[Letters, quotations, etc., praising the educational methods of the University ... A pamphlet promoting a bond issue ... 1909]
June 4, 1909.

My dear Dr. Dabney:

I understand that the question is now on as to whether the University shall be benefited in the great work which it has been doing by a bond issue of a million dollars from the city, in order that the high standard of the University may be maintained, especially in engineering. The people of Cincinnati feel an intense interest in its encouragement, and as a citizen I am glad to testify to my sympathy with you and my hope in its success.

Very sincerely yours,

[Signature]

Dr. Charles W. Dabney,
President, University of Cincinnati,
Cincinnati, Ohio.
DR. HENRY S. PRITCHETT, former President of the Massachusetts Institute of Technology and Director of the United States Coast and Geodetic Survey; now President of the Carnegie Foundation for the Advancement of Teaching, in an address before the Commercial Club of Cincinnati, February 13th, said:

"We who reside outside of Cincinnati are watching the experiment in co-operative engineering education, which is being tried in your University, with interest. We have found in the Institute of Technology that we do not get into touch with the engineering profession and with the workingmen; we do not get into practical touch with actual manufacturing and scientific conditions in industrial life as we should. We are looking with the greatest interest to the outcome of the new engineering experiment which the University of Cincinnati has inaugurated and is carrying out.

"This is a most valuable experiment; and speaking out of my own personal experience of what I see and hear from people who live in other cities, I know that they are greatly interested in your experiment. It has been a part of my work to know something of the university work of all the institutions in this country. Three or four institutions are seeking to develop the city university, by which I mean the university which practically takes its existence as an institution from the city, since it articulates itself with the whole educational as well as with the whole social, moral and industrial life of the city, and which seeks to become a rich center of intellectual, spiritual and technical influence, the crowning pinnacle of its public school system, exactly in the same way as the State university surmounts and crowns the State system of instruction.

INTO SMOOTHER SEAS.

"The State universities of these Central Western States fifty years ago concluded to trust their bark on the sea of democracy; and out of that rough water, although they shipped some heavy seas at first, they are now coming triumphantly. If you remember, in the first ten or twenty years of their existence, now and then, there came along political vicissitudes which turned out the whole faculty, the president and everybody else; when the politicians did not get hold of them the religious denominations did, and between politics and religion, the State universities made very heavy water
in the first years of their history. But in this last quarter of a
century they have come into smoother seas; they have fought their
battles; they have shown that under democratic government you
can, by sticking to it and living up to democratic principles, make
headway and finally reach port. And today the best examples we
have to show of the outcome of true democratic rules are the great
State universities of the Central Western States that are getting
the greatest support of any institutions in the country, their incomes
almost approximating that of Harvard. Ten years from now they
will double it. They are to become the great strong educational
institutions of the country. Democracy has thus been put to the
proof and has won its battle.

"That battle is the same thing you have to fight here, the battle
of civic duty. In a great industrial city like this there can be no
greater factor more potent for good — intellectual, spiritual and
industrial — than a civic university, and we outside of your city are
tremendously interested in the problem you are working out, and
in the success you have had here.

TREMENDOUS PROGRESS.

"If I did not think I would make President Dabney, Mr. Schneider
and some of these people blush, I would say that in less than five
years they have made tremendous progress towards your ultimate
ideal. I do not think I know of any university in this country
which has done more really constructive work in education on an
average for the last five years than has been done in the University
of Cincinnati.

"You all know how hard it is in a university to get constructive
work done; professors are pretty thoroughly tied to tradition; it
is pretty difficult to get a university to try an experiment; very
difficult. When you see an institution doing constructive work of
this kind you should feel like saying a word for it.

"I want to say that the work which President Dabney and the
men whom he has gathered about him have done during the last
five years has commanded the undivided respect of American edu-
cators; we consider it one of the great contributions to constructive
educational work in this country.

"It is not only your co-operative engineering, your co-operative
teaching work in which you are engaging yourselves today together
with the people of your public schools, but the whole attitude of lending yourselves to the intellectual, spiritual and moral development of your city that stamps your university as a great civic institution that is winning a victory for democracy worthy of its support. And really, if democracy is not capable of such an institution and such work, democracy may be said to be a failure, and we might as well return to an old world form of government.

INDUSTRIAL PROBLEM.

"When you look upon the success of the great State institutions, State universities and State colleges, you may well be proud of your own success and go ahead with redoubled encouragement along the way you have taken.

"Just a word more. My purpose has been not to describe to you the kind of schools that you should have. Ultimately here in Cincinnati you have to face in a small way the industrial problem of the nation. You must still devise a system of public instruction which shall do not only what your system of education does now, namely, train citizens right straight through from one end to the other, but also provide a system of public instruction which will make a man a machinist, a carpenter, a boilermaker, a metal worker, a shoemaker, or a mechanic able to make all kinds of things. That is your problem; and you will take it up for yourselves and work it out according to methods which are adapted to needs represented by your local conditions, and out of it all will come the best public school system which it is possible for you to make.

DR. PAUL HENRY HANUS, Professor of the History and Art of Teaching in Harvard University, who came here to inspect the work of the Cincinnati University, before going, described his impressions of what he had seen.

"Your municipal university," he said, "is the only one of its kind in the United States, and because some of us live at a distance from it, we can perhaps see it, and what it is doing and planning to do, in a clearer light than those who are close to the institution itself. It is unique in every particular, and I thoroughly believe that, in the years to come, it will be found to have wielded a very potent influence for advancement in the community."
"In what particulars do you find the municipal university strikingly unique?"

"Well, first, it is unique in its being a city university. It bears the same relation to your city that the State university does to the State. Its influence will be very strongly local in character, and, therefore, its justification as a municipal institution.

"And, second, what impresses me as being unique is the scheme of co-ordination between its branches and the other bodies educational in character in the city. For instance, there are two very important developments along this line, which I have watched from a distance with great interest, and which now, on closer inspection, I have every reason to believe are, and will be, eminently successful. I refer first to the teachers' college, a part of the municipal university, and second, to the co-ordination of the engineering department with the practical industrial life of your community. These two developments of your university are of the greatest importance. The service of the university through the teachers' college must inevitably result in an uplift of the teaching corps of your public schools. It will cause the creation of a list of teachers who, in their proficiency and ability, must rank ahead of those of any other city.

"In time there will be other results. I am told that there is even now a plan to co-ordinate all the medical schools of the city under the direct supervision of the University. There is also, I am told, a scheme still in a formative stage for a great university settlement, which will be another step far in advance. Thus your educators will come into direct contact with your people. Inasmuch as your municipal university is interested in primary as well as secondary and advanced education, its influence on the community will be very great. Nothing should be allowed to interfere with its fullest development.

"The co-ordination of the departments will, if properly supported and encouraged, result in the improvement of the standard of intelligence and the habits of life, in the elevation of industry and of all departments of life. The University will become an educational force in government and in religious, aesthetic, social, economic matters, all on a broad scale. Can you not see the vast importance, and also the unique possibilities, of this institution you have right here among you?"
“And I am impressed by another thing,” said Dr. Hanus, “and that is the zeal, entire devotion, the intelligence and energy of the faculty. It is unnecessary to speak of Dr. Dabney. I consider him a very strong man. All the members of the faculty whom I have met impressed me in the same manner. They are mostly young men, full of ambition and force.

“The people of your city, however, must guard against two dangers,” added Dr. Hanus. “First, the public must not impatiently expect results. It will not be possible, for instance, to note in a year’s time, or even two or three, the elevation of the teaching corps of your schools. The process will be gradual, but it will be steady. That is one of the things the co-ordination of the teachers’ college and the University proper will bring about. On the other hand, those who guide the destinies of your University must not allow ambition to lead them too rapidly. There must be a rational conservatism on both sides.

“Looking back at this municipal University as I saw it many years ago, and as I see it now, I note great progress. There was a time when your University did not seem to enjoy the public support. But the manner in which it has grown shows that this day is over.”

Mr. Frederick W. Taylor, of Philadelphia, sometime President of the American Society of Mechanical Engineers, and himself one of the most eminent engineers in the country, was a recent visitor at the University. His impressions of the University and its work are set forth in a letter addressed to Dr. Dabney. It is as follows:

“My Dear Dr. Dabney —

“Since leaving Cincinnati, I have had constantly before me your great departure in the field of education.

“As you know, while I came to your city for the purpose of examining, as a practical man, your co-operative courses, both in the teachers’ college and in your engineering department, I had doubts as to the possibility of successfully mixing actual everyday work with university studies. But, if I ‘came to scoff,’ I ‘remained to pray.’ I am confident that the city of Cincinnati has started
the most important and what is destined to be the most far-reaching improvement in educational methods in this country.

"The principal objection advanced to university education, as practiced up to the time of your great departure, has been: It trains young men and women to feel that they are above the commonplace duties of everyday life, and in many cases to look down upon ordinary work. Your co-operative courses entirely remove this objection, since the student spends half his time in actual useful work, while his mind is being expanded by the usual courses of university study. Thus, instead of being removed from the practical world for four years, and being given to a certain extent false ideals and a false pride, he has the fact constantly forced upon him that the object of education is to fit him to better perform his everyday duties.

"The world is now fully alive to the fact that the great advance made by the people of Germany, both in their manufactures and in commerce, is due principally to the thorough education that all classes of the German nation have received during the past generation. One would, therefore, expect to find an especial interest in education in Cincinnati, the one great and distinctively German city in the United States. One would hardly expect, however, to find that the people of Cincinnati have not only equaled those of their 'Fatherland' in love of education, but they have started the greatest advance of modern times in educational methods. Cincinnati is now known to most Eastern men as one among the several prosperous cities of the Middle West. But I predict (chiefly because of your great co-operative educational courses) that Cincinnati is destined to be singled out among its sister cities as being most conspicuous for its progress, and the one most worthy of imitation.

"A dollar spent in education under your co-operative scheme goes nearly twice as far as in the average university. It is astonishing to see the low cost of the great work you are doing.

"Your equipment in buildings and educational appliances is still most inadequate, however. What you need at once is money to increase your educational facilities. And I am sure when the patriotic Cincinnati citizens realize this they will promptly give you all you require.
"It is possible that the people of your city do not fully appreciate your great need for money; if this is the case it seems to me that it is your duty to impress the fact upon them and make your needs clear.\[br\]Fred W. Taylor.\[br\]"Augusta, Ga., Feb. 25, 1909."

DR. JOHN A. BRASHEAR, of Pittsburg, one of America's best known scientists, made an investigation of the methods of the University of Cincinnati, and uttered this opinion:

“What I like above all in your University is the effort made so successfully to bring the institution close to the people of the city, and to increase its usefulness to the municipality, which it has plainly done. I am going back to Pittsburg and shall urge the educational institutions there with which I am connected to adopt methods similar to those in use at the University of Cincinnati.

“I am particularly pleased with the co-operative idea in the University. Your engineering department, with its plan for permitting the young mechanics in Cincinnati's factories to get a valuable theoretical training, in addition to their work in the factories, is a most admirable one. The University of Cincinnati and its professor who originated this scheme of co-operative education — co-operation between the city’s machine shops and her university — deserve great credit for this advanced step in practical education. The fame of this phase of your university work is extending all over the land. Andrew Carnegie is familiar with it, and believes heartily in it. He wrote to the Carnegie Institute at Pittsburg, asking that we look into the methods of the University of Cincinnati. I am one of a board named to develop the Carnegie Institute, and shall give an enthusiastic report of the work accomplished at the University of Cincinnati.

“The University of Pittsburg, of which I am a director, is also interested to know what Cincinnati is accomplishing, and I shall urge the Pittsburg University to make use of the effective methods of the Queen City University. The University of Cincinnati has been the pioneer in the co-operation idea, and it is going to give Cincinnati the best and most highly skilled and efficient mechanics in the country. Other cities must follow your example unless they
wish to trail behind. Heretofore a college man in a factory was sometimes looked upon with suspicion. It is different now. In some colleges students learn to be practical as well as theoretical mechanics, but the Cincinnati plan has the advantage in that it brings the student in actual touch with his product when he works in the factory. The co-operation between factory and university, between workmen and an institution for scientific training, must ultimately result in great good to your city.

"I was glad to see that your University is getting close to the people in many other ways. Your University lecture course is to be highly recommended; your department of physics is ably led, and does valuable research work. The chemical, electrical and liberal arts departments all appealed to me as serving their purposes effectively and of coming as close as possible to the people. I should like to see your tuition fees dwindle, so that you could, more and more, make this institution one for the people, as you are doing. I am glad to see it being made of service, especially to the poor boys, for the others can always be taken care of.

"I hear the University wants more money for improvements. I should advise Cincinnatians to allow the University all they can possibly spare. They will not be giving the money away. They will simply be handing the money to themselves, for it will all come back to them with rich dividends in the form of more effective workmanship and more cultured citizenship."