than January 11, 1937 and to be completed one year later.¹ The building was accepted as substantially complete on September 28, 1937, and has been used continuously for classes, library facilities, and offices since that time.²

Administrative Changes in 1939

In the Spring of 1939 the Detroit Board of Education took official

¹Detroit, Proceedings of the Board of Education, 1936-1937, pp. 130-131.

²Detroit, Proceedings of the Board of Education, 1937-1938, p. 122.

on June 16, 1939, at which he was the principal speaker. The citation for the degree said:

Charles Lyle Spain: born in Indiana; graduated from the University of Michigan, Bachelor of Arts, 1893; Master of Arts, 1920; Doctor of Philosophy, 1923; first associated with the Detroit Board of Education in 1901; appointed Deputy Superintendent of Schools in 1919, and Executive Vice-President of Wayne University in 1933.

Nationally respected as an authority in the field of education organization, he has profoundly affected the trend of the American school. He advanced the development of a broadened and vitalized curriculum for elementary and intermediate schools, and encouraged the adaptation of the school building to the curricular plan. The application of educational research to instruction and administration, and the constant reappraisal of the entire school program have distinguished his effective leadership. All of the Detroit schools have profited by his work, but especially this University, which has taken form and developed under sympathetic and judicious guidance. We convey to him today our deep appreciation and affectionate good wishes.¹

In evaluating the administration of Dr. Charles L. Spain the writer would like to turn to two men who were intimately associated with him and who are in a position to best judge Dr. Spain's contribution to Wayne University.

The first appraiser is Dr. Albertus Darnell, who, coincidentally, retired as Dean, Wayne University College of Liberal Arts, on the same day Dr. Spain retired as Vice-President, and he, too, was honored by the Detroit Board of Education by being named as Dean Emeritus. In summarizing the period from 1933 to 1939 in the development of Wayne University, Dean Darnell has said:

In the years from 1933 to 1939 the going was not always easy. The writer as Dean of the College of Liberal Arts felt 'at wit's end' at times. These were the years of the well-known depression

¹Citation of the degree of Doctor of Laws Awarded to Dr. Spain obtained through the courtesy of and from the files of Dr. David D. Henry, President, Wayne University, on June 29, 1951.

of the thirties. The city's finances were at a low ebb, so that it was extremely difficult to bring about deserved promotions and salary increases. The facilities of the restricted building space were another handicap and the number of students was increasing beyond all expectation. There was also the problem of building up the faculty to keep pace with the growing student body. To inject a personal note here, I have often thought of the patience and loyalty of the faculty during these difficult years and the kindness of Dr. Spain in easing the burden that we carried through this period.¹

Dr. Spain's successor, Dr. David D. Henry, was perhaps the person closest to him in an administrative capacity at Wayne University during the period of his Vice-Presidency. Although Dr. Spain had been in charge of University affairs for two years when Dr. Henry came to Wayne as a Professor of English in 1935, Dr. Henry was soon to become closely identified with him in the capacity of Administrative Assistant to the Vice-President for a three-year period beginning with 1936. In this capacity Dr. Henry relieved Dr. Spain of many administrative burdens and in his daily contacts with him had a unique opportunity to appraise Dr. Spain's contributions to Wayne University. In evaluating Dr. Spain and his role in the history of Wayne University, Dr. Henry has said:

Dr. Charles L. Spain took over the executive direction of Wayne University at a time when it was little more than a University in name only. Prior to Dr. Spain's assuming the Vice-Presidency the University had been a collection of separate colleges that had been marked by a lack of definitive relationships to each other and to the central organization.

Although Dr. Spain was relatively new to college administration, he brought to the Vice-Presidency a national reputation in educational research. He was particularly famous for his establishment of the 'platoon system' in the elementary schools of Detroit. While it is true that he had been Vice-Principal and Principal of the Washington Normal School, a predecessor of the Wayne University

¹Darnell, loc. cit.

College of Education, this could not be considered college administration as it is known today.

Upon assuming the office of Executive Vice-President of Wayne University, Dr. Spain inaugurated a university approach and organization in the handling of all institutional problems. He brought respect and confidence to the University and he won the respect of all persons with whom he was associated. He was a great listener and heard all sides of any question before rendering a decision.

Dr. Spain was the amalgamating force that congealed the colleges into a unified whole with a University perspective. He evolved a University structure through group participation and charted the future course of Wayne, accomplishing this in a democratic fashion. He had a sensitivity to the consensus of opinion but he thoughtfully analyzed every problem from all sides before he arrived at a final decision.

Soon after he took office he activated the Council of Deans and he tried to create a strong University Council, however, this was not to become a reality until after his retirement. He organized a Finance Office and he brought several outstanding men to the faculty and administration of the University at the same time he was organizing a program of University research.

Dr. Spain accomplished all this in the short space of six years in office prior to his mandatory retirement in 1939. He handled the University function within the framework of an elementary-secondary school organization under the Detroit Board of Education. His personal prestige with the members of the Board of Education, based upon his wide administrative experience as Deputy Superintendent and other Detroit administrative assignments, enabled him to establish differentiated treatment for the University at a time when the needs of the University might have been buried among the pressing demands being made on the Board of Education and the entire school system. Had an outsider headed up Wayne at this critical period, it is possible that the University organization might have been sacrificed to the pressing demands of elementary and secondary education. Dr. Spain won recognition of the unique problems facing the then infant University and he paved the way for the separation that came later when first the Vice-Presidency of the University was separated from the office of Deputy Superintendent of Detroit Schools and finally the separation of the Presidency of Wayne from the position of Superintendent of Detroit Public Schools that was effected in 1945.

If one were to summarize Dr. Spain's unique contribution to Wayne University, it would be in the respect, confidence, dignity, and professional standing he brought to the University and left with it when he retired. Under Charles L. Spain, Wayne became a real University in fact as well as in name.¹

¹Statement by Dr. David D. Henry, personal interview, June 20, 1951.

Dr. David Dodds Henry was born in East McKeesport, Pennsylvania, on October 21, 1905. He received his A.B., M.A., and Ph.D. from Pennsylvania State College in 1926, 1927, and 1931 respectively. The University of Toledo awarded him an honorary Doctor of Laws degree in 1946.

He began his educational career as an Instructor of English at Pennsylvania State College in 1925; he became Supervisor of Liberal Arts Extension, 1926-1928; and he was named Instructor in English Literature in 1928-1929. Dr. Henry left Pennsylvania State College to become Professor of English and Head of the English Department, Battle Creek, Michigan, College in 1929. In 1930, he became Dean of Men at Battle Creek and in 1931 he was named Director of the School of Liberal Arts. In 1933, he was named Assistant Superintendent of Public Instruction for the State of Michigan and after two years of administrative work in this capacity he came to Wayne University in 1935 as Professor of English.

In 1936, he was named Administrative Assistant to the Executive Vice-President and he became Executive Vice-President in 1939. In 1945, upon the death of President Warren Bow, who had succeeded Frank Cody, the Board of Education named Dr. Henry as President of Wayne University, a position he has filled to this day.

Dr. Henry has served in a variety of educational and community positions including one of particular interest in keeping with the place of Wayne University in the official civic life of the community. In 1939, he served as a member of the Police Merit Board, an assignment established by the city charter amendment in April, 1939. In addition to this responsibility Dr. Henry has served as a member of the Board of Trustees,

to be borne by the Federal Government.

On October 24, 1939, the United States Government accepted Wayne's application and on November 28, 1939, the Board approved the authorization of fifty students in the program which was assigned to the American Institute of Aviation for ground school instruction for the remainder of the year until the University could purchase and set up the equipment necessary to continue the program.¹

On September 24, 1940, the Executive Vice-President reported to the Board of Education that the Wayne College of Engineering was now able to give the ground school instruction previously conducted by the American Institute of Aviation and the Board approved the transfer of this activity back to the University.²

On December 10, 1940, the Board of Education authorized Wayne's filing an institutional application for participation in the Engineering Defense Training Program of the United States Government. The Dean of the College of Engineering, Dr. Arthur Carr, had surveyed the need for emergency training at the college level and Wayne was able to offer a limited program of instruction designed to meet some of the emergency needs of industry in the Detroit area.³

The Board of Education also took cognizance of the National Defense Emergency on October 22, 1940, and passed a resolution that the

¹Detroit, Proceedings, 1939-1940, op. cit., pp. 70 and 167.

²Detroit, Proceedings of the Board of Education, 1940-1941, p. 96.

³ibid., p. 178.

Superintendent of Schools and President of Wayne University, Dr. Frank Cody, survey the Detroit Public Schools and Wayne University and report those who would not salute the flag, or who otherwise refused allegiance to the Government of the United States.¹

Thus by the beginning of the National Defense effort just prior to World War II, Wayne University was already getting ready to participate to the fullest extent through the organization of its program to meet emergency defense needs such as the training of civilian pilots and engineers.

Summary

As Wayne University entered into its first period of service from 1934 to 1941, it became a unique institution of higher learning in America for it was what Dr. Spain called the "cap stone" or "cap sheaf" of a complete educational system extending from the nursery school or kindergarten through the elementary, secondary, undergraduate, and graduate levels of education under the direction of a Board of Education elected by direct vote of the people.

Wayne immediately dedicated itself to the proposition that its primary responsibility was to the local, state, and national community and it moved to meet specific educational needs with the establishment of Community Colleges, the School of General Studies, and the School of Public Affairs and Social Work.

The City of Detroit responded favorably to the infant University

¹Detroit, Proceedings, 1940-1941, op. cit., p. 136.

within its midst and a Citizens' Committee worked valiantly with the administration to obtain a three block site north of the main building for further expansion. The local press strongly backed the University and Wayne, in turn, proved its worth to the community by instituting several hundred relationships with various city, county, and state agencies.

In 1939, its first Executive Vice-President, Dr. Charles L. Spain, retired and was succeeded by Dr. David D. Henry under whose leadership and guidance Wayne University was to continue to grow into one of America's outstanding institutions of higher learning.

CHAPTER XI

WAYNE IN WORLD WAR II, 1941-1945

Introduction

The formal declaration of America's entrance into World War II after the Japanese attack at Pearl Harbor on December 7, 1941, found Wayne University already actively engaged in a defense effort that now became a war effort.

As far back as September, 1939, Wayne had participated in the Civilian Training Program and the next year the University had entered the Engineering Defense Training Program of the United States Government, which embraced training in the fields of engineering, science, management, and nursing as it was expanded from its original courses in engineering only. Over 5,000 trainees were enrolled in these Wayne programs in 1941-1942 including work in aeronautical engineering, chemical and metallurgical engineering, civil engineering, electrical engineering, mechanical engineering, engineering drawing, engineering shop, general engineering, and engineering mechanics, science, and management.

The original defense program of the University prior to the declaration of war was thus the nucleus of an expanding war program involving all colleges. Primary and secondary courses for civilian pilot training graduated 400 students and specialized training for Army and Navy aviation candidates trained over 500 men.

The Nursing training at Wayne expanded tremendously with over 1800 students taking basic nursing courses, refresher courses, nurses'

cooperative programs, practical nursing, and public health nursing.

The College of Education participated in the early war effort by offering courses in homemaking in which a total of 3200 individuals were enrolled. The course work was directed entirely toward war problems, Clinics and a Community Service Bureau for war needs were a part of this program.

First aid classes were offered during the 1941-1942 academic year training over 500 students in standard, advanced, and instructor courses while the University worked closely with the Office of Civilian Defense in sponsoring training programs in such activities as air raid instructors, 700 of whom trained, in turn, over 40,000 air raid wardens in the Detroit metropolitan area. In addition, Wayne held a Gas Officers' Institute for the purpose of training 1,000 individuals in war gas identification and protection. Besides these civilian activities, Wayne gave orientation courses in Army and Navy service to an enrollment of 150 men while a parallel course for women, describing war service opportunities, enrolled 60 women.

With the declaration of war after December 7, 1941, Wayne moved immediately to work for the best interests of the Armed Services and the thousands of men students in school. The University established an office of military counseling which held over 3,000 individual consultations on draft, enlistment, and military problems. The University cooperated in the enlisted reserve plans of the Army, Navy, and Marine Corps and enlisted 65 students in deferred induction training programs, such as the Navy V-1, V-5, and V-7; the Marine Corps; and the Army Air Force.

Wayne University was immediately designed as a Key Center of Information by the United States Office of Education. In this capacity it organized a central collection of materials on war activities, disseminated information to writers, speakers, and program chairmen, and serviced requests of local educational organizations and institutions desiring war information. It made available a special collection of war-related pamphlets and bibliographies on war information were printed and distributed.

The Speech Department of the University immediately curtailed its civilian activities and turned its programs to the war effort so that by June, 1942, its Speakers' and Readers' Service, which cooperated with the Office of Civilian Defense, had given over 400 speaking and reading engagements related to the war effort. Forty-six theatre productions were given, utilizing war skits. Numerous radio scripts and 50 radio programs were prepared for the Office of Civilian Defense. The Bureau cooperated with Station WWJ in a weekly program of civilian defense. The dramatic efforts of Student Stage were directed toward entertainment for the U.S.O. and Army Camp shows, while the Speech Clinic was used for rehabilitation work in speech and hearing as requested by the Armed Services.

During the first six months of 1941 preceding Pearl Harbor and in the six months immediately following, Wayne University trained 10,300 full-time and part-time students in twenty-three major curriculums contributing to the war programs. Numerous engineering, scientific, and professional courses particularly chemistry, physics, biology, dietetics, mathematics, psychology, dentistry, pharmacy, medical technology, and medicine were intensified and readjusted so that

additional manpower might be speedily trained in areas recommended by the government. Apart from the basic instructional programs of the University, 13,488 students were enrolled in special courses closely linked to the war covering a total of 516 courses given since the national emergency began.¹

Faculty Activity in the War Effort

As might be expected of a University dedicated to the proposition of service to the community, local, state and national, Wayne faculty members participated in the war effort to the fullest extent. By April, 1942, a total of twenty-eight members of the University faculty, including full- and part-time instructors, were on leave of absence due to participating in services related to the war. Four of these instructors were working in the field of consultant service with the Federal Government, while the remaining twenty-four were members of the Armed Forces.²

By May, 1943, 127 faculty members and staff had entered the military services and eight had accepted calls from government agencies and were engaged in important war-related tasks. An inventory taken in 1943 indicated that the faculty were engaged in the following activities made necessary by the national emergency: Air Raid Wardens, Blood Donors, Instructors in First Aid, Instructors in Red Cross Work,

¹Material in the introductory section of Chapter XI is based largely on data obtained from Report of the University Year, 1941-1942, op. cit., pp. 36-44.

²Wayne University in Wartime, An Initial Progress Report (Published by The Advisory Board on University War-Related Activities, Wayne University, Detroit, Michigan, April, 1942), p. 18. This 33-page report covers all of Wayne's war efforts for the first year of the war.

Members of Draft Boards, Confidential Consultants for the U.S. Army, First Aid Instructors for Fire and Air Raid Wardens, Senior Post Wardens for the Office of Civilian Defense, Medical Examination Boards at Induction Centers, Members of Rationing Boards, X-Ray Work Among War Workers, Members of Advisory Draft Boards, Legal Advisers to Draft Boards, Gas Reconnaissance, Senior Gas Officers for the Office of Civilian Defense, Members of the War Gas Institute, Poster Work in Connection With Bond Selling and Propaganda Work, Regional Consultants for the War Production Board, Training of Recreation and Group Leaders in Cooperation with the Detroit Department of Recreation and Detroit Council of Social Agencies, Nursing Recruitment through the Detroit Nursing Council for War Service, Examiners for Civil Aeronautics Administration, Radio Programs Concerned with War and Post-War Problems, Wayne County Council of Defense, and Neighborhood War Clubs.¹

The faculty continued to serve in the Armed Services and in various governmental agencies and by 1945 a total of fifty-two members of the faculty were still in uniform carrying on tasks related to the closing days of the world conflict.²

However, during the entire war period from 1941 to 1945 the faculty had not been oblivious to the fact that post-war planning was necessary in a nation and a world engaged in a total war. While participating to the fullest extent in the country's emergency efforts, the faculty was

¹Wayne University in Wartime (Published by The University War Board, Wayne University, Detroit, Michigan, July, 1943), pp. 13-14.

²Annual Report of the President of Wayne University to the Board of Education of the City of Detroit for the Year Ending June 30, 1945 (Published at Wayne University, Detroit 1, Michigan, 1945), p. 12.

also cognizant of a University's responsibility toward the peace that would eventually come; it was careful to carry on the University's fundamental task of preserving and transmitting the accumulated wisdom of the ages from one generation to another regardless of the political or social upheavals being undergone in the world. Therefore, the Graduate School of Wayne University and the Detroit Federation of Women's Club sponsored a series of six lectures by members of the Wayne faculty held from March 4-8, 1943, in the auditoriums of the University and of the Detroit Federation of Women's Clubs, embracing the general topic, "Winning the Peace."

In explaining the purpose of these lectures, Dr. W. H. Pyle, Director, Wayne University Graduate School, said:

By the time the war is over we must have built up proper attitudes and philosophies, bearing upon the kind of peace we must have and the kind of world we want. In order to make its contribution toward the accomplishment of these purposes, the Graduate School of Wayne University initiated a Post-War Planning Committee in 1942, out of whose deliberations grew a series of lectures dealing with the problems which we must be ready to face when the conflict ends.¹

Therefore, Alfred H. Kelley, William J. Bossenbrook, and Maurice

¹Winning the Peace, a Series of Six Lectures by Members of the Wayne University Faculty, March 4 to April 8, 1943, ed. by Alexander Brede (Detroit: Wayne University Press, 1943), pp. iii-v.

This volume by the Wayne University Press was one of the early publications of this organization which was established as a department of Wayne University by Board of Education action on April 22, 1941, "for the purpose of editing, publishing, and distributing scholarly works and other such materials as may appropriately appear over the imprint of the University. The Editorial Board shall consist of seven regular members of the faculty of Wayne University....appointment to the Editorial Board shall be by the Executive Vice-President....The Editorial Board shall name an Editor-in-Chief who shall act as the executive officer of the Press....The Editorial Board shall name a Business Manager. It shall be his duty, under the direction of the Board, to carry out all business arrangements of the Press and provide for the sale and distribution of the publications of the Press....The University Press may copyright

M. Ramsey discussed "Why We Lost the Last Peace"; Edward C. Jandy, Raymond Hoekstra, Carl O. Smith, and Alexander Brede considered "The Kind of World We Want"; Lent D. Upson, Stanley E. Dimond, and John Wilcox asked "Is World Government Possible?"; then Harold E. Stewart, William Reitz, and G. Flint Purdy considered what would happen "If the Axis Should Win the Peace"; Lawrence H. Seltzer and James P. McCormick spoke on "If the Imperialists Should Win the Peace"; and Woodburn O. Ross, John C. Sullivan, and Clarence B. Hilberry concluded with "If the People Win the Peace."¹

The faculty members of Wayne University, therefore, faced their responsibilities in time of national and world crises not only by meeting all of their duties in the war effort but also in carrying out one of the primary functions of higher education, namely, keeping alive traditions that would again return to importance in a world of peace.

Wayne Students in Wartime

Naturally, the most important contribution to the war effort made by members of the Wayne University student body was service in the Armed Forces of the United States and its allies. It is virtually impossible to know exactly how many students or former students served in the Army, Navy, Air Forces, Marines, or Coast Guard inasmuch as thousands of

publications issued in its name."--Detroit, Proceedings of the Board of Education, 1940-1941, op. cit., p. 351.

The Wayne University Press is still in active operation and has made significant contributions to knowledge through the publication of numerous scholarly works authored by Wayne faculty members, students, and others.

¹Alfred McClung Lee, "Report of the Chairman of the Committee on Postwar Planning to the University Council, Thursday, April 22, 1943." Mimeographed report on file in the Wayne University Library, p. 1.

former students never reported their entrance into military service to University officials, but it is known that by 1945 more than 4,000 former students were in uniform. Of this total some 131 had made the supreme sacrifice, including those faculty members who had given their lives in the cause of freedom.¹

On the home front, however, it was easier to record the activities of the student body. On July 1, 1943, a total of eight per cent of the students in the College of Medicine were placed in uniform and continued their studies either as apprentice seamen in the Navy or as Army privates. The Army obtained the services of three-quarters of the students thus enrolled and the entire College was placed on an accelerated basis, shifting to the quarter system, eliminating a full year of the traditional time taken to train a doctor. Upon completing their medical studies these students in uniform were commissioned and placed on inactive duty for a period of nine months in order to complete their internships after which they entered upon active duty.²

The Wayne Medical Cadets, however, were not the only students in uniform on the University campus during World War II. A total of 240 men were transferred to Wayne from 112 other colleges and universities ranging from Yale and Harvard to Marietta and Centre to comprise Company F, Second Battalion, Basic Engineers. They undertook Engineering training under the provisions of the Army Specialized Training Program which functioned at Wayne as it did at other colleges and universities

¹Report of the President, 1944-1945, op. cit., p. 12.

²Wayne University in Wartime, 1943, op. cit., pp. 8 and 9.

from Maine to California.¹

Although the entire effort of the University was geared to the war effort, some attempt was made to preserve at least a portion of the traditional University social activities and in 1944-45 a total of five out of the regular thirteen University-wide dances were held. However, the major emphasis in all of the student activities was on doing the utmost for the war effort and a Student War Efforts Committee, a standing committee of the University Student Council, was established to consider, approve, and coordinate all war efforts. Under its direction in 1944-45 more than \$67,600 were raised in war-related campaigns, the most notable success being the War Bond auction sponsored by the MacKenzie Union which raised \$50,425.²

The women in the student body were not forgotten in the war effort and the Student War Efforts Committee in May, 1943, published an 18-page mimeographed booklet with a forward by Dr. Henry entitled, Wayne Women in Wartime, A Guide to Summer Plans, which made many suggestions to women students who were undecided as to their immediate plans.³

As a special service to men in uniform the Wayne University Alumni Office, working in cooperation with Miss Evelyn Holtorf of the Division of Research and Publications, sent a monthly newsletter to about 500

¹Students in Uniform, A Pamphlet Published by Wayne University In Detroit-The Arsenal of Democracy, pp. 1-8.

²Report of the President, 1944-1945, op. cit., p. 132.

³Wayne Women in Wartime, A Guide to Summer Plans, Mimeographed Booklet Published by The Student War Efforts Committee, Wayne University, May, 1943, pp. 1-18.

men in service. Mr. George Sherman sent a weekly newsletter to former University athletes while the Art Education Department and the College of Pharmacy kept in touch with the graduates in service from those units.

The entire student war effort was one aimed at being of the greatest service to the country in a time of national emergency. To those who served in the Armed Forces there was a complete record of service and to those who remained at home the student war effort might be summarized by saying that the over-all program included drives for funds for charity and sales of war bonds and stamps; collections of books, clothing, and wartime salvage material; arrangements for war-information assemblies; entertainment for service men and women and veterans; and recruitment of volunteers for community war service projects.¹

Perhaps the best summary of the magnitude of the University's contribution to the war effort, particularly on the part of the student body during the height of the war in 1943, might be gained by a brief examination of the enrollment figures which showed that approximately 17,000 individual students had been trained during that year in academic and professional courses which were closely related to the war effort, either as preparation for technical service in the armed forces or for technical war-related service on the home front. In listing this information in Wayne University in Wartime the University War Board, which had been established to appraise all University facilities, to coordinate them in the interest of the war effort, to formulate a war program and to interpret that program to the faculty and student body

¹Report of the President, 1944-1945, op. cit., pp. 150 and 146.

through regular administrative channels already in existence, transmitting its reports and recommendations through the Executive Vice-President of the University to the deans of the various colleges and the department heads within the colleges, said in part:

Of the 17,000 students at Wayne in 1943 a total of 1000 were served in the various curricula recommended by the Selective Service authorities for careful consideration for occupational deferment, including aeronautical, chemical, civil, electrical, mechanical, metallurgical, and mining engineering as well as chemistry and physics.

Of the 17,000 students, 6,200 were trained in the federally-sponsored Engineering, Science, and Management War Training Program, which provided specialized service in government and war industries. This figure raised the total number trained since the inception of the program in 1941 to 12,621.

A total of 1,668 were registered in 57 courses in the College of Education. These classes included special work in art education, physical education, industrial education, and in methods of teaching courses which have been adapted to the war program.

1,756 were enrolled in the programs in nursing.

225 pursued courses in sociology and social work.

60 prospective soldiers took advantage of a pre-induction orientation program.

670 pre-medical and pre-dental students were given instruction.

102 were enrolled as medical-technicians.

334 full-time students continued their studies at the College of Medicine.

100 received training in the College of Pharmacy.¹

An interesting sidelight on the student activities at the University, as well as on the role of the University, itself, in the war effort, is to be found in the action of Wayne students in contributing funds to supply the library of the cargo ship "Wayne Victory" which was named in honor of Wayne University and was launched in California during the closing weeks of the school year in 1945. The launching was attended by Dr. Arthur Stenius of the College of Education as the University's

¹Wayne University in Wartime, op. cit., p. 5.

representative and an illuminated plaque, presenting a brief history of Wayne University, was installed in the ship's library.¹

At the Council of Deans meeting on April 3, 1944, Dr. Leslie Hanawalt, then of the Division of Student Personnel, made an interesting report of a small group of the student body who probably would never have attended Wayne except for the war. Dr. Hanawalt reported that in the fall semester of 1943 a total of thirteen Nisei students had registered at Wayne and that the combined honor point average of the group for the semester was 2.9, and that no individual student in the group had an honor point average of less than "C". In the spring term eleven of the group re-enrolled, and an additional twenty-four registered to make a grand total of thirty-five Nisei registered at Wayne.²

The 36th General Hospital Unit³

It was to be the Wayne University College of Medicine that was to write the outstanding record of Wayne in World War II just as it had in World War I. In the first world conflict a Medical Unit known as Base Hospital No. 36 under the direction of Dr. Burt Shurly had gone overseas and written a glorious chapter in the history of medicine in wartime as recorded in Chapter II.

¹Report of the President, 1944-45, op. cit., p. 17.

²Wayne University Council of Deans Minutes, 1943-1944, Vol. 9, p. 56.

³The material on the 36th General Hospital Unit is based on Chalmers J. Wickwire, History of the 36th General Hospital, United States Army. Unpublished manuscript on file in the Office of Press Relations, Wayne University, pp. 1-119.

At the beginning of World War II it appeared as though Wayne's Medical School would be unable to duplicate the record it established in World War I for the United States Army stated that it was planning to staff all of its hospital units with regular medical staffs from the Army Medical Corps or with reserve officers and would not encourage the enlistment of special hospital units such as that of the Detroit College of Medicine in 1917-1919. Soon, however, it became apparent that the Army was not in a position to handle all of the needed hospital facilities on such a basis and Dr. Shurly moved rapidly to duplicate Wayne's efforts in the second World War.

Calling a meeting of the Detroit Board of Education, after consulting with Dr. Edgar Norris, Dean of Wayne's Medical School, Dr. Shurly proposed that the University sponsor a hospital unit recruited from its medical faculty to serve as a hospital unit in the second world holocaust. The Board of Education reacted favorably, as did the American Legion, the Wayne Alumni Association, the College of Medicine, and Dr. Shurly contacted the Surgeon-General of the United States Army and offered to create such a hospital unit from the Wayne University College of Medicine.

The War Department approved the unit in January, 1942, and ordered the College of Medicine to establish a 1000 bed hospital unit. Immediately, the Army assigned a cadre of twenty enlisted men at Camp San Luis Obispo, California, to be activated as the 136 General Hospital which was to be the "parent unit" of the 36th General Hospital, as the Wayne unit was to be called. The 36th General Hospital was officially activated on July 25, 1942, and on August 22nd, the 136th General

Hospital at Camp Carson, Colorado, was designated as its "parent unit." The twenty men from Camp San Luis Obispo were transferred to Camp Carson on July 29, 1942, and the new Unit was placed under the command of Col. John L. Kantor.

In Detroit, meanwhile, the actual work of organizing the doctors and nurses who would comprise the medical staff of the hospital was progressing. The medical staff was to consist of seventy-three officers, one hundred and twenty nurses, and an enlisted personnel of five hundred men. On September 25, 1942, special ceremonies were held at which the Unit was presented with its flags by Dr. Shurly. Other speakers on the program were Drs. Bow, Henry, and Norris for the University; Mr. Frank Gorman and Dr. Clark D. Brooks for the Detroit Board of Education; the Invocation was delivered by the Rt. Rev. Msgr. Edward J. Hickey, Chancellor, Archdiocese of Detroit, and the Benediction by the Very Rev. Kirk B. O'Farrel, Dean, St. Paul's Episcopal Cathedral. The response for the 36th General Hospital was made by Lt. Col. Wyman C. C. Cole, Executive Officer, and that evening a dinner-dance was held at the Book-Cadillac Hotel in Detroit honoring the doctors and nurses comprising the Unit.¹

The Detroit Board of Education did not stop with the above ceremonies for it also appropriated a grant of \$1000 to the Unit to defray expenses before the men and women left for Camp Carson, and active training for war service. While in training at Carson, Colonel Kantor

¹Program for the Ceremonies Honoring 36th General Hospital, Affiliated With Wayne University, Friday, September Twenty-Fifth, 1942. Printed at the Direction of the Board of Education Sponsoring Committee, Frank A. Gorman, Burt R. Shurly, M.D., and Clark D. Brooks, M.D., pp. 1-4.

was replaced as Commanding Officer by Col. Clarke Blance who carried the 36th from its formative phases into active duty.

The 36th General Hospital Unit was shipped overseas on August 20, 1943, and arrived at Algiers, Africa, on September 3rd. The Unit entrained for Oran on October 14, 1943, and on October 23rd landed at Bagnoli, Italy, from where it was shipped to Ospidale Militaire, Caserta, Italy, November 3rd. The first patients were admitted on November 10, 1943, with a total of over 1400 entering the hospital in the first week. At the time the Naples-Foggio phase of the Battle of Italy was in progress the front line was only thirty miles away from the 36th, a condition that rarely happens to a general hospital in wartime. The Hospital handled an average of from 1800 to 2300 patients a week and while in operation at Caserta, Italy, the 36th handled a total of 14,292 patients. While it was stationed at Caserta, the Unit was placed under the command of Col. William L. Spaulding, who relieved Col. Blance when he became ill.

On September 3, 1944, the 36th General Hospital was moved to Aix-en-Provence, France, where it operated a hospital. It was shortly divided into two groups with the second half taking over the operation of a captured German Prisoner of War Hospital at Le Mille, ten miles west of Aix, and it supervised some 600 Germans as well as handling wounded Americans. On September 25, 1944, the hospital at Le Mille was turned over to the 43rd General Hospital and on October 3, 1944, the 3rd General Hospital took over the installation at Aix.

Therefore, the 36th General Hospital moved to a permanent installation on October 15, 1944, in a barracks, the Caserne Junot,

at Dijon, France, in a group of forty-five buildings. It admitted 1400 patients the first week and when it closed, the 36th had treated 20,500.

On July 12, 1945, the 36th was moved again this time to Garches, France, to operate Hospital Plant #4316, and on July 25th Colonel Spauling was succeeded by Colonel Richard M. McKean. While in operation at Garches, the 36th returned directly to duty 83% of the almost 40,000 soldiers it treated.

After the cessation of hostilities the 36th General Hospital was returned home and was officially inactivated as of November 25, 1945, after shortly under three and one-half years of service, twenty-seven months of which were spent overseas. Naturally, such service to the United States could not go unhonored and the Army awarded the 36th General Hospital of Wayne University the "Meritorious Service Unit Plaque," the citation for which said in part: "Although operating under adverse conditions this organization efficiently and expeditiously cared for thousands of casualties. The initiative, technical skill and untiring devotion to duty demonstrated by the personnel of the 36th were in keeping with the highest traditions of the Armed Forces of the United States."

Two letters from surgeons high in the Army Medical Service give further testimony of the outstanding record of this branch of Wayne University in World War II. The first communication came to the Board of Education from Major General Norman T. Kirk, Surgeon General, United States Army, commending the personnel of Hospital 36 for their fine work as follows:

I have recently returned from my second overseas inspection trip this year to the North African and European Theaters of Operations. During these inspections I had the opportunity to review every phase of the medical service overseas from the work of the first aid man at the front all the way back to the loading of hospital ships and airplanes on which the most seriously wounded are returned to this country for definite treatment.

The entire country has good reason to be proud of the fine work which our doctors, nurses, and corps men are performing. Time and again, the wounded called this to my attention, and I had many opportunities to judge of their splendid contributions myself.

You have particular reason to be proud of this work because your University contributed so much to the high standards of medical care which the Army is now, in this hour of need, able to make available to its fighting men. Time and again, the superior work which the affiliated medical units are performing was there for me to see and what I was unable to observe personally was related to me repeatedly by the theater surgeons and their consulting staffs.

I realize what a serious deprivation it has been for your University to meet its manifold responsibilities with so many of its ablest members in the 36th General Hospital. I do want you to know, however, that your contribution has been of inestimable value to the Army Medical Service, particularly to our soldier patients.¹

The second letter of commendation was addressed to Dr. David D. Henry, President of Wayne, by Major General Paul R. Hawley, Chief Surgeon in the European Theater of Operations, on July 1, 1945, and said in part:

Although it has been under my direction for only a matter of months, I wish, as one of my last and most pleasant duties as Chief Surgeon of the European Theater of Operations, to make of record the splendid service of the 36th General Hospital.

Before coming to the ETO this hospital unit had given splendid service while stationed at Caserta, Italy where it was from 10 November 1943 to 24 June 1944. When it reached this Theater it was split into two groups; one operated at Aix-en-Provence, France and the other supervised a German hospital at Le Mille, France which had been captured intact.

As our Armies drove forward it was necessary to follow them closely with general hospitals. These two groups were brought together again and the 36th General Hospital opened up again on 15 October 1944 in a barracks-the Caserne Junot-at Dijon, France.

¹Detroit, Proceedings of the Board of Education, 1944-1945, p. 170.

This plant was spread over 45 buildings, which did not make for easy operation but this did not perturb the 36th. As a result of terrific effort and clever improvisation, the unit is now working in a well run plant.

The high quality of the medical personnel that came with this unit is best illustrated by the fact that no less than seven of its members are consultants to the 807th Hospital Center in the Le Mans area and another, Colonel Richard M. McKean, is now Chief Medical Consultant for Oise Base Section.

Despite these demands upon the unit, the high standard of professional care remains.

The Wayne University can be very proud of the 36th General Hospital. It has rendered outstanding service to our Country; and it has been both an official and a personal pleasure for me to have had this fine unit under my direction.¹

Thus, under the direction of the Detroit Board of Education the College of Medicine had compiled an outstanding record of service in two World Wars, in the second one of which it had carried the name of Wayne University overseas in establishing a record of international service.

In concluding the general consideration of the University's role in World War II, the University War Board said: "Guided by the experiences of the immediate past, Wayne University will continue to cooperate fully in the war effort until victory is won, meantime seeking to perfect the tools which will insure its ever-increasing usefulness to the community."²

The Wayne Medical Science Center

As part of its effort to increase its usefulness to the community even while its faculty, alumni, and student body were contributing fully

¹Wayne University Council of Deans Minutes, 1945-46, Vol. II, p. 3.

²Wayne University in Wartime, op. cit., p. 15.

to the war effort, Wayne University undertook to sponsor in the City of Detroit during the period starting in 1942 a multi-million dollar project designed to bring to the then Arsenal of Democracy one of the country's outstanding Medical Science Centers.

At its meeting of December 29, 1942, the Detroit Board of Education drew up a series of resolutions which set forth the idea of a Medical Science Center to be erected in the city and to be built around the only existing medical institution, Wayne's College of Medicine, and instructed the President of Wayne to appoint a Committee of interested citizens to cooperate with the President and the Board in making plans and arranging the finances for the construction of such a Center for Detroit.¹

Under the leadership of the then Dean of the College of Medicine, Dr. Edgar H. Norris, a group of thirteen citizens including Wendell W. Anderson, Ormond E. Hunt, George R. Fink, Frederick J. Gartner, B. E. Hutchinson, Warren E. Bow, Charles T. Fisher, Jr., Elmer P. Grierson, George W. Mason, Henry Mayers, Burt R. Shurly, and Fred Zeder, worked toward establishing such a Medical Science Center.

On March 9, 1943, Dr. Edgar H. Norris reported to the Board of Education that after the site for the new Center had been selected it would cost approximately \$22,631,212 for buildings including a University Hospital, Hall of Medical Science, Nurses Home and Special Equipment.²

¹Detroit, Proceedings of the Board of Education, 1942-1943, p. 269.

²Detroit, Proceedings of the Board, 1942-1943, op. cit., p. 373.

This estimate was later revised upward to a total of approximately \$50,000,000 which was to include not only the buildings named but also a library of the medical sciences, an institute of industrial health, an institute of continuation study, and buildings for research, recreation, service and other purposes.¹

The administration of the proposed Medical Science Center was officially turned over to Dr. Edgar H. Norris in September and October, 1944, when he was appointed Director of Medical Sciences in addition to being Dean of the Medical School, and he was made liaison official in the development of the Center while continuing to function on the University's Council of Deans. He was to work under the official University administration headed by Dr. Henry and in addition to the Medical School, the Wayne College of Pharmacy and proposed School of Industrial Health would be in the Center.²

While the administrative organization had been evolving, the Board of Directors had been wrestling with the first of several major problems, namely, where would such a proposed Medical Science Center be located. Dean Norris working with the Directors and the Board of Education first secured the backing of the Detroit Common Council to secure a site of fifty acres along the Detroit River extending from Burns and Fiske and from East Jefferson Avenue to the Detroit River in an area known as Memorial Park. This property was directly across from Detroit's great

¹The Medical Science Center of Wayne University, A Pamphlet Published by the Board of Directors, 4072 Penobscot Building, Detroit 26, Michigan, and on file in the library of Wayne University, p. 2.

²Detroit, Proceedings of the Board of Education, 1944-1945, pp. 128 and 170.

public park and playground, the beautiful Belle Isle.¹

However, this location did not meet with the complete approval of all persons concerned, particularly the City Plan Commission. The Plan Commission in 1943 stated:

...Plans were going forward for a Medical Science Center located on available land in Memorial Park at the Riverfront....In July, the City Plan Commission recommended to the Common Council and the Board of Education that consideration be given to integration of the Medical Science Center campus within the expanded University area in a three-block area directly north of the present school site at Cass, Warren, Second and Hancock. The Commission pointed out that an area bounded by Warren and Cass and the proposed Harper-McGraw and Sixth-Hamilton Expressways could provide a site of approximately 94 acres....After further consideration and the approval of the City Plan Commission, the Board of Education selected for the Medical Science Center a 53-acre site bounded by Warren, Brush, Hastings and Ferry. Having secured an appropriation of \$500,000 from the Common Council, it was able to start condemnation proceedings on a three block area so that construction of the first units can proceed in the near future. This location has the combined advantages of being close to the University and to the established hospital area. The Children's Hospital is located within the site, while Woman's, Grace and Harper Hospitals are nearby to the south.

The Board of Education has further designated the 94-acre west side site as the planning area for University expansion. Together with the Library and the Art Institute, these two sites will present a continuous development of the university, cultural and medical centers extending on both sides of Woodward.²

The City Plan Commission's principal objection to the Memorial Park site was the fact that Detroit had too little park property and that the area adjacent to the University's main campus would provide a continuity of buildings more in keeping with the development of that area as a cultural-civic center. The Board of Education was urged at

¹Edgar Hughes Norris, The Medical Science Center of Wayne University (Published with the endorsement of the Committee on Medical Education of the Wayne County Medical Society, by funds contributed by the Finance Committee of the Medical Science Center, Detroit, Michigan, July 7, 1943), pp. 12-13.

²Planning Detroit, 1943, The City Plan Commission of the City of Detroit Presents a Review of Its Work for the Year 1943, 25th Annual Report, p. 18.

its meeting of November 23, 1943, by Dr. Norris and others to settle the question of the location of the proposed Center on the grounds that large gifts to the medical center were in the offing and in order to secure these gifts deductible from next year's income tax, prospective donors should know at once that the Board of Education and the City were in a position to proceed with plans and buildings. The Board approved the east side site on the 23rd of November with five members voting in agreement, one voting no, and a seventh abstaining because he was a property owner in the area.¹

University officials hailed the settlement of the site for the proposed Medical Science Center in an article by Stanley Oates, then of the Public Relations Staff, that appeared in the Detroit Trust Company's Quarterly, which said, in part:

So Detroit wants a great Medical Science Center, a modern institution where instruction in medicine and surgery and the related sciences—pharmacy, dentistry, nursing, medical technology, and mortuary science—may be coordinated, and where the future workers in these fields—the men and women upon whom depends the health of all the people who live in Wayne County—may procure training in the most advanced techniques of their professions.²

It must not be assumed, however, that the selection of the east side site met with unanimous approval of all Detroit. As might be expected the residents within the proposed condemned area protested vehemently at the action of the Board of Education. On December 14, 1943, Dr. A. C.

¹A. M. Smith, "Picks Wayne Medical Site," The Detroit News, November 24, 1943. See also Detroit, Proceedings of the Board of Education, 1943-1944, pp. 243-246, and Wayne Looks To the Future, op. cit., pp. 10-11.

²Stanley Oates, "Wayne University Looks Ahead," The DTC Quarterly, Published by the Detroit Trust Company, Autumn, 1943, p. 2.

Toodle addressed the Board on behalf of the residents of the area and stated that the section planned for condemnation represented the heart of the Negro cultural center in Detroit that had taken over twenty-five years of development and that the residents of the area not only faced the loss of their homes and investments but had no comparable section of the city to which they could move. The Board agreed to work with the City Plan and Housing Commissions to see if a satisfactory solution of the problem could be worked out. On May 9, 1944, after several meetings with interested persons, the Board of Education reported that only 4,864 persons resided within the proposed fifty-three acre site and that only 1,118 lived in the three block area proposed for the immediate condemnation. They pointed out that to change the site at that time would cause the entire project to lose whatever momentum it had gained but they agreed to postpone construction within the three block area until after the war. It was felt that following World War II that an accelerated building program in Detroit would provide enough private and public housing to take care of all of the residents in the area.¹

On February 27, 1945, the Board of Education withdrew its condemnation proceedings on the block bounded by Hastings, St. Antoine, Farnsworth and Theodore Avenues and substituted the block bounded by Beaubien, St. Antoine, Theodore and Warren Avenues.² On February 26, 1946, Dr.

¹Detroit, Proceedings, 1943-1944, op. cit., pp. 273, 323, and 529.

²Detroit, Proceedings, 1944-1945, op. cit., p. 408.

Henry reported to the Board of Education that the Detroit Corporation Counsel had not pressed for early condemnation, as it was felt that the possibility of obtaining funds for building purposes should be more conclusive before funds for the payment of condemnation awards be expanded.¹ Finally, on March 23, 1948, the Board of Education withdrew all condemnation proceedings for the area bounded by Ferry Avenue on the North, Warren Avenue on the South, Hastings Street on the East, and Brush Street on the West, for the ultimate development of the Medical Science Center but requested that if any person desired to build a structure costing more than \$2,000 in this area that the Department of Buildings and Safety Engineering mail a notice of such an application to the President of the University within twenty-four hours for any action he might wish to take.²

While all of the controversy concerning the condemnation of land at the proposed site of the Medical Science Center had been taking place, there had been a change in the administration of the proposed organization. On March 12, 1945, Dr. Edgar H. Norris submitted his resignation as both Dean of the Wayne University College of Medicine and as Director of Medical Sciences, and this resignation was accepted by the Board with proper recognition to Dr. Norris for his vision and energetic efforts toward planning a great medical center in connection with Wayne University.³

¹Detroit, Proceedings of the Board of Education, 1945-1946, p. 430.

²Detroit, Proceedings of the Board of Education, 1947-1948, p. 495.

³Detroit, Proceedings, 1944-1945, op. cit., p. 430.

In the meantime the funds which the University had hoped might be forthcoming in large amounts from private donations failed to materialize in the amount necessary to construct the \$50,000,000 project originally envisioned by Dr. Norris. With Dr. Norris' resignation much of the spirit of a public crusade left the Medical Science Center and eventually it became apparent that it would not be accomplished in any form such as originally contemplated. The University administration, the Center's Board of Directors, and the Board of Education realized that it would be more expedient to concentrate upon securing a medical building program that might be actually realized. Therefore, the idea of an east side Detroit Medical Science Center was abandoned in favor of expanding present Medical College facilities as explained in detail in Chapter II.¹

The Medical Science Center did, however, focus attention upon the need for improved medical, hospital, and instructional facilities in Detroit and it "fathered," either directly or indirectly, a series of expansions in the University's entire program of medical studies that are still in operation at the present time.

School of Industrial or Occupational Health

At the Board of Education's meeting of June 27, 1944, Dr. Edgar H. Norris as Executive Director of the proposed Medical Science Center of Wayne University proposed that as a part of that development there should be established a "School of Industrial Health." The purpose of such a school would be to train doctors for work in industrial plants

¹See also the Board of Education Proceedings, 1943-1949, pp. 194 and 220.

inasmuch as there was a distinct need for this type of training that was not obtainable by the general medical practitioner. Dr. Norris pointed out that the Board of Directors of the Medical Center had allocated the sum of \$300,000 to employ for the first five-year period of the school's existence a total of four or five key men for the faculty. The Board reacted favorably to the suggestion and established the school.¹

Dr. Raymond Hussey was appointed Dean of the School of Occupational Health, the name having been changed from Industrial Health, by the Board of Education on December 26, 1944, at an initial salary of \$15,000 for twelve months. This amount was underwritten by the Board of Directors of the Medical Science Center and was to be increased by \$1,000 annually until a maximum of \$20,000 was reached. The School was given autonomous authority and the Dean made equal with other deans on the Council of Deans for Wayne University.²

During the academic year of 1945-1946 the School received grants totaling \$33,167 from the Medical Science Center to meet its current expenses.³ The School continued to operate until October 25, 1949, at which time the Board of Education accepted regretfully the resignation of Dean Hussey when it became apparent that funds to operate the school beyond its original five-year period would not be available from the Medical Science Center. Mr. Wendell Anderson, President of the Medical

¹Detroit, Proceedings, 1943-1944, op. cit., pp. 616-617.

²Detroit, Proceedings, 1944-1945, op. cit., pp. 284-285.

³Detroit, Proceedings, 1945-1946, op. cit., pp. 464, 546, and 698.

Science Center, reported to the Board on what the School had accomplished by saying:

You will recall that under date of December 26, 1944, the first grant from the Medical Science Center to the Board of Education was made in the amount of \$21,000. The Medical Science Center agreed to underwrite the salary of the Director of the School of Occupational Health for a period of five years....Dr. Hussey's salary for the five years in question amounted to \$85,000. Total grants from the Medical Science Center to Wayne University..have amounted to \$138,336.52.

During the period under review, determined and continuing efforts have been made without success to finance a permanent institute for the School of Occupational Health. It is with deep regret that I must admit failure to implement the thing that we all had in mind when the school was started.

I do not feel, however, that the five years past have been fruitless. I feel that Dr. Hussey has contributed not only locally, but nationally, a brand of thinking, which eventually, I feel certain, will produce lasting results.¹

Mortuary Science Curriculum

Another development closely associated with the interest in the Medical Science Center that was undertaken beginning in 1943 by Wayne University was the establishment of a program in mortuary science. At the Board of Education's regular meeting of June 1, 1943, Mr. William C. Cavanagh, President of the Michigan Funeral Directors and Embalmers Association, outlined to the Board the advancement that had been made in a preceding twenty year period in the educational standards and requirements for this branch of public service, and he stated that the mortuary profession was eager to establish degree requirements for the licensing of embalmers and funeral directors, having sponsored legislation requiring three years of university training for such license. He pointed out that a private school, the Michigan College of Mortuary Science, located at East Grand Boulevard and Russell Streets,

¹Detroit, Proceedings of the Board of Education, 1949-1950, pp. 187-188.

could be taken over with its assets valued at approximately \$20,000 and a student enrollment of thirty by the Board of Education and incorporated into Wayne University.

The Board instructed Dr. David D. Henry to submit a report on this matter and at its next meeting on June 8th, the President reported that the University Council had disapproved of the University sponsoring any program in the field of mortuary science. The Council's objections were that the University might endanger its accredited standing in projecting such work since no university in America had a similar program and that the sentiment was that the professional status of the work had not arrived at the point where it should have University recognition.

A member of the mortician's profession, Mr. Clarence E. Otter, answered the University Council's objections by saying that he believed the profession, if given recognition, would be willing to aid in the financing of the program. The Board then pointed out that when it took over the private Detroit College of Medicine, the building and equipment were also given to the Board, and that while it would be regrettable to dissipate the assets of the Michigan College of Mortuary Science, no budget allowance had been made for such a College in 1943-1944 and that if the University took over the private college it would have to divert other funds, making the problem primarily a financial one.

Finally, on June 22, 1943, the Board of Education recommended that the work in mortuary science be established as a one-year curriculum in the then Wayne University School of General Studies, particularly since the Funeral Directors and Embalmers Association had contributed a total of \$8,000 to assist in financing the program, which was later

raised to \$10,500 to purchase the physical equipment necessary to carry on the work.¹

A class of seventeen students was enrolled in September, 1943, with the teaching of the medical sciences by the College of Medicine Departments of Anatomy, Bacteriology, Physiological Chemistry, and Pathology, while course work in bookkeeping and accounting was given by the College of Liberal Arts through the Department of Business Administration. Ten students were awarded certificates at Commencement Exercises in June, 1944.²

The School of Mortuary Science flourished and at the Board of Education's meeting of September 11, 1945, it was pointed out that legislation requiring three years of University training as a prerequisite to licensing had been approved and, therefore, the Board increased the program of studies in mortuary science from one year to three years beginning September, 1945. It was also pointed out that the program had been so successful that there was already a waiting list of students wishing to enter the program.³

At the Board of Education's meeting of April 13, 1948, it reviewed the Mortuary Science Curriculum and its first five years of existence and after learning that the Curriculum cooperated actually with the Coroner's Office and City and County Welfare Agencies in caring for unclaimed and indigent dead, as well as rendering the securing and

¹Detroit, Proceedings, 1942-1943, op. cit., pp. 505, 512 and 546. See also Proceedings, 1943-1944, op. cit., pp. 9-11.

²Wayne University, Report of the University Year, 1943-1944 (Published at Wayne University, Detroit, Michigan, 1944), p. 100.

³Detroit, Proceedings, 1945-1946, op. cit., p. 112.

preserving of anatomical material for the College of Medicine's Department of Anatomy, and that a total of seventy-five students had been enrolled in the last two years, the Board recommended that the curriculum be continued and that all persons concerned be commended for a job well done.¹

The work in Mortuary Science has continued as a part of the University's instructional program and is another example of how a municipal school can serve specific community needs, particularly those relating to all phases of medical activity.

College of Nursing Established

Although it was not the outgrowth of any activity connected with the proposed Medical Science Center, the establishment of the Wayne University College of Nursing on October 24, 1944, by Board of Education action, coming at a time when medical education was of prime concern at Wayne University, further pointed out the outstanding contribution being made by the city's own university to the science of medicine.

The story of the founding of the Nursing School, however, can probably be told best in the words of one of the two persons who had most to do with its establishment, namely, Dean Don S. Miller of the Wayne University College of Liberal Arts. Dean Miller has stated:

The history of the Wayne University College of Nursing began about 1928 when Miss Grace Ross, Superintendent of Nurses in Public Health Nursing in Detroit, met me outside the Maccabees Building in a driving rainstorm. She suggested that we step inside to discuss a matter of importance.

Miss Ross said that a program for the training of Public Health Nurses was urgently needed in Detroit and that City College, as Wayne University was then called, was the logical place to offer

¹Detroit, Proceedings of the Board of Education, 1947-1948, pp. 527-529.

such training. I agreed with her and took the matter up with the College authorities. The result was the organization of two or three classes, the first in Cytology, for Public Health Nurses.

As the nursing enrollment began to grow, the realization came that the program needed to be expanded. I went to Dean Albertus Darnell and spoke of the probable future of nursing at City College. Dean Darnell suggested that a nursing program be organized under the head of a Public Health nurse. The services of Miss Katharine E. Faville, who is the present Dean of the Wayne University College of Nursing, were secured.

Miss Faville made the necessary contacts; set up the curriculum and the first Public Health Certificates were granted at the end of Miss Faville's first year, 1931.

In 1934, Miss Faville received an offer to become the Dean of the School of Nursing at Western Reserve University in Cleveland, Ohio, and we regretfully parted with her services for what fortunately proved eventually to be for only a few years. Miss Faville was succeeded by Miss Edna Plambeck who carried on the program successfully. When the 36th General Hospital was established from the Wayne University College of Medicine in 1943, Miss Plambeck, as an Army First Lieutenant, went on active duty with the 36th as Chief Nurse.

After Miss Plambeck went on active Army duty the Department of Nursing, as it was now known in its departmental status within the College of Liberal Arts, came once again under my direction. Eventually, I received a letter from Miss Faville, stating that she had left Western Reserve to become Director of the Henry Street Visiting Nurse Service in New York City, but that she was anxious to return to Detroit particularly since she had learned that Miss Plambeck had signified her intention of not returning to Wayne after World War II. She expressed interest in once again directing the Wayne nursing program.

I discussed the matter with then Liberal Arts Dean Whitehouse and Miss Faville was invited back. She operated the Department of Nursing for a year until it became a separate College of Nursing by Board of Education action in 1944.¹

The actual establishment of the College of Nursing on October 24, 1944, by Board of Education action had also been undertaken with the full endorsement of the Detroit Council on Community Nursing, who, by resolution in June, 1944, had requested that in the best interests of the community Wayne University establish as soon as possible a College of Nursing, comparable in organization and administration to the College

¹Statement by Don S. Miller, personal interview, May 4, 1951.

of Medicine, and that the advisory board be composed of representatives of Wayne and the Council on Community Nursing.¹

In 1947, arrangements were made with Grace and Harper Hospitals in Detroit for the assignment of nursing students to those hospitals for their working assignments.² In 1948, arrangements were made with the College of Nursing and the Visiting Nurse Association of Detroit to provide the necessary instruction in the application of mental hygiene to nursing at all levels.³

The present Dean of the College of Nursing, Miss Katharine E. Faville, brings to her position a distinguished record in her chosen field. Born in Sauk Center, Minnesota, December 25, 1894, Miss Faville took her B.S. degree at the University of Wisconsin in 1915 and her M.S. in 1916. She took her Diploma in Nursing at the Massachusetts General Hospital in 1921 and a C.P.N. in Nursing at Simmons in 1922.

She was a Public Health nurse and nursing field service representative, National Red Cross, 1922-1927; Instructor, Nursing Education, Teachers College, Columbia University, 1927-1931; Associate Professor of Nursing, Wayne University, 1931-1934; Dean, School of Nursing, Western Reserve University, 1934-1937; Director, Henry Street Visiting Nursing Service, New York City, 1937-1944; Professor of Nursing, Wayne, 1944, Director of the Department of Nursing, 1944-1945 and Dean, Wayne University College of Nursing, 1945 until the present. In addition, Dean Faville has held

¹Detroit, Proceedings, 1944-1945, op. cit., p. 180. See also Wayne University Council of Deans Minutes, 1944-45, Vol. 10, p. 16.

²Detroit, Proceedings of the Board, 1947-1948, op. cit., p. 8.

³Detroit, Proceedings, 1948-1949, op. cit., p. 54.

the position of Lecturer, Teachers College, Columbia, 1937-1944; Member and Chairman of the Student Nurse Recruitment, National Nursing Council for War Service, 1942-1946. She is a member of Phi Beta Kappa and has made distinguished contributions to the entire profession of nursing.¹

The Wayne University College of Nursing is today an integral part of the ten Schools and Colleges comprising the University and working in cooperation with the College of Medicine and the Curriculum in Mortuary Science rounds out the complete program of medical education that the University offers to students within Detroit, Michigan, and the entire nation.

Albert H. Schmidt Foundation

Although it might seem paradoxical that a municipal University located within the heart of the nation's industrial capital should operate an agricultural project, such is the case with Wayne University and the Albert H. Schmidt Foundation.

On December 24, 1943, Mr. Albert H. Schmidt of Detroit offered the Detroit Board of Education a sum of \$10,000 to establish a School of Agriculture for the benefit of orphans and underprivileged boys from fourteen to eighteen years of age and for returned soldiers who wished to follow agriculture as a vocation. Upon his death and that of his wife, Mr. Schmidt intended to leave substantially his entire estate, somewhere in the vicinity of a million dollars, to the Albert H.

¹Jaques Cattell and E. E. Ross, ed., Leaders in Education (Lancaster, Pennsylvania: The Science Press, 1948), p. 340.

Schmidt Foundation. It was further understood that the Board of Education's farm near Novi, Michigan, would be turned in and that the Board would subscribe money to promote the organization.

On February 1, 1944, the Board of Education officially established the Albert H. Schmidt Foundation to operate a vocational agricultural school but not unanimously inasmuch as Member Mrs. Laura Osborne went on record as opposed to the idea of the farm being a haven for delinquent boys between fourteen and eighteen as the Board lacked police facilities to hold such boys. Despite her protests the measure establishing the Foundation passed six to one.¹

On October 24, 1944, Mr. Schmidt appeared before the Board with certain proposed changes in the Foundation organization. He suggested that the Board purchase the farm of Dr. Canter, consisting of 283 acres located at the corner of Van Dyke and the Marine City Highway, near Washington, for a sum of \$70,000, and he, in turn, would deed to the Board and the City of Detroit the remainder interest in the Alleta Apartments at the corner of West Philadelphia and Lawton Avenues, retaining to himself the income for life. He also agreed to pay \$1200 per year as income from a block of stores on West Fort Street, and the payment of \$25,000 from his estate upon death. The Board was to install a pasteurizing machine to prevent undulant fever, prevalent at that time in Michigan cattle, and was to establish classes and lectures in applied chemistry, simple forms of bookkeeping, commercial law, correspondence and drafting, first aid in medicine,

¹Detroit, Proceedings, 1943-1944, op. cit., pp. 331, 362 and 521.

and other studies to aid the future farmer. The Board accepted Mr. Schmidt's new offer and expressed appreciation for this chance to train returning servicemen as farmers.¹

On May 10, 1949, the Board of Education received a report from Member Burt Shurly on the conduct of the Albert H. Schmidt Foundation Farm Program by Wayne University. The report pointed out that due to the War emergency the entire facilities of the farm were turned over to the establishment of an educational farm training program for veterans that was approved by the U.S. Veterans Administration and the Michigan Department of Public Instruction in the fall of 1945. In December, 1945, the first veteran was enrolled followed by thirty-two others with the last leaving in September, 1948. The maximum enrollment was eight due to the limited housing facilities and the stay at the farm ranged from two weeks to two years. Courses were offered these veterans in dairying, poultry raising, and general farming. Other projects carried on at the farm in addition to the Veterans Educational Program from 1945 to 1948 were study of the soils, land drainage, crop rotation, building changes, and livestock improvement.

Following the termination of Veterans' training, Wayne established a curriculum allowing credit which students might use in securing an agricultural degree from an established agricultural college after two years at the farm. Begun in September, 1948, this program was open to high school students meeting Wayne's entrance requirements and required a full year program with the students having time off on alternate

¹Detroit, Proceedings, 1944-1945, op. cit., pp. 174-175.

week-ends and for half of the regular school vacations. During the school year students carried eleven hours each semester in the College of Liberal Arts, which could be transferred to Michigan State College for an agricultural degree. The courses included work in dairying, poultry raising, farm crops, and farm management. During the summer the students worked in planting, cultivating, and harvesting, and received a wage proportional to their ability.

The day for the students began at 6:00 a.m. with the chores of milking, feeding, and caring for the livestock. After breakfast, the students traveled to Wayne University for classes from nine o'clock until noon with the afternoon being spent in studying agricultural subjects and gaining practical farm experience. Students had to maintain a "C" average or drop from the program.¹

The Farm was and still is entirely self-supporting. As might be expected of all activities connected with Wayne University, the Schmidt Foundation Farm has been the recipient of much cooperation with other colleges and industries as befits a municipal school. In 1948, Michigan State College used the farm to demonstrate weed control with sprays in growing crops. The United States Rubber Company is carrying on experimental work in the development of tractor and farm implement tires. Parke, Davis and Company use the dairy herd of approximately sixty-three head of registered Holsteins to test their vaccines developed for the control of Bangs disease. This company also carries on experiments in the dairy herd for the control of mastitis. This

¹Detroit, Proceedings, 1948-1949, op. cit., pp. 396-398.

allows the students at the farm an opportunity to see the application of scientific methods in the solving of practical farm problems.

Thus, through the generosity of Mr. Albert H. Schmidt, Wayne University was able to expand its instructional program along a line that few universities, whether municipal, state, or private are permitted to do, and has assisted city boys in securing practical farm knowledge while earning degrees. Plans are also being worked out to permit elementary school children in science classes to visit the farm for a day's outing, thus further increasing Wayne's value.

The National Training School for Public Service

Recognition of Wayne University's unique role as a community university serving its city, state, and nation came in 1944 when the National Training School for Public Service, an independent foundation carrying on the name and traditions of the school, established in New York City in 1911, proposed to send fellowship students to Wayne for training in citizenship, social work, and public affairs. Supported to the extent of \$37,200 a year for an experimental three-year period by the Volker Fund of Kansas City, the Foundation offered scholarships on a competitive basis, initially 10 or 15, at the rate of \$100 a month for training in citizen leadership and administrative positions in government.

The Foundation was to pay the regular tuition of the students who enrolled at Wayne University; to pay the fees and expenses of occasional lecturers secured by the University, providing such lecturers were leaders in the fields of public administration, budget making, accounting and made these lectures available to all graduate students at

Wayne; and to supplement Wayne's facilities by donating needed equipment, books, and other instructional necessities.

After the Board of Education had been informed that the Wayne University Council of Deans had unanimously agreed to welcome the fellowship students who will be sent to the University by the School and offered full cooperation in the project,¹ and after learning that the Retail Merchants Association endorsed the program, the Board approved, March 14, 1944, the establishment of the program which is still in effect at Wayne.²

Citizenship Education Study

While the negotiations were going on in 1944 between Wayne and the National Training School for Public Service, financed by a grant from the Volker Charities Fund, Inc., it became apparent that the Fund and the Detroit Public Schools had other common interests besides the Training School. Both the Fund and the Detroit Schools over a long period of time had expressed definite interest in citizenship education and held that the development of good citizens was one of the major functions of the schools.

Therefore, a series of informal conversations were held about citizenship problems with Mr. Harold W. Luhnnow, President of the Volker Fund, and there emerged a mutual desire to get a more definite statement concerning needed exploration in the field of civic education so that:

¹Wayne University Council of Deans Minutes, 1943-1944, op. cit., p. 49.

²Detroit, Proceedings, 1943-1944, op. cit., pp. 413-444.

Dr. David D. Henry, the executive head of Wayne University consequently called together in the spring of 1944 a small group of interested persons and asked them to prepare a proposal for a citizenship education project for the Detroit Public Schools and Wayne University. The Committee consisted of Waldo Lessenger, Dean of the College of Education, Chairman; C. C. Barnes, Director of Social Studies; Stanley E. Dimond, Supervisor of Social Studies; Manley E. Irwin, Supervising Director of Instruction; and Earl C. Kelley, Professor of Secondary Education.

This Committee met regularly during May, June, and July, 1944, and submitted drafts of proposals to interested university and public school officials.

As a result of this work, on August 14, 1944, a formal proposal for a citizenship study was submitted to the William Volker Charities Fund, Inc. On October 20, 1944, the Volker Fund accepted this proposal and approved a grant of \$85,000 a year for a five-year period. The Detroit Board of Education on November 3, 1944 accepted the grant and authorized the Citizenship Education study to be conducted in the Detroit Public Schools and Wayne University. The director of the Study was appointed on December 22, 1944. The nucleus of a staff for the Study formally began work on February 5, 1945.¹

As Director of the Study, Dr. Stanley E. Dimond, now Professor of Education, University of Michigan, began setting up the framework of the study. Executive officers were established at Wayne University and five members of the staff were selected from both the Detroit Public Schools and the University, while three were chosen from outside the Detroit school system. It was decided to choose eight schools in the Detroit system to participate in the Study and these were the Cerveney, Guyton, Douglas Houghton and White Elementary Schools; the Barbour and Cleveland Intermediate Schools; and Northwestern and Southwestern High Schools.

Operating on the premise that the good citizen in a democracy could be summarized by saying that he cherishes democratic values and bases his

¹The Citizenship Education Study of The Detroit Public Schools and Wayne University supported by the William Volker Charities Fund, Inc. A statement in booklet form on the general framework of the Study prepared by the Staff, p. iii. See also Detroit, Proceedings, 1944-1945, op. cit., pp. 207-209.

actions on them; he recognizes the social problems of the times and has the will and the ability to work toward their solution; he is aware of and takes responsibility for meeting basic human needs; he practices democratic human relationships in the family, school, community, and in the larger scene; he possesses and uses knowledge, skills, and abilities necessary in a democratic society; the Study attempted to work with the schools in the experiment through coordinators and resource persons to promote activities that would realize these five qualities of citizenship.

At the end of the first year of the Study the Director reported:

...In comparison with other studies, at the end of the first year, the Study seems to be well established. Definite progress has been made in the schools and significant projects are under way. The general spirit in the schools seems to be good. On the whole the cooperation of the schools has been excellent, better undoubtedly than many studies have had. There are, of course, many problems. Time to plan with teachers and administrators is at a premium. Resistance to change occurs. Difficult decisions on the wise use of resources have to be made. The staff believes, however, that a good beginning has been made and that citizenship education for some children in Detroit already is better than when schools opened in September, 1945.¹

On August 26, 1947, the Board of Education directed the Study to report on the progress that had been made in the first two and one-half years of the Citizenship Study program and the Director reported:

In summary, the Citizenship Education Study during the first two and one-half years of its existence has endeavored to cooperate fully with the faculties of the eight participating schools in locating citizenship problems. The faculties and staff members have worked together on the solution of these problems.

Of the procedures employed in the Study, those which seem most

¹First Annual Report, The Citizenship Education Study of The Detroit Public Schools and Wayne University Supported by the William Volker Charities Fund, Inc., 1945, p. 12.

valuable are: freedom to try promising practices, faculties working together intensively on problems, assistance and encouragement from persons not regularly a part of the school, provision of additional instructional material and equipment, teachers spending increased time for planning, and careful evaluation of activities.

As a result of the work to date we believe better citizens will be developed as teachers get a more thorough understanding of children, as democracy is understood better, as there are more opportunities to practice democratic procedures, as pupils learn techniques for solving social problems, as the human relationships within a school are made more harmonious, and as the school and neighborhood are brought closer together.¹

The Citizenship Education Study continued for the next two and one-half years and on May 9, 1950, a report was made to the Board of Education, which listed some of the general conclusions of the Study as follows:

1. The emotional adjustment of pupils seems to be the chief factor in the citizenship of boys and girls.

...2. When schools begin to accept responsibility for improving the emotional adjustment of pupils five types of activity become prominent: a. Employment of newer type psychological tests, b. Increased attention given to guidance procedures and programs, c. Development of new courses and new units in the areas of personal relations, personal standards, and home and family living, d. Attempts to organize schools so that the pupils remain with teachers a longer time, e. Development of in-service teacher education programs which emphasize the growth patterns of children, basic needs for love, friendship, and success, the effects of social climates, and the influence of the home and neighborhood environment on the child's behavior.

3. Schools are teaching effectively the ideals of American democracy.

...4. Schools are not giving sufficient attention to the consideration of alternative solutions for social problems, to evaluating evidence, to analysis of propaganda, to critical thinking.

...5. The cooperative methods employed by the study were effective in improving citizenship education programs.²

¹Progress Report, The Citizenship Education Study (A review of the Study prepared for the Detroit Board of Education, November, 1947), p. 17. See also Detroit, Proceedings, 1947-1948, op. cit., pp. 121, 231, and 279-285.

²Detroit, Proceedings, 1949-1950, op. cit., pp. 438-440.

Thus far, the Citizenship Education Study in relation to graduate work at Wayne University has produced two Doctor of Education dissertations by staff members who worked on the Study. The first of these by Elmer F. Pflieger stressed the use of a consultative-cooperative method in school administration and relations. Dr. Pflieger defines the method as:

Essentially the method consisted in improving a school situation through the cooperative efforts of administrators, teachers, pupils and consultants. It is consultative in that a person or persons not on the faculty of Northwestern High School worked with the school in trying to effect curriculum change and to improve citizenship. It is cooperative in that the planning, decision-making, and the carrying out of decisions were done jointly by teachers, administrators, and members of the Staff of the Citizenship Education Study.¹

Briefly, the study to which Dr. Pflieger refers consisted of taking in 1948 the 500 entering 10-B students at Northwestern High School, Detroit, and having them participate in a program known as "Effective Learning." This program consisted of their being placed with fourteen faculty members, including the writer, for an hour and a half period daily during which time they studied both English and Social Studies. Special citizenship projects were also carried out and the program was continued through the 10-A with seven of the groups and the whole experiment was marked by the use of extensive testing methods, student-faculty planning of the course work, trips, lectures, weekly meetings of the teachers in the experiment with the Citizenship consultants so that literally there existed a "school within a school." Dr. Pflieger's dissertation reports on the experiment in complete detail.

¹Elmer F. Pflieger, "A Critical Analysis of A Consultative-Cooperative Method Designed to Produce Curriculum Change for Improved Citizenship." Unpublished Ed.D. Dissertation, Wayne University, 1950, p. 4.

The second doctoral dissertation to come out of the Study thus far was that of Arnold R. Meier, who worked with a group of teachers primarily from the Barbour Intermediate School to employ a work-group-conference method to produce curriculum change at the school. Dr. Meier briefly summarized the value of the technique by saying:

A group of teachers and the Citizenship Education Study Staff members, voluntarily working together using the work-group-conference method, will succeed in promoting the examination of certain areas of the present curriculum, the planning, execution, and evaluation of specific experimental changes, and in the process, change the perceptions or values of a group.¹

The final results of the Study are still being evaluated by the former staff members and a series of other doctoral dissertations and books covering the major findings are expected to be forthcoming in the next few years. Wayne University's part in the program was primarily one of cooperation with the eight schools in the Study; the supplying of library materials, equipment, building and office space, resource personnel from the various University colleges and schools, and working closely with the Staff and the school system in promoting the aims of good citizenship.

Wartime Administrative Changes

While Wayne University was actively engaged in the war effort of the second World War, it was also to undergo the first major series of administrative changes since its founding in 1933-1934. The first of these epoch making changes in University administration was the mandatory

¹Arnold R. Meier, "A Study of A Work-Group-Conference Method for Producing Curriculum Change." Unpublished Ed.D. Dissertation, Wayne University, 1949, pp. 8-10.

retirement of its first President, Dr. Frank Cody, on July 1, 1942, at the close of fifty-one years in the service of the public schools of the Detroit area, the twenty-third year as Superintendent of Detroit Public Schools, and his ninth year as President of Wayne University.

Already the recipient of practically every honor granted in the educational world, as outlined in detail in Chapter IX, Frank Cody was appointed President Emeritus of Wayne University and Superintendent Emeritus of the Detroit Public Schools by a grateful Board of Education at its meeting on July 1, 1942.

Dr. Cody's beloved Wayne University paid him a fitting farewell when it awarded him an honorary Doctor of Laws degree at Commencement Exercises in June, 1943. The citation for the degree read as follows:

Frank Cody, a native of Michigan; honored by many institutions for his services to education in this city, state, and nation; for nearly thirty years a Member of the State Board of Education; past President of the National Association of School Administrators; Superintendent-Emeritus of the Detroit Public Schools; President-emeritus of Wayne University; now Councilman of the City of Detroit.

From his earliest years as a school administrator, he studied community needs and sought to have the schools serve them. By insistence on high professional standards, he encouraged functional research and creative leadership in his staff. Thereby the educational system of this city was brought to the forefront in the country. His great gift for public relations and his administrative efficiency won unparalleled public confidence which in turn sanctioned his far-sighted program for building and equipping schools. He helped to establish this University, served as its first President, and courageously carried it safely through its formative years. In deep appreciation of the effectiveness of his leadership and broad vision for education in this community, this degree is conferred.¹

¹Citation of the degree of Doctor of Laws awarded to Dr. Cody was obtained through the courtesy of and from the files of Dr. David D. Henry, President, Wayne University, on June 29, 1951.

The University had previously paid him the following tribute upon his retirement on July 1, 1942, when the Review of the Year stated:

Mr. Cody's achievements, nationally recognized, have been many and great. The Wayne University staff, students, and friends are particularly grateful, however, for his contribution to Wayne's development. They are appreciately aware of the relation of the institutional growth and progress to their President's wisdom, foresight, keen administrative skill, and educational statesmanship.¹

Dr. David D. Henry, President of Wayne University, who was closely associated with Dr. Frank Cody, has evaluated the latter's administration of Wayne:

As one of the original founders of Wayne University, Frank Cody intuitively understood the need for such a University in Detroit and he was sympathetic to its development at a time when it was important to develop it upon a sound basis. Working with his Deputy Superintendent and Executive Vice-President, Dr. Charles L. Spain, both of whom had the highest mutual respect for each other, he foresaw the needs of Wayne and he solved University problems with an insight and understanding of the wants and needs of the municipal institution he had helped create.

Dr. Frank Cody's willingness to do things one at a time was beneficial in the long-range development of the University. His genius at resolving the administrative perplexities and his great sense of timing his important policy moves aided the fledgling University. He did not 'manage' the University in any close administrative sense but everyone at Wayne knew he was 'there' and stood ready to resolve all difficulties for the good of the University.

The great personal prestige of Dr. Frank Cody in educational, governmental and community circles was of inestimable value to Wayne. The people of Detroit had great confidence in him and thus in the University he helped to create. His great knack at interpretation helped to make Wayne meaningful to the people of the community and state in which it had been established. He brought the same values to his administration of Wayne that he brought to the entire school system, and the University benefitted from this in its period of initial development.

Dr. Frank Cody gave to the University his own exceptionally high standards of professional conduct. He had a professional sense that was acute. Although some persons considered him a master 'politician', nothing could be further from the actual truth. Frank Cody's

¹Wayne University, Review of the Year, 1941-1942, op. cit., p. 35.

professional integrity was so great that he was never known to make any appointment connected with Wayne University on any other basis except merit alone. Working with and supporting his assistant, Dr. Spain, he established a professional development that has enabled Wayne to become one of America's youngest but greatest Universities.

Wayne was founded on the basis of service to the community. It was Dr. Frank Cody who gave the University this basic community service approach that has been completely characteristic of the institution's existence. Dr. Cody wanted Wayne to serve the people and the community. He said that Wayne had to literally 'mingle with the people'. This policy was carried on by Dr. Spain, by Dr. Bow and by myself. It was Frank Cody, then, who emphasized Wayne's community role and gave the University its unique meaning.

He influenced Wayne and yet as its President he understood fully the meaning of the administrative practice of delegation of authority. Inasmuch as he was also Superintendent of a great city's school system, he was unable to serve in a full-time capacity as Wayne's President. Therefore, he chose wise assistants; set up proper administrative channels and then followed these completely. He delegated authority and never assumed executive prerogatives. He gave men jobs and let them do them, which was an unusual administrative approach that contributed greatly to Wayne's rapid development into one of America's outstanding institutions of higher learning. He was a leader in every sense of the word and Wayne owes him a perpetual debt of gratitude.¹

Dr. Frank Cody was succeeded in his dual responsibilities of Superintendent of Detroit Schools and President of Wayne University by Dr. Warren E. Bow.² Dr. Bow was a native Detroiter born on June 2, 1891. He went through the Detroit public schools attending the Tilden Elementary and East High School. After a brief period as an apprentice tool designer he worked his way through the University of Illinois, graduating with both a Bachelor of Education and a Bachelor of Science in Engineering in 1914. His interest in military affairs dated from his years at Illinois where he was senior cadet officer in the R.O.T.C. unit.

¹Statement by Dr. David D. Henry, personal interview, August 1, 1951.

²Biographical data on Warren E. Bow taken from the Board of Education Proceedings and Who's Who in American Education (Nashville, Tennessee: Who's Who in American Education, Inc., 1943-1944), Vol. XI, p. 123.

After a brief period as a structural engineer, he entered the Detroit school system in February, 1915, as a teacher in the McMillan Elementary School. He soon became active in the Michigan National Guard and in 1916 he went to the Mexican Border as a First Lieutenant in the 31st Michigan Infantry. Before his return he was promoted to Captain and Adjutant. In May, 1917, he was again called to active duty as Captain in the 125th Infantry, 32nd Division. Because of his engineering training he was shortly transferred to the 119th Field Artillery, 32nd Division, and he served out the duration of World War I with this outfit, being discharged as a Major and Instructor in the American Expeditionary Forces Artillery School.

On his return to Detroit after the war he was successively a grade principal at Nordstrum High School, Assistant Principal at Southwestern High School, and Assistant Dean, Detroit Teachers College, 1922-1925, and was made Dean in 1926 serving in that capacity until 1930. He was appointed Assistant Superintendent of Detroit Schools in 1930 in charge of the technical and vocational schools. Later, the administration of the high schools, including the R.C.T.C., was assigned to him. He became First Assistant Superintendent in 1939 and Deputy Superintendent in 1941. He had major responsibility for the development of the vocational training program for workers in addition to his other administrative duties.

While he had been moving up the administrative ladder of the Detroit school system, Warren Bow returned to school at the University of Michigan where he received his Master's degree in Education in 1923. He was also awarded an honorary Doctor of Laws degree by Battle Creek, Michigan, College.

Among his many organizational affiliations were membership in the National Education Association, the American Association of School Administrators, the Michigan Education Association, American Vocational Association, the Detroit Teachers Association, the Detroit Schoolmen's Club, the Michigan Conference of City Superintendents, the American Legion, the Veterans of Foreign Wars, the Military Order of the World Wars, the Red Arrow Club of Detroit, the 119th Field Artillery Veterans' Association, the Presidency of the Detroit Area Council, Boy Scouts of America, the Vice-Presidency of the Citizens Housing and Planning Council of Detroit, the Chairman of the Detroit Victory Council, Member, Governor's Committee on Youth Guidance, Member of the Mayor's Inter-racial Committee, Trustee, Episcopal Diocese of Michigan and active in the Detroit Council of Churches and the Round Table of Catholics, Jews and Protestants. His heavy responsibilities undoubtedly contributed greatly to his sudden death on May 12, 1945, in the prime of life and at the height of his career.

At the time of his death on May 22, 1945, the Board of Education evaluated his Superintendency and Presidency of Wayne by saying:

In July, 1942, Dr. Bow was named superintendent of schools and president of Wayne University. His service in all divisions of the public school system had equipped him admirably for the responsibilities of leadership that were now his. During his tenure of office he constantly demonstrated his sensitiveness to the educational needs of the community and a readiness to adapt the school system to meet those needs. A pertinent example was his early recognition of the obligation of the schools to assist the veterans of World War II to readjust to civilian life, and his consequent establishment of the Veterans' Institute. Noteworthy was his leadership in the expansion of Wayne University campus, including provision for the establishment of the Medical Science

Center and the Engineering Research Institute.¹

During the three years of Dr. Bow's occupancy of the President's chair at Wayne he was largely the nominal administrator for the actual direction of the University continued under the able direction of Dr. David D. Henry as it had from 1939 to 1942 under the Presidency of Dr. Frank Cody. Due to the press of business as Superintendent of a large city school system both Drs. Cody and Bow had left the actual operation of the University in Dr. Henry's hands while exercising general supervision of the policies he established. In effect, Dr. Henry for all practical purposes was the President of the University in fact if not in name, and Dr. Bow's sudden demise pointed out the fact that consideration should be given to separating the offices of Superintendent and President.

Therefore, at the Board of Education's meeting of May 22, 1945, it was decided that the heavy burden of responsibility on one man as both Superintendent and President should be lightened by separating the offices and appointing a separate President of Wayne University. The Board voted in favor of this plan and officially appointed Dr. David D. Henry as the third President of the University and the first to hold that office distinct from the Superintendency of Detroit Schools. At the same time the By-Laws were amended to read "President" in any portion where the duties and responsibilities of the "Executive Vice-President" were listed.

¹Detroit, Proceedings, 1944-1945, op. cit., pp. 559-560.

supervision of the President's office. Dr. Henry listed the offices, the administrative areas involved and the men he nominated for these positions as follows: 1. Dean of Administration to be Dr. Clarence B. Hilberry, Head of the English Department, College of Liberal Arts and Professor of English, to give general administrative assistance to the President in inter-College and all-University administration; 2. Provost of the University, Arthur F. Neef, Dean of the Law School, to work with legislative and governmental bodies in gaining further subsidy for the University, to the development of the campus building program, and to other special functions; 3. Executive Secretary, Olin E. Thomas, Director, Division of Finance, to be responsible to the President for the finance and business relationships of the University, including liaison with the other offices of the Board of Education; and 4. Dean of Student Affairs, Victor F. Spathelf, Assistant Director in charge of the Division of Student Personnel, to be responsible to the President for the non-instructional University services to students, including student activities. The Board approved Dr. Henry's recommendations and the new administrative organization began operations.¹

As the first Dean of Administration in Wayne's history, Dr. Clarence Hilberry brought a distinguished academic background that was in keeping with the nature of the newly created Deanship.² Dr. Hilberry was born on December 12, 1902, in LaGrange, Ohio. He took his A.B. and M.A.

¹Detroit, Proceedings, 1944-1945, op. cit., p. 600. See also the Wayne University Council of Deans Minutes, 1944-45, op. cit., pp. 79-80.

²Biographical data on Dr. Hilberry taken from Leaders in Education, op. cit.

from Oberlin College in Ohio in 1924 and 1925, respectively, and his Ph.D. from the University of Chicago in 1930. He was an Instructor in English, Albion College, 1925-1927; English Instructor, Y.M.C.A. College, Chicago, 1927-1930; English Instructor, Wayne University, 1930-1934, Assistant Professor, 1934-1937, Associate Professor, 1937-1939, Professor and Chairman of the English Department, 1939-1945 and then Dean of Administration, 1945 to the present. He is a member of the American Association of University Professors and the Detroit Schoolmen's Club.

Summary

World War II found Wayne University already actively engaged in the emergency war effort prior to Pearl Harbor and it rapidly converted to full war-time activity in 1941-1942. Thousands of its students, alumni and faculty served both on the war and home fronts and it trained thousands of civilians and soldiers in special war courses.

The College of Medicine reaped additional honors for the University with its operation of General Hospital 36, which was the successor to Base Hospital No. 36 of World War I.

The biggest campus development during the war years was the proposed Medical Science Center which, although it never fully materialized, focused the needs of the University upon the general public and spawned the School of Industrial or Occupational Health directly and indirectly contributed to the establishment of a curriculum in Mortuary Science and the founding of a separate College of Nursing.

The Albert H. Schmidt Foundation was established to provide Wayne with a training program in agriculture, and the Volker Foundation established the National Training School for Public Service and backed the Citizenship Education Study.

The war period was marked by administrative changes in the University, including the retirement of Dr. Cody, the death of Dr. Bow, the assumption of the Presidency by Dr. Henry, and the creation of four new positions.

CHAPTER XII

WAYNE IN THE POST-WAR PERIOD, 1945-1951

Introduction

The end of World War II found Wayne University, like the rest of the American institutions of higher learning, ready to convert to the peace-time task of educating thousands of returning servicemen and women. Like most other American universities, it was to find itself literally inundated with the large numbers of students anxious to either begin or resume an educational career interrupted by the war and it was hard put to find adequate classroom space to house the influx. Furthermore, it was to find itself needing financial assistance from the State of Michigan to assist it in carrying out its new educational mandate. In addition, it faced the problem of expanding its campus facilities, particularly in terms of new buildings to augment the cramped quarters of Old Main and the private residences that had been converted into classrooms and offices in the three blocks north of Old Main. Like the returning veterans of World War II, Wayne University faced its own particular problems of "reconversion."

As Dr. David D. Henry put it in the President's Report for 1948-1949, "The dramatic shift in enrolment at Wayne is best measured by comparing the fall enrolment in 1945 of 10,470 with the 18,523 recorded in the fall term of 1948. Increasing the facilities of the University to meet this load has been and remains a major concern of the administration."¹

¹Wayne University, Report of the President, 1948-1949, p. 5.

Veterans' Program at Wayne

As a matter of actual record the Veterans' Program at Wayne had been instituted even before V-E and V-J days, for many veterans had returned to school in 1944.

As a summary prepared by Don H. Palmer, University Veterans Affairs Counselor and Keith Hollingsworth, Admissions Counselor, Division of Student Personnel, in December, 1944, pointed out:

Since January, 1944, Wayne University has enrolled 386 veterans of World War II. For the semester beginning in January, 100 were registered; 76 enrolled for summer school; 335 are currently registered in courses of the University (Sept. 1944). Duplications have not been eliminated from the enrollment figures given by semester.

The veterans range in age from 16 to 47, with a median age of 23. About 50 percent of the veterans enrolled are in the freshman class. The number of veterans now enrolling in college without previous college experience is increasing. Likewise the proportion of this group to the total number of veterans in college is increasing.

Last January the average length of military service for the veterans enrolled was 6 months. The average length of military service for the group enrolled this September was 11 months. This trend will continue as the period of the war extends.

Approximately 60 percent of the veterans attending the University are not carrying full academic loads. A large majority of the veterans are engaged in war work in Detroit war plants. Other causes for lighter programs of study are poor health and late registration. The range in hours of work per week reported by veterans working was from 10 to 48.¹

The University Office of Veterans' Affairs had been established in February, 1944, and in the first year of its operation the University Veterans' Affairs Counselor interviewed 974 veterans. The Division of Student Personnel stood ready to assist veterans with its facilities in Guidance and Testing, the Admissions Office, the Records Office, Placement and Student Aid, the University Health Service, and various other student

¹Don H. Palmer and Keith Hollingsworth, Veterans' Program at Wayne University (A Division of Student Personnel Report Printed at Wayne University, Detroit, Michigan, December, 1944), pp. 10-11.

activities whose purposes are apparent.¹

As more and more veterans began to return to school beginning in 1945 and 1946 under the provisions of Public Law No. 346, the so-called "G.I. Bill," Wayne found itself with an ever increasing enrollment. During the academic year of 1941-1942 the University had been placed on the approved list of the Association of American Universities,² and in 1945 it had been admitted to membership on the list of Institutions approved by the American Association of University Women completing the roster of national accreditation recognitions essential to the University's professional standing.³ These factors, as well as the many advantages of attending school in the local community, were attracting veterans by the thousands to Wayne.

By the first semester of 1947-1948 the University's enrollment reached an all-time high, President Henry reported, with 17,922 individuals in attendance including 4,876 full-time and 2,572 part-time men veterans for a total of 7,448 as compared to 3,835 full and part-time non-veterans and 173 full-time women veterans and 118 part-time women veterans for a total of 291 as compared with 6,348 non-women veterans.⁴

To ease the overcrowding on the main campus, the University had obtained from the Federal Government some surplus Army barracks and these

¹Annual Report of the President of Wayne University to the Board of Education of the City of Detroit For the Year Ending June 30, 1945 (Published at Wayne University, Detroit 1, Michigan, 1945), pp. 118-119.

²Wayne University, Report of the University Year, 1941-1942, op. cit., p. 26.

³Detroit, Proceedings, 1944-1945, op. cit., p. 645.

⁴Wayne University, Report of the President of Wayne University, 1947-1948, p. 3.

so-called "portable" buildings were converted into classrooms particularly in the block between Warren and Putnam facing on Second Boulevard. These portables are still in use at Wayne in 1951. Even these extra structures could not meet the demand for classroom space on campus so the University authorities decided to establish a freshman unit of Wayne at Northern High School, located at Woodward and Clairmount Avenues in uptown Detroit. At the Council of Deans meeting of September 19, 1946, a report was given that indicated that a total of 1,022 students, including 225 veterans, had enrolled in the Northern Unit. Instructional facilities were reported as being generally adequate to the needs of the students and that these "uptown Wayneites" were participating to the fullest in student activities of the University at the Northern branch.¹

During the 1946-1947 academic year a total of 585 scheduled meetings of University organizations and outside groups were held at the Northern Unit with approximately 8,600 individuals using the Northern Unit activities' facilities during the year. A number of campus organizations including the Mackenzie Union, the Association of Women Students, the Women's Athletic Association, Wayne Branch Y.W.C.A., Newman Club, Hillel, Wayne University Veterans' Association, Wayne Christian Fellowship, and the Canterbury Club, forming a Northern Unit Activities Council, used the facilities of the school, the adjacent Jewish Community Center, and St. Joseph's Episcopal Church to carry on a program of social hours, teas, open houses, discussion groups, splash parties, variety shows, and a number

¹Wayne University Council of Deans Minutes, 1946-1947, Vol. 12, p. 8.

of dances.¹

The Northern Unit helped to ease the strain on the main University campus for a short time and by 1947-1948 the enrollment of veterans at Wayne began to show a slight decrease indicating that the peak of their enrollment load was past. The rate of veteran enrollment did not decline very rapidly, however, for Wayne reached a new all-time high of 19,062 students in 1948-1949, and of this total 7,192 veterans were registered as compared with the peak of 7,739 in 1947.²

During the 1949-1950 academic year at Wayne the veterans' enrollment had dropped to 6,448, of whom 4,880 were under the public laws, in the Spring semester. The total number of World War II veterans who had then been registered at the University for one or more semesters approximated 19,000.³

The trends in Veteran Enrolments at Wayne University from 1944 to 1951 are most clearly indicated in Table V as follows:

¹Review of the Year at Wayne University, 1946-47 (Published at Wayne University, Detroit 1, Michigan, 1947), pp. 129-130.

²Wayne University, Report of the President, 1948-1949, op. cit., p. 4.

³Wayne University, Review of the Year, 1949-1950 (Published at Wayne University, Detroit 1, Michigan, 1950), p. 107.

TABLE V

WAYNE UNIVERSITY ENROLMENT REPORT
TRENDS IN VETERAN ENROLMENTS MARCH 3, 1951¹

Year & Semester	Men	Women	Total
(1)	(2)	(3)	(4)
1944-45 2nd Semester	--	--	230*
1945-46 1st Semester	--	--	450*
1945-46 2nd Semester	1197	59	1256
1946-47 1st Semester	6728	271	6999
1946-47 2nd Semester	7161	313	7474
1947-48 1st Semester	7448	291	7739
1947-48 2nd Semester	7052	266	7318
1948-49 1st Semester	6998	194	7192
1948-49 2nd Semester	**	**	6870
1949-50 1st Semester	**	**	6795
1949-50 2nd Semester	**	**	6448
1950-51 1st Semester	**	**	5577
1950-51 2nd Semester	**	**	5226
Grand Total			69574

*Estimated

**Not Available

The outlook in veteran enrollment for the fall and spring semesters of 1951-1952 can only be predicted at the time of this writing but as draft-struck Michigan institutions trimmed their staffs in anticipation of an enrollment drop Wayne University was figuring on a 10 per cent drop in enrollment from the spring figure of 16,430. In the fall semester of 1950, 18,307 men and women were registered.²

¹Prepared from data issued by the Division of Admissions, Records, and Registrations on March 3, 1951, and obtained from Dr. William Keitz, College of Education, Wayne University, May, 1951.

²[Anon.]²⁷, "Michigan Colleges to Reduce Staffs," The Detroit Free Press, June 25, 1951.

It was evident that the majority of World War II veterans had taken advantage of their G.I. Bill by the summer of 1951 when it was scheduled to expire. Even with the possibility of peace in the Korean crisis it would undoubtedly be some length of time before the veterans of this conflict would return to school in any numbers comparable to the returning servicemen of World War II. In general, however, it could be said that Wayne University's veteran program had been successful with thousands of servicemen and women being counseled and educated along the lines best suited to their particular abilities.

Perhaps the entire veterans' program at Wayne University as well as that at all institutions of higher learning was best summarized in an editorial which appeared in the Jackson, Michigan, Citizen-Patriot on July 30, 1951, which said in part:

Education privileges for World War II veterans are coming to an end....literally thousands of men who were matured by their war experiences went back to college and picked up the education which they might never have obtained without government help.

The established colleges and universities reported that the veterans, many of them married and trying to rear families on their small GI payments, did excellent work. The concensus was that the GIs were getting more out of their education than non-veteran college students. These men knew what they wanted and were accustomed to hard work and to learning.

The School of Business Administration

While Wayne was actively engaged in educating thousands of veterans in the post-World War II period, it was also following its institutional policy of serving the community by establishing educational programs to fit specialized needs. For example, from 1937 to 1945 the University had developed a program of instruction in business administration that compared in size and scope to similar programs organized in other

universities as separate schools or colleges yet Wayne had carried on this important work as a department within the Liberal Arts College. Consequently, on July 24, 1945, the Detroit Board of Education upon the recommendation of President Henry and the University Council established the School of Business Administration as an autonomous instructional unit within the University.¹

In establishing such a School of Business Administration with the primary objective of "training its students to become well integrated citizens of their communities and to provide them with fundamental knowledge which will contribute to their usefulness as members of business and industry,"² Wayne was actually anticipating by five years one of the principal issues in higher education. For at the fifth annual National Conference on Higher Education held at Chicago, Illinois, from April 17-19, 1950, the Department of Higher Education of the National Education Association had heard an address by Francis H. Horn, Dean, McCoy College, and Director, Summer Session, the Johns Hopkins University, in which Dean Horn said in part:

The institution which is serving its community will provide instruction during late afternoon and evening hours for men and women who are employed during the day. It may, also, especially in the larger cities, provide during daytime hours for employed persons and other adults...The institution will not confine its instruction to the campus serving the daytime student body, but when such arrangements are desirable, it will carry its instruction to student groups off the campus. For example, classes for the employees of a particular industry will be held in the plant

¹Detroit, Proceedings, 1945-1946, op. cit., p. 34.

²Wayne University Bulletin, School of Business Administration, Catalog Issue, 1951-52 (Published at Wayne University, Detroit, Michigan, February 1, 1951), XXIX, 3, 13.

where these individuals work....¹

What was an "issue" in higher education in 1950 had been met by Wayne in 1945 by the establishment of specific programs to train both undergraduate students and persons in industry by instructional arrangements made with the School of Business Administration. Among the varied activities of the School in its service to industry are the Division of Business Services, which arranges for conferences, consulting work, conducts negotiations, prepares budget estimates, and otherwise coordinates and organizes the work of the School with business and industry in the Detroit area; the Personnel Research Center, which offers facilities to military and governmental agencies for human resources research and development, as exemplified by its current contract with the United States Department of the Army for research on the group interview as a technique for appraising and selecting officers; The Retail Training Center, a self-supporting, non-credit, community service type of program sponsored by the Retail Merchants Association to meet the needs of those persons engaged in distributive occupations giving a wide variety of evening courses for those employed in retail stores and for those operators of small business seeking aid in handling their merchandising and sales promotion problems more efficiently and granting field certificates in the areas of Buying, Credit, Interior Decoration, Management, and Salesmanship. Other services include the Yarncraft Center which combines service to a number

¹Francis H. Horn, "The Community Responsibilities of Institutions of Higher Education," Current Issues in Higher Education, 1950 (Major Addresses Official Group Reports, and Resolutions of the Fifth Annual National Conference on Higher Education, Department of Higher Education, N.E.A., Washington, D.C.), pp. 170-171.

of individual knitters throughout the country with a practical experience for women students in the conduct of an actual business: The Department of Marketing and General Business, with the assistance of the Society of Industrial Packaging and Materials Handling Engineers and the Detroit Board of Commerce, offers a week's institute dealing with the subject of packaging and material handling; and each year in the spring a Business Communications Conference is held to improve the quality of Detroit's business communications, both written and oral. Outstanding educators and practitioners from all over the country are brought to the Conference to treat the various specialized subjects. Participating in the Conference, indicating the further community services of Wayne University, are the following trade and professional organizations: Aeraft Club of Detroit, Detroit Board of Commerce, Detroit Sales Executives Club, Detroit Association of Credit Men, Life Insurance Managers of Detroit, Detroit Retail Merchants Association, Detroit Association of Insurance Agents, Purchasing Agents Association of Detroit, Industrial Editors Association of Detroit, American Marketing Association, Public Relations Society of America, Michigan Association of Certified Public Accountants, and the National Office Management Association.¹

One particular activity of the School of Business Administration is worthy of special consideration inasmuch as it is indicative of how Wayne University, through one of its member Schools, has extended the

¹Wayne University, School of Business Administration Catalog, op. cit., pp. 17-20.

sphere of its community services beyond the city and state to the national community for the present and future welfare of all of America's citizens. The Department of Marketing and General Business conducts research on problems of general interest to commerce and industry. Current research projects include studies of air cargo - its traffic potentials and development; packaging and material handling of industrial goods; packaging and transportation of perishables; and the packaging and material handling of store merchandise. Two of the studies will give an indication of how this important activity is handled by the School of Business Administration. In December, 1945, Wayne published Air Cargo Potential in Drugs and Phamaceuticals which sought to estimate the extent to which the airplane, under a given range of transportation charges, might serve as a carrier of drugs and pharmaceuticals to domestic and foreign markets.¹

The second study, one of five which has been conducted by the University, dealt with Markets for Airborne Seafoods and included making 65 experimental shipments of fresh seafood through the courtesy of the following airlines: United, America, TWA, Eastern, Capital, Northwest, Chicago, and Southern. Indicative of Wayne's location in the heart of industrial America, the School of Business Administration, feeling that it has an obligation not only to Detroit but to the nation as well in making such research studies, sponsored this particular study with the active cooperation of the Goodyear Tire and Rubber Company, the Hinde

¹Spencer A. Larsen and William Reitz, Air Cargo Potential in Drugs and Pharmaceuticals (Wayne University Studies in Air Transport, Number Three, Wayne University Press, Detroit, 1946), p. xi.

and Dauch Paper Company, the Great Atlantic and Pacific Tea Company, the Shellmar Products Corporation, and the United Air Lines.¹

At present the School of Business Administration offers curriculums in Accounting, Advertising and Marketing, Banking and Finance, Business Organization and Management, Foreign Trade, General Business, Government and Business, Insurance, Office Management, Personnel Methods, Retailing, and Industrial Management leading to the degrees of B.S. in Business Administration or B.S. in Industrial Management. The School is staffed by a Dean, three Department Chairmen, eight Professors, five Associate Professors, thirteen Assistant Professors, one Instructor, two Consulting Professors, one Consulting Associate Professor, twenty-nine Consulting Assistant Professors, and two Consulting Instructors, with these Consultants from local industries and businesses.

The administration of the School was placed in the hands of Dr. Walter C. Folley in 1946, who came to Wayne from a position of Director of Training and Education with the Ford Motor Company. Dr. Folley was born in Mukwonago, Wisconsin, on March 29, 1897, and took his A.B. at Wesley, North Dakota, College in 1923; his M.S. at Northwestern University in 1924, and his Sc.D. at Iowa Wesleyan in 1948. He is a member of the Engineering Society of Detroit, the American Association for the Advancement of Science, the Economic Club of Detroit, Phi Beta Kappa, and Delta Sigma Rho.²

¹ Spencer A. Larsen, William Reitz, and Katherine R. Burgum, Markets for Airborne Seafoods (Wayne University Studies in Air Transport, Wayne University Press, 1948), pp. v-vii.

² Wayne University Council of Deans Minutes, 1946-47, op. cit., p. 12. Biographical data on Dean Folley taken from the 1949-50 edition of Who's Who in American Education, op. cit.

Under Dean Folley's direction the School of Business Administration has worked unceasingly to increase the close relationships between Wayne and Detroit business firms. An example of this was found on February 28, 1950, when the Board of Education accepted a gift of a \$32,500 apartment building at the corner of Third and Merrick Avenues to be remodelled into eight classrooms urgently needed by the School. The gift also included a grant from the donor, the Detroit Retail Merchants Association, of \$4,200 toward the first expense of altering the building to classroom use.¹ The gift was accompanied by the statement from the Association's Secretary, Mr. Charles E. Boyd: "This tangible evidence of cooperation between education and business should point the way to a greater future for Detroit and Michigan."²

Another tangible proof of cooperation between Wayne and business was the inauguration of what has now become an annual event known as "Wayne University Day at Crowley's." On Crowley Day a total of eighty-seven Wayne students chosen because of outstanding ability take over that many executive positions at the Crowley-Milner Department Store, which is one of Detroit's largest retail organizations, in order to learn the daily workings of a department store and what makes for success in store life.³

One other item of Wayne's unique civic consciousness should be

¹Detroit, Proceedings, 1949-1950, op. cit., pp. 353-354.

²[Anon.]², op. cit., p. 30.

³[Anon.]²³, "Wayne To Take Over Crowley's," Detroit Education News (A Publication of the Detroit Teachers Association), XIV, 2, 1, April 18, 1951.

mentioned and that is its pioneering in the field of higher education when in February, 1951, it awarded the first Bachelor of Science degree in history with a major in mass production administration. This degree was granted to John H. Sherf of Dearborn, Michigan, a supervisory employee of the Ford Motor Company, who already held a Bachelor's degree from the University of Michigan. Begun as an experiment in education, the new major has already been the subject of many inquiries from foreign countries who have expressed an interest in sending students to Wayne to undertake similar training.¹

The School of Business Administration thus makes a total of ten schools and colleges affiliated with Wayne University with the other nine, including the College of Medicine, the College of Education, the College of Liberal Arts, the College of Engineering, the College of Pharmacy, the Law School, the Graduate School, the College of Nursing, and the School of Social Work. It rounds out a complete program of undergraduate and graduate education offered by the University, and the School of Business Administration is particularly indicative of the type of community service rendered by Wayne in cooperation with the various concerns that make Detroit the industrial capital of America and of the world.

State Aid

While Wayne University was actively engaged in educating thousands of returning GI's in the period following World War II and was expanding its

¹[Anon.]², "Wayne Class Led By GIs," The Detroit News, February 2, 1951.

facilities by the establishment of such colleges as the Nursing College and the School of Business Administration, it was finding the problem of financing its expanded educational program a heavy drain upon its principal financial backers, namely, the people of the City of Detroit and of Wayne County. Inasmuch as it was actually serving a much larger community than merely the Detroit metropolitan area and was, in effect, educating citizens of the entire State of Michigan, University officials turned to the possibilities of securing financial assistance from the State Legislature.

Up until 1941-1942 financial assistance from the State was practically non-existent but in that year the Administrative Board of the State of Michigan granted Wayne an allocation of \$39,700 to underwrite the costs of acceleration in certain war training programs. This financial support from the State made it possible for the University to administer the accelerated program on a sound financial basis and to provide the students with the kind of service they should have. Without it, it is doubtful whether a satisfactory accelerated program could have been maintained.¹

On December 14, 1943, the Board of Education passed a resolution that Governor Harry F. Kelley of Michigan be petitioned to include in the agenda for legislative consideration in the forthcoming session of the State Legislature, the provision of state financial aid to assist local units of government in providing needed buildings for Wayne in accordance

¹Wayne University, Report of the University Year, 1941-1942, op. cit., pp. 21-22.

with similar consideration being given to the post war building requirements of the other public institutions of higher learning in the State.¹

In 1945, Wayne University officials tried to get the Legislature to enact a bill granting the University direct state aid but a substitute measure was passed granting \$500,000 for colleges maintained by school districts, which included Wayne, and an allowance of \$250 was to be made for each World War II veteran enrolled in colleges full time. On the basis of its enrollment in 1945, Wayne benefited from this allowance.²

On December 26, 1945, Board of Education member A. Douglas Jamieson presented a resolution to be sent to Governor Kelly from the Board stating that "it is now the considered judgment of the Board of Education that the future welfare of the University and the needs of higher education in the metropolitan area of Detroit demand that the State of Michigan assume complete financial responsibility for Wayne University...and the establishment of separate management under direct state control." In the following vote on the proposal five Board members voted in favor and two members, Dr. Burt Shurly and Mrs. Laura Osborne, voted against the proposition. The minority reports indicated that they favored financial aid to Wayne from the State but no control.³

Governor Harry Kelly heeded Wayne's request for financial aid in his

¹Detroit, Proceedings, 1943-1944, op. cit., p. 270.

²Detroit, Proceedings, 1944-1945, op. cit., p. 557.

³Detroit, Proceedings, 1945-1946, op. cit., pp. 307-311.

official report of the emergency program submitted to the 1946 Legislature called in special session and the Legislature appropriated a total of \$2,700,000.00 to finance the construction of a classroom building and a science building on the Wayne campus. In commenting on this aspect of State aid, Dr. Henry said:

It was clearly recognized by the Board of Education and the officials of the State Government that the issues involved in State aid to Wayne University are of continuing concern and that the whole question of the responsibility of the State of Michigan for higher education in the industrial metropolitan area of southeastern Michigan should be studied. As a result, a joint legislative committee was established, consisting of Senator Don VanderWerp of Fremont, Chairman; Representative Elton R. Eaton of Plymouth; Representative John P. Espie of Eagle; Representative Joseph J. Leszynski of Detroit; Representative Edson V. Root, Sr., of Bangor; Senator M. Harold Saur of Kent City; Senator Harold D. Tripp of Allegan; and Senator Charles N. Youngblood of Detroit. The committee is to present its recommendations to the 1947 Legislature.¹

In his Review of the Year, 1946-47, President Henry brought the history of State Aid for Wayne up to date when he said:

For a number of years the Board of Education has asked for state aid as one of the answers to Wayne's needs. The building program, now started, opens the door to future state relationships. The grant-in-aid for veterans' education in the amount of \$350,000 for each of the past two years, which now has been extended to civilian students, should be increased.

During the course of the year a committee of the Legislature studied Wayne's relationship to the State of Michigan and unanimously recommended in the last session that the State assume financial responsibility for and control of the institution. The financial difficulties occasioned by the diversion of the state sales tax revenue made it impossible for the matter to be resolved by this past session of the Legislature. The issues, however, are the same now as they were before the adoption of the amendment, and in the years immediately ahead, an answer must be found if Wayne is to fulfill its potential for service to the community and State.²

¹Wayne University, Report of the President, 1945-1946, op. cit., pp. 10-11.

²Wayne University, Report of the President, Review of the Year, 1946-47 (Published at Wayne University, Detroit 1, Michigan, 1947), pp. 12-13.

The original case for State Aid for Wayne University as prepared by the Board of Education and the University authorities for presentation to Governor Kelly in 1944 will be found in Appendix A. The report to the 1947 Legislature by the Joint Committee appointed in 1946 to study the problem of creating Wayne a State University will be found reproduced in Appendix B. As the result of the Joint Committee's recommendations a bill known as Senate Bill No. 4 was introduced by Senators Reid, VanderWerp, and Tripp, order printed and referred to the Committee on Education of the Michigan State Legislature "to establish and regulate a state institution of higher learning to be known as Wayne State University of Michigan; to fix the membership and the powers of its governing board; to authorize the transfer to it by school districts and municipal corporations of certain property and funds; and to provide retirement privileges for its employes." The complete text of the bill will be found in Appendix C.

At the Council of Deans meeting on April 24, 1947, President Henry reported that Senate Bill No. 4 was apparently dead because of the burden it would have imposed upon already overburdened State finances. Provost Neef then drafted a new bill for introduction into the House of Representatives in Lansing that would have provided for the administration of Wayne University by a tri-county board for higher education composed of representatives from Wayne, Oakland, and Macomb Counties but which would preserve the features which had been written into Senate Bill No. 4.¹

Although all bills which related to State control of Wayne University

¹Wayne University Council of Deans Minutes, 1946-47, op. cit., pp. 46 and 55.

died in committee in the 1947 session of the State Legislature, an item was incorporated into the General Appropriation Act for Schools, from which Wayne University received during the ensuing year an estimated \$400,000 toward operation expenses. Section 25 of the General Appropriation Act for Schools gave "to school districts maintaining a university, college, or junior college the sum of \$650,000 to be distributed by June 1, 1948 on the basis of the full-time membership in such university, college, or junior college."¹

In 1948, President Henry again reviewed the question of State Aid and said:

In spite of the general financial complexities, the University's financial position in relationship to the State was considerably improved by the appropriations of this special session. As previously mentioned, the amount of \$720,000 was appropriated for the completion of the two State-owned buildings on Wayne's campus. Then, the appropriation for junior college memberships in the School District institutions of the State was increased so that the revenue credit for Wayne for 1948-49 is estimated to be more than \$600,000 as compared with \$400,000 for 1947-48. The general school aid act which determines the State revenues for the School District of Detroit was amended to the end that the School District receives a credit of approximately one and a quarter million dollars more than it would receive were it not operating Wayne University. Thus, at least \$1,800,000 of the University's total operating expenditure for 1948-49 of some \$6,100,000 will come from State sources. It is estimated that \$2,500,000 will come from student fees and \$400,000 from Wayne County, leaving a balance of \$1,400,000 from the Board of Education local tax revenues.

Thus, in the cost accounting analysis of the University's expenditures, it is apparent that the State of Michigan, through the general fund and through the State school funds, is appropriating as much to the continuing operation of the University as the institution derives from city and county tax funds.²

Thus, as the result of grants of money from the State of Michigan,

¹Wayne University, Review of the Year, 1946-47, op. cit., pp. 22-24.

²Wayne University, Report of the President, 1947-1948, pp. 10-11.

Wayne University acquired two new buildings, the first large University structures to be erected beyond Old Main. The classroom building was named, appropriately enough, State Hall, and the second building, known simply as the Science Building, was a \$2,132,000 structure providing 26 laboratories in biology, chemistry, and physics; one psychology classroom; and five lecture halls with a total of 632 seats. The building had a capacity of 1,275 students at one time, in addition to space for offices, storage, and service rooms.

By 1950, it was already apparent that both State Hall and the Science Building would need expansion to care for Wayne's increasing demands for classroom and laboratory space. Consequently, the Board of Education on April 11, 1950, received a grant of \$56,000 from the United States Government to aid in financing the cost of preparing a plan, including preliminary and final plans and specifications, for the construction of an addition to Science Hall.¹ On August 8, 1950, the Board received a grant from the Federal Government through the Housing and Home Finance Administration of \$26,040 to do the same planning for the proposed \$744,000 addition to State Hall.²

Millage Increase and Wayne University

While Wayne University authorities were working with the State of Michigan to secure increased building facilities through financial assistance from the State, it became increasingly apparent to members

¹ Detroit, Proceedings, 1949-50, op. cit., pp. 412-413.

² Detroit, Proceedings of the Board of Education, 1950-51, pp. 55-56.

of the Detroit Board of Education that the revenues of the Board were not sufficient to provide adequate buildings and other facilities to properly maintain and operate the school system of the city, including Wayne University, due to tax limitations. Therefore, after much discussion by Board members, Mr. Frank Gorman, at the regular meeting of February 22, 1949, resolved that the following question be submitted to the voters of the City of Detroit at an election to be held on April 4, 1949:

Shall the limitation on the amount of taxes which may be assessed each year against all property in the school district of the City of Detroit, in the County of Wayne, State of Michigan, for all purposes except taxes levied for the payment of principal and interest on obligations incurred prior to December 8, 1932, be increased for a period of five years from 1939 to 1953, both inclusive, by one quarter of one per cent ($1/4$ of 1%), (\$2.50 per thousand) of the assessed valuation for all property in the school district of the City of Detroit, as provided by Section 21, Article X of the Constitution of Michigan, as amended, for the purpose of acquiring and constructing buildings for the elementary and secondary schools and Wayne University, together with the necessary fixtures, furniture, and sites; for the hiring of additional teachers, providing supplies for pupils, and for the remodeling or maintenance of buildings with the provision that \$0.50 (50 cents) per thousand of such increase for each year may be apportioned for Wayne University?¹

The voters of Detroit passed the resolution by a vote of 125,900 to 90,668 and as a result the Board of Education is authorized to levy a tax of one half-mill of the assessed valuation of real and personal property until 1954, to be used for the further expansion of facilities at Wayne University. The funds so provided will be spent as follows:

¹Pertinent Facts Relative to the Proposed Increase in Millage Election of April 4th (Published by the Board of Education of the City of Detroit, March, 1949), p. 5. See also Detroit, Proceedings, 1948-1949, op. cit., pp. 301-302.

\$1,161,030.00 for the completion of the Engineering Building; \$3,000,000.00 for a general library building; \$1,500,000.00 for a specialized classroom building to meet the needs in the areas of arts and humanities; \$1,200,000.00 for site development; \$900,000.00 for improvement of existing facilities and \$670,635.00 for equipment.¹

Expanded Campus Development

Wayne University's expanded campus was aptly described by The Detroit Free Press on Sunday, June 24, 1951, when it said:

Wayne University has no 'ivy-covered halls' or wooded campus in the classic tradition. Its students still dodge traffic getting to classes and study with the accompaniment of city noises. But the 'sidewalk campus' is slowly acquiring a green look. Budding landscape projects hold the promise that some day the site of Detroit's busy university will be a beauty spot. Until the late 1930s Wayne was housed chiefly in the old Central High School building at Cass and W. Warren. Then as attendance spurred departmental offices and special activities were moved into near-by houses acquired by the City. For the last five years Wayne has had the raw, cluttered appearance of a boom-town. First temporary classroom buildings were erected, and then began the long-awaited construction of permanent buildings. The real campus finally was under way.²

In addition to State Hall and the Science Building, the expanding Wayne campus by 1951 included the Engineering Building, which was described in detail in Chapter VI, the Kresge Science Library Building and construction work was underway on the General Library Building. The Kresge Science Library was the first structure at Wayne to be financed by private philanthropy being the result of a gift of \$1,000,000 from the Kresge Foundation in 1949. Located on the east side of Second Avenue, between Merrick and Kirby, the Library's cornerstone was laid on July 23, 1951, at ceremonies at which Detroit's Mayor Albert E. Cobo, among other

¹General Report presented for consideration by the Committee on Qualifications of the United Chapters of Phi Beta Kappa (Wayne University, Detroit, Michigan, June, 1950), p. 86.

²[Anon.]³⁰, "Wayne's Budding Campus," The Detroit Free Press, June 24, 1951.

distinguished guests, attended.¹

As explained previously, the Kresge-Hooker Scientific Library, comprising 50,000 volumes and 600 current scientific periodicals, will be housed in the Kresge Science Library. This collection was begun as a private library by Dr. Samuel Hooker, a chemist associated with the sugar industry. Upon his death in 1935 the Library was sold to Central College in Missouri, where it was administered by Dr. Neil Gordon, Head of Central's Chemistry Department. When Dr. Gordon came to Wayne as Chemistry Department Head in 1942, he interested Wayne in purchasing the collection with the aid of a \$10,000 grant from the Kresge Foundation and smaller gifts from industries and individuals. It is eventually proposed to join the Kresge Scientific Library Building with the general University Library which is under construction.²

When the \$3,000,000 General Library Building is completed it will house the University's collection of approximately 368,500 volumes, including 12,700 government documents classified as volumes, and the 3,000 periodical subscriptions maintained by the Library. The present library service program of Wayne is conducted through a General Library and six branch libraries: Medicine, Law, Public Affairs and Social Work, Nursing, Pharmacy, and General Studies. The General Library was established in 1932 by consolidation of the Library of the Colleges of

¹[Anon.]³¹, "Dr. Henry Lays Library Stone," The Detroit Collegian, July 23, 1951. See also Detroit, Proceedings, 1949-1950, op. cit., p. 107. At the dedication ceremonies Dr. Henry said: "The measure of a library is the measure of the distinction of a university, and I know Wayne will gain great stature with this library on its campus,"--quoted in "Wayne Lays Library Stone," The Detroit News, July 27, 1951.

²Helen L. Miner, "The Kresge Science Library," Metropolitan Detroit Science Review, XI, 3, 21-22, February, 1951.

the City of Detroit and the Library of Detroit Teachers College. The former had evolved chiefly from the library of Central High School and the library of Detroit Junior College. The Education Library dated from 1881. The Law Library, established in 1927, became part of the University's library system in 1937 with the formal incorporation of the Law School as a part of Wayne University. The Pharmacy Library was established in 1923, the Library of the School of Public Affairs and Social Work in 1947, and the Nursing Library in 1948. The Medical Library, which has served the College of Medicine since 1923, became a formal unit of Wayne's library system on July 1, 1949, when responsibility for its management was transferred from the Library Commission to the Board of Education.¹

Perhaps some idea of the additional library facilities available to Wayne students may be realized when it is pointed out that adjacent to the University is the Main Building of the Detroit Public Library with its collection of approximately a million and a half volumes and its extensive research collections. These collections include the Burton Historical Collection, the Technology Department and the Social Science Department with its Henry G. Stevens collection. The Public Library staff has estimated that approximately 60 per cent of their attendance is made up of Wayne University students at the Main Library and that branch libraries are also heavily used by Wayne students. When the Wayne General Library Building is completed it will give the university one of the country's leading collections, when considered in relation to the Public

¹General Report to the Chapters of Phi Beta Kappa, op. cit., p. 62.

Library's facilities, that is not ordinarily available to an institution of higher learning. The coordination between these two libraries will permit the Wayne student to enjoy the maximum benefits available from this vital part of any higher educational system.

One other important University project connected with the expanding campus development is the proposed War Memorial Mall to be constructed in honor of the 148 Wayne men who lost their lives in World War II. Interested student and alumni groups are working to raise the \$30,000 necessary for the project which will cover the area between Cass and Second, where Merrick Avenue now runs, facing the new Library Building. As of May 1, 1951, the Alumni Association had collected \$6,000 of its allotted \$15,000 share of the funds while the undergraduates have contributed an additional \$5,000.¹

Two other campus developments are worthy of note. The first was the proposal that Wayne University purchase a nine-story apartment building known as the Chatsworth, located at 630 Merrick Avenue, between Second and Third Avenues. Detroit financiers were prepared to underwrite up to \$300,000 of the \$800,000 purchase price the Board of Education was told by Mr. Willis H. Hall, President of the Detroit Board of Commerce, in March, 1951. If the University should purchase the building, and the matter has not been settled at the time of writing, it planned to use the first three floors for classes for the Business Administration School and rent the other six floors to help liquidate the purchase price.²

¹Wayne University, Board of Directors Meeting Minutes of May 1, 1951. Mimeographed report published by the Wayne University Alumni Association, Detroit 1, Michigan, p. 1.

²[Anon.]³², "Wayne Eyes Chatsworth," The Detroit News, March 7, 1951. See also Detroit, Proceedings, 1950-1951, op. cit., pp. 348, 349 and 362.

With Detroit celebrating its 250th anniversary in 1951, it was announced on the eighth of April, 1951, that the City's lasting monument in commemoration of its birthday would be a beautiful Convention Hall and Exhibits Building in the river front Civic Center and a Community Arts Building on the Wayne University campus. A campaign to raise \$8,500,000 through subscriptions from corporations and individuals was announced for July and August, with a total of \$1,500,000 of the proposed \$3,000,000 cost to come from donations and the remainder to be made available by the increased school tax millage approved by the voters in 1949. Located on Ferry Avenue between Cass and Second, the proposed Community Arts Building would have a floor area of approximately 120,000 square feet. It would be used by both the University and the community and was to include the following facilities:

A theater with auditorium, completely equipped stage, dressing rooms, and scene shop, which can be available not only to students but also to such organizations as a Detroit Civic Theater for training and rehearsal purposes.

Speech training clinic for students.

A speech correction clinic to assist vocally handicapped persons. Radio and television studios, with control rooms and classrooms, for the training of those who wish to make a career in these fields.

Music facilities, including classrooms, rehearsal rooms and related needs for instruction in music theory and applied music.

Art training classrooms and studios for work in design, drawing, water colors, oil, commercial art, interior design, architecture, ceramics, metal work and other related courses. There will also be exhibit space.

Home economics laboratories, work rooms and classrooms.¹

When the proposed Community Arts Building was suggested Dr. David Henry declared:

¹Elmer Williams, "Drive for 8-1/2 Millions Started; Land Acquired," The Detroit Times, April 8, 1951.

I am greatly inspired by the university's being included in the city's birthday gifts proposal, both for its meaning as an appraisal of the university's past program and as an index to the great future that lies ahead.¹

In a letter addressed to all Wayne University Alumni urging them to contribute to the campaign to raise the people's share of the \$3,000,000 structure, Dr. Henry said in part:

The Community Arts building will be 'Community' building in the sense that it will be the first made possible by funds voluntarily subscribed by the citizens of the community. Thus it will stand not only as a great improvement to the developing campus, making possible the elimination of most of the temporary and interim structures now being used, but also as an index to the people's appreciation of the arts which make for enriched living and the place of the University in bringing such service and inspiration to the people of the community.

...I personally am greatly inspired by the University's being included in this manner in the City's Birthday Gifts proposal, both for its meaning as an appraisal of the success of the University's past program and as an index to the great future that lies ahead.²

When the final construction is completed on all of the present and proposed buildings of the expanding Wayne University campus, Detroit will have an educational institution in the heart of the City's Cultural Center that will include the Detroit Public Library, the Art Institute, and the new building of the Detroit Historical Society, which is currently being erected. Perhaps the best idea of what the final Wayne University campus will eventually look like may be obtained by a close examination of Figure 2.

¹Norman Kenyon, "Drive Seeks 8-1/2 Million for 2 Civic Buildings," The Detroit Free Press, April 8, 1951.

²David D. Henry, "The President's Letter," Wayne Alumni News, VII, 3, 2, April, 1951.

Figure 2

The Present and Proposed
Future Campus of Wayne University¹

¹The map in Figure 2, which follows on the next page, showing the Present Wayne Campus, the Permanent Wayne Buildings, the future Wayne Buildings, the Wayne Expansion Area, the Detroit Cultural Center, and the Commercial Area was originally prepared by W. A. Allen and W. T. Woodward of the Wayne University Art Department. It appeared in the July-August, 1950, issue of the Lincoln-Mercury Times, a monthly magazine published by the Lincoln-Mercury Division of the Ford Motor Company, Dearborn, Michigan, and was used to illustrate an article entitled, "Wayne University," written by Franklin M. Reck, Managing Editor of the magazine. The map is used in this dissertation through the courtesy of and with the permission of Mr. Reck. The complete text of Mr. Reck's article on Wayne University can be found in Appendix D.

Division of Student Personnel

With the expansion of its campus in terms of new buildings, Wayne University was also faced with the necessity of organizing the multifarious activities of its student body on a more centralized basis. Originally, the program of student activities, like the Topsy of Uncle Tom's Cabin fame, had literally "just growed," but during the period of the early 1940's it was apparent that student activities at the University were so complex that the office of the Dean of Students, which had existed even prior to the formation of Wayne University and which handled most of the administration of student affairs, should be expanded into the full status of a University Division. Consequently, the Division of Student Personnel was formed "to coordinate the extra-classroom student services of the University and to make them available in an effective way to the maximum number of students. Through counseling, testing and group organization, the Division represents the University in an effort to make the campus life of students contribute significantly to their later education."¹

In 1945, after various individuals had been responsible for the conduct of student affairs, Dr. Henry named Mr. Victor F. Spathelf as Dean of Student Affairs to be responsible for the non-instructional University services to students. Victor F. Spathelf brought to his new position a distinguished career in guidance and counseling of youth. He was born in Benton Harbor, Michigan, on March 29, 1910, took his teaching

¹ Wayne University, Report of the University Year, 1942-1943, op. cit., p. 119.

certificate from Detroit Teachers College in 1931, his A.B. from the College of the City of Detroit in 1931, and his M.A. from Wayne in 1937.¹

Dean Spathelf was Superintendent of Schools, Madison School District, Royal Oak, Michigan, from 1933-1938; Assistant Superintendent of Highland Park, Michigan, Public Schools, 1938-1941; Counselor of Men, Wayne University, 1941-1944, Assistant Director, Division of Student Personnel, 1944-1945, Dean of Student Affairs, 1945 to the present. In addition, he was Director of University War Services in World War II; directed a Summer Workshop at Purdue University in 1940 and 1946; spent the summers from 1934 to 1938 at the Camp of the Michigan League of Crippled Children; engaged in Boys' Work, Detroit Council of Social Agencies in 1931. Dean Spathelf is a member of the N.E.A., Phi Delta Kappa, and was Vice-President of the Michigan Congress of Parents and Teachers from 1937 to 1944.

It was apparent to University officials even before the appointment of Dean Spathelf to the direction of student activities, that what Wayne needed was a central location wherein the various activities could be centered. During the latter portion of the 1930's and the early part of the 1940's Wayne student activities were carried on in apartments rented for various groups, in old houses in the three blocks north of the University that were converted to group purposes or were centered in rooms of the main building or off-campus structures such as schools, churches, and similar places. The result was obviously a hodge-podge of

¹Biographical data on Dean Spathelf taken from 1949-1950 Edition of Who's Who in American Education, op. cit.

activities with little chance at really reaching all of the students in attendance at the University. Therefore, in 1942 the Detroit Board of Education conducted a contest among local, state, and national architects for a design for a proposed Student Center Building to be erected on the main campus.¹

A distinguished jury composed of F. R. Walker, Walter R. MacCormack, David D. Henry, John H. Webster, and headed by Joseph Hudnut, Professor of Architecture and Dean of the Faculty of Design, Harvard University, chose the design of Suren Pilafian for the proposed new structure. On March 9, 1943, the Board of Education approved the sketch plans and evaluations for the building, now officially known as Student Building, in the amount of \$644,872 for final construction and approved the use of Indiana limestone for the exterior of the building.²

On June 13, 1944, the Board of Education was informed that Mr. Harry M. Wilson, Chief, Institutions Branch, War Production Board, reported that Wayne's application for priorities to build the Student Building could not be approved and that existing student facilities, while inadequate, would have to be used for the duration of World War II, particularly since Detroit was a number one congested labor area and only the most urgent type of construction was being approved in the area.³

¹Program of Competition For a Group Plan and Architectural Scheme and for the Selection of an Architect For a Students' Center Building for Wayne University, Detroit, Michigan, 1942, pp. 1-31.

²Detroit, Proceedings, 1942-1943, op. cit., pp. 92, 374 and 378.

³Detroit, Proceedings, 1943-1944, op. cit., p. 589.

At the Council of Deans Meeting of November 12, 1945, Provost Arthur Neef reported that an architectural re-study of Student Center plans had revealed serious financial and fiscal limitations inherent in current building conditions. He pointed out that with so many service personnel returning to Wayne there was a need for not only a student building but for dormitory space as well. He pointed out that a large hotel known as Webster Hall located on the corner of Cass and Putnam Avenues could be obtained through condemnation proceedings, financed by a bond issue similar to the one contemplated in the original financing plans for Student Building, and that with slight alterations it could provide central facilities for all student activities with the added advantage of dormitory space.¹ The Board of Education concurred in Provost Neef's recommendation; the property was secured through condemnation proceedings and the floating of a bond issue of approximately \$1,940,000; the name changed from Webster Hall to Wayne University Student Center; and the Division of Student Personnel had a 12-story building completely equipped for all student activities.

In a booklet entitled, Your Student Center Wayne University, the Student Center Program Policy Board pointed out that:

The Student Center serves the University population in multiple capacities. Its dormitories from the fifth floor through the eleventh floor accommodate approximately 800 men and women each semester. The recreation area in the basement houses a swimming pool as well as space and equipment for billiards, card playing, and table tennis. With the exception of the foyer and Reception

¹Wayne University Council of Deans Minutes, 1945-46, op. cit., p. 26.

Lounge, the first floor is devoted exclusively to the Food Service Department with its Cafeteria, Snack Cafeteria, Soda Bar, Private Dining Rooms, and Candy Counter. The second and third floors provide spacious facilities for varied student use in the form of general lounges, study lounges, meeting rooms, music room, Mart Room, Tea Lounge, checkrooms, and men's and women's rest lounges, Student Government and Administrative Staff offices share the fourth floor with the Health Service.¹

An idea of the immensity of the operation of Student Center can be obtained from the same booklet which further points out:

63,000-65,000 persons enter the building each school week - as many as might constitute the population of a thriving urban center - during a year's operation building entrances exceed the population total of the City of Detroit.

6,418 organized group social, cultural, and conference events were accommodated in 1949-50 - some daily activity calendars listing as many as 50 separate bookings.

9,000 persons are served daily by the Food Service Department.

50,527 persons registered for game room use (Card Room, Billiards, Table Tennis) during 1949-50.

150 Student-Staff members serve as floor supervisors or checkroom and recreation area attendants, in addition to a full-time building maintenance and service staff.²

While Webster Hall, renamed Student Center, may lack the classical lines of some University Leagues and Unions, it serves its purpose in the functional type of campus that is emerging in the heart of Dynamic Detroit to serve its municipal university.

Various Student Activities³

Within the framework of reference represented by Student Center, the approximately 20,000 students registered at Wayne University find the same

¹Your Student Center Wayne University (Booklet Printed at Student Activities Lithograph Shop, Wayne University, Detroit, Michigan, September, 1950), p. 2.

²ibid., p. 15.

³A portion of the information discussed in this section is based on Wayne University, Review of the Year, 1949-50, op. cit., pp. 95-118.

types of activities available to University students throughout America and they also participate in some highly specialized functions not ordinarily enjoyed in institutions of higher learning.

Student activities are governed, in general, by the University Student Council. Women students all belong to the Association of Women Students while men's activities are centered in the MacKenzie Union, named after beloved Dean David MacKenzie of City College of Detroit fame. Sorority activities are governed by the Intersorority Council, composed of sixteen sororities, nine national and seven local. Fraternity activities are guided by the Interfraternity Council, composed of thirteen national and ten local fraternities.

Wayne University has long sponsored the formation of various religious groups to serve the denominational needs of its thousands of students. Today, there are a total of 12 such student religious organizations including the Newman Club for Catholics, the Canterbury Club for Episcopalians, the Wesley Foundation for Methodists, and a Jewish group. Several of the groups have assigned full-time religious personnel to staff their organizations as the Catholics have assigned a full-time priest to direct their activities, the Jewish groups have assigned a Rabbi, and the Methodists, for example, have a minister working with their students. In 1950, an Interfaith Council composed of two members from each religious group represented at Wayne was founded and the entire religious program is coordinated by the University Religious Counselor.

Wayne University has its share of social activities and in 1949-50 a total of 13 major dances were opened to the entire University with a student attendance of approximately 7,100. In addition, there were a

number of minor open dances sponsored by organizations, 9 "closed" dances, 11 matinee dances, the two fall and spring street dances, and 6 dances sponsored by the Evening Student Board. Student attendance at these events was estimated at more than 6,700.

In the field of athletics the University presented an extensive athletic program in 1949-1950, engaging in 103 intercollegiate contests in three major and six minor fields of sport, winning 47, losing 56. The varsity track and cross-country teams were undefeated in dual meet competition. In compiling this enviable record in track and cross-country Wayne was simply continuing its major athletic tradition. For "it is in this department of track and field events that Wayne, the municipal University, is making its greatest athletic strides," wrote Arthur Pound in Detroit Dynamic City in 1940,¹ and a decade before that Wayne was writing track history. In 1928, Ken Doherty, later to coach track at both the University of Michigan and Princeton University, won the United States Decathlon Championship and placed third in the Olympic Games held at Amsterdam. In the 1930's Wayne produced Allan Tolmich, who at one time held eight world's records in the hurdle events including the world's record for the sixty-year high hurdles run held indoors. Both of these men were produced by Wayne's beloved track coach, Mr. David L. Holmes, who also produced a cross-country team that was unbeaten in dual competition for the three year period of 1932 to 1934, winning a total of nineteen consecutive victories with no defeats.²

¹Arthur Pound, Detroit Dynamic City (New York: D. Appleton-Century Company, Inc., 1940), p. 350.

²Statement by David L. Holmes, personal interview, August 5, 1951.

Teams representing the University met contestants from 38 colleges and universities in the United States, four Canadian schools, and three service teams in 1949-1950. Attendance at home intercollegiate events was in excess of 40,000 and it was estimated that altogether 250,000 spectators saw Wayne teams in action. Some idea of the size of the athletic program may be learned from the fact that a total of 275 men tried out for positions on varsity athletic teams, and 93 men earned 107 awards, with 14 being two-letter winners.

Wayne's football teams under three coaches, Joseph Gembris, noted for his drop-kicking for the University of Michigan; John Hackett, a local Detroitier who was an all-state player at Northwestern High School and an outstanding lineman at the University of Detroit; and under the present coach, Lou Zarza, formerly of the Detroit Lions professional team, has compiled an approximate .500 average since Wayne's founding in 1933-1934. The University has had greater success in basketball under Newman Ertell and present coach, Joel Mason, and its swimming teams under Leo Maas and its tennis teams under several coaches have done well. Until the university is able to achieve a proper football stadium that will draw the crowds in large enough numbers to finance all of the minor athletic events, it is doubtful if it will become one of the nation's outstanding athletic competitors. In this respect it is much like other municipal universities and colleges such as City College of New York and the University of Toledo which, like Wayne, achieve fame in one or two sports but by the very nature of the fact that a majority of their students must work to put themselves through school do not have time for athletics and thus the athletic department never achieves the prominence

it has made at say the Big 10 schools.

In two other fields of student endeavor, namely Speech and Music, however, Wayne has more than made up in prestige for any lack of nationwide fame as an athletic power. Wayne's debating teams have consistently won high honors at debates and tournaments held from coast-to-coast, particularly at the annual tournaments held at Madison, Wisconsin, by Delta Sigma Rho, national honorary Speech fraternity which has a chapter at Wayne.

In oratory Wayne has dominated state competition for the past nineteen years. In the annual state-wide oratorical contests held by the Michigan Intercollegiate Speech Association, composed of the major colleges and universities in the State, Wayne has won a total of 9 firsts, 3 seconds, and 5 thirds in the Men's Contests and it has won a total of 7 firsts, 4 seconds, and 3 thirds in the Women's Contests. In addition, Wayne has sent three of its state oratory winners on to the national oratorical contest usually held at Northwestern University in Evanston, Illinois, sponsored by the Interstate Oratorical Association where they won national titles and a fourth male orator placed second with one woman orator from Wayne placing second in the national contest. Wayne has had similar outstanding success in state competition in interpretative Reading and Extemporaneous Speaking contests.¹

Wayne's Radio and Television activities under the direction of former Wayne speech major, Dr. Paul B. Rickard, who took his A.B. and M.A. from Wayne and his Ph.D. from Northwestern, have set a national standard of

¹Statement by Dr. Rupert L. Cortright, Chairman, Wayne University Speech Department, personal interview, August 5, 1951.

excellence. For example, in 1949-1950 the Wayne University Broadcasting Guild presented 137 programs over various Detroit and Michigan radio stations. One weekly program presented over Station WJR, Detroit, was cited by Billboard Magazine and another received their leadership award. Wayne's unique radio set-up which was originally established by Professor Garnet Garrison, now of the University of Michigan, was one of the first to offer graduate radio work leading to the Master's degree in Radio Speech and many of its professional courses are taught by such outstanding radio producers, directors, announcers, actors, and script-writers as Mr. Charles Livingstone who produces the famous "Lone Ranger" radio program in addition to teaching radio at Wayne.

The University is just beginning to develop its program of courses in television under Dr. Rickard's direction and in addition to presenting courses in connection with local television stations has also presented a series of programs using University students over local stations.

In addition to forensic, radio and television activities Wayne also sponsors a Speaker's Bureau which in 1949-1950 gave a total of 134 student appearances before an aggregate audience of community groups estimated at 8,400 people. In 1950, the Verse Speaking Choir was re-established after an absence of several years and a choir of 26 selected voices was presented before an audience of approximately 600 persons.

In the field of dramatic arts Wayne University has long been outstanding. Founded in the late twenties under the direction of Dr. Richard Dunham, the Wayne University Theater has grown to its greatest fame under the able direction of Mr. Leonard Leone. In 1950, it was composed of four main divisions: University Theater, which presented

three major productions including a memorable presentation of Shakespeare's "A Midsummer Night's Dream" in collaboration with the University Symphony Orchestra and the University Dance Group; the Circular Theater, presenting five different productions at McCollester Hall, which is rented from a church near the Wayne campus; the Student Stage, an experimental group composed largely of undergraduates who gave twenty-two performances; the Children's or Traveling Theater, which moves from school to school in metropolitan Detroit and suburbs and gave a total of twenty-four performances witnessed by 43,000 persons.

In July, 1951, the Detroit Board of Education authorized the acquisition on a five years' rental basis of the famous property at 3434 Woodward Avenue, which formerly housed the Bonstelle Playhouse, a Detroit civic institution, and which in recent years has housed the Mayfair motion picture house. As Russell McLaughlin, dramatic critic of The Detroit News put it in his Sunday column on July 20, 1951:

The noble old building, which has been the Mayfair Theater movie-house for many years, will be the scene of Wayne's productions, both great and small, besides accommodating every phase of its theatrical activity, which includes all the theater's technical arts as well as those finished productions which the public beholds.¹

J. Dorsey Callaghan, dramatic critic of The Detroit Free Press remarked that:

The Bonstelle will provide a large stage with good acoustics in the auditorium, and a seating capacity of 1,280.

Previous quarters for the Wayne players demanded that scenery be built at one place, stored in another and set up wherever performance facilities were available.

Lack of dressing rooms, rehearsal and storage space will be corrected in the building.

¹Russell McLaughlin, "Good News Indeed," The Detroit News, July 29, 1951.

The 'scatteration' which plagues the theater wing of Wayne University is as much in evidence in its music activities. Conditions under which this program is carried out are deplorable.

The four main music offices are located at the four extremes of the campus. There is a building which by courtesy may be called an instrumental building. It is an old church which is poorly ventilated and accoustically bad. Yet the department has managed to produce consistently good music by some magic unknown to this observer.¹

Thus, two of the oldest arts, theater and music, are to be combined in the new location at the Mayfair Theater presenting the combined and individual performances of Wayne's Theater and Music Departments.

In 1949-1950, the University musical organizations appeared some 80 times. Each musical organization presented student concerts and, in addition, gave a Fall and a Spring Concert to which the public was invited. The annual Messiah was presented two nights in Masonic Temple to a total audience of 3,850 people.

Wayne also has a Marching Band, complete with 6-foot 2-inch bass drum, one of the largest of its kind in the world, that is directed by Professor Graham T. Overgard, nationally known band director and chairman of Wayne's music activities committee. In addition, the Music Department has a Symphony Orchestra directed by Mr. Valter Poole, Associate Professor of Music and Associate Conductor and Educational Director of the newly revived Detroit Symphony Orchestra. In 1949-1950, the Wayne Concert Band, still another University orchestral group, and the University Choir again combined to present a series of radio broadcasts known as "Campus Concerts" over Radio Station WJR to an estimated audience of 1,500,000.

¹J. Dorsey Callaghan, "Wayne 'U' Problem Still Not Solved," The Detroit Free Press, August 5, 1951.

In addition to the foregoing student activities one other major function should be mentioned, namely, the student publications. Wayne publishes a daily newspaper, The Collegian, which is unique among college publications in that it is printed in the University's own Student Activities Lithograph Shop which was inaugurated in September, 1949, the first of its kind in America. Not only is the daily Collegian printed in the lithograph shop but also booklets for campus-wide distribution, "newsletters" and various programs. By materially reducing printing costs, the lithograph shop has freed a considerable sum for other student activities use.

Office of Alumni Affairs¹

The Alumni Office of Wayne University represents the seventy-five organized alumni groups in the metropolitan area and nine alumni clubs outside of Detroit and is under the direction of Mr. Homer Strong. Wayne has adopted the policy, similar to that followed by such other institutions as the University of Michigan, of classifying as an "alumnus" any person who has satisfactorily completed at least one course at the University. On this basis Wayne has approximately 100,000 alumni of whom 10,000 are members of the Wayne University Alumni Association as "life members," a status achieved by the payment of a fee of \$1.00. The Alumni Association has on file approximately 25,000 names of graduates of Wayne and University records show that the total number of graduates from the whole institution in the ten year period from 1940 to 1949 was

¹Unless otherwise noted, the material on Alumni Affairs was obtained from a series of personal interviews with Mr. Homer Strong and his Alumni Office Staff.

13,070.¹

Wayne has produced its share of outstanding graduates, for example, the number of living graduates of the College of Liberal Arts who are listed in Who's Who in America is nine and the number listed in American Men of Science is sixty-two. On May 5, 1951, Wayne University gave its first "Alumni Awards" to five outstanding graduates at its annual Alumni Reunion held at Student Center. Inasmuch as these five persons are indicative of the type of person the University has produced during its many years of existence, a brief listing of them and of their accomplishments that merited them this coveted award shall be given as follows:

1. Werner E. Bachmann - Detroit Junior College, 1919-1921:
Professor of Chemistry, University of Michigan. Author of 140 research papers in scientific journals. Synthesized the sex hormone equilenin (1939), the first hormone to be made completely in the laboratory. Originated the Bachmann Process for preparing explosive RDX.
2. Arthur M. Hume, M.D. - Detroit College of Medicine, 1881
Oldest living graduate of Wayne University. Practicing physician in Owosso, Michigan, since 1883 and former Mayor of Owosso, former President of the Owosso Board of Education. Past President, Michigan State Medical Society and member of the Michigan State Board of Registration in Medicine for 10 years. 33rd Degree Mason and Past Grand Master of Masons in Michigan.
3. Jack A. Morton - B.S. in Electrical Engineering, 1935
M.S., Electrical Engineering, University of Michigan, 1936.
Electrical Engineer, Bell Telephone Laboratories, since September, 1936. Designed and developed the high-frequency vacuum tube which will make possible the achievement of trans-continental transmission of television and telephone signals by means of radio relay stations.
4. Lawrence Paterson Opferman - Master of Science, 1945
B.S., University of Western Ontario, 1945. Present general

¹General Report to Phi Beta Kappa, op. cit., pp. 14-16.

manager and technical director, Drug Research, Inc., Adrian, Michigan. Discovered the method of the production of cortisone which has increased the supply and reduced the cost from \$200 a gram to \$28 a gram.

5. Norman O. Stockmeyer - B.A. in Liberal Arts, 1929.
M.A. Harvard Graduate School of Business Administration, 1932. Statistical and Accounting Department, Atlantic and Pacific Company, 1932-1935. Real Estate Broker, 1936, 1951, former Vice-President, Detroit Real Estate Board and presently Treasurer of the Detroit Real Estate Board. Lieutenant, United States Navy in World War II.¹

Other distinguished alumni, all of whom took their A.B. degrees from Wayne University include Donald S. Leonard, Commissioner of the Michigan State Police; Raymond Ferring, Executive Vice-President, The Detroit Bank; Milton Bachman, Executive Secretary, State Bar of Michigan; Saul K. Padover, Dean of the School of Politics of the New School for Social Research; James C. Buckley, formerly Director of the Office of Airport Development, Port of New York and now in private business; Carl L. Stotz, Special Assistant to the Secretary of Commerce, United States Department of Commerce; Douglas M. McGregor, President, Antioch College; Joseph G. Molner, Commissioner of Department of Health, Detroit; and Whitfield Connor, stage and motion picture actor, starred with Susan Hayward in the motion picture, "Tap Roots."²

Wayne University "Firsts"

In its constant attempt to be of the greatest service to the community while performing its prime function of education, Wayne University has often pioneered in many fields of knowledge, particularly

¹Data on the Alumni Awards Winners taken from Minutes of the Alumni Association Meeting of April 13, 1951. Mimeographed report of the Wayne University Alumni Association, Detroit 1, Michigan, pp. 1-3.

²General Report to Phi Beta Kappa, op. cit., pp. 14-16.

in the field of medicine. An example of how Wayne has been first in advancing medical knowledge in Michigan occurred when the University introduced color television to the city and state on November 15th and 16th, 1950, with the College of Medicine in cooperation with Grace Hospital in Detroit presenting the first postgraduate Medical Seminar in the area through color television.

Surgical operations and clinical demonstrations were picked up by a color television camera located at the hospital, and were transmitted by microwave to receivers at the Masonic Temple where they were viewed in full color by doctors from all parts of Michigan, Ohio, and Ontario, Canada. The seminar was sponsored as a service to the medical profession by Smith, Kline and French Laboratories of Philadelphia.¹

Another medical "first" was scored by the Wayne University College of Medicine when on February 13, 1951, working in conjunction with the American Cancer Society, it incorporated as a separate entity the Yates Memorial Clinic, 4811 John R. Street in Detroit. Originally established in May, 1950, as a model detection center for Cancer, the Clinic, first financed by the American Cancer Society was subsequently supported by the Michigan Cancer Foundation, which receives funds from the United Foundation, the principal community fund raising agency in Detroit.

Named after the late Dr. H. Wellington Yates, prominent member of the Wayne County Medical Society and first field representative appointed in Michigan by the American Cancer Society, the Yates Clinic is looked to for leadership by other cities considering similar projects, according to

¹[Anon.]², op. cit., p. 24.

Dean Gordon H. Scott, Wayne University College of Medicine, because the Clinic is a teaching arm of Wayne University staffed exclusively by specialists, all faculty members. Under the leadership of Dr. T. B. Patton, acting director of the Clinic, 25 professor-doctors put in an average of 4 to 12 hours a week, examining the weekly quota of 150 persons.

In explaining the operation of the Clinic, Dean Scott said:

Women may visit the Clinic Monday, Wednesday and Thursday afternoons; Tuesday evening is reserved exclusively for men. Most appointments must be made in advance, but emergency cases are accepted immediately.

Specialists in internal medicine, surgery, obstetrics and gynecology each work on different phases of an examination that takes about two hours. The results of the examination are submitted to a conference of specialists, reviewed and summarized by Dr. Patton, then forwarded with recommendations to the patient's physician. No reports are given directly to the patient. Because each patient is sponsored by his own physician, and the clinical report directed immediately to that doctor for interpretation to the patient, only a few days elapse between cancer-detection examination and the follow-up. The importance of the educational work of the University and the Cancer Society is reflected in the fact that Detroit is one of the most cancer-conscious communities in the nation.¹

Wayne University has not stopped with the detection phase of cancer study in the eternal fight against this scourge of mankind for it has also been participating in the world-wide fight against this dread disease. On August 8, 1950, the Detroit Board of Education accepted a grant from the United States Public Health Service in the amount of \$250,000 or 72% of the actual cost of the total facilities, whichever is less, for the construction of cancer research facilities for the Wayne University College of Medicine. The City of Detroit also agreed to add about \$100,000 to the amount of this grant and approved the completion

¹Eleanor Mason, "Cancer Detection Clinic Nears First Birthday," The Detroit News, April 1, 1951.

of a Cancer Research Floor in the new annex of the Receiving Hospital now under construction.¹

The Wayne University College of Nursing, like the Medical College, has also kept abreast of the latest developments in the field of medicine as evinced by its establishment in April and May, 1951, of a six-week lecture series for Public Health nurses covering the newer trends in psychiatry. In keeping with its community service program the University offered the courses in cooperation with the Michigan Nursing Center Association, the Michigan League of Nursing Education, and the Michigan Department of Health as part of the College of Nursing's program of in-service education.²

Not only in the field of medical education, however, did Wayne University pioneer in the Michigan area for in 1949 the Massachusetts Institute of Technology gave Wayne a "differential analyser" and a "cinema integrator," two units of a two-and-a-half ton calculating machine, more popularly known as "mechanical brains." Through the generous cooperation of the Burroughs Adding Machine Company the machines were crated and shipped to Detroit and set up in the University's Science Hall. They were designed and built up by Dr. Vannevar Bush, former director of the United States Office of Scientific Research.

The only machine of its kind in the Midwest Wayne has already put the so-called "brain" to work in the solution of problems for industry,

¹Detroit, Proceedings, 1950-1951, op. cit., pp. 58-59.

²[Anon.]³³, "Psychiatry Lectures for Nurses," The Detroit News, March 29, 1951.

medicine, and other fields. For example, the machine was used in diagnosing diseases for the Children's Fund of Michigan and several complex problems on engineering and research have been performed for the automobile industry in Detroit. In order to make the facilities of the machine available to industry in the Detroit area the University held a conference on May 27th and May 28th, 1951, at which some 400 computing experts, business and labor leaders under the sponsorship of the Advisory Committee for the Wayne Computation Laboratory, the Industrial Mathematics Society and the Association for Computing Machinery met and considered the Wayne machines as well as the merits and uses of most other types of automatic computers. The first of its kind to be held in the Midwest, the conference was another prime example of the University's ever-constant aim at serving the community in as many ways as possible.¹

The University was further honored in June, 1951, when Dr. John R. Richards, Executive Assistant to the President, was called to Washington to take a newly-created educational post on the staff of Secretary of the Army Frank Pace, Jr. In commenting on the appointment The Detroit News said: "Directing the Army education that many American youths seem destined to receive will rest largely in the hands of Dr. John R. Richards ...A broadened Army education scheme follows recent enactment of the Universal Training and Service Bill."²

The appointment of Dr. Richards to a high governmental position is but one in a long series of such honors that have come to the Wayne faculty

¹Ralph R. Watts, "Mechanical Brains Operate at Wayne U," The Detroit News, March 18, 1951.

²[Anon.]³⁴, "Army Takes Dr. Richards," The Detroit News, June 21, 1951.

both during and after World War II, and is indicative of the caliber of Wayne's faculty members. It is not too prophetic to say that under Dr. Richards's guidance it is highly probable that many American youths will receive an educational training based largely on Wayne University principles and that they will return to their homes imbued with the idea of community service as well as that of the splendid Army service they have been privileged to receive.

Summary

The end of World War II found Wayne, like all other American colleges and universities, already engaged in the task of educating thousands of returning servicemen and women under the provisions of the G.I. bill. Immediately, the University's enrollment increased to a new high and brought with it new problems in terms of overcrowded facilities.

An uptown unit was opened for Freshmen at Northern High School and while this temporarily relieved some of the strain on the main University it only served to point out the dire need for new buildings on the main campus. To secure financial aid for these new structures the State Legislature was appealed to and eventually appropriated several million dollars which resulted in the construction of State Hall and the Science Building, the first structures on campus ever completely financed by money other than that collected from Detroit and Wayne County sources. In addition, the Kresge Foundation donated the sum of \$1,000,000 to construct the Kresge Science Library, the first structure on Wayne's campus ever financed by private philanthropy.

As the campus expanded so did the need for proper housing for the varied student activities. Consequently, Webster Hall Hotel was purchased

and converted into Student Center to be the heart of all student activities under the general supervision of the Division of Student Personnel. A brief description of the principal student activities was presented in order to give an over-all picture of the extent of functions available to the cosmopolitan student body at Wayne.

The chapter concluded with a brief presentation of several recent Wayne "firsts" to further illustrate the central thesis of the University, namely, to serve the community at all times in as many ways as are consistent with the framework of the educational function.

CHAPTER XIII

WAYNE LOOKS TO THE FUTURE

Introduction

Wayne University was conceived, nurtured, and matured in the three decade period from 1920 to 1950. A struggling junior college shortly after World War I, Wayne has grown into one of America's outstanding institutions of higher learning during and after World War II. As the University looks forward to the second half of the twentieth century, it can take pardonable pride in the knowledge that its development has been consistent with the leading currents of educational thought that have developed in regard to municipal colleges and universities in the period from 1900 to 1950.

In 1920, Carl Holliday writing in School and Society set forth the fundamental thesis of a municipal university as a center of learning when he said:

Every city has a soul, a distinctive personality or else it is not a city but a mere collection of people. Nothing else can equal the municipal university in developing this civic mind and soul. It can stimulate the intellectual, artistic and social life of a municipality as no other agency can. It tempts the citizen to use his leisure hours in a sane, healthy, profitable manner.... It is but natural that the municipality should begin to see its unrivaled ability to educate its own citizen leaders.¹

Thirty years later John S. Diekhoff in discussing the role of the municipal college and university completely summarized the place of this type of institution which he called Democracy's College when he wrote:

¹Carl Holliday, "The Municipal University," School and Society, XII (December 25, 1920), 25-34.

The recognition of human dignity is the foundation of our democracy. It is in large part because we recognize the worth of the human individual that we have established free public schools whose object is the welfare of the individual. A public college, like other schools and like other institutions devoted to the welfare of the individual, is evidence that the people of its community accept the basic principle that a human being is an end and not a means to an end, that he should be neither a slave nor slave-like...

The local public college puts schooling designed to assist people in the community to choose worthy aspirations within the reach of many people who could not otherwise secure it, thus minimizing the inequalities of wealth. By developing useful intellectual skills and by disseminating useful knowledge, the college may increase the earning power of its students and help to lessen inequalities of wealth. But it raises the standard of living not in material things alone. The equality of opportunity toward which we aspire is not merely equality of opportunity to be rich. There is as great a gulf between knowledge and ignorance as between wealth and want. It is in bridging this gulf, it is by making more and more knowledge available to more and more people, that the local public college enables us to advance toward the equal opportunity that we seek: the opportunity for all men to live as free and rational beings in a free society...

As graduates of a local public college take their places in the community and as adult residents continue their schooling in the college, it becomes a cultural center in the community, a focal point of the intellectual life of the community, and its leavening influence increases. It may become a common interest for the people of the community, a source of community solidarity, a source of local pride. It may become the means by which citizens learn to recognize their civic responsibilities and their common interests in other activities and institutions. Moreover, its benefits are not restricted to its own students and their families--those whom it serves directly--nor even to those who are active in their support of it. It enhances the value of other cultural institutions in the community and enables them to extend their services. It may stimulate the interest of the people of the entire community in their other schools, and its influence may result in improvements in the entire school system.¹

While it is possible that Mr. Diekhoff did not have Wayne University specifically in mind when he wrote the foregoing challenging statement of the role of the municipal college or university, it could be adopted as the philosophy that has guided the University in its phenomenal development in Detroit. For if any municipal university deserves the title of

¹John S. Diekhoff, Democracy's College (New York: Harper & Brothers Publishers, 1950), pp. 197-200.

"Democracy's College" that institution is Wayne University which was conceived and dedicated to the proposition of "community service" by its founders, particularly as exemplified by Frank Cody, and his guiding principle has been followed to the letter by his associates and successors, Charles L. Spain, Warren E. Bow, and the present President under whose skillful leadership Wayne has grown to its greatest prominence, David D. Henry.

Dr. Henry has said the same thing as Mr. Diekhoff when he said in the Report of the University Year for 1942-43 that:

A municipal university derives its strength from and is nourished by its local constituency. From the beginning, Wayne has recognized this truth and has sought to be not just another university set within the geographical boundaries of a metropolitan center, but a municipal university, recognizing its obligations to the community and the importance of the community to the life of the institution.¹

Therefore, the future of Wayne University is inextricably entwined with the future of the local, state, national, and international communities it seeks to serve. As the University expands its program of community services, primarily upon the local and state levels it will continue to prosper and grow in importance as an institution of higher learning.

Institute of Industrial Relations

One more example of the vast program of community-university relations should serve to indicate the probable future course of its growth and development in Detroit. Inasmuch as Wayne is in the heart of Detroit, which, in turn, is the heart of the industrial might that is America,

¹Wayne University, Report of the University Year, 1942-43, op. cit., p. 19.

it was only logical that eventually the University working in cooperation with local industry and business would establish an Institute of Industrial Relations.

A grant of \$7,500 from the late George A. Richards, President-Owner of Radio Station WJR, Detroit, made possible in 1946-1947 the organization of an Institute of Industrial Relations under University sponsorship.

The purpose, objective, and program of the Institute was stated as being:

...systematic and objective study of the economic, social, legal, psychological, and educational aspects of important industrial relations problems now facing management, labor, and government.

Without taking sides, the Institute can analyze the reasons for differences in the immediate interests of management and labor. It will clarify these reasons and interpret them.

Its function will be to promote understanding of the basic positions taken by management, workers, and unions in terms of the specific needs, conditions, and experience on which these positions are based. The techniques used will be those of teaching, meeting together, research and publication.

Thus, the Institute can provide a place and means for the pooling of experience and for scientific study of the fundamental issues in industrial relations; will establish a means for continuous exchange of viewpoint between management, labor, and public officials; will cooperate with all groups in sponsoring conferences and meetings designed to explore industrial relations problems which arise from time to time; will develop greater coordination among the many scholars and practitioners in the field of industrial relations so that the resources of the University may be most effectively mobilized as a service to management, labor and government. It will become a center for objective and fundamental research.

...The Institute is intended to be an integrating force to coordinate and expand the work now being accomplished, and to establish broad avenues of communication and discussion with management, labor and government groups.

In order to accomplish its objectives, the Institute will provide facilities for study and discussion by management, workers, and government, for the fundamental education of students and future leaders in industrial relations for research and the publication of findings, and for a comprehensive library of industrial relations.¹

The Policy Committee that was originally established for the Institute

¹Institute of Industrial Relations (A Pamphlet Published by the Institute of Industrial Relations, Wayne University, Detroit), p. 2.

of Industrial Relations was a veritable "Who's Who" of industry, government and labor in Detroit and included Edward L. Cushman, Consultant to the Secretary of Labor, and Executive Director, Michigan Unemployment Compensation Commission, as Chairman; George Dean, President, Michigan Federation of Labor; Mark Haas, Educational Director, Station WJR; Willis Hall, Manager, Industrial Department, Detroit Board of Commerce; John Lovett, General Manager, Michigan Manufacturers' Association; Frank X. Martel, President, Detroit and Wayne County Federation of Labor, AFL; Victor Reuther, Director, UAW-CIO Education Department; John R. Richards, Office of the President, Wayne University; Frank Rising, General Manager, Automotive and Aviation Parts Manufacturers, Inc.; George Romney, General Manager, Automobile Manufacturers Association; August Schoole, President, Michigan CIO Council; and David Wolff, Chairman, Appeal Board Chrysler Corporation, UAW-CIO.

This Institute offers a unique opportunity for the University to be of the greatest service to the community, a community that is almost completely dominated by the giants of American industry centered in Detroit. That the University is conscious of the particular place it can and does play in Dynamic Detroit is shown by a meeting that was held in late Autumn, 1946, before the Industry and Education Cooperation Section of the Economic Club of Detroit on the subject, "What are Wayne University's services and resources to business and industry?"

Addressing the meeting Dr. Henry pointed out that:

The story of cooperation between Wayne University and the vast business and industrial interests of the Detroit metropolitan area is a story of the unified efforts of the whole University. It involves more than a thousand full- and part-time faculty members, all of whom are experts in one or more phases of community activity. It is marked by the application to the complicated and necessarily

practical problems of business and industry of all that goes on in the Colleges of Liberal Arts, Medicine, Nursing, Law, Education, Engineering, and Pharmacy, and the Schools of General Studies, Public Affairs and Social Work, Occupational Health, and Business Administration, as well as the Graduate School. The kinds of cooperation are nearly as various as the needs of an individual business or industry because such needs can be met only as they arise as individual problems. Ten examples of cooperation that show the variety of these services now underway are: Air Cargo Research; Training Programs for Industry; Vocational Training and Research in Rubber and Plastics; Industrial Nursing; Business, Industry and the Department of Home Economics; Special Project Studies; Vocational Training and Research in Spectroscopy; Chemistry; Kresge-Hooker Scientific Library Services; Industrial Editors Seminar; and Radio.¹

Dr. Henry then addressed the group on the matter of cooperation being a "two-way street" in which Wayne aided business and industry and vice versa. He then summarized the whole idea of Wayne's fundamental operating philosophy when he said:

Wayne University was not conceived to be just another university. It was conceived to be a 'people's' university, identified with the needs of this community. With your continued and increasing cooperation, the dividends you receive from the University will increase, you will be proud to have made the investment in community service represented by your university.²

Detroit the Dynamic

And what of the city that Wayne University serves? If the University's future is part and parcel of the greater history of Detroit, what can be said of Detroit's past, present, and future? Perhaps the best answer to these questions are contained in two articles that appeared in national news magazines, Newsweek and Time, in the Summer of 1951, the year that

¹Wayne University--in cooperation with Business and Industry (A booklet Published by Wayne University, Detroit 2, Michigan), pp. 12-25.

²Ibid., p. 7.

the City of the Straits celebrated its 250th anniversary. Newsweek briefly summarized Detroit's history in its June 4th issue as follows:

...For it was on July 24, 1701, that Antoine de la Mothe Cadillac and a party of Frenchmen stepped ashore from the Detroit River and set up a small trading post. The settlement later became a choice prize in the Anglo-French struggle for supremacy in the area. In 1796, some fifteen years after the last battle of the Revolutionary War, Detroit and the surrounding territory became a part of the United States.

In 1805, Detroit, then a city of about 7,000, was leveled by fire; it was later rebuilt on a plan similar to that used for Washington, with the main thoroughfares fanning out east, north, and west from the center of town. By 1830 the city had become a bustling trade center; a shipbuilding industry had developed along the river front, and the output of farm vehicles, buggies, and carriages was assuming importance. By 1880 it was a manufacturing center for pharmaceuticals; stoves and furnaces, and parts for railroad engines.

At the turn of the century, the Detroit metropolitan area had a population of more than 426,000. The advent of the Auto Age was soon to transform a city of brownstone and red-brick houses into a teeming industrial metropolis. In 1900, when the names of such automotive pioneers as Henry Ford, Henry Leland, William C. Durant, and the Dodge brothers were just becoming well known, some 2,200 workers turned out 4,192 passenger cars. By 1914 the industry had 127,000 production employes, and that same year it produced 573,000 cars and trucks. At the height of the Great Prosperity in 1929, employment reached 471,000; a total of 5,358,000 motor vehicles were made. Last year's record output was produced by 715,000 workers.

Today, Detroit is the fifth largest city in the United States--metropolitan-area population, 3,000,000--ranking third in the nation as an industrial center and fourth as an exporting port. The onetime trading post is the world's largest producer of industrial products for export, with the Detroit River carrying one of the largest volumes of waterway tonnage on the globe. The Motor City is also a leading manufacturing center of pharmaceuticals, adding machines and office equipment, rubber products, chemicals, paint, special machinery, and other vital war supplies.

Detroit encompasses a large area--over 150 square miles--as well as population. It completely surrounds two good-sized cities--Hamtramck and Highland Park--each with its own mayor and municipal government. The mushrooming business activity has resulted in a steady extension of the residential sections, away from the center of town. The well-to-do, for instance, live in such suburbs as the Grosse Pointe area, about 8 miles to the east, and in Birmingham and Bloomfield Hills, about 20 miles to the north.¹

¹[Anon.]³⁵, "Sineus of War...America's Arsenal," Newsweek, XXXVII, 23, 70-71, June 4, 1951.

Time in discussing Detroit's role in America on the occasion of its 250th birthday said, in part:

Detroit is unique among American cities...Today, the Detroit of Henry Ford is a great patchwork of races and nationalities-- Hungarians, Poles, Greeks, Negroes, Chinese...Restive and dynamic, Detroit has all the problems of a city which, in a half-century, has increased sixfold.

But it sprawls there proudly, minding its enormous business. It has little of orthodox beauty. What beauty there is has to be sought out, along the shores of Lake St. Clair, behind the trees of the luxurious suburbs. It has another kind of beauty, which is to be found in the upthrust stacks and belching blast furnaces of the Ford plant, in the great assembly lines of glittering vehicles and machinery.

It has no hoary history. But its squatting skyline, the great structures of the General Motors Building, the Fisher Building, the Detroit Edison power plant, are symbols of history still in the making.¹

Upon the occasion of the official celebration of Detroit's 250th birthday, President Harry S. Truman said in a speech which he delivered on the front steps of City Hall on July 28, 1951:

Today, the word Detroit is a synonym throughout the world for the industrial greatness of America. Today, the word Detroit symbolized for free men everywhere the productive power which is a foundation stone of world peace.

In the last war, Detroit proved itself as one of the great production centers of the arsenal of democracy. Its tanks and trucks rumbled ashore on every beachhead from Normandy to Okinawa. From Detroit and other great American cities, came such an outpouring of the weapons and equipment of war as had never been seen before in history.

That miracle of production was made possible by American industry in action. It was made possible by the expert management and the skilled workers of America. Freeman working together here in Detroit made it possible for free men around the world to win the war.²

This, then, has been the contribution of Detroit to America's past and

¹[Anon.]³⁶, "Cities-Midwestern Birthday," Time, LVIII, 5, 14, July 30, 1951.

²Harry S. Truman, "Speech Delivered Upon the Occasion of Detroit's 250th Anniversary on July 28, 1951, In Front of City Hall," as quoted in The Detroit News, July 29, 1951.

present and in the Korean "police action" of the United Nations Detroit is again becoming the "Arsenal of Democracy." The role of Detroit in the titanic struggle between the free world and the countries behind the "Iron Curtain" is a clear-cut one, namely, to continue to produce the sinews of war that will keep America and the United Nations the hope of a democratic world pledged to peace but ready to defend its way of life, if necessary.

Blueprint for Wayne University

The role of Wayne University, then, will be to assist its native city to perform its essential task of providing the material that will preserve the American way of life. As stated previously, the Institute of Industrial Relations is but one of the many community services the University is providing to insure Detroit that the wheels of commerce and industry will continue to turn smoothly. Such a University has to have a blueprint for the future, and Wayne had such a plan drawn for it by Dean Joseph Hudnut, Professor of Architecture and Dean of the Faculty of Design, Harvard University, when at a dinner meeting at the University Club in Detroit on May 19, 1944, he said in part:

I think of the urban University as the first among such institutions. That life which the cathedral gave to the mediaeval city, that beauty which the palace gave to the city of the Renaissance, the university will give to the American city of tomorrow. It will form, with museums of science and art, libraries, concert halls, theatres and schools, a great cultural heart out of which will flow the currents which inform the life of the city with dignity and meaning. A training school for the civic vocations, its uncloistered halls shall be crowded with citizens.

I cannot think of such a university built at the edge of a city; it should preside at the centre, affirming by that relationship its leadership and serviceability. It should be conscious of its high place in the sceme of the city; conscious not of its relation to street and traffic merely, to the homes of faculty and students,

to coordinated institutions and facilities, but more urgently conscious of those less immediate and less visible factors of city life, unobserved by the practical-minded, which create its usefulness as a civic force. It will build itself into the city. It will be a part of the city plan.¹

Wayne has literally become a part of the "city plan." With the City, County, and State all contributing financially to its expanding campus; and with private philanthropy contributing to the University's expansion through the Kresge Science Building and the proposed Community Arts Building the University is becoming an increasingly vital part of the Detroit Cultural Center which also includes the Detroit Public Library, the Art Institute, the Rackham Memorial Building, and the Detroit Historical Museum Building. The Kresge Gift, incidentally, may usher in a new era in University history, an era marked by increasing amounts of private gifts and grants to Wayne, for as Mr. Olin Thomas, Director, Wayne University Division of Finance has said: "Every university must look more and more to the matter of gifts and grants for those University activities which are so important to their progress but which cannot be financed as a part of the basic program."² If such private grants are forthcoming, the campus may continue to expand. It is certain, however, that the University will erect new structures as the need arises and eventually all of the World War II portables and the old residences will be replaced by functionally designed buildings of glass, steel, and brick in the pattern of State Hall.

¹ Joseph Hudnut, Blueprint for a University (A Booklet Published by Wayne University Press, Detroit, 1944), pp. 10-11.

² Letter from Mr. Olin Thomas, Director, Division of Finance, Wayne University, July 30, 1951.

It is also certain that the University will continue to attract thousands of students in the tradition that has been established of the best in educational facilities being offered at a minimum of cost within the educational framework of a community university. Wayne is on the right track; the green light shows; and the future is one of horizons unlimited.

Summary

Perhaps the best summary that could be made of the probable future of Wayne University would be that presented in the following series of quotations which, in effect, tell the story of the University to come. "Wayne University is one expression of the enlargement of democratic civic consciousness in Detroit."¹ "The healthiest signs for the future lies in education. Detroit's school system has managed to keep pace with the tempo of the town. Its Wayne University has had an outstanding development under severe handicaps..."²

Wayne University has developed into one of the major collegiate institutions of the country because of a demand for its services by the community. For thousands of young people who cannot afford to go to school away from home, Wayne is their only opportunity for a college education. For thousands more, the nature of its program and its unusual educational services uniquely fill their educational requirements. Every family with children has the hope that an opportunity for a college education will be available for those children, and Wayne therefore has a claim upon the interest and attention of every citizen in the community. The former students of Wayne now number over 100,000. As doctors, lawyers, teachers, business and industrial employees, pharmacists, engineers,

¹M. M. Quaife and Sidney Glazer, Michigan From Primitive Wilderness to Industrial Commonwealth (New York: Prentice-Hall, Inc., 1948), p. 339.

²George Stark, City of Destiny, op. cit., p. 457.

civil servants, scientists, nurses, social workers, and as citizens in many fields of endeavor, they are a vital part of the State community.¹

It is as Mayor Albert E. Cobo of Detroit put it in a radio interview with Dale McIntyre, Educational Director, Station WJR, on April 21, 1951, when in discussing Detroit's progress upon the occasion of its 250th anniversary on the program known as "Topic for Today":

Here in Detroit we have quite a University. Wayne has grown more rapidly than any other University in the country. Gradually, through an expanded building program, financed by both public and private means, we are providing adequate housing for the 20,000 students attending Wayne. Therefore, in the heart of Detroit we will eventually have one of the finest universities in America.

¹Report of the President, 1948-1949, op. cit., p. 16.

Appendix A

The Case for State Aid for Wayne University

December, 1944

Warren E. Bow
President

David D. Henry
Executive Vice-President

WAYNE UNIVERSITY
Board of Education
Detroit 1, Michigan

December 8, 1944

C
O
P
Y

The Honorable Harry F. Kelly
Governor of the State of Michigan
Lansing, Michigan

Dear Governor Kelly:

A year ago the Board of Education requested that the State of Michigan give consideration to the request for State aid for the Wayne University building program. Enclosed with this letter is a copy of the resolution which was sent to you at that time and which remains as a definition of our Board of Education policy.

We renew our request at this time and respectfully urge that steps be taken to initiate the appropriate legislation. Specifically, we request that the sum of \$5,000,000 be made available for Wayne University for the construction of facilities providing laboratories, classrooms, and libraries for the several programs of the University, particularly those which are similar to the ones for which the State has underwritten construction costs in the other State institutions of higher education.

Enclosed is a brief outline of the case for State aid for Wayne University. We hope that this statement will receive your sympathetic study and endorsement.

Mr. Weeks, of the Michigan Planning Commission, has arranged for a meeting of the Education Committee of that Commission which I hope to attend together with other officers of Wayne University next Thursday, December 14, in Dr. Elliott's office.

We shall be very glad to supply any additional information that may be desired at any other time or place that may be convenient.

Yours very truly,

(Signed) Warren E. Bow
President, Wayne University

RESOLUTION
of the Board of Education
of the City of Detroit

WHEREAS, In providing the benefits of higher education to the metropolitan area, Wayne University is serving the State of Michigan;

WHEREAS, The graduates of Wayne University are serving in positions of responsibility throughout the State of Michigan as doctors, lawyers, engineers, nurses, pharmacists, medical technicians, public employes, social workers, homemakers, business workers, and in many other professional areas;

WHEREAS, Wayne University is an agency of the Detroit Board of Education, operating under legislative enactment of the State of Michigan;

WHEREAS, The County of Wayne and the City of Detroit, through the Board of Education, are providing financial support for the University;

WHEREAS, The University's building requirements for postwar service to returning veterans and civilian needs are in excess of those that can be quickly and immediately met in their entirety by the local units of government;

WHEREAS, The State of Michigan, through its administrative board and through the State Board of Control for Vocational Education, has previously extended financial assistance to the Wayne University program;

WHEREAS, The State of Michigan has assumed the responsibility of providing financial support for public higher education; and

WHEREAS, Wayne University serves many citizens who cannot otherwise take advantage of the State plan for higher education; therefore be it

Resolved, That the Honorable Harry F. Kelly, Governor of the State of Michigan, be petitioned by the Detroit Board of Education to include in the agenda for legislative consideration in the forthcoming session of the Legislature of the State of Michigan, the provision of State financial aid to assist local units of government in providing needed buildings for Wayne University, in accord with similar consideration being given to the postwar building requirements of the other public institutions of higher learning in the State of Michigan.

Passed December 14, 1943

THE CASE FOR STATE AID
FOR WAYNE UNIVERSITY

Introduction

Wayne University was created and is operated by the Board of Education of the City of Detroit as an instrumentality of the State of Michigan. The Board's authority to maintain colleges of liberal arts and professional schools derives from the General School Laws of the State under which this prerogative is extended to school districts of the first class.

Wayne University's standing among the institutions of higher learning in the country is attested by its accreditation with the North Central Association of Colleges and Secondary Schools and with the Association of American Universities and by the accreditation of all its colleges and schools with the ranking accrediting agencies of their respective professions.

At present Wayne University is housed principally in a structure, built originally as a high school, which occupies less than a city block in the geographical center of Detroit. Near the main building, a considerable number of old houses have been converted to classroom use to supplement the facilities of the main building. Two of the University's nine colleges and schools occupy quarters in downtown Detroit, not far from Receiving Hospital.

Wayne University Serves
the People of Michigan

Wayne University serves not only the people of Detroit, but also those of neighboring counties and, to a considerable degree, the entire State.

Currently, Wayne University enrolls between sixteen and twenty thousand different students each year--in spite of war-time depletion of student groups. Ninety-seven out of every hundred of these students are residents of the State of Michigan. Twenty-four out of every hundred travel to Wayne University from beyond the boundaries of Detroit; eleven, from beyond Wayne County.

Through an extensive array of courses offered in late afternoons, evenings, and Saturday mornings, in addition to the regular collegiate curriculums, which are offered during the day, Wayne University maintains a flexible program meeting the particular needs of a great many special groups. In recent years, for instance, five hundred employees of the State of

Michigan itself have been enrolled in in-service courses which have been designed and conducted especially for them by Wayne University.

Graduates and former students of Wayne University number more than seventy-six thousand persons, 95.8 per cent of whom still live in Michigan. Many of these people are now to be found in positions of responsibility throughout the State as doctors, lawyers, engineers, teachers, nurses, pharmacists, medical technicians, public employees, social workers.

In Southeastern Michigan
Wayne University Serves the Purpose
of a State Educational Institution

The educational policy of the State of Michigan has been to provide as far as possible educational opportunities for each boy and girl in the State according to his or her individual needs and abilities.

The State's policy includes providing for college and university training. This is evidenced by provisions in the State Constitution, by specific and general acts of the State Legislature, and by Supreme Court decisions.

The State's several institutions of higher education are in fact regional in character.--For their student bodies, each draws heavily upon its immediately surrounding territory. Surveys have shown that thirty-five to forty-five per cent of the students in these institutions come from homes within a radius of twenty-five miles from the respective campuses. In other words, the State's educational policy has long been, in effect, to bring the economies and benefits of tax-supported higher education to its youth by maintaining schools of college rank in various centers throughout the State.

In the metropolitan region of southeastern Michigan where two and a half million of the State's population reside, the only tax-supported institution of higher education which offers complete collegiate programs is Wayne University.

Of the sixteen to twenty thousand different students which enrol during a year at Wayne University, more than thirteen thousand would find it impractical, if not impossible, to attend any other tax-supported college or university. Nearly all of Wayne University's students live at home, and three out of four find it necessary to engage in at least part-time employment while continuing their college education.

Wayne University Contributes Greatly
to the State's Educational Program
Through Training for the Professions

The educational policy of the State of Michigan is also rooted in the State's concern that there be available a continual supply of persons trained in the professions. Dictating, as the State does, the conditions for licensure to practice in Michigan, it subsidizes the training of its young people in medicine, law, teaching, engineering, and the other professions by maintaining the several State institutions of higher learning.

Without the benefits of State support, Wayne University has contributed heavily to the training of the professional people needed by the State of Michigan. To date it has conferred degrees upon more than 10,500 individuals trained in medicine, law, teaching, engineering, and pharmacy.

How substantial Wayne University's contribution has been is illustrated by the fact that nearly as many of the physicians licensed to practice in Michigan are graduates of Wayne University College of Medicine as are graduates of the School of Medicine at the University of Michigan. Of the 6,509 licensed physicians in Michigan, 1694 are graduates of the University of Michigan; 1,552, graduates of Wayne University.

Tax Support for Wayne University
Has Been Carried Mainly by
Local Governmental Units

Wayne University's annual operating budget approximates three million dollars, with a net tax cost of about \$1,800,000. Of this amount, approximately \$300,000 is underwritten each year by the County of Wayne; the balance, by the City of Detroit. In addition, the City of Detroit has provided \$400,000 a year for capital expenditures.

The people of Detroit and of Wayne County, it should be noted, contribute these amounts toward the support of Wayne University over and above their contributions toward the support of State institutions of higher learning in other parts of Michigan.

Demands for Increased Services
at Wayne University Exceed
Local Financial Resources

Wayne University has already experienced a marked upswing in its student enrolment, despite the fact that it, like other universities throughout the country, is continuing to send large segments of its student body into the armed services of the country. This semester, enrolment of students in courses granting credit toward college degrees has increased more than 20 per cent above the enrolment of a year ago.

Already more than 300 veterans of World War II have resumed their college education at Wayne University. In the months ahead, this group unquestionably will increase by hundreds, more probably by thousands.

These increases, even now, have created an acute housing shortage at Wayne University.

Simultaneously with the increase in student enrollment, Wayne University has been called upon to expand its services in new directions. For instance, in response to popular request the Board of Education has recently authorized the establishment of a new School of Industrial Health, a College of Nursing, a curriculum in mortuary science, and a program of agricultural-vocational education under the supervision of Wayne University.

In support of Wayne University programs, the County of Wayne now appropriates the maximum amount permissible under the laws of the State of Michigan. Property tax limitations have placed a ceiling over the amount which the City of Detroit may raise. As a result, Wayne University's requirements for post-war service to returning veterans and civilian needs are greater than can be met quickly and in their entirety by the local units of government.

The State Has Recognized
Wayne University's Contribution
To Its Educational Program

The State of Michigan recognized Wayne University's standing among educational institutions when it, by direct legislative enactment, authorized school boards of nearby cities to send their high school graduates to Wayne University and to use school funds to pay their tuition while in attendance there.

The State of Michigan has also extended direct financial assistance to the Wayne University program through the State Board of Control for Vocational Education and through the State Administrative Board. In 1942 the State contributed \$39,700 to assist in defraying the expenses incident to war-time acceleration of college work at Wayne University.

State Aid Would Enable
Wayne University to Satisfy
Demands Upon It for Increased Services

State aid for Wayne University would enable the University to provide the instruction sought by growing numbers of civilians and returning war veterans.

With State support, Wayne University would be able to wipe out the tuition differential which now is a barrier between a college education and many would-be college students. These are the young people resident in southeastern Michigan whose parents are unable to pay the extra cost incident to going away to school, who find a non-resident fee difficult, who nevertheless live nearer to Wayne University than some students who now pay only resident fees. At present these would-be students cannot avail themselves of the benefits of State-supported college training. With State aid, Wayne University could care for their needs.

State Aid Would Hasten
Post-War Building Program
for Wayne University

State aid would speed up the program of post-war building on Wayne University's campus which has been developed to meet the requirements of increased student enrolments and to house the new types of services demanded of the University. Land has been purchased from local tax funds for the first part of the needed expansion. State aid, supplementing local funds, would make possible the construction of buildings to house classrooms, libraries, laboratories as soon as materials and labor become available.

Thus, the State, in supporting Wayne University's building program, would assist in the stabilization of employment in the early post-war years while it, at the same time, would contribute to the satisfaction of the educational needs of the people of southeastern Michigan.

Fields of Specialization Offered in the
Various Colleges of Wayne University

College of Liberal Arts-College of Education-College of Engineering
College of Medicine-Law School-College of Pharmacy
School of Public Affairs and Social Work
School of General Studies
Graduate School

Accounting	Industrial Education
Aeronautical Engineering	Italian
Architectural Engineering	Journalism
Art	Law
Art Education	Library Science
Banking	Mathematics
Basic Biological Science	Mechanical Engineering
Biology	Medical Jurisprudence
Business Administration	Medical Technology
Business Law	Medicine
Chemical Engineering	Metallurgy
Chemistry	Mortuary Science
Civil Engineering	Music
Commercial Education	Music Education
Economics	Nursing
Education	Pharmaceutical Chemistry
Education of Handicapped Children	Pharmacy
Educational Psychology	Philosophy
Electrical Engineering	Physical Education
Elementary School Education	Physics
Engineering Drawing	Preventive Medicine and Public Health
Engineering Law	Psychology
Engineering Mechanics	Public Administration
Engineering Shop	Public Health Nursing
English	Radio
English Education	Recreational Leadership
French	Retailing
Geography	Science Education
Geology	Secondary School Education
German	Secretarial Science
Government	Social Work
Health Education	Sociology
History	Spanish
Home Economics	Speech
Home Economics Education	Speech Education
Hygiene	Vocational Education

Appendix B

Report

to the

1947 Legislature of the State of Michigan

on Wayne University,

Its Organization and Services, and Its Relationship

To the Program of Higher Education

In the State of Michigan

By the

Legislative Committee,

Created by Concurrent Resolution No. 20

Special Session, February, 1946

Senator Don VanderWerp, Chairman
Senator M. Harold Saur
Senator Harold D. Tripp
Senator Charles N. Youngblood

Representative John P. Espie
Representative Edson V. Root, Sr.
Representative Elton R. Eaton
Representative Joseph J. Leszynski

November 14, 1946

AUTHORIZATION AND DUTIES OF COMMITTEE

The joint Legislative Committee which here presents its report was authorized by House Concurrent Resolution No. 20, which received the approval of the Senate on February 21, 1946, and which read in part as follows:¹

WHEREAS, the State has recognized the desirability of providing the opportunities of higher education to all qualified citizens of this State, and

WHEREAS, approximately 40 percent of the citizens of this State reside in the industrial metropolitan area of southeastern Michigan; and

WHEREAS, the responsibility of providing such educational opportunities in this area in a public institution has rested largely upon Wayne University, maintained by the Board of Education of the city of Detroit, but that said Board finds that the local tax resources from city and county are insufficient to provide personnel and facilities adequate to the needs of increasing enrollments; and

WHEREAS, said Board has petitioned the State to provide financial support for the operation and maintenance of said university, and has expressed a willingness to transfer said university to the State in connection therewith; and

WHEREAS, the effect of such a transfer and/or the establishment of a state university in said area, as well as the alternatives thereto, merit serious study before such proposals be accepted or rejected; now therefore be it

¹The sections of the Concurrent Resolution which defined the membership of the Committee and outlined the routine of its procedure have been omitted. For the full text see Senate Journals, Extra Session of 1946, No. 13, p. 136 and No. 14, p. 151.

RESOLVED, by the House of Representatives (the Senate concurring), that there is hereby created a joint committee of the Legislature....., that said committee is authorized and directed to make as complete a study as may be feasible of the available facilities and resources for securing a higher education in said industrial metropolitan area of southeastern Michigan; of the necessity and desirability of supplementing such facilities and resources; of the policies and procedures which should be followed in connection therewith; further that said committee shall study the proposals made by the said Board of Education, and shall recommend such action thereon or answer thereto as it may deem advisable; further that said committee be empowered to investigate and report on regional education in various other areas of the state in need of colleges for higher education; further that said committee shall prepare its findings and report its recommendations for submission to the next session of the Legislature;.....

Upon learning that another legislative committee already was engaged in a study of regional education in other areas of the State and was preparing a report upon its findings, the present committee centered its attention on the industrial, metropolitan area of southeastern Michigan. The needs, available facilities, and resources for higher education in this area have received closest study from the Committee and the present report, consequently, deals with Wayne University, its organization and services, and its proper status in present and future programs of higher education in the State of Michigan.

FINDINGS AND CONCLUSIONS

In February, 1946, the Legislature appropriated the sum of \$2,700,000 under its Victory Building Program for a science building

at Wayne University.² Construction is now under way, and it is expected that the buildings will be occupied in the school year 1947-48.

Assured that additional laboratories and classrooms will be available for students as they move into the later years of their college education, Wayne University has improvised extensive temporary, emergency facilities. This has enabled the University to admit several thousand students who otherwise would have been denied admission at Wayne, and probably elsewhere, because of crowded conditions. The fall enrolment of the current year exceeded 15,000 full- and part-time students, as compared with 12,070 last spring and 10,470 in the fall a year ago.

These facts stand out in the numerous reports, materials, and statements prepared at committee request by University officials which have been examined at length in four extended sessions of the Committee. Three of these sessions were held on the University campus, where conditions were observed first-hand. Abstracts of the materials, including factual information about Wayne University, its program and its services, are included in a later section of this report.

The following conclusions have been reached by the Committee:

²The total appropriation was allocated as follows: \$900,000 for the classroom building; \$1,800,000 for the science building. Anticipating that the future relationships of Wayne University to the State of Michigan would be the subject of study, the appropriation act for buildings at Wayne University specified that the title to the buildings should remain with the State of Michigan.

1. Wayne University, in serving some 15,000 students in the industrial, metropolitan area, is providing an essential program of higher education service to a large segment of the population of the State of Michigan.
2. Wayne University provides many opportunities and resources for all the citizens of Michigan. For thousands of those in attendance it is the only practicable opportunity for higher education.
3. The State of Michigan has a responsibility for providing higher education service in the metropolitan area to complete the program of service which over the years has been built up in the State.
4. The Detroit Board of Education has been unable to meet properly the financial needs of the University; thus, without legislative aid in some form, higher education in the metropolitan area would be seriously limited for thousands of students, both veterans and civilians.³
5. Complete State support for Wayne University could be provided through establishing the University as a State Institution, a solution which the Board of Education of the City of Detroit has indicated its willingness to accept.

³Wayne University for its present program needs at least \$3,000,000 a year in tax funds for operation and maintenance and \$2,000,000 for each of the next four years for capital cost development.

In order to implement these conclusions, the Committee believes a law should be enacted which would create a State board of control for Wayne University and authorize the Detroit Board of Education to transfer to this board the property and management of Wayne University.⁴

The following outline of provisions which should be included in the enabling legislation has been reviewed informally with members of the Board of Education and has received their general approval. Although two members of the Board still feel that the State should make unrestricted grants in aid for the support of Wayne University, the other five members accept State control as a reasonable corollary to State support and endorse both the recommendations of this report and the means of their implementation.

The enabling legislation should include the following provisions:

1. A board of eight members⁵

A board of this size is preferable in order to insure sufficient representation at board meetings.

An even number of board members is desirable to prevent important changes in policy by one-vote

⁴Under the Constitution, operation under State control requires only an act of the Legislature: "The legislature shall maintain the university, the college of mines, the state agriculture college, the state normal college, and such state normal schools and other educational institutions as may be established by law." (Article II, Section 10, Constitution of 1908).

⁵Under the Constitution, the Superintendent of Public Instruction would be an additional member, by virtue of his office, but without vote; the Committee was advised that voting rights could not be conferred upon him. Existing state boards of control of educational institutions range in size from four to eight members.

majorities.

2. Selection of the board by appointment of the Governor, with confirmation by the Senate

The Committee believes that the appointive system will make possible the selection of well-qualified persons to serve upon the governing board. Further, the Committee believes it is important that local representation should be provided in the law, an arrangement which now exists in the creation of the Michigan College of Mining and Technology. Fifty per cent of the membership of this board should come from the tri-county area of Oakland, Macomb, and Wayne Counties. Such an arrangement is feasible only under a plan for appointed members.

To facilitate the transition from completely local to State control, the Committee recommends that at least half of the first board be appointed from a list of at least eight candidates to be nominated by the Detroit Board of Education.

3. Terms of eight years for board members

With eight-year terms, members of the board can become thoroughly conversant with the complexities of the University organization. By staggering the terms so that two members will be appointed every biennium, sudden changes in policy would be avoided.

4. Payment for reasonable and necessary expenses of board members, subject to the determination and audit of the governing board

Members would serve without other compensation.

5. Board determination of titles and duties of officers

Officers of the board would serve without pay, and terms of office should be limited to two years.

The latter provision would insure new members a voice in the selection of officers.

The statute should fix the quorum for doing business at a majority of the board, but other procedural by-laws would be left to the determination of the board.

6. Broad powers for operation and control of the institution

There would be specific authority to acquire real and personal property necessary to its purposes by purchase, lease, gift, or devise, or by eminent domain; to issue self-liquidating bonds on the same basis as a municipal corporation; to accept gifts in trust; to enact rules and regulations for the government of the University and the conduct of its business; and to delegate the immediate government of the University and its component schools and colleges in pursuance thereto.

In being specific in the enumeration of powers, there is real danger that the failure to make the

list exhaustive will cause doubt as to the effect of the omission. Therefore a phrase, such as "the enumeration of specific powers herein shall not be deemed to exclude any powers customarily exercised by the governing board of a university and not expressly excluded by law," should be included.

7. Designation of the board as "Board of Governors of Wayne State University of Michigan"

This title would indicate clearly the State character of the institution, would preserve the identity of Wayne University, and would at the same time avoid confusion with existing boards and institutions.

8. Transfer of present staff and property of the University

Express provision of continuing authority to transfer property from the Board of Education to the governing board of the University should be included in the enabling legislation. The transfer of such property would involve a transfer of faculty, employees, records, etc.

9. Retirement fund opportunities

The University of Michigan and Michigan State College have their own retirement systems; the various other colleges are under the State teachers' retirement act. This act would give the average Wayne University employee substantially the same benefits as given by the Detroit retirement system.

There are some differences, however, and these differences might, in the exceptional cases, be serious. To obviate criticism, it would be preferable to give such employees the option of remaining under the Detroit system. The salary deductions for retirement purposes could be deducted by the governing board of the University and remitted to the Detroit retirement board. Objections from the latter to this plan could be answered by pointing out that without State control it would have the burden for all of the University employees.

10. A legal definition constituting the board of control as a "body corporate," with the right of suing and being sued, adopting a seal, and altering the same.

HISTORY AND PRESENT ORGANIZATION OF WAYNE UNIVERSITY

Wayne University is operated by the Board of Education of the City of Detroit, acting as an instrumentality of the State of Michigan. The Board's authority derives from the General School Laws of the State. (C.L. 1929, Sec. 7304-7308, as amended, Act 102, P.A. 1941; also C.L. 1929, Sec. 7325-7329)

The origins of certain units of the University may be traced back over a half century, but the development of the University as it is known today began in 1923, when the Detroit Junior College and the Detroit Teachers College were organized under authority from the State Legislature as four-year colleges. In 1933, six colleges then operating under the Board of Education were drawn together into a

WAYNE
UNIVERSITY
OPERATES
UNDER
GENERAL
SCHOOL
LAWS

single University structure and named Wayne University.

During the period of more than 20 years which has elapsed since 1923, the University has grown from a small group of unrelated colleges with limited enrolments and objectives into a unified university with an over-all enrolment of over 20,000 individual full- and part-time students per year.

Throughout this period the Board of Education has been the governing board of the University. When the University was formally organized in 1933, the Superintendent of Schools was named President of the University as a practical means of unifying the whole educational program of the City of Detroit and of utilizing the many, already established facilities (for example, maintenance) of the Board of Education. The actual administration of the University was placed in the hands of an Executive Vice-President.

In the spring of 1945, as a result of the tremendous growth of the University and the increasing complexity of its internal organization, the Board of Education separated the office of President of the University from that of the Superintendent of Schools and made the President of the University directly responsible to the Board of Education. At present, therefore, the executive control of the University is placed entirely in the hands of University officials. University items are segregated in the Board's calendar. The University budget has been separated from

COLLEGES
UNITED
TO FORM
WAYNE
UNIVERSITY

EARLY
ADMINISTRATIVE
SET-UP

NEW
ORGANIZATION
EMPHASIZES
IDENTITY OF
UNIVERSITY

the general budget of the school system, although this budget is necessarily still included as a part of the general school budget at the time the latter is submitted to the Mayor and the Common Council of the city.

Purchasing is still handled through the school system's purchasing department, but control over purchases is now largely vested in the University's business manager.

Throughout this period it has been found necessary to improvise facilities for the growing institution. At present, Wayne University is housed principally in a structure built originally as a high school which occupies a city block in the geographical center of Detroit. Near the main building a considerable number of old dwellings and garages and some recently acquired temporary structures have been converted to classroom use to supplement the facilities of the main building. Two of the colleges, Medicine and Pharmacy, occupy quarters in downtown Detroit, not far from Receiving Hospital.

CLASSROOM
FACILITIES
IMPROVISED

The University is also housing more than 1,000 freshmen in one of the Detroit high schools, sharing the use of the building with the high school students. This arrangement is temporary, and constitutes a "stop-gap" until the classroom and science buildings which have been made possible by State appropriation can be ready for occupancy.

In spite of the handicaps of inadequate facilities and limited financial support, Wayne University has achieved

standing among the institutions of higher learning in the country. It is accredited with the North Central Association of American Universities, and with the American Association of University Women, and its component colleges and schools are accredited with the ranking accrediting agencies in their respective professions.

UNIVERSITY
ACCREDITED

The administrative organization of the University, the annual increases in the size of its budget, and the continued search for more suitable and adequate quarters for the University indicate the constant concern of the Detroit Board of Education with the growth and welfare of the University.

But if the institution is to admit the additional students seeking admission and still is to perform its tasks well and fulfill its obligations, Wayne University cannot be limited to its present financial support.

PRESENT
SUPPORT

Prior to the war, the peak in active enrolments as of a given date occurred at Wayne University in November of 1938, when registrations reached 12,168.

ENROLMENTS

Already the post-war up-surge in student enrolment has carried the University beyond its pre-war peak. During the first semester of the present college year, 15,312 were actively enrolled in college classes.

PRESENT
ENROLMENT
15,312

Veterans of World War II enrolled at Wayne University during the fall semester of 1946-47 numbered 6,999 different individuals.

VETERANS'
ENROLMENT

The increase in total enrolment which resulted from veterans' registration is not considered by the University as a peak from which future enrolments will recede. It is believed that the gradual growth of student enrolments at Wayne University which characterized the years before the war will preclude any recession from this level.

Table 1

Peak Number of Students Enrolled in Wayne University
at One Time During the Academic Year

Pre-war compared with current data

Classification	Number of Students Enrolled	
	1st Semester 1938-39	1st Semester, 1946-47
Full-time students	5,439	8,431
Part-time students	<u>6,729</u>	<u>6,881</u>
Total	12,168	15,312
Full-time equivalent of above total*	7,683	11,049

*"Full-time equivalent enrolment"--a figure often omitted from college enrolment reports--is regularly used at Wayne University to allow for the percentage of students who register for part-time work. Generally, the larger number of total enrolments is the only figure reported.

Table 2

Total Number of Different Students Enrolled Throughout
the Academic Year, July 1 through June 30*

Classification	<u>Different Students Enrolled</u>	
	1938-39	1945-46
I. Regular College Year		
Matriculated Students	11,174	10,751
Non-matriculated Students	<u>4,772</u>	<u>8,440</u>
Total, Regular College Year	15,946	19,191
II. Summer Session		
Gross Enrolment	<u>2,622</u>	<u>3,199</u>
Total	18,568	22,390
Less duplications	<u>1,593</u>	<u>1,995</u>
Net Total, Different Students	16,975	20,395

* Data in this table summarize the more complete tables which are published in the annual reports of the University. For more complete details see "Annual Report of the President of Wayne University."

THE CASE FOR LEGISLATIVE AID FOR WAYNE UNIVERSITY

Wayne University Serves the People of Michigan

Wayne University serves not only the people of Detroit, but also those of neighboring counties and, to a considerable degree, the entire State.

Wayne University will enrol over twenty thousand different students in 1946-47. Ninety-eight out of every hundred of these students are residents of the State of Michigan. Twenty out of every hundred travel to Wayne University from beyond the boundaries of the district. A great many students from all over the State establish

WAYNE
STUDENTS
RESIDE IN
MICHIGAN

temporary residence in the Detroit area for the purpose of getting their education at Wayne University.

Through an extensive array of courses offered in late afternoons and evenings, and on Saturdays, in addition to regular collegiate curriculums, Wayne University maintains a flexible program meeting the particular needs of a great many groups.

Graduates and former students of Wayne University number more than eighty thousand persons, 95.8 per cent of whom still live in Michigan. Many of these people are now to be found in positions of responsibility throughout the State as doctors, lawyers, engineers, teachers, nurses, pharmacists, medical technicians, public employees, social workers.

GRADUATES
FOUND
THROUGHOUT
MICHIGAN

In Metropolitan Michigan
Wayne University Serves the Purpose
of a State Educational Institution

The educational policy of the State of Michigan has been to provide as far as possible full educational opportunities for each boy and girl in the State. Its policy also has been to provide college and university training for its young men and women. This is evidenced by provisions in the State Constitution, by specific and general acts of the State Legislature, and by Supreme Court decisions.

STATE'S
POLICY
TO PROVIDE
COLLEGE
EDUCATION

The State has brought the benefits of tax-supported higher education to its youth by maintaining schools of

college rank in various centers throughout the State where their facilities would have maximum utilization.

In a very real sense, for the two and a half million of the State's population residing in the metropolitan region of southeastern Michigan, the only tax-supported institution of higher education which they can attend, and which offers them complete collegiate programs is Wayne University.

Of the thousands of students enrolling each year at Wayne University, the large majority would find it impractical, if not impossible, to attend any other tax-supported college or university. Nearly all of Wayne University's students live at home, and three out of four find it necessary to engage in at least part-time employment while continuing their college education. No other section of the State offers so many work opportunities for students attending college.

Wayne University Contributes Greatly
to the State's Educational Program
Through Training for the Professions

The educational policy of the State of Michigan is also rooted in the State's concern that there be available a continual supply of persons trained in the professions. Prescribing, as the State does, the conditions for licensure to practice in Michigan, it subsidizes the training of its young people in medicine, law, teaching, engineering, and the other professions by maintaining the several State institutions of higher learning.

MOST
WAYNE
STUDENTS
MUST ATTEND
COLLEGE
AT HOME

WAYNE
TRAINS
LARGE
NUMBERS
IN
PROFESSIONS

Wayne University has contributed heavily to the training of the professional people needed by the State of Michigan. To date it has conferred degrees upon more than 12,000 individuals trained in medicine, law, teaching, nursing, engineering, and pharmacy.

Tax Support for Wayne University
Has Been Carried Mainly by
Local Governmental Units

Wayne University's current operating budget approximates four million dollars with a net tax cost of \$2,480,000, of which about \$1,750,000 is carried by the school district, approximately \$300,000 is underwritten by the County of Wayne, the balance, by the State.

Appendix C

Senate Bill No. 4

Michigan

Sixty-Fourth Legislature

Session of 1947

MICHIGAN

SIXTY-FOURTH LEGISLATURE

SESSION OF 1947

SENATE BILL NO. 4

January 1, Introduced by Senators REID, VANDER WERP and TRIPP,
ordered printed and referred to the Committee on Education.

A BILL

To establish and regulate a state institution of higher learning to be known as Wayne state university of Michigan; to fix the membership and the powers of its governing board; to authorize the transfer to it by school districts and municipal corporations of certain property and funds; and to provide retirement privileges for its employes.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

Section 1. There is hereby established a state institution of higher education to be located in the industrial area of southeastern Michigan. Said institution shall be maintained by the state of Michigan, and its facilities shall be made equally available and upon the same basis to all qualified residents of this state. The conduct of its affairs and control of its property shall be vested in a board of governors, the members of which shall constitute a body corporate known as the "board of governors of Wayne state University of Michigan," hereinafter referred to as "the board," with the right as such of suing and being sued, of adopting a seal, and altering the same.

Sec. 2. Said board shall consist of 8 members to be appointed by the governor, by and with the advice and consent of the senate, for terms of 8 years each: Provided, That of the members first appointed, 2 shall be appointed for terms of 2 years each, 2 for terms of 4 years each, 2 for terms of 6 years each, and 2 for terms of 8 years each. Vacancies shall be filled in like manner for the unexpired term. Four members of the board shall at all times be residents of the area embraced in the counties of Oakland, Macomb, and Wayne; and 4 members of the first board to be appointed shall be taken from a list of at least 8 candidates to be nominated by the board of education of each school district of the first class in said area. The superintendent of public instruction of the state of Michigan shall be an ex-officio member of the board, without vote. Members of the board shall serve without compensation, but shall be entitled to actual and necessary expenses incurred in connection with the duties of their office. Members of the board may be removed for misfeasance, malfeasance or nonfeasance in office, by the governor.

Sec. 3. The governor shall call the first meeting of the board and shall preside until the election of a chairman from among its members. The board shall also elect from its membership or otherwise a secretary, a treasurer, and such other officers as it deems necessary. Officers shall serve terms of 1 year and until their successors shall have been elected and qualified. Before permitting the treasurer to enter upon the duties of his office, the board shall require him to file his bond to the people of this state with sureties and in such sum (not less than the amount of money likely to be in his possession) as the board may designate. No officer shall have the power to incur obligations or to dispose of the board's property or funds, except in pursuance of a vote of the board.

Five members of the board shall form a quorum for the transaction of business. Said board shall have power by majority vote of its membership to enact rules, bylaws, and regulations for the conduct of its business and for the government of the institution, and to amend same; and by a majority vote of the members present to fix tuition and other fees and charges, to appoint or remove such personnel as the interests of the institution and the generally accepted principles of academic tenure permit or require, to determine the compensation to be paid for services and materials, to confer such degrees and grant such diplomas as are usually conferred or granted by other similar institutions, to receive, hold and manage any gift, grant, bequest, or devise of funds or property, real or personal, absolutely or in trust, to promote any of the purposes of the university, to enter into any agreements, not inconsistent with this act, as may be desirable in the conduct of its affairs and in behalf of the state to lease or dispose of any property which comes into its possession, provided that in so doing it shall not violate any condition or trust to which such property may be subject. It is the intention hereof to vest in the board all powers customarily exercised by the governing board of a college or university and the enumeration of the powers herein shall not be deemed to exclude any of such powers not expressly excluded by law.

Sec. 4. The board shall not have the power to borrow money on its general faith and credit, nor to create any liens upon its property. The board, however, may borrow money to be used to acquire land or to acquire or erect buildings, or to alter, equip, or maintain them, to be used as dormitories, student centers, stadiums, athletic fields, gymnasiums, auditoriums, and other related activities: Provided, That it shall obligate itself for the repayment thereof, together with interest thereon, solely out of the fund derived from rentals or other income from the use and operation of the property so acquired, or from special fees and charges required to be paid by the students deemed by it to be benefited thereby; and may pledge all or any part of said fund as security therefor.

Sec. 5. Any school district or municipal corporation possessed of any funds or property, real or personal, which it may desire to devote to promoting higher education within its boundaries, is hereby empowered to transfer and convey funds and property to the board, and in connection

therewith to attach any conditions or restrictions consistent with the purposes of the institution and acceptable to the board. If the properties of any operating college or university shall be accepted by the board, then said board also shall have transferred to it all records, papers, and documents of said college or university; and all employes and faculty of said college or university shall become the employes of said board. If at the time of such transfer the faculty or employes are under the provisions of chapter 2 of Act No. 136 of the Public Acts of 1945, retirement system for school districts of the first class, then such faculty and employes shall have the option of remaining under the provisions thereof or coming under the provisions of chapter 1 of Act No. 136 of the Public Acts of 1945, retirement system for other public school employes; and, in the latter event, shall be entitled to the same relative position and benefits thereunder as they would have had had their employment by said school district been employment by a college, university or other institution of higher education of this state.

Sec. 6. The board shall be deemed a state agency, and as such shall have the right to acquire property as provided under the provisions of Act No. 149 of the Public Acts of 1911, as amended, being sections 3763 to 3783 inclusive, of the Compiled Laws of 1929.

SENATE BILL NO. 4

Introduced by Senators Reid, Vander Werp and Tripp

January 1, Introduced, ordered printed and referred to the Committee on Education.

Passed the Senate 1947

.
Secretary of the Senate.

Passed the House 1947

.
Clerk of the House of Representatives.

Appendix D

An Example of the Type of Article About Wayne University
That Appears Frequently in the Nation's Leading Periodicals

WAYNE UNIVERSITY

by Franklin M. Reck

(This Article Appeared in the July-August, 1950, Issue of the Lincoln-Mercury Times)

If you walk north on Detroit's Cass Avenue, from Warren to Kirby, you can see for yourself the nation's fastest growing university breaking through its shell. The scene is one of exuberant confusion.

Where your stroll begins stands the structure that was once all of Wayne University. It's a high square castle of yellow brick, its clock tower, gables, steep-pitched roofs, and stone balconies clearly placing it in the 1890's. Here a small junior college in 1917 borrowed a few rooms and began teaching liberal arts. Here, in an unused coal room, the college's first student society, the Gas House Gang, set up club rooms-- a most convenient location, since members could enter the school any time at night by removing a manhole cover and sliding down the coal chute. Old Central High, now the Main Building, is Wayne's link with its origin-- an origin only thirty-three years old.

Walk on up Cass and you discover what happens when a city university explodes its facilities. Along the west side of the street is a row of sedate two-story brick and stone buildings, once middle-class residences, later doctors' clinics, tailoring establishments and restaurants. Today, black-and-gold signs stuck in the lawns describe their functions: Department of Speech, Liberal Arts, Mathematics, Art, Graduate School, Nursing, Law.

In between these converted residences you get a sudden glimpse of tomorrow. Half-hidden by one-time homes is a three-story expanse of glass, brick and steel with a graceful, rounded entrance. This is Science Hall, one of the first units in the university's long-range building program.

Stroll around through the four-or-five block area and you will find other phenomena of a university in mid-passage; war barracks going down to make room for the million-dollar Kresge Science Library; the new State Hall, visible from an alley; the first fine units of engineering; a large former hotel, now the Student Center, accommodating a weekly traffic of 65,000 students through its busy swinging doors.

If there is an educational scene anywhere in the United States more dynamic, fluid and full of dreams than Wayne, it has yet to be discovered. With more than 20,000 students--one fifth of all students taking higher education in Michigan--Wayne is the country's youngest educational colossus. It's too young for ivy-clad halls and unbreakable traditions. The attitude of reverence is conspicuous by its absence. The spirit of scholarly leisure is hard to find.

Its students duck nimbly across busy boulevards. Some of them enter a dignified brick stable, now a ceramics laboratory. Another group heads for a commercial garage, now classrooms. The top officials of the university enter a residence. The president occupies the parlor, the dean of administration the dining room, the executive secretary the pantry, and the community relations director the maid's bedroom on the second floor. The environment is not conducive to reverence. With

hardly a past to speak of, Wayne's mind is on tomorrow.

There is a past, of course. It goes back to a private medical college, organized in 1868, and a few classes in teacher training, begun the same year. For a long time that was all. Then, in 1917, the city school board set up a junior college in liberal arts in Central High School. By 1923, the junior college had expanded to a full four-year course and the school called itself the College of the City of Detroit, its head the beloved David Mackenzie, formerly Central High principal.

Very soon, other educational ventures were being introduced in response to demands from civic groups: courses in pharmacy, the beginnings of a law school, and in 1930, graduate work. In that year, the college took over all of Central High. Three years later, in the depths of the depression, the city put the old medical college and these ventures under one head and found itself with a university on its hands.

There had to be a name, and the suggestions ranged from the University of Southern Michigan to Lewis Cass U., after the state's best-known territorial governor. The title finally selected was Wayne, after the county in which Detroit is located, and also after General Mad Anthony Wayne who won Michigan from the Indians.

In 1933, its first year as a full-fledged university, Wayne had 6,400 students, but in the next five years a deluge of book-hungry youth inundated the place. Parents who could no longer afford to send their sons and daughters away to school sent them to Wayne. Sons and daughters of poorer families, unable to get steady jobs, decided to go to Wayne to fit themselves for swifter advancement in some brighter future. So, during a period when most universities were losing enrollment, Wayne enrollment doubled. Then came the war and the post-war boom in education. Poor Wayne, stout as it was, burst at the seams and spread in all directions, overcome by a horde of battlers armed with slide rules and notebooks.

The city fathers hardly knew what to do with their growing youngster. A civic committee surveyed the situation in 1936 and outlined a three-block campus. A notable board of architects, headed by Dean Joseph Hudnut of the Graduate School of Design at Harvard, a few years later, conducted a competition that enlarged the earlier concept to a 85-acre campus. Today they ponder--is it enough?

With its youth and fresh viewpoint, there was no chance that Wayne would follow traditional styles of educational architecture. There isn't a dollar of endowment to dictate Grecian columns, no fond alumni with fat checkbooks to command spires and buttresses. The taxpayer is the boss and the spirit is commonsense, 1950 version. The new campus, now arising among the converted residences, apartment houses, garages, and churches, hasn't a square foot of Italian Renaissance or "educational Gothic." A skyscraper of learning was considered and rejected. Buildings are three-story, flatroofed structures of steel, glass and brick, "expressing contemporary thought in planning, design, and structural methods." They are suited as exactly as possible to the activities that go on inside them.

In establishing its growing body of courses, Wayne makes no attempt to divorce itself from the life around it. Instead, it freely uses the resources of the city. When it established a school of nursing, it called on forty-eight experts from eighteen hospitals to help decide course content and program. Lay experts helped set up business administration

and journalism and continue to provide contact between academic theory and living practice. In return, most of the Wayne's professors are consultants to some business or civic activity. Wayne and its community are woven into a single web. There is no "ivory tower" of scholarly retreat on the Wayne campus.

Wayne freely serves the city in scores of ways. When the Ford Motor Company wanted a program to train supervisors in production management, the company and Wayne University cooperated to establish a part-time five-year course, each contributing instructors, classrooms, and know-how according to its ability, and the result attracted worldwide attention. When the retail merchants wanted a no-credit course in retail training for their employees, the university set them up, and the retail merchants association gave the school an apartment house in which to put the new program. Wayne brings the art of learning into all the tensions and needs of a great industrial center.

A highly adequate salary scale set up by the Detroit Board of Education has enabled Wayne to go to the market place and compete for the best academic brains. But it is more than money that pulls the professors from the more placid retreats of learning.

Wayne's students are a challenge to any teacher of imagination. They are a cross-section of America's economic strata, her races, religions, and vocations. They are Nordics, Orientals, Negroes, Jews, Catholics, Protestants, Mohammedans, Poles, Lithuanians, Germans, and Spaniards. They are, in short, the product of Detroit. To see them besiege the registration line is a never-to-be-forgotten experience. It's Wayne's substitute for the class rush.

Almost a third of them are married. Two-thirds of them have jobs of some sort, and a good share of these support themselves entirely. As a result, the majority of Wayne's degree students need more than four years to finish. As the head of the art department stepped off a train, a porter took his bags and asked where he was going. When the professor replied, "Wayne," the porter volunteered the information that he was taking law at Wayne. He had been attending classes for nine years and was now ready to hang out his shingle.

Serving students like these, who know what they want, is hardly restful. Classes are scheduled from eight in the morning to ten at night, many of the same teachers serving both day and night students. In any class at Wayne there's likely to be a sprinkling of students who have had several full-time years in business or industry. The professor who faces these students must be prepared to test his academic convictions against a healthy doubt. At Wayne the factor of blind acceptance is low. Classes, there, are a battle of concepts, with the odds even and no quarter asked.

The University is indeed in mid-passage. As this is written, bold and unorthodox new programs of education are being fashioned there, even while new buildings are arising to replace the heterogeneous collection now housing the 20,000 seekers after education.

Faculty and students alike have their eyes on tomorrow--they dream of the new campus with its graceful new structures housing science, fine arts, the humanities, engineering. They gaze at models of the auditorium

and the big new stadium. Meanwhile, they are going about their intellectual pursuits in the midst of a degree of orderly physical confusion that may be typified by the following.

Asked a reporter: "How many buildings does Wayne have--one hundred and two?"

Replied the buildings and grounds superintendent: "As of what day and hour do you speak? We tore down a garage this afternoon. We have moved one hundred fifty staff members to new locations in the past month. We're demolishing eight buildings and acquiring ten in the next few weeks."

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I. Unpublished Materials Including Correspondence, Interviews, Doctoral Dissertations, and Various Miscellaneous Materials, Including Memoirs and Histories

1. Correspondence

Carr, Arthur E., Dean, College of Engineering, Wayne University. Letter, May 28, 1951.

Miller, Donald S., Associate Dean, College of Liberal Arts, Wayne University. Letter, April 30, 1951.

Reck, Franklin M., Managing Editor, Lincoln-Mercury Times. Letter, May 23, 1951.

Thomas, Olin, Director, Division of Finance, Wayne University. Letter, July 30, 1951.

2. Personal Interviews

Browe, Herman. Personal Interview.

Cortright, Rupert L. Personal Interview.

Darnell, Albertus. Personal Interview.

Glazer, Sidney. Personal Interview.

Gorman, Frank. Personal Interview.

Henry, David. Personal Interview.

Hollinger, Albert Howard. Personal Interview.

Holmes, David L. Personal Interview.

- Jamieson, A. Douglas. Personal Interview.
- Lakey, Roland. Personal Interview.
- Lee, John J. Personal Interview.
- Leonard, Donald S. Personal Interview.
- Lessenger, Waldo E. Personal Interview.
- Miller, Donald S. Personal Interview.
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- Platt, Elizabeth A. Personal Interview.
- Scott, Gordon H. Personal Interview.
- Strong, Homer. Personal Interview.
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3. Doctoral Dissertations

- Cline, Doris A. "An Analysis of Data Concerning Freshmen Admitted to Wayne University." Unpublished Ed.D. Dissertation. Department of Education. University of Michigan, 1940.
- Meier, Arnold R. "A Study of a Work-Group-Conference Method for Producing Curriculum Change." Unpublished Ed.D. Dissertation, Wayne University, 1949.
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4. Various Miscellaneous Materials, Including Memoirs
and Histories

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- MacCraken, W. H. "History of the Wayne University College of Medicine." Unpublished Manuscript by the late Dr. MacCraken, Former Professor and Dean, On File in the Office of Dr. Gordon H. Scott, Dean, Wayne University College of Medicine, February, 1940.
- Mauw, Coletta M. "Medical Education in Detroit: A History of Wayne University College of Medicine." Unpublished Manuscript on File in the Office of Dr. Gordon H. Scott, Dean, Wayne University College of Medicine, 1939.
- Shurly, Burt. Unpublished Personal Memoirs. Prepared at the Request of Dr. David Henry, President, Wayne University, 1950. Now on file in Dr. Henry's Office.
- Wickwire, Chalmers J. "History of the 36th General Hospital, United States Army." Unpublished Manuscript on file in the Office of Press Relations, Wayne University.

AUTOBIOGRAPHICAL STATEMENT OF JAMES R. IRWIN

I. Schools and Colleges Attended and Degrees Received:

- A. Graduated from Northwestern High School, Detroit, Michigan, in January, 1935, after completing a College Preparatory Course.
- B. Graduated from Wayne University in June, 1938, with an A.B. degree, majoring in Speech and English, and minoring in Social Science and Education.
- C. Graduated from Wayne University in June, 1939, with an M.A. degree, majoring in Speech, minoring in English and cognate work in Education.
- D. Graduated from the University of Michigan in February, 1943, with an M.A. degree in Educational Administration, majoring in Educational Administration and cognate work in the Social Sciences.
- E. Granted a College Life Teaching Certificate by the State Board of Education in August, 1938.
- F. Granted a Permanent Junior College Teaching Certificate by the State Board of Education in February, 1946.

II. Positions Held:

<u>Year</u>	<u>Position</u>
A. 1936-1937	Clerk-Page, Burton Historical Collection, Detroit Public Library.
B. 1937-1940	Chief Announcer, Script Writer and Producer, Radio Stations WMBC and WJLB, Detroit.
C. 1939-1942	Teacher of English and Speech, MacKenzie High School, Detroit.
D. 1942-1944	Public Relations Representative and Depot Historian, Fort Wayne Ordnance Depot and Army Post, Detroit, Michigan.
E. 1944-1946	Training Instructor, Education Department, and Editor of "Dieselogue," Plant Magazine, Detroit Diesel Engine Division, General Motors Corporation, Detroit.
F. 1946-1947	Instructor in Speech and Director of Dramatics, Marygrove College, Detroit, Michigan.

- G. 1946-1948 Special Instructor in English, College of Engineering, and Special Instructor in Education, University of Detroit.
- H. 1947-Present Teacher of English and Speech, Northwestern High School, Detroit, Michigan.

III. Honors and Recognitions Awarded:

- A. Secretary, Michigan Intercollegiate Speech Association, 1937-1938.
- B. Coach of Freshman Debate, Wayne University, 1937-1938.
- C. Treasurer, College of Education Alumni Association, Wayne University, 1950-1952.
- D. member, Board of Directors, Wayne University Alumni Association, 1950-1952.
- E. Biographical Sketch and Photograph Appear in Who's Who in American Education, 1945-46, 1946-47, and 1947-48, Volumes XII, XIII, and XIV.

IV. Memberships in Professional and Learned Societies:

- A. Present or Former Member of the following Societies and Organizations:
1. Charter Member and Founding President, Wayne University Chapter, Delta Sigma Rho, National Honorary Forensic Fraternity.
 2. member, Omega Chapter, University of Michigan, Phi Delta Kappa, National Honorary and Professional Education Fraternity.
 3. Detroit Schoolmen's Club.
 4. Detroit Teachers Association and Michigan Education Association.
 5. Detroit, Michigan, and American Federation of Teachers.
 6. Michigan Schoolmasters' Club.
 7. Detroit Historical Society.

V. Professional Publications:

- A. Author of a total of 16 articles that have appeared in the following professional publications: School Activities; The Nation's Schools; The Journal of Educational Research; The International Education Review; The English Journal; The Journal of General Psychology; The Michigan Alumnus Quarterly Review; The Michigan History Magazine; The Historical Bulletin (St. Louis University Publication); and Army Life and U.S. Army Recruiting News; and The Catholic Educational Review (Catholic University of America Publication).