A PLEA FOR THE GRADUATE SCHOOL
of the
University of Cincinnati

BY HARRIS HANCOCK

With Comments by Eminent Citizens:

William Howard Taft
Judson Harmon
Frank J. Jones
Rufus B. Smith
Albert C. Thompson
Charles William Dabney
Frank B. Dyke
Elmoro Ellsworth Brown
Frank Thilly
John M. Wittehow
A Plea for the Graduate School of the University of Cincinnati

By Harris Hancock

I maintain:

(1) That a Cincinnati boy can get a collegiate education as cheaply in Cincinnati as anywhere in the world;

(2) That this education, if the studies be properly chosen, is as good as that to be had in any other American institution;

(3) That there is the possibility of establishing in Cincinnati a graduate school inferior to none in America;

(4) That nothing would improve Cincinnati's educational facilities, and hence its culture and ultimate material welfare so much as such a school.

George Washington, in his last will and testament, wrote:

"It has always been a source of serious regret with me to see the youth of these United States sent to foreign countries for the purpose of education, who often, before their minds are formed, contract too frequently principles unfriendly to republican government and to the true and genuine liberties of mankind. For these reasons it has been my ardent wish to see a plan devised on a liberal scale which would have a tendency to spread systematic ideas through all parts of the rising Union."

To this end he further expressed a desire to see established a great national university, which would serve for the promotion of science and literature. Instead of one great university, however, many institutions offering opportunities and facilities for higher education have been founded.

By the higher education we mean, as George Washington meant, "the promotion of science and literature"; science in its broader sense being knowledge, comprehension of facts and principles, while his "patronage of science" includes the advance-
ment of agriculture, commerce, and manufacture by all proper means.

More extended definitions of the higher education are given by Thomas Jefferson and Benjamin Franklin. The former, in a report to the Legislature of Virginia in 1818, classified the objects of the higher education and described the relation of the university to good citizenship and the practical interests of American life, as follows:

(1) “To form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend;

(2) “To expound the principles and structure of government, the laws which regulate the intercourse of nations, those formed municipally for our own government, and a sound spirit of legislation, which, banishing all unnecessary restraint on individual action, shall leave us free to do whatever does not violate the equal rights of another;

(3) “To harmonize and promote the interests of agriculture, manufacturers and commerce, and by well-informed views of political economy to give a free scope to public industry;

(4) “To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals and instil into them the precepts of virtue and order;

(5) “To enlighten them with mathematical and physical sciences, which advance the arts and administer to the health, the substance and comforts of human life;

(6) “And, generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves.”

Continuing, Jefferson writes: “Some good men and even of respectable information consider the learned sciences as useless acquirements; some think that they do not better the condition of man; and others that education, like private and individual concerns, should be left to private individual effort, not reflecting that an establishment embracing all the sciences which may be useful and even necessary in the various vocations of life, with the buildings and apparatus belonging to each, are far beyond the reach of individual means and must either derive existence from public patronage or not exist at all. This would leave us, then, without those callings which depend upon education, or send us to other countries to seek the instruction they require. Nor must we omit to mention the incalculable advantage of training up able counsellors to administer the affairs
of our country in all its departments—legislative, executive and judicial, and to bear their proper share in the councils of our national government; nothing more than education advances the prosperity, the power and the happiness of a nation.

"Education generates habits of application, of order, and the love of virtue, and controls by the force of habit any innate obliquities in our moral organization. We shall be far, too, from the discouraging persuasion that man is fixed, by the law of his nature at a given point; that his improvement is a chimera and the hope delusive of rendering ourselves wiser, happier or better than our forefathers were. As well might it be urged that the wild and uncultivated tree hitherto yielding sour and bitter fruit only can never be made to yield better; yet we know that the grafting art implants a new tree on a savage stock producing what is most estimable both in kind and degree. Education in like manner ingrafts a new man in the native stock, and improves what in his nature was vicious and perverse into qualities of virtue and social worth. And it cannot be but that each generation succeeding to the knowledge acquired by all those who preceded it, adding to it their own acquisitions and discoveries, and handing the mass down for successive and constant accumulation must advance the knowledge and well-being of mankind not infinitely, as some have said, but indefinitely, and to a term which no one can fix and foresee."

Franklin, in his "Proposals Relating to the Educating of Youth in Pennsylvania," 1749, which resulted in the founding of the University of Pennsylvania, said:

"The good education of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of commonwealths. Almost all governments have made it a principal object of their attention to establish and endow, with proper revenues, such seminaries of learning as might supply the succeeding age with men qualified to serve the public with honor to themselves and to their country."

The following is taken from Franklin's autobiography: "Peace being concluded, I turned my thoughts again to the affair of establishing an academy. The first step I took was to associate in the design a number of active friends; the next was to write and publish a pamphlet entitled 'Proposals Relating to the Educating of Youth in Philadelphia.' This I distributed among the principal inhabitants gratis, and as soon as I could suppose their minds a little prepared by the perusal of it, I set on foot a subscription for opening and supporting an academy. * * * And thus was established the present University of Pennsylvania. I have been continued one of its trustees from the beginning.
now nearly forty years, and have had the very great pleasure of seeing a number of the youth who have received their education in it, distinguished by their improved abilities, serviceable in public stations and ornaments to their country.”

Alexander Hamilton was the author of the act of the Legislature, 1787, incorporating the Regents of the University of the State of New York, who ever since, according to its terms, have supervised and encouraged the educational system of the state and fostered science and scholarship. Such were the objects and needs of the higher education as they appeared in the minds of the makers of the republic. They thought that the prosperity of the country was effected through the enlightenment of its citizens. Their wisdom was exemplified in the parallel growths of the country and of its educational facilities, the one being the consequence of the other. Indeed, there is an intimate relation among the most recondite and abstruse sciences and the most practical human interests, so that the advance of pure science means the advance of the industrial world and vice versa.* It follows that the higher education must mean more now than it did at the time of our forefathers.

In the presentation of the subject of the higher education at the present time for the consideration of an unbiased reader, let me first quote an unbiased writer; for the scientist, outside of his specialty may be narrow and college presidents overzealous. The great English premier and statesman, the Hon. Joseph Chamberlain, in his address at the opening of the new University of Manchester, said:

“I would venture to lay down four qualifications as necessary to a perfect university. In the first place, it should be an institution where all existing knowledge is taught. Such a university never yet has been attained; want of means may always prevent it, but at least that is the object at which we should aim, and we should never rest satisfied until we can say that no student desirous of instruction in any branch of learning shall be turned away from the doors of the university.

“In the second place, a university is a place where the knowledge that has been acquired has to be tested, and I hope that nothing will ever be done by the examining bodies to lower the standards of proficiency for the higher honors. Nothing would

*Since writing this paper I have read a paper by Dr. J. M. Withrow, President of the Board of Education of Cincinnati, in which he shows conclusively that Cincinnati’s failure to keep her place relatively among the large cities of America is in a great measure due to her neglect of education. A synopsis of this speech, with a letter from Dr. Withrow, is on p. 13.
be more unwise, more fatal to our ultimate success than that we endeavor to multiply the number of our students at the expense of their quality.

"Then the third feature to which I should call your attention and which I am inclined to say is the most important of all, is that a university should be a place where knowledge is increased and where the limits of learning are extended. Original research, the addition of something to the total sum of human knowledge must always be an essential part of our proposals. We want to secure that those who teach in this university shall never cease to learn, and that those who are students shall unite with them in the work of new and fresh investigations.

"And lastly, a university is a place where the application of knowledge must be indicated and directed."

According to Mr. Chamberlain, then, a university is a place where knowledge is taught, tested, increased, and applied. The "place where knowledge is increased and where the limits of knowledge are extended" is the function of the graduate school in the university; for the graduate school is the home of the higher education, whose essential characteristic is continual, un-ending research.

The ideas of Mr. Chamberlain regarding the functions of a university are identical with those entertained by our best educators. Dr. Ira Remsen, a professor of chemistry for thirty years, in his inaugural address as President of the Johns Hopkins University, said:

"The first thing that is essential in the university professor is a thorough knowledge of the subject he teaches and of the methods of investigation applicable to that subject; the second is the ability to apply these methods to the enlargement of the field of knowledge, and the third is the ability to train others in the use of these methods. But a knowledge of the methods, the ability to apply them and the ability to train others in their use will not suffice. The professor, if he is to do his duty, must actually be engaged in carrying on investigations both on his own account and with the co-operation of his most advanced students. This is fundamental. * * * The university professor must be carrying on research or he is failing to do what he ought to do. Nothing is better calculated to keep him alive than the carrying on of a piece of work and the publication of the results in some well known journal. * * * A university is, or ought to be, a body of well trained, intellectual, industrious, productive teachers of high character, provided with the means of doing their best work for their students and therefore for the world."
The Acting President of the Massachusetts Institute of Technology, Dr. Arthur A. Noyes, advocating the necessity of advanced study and research in that institution, which is pre-eminently devoted to the technical training of students, writes (see Science, March 20, 1908):

"An institution of learning which does not contribute through the researches of its instructing staff and graduate students to the advancement of science, cannot secure the highest grade of teachers, cannot keep its courses of instruction upon the plane of broad and deep scholarship, and cannot retain its educational prestige."

The spirit of the graduate school as distinguished from the undergraduate is the spirit of independent thinking, original investigation in the field of nature and in the field of thought. All education springs from higher sources, and, like water, it descends and fills the lower levels. In the graduate school knowledge is pre-eminently sought for its own sake, and the spirit of this school descends and pervades the whole academic department, from which it is disseminated through the secondary and primary schools; physicians are led to study medicine for the good of humanity; lawyers are induced to devote themselves to the theory and practice of law, not for their fees, but through a love of their profession, and so with the workers in all the arts and in all the professions. Especially is this true of religion. The good Lord, when He said, "The Truth shall make you free," thereby made science the handmaid of religion, for science is the establishment of the truth.

Graduate schools exist in other more favored localities. Why should we not have one in Cincinnati? No place at any time under any circumstances has been more favorable for the establishment of such a school. Geographically Cincinnati is the center of a great people who have no institution of the higher learning within a radius of three hundred miles. The so-called drainage basin of the Ohio River contains some 210,000 square miles, an area larger than either France or Germany. Nature has made it the ideal abode of man, a country of limitless resources and possibilities. In this basin, with Cincinnati as center, dwell over 13,000,000 people, American born, who have already demonstrated to the world that they are possessed of the highest capabilities. And, therefore, I urge the foundation in Cincinnati of a graduate school where a group of great scholars would be collected, men who, as the ornaments of science, would be the pride of the community in which they lived, and whose example would inspire others to higher ideals of life.

The urgent need of such a school is attested on all sides.
With the limited equipment and resources for doing graduate work at the University, there are today from ten to twenty high school teachers in many of the graduate courses that are offered by the different professors. Many of these teachers have followed their special studies along advanced lines for the last eight years. They have already taken their bachelor's and master's degrees, and are working toward the higher one of doctor of philosophy, some, in fact, having attained this distinction. The courses of lectures given to these teachers in Cincinnati are founded on lectures which the different professors themselves have heard in Berlin, Paris, Cambridge, England, and other universities of Europe and America. As each high school teacher has under his supervision some fifty students, it is clear that a class of fifteen high school teachers have directly under their charge seven hundred and fifty students; so that ten professors in the University directing such classes would indirectly be teaching seven thousand five hundred boys and girls, who will themselves in later years direct the destinies of this city. Besides this large body of high school teachers who are doing advanced work with credit to themselves, there is already a nucleus of some forty or fifty other advanced students who have, under hampered conditions, been doing research work along special lines.

Cincinnati ought to be the Mecca of the professors and teachers in all the smaller universities and colleges of the Ohio Valley and the entire southwest. Here they should be trained in their specialties. In 1850, there were eight students doing graduate work in all the colleges of America; in 1875, the number had increased to 399, while in 1900, the number enrolled was 5,688. At the present time there are approximately 7,500. As about one-sixth of the entire population of this country live within the Ohio drainage basin, it is seen that 1,250 graduate students should be educated yearly within the vicinity of Cincinnati. Why should these teachers and students have to go abroad or to other American cities and contribute to the education and culture of other cities rather than to our own city?

The following words of Mr. J. McK. Cattell, Professor of Psychology in Columbia University (see the 24th vol. of Science), are unfortunately too true, but they indicate what one should naturally expect: "Ohio has lost more than half the scientific men it has produced; it has lost two-thirds of its better men, and one-third of its mediocre. The state has not provided for its scientific men, and has provided less adequately for the better men than for those who are not so good."
But a much greater argument for the higher education is the plea that

a fair chance be given to every child.

Is it not due to children as human beings that the poorest should have proper facilities for obtaining, by reasonable effort, the best development of talent and character? Is it too much to say that a child born in a civilized and Christian community has a right to claim something more than a meager high school training? Should there not be for him such moral and intellectual surroundings as shall make education and character accessible to him, if he has talent, self-denial, and industry? Some of our greatest men are of the humblest origin. Indeed, to read the history of most of our great men is to read the annals of the poor. How many more potentially as great have never been known through an inability to get a start? To use an illustration of President Angell, of the University of Michigan, what more touching spectacle is there than a high-spirited youth, endowed with the faculties that might make him the peer of the greatest, yet chained by the heavy hand of poverty through all his best years to the foot of the ladder on which his aspiring soul would have mounted to the stars?

A university should not only help such people, it should also stimulate every child in the commonwealth with the desire for ampler education and culture through which he will be a more useful citizen.

God bestows talent like the gentle rain from Heaven with impartial hand equally on the rich and the poor. He often places the choicest jewels in the humblest settings. His rarest gifts of mind are often dropped in the obscurerst homes. Certainly in America has been manifest the saying: "Wisdom lifteth up the head of him that is of low degree, and maketh him to sit among great men." It was to the blacksmith's son, Faraday, that the electric currents revealed their secrets. It was left to a colliery foreman to harness steam to our engines. Among our statesmen, who does not know of Benjamin Franklin, Daniel Webster, John Marshall, and Abraham Lincoln? How many with talents like these has poverty chained to the lower rounds of the ladder of fame? No community can afford to leave in the path of such men obstacles which can be removed. There is never a surplus of wisdom and true learning; of strong well-balanced, well-furnished minds we can not have too many. They are the true riches of the nation.

Addison (in the Spectator, No. 215) says: "What sculpture is to a block of marble, education is to an human soul. The philoso-
pher, the saint or the hero, the wise, the good or the great man, very often lies hid concealed in the poor man, which a proper education might have disinterred and have brought to light. * * * It is therefore an unspeakable blessing to be born in those parts of the earth where wisdom and knowledge flourish."

It was Lowell who said: "The chief duty of a nation is to produce great men; for without such men its history is but the annals of ants and bees." The great French statesman, Danton, wrote: "First give to a nation bread and then education." And Macaulay: "The education of the people ought to be the first concern of the state." These are but different expressions of the sayings of the greatest of all thinkers, Socrates. With him the chief concern was the life of man as a citizen. "A man's efficiency is determined by his knowledge; so also is his conduct as a citizen; and since citizenship is the supreme end, it demands the highest knowledge."

The rulers of every nation of the earth have established and cherished their great schools of learning as the choicest jewels in their crowns. Here peasants and princes are found on the same bench listening to the lectures of scholars in every science. What glorious monuments of wise generosity these universities have been! Royal houses have risen and disappeared, kingdoms have come and gone, the map of Europe has been made and remade again and again, but the great mediaeval schools, to whose halls centuries ago thousands of eager scholars trooped from all parts of the earth, still stand fresh in eternal youth.*

King's Hall was founded by Edward III; Queen's College by the Queens Margaret and Elizabeth; King's College was established by Henry VI; Trinity by Henry VIII; Caius by Dr. John Calus, and Christ by the Countess of Richmond. In all, some eighteen or twenty separate colleges constitute the University of Cambridge, England, all founded by the generosity of individuals. With the University of Paris are associated forever the names of Robert de Sorbonne and Cardinal Richelieu. To study the histories of the German universities is to study the history of the German rulers. In America, Harvard University was founded by John Harvard, the University of Virginia by Thomas Jefferson, and Johns Hopkins' name is perpetuated by the University in Baltimore. More recently John D. Rockefeller has established the University of Chicago, and Andrew Carnegie the Carnegie Institution, while through the munificence

*Cf. again President Angell: "A Plea for Making the Higher Education Accessible to the Poor"; Charter Day address delivered at the University of California, March 23, 1904.
of two ladies, Mrs. Phoebe Hearst and Mrs. Leland Stanford, the name of California, through its two universities, has become known and respected, not only throughout this nation, but beyond the seas. To our own Charles McMicken praises will be sung as long as Cincinnati exists.

If we judge by the past, what work of men is more enduring or more beneficent than a great university?

The Hon. George F. Hoar, Senator from Massachusetts, in a speech before Congress, 1876, advocating congressional relief in behalf of the College of William and Mary, said:

"To spare and if possible to protect institutions of learning is an obligation which the most civilized nations impose upon themselves. In her bloodiest and angriest of civil strifes all factions of England have revered her institutions of learning. Her schools and colleges, whatever side they may have taken in civil war, have enjoyed immunity from its injuries when even her stately and venerable cathedrals have not been spared. Think what permanence these schools enjoy, shielded from the storms of war by the beneficent principle we invoke. Wherever civilization exists, wherever men are humane and Christian, the college or the school wisely founded shall endure. * * * These schools have survived all the changes of dynasty, all the changes of institutions and manners; Puritan and Cavalier, York and Lancaster have fought out their battles and yet in the wildest tempests of popular excitement they

'Lift not their spears against the muses' bower.'

You will scarcely find an instance in England or America where a school or college wisely founded has died. Whatever perishes, they shall endure."

We have noted that with the growth of a community the facilities for the higher education must be correspondingly extended. The opportunities of yesterday must be surpassed tomorrow; for educational institutions make better men, and better men make better institutions. We thus have a continuous cycle for the improvement of the human race.

As young people advance in the schools, many are eliminated from year to year, so that the more advanced a course is, the fewer the students who take it. Thus the education of these selected few is per capita much more expensive that it is for the masses. Yet it is these few who set the standards of excellence in all the arts and in all the professions. Among students the more advanced may be regarded as belonging to a higher society, and there are those in the world who by inheritance or natural attainments and dint of hard work are established in the higher
positions of society, using the term in its broadest sense. A community of interests exists between these groups. It is evident that those belonging to the higher society by contributing to the maintenance of a large graduate school are indirectly contributing to the maintenance of the position to which they have attained. Therefore, let everyone work to lift the University of Cincinnati and with it this community to a higher level, for “We are all members one of another.”

President Angell, while addressing an audience at the Johns Hopkins University, once said: “Oh, my friends! citizens of Baltimore, citizens of Maryland, if you travel over this wide world and hear what it is that makes Baltimore and Maryland, with all their heroic history, chiefly famous in the great homes of learning now, remember it is that great fact that you have here this great University upon your soil. Your state will never be the poorer for any gift that it shall bestow; for every dollar that it shall pour out upon this institution will be given back with interest, good measure, pressed down, shaken together and running over.”

The Graduate School of the University of Cincinnati will be young and green long after all present political regimes have passed into oblivion. It is the duty of the citizens of Cincinnati, to whose number each year sees added some two hundred alumni of the University, to foster their home institution and eventually give it a high place among the great institutions of the earth. For the establishment of a school of education is the erection of a monument more lasting than bronze, a perennial fountain from whose waters humanity will ever drink. Such benefactions when actuated by a consciousness of duty to one’s fellow man fulfill the mandate of the Lord when He said: “Thou shalt love thy neighbor as thyself.”
Dr. J. M. WITHROW,
President Board of Education of Cincinnati:
CINCINNATI, OHIO, June 24, 1908.

PROF. HARRIS HANCOCK, University of Cincinnati, City:

MY DEAR SIR:

... I am most earnestly interested in the career of Cincinnati University. I believe that its professional and graduate schools must be particularly valuable to our population. It is perhaps the only distinctly municipal institution of its type in America. It deserves to succeed. Its success will be a stimulus to higher education by other municipalities. With the aid of our people, the present effort at replacing Cincinnati's elementary and high schools in their proper relative position among those of other cities will go on to complete ultimate success.

A graduate school that would attract students to Cincinnati must be established and maintained. The commercial value alone, of these institutions, is never properly realized. If people get into the habit of going to any large city for educational purposes, certain lines, almost every line, of wholesale purchases will be largely influenced in the same direction.

We want a first-class graduate school because we need it. We need it to obviate the educational apathy that has existed here. When this apathy is cured by an attractive institution grounded upon a high standard of elementary and collegiate training, the best sort of people and the best sort of interests will be attracted to this center of population.

Yours very sincerely,

(Signed) J. M. WITHROW.
Dr. Withrow in a recent speech before the Commercial Club entitled, "Public School Training in Relation to Commerce," showed conclusively that the growth of a community depended directly upon its educational facilities.

The distinguished President of the Board of Education has established this fact by means of data, which, in abstract form, he has courteously permitted to be used in the present paper, as follows:

Cincinnati, although remaining near the center of population of the United States, has not maintained her relative supremacy in growth, for during one generation she has fallen from the eighth to the thirteenth in population among American cities.

In the line of new business which science and art have developed during the past ten or twenty years, we are practically not represented.

These conditions are synchronous, coincident, and caused by the neglect of public education.

Beginning with 1870, Cincinnati's educational plant has been supported by less and less relatively of tax levies. For this purpose the highest tax levy ever made in Cincinnati was 8.5 mills, which was the average of the cities of Cincinnati, Walnut Hills, and Cumminsville, now constituting Cincinnati. From 1870 to 1906 tax levies for school purposes declined from 8.5 mills to 4.7 mills, while everywhere else in Ohio during this period of time the tax levy increased from 6.4 mills to 9.25 mills. In other words, there has been a decrease of 50 per cent in Cincinnati, while in the other cities of Ohio there has been an increase of 50 per cent.

This means that Cincinnati's school plant has been starved—in the interest of economy. The great wonder is that Cincinnati has done as well as she has. It indicates a people of tremendous forcefulness and vigor not to have been more thoroughly emasculated by such parsimony.

Cincinnati, with four times the population of Dayton, graduated last year only ten more students from its high schools than Dayton. Since 1870, Dayton has gained 175 per cent in population to our 50 per cent, and in wealth 200 per cent to our 28 per cent. Cincinnati, from 1853 to 1907, spent about $280,000 for high school construction—about 75 cents for every inhabitant. Can we wonder at our lack of growth in population and commerce when we contemplate the facts?

Conditions almost as bad confront us when we come to the question of elementary schools. There was less enrollment in our public schools in 1906 than in 1896—a period of ten years, a
fact which is not true of any city of the size of Cincinnati in the civilized world.

In 1870, Cleveland had 92,000 population.
In 1900, Cleveland had 381,000 population, a gain of 315 per cent.

In 1870, Cincinnati had 216,000 population.
In 1900, Cincinnati had 325,000 population, a gain of 50 per cent.
In 1870, Cleveland was valued for taxes at $51,000,000.
In 1906, Cleveland was valued for taxes at $220,000,000, an increase of 330 per cent.
In 1872, Cincinnati was valued for taxes at $180,000,000.
In 1906, Cincinnati was valued for taxes at $231,000,000, an increase of 28 per cent.

Cleveland spent for education in 1870, four mills.
Cleveland spent for education in 1906, eleven mills.
Cincinnati spent for education in 1870, eight and one-half mills.
Cincinnati spent for education in 1906, four and one-tenth mills.

As Cleveland and Cincinnati are in the same state, governed by the same laws with respect to schools and with respect to tax valuations, the above statement certainly answers the question as to whether school training pays.

The great difficulty that presents itself in the public school question is the general apathy of the people. Lacking experience and lacking opportunity which experience gives, they have fallen into a condition of apathy toward a thing whose value they have never known.

Only a little over one-half of the pupils who enter the first grade reach the fifth, and only about one-fifth of these reach the eighth grade—only one-ninth enter the high school, and only one in thirty-two ever graduates. An analysis of the figures brings out the most awful fact in connection with our public school system that the average school education given to our citizenship here in Cincinnati is only the education reached by the normal child eleven years old.

If we are to increase our progress, we must increase the individual training of our people.

There should be a campaign on the subject of education. This campaign should not be a campaign of destruction or of obstruction, but a campaign of construction. We have grown in wealth during the last decade, but we have not grown in general education.

Our only hope for the future lies in the immediate establishment of higher ideals of public education.

I belong to those who take an optimistic view. I believe that the brake has been put upon retrogression.
Dr. FRANK THILLY,

Professor of Philosophy, Cornell, and Alumnus of the University of Cincinnati:

*Practical efficiency and liberal culture are both absolute necessities to us as a people, and the function of the modern university is to afford the opportunity for the acquisition of both. Such an institution will endeavor to train students who shall be competent to do the highest grade of professional work. It will at the same time seek to carry the pure sciences and the humanities to their highest possible perfection. None of the intellectual and spiritual acquisitions of the race must be lost, and efforts must be made to hand down to the succeeding generations a richer heritage than we have received from the past. This is not a mere sentimental wish on our part; it is a duty which we owe to our people and to the race, that none of the blessings of civilization shall perish from the earth. As one of the important organs of civilization, the college of arts and sciences has a value that can not be measured in terms of dollars and cents, and its work will have to be carried on in some form or other; if not within the universities then without, but carried on it will be so long as men believe that the truth will set men free.

It is consoling to know that this country of ours, which is so often berated for its materialism, should have produced men who have believed all this, believed it sincerely enough to found universities. And it is consoling also to know that among the most earnest friends and active supporters of higher education are practical men of business who have not always enjoyed the advantages which they work so hard to place within the reach of others, and who have not always measured too nicely the direct material results of education. That is a proof that idealism is not dead, that faith in the things of the mind has not died out and is not likely to die out. The foundations of such an institution as I have been attempting to describe were laid in this city of Cincinnati many years ago by the beneficence of Charles McMicken. The history of this city extends over a period of a hundred years, and many things have happened during that time, and many more will happen in the course of the next century, but how few will be remembered and how few are worth remembering by the side of all the efforts which have been put forth to make the University of Cincinnati possible! The time has already come when it may be said of those who struggled to maintain and develop it, that they builded wiser than they knew. And it is to be hoped that the citizens of Cincinnati will not only cherish the memory of those who have given of their means to support this temple of learning, but that they will follow in their footsteps.

*Extract from an address, Alumni Reunion, University of Cincinnati, November 22, 1907.
The Hon. ELMER ELLSWORTH BROWN,
United States Commissioner of Education:

*There is nothing more vital in our modern life than the inter-
action of these two ideals—the academic freedom of the univer-
sity and the efficient cosmopolitanism of the city. Whenever
a great university is located in a great center of population,
the two types of influence meet and mingle in ways that are full
of significance. But where the two are bound together so in-
timately as in this community, where the university is part of the
public system of education and the crowning member of that
system, there is opportunity for peculiarly fruitful relations
between them. The university is at once an added mark of
civic distinction and an agency deliberately erected by the city
to influence and possibly to recast the ideals and purposes of
the city's life.

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Dr. FRANK B. DYER,
Superintendent of Schools, Cincinnati:

**The educational system of Cincinnati is unique in its scope,
including kindergarten, elementary grades, high school and uni-
versity. The latter includes vocational schools of law, medicine,
engineering and teaching, and a post-graduate school for specializ-
ing in many of the academic branches.

The entire system has been unified into an organic whole,
which is more comprehensive than that of any other American
city at the present time. The work that now engages the city
is to make each factor of this educational unit as ideally complete
as possible. All departments must undergo great expansion
before they fulfill their mission, and none should be slighted or
overlooked, if the system of public education of the city is to be
complete, and is to approach the ideals of what civic education
should be.

The good influences of the graduate school have permeated
our whole system, as many of its students are or become teachers
of our public schools. We all hope that a great graduate school
will soon be flourishing in Cincinnati.

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*Extract from an address, "The Self-Respect of Cities," University of
Cincinnati, Commencement, 1907.

**Part of a letter to the author.
Dr. CHARLES WILLIAM DABNEY,
President of the University of Cincinnati:

May 19, 1908.

The crown of the true university is its graduate school. The university has three functions:

1. The awakening of interest and the development of intelligence in the men of the present day, through the study of the past acquisitions of the race in the field of both the humanities and the natural sciences.

2. The giving of such instruction and the training of such capacities in men as qualify them for the highest possible service in some useful calling.

3. But the most important function of the university is the increase and improvement of knowledge. It may not be given to many of us to actually increase the store of knowledge, but every true scholar strives to do something to improve the knowledge of the world. Nothing in this world is perfectly known as yet, so that the chief purpose of the university is to teach men to see the truth more clearly. Every new discovery throws a brighter light upon many other things. Every speck of truth we illuminate becomes a star; it may be a very small one, but still a light to help to drive away the darkness of ignorance. It is thus that classical texts are improved; the facts of history explained; the speculations of philosophers discussed; the secrets of nature revealed, and the whole universe finally illumined. The man who discovers, or even makes clearer, a single fact is helping, thus, to set another star in the firmament of truth.

We understand better every day that all improvements in life and industry depend upon the advancement of science and learning. All human progress, in fact, rests upon the discoveries already made. Because they are so necessary for the advancement of knowledge, upon which all human progress depends, advanced studies and research are liberally endowed by all civilized peoples.

Through taxation states support institutions for the dissemination of the knowledge already acquired and the training of men and women for public service, but investigation and higher studies always have been, and probably always must be, supported by private endowment. Those who harvest in great fortunes, the results of discoveries in science, should feel it a duty, as well as a privilege, to give for the support of institutions where devoted men give their lives to the advancement of human knowledge.

(Signed) CHARLES WM. DABNEY.

For Prof. Harris Hancock, University of Cincinnati.
JUDGE ALBERT C. THOMPSON,
United States District and Circuit Courts, Southern Ohio:
CINCINNATI, O., July 2, 1908.

DEAR SIR:

I fully appreciate and commend the work you have undertaken.

The city of Cincinnati is proud of its University and it measurably appreciates the advantages which the graduate school affords; nevertheless, it is a pleasure to know of the good work that your committee is doing in bringing this school and its usefulness to the attention of the people, in order that they may unite in lending their support in developing and maintaining it as a department without which the University could not stand abreast with the other great universities of the country.

As you have well said in your Plea for the higher education in Cincinnati, "The spirit of the graduate school as distinguished from the undergraduate is the spirit of independent thinking, original investigation in the field of nature and in the field of thought." It broadens and fits the graduates for practical work in the fields of their choice, and prepares them for the responsibilities which follow and which they must carry.

With confidence that you will succeed in the good work that you have undertaken, I am,

Sincerely yours,

(Signed) ALBERT C. THOMPSON.

PROF. HARRIS HANCOCK, University of Cincinnati.
DEAR SIR:

If you think my approval of your effort to establish a graduate school in connection with the University of Cincinnati is of any importance, I have no hesitation in stating that I endorse your position in the most emphatic manner.

The people of Cincinnati have undertaken to furnish a complete system of education to any one of its citizens who chooses to avail himself of the opportunity, and have provided kindergartens, elementary grades, high schools and a University. The system is not complete without the graduate school.

I know of no arguments against establishing a graduate school which can not be made against supporting the University and perhaps also the high schools. But our people have decided that such arguments are not sound.

My own conviction is firmly held that a democracy cannot make a better investment than in the education of its people, and that such education should not be confined to the ordinary forms of education, but may well extend to the higher education.

It has been truthfully said that great thoughts originate with the few, and gradually trickle down to the multitude.

A perfectly constituted graduate school should be a constantly vitalizing and uplifting influence in this community.

The experience of Germany, whose wonderful advancement along industrial and commercial lines has been due, in a large measure, to the labors and discoveries of the professors in her universities, should be convincing to those who measure education by commercial standards that a graduate department in our university of advanced and independent thought and research might yield to the city financial returns of a substantial and enduring character.

Yours,

(Signed)  
RUFUS B. SMITH.

Prof. Harris Hancock, University of Cincinnati.
MAJOR FRANK J. JONES:

April 23, 1908.

A personal experience for many years in connection with the University of Cincinnati, as one of its Directors, has given me abundant opportunities to estimate the true value and importance of higher education, not only to those students who enjoy the privileges and advantages of the instruction received, but also to this busy, growing and ambitious community in which our institution is located.

In these days of wonderful progress and active competition in matters of commerce and science, the man who is best equipped with a good mind, good health and the highest scholastic training stands the best chance of meeting with success in life. It is an indisputable fact that a university embracing all the departments of instruction in the higher branches of learning gives character and distinction to the locality in which it is situated.

There is every reason for the citizens of Cincinnati to take pride in our University, which is a potent influence for good in this community, and it is certainly a matter of especial gratification to its friends and those who have given substantial assistance and encouragement in its growth and development, to realize the present fulfillment of their hopes and expectations. In its short career it has grown from a small beginning to its present magnificent proportions, and it will continue to develop and increase in its influence and usefulness. Much can be spoken in its behalf, and to encourage those connected with the institution in their noble work. It is constantly in the public mind, and its merits are recognized by all who have made themselves familiar with the excellence and high standard of scholarship which is maintained in the institution.

I am always glad to manifest my own personal interest in its welfare, and hope these imperfect expressions on my part will induce others to appreciate and co-operate with its patrons in the wise and well-considered plans that have already been adopted for its enlargement and improvement.

With much respect, I remain,

Yours very truly,

FRANK J. JONES.

To Prof. Harris Hancock, University of Cincinnati.
May 29, 1908.

Dear Professor:

I am glad that your committee is taking steps to broaden the interest in the graduate school of our University and put it in a position to meet the wants of our city and the region which it serves in the matter of education.

Only those who, like myself, have had, by unaided effort, to supply the lack of post-graduate instruction can appreciate the value of it. There are so many whose circumstances prevent their going to distant places to get this that, if it cannot be had at home or nearby, they lose and the community loses through them the advantage of perfecting study and training at a time when they are most fruitful and effective.

You therefore have my approval and sympathy in the work you have undertaken, and my best wishes for success.

Very sincerely yours,

(Signed) Judson Harmon.

Prof. Harris Hancock, University of Cincinnati.
The Hon. WILLIAM HOWARD TAFT:

HOT SPRINGS, VA., August 3, 1908.

MY DEAR SIR:

I am in receipt of your letter of the 31st of July. Of course, I am interested in the maintenance of a graduate school for the University. No college is really a university which does not have a graduate school, and it is from the graduate school that the influence upon the community at large of the university as an entity for better living and higher thinking must chiefly come.

It is in the graduate school where profound scholarship exists, and it is from there that we must derive our professors and those who teach the youth in all high schools and colleges. The degrees of Master of Arts and Doctor of Philosophy are the crowning honors for real study and work of the university, and they can only come from a graduate department.

A graduate department in any university develops last because it is the hardest department to build. It must be raised on a solid substructure of academic training, and the very fact that there is now a movement to institute a graduate department in the University of Cincinnati indicates that it has reached an important stage in its successful career.

Very sincerely yours,

(Signed) Wm. H. Taft.

Dr. Harris Hancock, University of Cincinnati.